Online Learning System for Arabic Teacher Professional Education Program in the Digital Era

Umi Hanifah¹*, Mukhoiyaroh², Rizki Gumilar³

¹ Arabic Education Study Program Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia
² Early Childhood Education Study Program Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia
³ Islamic Studies Study Program International Open University, Republic of Gambia

Abstract: One of the serious problems faced by the world of education in this digital era is the low ability of teachers in mastering Information and Communication Technology which has the impact for the quality of learning. This study aimed to enhance the professionalism of Arabic language teachers through the online learning system in Teacher Professional Education program. Qualitative descriptive method was used. The students in the Arabic Teacher Professional Education program at LPTK UIN Sunan Ampel were the subject of the research. The data was collected through interviews with 5 lecturers, questionnaires distributed to 17 students, observations on the implementation of online learning, and documentation of student assignments. Then it was analyzed critically with data analysis techniques developed by Miles, Huberman, and Saldana. The results showed that the online lectures of Teacher Professional Education students at the LPTK UIN Sunan Ampel which integrated pedagogic and professional materials as in the curriculum structure of Arabic Teacher Professional Education in the online learning system could increase the professionalism of Arabic language teachers which integrated technological, pedagogical and content knowledge can develop teacher competence. The results of this study was intended to increase the quality of online learning in the Teacher Professional Education program and the professionalism of the teachers.

Introduction

Teachers have the important role in transferring knowledge, skills and values to students.¹ Therefore, teachers must be professional and qualified² so that they are able to

produce best quality of the generation. One of the problems in the world of education in this era is the low professionalism of teachers. Several teachers have not been able to utilize Information and Communication Technology (ICT) as a medium to support learning optimally. It might cause in the process and learning outcomes are not optimal, poor, less meaningful, and cause low the quality of education.

Therefore, teachers must be able to synergize with technology in order to be able to realize the professional teachers in the class of millennial generation students. The programs that have been carried out by the government in the form of workshops, training, technical guidance, teacher competency tests, and Teacher Professional Education and Training have not been able to significantly solve the problem of teacher professionalism. The government since 2018 has changed the professional education system from Teacher Professional Education and Training which is only 10 days to 6 months. With this longer time, it is intended to have many new things that can be obtained by teachers with the assistance of the Institute of Teachers Education.

The development of information and communication technology encourages various educational institutions to use online learning systems to increase effectiveness.

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and flexibility as well as the quality of learning. Through online learning, learning materials can be enriched with various innovative learning resources. An effective and efficient learning system is necessary while ensuring the quality of its graduates. The Directorate of Learning has prepared 44 courses consisting of 1,052 learning modules that will be uploaded to the Sistem Pembelajaran Daring or SPADA (Indonesian online learning system) as Massive Open Online Courses (MOOCs). One of the goals of the SPADA program is to increase equitable access to quality learning in higher education.

ICT competence (Information and Communication Technology) is a must for the teachers. Through the implementation of Teacher Professional Education with this model, teachers are intended to be able to use digital learning media well. Based on these phenomena, it is important to examine learning innovations to improve teacher professionalism in utilizing Information and Communication Technology. Learning innovation is one of the efforts to improve the quality of the learning. For this reason, a study of how teachers learn and practice integrating ICT in learning through the Teacher Professional Education Program is needed in order to improve teacher professionalism in the digital era.

The previous research includes changes in learning models and methods, provision of quality learning tools and books as well as the use of technology that

17 John C Bean and Dan Melzer. Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom. (2021). Kathryn Parker Boudett, Elizabeth A
supports teaching and learning process\textsuperscript{18}, online learning or virtual learning\textsuperscript{19}, both in hybrid learning\textsuperscript{20} and fully online.\textsuperscript{21} Research related to increasing teacher professionalism through Teacher Professional Education has been carried out.\textsuperscript{22} According to Aruni, certification policies can improve teacher professionalism. Meanwhile, Hanun stated that the Teacher Professional Education program carried out online and offline has a very large role in improving the quality of Islamic education teachers in UIN Serang Banten.\textsuperscript{23} Thus, Sugiati explained that Teacher Professional Education Program is very influential on improving the professional competence of teachers.\textsuperscript{24}

