Teachers Readiness in Implementing Online Arabic at Madrasah Aliyah Ar-Rahman Diwek Jombang

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ABSTRACT

The era of industrial technology 4.0 has a big role in changing the new face of the world from various aspects of life, including the realm of education. The use of appropriate technology has become a point of attention in process of implementing learning and learning, especially after the outbreak of the Covid-19. This research was conducted with the aim of knowing the readiness of the teacher in carrying out the process of learning Arabic online at MA Ar-Rahman Jombang. The type used in this research is discriptive qualitative, by including questionnaires and interviews as instrumen. The results of this study indicate that most Arabic teachers use the Wharsapp application to control the learning process. This offort is considered positive, although problems arise in its implementation. Among them are the inaccuracy of learning time and the lack of two-way interaction between teachers and students making learningless effective. From the results of the study, it can be seen that the personal aspect of the teacher is 76% "agree", 5% "disagree", and 19%"strongly disagree". For aspects of readiness in delivering material and communication 54% "agree", 38% "disagree", and 8% "strongly disagree". For the evaluation readiness aspect 63% "agree", 29% "disagree", and 29% "strongly disagre".

Keywords:Teacher readiness; Learning Arabic; Online learning.

INTRODUCTION

Covid-19 has had many impacts on everyone, especially on education in Indonesia. Now learning activities are carried out online. Nadiem Makarim as the minister of education and culture of Indonesia, issued an important policy, namely the "Freedom of Learning" policy. The concept of independent learning is an effort to create a learning environment that is free of expression, free from various pressures such as psychology. For teachers, this freedom aims to focus learning so that it runs optimally and achieves the goals of an education, but remains within the rules of curriculum. From students, this freedom can express in the learning process at school, and still follow the rules at school (Jamal, 2020).

Arabic is one of the lessons that is considered difficult, because it is a foreign language which is not used in everyday life. Arabic is considered very important because religious activities involve Arabic in peactice. Arabic is a language that must be known by muslim, because it is not uncommon for relegious knowlwdgw to speak Arabic, such as the Qur'an and Hadith (Sulaikho & Mathoriyah, 2019).

It should be prioritized to learn Arabic for students who are muslim, but in reality many students do not understand and have less interest in learning Arabic. In learning Arabic, extra preparation is needed in its implementation, such as during this pandemic. As learnig Arabic when carried out face-to-face is still considered difficult, especially during a pandemic like this, teacher are required to prepare their energy and mind to be able to carry out learning according to the rules of learning (Fodhil & Fathurrozi, 2021). In learning Arabic online the teacher has an important role, to maximize learning activities. One of the teacher's roles in omline learning activities is as a motivator, and evaluator (Shofiyani & Sholihah, 2021). This is needed by students because of the pandemic of distracted learning activities. This is a formidable challenge for teacher (Sabaniah et al., 2021). The process of learning Arabic which is usually done by students face to face, now must be carried out online. Not without reason, but with how the Covid-19 pandemic situation suddenly made the government and schools have to stop all activities related to gatherings or gatherings with many people. The education process is no exception, namely the learning

and teaching process in all school institutions from the RA/TK level to the lecture level directly, must be stopped and replaced with online-based learning media through the help of applications and the internet. Learning Arabic in this new way is not as easy as turning the palm of the hand. A teaching teacher must learn a new media that is online that was not used before.

Based on the above, this paper will descibe several things related to the readiness of teachers in learning Arabic online at MA Ar-Rahman. This study needs to be carried out as form of evaluation directed at efforts to develop the quality of Arabic learning in the school. Teacher readiness also needs to be carried out as a form of support to that the learning process can run effectively and students can also receive learning materials well.

METHOD

The method used in this research is descriptive qualitative. The qualitatif method is a research method based on the philosophy of positivism, which is used to examine the condition of objects scientifically, (as a opposed to an experiment) namely the researcher as the key instrument, the data collection is carried out in a combined manner, the data analysis is qualitative or inductive, the research results emphasize more on meaning rather than generalization (Sugiyono, 2018). Qualitative research prioritizes causal logic (Somantri, 2005).

