



Trends in the Use of Google Meet Apps for Arabic Language Learning during the COVID-19 Pandemic

Million Tomas ¹, Villeda Thomas ², Chasson Luciani ³

¹ *Invictus School Hong Kong, Hong Kong*

² *School of Talents, Lebanon*

³ *Multinational School, Bahrain*

Corresponding Author: Million Tomas E-mail; milliontomas@gmail.com

Article Information:

Received April 21, 2023

Revised April 24, 2023

Accepted April 27 2023

ABSTRACT

In the past few years, Asia has been shocked by a covid-19 outbreak with the existence of this outbreak hampering the existing work system in Asia. Thus the teaching and learning process at school is replaced by learning at home or other languages called distance learning, one way to keep the teaching and learning process going is to use Google Meet media, here the researcher has the aim of how the responses of the community and students with learning at home or distance learning using Google Meet media, and how influential it is to use Google Meet media during the pandemic. researchers conducted observations with the subject Junior High School to find out how activities in conducting the learning process online and student responses to the use of Google Meet in learning Arabic. this type of research is using quantitative research, as the object in students and teachers at Junior High School. This type of research is using quantitative research, as objects in students and teachers at Junior High School. The data collection techniques used are observation and interview techniques. The results of this study aim to help students and teachers to be able to apply the Google Meet application to the Arabic language learning process at school and can motivate students in using the application. Based on the results of observations made at Junior High School, researchers can find out the use of google meet applications and applications in Arabic language learning that can be used by educators and students.

Keywords: *E-Book, Flip PDF, Learning Independence*

Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/jiltech/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite:

Tomas, M., Thomas, V., & Luciani, C. (2023). Trends in the Use of Google Meet Apps for Arabic Language Learning during the COVID-19 Pandemic. *Journal International of Lingua and Technology*, 2(1), 24–40. <https://doi.org/10.55849/jiltech.v2i1.247>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

INTRODUCTION

Language in life is a very necessary or very important tool for humans, because with language it makes it easier for us to convey ideas or ideas that exist in our minds. (Muhammad Iqbal Al Faiqi, 2021) Over time, languages have begun to develop a lot starting from English, Spanish, Malaysian, Korean, Japanese and Sign Language for people with special needs, (Andi Putra, Rita Gamasari., 2022) However, there are so many languages that develop starting from writing, speaking, signaling, or even general knowledge, Arabic language is used by Allah SWT as a tool for one of them in the form of communication both in the world and in the hereafter, which is a very special language for Muslims through the Qur'an. (WILANDY, 2021) Today, Arabic has become one of the world's most advanced languages, spoken by more than 200,000 people, (Crawford et al., 2020) and Arabic was also inaugurated by approximately 20 countries (Basri et al., 2020) . Which Arabic is the first language in the countries of Morocco, Algeria, Egypt, Libya, Sudan. (Burhanuddin, 2021) This position on Arabic makes it a language or we are holy and guidance for Muslims in the world. Arabic language here also has an important role for Muslims because with (Abu Nada et al., 2020) Arabic makes it easier for us to understand Arabic texts and read the Qur'an, (Hegazi et al., 2021) as Muslims who are guided by the Qur'an and hadith make it easier to understand what they hold. Arabic language in general has classical writings which at that time were written by the scholars themselves, even today, where these works are often found in various places or often referred to as yellow books or bare books where there are no lines of harakat.

Arabic which has a lot of vocabulary in this world, for this reason why Arabic has a lot of mufradat because humanity or Muslims adhere to the Qur'an and hadith which are guides for this life both in the world and in the hereafter (Ukhrawiyah, 2019), where this Arabic language used to be known as Aramaic which is only known in the Palestinian region (Wellfelt & Djonler, 2019), Then the people of the eastern region traveled through trade, which is where Islam began and reached the Asian or World part of the country (Karim, 2018), where the meeting of Arabic with Asia is a very close relationship and the formation of Islam in Asia and became the largest adherent of Islam in the world.(Ritonga et al., 2021) This Arabic language has also long appeared in Asia and has been widespread in Asia since the 13th century (Nur, 2021), and Arabic education in Asia is definitely older than other languages (Liu & Saif, 2020). Like Mandarin, English, Dutch, Spanish. And this also shows how important Arabic is in religious learning, and as we know Arabic is also very important to use at the level of education which starts from elementary school to more advanced levels. Since the emergence of Covid-19 in 2019 there have been many significant changes (Ciotti et al., 2019), which at that time the virus first appeared in Wuhan (Lu et al., 2020), hubei province china, (Savolainen, 2021) and the World Health Organization (WHO) stressed not to worry about the outbreak because they will try to find a way to stop the virus. (Pakaya et al., 2021). But the outbreak of the virus was so fast spreading that some leading doctors were very overwhelmed in dealing with the problem, and it had a

tremendous impact on the economic world where many countries suffered huge losses France, Malaysia, Singapore, America, Australia and other countries.(Zhang et al., 2020). (Nartiningrum & Nugroho, 2020) And the loss affected Asia for two consecutive quarters where the national economy experienced a decline of -5.32%. The world bank and IMF agreed on the biggest economic problems due to the virus outbreak(Gopalan & Misra, 2020), and it also caused unrest for the Asia population because many breadwinners and other workers were greatly hampered, even schools at that time began to be closed for fear of transmission of the virus outbreak. Which on March 12, 2020 everything that can happen is a crowd and the government lowers the lockdown regulation or at home alone.(Losada-Baltar et al., 2021), because these regulations can break the chain of covid-19, and this is also done for the whole world in complying with the health protocol, but because the government has also not found a way to spare in responding to the problem of the outbreak. So that makes all activities hampered and in an undetermined time.

