

A Review On Learning Arabic Architectural Languagedesign Through Android

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ABSTRACT:

Learning Arabic has become a problem in this pandemic era, especially Arabic education students at IAIN Kudus have stated that complaints and the number of thesis targets on time researchers propose a new method solution, Arabic learning by implementing an Android-based learning application, so that people can be taught easily where And anytime. The presentation in this article is part of a classroom learning review research report whose main focus is to see the effectiveness of online-based learning. This cannot be denied, because the presence of smartphone devices has made students not creative in learning. So the presence of Arabic learning application software based on Android is expected to make students more enthusiastic and independent in learning Arabic. This research is qualitative. Researchers evaluated the application using usability testing techniques. These findings indicate that the material for introducing Arabic vocabulary can be improved by applying second language acquisition theory. The researcher also found that the materials for introducing Arabic grammar with the behaviorist and innatist methods were not sufficient. In addition, user interface and user experience aspects should be considered to increase learner independence.

Keywords: *Arabic, Android, Arabic learning.*

1. INTRODUCTION

The development of scientific research methods in teaching Arabic and its teaching methods according to the results of new research, and using modern technology in designing study materials and their teaching processes effectively are very important, because teaching Arabic to other speakers is considered an advanced and updated science.

And take advantage of modern educational technology, and in preparing qualified teachers it must be used to develop Arabic language teaching towards the best and the best. Curriculum development for teaching Arabic at university level requires an integrated and coherent view of Arabic in terms of its systems, skills and competencies,

And the research methods in it and in teaching effectively and cooperative learning is active, creative and fruitful, and development also requires the importance of developing creative thinking for students(Education & 2007, n.d.), so that they can participate effectively and cooperative learning in obtaining scientific information and knowledge through organizing scientific research(review & 2006, n.d.). .

In the digital era, there is a need for critical thinkers, creatives, teachers, inspiring researchers, enlighteners and producers in developing Arabic sciences and four language skills in an integrated manner, creative and productive thinking skills, and complex research skills(Lahiji, 2016). There are two main reasons why Arabic is known to be difficult to lean on: from linguistic aspects such as speech, vocabulary, grammar and semantics and from psychological aspects(McLeod, 2016), such as intellectual differences, emotional differences and learning conditions(Fischer, 2007)

In line with the development of technological advances, many language teachers have taken advantage of technology to improve language teaching at both formal educational institutions or Islamic boarding schools ranging from secondary schools to tertiary institutions. In this digital era (Practice & 2014, n.d.), the flexibility of people is very high because they have so many tasks to do but don't have enough time to complete them. Therefore, conventional methods will not be sufficient. A total of new learning methods have been developed in this era and one example is online learning. Online learning (e-Learning) is how we use the Internet to access learning materials; To interact with content, instructors and other learners and to acquire it (Duderstadt et al., 2002)

From the results of interviews and discussions with students and lecturers of the Kitabah course, so far the learning process rarely utilizes technology that is owned by either the campus or the students. Even though learning media is an important part of the success of learning in class (Hartanto et al., 2016). Therefore, in the Study Program to complete the learning process of reading. This is because almost all students have laptop and cellphone facilities to access the smartphones provided by the teacher. Equipped with pages, application pages that help to be downloaded and used as a reference, so that our process becomes pleasant and convincing. Moreover, most of the student's time is also used to play mobile phones (Anas & Mahayuddin, 2017). So that through the online text reading pattern Android can make it easier for students to improve reading. It also aims to make students accustomed to accessing various kinds of knowledge via the internet. In the digital era, various learning sources ranging from books to learning media can be accessed easily using internet facilities (Awni & Rekhawi, 2020).

Android is generally used for general learning as well as special learning such as language learning. Some of the language learning methods on Android are similar to conventional language learning methods (Cho et al., n.d.). This method will be studied more to make ideal learning in language learning, especially Arabic which relies on mobile applications. All of the above are reasons for creating Arabic language learning apps. Therefore, this research was conducted to design a good Arabic learning in a mobile application (Mohamed et al., 2010).

