



<https://doi.org/10.31869/afl.v4i1.5352>



<https://jurnal.umsb.ac.id/index.php/aflj>



[aflj@umsb.ac.id](mailto:aflj@umsb.ac.id)

## Technology for Arabic Learning as Foreign Language at Elementary School

\*Ahmad Roisuddin Ritonga<sup>1</sup>, Apri Wardana Ritonga<sup>2</sup>, Mahyudin Ritonga<sup>3</sup>, Ayu Desrani<sup>4</sup>

Universitas Muhammadiyah Sumatera Barat Padang, Indonesia<sup>1,3</sup>

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia<sup>2</sup>

Universitas Persatuan Islam Bandung, Indonesia<sup>4</sup>

ahmadroisuddinritonga84@gmail.com<sup>1</sup>, wardanaapri89@gmail.com<sup>2</sup>,

\*mahyudinritonga@gmail.com<sup>3</sup>, ayudesrani@gmail.com<sup>4</sup>

### ARTICLE INFO

#### Article History:

Received: 15 January 2024

Revised: 03 March 2024

Accepted: 15 May 2024

Published: 24 June 2024

#### \*Corresponding author

#### Keyword

### ABSTRACT

The implementation of face-to-face learning in the teaching of Arabic language in elementary schools is an effort to restore the quality of online learning. Therefore, this study aims to describe the management of face-to-face learning (FTF) implementation in Arabic language learning and the problems faced in elementary schools. The results showed that (a) the implementation of Arabic FTF in Elementary Schools has been carried out 100 percent with learning designs using "gamified" based media and contextual methods, such as snakes and ladders as well as the knowledge trees in the teaching of vocabulary, and (b) the problem of the implementation was derived from the learning process, such as ignoring health protocols, reducing the enthusiasm for FTF learning of students due to more than 2 years of online class. Other problems originated from parents who are not optimal in accompanying their children's learning process at home. Furthermore, it was revealed that contextual learning media that are appropriate for students' age can make the learning process fun and enjoyable.

Arabic learning; language teaching; learning management

Copyright © 2024, Author's, et.al

This is an open access article under the CC-BY-SA license



### مستخلص البحث

تهدف الدراسة إلى وصف إدارة استخدام تكنولوجيا التعلم في تدريس اللغة العربية وجهاً لوجه في المدرسة الابتدائية ما بعد جائحة كوفيد-19 والمشكلات التي واجهتها. استخدم الباحثون طريقة دراسة الحالة ذات المنهج النوعي في المدرسة الابتدائية دار الأخوة مالانج، جاوة الشرقية. يتكون إجمالي 46 مُخبراً من الباحثين من 30 طالباً في الصف الثاني، و 10 مدرسين للغة العربية، و 5 أولياء أمور الطلاب، ومدير المدرسة. كان نتائج البحث يظهر أن استخدام تكنولوجيا تدريس اللغة العربية في المدرسة الابتدائية للتعلم وجهاً لوجه بعد جائحة كوفيد-19 يستخدم وسائل الإعلام المتلاعبة والأساليب السياقية مثل سلاليم الوسائط الثعبانية وأشجار العلوم في تدريس المفردات. بالإضافة إلى ذلك، وجد الباحثون مشاكل في تدريس اللغة العربية بعد جائحة كوفيد-19 في هذه المدرسة، مثل ضعف الإشراف ودعم أولياء الأمور في تعلم اللغة العربية أثناء الطلاب في المنزل، ربما بسبب الحد الأدنى من معرفتهم باللغة العربية. تكشف نتائج هذه الدراسة أن وسائل التعلم السياقية التي تتوافق مع أعمار الطلاب يمكن أن تجعل عملية تدريس اللغة العربية

ممتعة، ناهيك عن تقديمها باستخدام التكنولوجيا التي تجعل المادة مفتوحة ويمكن الوصول إليها دون النظر إلى المكان والزمان.

تحليل الكتاب العربية للإقتصادية؛ كلية الإقتصادية الإسلامية والأعمال؛ نظرية ابن خلدون

كلمات أساسية

## INTRODUCTION

Arabic learning is one of the foreign language lessons in Indonesia affected by the Coronavirus Disease (Covid-19). The impacts of the pandemic have caused a decrease in the quality of learning and students' motivation (Garbe et al., 2020). Also, the post Covid-19 period is expected by everyone after being an epidemic for more than 3 years in Indonesia. The spread of the pandemic is now sloping, marked by the normality of community activities in public spaces (Peters et al., 2022). This is a good news for the educational institutions and teachers because of the transformation from an online to offline learning. During the pandemic, there was a rapid change in the management of Arabic learning, including aspects of the process, the use of media, and the selection of strategies, forcing adaptive learning through digital technology instruments (Netto et al., 2022). In addition, there is an extraordinary development in the use of digital technology in the educational world during the pandemic.