The conditions that occurred during the covid-19 pandemic, which ravaged the world and brought people into a condition where there was no choice in choosing but to continue the flow of life.(Ochoa & Porcar, 2018) And of course this is also a very adrenaline-fueled challenge in life where many things must be passed in this world in this era of worries.. (Cook, 2021) And especially in the world of education, the process must continue even though the conditions are very unlikely during the co-19 pandemic.. (Saud et al., 2020) Therefore, many people use social media to access information circulating in the field. Likewise with the educational process carried out at this time, by using google meet media students can access the learning process online. Among the advantages of using this google meet media. 1.) the teacher easily accesses / conveys the learning material. 2.) makes it easier for students to understand the learning. 3.) does not use a lot of quota. 4.) does not limit participants in the use of google meet learning space. With the google meet application, it can be concluded that the use of this application greatly facilitates teachers or students in carrying out the learning process, so that an effective and efficient learning process is carried out.(Irawan et al., 2020) As for online learning during this pandemic, we can provide experiences and challenges for educators how they respond to changes in lessons that are usually face-to-face to online and also challenge teachers how they will make learning methods more interesting and more efficient. (Kryshtafovych et al., 2019), and can also help educators in carrying out teaching and learning activities if conditions are not possible and so are the students This online learning also aims to break the chain of covid-19 but can also increase broad knowledge in the internet world.(Firth et al., 2019), and invites students and teachers to be more creative in doing this learning. This online learning began to be carried out simultaneously starting from elementary, junior high, high school, then the next level now the online world is also not controlled by educators alone but starting from office workers, even there are also merchandise sellers doing delivery without human intermediaries but by using technological tools such as, drones, robots, and others.(Raja & Nagasubramani, 2018). They did all kinds of things during the pandemic that felt

like they were imprisoned but not jailed, and many people even in other parts of the continent were very stressed, and also felt bored because the view was always in one place. Using Google Meet to Teach Explain that learning to use video conferencing in the form of Google Meet can improve speaking skills (language ability). This type of research is a collective action with two cycles. The subjects of this study were 30 students. Specialized in English Education, University of Majalengka. Visit Learning to Speak (speaking for everyday contexts. The researchers analyzed learners' responses after learning related to e-learning during the COVID-19 pandemic. According to Chen, using google meet media is part of synchronous learning, which is conducted by educators and learners simultaneously in real time. Using this media can allow learners to interact at the same time you do not have to meet in another place. The basic skills to be acquired with Arabic have four aspects, such as maharahal-istima. (listening skills), maharah al-kalam (speaking skills), maharah al-qira'ah (reading comprehension) and maharah Kitaba (writing skills). These 4 skills are important aspects that cannot be separated. Mahara Architaba Arabic language skills are important in the field of writing.

For that they do various kinds of entertainment and refreshing in their own style, as we know the media tools that they often use for entertainment are, tiktok, instagram, snackvideo, and even many more media tools for their entertainment.(Abbas Naqvi et al., 2020). But here researchers do not discuss their entertainment world, researchers discuss how they continue to learn well and catch up faster and remain active despite unfavorable circumstances., (Al-Marroof et al., 2020) for more effective learning, google meet media can be used because the application is not too burdensome for its users and now there are more than 100,000,000 million google meet users.(Nurjanah, 2018). By using google meet media, there are many advantages obtained for students because they can follow the various kinds of lessons they want because the application can cover the whole world. Thus google meet media is a lot of convenience in carrying out activities for the community, especially for students who carry out school activities but cannot be offline. Distance learning using google meet media can make an alternative way for students where later this application can be a means between educators and educators so that they can interact as usual in the offline learning process.(Alim et al., 2019). (Crisp et al., 2020) Besides that, besides being used in the learning process, this google meet application can also be used in seminars or meetings. Because this application is very easy to reach both from students and from ordinary people., (Jacobs et al., 2021) so this application makes an alternative way. (Kim & Wilkinson, 2019) And as for this google meet also provides a variety of features that can support the learning process among them, (Pulido et al., 2020) Sharescreen to present the teaching material presented, can load participants with a large quota (Sari et al., 2020), There is also a chat feature for questions and answers in the learning process. So that educators and participants can create a sustainable and effective relationship.

The problems with the application are the lack of free media features, network instability when using google meet media., (Amadasun, 2020) so that when Arabic language learning begins, especially in the subject matter of istima', it is very disturbing

for educators and students because it starts with a lack of stable network when explaining istima' material, making it difficult for students to respond and listen to the material. And that makes it hard for educators and students, especially for educators, where every lesson must be required to be more creative in delivering material through google meet. And the impact of this learning is to cause inner pressure for educators and physically and mentally.(Batubara, 2021), and from that by giving more positive, creative, and innovative thoughts can help various kinds of problems in dealing with distance learning by doing online lessons more creatively as possible it will feel more fun for the audience By doing online lessons also expects for students to follow more optimally as possible.