Some researchers focus on learning models and methods. There is some limited research related to increasing teacher professionalism through Teacher Professional Education Program. Therefore, this study intended to analyze the problems of Arabic teachers in learning through the Online Learning System (SPADA) and provide solutions. The purpose of this research was to improve the professionalism of Arabic language teachers in the digital-millennial era or era 4.0 through the Teacher Professional Education Program. The Ministry of Research, Technology and Higher Education City, and Richard J Murnane, Data Wise, Revised and Expanded Edition: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning (Harvard Education Press, 2020). Michael Simonson, Susan M Zvacek, and Sharon Smaldino, Teaching and Learning at a Distance: Foundations of Distance Education 7th Edition (USA: Information Age Publishing, 2019).


launched SPADA in 2018 to welcome the Education in 4.0. This research was intended to contribute to the improvement of the quality of the online learning system in Institute of Teachers Education in Indonesia. In addition, it also provides solutions for Arabic language teachers. Qualitative approach was used with a descriptive-analytical method.

**Methods**

This research was conducted at UIN Sunan Ampel Surabaya which is one of the largest Institute of Teachers Education in Indonesia. Qualitative approach was used with a descriptive-analytical method. The data in this study were related to increasing the professionalism of the Arabic Teacher Professional Education Program at UIN Sunan Ampel Surabaya and the problems faced in the online learning system and their solutions. Sources of data in this study were the 5 lecturers who teach Arabic courses in the program and 17 students. The sampling technique used was non-probability sampling technique with purposive sampling technique.

The data collection techniques used in the study were: first, observation, this technique was used to obtain information about the implementation of online lectures for Arabic language Teacher Professional Education program students at UIN Sunan Ampel Surabaya and the circumstances related to this research. In this case, the researcher who was a lecturer or resource person in the Arabic language Teacher Professional Education Program at the UIN Sunan Ampel made observations regarding the implementation of online lectures for Arabic language Teacher Professional Education Program students through LMS SPADA. Second, the interview, in this interview the target was 5 Arabic lecturers/instructors of Teacher Professional Education Program. The interview technique used in this research was a structured interview. Interviews were used to collect data about the learning process in the Arabic language course network in Teacher Professional Education Program through LMS SPADA. Third, the questionnaire, the target was 17 students in Arabic subjects at UIN Sunan Ampel in class A.

The questionnaire validation technique used was construct validation. Questionnaires were used to collect data about the problems faced by students...

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participating in Teacher Professional Education Program during online lectures through LMS SPADA at LPTK UIN Sunan Ampel. Fourth, documentation. The documentation needed in this research was the work (tasks) of Arabic Teacher Professional Education Program students at the LPTK Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel which have been corrected and assessed by lecturers/instructors, student statements in discussion forums, Arabic textbook in the network contained in SPADA LMS, lecture journals, study contracts, attendance (student activity), grades, and documents containing information about the institution and related to research.

All documents are used as data related to the implementation of SPADA in the Teacher Professional Education Program at LPTK UIN Sunan Ampel in improving the professionalism of Arabic language teachers. The data analysis for the data in this study was carried out using descriptive methods. The data were obtained from the observations, questionnaires, interviews and documentation carried out by inductive and deductive methods.

**Results and Discussion**

Based on the results of a questionnaire on a scale of 1-10 distributed via google form to students participating in the Arabic Teacher Professional Education Program at UIN Sunan Ampel Surabaya. The problems faced by the students of Arabic Teacher Professional Education Program at LPTK UIN Sunan Ampel in online lectures as follows:
According to table 1, it can be seen that students in dealing with online learning problems can be seen from number 5 to 10. The results of the questionnaire on online learning problems above show that students of the Arabic Teacher Professional Education Program in UIN Sunan Ampel Surabaya can carry out learning at LMS SPADA well, however, there are still a few problems. Among them: first, problems related to initial ability in understanding Arabic Teacher Professional Education Program material, namely there are 6 students (30% of students) experiencing online learning problems due to lack of initial knowledge about Arabic Teacher Professional Education Program material. Second, the problem is the lack of learning facilities, 1 student (5% of students) experiencing learning problems in the Arabic Teacher Professional Education Program because it is not supported by adequate tools or media such as laptops or smartphone, and 2 students (10% of students) experience online learning problems due to poor internet connection in their area.
SPADA or online learning system is the implementation of distance education in higher education which aims to improve equal access to quality of learning. This LMS is also known as e-learning in Arabic Teacher Professional Education Program e-Learning which is managed by the Ministry of Education and Culture of the Republic of Indonesia. Meanwhile, in 2021, the implementation of the Arabic Teacher Professional Education Program used the SPACE LMS (electronic religious learning system) managed by the Ministry of Religion of the Republic of Indonesia. The use of LMS for online learning in the Arabic Teacher Professional Education Program which is one of the efforts to adapt to the rapid development of 21st Century information systems and the changing needs of the new generation for ICT, so learning must be designed based on Information and Communication Technology (ICT) in order to achieve 21st Century competencies or ICT.

