IMPLEMENTATION OF ARABIC LEARNING DURING COVID-19 EMERGENCY IN INDONESIA: HOTS, MOTS, OR LOTS?

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Abstract
The Coronavirus 2019 (COVID-19) pandemic created the challenges for Arabic learning process in Indonesian Islamic College, which is one of the important subjects for support communication in foreign languages. This study aims to describe the steps of Arabic learning at UIN Maulana Malik Ibrahim Malang and classify the implementation of Arabic learning in the HOTS, MOTS, or LOTS categories. This study uses a qualitative approach with a case study research design. The data collection include observation, interviews, and documentation. The results showed that; 1) Arabic learning at UIN Maulana Malik Ibrahim Malang adopt integration between media, methods and material based on online learning platforms or social media, 2) Arabic learning during the COVID-19 emergency include the HOTS category, this is showed when students can create conversations by integrating technology in the learning process, applying sentence structure and designing innovations in Arabic communication. The findings of this study illustrate that Arabic learning in Indonesia through technology integration can produce creativity, innovation and increase motivation in the language learning process in the COVID-19 emergency.

Keywords: Arabic learning, COVID-19, HOTS, LOTS, MOTS

Abstract
Pandemi COVID-19 menciptakan tantang tersendiri bagi proses pembelajaran bahasa Arab di Perguruan Tinggi Agama Islam Indonesia yang merupakan salah satu mata kuliah wajib sebagai pendorong komunikasi dalam berbahasa Asing. Penelitian ini bertujuan untuk mendeskripsikan langkah-langkah pembelajaran bahasa Arab di UIN Maulana Malik Ibrahim Malang dan mengklasifikasikan implementasi pembelajaran dalam kategori HOTS, MOTS atau LOTS. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Teknik pengumpulan data meliputi observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa; 1) pembelajaran bahasa Arab di UIN Maulana Malik Ibrahim Malang mengadopsi integrasi media, metode dan materi berbasis online dengan menggunakan platform pembelajaran atau media sosial, 2) pembelajaran bahasa Arab saat masa darurat COVID-19 termasuk dalam kategori HOTS, hal ini ditunjukkan saat mahasiswa mampu mengkreasikan percakapan dengan mengintegrasikan teknologi dalam proses pembelajaran,
mengaplikasikan struktur kalimat dan mendesain inovasi dalam komunikasi berbahasa Arab. Temuan penelitian ini menggambarkan bahwa pembelajaran bahasa Arab di Indonesia melalui integrasi teknologi mampu menghasilkan kreativitas, inovasi dan motivasi yang meningkat dalam proses pembelajaran bahasa di pandemi COVID-19.

Kata Kunci: COVID-19, HOTS, LOTS, MOTS, Pembelajaran bahasa Arab

INTRODUCTION

Education is one of the critical element of a nation.¹ As is known that education is an important aspect for building human civilization in a sustainable manner.² However, the nation's educational process during the COVID-19 emergency experienced complex limitations and resulted in fatal effects if not handled well.³ One of the impacts is learning activities in this country were carried out through an online system.⁴ This is adjusted to the Ministry of Education regulations related to the learning process at home.⁵ As revealed that the popularity for using online systems in learning process can encourage the motivation of student.⁶ This has a big impact for the teachers to design the material that is relevant in the online system.

Arabic learning is one of the important subjects for all state Islamic College, every department learns Arabic to support foreign sources in increasing scientific competence being studied. The statement is in following with the demands of globalization and the demands of the 21st century to improve the four components of life skills such as communication, critical thinking, creative, and collaborate.⁷ On this aspect, the improvement of foreign languages is one of the efforts to encourage reliable and globally competitive human resources.⁸

In general, learning based on Bloom Taxonomy theory is inseparable from the elements of creativity and critical thinking components in understanding the learning context, as well as language learning that emphasizes three domains of ability; cognitive, affective and psychomotor. Through indicators with the collaboration in critical and creative thinking can be shown from the operational verbs with the term Bloom Taxonomy.⁹

Based on the operational verbs as a form of implementation the concept of thinking, it is known that the implementation of the Arabic learning process in the COVID-19 emergency is included in the classification of HOTS (Higher Order Thinking Skills), MOTS (Middle Order Thinking Skills) or LOTS (Lower Order Thinking Skills) through online learning system. This is supported by J. Richards¹⁰ in his book that language learning has entered a new era, the era of post methods. According to his statement about the methods is considered "finished" and the era of language learning is now moving "beyond the method" towards posmetode conditions.