In this study, twoinstruments were used, namely interview and questionnaires which were used as samples. The researcher took one sample to conduct an interview the arabic teacher MA Ar-Rahman. The questionnaire containing questions was distributed to several Arabic language teachers MA Ar-Rahman. After the interviews and questionnaires have been completed, the authors describr the results of the answer in writing.

RESULT AND DISCUSSION

Readiness is all individual conitional that make him ready to respond (answer) in a certain way to a condition. Adjustment of conditions at one time will affect or tend to respond (Slameto, 1995). These conditions include physical, mental and emotional conditions, needs, motives and goals, skills, knowledge and understanding that have been learned (Pangestu, 2019). In law Number 14 of 2005, concerning teachers and lecturers, it is stated that teachers are profesional educators with the main task of educating, teaching, guiding, directing, training, assesing, and evaluating students in early childhood eduaction in formal education, basic education and secondary education. Among several educational problems that become a priority to find a solution immediately is the problem of the quality of education, especially the quality of learning. To improve the quality of learning, qualified teachers are needed (Muizzuddin, 2019).

From the explanation above, it can be concluded that teacher readiness is how the physical, mental, emotional conditions of an educator in preparing a lesson in order to get a good response in the implementation of learning, both early childhood education to high school education. The things that must be prepared by the teacher before teaching, namely: preparing teaching materials (according to the lesson plan), preparing teaching aids to be used (if used), preparing questions and directions to stimulate active students to learn, studying student circumstances (knowing the strengths and weaknesses of students), and studying students' prior knowledge (Larlen, 2013).

Implementation is process of providing motivation to work on subordinates in such a way, to those who are sincere in their work in order to achieve an organization with effeciency and economy(Adisasmita, 2011). While learning is a process of prodiving guidance to students in learning process(Pane & Darwis Dasopang, 2017). In Law No. 20 of 2003 concerning the National Education System, it is stated that learning is a process of interaction between students and educators and learning resources in an environment. Arabic is a science that consists of several skills (maharah) in it. These skills consist of 4, namely listening skills (maharah istima'), speaking skills (maharah kalam), reading skills (maharah qira'ah), and writing skills (maharah kitabah)(Thoha, 2012).

From some of the definitions above, it can be interpreted that the implementation of Arabic learning is a process of providing support or motivation in order to achieve learning objectives by mastering several skills (maharah). With the learning of Arabic, the hope of a teacher is that students can master language skills properly and correctly. Just as students can listen to Arabic utterances and then understand them and can be re-uttered in the language they understand, or can read Arabic texts and then rewrite them according to the understanding obtained.

Online learning is learning that is carried out in a network to reach a broad target, which can be done anytime and anywhere. Online learning uses the internet network, such as learning through the whatsapp application, google meet, zoom, and others (Sadikin & Hamidah, 2020). In this pandemic period, online learning is an effective solution for learning, because with this learning parents also play a role in supervising a child's learning activities. In online learning, parents act as teachers at home, facilitators, motivators, directors (Cahyati & Kusumah, 2020). The purpose of holding online learning is to meet educational standards by utilizing increasingly developing information technology to facilitate interaction between teachers and students using electronic devices such as mobile phones or computers, and others (Lestari, 2020).

Discussion

This research was conducted by interviewing Arabic teachers at MA Ar-Rahman and distributing questionnaires to several Arabic teachers at MA Ar-Rahman. Interviews conducted by researchers discussed specific questions regarding the personal readiness of teachers in online learning. And the questionnaire contains questions regarding the readiness of Arabic language teachers for the implementation of online learning.

The questions asked by the researcher broadly include: first, how is the implementation of Arabic language learning at MA Ar-Rahman. Second, what applications are used to carry out Arabic learning online. Third, how is the process of learning Arabic online. Fourth, evaluation of learning outcomes online. Fifth, the obstacles faced when doing online learning.

In this study, the results showed that learning Arabic at MA Ar-Rahman used the Whatsapp application. Teachers using Whatsapp Groups aim to make learning and assignment easier, because this application is easily accessible and time is not limited. Not only makes it easier for students and teachers, the Whatsapp application also makes it easier for parents to supervise online learning. However, there are several obstacles such as cellphones that are rarely owned by students, and the internet network which is sometimes difficult to access in certain areas.

