Synchronous and Asynchronous: Teaching and Learning Arabic in Building Student Well-being during Covid-19 Pandemic

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Abstract:

Providing student well-being in the midst of the covid-19 pandemic is very important to achieve the objectives of teaching and learning Arabic. Lecturers as one component of education are required to have competence in managing teaching and learning processes and pleasant teaching and learning interactions with the students. Therefore, this study aimed to explore the processes of teaching and learning Arabic in private Islamic universities based on the synchronous and asynchronous basis in building student well-being. This study used a descriptive qualitative approach with three data collection techniques, namely observation, interviews, and documentation. The results of the study showed that synchronous and asynchronous-based teaching and learning in the midst of the covid-19 pandemic was able to build student well-being. It was confirmed by the number of 25 students who took part in the Arabic teaching and learning processes, 80% of students were very happy and excited about the approach and method used by the lecturer in teaching and learning Arabic. In addition, students and lecturers produce learning products, namely the Indonesian-Arabic Economics dictionary book. The results of the study are expected to be an alternative consideration for Arabic language lecturers at the university level in dealing with online lectures in the midst of the covid19 pandemic.

Keywords:

Arabic Teaching and Learning; Asynchronous; Covid-19 pandemic; Student well-being; Synchronous

INTRODUCTION

The goal of national education based on Law 20 of 2003 concerning the National Education System is to develop the students' potential. Schools are educational institutions to achieve national education goals. According to Wikel & Astuti (2007), schools function as special servants to students in various fields that support student well-being. Thus, schools are expected to be able to carry out educational goals so that they succeed in providing the best experience for the students which in turn makes the students feel prosperous in learning.

One of the factors that influence the success of teaching and learning is the welfare of students. The students' welfare in question is the student's well-being. It relates to psychological aspects; the emotional state of students who show a positive mood and positive attitude in the relationship between peers and teachers so that they can foster an optimistic attitude (Grant et al., 2007; Noble & McGrath, 2015). Student well-being is also closely related to teaching and learning conditions. The level of student well-being is indicated by their

satisfaction with life while in school including their involvement in teaching and learning processes, and their socio-emotional behavior (Costigan & Donahue, 2009; Noble et al., 2008). Therefore, student well-being needs to be considered because it is an important indicator to reflect student development (Elmore, 2010).

Given the importance of improving student well-being in schools, teachers as one of the schools' components are required to have competence in managing teaching and learning processes or teaching and learning interaction with students so that they can achieve the specified learning objectives, especially in teaching and learning Arabic (Sanusi et al., 2020; Sauri et al., 2021).

During the Corona Virus Disease-19 (COVID-19) pandemic, the implementation of teaching and learning in higher education in the 2021/2022 academic year in the West Java region was mostly carried out online, including teaching and learning Arabic at Private Islamic Universities (PIU) in West Bandung Regency. It is carried out as an effort to prevent the spread of COVID-19 in private Islamic universities.

However, teaching and learning Arabic online is not an easy task for teachers because the obstacles that hinder teaching and learning processes are often found so that the planned learning objectives are not optimally achieved.

It is in accordance with the results of studies from previous researchers showing that teaching and learning Arabic online poses obstacles both psychologically and technically. The psychological obstacles are in the form of boredom in learning, and low interest and motivation. Further, the results of a study conducted by Watnaya et al. (2020) show that online teaching and learning shows the potential for increasing student mental stress.

Meanwhile, technical obstacles in teaching and learning Arabic include teaching and learning less optimum language skills, signal barriers and internet packages, not optimal assistance from teachers and parents, teaching and learning media used, and a less supportive learning environment (Mustaufy, 2020; Syarif, 2020).

However, the most dominating obstacle in teaching and learning processes in the midst of the current COVID-19 pandemic is that students feel bored, uncomfortable, and less motivated in learning (Lukita & Sudibjo, 2021). This is partly due to the lack of communication between teachers and students, and teaching methods that only fulfill attendance, give assignments, and collect assignments without giving positive feedback to the students.