As indicated by Anderson in Rahmawati¹¹ who stated that the dimensions of students' thinking processes are as follows HOTS, MOTS, LOTS category.

<table>
<thead>
<tr>
<th>Category</th>
<th>Operational Verb</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOTS</td>
<td>Creating</td>
<td>Creating Ideas</td>
</tr>
<tr>
<td></td>
<td>Evaluate</td>
<td>Make decisions</td>
</tr>
<tr>
<td></td>
<td>Analyze</td>
<td>Specify aspects and elements</td>
</tr>
<tr>
<td>MOTS</td>
<td>Apply</td>
<td>Using information on different domains</td>
</tr>
<tr>
<td></td>
<td>Understanding</td>
<td></td>
</tr>
<tr>
<td>LOTS</td>
<td>Explaining</td>
<td>Explain ideas / concepts</td>
</tr>
<tr>
<td></td>
<td>Knowing</td>
<td>Remember</td>
</tr>
</tbody>
</table>

**Table 1. Classification of Taxonomy Bloom**

From the category in Table 1, it can be shown the classification of the learning domains through activities or student learning processes based on the scientific approach which embraces the HOTS system. The learning process can be classified using the indicators above about the learning process is still LOTS, MOTS or has reached the HOTS level.

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According to the other research, Arabic learning in this era is inseparable from the role of the teacher. The teacher must observe, research, manage and utilize multimedia and multicultural intelligence of students, create a conducive environment and comprehensively evaluate all learning activities in achieving the expected learning goals.\(^{12}\) In addition, classroom management also influences language learning outcomes optimally.\(^{13}\)

With the role of good teachers, they will achieve competence and skills following the demands of 21\(^{14}\) century learning.\(^{14}\) The learning process needs to be designed in a complex and comprehensive manner become the learning process for students is meaningful and emphasizes the student approach center.\(^{15}\) Through the classification categories in Bloom's Taxonomy, researcher can classify the process of Arabic learning easily in the COVID-19 emergency in the HOTS, MOTS, or LOTS category.

The process of Arabic learning in this era largely determines the success of the desired objectives. Learning activities when COVID-19 emergency is carried out in various ways, one of example the learning platforms such as Videoconferences that can improve foreign language skills\(^{16}\), the learning process is adopted online\(^{17}\), and using of digital media\(^{18}\), the alternative media online in Arabic language.\(^{19}\) As some research revealed that the positive impact when learning activities through media platforms or social media, as previous research showed that Zoom can increase student participation\(^{20}\), WhatsApp media can increase student collaboration in language learning\(^{21}\), using of Youtube can also increase interest in learning\(^{22}\), and Google Classroom which


\(^{13}\) Arifka Mahmudi et al., “Classroom Management And Arabic Learning Process Based On Multiple Intelligences” Arabiyat 6, no. 2 (2019): 222–37, https://doi.org/10.15408/v6i2.11365


has the role of making it easier for teachers to accommodate students in an online learning atmosphere.\(^2\)

As previous research has been done about language learning during the COVID-19 emergency and online learning, this study will discuss the steps of learning Arabic in UIN Maulana Malik Ibrahim Malang and categorizing learning in HOTS, MOTS or LOTS. The importance of this research is to reveal the learning process can map the process of thinking well through Arabic learning. It aims to determine the extent to Indonesian tertiary institutions contribute for learning and output in foreign languages.

