



Learning Arabic Reading Skills Based on E-Learning Using SIKULI during the Covid-19 Pandemic

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Abstract

This paper explores the steps for learning Arabic reading skills based on e-Learning using SIKULI and the advantages and disadvantages of e-Learning. The approach is a descriptive qualitative approach with three data collection techniques, namely: (1) observation, (2) interviews, and (3) documentation. The results showed that there were three steps taken by lecturers in implementing e-Learning-based Arabic reading skills using SIKULI, namely: (1) pre-learning, (2) implementation of learning, and (3) evaluation of learning. Researchers also found several advantages of implementing e-Learning-based Arabic reading skills using SIKULI, namely: (1) assisting the internal quality assurance system (SPMI) through monitoring and evaluation, (2) practical and flexible, (3) providing supporting features and menus. However, besides having various advantages, as an e-Learning that has just been built and used, SIKULI is also not free from multiple shortcomings, namely: (1) frequently interrupted system, (2) no notifications, (3) poor internet network. Nevertheless, The results of this study are hoped to provide insight and alternative solutions for lecturers in carrying out online learning of Arabic reading skills during the Covid-19 pandemic.

Keywords: Learning, Arabic Reading Skills, E-Learning, SIKULI, Covid-19

Introduction

Till this day, the world, especially Indonesia, is still busy handling the spread of the Covid-19 virus outbreak. Based on data released by the Indonesian Covid-19 Handling Task Force, as of August 6, 2021, there were 3,568,331 confirmed cases of COVID-19. This condition has prompted the Indonesian government to take strategic policies to reduce the spread of the COVID-19 virus. In a press statement regarding the handling of COVID-19 at Bogor Palace on Monday (16/3/2020), the President has asked the Indonesian people to work, study and worship at home.¹

Following up on the President's directives, the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim, in a press release in Jakarta on Sunday (15/3/2021), directed all university leaders in areas affected by the Covid-19 outbreak to determine the temporary suspension of academic activities such as face-to-face lectures. Instead, face and replace it with online learning from home.²

A similar action was taken by the Director-General of Islamic Education, who instructed all leaders of Islamic universities to carry out the online lecture process until the end of the even semester of the 2019/2020 academic year. This is stated in the Circular of the Director-General of Islamic Education Number: 697/03/2020.³

Following this policy, the University of Muhammadiyah Riau immediately adopted a policy of changing the pattern of lectures from what was previously held face-to-face to online classes. This policy was also accompanied by the formation of the Covid-19 Task Force Team, then sterilization of the campus environment to protect the entire academic community from the spread of Covid-19.

¹ Ihsanuddin, "Jokowi: Kerja Dari Rumah, Belajar Dari Rumah, Ibadah Di Rumah Perlu Digencarkan," *Kompas.Com*, 2020, <https://nasional.kompas.com/read/2020/03/16/15454571/jokowi-kerja-dari-rumah-belajar-dari-rumah-ibadah-di-rumah-perlu-digencarkan?page=all>.

² "Kemendikbud Dorong Pembelajaran Daring Bagi Kampus Di Wilayah Terdampak Covid-19," Biro Kerja Sama dan Hubungan Masyarakat Kementerian Pendidikan dan Kebudayaan, 2020, <https://www.kemdikbud.go.id/main/blog/2020/03/kemendikbud-dorong-pembelajaran-daring-bagi-kampus-di-wilayah-terdampak-covid19>.

³ "Perkuliahan Semester Genap Pada PTKI Secara Daring," Direktorat Jenderal Pendidikan Islam Kementerian Agama Republik Indonesia, 2020, <http://pendis.kemenag.go.id/index.php?a=detil&id=11415#.YQ48DkCyQ2w>.

At the beginning of online lectures, lecturers at the University of Muhammadiyah Riau still used *Google Classroom*. However, based on observations and interviews conducted by researchers, found advantages and disadvantages related to using *Google Classroom* both among lecturers and students. Some of them responded that using *Google Classroom* in online lectures could avoid direct contact between lecturers and students, which has implications for reducing the risk of Covid-19 transmission. Some students also think that online learning using *Google Classroom* makes it easy to attend lectures anytime and anywhere.

