



**IMPLEMENTATION OF ONLINE-BASED ARABIC TEACHING
COMMUNICATION DURING THE COVID 19 PANDEMIC IN THE
COMMUNICATION SCIENCE STUDY PROGRAM OF COMMUNICATION
AND ISLAMIC BROADCASTING STUDY PROGRAM AT UIN ANTASARI
BANJARMASIN**

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Abstract. *Corona Virus Disease or commonly known as Covid 19 is still a polemic in almost all countries in the world, its impact covers all aspects of life, including the education sector. Since the implementation of the PSBB (Large-Scale Social Restrictions) program in major cities in Indonesia, making educational facilities completely closed and only carried out through online media. This research focuses on the Implementation of Online-Based Teaching Communication during the Covid 19 Pandemic carried out by the Islamic Communication and Broadcasting study program at UIN Antasari Banjarmasin using descriptive qualitative methods that refer to the theory of Computer Mediated Communication. The results show that the implementation of online-based teaching communication is carried out as follows: 1. The use of an integrated online portal, 2. Minimizing constraints on the internet network, 3. Shortening the duration of classes in virtual spaces, 4. Opening means of communication through various online applications, 5. Innovation in online learning features.*

Keywords: *online teaching implementation, covid 19, educational communication*

Introduction

Corona Virus Disease or commonly known as Covid 19 is still a polemic in almost all countries in the world, its impact covers all aspects of life, including education. Since the implementation of the PSBB (Large-Scale Social Restrictions) program in major cities in Indonesia, making educational facilities completely closed and only carried out through online media. This is based on the decision of the Minister of Education Nadiem Makarim, where as of April 17, 2020, an estimated 91.3% or around 1.5 billion students worldwide were unable to attend school due to the emergence of the Covid-19 pandemic (UNESCO, 2020). In this number this number includes around 45 million students in Indonesia or around 3% of the total student population affected globally (Central Bureau of Statistics, 2020) (Azzah, 2020).

Statistics, 2020) (Azzahra, 2020). In circular No. 4 of 2020, the Minister of Education and Culture, Nadiem Makarim said that education offices and schools must prepare PPDB in their areas that follow health protocols. Parents and students should not physically gather at school. In other words, PPDB is recommended to be carried out online (CNN Indonesia, 2020).

This condition is quite surprising, because the pandemic automatically changes many systems. Online-based learning is not fully feasible for everyone due to Indonesia's geographical conditions, economic factors, and the ability to use gadget/learning applications that are not owned by everyone.

Distance learning applications commonly used by teachers such as Zoom, Google Meet, Sisco Webex, Teams Microsoft, and others are applications that can be accessed via mobile phones, but their use which requires internet quota and a stable network certainly makes many people feel difficult, besides that face-to-face learning which is usually done suddenly must be replaced by full online making the teaching staff must also adapt to be able to provide effective material and assignments for students even from a distance. The inability of students to adapt to these circumstances makes them experience stress. Academic stress is defined as a situation where a person cannot cope with academic demands and perceives the academic demands received as a disturbance (Barseli, et al., 2017) (Ramadhan, 2020) (Harahap et al., 2020).

Distance learning is also implemented by the

Islamic Communication and Broadcasting Study Program at UIN Antasari Banjarmasin. As a study program based on Communication Science, online-based teaching is a familiar thing for this study program, given that both study programs are engaged in communication and information which of course digital media is one of the deepening materials they use. That is why researchers want to know how the implementation of online-based teaching communication they apply to students during the current pandemic.

Sometimes, online-based learning makes it difficult for lecturers to know student attendance, especially if there are many students participating in the learning, so that by implementing time-limited attendance it will make it easier to know which students are present on time in lectures.

However, in addition to the strategies used above, there are several obstacles faced, therefore it is necessary to have good and effective two-way communication between lecturers and students, especially during the current pandemic where everyone still feels awkward to adapt to the new system being implemented. However, with conditions in the midst of a disaster, students and lecturers must take advantage of the greatness of internet technology as a medium that connects lecturers with students so that they can communicate and still comply with the rules regarding not allowing individual gatherings in one area.

The success of the online learning system is highly dependent on several components including students, lecturers, learning resources, and information technology. These components are integrated so that they can actually produce quality student graduates as well (Mustofa et al., 2019). The implementation of virtual learning as well as face-to-face learning still requires cooperation and discipline from lecturers and students. This condition allows students who graduate during the pandemic and those who graduate during normal times to still have the same ability in academic quality.

This study aims to describe the communication conditions carried out by the teaching staff of the Islamic Communication and Broadcasting Study Program at UIN Antasari Banjarmasin in learning Arabic by using online media as a daily learning tool. This research is expected to produce indicators of online-based learning that are appropriate and relevant to be applied as well as a solution to the development of distance education systems carried out both during the pandemic and if the pandemic has ended later. As a communication study program, it is hoped that it can become a reference and provide inspiration for other study programs in the application of online-based teaching communication, especially during a pandemic.