**METHOD**

This study adopted a qualitative approach with a case study method. The data obtained includes observation, interview, and documentation. The analysis used involves the triangulation of data and methods. The scheme used in this study can be described in the figure 1.

![Figure 1. Method](image)

Observations can be made about the process of Arabic learning at UIN Maulana Malik Ibrahim Malang and supported by interviews with three lecturers and documentation as evidence of the implementation in online learning system. Various forms of secondary data to looking for Arabic learning categories in the COVID-19 emergency based on HOTS, MOTS, or LOTS. Secondary data is used to supplement primary data, such as written sources of articles and books. Researcher researched in early April until Mei related to Arabic learning online in three classes of


learning, ranging from undergraduated level into postgraduated level to observe the online learning process by interviewing 3 lecturers to get information about Arabic learning based on online system.

The researcher uses the following steps in the process of analyzing data:

Figure 2. Procedure in analyzing data

Figure 2 describe about procedure in analyzing data. The data was collected and described, then reduced and verified in detail and conclusion. During the data collection phase, researcher recorded the Arabic learning process. After collecting data, researcher reduce the data by selecting and sorting data that supports the research. Then, verify at this point that the researcher has determined the primary data as important data, and sorted out the unwanted data.

RESULT AND DISCUSSION

Arabic Learning in the COVID-19 emergency

Arabic learning at UIN Maulana Malik Ibrahim Malang became the topic of discussion in this study. Arabic learning activities are accommodated by three lecturers who are in charge of these topic, some of the media used by lecturers and students include Zoom, WhatsApp, Instagram, and Youtube. This media is useful to facilitate lecturers in conveying the material learned and facilitate online learning communication. As the phrase that online learning can provide positive responses from students.24 Student perceptions of effective learning models through the media Zoom, WhatsApp, Pictures, Video. According to one informant said that “Effective learning can be done through a variety of media, namely; WhatsApp, Zoom, Google Classroom.” (Interview Ft, 2020).

The process of Arabic learning at UIN Maulana Malik Ibrahim Malang still focuses on learning four Arabic language skills. Things that need to be considered when learning takes place need to be contextually related. Arabic learning is done through the several steps taken by the lecturers in implementing language learning online in several steps.

First, the lecturer prepares the learning materials, media, and lesson plans. Before the learning process, the lecturer prepares materials related to language skills. The lecturer designs the material through Youtube, so students can access the teaching material well without being limited time of the COVID-19 emergency.

After preparing the material and learning instructions that will be delivered for students, the lecturer gives a link that can be accessed by students, either in the form of a Zoom link or WhatsApp group that has been accommodated before. After there is a specific group, the lecturer gives instructions regarding the material to be delivered, as well as the assignments or evaluations used. The students can open the link provided not limited to time and place, wherever its existence, students can learn the instructions given by the lecturer all day.

Media can be shown in the form of videos, pictures, films, etc., then the lecturer submits the learning material that has been prepared by giving apperception to students about the material in the online class. After that, the lecturer asks students to learn the material together. If there are students who are considered to need emphasis, the lecturer gives specific attention.

Second, the lecturer divides students into groups, and students choose a group leader. The group leader should be students who have better skills and understanding to help their friends in the learning process. Giving assignments in the form of collaboration can be related to designing an Arabic writing or an Arabic video. After that, lecturer gives assignments to students. The students can practice learning materials alternately in their groups, and provide opportunities for students to upload the assignments. As the example assignment in the figure 3.

![Figure 3. Evaluation of Students in Writing Skills](image)

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In the process of doing assignments, students can ask the lecturer about things that are still not understood in the online class. In the final session of the online meeting, students are given the task to conduct a dialogue related to learning materials for speaking skills and recording them in video format. In reading skills, students can be given the task of making monologues related to the theme being studied by first writing the monologue text, which then he is asked to record his voice using a smartphone as an assignment, here students learn indirectly four skills at once; (1) writing, because the students have to write the monologue, (2) reading, because at the time of recording, the students have to read the text before, (3) speaking, the students must naturally recite the monologue, (4) listening, because the students listen to the results of the recording, and if they feels less good, the students will automatically repeat it. Here there is intensive training conducted by the students.