However, most lecturers tend to think that *Google Classroom* has not been able to meet the needs of online lectures, one of which is in terms of practicality. An example is when recording student attendance in a class. Lecturers have to work repeatedly, starting from registering students who are present and absent, then recapping the data and then uploading it to SMART (Sistem Manajemen Administrasi Terpadu) one by one manually in the column of each meeting, starting from the first meeting to the last. The same thing is also found when lecturers evaluate learning, assessing students' final semester exam results. Again, lecturers have to work repeatedly, starting from evaluating the results of the last semester exams, manually recapitulating the scores, then uploading the data one by one to SMART. With a large number of students in a class, coupled with the large number of courses taught by lecturers, this will consume more time, so lecturers view that *Google Classroom* is not practical to use in lecture activities.

Several other lecturers had difficulty checking student activity because they were not automatically recorded. So it will take longer to find out which students are actively asking and responding to students who enter, are absent, then don't appear again until the end of the lecture.

Some lecturers who are quality guarantors at the level of study programs, faculties, and university also experience difficulties monitoring and evaluating lectures. Apart from many lecturers and the courses they teach, many aspects must be monitored and considered: first, lecturers' presence. Second, lecture material. It aims to see if lecturers provide lecture material or directly ask students to discuss specific themes without giving lecture material first. Third, discussion. It aims to

see whether there is a discussion between students and lecturers. Because in some instances, it was found that lecturers only opened lectures and then asked students to understand the lecture material, then the lecturer did not appear again until the lecture time was up. Fourth, task. It aims to find out whether there are lecturers giving assignments or not. Fifth, external. Sixth, the duration of time. It seeks to find out whether the learning process has been carried out according to the specified time or not.

With the many aspects that must be monitored and evaluated, coupled with the many lecturers and courses they teach, this will consume more time. So that some quality assurance lecturers view that the use of Google Classroom does not support the implementation of monitoring and evaluating lectures. Therefore, it is necessary to have a solution in the form of an e-Learning application that is more practical, supports and fulfills the needs of online lectures, evaluation of learning, and monitoring and evaluation of classes. The University of Muhammadiyah Riau, through the Technical Implementation Unit of Information Technology and Databases, provides a solution by building an e-Learning application based on the Learning Management System (LMS) named SIKULI (Sistem Informasi Kuliah Online).

From the results of interviews conducted by researchers, a lecturer in Arabic Language 2 at the Islamic Psychology Study Program, Faculty of Islamic Studies, University of Muhammadiyah Riau, revealed that SIKULI is reasonably practical to use in Maharah Qiro'ah learning. Apart from the features and menus provided by this application according to the needs of online lectures, SIKULI is also connected to SMART (Integrated Administrative Management System) and SIAM (Student Academic Information System). So that lecturers can maximize focus on achieving learning goals and no longer be preoccupied with technical matters. In addition to lecturers, the study program quality assurance officer also said that the use of SIKULI facilitates monitoring and evaluation of lectures at the study program, faculty, and university levels.

Departing from the above, the researcher is interested in exploring the process of learning Arabic reading skills using SIKULI at the Faculty of Islamic Studies, University of Muhammadiyah Riau. Researchers hope that this study's

results provide insight and solutions to various problems experienced by lecturers in carrying out online learning of Arabic reading skills during the Covid-19 pandemic and other disasters that often occur in Indonesia. The following are some of the results of previous studies that have been published regarding the use of e-Learning, namely: Ardini et al. revealed that e-Learning is quite effective as a learning medium during the Covid-19 pandemic.⁴

Alqudah et al. revealed that an e-learning system makes lecturers and students able to communicate more optimally.⁵ Khomsah and Muassomah, in their research, said that the application of online-based Arabic learning is very appropriate to use during a pandemic because students can still obtain material even though they are not face-to-face.⁶

Method

In this study, the researcher used a descriptive qualitative approach to explore the learning process of *Mahārah Qiro'ah* in the Arabic language course 2 using SIKULI for students of the Islamic Psychology study program, Faculty of Islamic Studies, University of Muhammadiyah Riau. This study uses three data collection techniques: observation, interviews, and documentation. Observations were made to explore the steps of using SIKULI in learning *Mahārah Qiro'ah* in the Arabic language course 2. There were several parties that the researcher interviewed: the lecturer in charge of the Arabic language two course, students, and quality assurance of the Islamic Psychology Study Program as research informants. The documentation from this research is in the form of photos during the *Mahārah Qiro'ah* learning process using SIKULI.

