Abstract
The research objective was to obtain an overview of the implementation of online learning in the Arabic Language Education Study Program, Tarbiyah Faculty, Kerinci Islamic Institute as an effort to suppress the spread of Covid-19 in Higher Education. The research subjects were Arabic Language Education Study Program students. Data was collected through face-to-face interviews and through the Zoom Meeting. Data analysis was performed using interactive analysis techniques Miles & Huberman. The results showed that: (1) All students already have the basic facilities needed to participate in online learning; (2) Online learning has flexibility in its implementation and is able to raise students’ awareness to learn independently and be motivated to be more active; and (3) distance learning encourages the emergence of social distancing behavior and minimizes the appearance of student crowds so as to reduce the potential for the spread of covid-19 in the campus environment. Lack of signals in remote areas, high internet quotas and weak supervision of students are of course a challenge in itself in learning Arabic online. Increasing independent learning, interest and motivation, courage to present ideas and actively speaking are the advantages of online learning.

Keywords: online learning; Covid 19; Arabic
بالطبع تحدياً بحد ذاته في تعلم اللغة العربية عبر الإنترنت. إن زيادة التعلم المستقل والاهتمام والشجاعة للتعبير عن الأفكار والتحدث بنشاط هي مزايا التعلم عبر الإنترنت.

الكلمات الرئيسية: التعليم الافتراضي، كوفيد-19، اللغة العربية

Abstrak
Tujuan penelitian ini adalah untuk mendapatkan gambaran tentang implementasi pembelajaran online di Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah Institut Islam Kerinci sebagai upaya menekan penyebaran Covid-19 di Perguruan Tinggi. Subjek penelitian adalah mahasiswa Program Studi Pendidikan Bahasa Arab. Data dikumpulkan melalui wawancara tatap muka dan melalui Zoom Meeting. Analisis data dilakukan dengan menggunakan teknik analisis interaktif Miles & Huberman. Hasil penelitian menunjukkan bahwa: (1) Semua siswa sudah memiliki fasilitas dasar yang dibutuhkan untuk mengikuti pembelajaran online; (2) Pembelajaran online memiliki fleksibilitas dalam pelaksanaannya dan mampu meningkatkan kesadaran siswa untuk belajar mandiri dan termotivasi untuk lebih aktif; dan (3) pembelajaran jarak jauh mendorong munculnya social distancing dan meminimalkan munculnya keramaian mahasiswa sehingga mengurangi potensi penyebaran Covid-19 di lingkungan kampus. Kurangnya sinyal di daerah terpencil, kuota internet yang tinggi dan pengawasan siswa yang lemah tentunya menjadi tantangan dalam belajar bahasa arab online.

Kata Kunci: Pembelajaran Online, Covid-19, Bahasa Arab

INTRODUCTION
The Covid-19 outbreak in Indonesia has an impact on various aspects of life, from social, economic, religious life and educational aspects (Susanti, 2020). in March 2020, the government announced the first case of Coronavirus Disease 2019 (Covid-19), Indonesia was then faced with a pandemic. Almost all life aspects are affected, no exception in the education aspects (Penelitian, 2020). It is as if all levels of education are 'forced' to transform to adapt suddenly drastically to study from home through online media. It's certainly not an easy thing, because it's not fully ready yet. The problem in the world of education is that the learning process is not uniform, both the standard and the quality of the desired learning achievements (Pembelajaran, 2020).

Educational institutions that serve as the spearhead in human resource development are required to make quick decisions in response to the Circular of the Minister of Education and Culture which requires schools to enact learning activities from home. Educators are surprised to have to change the curriculum, syllabus, plan of implementation of activities and learning materials quickly. Students find it difficult to adapt because they get piles of assignments while learning from home. In addition, parents also feel stressed when accompanying their children's teaching and learning activities at home with tasks, in addition to having to think about daily activities for the sake of their respective lives and jobs in the midst of this pandemic (Covid-19, 2020). This is certainly felt heavily by educators and learners. Especially for educators, it is required to be creative in the delivery of materials through online learning media. This needs to be adjusted also to the level of education in its needs. The impact will cause physical and psychological pressure. A positive mindset can help implement online learning media, resulting in quality learning achievements. Learning at home using online media expects parents as role models in child learning assistance, faced with changes in attitudes. The Covid-19 pandemic can be said to be an opportunity in the world of education, both the use of technology in line with industry 4.0, and parents as mentors (Pembelajaran, 2020). Hopefully after the pandemic...
ends we can all get used to the current learning system as one of the educational cultures in the use of technology.

