Hasrian S2 Effektiveness of Online Learning

by Hasrian S2 Effektiveness Of Online Learning

Submission date: 1-Aug-2021 03:29PM (UTC+0700)
Submission ID: 1884899929
File name: ct_at_Al-Ulum_Islamic_Junior_High_School_Integrated_of_Medan.pdf (513.67K)
Word count: 6321
Character count: 35791

Arabiyatuna
Jurnal Bahasa Arab

Vol. 6. No. 1, Mei 2022, 47-62
P-ISSN: 2580-5045, E-ISSN: 2580-5053
DOI: http:dx.doi.org/ 10.29240/jba.v6i1.3503

The Effectiveness of Online Learning System in the Arabic Subject at Al-Ulum Islamic Junior High School Integrated of Medan

Hasrian Rudi Setiawan[1], Mahyudin Ritonga[2]
Universitas Muhammadiyah Sumatera Utara[1], Universitas Muhammadiyah Sumatera Barat[2]
hasrianrudi@umsu.ac.id[1], mahyudinritonga@gmail.com[2]

Abstract

The purpose of this study was to find out whether the bold learning system was effective in Arabic subjects at Al-Ulum Islamic Junior High School Integrated of Medan. In addition, this research also aimed to evaluate the quality of the online learning system that had been carried out. The method used in this research was a descriptive quantitative method with a survey technique. This research used a sample of 290 students. In this research, the data were taken using the Likert Scale survey method. Data analysis was carried out by calculating the percentages of data on each indicator of online learning activities. The results of the research showed that the effectiveness of online learning in the Arabic subject at Al-Ulum Islamic Junior High School Integrated of Medan reached 72 %, or that was in a good category. This illustrated that the online learning system for Arabic subjects was implemented at Al-Ulum Islamic Junior High School Integrated of Medan running effectively. However, teachers and school administrators needed to evaluate and then made gradual improvements so that the effectiveness of online learning, especially in the Arabic subject, could be further improved.

Keywords: Effectiveness; Arabic; online learning

Abstrak

Tujuan dari kajian penelitian ini adalah untuk mengetahui apakah sistem pembelajaran daring efektif pada mata pelajaran bahasa Arab di SMP Islam Al-Ulum Terpadu Medan. Selain itu, kajian dari penelitian ini juga bertujuan untuk melakukan evaluasi terhadap kualitas sistem pembelajaran daring yang telah dilakukan. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan teknik survei.

Available online: http://journal.iaincurup.ac.id/index.php/arabiyatuna

Penelitian ini mempergunakan sampel, yang berjumlah 290 peserta didik. Pada penelitian ini data diambil menggunakan metode survei dengan skala Likert. Analisis data dalam penelitian ini, yaitu dengan melakukan perhitungan terhadap presentasi data pada setiap indikator kegiatan pembelajaran online. Hasil dari kajian penelitian menunjukkan bahwa efektivitas pembelajaran dengan sistem daring pada mata pelajaran bahasa Arab di SMP Islam Al-Ulum Terpadu Medan, mencapai 72% atau masuk dalam kategori baik. Hal tersebut menggambarkan bahwa sistem pembelajaran daring (online) pada mata pelajaran bahasa Arab pelaksanaannya di SMP Islam Al-Ulum Terpadu Medan berjalan dengan efektif. Namun demikian, guru dan pengelola sekolah perlu melakukan evaluasi dan kemudian melakukan perbaikan secara bertahap agar efektivitas pembelajaran dengan sistem daring (online) khususnya pada mata pelajaran bahasa Arab dapat lebih ditingkatkan lagi.

Kata Kunci: Efektivitas; bahasa Arab; pembelajaran daring

Introduction

Education is something that must be managed properly so that it can produce high-quality human resources (HR). The education sector, especially in Indonesia, has been faced with a problem, including the unequal distribution of people who get a proper education. Currently, the education sector faces resistance to carrying out teaching and learning activities as a result of the COVID-19 pandemic. The COVID-19 pandemic has had a major effect on all sectors, especially the education sector in the world. The current positive case of COVID-19 in Indonesia is still relatively high, even Indonesia is included in a national emergency situation[1]. Therefore, to anticipate the infection of COVID-19, the Indonesian government appeals to all people to always maintain physical and social distance, wash hands frequently and wear masks[2]. Even for the education sector, the government has specifically issued Circular Letter Number 4 of 2020 (Surat Edaran Nomor 4 Tahun 2020) regarding the implementation of learning from home[3]. Thus, it is clear that the COVID-19 pandemic has resulted in many changes and reforms to policies in all sectors, including the education

---

[1] Adhika Alvianto, "Efektivitas Pembelajaran Daring Pada Mata Kuliah Pendidikan Agama Islam Dalam Situasi Pandemi COVID-19," *Ta'dibuna: Jurnal Pendidikan Agama Islam* 3, no. 1 (2020): 14.

[2] Ayusi Perdana Putri, "Strategi Pembelajaran Melalui Daring Dan Luring Selama Pandemi COVID-19 Di SD Negeri Sugihan 03 Bendosari," *Prima Magistra: Jurnal Ilmiah Pendidikan* 2, no. 1 (2021): 2.

[3] Novi Rosita Rahmawati, "Analisis Pembelajaran Daring Saat Pandemi Di Madrasah Ibtidaiyah," *SITTAH: Journal Of Primary Education* 1, no. 2 (2020): 141.

sector where there is a change from a face-to-face learning system to an online learning system, which used to be learning in classrooms to learning at home.

