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Blended Learning Approach in Arabic Learning

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Abstract. This study aims to analyze Arabic learning by using a blended learning approach in management perspective. This study uses a qualitative approach with case study, with a research site at the *Madrasah Aliyah* Lubbul Labib, Maron, Probolinggo, East Java, Indonesia. The results showed that; Arabic learning management is carried out through several stages, namely; planning, which includes learner analysis, state objectives, determination of material, methods, approaches, media and evaluation techniques that will be used in learning activities. Furthermore, the results of the planning are implemented in online learning activities and evaluated according to what has been planned.

Key words; Blended learning, Arabic Learning, Management

1. Introduction

One effort to improve the quality of education is to optimize the learning process. Active involvement of students in learning is the main key to learning. The learning process is influenced by internal factors and external factors [1]. The most influential external factors are the state of the school, in which there is a learning process, curriculum, materials, media, and teachers [2]. While internal factors that influence learning are; different abilities of each student in understanding and absorbing the learning conveyed by the teacher [3].

Language learning is a number of procedures and tools that are planned in a planned and systematic manner which are adjusted to the purpose of achieving certain goals [4]. In the context of learning Arabic at educational institutions, starting from elementary to tertiary level, ideally requires students to master four Arabic skills, namely speaking skills, listening skills, reading skills, and writing skills [5]. Likewise with the learning of Arabic which is held at *Madrasah Aliyah* Lubbul Labib, Maron, Probolinggo, East Java.

In practice, the Arabic Language teacher in the *madrasah* uses a variety of methods, teaching materials, learning resources and learning media that utilize information technology tools in delivering material to students.

Arabic learning is designed in such a way by using a blanded learning approach, in order to achieve the desired goals. Learning Arabic with the blanded learning approach seeks to combine face-to-face meetings with online material in harmony between the teacher and students.

The combination of conventional learning with online learning during the corona virus pandemic (covid-19) provides many conveniences and benefits, amidst the application of distance learning, so learning can be done anytime and anywhere.

Blended learning has a significant role in Arabic learning activities in *Madrasah Aliyah* Lubbul Labib, Maron, Probolinggo, East Java, especially during the new normal period. Therefore, this research focuses on analyzing the management of Arabic learning using a blended learning approach.

Management of Arabic Learning with Blended Learning Approach

Management is understood as planning, organizing and implementing in an organization [6]. In relation to learning, management functions as a tool to manage learning to be effective and efficient. Learning Arabic is a learning activity carried out by the teacher to teach Arabic to students in order to achieve the specified learning goals.

The competencies to be achieved in learning Arabic include four language skills, namely listening *(istima ')*, speaking *(kalam)*, reading *(qiro'ah)*, and writing *(kitabah)* [7].

In practice, learning Arabic has a variety of problems that must be immediately solved by the teacher [8]. The most serious Arabic learning problems to be addressed are the seriousness of student learning and the seriousness of the teacher in teaching Arabic [9]. The seriousness of learning and teaching cannot be preceded by the attitude of being forced to follow a curriculum structure, thereby limiting the freedom of creation to gain knowledge and sharpen skills.

Therefore, a learning approach is needed that is able to create a conducive and productive Arabic learning atmosphere. Learning that is able to create active, creative and innovative students. Learning that gives deep meaning to students in their lives[10].

Along with the development of technology and information, the task of the teacher is getting tougher, because it is required to be creative and innovative in carrying out learning activities. One way is to use the blanded learning approach in managing learning.

Blended learning comes from the word blended, which means a combination or mixture, and learning which means learning. Blended learning was originally used to describe subjects who tried to combine face-to-face learning with online learning.

Besides blanded learning, there are other terms that are often used including blended learning and hybrid learning. The term mentioned earlier contains the same meaning of integration, mixing or combination of learning.

Blended learning is a combination of traditional learning and electronic learning environment. In practice, blended learning is done by holding virtual meetings between educators and students,

where educators and students may be in two different places, but can give feedback, ask questions, or answer each other.

