

Digital Literacy Development In Arabic Learning During The New Normal Era In MTsN 8 Tulungagung

Yongki Pradana¹, Ahmad Nurcholis², Syaikhu Ihsan Hidayatullah³, Binti Nur Kholifah⁴

{yongkipradana08@gmail.com¹, cholisahmad87@gmail.com², ihsansyaikhu@gmail.com³, bintinurkholifah7@gmail.com⁴}

IAIN Tulungagung, Indonesia¹²³⁴

Abstract. The Covid-19 pandemic has shifted the way of social interaction includes the world of education. This phenomenon forces the learning system to adapt to educational technology (EdTech). This article aims to explain, analyze, and examine the digital literacy development in learning Arabic during the new normal era in MTsN 8 Tulungagung with the assumption that MTsN 8 Tulungagung has been able to implement a learning system that makes teachers and students easier to carry out distance learning. This research uses a qualitative approach with a phenomenological analysis method. The results show that the concept of digital literacy development includes organizational dimensions, the human resource dimension, the financial dimension, and infrastructure dimensions. Supporting factors are the availability of internet facilities and language laboratories, the availability of LCDs in every class, and teachers who can use PowerPoint media. The inhibiting factors are teachers and students that do not master technology and limited infrastructure to support the school innovation.

Keywords: Arabic language; digital; learning; new normal.

1 Introduction

The urgency of digital literacy is being felt by the public. Political, social, educational, and cultural phenomena are influenced by cyberspace literacy. Modern society is no longer focused on conventional forms of literacy, they are more interested in digital literacy because it is more efficient and effective. This is what is known as disruption, the tendency to shift from conventional literacy to digital literacy [1].

The existence of digital literacy activities as a literacy trend for the millennial generation, especially in the new normal era that shifts conservative literacy proves the existence of digital literacy. Teenagers who are interested in certain themes in this era, more often use short or long writings to attract followers. For adolescents, these digital writings are easier to convey and accept [2].

Supporting factors to make the educational programs successful are needed to achieve educational goals. The success of the learning process is an important point in achieving educational goals. To make the students be truly interested and actively participate in the process, the teaching process must create a conducive atmosphere. Digital literacy-based media is one of the factors that determine the success of teaching as efforts to create a conducive atmosphere. The theory that supports the use of literacy-based media in teaching

Arabic says that the sense of listening functions less than the function of the sight sense and direct experience of knowledge acquisition [3].

Learning resources that do not adapt to the development of Science and Technology will be left behind. Meanwhile, internet access has reached remote villages. Therefore, it is appropriate to use technology for the teaching and learning process. As an exemplary figure, the teacher must have the skills and abilities in utilizing digital literacy-based technology.

Teacher's ability to adapt and use the technology is highly expected by the millennial generation due to the developments and demands of the era when they live, especially in this new normal era. At least, a teacher can operate a simple and unpretentious tool but is a must to achieve the expected teaching goals. Specifically, teachers can operate digital literacy-based tools/media related to Arabic learning.

Arabic language has 28 alphabet letters with each letter *makharijul huruf*, it is a uniqueness that other languages don't have. *Nahwu* and *shorof* introduced us to *I'rob* or words change that quite complicated. Therefore the Arabic teachers' role is very urgent. The Arabic teachers' ability to master various Arabic sciences with effective and efficient media is a requirement to achieve the learning goals [4].

On the other hand, learning media and teaching methods are very important to support the success of learning. Digital literacy-based learning media besides its supporting function, also has the main function to carry out or conveys material and ideas to students. The function of this digital literacy-based learning media is very beneficial in this new normal era.

Digital literacy-based learning media plays an important role in learning, especially since 2013, the KTSP curriculum has been replaced with a new curriculum, namely the 2013 curriculum or K13 where students are more encouraged to be active in the learning process. Moreover, the Minister of Education and Culture, Nadiem Anwar Makarim, through a web seminar on May 5, 2020, said that technology does not replace teachers but as an acceleration in increasing their potential. This is the essence of the "Merdeka Belajar" policy which provides a large space for every educational institution to carry out various innovations.