⁴ Ardini Lilis and Endang Dwi Iswara, Ulfah Setia Retnani, "The Effectiveness of Using E-Learning as Learning Media," *JKBM (Jurnal Konsep Bisnis Dan Manajemen)* 7, no. November (2020): 72–81, <https://doi.org/10.31289/jkbm.v7i1.4333>.

⁵ Noor M. Alqudah et al., "Perception and Experience of Academic Jordanian Ophthalmologists with E-Learning for Undergraduate Course during the COVID-19 Pandemic," *Annals of Medicine and Surgery* 59, no. June (2020): 44–47, <https://doi.org/10.1016/j.amsu.2020.09.014>.

⁶ Ahmad Fadilah Khomsah and Muassomah Muassomah, "Penerapan E-Learning Dalam Pembelajaran Bahasa Arab Di Masa Pandemi" 6, no. 1 (2021): 1–14, <http://ejournal.kopertais4.or.id/mataraman/index.php/tarbiyatuna/article/view/4300>.

About SIKULI

SIKULI (Sistem Informasi Kuliah Online) is an e-Learning application based on the Learning Management System (LMS) which was built by the Technical Implementation Unit of Information Technology and Database Universitas Muhammadiyah Riau. E-Learning is integrated with a student database that lecturers can access. This database will automatically be connected to the lecturer regarding grades and assignments. Based on the results of interviews conducted by researchers with the head of the Technical Implementation Unit of Information Technology and Databases, who built e-Learning to support the continuity of online lectures at the University of Muhammadiyah Riau, especially during the Covid-19 pandemic. This e-Learning can be accessed at www.sikuli.umri.ac.id. In practice, SIKULI is very easy to use in lecture activities. They were connected with SMART (Sistem Manajemen Administrasi Terpadu) and SIAM (Sistem Informasi Akademik Mahasiswa), thus facilitating the lecture process and implementation of the internal quality assurance system (SPMI) through monitoring and evaluation of lectures.



Picture 1. SIKULI media icon

At the beginning of each semester, students' SIKULI accounts will be joined automatically in their respective classes, as will the lecturers' SIKULI accounts. The features available in SIKULI are: first, meeting data. This feature is only available on lecturer accounts, located on the dashboard. Serves to find out the planned attendance, attendance that has been fulfilled, and minimum attendance. Second, schedule. This feature is available on lecturer and student accounts, containing class schedules for one semester. Before the lecture starts,

the lecturer must first enter the Semester Lesson Plan in the column provided. After being approved by the Quality Assurance and the Head of the Study Program, new lecturers can start lectures. Through their respective accounts, students can find out the Semester Lesson Plan. They begin from achievements, descriptions, studies, bibliography, learning media, attendance weights to study materials. The third is the team schedule. This feature is only available on lecturer accounts. They are used when there are courses taught by several lecturers who are members of the Teaching Team. Fourth, chat. This feature is available on faculty and student accounts. Serves as a medium of personal communication between lecturers and students. Fifth, tutorials. In this feature, there is a video that contains a tutorial on using SIKULI. On the lecturer's account, there are tutorials, namely: (1) semester lesson plan input, (2) send Semester Lesson Plans, (3) arrange attendance schedules, (4) create assignment materials, (5) assign assignment grades, (6) create discussion rooms, (7) create quizzes and (8) send messages to students. The tutorials contained in student accounts are (1) discussion room, (2) quiz room (multiple choice), (3) quiz room (description), and (4) chat.

Before carrying out lectures, lecturers must create a discussion/lecture column first. In this column, there is a menu to set the attendance schedule, including: (1) deadline for opening attendance, (2) opening time for attendance, (3) closing date for attendance, and (4) closing time for attendance. After setting the attendance schedule with this menu, the lecturer will know the names of present and absent students, late and not late. Because if a student logs in to SIKULI outside the specified time, it will be recorded as missing or not attending lectures. There is also a grades menu in this column to find out the details of each student's grades on that day and a chart menu to find out the material participation chart and student grade charts.