The material provided by the teacher in online learning is very easy to understand, so students find it easy to learn Arabic. After giving the material, the teacher gives questions as an evaluation to determine the level of student understanding of the learning that has been carried out. Problems can be in the form of looking for difficult words or unknown mufrodat. After distributing the questionnaire via Whatsapp filled in by the Arabic teacher MA Ar-RahmanJombang. The collected results were grouped by researchers into three aspects based on the given categories. Then the researcher clarifies the data based on the answers that have been given. Of the 3 teachers who became respondents, in learning Arabic online they use the same application, namely Whatsapp Group. The results can be seen in the Figure 1 Aspects of personal readineso, Figure 2 Aspects material readiness and comunication, and Figure 3 Aspects of evaluation readiness below:
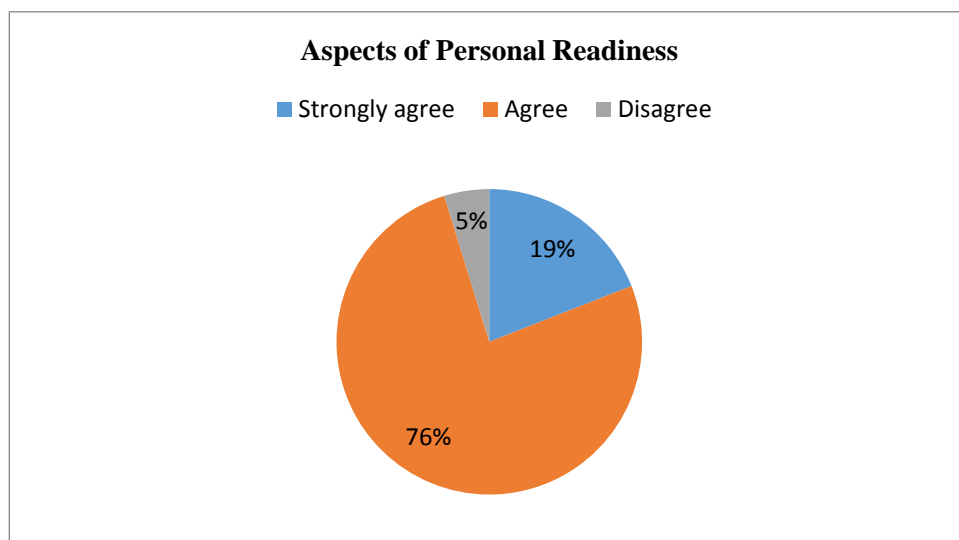

Figure 1. Aspect of Personal Readiness

It can be seen in picture 1. above that the results of the teacher's personal readiness for online learning are 19% "strongly agree", 76% "agree", 5% "disagree". From this percentage, it can be concluded that in the aspect of personal readiness the teacher is said to be ready, but there are several points that must be improved.
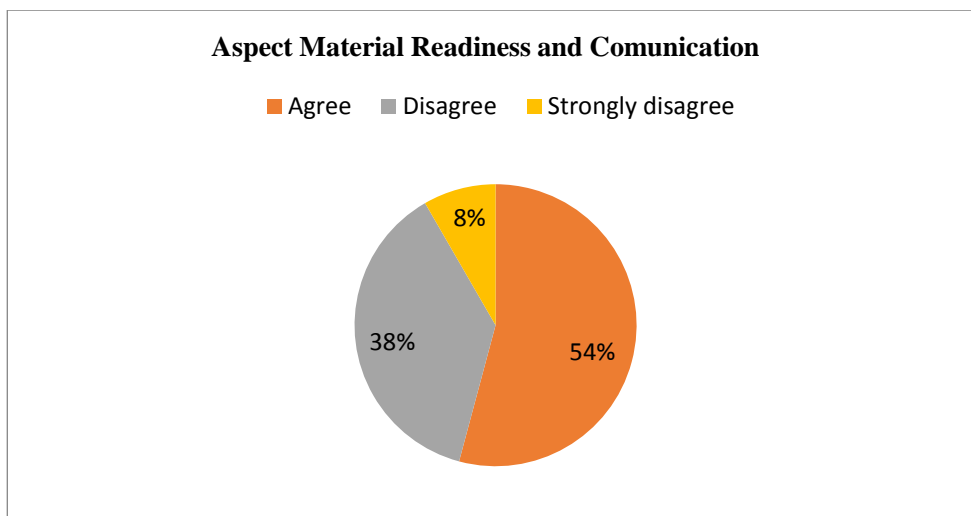

