# Peer Assisted Virtual Learning (PAVL) to Improve Understanding of Arabic Text in Online Learning

**Lailatul Mauludiyah[*], Anindita Hartono Putri**
Universitas Muhammadiyah Malang, Indonesia
E-mail: elimauludiyah@umm.ac.id

## Abstract

*Understanding Arabic texts for beginners is a problem in learning Arabic. This study aims to describe the process of Peer Assisted Virtual Learning (PVAL) to help understand Arabic text in online learning and demonstrate the effectiveness of the method. This research is a pre-experimental research with a one-shot case study model conducted on students of the Arabic Language Development Program (PPBA) of the University of Muhammadiyah Malang in semester 2. The data collection method uses observation, questionnaires, and tests. PAVL is an implementation of peer tutor learning which is carried out virtually. In this activity, the implementation uses the zoom meeting application, which is then in the breakout room into small groups to discuss issues related to the text. The teacher supervises the process by joining the room but does not enter into a discussion atmosphere. After each group finished presenting the results of their understanding, the results of the presentation showed that if it was done independently, there were many mistakes in understanding the meaning of vocabulary, but if it was done with virtual peer tutoring, the results would be better. The results of hypothesis testing indicate that learning with the PVAL method is very helpful in overcoming the problem of learning difficulties and understanding Arabic texts online, with a significance value of 0.000 0.05 and an average increase in value from pretest to posttest of 10. %, which means this method helps to improve the ability to memorize Arabic texts in online learning.*

**Keywords:** *Arabic text, peer assisted learning, virtual*

## Introduction

The issue of Distance Learning in higher education is still ongoing. Some universities implemented the limited offline, but many of them still use online learning because of the student's residence. In online learning for language course teachers in case of Arabic, teachers must rack their brains to be able to teach material more creatively. Because when learning Arabic by material online, many problems occur, including motivation and desire to learn. These two things are very influential on the process of receiving the material. Online language learning during the pandemic is a common problem in every country, not in Indonesia. A study in Cthe zech Republic explains that online learning is not very helpful in improving language skills, and can not replace face-to-face learning (Klimova, 2021).

The components of the Arabic language that must be studied Maharajarah kalam, qiroah, kitabah and istima '. Of all these linguistic components, there must be a related between one another. Such as qiroah and istima 'are receptive abilities that must be mastered by learners. Because it is a skill that must be mastered to have two productive abilities, namely kalam and kitabah. The problem that occurs to students in the special Arabic language learning program (PPBA) at the university of muhammadiyah malang is, that most of the new students had the difficulty of reading Arabic texts.

The difficulty in reading the Arabic text is caused by several things, including the students' lack of confidence and motivation to study Arabic text. In addition, learning time in online classes can not be as long as in offline classes due to network problems and other quotas. Another problem is that learning also often feels ambiguous if the teacher asks them to read the text, and has not entered the realm of understanding, because school background also has an influence.

Solutions that have been offered by other researchers regarding the problem of reading texts include learning by using the MMQ application developed by the teacher himself. This application requires independent learning and is accompanied by music so that students are not bored (Hidayanti et al., 2021). Another solution that has been carried out is to use community radio for language learning by means of blended learning. This research provides a solution for language learning in remote villages because it uses by a community radio facilities. According to the authors, this learning model as an alternative to learning (Prahmana et al., 2021). Another learning media used in learning hiwar (maharah kalam) is using zoom. In using zoom, this study explains that the level of students' understanding of the absorption of learning material is very high at 91.7%, although there are still many obstacles (Kurniadi, 2021).

From several studies that existed, the researcher takes a gap from previous research, namely independent learning and using zoom is suitable for learning Arabic. To improve the existing research, apply of the Peer Assisted Virtual Learning (PAVL) method for online language learning. PAVL is a learning method which developed from a peer teaching learning model that uses zoom. While the focus of this research is to improve the ability to read Arabic texts.

