

Methods of Learning Arabic Language During the Pandemic Period Covid-19 in Indonesia: Literature Review Study

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Abstract

The coronavirus disease (Covid)-19 pandemic situation requires teachers to be creative in the teaching and learning process. The purpose of this study is to find out the Arabic language learning methods applied in various regions during the pandemic in Indonesia. The research method uses a literature review study. Review of Arabic learning methods used in Indonesia during the Covid-19 pandemic on Google Scholar and GARUDA search pages. Based on the findings, the methods used are online methods such as using e-learning, social media, YouTube, but also methods such as giving assignments. The initial obstacles faced were related to the network and limited facilities, including unstable networks and difficulties in delivering material through e-learning. The second obstacle is that Arabic is difficult to learn because it is not the mother tongue. The third obstacle was overcoming shortcomings in the methods used. The methods used can fulfill the teaching and learning process although there are still shortcomings that require improvement.

Keywords: *Methods, arabic learning, pandemic covid-19, literature review study*

Abstrak

Situasi pandemi penyakit virus corona (Covid)-19 menuntut guru untuk kreatif dalam proses belajar mengajar. Tujuan penelitian ini adalah untuk mengetahui metode pembelajaran bahasa Arab yang diterapkan di berbagai daerah selama pandemi di Indonesia. Metode penelitian menggunakan studi literatur review. Review metode pembelajaran bahasa Arab yang digunakan di Indonesia pada masa pandemi Covid-19 pada halaman pencarian Google Scholar dan GARUDA. Berdasarkan temuan, metode yang digunakan adalah metode online seperti menggunakan e-learning, media sosial, YouTube, tetapi juga metode seperti pemberian tugas. Kendala awal yang dihadapi terkait jaringan dan keterbatasan fasilitas, antara lain jaringan yang tidak stabil dan kesulitan dalam penyampaian materi melalui e-learning. Kendala kedua adalah bahasa Arab sulit dipelajari karena bukan bahasa ibu. Kendala ketiga adalah mengatasi kekurangan dalam metode yang digunakan. Metode yang digunakan dapat memenuhi proses belajar mengajar meskipun masih terdapat kekurangan yang memerlukan perbaikan.

Kata kunci: Metode, Pembelajaran Bahasa Arab, Pandemi Covid-19, Studi Review Literatur

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INTRODUCTION

Learning method is a systematic and orderly process in which the delivery of material to students is carried out by educators, besides that the selection and use of methods has an important position in achieving learning objectives (Thirumoorthy & Muneeswaran, 2021). Some statements emphasize the importance of strategies to achieve learning outcomes that will be planned (Aziz et al., 2012; Khalil & Elkhider, 2016). The agreement of experts says that learning methods are prioritized when compared to learning materials (Abidah & Febriani, 2022; Haleem et al., 2022; Hasani et al., 2022; Mustafa & Regina, 2021)

Based on this statement, learning language skills also requires the selection and application of appropriate methods. The skills that students need to have are four levels in language acquisition, namely listening, speaking, reading and writing (Abdelbaset & Jabari, 2020; Abdulrahman & Ayyash, 2019). The skills to be achieved also require appropriate methods and these methods must be adjusted to the planning of a teacher in preparing a lesson plan (Akib et al., 2020).

Systematic Review of Learning Methods for Teaching Arabic Listening and Speaking Skills and the steps to be applied (A. P. P. Sari, 2018). The process requires the teacher's ability to consider various aspects. In foreign language learning, experts agree that listening skills should be taught first (Goh, 2008; Nazarieh et al., 2022). This view is in line with the nature of language that must be used to communicate. In addition, the principle of linguistics explains that language can be spoken and heard (Rickford & King, 2016). Language teaching experts state that *istima'* is the first aspect to be considered, followed by *kalam*, *qira'ah*, and *kitabah* (Fathoni, 2018).

