

THE IMPACT OF ONLINE LEARNING VIA WHATSAPP MEDIA FOR TEACHERS AND STUDENTS IN ARABIC LANGUAGE SUBJECTS IN MI AS'ADIAH 148 TIPPULU DISTRICT. WAJO

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Abstract

The aim of this research is to obtain accurate data regarding the implementation of online learning via WhatsApp media, find the obstacles experienced by teachers and students in conducting online learning, and determine the impact of implementing online learning for teachers and students in Arabic language subjects. at MI As'adiyah 148 Tippulu Kab. Wajo.

This research uses descriptive qualitative research, and in collecting data it uses observation, interview and documentation techniques. Meanwhile, the data analysis techniques used are data reduction methods, data presentation, drawing conclusions, and data triangulation.

The research results show that the impact of online learning for teachers and students at MI As'adiyah 148 Tippulu District. Wajo is the application of online learning which is dominated by negative impacts and several obstacles such as an unstable network, not having a cellphone, inadequate storage quality and not having a quota. The negative impact for students is difficulty in understanding the subject matter, boredom with the learning process, increasing feelings of laziness in studying, decreased learning achievement and failure to interact directly with teachers or with friends so that they are too dependent on parents in completing assignments. Meanwhile, teachers include not being able to teach as optimally as in the face-to-face learning process, as well as not being proficient in creating interesting online-based learning media that can prevent students from feeling bored, and having difficulty providing explanations of material that can be understood by all students online. . However, the implementation of online learning at MI As'adiyah 148 Tippulu still has a positive impact, including saving time, space and energy, providing new experiences for teachers and students as well as having free time with family and being able to train students' independence in learning. With this research, it can be seen the various negative impacts experienced by students at MI as'adiyah 148 Tippulu District. Wajo in the online learning process includes feelings of boredom and a very lack of enthusiasm for participating in learning, so it is hoped that teaching staff can carry out training first on technology management and creating interesting learning media for students with the hope that students can be enthusiastic and learn well even though the learning is difficult. it is only done online and the learning process can be maximized so that learning achievement does not decrease.

Keywords: Impact of online learning, WhatsApp media, Arabic language learning

INTRODUCTION

Learning is an effort to make students learn or an activity to teach students or in other words, learning is an effort to create conditions for learning activities to occur.¹ The learning process is one of the important elements for achieving success in learning, in learning the process occurs. transfer of knowledge from teachers to students. During the learning process, interaction occurs between teachers and students which allows educators to recognize the characteristics and potential of students.

According to Law no. 20 of 2003 concerning the National Education System, learning is "the process of interaction of students with educators and learning resources in a learning environment". ² Learning basically functions as an external stimulus to help someone learn,

organize and integrate a number of new experiences into a meaningful scheme, so that a cognitive structure is formed that can be used as an anchor for information in learning activities. 3

Learning is an activity that cannot be separated from human life. Every human being must learn, because everything you want to do requires knowledge to do it. So activities that can increase knowledge from not knowing to knowing, unable to able can be said to be 1Bambang Warista, Basic Learning Technology and its Applications, (Cet. I; Jakarta: PT Rineka Cipta, 2008), p.85

Republic of Indonesia, "RI Law Number 20 of 2003 concerning the National Education System, article 1. learning. This is in accordance with the definition of learning according to Bell-Gredler who says that learning is a process carried out by humans to obtain various abilities, skills and attitudes that are acquired gradually and continuously. Cronbach also said that learning is demonstrated by changes in behavior as a result of experience. Learning as an activity shown by changes in behavior as a result of experience.4

Currently, the world is being shaken by the outbreak of the corona virus or what is often known as Covid-19, including the world of education. This virus is thought to have first emerged from the city of Wuhan, China at the end of 2019. Until now, Covid-19 has not stopped and many victims are still dying due to exposure to the virus. Therefore, the local government is still implementing physical distance restrictions or physical distance restrictions. This is expected to minimize the transmission of Covid-19.

