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Development of Arabic Teaching Materials Based on Google Classroom

Adam Mudinillah¹ , Xie Guilin² , Deng Jiao³ 

¹Sekolah Tinggi Agama Islam Al-Hikmah Pariangan, Indonesia

²University of Science and Technology of Hanoi, Vietnam

³Universiti Sains Malaysia, Malaysia

ABSTRACT

Background. Based on the problems obtained by researchers about the problem of Arabic language in Indonesia at this time is very minimal, because there are elements that inhibit the implementation of Arabic language learning. Among them, namely, kitabah, kalam, istima', thus the process of learning Arabic in school development is very lacking.

Purpose. Thus, researchers have a goal of learning Arabic through google classroom to make it easier for students to carry out Arabic language learning more effectively and efficiently. And how influential is Arabic language learning using google meet media when used for student learning activities, and the subject of researchers conducted at the madrasah ibtidaiyah teluk kuantan to find out the Arabic language learning process using google meet media to what extent the effectiveness of learning media google meet application.

Method. And this type of research uses quantitative data, the object of which is carried out by researchers there are students from madrasah ibtidaiyah teluk kuantan. And the data collection technique used is interviews. The results of the study aim to help students and teachers at madrasah ibtidaiyah teluk kuantan be able to apply Arabic language learning using the google classroom application media and can motivate students to learn in using the google meet application media.

Results. The result of the study aims to help students and teachers at the madrasah ibtidaiyah teluk kuantan be able to apply Arabic language learning by using the google classroom application media and can motivate students to learn in using the google meet application media. Then the results of the questionnaire data obtained by researchers know the use of google meet media and what Arabic language learning is used by teachers and students at madrasah ibtidaiyah teluk kuantan.

Conclusion. And researchers hope that with the use of the google meet application media for Arabic language learning and other learning can be applied by teachers and students so that there is an effective and efficient learning process.

KEYWORDS

Arabic, Classroom, Development

INTRODUCTION

The rise of Covid-19 has become a polemic in terms of people's lives throughout the world which focuses on the educational aspect (Nida dkk., 2023), The rise of the Covid-19 pandemic has made every educational institution, especially schools, which are usually face-to-face, transferred to an online system (Zarnuji, 2023). Therefore,

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Correspondence:

Adam Mudinillah,
adamudinillah@staialhikmahpariangan.ac.id

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online learning makes one way to solve these obstacles. Educators and students are required to adapt by changing face-to-face learning to online learning, online or distance learning (Al-Arimi, 2014). This learning assistance application is like WhatsApp, Zoom, Google Classroom (Farid, 2023). The application of these two learning processes certainly has several problems such as limited time in learning because the learning time is reduced so that the material provided does not reach the desired target (Teguh dkk., 2023). In this learning there are weaknesses such as slow network or internet quota runs out quickly (Yeltriana dkk., 2023). During the Covid-19 pandemic, several educational institutions such as schools use various ways to keep learning conducive such as using online learning first using social media such as WhatsApp application, Google Classroom, Google Meet, and Zoom.

So that the continuity of learning can run smoothly, educators are required to organize learning in advance (B. Beribe, 2023). sometimes in online learning you will find students who do not carry out assignments (Makniyah & Khotimah, 2023). (English Language Education Study Program, STKIP Pamane Talino et al., 2020) on the pretext of not having qualified technology facilities such as smartphones because the parents of these students are underprivileged. (Gu, 2021) even to meet their daily needs they feel shortages, (Olsson et al., 2005) With such problems, schools try a face-to-face learning system, (Lee, 2006) the problem faced is that students are determined to attend from a class of 30 students so only 15 students attend, (2005) With such problems, the school tries a face-to-face learning system, (Lee, 2006) the problem faced is that students are determined to attend from a class of 30 students so only 15 students attend who are divided based on odd and even according to attendance (Minarti dkk., 2023). In this continuity of learning, the learning time is also limited to two lessons of only 30 hours.

