



## **Student's Perceptions of Arabic Language Education Study Program towards PTMT and Hybrid Learning at Jambi University**

**Ary Myftakhul Huda**

Universitas Jambi

[arimiftahulhuda80@gmail.com](mailto:arimiftahulhuda80@gmail.com)

**Adilia Ningtias**

Universitas Jambi

[adilianingtias@gmail.com](mailto:adilianingtias@gmail.com)

**Syukron Hidayah Lubis**

Universitas Jambi

[lubissyukron09@gmail.com](mailto:lubissyukron09@gmail.com)

**Syifa Farhatul Janah**

Universitas Negeri Jakarta

[syifajan25@gmail.com](mailto:syifajan25@gmail.com)

**Mulyadi**

Universitas Jambi

[mulyadiahmad@unja.ac.id](mailto:mulyadiahmad@unja.ac.id)

### **Abstract**

*The background of this research is related to the model of the teaching and learning process at the University of Jambi, especially the Arabic Language Education Study Program. This study aims to determine the students' perception of Arabic Language Education Study Program towards PTMT (Limited Face-to-face Meeting) and Hybrid Learning at Jambi University. This study uses a qualitative descriptive approach, namely data and information retrieval using google forms which are distributed through online student WhatsApp groups, the number of informants is 30 people who are given critical questions and answers to 33 questions with option categories (1. Strongly agree, 2. Agree, 3. Doubtful, 4. Disagree, 5. Strongly disagree). The results of the study show that through limited face-to-face meetings with a hybrid learning model, learning motivation can be built, and the learning process is more interactive, integrating various learning activities, and building a spirit of cooperation. However, most students prefer offline learning to online learning. According to him, certain lectures for Arabic courses are more interesting and interactive when given face to face.*

**Keywords:** PTMT, Hybrid Learning, Arabic Education

## ملخص

ترتبط خلفية هذا البحث بنموذج عملية التدريس والتعلم في جامعة جامبي ، وخاصة برنامج دراسة تعليم اللغة العربية. تهدف هذه الدراسة إلى تحديد تصور الطلاب لبرنامج دراسة التربية العربية نحو الاجتماع المحدود وجها لوجه والتعلم المختلط في جامعة جامبي. تستخدم هذه الدراسة نهجا وصفيًا نوعيًا لاسترجاع البيانات والمعلومات باستخدام نماذج جوجل الموزعة من خلال مجموعات واتس اب من الطلاب عبر الإنترنت ، ويبلغ عدد المخبرين ٣٠ شخصا يتم إعطاؤهم أسئلة وأجوبة نقدية على ٣٣ سؤالاً مع فئة اختيار (١. أتفق تماما، ٢. موافق ، ٣. الشك ، ٤. لا أوافق ، ٥. نختلف بشدة). أظهرت النتائج أنه من خلال الاجتماعات المحدودة وجها لوجه مع نماذج التعلم الهجين ، يمكن بناء تحفيز التعلم ، وتكون عملية التعلم أكثر تفاعلية ، ودمج أنشطة التعلم المختلفة ، وبناء روح التعاون. ومع ذلك ، يفضل معظم الطلاب التعلم دون اتصال بالإنترنت على التعلم عبر الإنترنت. ووفقاً له ، فإن بعض المحاضرات لدورات اللغة العربية تكون أكثر إثارة وتفاعلية إذا تم تقديمها وجها لوجه.

الكلمات المفتاحية : الاجتماع المحدود وجها لوجه، التعلم المختلط، تعليم اللغة العربية.

## Abstrak

Latar belakang penelitian ini terkait dengan model proses belajar mengajar di Universitas Jambi, khususnya Program Studi Pendidikan Bahasa Arab. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa Program Studi Pendidikan Bahasa Arab terhadap PTMT (Pertemuan Tatap Muka Terbatas) dan *Hybrid Learning* di Universitas Jambi. Penelitian ini menggunakan pendekatan deskriptif kualitatif yaitu pengambilan data dan informasi menggunakan *Google Forms* yang didistribusikan melalui grup *WhatsApp* pelajar *online*, jumlah informan adalah 30 orang yang diberikan pertanyaan kritis dan jawaban atas 33 pertanyaan dengan kategori pilihan (1. Sangat setuju, 2. Setuju, 3. Meragukan, 4. Tidak setuju, 5. Sangat tidak setuju). Hasil penelitian menunjukkan bahwa melalui pertemuan tatap muka terbatas dengan model pembelajaran *hybrid*, motivasi belajar dapat dibangun, dan proses pembelajaran lebih interaktif, mengintegrasikan berbagai kegiatan pembelajaran, dan membangun semangat kerja sama. Namun, sebagian besar siswa lebih memilih pembelajaran *offline* daripada pembelajaran *online*. Menurutnya, kuliah tertentu untuk mata kuliah Bahasa Arab lebih menarik dan interaktif jika diberikan tatap muka.