One of the impacts of physical distance also occurs on the learning system in schools. Based on circular number 4 of 2020 concerning the Implementation of Education Policy during the emergency period for the spread of the virus, the Minister of Education and Culture appealed to all educational institutions not to carry out the teaching and learning process directly or face-to-face, but rather to do it remotely. So with this policy, all activities that were previously carried out outside the home by gathering and in groups, must now be stopped for a moment and replaced with activities at home and changing the learning method used to online or online.5

Actually, online is nothing new for Indonesia, this learning model has been developed since 2013 as an alternative learning, in other words, before the virus outbreak, Indonesia had implemented this method. But not all educational institutions apply it, especially schools in rural areas. However, with this virus, all schools, colleges and other educational institutions have to use online learning methods without exception, with the aim of ensuring that the learning process continues even though it has to be done at home.

Innovations are always developed by education and learning activists in accordance with the demands of the times and when certain situations arise, such as the Covid-19 pandemic that is haunting humanity throughout the world, therefore online learning appears as the only choice for all elements of education. This learning achievement requires various parties to follow the path that can be taken so that learning can take place by utilizing technology as an online learning medium. As time goes by, there are now several educational institutions that carry out offline learning provided they still pay attention to health protocols.

Online learning generally has a slightly different meaning from offline (face-to-face) learning. Online learning utilizes the internet network as a means of learning and prioritizes aspects of students' accuracy, activeness or foresight to be able to receive, process and filter information conveyed or presented through online media. Online learning is learning that takes place in a network where the teacher and those being taught do not meet face to face. In Meidawati's opinion, online learning is

A formal education learning organized by a school where students and instructors are in separate locations, so it requires an interactive telecommunications system to connect the two and the various resources needed therein.6

Based on the explanation above, it can be understood that online learning is a learning activity that uses the benefits of technology by using the internet to carry out the process of

teaching and learning activities, and learning is carried out not face-to-face but virtually, and learning activities can be carried out anywhere and at any time.

Meanwhile, the definition of online learning according to Dabbagh and Ritland is an open and transparent learning process that utilizes educational tools and via an internet connection so that learning can be done without knowing distance, space and time.⁷

In the online learning process, learning material is delivered through media such as computers, cellphones and the internet. However, teachers and students can still interact directly even though they are in different places. For example, by conducting real audio, real video and online meetings. Meanwhile, interactions that are not real time can be done via email, group discussions and other e-learning programs. Meetings between teachers and students will only be held if there is an important event that requires a direct meeting in a room.

Arabic is the oldest language in the world and has been used the longest by society. Since the Koran was revealed and the Islamic religion developed, Arabic speakers have increased to this day. Another reason is because Arabic is the language of the holy books and guidance of the Islamic religion worldwide.

Arabic is one of the major languages in the world spoken by more than 200,000,000 people. This language is used officially by approximately 20 countries. And because it is the language of the holy books and religious guidance of Muslims around the world, it is of course the language that has the greatest meaning for hundreds of millions of Muslims around the world, whether they are Arab or not. ⁸ Learning Arabic for non-Arabs first began in the 17th century, when Arabic began to be taught at Cambridge University, England. Meanwhile in America, attention to Arabic and its learning only began in 1947 in American army schools. In Egypt, there are many Arabic language learning centers. It is marked by the many developments in the Arabic language. Learning Arabic for non-Arabs is something that cannot be avoided, because the urgency of Arabic for the world community is currently quite high for both Muslims and non-Muslims.⁹

METHOD

This research uses descriptive qualitative research, and in collecting data it uses observation, interview and documentation techniques. Meanwhile, the data analysis technique used is the method of data reduction, data presentation, drawing conclusions, and triangulation of research data carried out at MI As'adiyah 148 Tippulu District. Wajo

RESULTS AND DISCUSSION

Application of Online Learning via Whatsapp Media in Arabic Language Subjects at MI As'adiyah 148 Tippulu District. Wajo Based on the results of observations and interviews with subject teachers

Arabic found that teachers still prepare learning plans as in the face-to-face learning process so that the teaching and learning process is more focused. The plan is in the form of a one-sheet RPP which includes an introduction, core activities and closing activities.

From the results of an interview with Mr. Hasanuddin T, S.Pd.I as an eye teacher Arabic lessons he said that:

Even though now the learning process is carried out boldly, an educator still has to prepare a lesson plan as a reference in conducting learning so that the learning process remains as focused as learning carried out in class. This dare lesson plan is made in the form of one sheet consisting of introductory, core and closing activities.⁶³

The online learning process is carried out based on previously created lesson plans which include preliminary activities, core activities and closing activities.