The Covid-19 pandemic outbreak began to hit Indonesia from early March 2020. That is when the first positive case of Covid-19 in Indonesia was detected on March 2, 2020, when two people were confirmed infected from a Japanese citizen. From then on, the spread of the covid-19 outbreak in Indonesia occurred very quickly. So that there is a surge in positive cases spread across various regions in Indonesia. Therefore, the government directs all educational institutions from elementary school to university to implement online learning according to a joint decision that has been made. The joint decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia number 03/KB/2021, number 384 of 2021, number HK.01.08/Menkes/4242/2021, Number 440-717 of 2021 concerning guidelines for implementing learning during the Corona Virus Disease (covid-19) pandemic, decided: First, the implementation of learning First, the implementation of learning during the 2019 Corona Virus Disease Pandemic (Covid-19) is carried out by a.) Limited face-to-face learning while still implementing health protocols; and b.) Distance learning. (Panduan Penyelenggaraan Pembelajaran Di Masa Pandemi Coronavirus Disease 2019 (COVID-19), 2021). This is done in order to reduce contact between humans so as to prevent the spread of the virus transmission (SARS-CoV-2).

The Corona virus disease (Covid)-19 pandemic situation requires teachers to be creative in the teaching and learning process, due to lockdowns in school meetings (Pokhrel & Chhetri, 2021). Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV-2), better known as the coronavirus, is a new type of coronavirus that causes infectious diseases to humans. Covid-19 is an infectious disease caused by a newly discovered type of coronavirus. Although it mostly affects the elderly, this virus can actually affect anyone, from babies, children, to adults. This coronavirus can cause mild disruption to the respiratory system, severe lung infections, and death (Harrison et al., 2020)

In these conditions, creative abilities such as the use of technological devices are needed because starting from planning and implementation to the evaluation stage of learning requires technology (Bali et al., 2021). Online learning system is a learning

system without direct face-to-face contact between teachers and students but is done online using the internet network. Teachers must ensure that teaching and learning activities continue, even though students are at home. The solution is that teachers are required to be able to design learning media as an innovation by utilizing online media (Yu et al., 2021).

RESEARCH METHOD

This study uses a qualitative approach. This approach was chosen because it suits the type and type of data needed. The type of research is literature review. Literature review is research that is carried out by relying on data and sources from various literature, books, notes, magazines, relevant research and articles related to the research theme (Snyder, 2019; Winchester & Salji, 2016).

Each article is read carefully and classified based on research content. To help and make it easier for researchers to collect and classify data, researchers issue articles that are irrelevant to learning Arabic other than during the Covid-19 pandemic. After collecting data, researchers use Vosviewer. With this platform, it makes it easier for writers to organize and classify information according to its classification. After the research material is collected and classified, the researcher analyzes it using a comparative approach, namely. compare one source with other sources and opinions with other opinions. Therefore, the novelty of this research lies in the work of the researchers, who describe the advantages and disadvantages of learning Arabic specifically during the Covid-19 pandemic. The distribution of articles reviewed based on location, education level and number can be seen in **Table 1**.

Table 1. Location, Education Level Articles that were reviewed

No	Educational level	Location	Amount
1.	Non Formal	Lamongan Regency (East Java), Cianjur Regency (West Java).	2
2.	Elementary School	South Lampung Regency (Lampung), Malang (East Java), Jember Regency (East Java), Banyuwangi Regency (East Java).	4
3.	Junior High School	Pasuruan Regency (East Java), Bantul Regency (D.I. Yogyakarta), Bekasi Regency (West Java), Wonosobo Regency (Central Java).	4
4.	Senior High School	Mojokerto Regency (East Java), Central Mamuju Regency (West Sulawesi), Cilacap Regency (Central Java), Malang (East Java), Padang Panjang (West Sumatra), Kerinci Regency (Jambi), Wonogiri Regency (Central Java).	7
5.	College	Pasuruan (East Java), Salatiga (Central Java), Bandung (West Java), Banjarmasin (South Kalimantan), Malang (East Java), Palangkaraya (Central Kalimantan), Bone Regency (South Sulawesi).	7

RESULTS AND DISCUSSION

The pandemic forces teachers and students to be more creative and innovative. The conditions and situations in Indonesia and even the world like this are not a barrier for teachers to always be creative in creating creative, innovative and fun learning methods (Wahyono et al., 2020). This creativity can be applied in various methods. The results of research (Prasetyo & Abduh, 2021) show that the application of the right

learning model can improve student learning achievement. The same results were shown (A. R. Sari, 2013) in his research that applying blended learning strategies can increase learning independence and thinking skills and have an effect on the growth of learning achievement. (Arisanti & Adnan, 2021) showed that thanks to his research, motivation and learning outcomes increased by combining teaching strategies with technology-based learning environments. Thus, the right learning model is able to achieve the desired learning outcomes in cognitive, affective and psychomotor terms.

