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ZOOM MEET: ALTERNATIVE MEDIA FOR SUPPORTING ARABIC LANGUAGE LEARNING DURING THE PANDEMIC

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Abstract

This study aimed to explore the process of supporting Arabic learning using the Zoom Meet learning media. The research method used a descriptive qualitative approach. Research explains that Zoom Meet has excellent potential to support Arabic learning during the Covid-19 period. The research subjects were lecturers and students from the Arabic language education State Institute for Islamic Studies Batusangkar. There is documentary evidence from this research in the form of photo screenshots when using the Zoom Meet learning media; with this, it can be expected to find out how influential Zoom Meet is in learning Arabic courses. This study concluded that there are several responses regarding the classification, which will be negative and positive responses, which will describe the weaknesses and shortcomings of the Zoom Meet learning media. Through observations and interviews with lecturers and students of the Arabic language education study program, it is clear that the Zoom Meet media is an alternative media in supporting Arabic learning during the Covid-19.

Keywords: *Zoom Meet, Arabic Language Learning, Pandemic, Learning Media*

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi proses penunjang pembelajaran Bahasa Arab menggunakan media pembelajaran *Zoom Meet*. Metode penelitian menggunakan pendekatan kualitatif deskriptif. Penelitian menjelaskan bahwa *Zoom Meet* sangat berpotensi dalam penunjang pembelajaran bahasa Arab pada masa Covid-19. Subjek penelitian tersebut adalah dosen dan mahasiswa dari Jurusan Pendidikan Bahasa Arab Institut Agama Islam Negeri (IAIN) Batusangkar. Terdapat bukti dokumentasi dari penelitian ini dalam bentuk *photo screenshot* pada saat penggunaan media pembelajaran *Zoom Meet*, dengan ini dapat diharapkan agar mengetahui seberapa berpengaruhnya *Zoom Meet* terhadap pembelajaran mata kuliah bahasa Arab. Penelitian ini berkesimpulan bahwa terdapat beberapa tanggapan mengenai klasifikasi yang akan menjadi tanggapan negatif dan tanggapan positif yang akan menjadi uraian tentang kelemahan dan kekurangan dari media pembelajaran *Zoom Meet*. Melalui observasi dan wawancara dengan dosen dan mahasiswa Prodi Pendidikan Bahasa Arab, sudah jelas bahwa media *Zoom Meet* merupakan media alternatif dalam menunjang pembelajaran bahasa Arab di masa Covid-19.

Kata Kunci: *Zoom Meet, Pembelajaran Bahasa Arab, Pandemi, Media Pembelajaran*

Introduction

The development of technology at this time is increasingly advanced. This also occurs at the level of education where the use of media is significant where previously using a fictional form is now online. This technological change also changes teacher habits where teachers start using digital-based media in the learning process, such as Kinemaster software. This happened due to the Covid-19 pandemic, which has attacked various countries, including Indonesia (Sadikin & Hamidah, 2020). The learning process continues with the distance learning process; this distance learning must go through applications such as Google Meet, Zoom, WhatsApp, Classroom, etc (Mudinillah, 2019). The application must be connected to the internet. The significant changes that occurred were felt by students and felt among students, lecturers, teachers, office environments, and parents who complained a lot about the cost. The required internet network also needed to pay to get internet access. These obstacles can have a negative impact and cause other barriers that the material presented is not fully understood by students. With these obstacles not becoming an obstacle during the educational process, learning must continue to be carried out to achieve education goals. Therefore, the use of media is crucial in supporting education today.

The Covid-19 outbreak has dramatically impacted the learning process, especially in Indonesia, wherein Indonesia (Caraka et al., 2020), the online learning process has been carried out from the beginning of the emergence of the Covid-19 virus outbreak (Mulyana et al., 2020). At the beginning of the learning process (Safitri et al., 2021), there were not many lecturers and students who did not understand much about the use of learning media that was carried out during the online lecture process (De Neve et al., 2015). Still, with time until now, the covid-19 outbreak has not disappeared. Thus the knowledge of lecturers and students about the use of applications and media is getting higher and higher (Ansori, 2020).

Well, in Indonesia itself, the number of patients exposed to COVID-19 is increasing day by day (Sari et al., 2021); there have been 686 cases recorded where these cases are increasing day by day (Lalmuanawma et al., 2020), and there is still no drug that can overcome the rapid number of patients exposed to Covid-19. In every public hospital in Indonesia (Barney et al., 2020), there is an abundance of patients, both isolated patients, and patients who go for treatment and outpatient treatment (Baloch et al., 2020); many hospitals are adding rooms for isolation of patients exposed to COVID-19 where every day there is an increase in the number of patients who are exposed to COVID-19—exposed to the COVID-19 outbreak. This, of course, is a concern for the Indonesian people (Aghni, 2018).

Concerns about the increase in the number of COVID-19 patients (Baloch et al., 2020), the president, and the government appeal to all people in Indonesia to comply with all health protocols that have been made and determined when the increase in COVID-19 is very high by continuing to do activities at home such as working, studying, and so on. at home if you leave the house, the government urges you to follow the health protocol by wearing a mask, keeping your distance, washing your hands, and staying away from crowds, whatever type of activity you are doing, such as holding wedding parties, celebration events, etc. If you want to do it, you must go through the procedures that the government has determined because all of that is one way to overcome the speed of increasing the spread of the Covid-19 virus outbreak (Pandoman, 2020).

However, in this time, morning vaccination activities have been carried out for all groups ranging from teachers, private and public employees at the secondary school, elementary school, high school, and college level (Valerisha & Putra, 2020). At this time, some people are required to vaccinate. This activity is one way to reduce the spread of the covid-19 virus outbreak (Batubara, 2021). There are several stages in the vaccination, namely the first, second, and third stages have about three months for vaccination (Mattioli et al., 2020). The vaccine itself is an effort by the government to reduce the spread of COVID-19. The aim is to increase immunity and increase the body's immune system so that it remains stable so that it is not too easy to accept diseases such as the Covid-19 virus. However, the learning process and lectures are still carried out online or online.

In online lectures, there are pros and cons for both students and lecturers (Gaylard Baleni, 2015; (Marani et al., 2020)). Based on interviews conducted with students and lecturers at State Institute for Islamic Studies Batusangkar, some of them gave positive and negative responses that the online lecture process can anticipate a decrease in the spread of COVID-19 because they do not make direct contact with each other, and some students think that with online lectures can be done anytime and anywhere we are. However, on the one hand, there are obstacles where online classes use more internet data packages that are purchased every week, and the state of network strength is often unstable in certain conditions.

In online lectures, many use online social-based learning media such as using zoom meet, which is widely used in the lecture process (Charbonneau-gowdy et al., 2018). At first, many lecturers and students did not understand how to use online-based learning media, especially Arabic (Sri, 2008). Therefore, special skills are needed in the use of online-based learning media (Rabiman et al., 2021). Continuous training and experiments are carried out to increase knowledge on learning media applications that have several kinds of applications such as zoom meet, google meet, and so on (Azhar, 2008).

This study uses a descriptive qualitative approach that explores the process of supporting Arabic learning which uses the Zoom Meet learning media. The subject of this research is the lecturers and students of the Teaching Arabic Language Study Program (PBA) at State Institute for Islamic Studies Batusangkar. There is documentary evidence from this research in photo screenshots when using the Zoom Meet learning media. This can be expected to find out how influential Zoom Meet is on learning Arabic courses.

It is important to do research because of how much influence an application or media has in supporting learning, as well as other researchers in order to conduct research related to more in-depth conference applications, in order to find out which applications are suitable to support learning at home. Other researchers are also expected to develop this research in order to more clearly understand the effects of the Zoom Meet application.

Method

Research on Zoom Meet alternative media supporting Arabic learning during the Covid-19 outbreak was carried out with a descriptive qualitative approach (Nugrahani & Hum, 2014). This descriptive qualitative research is suitable for use in Zoom Meet research as alternative media in supporting Arabic learning during the Covid-19 outbreak. This study resulted in the clarity of an application function that is often used in the learning process carried out during online lectures, namely the Zoom Meet application as an alternative media in supporting Arabic learning during the Covid-19 outbreak where the zoom application is very influential on helping an organization—learning Arabic during the Covid-19 outbreak.

Doing research on this topic is important to do because it produces an idea or ideas that can provide added value for other researchers, what's more, in this study it provides an overview of a media that needs to be used during a pandemic, this research is very much different from other research because it is a descriptive qualitative study. focused on the phenomenon that is happening, where the results of the phenomenon become the object of research. So, it's very clear here that descriptive qualitative research provides more characteristics to create a new idea and more precisely that descriptive research is a research method used to clarify social phenomena through various research variables that are interrelated with one another.

The research subjects were lecturers and students from the Arabic Language Education Department at State Institute for Islamic Studies Batusangkar, where the purpose of this research was to explore the process of supporting Arabic learning that uses Zoom Meet learning media. There is documentary evidence from this research in photo screenshots when utilizing the Zoom Meet learning media. This can be expected to find out how influential Zoom Meet is on learning Arabic courses (Yuliani, 2018). So here, Zoom Meet plays an essential role in learning Arabic.

Result and Discussion

This research was conducted to explore the process of supporting Arabic learning, which uses the Zoom Meet learning media, to dig deeper into two important things: learning Arabic and the use and utilization of the Zoom Meet application. The following is a description of these two things:

1. Arabic Language Education

Arabic is a part of the origin of international languages. Arabic cannot be said to be the oldest or youngest language in the world because no documents can indicate all of it. However, permanent Arabic is highly regarded by various groups than other languages because of its dominant literary value (Arief & Muhyani, 2019). Some people think that Arabic is the language of religion because Arabic means the language used or used in the holy book of the Holy Quran, which at the beginning of converting to Islam, many of the Arab traders used Arabic (Abd Wahab Rosyidi & Mamlu'atul Ni'mah, 2011). In addition, Arabic is also said to be a Semitic language family that has the most speakers of other languages. This Arabic language has spread very widely globally because Arabic is a language that 22 countries have used.

This Arabic language influences the development of vocabulary found in Indonesia in particular. In Indonesia, Arabic is a compulsory subject at the tertiary level, especially in state Islamic religious universities or those based on Islam. The position of Arabic in higher education means being a second language after Indonesian (Mustofa & Hamid, 2016). Even though it is considered a second foreign language, in essence, Arabic entered Indonesia before entering a foreign language, namely English, into Indonesia. The entry of Arabic in Indonesia began with students studying in the Middle East. It was they who initially introduced and shared Arabic in the country. The first development of the Arabic language they did was in fiqh, creed, interpretation, and Arabic from various Arabic literature (Hidayat, 2012).

Those who have a high interest and understand Arabic are Muslims. Because the first reason is religious factors because the worship of Muslims is very closely related to using Arabic. Then to be able to understand the holy book, which is a life guide, also requires Arabic language skills because the Holy Quran was revealed in Arabic. The second reason is the education factor. Globally, Arabic language education has a very high position, especially in Islamic education (Ritonga et al., 2016). This was because the writings of Middle Eastern scholars or students who made Islam in Indonesia for the first time were written in Arabic. If we do not understand Arabic using the correct language, we will also not be able to know the contents of the written word. The third reason is the cultural factor. We can see that the effect of Arabic on Indonesian culture can be seen from the cultural origins that exist in Indonesia today, which is the contribution that comes from Islamic culture. then the relation with Arabic is that Islamic culture emerged or the source of Arabic culture itself (Arief & Muhyani, 2019). In essence, the purpose of holding this Arabic language learning is to mingle with native Arabs. We can take the model. When someone performs the pilgrimage or umrah, they will automatically meet personally with people who speak Arabic, like it or not; we must also be able to speak Arabic.

Furthermore, for people who want to understand an illustration, of course, they must also understand the concept of word order. If someone has mastered the idea of words, they will interpret the reading well. Someone will find it difficult if they don't know the concept of the language because knowing the concept of a word is the basis or primary foundation before knowing a discourse. Learning a language is admittedly more complex when compared to using ordinary science teachings such as mathematics, science, social studies, and other lay subjects (Mahyudin, 2014).

This is because to learn a language, we are bound by a method. If we don't understand or understand language rules, then language learning cannot categorize aphorisms (Zulhanan, 2014). So, for that, the role of educators is needed to improve the abilities of their students. Some of the things that educators can do to improve student's language skills, the first goal is the first step to convey the material *istimā'* and *kalām* first. So, students are trained to listen and speak first. The second is to be preceded by *mufradāt* material before making a sentence, and the third is when teaching educators do not use languages that students hear sporadically but use language that is familiar to them—for example, saying good morning (*Shabahul Khair*), asking how you (*kaifa Hāluk*) are, and so on.

Because now is the age of technology, all difficulties in learning a language can be overcome. Many exciting learning media have been created, and it's just a matter of how we take advantage of this sophistication. A creative educator will use this sophistication to improve student achievement and ability in learning languages. There are innovations in the development of Arabic learning that currently need to be done—considering the judgment of most people who state that Arabic is a complicated language to understand and understand. Technology will change these thoughts and assumptions if educators want to make changes for the better.

Through technological advances, students have been given many conveniences. The teaching materials needed are all available on the internet, which they can access anytime and anywhere using their smartphone. Nowadays, we no longer find a child who cannot operate a smartphone properly; we even see a smartphone as a small tool that they always take for granted. They even think that smartphones are a primary need for them, especially when the country's condition has not yet reached stability so that the implementation of learning is still mostly done remotely.

2. Pre-Lecture

During lectures, the lecturer first provides information about the lecture process, which learning activities are carried out using the WhatsApp application or other social media that supports the lecture process (Manuaba et al., 2017). Also informing about the material to be discussed in Arabic lectures, the lecturer conveys the objectives of the learning.

The lecturer orders students to find as many sources of material to be discussed as possible, then students and lecturers discuss the material using Arabic fluently and correctly. Some lecturers give students the freedom to memorize or repeat the material learned. The lecturer instructs students to download or download the Zoom Meet application, Google Meet, and so on both laptops and student androids. Thus, students are required to have their android (Widiansyah et al., 2018).

3. Implementation of Lectures

When starting a lecture for the first time, the lecturer first operates the Zoom Meet application, creates a link, and sends the link to students via the WhatsApp group. Then the lecturer ensures that the student has entered and clicked on the link provided by the lecturer. Then the lecturer checks student attendance one by one directly or via a google form, which the lecturer has provided. And lecturers can record lecture activities through the record feature already available on the Zoom Meet application (Ummah, 2021).

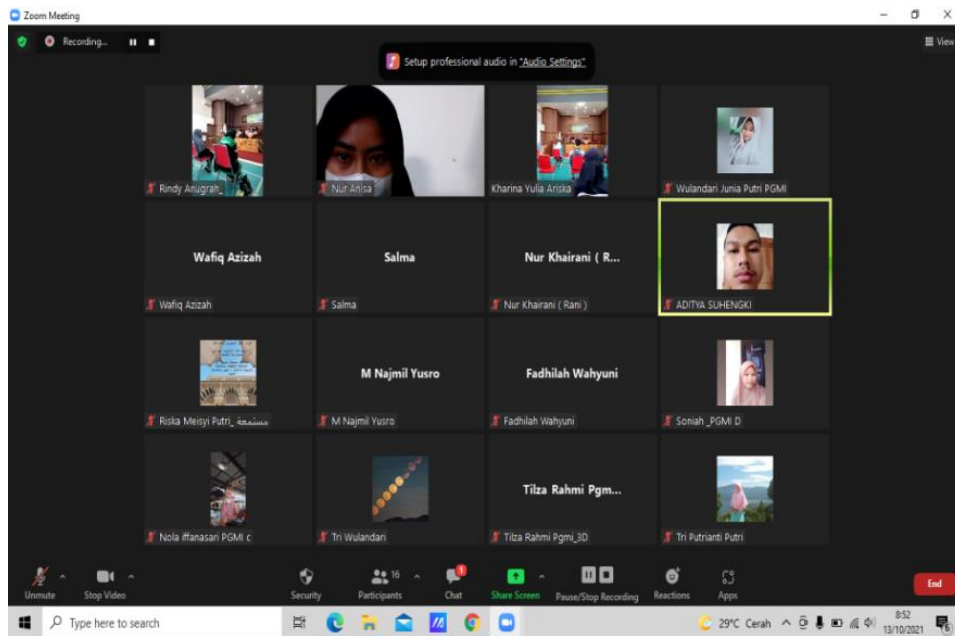


Figure 1. The record feature icon in the Zoom Meeting application

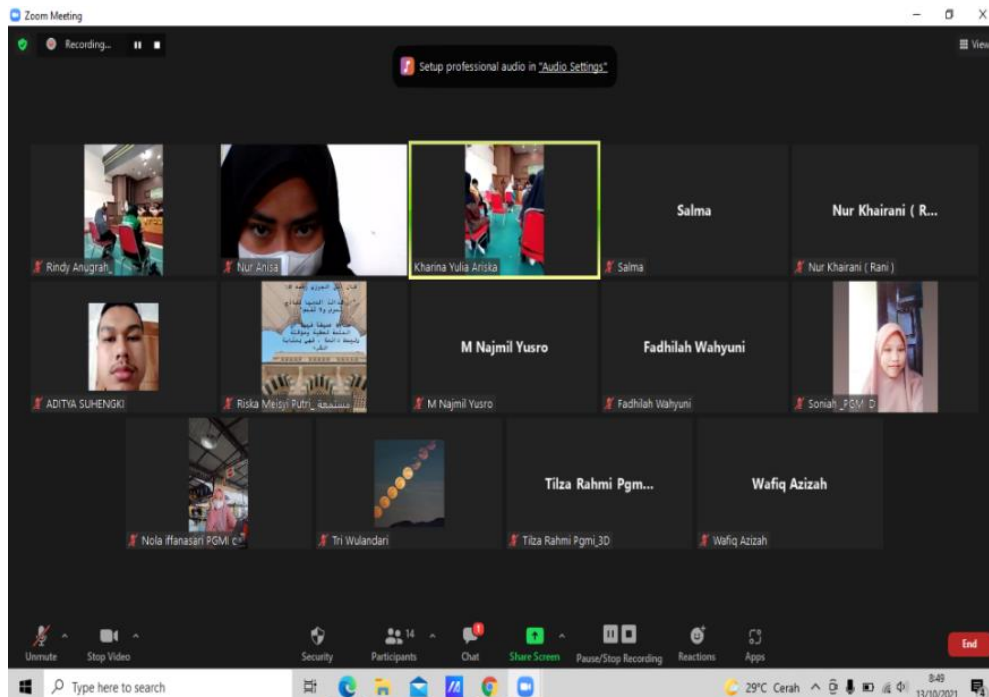


Figure 2. The learning process of Aran language through Zoom Meeting media

In the lecture process, the lecturer can use the learning method by lecturing and asking students about the learning material being studied. Then the lecturer asks the students to listen and explain. When the lecturer explains, then the lecturer asks students about the learning material being carried out. In lectures, students can participate in the learning, where the learning process is also not too rigid, and tense and the atmosphere become fluid by giving each other's opinions.

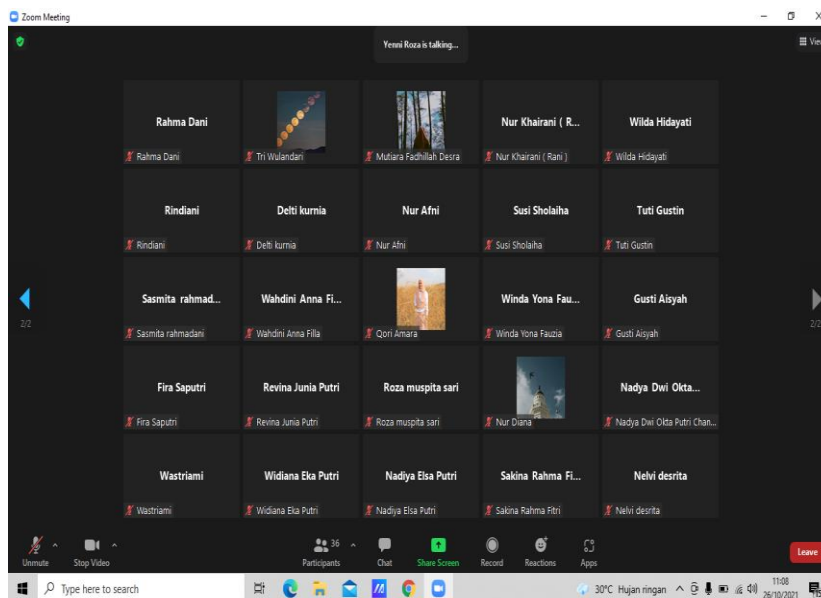


Figure 3. Using the unmute feature in the Zoom Meeting application

After the Q&A process and lecturer presentations can turn off the audio from the Zoom Meet application so that everything can be clear by using the unmute feature; this feature serves to silence the audio properly so that there are no voice clashes between students and students and students and lecturers (Far-Far, 2021). Therefore, it is necessary to require a host in the lecture process through the Zoom Meet application to control the course of the lecture process in the learning. So, students are more focused on paying attention when the lecturer explains and explains the related material on that day (Monica & Fitriawati, 2020).

Then lecturers can use the chat feature if they are constrained in using the audio contained in the Zoom Meet application; sometimes, lecturers and students have network problems that make the audio on Zoom Meet problematic so that the sound that comes out and sounds unclear can use the chat feature on the Zoom Meet application. Then the chat feature can be used by students and lecturers to ask questions and provide opinions in the form of criticism and suggestions on student performances. Hence, the use of Zoom Meet gives excellent potential in the lecture process.

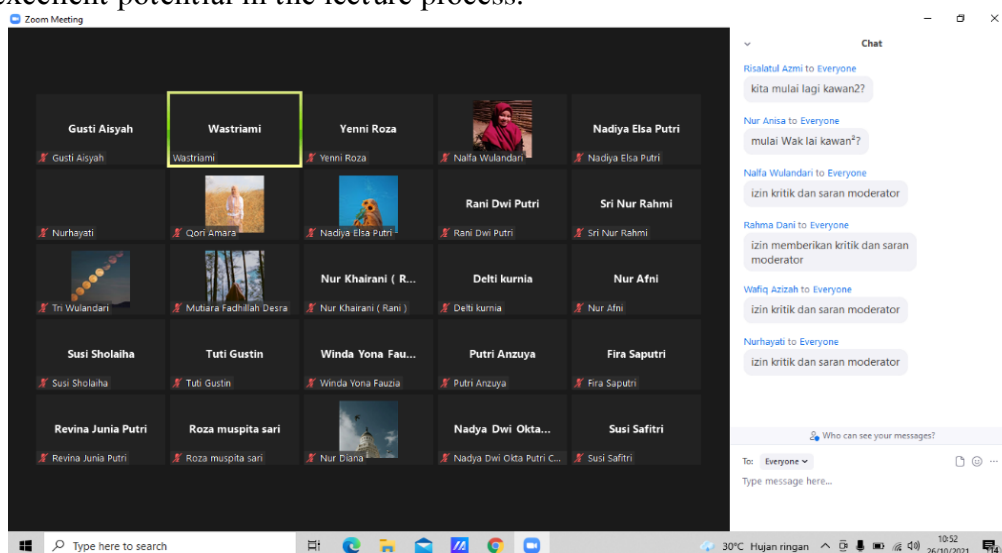


Figure 4. Chat Features

After almost the end of the lecture hours, the lecturer can evaluate the lectures carried out from the beginning to the end of the course. In learning Arabic, the lecturer can then

assess the learning aspects such as word pronunciation, choosing vocabulary, fluency in Arabic, and the ability to respond to a question given by the lecturer to students.

We all know that online lectures have a positive influence on the development of internet technology in the Industrial Revolution era where the presence of the internet provides many benefits to students, lecturers, and the wider community were to explore various kinds of information and knowledge that are widespread in cyberspace and use it as an alternative medium of learning. The birth of the internet in the teaching and learning process where what is commonly done in class can now be done wherever we are. This is a demand for educators to increase knowledge and innovation in developing a learning activity to improve student learning motivation. Considering the lack of motivation to learn from students makes one of the factors a failure of learning activities.

There are several stages in the online learning process. The first stage is carried out during pre-lectures. The Arabic language learning instructor first provides information about the lecture process. Learning activities are carried out using the WhatsApp application or other social media that support the lecture process. Also informing about the material to be discussed in Arabic lectures, the lecturer conveys the objectives of the learning.

The lecturer orders students to find as many sources of material to be discussed as possible, then students and lecturers discuss the material using Arabic fluently and correctly. Some lecturers give students the freedom to memorize or repeat the material learned. The lecturer instructs students to download or download the Zoom Meet application, Google Meet, and so on both laptops and student androids. Thus, students are required to have their android.

In the second stage, the lecturer in charge of the Arabic language learning course first operates the Zoom Meet application, creates a link, and sends the link to students via the WhatsApp group. Then the lecturer ensures that the student has entered and clicked on the link provided by the lecturer. Then the lecturer checks student attendance one by one directly or via a google form, which the lecturer has provided. And lecturers can record lecture activities through the record feature already available on the Zoom Meet application. In the lecture process, the lecturer can use the learning method by lecturing and asking students about the learning material being studied. Then the lecturer asks the students to listen and explain. When the lecturer explains, then the lecturer asks students about the learning material being carried out. In lectures, students can participate in the learning, where the learning process is also not too rigid, and tense and the atmosphere become fluid by giving each other's opinions.

In the lecture evaluation stage, lecturers can take advantage of the whiteboard feature that already exists on the Zoom Meet media, which helps help the course of teaching and learning activities that have an impact on the reflection of lecture results, where the function of this whiteboard is the same as the blackboard in the classroom. This whiteboard has advantages such as the ability to display ppt, journals, and articles in *pdf* form because this feature is a virtual whiteboard that is used in percentages and is directly contained in the Zoom Meet application on android as well as student and lecturer laptops.

The advantages and disadvantages of using Zoom Meeting Media

In this study, it can be concluded that there are several responses regarding the classification, which will be negative responses and positive responses, which will be a description of the weaknesses and shortcomings of the Zoom Meet learning media, which is through observations and interviews from lecturers and students of the Arabic education study program.

Advantages

Media Zoom Meet provides various features to support lecture activities

There are additional features such as chat, record, mute, and unmute, where each part has its function and description. The chat feature helps lecturers and students understand a statement caused by damage to the internet network, which sometimes comes and goes, thus making the audio from the Zoom Meet media problematic, thus requiring the use of the chat feature as an alternative (Mudinillah, 2021).

The record feature is usually used in recording the learning process from the beginning to the end of the lecture (Rido, 2019). Where the video results are stored on a memory card on an android or laptop, where the recording results can be used as evidence of assessment for lecturers to evaluate the results of the learning process from the beginning to the end of the lecture and can also be used as material to repeat the lecture material on that day.

In the mute feature, one student becomes the percentage (Fatmawati et al., 2021), and then other students can listen and listen to the presentation together without any interference from outside sounds.

Can improve discipline towards lecturers and students

In online learning media using Zoom Meet (Napratilora et al., 2020), time adjustments are made to start a lesson before doing stars. Usually, on Zoom Meet media, there is a specified time limit of 45 minutes, so lecturers and students should not be late in entering the Zoom Meet room, there is also a Zoom Meet paid, where the link has no time limit, but we pay for the Zoom Meet media (Fuady et al., 2021).

In the use of the Zoom Meet learning media, lecturers and students have the freedom to regulate lecture times so that lectures can be carried out when preferably according to mutual agreement (Bawanti & Arifani, 2021). So, lecturers and students think this way can reduce the spread of the Covid-19 outbreak among the surrounding community where all students decide to go home and don't worry about missing lectures. At the same time, in their hometowns that are already connected to the internet network (Baron, 2020).

Disadvantages

Media limitations

There are many free media provided, and their use is limited. Learning Arabic through Zoom Meet has a specified time limit of 45 minutes, so lecturers and students should not be late in entering the Zoom Meet room, there is also a paid Zoom Meet where the link has no time limit, but we pay for the Zoom Meet media (Wiederhold, 2020).

Well, the record feature can only be used on a laptop or PC. So, it is slightly recommended for Zoom Meet users, both lecturers and students, to use laptops to make it easier for us later to evaluate the material that has been studied, especially in learning Arabic.

Inadequate internet network

The result of a poor network is not achieving a learning goal where there are obstacles in using the Zoom Meet learning media features (Ahessy, 2021). So, it is hoped that the government will facilitate a good internet network so that the teaching and learning process occurs appropriately and correctly, a sign that there are obstacles in the application's features.

Although the Zoom application has its drawbacks, the fact is that this application provides a lot of contributions ranging from education to large companies around the world. Zoom really provides comfort in the teaching and learning process, teachers and students who do not understand this application can quickly understand without needing to take a long time. Because the zoom application is a user interface application which all users can use easily.

Conclusion

From the research above, it can be concluded that the Zoom Meet media can support Arabic learning during the Covid-19 period. The research subjects were lecturers and students from the Arabic language education department at State Institute for Islamic Studies Batusangkar, where the purpose of this research was to explore the process of supporting Arabic learning that uses Zoom Meet learning media. There is documentary evidence from this research in photo screenshots when utilizing the Zoom Meet learning media. This can be expected to find out how influential Zoom Meet is on learning Arabic courses.

In this study, it can be concluded that there are several responses regarding the classification, which will be negative responses and positive responses, which will be a description of the weaknesses and shortcomings of the Zoom Meet learning media, which is through observations and interviews from lecturers and students of Arabic education study program. The Zoom Meet media is an alternative media in supporting Arabic learning during the Covid-19 outbreak.[]

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