**Kata Kunci:** PTMT, *Hybrid Learning*, Pendidikan Bahasa Arab.

## **A. Introduction**

Arabic plays an important role in the creation of Indonesian vocabulary, both in the fields of religion, literature, philosophy, law, politics, and education. The introduction of Arabic vocabulary into Malay or Indonesian and the use of the Arabic alphabet to write Malay occurred long before the era of Western colonialism. Arabic vocabulary was absorbed into Malay, which later became the lingua franca of the archipelago, which in turn became the national language (Nasution, 2019: 25). In this regard, Arabic has become one of the compulsory subjects in various educational institutions in Indonesia, especially Islamic educational institutions such as Islamic Boarding Schools. Even in 2008, the Minister of Religion issued the official objectives of learning Arabic, namely, to promote, guide, develop and foster skills, and to promote a positive attitude towards Arabic in a repressive and productive manner.<sup>1</sup> In addition, Renti Yasmar on research results, also explain that the process of learning to teach Arabic time it's still use conventional methods in the form of delivering material, memorizing, and practice. Learning process for example this generally non-supported use interactive learning media which in accordance. Many solutions which offered for solve this difficulty, wrong the only one is use the use of interactive learning media, either in the form of implementation technology based, also designing learning methods which centred in student (Jamil, H., & Agung, 2022: 32). Technology utilization for example interactive multimedia needed able melt disparity learning style, level of ability of learners, limitations of distance, time, and various other learning problems which all this time always scourge for educators, especially Arabic language educators, especially on the current pandemic era.

Learning strategies play a very important role in improving the quality of Arabic learning and teachers need to be able to plan and implement them well. A master can be likened to a warlord who is skilled in using war strategies to win wars. Therefore, teachers must be able to use various learning strategies and make rational decisions about when certain learning strategies are appropriate and considered most effective. The term learning strategy has been widely discussed in the world of education in Indonesia since the introduction of the Competency-Based Curriculum (KBK) which was later changed in and changed to the Education Unit Level Curriculum (KTSP) in early 2006. And continued in the same year as the curriculum was implemented in 2013 (Mahyudin, 2014: 195). This hybrid learning model is

in accordance with the discourse on the application of Limited Face-to-face Learning (PTMT) in Indonesia. PTMT is designed to enable hands-on learning in classrooms with limited student time and capacity by adopting a mixed learning model (Susanto, S. et al., 2022: 20).

Learning with a hybrid learning model in the current era is unavoidable, the rapid development of technology and the occurrence of extraordinary events in the form of the 2019 corona virus disease (COVID-19) outbreak have an impact on limiting social interaction, as well as closing access and education, community service at all levels. education. During this pandemic, the Government of Indonesia made the policies described in circular letter No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19). That is, learning activities are carried out online or online. This is a step that can be taken to avoid and prevent the spread of the Covid-19 virus that is hitting Indonesia and even in various countries around the world, therefore the Indonesian Government has created a program for the continuation of teaching and learning activities, namely Distance Learning (PJJ)<sup>7</sup>. Under these conditions, educational institutions, including universities, must also integrate and design learning models that are in accordance with current needs and conditions, which are simple, practical, based on technology applications, and are easily accessible both online and offline, without compromising the quality of education. Based on quality, speed, and practicality (Hula, I. R. N. et al., 2021: 105).