The learning efforts made are not without obstacles, some obstacles can be overcome or not. Our findings from the articles reviewed found that there are constraints divided into 3, namely a) constraints during a pandemic such as: 1. Unstable network, 2. Teachers find it difficult to deliver Arabic language material through the e-learning system (online). 3. Signal limitations, 4. Wasteful internet quota, 5. Teachers and students do not have the opportunity to meet and interact directly, 6. Lack of facilities that support the implementation of E-Learning for both teachers and students 7. Online learning during a pandemic is considered monotonous so it feels boring for most students. b) constraints on learning Arabic such as : 1. Arabic is not a native language so there are difficulties for Indonesian students, 2. the assumption that Arabic is a difficult and boring language. And there are also c) obstacles in each learning method that researchers have described along with the results of the application of each method.

Table 2. Methods. Location, Education Level, Results and Constraint in the Implementation of Arabic Language Teaching During the Covid-19 Pandemic in Indonesia

Methods	Location	Education Level	Results	Constraint	Ref.
Use of Akramiy Application (أكرمي)	MA Sabilul Muttaqin Mojokerto	Senior High School	The introduction of the Akramiy (أكرمي) application as an Arabic learning environment made students more motivated to learn Arabic.	1. Less diverse material 2. The material of istima' needs a lot of additions	(Khoirun Nisa'il Fitriyah, 2021)
Application of the Method PAIKEM GEMBROT	STAI Al-Yasini Pasuruan.	College	After the application, it can be concluded that there is a significant increase in student learning outcomes after applying the PAIKEM GEMBROT method.	The game contains many elements of speculation so that it is difficult to be used as an accurate measure to assess the extent of the abilities that have been achieved by the students;	(Rihlasyita & Rahmawati, 2022)
Application of the	Elementary school	Elementary School	The application of Istima'	The level of Arabic	(Asri &

<i>Istima'</i> Method	age children in RT 011 Desa Banjarmas in		method in Arabic language learning is an effective method for elementary school children in RT 011 Banjarmasin village. Students can follow the lesson carefully.	language learning for elementary school children still takes a long time because Arabic is a new thing for them, so it takes several intervals so that children can understand the vocabulary in learning Arabic.	Septia di, 2021)
Using the Edmodo Application	MTs Negeri 1 Pasuruan.	Junior High School	The results of this study explain that evaluation by utilizing edmodo makes it easier for teachers to monitor the learning outcomes received by students in learning Arabic.	The language of the Edmodo program used is still English, which sometimes makes it difficult for teachers and students in Indonesia.	(Hijriy atun et al., 2021)
Use of Social Media Applications <i>WhatsApp</i>	MI Hidayatul Mubtadiin	Elementary School	WhatsApp is ideal for teachers and students during the pandemic as it encourages teachers to be more creative in delivering materials and exercises, whether in video, audio or written form.	The application of WhatsApp social media for learning Arabic can only be done outside the classroom because students are not allowed to bring gadgets to school.	(Riqz a & Muas soma h, 2020)
Implementa tion Canva Media	TPQ At- Thohiriyah Brondong Lamongan	Non Formal	The results showed that the application of Canva-based Arabic learning media at TPQ At-Thohiriyah was effective.	To use Canva, you must always be connected to the internet. So it cannot be used offline.	(Izzat ul & Rome lah, 2022)

Application of the <i>Recitation Method</i>	Baiturrohmman Elementary School	Elementary School	The application of the Recitation Method is effective and this is in accordance with the research findings of previous studies	Too much learning material and too little time available.	(Yusiana & Farida, 2022)
Application of the Assignment Method	MA Al-Ikhwan Topoyo	Senior High School	The method of giving assignments related to Arabic language learning to MA Al-Ikhwan Topoyo students during the pandemic is overall effective.	Lack of teacher preparation in providing materials and assignments with varied methods	(Asmawi & Azisah, 2022)
Application of Based Interactive Multimedia Powerpoint and Application of Methods Mimicry Memorization.	MI Islamiyah, MI Diponegoro, MI Bustanul Ulum and MI Al Amin in Banyuwangi Regency	Elementary School	PowerPoint-based interactive multimedia content that includes audio, video and animation helps increase students' interest in learning Arabic. Using the memorization method is also an alternative way of learning Arabic.	Creating a multimedia PowerPoint from start to finish takes a long time and requires patience. Limitations in memorization time due to reduced class hours during the pandemic.	(Hidayah et al., 2021)
Use of Media Mentimeter	MTsN 9 Bantul	Junior High School	The research hypothesis is "there is a positive relationship between the use of measuring instruments and the understanding of Arabic material for students in class IX MTsN 9 Bantul".	Lack of motivation to learn.	(D. R. Zulfa & Huda, 2021)