Furthermore, the lecturer prepares a material/discussion column to deliver lecture material. Several menus support the lecture process in this column: first, the File menu, which distributes the lecture material to be taught. Second, YouTube serves to distribute learning video links found on *YouTube*. The third is the VICON menu which helps to distribute Video Conference links. The available

applications are (1) *Google Meet*, (2) *Zoom Cloud Meeting*, and (3) *Jitsi Meet*. Fourth is the room menu which serves as a place for discussion between lecturers and students. Fifth is the report menu which serves to see student activity in lectures. Through this menu, lecturers can see how many students commented and responded.

Lecturers can use the task and quiz features to carry out learning evaluations. After students complete the assignment or quiz, the lecturer can assess without being bound by time and place. These values will be captured and calculated automatically according to the specified assessment weight. The menus contained in the task features, namely: first, the rubric menu, which distributes the assessment rubric as a lecturer's tool to determine the assessment criteria for assignments. Not only useful for lecturers, but this tool is also helpful for students. An assessment rubric defines in writing what is expected of students to get a specific grade on an assignment. Second, the File menu serves to distribute files related to the materials to be tested. Third, the YouTube menu helps distribute YouTube video links related to the material to be tested. Fourth is the VICON menu, which serves to distribute Video Conference links. The available applications are (1) *Google Meet*, (2) *Zoom Cloud Meeting*, and (3) *Jitsi Meet*. Fifth, the student menu serves to see the timeliness of students in sending assignments, then make corrections and assessments of these assignments.

Results and Discussion

Based on research data obtained by researchers from the process of observation, interviews, and documentation studies on the process of learning Arabic reading skills using SIKULI e-Learning during the Covid-19 pandemic, the researchers formulated the following steps, namely:

First Step: Pre-Learning

Before carrying out the lecture, the lecturer prepares in advance the following things, namely:

First, set the attendance schedule starting from the opening and closing attendance deadline, then the time limit for space and closing attendance. Setting

this attendance schedule will make it easier for lecturers to see the names of students who enter class on time or not. Because if a student logs in to SIKULI outside the specified time, it will be recorded as absent or not attending lectures.

Second, the lecturer creates a column for discussion. There are five menus in the discussion column: (1) the file menu, which serves to upload lecture materials to be taught, (2) the YouTube menu, which shares learning video links on YouTube. (3) VICON menu, which serves to share Video Conference links, (4) room menu which functions as a place for online discussions through writing, (5) report menu which serves to see student activity in lectures; how many times students comment and how many times students respond to comments.

In this lecture, the study theme is Kulliyah al-Dirāsah al-Islāmiyyah (Faculty of Islamic Studies). Before carrying out the class, the lecturer distributes the lecture material first in the file menu. After studying this theme, students can see the expected final ability through their respective SIKULI accounts. Because at the beginning of the semester, lecturers are required to input the Semester Learning Plan first in each course column before the lecture starts. After being approved by the quality guarantor and the head of the study program, the lecturer can carry out talks.

Second Step: Implementation of Learning

Students log into their respective SIKULI accounts via computers or smartphones when the lecture time arrives. Next, the lecturer will start the lecture by greeting the room menu. In its implementation, the lecturer uses the reading method (*al-Qirā'ah method*) with the following learning steps:

First is the introduction in connection with various matters regarding the material presented with the theme Kulliyah al-Dirāsah al-Islāmiyyah (Faculty of Islamic Studies), either in apperception or tests of initial knowledge of the material.

The second is the presentation of the reading text. Through the room menu, the lecturer directs students to access the reading text previously uploaded by the lecturer in the file menu. Furthermore, the lecturer gives time for students

to read the reading text repeatedly from their respective places with aloud reading (*qira'ah jahriyyah*). The time allocation provided is 15 minutes.

Third, giving vocabulary and terms that are considered complex. The lecturer directs students to view files containing language and phrases deemed problematic to the File menu, equipped with examples in sentences through the room menu.

