Arabic Teacher Website as a Learning Media During the Covid-19 Pandemic Hots, Mots or Lots

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Abstract

Implementation of Arabic learning during the Covid-19 (Corona Virus Disease 2019) pandemic caused the instructional process of learning which was initially offline or face-to-face to become an online method (in a network). This is because it is feared that it will spread the transmission of the corona virus. Along with the times, technology has also developed as a sophisticated anticipation in carrying out the during method. Arabic taecher as a modern technology media based on e-learning websites that can help students and Arabic learners in applying Arabic language skills in listening, speaking, reading and writing skills. This media is equipped with materials according to the level of education (elementary, secondary and advanced levels). This media also contains features and main menus including: reading, stories, grammar, structural, dictation, songs and games, a questionnaire equipped with e-books, MP3s and videos. This study aims to a) analyze the process of learning Arabic in the midst of the Covid-19 pandemic using the Arabic Teacher Learning Cross media held at STAI Auliaurrasyidin Tembilahan and; b) classifying the use of Arabic Teacher Learning media into the HOTS, MOTS or LOTS categories in learning Arabic, especially in listening, speaking, reading and writing skills. The type of research used is this study using a qualitative research design using case study research methods aimed at looking at the subject holistically through descriptions to obtain detailed information about the use of Arabic teachers at STAI Auliaurrasyidin Tembilahan. The data analysis technique used is the Hubbermans model technique, data is collected and described, then reduced and verified in detail. The results of the study show that learning Arabic using Arabic Teacher E learning has met the HOTS (Higher Order Thinking Skills) learning standards with indications; a) students have been able to reiterate Arabic sentences heard by the Arabic Teacher and are able to identify Arabic sentences in the Arabic Teacher; b) students are able to explain the meaning of sentences and are able to distinguish between adad and ma'dud rules contained in Arabic Teacher Learning; c) students are able to demonstrate their daily activities after watching learning videos in Arabic Teacher Learning; d) students are able to solve problems that exist in each character in Learning. This media also demands creativity and innovation of students in understanding and digging information about sound, vocabulary, sentence structure and balancing students' intelligence with a combination of audio lingual and visual techniques. The material provided according to the level of education makes it easier for students to understand the content and content of the material. Materials with various games and songs are also able to balance students' Arabic skills during the covid-19 pandemic. This Arabic teacher learning media can also require students to be able to innovate, evaluate independently and stimulate students to create modern models and media for technology-based Arabic learning.

Keywords: *Arabic learning, arabic teacher E-Learning, HOTS, MOTS or LOTS*

Introduction

In early March 2020, Indonesia faced the problem of the global COVID-19 pandemic. This problem targets all aspects of life, whether economic, political, social, or

educational. The Ministry of Education and Culture quickly responded and issued Law Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid19)(Rosyadi & Ilmi, 2021). Currently, the entire population of the world is shocked by the outbreak of the corona virus known as covid 19 (Corona Virus Disease-19). The virus that emerged in Wuhan on December 31, 2019 has spread to almost all 200 countries in the world. This epidemic has had a huge impact on almost every sector of life, one of which is education. The corona virus outbreak requires all students to do online learning. Online learning should take advantage of various technological sophistications in this modern era.

Technology is all the means needed to provide the goods needed for human survival. Educational technology includes all other systems used in the process of developing human abilities (Iswanto, 2017). One of the developments in educational technology is e-learning-based learning media. Learning through e-learning media has started in the 1970s which is a distance learning process by combining the principles of the technological process. E-learning refers to the use of internet technology to deliver a series of solutions that can improve knowledge and skills (Yazdi, 2021). E-learning has the potential to make the learning process easier and innovative, equipped with telecommunication facilities such as the internet, intrabet, extranet, and multimedia (graphics, audio, video) as the main media in delivering material and interaction between teachers and students (Candrawati, n.d.)