Application of the Method project based learning, Online Method, Offline method type door to door	MA Ell-Firdaus Kedungreja	Senior High School	The learning strategy implemented by the school and Arabic teachers uses 3 learning methods where learning is done with the project learning method, directing some of the closest students to carry out projects.	Teachers take a lot of time because they have to travel quite far to reach students' homes.	(Ma'ru f & Makru f, 2021)
Application Usage Zoom	IAIN Salatiga	College	Zoom Cloud Meeting is considered effective in improving students' Mahārah-Kāla	Wasteful Quota and must be connected to a strong internet	(N. Zulfa, 2021)
Using Kahoot Application	UIN Sunan Gunung Djati Bandung	College	This program is very useful for teachers and students because it is easily accessible with gadgets.	During Pandemic Limitations, Educators need to effectively assess learning	(Mira et al., 2020)
Using Platform Educandy	SMK Muhammadiyah 2 Malang	Senior High School	The educandy platform is proven after use to be very effective for improving Arabic vocabulary comprehension.	1. Students' lack of understanding of Arabic vocabulary 2. Lack of understanding of information technology for Arabic teachers.	(Fitria et al., 2022)
Implementing Inquiry Strategy Method	UIN Antasari Banjarmasin	College	The results of this study show that this inquiry strategy is an appropriate step to improve students' foreign language learning ability by making the learning process more	This is due to the lack of preparation of the online learning curriculum and various other online learning elements.	(Noor, 2022)

Implementing Blended Learning	UIN Maulana Malik Ibrahim Malang	College	meaningful. Implementation of learning Arabic through blended learning using platforms deemed effective according to teacher and student context, and the use of blended learning as an alternative to implementing face-to-face learning to monitor language habits is.	The adoption and use of educational technology in developing countries faces many challenges in the education system, and student learning outcomes are not always directly proportional.	(Hilmi et al., 2020)
Implementing Higher Order Thinking Skills (HOTS)	MAN 3 Padang Panjang	Senior High School	The effectiveness of applying HOTS skills to learning Arabic should be done through online learning systems.	Lack of teachers' understanding of the concept of HOTS and its application to learning Arabic.	(Wardana et al., 2021)
Application of the Peer Tutor Method (peer teaching)	College in Central Kalimantan Study program students Arabic Language Education	College	One of the motivational factors that encourage students to participate in learning <i>Maharah Kalam</i> through peer teaching is the creativity of peer tutors in learning <i>Maharah Kalam</i> .	The absence of a grouping system based on the difficulty level of the material.	(Wahdah et al., 2022)
Using the Karrona Strategy (<i>Karrora al-Gina`a</i>)	IAIN Bone	College	The Karrona strategy is effective in increasing students' interest and motivation to learn Arabic.	The mastery of online learning applications is low so that it is considered unprepared in learning Arabic online.	(Syarif, 2020)
Application Usage E-Learning	MAN 1 Kerinci	Senior High School	Supporters of the use of online learning in Arabic language	Lack of facilities that support the implementation	(Yul et al., 2022)

			learning due to the government's social agreement policy to implement e-learning in learning during the pandemic.	n of E-Learning for both teachers and students.	
Application of the Singing Method	TPQ Al-Wasilah in Cianjur Regency	Non Formal	The research shows that learning Arabic through the singing method in early childhood is very helpful in memorizing Arabic vocabulary.	If the singing method is not followed by other methods, the learning objectives achieved are rather limited.	(Witri n & Gama yanti, 2021)
Using The Wordwall Application	Rabbani Junior High School in Bekasi Regency	Junior High School	All students are satisfied with learning Arabic vocabulary with Wordwall App.	The color of the display becomes lighter. The first display mode of Word wall is not colorful, only blue color predominates, which makes the appearance less attractive	(Yahya et al., 2021)
Usage Digital Book	MTs Ma'arif Selomerto	Junior High School	When online learning is implemented through digital book media, the reading ability of 9th grade students of MT Ma'arif Selomerto improves.	Online learning still seems monotonous and boring so that students feel bored in learning.	(Luthfiyah et al., 2022)
Use YouTube media	SMAIT Al Huda Wonogiri	Senior High School	The research shows that the use of YouTube media is an appropriate solution for Arabic media learning during the pandemic.	Some students are limited by signal and quota, so the learning videos are watched outside the classroom and class.	(Rahmasari, 2020)