Fourth, a discussion about the content of the reading. This step is a dialogue with students in the room menu.

Fifth, a brief explanation from the lecturer about grammar rules to help students understand the content of the reading.

The Reading Method (*Mahārah Qirā'ah*) is based on students' characteristics, needs, and abilities. Wibowo, in his research, revealed that the selection of Arabic learning methods must consider the factors, conditions, and skills of students. It aims to assist lecturers in optimizing and effectively achieving learning objectives, planning, implementing, and evaluating learning.⁷ By using appropriate learning methods, students can fully understand and accept the lecture material delivered by the lecturer.⁸

The researcher considers that the use of the reading method (*Mahārah Qirā'ah*) in learning reading skills is the right thing. Sya'bani and Anwar revealed in their research that the application of the al-Qirā'ah al-Jahriyyah method carried out by educators could improve students' Arabic text reading skills with a percentage increase of 9.37% or 75.25 in the 1st cycle, 84.38 in the 2nd cycle and 92.29 in the 3rd cycle. In addition, its application makes students more active in learning Arabic and more daring to pronounce the vocabulary they read.⁹

Khoiriah, in her research, revealed that learning using the qirā'ah method is an alternative for educators in teaching Arabic receptive skills (listening skills

⁷ Budi Santoso Wibowo. "Pedagogical Competence of Arabic Language Lecturers at Islamic." *Lughawiyāt: Jurnal Pendidikan Bahasa Dan Sastra Arab* 4 (2021): 59–73. <https://doi.org/https://doi.org/10.38073/lughawiyat.v4i1.431>.

⁸ Budi Santoso Wibowo. "Metode Suggestopedia: Alternatif Metode Pembelajaran Bahasa Arab Di Perguruan Tinggi." *JOTE: Journal on Teacher Education* 3 (2022): 160–69. <https://doi.org/https://doi.org/10.31004/jote.v3i2.3302>.

⁹ Khairil Sya'bani, M.Z; Anwar, "Analisis Metode Al-Qirā'ah Al-Jahriyyah Dalam Meningkatkan Keterampilan Membaca Teks Berbahasa Arab," *An Naba: Jurnal Pemikiran Dan Penelitian Pendidikan Islam* 3, no. 1 (2020): 1–8, <https://doi.org/https://doi.org/10.51614/annaba.v3i1.47>.

and reading skills). For example, in learning reading skills, students can read Arabic text fluently, translate, and understand it well and fluently.¹⁰ In addition, in his research, Rappe revealed that the qirā'ah jahriyyah method was suitable to hone Arabic reading skills at the *mutaqaddim* level.¹¹

To deepen the lecture material being studied, the lecturer continues the lecture by using Google Meet. Lecturers first operate Google Meet and share the New Meeting server URL link to students via the Room menu at SIKULI. After being distributed, the lecturer ensures that all students have joined the meeting server.

Furthermore, the lecturer uses the eclectic method with the following steps:

First, the lecturer provided material in dialogue with the theme *Kulliyyah al-Dirāsah al-Islāmiyyah* (Faculty of Islamic Studies), which was delivered repeatedly. This material is initially presented orally with movements, signs, dramatizations, and pictures.

Second, the lecturer directs students to be disciplined in listening to the dialogue and then imitates the discussion until it runs smoothly.

Third, the lecturer guides students to practice dialogue with their friends in turns.

Fourth, after fluently practicing the dialogues that have been learned, the lecturer then gives students reading texts whose themes are related to the discussions. Then the lecturer gave an example of how to read correctly and adequately, followed by the students repeatedly.

Fifth, if there is a problematic vocabulary, the lecturer interprets it first with a sign, movement, or image. If this is not possible, the teacher translates it into the student's language.

Sixth, the lecturer introduces some important language structures in the reading text then discusses them as necessary.

¹⁰ Hidayatul Khoiriyah, "Metode Qirā'Ah Dalam Pembelajaran Keterampilan Reseptif Berbahasa Arab Untuk Pendidikan Tingkat Menengah," لساننا (*LISANUNA*): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya 10, no. 1 (2020): 32, <https://doi.org/10.22373/ls.v10i1.7804>.