E-learning contains several terms including: online learning, internet enabled learning, virtual learning and web-based learning. Arabic Tecaher as a web-based learning model. Arabic teacher is a modern e-learning-based Arabic learning website which is specially designed for beginners who learn Arabic with a progressive and logical methodology without the need for translation. This website is designed to support independent Arabic learning through the effective use of multimedia in both formal and informal classes. In addition, this website is based on a modern programmed learning system using textbooks and Compact Discs which are combined with learning language skills, namely; listening, speaking, reading and writing (Khoiri & Romadhon, 2017).

Arabic learning is taught integrally, namely by listening, speaking, reading, and writing as a preparation to achieve and realize the achievement of language competence. Listening and speaking skills are the foundation of language, at the level of education *elementary*. Then the four language skills are taught in a balanced way at the level of secondary education (*intermediate*). So that learners are able to access a wide range of references in Arabic then at further education level *(advanced)* concentrated on reading and writing skills. This word implies the process of interaction between the environment, matters related to learning, and student responses (Aziza & Muliansyah, 2020)

Arabic lessons are material that has serious challenges in online learning, it is not easy for teachers to provide material in an online system. Therefore, teachers are required to be able to provide good Arabic learning methodological changes with the online system. The creativity of an educator becomes an inevitable demand considering the success of learning activities cannot be separated from the role of an educator.(Prastiwi et al., 2021)

In accordance with the 21st century learning model that expands learning through the 4C aspects: Critical thinking, Creativity, Collaboration and Communication to realize a HOTS-based learning process. The main purpose of *higher order thinking skillsthinking skills* is how to improve students'at a higher level, especially those related to the ability to think critically in receiving various types of information, think creatively in solving a problem using the knowledge they have and make decisions in situations complex.

Brookhart defines HOTS as a transfer process from a problem then the problem is solved using critical thinking. Anderson and Kratwhols Taxonomy separately classifies

cognitive levels into two, namely low-level thinking, which is at the level of remembering (C1), understanding (C2) and applying (C3), while HOTS higher-order thinking is at the level of analyzing (C4), evaluating (C5) and create (C6). Based on the levels of this way of thinking, Costa said that HOTS is divided into four g roups, namely: solving problems, making decisions, thinking critically and thinking creatively (Rochman & Hartoyo, 2018).

Learning Arabic which aims to master the four maharah lughawiyah, students must be able to create at the stage of creation. Arabic Teacher Learning learning media is expected to stimulate students to generalize an idea or perspective on something, design a way to solve problems and organize elements or parts into a new structure. Learning Arabic in the current era cannot be separated from the role of the teacher. He is not only a user of the method, but must observe, research, manage and utilize multimedia and students' multi-intelligence, create a conducive natural environment and evaluate all learning activities comprehensively in achieving the expected learning objectives (Febriani, 2020)

This research is a study that describes the process of implementing Arabic learning using the Arabic teacher learning website at STAI Auliaurrasyidin Tembilahan which is expected to be able to meet the needs of students during a pandemic and fulfill the implications of Higher Order Thinking Skills. The goals of the reserach are : a) analyzing the process of learning *Arabic* in the midst of the Covid-19 pandemic using Arabic Teacher Learning media which was held at STAI Auliaurrasyidin Tembilahan and; b) classifying the use of Arabic Teacher Learning media into HOTS, MOTS or LOTS categories in the Arabic learning process, especially in listening, speaking, reading, and writing skills.

Method

This study uses a qualitative research design that aims to describe the phenomenon in depth. While the method used is a case study. Case study research aims to look at the subject holistically through descriptions to obtain detailed information (Moeleong, 2007)

Data were collected from observations, interviews, field studies and documentation. Through observations, interviews and field studies, observations can be made about the process of learning Arabic at STAI Auliaurrasyidin Tembilahan. Various forms of secondary data were used to supplement the primary data, such as written sources of articles and lesson plans. Informants in this study were Arabic lecturers and students at STAI Auliaurrasyidin Tembilahan. The researcher as a research instrument will describe the Arabic learning process using the Arabic teacher website and analyze whether the website has met the Higher Order Thinking Skill criteria. Researchers conducted research in early March related to learning Arabic online. The data is taken from the E -Learning Arabic Teacher page related to all information, features, teaching materials, and so on that are displayed by www.arabic-teacher.com.

