

Received : 03-10-2022	Accepted : 25-12-2022
Published : 27-12-2022	Doi : 10.32699/liar.v6i2.3557

The Relevance of Learning Arabic Qur'ani Online and the Experience of Worship among Higher Education Students

Muhamad Fahri*¹, Fajar Pinastia A.¹, M. Rizal Mahfujo¹

¹UIN Syarif Hidayatullah Jakarta, Indonesia

*Corresponding E-mail: m.fahri@uinjkt.ac.id

Abstract

In addition to generating a health catastrophe, the Covid-19 epidemic altered the educational landscape from face-to-face instruction to online learning. University-based online learning also raises stress levels and student enrollment levels. As a result, it appears as though learning is less effective and does not immediately help pupils react to pandemic circumstances. Students' levels of satiety, anxiety, and stress are influenced by several internal and external factors, including their motivation, curiosity, and enthusiasm for learning. As well as external factors such as a monotonous online learning culture, unattractive teaching concepts and rigid teaching materials. Therefore, this study aims to (1) examine how Learning Arabic Qur'ani online may enhance students' Arabic language proficiency and also to (2) discover the link between the learning and the students' worship experiences. By using a quantitative paradigm and analytical methods including the Paired Sample t-test, Confirmatory Factor Analysis, and Descriptive Analysis, This study demonstrates that online Qur'anic Arabic instruction is efficient in raising students' Arabic proficiency and offers the worship experience student tangible advantages. Thus, learning Arabic Qur'ani online can be a solution to reduce the level of boredom and anxiety among students in learning Arabic especially in today's online learning era.

Keywords: Quranic Arabic, Covid-19 pandemic, online learning, worship experience.

Abstrak

Pandemi Covid-19 disamping menyebabkan bencana kesehatan juga merubah budaya pendidikan, dari pembelajaran tatap muka sampai pada pembelajaran jarak jauh. Pembelajaran daring yang dilakukan di perguruan tinggi juga mengakibatkan tingkat stress dan kejenuhan mahasiswa meningkat. Sehingga menjadikan pembelajaran tersebut terkesan kurang efektif dan tidak memiliki manfaat yang dirasakan langsung oleh mahasiswa dalam menyikapi kondisi pandemi tersebut. Kejenuhan, kecemasan, dan tingkat stress yang dialami mahasiswa banyak dipengaruhi oleh beberapa faktor baik dari faktor internal meliputi motivasi, curiositas dan semangat belajar mereka. Maupun faktor eksternal seperti budaya belajar online yang monoton, pendekatan pengajaran yang kurang menarik, dan materi ajar yang kaku. Oleh karena itu, penelitian ini mencoba mengungkap bagaimana pembelajaran bahasa Arab Qur'ani yang dilakukan secara daring apakah mampu meningkatkan kemampuan bahasa Arab mahasiswa, serta apakah pembelajaran yang dilakukan tersebut mampu memberikan manfaat terhadap pengalaman beribadah mahasiswa. Dengan paradigma kuantitatif dan teknik analisis yang meliputi Paired Sample t test, Confirmatory Factor Analysis dan Descriptive Analysis, penelitian ini membuktikan bahwa pembelajaran bahasa Arab Qur'ani yang dilakukan secara daring efektif dalam meningkatkan kemampuan bahasa Arab mahasiswa dan juga memberikan manfaat secara langsung terhadap pengalaman beribadah mahasiswa. Dengan demikian, pembelajaran bahasa Arab Qur'ani dapat menjadi solusi dalam mengurangi tingkat kejenuhan dan kecemasan mahasiswa dalam mempelajari bahasa Arab terlebih di era belajar online seperti saat ini.

Keywords: bahasa arab qur'ani, pandemi covid-19, pembelajaran daring, pengalaman beribadah.