The online learning system is a technology-based learning model that uses the internet network as a facility for carrying out learning interactions[4]. It is not something new, but its implementation must still be carried out gradually. According to Setiawan, online learning is a transformation process from conventional learning systems to digital learning systems, so it has its own opportunities and challenges[5]. Therefore, the problems in its implementation must be immediately resolved, so that learning activities can be carried out effectively.

The effectiveness of a program, especially a learning program, is not only reflected in the learning achievements of students but also must be viewed from the processes and supporting facilities[6]. Such as how effective the use of approaches, methods, or learning strategies is, which is a measure related to the level of success of the learning process. In practice, online learning requires media and supporting applications, such as WhatsApp Group, Zoom Meeting, Google Forms, Google Classroom, and other applications[7]. Besides having benefits, the application of online teaching and learning activities has also begun to be complained about by educational institutions, teachers, students, and parents, so it is advisable to balance online and offline learning[8].

During this COVID-19 pandemic, the time for learning activities is reduced (shortened). This situation makes teachers more focused on completing learning materials according to the basic competencies in the curriculum[9]. Teachers are less able to manage learning processes so they seem to only deliver the learning materials and do not review the mastery of student competencies. Based on the results of Hasibuan and Priatna's research, the limitations that must be faced by teachers in carrying out online learning activities include: 1) Teachers do not have the same digital literacy skills, which means that there are teachers who are relatively more able to adapt, but some are not able to adapt, so they have difficulty in carrying out the online learning; 2) The availability of the internet and the quality of the connection (network) are still limited, so it

---

[4] Riska Syahfitri et al., "Implementasi E-Learning Pada Mata Pelajaran PAI Dimasa Pandemi COVID-19," *Al-Ulum: Jurnal Pendidikan Islam* 1, no. 1 (2020): 46.

[5] Hasrian Rudi Setiawan, *Media Dan Sumber Belajar* (Yogyakarta: Bildung, 2018).

[6] Oemar Hamalik, *Perencanaan Pengajaran Berdasarkan Sist* Jakarta: Bumi Aksara, 2002).

[7] Rizka Harfiani, Mavianti, and Hasrian Rudi Setiawa, "Model Manajemen Pembelajaran Pada Masa Pandemi," in *Seminar Nasional Teknologi Edukasi Sosial Dan Humaniora* (Medan: Cered, 2021), 488.

[8] Najamuddin Petta Solong, "Manajemen Pembelajaran Luring Dan Daring Dalam Pencapaian Kompetensi," *TADBIR : Jurnal Manajemen Pendi Islam* 9, no. 1 (2021): 23.

[9] Ian Hidayat, "Pengorganisasian Pembelajaran Pendidikan Agama Islam Dalam Memotivasi Belajar Peserta Didik Di SMP Negeri 5 Sigi," *AL-TAWJIH, Jurnal Pendidikan Islam* 1, no. 1 (2020): 125.

becomes a problem; 3) Not all teachers and students have minimal tools that can be used in online learning so that it becomes difficult to implement[10]. Rosalin, based on the results of her research on students from 29 provinces, that: 1) There is 58 percent of students who feel uncomfortable during online learning; 2) There is 38 percent of students who think that the schools do not have a good program in implementing online learning activities[11].

While Ritonga et al. in their research resulted in online learning of Arabic faced with a serious problem, the problem arises especially when teaching Arabic learning materials on theoretical aspects, such as grammar and reading Arabic[12]. The conclusion was based on the results of their research on the perception of students and lecturers regarding the quality of learning Arabic as a foreign language during COVID-19. On the other hand, Sratika et al. also emphasized that learners experience problems in online learning, especially in Indonesia which has not yet had adequate internet access[13].

Some of the research and thought results described above have provided valuable information for educators and observers of education. But a number of studies described above have not revealed the effectiveness of online Arabic language presentation for junior high school level, this is important to be studied considering the difference in level and level of education has an impact on the level of effectiveness of learning carried out. Therefore, this aspect will be a research work that gives rise to the novelty that differences in education levels require the selection of the right media and online learning platforms. In addition, the learning material provided by the teacher is an important concern in the selection of learning media.

In accordance with the aspects of this research, Al-Ulum Islamic Junior High School Integrated of Medan is a favorite school in the city of Medan, which has implemented online and offline learning activities. Before the COVID-19 pandemic, most of the learning activities were carried out offline (face-to-face), and online learning activities were only additional, as reinforcement, to make it easier for students to get learning information. However, during the COVID-19 pandemic, for about a year (since 2020),

---

[10] Acep Roni Hamdani and Asep Priatna, "Efektivitas Implementasi Pembelajaran Daring (Full Online) Dimasa Pandemi COVID-19 Pada Jenjang Sekolah Dasar Di Kabupaten Subang," *Jurnal Ilmiah PGSD SKTKIP Subang* 6, no. 1 (2020): 4.

[11] Rosalin, *Dampak COVID 19 Terhadap Anak* (Jakarta: Kementrian PPPA, 2020). 56.

[12] Mahyudin Ritonga and others, 'Arabic as Foreign Language Learning in Pandemic COVID-19 as Perceived by Students and Teachers', *Linguistics and Culture Review*, 5.1 (2021), 75–92 <https://doi.org/10.37028/lingcure.v5n1.726>.