Minutes or 40 minutes, nor do schools require students to choose face-to-face learning (Kollar et al., 2006) over online learning (Mustajab dkk., 2023). Therefore, it can be proven that the result is around 95%. Online learning is carried out by educators using WhatsApp as a means of delivering material or collecting assignments to students (Ulum dkk., 2023). It can be concluded that the online method can use technological media, and the submission of assignments is required through monitoring or mentoring of student guardians through the whatsapp group so that it can be concluded that children are really learning (Nurzen dkk., 2022). Educators also use WhatsApp as a means of delivering material or collecting assignments to students. It can be concluded that the online method can use technological media, and submission of assignments is required through monitoring or assistance from student guardians through group whatsapp facilities so that it can be concluded that children are really learning. Educators are also required to collaborate with student guardians, in reviewing students' learning activities at home, namely to ensure coordination between teachers and student guardians (Roshayanti dkk., 2023). The effect of online learning on students is very efficient, such as students feeling bored and bored during the learning process. And we both know the impact of Covid- 19 This results in a prolonged impact such as school being delayed for a long time (Bohman et al., 2021), to the point of creating anxiety for both students and educators.

Education is a tool that has a major impact on the success or failure of a country (Au-Yong-Oliveira et al., 2018), education plays a very important role in tackling human resource development (Fuadi & Mirsal, 2023). With the passage of time, educational assessment has little change and development in the design of national education, namely perfecting and advancing the nation's intelligence. we both know that the curriculum has a very important foundation in the educational process (Mutalib & Dylan, 2021). And it should have an anticipatory and adaptive role and characteristics for the development and advancement of science and technology. Curriculum

and learning are two important roles in educational activities (Mudinillah & Rizaldi, 2021). Both explore what and how education should be done (Suryaningsih, 2021). Therefore, in line with changes and developments in the curriculum from time to time, an educator is required to understand and apply it as well as possible. so that it is in line with what is desired.

material is needed on curriculum development from the 1994 Curriculum, the 2004 Competency-Based Curriculum (KBK) (Arsul dkk., 2021), the Education Unit Level Curriculum (KTSP), and the 2013 Curriculum. 2 Ministry of Primary and Secondary Education of the Republic of Indonesia (previously:

We both know that language is a means of human communication between each other (SettingsSuratmi dkk., 2021), to convey an idea, opinion, expression and even the contents of the heart so that it can make it easier for humans to understand each other if we distinguish it from other foreign languages such as Japanese (Yennizar dkk., 2022), English and German, the plan for observing and developing Arabic in Asian countries seems to be developing rapidly, even though the majority of Indonesia's population is Muslim. we can see this from the lack of Arabic language works, especially in Arabic teaching materials, which are developing rapidly until they become teaching materials in units If the educational units under the auspices of the Ministry of Religion and National Education teach Arabic, both at the elementary level to the college level. Basically, the teaching materials used in this case are mainly textbooks in many Islamic educational institutions in Indonesia, such as madrasah, pesantren, universities.

The progress of Arabic language learning can occur if educators have an effective way in the learning process (Afifah dkk., 2023). Educators must make art and innovation in the use of methods during the teaching and learning process in line with changes in student attitudes and interests about the material presented. In the wider world, studying Arabic is not something that is considered strange (Muhammadong dkk., 2023). in Indonesia, which has made Arabic a form of material presented. This shows that our population is increasingly aware of the need to understand Arabic. Especially for Muslims, studying Arabic is very necessary in order to understand the teachings of Islam which are detailed using Arabic. Without understanding Arabic, science and Islamic teachings will be difficult to understand and apply properly.

Parents also have an important direction in understanding Arabic language children (Lasmi dkk., 2023), because children are the next generation. although it is not easy to understand Arabic language education to the next generation, even so this must still be mobilized seeing how many benefits can be obtained from understanding Arabic. some educators must have a special obstacle in understanding it to children (Pathurohman dkk., 2023). Contrary to foreign languages, Arabic has procedures and word order that can be said to be difficult so that learning methods are needed that can make it easier to understand Arabic in the next generation, especially at the elementary school level.2 what kind of method? and what can be taught material to MI / SD age children? This research will thoroughly explore how the development of technology-based Arabic teaching materials, especially google classroom, which can be applied to the next generation, especially MI / SD age children.