A. Introduction

Recently, there has been a spate of interest in the Covid-19 pandemic impact especially for education system. This pandemic which has hit Indonesia since March 2020 (Our World in Data Statistics, 2021) has affected a significant changes in the education sector based on Circular Letter Number 4 on the Implementation of Education Policies in the Emergency Period of the Spread of Covid-19 (Nafrin & Hudaidah, 2021). This makes the majority of learning has to be done online no face to face.

In addition to being an educational solution during the pandemic, distance learning also might cause stress and anxiety among students. Referring to the latest study, the stress rate for students in Indonesia during online learning is on average 55.1% while for those outside Indonesia it is 66.3%. Similarly, during the same period the anxiety rate of Indonesian students is an average of 40% while for other countries students it is 57.2% (Fauziyyah et al., 2021). In this regard, Yadi Jatira & Nevriani S (2021) said that online learning during the pandemic caused stress among students, furthermore, this habit of online learning also caused boredom and laziness among them (Jatira & S, 2021). These feeling of stress and anxiety is a serious problem that can hinder the improvement of the quality of learning during the pandemic.

In other countries, and almost all over the world, students are getting bored and worried about studying online. In Thailand, for example, Sukdee et al. (2021) found in their research that the levels of stress experienced by students at the National Sports University of Thailand during the online learning phase due to the impact of the Covid-19 pandemic was 0.36% for severe stress and 33.93% for high stress varied 56.78% for moderate stress and 8.93% for mild stress (Sukdee et al., 2021). Meanwhile, Harjule et al. (2021) suggest that e-learning assessment results show a significantly different average compared to traditional learning. Furthermore, concerns about online learning are not only felt by students but also by their parents who fear that their children will be less social and active due to online learning (Harjule et al., 2021). So that the symptoms of stress and boredom from online learning are a common phenomenon felt in almost every country in the world.

Another impact of the Covid-19 pandemic is the increasing penetration of the use of technology, as a consequence, every student in several universities has to become independence learner (Firman, 2020). These changes affect many aspects of education including Arabic language learning especially in Indonesia. There have been many studies exploring

the relationship between the Covid-19 pandemic and Arabic language learning from the elementary to the tertiary level, including Desrani & Aflah Zamani (2021), Masykur (2020), and Umam & Nada (2021) who have conducted research into developing and reorienting the Arabic language learning curriculum with the result of the fact that pandemi Covid-19 has changed the curriculum direction and its orientation.

However, the properties of the orientation of learning Arabic with the aim of increasing student understanding in daily worship is still not completely understood. In addition, that understanding of daily worship readings might create a sense of solemnity and tranquility in worship. Moreover, it may reduce stress and anxiety during the pandemic.

On the other hand, research in the context of developing Arabic learning methods and the use of technology, such as Aini & Riyantomo (2019), Busiri (2020), Daniswara & Rochmah (2021), Hasan (2020), Rahmanto (2020), and Ritonga et al. (2020) who have analyzed various kinds of online learning media. Those studies said that digital applications such as Dropbox, Facebook, Google Forms, Moodle, WhatsApp, WordPress, YouTube, and Zoom have experienced a dramatic surge in usage during the online class in this pandemic (Abdillah, 2020) but they have not addressed the Arabic learning online. Technology-based teaching is a new transformation in the world of education, especially in teaching Arabic (Yurisa & Muassomah, 2021) and also fosters creativity and innovation among teachers (Ahmadi & Ilmiani, 2020). However, in the student's perspective, the process of online learning is not easy to be implemented, they have to adapt with the cutting-edge technology to improve their Arabic language skills, furthermore, to reduce their stress and anxiety which occurred when they study online.

From these problems, online Arabic learning during the pandemic is expected to be able to provide effective solutions in presenting learning that is oriented to the real needs of students, and also to not cause stress and anxiety for students in undergoing distance learning during this pandemic. In line with this, this study tries to analyze how the results of learning

Arabic using online media (Zoom, Youtube and WhatsApp Group) and its relevance to the worship experience of students at Syarif Hidayatullah Jakarta Islamic State University in the 2020/2021 academic year, with the consideration that Arabic language learning which has conducted online in this university is an Arabic language learning that oriented towards increasing student understanding of the daily worship readings which lead to the ability of reflecting on their worship experience and feeling solemnity and tranquility in an effort to reduce stress levels and anxiety during the Covid-19 pandemic.