Figure 2. Aspect Material Readiness and Comunication

Aspects of readiness to deliver material and communication Aspects of readiness in delivering material by teachers and communication between teachers and students can be seen through the percentage in Figure 2. above showing 54% "agree", 38% "disagree", and 8% "strongly disagree " From the presentation, it can be concluded that the delivery of material carried out during online learning is quite good, because there are still obstacles faced during the learning process. The obstacles faced were the lack of student responses.
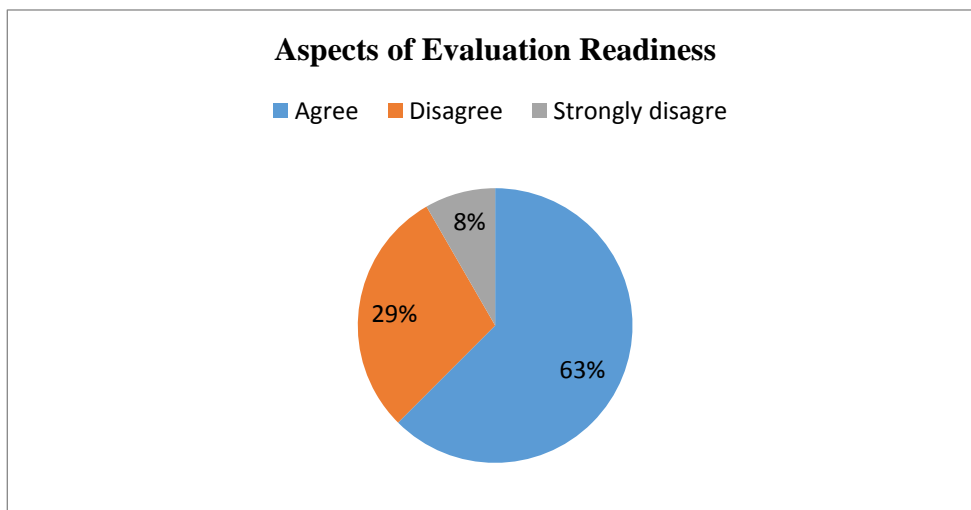

Figure 3. Aspect of Evaluation Readiness

The last aspect is the readiness of the evaluation carried out by the teacher to determine the level of understanding of students in online learning. The results can be seen in accordance with Figure 3. above, that 63% "agree", 29% "disagree", and 8% "strongly disagree". From these results, it can be concluded that the evaluation of Arabic learning outcomes during the pandemic is said to be quite good. The results of the interview show that there are few problems with madrasa facilities that do not support the online learning process.From the data collected both from interviews and questionnaires, the authors can conclude that the readiness of MA Ar-Rahman teachers to carry out Arabic learning can be said to be

ready, it just needs to maximize online learning. Teacher readiness is very influential on learning, because the success or failure of a learning depends on the teacher.

CONCLUSIONS

Based on the results of the study, it can be concluded that learning Arabic at MA Ar-Rahman conducted online is considered quite ready. The lesson is using the Whatsapp application. This application is considered practical, and easy. The MA teacher AR-RahmanDiwek Jombang felt that online learning was less than face-to-face learning. Teacher readiness in learning Arabic online at MA Ar-Rahman was found that learning teachers had prepared teaching materials according to lesson plans, prepared teaching aids to be used (if used), prepared questions and directions to stimulate students to be active in learning, and studied student circumstances (knowing students' strengths and weaknesses), and studying students' prior knowledge. Preparation of online Arabic learning methods at MA Ar-Rahman as described above, namely online learning using the internet network, such as learning through the whatsapp application, google meet, zoom, and others. Some of the teaching materials that have been prepared by the Arabic language teacher at MA Ar-Rahman Diwek Jombang consist of several skills (maharah) in them. These skills consist of 4, namely listening skills (maharahistima'), speaking skills (maharahkalam), reading skills (maharahqira'ah), and writing skills (maharahkitabah).

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