The data collected was then analyzed using data analysis techniques used based on the theory of Milles and Hubbermans, the data were collected and described, then reduced and verified in detail. During the data collection stage, the researcher recorded the process of learning Arabic. After collecting the data, the researcher then reduces the data by selecting and sorting the data that supports the search. Then, verify at this point that the researcher has determined the primary data as important data, and sort out the unwanted data.

Results and Discussion
Arabic Teacher

Arabic Teacher is a modern e-learning-based Arabic learning website designed by Dr. Mohamed Mohi El-Din Ahmad is an expert in Arabic learning. He is a lecturer in

language development at the University of Brunei Darussalam. He is also an Arabic language learning consultant at the Malaysian Institute of National Translation and Islamic Studies and at the Johor Malaysia Institute for International Arabic Language and Islamic Studies. Arabic teacher is a modern e-learning-based Arabic learning website which is specially designed for beginners who learn Arabic with a progressive and logical methodology without the need for translation.

This website is designed to support independent Arabic learning through the effective use of multimedia in both formal and informal classes. In addition, this website is based on a modern programmed learning system using textbooks and Compact Discs which are combined with learning language skills, namely; listening, speaking, reading and writing.

The Arabic Teacher website has several advantages that other websites do not have. Among them; 1) the website page uses two languages of instruction, namely; Arabic and English; 2) Website pages can be accessed from various devices such as: computers, tablets and mobile phones; 3) The website page is equipped with electronic books and MP3s that can be downloaded so that they can be listened to repeatedly without having to access them again; 4) Users can access this website easily without having to create any account.

Arabic Teacher Website Menu Arabic Teacher provides several main menus that can be accessed by its users. Among them; home, instruction, learn by HTML and MP3, learn by video, learn by songs, and download a books. The leran by video menu also includes features such as: level 0, beginners 1-3, elementary 1-3, songs, stories, and lectures.

Thus, it is hoped that this website can be used by students, teachers, Arabic lecturers, and those who wish to learn Arabic.

Higher Order Thinking Skills (HOTS)

To develop critical thinking skills, there are five lessons that can be taken, namely: (1) determining learning objectives, (2) teaching through inquiry, (3) practice, (4) reviewing, improving and increasing understanding , and (5) practice feedback and assess learning. According to Krathworl (2002) indicators to measure higher order thinking skills include: analyzing, evaluating, creating. So, HOTS is a thinking skill that not only requires the ability to remember, but also other higher abilities, including: the ability to analyze, evaluate, and create (Arafah et al., 2021).

Bloom's thinking skills are divided into three categories, namely: 1) LOTS (Lower Order Thinking Skill) thinking skills consisting of knowledge; 2) MOTS (Middle Order Thinking Skill) namely thinking skills consisting of understanding and application; 3) (Higher Order Thinking Skill) HOTS Thinking skill which consists of analysis, synthesis and evaluation. Description and keywords of each category can be seen in tebl follows:

Table 1.1 Dimension of Thinking Processes

LOTS	Knowing: Ability to recall	· Capable restates Arabic sentence you hear in Arabic Teacher Learning · Identify the Arabic sentence in Arabic Teacher Learning · capable of memorizing mufradat written in Arabic Teacher Learning

MOTS	Understanding: able to explain ideas or concepts	· able to explain the meaning of the sentence is written in Arabic Teacher Learning · able to distinguish between existing and ma'dud rules describedin Arabic Teacher Learning · able to cite a sentence in Arabic Teacher Learning
	apply: Being able to use the information in a different domain	· able to determine the sentence isim and deed on the story you read · able to demonstrate your daily activities by using Arabic · able to complete the appropriate answer qira'ah tadribat presentedArabic Teacher Learning

HOTS	Analyze s: Specify aspects / elements	· qira'ah able to analyze the text you read in Arabic Teacher Learning · Maharah question kalam correlate with your daily activities using Arabic · able to solve problems on every tadribat that exist in the four Maharah
	Evaluate Taking his own decision	· able to infer the back of each passage or material four Maharah in Arabic Teacher Learning · able to interpret the meaning of a sentence in Arabic in Arabic Teacher Learning
	to be creative: be creative idea or the idea itself	· able to correct errors Arabic sentence that you understand after use Arabic Teacher Learning · able to design a material in Arabic in different innovation after using Arabic Teacher Learning · capable of developing Arabic language material in different innovation after using Arabic Teacher Learning