The purpose of developing Arabic teaching materials based on Google Classroom at the MI level (Grades 1-6) Language is a means of communication that a person uses to others. If it were not for language (Kurniawan dkk., 2023), no one would be able to express their hearts or ideas (Lasmi dkk., 2023). Therefore, language is the main tool of human communication. Until finally the error in expressing a language risks causing the wrong understanding as well (Andra dkk., 2023). The development of Arabic teaching materials based on Google Classroom must be able to guide, encourage, foster and develop skills and can generate good attitudes for Arabic both Arabic

language skills and good attitudes for Arabic are very important in order to facilitate understanding the main source of Islamic teachings, namely the Koran and Hadith, to Arabic books related to Islam for students (Saputra dkk., 2023). Therefore, the development of Arabic teaching materials based on google classroom in madrasah ibtidaiyah / elementary school must be finalized so that the next generation is proficient in language (Sari dkk., 2023). Arabic with four language skills that are taught integrally, namely speaking, listening, writing and reading (N. A. Putri dkk., 2023). Even though that is the case, at the basic education level (MI / SD), speaking and listening skills are dominantly prioritized simply as a language backup (Susanti dkk., 2023). Because at the age of MI / SD before understanding the development of Arabic teaching materials based on Google Classroom (Johanna dkk., 2023), children must understand the basis of the Arabic language first, namely understanding and learning bertakallum to get used to it.

At the secondary education level (MTs / SMP, MA / SMA), the four abilities of bertakallum are only taught in balance, nothing is more intended so that students can know how to speak, and write and read correctly. Comparatively, at the higher education level, the emphasis is on advanced writing and reading skills, therefore students are required to be able to browse through various Arabic references at the university level (Maulida dkk., 2023). including the following (L. R. Putri dkk., 2023): 1) Developing an understanding of the interrelationships between languages, 2) Developing the ability to communicate with Arabic, both oral and writing, which includes four language skills, namely listening, speaking, reading, and writing, and 3) Raising awareness about the importance of Arabic as a foreign language, especially as a key in studying the sources of Islamic teachings.

We need to know that Arabic is a very important thing (Darkun, 2019) to understand and learn at an early age and is also very important for the next generation, because: 1) Arabic is a beautiful language (Qureshi dkk., 2022). By learning this language, it will sharpen our thinking, artistic and literary values, 2) Many Islamic educational sciences are delivered using Arabic. Islam originated in the land of Arabia so that the majority of Islamic sciences use Arabic (Kamaluddin dkk., 2023). Thus, Arabic must be used as a medium to explore these sciences, 3) By understanding Arabic, we will easily understand the meaning contained in the Koran which was revealed using Arabic, (Albantani et al., 2021) 4) Arabic is the language of the Koran. In another point of view, Arabic can make mastery easier for science because it has become the purpose of channeling knowledge (Husna dkk., 2022). Clear evidence, many scholars who make various aspects of science in a metaphor of poetry, and shalawat. Therefore, A person will understand it more easily because he is attracted to its beauty and it becomes an obligation for people who really want to master and understand it perfectly. Umar bin Khaththab said "learn Arabic, indeed it can strengthen the mind and increase honor" (Yakir dkk., 2023). Increasing the study of Arabic will increase one's thinking power because it is in Arabic.

Before we dive deeper into exploring the advancement of learning technology, it is required to first understand what the media means in its entirety, media is an expression of the word medium in the singular form whose language comes from Latin which means between and intermediary, which is aimed at an acquisition of information links between the source and obtain information. For the first time in the history of learning media referred to as visual education (visual teaching instruments) then became audio visual aids (teaching materials).