This study focuses on two questions which are: 1). Does the online Qur'anic Arabic learning show a significant difference in improving students' Arabic skills? 2). How is the student worship experience after participating in online Qur'anic Arabic learning?

B. Method

This study uses a quantitative approach that presents numerical data as an analysis material which is then interpreted in answering the problem formulation that has been stated above. The procedure used in this study is as follows: 1). implementation of pre-tests before the start of learning (pre-tests cannot be attached as they are bound by the copyright law of the Arabic Qur'ani); 2). learning of the Arabic Qur'ani (based on the book 'Bahasa Arab Qurani' by D. Hidayat) online during one semester; 3). post-tests implementation (post-tests cannot be attached because they are bound by the copyright of the Arabic Quran) after the online learning of the Arabic Qur'ani is completed with a total of 15 meetings; 4). distribute among students tools about the experience of worship during learning; 5). analysis of available data (including pre-posttest results and tool results related to students' worship experience while learning).

In technical analysis, this study uses paired sample t test to see if there is a difference in average between two paired samples (pretest and posttest) and to see whether the treatment given has an influence on

students' Arabic language skills. This analysis is used to answer the first question, which is whether there is a difference in students' Arabic skills between before and after participating in online Qur'ani Arabic learning, and the requirement for this test is that the pretest and posttest data must be normally distributed, so that a normality test is carried out. Kolmogorov-Smirnov first. The analysis uses SPSS V.12 software. Meanwhile, to see how the participants' worship experience was, a survey was conducted with instruments that had been declared valid based on the Confirmatory Factor Analysis (CFA) test on research participants which were then displayed after the descriptive analysis process and data categorization. The worship experience instruments include the feeling of receiving the Quran, the appreciation of the construction of the prayer, and the benefits of learning the Arabic Qur'ani for student worship in their daily lives. The analysis uses Lisrel V.8 software.

The population in this study were all students who took Arabic courses in the 4th semester of the 2020-2021 academic year. The sample in this study amounted to 96 students who were given online Qur'anic Arabic learning during the Covid-19 pandemic.

C. Result and Discussion

Result

1. Normality Test (Pretest – Posttest)

Before conducting the paired sample t test, the data that being tested must be ensured that its' distribution is normal. And in the normality test, the proposed statistical hypotheses are as follows:

- a. If the value of sig. > 0.05 then the data is normally distributed
- b. If the value of sig. < 0.05 then the data is not normally distributed

And from the normality test on the pretest and posttest data, the following results were found:

Table 1. Normality Test

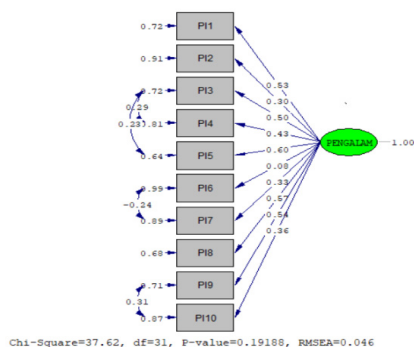
	Tests of Normality					
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	sig.	Statistic	df	sig.
Pretest	,112	96	,015	,964	96	,010
Posttest	,112	96	,019	,975	96	,062

In this case, regarding to the amount of the sample used is more than 50, the Kolmogorov-Smirnov normality test is taken. And from the test results above, the sig value is 0.015 for pretest and 0.019 for post-test, those values are greater than 0.05, so it can be concluded that the pre-test and post-test data are normally distributed. So that it can be used for further testing, which is the paired sample t test.