The use of Arabic Teacher Learning in STAI Auliaurrasyidin Tembilahan

Arabic has more dul It was developed and taught in the archipelago, starting from the spread of Islam in Indonesia since the 13th century AD. Historically, Arabic was taught only for religious purposes, matters relating to the worship of the Qur'an and Hadith. However, with the development of the current era, especially the 21st century, the Arabic language has developed very rapidly, both in terms of concepts and learning in education. Arabic is no longer seen as a language of religious rituals but has now developed into an international language and has become one of the mandatory materials in various educational institutions from elementary to university levels.

Learning Arabic at STAI Auliaurrasyidin Tembilahan Indragiri Hilir Riau is included in standardized courses at the KKNI (Indonesian National Qualifications Framework). In learning Arabic, students are expected to master 4 maharah, namely Maharah Istima', Maharah Kalam, Maharah Qira'ah, and Maharah Kitabah by presenting different materials and methods according to certain goals.

While the Arabic learning process that occurs in the classroom is divided into 2 sessions in one meeting, the time given in one meeting is 60 minutes or 1 hour lesson. This is due to the implementation of PTMT (Limited Face-to-face Learning) which was implemented at STAI Auliaurrasyidin Tembilahan Indragiri Hilir Riau. In a limited time, Arabic lecturers must really understand class and time management by using creative approaches, methods, and media, so that the objectives of learning Arabic can be achieved optimally.
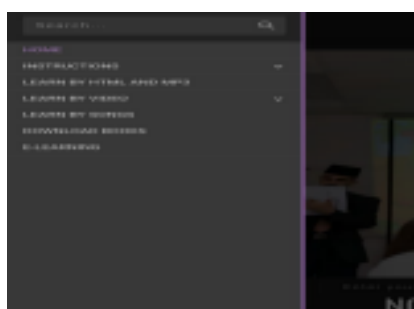
As an educator, the Arabic language lecturer at STAI Auliaurrayidin Tembilahan uses a variety of media and prioritizes online-based media as an adaptation of Indonesia's development towards 5.0, namely the digitalization period. For example, by using e-learning media, namely the *Arabic Teacher*. Lecturers distribute Arabic teacher links to students through class groups. The media has presented various kinds of material that they want to learn with guidance and commands from the lecturer to the students, next is the process of students' understanding of the Arabic Teacher e-learning media.

Students' Ability in Using Arabic Teacher Learning

Use of learning media at the teaching orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time (Wahid, 2018). Therefore, using media in the learning process will help and facilitate interaction between educators and students so that activities will be more effective (Tafonao, 2018). The website-based learning system was chosen as one of the supporting alternatives for students to master Arabic learning, so that this learning media must be thoroughly understood and studied carefully so that the goals and success of students can be realized to the fullest.

Lecturer steps used during the process of Arabic learning in the classroom are as follows: a) teachers share media link e-learning is www.arabicteacher.com whatssapgroup in each class, b) students were asked to open the material relating to the theme has been explained by the lecturer in the form of mastery of 4 maharah, c) the lecturer explains the tutorial to choose the material that students want to learn, d) in the application several materials have been presented in the form of songs, reading texts, videos and even games according to the objectives of the 4 maharahs. want to achieve. The following is an example of the Arabic Teacher display given by the lecturer:

Figure 1.1 Arabic Teacher Learning Menu DisplayArabic Teacher

On one of the pages of thewebsite is a video-based application used by lecturers as the first step in introducing this learning application to students.

Figure 1.2 Display Menu Leran By Video Arabic Teacher Learning

In the next screen, students will be directed to open videos based on their level of understanding and learning, where in this case the lecturer chooses to study the bio page of Elementary 3 or the highest level on this Arabic teacher media, due to because those who use the video are semester 1 students majoring in Islamic Religious Education in Arabic Language Course at STAI Auliaurrasyidin Tembilahan.