[13] Fitria Sartika and others, *Online Learning in the Low Internet Area, Planning, Strategies and Problems Faced by Students During the COVID-19 Period*, ed. by Diego Oliva, Said Ali Hassan, and Ali Mohamed, Artificial (Giza: Springer, 2021) <https://doi.org/https://doi.org/10.1007/978-3-030-69744-0>.

learning activities are carried out fully online. Therefore, the researcher is interested to know the effectiveness of online learning, especially in the Arabic subject, at Al-Ulum Islamic Junior High School Integrated of Medan. In general, this research aims to determine the effectiveness of online learning in the Arabic subject at Al-Ulum Islamic Junior High School Integrated of Medan and the obstacles to its implementation.

This research used quantitative methods with survey techniques to find out the effectiveness of online learning system in the Arabic subject at Al-Ulum Islamic Junior High School Integrated of Medan. The research subjects were students at Al-Ulum Islamic Junior High School Integrated of Medan. The research sample amounted to 290 students, which were taken using a simple random sampling technique because the members of the population were relatively homogeneous, namely 8th-grade students who carried out a full online learning system in Arabic subject.

This research used a measurement scale with a Likert Scale Model, which Sugiono said that this model can be used to measure attitudes, opinions, and perceptions of a person or group of people on a social phenomenon[14]. The instrument used in this study was a questionnaire. The Likert scale interpretation criteria in this research can be seen in Table 1.

Table 1.
Likert Scale Interpretation Criteria

Interpretation Criteria	Percentage Score
Very Not Good	0% -19%
Not Good	20%-39%
Good Enough	40%-59%
Good	60%-79%
Very Good	80%-100%

Based on the calculation of the data above, it is then used as the basis for analyzing and concluding the effectiveness of the online learning system on the Arabic subject at the Al-Ulum Islamic Junior High School Integrated of Medan.

Result and Discussion

Online learning activities, especially in the Arabic subject, use information technology. Therefore, the effectiveness of online learning in the Arabic subject is highly dependent on the ability of teachers and students to use information technology. Therefore, in these online learning activities, an

[14] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitiatif, Kualitatif, Dan R&D)* (Bandung: Alfabeta, 2010). 93.

application that is easy to use by students and teachers is needed. Online learning activities in the Arabic subject at Al-Ulum Islamic Junior High School Integrated of Medan used the Google Classroom application. This application was chosen because it was considered easy to use and free. The results of this research discussed the effectiveness of the online learning system in the Arabic subject at Al-Ulum Islamic Junior High School Integrated of Medan. The survey results from 290 students obtained data as shown in Table 2.1.

Table 2
Survey Results on the Effectiveness of Online Learning Systems in Arabic Subject

No	Indicator	Percentage Score	Interpretation Criteria
1	Ease of use of applications that is used in online learning activities in Arabic subject.	72%	Good
2	Learning materials of Arabic subject that is delivered by teachers in online learning system can be clearly accepted.	75%	Good
3	During the online learning activities of Arabic subject, students are given the opportunities to ask questions and express opinions.	72%	Good
4	The learning materials of Arabic subject that are made by teachers for online learning activities is interesting.	80%	Very Good
5	Use of video conferencing and chat features during online learning activities.	71%	Good
6	Learning materials and assignments can be accessed easily.	66%	Good
7	Internet connection/network at home supports online learning activities.	68%	Good
8	Network stability (internet connection) when participating in online learning activities.	64%	Good
9	Online learning activities of Arabic subject are carried out on time.	75%	Good
10	Easy to evaluate learning.	81%	Very Good
Total		722%	
Average		72%	Good

Based on the table of survey results, in general, online learning activities on the Arabic subject were effective at Al-Ulum Islamic Junior High School Integrated of Medan. In terms of ease of use of online learning information

system applications (Google Classroom), the survey result was 72% which was included in the "Good" category. It shows that an easy-to-use application is one of the supporting elements in carrying out online learning activities. Because of the easy-to-use application, the interactions among teachers and students would be easy in carrying out teaching and learning activities so that it could increase the effectiveness of online learning activities, especially in the Arabic subject.

Based on the survey result, Arabic subject that was delivered by teachers with online learning systems could be clearly accepted by students, with a percentage of 75% was included in the "Good" category. Although the learning activities were not carried out face-to-face (virtually), learning information must still be informed as well as possible. If students could receive the learning information well, an online learning system that was carried out in learning the Arabic subject at Al-Ulum Islamic Junior High School Integrated of Medan could be carried out effectively.

Better learning interactions will increase the effectiveness of learning, as well as online learning. To increase students' interactions in online learning, it could be done by providing opportunities for students to respond to questions from teachers and other students. The percentage of survey results about students who could express their opinions and ask virtual questions indicator was 72%, which was included in the "Good" category. It means that good learning was not one-way learning, but two-way learning, even though learning activities were carried out online. Students were required to be active as well as when learning was carried out in class (on-site). Of course, it would increase the effectiveness of online learning activities in the Arabic subject.

This statement is in line with expert opinions and research results that confirm that quality and effective learning indicators are evidenced by the extent of information or learning to learners[15]. Pham and his friends explained that e-learning can be improved through three aspects and all three must be in line with each other, while the three aspects in question are instruction, learning materials, and administrative services[16]. Similarly, in MTs Al-Ulum Tepadu that to realize the effectiveness of online learning, especially in Arabic, the system was first improved.