The application of blended learning is expected to provide a complete understanding for students in absorbing Arabic subjects, so as to improve student learning outcomes [5]. Through blended learning is expected to be able to overcome the problems that arise from the process of teaching and learning activities and encourage educators to change the paradigm of education that was initially teacher-centered to student-centered.

Blended learning is related to the use of technology and information that is developing today, namely the internet. Form of teacher assistance in the form of online discussions via the application with material that has been covered in it. This is very beneficial for students, namely students become more independent and active in learning [5].

While the characteristics of blended learning are; 1) the provision of additional resources for learning designs related to traditional lines for the most part, through institutional support for environmental learning, (2) the state of the level of learning practices supported by a deep learning design, (3) a comprehensive idea of technology to support learning [7].

2. Research Method

This research uses a qualitative approach with case study. The research site at *Madrasah Aliyah* Lubbul Labib, Maron, Probolinggo, East Java. Researchers in terms of going directly into the field and interacting with research subjects actively. Sources of data in this study consisted of institutional leaders, teachers and students. The data collection techniques using interviews, observation and documentation. The data analysis starts from the data display, data reduction and conclusion conclusions.

3. Result and Discussions

The results showed that the management of Arabic learning at *Madrasah Aliyah* Lubbul Labib, Maron, Probolinggo, East Java was carried out through;

First, making learning plans. The Arabic learning planning activities at the *Madrasah Aliyah* Lubbul Labib, Maron, Probolinggo are carried out through analysis learner. In this case, the teacher first analyzes the characteristics of learning and the condition of students, both psychologically, sociologically and other aspects, such as; readiness in learning, students' intelligence backgrounds, and so on. Next is determining the goals and targets of learning Arabic to be achieved. In this case the teacher makes instructional learning objectives that are based on the students' initial competence. Then, the Arabic teacher determines the material, methods, approaches, media and evaluation techniques that will be used in the learning activities.

Second, the implementation of learning. In implementing Arabic learning with a blended learning approach in *Madrasah Aliyah* Lubbul Labib, Maron, Probolinggo the teacher carries out various activities, namely;1) the initial activities are: the teacher opens the lesson with greetings, followed by prayer and attendance, the teacher conditions the students to be ready to follow the lesson, the teacher reviews the material previously discussed. 2) the main activity is: the teacher explains in general about learning Arabic and students are asked to listen and understand the material presented by the teacher. The teacher then demonstrates the subject matter using media that is appropriate to the needs, then students pay attention, pay close attention to the material presented by the teacher. If there are things that are not understood, students can ask the teacher.

3) The final activities are: the teacher and students conclude the Arabic material that has been learned, the teacher gives instructions for students to do the assignments given to students when at home using the internet, the teacher closes the class / learning and says a final greeting.

Third, evaluation of learning. The evaluation of Arabic learning at *Madrasah Aliyah* Lubbul Labib, Maron, Probolinggo is carried out using two stages namely; self-assessment or lyang commonly referred to as an independent test that must be done by students individually. This technique is used to determine the results and achievements of Arabic learning activities that have been carried out using a personal blended learning approach. Students are given questions, either multiple choosures or essays, which are taken from the material previously explained in each competency standard in the 2013 curriculum.

Next is an assessment of learning outcomes in general, namely an assessment of student learning outcomes after they have completed one or several core competencies in the 2013 curriculum. These tests are structured weekly tests or midterm assessments to measure learning success based on minimal completeness criteria (KKM)) at the *madrasah*.

4. Conclusion

Blended learning is a learning approach that is able to bridge the conditions of student learning anytime and anywhere, especially during the covid-19 pandemic which requires students to learn from home. This approach can increase student motivation, because the learning design is based on student centered. Students become more active and creative in their learning, so that the teacher is able to create an impression / meaning of real learning for students. Learning Arabic with blended learning can make students continue to learn and follow the learning process to completion, no one is sleepy, out of focus or even increased student concentration, due to the use of technology in learning activities, which is in accordance with the learning styles of each student.

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