So the purpose of this research is to describe how the process of learning Arabic text using the PAVL method and measuring the differences in learning by using the PAVL method and not using it. This study contributes to increasing the variety of online Arabic learning methods, especially learning by using the nadhoriyyah wahdah approach.

**Method**

This research is a pre-experimental research with a one shoot case study model conducted on students of the Arabic Language Development Program (PPBA) of the University of Muhammadiyah Malang in the even semester of the 2020/2021 academic year with a total of 20 students. The data collection method uses observation during pre-research to obtain data on the state of students before the action using the PVAl method. Next is a questionnaire for student perception data about the use of the PVAL method, and the last is a test to obtain pretest and posttest data to measure the differences in learning outcomes before and after using the PVAL method. Meanwhile, for data analysis using the Wicolxon test, because the data obtained was not normally distributed. The following are the results of the Shapiro-Wilk normality test calculated by SPSS.

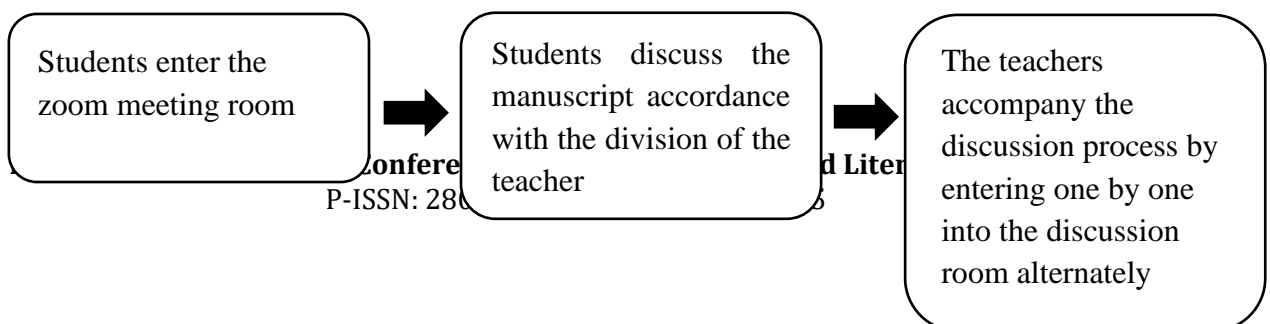**Tabel 1. Data Normality Test Results**

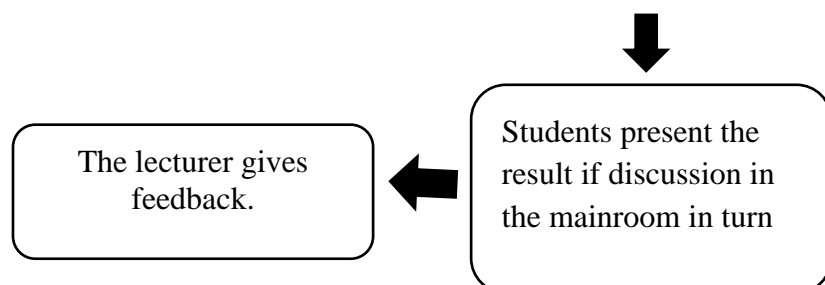| | Kelompok | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | Df | Sig. | Statistic | df | Sig. |
| Hasil Belajar | pre test | ,331 | 20 | ,000 | ,762 | 20 | ,000 |
| | pos test | ,223 | 20 | ,010 | ,809 | 20 | ,001 |

a. Lilliefors Significance Correction

The data above shows sig 0.000 and 0.001 0.05, so that the data is not normally distributed. So the data analysis is using the Wicolxon test. All data analysis processes use the SPSS program.

