Learning Arabic by Using Misk Application in the Pandemic Era of Covid-19

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Abstract

The learning system that very intensively being carried out at this time is learning using electronic-based media where the use of technology in this era continues to advance and develop, especially during the Covid-19 pandemic. This study aims to find out how to use technology in the Arabic learning process and to find out the advantages and disadvantages of its application. On this occasion, the researcher chose the MiSK application, which is an Arabic language learning application on android based on a game, equipped with Arabic vocabulary, images and audio, which was designed by one of the lecturers from Istanbul 29 Mayis University. This study uses an evaluative method with a qualitative approach, which produces data in the form of how to apply the MiSK application and also describes the advantages and disadvantages of learning Arabic using the MiSK application. The researchers hope that the results of this study can provide teachers with additional information and input to improve the use of technology in the online teaching process, especially during the Covid-19 pandemic, making the teaching process more interesting and effective.

Keywords: *learning Arabic, MiSK application, pandemic era of Covid-19*

Introduction

Learning is an activity that involves teachers and students which is carried out intentionally to achieve a learning goal set by the Education unit. Learning activities are carried out as an effort to prepare students to face the demands of the times and social life. Learning is also a process of mutual interaction between students and educators and learning resources in a learning environment (Habibah & Syihabuddin, 2021). Learning is also considered a process of providing guidance or assistance to students so that it can encourage students to carry out the learning process (Pane, 2017, Sauri et al., 2021). There are two main activities in the learning process, namely learning carried out by students and teaching carried out by teachers whose direction is to achieve predetermined goals in the form of cognitive, emotional, and psychomotor learning outcomes (Ridho, 2018). The main purpose of this learning process is that students are expected to be able to achieve the goals that have been set in an educational unit.

Among the problems of the learning process that are still often applied in educational institutions are traditional learning techniques, namely lectures and memorization (Khoiri & Romadhon, 2017). Learning activities tend to be still centered on textbooks and not related to the real world of students so that the learning process becomes boring, uninteresting and students often have difficulty concentrating while studying (Khomsah & Imron, 2020). This kind of condition is also exacerbated by the condition of the teachers who only depend on textbooks without utilizing technology and communication in their delivery so that many of the students are unable to achieve the learning objectives that have been set.

In learning, students need activities that are conducive and interesting to easily achieve the expected goals in the learning process (McKnight et al., 2016). For now, in the era of the Industrial Revolution 4.0, all educational institutions are expected to be able to adapt to the rapid development of technology, so that the learning process becomes effective, interesting, and useful (Syafaah, 2019). This research will be very helpful for educators and students in the effort to use technology in the learning process, especially in this era of the covid-19 pandemic, because this research will provide a clear picture of the use of android application-based technology starting from the application process, the advantages and disadvantages of the application. so that it can be used as a reference. This research can also be a reference for educators in choosing the right application in the learning process, especially learning Arabic. In addition the use of technology today is a necessity that cannot be avoided (Steel & Hudson, 2010), (Nashrullah, 2021). Technology has now touched almost all aspects of life, even in terms of teaching and especially in the field of learning Arabic (Septian et al., 2018), (Iswanto, 2017).

Learning Arabic using technology can create a conducive, interactive, and fun atmosphere (Khomsah & Imron, 2020), (Ritonga et al., 2016). The use of technology in the learning process can also overcome the limitations of space and time (Agustin, 2011). The advantage of technology in the world of learning is that it can create an effective and fun learning environment for students (Pimada & Amrulloh, 2020), (Susiawati, 2021), . Currently, the role of technology is very necessary for learning process, (Badrudin, 2017) With the determination of learning activities that must be carried out with the remote system that is still in effect today, technology occupies the most important position among other learning devices as an intermediary in conveying messages or knowledge to students.

Technology continues to develop and affect children who are able to live with gadgets all day long without having to leave the house. The current use of gadgets among students has grown very rapidly, almost all students use gadgets (Sulhadi, 2020). This situation can be used by educators as an effective and efficient means of learning Arabic in accordance with the tendencies of today's students who cannot be separated and are obsessed with gadgets and other electronic devices, especially in the Covid-19 pandemic situation, where most of the learning process is carried out online (Pimada & Amrulloh, 2020). The role of the teacher can guide them to use these technological tools in a positive direction.

There are so many applications that can be used as Arabic learning media that contain four basic language skills, namely listening, speaking, reading, and writing skills such as Google Classroom, Google Form, Zoom, and so on. Several studies have been conducted regarding the learning process using technology-based online applications. Like the research that has been done by (Prastiwi et al., 2021) in their article on optimizing Google Classroom, Google Form, and Zoom in learning Arabic, they explained that learning using online media makes it easier for students to learn Arabic and can be accessed anytime and anywhere during distance learning. Then the research conducted by (Tazkiya & Munawaroh, 2021) in their article on the implementation of E-learning in Arabic learning in the era of the Covid-19 pandemic showed that learning Arabic during the covid-19 pandemic could be carried out properly and optimally. Students can determine their learning speed and can be accessed without limits in one location. Then the research was conducted by (Sulhadi, 2020) on android-based Arabic learning media using the Arruzz application. This study discusses the feasibility of the media in improving students' abilities in Arabic learning achievement.

