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DIGITIZING THE TEACHING OF RECEPTIVE AND PRODUCTIVE SKILLS FOR TA'BIR SYAFAWI COURSE USING MY KLASS

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Abstract

Technological development in digital age is driving a significant educational transformation but have not yet been fully responded optimally. This study aims to discover the digitization of teaching receptive and productive skills for ta'bir syafawi course using My Klass at Arabic Education Department Universitas Muhammadiyah Yogyakarta. The researchers employed a case study in this course as one of the department's mandatory courses. In-depth observation and documentation were used to acquire data from the My Klass application which was then descriptively examined using the Miles and Huberman technique, which consists of data display - data reduction - conclusion/verification. The findings showed that My Klass is a digital learning application based on Moodle with two key components. The first type is used to create 22 study activities, four of which were used in the course: "attendance, assignment, forum, and feedback". The second is utilized to generate seven different sorts of instructional resources, two of which are used: file and URL. This study concluded that the program is excellent for digitizing the teaching of both receptive and productive language skills. It has numerous advantages including ease of use and flexibility, interaction and collaboration, consideration of individual branches, and centralized access to academic resources. The teacher's lack of technological skill, a lack of learning engagement, the prevalence of social isolation, and the issue of personal data protection are among the challenges in using this application.

Keywords: Digitalization, Ta'bir Syafawi Course, My Klass.

Abstrak

Perkembangan teknologi di era digital mendorong transformasi pendidikan secara signifikan meskipun belum sepenuhnya direspon secara optimal. Penelitian ini bertujuan untuk menjelaskan digitalisasi pengajaran keterampilan reseptif dan produktif pada mata kuliah *ta'bir syafawi* di prodi Pendidikan Bahasa Arab Universitas Muhammadiyah Yogyakarta menggunakan My Klass. Peneliti menggunakan studi

kasus pada mata kuliah ini sebagai salah satu mata kuliah wajib prodi. Data diperoleh dari aplikasi My Klass dengan menggunakan observasi dan dokumentasi mendalam kemudian dianalisis secara deskriptif kualitatif dengan teknik Miles and Huberman yang terdiri dari penyajian data - reduksi data - penarikan kesimpulan. Temuan penelitian ini menunjukkan bahwa My Klass merupakan aplikasi berbasis moodle dengan 2 komponen utama, Komponen pertama digunakan untuk merancang 22 jenis kegiatan belajar, 4 diantaranya telah diterapkan dalam mata kuliah ini yaitu presensi, penilaian, forum diskusi, dan umpan balik. Komponen yang kedua digunakan untuk menyediakan 7 jenis sumber pengajaran, 2 diantaranya telah digunakan: file dan URL. Studi ini menunjukkan bahwa program ini sangat baik digunakan untuk digitalisasi pengajaran kemahiran berbahasa baik reseptif maupun produktif. Aplikasi ini memiliki banyak keuntungan termasuk kemudahan penggunaan dan fleksibilitas, interaksi dan kolaborasi, memperhatikan keberagaman pelajar dan akses terpusat pada sumberdaya akademik. Tantangan dalam menggunakan aplikasi ini antara lain terbatasnya kompetensi teknologi yang dimiliki oleh dosen, kurangnya keterlibatan dalam pembelajaran, prevalansi isolasi social dan masalah keamanan data pribadi.

Kata Kunci: *Digitalisasi, Ta'bir Syafawi, My Klass.*

INTRODUCTION

Pandemic Covid 19 changes many aspects in life including education. Way of learning and thinking also changes in this era. Furthermore, this pandemic accelerates processing technology integration in education.¹ Many researchers investigated educational institutions' efforts to promote online learning in the context of a pandemic era. These efforts are made to ensure that the teaching and learning process continues to function effectively. The application of several appropriate strategies such as inquiry strategies is also carried out by teachers in online learning.²

Fortunately, Universitas Muhammadiyah Yogyakarta started online learning using My Klass, digital learning applications based on Moodle as a Learning Management System in 2017, exactly 2 years before the pandemic attacked the world. A Learning Management System that often allows instructors to create and distribute curriculum, monitor students' involvement, and evaluate students' performance.³ It may also provide students with interactive capabilities such as threaded

