

# Implementation of Blended Learning in the Pandemic Period of Arabic Subjects in MTs Negeri 1 Banyumas

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## Abstract

Learning Arabic in MTs Negeri 1 Banyumas many encountered various obstacles and obstacles. in the midst of this Covid-19 condition. Using the blended learning model by combining online learning and face-to-face learning (offline) in the Covid-19 pandemic can increase the effectiveness of learning and the learning spirit of learners because in addition to getting online subject matter also still get direct assistance from teachers in the teaching and learning process by paying attention to strict health protocols. This research is qualitative descriptive research because it produces qualitative data. Data collection uses interview, observation and documentation models. Analytical techniques using description techniques with Miles and Huberman's interaction analysis model with flow include data collection, data reduction, data presentation and conclusion withdrawal.

The results of the study concluded, the first blended learning planning of Arabic MTs Negeri 1 Banyumas includes preparing a Learning Implementation Plan (RPP) and preparation of facilities and infrastructure supporting blended learning. Blended learning in Arabic subjects in MTs Negeri 1 Banyumas in this pandemic period is carried out with a provision of one day of online learning and one day of offline learning with a maximum capacity of 20 learners per class with a duration of 30 minutes per meeting hour. The learning evaluation system includes self-assessment, UTS or UAS that have been compiled by teachers using googleform and voice notes.

**Key Word:** *blended learning*, Arabic

## A. Introduction

The world is currently faced with a thorny problem regarding the Coronavirus Disease (Covid-19) pandemic, not least Indonesia. Covid-19 is one of the viruses from a large family of SARS diseases found in Wuhan China in December 2019. The virus was later named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2) and caused Corona Virus Disease-2019 (Covid-19). On February 12, 2020, WHO officially established this coronavirus disease in humans as Coronavirus Disease (Covid-19). On March 2, 2020 Indonesia has reported two confirmed cases of Covid-19. On March 11, 2020, WHO has designated Covid-19 as a pandemic (World Health Organization / WHO) through the Ministry of Health of the Republic of Indonesia.

Covid-19 has an impact on various aspects, one of which is the aspect of education. The policy taken by the Indonesian government is to dissolve all teaching and learning activities, making the government and educational institutions must find ways to keep learning activities going even during a pandemic. With the Covid-19 pandemic, making the condition requires all educational institutions to make learning innovations that are usually carried out in schools / madrasas. The implementation of learning must be done online (Shah, 2020). Utilization of learning technology advancements during the Covid-19 Pandemic is one form of educational institutions' sensitivity in responding to environmental changes. The ability of institutions in answering changes in the environment of the outside world is the main factor that determines the performance of institutions (Kuratko, et al., 2001). Teaching and learning activities that were previously carried out in schools / madrasas, changed to learning at home through learning and learning.

Online learning has become a demand of the world of education since the outbreak of the Covid-19 pandemic, so more complete learning facilities are needed by utilizing technology and information. In the implementation of online learning requires a coordination between all parties to run optimally. Through online learning will create a learning environment in the new normal era, so as not to cause transmission of covid-19 in school clusters / madrasas and reduce the number of Covid-19 victims in Indonesia.

Adjusting learning during this pandemic is certainly not an easy thing, especially in subjects such as Arabic. Arabic subjects are subjects that are directed to encourage, guide, develop and foster skills and foster a positive attitude towards the Arabic language, both receptive and productive. That ability is very important in helping learners to understand the teachings of Islam from its original source, namely the Qur'an and Hadith, through authentic Arabic classical books. Thus, it is expected that learners can understand islam properly and correctly.

Learning Arabic in MTs Negeri 1 Banyumas many encountered various obstacles and obstacles. In the midst of this Covid-19 condition, because Arabic learning can not be done face-to-face in the classroom. This condition requires educational institutions to innovate in the learning process. Learning through online (in-network) at the first time applied enthusiastic learners to carry out every activity instructed by teachers is quite high, but online activities only last for a week various complaints about online learning emerged, complaints were not only from teachers and learners but also parents. So that the learning of Arabic has not been so running optimally.

Obstacles faced by learners during the online learning process, such as: limited supporting facilities in the smartphone, internet quota, and internet network that not all children and regions have the same access. Not to mention the limitations of the parents of learners who find it difficult to accompany their children to learn from home both in terms of knowledge and time. With the constraints described above, there needs to be a role from other parties in helping the online process run during the Covid-19 pandemic. Therefore, there needs to be innovation and future projections to answer these learning challenges so that they can contribute to learning.

Using the blended learning model by combining online learning and face-to-face learning (offline) in the Covid-19 pandemic can increase the effectiveness of learning and the learning spirit of learners because in addition to getting online subject matter also still get direct assistance from teachers in the teaching and learning process by paying attention to strict health protocols. Blended learning can improve learning outcomes equal to or higher than learners who study conventionally or fully online, although success rates vary between disciplines (Heinze, 2008:35). It is therefore not surprising that many schools or colleges have implemented or considered blended learning models. This is also supported by the opinion of Graham (2006: 7) who stated: "we can be pretty certain that the trend toward blended learning systems will increase" (Bibi & Jati, 2015). Blended learning is an opportunity to integrate the innovations and technologies offered by online learning with conventional learning interaction and participation. Blended learning activities are characterized by combining conventional and online learning. The combination of learning is adjusted to the learning objectives to be achieved, (Wicaksono & Rachmadyanti, 2016).

In the Covid-19 pandemic, teaching and learning activities must continue even if not as much as before the pandemic. Educational institutions, especially MTs Negeri 1 Banyumas continue to strive to provide the best educational services, and the Covid-19 pandemic is not a reason for the decline in education services to learners. The government has currently drafted rules on a new order of life or commonly called New Normal where people can still carry out activities in the midst of the Covid-19 pandemic outbreak by always applying health protocols, namely using masks, washing hands with soap, and maintaining distance.

Applied New Normal or can be called the New Order Era during the Covid-19 pandemic. Thus all elements of society inevitably still have to implement a new lifestyle in accordance with the standards of health protocols that have been determined by the government. Including in the element of education, ranging from lower to high level education. Therefore, it takes an innovation in the learning process to remain in accordance with standards if applied in the New Normal era, then the implementation of blended learning models is considered more suitable to be applied in the New Order Era. In addition to following online learning, learners can also still follow offline learning through face-to-face learning experiments, where the

implementation still applies health protocols in accordance with The Minister of Home Affairs Instruction No. 1/2021 on Socialization Movement implementation of Health Protocol 5 M, namely using masks, washing hands with soap, maintaining distance, staying away from crowds and reducing mobility, so that there is no new cluster of covid-19 transmission.

Based on the direction of the Head of Madrasah, Waka Curriculum and Internal Teacher Deliberation (MGMP), the practice of implementing blended learning model in MTs Negeri 1 Banyumas, learning is carried out intermittently, one day of online learning then one day of face-to-face learning is limited alternately, some learners learn at home online some study in madrasah alternately with the capacity of 20 learners each class and 30 minutes of each hour of the meeting or held conditionally adjust the status of the zone of the area. Alternative options for blended learning in one week, online learning and face-to-face learning are done alternately.

Recognizing the urgency of the implementation of blended learning based on learning during the Covid-19 pandemic and its main task in printing qualified learners, MTs Negeri 1 Banyumas always makes efforts in providing the best service to learners, either through programs implemented by MTs Negeri 1 Banyumas or other student guidance services. Blended learning-based learning during the Covid-19 Pandemic is utilized in the world of education as an effort to create better educational services, both in the aspect of infrastructure facilities, the learning process of learners, improving the professionalism of human resources educators (teachers) and qualified graduates.

From the results of previous research becomes one of the references of researchers in conducting research so that researchers can enrich the theory used in reviewing the research conducted. Research conducted by Albiladi (2019) with the title "Blended Learning in English Teaching and Learning" states that the blended learning model is a model that combines online and traditional learning so that it is effectively used to improve learning outcomes in students. Blended learning blends online and face-to-face learning in person so as to increase students' interest in learning. Research conducted by Harahap, Nasution, & Manurung (2019) with the title "The Effect of Blended Learning on Student's Learning Achievement and Science Process Skills in Plant issue Culture Course" Blended learning improves students' learning skills and achievement significantly. Based on the research, it can be concluded that the blended learning model can improve student learning outcomes significantly because it makes students active in learning.

Research is carried out to answer the problems that are being faced together, namely, arabic learning in the midst of the covid-19 pandemic, by applying the blended learning model, that arabic learning is not enough online only but also direct assistance by teachers to learners with the application of health protocols, because the presence of teachers in the teaching and learning process has a very important role and cannot be replaced, Because teachers are facilitators, motivators, guides and educators.

Starting from the observation of learning activities in MTs Negeri 1 Banyumas and the reality that occurred in learning in general in the covid-19 period and as the researchers previously found, the researchers felt interested in conducting research by taking the title on "Implementation of Blended Learning in Pandemic Times in Arabic Subjects".

## **B. Research Methods**

This research is qualitative descriptive research. According to Moleong (2010: 6), qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action holistically, by means of descriptions in the form of words and language, in a special context that is natural and by utilizing various scientific methods. The reason researchers choose qualitative descriptive research is because researchers try to describe the situation of the learning process by using blended learning in Arabic subjects in MTs Negeri 1 Banyumas.

The techniques used to collect data in this study are interviews, observations and documentation.

### **1. Interview**

According to Moleong (2006: 4) interview is a method used to dig up information or data with direct Q&A to respondents related to the desired data in a study. In this study, interviews were conducted to

the Head of Madrasah, Waka curriculum, class VII-B learners, vii-B class guardians, and Arabic teachers to obtain related data.

## 2. Observation

Tersiana (2018: 12) defines observation as the process of thorough observation and observing behavior under certain conditions. In this study, researchers went down the field to obtain data and find out how the process of learning Arabic based on blended learning in MTs Negeri 1 Banyumas both in offline learning and online learning. In addition, researchers conducted observations on the school environment and the facilities and infrastructure used in learning.

## 3. Dokumentation

Documentation according to Sugiyono (2015: 329) is a way used to obtain data and information in the form of books, archives, documents, and information that can support research. The documentation used in this study includes photo documentation of activities that describe the implementation of student learning in the classroom, voice and video recordings. In addition, documentation is also in the form of RPP and field records.

The data analysis technique in this study uses miles and huberman data analysis model. According to Miles & Huberman (1992: 16) the analysis consists of three activity flows, namely data reduction, data supply (data display), and conclusion drawing ( verification ).

## C. Result And Discussions

Blended learning arabic subjects during the pandemic in MTs Negeri 1 Banyumas Banyumas regency is a learning model that combines or combines face-to-face learning models and online learning. Blended learning model requires suitable media in the learning process (Sandi, 2012). The medium used in this blended learning model is electronic media (e-learning). One type of application of electronic learning (e-learning) is learning by utilizing free platforms such as whatsapp, google meet, google classroom.

Implementation in the practice of blended learning model on Arabic learning is carried out on all learners with the steps of learning activities that have been prepared by the subject teacher by adjusting the material to be taught so that learners can still understand the material delivered both online and offline. The steps of learning activities with blended learning models, including: planning stage, implementation stage, and evaluation stage. Here is an explanation of the implementation of blended learning in Arabic subjects in MTs Negeri 1 Banyumas.

### a) Planning for The Implementation of Blended Learning Arabic Subjects

The first blended learning implementation plan is to draw up a Learning Implementation Plan (RPP). The main tasks of a teacher in the learning process are three, namely making learning planning, carrying out learning activities and conducting learning evaluations (Hidayah et al., 2016). Teachers in preparing the Arabic RPP and determining KI-KD should refer to the emergency curriculum that is adapted to the blended learning model and also prepare materials that are also classified according to the model to be used. Teachers choose and classify materials into three groups, namely materials delivered online ( online ), materials to be studied offline (independently at home) and materials taught during face-to-face learning consultations in school. Examples of the material are as follows:

Table 1. Class VII Arabic Language Learning Materials

Class VII Arabic Language Learning Materials				
No	Basic Competencies	Online Material	Offline Material	Face-to-Face Learning Consultation
	3.1. Understanding the sound of meaning, and the idea of	Pronunciation of the sounds of words,	Differences in the sound of Arabic words,	Mufrodlat pronunciation

	Arabic words, phrases, sentences according to the structure of sentences related to the topic: التعرف Both orally and in writing	phrases and writings heard on the topic: التعرف	phrases and sentences heard on the topic: التعرف	
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The second learning plan is the means and infrastructure. Learning facilities and infrastructure are one of the factors that affect the learning motivation of learners (Jannah & Sontani, 2018). Physical facilities and infrastructure are very effective for learning and academic achievement of learners (Akomolafe & Adesua, 2016). Realized or not, these facilities and infrastructure are important factors that cannot be left alone in the learning process.

A good blended learning model is inseparable from adequate facilities and infrastructure. Therefore, the availability of learning infrastructure facilities that are the main supporting factors in the blended learning process in the form of classrooms in schools / madrasahs or, internet access and online learning applications, as well as other facilities that support the effectiveness of learning should be a concern.

### b) Implementation of Blended Learning Arabic Subjects

Blended learning arabic subjects in MTs Negeri 1 Banyumas during this pandemic was implemented with the provision of one day of online learning and the next day face-to-face learning and so on alternately. However, in its implementation, the time provisions are flexible, it can undergo changes adjusted to the situation and regulations that apply related to the implementation of learning during the pandemic because basically the government imposes the provisions of learning or distance learning or online learning.

In Arabic learning activities teachers will send messages through the Whatsapp group of learners. The message contains greetings and asks the readiness of learners to follow the virtual classroom that will be held. Once it feels ready, then the teacher will share a virtual classroom link so that learners can join. At the beginning of the implementation of virtual classroom the teacher will start learning by giving greetings, praying, and then reviewing a little material before. The teacher also performs an aperception and explains the purpose of learning before discussing the material on the day. The initial activities carried out by the teacher are good and correct.

Arabic offline learning schedule in MTs Negeri 1 Banyumas after the previous day of online learning then the next day followed offline learning in madrasah, a maximum capacity of 20 learners per class with a duration of 30 minutes per hour of meeting by applying strict health protocols. Blended learning composition is tailored to the needs of learning. The composition that is often used is 60% for face-to-face activities, 40% is used for online activities, but there are also those that use 75% face-to-face learning and 25% online learning, and vice versa. Consideration to determine the composition depends on the analysis of competencies to be generated, learning objectives, characteristics of learners, face-to-face interaction, online learning delivery strategies and combinations, location of learners and madrasahs, and teaching ability (Idris, 2018).

### c) Evaluation of The Implementation of Blended Learning Arabic Subjects

Evaluation is an important part of the learning process, this activity is intended to be able to know the level of learning that has been done. Learning with blended learning as data obtained that evaluation of learning through google form and voice note.

Learning evaluation system by utilizing existing platforms has been commonly used by educators, even Gusvita revealed the use of google form in learning evaluation can help teachers and learners to be more energy efficient and time efficient, related to the opportunity for help from people around learners can be helped by the necessity of learners to submit their videos when doing the given task (Gusvita et al., 2020). While the voice note is used for the evaluation of mufrodat pronunciation learning in ta'aruf material, students record mufrodat pronunciation sounds and then sent to the teacher of the subject.

The evaluation conducted by teachers during the application of blended learning on Arabic learning is done through several evaluations:

- 1) Self-assessment or commonly called self-test. That is, competency assessment independently by doing tests contained in package books / e books owned by learners.
- 2) Tests by teachers, namely assessment of the achievement of learning outcomes conducted by teachers after learners complete one or more units of subjects in modules / diktats. This test is in the form of a Midterm Exam (UTS) or Final Semester Exam (UAS). The Minimum Completion Criteria (KKM) is 75.

As for the form of self-assessment, UTS or UAS that has been compiled by teachers using google form, the teacher shares the link through Whatsapp Group Class and can immediately do as well as know the score after the learner does the problem.

Cognitive assessment can be seen by teachers from the assessment of problem training, assignments and exam results both Self Assessment, UTS and UAS that have been done by learners. For psychomotor assessment can be seen from the way learners do tasks, such as the task of making a video / voice note on the pronunciation skills of words, phrases and writing heard on the topic: التعرف. Meanwhile, affective research can be seen through the presence of learners when following a virtual classroom. Affective assessment can also be seen from the activeness of learners in following the learning process and task workmanship.

#### D. CONCLUSION

data and the results of data analysis can be concluded blended learning management of Arabic subjects during the pandemic in MTs Negeri 1 Banyumas as follows:

1. The planning of the implementation of blended learning that must be prepared in is first, the teacher develops a Learning Implementation Plan (RPP), secondly prepares adequate learning infrastructure as a supporting factor in the blended learning-based learning process.
2. Blended learning arabic subjects in MTs Negeri 1 Banyumas during this pandemic was implemented with the provision of one day of online learning and the next day face-to-face learning and so on alternately. Arabic offline learning schedule in MTs Negeri 1 Banyumas after the previous day of online learning then the next day followed offline learning in madrasah, a maximum capacity of 20 learners per class with a duration of 30 minutes per hour of meeting by applying strict health protocols.
3. Learning evaluation system by utilizing google form platform. As for the form of self-assessment, UTS or UAS that has been compiled by teachers using google form and voice note then the teacher shares the problem link through Whatsapp Group Class and can immediately do as well as know the score after the learner does the problem and the learner sends mufrodad pronunciation through voice note.

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