From the problems that arise eventually become an important record of the world of education that must be found immediately steps to pursue online learning quickly. In fact, technically and the system is not all ready. So far online learning is only as a concept, as a technical device, not yet as a way of thinking, as a learning paradigm. In fact, online learning is not a method to transform face-to-face learning with online apps, nor does it burden students with tasks that stack up every day. Online learning should encourage students to be creative and independent, access as many sources of knowledge as possible, produce work, hone insights and ultimately make students as human beings, have the skills of thinking patterns and life skills (Covid-19, 2020). Most universities respond quickly to government instructions, including the University of Indonesia (UI) by issuing a letter of instruction on preventing the spread of corona virus disease (Covid-19) within the University of Indonesia. In the circular there are 10 points and one of them is the suggestion to implement online learning. There are about 65 universities in Indonesia that have conducted online learning in anticipation of the spread of Covid-19 (Sadikin et al., 2020). Jamaluddin. D., Ratnasih, T., Gunawan, H., & Paujiah, E. (2020) states that online learning has its own strengths, challenges and obstacles.

Following up on this Indonesian Government policy, the Ministry of Education and Culture (Kemendikbud) took steps and policies to learn from home through online learning or in other terms learning from home (LFH). To avoid the spread of the Covid-19 pandemic. Face-to-face learning replaced with online learning (Susanti, 2020). To prevent the spread of Covid-19, WHO urged people to stop events that could cause crowds. Therefore, face-to-face learning that gathers many students in the classroom is reviewed. Lectures should be held with scenarios that are able to prevent physical contact between students and lecturers and students (Sadikin et al., 2020). The use of digital technology can allow students and lecturers to carry out the learning process even though they are in different places. Through the development of human technology is not separated by the distance of space and time, which will certainly have a change impact on people's lives, including on the world of education.

The form of lectures that can be used as a solution during the covid-19 pandemic is online learning. Online learning is learning using the internet network with accessibility, connectivity, flexibility, and the ability to bring forth different types of learning interactions (Sadikin et al., 2020). Online learning system is a learning system without face-to-face between teachers and learners, but online using the internet network (Penelitian, 2020). Online learning is an open and spread learning system using pedagogy tools, made possible through the internet and network-based technologies to facilitate the formation of learning processes and knowledge through meaningful actions and interactions (Pembelajaran, 2020).

Zhang et al.'s research, (2004) explained that the use of internet and multimedia technology is able to overhaul the way knowledge is conveyed and can be an alternative learning carried out in traditional classrooms. Online learning is a learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet (Sadikin et al., 2020). Higher education during the WFH period needs to strengthen online learning (Darmalaksana et al., 2020). Online learning is needed in learning in the era of industrial revolution 4.0 (Andrianto Pangondian et al., 2019).

Teachers or lecturers are not the only milestones. This is a tough challenge for teachers, lecturers, and parents. Many parents complain about the medium of distance learning through the internet. Especially for parents who work from home (WFH), must
still accompany their children, especially their children who are still early age. This is considering the uneven introduction of technology in the use of learning media, such as laptops, gadgets, and others (PembeLajaran, 2020). Various media can be used to support the implementation of online learning. For example, virtual classes using Google Classroom, Edmodo, and Schoology services (Rabbi et al., 2018). Similarly, the use of mobile technology has a large contribution in educational institutions, including the achievement of distance learning goals (Korucu & Alkan, 2011). And instant messaging apps like WhatsApp (Sadikin et al., 2020). Online learning connects learners with their learning resources (databases, experts/instructors, libraries) that are physically separate or even distant but can communicate, interact or collaborate (directly/synchronously and indirectly/asynchronous). Online learning is a form of distance learning that utilizes telecommunications and information technology, such as the internet, CD-ROOM (Heinich et al., 2012).