Thus, when teachers are not able to build a positive online learning atmosphere, students tend to be lazy, bored, and less motivated due to the lack of emotional touch from the teachers (Hidayat & Noeraida, 2020) so that student well-being in class cannot be built (Muhid & Ferdiyanto, 2020).

Therefore, it is necessary to have a solution in the form of teaching methods from teachers that are innovative and creative and make it easier for students to learn Arabic in the midst of the COVID-19 pandemic so that they can manifest student well-being.

One of the lecturers at Private Islamic Universities (PIU) in West Bandung Regency has provided a solution by recommending online Arabic teaching and learning by integrating synchronous and asynchronous methods. From the results of the interview, he revealed that synchronous and asynchronous-based Arabic teaching and learning are very good to be used in teaching and learning Arabic. According to him, synchronous teaching and learning or direct online communication include discussions, presentations, demonstrations, questions and answers with teachers/lecturers through technology such as zoom meetings, video teleconferences, and interactive chats on WhatsApp, or Telegram, and Google Classroom.

Meanwhile, asynchronous teaching and learning or online communication is indirectly carried out by working on assignments independently which are sent via email and learning videos that have been provided for students to study outside of lecture hours. He also added that asynchronous-based teaching and learning are more flexible and relaxed. Thus, the difference between synchronous and asynchronous lies in the execution time.

In fact, Synchronous and asynchronous learning were previously carried out by Guo (2021). The results of his research show that synchronous and asynchronous learning is considered more efficient during the COVID-19 pandemic. This is in line with research conducted by Amadea & Ayuningtyas (2020) which shows that in online learning with synchronous and asynchronous methods, students can browse subject matter more easily or flexibly and can complete the tasks given according to the time limit given by the teacher. . The results of this study are also supported by Perveen (2016) which states that this learning model has so far been the most common form of online learning because of its flexible modus operandi.

Based on the research above, most researchers apply synchronous and asynchronous learning only at the technical level in facilitating the online learning process at the school level. Previous researchers were also more inclined toward the goals to be achieved by learning. In fact, in achieving learning objectives, students must first present comfort or positive mood

(student well-being) in learning. Because without student well-being it will be difficult to achieve the expected learning objectives. Therefore, this research will focus more on synchronous and asynchronous-based Arabic learning in building student well-being at the tertiary level.

METHOD

In this study, a descriptive qualitative approach was used. The data collected in this study were all data related to synchronous and asynchronous-based Arabic teaching and learning in building student well-being during the Covid-19 pandemic.

From several private Islamic universities in West Bandung Regency under the auspices of the Ministry of Religion, the researchers chose a private Islamic university in West Bandung Regency. The purposive sampling technique was used by the researchers to choose the sample of the study. Then, the selection of research location was based on the research objectives and determined based on certain criteria.

This study used data collection techniques, namely observation, interviews, questionnaires, and documentation. Observations were carried out to explore the stages of implementing synchronous and asynchronous-based Arabic teaching and learning in building student well-being. There were several parties that the researchers interviewed including Arabic lecturers and students as researcher informan. While the questionnaire in this study was used to collect data related to the achievement of student well-being from 25 students. The documentation from this research was in the form of documents related to synchronous and asynchronous-based Arabic teaching and learning activities in building student well-being during the Covid-19 pandemic situation. Then, to test the credibility of the data to the same source using different techniques, in this study, the researchers used triangulation techniques.

Further, in this study, the researchers presented the data based on the issue under study which is synchronous and asynchronous-based Arabic teaching and learning in building student well-being. The researchers also drew conclusions on the results of the reduction of the research data and the presentation of the research results.

RESULTS AND DISCUSSION

In every Islamic university, both Private Islamic Universities (PIU) and State Islamic Universities (SIU), Arabic courses are included in the category of Basic Courses (BC) that must be taught in all majors, both in language and non-language majors, because Arabic is the main

tool to be able to dissect and understand the teachings of Islam and various kinds of knowledge developed by previous Muslim scientists through several literature books ranging from classical to modern. Based on this reason, Arabic courses must be taught to all Islamic universities students (Rusyadi & Fahmi, 2020).