Here the teacher also tries to find how to find solutions to further explore the problems obtained in conducting learning. (Abidin et al., 2020) With such a teacher must also be able to create or find new things that can be done or help in the learning process, so that it can attract interest for students in paying attention to the lessons given by the teacher. And teachers must also be able to overcome any problems that will be faced during the learning process so that learning objectives can be achieved. Thus in this study intends to conduct about what problems are obtained by using google meet media during online Arabic language learning during the pandemic, and what solutions can overcome the problems of online Arabic language learning at Junior High School.

RESEARCH METHODOLOGY

This research was conducted at Junior High School where this researcher also used quantitative data, by conducting a survey at the school. Based on the results of a survey in the field from conducting this research with a lot of student data 30 people, (Costa et al., 2020) researchers see how effective it is to do distance learning using the google meet application media.. (Abdullah et al., 2019) The data collection technique in this study is observation with data collection used to collect research data through observation, this observation is carried out to find out how the Arabic language learning process can be understood by them quickly and does not spend time in vain.(Sedova et al., 2019) Learning Arabic during the pandemic with online-based at Junior High School has been very helpful for educators and students in the teaching and learning process while online. In this study also conducted interviews to obtain information as to their process in conducting Arabic language learning online. Researchers conducted the results of obesrvasi through questionnaire data and there it was seen in what subject matter students understood and what were the shortcomings in using the google meet media and what were the obstacles to learning while online. And what solutions should researchers provide after seeing the results of these observations, then the results of the questionnaire will be analyzed through quantitative data.

RESULT AND DISCUSSION

The implementation of this Research and Development (R&D) research has been carried out in accordance with the steps that have been determined so that this research

achieves the desired objectives as follows: 1. An Arabic e-book based on Flip PDF Proffessional for Junior High School, 2. Conducting an assessment of students' learning interest in using the Arabic e-book based on Flip PDF Proffessional.DF Proffessional yang dinilai melalui angket 3. Assessing the learning independence of students in using Flip PDF Proffessional-based Arabic e-books which are assessed through questionnaires that have been distributed to junior high schools. This research was conducted using the Research and Development (R&D) method, namely by distributing questionnaires. Questionnaire is a way of collecting data and information through a number of questions related to the research being conducted. In this study, researchers distributed questionnaires online, because the Madrasah level will carry out the exam so that the questionnaire is distributed online. Online questionnaire means that the research was conducted by distributing questions through Goole Froms, Google Froms is a Google Form containing questionnaires that will be sent to a predetermined sample.

In using a questionnaire in research, there are several instruments that must be prepared. Like the questions that have been prepared on google from, because it fits the current situation. The results of the questionnaire obtained from this questionnaire are that researchers know whether the development of this Flip PDF Proffessional-based e-book is able to increase students' interest in learning Arabic and whether the use of this Flip PDF Proffessional-based e-book can increase students' independence in learning Arabic. Then, in this study the research used interview techniques. Interview is a method that is carried out by bringing together the interviewer and the interviewee face to face in order to exchange information and ideas through questions and answers in order to find out the meaning of the topic to be discussed. In conducting interviews, researchers must prepare several instruments such as: answer sheets, stationery, and recording devices if they need interview recordings that are useful as evidence of interviews. The purpose of the interview in this research is to obtain information from educators and students regarding the Arabic language learning process at the Junior High School, especially on the media used in the learning process. Which this interview was conducted at the initial step and step after the development of the Flip PDF Proffessional-based E-book media developed. In carrying out interviews, researchers must prepare mentally in themselves, so that when conducting interviews later researchers are not nervous or afraid anymore.

In this study researchers also collected data and information using survey or observation techniques, surveys are a way of collecting data and information carried out by researchers by observing the sample to be studied. The purpose of the survey technique is so that the sample to be studied gets complete and accurate data. The instruments needed in the survey technique are survey guides, stationery if there is something important to record later.:

Research and Information Collecting, is a step where research and information gathering, including questionnaire planning, interview planning, observation planning, identification of research that has been done by researchers, small research and preparation in conducting research. Based on the results of preliminary information

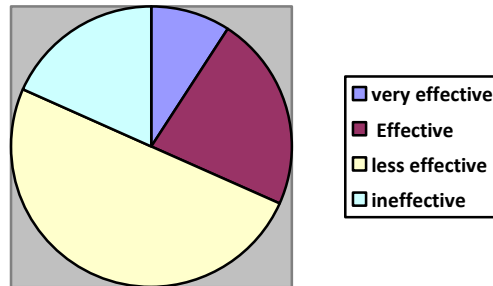
gathering, in Arabic language subjects in junior high schools, the learning process has not used interactive and multimedia learning media, resulting in a lack of interest from students in learning Arabic. Based on the events in the field, the following information was obtained: 1). Educators in the Arabic learning process have not used digital learning media, 2). In the delivery of Arabic language material, the material is not brought into the students directly because it only focuses on the material in the package book, so that learning seems monotonous. To overcome the above problems, an Arabic E-book based on Flip PDF Proffessional was developed, which is the development of this Flip PDF Proffessional-based E-book focused on increasing students' interest and independence in learning Arabic.