*Hybrid Learning* is learning which combine tactics delivery of learning use activity face to face, offline to use download module and personal computer online (discussion forums/chats). "online" Learning is short for learning in network. That network could in the form of social media (Facebook, WhatsApp, telegram and so on), or web media (google meet, zoom and so on), e-learning, google classroom and so on. *Hybrid learning* is an educational approach in which students choose between participating online or in person (Akhsan, A., & Muhammadiyah, 2020: 105). This is a lucrative approach for individuals living in remote areas or overseas. In this case, there are students who study in class and there are also students who can follow online. For students, the main benefit of this hybrid learning is the flexibility to be able to choose to take classes face to face or with an asynchronous model (online). From the university's point of view, the fact that attracting students to an on-campus class from anywhere can be a real revolution. There are several factors that need to be considered in using this hybrid learning model, one of which is the condition of the internet and

technology owned by the school and the students themselves whether they meet the standards. Choosing a topic in the course is also a consideration because not all activities can be recorded or can be carried out with an asynchronous model. Therefore, students must explore their own learning style and have a high sense of responsibility. Students and Educational institutions should always be updated with the latest technology and try learning support applications available in the market.

Research on hybrid learning models for university students has been widely discussed universally. Like the research of Nuril Mufidah et al in their research which title "*Hybrid Learning in Learning Arabic Vocabulary for Children Assisted by Al-Mutho Media*" disclose students feel happier and more excited in learning mufrodat by using the video "Al-Mutho". In addition, students are also able to remember 10 new vocabularies that are taught in one face-to-face time. This can be seen from the ability of students to answer the questions given quickly and accurately (Mufidah, N. et al., 2019: 40). Ganovia et al, in their research entitled "*The Effectiveness of Hybrid Learning in the Learning Process for Class XI Students of SMA Kalam Kudus Pematang siantar*" suggested that learning activities using hybrid learning have constraints. By looking at the obstacles experienced, it is hoped that effective teachers and learning providers can improve them, so that learning can be more meaningful, interactive, and fun for students during this pandemic (Ganovia, P., Sherly, S., & Herman, 2022: 1478). Not only that, Andira in her research entitled "*The effect of the Hybrid Learning Learning Model Assisted by Media Schoology on the Learning Outcomes of Class XI MIA MAN Pangkep Students*" revealed that the results of physics learning can be applied through the Hybrid Learning Learning Model assisted by Schoology media to increase the effectiveness of the learning process so that it is expected for teachers and schools to implement learning models on the appropriate material (Andira, 2019). Research to date is still limited to the use of hybrid learning in teaching and learning activities. Therefore, an important study is needed to fill the research gap related to students' perceptions of the use of the hybrid learning model in learning Arabic at the University of Jambi with the application of PTMT guidelines in Indonesia. Therefore, we hope that through this discussion a comprehensive and holistic understanding will emerge for educators in Indonesia about the use of hybrid learning that is relevant to optimizing Arabic learning.

## **B. Method**

This study uses a qualitative descriptive approach to explore in-depth and holistic information related to the formulation of the problem. The research method used is a case study at Jambi University. The informants of this study were taken randomly using a random sampling technique on Arabic students from the class of 2019 who were studying face-to-face using a hybrid learning model. The data collection process uses Google Forms which are distributed online via WhatsApp Group. The number of research informants was 30 people who gave critical statements and answers to the 33 questions given in the category of options 1. Strongly agree 2. Agree 3. Doubtful 4. Disagree 5. Strongly Disagree). And the data collected will be validated for the validity of the data using data triangulation. This study will examine the perceptions of Arabic language education students regarding the online learning model with the main themes being hybrid learning and PTMT. Through several approaches such as the media used, types of communication, and student learning styles. The results of this study are expected to provide an overview of further online learning to be able to take advantage of certain media, learning styles, and types of communication that are more popular with students to produce better outputs from online teaching and learning activities at the Faculty of Teacher Training and Education, especially in the Program Arabic education studies.

## **C. Results and Discussion**

In connection with the Covid-19 outbreak in early 2020, the government began issuing appeals and directives to carry out learning activities at home. This is done to break and prevent the chain of spreading the virus and maintain the security and safety of students and educators. With this appeal, the learning process is carried out from home by utilizing technology and internet media. There are several higher education institutions that previously conducted face-to-face learning on their respective campuses, including Jambi University itself, now must adapt the hybrid learning model or what is commonly called online learning. This application is one of the hybrids learning models and limited face-to-face meetings made by the government and the campuses that implement it. The research describes the application of learning models when offline and online, using learning media as a means, then the obstacles faced in learning problems for students in dealing with online and offline learning at the University of Jambi, especially the PBA study program. The data obtained is

based on the results of the distribution of Google Forms conducted to students in semester 6.