Therefore, the researcher wants to conduct a study at MTsN 8 Tulungagung to obtain information, analyze, and provide interpretations about "Digital Literacy Development in Learning Arabic during the New Normal Era at MTsN 8 Tulungagung".

2 Method

Researchers use a phenomenological qualitative approach [5] with a theoretical orientation or perspective analysis method to find out the meaning behind reality [6]. The phenomenon is digital literacy development in learning Arabic during the new normal era in MTsN 8 Tulungagung.

The research site is MTsN 8 Tulungagung, it is located at Masjid st. Number 8 Sumberdadap, Tulungagung, East Java. The research subjects are teachers, school principals, curriculum staff, and students. As the research instrument, the researcher is in charge of planning, collecting data, analyzing, interpreting data, and reporting the results of the research [7]. The sources of data are persons such as the teachers, school principals, curriculum staff, and students. The data collection technique is an in-depth interview. Researchers use Miles and Huberman data analysis. While the validity testing uses triangulation including

triangulation of sources, times, and methods. Besides, the researcher also uses peer debriefing to discuss the data that has been obtained with experts and research partners.

3 Results and Discussion

Understanding the Digital Era

The Digital era is an era when the digital system is being used by most people in their daily activities. The rapid technological changes towards globalization advancement impact all aspects of human lives [8]. Digital violations will occur if laws and ethics are ignored. The efficiency provided by technological advances that provide very wide access without being influenced by national borders makes dependency in this globalization era. Then, the internet is the answer to these needs [9].

Digital Literacy

Digital literacy is a basic technical skill to operate computers and the internet. Furthermore, it is an ability to understand and think critically to design communication content and evaluate the digital media [10],[11]. Dyna Herlina S., as she cited Paul Gilster, stated that digital literacy is the ability to operate digital devices effectively and efficiently to access technology and information in various human activities including career, academics, and everyday life [12].

Digital Literacy in Educational Aspect

A challenge faced by the world of education in the new normal era is its readiness to produce graduates who capable to enter real-life society. It is in line with Wardiman Djojonegoro, Minister of National Education in 2017 opinion regarding link and match. Producing graduates who can contribute to the world and field of work is the goal of education. Vocation must be in line with the readiness of the world of education in producing graduates. Job opportunities and market competition are challenges that must be faced in the new normal era. Therefore, the millennial generation needs special abilities in digital literacy-based learning [13].

Digitalization in Arabic Language Learning Internet

A student can participate in a discussion forum, make direct contact with native speakers, and so on if they can maximize the use of the internet. Through the internet, teachers can provide online assignments and work instead of direct interaction with students. The students' speaking skills, for example, can be developed through the use of the Power-point application.

The Internet provides many sites related to Arabic. Sites about morals, Islamic history, Sufism, monotheism, and other fields can be easily accessed via the internet. Besides, Arab world studies and various other Arabic fields about past, current, and future data and information are also available on the internet [14].

Interactive VCD

One of very effective and efficient language teaching media is VCD (Video Compact Disk). This tool is a continuation of the tape recorder with additional facilities and functions provided. VCD can be heard and watched, while the tape recorder can only be heard. Currently, many VCDs accommodate Arabic language teaching programs, they can be played on a computer equipped with multimedia features.

Satellite/Parabola

The next media is satellite/parabola. Arabic vocabulary enrichment and culture introduction can be facilitated by satellites, it makes the teacher easier in delivering the

material. This satellite is mostly used for listening skills (Maharatul Istima'). We can enjoy live Arabic TV broadcasts (Palestine, Yemen, Saudi Arabia, Egypt, etc.) by using digital satellite receivers.

Arabic E-Learning

Asmani, quoting Darin E. Hartley, stated that e-learning is the use of the internet in the teaching and learning process. A broader definition is conveyed by Learin Frame.Com in the Glossary of e-Learning Terms that e-learning is the use of internet media, computer networks, and standalone computers in the form of electronic applications in an educational system to support the teaching and learning process [15].