2. LITERATURE REVIEW

Arabic Language Learning

Arabic is a medium of communication in various worlds that has developed rapidly in social society and applies it in science (Anas & Mahayuddin, 2017). To facilitate learning using Arabic, other media are also needed to help carry out Arabic learning such as technology (Salloum et al., n.d.). In fact, the use of technology in the learning process provides opportunities and opportunities for teaching staff, in this case teachers, to be able to improve and develop their competences, especially language proficiency competencies. The use of android technology in learning problems in class is expected to be able to provide solutions in overcoming classroom learning caused by the less than optimal role of lecturers during this pandemic, in utilizing technology in the world of education. One of the things that can be used by the world of education, especially lecturers in Arabic learning activities, is the use of the Google Classroom, Padlet, and Youtube and Whatsapp applications. This application is a communication transfer for most of the lecturers in Kudus. This service is part of the service assistant in responding to student problems and challenges. Such as the limited time available in offline or online classes to discuss and review an assignment or material, especially learning Arabic (Qiu et al., 2016).

A research conducted by Abdul Barir Hakim shows that the use of e-learning systems (E-Learning Moodle, Google Classroom, and) padlet, Youtube and Whatsapp can generate

interest and motivation and connect Arabic learning communication. 2 Pradana also explained that classes that use Google Classroom Tools in the Project Based Learning padlet learning model, and Youtube and Whatsapp have a good average score.3 Furthermore, RahmatIswanto in his research explained that Arabic E-learning allows teaching materials to be delivered to participants Students using the internet, intranet or other computer network media(Sayed et al., 2019). Technology can improve the ability or competence of teachers in teaching Arabic, be able to take advantage of the allocated time for learning Arabic, and be able to create an Arabic language environment. In addition, research shows that technology can be viewed as a medium for learning Arabic, because it can be used as a learning facility that can help students to learn more easily and actively effectively(Linguistic & 2017, n.d.). This paper tries to review the learning outcomes of students and researchers as lecturers using android using google classroom, padlet, Youtube and Whatsapp.

Android

Android is an operating system for smartphones and tablets. The operating system can be illustrated as a 'bridge' between the device and its users, so that the user can interact with the device and run the applications available on the device(Zainal, 2007)(Dhuafa & 2020, n.d.). android is an operating system for linux-based mobile devices which includes an operating system, middleware, and applications. Android is an operating system for cell phones based on linux. Android provides an open platform for developers to create their own applications. Furthermore, Murtiwiwati& Glenn Lauren (Kim et al., 2012)android is an operating system for linux-based mobile devices which includes an operating system, middleware and applications. an operating system is a set of software routines that lie between application programs and hardware. All software runs under the control of the operating system, accesses hardware through the operating system, and follows the rules run by the operating system. a computer network can be defined as two or more computers that are connected using a communication system, through media or transmission or communication media so that they can share data, applications, and share hardware.

3. METHOD

Which is used is development research. Research and development is oriented towards the development of learning media products(Kadir, n.d.). The development of learning media that is developed uses procedural methods The method. is carried out by stages of development procedures, namely: (1) needs analysis in the form of collecting information related to development, competency standards, basic competencies, the books used; (2) learning design in the form of analysis and determination of competency standards; Develop and select subject matter, make product designs; (3) production / development of media in the form of collecting, inserting and combining materials such as materials, images, animation, photos, audio, and others that are in accordance with the material to be used as well as testing to ensure whether multimedia production is in accordance with the planned design(Moleong, Lexy, n.d.); And evaluation in the form of product testing which includes 2 stages, namely the first stage is carried out to experts (media experts design experts and materials experts), and the second stage is carried out through one-on-one trials, small groups and field trials / large groups(Muhadjir, n.d.)

4. RESULT AND DISCUSSION

Figure 1

Arabic Learning Strategy using google classroom, Padlet, and Youtube and Whatsapp

A. Lecture Materials

Online-based learning, especially google classroom, Padlet, and IAIN Kudus virtual e learning,

NO	Hari	jam	Kode MK	Matakuliah	Prodi	Kelas	SKS	Ruang	JML MHS
1	Senin	4	3102202	Ilmu Arudh	PBA	C6BAR	3	T6	37
2	Selasa	2	3102121	Ilmu M'ani	PBA	B4BAR	2	V19	39
3	Rabu	3	3102143	Praktik Micro teaching	PBA	C6BAR	2	V5	38
4	Kamis	4	3102117	Ilmu Shorof	PBA	B2BAR	2	T4	33
5	Kamis	4	3102144	Penulisan Karya tulis Ilmiah	PBA	A6BAR	2	T7	36
6	Jum'at	1	310224	Fiqh Lughoh	PBA	A8BAR	2	A8	13

In learning certain skills in the teaching of Arabic language education is considered more effective because all the goals presented by the google forum can be enjoyed to the maximum by all users of the forum(..., 2009). Although students enjoy learning Arabic based on google classroom, Padlet and but Youtube not all students will understand the material that has been uploaded in this application. Because there are some material that must be explained face to face to facilitate the pronunciation of mufradât not only discussed visually focused on the text alone(Nashat et al., 2014).

There are some constraints faced in learning Arabic based on google classroom, Padlet, and youtube, namely inadequate computer devices and less maximal internet connection, so as to reduce the accuracy of student and lecturer performance(Sahrir & Yusri, 2012).Proper technology will increase the value of certain products in stabilizing the process and learning of students as well as in the learning system based on google classroom, padlet, edmodo, youtube this application frees teachers to provide learning materials that will be distributed to their students.With support, google classroom, padlets, and youtube can give teachers who use this application an access to content management system that allows teachers to post the latest updates on materials as well as tasks and jobs to their students(Short et al., 2014).

Regarding the learning of Arabic language learning courses that use the google classroom application, there are learning materials applied in it that make the students in the classroom happy because of the effectiveness provided by this application.

Learning begins with the lecturer explaining the semester lecture plan to the students. After students understand the things that will be the reference for learning Arabic for one semester, the lecturer divides his students into several groups of three to four students. Each group will make their paper individually.At each meeting each week, the group that has made the paper and is scheduled for presentation will present to the class about the paper that has been made. Usually, the speaker will recite some Arabic conversation and the other students repeat the conversation(Shiddiq, 2020).

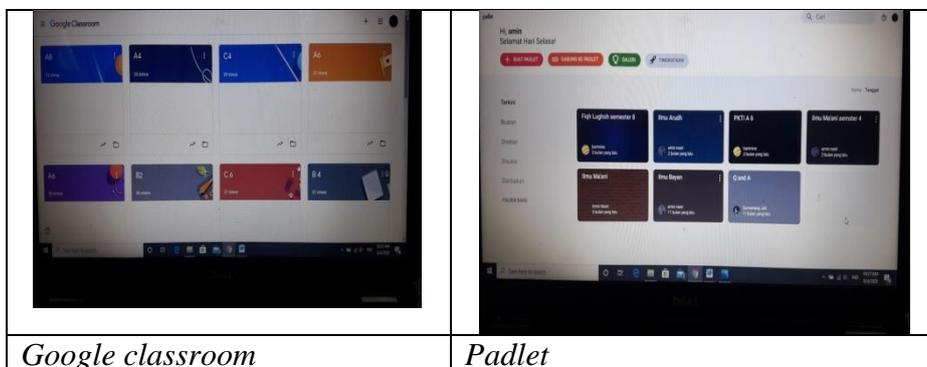
In addition to the speakers who will read the Arabic conversation, they also explain a little about fashohah and balaghoh For example like what are the characteristics of kalam fashih and kalam baligh after enough, the lecturer will take over the class and will explain to his students about the material already presented by the group Who have presented the material before(Mosa et al., 2012).After the students feel that they already know about the material that has been explained by the lecturer, the lecturer will randomly call two to three students to move forward and answer questions about the material that has been explained(Wekke, 2015).

Arabic language lectures use material sourced from reference balaghoh wadhihah, jawahiru balaghoh Arabic language style lectures as a university subject aims to enable students to master the Arabic language style contained in simple Arabic conversation and know the sylistika. Ma'ani science materials used in lectures include the following themes: Understanding fashahah and balaghah as well as its division and conditions. Kalam khabar of all kinds and its benefits. Kalam Insya 'its various and its benefits. Musnad ilaih all kinds and their benefits. Musnad of its kind and its benefits, Ithlaq and taqyid of its kind and its benefits. Muta'alliqat al-fi'l its various and its benefits. Qashar its various and its benefits.Washal and fashal and its places. Ijaz, ithnab and musawah, its various and its benefits. Understanding the pen does not fit the ending

B. Lecture Method

The method used in Arabic Ma'ani science lectures is carried out through a discussion led by a presentation group that has been divided at the beginning of the lecture contract. The presentation group was formed by considering the differences in the educational background of each student(education & 2012, n.d.), so that in each group anomalies could be found in mastering and explaining. The learning model developed in lectures is also carried out in the form of a peer learning / peer teaching model (learning with peer tutors. Meanwhile, the lecturer has the task of being a facilitator if the discussion process finds obstacles)(Abdullah et al., n.d.).

Each group assignment to be presented must be uploaded via the google classroom application, Padlet, or YouTube no later than D-2 group presentations. This is so that other students can read the presentation papers first so that the discussion day will feel active and lively. In addition, the Middle Semester Examination is carried out in the form of a group assignment which must be uploaded also via the google classroom application, padlet, or youtube by using the upload deadline. This can train student discipline in doing college assignments.



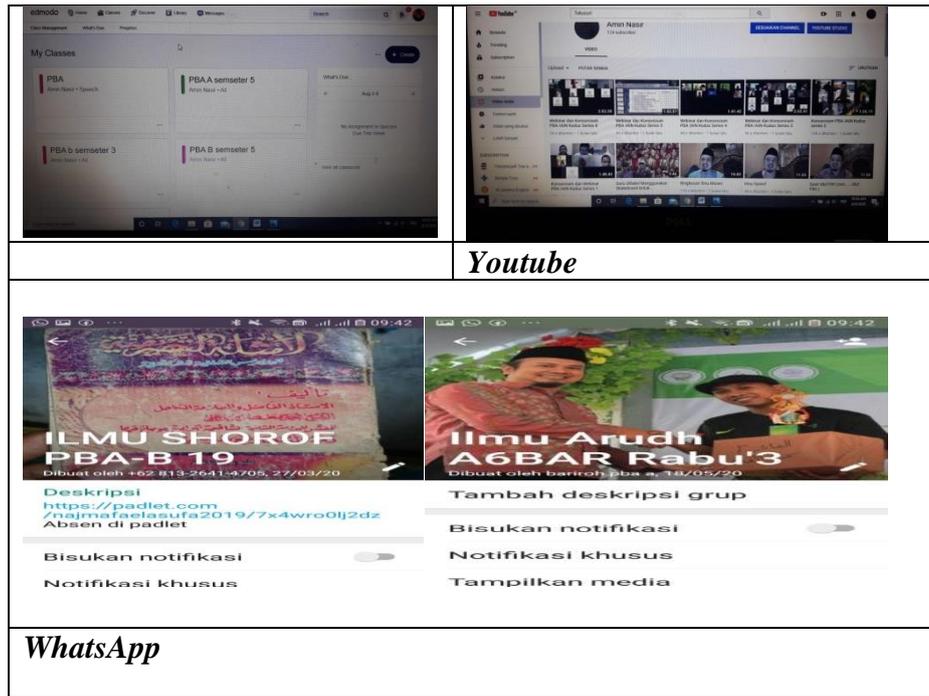


Figure 3. Class List on Google Classroom, Padlet, and Youtube, and Whatsapp

Student formative values are obtained from student attendance and performance in discussion activities. In addition, the results of presentation papers in doc and ppt form are also taken into consideration to provide formative value. Attendance value(Nasir, Amin; Huda, 2019) Calculated using the Android application combined with the Google Classroom Padlet application, and YouTube and Whatsapp. Meanwhile, the value of the Semester Final Examination is obtained through the final examination in the form



Figure 4. Assignments page on Google Classroo, Padlet, Youtube and Whatsapp Method is a way, which is a tool to achieve a goal. The better the method, the more effective it will be to achieve goals. To determine in advance whether a method can be called good, a benchmark is needed that comes from several factors. The main determining factor is the goals to be achieved. By having a general understanding of the nature of the various methods,

it will be easier for a lecturer or a teacher to determine which method is most suitable for specific teaching situations and conditions.

The use of computers as learning media in Google Classroom, padlet, youtube and whatsapp generally follows the instructional process as follows:

1. Plan, organize, and organize and schedule teaching

In this application, various learning plans have been planned to achieve a learning objective of Arabic language education in the form of an effective and efficient Semester crediting plan. As well as regulating how the lesson planning takes place. Arranging planning in google classroom, Padlet, Youtube, and Whatsapp here, for example, at the beginning of the lecture contract it was agreed that the continuity of learning according to the curriculum agreed between the lecturer and the students(Jacobs, 2010). Uploading the material is carried out in stages and in order according to the material available in the RPS. This means describing that this application is organized. Google classroom, Padlet, youtube, and Whatsapp also deals with organizing and scheduling(Berger, 2006). For example, it has been explained above that the uploading of material by the presenters in this case, namely students, is not an individual task that must be done individually but in groups and is uploaded on a scheduled basis, meaning that here it is seen that google classroom can organize and schedule Arabic language teaching(Submission & 2009, n.d.).

2. *Evaluating students (test)*

Google classroom, padlet, youtube and whatsapp can evaluate students from various tests. For example, students will take the exam through this application, the meaning is that the exam text has been provided by the lecturer in google classroom, padlet, youtube and Whatsapp, the student does it and then uploads it on their respective pages, the test that is listed in this application. Uploaded test answers are usually listed on the exam page, and must not exceed the deadline for uploading test answers.(Baroni et al., 2019)

3. *Collecting data about students*

In google classroom, padlet, youtube and whatsapp there are student data to facilitate the assessment of the teacher. These data include complete biodata of students, test scores, student activeness in discussions through this application(2020 & الكلية, n.d.). If the data is not included in google classroom, padlet, youtube and whatsapp, the lecturer will find it difficult to assess the character and activeness of students. For YouTube, they created a class channel on youtube and for Whatsapp we created class groups as well as the number of each class(Baroni et al., 2019)

4. *Perform statistical analysis of learning data*

Statistical analysis in google classroom, padlet, yaoutube and Whatsapp. Statistical analysis aims not much different from the purpose of collecting student data through this application. Namely, it aims to make an assessment of students. How active is in the discussion forum on google classroom padlet, youtube and whatsapp. Is the student always active or only active at the beginning of the discussion? Therefore, it must be statistically analyzed. Is the student's activity more developing, or is his activity level decreasing.(Tennessee Department of Education., n.d.)

5. *Make notes on the progress of learning groups or individuals*

Notes on the development of group or individual learning in this application are also important, namely the development of individuals, especially in groups. Here it will be seen how the solving of course material is carried out in groups, whether individuals can discuss with the group or that individual cannot discuss properly with the group(McGrath et al., 2000).

What has been applied in learning so far is using the method of discussion forums and sending documents on Google Classroom, padlets, youtube and whatsapp. So, each class is divided into groups of 3 to 4 people (Arrow et al., 2000). Each group makes a paper with their respective material that has been determined by the lecturer. There is a time limit for submitting presentation assignments on Google Classroom, padlet, youtube and whatsapp. Given by the lecturer, namely H-2 before the presentation and this method is in accordance with the learning technology based on Google Classroom, Padlet, YouTube and Whatsapp.

<https://padlet.com/najmafaelasufa2019/7a6w7hemr8td>,

<https://www.youtube.com/watch?v=rMggPN6HPJg>,

<https://classroom.google.com/c/NDIzODk4MTgyODha>

The advantages of Google Classroom, padlet, youtube, and Whatsapp in Arabic Language Learning Subject

A. Quick setup process

The process of resetting google classroom, padlet, youtube and whatsapp is very fast and convenient compared to if we have to install other learning system support applications, or if we have to register with the learning system support provider. By using this application, lecturers only need to access the application and can start to share assignments and teaching materials. Google Classroom, padlet, youtube and whatsapp are familiar to students and are very easy to follow

B. Save space and time

Assignments from lecturers that have been accepted by students can be immediately done anytime and anywhere provided they do not exceed the expiration time. In addition, the application of this application also makes it easier for lecturers to give grades directly and leave messages related to student assignments that are private. So that the lecturers and students concerned know without having to meet and meet face to face. We know that both lecturers and students have their own busyness, with this application it can represent direct meetings or contacts which are basically the same when delivered orally or delivered via Google Classroom, padlet, YouTube and WhatsApp. With this, we are able to minimize the possibility of wasting time wasted. - Anywhere and anytime you can watch it open by checking and following up on what students are doing.