This study aims to identify online learning activities in the Arabic Language Education Study Program of FTIK Institut Islam Negeri Kerinci as an effort to support government programs, namely study from home during the covid 19 pandemic and student challenges to online learning while the campus is still being closed. The subject of this study is Arabic Language Education Student Semester 1 who conducted online learning during the covid 19 pandemic.

METHOD

The type of research used is qualitative research. The purpose of this research is to describe the online learning applied in the Arabic Language Education Study Program of FTIK IAIN Kerinci as an effort to reduce the chain of spread of Covid-19 in the college environment. Online learning referred to in this research is learning that uses learning media that can be accessed using internet services. The research was conducted by first conducting a survey to students on the application of online learning. The survey was distributed using google form given to students through WhatsApp messages. There are 17 subjects who have responded to the survey. The survey results are then grouped into three categories of student response: (1) Agree with the application of online learning; (2) Disagree with the application of online learning; (3) Doubt the implementation of online learning.

The research subjects were students of the FTIK Arabic Language Education Study Program of the Kerinci State Islamic Institute having conducted online learning, and were grouped based on the response of the research subjects. There were 10 research subjects, 4 semester one students of male gender, 6 students of the first semester of other types of women. Data collection is done through telephone interviews, Whatsapp Video Calls and or cloud meeting zoom. The aspects asked in the interview are: (1) the facilities and infrastructure that students have to carry out online learning; (2) Student response to the effectiveness of online learning; (3) Implementation of online learning in breaking the chain of Covid-19 spread in the college environment; (4) Efforts of lecturers and students in adapting to Online learning. Analysis of research data was conducted using Miles & Huberman analysis model (1994) which consists of three stages, namely data reduction, data display, and withdrawal and verification of conclusions.

Data analysis of data reduction stage is the stage of collecting all the information needed from the interview results and then in the data group. The data display stage is the exposure of data required in research and that does not need to be discarded. The stage of withdrawal and verification of conclusions is the stage of interpretation of research data to be drawn conclusions based on the phenomena obtained (Engle, 1999).
RESULT AND DISCUSSION

Students have facilities that support the implementation of online learning

Based on the results of the survey found that students of the State Islamic Institute Kerinci in full already have Smartphones and even Laptops. Various platforms can be used to support online learning (Bensalem, 2018). Among other things, there have been a number of online writing courses that continue to grow in higher education (King et al., 2018). The development of information and communication technology in Indonesia has an effect on increasing internet usage (Haniah, 2014; Rahadian, 2017). In 2018, 62.41% of Indonesians had mobile phones and 20.05% of households had computers at home (Sadikin et al., 2020). This data is in accordance with the results of research that shows that although there are students who do not have a laptop, but almost all students already have a smartphone. The survey reported that 54 people have smartphones and laptops and 42 people have smartphones only.

Pangondian, R. A., Santosa, P. I., & Nugroho, E. (2019) stated that many advantages of using information and communication technology in the implementation of online learning are not bound by space and time. Research has been done that examines the use of gadgets such as smartphones and laptops in learning. The use of smartphones and laptops in online learning can improve learners' learning outcomes (Arlando, 2020). The ability of smartphones and laptops to access the internet helps students to follow online learning (Kay & Lauricella, 2011).

The use of online learning using zoom cloud meeting has the advantage of being able to interact directly between students and lecturers as well as teaching materials but has the disadvantage of wasteful quota and less effective if more than 20 learners (Mubarak et al., 2020; Naserly, 2020). Based on the results of research interviews with students at the Kerinci State Islamic Institute, especially the First Semester Arabic Education Program is very rare to use zoom because it considers the price of quotas are expensive and wasteful.