¹ S.K Howard, J Tondeur, F Siddiq, and R Scherer, "Ready, Set, Go! Profiling Teachers' Readiness for Online Teaching in Australia," *Technology, Pedagogy and Education* 29, no. 1 (2020): 99-116; T Trust and J Whalen, "Should Teachers be Trained in Emergency Remote Teaching? Lessons Learned from the COVID-19 Pandemic," *Journal of Technology and Teacher Education* 28, no. 2 (2020): 189-199; T Trust and J Whalen, "K-12 Teachers' Experiences and Challenges with Emergency Remote Teaching During COVID-19," *Journal of Research on Technology in Education* 53, no. 3 (2021): 299-319; Z Zhang, and S Wasie, "Educational Technology in the Post-Pandemic Era: Current Progress, Potential, and Challenges," In *The 15th International Conference on Education Technology and Computers (ICETC 2023), September 26-28, 2023, Barcelona, Spain* (Vol. 1, Issue 1). Association for Computing Machinery. <https://doi.org/10.1145/3629296.3629303>.

² F Noor, "The Implementation Of Inquiry Strategy In Arabic Online Class," *Ijaz Arabi Journal of Arabic Learning* 5, no. 12 (2022): 357-372.

³ L. B Afip, "Motivating Adult Learners Using Blended Learning in Higher Education Institution," *Researchers World* 5, no. 3 (2014): 35-44; F Martin, D Polly, A Jokiah, and B May, "Global standards for enhancing quality in online learning," *Quarterly Review of Distance Education* 18, no. 2 (2017): 1-10.

conversations, video conferencing, and discussion forums.⁴ Therefore, this institution is ready to face a pandemic era in running teaching and learning processes.

The design and technological features of digital learning applications based on Moodle are extremely successful for usage in computer science courses, according to the results of the content feasibility analysis.⁵ Of course, these findings can be applied to various courses, including those in the social sciences.

According to the campus regulation, all lecturers are required to actively use My Klass in the learning process. Every encounter, from the first to the last, must be recorded in this application. In an effort to strengthen the learning process, the university has even awarded SPADA (Sistem Pembelajaran Daring) grants from volume 1 to volume 10. This funding significantly assists each lecturer in boosting the quality of learning and the use of My Klass in all courses. In an ideal world, all courses would use My Klass correctly and optimally. This, however, is not the case. Not all courses are completely compatible with this app. Many lecturers have to struggle to keep up with university demands in many ways, including in the online learning process.

Ta'bir syafawi is one of linguistic courses in the Arabic Department that focuses on both receptive and productive abilities through listening and speaking practice in Arabic. The students must put in a lot of practice time to master these skills.

There are two forms of competence in language learning: receptive skills and productive skills. Receptive skills are the ability to understand spoken or written language that can be taught through listening and reading process, whereas productive skills are the ability to express oneself through speech and writing that can be taught through speaking and writing process. Before pupils learn about effective language skills, receptive skills must first be taught.

Language skills encompass three dimensions of education: cognitive, emotive, and psychomotor. Cognitive and psychomotor aspects are included in receptive skills, while psychomotor aspects are included in productive skills.⁶ These aspects of education have always been considered in the educational curriculum, from the beginning to the present in the Merdeka curriculum.

⁴ P Kirvan, "What Is A Learning Management System (LMS)?," 2023. <https://www.techtarget.com/searchcio/definition/learning-management-system>.

⁵ S Rizal, & B Walidain, "Pembuatan Media Pembelajaran E-Learning Berbasis Moodle Pada Matakuliah Pengantar Aplikasi Komputer Universitas Serambi Mekkah," *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan Dan Pengajaran* 19, no. 2 (2019): 178-192, <https://doi.org/10.22373/jid.v19i2.5032>.

⁶ O.J Solheim, "On the Coherence of Classroom Talk," *Journal of Psycholinguistic Research* 44, no. 5 (2015): 537-554; H Miras, R.M Solé, N Castells, "Contribution of Psycholinguistic Skills to Reading and Writing in A Foreign Language," *Journal of Psycholinguistic Research* 49, no. (2020): 893-911; F Sofa, Y. A Wahdah, R. U Baroroh, N. M Amalia, and S. N Afifah, "Analysis of Assessment of Arabic Receptive and Productive Skills in Arabic Language Book," *An Nabighoh* 25, no. 1 (2023): 1-18, <https://doi.org/10.32332/an-nabighoh.v25i1.5764>.