Planning, is planning research, which includes defining the skills to be learned, determining the learning sequence, formulating goals, and conducting small trials. Based on observations made of junior high school students, it is known that students when they have participated in learning, for example, in learning Maharah Qira'ah, students tend to get bored quickly because in the teaching process the teacher only uses a packet book where there is only reading there, in conveying this Qira'ah learning there is only the voice of the educator, so that students tend to get bored quickly. Based on the above problems, educators and students need interactive and multimedia learning media, which can increase enthusiasm for learning in Arabic language learning. For this reason, researchers developed a Flip PDF Proffessional-based E-book because in this Flip PDF Proffessional-based E-book there are images related to learning, there is audio and audio that can be used by educators as a way to convey material both in the Qira'ah text or other material. By using this Flip PDF Proffessional-based E-book, it can increase students' interest in learning Arabic.

Develop Preliminary Form a Product is a step where researchers develop E-books made which include, preparing learning materials to be developed, procedures and preparation of handbooks to be developed and evaluation instruments. The steps in developing this Flip PDF Proffessional-based E-book are. Based on data obtained from observations that have been made in the field, researchers interviewed educators and students at the Junior High School, about online learning that is carried out using the google meet application as an intermediary media to carry out the teaching and learning process as a covid-19 virus chain breaker. Thus the learning process can be carried out as it should be fiber is done optimally. There are many media that can be used in this online learning, such as zoom, google classroom, Ruang Guru, Quipper, and Google Meet. However, of the many learning media that exist, only the google meet application is suitable for use at Junior High School and by using this google meet application educators and students cannot be overwhelmed so that parents can guide at home. Educators can use the google meet application media so that hopefully students can use the media as a teaching and learning process that continues to take place, one of the effective media using the google meet application media. Based on the results that will be recorded by researchers in the field, that researchers get results by using a google

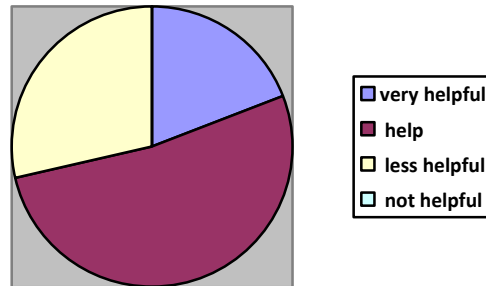
form sent to them through the whatsapp group application in the form of a link. Then the following results can be obtained:

Effectiveness of learning Arabic using google meet media



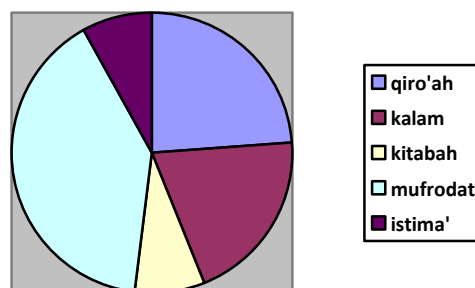
From the results of the questionnaire of Junior High School conducted by researchers, it can be seen that with 30 students, 50% of them answered that it was less effective because of the instability of the network when making presentations on learning, making students less understanding of the material, 22.7% answered that it was more effective to use google meet media in conducting Arabic language learning because it could use the best possible time in conducting the learning and save time. and 18.2% also answered that it was not very effective because of the lack of adequate electronic equipment to interact with each other in the learning, and 18.2% also answered that it was not very effective because of the lack of adequate electronic devices to interact with each other in the learning and 9.1% answered that it was very effective because they could carry out their next activities very quickly because using google meet media could help their problems for those who were far away from school, especially in pandemic problems that helped to decide the spread of the virus. And it can also be seen why many students respond that online learning is effective because in terms of time it has made it easier for us to do activities, and also makes it easier for us to do work when we are very far apart. Likewise, with 50% data why students choose because there are too many unexpected obstacles in carrying out teaching and learning process activities, such as conducting via meetings suddenly the electricity goes out or there are still many humans in adapting to using via online because it is a new thing they are doing, with too long a process it also has a bad impact on further activities.

Advantages of learning Arabic using google meet media



From the results of the questionnaire data above, we can see that the benefits of the learning process using google meet media are many respondents responding around 50% because using the google meet application media can make it easier to do learning even with a distance and can also answer or make it easier to carry out activities even outside the room, then 27, 3% of educators and students answered that it was less helpful because for them there were problems with the economy in buying internet packages and lack of network stability then the difficulty of having tools to do the online learning, 18.2% of educators and students answered that it really helped them in online activities such as making it easier for them to carry out the teaching and learning process as usual there were no problems in carrying out learning even though they were far apart. And 0% of educators and students answered that it did not help because there were no problems for them in carrying out teaching and learning process activities during covid-19. Then the diagram data above makes it easy for people to carry out their activities, especially for teachers to facilitate their activities even though the distance is not possible at that time. Therefore the advantage of using this google meet application media is very helpful.