2. Confirmatory Factor Analysis (CFA) for Worship Experiences instrument

The survey used to measure students' worship experience both during and after participating in Qur'anic Arabic learning consisted of 10 (ten) items. This stage tests whether the ten items are unidimensional, meaning whether it is true that the items only measure feelings of being threatened. From the results of the CFA with the one-factor model, the model does not fit with the results of Chi-Square = 601.55, df = 14, P-Value = 0.00000 and RMSEA = 0.277. So that the model modification was carried out and the results of the model fit were found as follows:

Table 2. CFA for Worship Experiences Instrument



The figure shows that the fit model with Chi-Square is 37.62 and df is 31, while P-value is 0.19188 and RMSEA is 0.046. So that the validity of the items can be reported as follows:

Table 3. Result for CFA

No	Koefisien	Std. Error	Nilai-t	Ket.
1	0.53	0.11	4.66	Valid
2	0.30	0.12	2.55	Valid
3	0.50	0.11	4.40	Valid
4	0.43	0.11	3.79	Valid
5	0.60	0.11	5.36	Valid
6	0.08	0.12	0.69	Not Valid
7	0.33	0.12	2.85	Valid
8	0.57	0.11	5.05	Valid
9	0.54	0.11	4.76	Valid
10	0.36	0.12	3.05	Valid

Ket: Valid= t-value>1.96

From the results of the CFA, it is known that there are 9 items declared valid so that it can be continued to the next stage, descriptive analysis and categorization. While 1 item (No. 6) is invalid because the value of t (0.69) < 1.96, so that item will be dropped during the next analysis.

3. Paired Sample t test

After ensuring the data distribution was normal, the next step is to analyze the paired sample t test. This analysis aims to determine whether there is a difference in average after and before the aforementioned sample treatment (learning Arabic Qur'ani online among students). The test results can be seen in the following table:

Table 4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	51,88	96	21,948	2,240
	Posttest	73.82	96	11,531	1,177

The table above shows that the participants in both the pretest and posttest were 96 participants with an average pretest = 51.88 and posttest = 73.82. The next step is to see if there is a relationship between the pretest and posttest questions that can cause bias in the next test. It is known in the following table:

Table 5. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest& Posttes	96	,000	,999

From the table above, it can be said that between the pretest and posttest questions there is no significant relationship with the sig value. $0.999 > 0.05$. So that the pretest and posttest questions are not the same and have no relationship between the two. Next is to see if there is a difference between the average pretest and posttest as illustrated in the following table:

Table 6. Paired Samples Test

	Mean	t	df	Sig. (2-tailed)
Pair 1 Pretest& Posttes	-21,948	-8,674	95	,000

From the table above, it is known that the value of Sig.(2 tailed) = $0.000 < 0.05$. This means that there is a significant difference between the pretest and posttest, so it can be interpreted that the treatment given has a significant effect.

4. Descriptive Analysis and Categorization of Worship Experiences

To find out how the student worship experience during the pandemic after taking part in learning Arabic Qur'ani, a descriptive analysis was carried out with the following results:

Table 7. Worship Experience

N	Valid	96
	Missing	0
Mean		50,0000
Median		49,1537
Minimum		18,71
Maximum		79,58

The table illustrates that the average student worship experience score is 50.50. With a minimum score of 18.71 and a maximum of 79.58. Furthermore, the categorization is carried out with the following results:

Table 8. Categorization of Worship Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	15	15,6	15,6	15,6
	Moderat	66	68,8	68,8	84,4
	High	15	15,6	15,6	100,0
	Total	96	100,0	100,0	

The table shows that majority of the participants (68.8%) have moderate experience of worship while the rest have the same percentage with 15,6 per cent for both the low and high categories.

Discussion

The Covid-19 pandemic has dramatically changed the point of view and the way academics carry out learning activities so that they inevitably adapt to technological developments. In this case, Arabic learning of course also carries out an adaptation process by conducting online learning or what is often referred to as distance learning as described in the previous introduction.

But the problem is whether online learning is considered effective enough in improving students' Arabic language skills, and whether it has enough influence in maintaining student mentality in facing the changing academic culture due to the effects of this pandemic.