Method

This research is a qualitative study, by describing how Arabic online-based teaching during the Covid 19 pandemic in the Islamic Communication and Broadcasting Study Program at UIN Antasari Banjarmasin using descriptive qualitative methods that refer to the theory of Computer Mediated Communication. This research carried out observation and interview activities with several teaching staff and students concerned to get a deeper picture of the results.

Discussion

In this research, the author examines directly to the biggest Islamic university in Kalimantan, specifically at the Communication and Islamic Broadcasting Study Program of UIN Antasari Banjarmasin. The implementation of online-based teaching is applied thoroughly in the study program. As a study program that is directly affiliated with the communication approach, the study program provides an overview of the effectiveness of distance learning and how to deal with various obstacles that exist during online learning.

The implementation of online-based teaching at the UIN Antasari campus began to be implemented since the online school policy was enacted by the government.

The following is the explanation from Najla Amaly, S.Ikom., M. Med. Kom as a Lecturer in the Communication and Islamic Broadcasting Study Program at UIN Antasari said that the communication study program online learning began to be carried out since this pandemic, so lecturers and students gradually learned to use various online virtual meeting applications such as Google meet and Zoom especially for study Arabic language. The application owned by UIN is called e-learning UIN Antasari. Lecturer training is often held for the use of this e-learning. Since the pandemic, e-learning has been made the latest version, then regarding the obstacles that occur, students are often not on time to standby to start lectures, then the attendance system which is still somewhat difficult to do fairly for students who are really present with students who only appear for a moment. Then the network is also an obstacle, and there is often miscommunication between lecturers and students regarding learning.

Then Najla also conveyed about how to deal with the obstacles experienced during online learning during the Covid 19 pandemic, namely over time, the online system at the university was gradually improved, such as the attendance system, allocation of online learning time, e-learning applications, and others. Lecturers are gradually taught about the effective use of online applications.

Furthermore, regarding future expectations to realize better online learning, they hope that online learning can be more effective with regular online teaching training for lecturers, lecturers should also be trained on appropriate strategies in delivering material, giving assignments, and online learning techniques. Because after all, students have the right to get effective learning even through virtual.

The implementation of online-based teaching in the Islamic Communication and Broadcasting Study Program at UIN Antasari Banjarmasin has been carried out thoroughly since the establishment of the school-from-home policy during the Covid 19 pandemic was enacted by the government. In the implementation of online-based teaching, the application of computer-mediated communication (CMC) patterns is used, which in this pattern, between lecturers and students who initially apply face-to-face teaching is replaced by distance teaching. This change in teaching pattern then changes the nature of human communication interaction from physical face-to-face to material delivery in virtual space. The following are the results of the analysis regarding the implementation of distance learning conducted by the Communication and Islamic Broadcasting Study Program of UIN Antasari.

1. Use of integrated online portal

Through interviews with four interviewees from two different universities, we found various methods and obstacles in dealing with distance learning situations. At UIN Antasari, the website is UIN Antasari e-learning. Since the pandemic the website has been updated to the latest version so that lecturers are often given training to use it. In fact, online learning is indeed a system that can facilitate students to be able to learn more widely, more, and varied. Through the facilities provided by the system, students can learn anytime and anywhere without being limited by distance, space, and time. The learning material studied is more varied, not only in verbal form, but more varied such as visual, audio, and motion. (Riyana & Pd, 2020)

In the current technological era, it is necessary for every school/university institution to

have an application or website that can support students in accessing learning materials online, so that teachers and students do not need to bother sharing learning materials. In addition, collecting assignments using online applications will save more paper usage, the collection period can be set in such a way, and can save time in the assessment process. In addition to these various conveniences, Riyana (2020) in his module also states that it is important for learning materials to be documented online. Besides being a documentation material, it can also be an evaluation material for the next learning process by looking back at the documentation that has been recorded in the online media.

2. Minimize internet network constraints

Internet network is very crucial to support distance learning. During the pandemic, many students returned to their hometowns which made many students constrained by internet signals when they were in their hometowns. Apart from attendance in the virtual room, the internet network also makes it difficult to attend attendance. In the Islamic Communication and Broadcasting Study Program, attendance is usually opened 15-20 minutes after the lesson begins. Difficulties in the internet network make students often reason that they do not have time to fill in the attendance, the internet network makes it difficult for lecturers to control students who enter and exit the virtual classroom.

In this case, the solution offered is that lecturers can remind students in advance so that when the learning schedule they should have prepared themselves in advance by looking for a place with better internet access. In addition, lecturers can also provide material not only through virtual classes such as zoom meetings or Google meet but also via e-learning, so that students who are constrained by the network can still access material easily anywhere and anytime.