### **PTMT Lecture Process Using Hybrid Learning Model**

(“Development of Online Classrooms by Implementing Hybrid Learning Using Chamilo in Citizenship Education Courses” 2018) in Surjono (2010:6) hybrid learning or blended learning is learning that combines all forms of learning such as online, live, or face-to-face (conventional). And in Bibi & Jati (2015:76) explains that blended learning (hybrid learning) can simply be defined as a combination of face-to-face learning methods (in the classroom) with material provided online (Purmadi, A., & Hadi, 2018: 135). At Jambi University the implementation of PTMT has been carried out with various health protocol requirements such as the use of masks, hand washing and hand sanitizers, checking body temperature and forming a Covid-19 handling task force to develop and implement standard operating procedures for health protocols. Based on the results of the researcher's observations, the campus has implemented limited face-to-face meetings and learning using the Hybrid learning model and the results of the questionnaire were distributed. There are results of perceptions of offline or online lectures getting a result that: Perception data were obtained from questionnaires distributed to students, after a while almost 2 years running the teaching and learning process with the online method. The results of data processing showed that from 33 students with information on knowledge about online lectures, that as many as 36.4% of students stated that they tended to prefer to study online, the data results also showed that the online learning process was more effective, and students could often ask questions.

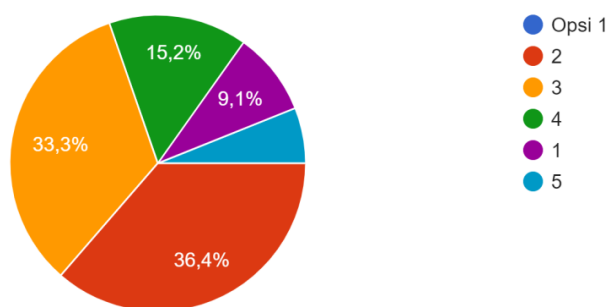


Figure 1. During the pandemic, online learning is better than offline learning

In learning by utilizing the sophistication of information and communication technology is increasingly being used. This is to empower technology to improve the quality of learning. In learning, lecturers are expected to present meaningful learning (Sari, Pusvyta et al., 2020). If face-to-face meetings are limited in space and time, there is technology that can help to overcome them. Some students responded to this face-to-face learning with a hybrid learning model which was more effective than online learning because the delivery of material was very difficult, discussions and interactions with friends went well. Other thing, through limited face-to-face meetings with a hybrid learning model can build learning motivation and the learning process is more interactive by integrating different learning activities and building a collaborative spirit. This is because the provision of material is very difficult, discussions and interactions with friends are going well. Another thing, through limited face-to-face meetings with a hybrid learning model, learning motivation can be built, and the learning process more interactive, integrating various learning activities, and building a spirit of cooperation. This limited face-to-face meeting is carried out to save students and students from the risk of the negative impact of prolonged online or distance learning. discussions and interactions with friends went well. Another thing, through limited face-to-face meetings with a hybrid learning model, learning motivation can be built, and the learning process more interactive, integrating various learning activities, and building a spirit of cooperation. This limited face-to-face meeting is carried out to save students and students from the risk of the negative impact of prolonged online or distance learning. discussions and interactions with friends went well. Another thing, through limited face-to-face meetings with a hybrid learning model, learning motivation can be built, and the learning process more interactive, integrating various learning activities, and building a spirit of cooperation. This limited face-to-face meeting is carried out to save students and students from the risk of the negative impact of prolonged online or distance learning.

Online learning also has its own pros and cons, based on the results of the questionnaire as shown in the table below