Supporting and Inhibiting Factors of Digital Literacy Development

Educational development in terms of the success of educational goals has been greatly assisted by technological developments. That is why several supporting factors are needed. Optimizing the use of educational technology in schools has at least 5 supporting factors as follows:

- a. Content and application factors provide timeliness and place so the content can be used comfortably.
- b. The financial factor requires good cooperation of banks and institutions
- c. The policy factor, the work program must be following the ideals of national education and institutional needs.
- d. The human resource factor requires the ability in using technology.
- e. Sufficient information access factor wherever and whenever needed.

On the other hand, the implementation of technology in education also has some inhibiting factors. These obstacles are caused by:

- a. Availability of adequate budget or funds in providing technology infrastructure and its maintenance.
- b. Teacher's ability to use digital sources.
- c. The availability of quality learning materials according to academic standards supported by digital-based technology.
- d. Teacher incapability in operating digital-based ICT technology.
- e. Limited infrastructure in supporting the application of digital-based technology.
- f. The less support and willingness of all parties to implement digital-based learning.[18]

The Concept of Digital Literacy Development in Arabic Learning in the New Normal Era at MTsN 8 Tulungagung

The concept of digital literacy development in learning Arabic in the new normal era at MTs Negeri 8 Tulungagung includes 4 dimensions as follows:

a. Organizational Dimension

The principal has advised and instructed all teachers of MTs Negeri 8 Tulungagung to elaborate learning materials with digital-based learning models by utilizing IT (Internet, language labs, LCD, and laptop) and all digital facilities available, especially in this new normal era.

b. Human Resources Dimension

Before compiling the learning tools, the teachers approach students to create a close relationship. It means that the learning characteristics of each student must be detected first by the teacher so the models, strategies, methods, and techniques for delivering material are matching. This activity increases human resources both for the teacher and the students.

c. Financial Dimension

The school financial manager provides internet and laboratory. The internet is used for accessing Arabic language learning and even before K13, in 2010 this school has its language laboratory for learning Arabic, English, and Indonesian.

d. Infrastructure Dimension

Since 2015, every class has LCDs and laptops to use for various learning processes, especially in Arabic to support digital-based learning in the new normal era.

Implementation of Digital Literacy Development in Arabic Language Learning in the New Normal Era at MTsN 8 Tulungagung

Regarding the design of digital literacy development in Arabic learning, before its implementation, teachers as implementers approach students before making preparations to fulfill the teaching materials. This activity creates a close relationship between teachers and students. In that sense, the learning characteristics of each student must be detected first by the educator so the learning models, strategies, methods, and techniques for delivering material can be adapted by students. Ustadz Asrori explained this phenomenon by stating “Before compiling learning tools, teachers approached students at the beginning of the meeting.”

Creativity in utilizing every element in school is needed by a teacher to achieve maximum output. The success or failure of a learning process is very likely to occur if the management of the technology procurement has been maximally designed and teachers understand its management.

Regarding the implementation of digital literacy development in Arabic learning at MTsN 8 Tulungagung, Mr. Suyoko as the vice-principal said:

In general, MTsN 8 Tulungagung has implemented digital literacy development management in learning Arabic such as the provision of the internet to access Arabic learning. Besides, even before the implementation of K13, in 2010 this school had its language laboratory for learning Arabic, Indonesian, and English. This laboratory encourages students to be more active and creative. These activities are following the concept of K13. LCDs and laptops have been installed in all classes since 2015. We did all this after receiving direct advice from the principal of MTs Negeri 8 Tulungagung, he suggests to use the LCD learning model in delivering material.

The description above is in line with what was conveyed by the Arabic teacher at MTsN 8 Tulungagung. He said:

Digital-based Arabic learning by elaborating material with learning models has been recommended to all teachers, that is by optimizing the use of IT (Internet, language labs, LCDs, and laptops) in learning. This school is trying to keep up with the times, especially the new normal era, by utilizing digital-based technology. Although, there is a lack of balance between learning infrastructure and the number of students.