Further challenges faced by IAIN Kerinci students is the availability of Internet networks. Some students access the internet using cellular services, and a small number use WiFi services. When the online learning policy was implemented at IAIN Kerinci, students had difficulty signaling cellular in their respective areas, even if there was a very weak signal obtained. This is a challenge in the application of online learning at IAIN Kerinci. Online learning has disadvantages when internet services are weak, and lecturer instruction is poorly understood by students.

Using online learning using video conferencing costs a lot of money (Naserly, 2020). Another challenge faced is the constraints in financing online learning. Students revealed that to participate in online learning, they have to spend a considerable fee to buy internet data quota. According to them, learning in the form of video conferencing has spent a lot of data quota, while online discussions through instant messaging applications do not require a lot of quota. The average student spends Rp. 50,000 to Rp. 100,000 per week, depending on the mobile provider used.

The use of gadgets for Online learning is very supportive of the implementation of learning. However, gadgets also have a negative impact that needs attention and is anticipated to be excessive use of gadgets. They admit that in addition to learning, students also use gadgets for social media and watch Youtube and play games. Social media has entered the realm of early adult life. Students access social media in order to express themselves, build networks of friendships and opinions (Sadikin et al., 2020). Unfortunately, many people are addicted to gadgets due to overuse (Sadikin et al., 2020). As a result of playing social media, it is feared that the influx of misinformation so that
there is no attention of students during their study. Students addicted to gadgets have academic and social problems (Kwon et al., 2013). Learners who have gadget addiction have emotional and behavioral problems (Sadikin et al., 2020).

**Effectiveness of Online Arabic Language Learning**

Online learning conducted in the Arabic Language Education Study Program of FTIK Institut Agama Islam Negeri Kerinci in an effort to break the chain of spread of Covid-19 using learning applications that can be accessed by the internet network. Overall, students are satisfied with flexible learning. With online learning, students are not constrained by the time and place where they can attend lectures from their homes or from anywhere. With online learning, lecturers provide lectures through virtual classes that can be accessed anywhere and anytime without being bound by space and time. This condition makes students can freely choose which courses to follow and which tasks to do first. Based on research conducted by Pei-Chen Sun in 2008, informing that flexibility of time, learning methods, and place in online learning affects student satisfaction with learning.

Found the unique research results of this study is that students feel more comfortable in presenting ideas and questions in online learning. Following learning from home makes them not feel psychological pressure from their peers when following face-to-face learning. The absence of lecturers directly or physically also causes students to feel not awkward in expressing ideas. Relevant to the results of research from Sun (2008) which states that the presence of physical inhibitions and restrictions on space and time cause learners to be more comfortable in communicating. Based on the results of interviews and online learning surveys, it eliminates the feeling of cangung that ultimately makes students become bold in expressing questions and expressing ideas freely. Online learning is more student-centered which causes them to be able to bring about responsibility and autonomy in learning (learning autonomy). Learning online makes students prepare their own learning, evaluate, organize and simultaneously maintain motiviasi in learning independently. Sobron and Bayu (2019) stated that online learning can increase the interest of learners. Relevant to the results of the study, students as a whole feel more excited when implementing online learning.

Students study online more often than in face-to-face lectures. Therefore, it is recommended that online learning should be held within a short time considering that students have difficulty maintaining their concentration if online lectures are held for more than an hour (Szpunar et al., 2013). Online learning has special challenges, the location of students and lecturers who are separated when implementing causes lecturers can not directly supervise student activities during the learning process. There is no guarantee that students are serious in listening to reviews from lecturers.

The results also reported that not a few students have difficulty in understanding the lecture materials given online. Teaching materials are usually delivered in the form of readings that are not easily understood thoroughly by students (Sadikin, Ali & Hakim, 2019). They assume that the material and assignments are not enough because they need to be explained directly by the lecturer. Classes whose lecturers often enter and provide explanations provide better learning than classes whose lecturers rarely enter the classroom and provide explanations.