One of the online learning media currently being used at MIN Taluak Kuantan is Google Classroom. Google Classroom is a special application used for online learning that can be done from a distance that can make it easier for educators and students to create, group and give assignments, besides that educators and students can always carry out learning activities at any time

through the Google Classroom classroom. The use of this application can greatly facilitate learning for learners, namely reading, listening and sending assignments from a distance. How to use Google Classroom, educators and students can access this application by using two ways, namely the website and the application. The website itself can be accessed using any browser such as Chrome, FireFox, or other Internet platforms. Meanwhile, the application can be downloaded for free on the Playstore application for Android and the App Store for iOS. The utilization of the Google Classroom application basically has advantages among one of the following The use of Google Classroom can send assignments in the form of photos, videos and learning documents to students related to the subject material that is ongoing during one semester. This application can help teachers in the process of each assessment of all assignments that have been given by the teacher to students, smooth communication between teachers and students in the comments column, students can also fill in absences when learning begins, and students collect or send assignments that have been completed and that way can be stored in Google Drive and neatly organized so that the learning and assessment system is well structured and systematic. That way this can be used as a medium for Online-based learning, because Google Classroom has various features in making learning easy and efficient for anyone to use and for sending assignments to be systematic. In the previous observation with the discussion of Google Classroom: what and how does it work? Including Google Classroom can help control student learning, teachers can always monitor all learning activities of students in the learning process. The relationship between learners and educators is well recorded. Google Classroom has helped and The use of Google Classroom during the pandemic is effective and beneficial for improving students' skills, discipline, and fulfilling the government's expectation to continue the learning process. Therefore, through Google Classroom, it is concluded that learning objectives will be more easily realized and full of meaning. the use of Google Classroom during the pandemic is effective and beneficial to improve skills, student discipline, and meet government expectations to continue the teaching and learning process. The implementation of the use of Google Classroom in the Online learning process in various educational institutions further facilitates the online-based learning process. Based on the scheme and literature review above which states that Google Classroom is effective in improving teaching and learning activities, researchers conducted research to determine the use of Google Classroom in online-based learning during the Covid-19 pandemic in increasing the effectiveness of student learning in MADRASAH IBTIDAIYAH NEGRI TALUK KUANTAN students.

Structuring the use of Google Classroom using Google Classroom is certainly not an easy thing for a teacher or educator who does not have basic skills in the field of technology and information. However, actually using Google Classroom can be learned by observing the following procedure: 1.Open the Google website and then enter the Google Classroom page 2.Make sure you have a Google Apps for Education account Visit classroom.google.com and log in Choose whether you are a teacher or student, then create a class or join a class 3.If you are a Google Apps administrator, you can find more information on how to enable and disable the service at Access to Classroom 4.Educators can add students directly or share the code with their class to join. This shows that the educator in the real class (at school) has informed the learners that the educator will implement Google Classroom with the condition that each learner is required to have a personal email by including the owner's full name (not using nicknames) 5.Educators provide independent assignments or provide discussion forums through the assignment page or discussion page then all class materials are automatically saved into a folder on Google Drive.

6.Besides giving assignments, educators can also deliver announcements or related information on subjects that all students in the real class will learn on the page. Learners can ask the

educator or other students in the class related to the information conveyed by the educator 7. Learners can track every assignment that is close to the deadline on the assignment page and start working on it with just one click 8. Educators can quickly notice who students have not submitted assignments, and provide feedback and grades directly in class.

The objectives of this research are: 1) Knowing the stages of developing Arabic language learners based on the Google Classroom application for MIN Taluak Kuantan students. 2) get data on the development of Arabic language learning using the Google Classroom application at MIN Taluak Kuantan.

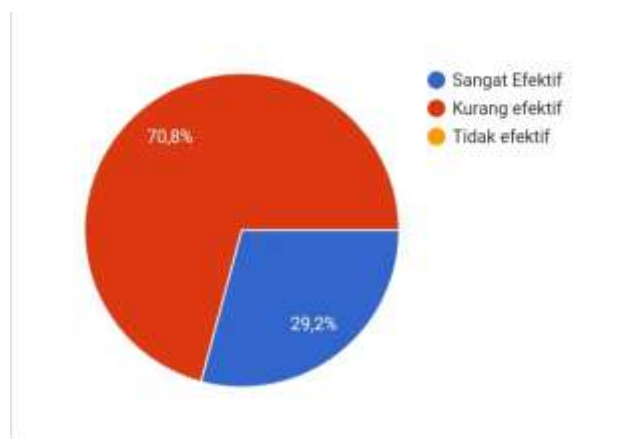
RESEARCH METHODOLOGY

This form of observation uses a type of qualitative research, based on the point of view of the participants or sources in the data collection. The acquisition used is a data observation system that is expressed by reviewing and presenting it in the form of words, or sentences rather than structured numbers. This research method focuses more on the evidence of the research results obtained. This method, data is taken in the form of descriptions from respondents and forms of field data. The sample in this study was the school environment of MADRASAH IBTIDAIYAH TALUK KUANTAN, both educators and students became the benchmark in this study, and the circulation only focused on Arabic language subject teachers. Regarding the method or instrument used, namely by conducting observations and open interviews. While the analysis technique, carried out by analyzing the results of observations and interviews that have been conducted. The observation technique was carried out by researchers in order to obtain information related to the state of the school and of course to the learning system. As what We all know that the learning process during the pandemic like today is very different. Students who used to go to normal school, now have to go to school with an online system (in the network), and do not rule out the possibility of educators also doing the offline system (outside the network). Then the interview technique was carried out by researchers in order to obtain data from educators, especially for Arabic language educators, information obtained by researchers in the form of planning, preparation, and implementation of learning in online and offline processes applied to these educators. The data related to the offline and online learning system and also related to the basic competencies in the Arabic curriculum were obtained by means of a qualitative descriptive analysis approach, which means that the particulars that were successfully obtained in the research were collected together and then the abstract was collected.

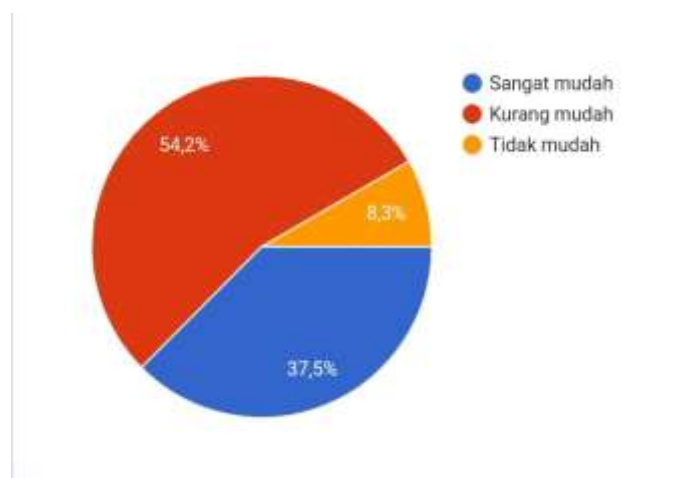
RESULT AND DISCUSSION

Based on the results obtained in the field through observation and interview sheets, researchers obtained data related to the development of Google Classroom-based Arabic teaching materials at Madrasah Ibtidaiyah Negri Taluk Kuantan that have the advantages and disadvantages of offline and online learning in the target of the basic competencies of the Arabic curriculum at Madrasah Ibtidaiyah Negri Taluk Kuantan. The results of observations show that the learning system in the school uses both online and offline systems. Regarding interviews, there are various questions asked by researchers to respondents to achieve the results of this research. Interviews with Arabic language educators have been conducted. From here the researchers asked questions related to the learning process during the pandemic, the similarities and differences in the implementation of learning, the advantages and disadvantages of both, and also the achievement of its implementation on the basic competencies in the Arabic curriculum. The results of the interview explained that, the implementation of learning in MADRASAH IBTIDAIYAH NEGRI TALUK

KUANTAN applies the system Online and offline learning for all subjects not just Arabic, and the implementation of learning through the WhatsApp group media, regarding its ability that both are less efficient to do because if applying online the material presented is only limited not covering all aspects as well as in the offline process the material provided can cover all aspects only that students when offline are only limited to participate. Regarding the arrangement of similarities and differences in these two learning systems, it is that both have significant similarities and differences. Comparison of questionnaires for the Development of Arabic Teaching Materials Based on Google Classroom at Madrasah Ibtidaiyah in Min Taluak Kuantan and student responses to using Google classroom.

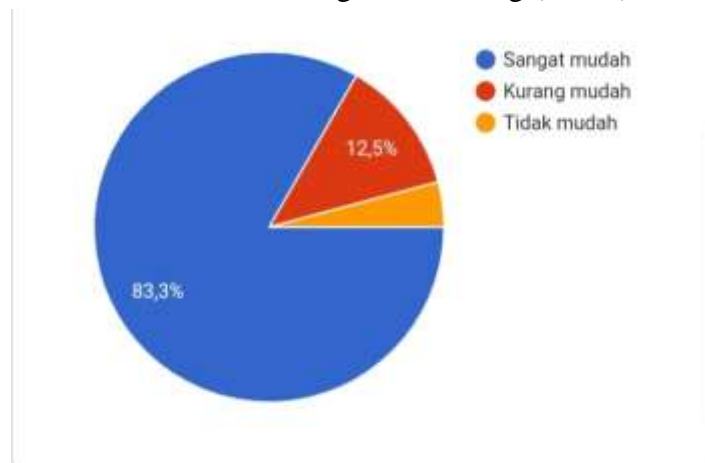


The results of the questionnaire whose question is whether google classroom is effectively used in madrasah ibtidaiyah? 29.2% answered very effectively and 70.8% answered less effectively. Seeing the results of the questionnaire above, we can conclude that the use of Google classroom many students choose less effective, namely 70.8%. Of course this is a very large number for the ineffective use of google classroom in madrasah ibtidaiyah in taluak kuantan because this is very contrary to the effective use of google classroom for madrasah ibtidaiyah in taluak kuantan, of course this is a pr for teachers who teach at MIN taluak kuantan to make students understand more about google classroom. By explaining each lesson, a little bit of how to use google classroom for students, and the teacher must be patient in explaining the use of google classroom so that students have a fast and slow understanding. with the patience of the teacher can achieve the desired results will be realized.

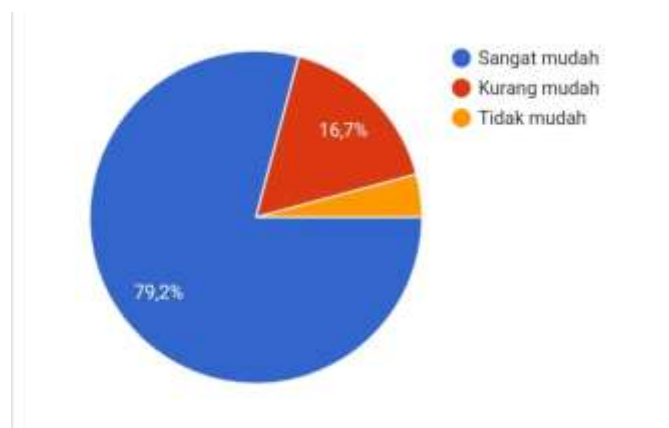


The next questionnaire result which the question is whether the delivery of material using Google Classroom is easy for students to understand? 8.3% of students answered not easy, 54.2% of students answered less easy and 37.5 students answered very easy. From the various opinions of many students from the ease of understanding the delivery of material using Google Classroom,

there are those who answer not easy, some answer less easy, some answer very easy. Students who answer 54.2% are less easy, so we can see here that it is not easy to understand the material in Google classroom needs a teacher to understand the use of this application, because with the teacher in understanding, students will definitely understand so that learning can run successfully and smoothly because the purpose of using the Google classroom application is as a place to facilitate student and teacher activities in distance learning and teaching (online).