My Klass is used as an official learning tool for all UMY courses, including *ta'bir syafawi* course. There are numerous features that can be used in the learning and teaching process. However, not all of these features are employed, thus the researchers will investigate the use of My Klass in *ta'bir syafawi* course, as well as the benefits and drawbacks of utilizing this application.

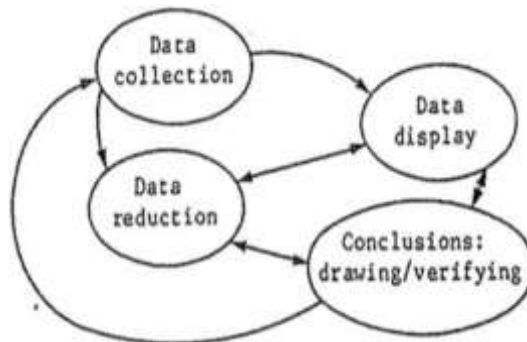
METHOD

The researchers applied a qualitative technique to conduct a case study on a *ta'bir syafawi* course. The data was acquired by in-depth observation and documentation and then qualitatively assessed utilizing the Miles and Huberman technique, which consists of data display - data reduction - conclusion/verification.⁷

The object of this research is *ta'bir syafawi* course which is one of mandatory language courses in the Arabic education department of language education faculty of Universitas Muhammadiyah Yogyakarta. This course is provided to students in this study program in semester 2, and it is a level course taken after finishing the *al istima' wal kalam* course in the first semester.⁸ This course has approximately 50 students and is separated into two classes, A and B.

The following diagram depicts the steps and processes of this research, which employed a qualitative approach:⁹

Picture 1. Qualitative research steps



RESULT AND DISCUSSION

Using My Klass in Ta'bir Syafawi Course

Ta'bir Syafawi is one of the courses offered to students in order for them to gain learning programs that will help them reach the graduate profile of the Arabic language education

⁷ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Cet ke 2 (Bandung: Penerbit Alfabeta, 2013), 50.

⁸ Tim Penyusun Kurikulum, *Dokumen Kurikulum OBE Prodi Pendidikan Bahasa Arab UMY* (P. UMY ed, 2023), 15.

⁹ J. W Craswell, *Research design; Qualitative, Quantitative and Mix Method* (Yogyakarta: Pustaka Pelajar, 2017), 50.

department Universitas Muhammadiyah Yogyakarta. This study program will produce three graduate profiles: educators, language practitioners, and entrepreneurs in the field of Arabic.

In this program, this course fulfills PLO (Program Learning Outcome) 2 and 9. According to PLO 2, graduates can display oral and written Arabic communication skills by internalizing academic ideals, norms, and ethics in tandem with information technology advancements. According to PLO 9, graduates can exhibit competency and job competitiveness in the disciplines of Arabic language and education by demonstrating mastery of spoken and written Arabic language knowledge and skills.¹⁰

My Klass is an online learning platform used in this course. Online learning can support one of the Merdeka curriculum's goals, which is to stimulate innovation and creativity in learning.¹¹ In addition, students have carried out self regulated learning strategies well in online learning Arabic.¹² As an online learning tool, My Klass is a Learning Management System (LMS) established by Universitas Muhammadiyah Yogyakarta and is designed using Moodle based application as one of the official instruments in learning and teaching process.

This program is made up of two main components: the first is used to construct learning activities, and the second is used to give learning resources. My Klass's first appearance in *ta'bir syafawi* course is as follows in picture 2:

Picture 2. My Klass first appearance of ta'bir syafawi course



¹⁰ Tim Penyusun Kurikulum, *Dokumen Kurikulum OBE*, 25.

¹¹ A Muradi, J Syarif, F Noor, and A R Hakim, "Tutors and Students Activities in Online Arabic Learning: a Freedom To Learn Perspective," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (2021): 32–45, <https://doi.org/10.15408/a.v8i1.20663>.

¹² A M Albantani, A Madkur, and A Rozak, "Student Self Regulated Learning Strategy in Online Arabic Learning," *Ijaz Arabi Journal of Arabic Learning*, 5, no. 1 (2022): 179–191, <https://doi.org/10.18860/ijazarabi.v5i1.13582>.

On the initial page of *ta'bir syafawi* on My Klass, students will get a greeting from the lecturer for attending the class and encouragement to be excited in learning, a summary of the courses studied, competences that must be attained, the lecturer's email or cell phone number, and other vital information collected in the syllabus or semester learning plan.

All of this information is stored in My Klass at the start of the meeting. Teachers must also upload casual photographs of themselves smiling and looking forward to help pupils feel at ease while commencing the learning process.

This application can be used by the lecturer to construct a range of learning activities, including the 22 categories of activities shown in table 1 below:

Table 1. List of learning activities in My Klass

No	Learning Activities
1	Assignment
2	Attendance
3	BigBlueButtonBN
4	Chat
5	Choice
6	Custom certificate
7	Database
8	External Tool
9	Face to face
10	Feedback
11	Forum
12	Glossary
13	Interactive content
14	Lesson
15	Offline quiz
16	Questionnaire
17	Quiz
18	Read aloud
19	SCORM Package
20	Survey
21	Wiki
22	Workshop

These features can be used to design Arabic learning activities and adapt them to the required discussion topics to improve receptive and productive student's skills through listening and speaking class. These 22 types of activities above can be seen at the picture 3 below:

Picture 3. List of learning activities at My Class



Four of the 22 learning activities listed above in table 1 were employed in *ta'bir syafawi* course: "attendance, assignment, forum, and feedback". Researchers will explain each of these features in more detail.

1. Attendance

The teacher employed this function as a means of reporting attendance for students who attend lectures. This function can be set manually or automatically in terms of lecturer and attendance time.

2. Assignment

This tool allows teachers to conduct assessments and assignments. The form of assignments can vary depending on the course requirements. The teacher assigned students in *ta'bir syafawi* course to create a short film about "a day in my life," share it on social media, and include the URL in the assignment space provided.

3. Forum

The lecturer utilized a forum to facilitate interactions between students and lecturers on previously addressed themes. Discussions may be accessed in real time, and specific times can be set aside for them to run well.

4. Feedback

This feature is intended to be used to discuss student's input/comments on subjects or learning tasks or activities completed in class. In this course the teacher employed it, like the forum to foster academic engagement among students and lecturers.

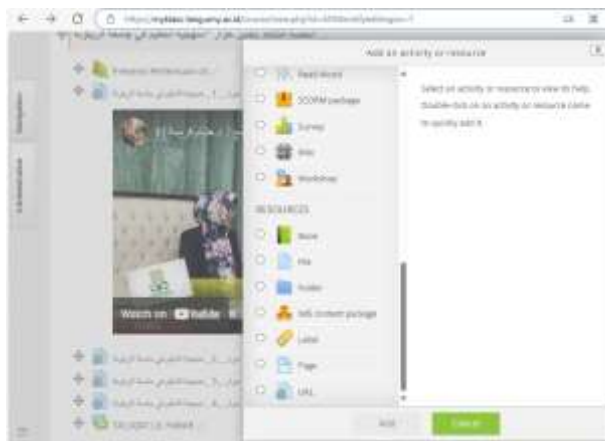
Aside from constructing learning activities, teachers can present a variety of learning resources in the program. It can distribute lecture contents in a number of forms, as demonstrated in the table.2 below:

Table 2. List of learning resources in My Klass

No	Learning resources
1	Book
2	File
3	Folder
4	IMS Content Package
5	Label
6	Page
7	URL

These seven aspects of learning resources are represented in Figure 4 of the My Klass application for the ta'bir syafawi course.

Picture 4. List of learning resources in My Klass



The second type of My Klass is utilized to generate seven different sorts of instructional resources, two of which are used in *ta'bir syafawi* course: file and URL. Researchers will explain each of these features in more detail.

1. File

Teachers used this function to share lecture material in various formats such as word, pdf and ppt which students can access from anywhere and anytime. In this course, the teacher submitted lesson plans, learning material about listening and speaking, Arabic culture, and so on.

2. Uniform Resources Locator (URL)

The Uniform Resource Locator (URL) is what is intended here; by using it, teachers can include many YouTube links or scientific publications as one of the student learning resources. In this course, there are some videos about listening and speaking from teachers and native speakers and a journal article about student's confidence in Arabic speaking.

The graphic below depicts two learning resource features used in the Ta'bir Syafawi course, namely Arabic listening and speaking materials in the form of a PDF file, a PowerPoint presentation, and a YouTube link.