**Online learning breaks the chain of Covid-19 Spread in Universities**

When an emergency arises due to the spread of the Covid-19 outbreak (Mahase, 2020), which began appearing in Wuhan, China (Darmalaksana et al., 2020). The Indonesian government spontaneously calls for policies of learning from home, working from home, and worship at home (Ushuluddin, 2020). The emergency situation caused by the spread of
the Covid-19 outbreak has demanded that all agencies implement WFH policies, including higher education (Darmalaksana et al., 2020).

Various efforts to suppress the chain of spread of Covid-19 in the campus environment, the University of Jambi implements online learning rules. Lectures are conducted using the internet, making it easier for lecturers and students to interact online. Lecturers can make teaching materials that can be accessed by students anywhere and anytime. Online learning allows interaction over the web even if they are in a far and different place (Sadikin et al., 2020). The existence of lecturers and students who are in different places during learning eliminates physical contact and is able to encourage the appearance of social distancing behavior. According to (Stein, 2020) doing social distancing as a good solution to prevent the spread of Covid-19.

The implementation of online learning allows students and lecturers to conduct lectures from their homes. Students can access lecture materials and submit assignments given by lecturers without having to meet physically on campus. This can reduce the onset of crowds on campus as happens in face-to-face lectures. WHO (2020) recommends that keeping a distance can prevent the transmission of Covid-19.

Unfortunately, in remote areas and lack of good internet access the implementation of online learning shows different tendencies. In getting around this condition, students who live in areas where internet signals are weak will look for certain areas such as hills and subdistricts and urban areas to be affordable by internet access, making it possible for online learning to be carried out.

**Efforts of lecturers and students of Kerinci State Islamic Institute in adapting to Online learning**

Teachers or lecturers are not the only milestones. This is a tough challenge for teachers, lecturers, and parents. Not a few parents complain about this online distance learning media. Especially for parents who work from home (WFH), must still accompany their children, especially their children who are still early age. This is considering the uneven introduction of technology in the use of learning media, such as laptops, gadgets, and others (Pembelajaran, 2020).

One of the impacts of the covid-19 pandemic is the transformation of learning media that used to use more face-to-face systems in the classroom. However, due to the covid-19 pandemic, which is transmitted quickly through direct contact with patients, it is forbidden to hold gatherings. The world of education is also affected, so learning is done online. Related to this, there are several online learning media that can be used as an option at the Kerinci State Islamic Institute, among others, namely:

1. The first and most widely used Online Learning Media is whatsapp group.
2. The next online learning media from google is google suite for education, google meet and so on.
3. Teacher Room learning media
4. Learning media that can be used as an alternative is zoom
5. Another media that can be chosen is Google classroom.

Based on the above, looking at the situation and conditions during the covid-19 pandemic, teachers or lecturers must be smart in choosing learning media that must be used in the learning process so as not to miss the material. Therefore, educators must master many learning media.

**Conclusion**

In order to break the chain of spread of Covid-19 in the college environment, the FTIK Arabic Language Education Study Program of the Kerinci State Islamic Institute
carried out online learning as a solution to implement learning during the Pandemic. The results showed that students have the facilities and infrastructure to carry out online learning. Online learning is effective at addressing learning that allows lecturers and students to interact in virtual classrooms that can be accessed anywhere and anytime even if they are not yet fully effective. Online learning can make students learn independently and their motivation increases. However, there are disadvantages of student online learning not being well supervised during the online learning process. Weak internet signals and high quota costs and lack of supervision are challenges for online learning. However, online learning can reduce the spread of Covid-19 in universities.

REFERENCE

Arlando, M. A. (2020). Muhammad Arlie Arlando, 2020 EFEKTIVITAS PROSES PEMBELAJARAN DARING MAHASIAWA PENDIDIKAN TEKNIK MESIN UPI PADA MASA PANDEMI COVID-19 Universitas Pendidikan Indonesia I repository.upi.edu I perpustakan.upi.edu


Mahase, E. (2020). Coronavirus covid-19 has killed more people than SARS and MERS combined, despite lower case fatality rate. *BMJ (Clinical Research Ed.), 368*(February), m641. https://doi.org/10.1136/bmj.m641


HALAMAN INI SENGAJA DIKOSONGKAN