Thus, as an effort to effectively improve information literacy and ICT competencies for Arabic Teacher Professional Education Program participants, as well as to prepare qualified teachers and master technological developments, it is necessary to integrate ICT in learning or TPACK. The TPACK framework built on Lee Shulman's pedagogical construction with three core elements, namely technology, pedagogy, and content, is used to design learning models that are appropriate for the 21st century...
education era to improve the ability of the teachers\textsuperscript{30} and the quality of learning must begin with the design of decent learning models.\textsuperscript{31}

The application of the SPADA LMS in Arabic Teacher Professional Education Program in 2019 is still accompanied by offline learning during workshops, peer teaching, and Performance Tests or blended learning model, which is a learning model that combines face-to-face learning with online learning methods to form an integrated learning approach.\textsuperscript{32} Blended learning model is more flexible\textsuperscript{33}, but along with the emergence of the Covid-19 outbreak, the learning activities in schools, universities, and other educational institutions is shifting rapidly from face-to-face learning to online learning or distance learning.\textsuperscript{34} Educational institutions in the world design and use various learning management systems to deliver and manage e-learning or Learning Content Management Systems (LCMS)\textsuperscript{35}, including the implementation of the Arabic Teacher Professional Education Program in 2021 which was carried out fully online.\textsuperscript{36} In this model, instructors and students do not meet each other and remain in their respective places. This also makes this model known as Distance Learning.\textsuperscript{37} In fact, the SPACE


LMS (electronic religious learning system) used in the Arabic Teacher Professional Education Program in 2021 is equipped with a video conference menu that did not exist in the previous LMS, the SPADA LMS 2019.

In the Arabic Teacher Professional Education Program textbook, in addition to the material presented in PDF and Powerpoint formats, the learning system also uses video as media. The e-Learning LMS is interactive, equipped with discussion and menu of chat.\textsuperscript{38} E-Material through multimedia can make the learning process more interesting, more interactive, able to convey historical messages through pictures and videos, encourage student learning through instrumentalia, able to develop the auditory senses or hearing of students so that the material presented is easier to understand.\textsuperscript{39} E-material is a medium for conveying or spreading ideas or opinions so that the ideas or opinions expressed reach the intended recipient\textsuperscript{40}. Meanwhile, based on how to use it, the SPADA LMS in Arabic Teacher Professional Education Program is easy to operate and has been equipped with user guides, written and YouTube videos. According to Arsyad, an appropriate learning media is one that can be used by users through easy-to-understand instructions for use.\textsuperscript{41} The presentation of such E-Materials has implications for Arabic Teacher Professional Education Program students who feel comfortable and motivated to learn it, because it is easy to access. Thus, E-material is able to increase understanding of the Arabic Teacher Professional Education Program material which consists of pedagogic and professional materials, which means that the professionalism of teachers also increases.

Some of the problems of online learning at Arabic Teacher Professional Education Program that have been identified through a questionnaire are the first, the problem of initial ability in understanding Teacher Professional Education (PPG) material. The students who already have prior knowledge of Arabic Teacher Professional Education Program material are better prepared and able to build new knowledge than


\textsuperscript{40} Azhar Arsyad, \textit{Media Pembelajaran} (Jakarta: PT Raja Grafindo Persada, 2013), 4.

students who have poor prior knowledge. This is understandable, because in online learning students interact virtually with learning resources and with educators. The relatively short time and limited interaction between lecturers and students are obstacles in online learning. This is in accordance with the constructivist view that learning is a process of accepting knowledge. The learners must actively carry out activities, think critically, formulate concepts and have meaning to the things being studied.