Before entering the main activities, the teacher first begins learning as is usually done in class, namely first opening the class with greetings, then praying and continuing to take attendance of the students. As Mr. Hasanuddin T, the Arabic language subject teacher, said:

The online learning process is almost the same as that carried out in classroom learning, the only difference is space and no direct face-to-face contact with students. Before learning begins, start by greeting first, then tell students to pray in their respective places, then take attendance as usual and convey the learning objectives for that day. 64

This is reinforced by statements from several students who said that:

Samaji while studying in Sis's class, the only difference is that he can't be seen directly by the teacher, and his voice isn't there either. Before learning begins, the teacher greets the new group and asks them to pray, usually they don't pray, they are absent. 65

A similar answer was also given by a student named Muhammad Ihsan who said that:

Usually, before giving the material, the teacher says hello to the group first and is asked to pray individually at home. After that, he/she takes attendance. They are also told to send a photo complete with uniform and send it to the teacher as proof. 66

Based on the results of interviews, observations and documentation carried out by the author, it can be concluded that the application of online learning in Arabic language subjects via WhatsApp media begins with an introduction, then continues with the main event and the last is the conclusion which includes an evaluation of the lesson material.

Core Learning Activities

After the introduction, next are the core activities or learning process, following the results of the interview with Mr. Hasanuddin T as a teacher in Arabic language subjects regarding the core learning activities.

After the preliminary activities, we then enter the core learning activities, this is where the material is distributed in groups and directs students to read and study the material. If there is something they don't understand, students are welcome to ask questions directly in the group lesson.

From the informant's answer above, it can be seen that the online learning stage via WhatsApp media after the introduction is the core activity of the learning process which includes providing material via WhatsApp so that it can be studied by students. Similar answers were also given by students who

named Muhammad Faiz who said that:

If you are absent, the teacher sends the material, then you are told to read it and ask if there is something you don't understand or isn't clear. Samaji, when studying in class, you just don't explain the material directly, if you study online, if you study in class, explain directly, don't read it yourself on your cellphone.68

The same answer was also given by a student named Najwa who said that:

Samaji is the stage when studying face to face in class but the difference is that the teacher just sends the material to the group. If you are absent, there is no audio that can be heard like when studying directly in class, there is also no video, we have to download the material on our cellphones and then we are just told to ask. if you don't understand.69

The applications used in the online learning process are WhatsApp and YouTube, however the use of YouTube is very rare because the network is not very supportive. This was stated by Mr. Hasanuddin T, S.Pd.I in the interview process:

The applications used in the online learning process for Arabic language subjects often only use WhatsApp because it is easier for students who are still in elementary school to use compared to other learning applications, but occasionally they also share video links related to Arabic material on YouTube if they are supportive enough. I'm still networking, but I don't know whether everything can be opened by students or not. Another reason why you only use WhatsApp is because other learning applications require an extra network, whereas here it doesn't support the network.

The answer above is also reinforced by information from students named Lutfi, Sasa and Najwa who said that:

Via the WhatsApp application, bro, I often send video links from YouTube, but it's very rare, I often just send material in file form in WhatsApp groups, if YouTube uses a lot of quota, bro, the network also loads so it takes a long time to wait if you want a video on YouTube. seen. It is also better understood if WhatsApp is used for learning, other applications are not known because they are difficult.

From the data presentation and research findings that the author has conducted, the author can provide an analysis of the impact of online learning via WhatsApp media for teachers and students at MI As'adiyah 148 Tippulu, including:

1. Implementation of Online Learning via Whatsapp Media in Arabic Language Subjects at MI As'adiyah 148 Tippulu

Based on the results of research conducted by the author, the results obtained show that the stages of activities in the online learning process are:

a. Preliminary activities

Where the teacher first greets all students in the WhatsApp group then reads a prayer together and takes attendance.

B. Core activities

This includes providing subject matter that will be studied that day and asking students to read and try to understand what they have read.

c. The last activity is closing,

Which includes testing students' level of understanding regarding the material that has been given by asking a question about what is understood in the material.

After that, the teacher gives assignments to students via WhatsApp media, then later the students' answers will be sent back to the teacher via the same application. After all learning activities have been completed the teacher will close the online class by providing a little motivation to the students and will end with greetings.

The learning process can be said to be successful if the learning objectives have been achieved. The success or failure of achieving learning objectives depends on the learning process undertaken by students. According to Asmani, there are two indicators that can be used as a reference for the success of the learning process, namely the ability to absorb lessons and changes in student behavior.

