

Readiness of Teachers in Implementing Online Arabic Learning at MA Al-Bairuny Sambongdukuh Jombang

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ABSTRACT

The government's call for learning from home during the Covid-19 pandemic has an impact on changing the learning system in Indonesia, which originally used a face-to-face system to an online system. This paper describes the results of research on teacher readiness in implementing online Arabic learning at MA Al-Bairuni Jombang. To achieve these objectives, researchers used instruments in the form of questionnaires and interviews to obtain the expected data. From the results of the study, it can be seen that for the aspect of personal readiness 52% strongly agree, 38% agree and 10% disagree. For the aspect of readiness to develop materials for online learning, the criteria are 21% strongly agree, 58% agree, 17% disagree and 4% strongly disagree. While the aspects of the implementation of online learning evaluation have the results of 29% strongly agree, 46% agree, 17% disagree and 8% strongly disagree. These results indicate that in general, Arabic teachers at MA al-Bairuni stated their readiness to carry out the online learning process. This is supported by the use of an e-learning platform in the form of Google Classroom and what's up social media as a regular assignment control, and also Google Meet as a means of implementing virtual learning.

Keywords: *Teacher Readiness; E-Learning; Online Learning.*

INTRODUCTION

Recently, the world has been shaken by a big phenomenon, namely Covid-19. Not a few countries have been affected by Covid-19, and Indonesia is one of them. The spread of Covid-19 in Indonesia is fairly fast. This is marked by the increasing number of patients infected with Covid-19 from day to day. This serious problem has an impact on significant changes in various sectors of people's lives. As a result, people's movement is limited to a minimum. So that the implementation of the social distancing system is one of the efforts to minimize the spread of the virus (Jalal, 2020).

The implementation of this social distancing system has resulted in major changes in all aspects, especially education. The government eliminates classical learning, and determines that learning is carried out online, by utilizing the internet network and available learning platforms, such as google classroom, zoom, google meet, and so on. There are many new media discoveries, and the media are also considered positive by providing an outlet for education. Even if you have to overhaul the methods and teaching materials that have been compiled, then change them to be shorter (Sidqi & Auliya, 2021). Thus, this kind of learning does not recognize space and time. This means that students can learn flexibly, anywhere and anytime (Rohmah & Khotimah, 2020).

But behind this flexibility, it has a fairly obvious weakness, namely the lack of interaction between teachers and students, or students between students. So the teacher can not control and observe directly how the development of students (Satiti et al, 2021). This problem becomes a challenge for teachers to be able to carry out learning effectively and efficiently, as well as to observe and examine how the conditions and development of students are. Therefore, teachers are required to implement innovative learning methods, and utilize learning media that can increase students' learning motivation.

Learning Arabic that is done online is a problem in education in Indonesia, whether the teacher is ready or not in the sudden implementation of online learning. Considering that the ability/knowledge of educators in using technology is still standard, some even don't know it at all. Likewise with unstable

internet networks and also cost constraints (Damayanthi, 2020). Although in Indonesia the government has prepared several applications as online support, several obstacles have made some students less interested in online learning (Handarini, 2020).

So that online learning can run effectively. Teachers are required to have mature readiness in carrying out online Arabic learning, namely by considering several things that are considered important (Ayuni dkk., 2020). Online learning is a new challenge for educators. Where teachers are required to use online learning media, and are also expected to be able to increase their creativity in learning. Here the readiness in question is the ability of an educator to adapt to technological changes, training with other parties, and training independently by educators. Many think that educators in Indonesia are still stuttering about the technology they use online (Tiara & Pratiwi, 2020)

The implementation of e-learning requires some preparation. This readiness is known as e-learning readiness. This measurement is carried out to determine the level of readiness. By knowing the level of teacher readiness, institutions can determine policies or strategies that will be determined in the future (Fajri, 2016). There are several components of readiness to use e-learning, namely the first is business readiness, the second is technology readiness, the third is training readiness, the fourth is cultural readiness, the fifth is human readiness, and the sixth is financial readiness (Jamal, 2020).

METHOD

The method used by the author in this study is a qualitative descriptive research method. There are several types of qualitative research methods that are widely used, such as the first involved observation, the second conversation analysis, the third discourse analysis, the fourth content analysis and the last data collection. For measuring or collecting data from this study used instruments namely questionnaires, observations and interviews. Collecting data on certain objects in the form of populations or samples (Somantri, 2005).

In this study, researchers used two instruments, namely questionnaires and interviews. The researcher took 1 sample to conduct interviews, namely the Arabic teacher from Bairuny Sambongdukuh Jombang. Filling out a questionnaire conducted by several Arabic language teachers at MA Al-Baruny Sambongdukuh Jombang. After the interview was completed and the questionnaire was filled in, the writer described the results in an article.