**Results and Discussion**

Peer Assisted Virtual Learning (PAVL) is the development of an online peer-to-peer learning model. The PAVL implementation process uses the zoom meeting platform and uses the breakout room feature. While the implementation is like the following chart

Students enter the zoom meeting room ➡ Students discuss the manuscript accordance with the division of the teacher ➡ The teachers accompany the discussion process by entering one by one into the discussion room alternately

**Figure1. PAVL implementasi implementation flow**

The implementation of PAVL in one text was carried out in two meetings. The first meeting was targeted at analyzing difficult vocabulary from a text, while the second meeting was targeted at mastering the content of the text. As stated by Mustofa (2011) the objectives of advanced qiroah learning are: 1) Finding the main idea and supporting ideas 2) Interpreting the contents of the reading; 3) Making the essence of the reading; and 4) Retelling different types of readings. Of the four targets, this learning targets the interpretation of the reading content and make the essence of the reading.

Meanwhile, students' perceptions related to the implementation of the PAVL method are shown in the following table:

**Tabel 2. Student Perceptions about the Implementation of PAVL.**

| No | Statement | STS | TS | S | SS | SSS |
|----|-----------|-----|-----|-----|-----|-----|
| 1 | Virtual discussion is the same as direct discussion | | 25% | 75% | | |
| 2 | Virtually discussions make easier to understand the material | 6,3 % | 43,8% | 50% | | |
| 3 | Virtually discussion make easier to solve material problems | 6,3% | 18,8% | 75% | | |
| 4 | Virtually discussion make enjoy learning | | 31,3% | 62,5% | 6,3% | |

| 5 | Virtually discussion is more palatable than listening to the lectures' explanation | 6,3% | 50% | 43,8% | | |
|---|---|---|---|---|---|---|
| 6 | Virtually discussion stimulate critical thinking | | 12,5% | 87,5% | | |
| 7 | Virtually discussion motivate online learning | | 25% | 75% | | |
| 8 | Virtually discussion is often constrained by signals | | | 37,5% | 37,5% | 25% |
| 9 | I am active when being a member of virtual discussion | 6,3% | 25% | 68,8% | | |
| 10 | I am not shy about helping and asking for a help when it comes to trouble on group members in virtual discussion | | | 75% | 18,8% | 6,3% |
| 11 | Discussion more enjoyable if members turning on the camera | 6,3% | 18,8% | 68,8% | | 6,3% |
| 12 | Discussion more enjoyable if members turning on the camera | 6,3% | 50% | 37,5% | | 6,3% |

From the table above, it is explained that more than 50% of students who are research respondents agree that (1) virtual discussion is the same as direct discussion (communication, feedback, etc.); (2) virtual discussion makes it easier to understand the material and solve problems; (3) virtual discussions make learning fun, stimulate critical thinking, and motivate learning; (4) in virtual discussions, students are more active in learning, helping, and asking for help during learning; and (5) discussions are more enjoyable if turn on the camera because they can feel like meeting face to-face. In addition, the discussion techniques carried out by students in the breakout room include (1) dividing tasks among group members and discussing them together after completion, (2) providing mutual understanding to group members, and (3) discussing problems one by one in the group together. Of the three discussion techniques above, many students use the technique of dividing tasks for reasons of time efficiency. While the test results are different from Wicolxon as follows:

**Tabel 3. Rank of Wicolxon's different test results**

| | | N | Mean Rank | Sum of Ranks |
|---|---|---|---|---|
| post - pre | Negative Ranks | 0[a] | ,00 | ,00 |
| | Positive Ranks | 19[b] | 10,00 | 190,00 |

| | |
|---|---|
| Ties | 1[c] |
| Total | 20 |

**Tabel 4. Wicolxon's Different Test Results**

| | post - pre |
|---|---|
| Z | -3,854[b] |
| Asymp. Sig. (2-tailed) | ,000 |

Tables 3 and 4 describe the SPP output from the Wicolxo test. The table above explains that Negative Rank 0 means that there is no average decrease between the pre-test and post-test scores. Positive Rank shows that there are 19 students whose grades have increased with an average increase of 10%. while the total number of positive ranks is 190.00. While ties are the similarity between pre-test and post-test scores, showing 1 point. The hypothesis test shows 0.000 <0.05, which means ha is accepted, which means there is a difference between the pre-test and post-test values.