The same thing was stated by Susi Prasetyaningtias in the teacher's scientific work journal that:

In implementing online learning, the class teacher starts the lesson every morning by asking about the whereabouts and condition of the students virtually via the class WhatsApp group, after which the teacher provides material according to the lesson schedule for that day. Then, by studying the material, students are given a period of time to study the material independently. If the material is in the form of applying a formula, then learning continues with question and answer in group class. After all the material at the meeting has been given, the class will close by greeting and thanking the students who participated during the learning process.

The statement above explains that in the implementation of online learning the stages carried out still include preliminary activities which contain greetings and attendance of students, then core activities which consist of providing and explaining material by the teacher and finally the closing which contains presentation of conclusions and questions and answers related to the material covered. have studied and are the last to give greetings.

2. Obstacles to Online Learning via Whatsapp Media in Arabic Language Subjects at MI As'adiyah 148 Tippulu District. Wajo

Online learning cannot be separated from various obstacles, as are those experienced by teachers and students at MI As'adiyah 148 Tippulu. Based on the results of research conducted by the author, it can be seen that when carrying out the online learning process there are several obstacles experienced by teachers and students, including: The quality of the internet network is not good because the location is in a rural area, You don't have your own cell phone so sometimes

you are hampered in following learning, Don't have an internet quota and don't have enough money to always buy a data package, Cell phone memory is full, resulting in slow usage, Cell phone storage quality is not very large so not all study material can be accommodated

Doesn't help in doing your own assignments

Apart from that, other obstacles include feeling distracted and unfocused when studying at home due to interference from younger siblings and even orders from parents or siblings. Meanwhile, the obstacles experienced by Arabic language teachers are the lack of ability to create interesting learning media for students and the difficulty of teaching optimally. similar

which was explained by Napitupulu who said that

The dissatisfaction factor in online learning is due to the instability of the internet network, while the network is the most important factor in online learning. In online learning, the network is not only a method of distributing educational materials, but also a means for interaction between teachers and students or between students. 100

According to Bella Choirunnisa, the obstacles in implementing online learning in Kumparan media include the following:

A. Internet Network

Courageous or online learning cannot be separated from the internet network. Not a few students have difficulties because the geographical location of their homes is far from signal coverage. This makes teaching and learning activities from home unable to run effectively. All applications used in learning activities require a strong internet network, because without an internet network the learning process cannot be carried out properly.

B. Cost

Internet quota is something that is important for students when doing online learning. Some parents have to have a separate budget to purchase quotas because the assistance provided by the government is not evenly distributed. With the current unstable economic situation, parents find it difficult to increase the costs for their children to buy quotas.

C. Parents have difficulty understanding lessons and motivating children when accompanying them to study at home

D. High feelings of stress and boredom when learning at home

e. Don't have android

F. Electricity often breaks

This problem is often experienced by people in remote areas, electricity is cut off which results in not only the electricity being lost, but also the internet network being lost. So in this way the learning process cannot take place¹⁰¹

It can be concluded that the implementation of online learning has various obstacles, the obstacles that often occur are not having an internet quota, the network is not optimal, quota purchase fees are not always there, the quality of cellphones and storage is not optimal and not having learning devices such as cellphones and the like.

In connection with technological developments and the demands of the times, students who are still in elementary school can also learn using the internet network. By implementing online learning, it is hoped that the knowledge of teachers and students will develop. Apart from that, teachers and students will become accustomed to operating computers and cellphones so that there is no longer the term technologically illiterate teacher or technologically illiterate student.

CONCLUSION

Based on data analysis from the results of this research which discusses the impact of online learning for teachers and students in Arabic language subjects at MI As'adiyah 148 Tippulu District. Wajo, the following conclusion can be drawn: The implementation of online learning via WhatsApp media at MI As'adiyah 148 Tippulu includes preliminary activities, core activities and closing activities, it's just that online learning is not carried out in the same room with all students,

but is limited by different distances and spaces. Obstacles in implementing online learning via WhatsApp media at MI As'adiyah 148 Tippulu include: Insufficient smooth internet network, Lack of preparatory buyer quota, Not having your own cellphone, Disturbed learning atmosphere, Poor quality of cellphone and storage, Lack of ability in creating interesting online learning media. The solution to the obstacles that exist in the online learning process is to go to the teacher's house to be guided directly, but if there are a lot of them then they have to come in turns.

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