Lecturers must take the initiative to organize an environment that provides optimal opportunities for learning to occur. However, what ultimately determines the realization of learning is the student's intention to learn. In other terms, it can be said that in essence the full control of learning depends on the students. Knowledge is not something that is determined but a process of formation. Glasersfeld in Pannen suggested that there are three abilities needed in the process of constructing knowledge, namely: 1) the ability to remember and retell experiences; 2) the ability to compare and make decisions about the similarities and differences of things; and 3) the ability to prefer one experience over another.

Mastery of graduate competencies as professional teachers achieved by the students is thus influenced by how much knowledge students have, both before and during the program is carried out. Al-Bantani and Rahmadi stated that not all Arabic language teachers are the graduates of Arabic language education, they must be prepared seriously in developing their competence in teaching Arabic well. The solution that the researcher offers is that students must understand the Arabic Teacher Professional Education Program curriculum from the start, so that students have readiness in implementing Arabic Teacher Professional Education Program and the knowledge building that is constructed is stronger and able to achieve graduate competency standards. Meanwhile, Arabic Teacher Professional Education Program, students can discuss and ask supporting lecturers, either through chat or through resume assignments in which there are questions about materials that are still difficult to understand, besides

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that students can also try themselves by browsing the internet and also reading references, other relevant.

Second, the problem of the lack of learning facilities. Equipment (device) with its technology, in this digital era and fast communication and information, its availability is a must. Mastery of technology in learning has even become a competency standard for Arabic Teacher Professional Education Program graduates that must learn using the TPACK (Technological Pedagogical Content Knowledge) approach. TPACK is a combination of the ability of content knowledge, pedagogics, and integration of teacher technology in the learning process in the classroom. Ayu and Rosli stated learning using SPADA will not be carried out if students do not have internet data and an adequate internet network.

This is in accordance with the results of research by Abou-Khalil et al. which states that online learning with weak internet connectivity and limited access to technology will create obstacles in the learning process, so learning cannot run optimally. The solution offered by the researcher does not exist, apart from the necessity for PPG participating students to prepare devices and internet that are adequate enough to carry out learning with a pedagogic approach and knowledge content with communication and information technology. Because, with the fulfillment of online learning facilities, it is hoped that learning in the Arabic Teacher Professional Education Program will be able to adapt to the development of the 4.0 era where educators and students are able to manage and utilize data information technology (IT), operational technology (OT), internet of things (ToT), and big data. analytical data, then integrate it with physical, digital, and human objects. The hope is that teachers who graduate from

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the Arabic Teacher Professional Education Program will be competitive and skilled in the aspects of data literacy, technological literacy, and human literacy.\textsuperscript{50}

**Conclusion**

Based on the exposure of the results of the research and discussion, the researchers concluded that: first, online lectures for students of Arabic Teacher Professional Education Program at UIN Sunan Ampel which integrates pedagogical and professional materials as in the structure of the Arabic Teacher Professional Education Program curriculum which is packaged in an online learning system (SPADA) can improve the professionalism of Arabic teachers in the digital era. Second, the problems faced by Arabic Teacher Professional Education Program students at UIN Sunan Ampel in online lectures are: (a) the problem of initial ability in understanding Arabic Teacher Professional Education Program material, and the solution that researchers offer is that students must understand the material in the Arabic Teacher Professional Education Program curriculum online from the beginning, so that students are ready in implementing Arabic Teacher Professional Education Program. (b) lack of learning facilities such as laptops and internet connection and the solution is that Arabic Teacher Professional Education Program participants must prepare adequate devices and internet.

In this study, the authors only reveal the application of online learning in the Arabic Arabic Teacher Professional Education Program, its problems and solutions. Meanwhile, for teaching materials in the form of modules available in the LMS SPADA related to material systematics, the depth of the material and the completeness of the modules (materials in the form of videos and articles) have not been studied in detail, so it is hoped that further researchers can conduct research or review the modules available in the LMS SPADA on the Arabic Teacher Professional Education Program.

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Author Contributions Statement

In this study, UH is the first author to act as the author of this research article. Meanwhile, the Constitutional Court as MM contributed in helping the author to present the research data and together with RG in reviewing this research article.

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