To increase interactions in the online learning system, teachers prepared and arranged learning materials for the Arabic subject as attractive as possible. The survey results found that the learning materials for the Arabic subject that

---

[15] OECD, *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*, *OECD Publishing* (OECD Publishing, 2012) <https://doi.org/http://dx.doi.org/10.1787/9789264130852-en>.

[16] Long Pham and others, 'Does E-Learning Service Quality Influence e-Learning Student Satisfaction and Loyalty? Evidence from Vietnam', *International Journal of Educational Technology in Higher Education*, 16.1 (2019) <https://doi.org/10.1186/s41239-019-0136-3>.

were made by teachers for the online learning system were interesting, with a percentage of 80% was included in the "Very Good" category. It means that the teacher had prepared the learning materials that would be taught to students as attractive as possible. To the interesting learning materials and responses from students on the learning material, online learning activities were considered effective.

Increasing interactions in learning activities of the Arabic subject in online learning system at Al-Ulum Islamic Junior High School Integrated of Medan was carried out by teachers by using various features in online learning applications (Google Classroom). The survey results in using video conferencing and chat features in Arabic subject during online learning activities indicator was 71%, which was included in the "Good" category. It means that the use of features in the Google Classroom application, such as the video conferencing feature, would create an excellent virtual face-to-face learning feel. It would also provide feedback in learning activities among teachers and students so that online learning would be more interesting and learning materials could be delivered clearly to students.

Then, to increase interactions in online learning activities, learning materials and assignments that were presented to students must be accessed easily. Because, if learning materials and assignments were difficult to access by students, there would be a lack of interaction in learning activities. The survey results for ease of access to learning materials and assignments in online learning activities indicator was 66%, which was included in the "Good" category. It means that learning materials and assignments that were given by teachers in online learning activities of Arabic subject at Al-Ulum Islamic Junior High School Integrated of Medan could be accessed easily by students.

Some of the statements described above align with the findings of previous researchers who revealed that the learning platform that teachers are prepared to use in learning will result in better learning processes and quality[17]-[18]. Learning during COVID-19 by utilizing various platforms is faced with various problems, but the problems that arise can be minimized when educators have the ability to use existing platforms in accordance with their use[19]. Harianto et al

---

[17] I. Ketut Sudarsana and others, 'The Use Google Classroom in the Learning Process', *Journal of Physics: Conference Series*, 1175.1 (2019) <https://doi.org/10.1088/1742-6596/1175/1/012165>.

[18] Jesús Valverde-Berrocoso and others, 'The Educational Integration of Digital Technologies PreCOVID-19: Lessons for Teacher Education', *PLoS ONE*, 16.8 August (2021), 1–22 <https://doi.org/10.1371/journal.pone.0256283>.

[19] T. Muthuprasad and others, 'Students' Perception and Preference for Online Education in India during COVID -19 Pandemic', *Social Sciences & Humanities Open*, 3.1 (2021), 100101 <https://doi.org/10.1016/j.ssaho.2020.100101>.

revealed that the reality in Indonesia is that there are still many teachers who are not skilled in utilizing technology-based learning media[20].

Online learning activities would not work properly if the internet connection (network) did not support it. Therefore, one of the components that must be existed in online learning activities was a good internet connection (network). And based on the survey results, the internet connection (network) that was used by students could support online learning, with a percentage of 68% was included in the "Good" category. It means that the availability of internet connection (network) that was used by students, both in the form of General Packet Radio Service (GPRS) and Wireless Fidelity (WiFi) networks supported online learning well.

In the online learning system, besides an internet connection (network) that must be available, the stability of the internet network was also very important so as not to hinder learning activities and learning materials could be delivered properly to students. Based on the survey results, network stability (internet connection) when participating in online learning activities, with a percentage of 64% was included in the "Good" category. It means that although the quality of the internet connection (network) in each area where students live was different, in general students could access the Google Classroom application, which was an application used in online learning activities. Thus, the stability of the internet network was very important in online learning activities, because if the internet network was disrupted, the learning material that was delivered by the teacher would also be disrupted. And based on the survey results, internet connection during online learning activities was in a stable condition.

Although it could be done anywhere and anytime, online learning activities, especially in the Arabic subject, were carried out in a well-scheduled at Al-Ulum Islamic Junior High School Integrated of Medan. The application that was used in the online learning system, namely Google Classroom, also had a feature that could schedule learning activities to be carried out. Based on the survey results, the implementation of online learning in the Arabic subject was carried out on time at Al-Ulum Islamic Junior High School Integrated of Medan, with a percentage of 75% was included in the "Good" category. It means that the implementation of online learning in the Arabic subject had been carried out according to the schedule that was made by the school. Of course, it was supported by the availability of time and a clear learning schedule to minimize the time delay in learning activities, from the start to the end of

---

[20] Harianto, Mahyudin Ritonga, and Riki Saputra, 'How Is the Ability of Islamic Religious Education Teachers in Designing and Using ICT Media ?', in *Proceedings of the 1st International Conference Education, Humanities, Health and Agriculture, ICEHHA 2021* (Ruteng Flores: EAI, 2021) <https://doi.org/10.4108/eai.3-6-2021.2310749>.

learning activities. In addition, firmness and wisdom from the teacher were also needed if they found that there were students who were often late for online learning activities.