Peer tutor learning is still the prima donna of learning methods in universities, as can be seen from the large amount of educational research in various fields that still uses the peer teaching method. Because learning with student center characteristics will be easy, teaching materials will be easily accepted. However, even though peer teaching is applied in various fields, it certainly has a different pattern. Read (2021) said the results of the peer teaching pattern will definitely be different from one another. Peer tutor learning or what is known as Peer Assisted Learning emphasizes 4 main focuses which include collaboration, reflection, communication, and assessment both for oneself and for peers. The supporting factor as a peer tutor learning model is how to be able to provide an interesting learning experience accompanied by practical services and support between fellow communities (Ala, Yang, & Ala, 2021).

Learning with peer tutors will make the rest enjoy learning more, because students enjoy discussing with their friends so that difficult material is easily solved in discussion. This discussion also trains students on how to be able to think well so that they are able to support students to be actively involved in providing support between peers, and improve self-evaluation. Tutor teaching can also be applied to online learning. But of course, it requires third-party applications and creativity from the teacher. Furthermore, it is very important in online learning because some students may be absent from learning or fall behind due to

signals.So that peer teaching is able to perfect material that has not been fully accepted by learners (Jeong, Smith, Longino, Merel, & McDonough, 2020).

Small peer teaching groups, there are tutors and tutes (students) in one group. In one group, all students are expected to work together and complement one another. So that in addition to improving learning outcomes, it is also able to improve students' good personalities, including increasing student self-regulation (Arjanggi & Suprihatin, 2010), forming student self-concepts (Firmansyah & Rukmana, 2017), problem solving (Permata, 2019), and able to foster a sense of belonging to students and responsibility for a material (Butar-Butar, 2020). In addition, the implementation of the PAVL method is able to stimulate tutors that the implementation of the PAVL method is considered to be able to increase a sense of desire in learning, so that the tutors (students) better understand the material provided.

In online language learning, this method is really needed because during online learning, the learning time is different from face-to-face learning. So, for peer teaching time efficiency, this is very helpful. Especially in understanding Arabic text, which is four to five long paragraphs in each meeting and that students must master.So that the division of groups is adjusted to the number of paragraphs. In addition, students can also help each other in groups to understand other group members who are having difficulties. Because, the involvement of interactions between peers can provide better learning facilitation, so that interest in interest in learning topics among peers feels comfortable to do (Veerabhadrappa dkk ., 2021).

A study conducted by Setiadi (2017) which explains that peer-teaching contributes a lot to the learning of the book.Nurmiati and Mantasiah (2017) It also proves that applying peer teaching in learning to read German is very helpful for teachers. Because students tend to be active in learning.  Tsai (2019) It also argues that language learning that is carried out collaboratively will produce better results, especially in speaking, which makes students motivated and brave to speak in foreign languages with their friends.

There are many advantages that can be obtained from peer teaching learning that is carried out online, apart from psychology, which has a tremendous impact on students' personalities. It also has a tremendous impact on student learning outcomes. In addition to these two things, what is important in peer teaching is also feedback from the teacher. Vattøy (2020) said Teacher feedback in direct and indirect language learning is very important as a student's self-evaluation.

## Conclusion

Peer Assisted Virtual Learning (PAVL) is a learning method based on peer tutors in small groups using the breakout zoom facility. In small groups at breakout zoom, students discuss Arabic text. The teacher only monitors the discussion process, after the discussion students present and the teacher gives feedback in the main room. This method is effective for learning Arabic text online with a significance value of $0.000 < 0.05$ with an average increase in value from pretest to posttest of 10%, which means this method helps to improve the ability to understand Arabic text in online learning.

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