Arabic teaching and learning activities cannot be separated from pre-learning, learning implementation, and learning evaluation carried out by teachers in achieving the expected goals (Mahfuz et al., 2020; Sanusi & Haq, 2021). In this regard, the researchers collected data from the observation, interview, and documentation process in the synchronous and asynchronous-based Arabic teaching and learning processes during the COVID-19 pandemic. Then, the researchers formulated several stages as follows:

Pre-Lecture

Table 1. The Semester Lesson Plan

Course Name	:	Basic Arabic
Code/Credit/SMT	:	/ 2 Credits / I
Study Program/Level	:	Islamic Economics/S1
Course Objectives		After attending this course, the students of the Islamic Economics Study Program and the first semester of the STEBI Islamic Banking Study Program have two basic skills in Arabic, namely listening and speaking in basic Arabic.
Content Description		The students will be given an understanding of basic Arabic and it is expected that after attending this course the students will have two basic skills in Arabic, namely listening and speaking in basic Arabic
Lecture Materials		*Fi'il Muḍāri* (progressive verbs)
Teaching and Learning Method		Synchronous & Asynchronous
Learning Media		WhatsApp group, powerpoint, zoom meeting, quizizz, email, and youtube
Learning Resources		*Dasar Dasar Bahasa Arab (Arabiyah Asasiyah)*

Teaching and Learning Stages		1. Opening (10 Minutes) (Synchronous)
		  ▪ Greetings, and giving motivation through WAG to condition teaching and learning through Zoom Meetings
		  ▪ The lecturer provides Zoom Meeting links to the students
		  ▪ The lecturer relates the teaching and learning material of the meeting to the previous meeting
		2. Core Activities (70 Minutes) Synchronous & Asynchronous
		  ▪ The lecturer explains the materials related to *Fi'il Muḍāri* (verbs in progress) through Zoom Meeting

	▪ After the lecturer explains the lecture materials, the lecturer allows students to ask questions related to the material delivered (Synchronous) ▪ The lecturer gives tasks related to *Fi'il Muḍāri*, ▪ The students submit assignments related to *Fi'il Muḍāri* via email (Asynchronous) 3. Closing (10 Minutes) (Synchronous) ▪ The lecturer and the students reflect on the teaching and learning process that has been carried out through Zoom Meetings ▪ The lecturer informs about the next lesson plan ▪ The lecturer closes the teaching and learning activities
Assessment	Attitude: Through observations carried out by the lecturer during the teaching and learning process: discipline, responsibility, Skills: Students can understand *Fi'il Muḍāri* (verbs that are being and will be done) and are able to make simple sentences both orally and in writing.

Regarding asynchronous-based Arabic teaching and learning, before the lecture was carried out, the lecturer first had informed the theme of the material discussed in the lecture according to the semester lesson plan using the WhatsApp application. In addition, a week before the lecture was carried out, the lecturer had also discussed and determined the applications that could be used in lectures or could be reached by the students in carrying out teaching and learning processes. The theme that would be discussed in this basic Arabic lecture was about (*fi'il muḍāri*) future verbs. In addition, the lecturer explained the objectives to be achieved in the course. In short, the objectives to be achieved in the theme are as described in table 1, namely that students understand and comprehend *fi'il muḍāri*, and can make simple sentences both orally and in writing.

Then, in pre-lecture, the lecturer allowed the students to download an e-book entitled *al-arabiyah al-asasiyah* written by Abdurahman & Sofyan on the web that had been provided by the lecturer, and then they opened the file as a book of Arabic teaching and learning materials. In addition, to assist in understanding the materials used, the lecturer recommended students download the electronic dictionary application, namely the *al-Ma'any* dictionary.

Furthermore, the lecturer asked the students to have the Zoom Cloud Meeting application as a learning medium. The application is available on PC/Laptops, and smartphones that

already operate using Android and IOS technology. The detailed synchronous and asynchronous-based Arabic lectures are described in the following semester lesson plan prepared by the lecturer.