This study proves that learning Qur'anic Arabic using the online method is considered quite effective based on the findings showing that there is a significant difference between pretest and posttest in learning Qur'anic Arabic which is carried out in the 2020/2021 academic year. The learning of the Arabic Qur'anic language in question is online learning through the zoom meeting facility and whatsapp group by adhering to the

Quranic Arabic book written by Prof. Dr. HD. Hidayat, MA (Professor of Arabic at UIN Syarif Hidayatullah Jakarta). The use of the book is based on the fact that learning Arabic to students is expected to provide benefits that are directly felt by students in their daily lives, and the book ideally provides Arabic language materials that are packaged in the nuances of worship of the Indonesian Muslim community. This effectiveness with a significant value of the paired sample t test results of $0.000 < 0.05$ is evidence that even though online learning is very challenging and not easy to be implemented, it does not diminish the process and the intended result which is students' Arabic language skills enlargements.

Then, this study also proves that after learning the Arabic Qur'ani, most students (68.8%) have experience of worship in the moderate category. In other words, learning Arabic Qur'ani makes students enough to live and feel serenity or solemnity in worship. Furthermore, these feelings can help students in responding to the stress that they face during online lectures.

D. Conclusion

This study proves that learning Arabic Qur'ani online is effective and it can improve students' Arabic language skills. As well as learning the Arabic Qur'ani language which presents materials about daily worship, students have a quite solemn and calm worship experience, so they are able to respond to stress and pressure during online lectures due to the effects of the Covid-19 pandemic. As a consequence learning Arabic can provide benefits that are directly felt by students, most of whom have no prior experience in learning Arabic. this is the uniqueness of the results of this study.

Therefore, learning Qur'ani Arabic, which is learning Arabic based on Al-Qur'an texts and worship activities adapted to the culture and traditions of Indonesian society, can be one of the solutions to reduce the boredom level, reduce anxiety, and the stress experienced by students. This is because students can benefit more from what they learn directly by applying their understanding of worship to the things they do every day.

References

- Abdillah, L. (2020). Collaborating Digital and Social Media For Teaching Science And Arabic in Higher Education Learning Process During COVID-19 Pandemic. *Ijaz Arabi Journal of Arabic Learning*, 4(1). <https://doi.org/10.18860/ijazarabi.v4i1.10793>
- Ahmadi, A., & Ilmiani, A. M. (2020). The Use of Teaching Media in Arabic Language Teaching During Covid-19 Pandemic. *Dinamika Ilmu*, 20(2), 307–322. <https://doi.org/10.21093/di.v20i2.2515>
- Aini, R. N., & Riyantomo, A. (2019). Aplikasi Pembelajaran Bahasa Inggris Bersama “Transpofun” Berbasis Android. *Jurnal Informatika dan Rekayasa Perangkat Lunak*, 1(2). <https://doi.org/10.36499/jinrpl.v1i2.2948>
- Busiri, A. (2020). Pemanfaatan Media Kahoot Dalam Pembelajaran Keterampilan Mendengarkan Bahasa Arab Di Iai Sunan Kalijogo Malang. *Muhadasah: Jurnal Pendidikan Bahasa Arab*, 2(2), 225–240. <https://doi.org/10.51339/muhad.v2i2.209>
- Daniswara, D. A., & Rochmah, L. M. (2021). Google Meet : Media Alternatif Dalam Pembelajaran Maharah Kalam Di Tengah Wabah Virus Corona (Covid-19). *Seminar Nasional Bahasa Arab Mahasiswa, Universitas Negeri Malang*, 5, 14. <http://prosiding.arab-um.com/index.php/semnasbama/article/view/822/772>
- Desrani, A., & Aflah Zamani, D. (2021). Pengembangan Kurikulum Pembelajaran Bahasa Arab di Masa Pandemi Covid-19. *Jurnal Alfazuna : Jurnal Pembelajaran Bahasa Arab dan Kebahasaaraban*, 5(02), 2014–2234. <https://doi.org/10.15642/alfazuna.v5i02.1252>
- Fauziyyah, R., Awinda, R. C., & Besral, B. (2021). Dampak Pembelajaran Jarak Jauh terhadap Tingkat Stres dan Kecemasan Mahasiswa selama Pandemi COVID-19. *Jurnal BioStatistik, Kependudukan, dan*