Picture 5. Using file and URL in *ta'bir syafawi* course



The Benefit of Using My Klass in *Ta'bir Syafawi* Course

Recent studies highlight several advantages of using the Moodle learning management system (LMS) in higher education settings, including promoting student engagement through online quizzes, lesson plans, progress tracking, and communication tools¹³; increasing student retention and self-efficacy by enabling access to course materials, tutors, and support services within the platform¹⁴; bridging transactional distance through features for collaboration, feedback, and instructor presence¹⁵; and improving student satisfaction via accessible content, communication, and participation monitoring affordances.¹⁶

My Klass application has numerous advantages including ease of use and flexibility, interaction and collaboration, consideration of individual branches, and centralized access to academic resources. My Klass is very simple to use on both cell phones and PCs, making it ideal for usage anywhere and at any time. This is significant since data indicates that students prefer to access online classes via learning management systems via cell phones rather than PCs.¹⁷

¹³ D González Gómez, J S Jeong, and D A Rodríguez, "Performance and Perception in the Flipped Learning Model: An Initial Approach to Evaluate the Effectiveness of A New Teaching Methodology in A General Science Classroom," *Journal of Science Education and Technology* 25, no. 3 (2016): 450-459.

¹⁴ G P Baloyi, "Learner Retention in the Open Distance Learning (ODL) Environment: The Role of Tutor, Technology, Support Services and Learner Self-Efficacy Beliefs," *Progressio* 40, no. 1 (2018): 231-247.

¹⁵ A Singleton, "Using Moodle to Reduce Transactional Distance in A Hybrid Course," *Journal of Educators Online* 16, no. 1 (2019).

¹⁶ K Thompson, and A Alamri, "A descriptive evaluation of a blended course in a Saudi University EFL context," *Journal of Educational Technology Systems* 48, no. 2 (2019): 153-172.

¹⁷ S S Al-Kindi, Al-Suqri, and M. N, "Mobilizing Learning: Using Moodle and Online Tools via Smartphones," *International Journal of Knowledge Content Development & Technology* 7, no. (3) (2017): 67-86,

This program also allows students to communicate and collaborate with one another through conversations and shared assignments. Aside from that, this application accommodates the features of students who are quite particular and distinct from one another. In this case, a differentiated learning technique can be used to accommodate and maximize the potential of all students with varying conditions and backgrounds.¹⁸ This tool is useful for educators since it allows them to store instructional resources in a central location.

All the advantages of My Klass as Digital learning applications based on Moodle can be used by both teachers and students in *ta'bir syafawi* classes. The students can use this technology to practice and improve their Arabic listening and speaking skills anywhere and anytime. The use of this technology can be more optimal if all features are employed optimally to teach receptive and productive skills in learning Arabic.

The Challenges of Using My Klass in *Ta'bir Syafawi* Course

The usage of My Klass greatly helps students to study Arabic both effectively and receptively in *ta'bir syafawi* course, but there are various barriers in several areas that must be overcome before this technology can be fully employed.

Some elderly teachers have trouble using My Klass since they are from the baby boomer generation and are unfamiliar with technology. Because of the lack of more real connection between students and teachers, the use of this program also reduces learning engagement. This application also encourages students to be more socially protected because they interact more through digital media. In addition, when using this program, they should also be cautious regarding the protection of their personal information.

CONCLUSION

This study concluded that the program is excellent for digitizing the teaching of both receptive and productive language skills in *ta'bir syafawi* course. It has numerous advantages including ease of use and flexibility, interaction and collaboration, consideration of individual branches, and centralized access to academic resources. The teacher's lack of technological skill, a lack of learning engagement, the prevalence of social isolation, and the issue of personal data protection are among the challenges in using this application.

<http://dx.doi.org/10.5865/IJKCT.2017.7.3.067>.

¹⁸ Hani Morgan, "Maximizing student success with differentiated learning," *The Clearing House: Journal of Educational Strategies, Issues and Ideas* 87, no. 1 (2013): 34–38.

Researchers make suggestions to teachers and lecturers about how to explore all of the figures in My Klass so that this application can be utilized optimally. Future researchers should conduct additional research to investigate optimizing the features of My Klass to make it more fascinating and interactive in order to achieve learner's engagement.

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