The Implementation of Synchronous and Asynchronous-Based Arabic Teaching and Learning

The implementation of synchronous online teaching and learning or, in other words, a learning model in which lecturers and students learn at the same time was carried out virtually through a zoom meeting application.
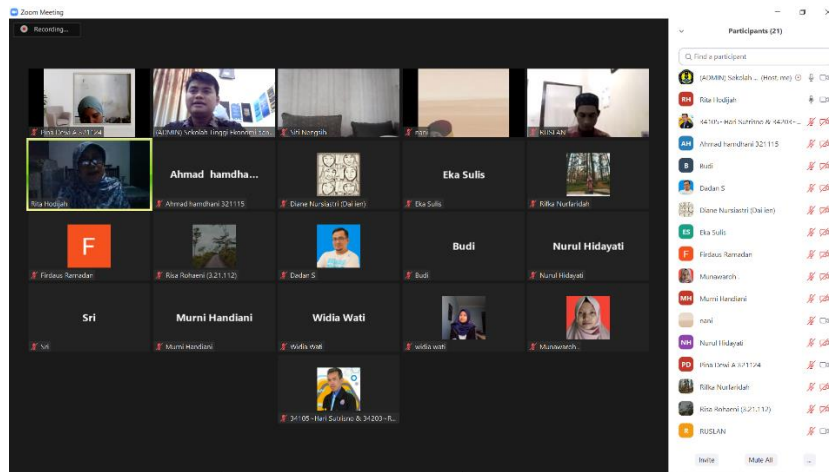

Figure. 1

In asynchronous teaching and learning, the students learned at different times with their lecturers. Based on the data from interviews with the lecturer of the private Islamic university, before the students attended lectures, four days earlier the lecturer had uploaded teaching materials to the e-learning application. The students could access it at any time, provided they had to be connected to the internet. Thus, the students could learn the material before being conveyed by the lecturer. The researchers' application is depicted below;
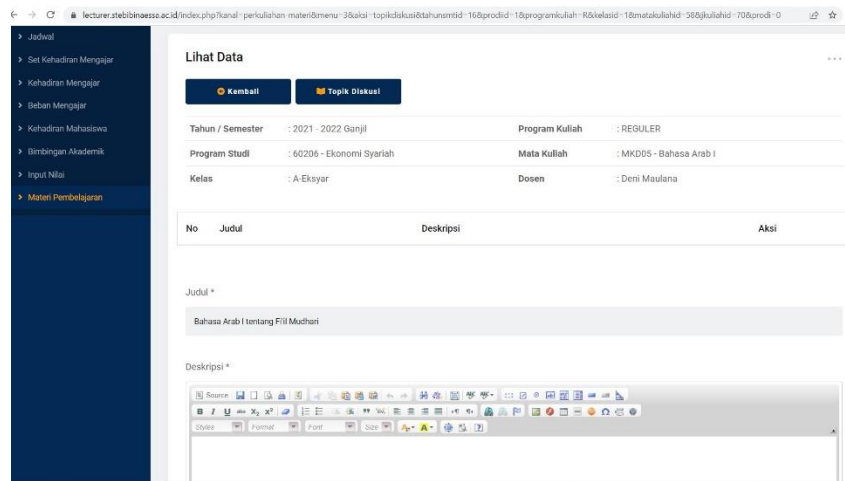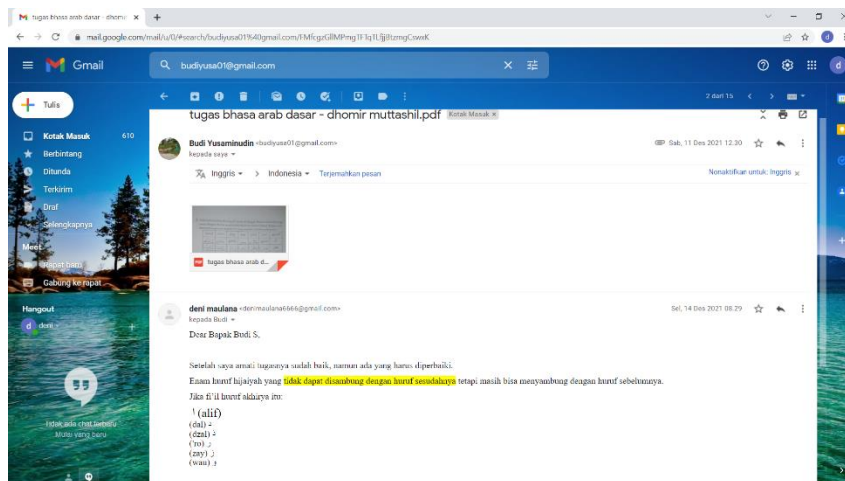
Figure. 2