Third, the lecturer asks students to submit the recording assignment or can also ask students to display it or upload it on social media, in the form of Youtube and Instagram, so that the lecturer knows the extent of the students' skills in Arabic learning. Assignments that have been made by the student are sent to the group or each student in the class for giving correction, so that the student does a peer correction. It is one example of peer correction from students on assignments done through Instagram.

Figure 4. Creation of Students about Writing Skills

Figure 5. Peer correction in student’s assignment
Fourth, in the next meeting, the lecturer and students discuss the assignments given by allowing the students to criticize the assignments of their friends. Some examples are through comments on Instagram, Youtube, so that lecturer can find out the activeness of students in Arabic learning. Comments are obtained not only from students and lecturer, but there are also social media friends who help correct errors in foreign languages.

These are some steps that lecturers in teaching Arabic online at UIN Maulana Malik Ibrahim Malang. This method can be developed following the conditions of students and adequate online facilities.

**Classification of Arabic learning at UIN Maulana Malik Ibrahim Malang**

Arabic learning based on HOTS theory must giving the students chance actively. As online learning activities encourage students to create something new, the students can create their idea in the communication design in Arabic language. Therefore, lecturers must prepare assignments or questions that can make students think creatively, critically, and can solve problems. As the activities of students at UIN Maulana Malik Ibrahim Malang can to provide opportunities to develop their thinking skills. The students can master high-level thinking skills even in COVID-19 emergency.

As one indication of learning that makes students able to inform the problem is learning based on HOTS theory. This is necessary for students can formulate a problem from the several conditions. However, this goal is done to solve a problem to make it easier for students to understand the problem or project from their teacher.

This is a teaching to practice the students' creativity in solving a problem. So, it can be concluded that the activity is a process to be able to think creatively obtained by the ability of students to formulate problems and find solutions as a means to assess creativity, and encourage students to develop their creative abilities. As the assignment given in Arabic learning at UIN Malang requires students' creativity in designing and completing projects given by the teacher, both collaboratively and individually. Collaboration can be formed through group performance and collective assignments. As revealed that collaborative learning can increase student participation.

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When designing activities for language learning, it is necessary to plan the integration of cognitive, affective, and psychomotor abilities including learning, focusing on the learning experience. Rina revealed that the learning process must be designed interactively. At this step, the students can analyze what their project to increase the language abilities, create innovations and think critically in the completion of a project from a lecturer. At this moment, the students don’t just memorize facts or concepts, but they do something about these facts. The students must understand it, analyze the sentence, categorize, manipulate, create new ways creatively and apply them in finding solutions to new problems. This is determined by the management of online classes that are managed by lecturers well. As Norbahirah stated that teacher management and instruction can provide optimal language acquisition.

Through creation and making innovations, Arabic learning at UIN Maulana Malik Ibrahim Malang is included in the HOTS learning category. This is indicated by several indicators; students can create ideas, create creativity, analyze friends' projects through the peer correction step to analyze the components of the Arabic language that are wrong. As the theory says HOTS learning is characterized by transformative learning, students not only memorize but can make a critical analysis of the language elements. Based on the indicators, the Arabic learning at UIN Maulana Malik Ibrahim has implemented the HOTS category.

CONCLUSION

The Arabic learning process in the COVID-19 emergency can be applied online using various learning platforms or social media. The results of this study can be used as a reference for adopting the integrate learning by integrated media, material and evaluation, making it easier for lecturers to deliver learning material. Arabic learning at UIN Maulana Malik Ibrahim Malang becomes one of the example learning online based on HOTS category. It is based on that learning emphasizes students to think critically and creatively, both in terms of acquiring Arabic or in the process of Arabic learning. This study recommends the other research to find out the effectiveness of using media in Arabic learning.

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REFERENCES


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