Educational technology is a catalyst for innovation and major changes in Arabic learning, especially during the post Covid-19 period (Rapanta et al., 2021). The appropriate use of technology will encourage the achievement of the objectives of Arabic learning. However, technology cannot be separated from challenges since it is made and developed to solve educational problems (Khlaif et al., 2021). The post Covid-19 pandemic is a collective gift of the nation that brings changes and demands for adaptation in the process of education and Arabic learning in schools (Meccawy et al., 2021). The language should be introduced to children from an early age in order to improve their Arabic skills (Aziz et al., 2016; Hakim et al., 2022). Therefore, the management of the face-to-face (FTF) learning implementation are expected to present a comfortable and safe learning atmosphere without being accompanied by the fear of the disease spread.

The early stage of life is a golden and play period filled with curiosity and being able to distinguish between fantasy and reality. Children easily imitate what they see and hear without knowing the meaning of the activity (Hännikäinen et al., 2018). Their habit involves spending time actively playing rather than studying. These cases make it easy for children to lose concentration during lessons, however, they tend to quickly assimilate what is being taught and will continue to remember (Hackett, 2016). Therefore, the right media and strategies are required to help parents and teachers in teaching Arabic in this post-Covid-19 period (Salam et al., 2022; DeCoito & Estaityeh, 2022). The culture of online learning using technology and digital media should still be adopted in the face-to-face learning process in the classroom.

In the post Covid-19 pandemic, the Arabic learning media was introduced to children. The media can be in the form of audio, video, and audio-visual which are spread on social platforms including Whatsapp, Instagram, Facebook, Tiktok, and Youtube as well as web-based media (AlGhamdi, 2018). The growing research on Arabic learning for

children through social media can be identified in several aspects, for instance, social media can increase the interest to learn (Al-busaidi et al., 2016). One of the studies emphasized that social media has become a cutting-edge technological tool that is familiar to students, making it very popular. Students can explore experiences and learn independently or contextually anytime and anywhere. At the same time, it helps improve foreign language skills. Therefore, its usage as a medium for teaching Arabic can achieve meaningful learning in a post-Covid-19 situation with a direct learning model.

Previous studies have identified Arabic learning for children experiencing psychological barriers which have an impact on academic achievement and social life, hence, teacher skills are needed (El Kah & Lakhouaja, 2018). Additionally, television media and Arabic cartoons are seen as non-interactive inputs to acquiring children's Arabic language skills (Kissine et al., 2019). According to another report, the first 3-8 years are the most important period in the process of learning Arabic for children because the effects of the care and attention given during this period will continue throughout their lives (Aljojo, et al., 2019; Ritonga, Lahmi, et al., 2022). However, a study stated that it is necessary to complete the learning media with audio messages, colorful pictures, and written sentences to describe their respective meanings, attract children's attention, and make learning a fun activity (Sweidan et al., 2022). Therefore, the integration of technology as skills mutually supports the success of learning for students during the post-Covid-19 period.

The intensity of the use of online media in this period is very rapid. This is indicated by the activeness of users to publish various news. Children also take part in exposing oral and written messages or information through the media. Millions of Arabic words can be observed in posts that are spread across the media. However, the teachers have not been able to utilize the development of technology that is quite massive to teach Arabic optimally and sustainably. On several occasions, children use technology to access bad information that is separated from the learning process (Jalil et al., 2019). The learning continues to experience a paradigm shift among children. Hence, Arabic learning management should be carried out properly based on the aspects of current needs during the Covid-19 crisis.

According to the facts above, the quality of learning Arabic in elementary schools during the post-Covid-19 period should be continuously improved. The return to normal FTF learning process in the classroom without worrying about the transmission of the virus should be a force for parents to motivate their children to continue learning Arabic (Alfayez, 2022). Also, the skills of teachers in operating technology during the Covid-19 period should be a provision to realize learning goals. Therefore, this study aims to describe the management of FTF implementation in learning Arabic for elementary school students during the post-Covid-19 period. The results are expected to be a reference for teachers and parents in Indonesia to effectively teach Arabic.

## METHOD

This report explained the teaching of Arabic in the post-Covid-19 period where the government has fully implemented FTF learning. Furthermore, the study was conducted at Darul Ukhuwwah Elementary School in Malang and it is expected to contribute to

improving the quality of FTF learning. In order to obtain data relevant to the purpose, a descriptive research type was used which is included in the qualitative method. The data collection methods employed were observation and interviews. The purpose of selecting observation method is to directly ascertain the field conditions regarding the application of Arabic language learning in the post-Covid-19 period.

Observation activities were conducted on the Arabic language subjects of grade 2 students at Darul Ukhuwwah Elementary School, Malang. There are 2 classrooms for this grade level and each has 15 students till a total number of 30 was reached. The class 2 students have heterogeneous Arabic language skills, ranging from basic, intermediate, to advance. Also, the treatment of the learning model in this class is uniform without any differences between students.

The Arabic teachers were interviewed to obtain research information and ascertain the management of FTF implementation in the classroom. Meanwhile, the qualitative data analysis process uses the Miles & Huberman model (1994). *First*, the research team obtained information on the learning applied during the post-Covid-19 period. *Second*, the data were classified based on the determined research problem and presented. *Lastly*, descriptive conclusions were drawn from the findings. Based on the results, the research analysis is focused on learning information, both planning, implementation and evaluation of learning applied in the post-Covid-19 period. The data were critically examined using these four levels.

**Table 1.** Research Instruments

Questionnaire	Informant
The commitment of the institution's management team in preserving Arabic in the classroom.	
Steps for learning Arabic in the classroom.	
Student responses to Arabic in class.	
Teacher's strategy to focus students' attention on learning.	
Institutional choice program to develop Arabic language skills of elementary school students.	
Arabic learning materials for students which include listening, speaking, reading, and writing skills.	
Sanctions for violating Arabic in the classroom.	
The role of parents on the achievement of learning Arabic for elementary school students.	

## RESULTS&DISCUSSION

### Management of FTF Implementation in Post-Covid-19 Arabic Learning in Elementary Schools

The word "management" in educational institutions in a more detailed sense is an effort to organize education to provide the desired outcomes (Aquilani et al., 2017). Educational management optimizes a series of activities to plan, organize, motivate, supervise, and develop all skills and creativity embedded in all stakeholders to achieve

certain educational institution goals (Aziz et al., 2016). Its implementation specifically, seeks to carry out various management functions in managing educational institutions based on certain indicators. Therefore, the picture of the educational quality is reflected in the management pattern to execute the organizational activities (Khairiah & Sirajuddin, 2019). The competition for developing education quality will only be won by institutions that can adapt to changes.

Along with the decline in Covid-19 cases in Indonesia, the government issued a joint decree (SKB) of 4 Ministers signed by the Minister of Education, Culture, Research, and Technology (Mendikbudristek), as well as the Minister of Religion, and Health. Also, Home Affairs regarding FTF learning in schools is 100 percent open. However, the application of this learning is still adjusted to the management of controlling the spread of Covid-19. FTF learning will return to online when the potential for the development of Covid-19 increases (Limbers, 2021). In this situation, the management function is needed as a control tool for educational institutions in order for students to stay healthy, safe, and comfortable when studying in a post-Covid-19 situation with FTF learning policies.

The management of this implementation is a challenge for some schools as well as an opportunity to carry out learning, including Arabic learning at Darul Ukhuwwah Elementary School. Currently, this school has implemented 100 percent FTF by a joint decree issued by the government. This policy at the same time, demands teachers to be more professional in providing the best educational services to students (Niemi & Kousa, 2020). According to the teachers, the implementation of Arabic learning at the School during the Covid-19 period was a serious challenge. This is in addition to the concerns about the spread of the pandemic, which became another problem, namely teachers and students had to adapt in the school environment.

To carry out FTF Arabic learning during the pandemic, Nauval Adani—Arabic teacher at Darul Ukhuwwah Elementary School —stated that the FTF which was 100 percent implemented in class had a lot of challenges for teachers, including the teaching of Arabic language. Therefore, students were motivated to learn in class and easily adapt to other friends. Meanwhile, (Susanto et al., 2022) stated that creative and innovative learning is a necessity to produce quality results. According to one of the informants, who is an Arabic language teacher, the students are more likely to communicate less or adapt in class, as the pandemic continues to date. Therefore, this is another challenge for the teacher to continuously ground Arabic in the classroom (El Kah & Lakhouaja, 2018). In the efforts to teach Arabic in the classroom, one of the informants stated that:

“We are, a management team, trying to use Arabic every day even though the implementation is not optimal. This is because there are general teachers, such as math, Indonesian, and other) who do not speak the language. Therefore, to support the Arabic-speaking environment, the principal requires all teachers to take part in a special Arabic language program that is supervised directly by the principal.” (NA, Interview, 2022)

Based on this information, Darul Ukhuwwah Elementary School has committed to implementing Arabic learning. This is also supported by the principal by executing a special program to learn the language. The program continues to be implemented and is scheduled on Monday, Tuesday, and Friday after the completion of class. Furthermore, it is attended

by all teachers, both religious and general subject teachers, making it possible to speak Arabic as a hallmark of the school. (Martín-Sánchez et al., 2022) confirms that serious attention needs to be given to the language skills of teachers, because they will become a reference for students in the process of improving Arabic. Moreover, every learning activity carried out by the teacher will be of value to students' lives because it contains philosophical values in the process of learning planning, implementation, and evaluation (Al-busaidi et al., 2016).

The execution of the opening of classroom learning for teachers and students in the before and post-Covid-19 periods starts with the implementation of the opening and learning orientation. This subsequently begins with greetings and prayers, explanation of the current learning objectives, and reviewing the lessons from previous meetings. However, a distinguishing factor of the FTF in the pandemic is that teachers continue to ensure the condition of the students is maintained and healthy (Handayani & Sulastri, 2022). Classroom learning has also met the health standards recommended by the central and local governments. Moreover, it uses 100 percent Arabic as the language of instruction (Akmaliyah et al., 2021). This is because when elementary school students are given Arabic as instructional language, a strong curiosity about Arabic will be formed.

In the implementation of student's response to FTF Arabic learning during Covid-19 period, the students were very enthusiastic. This attitude can be seen from their disciplined behavior in learning and performing assignments well. Additionally, other attitudes are shown in the way students adapt to classmates who are very enthusiastic about playing and participating in learning. According to Arabic teacher, Ilham, these 2<sup>nd</sup> grade students have never participated in FTF learning obviously because the spread of the Covid-19 pandemic in Indonesia is still high in 2020 and 2021. Therefore, the students at Darul Ukhuwwah Elementary School do not directly know each other or the teachers. According to (Handayani & Sulastri, 2022), the condition about attitudes before and after learning needs to be reoriented in order to have a conducive and calm classroom situation.

Other information is from how the teacher designs FTF to make it look more interesting and productive during class. Considering that the grade 2 students at Darul Ukhuwwah Elementary School are still the first to carry out FTF meetings in class, the teachers needs to be more interactive and innovative in delivering learning materials. From the learning method used and based on the respondent's information, the teacher uses *thariqah mubasyarah* to teach according to the author's instructions in the book *muqaddimah*—using Arabic as the language of instruction. The *thariqah mubasyarah* is not delivered monotonously to students, but the teacher also adopts several other methods, such as incorporating several language game to make the class more interactive. An example of delivering learning in memorizing vocabulary is the teacher's use of *talaqqi* by combining the guessing game method. Guess the word is also packed with learning media or aids that are interesting and take advantage of the classroom items. The following is an example of class learning:



Figure 1 above shows the learning media for snakes and ladders as well as the tree of knowledge used for teaching Arabic vocabulary and object names. Learning media and resources are not only carried out through textbooks, but teachers also take advantage of several teaching aids in the classroom as a tool for students to understand learning. Besides, they also use several learning technologies both from software and hardware. The technology used in the form of software include social media, namely Whatsapp as a monitoring tool for learning at home, carrying out students' assignments, communicating between teachers and parents, and as a place for sharing Arabic learning information (Alamer & Al Khateeb, 2021). Furthermore, the teacher uses Youtube, Instagram, and Tiktok as learning media for students. For instance, they search for Arabic content that is appropriate to the level of the students, and the learners are required to understand the content by watching what is being shared. After watching several materials, the teacher opens a question and answer session through the Whatsapp group to help students understand the material more deeply.

The hardware technology used for learning Arabic in the classroom is a projector and a tool for delivering a more effective and efficient material. Other technologies are used when some Arabic videos or films are shown through the Smart TV. According to respondents, the use of TV is very effective and efficient for learning. Moreover, (Aljojo, et al., 2019) revealed that the technology in Smart TVs emits video and audio that can attract the sympathy of students in class. Besides getting material through book sources, the students also obtain materials from other technologies that are more attractive to them. The statement of the respondents is as follows:

"Although face-to-face learning in class 2 of the Elementary School Darul Ukhuwwah has just been implemented, as a learning management team, we optimally prepare this process to be successful in accordance with the expected learning objectives. The Arabic language learning management team is committed to designing learning using methods, media, strategies, and interactive learning resources in order for the students to be excited and easily understand the lesson (DJ, Interview, 2022).

In addition to preparing the learning implementation, the teacher maximizes the evaluation aspect of Arabic learning. This aspect is carried out to measure the extent of students' ability to understand learning. The understanding of the students includes 4 language skills, namely listening, speaking, reading, and writing. These skills are taught in

stages according to the learning resources and objectives of the students (Stehle & E.Peters-Burton, 2019). The first skill is taught by means of students listening to the sounds of Arabic letters spoken by the teacher and learning aids. For *Kalam* as well as reading skills, the students practise *mufradat* or short Arabic sentences and read them aloud and correctly (Farsi et al., 2017). Meanwhile, for writing, the students are taught how to write short Arabic in accordance with the rules of *hijaiyah* letters. The 4 skills will be evaluated by the teacher both orally and in writing. The following is an example of an oral evaluation of students:



Figure 2 above shows the process of evaluating Arabic learning for each student. The evaluation had the theme "one student two teacher", meaning that 1 student will be tested by 2 teachers with Arabic vocabulary material and *muhadatsah* (*mabarab kalam*). The learning outcomes of students will be submitted to their parents and evaluated by the teacher. (Visković & Višnjić Jevtić, 2017) revealed that evaluation is carried out to see the condition of the child in the classroom and at home, as the learning process takes place. This evaluation process is expected to be improved by the parents as mentors who direct students to learn at home, do assignments, and provide motivation, or teachers as implementers of learning in the classroom to improve learning and design better education. Evaluation is also carried out by schools as an improvement in providing school facilities and infrastructure to support learning.

### **F2F Problems in Elementary Schools Post-Covid-19**

In F2F, although limited, is considered the best solution for learning recovery, especially for students who experience difficulties with the online system and those that do not have independent learning. The implementation of this approach in the classroom during the current Covid-19 period certainly does not run smoothly. Moreover, the extent of the Covid-19 spread has caused the diversion from F2F to online in Indonesia. These problems are not only obtained from class but also other things that trigger the spread of Covid-19.

According to the respondents, the students encountered several challenges. *First*, they had the difficulty of maintaining distance because of active interaction, especially elementary school students who still like to play with their peers. *Second*, there was a crowd of parents at the time of picking up students in the afternoon, considering that elementary school children still needed the help of their parents or relatives. Additionally, other F2F



challenges were derived from external parties, such as online motorcycle taxi drivers who enter the school environment to pick up children whose parents do not have time to come directly. These external parties often do not know the provisions that apply every time they enter the school environment, such as washing of hands, checking body temperature, and wearing of masks. *Third*, it is still often found that students do not use masks while in the school environment. Although the teachers always reprimand their health protocol violations, similar cases still occur frequently. Some of these problems are feared to be the cause of spread of Covid-19 in the school environment (Meccawy et al., 2021). Therefore, the management should be able to ensure the health and safety of all school stakeholders.

Another challenge of Arabic learning in the classroom lies in the learning motivation. Sometimes, the students are not attentive to the teaching in class because they are having fun with friends, another challenge is the *hijaiyyah* pronunciation of students who are still not in accordance with *the makbarijul huruf*. A fact which is also clear to the informant is the new habituation for students to speak in class. According to the informant, elementary school students still need a lot of new vocabulary to speak (Limbers, 2021). According to the interview, this is caused by the negative impact of the duration of the online FTF meetings for students as they become lazy due to weak parental supervision. It was also found that the inner relationship between students and teachers is tenuous because they have never greeted each other or met face to face for two years. However, based on information from respondents, these challenges can be overcome by deploying accompanying teachers who help remind students and parents. Besides that, there is a liaison book (*mutba'ah*) which contains activities that took place in class and would be carried out by parents at home.

At the elementary school level, the parents and teachers should be good partners. According to (Visković & Višnjić Jevtić, 2017), the cooperation and the role of parents are very important in supporting the success of student learning. One of the efforts that parents can make for their children to have a successful learning is to guide them in doing school assignments and help memorize Arabic vocabulary, which would be sent to their teachers through video recordings. Moreover, the addition of parents' efforts can be in the form of encouragement and motivation to use memorized Arabic vocabulary in everyday expressions. According to the respondent, language habituation in class is not enough to support children to speak Arabic, therefore, the role of parents in encouraging them to be active in language at home is very important as a supporter of learning. Therefore, parents actively participate by helping the children to learn Arabic at home and collaborating with them to make vocabulary deposit videos and sticking some vocabulary at home. This is in accordance with (Visković & Višnjić Jevtić, 2017), although the teacher is the decisive party in the success of students, parents are primarily responsible for determining the success in learning and achievement.

### **FTF Problems for Parents Post the Covid-19 Pandemic**

At the elementary school level, the implementation of FTF has quite an impact on the parents. This is because this school-age children still really need the full attention and guidance of their parents directly. However, it is not uncommon for parents to worry about their children in the process of FTF, especially those who have busy work in addition to being attentive to their children's education. Several surveys have proven that parents who

have elementary school children want online learning to continue until the handling of Covid-19 can really be guaranteed properly (Garbe et al., 2020). This kind of narrative cannot be blamed because the health aspect of children needs to be prioritized in the learning process, especially for elementary school students with a high playing spirit.

For this reason, in the implementation of limited FTF learning, it is necessary to apply the precautionary principle related to the health and safety of residents in schools. Furthermore, the use of health protocols should be applied strictly in accordance with the rules of the implementation. Limited FTF learning is a limitation on the number of students in one class (Mather & Sarkans, 2018). It is necessary to regulate the number with a rotation system and a capacity of 50% of the normal students' population. Moreover, there should be parental approval, implementation of strict health protocols, vaccination of educational personnel, as well as adequate facilities and infrastructure supporting the implementation of the protocols.

However, the existence of a limited FTF process does not necessarily answer the problem of Arabic learning. It is found that when FTF takes place, the majority of students have difficulties in receiving the learning materials directly. This is because when learning online, the students are used to one-way communication, not actively discussing or asking questions, in addition to their busyness and other distractions at home. This causes students who are present in class to be passive, as their concentration decreases and they do not respond to the provision of teaching materials (Pichardo et al., 2021).

This dynamic has not only become a new polemic among the students, but Limited FTF learning had been previously carried out at the level of the school education unit. Even some of the concerns of parents are caused by (1) The level of community compliance with health protocols is still very low, where as many as 80% of those who are more compliant are individuals over 60 years old. Meanwhile, school-age children and adults are still often negligent in implementing health protocols, such as the use of face masks and washing of hands (Herlinawati et al., 2021), (2) Socialization of the dangers of Covid-19 is still considered less optimal, hence it is still underestimated by several people, (3) There is still a limited clarity of procedures carried out in FTF learning.

This limited FTF problem certainly requires better attention from the government, teachers, students, and parents. This is because it is not only a new problem among the students, but also a new concern for parents regarding the increasingly massive spread of the disease. This is especially for parents who have busy work and cannot monitor the learning process of their children, or elderly ones accompanied by comorbidities. This in turn becomes a dilemma. Therefore, in response to these concerns (Oudeh, 2019), schools and teachers should ensure that Arabic learning activities run in accordance with existing health protocols without compromising the meaning and purpose of learning.

## CONCLUSIONS

Elementary school level is the golden age of children where foreign language learning needs to be maximized. The Covid-19 pandemic, which has become endemic in Indonesia, can be used as a momentum to improve the quality of Arabic learning for children. This study has implications for the FTF Arabic learning in elementary schools

after the spread of Covid-19, where teachers and students—as subjects and objects of learning—work together to realize the objectives of learning to be achieved. However, Arabic learning in real classrooms has challenges, especially in elementary schools which still require strong language literacy. This limited FTF learning provides opportunities for second language learners to learn new languages. Therefore, future studies are promoted to make new breakthroughs, such as using digital applications to help students improve their foreign language skills, both in terms of vocabulary, sentence structure, or language skills, namely listening, speaking, reading, and writing. In this way, students will be helped in preserving the Arabic language through the development of designed learning media.

The results showed that (a) the implementation of this learning starts from preparing a clean and healthy school environment, which is equipped with health protocol equipment, such as water and soap for washing hands. Subsequently, a study room is structured with a sitting distance of approximately 1 meter between students, and stickers wearing masks are recommended in the school environment. Furthermore, the implementation of Arabic learning is carried out using fun "gamefied" based contextual materials, methods, and media, such as the snake and ladder game to teach vocabulary as well as the tree of knowledge to teach the names of objects. Meanwhile, the evaluation of the learning was carried out using oral and written tests by applying the "one student two teacher" method; (b) the problems encountered in the FTF process stem from learning activities, which include reduced enthusiasm of students and low compliance level to implement health protocols, such as maintaining distance in the school environment, washing hands with soap, and wearing of mask. Other challenges were derived from parents, such as the lack of assistance to teach children at home, record Arabic vocabulary videos, and mentorship in learning. Moreover the parents are concerned about the condition of the school environment and the spread of the Corona virus with learning activities that take place face-to-face. Maintaining the competitiveness of Arabic learning could be a challenge for second language educational institutions over the next decade. Future short to medium term impacts for the three main stakeholders include (1) Students: should be greatly responsible for their foreign language learning and take advantage of technology that can improve knowledge in the future. (2) Instructors: identify Arabic language opportunities for the needs of the subject that will be presented to elementary school students to suit their thinking level and current needs. (3) Institutions: provide a flexible system, where students can take Arabic lessons anytime and anywhere without being tied to the mechanism of school institutions.

The broader implication is that policy makers, such as the central and local governments take an active role in recognizing the contribution of Arabic learning on a global scale and offering support mechanisms, especially financial, to accelerate the possible progress of learning the language in Indonesia. Arabic instructors need training in the use of digital media to achieve the learning process. The limitations of this study are still within the scope of the implementation of Arabic learning for elementary school students after the Covid-19 pandemic. Therefore, the results focused on the process of learning in an organized and structured manner in elementary schools. Suggestions for further studies include a project developed to effectively carry out Arabic learning in elementary schools and with appropriate benefits.

## ACKNOWLEDGMENT

The research team would like to thank all those who have helped the successful implementation of this research, especially thanks to the Director of the Postgraduate Program at Muhammadiyah University of West Sumatra, Director of the Postgraduate Program at Islamic State University of Maulana Malik Ibrahim Malang, who has given permission to the author so that this research can be carried out. Thanks also go to the informants who have provided the data needed in accordance with the research content.

## REFERENCES

- Akmaliyah, Hudzaifah, Y., Ulfah, N., & Pamungkas, M. I. (2021). Child-friendly Teaching Approach for Arabic Language in an Indonesian Islamic Boarding School. *International Journal of Language Education*, 5(1), 501–514. <https://doi.org/10.26858/IJOLE.V5I1.15297>
- Al-busaidi, F., Hashmi, A. Al, Musawi, A. Al, & Kazem, A. (2016). Teachers' perceptions of the effectiveness of using Arabic language teaching software in Omani basic education. *International Journal of Education and Development Using Information and Communication Technology*, 12(2), 2016. <https://www.learntechlib.org/p/173449/>
- Alamer, A., & Al Khateeb, A. (2021). Effects of Using the WhatsApp Application on Language Learners Motivation: A Controlled Investigation Using Structural Equation Modelling. *Computer Assisted Language Learning*, 0(0), 1–27. <https://doi.org/10.1080/09588221.2021.1903042>
- Alfayez, A. F. (2022). Teachers Views on the Challenges of Teaching Arabic Language Through Distance Learning in the Aftermath of the COVID 19. *Revista Amazonia Investiga*, 11(54), 315–326. <https://doi.org/10.34069/ai/2022.54.06.30>
- AlGhamdi, M. A. (2018). Arabic Learners' Preferences for Instagram English Lessons. *English Language Teaching*, 11(8), 103–110. <https://doi.org/10.5539/elt.v11n8p103>
- Aljojo, N., Munshi, A., Almukadi, W., Zainol, A., Alanaya, I., Albalawi, H., Alharbi, G., Almadani, N., Almohammadi, E., Kadu, A., & Abdulghaffar, N. A. (2019). The design and implementation of an arabic pronunciation application for early childhood. *Journal of Technology and Science Education*, 9(2), 136–152. <https://doi.org/10.3926/jotse.486>
- Aljojo, N., Munshi, A., Almukadi, W., Zainol, A., Ihdad Alanaya, Albalawi, H., Alharbi, G., Almadani, N., Almohammadi, E., Kadu, A., & Abdulghaffar, N. A. (2019). The Design and Implementation of an Arabic Pronunciation Application for Early Childhood. *Journal of Technology ...*, 9(2), 136–152. <https://doi.org/10.3926/jotse.486>
- Aquilani, B., Silvestri, C., Ruggieri, A., & Gatti, C. (2017). A Systematic Literature Review on Total Quality Management Critical Success Factors and the Identification of new Avenues of Research. *TQM Journal*, 29(1), 184–213. <https://doi.org/10.1108/TQM-01-2016-0003>
- Aziz, A. A., Ibrahim, M. A., Shaker, M. H., & Nor, A. M. (2016). Teaching Technique of Islamic Studies in Higher Learning Institutions for Non-Arabic Speakers:

- Experience of Faculty of Quranic and Sunnah Studies and Tamhidi Centre, Universiti Sains Islam Malaysia. *Universal Journal of Educational Research*, 4(4), 755–760. <https://doi.org/10.13189/ujer.2016.040412>
- DeCoito, I., & Estaiteyeh, M. (2022). Transitioning to Online Teaching During the COVID-19 Pandemic: an Exploration of STEM Teachers' Views, Successes, and Challenges. *Journal of Science Education and Technology*, 31(3), 340–356. <https://doi.org/10.1007/s10956-022-09958-z>
- El Kah, A., & Lakhouaja, A. (2018). Developing Effective Educative Games for Arabic Children Primarily Dyslexics. *Education and Information Technologies*, 23(6), 2911–2930. <https://doi.org/10.1007/s10639-018-9750-2>
- Farsi, N. J., El-Housseiny, A. A., Farsi, D. J., & Farsi, N. M. (2017). Validation of the Arabic Version of the Early Childhood Oral Health Impact Scale (ECOHIS). *BMC Oral Health*, 17(1), 1–11. <https://doi.org/10.1186/s12903-017-0353-x>
- Garbe, A., ogurlu, U., Logan, N., & Cook, P. (2020). Parents' Experiences with Remote Education during COVID-19 School Closures. *American Journal of Qualitative Research*, 4(3), 45–65. <https://doi.org/10.29333/ajqr/8471>
- Hackett, A. (2016). Young Children as Wayfarers: Learning about Place by Moving Through It. *Children and Society*, 30(3), 169–179. <https://doi.org/10.1111/chso.12130>
- Hakim, R., Ritonga, M., Khodijah, K., Zulmuqim, Z., Remiswal, R., & Jamalyar, A. R. (2022). Learning Strategies for Reading and Writing the Quran: Improving Student Competence as Preservice Teachers at the Faculty of Tarbiyah and Teacher Training. *Education Research International*, 2022, 1–7. <https://doi.org/https://doi.org/10.1155/2022/3464265>
- Handayani, Y. S., & Sulastri, A. (2022). Teacher Resilience Facing Technostress in the Implementation of Synchronous Hybrid Learning in Elementary School. *Proceedings of the Interdisciplinary Conference of Psychology, Health, and Social Science (ICPHS 2021)*, 639(Icphs 2021), 170–181. <https://doi.org/10.2991/assehr.k.220203.027>
- Hännikäinen, Maritta, & Munter, H. (2018). Toddlers' Play in Early Childhood Education Settings. In P. K. Smith, & J. L. Roopnarine (Eds.). In *The Cambridge Handbook of Play: Developmental and Disciplinary Perspectives*. Cambridge University Press. Cambridge Handbooks in Psychology. <https://doi.org/10.1017/9781108131384.027>
- Herlinawati, N., Dewi, Y. S., Krisnana, I., Prasetyo, Y. B., & Kamel, A. D. (2021). Risk Factors of Transmission of Coronavirus Disease 2019 (Covid-19) in Children: A Review. *The Malaysian Journal of Nursing*, 13(1). <https://doi.org/10.31674/mjn.2021.v13i01.007>
- Jalil, N. A., Hwang, H. J., & Dawi, N. M. (2019). Machines Learning Trends, Perspectives and Prospects in Education Sector. *ICEMT 2019: Proceedings of the 2019 3rd International Conference on Education and Multimedia Technology*, 201–205. <https://doi.org/10.1145/3345120.3345147>
- Khairiah, K., & Sirajuddin, S. (2019). The Effects of University Leadership Management: Efforts to Improve the Education Quality of State Institute for Islamic Studies (IAIN) of Bengkulu. *Jurnal Pendidikan Islam*, 7(2), 239–266.

- <https://doi.org/10.14421/jpi.2018.72.239-266>
- Khlaif, Z. N., Salha, S., Affounch, S., Rashed, H., & ElKimishy, L. A. (2021). The Covid-19 Epidemic: Teachers' Responses to School Closure in Developing Countries. *Technology, Pedagogy and Education, 30*(1), 95–109. <https://doi.org/10.1080/1475939X.2020.1851752>
- Kissine, M., Luffin, X., Aiad, F., Bourourou, R., Deliens, G., & Gaddour, N. (2019). Noncolloquial Arabic in Tunisian Children With Autism Spectrum Disorder: A Possible Instance of Language Acquisition in a Noninteractive Context. *Language Learning, 69*(1), 44–70. <https://doi.org/10.1111/lang.12312>
- Limbers, C. A. (2021). Factors Associated with Caregiver Preferences for Children's Return to School during the COVID-19 Pandemic. *Journal of School Health, 91*(1), 3–8. <https://doi.org/10.1111/josh.12971>
- Martín-Sánchez, M., Cáceres-Muñoz, J., & Flores-Rodríguez, C. (2022). The Effects of the COVID-19 Pandemic on Educational Communities: Evidence of Early Childhood Education Students. *International Journal of Environmental Research and Public Health, 19*(8), 4707. <https://doi.org/10.3390/ijerph19084707>
- Mather, M., & Sarkans, A. (2018). Student Perceptions of Online and Face-to-Face Learning. *International Journal of Curriculum and Instruction, 10*(2), 61–76. <https://ijci.wcci-international.org/index.php/IJCI/article/view/178>
- Meccawy, M., Meccawy, Z., & Alsobhi, A. (2021). Teaching and Learning in Survival Mode: Students and Faculty Perceptions of Distance Education during the COVID-19 Lockdown. *Sustainability (Switzerland), 13*(14), 1–23. <https://doi.org/10.3390/su13148053>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. Sage Publications.
- Netto, G., Baillie, L., Georgiou, T., Wan Teng, L., Endut, N., Strani, K., & O'Rourke, B. (2022). Resilience, Smartphone Use and Language among Urban Refugees in the Global South. *Journal of Ethnic and Migration Studies, 48*(3), 542–559. <https://doi.org/10.1080/1369183X.2021.1941818>
- Niemi, H. M., & Kousa, P. (2020). A Case Study of Students' and Teachers' Perceptions in a Finnish High School during the COVID Pandemic. *International Journal of Technology in Education and Science, 4*(4), 352–369. <https://doi.org/10.46328/ijtes.v4i4.167>
- Oudeh, T. Y. (2019). Teaching Arabic Language to Speakers of Other Languages (Between Tradition and Innovation). *Elementary Education Online, 18*(4), 2157–2171. <https://doi.org/10.17051/ilkonline.2019.641214>
- Peters, M. A., Rizvi, F., McCulloch, G., Gibbs, P., Gorur, R., Hong, M., Hwang, Y., Zipin, L., Brennan, M., Robertson, S., Quay, J., Malbon, J., Taglietti, D., Barnett, R., Chengbing, W., McLaren, P., Apple, R., Papastephanou, M., Burbules, N., ... Misiaszek, L. (2022). Reimagining the New Pedagogical Possibilities for Universities Post-Covid-19: An EPAT Collective Project. *Educational Philosophy and Theory, 54*(6), 717–760. <https://doi.org/10.1080/00131857.2020.1777655>
- Pichardo, J. I., López-Medina, E. F., Mancha-Cáceres, O., González-Enríquez, I., Hernández-Melián, A., Blázquez-Rodríguez, M., Jiménez, V., Logares, M., Carabantes-Alarcon, D., Ramos-Toro, M., Isorna, E., Cornejo-Valle, M., & Borrás-

- Gené, O. (2021). Students and Teachers Using Mentimeter: Technological Innovation to Face the Challenges of the COVID-19 Pandemic and Post-Pandemic in Higher Education. *Education Sciences*, 11(11), 667. <https://doi.org/10.3390/educsci11110667>
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021). Balancing Technology, Pedagogy and the New Normal: Post-pandemic Challenges for Higher Education. *Postdigital Science and Education*, 3(3), 715–742. <https://doi.org/10.1007/s42438-021-00249-1>
- Ritonga, M., Lahmi, A., Saputra, R., Mursal, & Nofrizaldi. (2022). Online Learning During the Covid-19 Pandemic Period: Studies on the Social Presence and Affective and Cognitive Engagement of Students. *Pegem Eğitim ve Öğretim Dergisi*, 12(1), 207–212. <https://doi.org/10.47750/pegegog.12.01.21>
- Salam, M. Y., Asrori, I., Mudinillah, A., & Sayyid Ibrahim, M. A. A. (2022). Arabic Language Learning For Elementary Schools During Pandemic Covid-19. *Ijaz Arabi Journal of Arabic Learning*, 5(2), 446–458. <https://doi.org/10.18860/ijazarabi.v5i2.16074>
- Stehle, S. M., & E.Peters-Burton, E. (2019). Developing student 21 st Century skills in selected exemplary inclusive STEM high schools. *International Journal of STEM Education*, 1, 1–15. <https://doi.org/https://doi.org/10.1186/s40594-019-0192-1>
- Susanto, S., Muafiah, E., Desrani, A., Ritonga, A. W., & Hakim, A. R. (2022). Trends of Educational Technology (EdTech): Students' Perceptions of Technology to Improve the Quality of Islamic Higher Education in Indonesia. *International Journal of Learning, Teaching and Educational Research*, 21(6), 226–246. <https://doi.org/10.26803/ijlter.21.6.14>
- Sweidan, S. Z., Salameh, H., Zakarneh, R., & Darabkh, K. A. (2022). Autistic Innovative Assistant (AIA): an Android Application for Arabic Autism Children. *Interactive Learning Environments*, 30(4), 735–758. <https://doi.org/10.1080/10494820.2019.1681468>
- Visković, I., & Višnjić Jevtić, A. (2017). Development of Professional Teacher Competences for Cooperation with Parents. *Early Child Development and Care*, 187(10), 1569– 1582. <https://doi.org/10.1080/03004430.2017.1299145>

This page belong to Tanwir Arabiyyah: Arabic as Foreign Language Journal