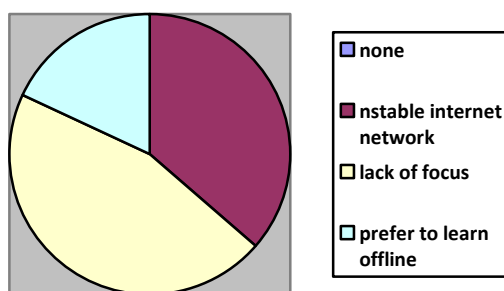
Arabic language learning materials that students like



From the results of the questionnaire data diagram above, we can see that there are several materials that students like while learning Arabic online. As many as 40% of Junior High School students prefer Arabic language material about mufradat because they prefer to memorize vocabulary than other material, 24% of students answered that

they liked the Qira'ah material because students prefer to listen to Arabic language learning by listening. 20% of students answered that maharah kalam material in Arabic language learning was more effective in implementing Arabic language learning because by doing the maharah kalam learning method it could help students in fluency in Arabic, and 8% of students answered that they both liked istima' and kitabah material because the learning was interrelated. Here it can be seen how important it is for educators to know more about where students understand the material. And what are the shortcomings in explaining the material so that it does not match the expectations for educators. In the delivery of material according to students there are some difficulties in understanding the material, but in mufradat material students react a lot and respond quickly in understanding it because as many as 40% of students prefer mufradat material in Arabic than other materials. However, when asked about the problem of istima' during the learning process or exam they complained a lot because of the lack of clear pronunciation or hearing through the media because they had difficulty understanding the material.

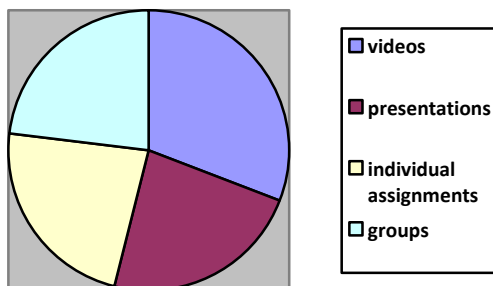
What method of learning Arabic is preferred by participants



From the results of the questionnaire data above, we can find out that there are several methods of conducting Arabic language learning when carrying out the teaching and learning process. then there are also several things that must be applied for educators in carrying out teaching and learning activities to be able to help students understand the material during this pandemic and what methods are better for doing and displaying material in Arabic language learning. 30% of students answered that they preferred video when carrying out the teaching and learning process because the video method in learning can help enthusiasm, creativity in learning even though it is done online, 23.1% of students equally answered that they liked the Arabic learning methods, namely presentations, individual assignments, and groups because using these learning methods can help educators and students in carrying out the teaching and learning process, and also help students more easily understand the material during the online teaching and learning process. Where in the data diagram above explains almost equally can help in online learning and can understand more effectively such as, videos make it easier for students to help understand the material for students because they are faster and more responsive in understanding the material, then presentations can also help students in explaining the material and also train students mentally when they

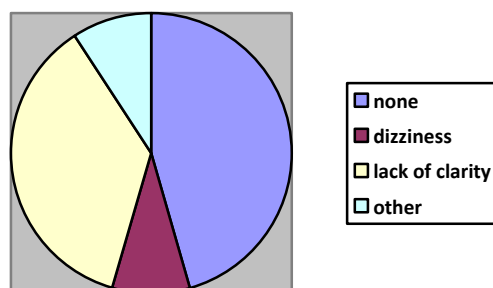
confidently explain the material they learn, individual assignments can also help students' independence in learning, group assignments can also help students in interacting even though the learning is done online but the communication relationship is not interrupted.

Negative effectiveness in Arabic language lessons using google meet media



From the results of the questionnaire data above, we can see the response of students in conducting online Arabic language learning, namely, 61.5% of educators answered less clearly in carrying out Arabic language learning because by using the media application google meet started less stable internet network and difficulty when fulfilling quotas so that it was less efficient when carrying out online learning, 15.4% of students answered dizziness and others because of the many tasks given by educators to students and too often staring at the screen on electronic devices so that it can disturb health, 7.7% of students answered no because during online learning students did not experience many of these problems. There are several things why many students answer that while online learning is carried out it is always in a less clear state starting from bad weather when doing activities, less strategic places so that there are always obstacles in carrying out these activities, and because too often in a position to the screen can damage the health of the body as well.

Learning obstacles faced online



From the results of the questionnaire data above, it can be seen the results of the response of students to learning constraints while implementing online learning, namely the data diagram above 61.5% of students answered that the internet network was less stable because there were many problems from homes that were far away with good internet and there were disturbances during bad weather conditions so that it became

obstructed in carrying out the teaching and learning process, and 30.8% of students answered that they liked learning offline because when doing offline learning there was no interruption of interaction when explaining the material in front, socializing faster than online, then participants could quickly understand the learning. 7.7% of students answered that they were less focused because when doing online learning there were too many distracting activities while learning such as, being more absorbed in their own world, when learning online many were doing other work. and 0% of students answered no because during the learning process there were no obstacles for other students. So that when doing online learning there are some negative activities when carrying out this learning such as the lack of teacher and student interaction and carried out by parents, that is the main peak in the online problem. And these online learning activities make it difficult for teachers to monitor student learning and the results of the learning.

From the exposure of all questionnaires, we can see that the use of google meet media applications is very suitable for distance learning or Distance Learning where students can carry out their learning process in one room just like they are at school. Online learning was chosen as a way to reduce the occurrence of covid-19. one of the biggest obstacles to online learning is the difficulty of students in accessing using the network because the government has not provided free quota facilities that can help students in carrying out the teaching and learning process as usual. The use of the google meet application is the same as using other applications, educators and students remain in one room so that they can carry out the question and answer process as it should be and in sending assignments is not too rushed, even some of the teachers are relaxed in collecting their assignments. So that with this, students can be helped and not bored in the learning process. Because there the teacher is guided to be more creative about the literacy of science and technology, so that he can follow the trend of the times in order to present his teaching material well.