Meanwhile, in implementing digital literacy development in Arabic learning at MTs Negeri 8 Tulungagung, Arabic teachers conveyed the process that:

The problem of preparing technology-based Arabic learning is the same as what occurs in every school in general. We prepare a syllabus, lesson plan, videos, pictures, and various tools to support the material delivery. For example in Maharatul Istima's learning, there are provided various Arabic audio conversations to be listened to by the students, then they are invited to discuss with groups and explain the results of the discussion.

The data above is in line with what Ustadz Asrori, an Arabic teacher at MTsN 8 Tulungagung, said:

It is the same as what teachers prepare in every school in general such as the use of lesson plans and syllabus. However, there are various supporting tools, for example, the learning models related to student creativity.

In line with this opinion, the vice-principal explain as follow:

Managing the digital-based Arabic learning process, first of all, is the preparation of learning tools. The material delivery begins with the learning media preparation and it is the key to reach the learning goals.

The digital literacy development in Arabic learning at MTsN 8 Tulungagung is not only structured as administrative fulfillment, but also it is a complete combination of the process of becoming a professional teacher to realize the ideals of national education which is not only able to do direct (face-to-face) learning, but also become a professional teacher in the Covid-19 pandemic.

Supporting and Inhibiting Factors for the Digital Literacy Development in Learning Arabic in the New Normal Era at MTsN 8 Tulungagung

Regarding the supporting factors of digital literacy development in learning Arabic in the new normal era at MTsN 8 Tulungagung, Mr. Asrori as an Arabic teacher explained his teaching experience. He conveyed:

Since 2015, this school has facilitated the teaching and learning process with internet and language labs. Also, there is an LCD for every class, teachers are required to take advantage of all these facilities, for example, LCD can be used to display material presented with PowerPoint, it makes the teachers and students easier in discussing the material and make them more creative and active. The digital facility received a positive response from teachers and students, even though not all agree about technology-based learning, because there are still some who have not mastered technology as a whole.

Regarding the inhibiting factors of digital literacy development in learning Arabic in the new normal era at MTsN 8 Tulungagung, Mr. Asrori as an Arabic teacher explained his teaching experience. He conveyed:

While the inhibiting factor is the teacher's problem in mastering technology and there are still many students who do not understand technology-based Arabic learning, they still familiar with the old methods such as the lecturing method. There is also the problem of the high cost, provide good infrastructure needs much money. Besides, most students still unfamiliar with Arabic, which makes the learning process mostly conducted by using LCD.

Contribution of Digital Literacy Development in Learning Arabic in the New Normal Era at MTsN 8 Tulungagung

Regarding the contribution of digital literacy development in learning Arabic at MTsN 8 Tulungagung in this new normal era, Mr. Asrori as an Arabic teacher explained his teaching experience. He conveyed:

The contribution can be seen directly today, Indonesia is hit by the Covid-19 pandemic which requires all schools to conduct online learning like what has been instructed by the Ministry of Education and Culture and the Ministry of Religion. This school has implemented online learning by optimizing the use of the internet. On this occasion, Ustadz Asrori explained the online learning of every grade. First, for grade 7, online

Arabic learning is carried out using social media WhatsApp, that is by inviting students to discuss according to the material inside the WA group. Second, for grades 8 and 9, online Arabic learning is carried out through WhatsApp and Google Classroom. Most students feel the benefits of its implementation, but there are some complain because there is a problem in understanding material when it is delivered by online media.

Based on this explanation, it can be concluded that digital literacy development in learning Arabic at MTsN 8 Tulungagung in the new normal era has a real contribution. Even though some students do not understand and be less active during the learning process in the online class.