Figure. 3

Moreover, asynchronous teaching and learning are described in the figure above. The students were given assignments from their lecturer. Then after those assignments had been completed, a student sent the assignments via email to the lecturer. The lecturer checked the student's assignments. Then, he gave feedback regarding the student's assignments. There should be corrections in the assignments.

In addition, the lecturer always motivates students to keep enthusiastic about learning, especially learning Arabic. Motivation is important for students. It is because, as stated by Maulana (2018), motivation is a significant factor in encouraging a person to mobilize all existing potential, generate high desires and increase enthusiasm so that what is desired can be achieved. Moreover, motivation is a driving force that converts energy in a person into the form of real activities to achieve certain goals. In other words, motivation is a psychological condition

that encourages someone to do something. It is because motivation has a major contribution to learning, especially learning languages (Manizar, 2015; Mansfield, 2010; Rahman, 2018; Shah, 2016). Without realizing it, there is a more flexible asynchronous teaching and learning atmosphere. It is as emphasized by Divayana (2020) stating that asynchronous teaching and learning are teaching and learning activities carried out by teachers and students at different times, in which teaching and learning materials that have been distributed by the teachers can be accessed by the students anytime and anywhere.

Learning Evaluation

The lecturer can build student engagement in which the students are actively involved in online Arabic teaching and learning processes. In creating the milieu of student well-being, the lecturers provide an Arabic quiz which is administered using the Quiziz application (Munawaroh, 2021).

The Arabic quiz using the Quiziz application, as an evaluation instrument, is an evaluation of determining the goal orientation of learning outcomes. In other words, evaluation can be said as a very important element in education. In addition, it can be used as a reference for instruments to measure the level of understanding, and the success of a person, especially students, in studying Arabic teaching and learning materials. In short, the success of teaching and learning processes in the classroom can be seen from the extent to which all students in the class master the competencies (Maulana & Sanusi, 2020; Sanusi et al, 2021).
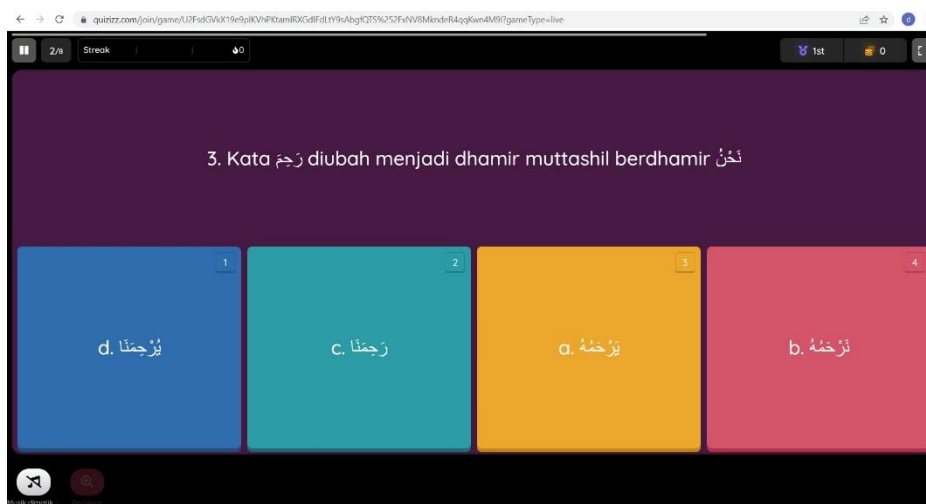

Figure.5

In carrying out the evaluation using quiziz, the lecturer provided information to all the students through the WhatsApp Group. First, for the students who use electronics, both cellphones, and laptops, they should measure that their cellphones or laptops must be

connected to the internet. It is because if they are not connected to the internet, they cannot join quiziz. Then, the lecturer gave the quiziz link to the students so that they could directly visit www.quiziz.com/join and typed the code that had been determined to join the live quiz or complete homework in quiziz.

After completing the Arabic language quiz using Quiziz, there are a lot of mixed responses from the students. There are the students who expressed the advantages and disadvantages of using Quiziz to carry out the quizzes. The advantages include that it is very fun to feel like playing a game, motivating, up-to-date, accurate, interactive, focused, and practicing accuracy in answering.

Then, the disadvantages of using Quiziz to carry out quizzes are that it cannot correct the answers, it depends on the internet connection, and the time allocation to answer the questions is too fast depending on cellphone and laptop devices. Furthermore, other disadvantages are that the students have to wait for all the students to join before they can start, which makes the students nervous, the display on the cellphone is easy to close, it is needed several steps to move from a question to another question, and answering must be done sequentially.

Advantages and Disadvantages of Synchronous and Asynchronous Teaching and Learning

Synchronous & asynchronous methods certainly have advantages and disadvantages. Synchronous teaching and learning occur when the students and teachers exchange information and interact simultaneously in an online learning community using a predetermined time using learning technologies including internet conference, satellite, video teleconferencing, and chat. In the process of implementing it, there are advantages and disadvantages described as follows;

a. Advantages
- The presence of lectures makes teaching and learning processes guaranteed
- There is an interaction between lectures and students.
- There is immediate learning interaction so that it can increase the closeness between lectures and students or between the students, and avoid feeling isolated.
- Minimize the occurrence of misunderstandings by using direct communication
- The students can ask questions directly and can be answered directly by the lecturers.
- The activeness in an online teaching and learning process is the same as in a face-to-face teaching and learning process.

- In the classroom, students and lecturers can communicate better, and the awkwardness of students in the class will not be seen.

b. Disadvantages

- It is difficult to make a schedule because it requires lecturers and students to be present at the same time.
- It must use high-speed internet access.
- It is real-time so participants cannot access it at a later time unless it is scheduled.
- It does not provide enough time for students to think for a long time.

Meanwhile, asynchronous teaching and learning is a teaching and learning process freely carried out meaning that it is not bound by time, in which students can interact with specific materials and with each other at the time they choose. Something that can be done is when the students post their thoughts, on a day that is determined by themselves and other students comment on posts such as in discussion forums. In implementing asynchronous teaching and learning method, there are advantages and disadvantages described as follows;

a. Advantages

- The students become independent and accustomed to seeking information from various sources.
- It saves time because it does not need to devote special time to learning.
- The flexibility of time for lecturers and students, so that the teaching and learning process can be adjusted to the pace and conditions of each.
- More flexible time encourages students and lecturers to think more deeply before expressing their opinions through discussion forums, so as to increase the cognitive engagement of the students.
- Very high dialogue quality can be achieved using a discussion structure and gives participants more time to think about what to post.
- Students who take the lessons can choose the time at any time which the time they choose is the right time.
- Space commitment is irrelevant and students can freely study whenever they have time.

b. Disadvantages

- The delays in interactions can make the students feel less close to lecturers or fellow students.

- There is a difference in understanding of the material due to the lack of direct interaction.
- There is a lack of interaction between lecturers and students and even between students themselves.
- There is a lack of communication in language or writing that is not simply accepted by the readers.
- It requires an internet connection (Narayana, 2016).

Students' Perception in Synchronous and Asynchronous Arabic Teaching and Learning

The researchers also collected the results of the questionnaire distributed via questionnaire to collect the students' responses. The questionnaire distributed to the students relates to the achievement of student well-being in teaching and learning Arabic. In addition, the questionnaire also has four levels of scale regarding the achievement, namely 1= poor, 2= fair, 3= good, 4= very good. The researchers collected the responses of 25 respondents (students who attended lectures). These are listed in the following table.

Table 2. The Achievement of Student Well-being in Teaching and Learning Arabic

No	Indicators	Achievement			
		1	2	3	4
1	The approach and method of teaching and learning Arabic used by the lecturer make it easier for students to understand the teaching and learning materials		4%	18%	78%
2	Teaching and learning carried out by the lecturer allow students to learn Arabic anywhere		5%	20%	75%
3	The approach and method of teaching and learning Arabic used by the lecturer make students happier in learning		4%	16%	80%
4	The Arabic teaching and learning activities provided by the lecturer make students more active and creative		7%	21%	72%
5	The Arabic teaching and learning activities provided by the lecturer do not make students bored		2%	19%	79%

From the table above, the researchers found that 78% of students who understand Arabic teaching and learning materials through the approach and method used by the lecturer are very good, 18% is good and 4% is fair. Furthermore, the Arabic teaching and learning processes are carried out to make them able to study anywhere as much as 75% is very good, 20% is good, and 5% is fair. In addition, the students are more happy and excited about the approach and

method used by the lecturer in teaching and learning Arabic as much as 80% is very good, 16% are good, and 4% is fair. The students become more active and creative in Arabic teaching and learning activities provided by the lecturer as many as 72% are very good, 21% are good, and 7% are fair. Then, the Arabic teaching and learning activities provided by the lecturer do not make the students feel bored as much as 79% are very good, 19% are good, and 2% are fair.

The researchers concluded that several benefits were obtained through synchronous and asynchronous-based Arabic teaching and learning, namely that first, it increases students' understanding of the Arabic teaching and learning materials being taught; second, it makes the students happy and excited in participating in Arabic teaching and learning processes; third, it makes it easier for the students to learn Arabic under any conditions because teaching and learning methods used by the lecturer are flexible.

In addition, the performance carried out by lecturers through synchronous and asynchronous learning can increase students' positive mood and positive attitude, where they feel comfortable participating in Arabic learning so that they can complete learning from beginning to end well. In addition, they are also involved in producing learning products in the form of an Indonesian-Arabic economic dictionary.

Figure.6

Based on Figure 6 above, students are fully involved in writing an Indonesian-Arabic economic dictionary. The contents written by them in the dictionary are material about *fiil*

māḍi and *fi'il muḍāri* and their translation into Indonesian language. The material is in accordance with what they have learned while studying Arabic with the lecturer.

CONCLUSION

It could be concluded that building student well-being in the Arabic teaching and learning processes is very necessary during the current Covid-19 pandemic. It aims to motivate students in participating in online teaching and learning processes. Online synchronous and asynchronous teaching and learning can answer the need for emotional touch between students and lecturers, and can build a pleasant atmosphere in online teaching and learning at the higher education level.

The stages of synchronous and asynchronous-based Arabic teaching and learning carried out by the lecturer in building student well-being were pre-lecture, lecture implementation, and lecture evaluation. However, despite all the advantages and disadvantages that exist in synchronous and asynchronous-based teaching and learning, it has been proven to be able to build student well-being. It is supported by the achievement of student well-being in the very good category in which 78% of students who understand Arabic teaching-learning materials through the approach and method used by the lecturer are very good. Arabic teaching and learning carried out makes the students able to study anywhere as much as 75%. The students are more happy and excited about the approach and method used by the lecturer in teaching and learning Arabic as much as 80% is very good. The students become more active and creative in Arabic teaching and learning activities provided by the lecturer as much as 72% is very good. Moreover, the Arabic teaching and learning activities provided by the lecturer do not make the students feel bored as much as 79% are very good. This study is still limited to the minimal use of methods so further studies are still needed to test the effectiveness of synchronous and synchronous-based Arabic teaching and learning in other higher education institutions.

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