During the COVID-19 pandemic, in addition to carrying out online learning activities, Al-Ulum Islamic Junior High School Integrated of Medan also carried out online learning evaluation activities. The aim of it was to measure the level of success of students after carrying out learning activities. The online learning evaluation system that was made by the school should be made as simple as possible so that it could be accessed easily by students and teachers as evaluators. As the online learning system that was carried out using the google classroom application, learning evaluation activities were also carried out using the google classroom application assisted by google forms. Based on the survey results, the implementation of learning evaluation activities was very easy for students by using google classroom assisted by google forms, with a percentage of 81% was already included in the "Very Good" category. It means that the implementation of online learning evaluations was easy for students, and even they could find out the results of the learning evaluation activities quickly. In addition, by using Google Classroom assisted by Google Form, students could find out which questions that were they answered correctly and incorrectly.

Based on all indicators of survey results that were examined on online learning activities for the Arabic subject, it was found that learning activities carried out at Al-Ulum Islamic Junior High School Integrated of Medan in the online system, especially in the Arabic subject, were carried out effectively with an average percentage of 72% and was included in the "Good" category.

Based on the research, it was found that, in the online learning system of the Arabic subject, there were several indicators that must be improved, including 1) Regarding the ease of accessing learning materials and assignments, which was only 66%. Even though it was in the good category, if it was not evaluated by teachers or school leaders, it would reduce the effectiveness of online learning in Arabic subject; 2) Regarding the quality of the internet connection (network) that was used by students in online learning, which was only 68%. Although it was also included in the good category. However, it was still not optimal because, a good internet connection (network) was the main component in carrying out online learning activities. If the internet connection (network) was bad, of course, the learning activities would be ineffective; 3) Regarding the stability of the internet network (connection) when participating in online learning activities, which was only 64%. Even though it was in the good category, it must be immediately repaired or improved on the stability of the internet network (connection) that was used in online learning activities.

Thus, all the weaknesses or obstacles that sometimes occurred in the implementation of online learning system must be immediately corrected so that the implementation of online learning system at Al-Ulum Islamic Junior High School Integrated of Medan, especially in Arabic subject, becomes more effective. Some of the data described above have relevance to the findings of Sartika et al who revealed that the availability of internet networks and strong connections is the main capital in learning that is carried out online[21]. The findings of other studies are concluded by Neves et al have also revealed that in the digital era as it is today human life cannot be separated from the help of the internet[22]. Learning Arabic online as the data described above even though the results of survey have been in the good category but in quality the results have not achieved results as befits Arabic learners in normal times.

The findings of this study are different from the results of the study kerzic et al who revealed that learners responded well to learning carried out online[23]. The difference in these findings can be understood due to differences in research objects, as well as research areas. The condition of Indonesia and various existing educational institutions has not been fully able to realize online learning fully, this statement is in line with the statement of Syafnan et al[24] that before educational institutions meet all the tools that support the implementation of online learning, the quality of learning outcomes will not be achieved.

Conclusion

From the results of the study it was found that the online learning activities in Arabic subject at Al-Ulum Islamic Junior High School Integrated of Medan went well. It could be seen from the results of the research survey which showed that the average of all indicators was 72%, which was already included in the "Good" category. It illustrated that the implementation of online learning system in the Arabic subject at the Al-Ulum Islamic Junior High School

---

[21] Fitria Sartika and others, *Online Learning in the Low Internet Area, Planning, Strategies and Problems Faced by Students During the COVID-19 Period*, ed. by Diego Oliva, Said Ali Hassan, and Ali Mohamed, Artificial (Giza: Springer, 2021) <https://doi.org/https://doi.org/10.1007/978-3-030-69744-0>.

[22] Barbara Barbosa Neves and others, 'Social Capital and Internet Use in an Age-Comparative Perspective with a Focus on Later Life', *PLoS ONE*, 13.2 (2018), 1–27 <https://doi.org/10.1371/journal.pone.0192119>.

[23] Dalmijana Keržič and others, 'Academic Student Satisfaction and Perceived Performance in the E-Learning Environment during the COVID-19 Pandemic: Evidence across Ten Countries', *PLoS ONE*, 16.10 October 2021 (2021), 1–23 <https://doi.org/10.1371/journal.pone.0258807>.

[24] Syafnan, Mahyudin Ritonga, and Fitriani Surayya Lubis, 'Student Perception of the Online Lecture System during the COVID-19 Period', *Journal of Innovation in Educational and Cultural Research*, 3.2 (2022), 80–85 <https://doi.org/10.46843/jiecr.v3i2.67>.

Integrated of Medan had been running effectively. However, teachers and school administrators need to evaluate and then make gradual improvements so that the effectiveness of online learning system, especially in the Arabic subject, can be further improved. This online learning system still had some fundamental obstacles, including the unstable internet connection (network) that sometimes even being unable to access the learning materials and assignments that were given by teachers.

Measurement of the effectiveness of learning as the results of the research described above is still limited to aspects of learning and quality, while how effective Arabic learning is in aspects of vocabulary, sentence structure, listening competence, speech competence, reading competence, and writing competence has not been revealed in this study. Therefore, researchers recommend that researchers can further uncover aspects that have not been contained in this study.