C. Improve student discipline

From the benefits above, this fourth benefit was born. With a certain time limit as a sign of the end of submission of assignments, students will be required to appreciate the time even though it is only one second. Being late in collecting assignments for just one second, this application will provide information that the submitted assignments have passed the time limit given watch time and the days are clearly and highly proven and can be seen by all students.

Lecturers can also see how disciplined their students are, because when the time limit is given, it is impossible for the lecturer or Google Classroom, padlet, YouTube and WhatsApp itself to be regulated and announced transparently and can be accepted and reasonable.

D. Improve class collaboration and communication

When using this application, it is possible to collaborate online. Lecturers can send notifications to students to start a simple discussion online or notify students about certain online learning activities. Students have the opportunity to get feedback by posting directly to

the discussion stream of this app. Thus, if they need help when they find it difficult to understand a given assignment or want to learn more about a material or subject, they can get input as well as discuss on the google classroom padlet, youtube and whatsapp. So that communication will continue even though they do not meet each other.

E. Centralized data storage

With google classroom, padlet, youtube and whatsapp all data, both documents and assignments, are stored in one central location. Students can save all their assignments in a specific folder and lecturers can save teaching materials and grade data can be seen in the application. These documents are not scattered and scattered, students and lecturers do not need to worry about assignment or assessment documents that will be lost, because everything is stored in Google Classroom, YouTube Padlet and WhatsApp on WhatsApp itself, there is a possibility that it will be deleted if the memory is full.

F. Affordable, safe and Stay organized

Affordable, because students and lecturers can have this application for free at no charge. Safe, because no one can access the account of this application other than the owner, unless the account password has been known by someone else. It is convenient, all students registered in google classroom, padlet, youtube and whatsapp can communicate with lecturers privately without feeling embarrassed by other members. Because not a few students still feel awkward when speaking in front of many people.

Lack of Google Classroom, padlet, youtube and whatsapp in Arabic Learning Makul

1. wi-fi network on campus and at home

Actually, IAIN Kudus itself has a lot of internet or wi-fi networks available for the academic community. It's just that there are only a few wi-fi networks that can be accessed free of charge by students. The wi-fi network in question is a wi-fi network with a very slow speed and does not reach all corners of the campus and at home, it is also constrained by where they live and weather constraints and many complain about the cost of quotas. In addition, there is also a wi-fi network available at the Tarbiyah Faculty which is still constrained by inadequate access, but the network does not cover all buildings in the Tarbiyah Faculty. Only certain places that reach this one wi-fi network. For example, this network is only chap and teacher where the area is less comfortable for female students to access because there are so many students hanging out in that place. Slow or poor wi-fi network connections like this really don't support implementing the google classroom, padlet, youtube, and whatsapp applications because a bad connection will slow down and complicate teaching and learning activities. An example of such a case is when we are going to download an assignment attachment given by the lecturer, we have to wait a long time and try to refresh this application repeatedly to get the attachment for the assignment. The first shortcoming is due to internet network problems around the campus, so it is not an absolute drawback that the google classroom application site, padlet, youtube and whatsapp have.

1. Require students to have sophisticated devices

In using this application, the students involved must have a sophisticated cellphone, laptop, or tablet device to support using this application. If there are students who do not have a supporting device, they are forced to go to an internet cafe to access this application. As a lecturer who will practice the google classroom, padlet, youtube and whatsapp applications in lectures, it is better to consider more thoroughly in applying teaching methods with this application. Because maybe not all students being taught do not have a supporting device for this application.

5. CONCLUSION

From the previous description, it can be concluded that learning Arabic through google classroom, padlet, youtube and whatsapp makes it easy for students and lecturers in the lecture process because there is a direct and clear communication link, especially communication regarding the assignments and material presented. This modern learning application is also very supportive and opens new insights, especially for ourselves and motivates students to do and collect assignments on time. The google classroom, padlet, youtube and whatsapp applications make learning fun so that students feel comfortable learning something so that learning is no longer a burden and students dare to continue to explore and experiment with the knowledge they learn. In addition to the e-learning method in learning based on google classroom, padlet, youtube and whatsapp which has provided convenience and smoothness in the teaching and learning process for teachers and students, the google classroom application, padlet, youtube and whatsapp can also increase the intensity of interactive communication with Students outside official study hours. This method also gives flexibility to lecturers in giving

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