- Informatika Kesehatan*, 1(2), 113. <https://doi.org/10.51181/bikfokes.v1i2.4656>
- Firman, F. (2020). Dampak Covid-19 terhadap Pembelajaran di Perguruan Tinggi. *BIOMA: Jurnal Biologi Dan Pembelajarannya*, 2(1), 14–20. <https://ojs.unsulbar.ac.id/index.php/bioma/article/view/743>
- Harjule, P., Rahman, A., & Agarwal, B. (2021). A cross-sectional study of anxiety, stress, perception and mental health towards online learning of school children in India during COVID-19. *Journal of Interdisciplinary Mathematics*, 24(2), 411–424. <https://doi.org/10.1080/09720502.2021.1889780>
- Hasan, H. (2020). Optimalisasi Google Form Dalam Pembelajaran Bahasa Arab Di Era Pandemi Covid-19. *Konferensi Nasional Bahasa Arab, Fakultas Sastra Arab-Universitas Negeri Malang*, 6, 12. <http://prosiding.arab-um.com/index.php/konasbara/article/view/686/633>
- Jatira, Y., & S, N. (2021). Fenomena Stress dan Pembiasaan Belajar Daring dimasa Pandemi Covid-19. *Edukatif: Jurnal Ilmu Pendidikan*, 3(1), 35–43. <https://doi.org/10.31004/edukatif.v3i1.187>
- Masykur, M. Z. (2020). *Pengembangan Kurikulum Pembelajaran Bahasa Arab Pada Masa Pandemi Covid-19*. 4(2), 15.
- Nafarin, I. A., & Hudaidah, H. (2021). Perkembangan Pendidikan Indonesia di Masa Pandemi Covid-19. *Edukatif: Jurnal Ilmu Pendidikan*, 3(2), 456–462. <https://doi.org/10.31004/edukatif.v3i2.324>
- Rahmanto, M. A. (2020). Efektivitas Media Pembelajaran Daring Melalui Google Classroom. *Jurnal Pendidikan Islam*, 11(2), 119–135. <http://journal.uhamka.ac.id/index.php/jpi>
- Ritonga, A. W., Ritonga, M., Nurdianto, T., Kuslanti, M., Rehani, R., Lahmi, A., Yasmadi, Y., & Pahri, P. (2020). E-Learning Process of Maharah Qira'ah in Higher Education during the Covid-19 Pandemic.

International Journal of Higher Education, 9(6), 227. <https://doi.org/10.5430/ijhe.v9n6p227>

Sukdee, T., Khajornsilp, J., Netrthanon, S., Pechsri, K., & Ayudhaya, W. S. N. (2021). Factors Affecting Stress of Online Learning due to the COVID-19 Situation at Faculty of Education, Thailand National Sports University Chonburi Campus. *Journal of Curriculum and Teaching*, 10(4), 25. <https://doi.org/10.5430/jct.v10n4p25>

Umam, M. K., & Nada, R. K. (2021). The Complexity of Arabic Learning During the Covid-19 Pandemic at MIN 1 Yogyakarta | Kompleksitas Pembelajaran Bahasa Arab pada Masa Pandemi Covid-19 di MIN 1 Yogyakarta (Masalah, Kurikulum, Keterlibatan Orang Tua). *Mantiqutayr: Journal of Arabic Language*, 1(2), 167–182. <https://doi.org/10.25217/mantiqutayr.v1i2.1663>

Yurisa, P. R., & Muassomah, M. (2021). Skillful Lecturers: Arabic Teaching Experiences during COVID 19 Pandemic: *International Conference on Engineering, Technology and Social Science (ICONETOS 2020)*, Malang, East Java, Indonesia. <https://doi.org/10.2991/assehr.k.210421.122>