References

Alvianto, Adhika. "Efektivitas Pembelajaran Daring Pada Mata Kuliah Pendidikan Agama Islam Dalam Situasi Pandemi COVID-19." *Ta'dibuna: Jurnal Pendidikan Agama Islam* 3, no. 1 (2020): 14.

Hamalik, Oemar. *Perencanaan Pengajaran Berdasarkan Sistem*. Jakarta: Bumi Aksara., 2002.

Hamdani, Acep Roni, and Asep Priatna. "Efektivitas Implementasi Pembelajaran Daring (Full Online) Dimasa Pandemi COVID-19 Pada Jenjang Sekolah Dasar Di Kabupaten Subang." *Jurnal Ilmiah PGSD SKTKIP Subang* 6, no. 1 (2020): 4.

Harfiani, Rizka, Mavianti, and Hasrian Rudi Setiawa. "Model Manajemen Pembelajaran Pada Masa Pandemi." In *Seminar Nasional Teknologi Edukasi Sosial Dan Humaniora*, 488. Medan: Cered, 2021.

Harianto, Mahyudin Ritonga, and Riki Saputra, 'How Is the Ability of Islamic Religious Education Teachers in Designing and Using ICT Media ?', in *Proceedings of the 1st International Conference on Education, Humanities, Health and Agriculture, ICEHHA 2021* (Ruteng Flores: EAI, 2021) <https://doi.org/10.4108/eai.3-6-2021.2310749>

Hidayat, Ian. "Pengorganisasian Pembelajaran Pendidikan Agama Islam Dalam Memotivasi Belajar Peserta Didik Di SMP Negeri 5 Sigi." *AL-TAWJIH, Jurnal Pendidikan Islam* 1, no. 1 (2020): 125.

Mulyasa. *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif Dan Menyenangkan*. Bandung: PT Remaja Rosdakarya, 2010.

Keržič, Damijana, Jogymol Kalariparampil Alex, Roxana Pamela Balbontín

Alvarado, Denilson da Silva Bezerra, Maria Cheraghi, Beata Dobrowolska, and others, 'Academic Student Satisfaction and Perceived Performance in the E-Learning Environment during the COVID-19 Pandemic: Evidence across Ten Countries', *PLoS ONE*, 16.10 October 2021 (2021), 1–23 <https://doi.org/10.1371/journal.pone.0258807>

Ketut Sudarsana, I., Ida Bagus Made Anggara Putra, I. Nyoman Temon Astawa, and I. Wayan Lali Yogantara, 'The Use of Google Classroom in the Learning Process', *Journal of Physics: Conference Series*, 1175.1 (2019) <https://doi.org/10.1088/1742-6596/1175/1/012165>

Mohammed, Tawffeek, 'Designing an Arabic Speaking and Listening Skills E-Course : Resources, Activities and Students' Perceptions', *The Electronic Journal of E-Learning*, 20.1 (2022), 53–68 <https://doi.org/https://doi.org/10.34190/ejel.20.1.2177>

Mustapa, Al Muslim, Mohd Faizulamri Mohd Saad, and Mohamad Zulkifli Abdul Ghani, 'Challenges and Expectations of Online Arabic Language Teaching In The COVID-19 Pandemic Era', *Ijaz Arabi Journal of Arabic Learning*, 4.3 (2021), 599–609 <https://doi.org/10.18860/ijazarabi.v4i3.11997>

Muthuprasad, T., S. Aiswarya, K.S. Aditya, and Girish K. Jha, 'Students' Perception and Preference for Online Education in India during COVID -19 Pandemic', *Social Sciences & Humanities Open*, 3.1 (2021), 100101 <https://doi.org/10.1016/j.ssaho.2020.100101>

Neves, Barbara Barbosa, Jaime R.S. Fonseca, Fausto Amaro, and Adriano Pasqualotti, 'Social Capital and Internet Use in an Age-Comparative Perspective with a Focus on Later Life', *PLoS ONE*, 13.2 (2018), 1–27 <https://doi.org/10.1371/journal.pone.0192119>

OECD, *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*, *OECD Publishing* (OECD Publishing, 2012) <https://doi.org/http://dx.doi.org/10.1787/9789264130852-en>

Pham, Long, Yam B. Limbu, Trung K. Bui, Hien T. Nguyen, and Huong T. Pham, 'Does E-Learning Service Quality Influence e-Learning Student Satisfaction and Loyalty? Evidence from Vietnam', *International Journal of Educational Technology in Higher Education*, 16.1 (2019) <https://doi.org/10.1186/s41239-019-0136-3>

Putri, Ayusi Perdana. "Strategi Pembelajaran Melalui Daring Dan Luring Selama Pandemi COVID-19 Di SD Negeri Sugihan 03 Bendosari." *Prima Magistra: Jurnal Ilmiah Pendidikan* 2, no. 1 (2021): 2.

Rahmawati, Novi Rosita. "Analisis Pembelajaran Daring Saat Pandemi Di Madrasah Ibtidaiyah." *SITTAH: Journal Of Primary Education* 1, no. 2

(2020): 141.

Ritonga, Mahyudin, Martin Kustati, Meliza Budiarti, Ahmad Lahmi, Musda Asmara, Rahadian Kurniawan, and others, 'Arabic as Foreign Language Learning in Pandemic COVID-19 as Perceived by Students and Teachers', *Linguistics and Culture Review*, 5.1 (2021), 75–92 <https://doi.org/10.37028/lingcure.v5n1.726>

Rosalin. *Dampak COVID 19 Terhadap Anak*. Jakarta: Kementrian PPPA, 2020.