In addition to educators but students must also understand the times at this time because of the development of zaman tersebut requires students and educators to be more creative and innovative again in the learning process.

CONCLUSION

As time goes by the language has begun to develop a lot starting from English, Spanish, Malaysian, Korean, Japanese and Sign Language for people with special needs but so many languages that develop starting from writing, oral, sign, and Arabic is also formalized in more or less than 20 countries. The position of Arabic makes it a language or we are holy and guidance for Muslims in the world. Arabic here also has an important role for Muslims because Arabic makes it easier for us to understand Arabic texts and read the Qur'an, as Muslims who are guided by the Qur'an and hadith make it easier to understand what they hold. Arabic which has a lot of vocabulary in this world, for this reason why Arabic has a lot of mufradat because humanity or Muslims hold on to the al-qur`an and hadith which is a guide for this life both in the world and in the hereafter, where once this Arabic language was known as Aramaic which was only

known in the Palestinian region, Then the people of the eastern region traveled through trade which began to enter Islam and arrived at that time to the part of the Asian country or Asia where the meeting of Arabic with Asia is a very close relationship and the formation of Islam in Asia and became the largest adherent of Islam in the world.

And this also shows how important Arabic is in religious learning, and as we know Arabic is also very important to use at the educational level which starts from elementary school to further levels. Since the emergence of Covid-19 in 2019 there have been many significant changes, at which time the virus first appeared in Wuhan, Hubei province of China, and the World Health Organization (WHO) emphasized not to worry about the problem of the outbreak because they would try to find a way to stop the virus. The world bank and IMF agreed on the biggest economic problems due to the virus outbreak, and it also made anxiety for the Asean population because many breadwinners and other workers were greatly hampered, even schools at that time began to be closed for fear of transmission in the virus outbreak. lockdown or at home only, because with these regulations it can break the chain of covid-19, and this is also done for the whole world in complying with the health protocol, but because the government has also not found a backup way in responding to the problem of the outbreak. For problems with the lack of educators in understanding the methods used, the researcher provides suggestions when doing this learning, educators do not always rely on the listening method or explain the material in groups, educators may be able to invite students to do a video magnitude As a result of observations made by researchers, for the media that is done is very good in conducting learning to its students, then researchers hope again to educators in the future technology in conducting Arabic language learning can be improved better, how the benefits in the world of education must be able to master technological advances and develop well and as a learning medium that can be interesting as well as effective for the world of education. Self-development of every educator and student in technological advances must remain upgraded in order to be able to keep up with the times through technology that is always developing.

The researcher also thanked the teachers at Junior High School who helped me in conducting observation research, hopefully by doing this research it can provide benefits both for Junior High School and for other parties who can access the results of the research..

REFERENCES

- Abdul Afwu Godly Prayitno, M. Z. M. (2020). PENGEMBANGAN KURIKULUM PEMBELAJARAN BAHASA ARAB PADA MASA PANDEMI COVID-19. *AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab dan Pengajarannya*, 4(2), 15–29. <https://doi.org/10.52266/al-afidah.v4i2.591>
- Al-Ayyoub, M., Nuseir, A., Alsmearat, K., Jararweh, Y., & Gupta, B. (2018). Deep learning for Arabic NLP: A survey. *Journal of Computational Science*, 26, 522–531. <https://doi.org/10.1016/j.jocs.2017.11.011>

- Aljarah, I., Habib, M., Hijazi, N., Faris, H., Qaddoura, R., Hammo, B., Abushariah, M., & Alfawareh, M. (2021). Intelligent detection of hate speech in Arabic social network: A machine learning approach. *Journal of Information Science*, 47(4), 483–501. <https://doi.org/10.1177/0165551520917651>
- Almarzooq, Z. I., Lopes, M., & Kochar, A. (2020). Virtual Learning During the COVID-19 Pandemic. *Journal of the American College of Cardiology*, 75(20), 2635–2638. <https://doi.org/10.1016/j.jacc.2020.04.015>
- Alsubaie, M. A. (2022). Impacts of Technology in Learning: Mobile Typing Applications for Writing and Accomplishing Academic Tasks among Arabic-Speaking Undergraduate Students. *Education Sciences*, 12(12), 891. <https://doi.org/10.3390/educsci12120891>
- Avisyah, G. F., Putra, I. J., & Hidayat, S. S. (2023). Open Artificial Intelligence Analysis using ChatGPT Integrated with Telegram Bot. *Jurnal ELTIKOM*, 7(1), 60–66. <https://doi.org/10.31961/eltikom.v7i1.724>
- Balaha, H. M., Ali, H. A., Saraya, M., & Badawy, M. (2021). A new Arabic handwritten character recognition deep learning system (AHCR-DLS). *Neural Computing and Applications*, 33(11), 6325–6367. <https://doi.org/10.1007/s00521-020-05397-2>
- Blanchete, I., Mouchid, M., Mbarki, S., & Mouloudi, A. (2018). Formalizing Arabic Inflectional and Derivational Verbs Based on Root and Pattern Approach Using NooJ Platform. Dalam S. Mbarki, M. Mouchid, & M. Silberstein (Ed.), *Formalizing Natural Languages with NooJ and Its Natural Language Processing Applications* (Vol. 811, hlm. 52–65). Springer International Publishing. https://doi.org/10.1007/978-3-319-73420-0_5
- Boufenar, C., Kerboua, A., & Batouche, M. (2018). Investigation on deep learning for off-line handwritten Arabic character recognition. *Cognitive Systems Research*, 50, 180–195. <https://doi.org/10.1016/j.cogsys.2017.11.002>
- Boukil, S., Biniz, M., Adnani, F. E., Cherrat, L., & Moutaouakkil, A. E. E. (2018). Arabic Text Classification Using Deep Learning Technics. *International Journal of Grid and Distributed Computing*, 11(9), 103–114. <https://doi.org/10.14257/ijgdc.2018.11.9.09>
- Elnagar, A., Al-Debsi, R., & Einea, O. (2020). Arabic text classification using deep learning models. *Information Processing & Management*, 57(1), 102121. <https://doi.org/10.1016/j.ipm.2019.102121>
- Ertefaie, A., Small, D. S., & Rosenbaum, P. R. (2018). Quantitative Evaluation of the Trade-Off of Strengthened Instruments and Sample Size in Observational Studies. *Journal of the American Statistical Association*, 113(523), 1122–1134. <https://doi.org/10.1080/01621459.2017.1305275>
- Guerrero-Ibáñez, J., Zeadally, S., & Contreras-Castillo, J. (2018). Sensor Technologies for Intelligent Transportation Systems. *Sensors*, 18(4), 1212. <https://doi.org/10.3390/s18041212>
- Guillén-Gámez, F. D., & Mayorga-Fernández, M. J. (2020). Quantitative-comparative research on digital competence in students, graduates and professors of faculty education: An analysis with ANOVA. *Education and Information Technologies*, 25(5), 4157–4174. <https://doi.org/10.1007/s10639-020-10160-0>
- Heikal, M., Torki, M., & El-Makky, N. (2018). Sentiment Analysis of Arabic Tweets using Deep Learning. *Procedia Computer Science*, 142, 114–122. <https://doi.org/10.1016/j.procs.2018.10.466>