RESULT AND DISCUSSION

Data collection in this study was carried out by interviewing and distributing questionnaires to several Arabic language teachers at MA Al-Bairuny. The questionnaire contains questions that include the readiness of teachers to implement online learning. Likewise with interviews. The questions posed by the researchers in general were the first how the implementation of learning at MA Al-Bairuny, the second what application was used, the third what was the form of online Arabic learning at MA Al-Bairuny, the fourth results from the evaluation and whether or not learning Arabic online is effective, what are the five obstacles in learning Arabic online.

In this interview, the researcher obtained general results. In learning Arabic online at MA Al-Bairuny, the teacher chooses to use the application via WA and then switch to via Google Classroom. This is because the use of Google Classroom is more efficient and makes it easier for students to collect assignments. Not only makes it easier for students, teachers also make it easier to provide material, evaluation questions / assignments, and also make it easier to check assignments and anyone who has collected assignments or who hasn't submitted assignments.

Learning that is done virtually and through virtual applications is basically what is called online learning. The competencies taught must still be considered when carrying out online learning. Because learning has a very complex nature. Therefore, online learning is not just moving the delivery of material online. But online learning must also be planned, implemented, and evaluated as well as offline learning. For the implementation of their own learning, the teacher provides short material in language that is easily understood by students so that it does not make it difficult for them to learn Arabic. Many students think that Arabic is difficult. Even in learning that is done offline, let alone learning Arabic which is done online.

After giving the material, the teacher gives evaluation questions, which usually contain 5 to 10 questions, to see how far the student's understanding has reached. The teacher also used to give the task of translating with the aim of increasing the number of mufrodat students had. Although in learning the teacher has been very maximal in preparing, planning and delivering it. Teachers feel that learning Arabic

online is less effective, because many students do not do their assignments.

The ineffectiveness of learning Arabic online is caused by many factors. Among them, because online learning uses cellphones, many students do not have adequate cellphones that can be used for online learning. There are also students who deliberately do not do their assignments. Because online learning makes it difficult for teachers to control and condition students. With these obstacles, the school also reconsidered about the learning. The school also decided to go offline once a month to collect the assignments that had been given.

Obstacles that occur also occur to parents, from their busy lives so they can't accompany their children to study or supervise them online. The obstacles are generally many parents of students who do not know about electronic devices such as android phones, as well as lack of knowledge or understanding of the use of technology. Finally, it makes it difficult for a teacher to work with parents. This makes online student learning less monitored.

After distributing a questionnaire via WhatsApp which was filled in by 3 teachers at MA Al-Bairuny sambongdukuh Jombang. The results were collected and the researcher began to group the answers to 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 the implementation of online Arabic learning using various applications. Some of them use YouTube, WhatsApp Group, and some use the Google Classroom application.

The results can be seen in Figure (1) Aspects of Personal Readiness, Figure (2) Material Readiness and Implementation, Figure (3) Readiness of Implementation of Evaluation below:

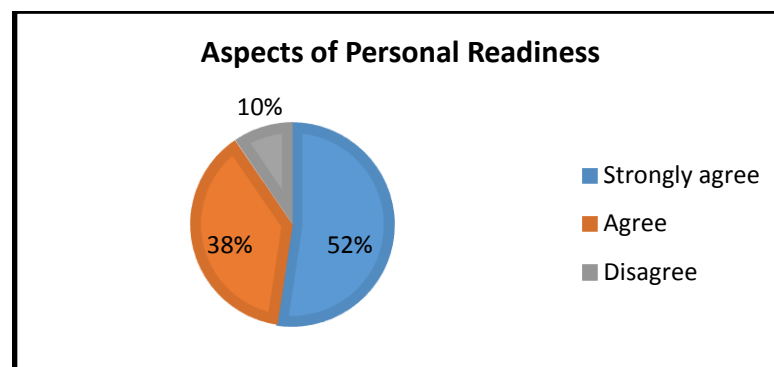


Figure 1. Aspects of Personal

It can be seen in Figure 1.1 above that the results of personal readiness are 52% strongly agree, 38% agree and 10% disagree. Through these figures, it can be concluded that in the aspect of personal readiness, the teachers at MA Al-bairuny are said to be ready, but there are several points that must be improved. For E-learning learning in the aspect of readiness itself, it is necessary to take the time to study the changes in learning with E-learning, so that E-learning can assist in the implementation of online Arabic learning. When a teacher can understand the changes in learning with E-learning, then learning Arabic online will be even better. Vice versa, when a teacher does not learn and know about changes in learning, Arabic learning will not run optimally.