From the three studies that have been described, so far there has been no study that discusses learning Arabic using the MiSK application. The MiSK application is a free application that contains Arabic learning materials in the form of listening, speaking, reading, and writing skills and is equipped with Arabic questions according to the level of students,

from the easiest to the difficult level. This application is also suitable for use during the COVID-19 pandemic.

For this reason, the authors are interested in studying how to apply the MiSK application in Arabic learning and also want to know the advantages and disadvantages of learning Arabic by using the MiSK application during the covid-19 pandemic. With the aim that educators and students know how to use it in the language learning process. Arab.

Method

This research is an evaluative research with a qualitative approach. Using this type of research because it examines and assesses the success, benefits, uses, contributions, and feasibility of a program, product or activity of an institution with certain criteria. The data collection technique in this study was in-depth observation by tracing the MiSK application to find out all the main menus, materials and how to use them in the learning process, and to find the advantages and disadvantages of the application in the Arabic learning process.

This research has four procedures that will be carried out in stages, firstly the preparation of data collection begins with the stage of determining the theme, where the author looks for problems that will be raised into a study. Second; implementation of data collection by examining the object to be studied in the form of the MiSK application. Third; data processing with predetermined methods, and theories after analyzing objects in the form of MiSK applications, and the fourth; the preparation of the results of the analysis, it is hoped that this research can help educators and students in using the MiSK application in learning Arabic.

Results and Discussion
Technology-Based Arabic Learning

In this sophisticated era, technological developments have experienced a very significant increase. This is marked by the emergence of various kinds of gadgets and other technological tools such as laptops, computers, smartphones, and so on (Akmalia & Syihabuddin, 2020), (Sulhadi, 2020), (Abdelhamid et al., 2019). With the development of technology, educators must also play an active role in these developments by maximizing the use of technological tools in the world of education to improve the quality of quality education and not be ignorant (Syauki Faznur & Sumardi, 2020). One component of education that can utilize technology is in the implementation of the learning process.

The word learning is taken from the basic word, namely learning. Learning is a process of changing individual behavior, which occurs due to interaction with the environment. While learning is the process of organizing or managing an environment that can encourage students to learn. One form of learning that is carried out formally or informally is learning Arabic. The purpose of learning Arabic is that students can to master the four basic skills in the language. These four skills will be able to be mastered by students through effective and fun Arabic learning.

Learning is an activity carried out by educators and students in a learning environment that requires learning components which include learning objectives, materials, educators, students, methods, learning media, and evaluation (Pane, 2017). What is meant by learning a foreign language is a process to master listening, speaking, reading, and writing skills. Likewise, learning Arabic means that we learn to master these four basic skills.

Learning Arabic can be done with the help of technology so that the management of learning outcomes becomes easier, more practical, and real-time. Technology-based Arabic learning can to provide accurate and fast evaluation results. Costs and time for preparation and implementation can be utilized as efficiently and effectively as possible (Fauzi et al.,

2020). In the current technological era, gadgets can be used as supporting media in the process of evaluating learning in schools, one of which is by utilizing applications. Currently, we can access so many paid and free applications that can be used to assist the implementation of the Arabic learning process such as Edmodo, Arabic Teacher, Google Classroom and so on. With this free use, it will be easier for students to follow the learning process.

Process learning using technology tools can increase student interest in learning (Fauzi et al., 2020). In addition, the use of technology in the form of applications makes the learning process more interesting, and far from being scary (Syauki Faznur & Sumardi, 2020). Students will also be motivated to study seriously in the face of evaluation so as not to fall behind with their friends. Technology-based learning can present virtual reality that can help students understand the material presented by the teacher (Rasydiana et al., 2019). The teacher's verbal explanations that are abstract can be easily understood by students and students will enrich their knowledge with the presence of the media (Sulhadi, 2020).
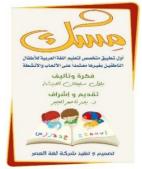
In learning Arabic, which is a foreign language, there are often obstacles in presenting virtual reality in the stages of the learning process, for example in learning listening skills, this cannot be done but requires technology or Arabic applications that can provide a real experience in listening to conversations from native speakers. With the help of technology, this kind of thing will be done and can present a real atmosphere so that Arabic learning becomes more effective.

MiSK Application as Learning Media

Media comes from the Latin medius which means middle, intermediary, or introduction. In Arabic, the media is an intermediary or introductory message from the sender to the recipient of the message (Daryanes & Ririen, 2020). Media is a means of distributing messages or learning information conveyed by the source of the message to the target or recipient of the message. AECT (Association of Education and Communication Technology, 1997) defines media as all forms and channels of sharing messages or information.

Munadi in Mira and Syihabuddin (Mira et al., 2020) states that the media is everything that can convey and distribute messages from sources planned to create a conducive atmosphere and a capable learning environment efficiently and effectively. Based on several definitions, it can be concluded that the media is everything in the form of tools or objects used to channel messages or information to students to achieve goals, especially learning.