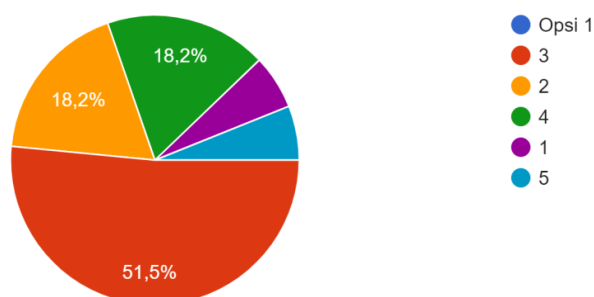


Figure 2. Pros and Cons of online learning

Of the 33 student respondents answered doubtful with a percentage of 51.5% because of the difficulty of online learning in Arabic lectures, outside of Arabic lectures, students are still easy to learn because general subjects can be studied individually without any direct interaction. Especially for learning Arabic, there are significant differences in student perceptions. Where most students prefer offline learning to online learning. According to him, certain lectures for Arabic courses are more interesting and interactive if given face-to-face. According to him, the Arabic learning system that is held online seems passive, because only the opening activity takes place, followed by student presentations and passive discussions. because there are still many students who do not understand the language that is delivered, they must explain again and close with the lecturer. On the other hand, when learning Arabic is done face-to-face, students are more enthusiastic because the lecturer offers affirmation activities at the beginning of the lesson by providing motivational expressions to arouse students' interest in learning, and in learning. The process is not passive because of the direct interaction, when in the middle of the student presentation, others can try to express their ideas directly by asking questions or advancing to the exercise, so that the learning goes very smoothly so far let it end. students are more enthusiastic because the lecturer offers affirmation activities at the beginning of the lesson by providing motivational expressions to arouse student interest in learning, and in learning. The process is not passive because of the direct interaction, when in the middle of the student presentation, others can try to express their ideas directly by asking questions or advancing to the exercise, so that the learning goes very smoothly so far let it end. students are more enthusiastic because the lecturer offers affirmation activities at the beginning of the lesson by providing motivational expressions to arouse

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The Ministry of Education and Culture provides freedom for each school to choose an online learning platform. To encourage the knowledge sharing process, the Ministry of Education and Culture provides a free online learning platform called the "learning house" and a platform for teachers called the "guru sharing program". From the results of a student survey during this pandemic, it is more effective to go online using a hybrid learning model

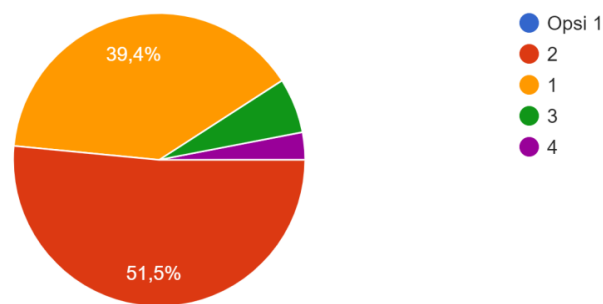


Figure 3. Online learning is the right choice for alternative learning.

For students, online learning is an alternative method of learning that does not require them to be present in class. The results of the data show that online learning is an alternative for students. In addition, this learning will form a spirit of independent learning, and encourage interaction between students, especially for students who are usually not actively speaking, so they will be able to express their opinions/questions more freely via writing if online learning is carried out as it is today. Thus, the hybrid learning method requires the willingness of lecturers to provide more time than just face-to-face meetings. Because, when students can study anywhere and anytime, including asking questions about lectures, lecturers need to organize and provide time to respond. There are several applications that are often used for online learning media at Jambi University, including easy applications to applications that are still rarely used.

1. E-Learning (LMS)
2. Zoom Meeting
3. WhatsApp App
4. Quizzes
5. Google Meet/Classroom
6. Edmodo

#### **D. Conclusion**

Arabic cannot be marginalized compared to other foreign language subjects in the era of technological development. Therefore, through face-to-face learning using a hybrid learning model, the teacher has greater space to involve students' active participation in each learning process. The effectiveness of learning can be determined from the model and learning approach applied. It can also be determined from the success of student learning outcomes. Also, very influential here are the teachers and the learning environment. Good teacher competence in the application of learning models greatly supports the success of learning. The results of this study indicate that students are more obsessed with participating in PTMT using a hybrid learning model and learning media that are attractive and in accordance with global standards than only online learning. attend online lectures which of course are expected to increase the final grades and achievements of these students indirectly also. In addition, further research is needed on online learning research with problem-based, collaborative, and other models. lecturers or teaching staff can take advantage of the right media and methods to increase student interest in attending online lectures which of course is expected to increase the final grade and achievement of these students indirectly also. In addition, further research is needed on online learning research with problem-based, collaborative, and other models. lecturers or teaching staff can take advantage of the right media and methods to increase student interest in attending online lectures which of course is expected to increase the final grade and achievement of these students indirectly also. In addition, further research is needed on online learning research with problem-based, collaborative, and other models.

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