¹¹ Rappe, "Kemahiran Membaca Bahasa Arab Tingkat Mutaqaddimin Serta Metode Dan Strategi Pembelajarannya," *Shaut Al Arabiyyah* 8, no. 2 (2020): 131, <https://doi.org/10.24252/saa.v8i2.17786>.

Seventh, the lecturer asked the students to study the text then discuss its contents.

The researcher considers that the use of the eclectic method in learning Arabic reading skills is the right thing. The results of research conducted by Ayatullah revealed that applying the mixed method makes it easier for educators to carry out the teaching and learning process of Arabic. In addition, the eclectic method can describe variations in Arabic teaching methods that are more effective so that students do not get bored quickly in receiving the material being taught.¹²

This is corroborated by the results of Rahman's research which revealed that the application of the eclectic method contains varied elements to motivate and arouse students' interest in learning.¹³ Likewise, Munawwir, in his study, said that the advantage of using this method is to make teaching more varied and more enjoyable.¹⁴

In another study, Raswan, in his research, found differences in achievement between students who were taught using the eclectic method and students who were taught using conventional methods. In addition, the learning outcomes of students who are trained using the eclectic method are higher than those of students who are taught using traditional methods.¹⁵

Step Three: Learning Evaluation

At the end of the lecture, the lecturer asked each student to record their reading sound related to today's lecture material and a summary related to the reading content. This summary is presented in Indonesian. Then upload the recording to Google Drive, then upload the URL link to the Arabic language practice assignment column at SIKULI, which the lecturer previously prepared.

¹² Ayatullah, "Penerapan Metode Eklektik Pada Pembelajaran Bahasa Arab Siswa Kelas VI SDIT Anak Sholeh Mataram" 4, no. 1 (2016): 149–67, <https://doi.org/https://doi.org/10.36088/palapa.v4i1.75>.

¹³ Anwar Abd. Rahman, "Pengajaran Bahasa Arab Dengan Metode Eklektik," *Jurnal Adabiyah* 11, no. 1 (2011): 65–74, <http://journal.uin-alauddin.ac.id/index.php/adabiyah/article/view/2801>.

¹⁴ Ahmad Munawwir, "Metode Eklektik Dalam Pembelajaran Bahasa Arab," *Shaut Al Arabiyyah* 8, no. 1 (2020): 86, <https://doi.org/10.24252/saa.v8i1.15030>.

¹⁵ Raswan, "Pengaruh Metode Pembelajaran Eklektik Terhadap Hasil Belajar Bahasa Arab Siswa," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 5, no. 1 (2018): 121–40, <https://doi.org/10.15408/a.v5i1.7007>.

After that, the lecturer listened and corrected the students' voice recordings one by one. In learning Arabic reading skills, several aspects are updated and assessed, such as pronunciation, reading fluency, and the accuracy of Indonesian translation. The lecturer wrote the correction in the answer/response column. This correction from the lecturer can be seen by students when logging into their respective SIKULI accounts. Then proceed with giving a score for each sound recording sent by the student. This assessment is included in the student's daily score, which will be automatically accumulated to the course's final grade.

In the learning process, lecturers must be able to carry out learning evaluations. Wibowo, in his research, revealed that a lecturer must have four competencies. One of them is pedagogic competence which includes the ability to carry out learning evaluations.¹⁶ One of the learning evaluation objectives is to determine the level of student understanding of the lecture material delivered by the lecturer.¹⁷

Advantages and Disadvantages of Using SIKULI

The researcher concludes several events based on the researcher's observations and some responses from lecturers and students through interviews about their experiences using SIKULI in learning Arabic reading skills. Some of the results of these responses will be classified into positive and negative reactions, which are then outlined on the advantages and disadvantages of using SIKULI.