After the lecturer explains the steps that must be taken by students in using the Arabic Teacher media, the lecturer invites students to open the learning materials presented in the form of videos based on the respective categories of the four maharah. As shown in the following picture:

Figure 1.3 Video Display of Maharah Lughawiyah Arabic Teacher Learning

Next, the lecturer asks students to study independently by observing each Arabic video that has been studied previously, but the lecturer continues to guide students to become facilitators if there are students who do not know the vocabulary contained in the video. After students observe each video on the learning media, the task of the lecturer is to review again and ask the extent of their knowledge of what they hear, say, read and write based on the results of each student's observations.

Learning with videos can provide information in different ways to students, namely so that students have no difficulty in absorbing information; even learning can be fun. Learning videos in the form of video tutorials will provide general information and train

students' thinking skills. Supported by Mestre's statement in Clossen that "video presents information in a distinctly different way than the more static combination of screenshots and text, making it a great tool for communicating, especially with visual and textual learners"; this means that videos present information differently, which makes videos an excellent medium for sharing information (Handayani et al., 2021).

Based on the data received by the researchers through observation, interviews and documentation of the Arabic language learning process using the media *Arabic Teacher* , namely; a) the students have been able to reiterate the Arabic sentences heard by the *Arabic Teacher* and are able to identify the Arabic sentences in the *Arabic Teacher;* b) students are able to explain the meaning of sentences and are able to distinguish between adad and ma'dud rules contained in *Arabic Teacher Learning;* c) students are able to demonstrate their daily activities after watching learning videos in *Arabic Teacher Learning;* d) students are able to solve problems that exist in each character in *Learning.*

However, the researchers found that students found it difficult to summarize each text from the four maharahs in *Arabic Teacher Learning* due to the lack of Arabic vocabulary possessed by students so that students did not feel confident to re-express Arabic reading texts in the language they understand. Thus, comprehensively, students have met the LOTS, MOTS, and HOTS standards although they have not been fully met, because the elements in C-6 (creation), namely composing using Arabic are still experiencing obstacles.

Thus, through the implementation of Arabic learning using themedia *Arabic Teacher Learning* that has been described, this media requires students to learn independently and adapt to technological developments and current social conditions, besides that it is also understood that STAI Auliaurrasyidin students are in the process of learning Arabic. By using media *Arabic Teacher Learning* has been implemented quite well, although there are some important elements that have not been fulfilled optimally.

Learning Arabic using Arabic Teacher E-learning has met the HOTS learning standards with an indication that this media requires students' creativity and innovation in understanding and digging up information about sounds, vocabulary, sentence structure and balancing students' intelligence with a combination of audio-lingual techniques. and visuals. The material provided according to the level of education makes it easier for students to understand the content and content of the material. Materials with various games and songs are also able to balance students' Arabic skills during the covid-19 pandemic. This Arabic teacher learning media can also require students to be able to innovate, evaluate independently and stimulate students to create modern models and media for technology-based Arabic learning. At the level of evaluation and innovation, students are able to mobilize various intelligences they have so that each student is able to create Arabic learning materials with various characteristics of their abilities such as making videos, songs, games, mind mapping, tables and motion animations and so on.

Conclusion

The thinking process of STAI Auliaurrasyidin Tembilahan students through listening, speaking, reading, and writing skills using website-based media, namely Arabic Teacher E-learning is included in HOTS (Higher Order Thinking Skills), although not all components of HOTS have been fully fulfilled. This can be proven through the ability and creativity of students in using this media to be able to master and understand Arabic learning and the lecturer acts as a facilitator in learning. However, students also feel obstacles in mastering vocabulary and find it difficult to express something using Arabic. In addition, the learning process requires students to think critically and deeply when using this media. In essence, HOTS is implemented not only in the evaluation process but in all learning

activities. The author recommends that this research can be developed by analyzing the Arabic teacher learning website through other aspects of Arabic language knowledge by using a communicative, integrative approach and so on.

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