The pattern of teaching that is centered on teachers and lecturers has now shifted to student-centered learning, so it requires mobile devices or applications that are easily accessible and flexible so that they can indirectly motivate students to learn independently and not depend on lecturers. (Wilson, 2020)

In virtual classroom learning, it is often difficult for teachers to give group assignments directly as is usually done when face-to-face. Some online meeting applications provide breakroom features or break the class into several rooms that can be monitored directly by the class link admin. The group work can be easily done even though the learning process is done online. If the application does not allow for breakroom, lecturers can divide the class by asking students to create their own link and then the link is given to the lecturer so that the lecturer can enter the link one by one to monitor their activities during group discussions.

3. Shortening class duration in virtual space

Although the government has distributed free learning quota assistance to students and teachers, this is still a polemic among students. Learning that is carried out every day drains the high purchase, then it can only be used if accessing via cellphone, while if accessing learning through a laptop / computer device then it cannot use the quota assistance. In this case, the solution offered is to always ensure the updating of lecturer and student data so that they can continue to obtain the quota allocated from the Ministry of Research and Technology, then shorten the time for online lectures which should be 3 credits with a duration of 270 minutes to be shortened to 90-180 minutes only.

Although the use of gadgets can support the online learning process, there are several things that must be considered, including the possibility of negative impacts of misuse and excessive use of gadgets, such as the possibility of exposure to misinformation and inattention during learning due to playing social media (Firman & Rahayu, 2020). So that by shortening the time of implementing online lectures in virtual classes, it also directly plays a role in reducing the intensity of gadget use for students.

4. Open means of communication through various online applications

Miscommunication or misinterpretation is very likely to occur when online learning is

carried out. This happens due to network congestion, unclear audio, noise, and so on. Learning through this online network system as stated by Setyosari (2007) includes five important things, namely: (1) the content presented has relevance to the specific learning objectives to be achieved, (2) using learning methods through examples and exercises to assist learning, (3) using media such as pictures and words to present content and methods, and (4) developing and building new knowledge and skills on how to teach online effectively and innovatively (Arizona et al., 2020).

In addition to the points above, lecturers can also use the WhatsApp application to be able to help students who want to ask questions if they experience difficulties.

5. Innovation in online learning features

With the various problems that occur in the online learning process above, of course, institutions are increasingly evaluating and innovating in providing services for lecturers and students so that they can remain effective in the teaching and learning process. The campus has provided a Google Meet feature that is directly affiliated with the institution's email, also the latest all lecturers are given unlimited Zoom meeting licenses to assist in the lecture process, so that lecturers can more freely use virtual classrooms without worrying about participant restrictions or class duration. Then, in the Islamic Communication and Broadcasting Science study program, Najla explained that the institution has innovated features for online applications used for lecturers and students in online learning.

In fact, the implementation of online lectures has triggered the acceleration of the digital transformation process of education in Indonesia, if previously various discourses, supporting policies, and socialization about the era of education 4.0 had not been successful, but Covid 19 had an extraordinary impact on digital transformation towards the era of education 4.0 (Astini, 2020). In addition, online learning is in fact able to overcome various problems, such as distance, time, cost, and limited teaching resources (Fuady, 2017).

Conclusion

Based on the research that has been carried out, several points were found regarding the implementation of online-based teaching during the Covid 19 pandemic, as follows:

1. The use of an integrated online portal with this feature has been prepared by the campus in the form of e-learning to assist lecturers in distributing material, collecting assignments and online attendance, although for virtual face-to-face meetings they still use external applications such as Google Meet and Zoom.

2. Minimizing problems with the internet network. The solution offered is that the lecturer can first remind students that when they schedule their lesson, they should prepare themselves in advance by looking for a place with better internet access.

3. Shortening the duration of classes in virtual space shortens the time for online lectures, which should be 3 credits with a duration of 270 minutes, shortened to just 90-180 minutes.

Suggestion

Open communication facilities through various online applications. Lecturers can use various applications to help students who want to ask questions if they experience difficulties. Build innovation in online learning features, ensuring that institutions continue to innovate features for online applications used by lecturers and students in online learning.

With virtual-based teaching, teaching staff should be able to utilize applications that are trending among students in presenting lecture material (for example: TikTok, Twitter, Instagram). So that the material presented is more interesting and provides enthusiasm for students even though they must study remotely. There is a need for written rules that students must adhere to in the virtual learning communication process. For example, not contacting lecturers outside working hours, requiring the camera to be activated during lessons, and so on.

The last, future research can be directed to focus more on post-pandemic educational communication patterns, this is so that we can see early how changes in attitudes occur after 2 years of online learning.

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