The Learning Loss In Maharah Kalam Of Arabic Learning

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Abstract:

This study aims to analyze the phenomenon of Learning Loss in maharah kalam learning at PJJ PAI IAIN Syekh Nurjati Cirebon. Distance learning in the context of PJJ PAI can cause a decrease in students' ability to understand and master Arabic language skills. Factors such as limited direct interaction between lecturers and students, limited access to learning resources, and difficulty maintaining learning motivation can contribute to learning loss, especially in learning maharah kalam. The method used in this study is qualitative-descriptive. The data collected was in the form of sentences or exposure of answers from respondents. The respondents were two lecturers and five students who were selected through snowball throwing techniques. The online interviews were done via WhatsApp related to the application of synchronous strategies in overcoming Learning Loss in maharah kalam learning. This research highlights the importance of effective solutions to overcome Learning Loss in maharah kalam learning. The proposed solutions include the use of appropriate and innovative technology, the use of active and collaborative learning methods, namely synchronous strategies using the Zoom Meeting application. This way, Maharah kalam learning will run well if students increase learning motivation and are active in every online class.

Keywords: Distance learning, Learning Loss, Maharah kalam

Introduction

The PAI Distance Learning Program (PJJ) is a new study program at the IAIN Syekh Nurjati Cirebon campus which was established by the Minister of Religious Affairs as a pilot project which will later make the IAIN Syekh Nurjati Cirebon campus as the first Cyber Islamic University within PTKI under the name Syekh Nurjati Indonesia Cyber Islamic University (UISSI). The flagship program offered at PJJ PAI is a full online learning system from the first to the final semester. It is a scholarship program for PAI teachers in schools or madrasah and Islamic boarding schools (Jaelani, 2022). The learning system is completely online and certainly requires tutors (lecturers) and students to be more proficient in utilizing technology. Central Statistics Agency states that the use of internet in Indonesia increased from 7.6% in 2007 to 64.8% in 2021. In addition, as many as 93.4 million Indonesians use smartphones and internet usage through mobile devices reached 93.2 million in 2021 according to data from the Indonesian Internet Service Providers Association. Of course, the increase in the use of the internet and technology will also change the system of people's habits in various areas of life such as the field of education. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning the Implementation of Education Policy in Emergencies for the Spread of the Covid-19 virus. This Circular Letter contains the learning process carried out at home through online/distance learning

which is carried out to provide a meaningful learning experience for students. Online learning is an educational innovation that involves elements of information technology in learning. Online learning is a learning method using the internet network in the learning process. With online learning, students have flexibility in study time, where they can study anytime and anywhere. Students can interact with lecturers through various applications such as virtual classrooms, video conferencing, telephone or live chat, Zoom, or through WhatsApp groups.

Digital technology allows students to study independently, access more diverse and interactive learning resources, and communicate with tutors and fellow students online. In addition, digital technology can also assist tutors in preparing and delivering course materials, managing classes, as well as evaluating and providing feedback to students. Based on an initial survey conducted by researchers, it can be seen that the participation of PJJ PAI IAIN Syekh Nurjati class A 09 students in the implementation of maharah kalam learning by utilizing digital has not been maximized as expected. Such as the lack of active role of students in online learning and neglecting the assignments. This what triggers the researchers to deeply study the strategies in maharah kalam to overcome Learning Loss. Learning Loss can occur due to the lack of interaction between teachers and learners (Muthmainnah & Rohmah, 2022). One of the signs that can be seen from the emergence of Learning Loss is a decreased level of learner skills, low learning achievement, and problems with access to learning.

The previous studies on Learning Loss have been conducted. First, a study that examines the strategy of school institutions to anticipate Learning Loss post Covid-19 pandemic in SMA Negeri 2 Gunung Talang. The study showed that to prevent Learning Loss, learning can be done by optimizing intracurricular and co-curricular activities including improving facilities and infrastructure. However, researchers did not find further explanation on the appropriate facilities and infrastructure in overcoming Learning Loss. So, this study wants to try to bring up the use of technology with synchronus strategies in overcoming Learning Loss in maharah kalam learning. Another study examines the optimization in using online media in the distance learning process. The results reveal that the main media used during the online learning process using four tools that are already available on the campus online lecture website. In practice, lecturers more often use WhatsApp media as a communication medium and even group assignments which is considered to have high-speed feedback (Jauh, 2021). Of course, the study in this study will be different, which is focused on the application of synchronous strategies in Maharah kalam learning to overcome Learning Loss at PJJ PAI IAIN Syekh Nurjati Cirebon. In accordance with the explanation mentioned above, this study wants to answer the problem of the application and effectiveness of the synchronus strategy in Maharah kalam learning to overcome Learning Loss at PJJ PAI IAIN Syekh Nurjati Cirebon.