- Holly, S., Maulik, B., & Samuel, I. (2023). Use of Whatsapp as A Learning Media to Increase Students' Learning Interest. *Sciencetchno: Journal of Science and Technology*, 2(1), 35–48. <https://doi.org/10.55849/sciencetchno.v2i1.57>
- Huang, P., Miao, Q., Sang, G., Zhou, Y., & Jia, M. (2021). Research on quantitative method of particle segregation based on axial center nearest neighbor index. *Minerals Engineering*, 161, 106716. <https://doi.org/10.1016/j.mineng.2020.106716>
- Jung, Y. M. (2019). Data Analysis in Quantitative Research. Dalam P. Liamputtong (Ed.), *Handbook of Research Methods in Health Social Sciences* (hlm. 955–969). Springer Singapore. https://doi.org/10.1007/978-981-10-5251-4_109
- Kamorudeen, B. (2021). The Impact of Information and Communication Technology on the Teaching and Learning of Arabic in Nigeria. *Journal of Muslim Minority Affairs*, 41(4), 608–614. <https://doi.org/10.1080/13602004.2022.2029011>
- Kato, N., Mao, B., Tang, F., Kawamoto, Y., & Liu, J. (2020). Ten Challenges in Advancing Machine Learning Technologies toward 6G. *IEEE Wireless Communications*, 27(3), 96–103. <https://doi.org/10.1109/MWC.001.1900476>
- Larabi Marie-Sainte, S., Alalyani, N., Alotaibi, S., Ghouzali, S., & Abunadi, I. (2019). Arabic Natural Language Processing and Machine Learning-Based Systems. *IEEE Access*, 7, 7011–7020. <https://doi.org/10.1109/ACCESS.2018.2890076>
- Loderer, K., Pekrun, R., & Lester, J. C. (2020). Beyond cold technology: A systematic review and meta-analysis on emotions in technology-based learning environments. *Learning and Instruction*, 70, 101162. <https://doi.org/10.1016/j.learninstruc.2018.08.002>
- Lulu, L., & Elnagar, A. (2018). Automatic Arabic Dialect Classification Using Deep Learning Models. *Procedia Computer Science*, 142, 262–269. <https://doi.org/10.1016/j.procs.2018.10.489>
- Mensah, C. N., Long, X., Dauda, L., Boamah, K. B., Salman, M., Appiah-Twum, F., & Tachie, A. K. (2019). Technological innovation and green growth in the Organization for Economic Cooperation and Development economies. *Journal of Cleaner Production*, 240, 118204. <https://doi.org/10.1016/j.jclepro.2019.118204>
- Mohammed, A., & Kora, R. (2019). Deep learning approaches for Arabic sentiment analysis. *Social Network Analysis and Mining*, 9(1), 52. <https://doi.org/10.1007/s13278-019-0596-4>
- Mulyasari, D., Noer, R. M., Sari, N., Ermawaty, E., Triharyadi, F., Tampubolon, D., & Catherine, S. (2023). Improving Health Status in The Elderly Through Health Checks and Education at Nuriah Nursing Homes in Karimun. *Pengabdian: Jurnal Abdimas*, 1(2), 75–81. <https://doi.org/10.55849/abdimas.v1i2.183>
- Mustapa, A. M., Ghani, S. Ab., Rahman, M. A., Nawawi, Z., & Kamarudin, M. A. (2022). *Evaluation of the online arabic treasure hunt as learning games activities using the technology acceptance model (TAM)*. 040017. <https://doi.org/10.1063/5.0092716>
- Osamy, W., Salim, A., Khedr, A. M., & El-Sawy, A. A. (2021). IDCT: Intelligent Data Collection Technique for IoT-Enabled Heterogeneous Wireless Sensor Networks in Smart Environments. *IEEE Sensors Journal*, 21(18), 21099–21112. <https://doi.org/10.1109/JSEN.2021.3100339>
- Pamuji, S., & Limei, S. (2023). The Managerial Competence Of The Madrasa Head In Improving Teacher Professionalism And Performance At Mi Al-Maarif