Our findings from various literatures show that there are several methods used in Arabic language learning in Indonesia during the Covid-19 pandemic, including the use of the Akramiy application (أكرمي), the PAIKEM GEMBROT method, the use of the Edmodo application, the use of the WhatsApp social media application, the implementation of Canva media, the application of the recitation method, the assignment method, the application of powerpoint-based interactive multimedia and the application of the mimicry memorization method, the use of mentimeter media, Application of Project Based Learning Method and Online Method as well as door to door type Offline Method, Use of Zoom Application, Using Kahoot Application, Using Educandy Platform, Implementing Inquiry Strategy Method, Implementing Blended Learning, Implementing Higher Order Thinking Skills (HOTS), Peer Tutor Method (peer teaching), Karrona Strategy (*Karrora al-Ginā`a*), Use of E-Learning Application, Application of Sing Methods, Using The Wordwall application, Use of Digital Book, Use of YouTube Application. The methods applied may differ for each region. A particular method cannot be applied to all places, but must consider the community's economy, culture and geography. Methods also cannot be generalized because the ability of students in each place is different from one another. This is in line with the statement (Budiningsih, 2011) that teachers/lecturers should choose learning strategies/methods that are appropriate to the students' abilities so that their mastery of learning can increase.

The choice of this method is increasingly important, especially during the covid-19 pandemic when learning is carried out online. Whereas according to (Purnasari & Sadewo, 2021) the reality in the field of online and technology-based learning cannot be carried out in all schools in Indonesia due to several factors including the lack of facilities and infrastructure available in some schools. Moreover, not all teachers are proficient and experienced in using technological facilities (Purnasari & Sadewo, 2021), forcing them to find learning methods that suit their circumstances even though they are not technology-based. The difference in accreditation between schools also makes the learning methods/strategies of each school different from one another. This is also a special task for the government to pay more attention to the condition of schools, especially those in remote areas of Indonesia.

In previous research, a lot of creativity was carried out during the pandemic, but it was still separated. In this article, the author aims to review Arabic language learning methods carried out from various regions in Indonesia during the pandemic and how the results of the application of these methods and the obstacles experienced. The results of this study are expected to be able to inspire teachers from various regions in carrying out learning methods, both now and when a pandemic occurs again.

The limitations of this study are that the review was conducted only in the Indonesian region. The overview of the review will be better if in the future an analysis is carried out at the ASEAN level or based on the Malay family. The development of science and dynamic dynamics along with the times and time, of course, in the future additions or improvements need to be made. We hope that this review can provide an overview of what methods are used in the learning process and can be adopted in similar situations and at this time if it is still relevant.

CONCLUSION

The Covid-19 pandemic does not hinder the teaching and learning process, the methods used during the pandemic are the use of the Akramiy application (أكرمي), the PAIKEM GEMBROT method, the use of the Edmodo application, the use of the WhatsApp social media application, the implementation of Canva media, the application of the recitation method, the assignment method, the application of powerpoint-based interactive multimedia and the application of the mimicry

memorization method, the use of mentimeter media, Application of Project Based Learning Method and Online Method as well as door to door type Offline Method, Use of Zoom Application, Using Kahoot Application, Using Educandy Platform, Implementing Inquiry Strategy Method, Implementing Blended Learning, Implementing Higher Order Thinking Skills (HOTS), Peer Tutor Method (peer teaching), Karrona Strategy (*Karrora al-Ginā`a*), Use of E-Learning Application, Application of Sing Methods, Using The Wordwall application, Use of Digital Book, Use of YouTube Media.

However, this is not without obstacles, some obstacles can be overcome or not. From the journals that we have reviewed, it is known that the obstacles are divided into 3, namely first, obstacles during a pandemic such as unstable networks, difficulties in delivering material through e-learning (online), limited signal. Second, the constraints of learning Arabic because Arabic is not a native language, Third, the constraints in each learning method applied also have their own advantages and disadvantages.

Efforts in the teaching and learning process need to be innovated, the covid-19 pandemic provides learning for changes in teaching and learning patterns. So that improvements can be made and also imitated if one day something similar happens, but it does not rule out the possibility that it is still relevant to the current post-pandemic conditions.

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