MiSK is an Arabic learning application created and developed by Bilal Suleiman al-Dabsha, a lecturer at Istanbul 29 Mayis University. This application is specially designed for learning Arabic to make learning Arabic easier and more fun. MiSK in Arabic is called (مسك أناس وبشرى) Anas is the figure of a boy seen on the screen while Busyra is the name of the girl in the picture. This application has many levels, each level will tell about Anas and Busyra. This application contains more than 1000 stages. Starting from the letter alif to the letter yaa.

Figure 1: The main view of MiSK application

MiSK application is an audio-visual learning application. As an audio-visual learning medium, MiSK places great emphasis on students' attention and hearing which directs them to concentrate on learning content. Besides being used as a learning medium, MiSK can also be used for evaluation media, especially the evaluation of Arabic learning. Because the demands of learning Arabic are to master the four basic skills, namely listening, speaking, reading, and writing skills, the use of the MiSK application is the right medium because this application has presented these four skills in one application only.

The MiSK application contains many types of material in developing language skills. Each material will be equipped with a variety of practice questions that can help students learn Arabic and master language skills in an easy and fun way. The material contained in this application is in the form of material for listening, speaking, reading, and writing skills. Each student must complete each material that has been provided to be able to continue to the next learning material. If students can complete the material and answer the questions correctly 60% of the number of questions provided then they can proceed to the next stage. When you have completed the first stage, the next stage will open automatically. If the correct answer is less than 60 percent,

The MiSK application consists of 4 exercises, 1) exercises for the letter level, 2) exercises for the word level, 3) exercises for the sentence level, and 4) exercises for the paragraph level. This application is a gradual application where if you want to proceed to the next stage, you must have mastered or passed the previous stage at least 60% of the proficiency level.

Learning Arabic by Using the MiSK App

Before using the MiSK application, several things that must be considered and prepared to support the use of the application, including 1) hardware in the form of android mobile phones, IOS, and a stable internet network. Has an active Play store account already been installed on their respective androids. The steps for implementing the learning process using the MiSK application are as follows:

1. Open the google play store application and download the MiSK application, wait until the download process is complete

Figure 2: MiSK application in Google playstore

2. Click the MiSK application and the one that has been downloaded and wait until the image, word, sentence, and sound download process is complete. After the download is

complete, this application will immediately direct us to the following available options menu:

Figure 3: choice of material in the MiSK app

3. Choose the Alif section to listen the material provided in the application

Figure 4: examples of learning materials

The choice of learning materials must be in order from the letter alif to the letter yaa. The next material will open automatically, if the first material has been understood correctly and has answered all the tests provided in the application. The material provided in this application starts from easy to difficult.

4. Listen and pay attention first to the material presented in the application, then you can work on the exercises provided. The MiSK application consists of four training sections in the form of exercises for listening skills, exercises for speaking skills, exercises for reading skills, and exercises for writing skills. All types of exercises available in the application can be used as a medium for learning Arabic.

Figure 5: types of tests

5. Answer the questions that have been provided in stages until the end of the question
6. In the last stage, if the questions have been answered correctly, the percentage of correct answers will appear and can be continued to the next material.

Figure 6: The answer score

Behind the convenience and sophistication of existing technology, there are many choices in the application of the learning process. In this case, the MiSK application can be an alternative media that can be used in the Arabic learning process. However, it does not escape from its advantages and disadvantages in its use. The advantages of the MiSK application are 1) Free, an application that can be downloaded for free on their respective androids and without a subscription fee, 2) Efficient, does not require a special time and place in its application, 3) diverse themes, with many themes provided so that users do not feel bored, 4) each material studied is equipped with exercises to measure students' ability to understand the material, 5) the material provided includes four language skills,

Of the many advantages, there are also disadvantages to this application, including: 1) requires an internet network for the application process, 2) can only be accessed via android or smartphone, 3) applications that are only intended for beginners in learning Arabic, 4) cannot record the score after completing the questions available in the MiSK application.

Conclusion

Current technological advances are very useful for teachers in the implementation of the learning process. This encourages teachers to be able to use technology-based learning media. With this progress, educators must be more creative and innovative to make learning more interesting and directed. The various sophistications offered by the progress of the current era require teachers to be able to take advantage of them, especially during the COVID-19 pandemic where the learning process is mostly carried out virtually. One of the

media that can be used in the Arabic learning process during the COVID-19 pandemic is the MiSK application. This application is an Android-based Arabic learning application that contains audio and visuals.

Students can easily access learning materials anytime and anywhere. Besides being able to be used for the learning process, this application can also measure students' ability to understand lessons. With this research, it can help educators and students in applying it during the Arabic learning process. And know the advantages and disadvantages. The MiSK application has many advantages in the application process, including efficient, easy to use, free of cost, having a variety of models and is equipped with practice questions. But behind the advantages offered, there are also disadvantages, including requiring an internet network connection, can only be accessed via a smartphone and only for beginners in learning Arabic. Researcher recommends to (Academics and researchers) to do further research to find the effectiveness of using the MiSK application in learning Arabic during pandemic era of Covid-19 and the success of this application in improving students' Arabic language skills.

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