4 Conclusion

The concept of digital literacy development in learning Arabic in the new normal era at MTsN 8 Tulungagung includes, they are: First, the organizational dimension. Second, the human resources dimension. Third, the Financial dimension. Fourth, the Infrastructure Dimension. These four dimensions have become the paradigm for MTsN 8 Tulungagung in developing digital literacy so far. The implementation of digital literacy development in learning Arabic in the new normal era at MTsN 8 Tulungagung, namely: First, for grade 7, online Arabic learning was carried out using WhatsApp by inviting students to discuss the material. Second, for grades 8 and 9, online Arabic learning is carried out through WhatsApp and Google Classroom. The supporting factors of digital literacy development in learning Arabic in the new normal era at MTsN 8 Tulungagung are the presence of internet facilities and language labs, each class has an LCD, and teachers are required to take advantage of all these facilities. While the inhibiting factors are some teachers who do not master technology, students who are not familiar with technology-based Arabic learning, limited infrastructure to increase educational innovation in the school environment. The contribution of digital literacy development in learning Arabic in the new normal era at MTsN 8 Tulungagung is this can hold online learning that has been instructed by the Ministry of Education and Culture and the Ministry of Religion by maximizing the internet as the main facility in learning Arabic and a media for digital literacy.

Acknowledgments.

We would like to thank the principal of MTsN 8 Tulungagung for his knowledge, attention, and high enthusiasm for our concept so the research does not come out from the real conditions in the field.

References

- [1] H. Silvana and Cecep, "Digital Literacy Education among Young People in Bandung (In Bahasa)," *Pedagog. J. Ilmu Pendidik.*, vol. 16, no. 2, p. 9, 2018.
- [2] R. Setyaningsih, P. Abdullah, and H. Edy, "Digital Literacy Strengthening Model through E-Learning Utilization (In Bahasa)," *J. ASPIKOM*, vol. 3, no. 6, p. 16, 2019.
- [3] A. List, "Defining digital literacy development: An examination of pre-service teachers' beliefs," *Comput. Educ.*, vol. 138, pp. 146–158, 2019, doi: <https://doi.org/10.1016/j.compedu.2019.03.009>.
- [4] Aminudin, "Arabic Language Learning Media (In Bahasa)," *J. Al-Munzir*, vol. 7, no.

2, pp. 2–4, 2014.

- [5] Aminudin, *Qualitative Research Methodology : Theoretical and Practical Review (In Bahasa)*. Malang: Lembaga Penelitian UNISMA, 2019.
- [6] B. Bungin, *Qualitative Research Methodology, Actualization of Methods of Contemporary Variant Variety (In Bahasa)*. Jakarta: PT. Raja Grafindo Persada, 2011.
- [7] N. Sujdana, *Guidance on The Preparation of Scientific Works (In Bahasa)*. Bandung: Sinar Baru, 2018.
- [8] Y. Iriantara, *Media Literacy (In Bahasa)*. Bandung: Smbiosa Rekatama Media, 2019.
- [9] A. Nisa and D. Setiyawati, “A Systematic Review of Digital Literacy Training for High School Students,” vol. 353, no. IcoSIHESS, pp. 376–381, 2019, doi: 10.2991/icosihess-19.2019.65.
- [10] A. Martin and J. Grudziecki, “DigEuLit: Concepts and Tools for Digital Literacy Development,” *Innov. Teach. Learn. Inf. Comput. Sci.*, vol. 5, no. 4, pp. 249–267, 2006, doi: 10.11120/ital.2006.05040249.
- [11] S. Patmanthara and W. N. Hidayat, “Improving Vocational High School Students Digital Literacy Skill through Blended Learning Model,” *J. Phys. Conf. Ser.*, vol. 1028, no. 1, 2018, doi: 10.1088/1742-6596/1028/1/012076.
- [12] Dyna Herlina, “Building the Nation’s Character through Digital Literacy (In Bahasa).”
- [13] H. Lestari, R. Siskandar, and I. Rahmawati, “Digital Literacy Skills of Teachers in Elementary School in The Revolution 4.0,” *J. Int. Conf. Elem. Educ.*, vol. 2, no. 1, pp. 302–311, 2020.
- [14] O. M. Al-jaradat, “The Role of Digital Library in Bridging the Language Divide : Comparison Study of Arabic and Other Languages,” vol. 4, no. 12, pp. 106–122, 2014.
- [15] N. Mufidah, D. Suryawati, N. Sa’adah, and S. Z. Bin Tahir, “Learning Arabic Writing Skill Based on Digital Products,” *Ijaz Arab. J. Arab. Learn.*, vol. 2, no. 2, pp. 185–190, 2019, doi: 10.18860/ijazarabi.v2i2.8395.