Sartika, Fitria, Mahyudin Ritonga, Ahmad Lahmi, Aguswan Rasyid, and Suci Ramadhanti Febriani, *Online Learning in the Low Internet Area, Planning, Strategies and Problems Faced by Students During the COVID-19 Period*, ed. by Diego Oliva, Said Ali Hassan, and Ali Mohamed, Artificial (Giza: Springer, 2021) <https://doi.org/https://doi.org/10.1007/978-3-030-69744-0>

Setiawan, Hasrian Rudi. *Media Dan Sumber Belajar*. Yogyakarta: Bildung, 2018.

Solong, Najamuddin Petta. "Manajemen Pembelajaran Luring Dan Daring Dalam Pencapaian Kompetensi." *TADBIR : Jurnal Manajemen Pendidikan Islam* 9, no. 1 (2021): 23.

Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitiatif, Kualitatif, Dan R&D)*. Bandung: Alfabeta, 2010.

Susilo, Muhammad Joko. *KTSP Manajemen Pelaksanaan Dan Kesiapan Sekolah Menyongsongnya*. Yogyakarta: Pustaka Pelajar, 2008.

Syafnan, Mahyudin Ritonga, and Fitriani Surayya Lubis, 'Student Perception of the Online Lecture System during the COVID-19 Period', *Journal of Innovation in Educational and Cultural Research*, 3.2 (2022), 80–85 <https://doi.org/10.46843/jiecr.v3i2.67>

Syahfitri, Riska, Desi Purnama Sari, Asri Wahyuni, Siti Fatimah, and Hasrian Rudi Setiawan. "Implementasi E-Learning Pada Mata Pelajaran PAI Dimasa Pandemi COVID-19." *Al-Ulum: Jurnal Pendidikan Islam* 1, no. 1 (2020): 46.

Harianto, Mahyudin Ritonga, and Riki Saputra, 'How Is the Ability of Islamic Religious Education Teachers in Designing and Using ICT Media ?', in *Proceedings of the 1st International Conference on Education, Humanities, Health and Agriculture, ICEHHA 2021* (Ruteng Flores: EAI, 2021) <https://doi.org/10.4108/eai.3-6-2021.2310749>

Keržič, Damijana, Jogymol Kalariparampil Alex, Roxana Pamela Balbontín Alvarado, Denilson da Silva Bezerra, Maria Cheraghi, Beata Dobrowolska, and others, 'Academic Student Satisfaction and Perceived Performance in the E-Learning Environment during the COVID-19

Pandemic: Evidence across Ten Countries', *PLoS ONE*, 16.10 October 2021 (2021), 1–23 <https://doi.org/10.1371/journal.pone.0258807>

Ketut Sudarsana, I., Ida Bagus Made Anggara Putra, I. Nyoman Temon Astawa, and I. Wayan Lali Yogantara, 'The Use of Google Classroom in the Learning Process', *Journal of Physics: Conference Series*, 1175.1 (2019) <https://doi.org/10.1088/1742-6596/1175/1/012165>

Mohammed, Tawffeek, 'Designing an Arabic Speaking and Listening Skills E-Course : Resources, Activities and Students' Perceptions', *The Electronic Journal of E-Learning*, 20.1 (2022), 53–68 <https://doi.org/https://doi.org/10.34190/ejel.20.1.2177>

Mustapa, Al Muslim, Mohd Faizulamri Mohd Saad, and Mohamad Zulkifli Abdul Ghani, 'Challenges and Expectations of Online Arabic Language Teaching In The COVID-19 Pandemic Era', *Ijaz Arabi Journal of Arabic Learning*, 4.3 (2021), 599–609 <https://doi.org/10.18860/ijazarabi.v4i3.11997>

Muthuprasad, T., S. Aiswarya, K.S. Aditya, and Girish K. Jha, 'Students' Perception and Preference for Online Education in India during COVID -19 Pandemic', *Social Sciences & Humanities Open*, 3.1 (2021), 100101 <https://doi.org/10.1016/j.ssaho.2020.100101>

Neves, Barbara Barbosa, Jaime R.S. Fonseca, Fausto Amaro, and Adriano Pasqualotti, 'Social Capital and Internet Use in an Age-Comparative Perspective with a Focus on Later Life', *PLoS ONE*, 13.2 (2018), 1–27 <https://doi.org/10.1371/journal.pone.0192119>

OECD, *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*, *OECD Publishing* (OECD Publishing, 2012) <https://doi.org/http://dx.doi.org/10.1787/9789264130852-en>

Pham, Long, Yam B. Limbu, Trung K. Bui, Hien T. Nguyen, and Huong T. Pham, 'Does E-Learning Service Quality Influence e-Learning Student Satisfaction and Loyalty? Evidence from Vietnam', *International Journal of Educational Technology in Higher Education*, 16.1 (2019) <https://doi.org/10.1186/s41239-019-0136-3>

Ritonga, Mahyudin, Martin Kustati, Meliza Budiarti, Ahmad Lahmi, Musda Asmara, Rahadian Kurniawan, and others, 'Arabic as Foreign Language Learning in Pandemic COVID-19 as Perceived by Students and Teachers', *Linguistics and Culture Review*, 5.1 (2021), 75–92 <https://doi.org/10.37028/lingcure.v5n1.726>

Sartika, Fitria, Mahyudin Ritonga, Ahmad Lahmi, Aguswan Rasyid, and Suci Ramadhanti Febriani, *Online Learning in the Low Internet Area, Planning, Strategies and Problems Faced by Students During the COVID-19 Period*, ed. by

Diego Oliva, Said Ali Hassan, and Ali Mohamed, Artificial (Giza: Springer, 2021) <https://doi.org/https://doi.org/10.1007/978-3-030-69744-0>

Syafnan, Mahyudin Ritonga, and Fitriani Surayya Lubis, 'Student Perception of the Online Lecture System during the COVID-19 Period', *Journal of Innovation in Educational and Cultural Research*, 3.2 (2022), 80–85 <https://doi.org/10.46843/jiecr.v3i2.67>

Valverde-Berrocoso, Jesús, María Rosa Fernández-Sánchez, Francisco Ignacio Revuelta Dominguez, and María José Sosa-Díaz, 'The Educational Integration of Digital Technologies PreCOVID-19: Lessons for Teacher Education', *PLoS ONE*, 16.8 August (2021), 1–22 <https://doi.org/10.1371/journal.pone.0256283>

Hasrian S2 Effektiveness of Online Learning

ORIGINALITY REPORT

14%	11%	6%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.urecol.org Internet Source	1%
2	Submitted to University of Wolverhampton Student Paper	1%
3	Submitted to Universitas Negeri Padang Student Paper	<1%
4	www.scielo.br Internet Source	<1%
5	Submitted to University of Exeter Student Paper	<1%
6	Submitted to Western Illinois University Student Paper	<1%
7	www.gssrr.org Internet Source	<1%
8	eric.ed.gov Internet Source	<1%
9	www.journal.iaingorontalo.ac.id Internet Source	<1%
10	asa.scitation.org Internet Source	<1%

11	export.arxiv.org Internet Source	<1 %
12	hal.archives-ouvertes.fr Internet Source	<1 %
13	jurnal.umsu.ac.id Internet Source	<1 %
14	ojs.umrah.ac.id Internet Source	<1 %
15	www.rsisinternational.org Internet Source	<1 %
16	Asni Asni, Siti Salsa Nabilah, Nurul Fajri, Dini Chairunnisa. "Adversity quotient of students during covid-19 outbreak", JPPI (Jurnal Penelitian Pendidikan Indonesia), 2021 Publication	<1 %
17	Athoillah Islamy, Nurul Istiani. "Aktualisasi Nilai-nilai Profetik dalam Pendidikan Keluarga di Tengah Pandemi Covid-19", MAWA'IZH: JURNAL DAKWAH DAN PENGEMBANGAN SOSIAL KEMANUSIAAN, 2020 Publication	<1 %
18	dspace.uii.ac.id Internet Source	<1 %
19	journal.lppmunindra.ac.id Internet Source	<1 %

20	Irsal Amin, Khoiruddin Manahan Siregar, Sri Minda. "Online Learning of Foreign Language Program in the Intensive Learning Class at the IAIN Padangsidimpuan Language Development Center", SALTeL Journal (Southeast Asia Language Teaching and Learning), 2021 Publication	<1 %
21	Saida Manilet. "PROBLEMATIKA SISTEM PEMBELAJARAN SALAFIYAH DI PONDOK PESANTREN SHUFFAH HIZBULLAH DUSUN OLI DESA DESA HITU KABUPATEN MALUKU TENGAH", al-Iltizam: Jurnal Pendidikan Agama Islam, 2020 Publication	<1 %
22	iainambon.ac.id Internet Source	<1 %
23	Sutri Ramah, Miftahur Rohman. "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013", Arabiyatuna : Jurnal Bahasa Arab, 2018 Publication	<1 %
24	discovery.dundee.ac.uk Internet Source	<1 %
25	rifdt.instifdt.bg.ac.rs Internet Source	<1 %
26	Submitted to School of Business and Management ITB Student Paper	<1 %

27	docplayer.info Internet Source	<1 %
28	repository.stei.ac.id Internet Source	<1 %
29	ukmbahasa.poliupg.ac.id Internet Source	<1 %
30	www.scribd.com Internet Source	<1 %
31	kanguut.blogspot.com Internet Source	<1 %
32	zenodo.org Internet Source	<1 %
33	pt.scribd.com Internet Source	<1 %
34	Alfianor Alfianor. "Pengelolaan Pembelajaran Maharah Istima' dan Kalam Oleh Himpunan Mahasiswa Prodi PBA STIQ Amuntai", Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan, 2022 Publication	<1 %
35	Gilang Ramadan. "Pengaruh Metode Pembelajaran Dan Motivasi Belajar Terhadap Hasil Belajar Passing Sepakbola", JUARA : Jurnal Olahraga, 2017 Publication	<1 %
36	repository.usu.ac.id Internet Source	<1 %

37	slideplayer.info Internet Source	<1%
38	etd.uum.edu.my Internet Source	<1%
39	Yaser Mahmoud Al-Harazneh, Faisal Lafee Alobeytha, Talal Abd Alhameed Alodwan. "Students' Perceptions of E-Learning Systems at the Jordanian Universities Through the Lens of E-Business Booming During the Coronavirus Pandemic", International Journal of Distance Education Technologies, 2022 Publication	<1%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	Off		