Advantages

1. Assist in the implementation of the Internal Quality Assurance System (SPMI) through Monitoring and Evaluation

SIKULI provides convenience for quality assurance in implementing the internal quality assurance system (SPMI) through monitoring and evaluation

¹⁶ Budi Santoso Wibowo. "Kafā'āt Mu'allimī al-Barnāmiġ al-Mukaththaf Li Ta'līm al-Lughah al-'Arabiyyah Bi Jāmi'ah Maulāna Mālik Ibrāhīm al-Islāmiyyah al-Hukūmiyyah Bi Mālang: Dirāsah Waṣfiyyah Tahlīliyyah Taqwīmiyyah." Tesis, UIN Maulana Malik Ibrahim Malang, 2016.)

¹⁷ Budi Santoso Wibowo. "Manāhiġ Ta'līm Al-Lughah al-'Arabiyyah Fī Jāmi'ah Maulāna Mālik Ibrāhīm al-Islāmiyyah al-Hukūmiyyah Bi Mālang: Dirāsah al-Hālah." Disertasi, UIN Maulana Malik Ibrahim Malang, 2019.

lectures, both at the study program, faculty, and university levels. Previously with SIKULI, quality assurance experienced difficulties monitoring and evaluating classes conducted by lecturers. Apart from many lecturers and the courses they teach, many aspects must be monitored and considered: first, lecturers' presence. Second, lecture material. It aims to see if lecturers provide lecture material or directly ask students to discuss specific themes without giving lecture material first. Third, discussion. It aims to see whether there is a discussion between students and lecturers. Because in some instances, lecturers only opened lectures and then asked students to understand the lecture material, then the lecturer did not appear again until the lecture time was up. Fourth, task. It aims to find out whether there are lecturers giving assignments or not. Fifth, external. Sixth, the duration of time. It seeks to find out whether the learning process has been carried out according to the specified time or not.

Before SIKULI, the above aspects had to be checked one by one by quality assurance. So spend more time. After SIKULI is established, quality assurance is enough to look through their respective SIKULI accounts. The aspects that must be monitored and evaluated above have been recorded automatically.

2. Practical and Flexible

SIKULI offers convenience for its users. Lecturers and students can attend lectures anytime and anywhere. In addition, it can avoid direct contact between lecturers and students. This is very helpful, especially during the pandemic, which requires social distancing between lecturers and students. SIKULI is also connected to SMART and SIAM, making it easier to conduct lectures, assessments, and quality assurance. Lecturers no longer need to work repeatedly, starting from assessing student assignments, then reaping the scores manually, then uploading the data one by one to SMART. By using SIKULI, lecturers only need to rate in the scoring column. Then that value will be automatically captured in SMART and SIAM.

SIKULI also makes it easier for lecturers to see student activity in lectures. How many times students comment and respond to comments will be recorded automatically. Another convenience offered is in filling out the lecture attendance

list. To fill in the attendance list, students log in to the website to SIKULI, it will automatically register attendance. The presence of these students will also be automatically recorded and recorded in SMART and SIAM.

3. Provide Supporting Features and Menus

SIKULI has adequate features and menus and supports the ongoing learning process. The features available at SIKULI are (1) meeting data, (2) schedules, (3) team schedules, (4) chat, and (5) tutorials. In the discussion/lecture column, there are features to set the attendance schedule, including: (1) deadline for opening attendance, (2) opening time for attendance, (3) closing date for attendance, and (4) closing time for attendance. Furthermore, in the material/discussion column, there are several menus, namely: (1) File, (2) YouTube, (3) VICON, (4) room, and (5) report. In addition, lecturers can use the Assignments and Quiz columns to carry out learning evaluations. Both can assign assignments to students and evaluate these assignments without being bound by time and place. After conducting an assessment, these values will be captured and calculated automatically according to the specified assessment weight. Finally, in the task column, there are several menus, namely: (1) rubric, (2) File, (3) YouTube, (4) VICON, and (5) Student. The functions of each of these features and menus have been described in the discussion above.

Deficiency

1. Frequently Interrupted System

Some students and lecturers revealed that SIKULI often experienced a Frequently Interrupted System, including learning Arabic reading skills. Frequently Interrupted System is still often the case, primarily when the first used. So that it impacts late attendance, delays in attending lectures, and delays in collecting assignments. Regarding this deficiency, Megasari et al., in their research, also stated that problems related to the Frequently Interrupted System were experienced by many students and lecturers when using SIKULI.¹⁸

¹⁸ Diana Megasari, Cindi Fatika Suci, Zulnanda Mawarni, M Yusuf, Handika Surya Dinata, Nadia Fathurrahmi Lawita, "Penerapan Basis Data Dalam Mendukung Pembelajaran Jarak Jauh (Studi Kasus Penerapan Sikuli Di Universitas Muhammadiyah Riau)," *Jurnal Pendidikan Tambusai* 5 (2021): 3165–72, <https://doi.org/https://doi.org/10.31004/jptam.v5i2.1364>.

Lecturers and students hope that who will repair this System immediately. In the future, there will be no problems of delays due to the Frequently Interrupted System so that students and lecturers can comfortably use SIKULI in the learning process.

2. No Notifications

Notifications will be beneficial for lecturers and students to find out class schedules, attendance, and assignments. However, currently, SIKULI no notifications. This is also expressed by Megasari et al. in their research.¹⁹ Therefore, lecturers and students hope that SIKULI will have notifications in the future so that it helps to find out things related to lectures.

3. Bad Internet Network

The poor internet network is one of the obstacles in online lectures, especially in areas that telecommunication networks have not reached. This also happened in several other universities, such as IAIN Palangkaraya, in learning Arabic speaking skills using Zoom Cloud Meetings²⁰ and UIN Syarif Hidayatullah Jakarta.²¹

Implementing e-Learning-based Arabic reading skills learning using SIKULI also experienced the same obstacles. When the internet network is terrible, lecturers and students often lose access to lectures.

Conclusions

From this research, the researcher concludes that there are several steps taken by the lecturer in implementing e-Learning-based Arabic reading skills learning using SIKULI, namely: *first*, pre-lecture, the lecturer prepares by doing two things, namely: (1) setting the attendance schedule starting from the deadline for opening and closing attendance, then the opening and closing hours for attendance and (2) creating a column for discussion, including uploading material lectures that will be taught in the file menu and share the Google Meet URL link

¹⁹ Diana Megasari, Cindi Fatika Suci, Zulnanda Mawarni, M Yusuf, Handika Surya Dinata.

²⁰ Mahfuz Rizqi Mubarak et al., "Zoom Cloud Meeting: Media Alternatif Dalam Pembelajaran Maharah Kalam Di Tengah Wabah Virus Corona (Covid-19)," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 2 (2020): 211, <https://doi.org/10.29240/jba.v4i2.1445>.

²¹ Abd Rozak and Azkia Muharom Albantani, "Desain Perkuliahan Bahasa Arab Melalui Google Classroom," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaan* 5, no. 1 (2018): 83–102, <https://doi.org/http://dx.doi.org/10.15408/a.v5i1.7481>.

in the VICON menu. *Second*, in the implementation of lectures, lecturers carry out learning using the reading method. To deepen the lecture material being studied, the lecturer continues the lecture using Google Meet and then learns using the eclectic method. *Third*, the lecturer evaluates the results of student training in the form of voice recordings sent to the Arabic language training assignment column at SIKULI. This recording contains the voices of students reading today's lecture material and a summary of the material. In learning Arabic reading skills, several aspects are corrected and assessed, such as pronunciation, reading fluency, and accuracy of Indonesian translation. This correction is written by the lecturer in the answer/response column and can be seen by each student. Regarding the assessment, after being given by the lecturer, these values will be automatically accumulated to the course's final grade.

Besides having various advantages, as an e-Learning that has just been built and used, SIKULI is also not free from various shortcomings. The benefits are: (1) assisting the implementation of the internal quality assurance system (SPMI) through monitoring and evaluation, (2) practical and flexible, and (3) providing supporting features and menus. The drawbacks are: (1) down the system, (2) no notification, (3) lousy internet network. However, despite SIKULI's shortcomings, e-Learning has proven to be used as an alternative and representative medium in the implementation of learning that requires direct interaction between lecturers and students, such as learning Arabic reading skills. Researchers hope that this study's results provide insight and solutions to various problems experienced by lecturers in carrying out online learning of Arabic reading skills during the Covid-19 pandemic and other disasters that often occur in Indonesia.

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