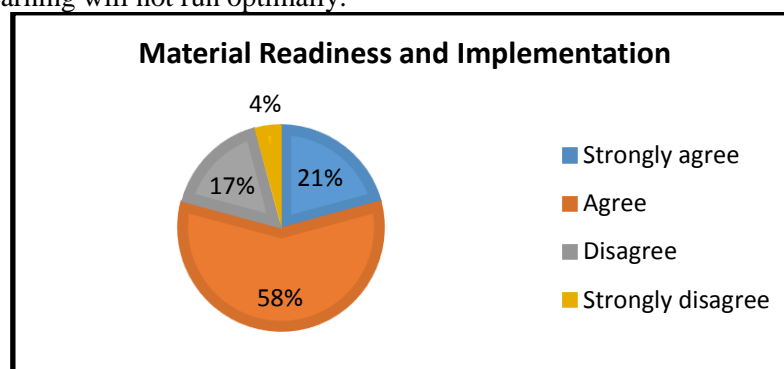


Figure 2. Material Readiness and Implementation

For aspects of readiness to deliver materials and communication, it can be seen in Figure 1.2 above, 21% strongly agree, 58% agree, 17% disagree and 4% strongly disagree. Some of the obstacles that arise when learning is that students are not interested in e-learning. It can be concluded that the readiness of teachers in delivering material and verbal communication with students, teachers at MA Al-bairuny are quite ready, it's just that there are some things that need to be re-prepared. Such as interesting material so that students are also interested in learning with E-learning. For communication itself, it is a little difficult, as discussed earlier, from the results of an interview with a teacher that the problem is that the teacher cannot work with parents/guardians of students. Because there are not a few parents who do not understand about electronics that are used as a means of learning and learning.

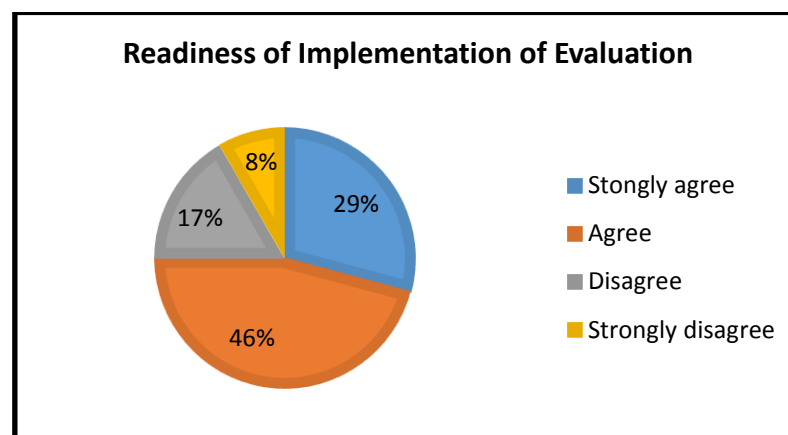


Figure 3. Readiness of Implementation of Evaluation

The last point of teacher readiness in implementing online Arabic learning is the readiness for evaluation. Of the 8 questions, 29% strongly agree, 46% agree, 17% disagree and 8% strongly disagree. For the readiness of the implementation of the evaluation can be said to be quite ready. It's just that the facilities at school are felt to be less supportive in the implementation of online learning. From the data that has been collected, both from interviews and from questionnaires. The author can conclude that the readiness of teachers in the implementation of online Arabic learning at MA Al-Bairuny Sambongdukuh Jombang, can be said to be ready, it just needs to be maximized in the implementation of online learning. Teacher readiness is very influential in learning. Because the success or failure of learning is spurred on by a teacher, even though there are several factors from students and parents.

CONCLUSIONS

Based on the results of the study, it can be concluded that learning Arabic is carried out online at MA Al-Bairuny using WhatsApp and Google Classroom applications. Because it was felt that the two applications were considered the most practical, easy to use and the use of quotas was minimal compared to other applications. Teachers at MA Al-Bairuny felt that online learning was less than ideal compared to offline learning, even though the implementation of learning ran smoothly and could said ready. Student learning outcomes are affected, because many obstacles arise.

Judging from the aspect of personal readiness, namely 52% strongly agree, 38% agree and 10% disagree. Through these figures, it can be concluded that in the aspect of personal readiness, the teachers at MA Al-bairuny are said to be ready, but there are several points that must be improved. Meanwhile, for the aspect of readiness to deliver material and communication, it can be seen in Figure 1.2 above, 21% strongly agree, 58% agree, 17% disagree and 4% strongly disagree. It was concluded that for delivery it was quite ready, it was just that there were several points that had to be re-prepared. Likewise with the aspect of teacher readiness in the implementation of online Arabic learning, namely the readiness for evaluation. Of the 8 questions, 29% strongly agree, 46% agree, 17% disagree and 8% strongly disagree. The results can be said to be ready, it just needs to be maximized.

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