- Bojongsari, Cilacap District. *Pengabdian: Jurnal Abdimas*, 1(2), 66–74. <https://doi.org/10.55849/abdimas.v1i2.158>
- Ramadhan, F. K., Faris, M. I., Wahyudi, I., & Sulaeman, M. K. (2023). PEMANFAATAN CHAT GPT DALAM DUNIA PENDIDIKAN. *Jurnal Ilmiah Flash*, 9(1), 25. <https://doi.org/10.32511/flash.v9i1.1069>
- Shorman, S., Jarrah, M., & Alsayed, A. R. (2022). The Websites Technology for Arabic Language Learning Through COVID-19 Pandemic. Dalam A. Hamdan, A. Harraf, P. Arora, B. Alareeni, & R. Khamis Hamdan (Ed.), *Future of Organizations and Work After the 4th Industrial Revolution* (Vol. 1037, hlm. 327–340). Springer International Publishing. https://doi.org/10.1007/978-3-030-99000-8_18
- Sohn, K., & Kwon, O. (2020). Technology acceptance theories and factors influencing artificial Intelligence-based intelligent products. *Telematics and Informatics*, 47, 101324. <https://doi.org/10.1016/j.tele.2019.101324>
- Staszak, M., Staszak, K., Wieszczycka, K., Bajek, A., Roszkowski, K., & Tylkowski, B. (2022). Machine learning in drug design: Use of artificial intelligence to explore the chemical structure–biological activity relationship. *WIREs Computational Molecular Science*, 12(2). <https://doi.org/10.1002/wcms.1568>
- Tan, J., Liu, W., Xie, M., Song, H., Liu, A., Zhao, M., & Zhang, G. (2019). A low redundancy data collection scheme to maximize lifetime using matrix completion technique. *EURASIP Journal on Wireless Communications and Networking*, 2019(1), 5. <https://doi.org/10.1186/s13638-018-1313-0>
- Thaher, T., Saheb, M., Turabieh, H., & Chantar, H. (2021). Intelligent Detection of False Information in Arabic Tweets Utilizing Hybrid Harris Hawks Based Feature Selection and Machine Learning Models. *Symmetry*, 13(4), 556. <https://doi.org/10.3390/sym13040556>
- Theobald, E. J., Hill, M. J., Tran, E., Agrawal, S., Arroyo, E. N., Behling, S., Chambwe, N., Cintrón, D. L., Cooper, J. D., Dunster, G., Grummer, J. A., Hennessey, K., Hsiao, J., Iranon, N., Jones, L., Jordt, H., Keller, M., Lacey, M. E., Littlefield, C. E., ... Freeman, S. (2020). Active learning narrows achievement gaps for underrepresented students in undergraduate science, technology, engineering, and math. *Proceedings of the National Academy of Sciences*, 117(12), 6476–6483. <https://doi.org/10.1073/pnas.1916903117>
- Tuttle, J. F., Blackburn, L. D., Andersson, K., & Powell, K. M. (2021). A systematic comparison of machine learning methods for modeling of dynamic processes applied to combustion emission rate modeling. *Applied Energy*, 292, 116886. <https://doi.org/10.1016/j.apenergy.2021.116886>
- Vicky, D., Adrianna, H., & Phan, B. (2023). Use of Gadgets by Early Childhood in the Digital Age to Increase Learning Interest. *Sciencetechno: Journal of Science and Technology*, 2(1), 17–34. <https://doi.org/10.55849/sciencetechno.v2i1.58>
- Wang, B., Hu, S. J., Sun, L., & Freiheit, T. (2020). Intelligent welding system technologies: State-of-the-art review and perspectives. *Journal of Manufacturing Systems*, 56, 373–391. <https://doi.org/10.1016/j.jmsy.2020.06.020>
- Weidlich, J., & Bastiaens, T. J. (2018). Technology Matters – The Impact of Transactional Distance on Satisfaction in Online Distance Learning. *The International Review of Research in Open and Distributed Learning*, 19(3). <https://doi.org/10.19173/irrodl.v19i3.3417>
- Xie, H., Chu, H.-C., Hwang, G.-J., & Wang, C.-C. (2019). Trends and development in technology-enhanced adaptive/personalized learning: A systematic review of

journal publications from 2007 to 2017. *Computers & Education*, 140, 103599.
<https://doi.org/10.1016/j.compedu.2019.103599>

Zhang, J., Yu, J., Fu, S., & Tian, X. (2021). Adoption value of deep learning and serological indicators in the screening of atrophic gastritis based on artificial intelligence. *The Journal of Supercomputing*, 77(8), 8674–8693.
<https://doi.org/10.1007/s11227-021-03630-w>

Copyright Holder :

© Million Tomas et al. (2023)

First Publication Right :

© Journal International of Lingua and Technology (JILTECH)

This article is under:

