



Learning Methods Used By Arabic Language Teachers During The New Normal Period Of COVID-19

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ABSTRACT

The attention of language learning experts conducting various research and studies to determine the effectiveness and success of Arabic learning methods. Communication strategy is one of the strategies used in learning Arabic, which focuses on communication skills. This strategy is used in an analysis that uses a literature strategy where the data is based on various significant reference sources in this discussion. The results of this study indicate that learning methods based on the communicative approach emphasize listening and speaking skills; the learning objectives to be achieved through these various methods are so that students can communicate in the target language being studied whenever and wherever that is. Suitable for language learning. Arabic language education research has reviewed a lot about learning at the elementary, middle, and high school education levels, most of which show theoretical and practical aspects. This study aims to reveal the application Arabic education theory and look at the strategies used by teachers or schools and things that influence the initial inculcation of Arabic language learning in early Childhood by using vocabulary strategies.

Keywords: *Arabic learning method, Communicative approach, Early Childhood*

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INTRODUCTION

Education is a person's attempt to be versatile, through other people and himself, provided that students have the freedom to think, feel, speak, act, be confident, and have a sense of responsibility. (Elshami et al., 2021) In his life. And manners of everyday life.

According to the author's opinion, in this case, Education is essentially an activity that is carried out consciously and purposefully, full of responsibility by adults towards children, so that both parties interact with each other to help children achieve the desired maturity and continue on an ongoing basis. No one can deny the importance of Education. The perception that the nation and state will not progress without Education indicates public interest in Education (Dahle & Wæraas, 2020). Learning that takes place during the COVID-19 pandemic is distance learning or distance learning (Vattøy, 2020) (PJJ). This distance learning is done online or offline. Teachers, students, and parents must familiarize themselves with technology to find information and contact students when they need to study at home. This government policy is very well implemented because, with online learning, teachers must be more creative and innovative in managing to learn.

Currently, the whole world is shocked by cases of infection with a deadly virus known as Coronavirus-19 or COVID-19, which is endemic in Indonesia. Regarding the virus that has become a global pandemic (Zhang et al., 2020), which had a significant impact on the education system, this virus has also caused significant changes in the learning system in Indonesia, as well as in the process of learning foreign languages (Rahmawati & Febriani, 2021). The spread of COVID-19, which in turn prevents outbreaks, is carried out by maintaining social distancing and limiting communication. Learning that takes place online in the Study From Home (BDR) program is made possible with the aim of implementing decisions enacted by the government. All educators and students work hard to learn various types of digital technology to be used as tools in online learning.

Learning theory alone is not enough in learning a language, passing from what it should be; learning to speak is a lesson where the teacher uses this lesson orally or in writing. Therefore the benefits of speaking and moving the message make it more interesting. Students learning a foreign language require various strategies. One of the strategies developed by language experts is a communication strategy, namely a speaking lesson strategy that emphasizes learning speaking skills (Schneider et al., 2020). This strategy is seen as an effective strategy for learners who are learning a second language or a foreign language because this strategy is sociolinguistically and psycholinguistically more in line with the rules of the language. (Arsyad, 2019). The first problem is to recognize the school's approach in the field of e-learning in teaching. The second element is the parents' supervision of their children during the learning process. Most of the time during the e-learning cycle, more than half of the respondents answered that they fully control their children (Devrim & Bayram, 2020). The control system starts from the brainstorming stage, material delivery, and assignment stage. The biggest desire of parents is to know their child's success in every subject given by the teacher.

The learning method can make it easier for students to do valuable and useful things (Sahin & Yilmaz, 2020), knowing how to include the content and values contained in learning and that learning is expected to help increase students' capacity by the purpose of Education. Regarding its meaning, language is a medium used by a group of people or certain groups to communicate (Sarzynska-Wawer et al., 2021; Yue et al., 2021). This is

reinforced by the understanding of language given by Ibn Jinni, where he stated that speaking is the utterances and sounds used by a group of people to express a request or voice that a particular group hears of people. used by people to express desires or thoughts that exist between them. Conventional learning techniques make learning boring because learning nuances are less attractive, and students tend to have difficulty concentrating while studying. Exciting teaching and learning activities require technological media as a means of interaction in teaching and learning activities. The use of technology has been around for a long time to provide information that can support the achievement of learning outcomes using teaching materials; of course, it works very well to create an effective and efficient learning spirit.

In learning Arabic, students must acquire several language skills (Vattøy, 2020). One of them is the art of speaking, or Maharah Kalam (Aburezeq, 2020), a skill that some students consider less attractive to students and problematic. This research aims to discover the school principal's program in realizing online learning for students during a pandemic; it is hoped that students will gain practical knowledge. In this study, researchers used a qualitative descriptive method. Various groups and controversies are discussing the issue of Education when encountering the Covid-19 outbreak and the application of offline learning. The new normal is an unusual situation; like it or not, we have to get used to this situation because this is a solution to the problem of the inability of students to provide learning tools or media such as smartphones.

Implementation of face-to-face learning is a hot issue or a hot topic discussed by various groups in facing the New Normal (Baltabayeva & Kodigoira, 2022). The new normal (Pacheco, 2021) is a situation that is unusual or has never happened; like it or not, we have to get used to this kind of situation (Zainuddin et al., 2020) because this is a form of solving the problem of the inability of students to provide devices or media in learning such as smartphones. Online learning is a method (Kim, 2020) that can be used so that the learning process can still run well even if the students are not studying at school. This online learning is more likely to use the internet as a source of information, where the internet is an essential component to support a learning process (Hermanto et al., 2021). People worldwide are facing significant changes in their habits due to the Covid-19 pandemic, just like in Indonesia. The Indonesian people now have to adjust their activities to the conditions of the Covid-19 pandemic so that the activities carried out can continue to run smoothly. The Covid-19 pandemic has awakened stakeholders related to Education in Indonesia, including Islamic Education, to build a strong and resilient education. Systems in the context of the current economic and health crisis.

The learning process is a process or effort that students go through to accept a change in new behavior due to their own experiences with their environment. Students carry out the teaching and learning process. In the next stage, teaching is providing guidance or assistance to students in the teaching and learning process. Good teaching includes two aspects, namely, the creation of communication or providing positive knowledge and acceptance of analysis as a rationale or a small quantity of an overview of an experiment (research) where conclusions can be reached. Another aspect is

discussing various opinions or hearings in matters where the truth is uncertain. Teaching and learning activities (Sailer et al., 2021) are a condition that is deliberately created; it is the teacher who creates them in order to teach students. Teachers who teach and students learn. Teachers and students interact with the subject matter as the medium in teaching and learning activities. Teaching and learning activities are a process that aims. The goal is stated in the formulation of the behavior that students are expected to have after completing their learning experience.

This technological age requires all forms of work to carry out learning methods offline (Al Mamun et al., 2020). During the covid-19 pandemic, face-to-face learning (Berga et al., 2021) was the only way for educators to transfer their knowledge from educators to students. However, in this technology era, offline learning studies can be carried out online and using technology that can be installed on social media; the occurrence of this pandemic (Leung, 2020) forces us to carry out an online teaching and learning system by using various applications in online learning and can help lecturers and students to be able to learn regardless of time and place. According to the results of the research and several interviews conducted by researchers about the teaching and learning process regarding student information on learning Arabic, maybe some students still want their learning to be carried out online, and some others offline; online learning requires face-to-face meetings in class to discuss in detail the details of the information that is not clear in the learning process through online learning.

After issuing the Decree of the Minister of Health regarding the prevention and handling of Covid-19 in office workplaces and educational institutions in a pandemic situation as the beginning of a new average period, regarding the world of Education, the Minister of Education and Culture (Mendikbud) predicts that in 2020/2021 universities will start in August 2020. However, the Ministry of Education and Culture emphasizes that learning at the tertiary level is still online and prohibited. To hold face-to-face or face-to-face classes, this prohibition encourages universities to implement and develop online learning programs or LMS. Also, looking for the correct language to carry out the online learning process when some community requests or parents want face-to-face classes.

RESEARCH METHODOLOGY

Based on this background, researchers used qualitative research methods. The qualitative method is a method that uses thinking and is based on existing sources, and the purpose of this method is to facilitate students in the subjects taught by the teacher; such learning can be in the form of *Maharah Kalam*, *Maharah Qira'ah*, *Maharah Istima'* and *Maharah Kitabah*. *Maharah Kalam* is a method of speaking Arabic that is used in the daily life of Arabs. *Maharah Qira'ah* is the ability to read Arabic texts fluently according to Arabic rules. *Mahara Istina'* is interpreted as a listening skill.

Moreover, finally, *Maharah Kitabahh* is the ability to describe or express thoughts. This research aims to discover the school principal's program in realizing online learning for students during a pandemic; it is hoped that students will gain valuable knowledge

(Biwer et al., 2020). The new normal is an unusual situation, and whether we like it or not, we have to get used to it because this is a form of solving the problem of the inability of students to provide learning tools or media such as smartphones.

RESULT AND DISCUSSION

In the new regular Learning Application, some matters must be resolved using the policy issued by the head of the school; for example, limited access & facilities experienced by students and teachers during learning time were found. Some of the principal's instructions to implement policies during the pandemic and the existence of restrictions on learning at school and online are as follows: 1) During the new regular, face-to-face learning will be conducted with the following student limitations. Enforce the agreement between the legal parents and the school forum. 2) All students are members based on their WhatsApp class. 3) Parents of students must accompany students during online learning. 4) online learning application class teachers form WhatsApp classes. 5) Face-to-face learning is done using health protocols. 6) Each lecturer is required to perform learning tasks and synchronize the online learning plan and is fully responsible for applying KBM in the subjects taught. 7) The school forum will give masks to students who need to remember to bring them. 8) School facilities facilitate temperature recording, hand sanitizer, and hand washing stations established by the government. 9) Face-to-face learning is carried out six times in the upper class and four times in the lower class. Ten Meetings with a maximum of 5 children in the class, following personal learning that respects health protocols. 11. Online learning will continue for students who have not attended face-to-face lectures at school. 12. Attendance and online learning achieve more learning effects with the same learning material. 13. Flexible learning activities according to the class.

Applying learning in the new average era requires educators' wisdom to develop good learning strategies. The model that is reappearing now is the associative learning model. Blended learning in this modern era is a necessity when face-to-face communication, as in pre-pandemic situations, is not possible. This model is widely used in school learning during the new average period (Eriyaningsih et al., 2022). The COVID-19 pandemic has significantly impacted libraries, leading to their early closure. During downtime, they are forced to switch to remote operations and virtual information services using different means of communication (chat, audio, or video conferencing) on social networks such as WhatsApp, Facebook, Instagram, Webinars, Zoom, Google meetings, Microsoft Teams, and more. Much more.

Further, to meet the critical needs of library users during detention. All of this aims to build an active, alternative communication strategy that provides users with actionable information on where to go for help in case of known COVID-19 symptoms and what safety measures to take. The pandemic prompted library transformation (Ashiq et al., 2022) and a new vision of services focused on building new user relationships.

The principal uses the shift method from several principal policies to compile and establish school management policies. This shift system applies when students come to

school and can carry out learning activities. However, the shift system must be changed not to increase the teacher's working hours. Before the pandemic, school activities were 30-35 minutes per hour, but the new normal is three subjects every 2-3 hours and no breaks. These problems, not only about the role of school principals and teachers but also about their solution by the government by looking back at the fate of Education in this uncertain era and promoting the material through a special curriculum, can also be resolved clearly with how involved you are. This will only be controlled and realized in a pandemic situation like that. The policies issued by the government towards this new normal can have a major impact on various aspects, especially those related to the field of Education and learning in schools and tertiary institutions. Stated that in the new normal era or new life, teachers & students are required to be able to apply technology; if the situation before the Covid-19 pandemic, the teacher evaluates the quality of students (Cladera, 2021) from an asynchronous class during this new normal era, the teacher can evaluate using this method. However, the teacher carries out assessments to students one by one based on the abilities of each student; this is aimed at exploring the students' potential.

Before the pandemic, students studied and took exams on paper; now, they are gradually familiarizing themselves with computer technology. It is hoped that teachers will begin to master technology and open up new perspectives in disseminating material so that the material can be understood and understood by students. This technology is called Smart School technology (Qureshi et al., 2021). Based on these comments, e-learning is included in the academic information system criteria. From this research, it was found that e-learning proved to be effective during a pandemic. In addition, according to the learning model, innovative school applications can create a comprehensive learning environment and acquire skills and subject matter. Through the intelligent school application, the introduction of an online learning system model for interaction between teachers and students can be done anytime, anywhere, to improve the quality of Education and speed up the provision of services. Students and parents. About the development and achievement of each student. According to the Smart School application, it is part of computer-assisted Education in the form of Education.

All learners view the ability to speak Arabic as a prerequisite to speaking Arabic, understanding conversational Arabic, and participating in conversations. They further elaborated that these skills prepare students to communicate with Arabs in their careers and socialize with Arabs during visits to Arab countries. They emphasize that without the right skills, learners will find it challenging to communicate with Arabs, thus creating a gap between them (Dolapo & Laaro, 2021). Comparison of Online and Offline Learning in the New Normal Era: 1) online learning, online learning media was better known during the Covid-19 outbreak using Google Meet or Zoom Meetings; 2) offline learning, offline learning was carried out before the Covid-19 outbreak where people used to - people can gather, 3) new routine, New Normal is a new condition of life after the Covid 19 outbreak, many things could be done before, but in the new average era it should not be done, because it will spread the covid 19 virus, the government made the 5M Slogan,

wash your hands, keep your distance, wear a mask, avoid crowds, and avoid traveling (Valentino et al., 2021)

Teacher's strategy for end-of-semester exams (Carstensen et al., 2020) in the Era of Covid-19, the distribution of material is divided into three parts. These three components are illustrated by conducting online, offline, or tutoring schools. In e-learning, the educator discusses improving the four Maharah with students. This is because the tools used for this subject support the appearance of the four Maharahs. Face-to-face learning is carried out by establishing health protocols (Rahman et al., 2021) set by the Ministry of Education and Culture. Although the hours are implemented within a certain period, it ranges 3 hours a day, from 07.00 to 10.00. Educators have explained discussions during offline lessons, which are discussions related to capturing and explaining the material being discussed (Alshalabi et al., 2022). For educators, it runs smoothly while offline because educators can interact quickly so that participants can see where the errors regarding the maharah instructions are. Determining how to analyze the discussion studied in each lesson that is proportional to the behavior of the form of the lesson, namely online, offline, and tutoring (Conn & Hutt, 2020), during the semester shows that all the existing material is well achieved by the goals set by Education. Then, the participant's accuracy in readiness for the learning outcomes that have been designed.

The Arabic material used is divided into three different learning systems (Almaiah et al., 2020), namely: In e-learning, the lessons are: a) fardh bait (homework), b) kam al-salah aw fi any salah (what time), while learning directly discusses language rules, such as a) multiday, b) Khabar, c) multiday mu'akhar, d) Khabar muqaddam, e) fi'il Mazda, f) action verb, g) command verb. Moreover, finally, additional lessons from the material, such as: a) batholitic syakhshiyah (identity), b) al wasilah al-tantalum (learning tools), c) Khaimah (work), d) al-unworn (address), e) 'a Lilah (family), f) al-surah fil bait (family at home), g) fi ghurfatil julus (in the living room), h) fi ghurfatil mudzakarrah (in the classroom), i) file Khadijah (in the garden), j) al-Alwan (color), k) fi alfashli (in the classroom), l) mastaba (library), m) warrant stationery seller, n) Mahwah (coffee shop). From the material, topics related to life are the focus of student material. The new normal amid the co-19 pandemic is carrying out learning that cannot run like the beginning of the co-19 outbreak, and technology will always play a role. The role of technology in learning Arabic in the new average era is realized by three learning systems: online, offline, and by providing study guidance.

We have been narrating about teachers' perceptions and experiences (Paufler & Sloat, 2020) language in using WhatsApp in the New Normal Post-Covid-19 era. We use the participants' narratives as collective stories as part of the process of interpretive analysis and discuss the interrelated themes and sub-themes that emerge through the cross-case analysis technique of the stories. From the interpretation of the data, four salient themes from the participants' collective stories have been identified. These themes include knowledge of learning media, steps to use WhatsApp, reasons for using WhatsApp, and the effectiveness of using WhatsApp in the teaching and learning process.

1) Knowledge of learning media: Participants stated they already knew about it. One of

them defines learning media as media used to convey material to students in learning methods. 2) Steps to use WhatsApp in the teaching and learning process, 3) Reasons for using WhatsApp in learning. Based on the participants' stories, there are several reasons language teachers use WhatsApp in this method. First, WhatsApp is easy to use for teachers and students; 4) Effectiveness of using WhatsApp.

This review intends to measure the readiness of educators to implement online learning policies in the new average era of 19. There are six indicators to measure student teachers' readiness: implementing online learning policies in new post-active era 19, for example, 1) availability of learning content, learning content is an essential factor to achieve learning outcomes. Content is the focus of the media in the teaching and learning process. Referring to the preparations for implementing e-learning in the new average era, the learning content used not only contains conventional/traditional document content but combines learning material with technology applications. Many teachers still need to utilize technology applications in teaching content. 2) the availability of technological devices. The mandatory online education policy has encouraged elementary school teachers to utilize existing information and communication technologies. Information and communication technology can be used in learning activities, including computers, internet media, mobile phones with various applications, video, telephone, or fax. 3) Proficient in applying trap technology, a technology application skill that must be mastered by elementary school teachers when implementing e-learning. The availability of technological devices without performance capabilities will become an obstacle in the teaching and learning process. Even though many social media provide advice on how to use it, it turns out that there are still many teachers who have not mastered it. (4) the ability to purchase internet data packages, (5) the availability of internet signals, and (6) the teacher's attitude towards online learning.

Student and teacher goals for online learning are related to several factors, such as content, user interface, learning community, and learning performance. Instructor goals also have a significant impact on online course outcomes. To our knowledge, no research has simultaneously measured teacher and student satisfaction during the new normal; Preliminary studies measure student satisfaction or architecture with online learning. Thus, previously validated and tested tools that are relevant to the current context are used to report teacher and student satisfaction during the new normal. In this study, students were satisfied with the communication and flexibility provided during online learning. Students reported that interaction and technology were the most significant challenges besides engaging in collaborative activities during online learning. The school is satisfied with the communication and communication tools used during online learning. The areas most reported by schools were higher workloads, more extended preparation, and technical problems. There is a statistically significant difference between student satisfaction and teacher satisfaction.

Content and media aspects include the urgency of developing educational game media (Suggate & Martzog, 2021), game type, game design, game duration, game menu, the topic of learning material, rating level, number of questions, and language used in the

game. Aspects of visual media include color types, illustrations, image types, pointer shapes, and game resolution. The multimedia audio aspect supporting educational games consists of two components or aspects consisting of audio illustrations and the types of sound included in the Learning Path and recognition process. New students are conducted in 2 ways, namely online and offline. Participants who can attend offline are invited to the event location, and participants who wish to attend online are invited to a Zoom meeting. Educators such as teachers, principals, and staff are directly involved in forming associations, and new students are more involved in these activities. Implementing an e-learning system in conferences. One form of the conference that can be used as a solution during the Covid-19 pandemic is e-learning. New Student Perspectives in Online Learning, The use of mobile technology has a significant contribution to educational institutions, including the goal of distance learning. The introduction of higher education culture to new postgraduate programs in the new normal is done online with brochures about university culture, the introduction of majors, and class divisions. Online learning conducted at this lecture has many media while the media used in this lecture are Whatsapp, Zoom Meet, Google Meet, Google Classroom, and E-Learning.

Orienting the learning process (Kotilainen & Kurhila, 2020) and getting used to the school in the usual new era, the implementation of for new students is carried out in 2 forms: online and offline. Participants who can attend offline are invited to the construction site, and participants who wish to attend online are invited to a Zoom meeting. Educators such as teachers, principals, and staff are directly involved in forming associations, and new students are more involved in these activities. Implementing an e-learning system in conferences. One form of the conference that can be used as a solution during the Covid-19 pandemic is e-learning. New Student Perspectives in Online Learning, The use of mobile technology has a significant contribution to educational institutions, including the goal of distance learning. The introduction of higher education culture to new postgraduate programs in the new normal is done online with brochures about university culture, the introduction of majors, and class divisions. Online learning conducted at this lecture has many media, while the media used in this lecture are Whatsapp, Zoom Meet, Google Meet, Google Classroom, and E-Learning.

Learning Arabic at MI uses an online-based learning system during Covid-19 (Tang et al., 2020). This is a school policy effort to suppress the growth of the COVID-19 virus. Even though the learning process is online based, the learning strategy is still student-oriented. The teaching used by the teacher evidences this is not more dominant than the efforts made by students to develop their Arabic language potential (Albahuoth, 2020). As educators, teachers must be able to adapt the learning process to students' circumstances. Class activities require the discretion of the educator. Learning design concerns learning systems and includes understanding, improving, and applying learning methods. Thus, Arabic learning design can be understood as an orderly systematic design of the Arabic language learning process, which contains the following stages or stages in the learning process that can be achieved, setting predetermined learning objectives (Wang & Chen, 2020)

CONCLUSION

Education is a person's attempt to be versatile, provided that students have the freedom to think, be confident, and have a sense of responsibility. Learning that took place during the COVID-19 pandemic was distance learning (PJJ). This distance learning is carried out online or offline, where teachers, students, and parents are required to familiarize themselves with technology to find and contact students when they need to study at home. This government policy is very well implemented because, with online learning, teachers must be more creative and innovative in managing to learn. Student and teacher goals for online learning are related to several factors, such as content, user interface, learning community, and learning performance. Instructor goals also have a significant impact on online course outcomes. So far, we have narrated the perceptions and experiences of language teachers using WhatsApp in the Post-Covid-19 New Normal era. We use the participants' narratives as collective stories as part of the interpretive analysis process and discuss the interrelated themes and sub-themes that emerge through the cross-case analysis technique of the stories.

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