Research Methods

This is a descriptive-qualitative study where the data were collected in the forms of sentences or answers from respondents. The data were taken via interview with the respondents who were two lecturers and five students taking subjects selected through snowball throwing techniques. The data in this study are in the forms of online interviews via WhatsApp related to the implementation of synchronuos strategies in overcoming Learning Loss in maharah kalam learning.

Results and Discussion

Applications Used in Maharah Kalam Learning

There are many choices of applications that can be used in online learning. In the context of universities, lecturers can take advantage of various E-learning platforms such as Google Classroom, Email, Whatsapp, Youtube, or Zoom. It is important for lecturers to make agreements with students regarding the use of the platform so that the distance learning process runs smoothly and the fulfillment of course achievements.

The use of online learning is a manifestation of the industrial revolution 4.0, where access to technology is unlimited, thus allowing the implementation of distance learning at PJJ PAI IAIN Syekh Nurjati Cirebon. Online learning practices often involve the use of applications such as Google Meet and Zoom Meeting by lecturers and students. Research shows that these applications were widely used in online learning during the Covid-19 pandemic at PJJ PAI IAIN Syekh Nurjati Cirebon.

The implementation of learning at PJJ PAI IAIN Syekh Nurjati Cirebon with the use of application technology, namely with synchronous and asynchronous strategies. Synchronous strategy refers to real-time interaction between lecturers and students. In this strategy, lecturers and students participate in live learning sessions at predetermined times. An example of a synchronous strategy is the use of video conferencing applications such as Zoom or Google Meet, where lecturers can give lectures, answer questions, or have live discussions with students virtually. On the other hand, asynchronous strategies involve learning that does not require real-time interaction. Learning materials and assignments are provided to students, and they have the flexibility to access them and work at their own pace and ability. Students can access learning materials, complete assignments, and communicate with lecturers or fellow students through platforms such as online discussions, email, or learning management systems (LMS) such as Google Classroom or Moodle. The strategy used in learning maharah kalam is a synchronous strategy through zoom meetings. This strategy seeks to prevent student Learning Loss in maharah kalam learning.

In addition to utilizing campus platforms (Academic Portals) and Zoom Meetings, the most effective communication media is WhatsApp Messenger. To facilitate communication between lecturers and students in online learning, a WhatsApp group was formed for each course with students as the Person in Charge of the Course (PJMK). Through PJMK, communication is established between students and lecturers during distance learning. According to Irawati &; Satria, the availability and ease of communicating using WhatsApp. The better the choice in using distance learning media, the more satisfied students will be. Many students prefer to use Zoom or Google Meet in the maharah kalam learning process. However, there is a tendency for students to do other activities while attending video conference-based lectures

Synchronous Strategy in Maharah Kalam Learning

According to Zainudin, quoted by Mutmainnah and Syarifuddin, in the learning process, the strategies used have an important role in achieving learning objectives. Strategy is one aspect that is often considered in language learning

systems. The success of a language teaching program is often judged by the applied teaching strategies, because these strategies determine how the content is taught and how the teaching is done (Lembaga et al., 2014).

Etymologically, strategy can be interpreted as a method, approach, plan, or way to achieve a predetermined goal. In general, strategy refers to the steps or guidelines used to direct action in an effort to achieve a predetermined goal. The strategy serves as a guide or outline in making decisions and organizing the steps needed to achieve the desired results.

In language learning, including Maharah Kalam, there are stages of planning, implementing, and evaluating learning as well as in teaching other materials. In this context, there are four aspects that lecturers need to consider when planning lessons. First, lecturers need to consider who will be taught, namely students with their different characteristics and needs. Secondly, lecturers should think about what needs to be taught, i.e. certain language materials or skills that are relevant to Maharah Kalam. Third, lecturers should think about how they will be taught, including effective methods, approaches, and strategies for teaching Maharah Kalam to students. Fourth, lecturers also need to choose the right tools to support learning, such as subject matter, learning media, or technology that can be used in the teaching process. By considering these four aspects, lecturers can plan effective learning and in accordance with the needs of students in developing Maharah Kalam(Amin, n.d.).

In Arabic language learning there are skills that need to be mastered, namely listening skills (maharah istima'), speaking skills (maharah kalam), reading skills (maharah qiro'ah), and writing skills (maharah kitabah). Each of these language skills has a specific learning strategy. One of them is the speaking skill (maharah kalam), which includes the four language skills that need to be learned. This is because language has the main function, which is a tool to communicate. Therefore, the learning of speaking skills is very important in the development of Arabic language skills. The implementation of maharah kalam learning for PJJ IAIN students Syekh Nurjati Cirebon by using the synchrounus strategy, through zoom meetings. During the learning (Via zoom Meeting) the first step taken by the lecturer is to share material on the academic portal so that students are ready to carry out maharah kalam learning. Then through WhatsApp Group (WAG) the lecturer informed that learning would be carried out synchronously through zoom meetings. All students are expected to follow it well. The media used is Zoom Meeting or Google Meet.

Learning Loss in Maharah Kalam

Students face the first difficulties in changing learning environments, where previously they were accustomed to direct and collaborative learning, but now have to learn individually. The interaction that usually occurs between lecturers and students as well as students with other students, is now limited or even non-existent during the learning process. According to research conducted by Puspitorini during the pandemic, students and lecturers experienced many difficulties in learning. For lecturers, the main difficulty is related to educational facilities. Internet connection is one of the important facilities for lecturers in distance learning (PJJ).

Learning Loss in distance maharah kalam learning refers to the decline in students' speaking skills that occurs during the distance learning process. When students are unable to interact directly with lecturers and classmates in the learning process, they may have difficulty developing their Arabic speaking skills.

Factors that can lead to learning loss in distance learning include lack of opportunities to practice speaking, limited feedback and direct support from lecturers, and lack of social interaction needed to hone communication skills in Arabic. In addition, technical problems such as unstable internet connection or limited access to learning resources can also contribute to Learning Loss.

The impact of Learning Loss in maharah kalam learning is a decrease in students' ability to convey thoughts, express ideas effectively, and understand and use Arabic fluently. To overcome learning loss in maharah kalam learning, effective learning strategies are needed, such as providing ample opportunities to practice speaking through interactive activities, providing constructive feedback, and the use of technology that supports voice and video-based learning. Support and guidance from teachers is also very important in helping students overcome learning loss and improve their maharah kalam skills in Arabic.

PJJ PAI IAIN Syekh Nurjati Cirebon carried out his learning, namely with two methods, there are synchronus and asynchronous. The synchronous method utilizes the campus academic portal while synchronous can be with academic portals and other applications. The Arabic language learning to minimize Learning Loss, especially in maharah kalam learning is to use the zoom meeting application. However, during the learning, some students still just joined without focusing on the lecturer's explanation because the off-camera was not monitored by the lecturer Student activities during live learning so that the material taught did not arrive and there would be knowledge missinformation in learning. To anticipate this, lecturers require on camera during learning. Because of maharah kalam learning, lecturers and students immediately practice learning using Arabic even though the pronunciation is not exactly the same as native speakers.

Conclusion

Learning loss in the cognitive domain refers to a decrease or deterioration in the understanding and mastery of Arabic language skills in maharah kalam. Distance learning in the context of PJJ PAI at IAIN Syekh Nurjati Cirebon can present challenges in achieving the same level of understanding as face-to-face learning. Factors such as limited direct interaction between teachers and students, lack of access to learning resources, and difficulty in maintaining learning motivation can contribute to learning loss in the cognitive domain. The solutions to overcome Learning Loss include, (a) the use of appropriate and innovative technology in supporting maharah kalam learning, such as interactive online learning platforms or mobile applications; (b) training and mentoring for teachers in developing effective and engaging teaching strategies for students online; (c) using active and collaborative learning methods, such as online discussions, group projects, or virtual-based simulations; (d) using of periodic formative assessments to measure student progress and provide constructive feedback; (e) increasing students' active participation in learning through online discussions, Q&A, or individual presentations; and (f) collaboration between teachers, students, and parents in supporting the learning process and providing additional support. These solutions are expected to overcome Learning Loss in the cognitive domain in maharah kalam learning at PJJ PAI IAIN Syekh Nurjati Cirebon, so that students can achieve an optimal level of understanding in Arabic language skills.

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