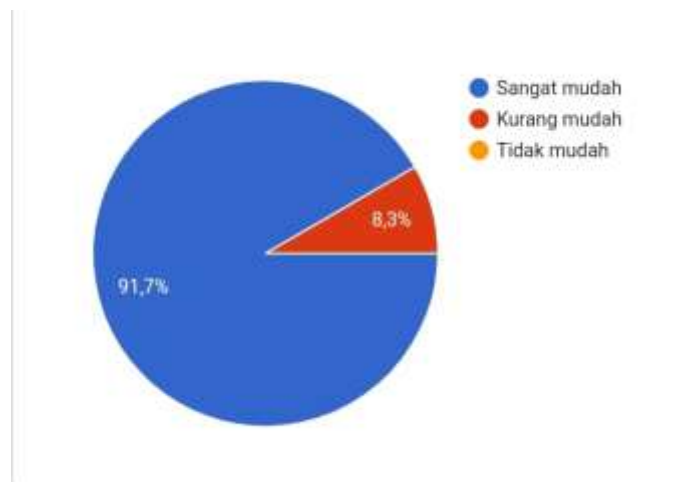


Then the next questionnaire with the question is google classroom easily accessible by teachers and students? 83.3% stated that Google classroom is very easy to access by teachers and students, this is proven by researchers by surveying several individuals, this is stated in the questionnaire above which shows that many people are very easy to access Google classroom such as distance learning when the teacher wants to convey a material the teacher does not have to tell one by one the students when the material is given, The teacher only needs to access the material sent within the scope of Google Classroom so that just one material that is conveyed will be conveyed to all students who receive the material provided by the teacher and vice versa, students do not have to queue to wait for the material provided by the teacher one by one, enough students only wait for the material provided by the teacher, then another 12.5% stated that Google Classroom is less easy to access, this is partly because students or teachers are less easy to access because we both know that each student is different in his economy, this is what hinders access to Google Classroom, namely not being able to buy a smartphone or quota package runs out when not on time.



The next questionnaire result is whether google classroom learning can facilitate students in online learning? We both note that the questionnaire survey above proves that 79.2% stated that Google classroom learning can make it easier for students in online learning is very easy, this we can both know that in the age of super-sophisticated technology as it is today, all aspects of our

lives are facilitated by technology, it does not rule out the possibility in terms of education, even in a pandemic era like today humans never lose their minds in solving problems such as creating a google classroom learning system in the aspect of education, with the goggle classroom students will not miss the teaching material provided by the teacher even in a pandemic situation, even though students are just sitting sweet and stay at home without having to meet teachers at school to receive direction from teachers from google classroom with notes that students have infrastructure in online learning such as adequate cellphones, smooth internet networks, especially for students who live in big cities and the ease of students in understanding a little technology, while 16, 7% others stated that google classroom learning is less easy in online learning, the obstacles faced from the survey value of 16.7 are students or teachers who do not have infrastructure facilities in online learning such as networks that are not smooth when google classroom is accessed especially for students or teachers who are domiciled in areas that can be said to be far from developed.



The next questionnaire result is whether google classroom can make it easier for students to collect assignments during the pandemic? Seeing from the results of the questionnaire above 91.7% answered easily and 8.3% answered less easily. Here we can see a large percentage of students at MIN taluak kuantan who consider it easy to collect assignments through google classroom and very few students who consider that it is less easy to collect assignments through google classroom. It can be concluded that the use of google classroom in online learning in collecting assignments of MIN taluak kuantan students is on average able to say easy, although there are also students who do not understand in collecting assignments but with the few MIN taluak kuantan students who do not understand in collecting assignments it can be overcome with friends who already understand.

CONCLUSION

The results of the study revealed that the implementation of Arabic language learning in Google Classroom-based madrasah ibtidaiyah was able to encourage students to improve their Arabic language skills. This is as found in the discussion session where there is a reciprocal flow in delivering critical and creative arguments between students. The development of Google Classroom in online learning is something that can be realized in Arabic language subjects at MIN Taluak Kuantan via Google Classroom. But of course, it is necessary to pay attention to the factors that encourage the optimization of students' Arabic language learning skills, namely at each stage of school implementation via Google Classroom.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

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