



E-LEARNING BASED IN ARABIC LANGUAGE COURSE IN HIGHER EDUCATION: POLICY AND IMPLEMENTATION STUDIES

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ABSTRACT

Regulatively, Universitas Islam Negeri Sumatera Utara Medan already has a number of policies related to the use of E-Learning in this university. However, the number of E-Learning classes on the E-Learning page of Universitas Islam Negeri Sumatera Utara Medan is not directly proportional to the number of lecturers and courses, including Arabic language courses in the Arabic Language Education study programme at the Faculty of Tarbiyah and Keguruan Sciences. The purpose of this study is to describe the policy of using E-Learning and its implementation in learning Arabic sciences in the Arabic Language Education study programme at the State Islamic University of North Sumatra Medan. The research approach used is qualitative with descriptive method. Data was collected using literature study, documentation, and observation. The research data analysis was carried out in three stages, namely: Data Reduction, Data Presentation, and Conclusion Drawing. Data reduction is selecting e-learning policy documents and course classes available at UIN SU Medan e-learning based on Arabic language sciences courses, so that very important, less important, and unimportant data are clustered. The data is presented in the findings and discussion related to the e-learning policy and its implementation on the UIN SU Medan e-learning page. Conclusions are drawn inductively related to the completeness of e-learning policy documents and the availability of e-learning classes in Arabic language sciences courses on the UIN SU Medan e-learning page. The results of the study show that: (1). There is a policy on the use of E-Learning at the State Islamic University of North Sumatra Medan, in the form of Rector's Decree, Rector's Circular Letter and Guidebook (2). The policy has been implemented by a number of lecturers of Arabic Language Education Study Programme, it is proven that there are a number of E-Learning classes in Arabic language courses on the UIN SU Medan E-Learning page, although the quantity is still very low, only reaching 40%. Research findings show that the use of E-Learning at UIN SU Medan is not intended to replace face-to-face lectures in the learning process, but as an additional medium to realise effective and efficient learning.

Kata Kunci

E-learning,
Implementasi,
Kebijakan
Pembelajaran Bahasa Arab

ABSTRAK

Secara regulasi, Universitas Islam Negeri Sumatera Utara Medan telah memiliki sejumlah kebijakan terkait penggunaan E-Learning di Perguruan Tinggi ini. Namun, jumlah kelas E-Learning pada di laman E-Learning Universitas Islam Negeri Sumatera Utara Medan tidak berbanding lurus dengan jumlah dosen dan mata kuliah, termasuk mata kuliah kebahasaaraban pada program studi Pendidikan Bahasa Arab Fakultas Ilmu Tarbiyah dan Keguruan. Tujuan penelitian ini untuk mendeskripsikan kebijakan penggunaan E-Learning dan implementasinya dalam pembelajaran ilmu-ilmu bahasa Arab pada program studi Pendidikan Bahasa Arab di Universitas Islam Negeri Sumatera Utara Medan. Pendekatan penelitian yang dipakai adalah kualitatif dengan metode deskriptif. Data dikumpulkan dengan menggunakan studi kepustakaan, dokumentasi, dan observasi. Analisis data penelitian dilakukan dalam tiga tahap, yaitu: Reduksi Data, Penyajian Data, dan Penarikan Kesimpulan. Reduksi data adalah menyeleksi dokumen kebijakan e-learning dan kelas mata kuliah yang tersedia pada e-learning UIN SU Medan berbasis mata kuliah ilmu-ilmu bahasa Arab, sehingga diperoleh data yang sangat penting, kurang penting, dan tidak penting. Data tersebut disajikan dalam temuan dan pembahasan terkait kebijakan e-learning dan implementasinya pada laman e-learning UIN SU Medan. Kesimpulan ditarik secara induktif terkait kelengkapan dokumen kebijakan e-learning dan ketersediaan kelas e-learning pada mata kuliah ilmu-ilmu bahasa Arab di laman e-learning UIN SU Medan. Hasil penelitian menunjukkan bahwa: (1). Ditemukan kebijakan penggunaan E-Learning di Universitas Islam Negeri Sumatera Utara Medan, berupa Keputusan Rektor, Surat Edaran Rektor dan Buku Panduan (2). Kebijakan dimaksud telah diimplementasikan oleh sejumlah dosen Prodi Pendidikan Bahasa Arab, terbukti ditemukan sejumlah kelas E-Learning mata kuliah kebahasaaraban di laman E-Learning UINSU Medan, walaupun secara kuantitas masih sangat rendah, baru mencapai 40%. Temuan Penelitian menunjukkan bahwa penggunaan E-Learning di UINSU Medan tidak dimaksudkan untuk mengganti perkuliahan tatap muka dalam proses pembelajaran, tetapi sebagai media tambahan untuk mewujudkan pembelajaran yang efektif dan efisien.

Introduction

Electronic Learning, abbreviated as E-Learning, is one of the learning media as well as learning methods in the current era of advances in communication and information (Elcullada Encarnacion et al., 2021). Referred to as media, because E-Learning uses applications that are connected to the internet network. It also referred to as a method because it uses a remote system, as another option for face-to-face learning. E-Learning is an education system where information technology is utilized in the learning process (Septiani, 2018).

The current advances in information and communication technology, the use of E-Learning is the choice of many teachers and lecturers in carrying out the teaching and learning process, both in schools and universities, especially during the Covid-19 pandemic from 2019 to 2022. According to Magdalena, et al., (2020) and Aidah. S, (2019) In this modern era, information technology is developing very rapidly, the use of the internet in education continues to grow. E-Learning is a form of learning that utilizes electronic devices whether using internet

access or not. Pangestu & Abdul Majid, (2021), explained that the digital era had an impact on the field of education which could change traditional learning patterns into modern learning patterns.

E-Learning can be considered as one of the best strategies to be adopted in learning. The researchers emphasized that the implementation of education can no longer be limited to one class, school, or campus, but can be expanded throughout the country through distance learning such as E-Learning (Elcullada Encarnacion et al., 2021) and (Hadi Elyas, 2018). The E-Learning system is an alternative solution to various problems in learning (Zubaidah et al., 2021).

One of the tertiary institutions that has implemented E-Learning is the Universitas Islam Negeri Sumatera Utara (UIN SU Medan) with 8 Faculties and one Postgraduate Program in which there are 61 Study Programs. One of the study programs that will be discussed in this research is the Arabic Language Education Study Program. As a tertiary institution, UIN SU Medan is required to be familiar with and open to advances in technology and information, including in the use of E-Learning because according to Ayu (2020), E-Learning has the potential to completely change teaching and learning.

The Arabic Language Education Study Program at the Tarbiyah and Teaching Sciences Faculty of UIN SU Medan is 1 (one) of the 2 (two) oldest study programs at UIN SU Medan which were previously the Institut Agama Islam Negeri (IAIN) Sumatera Utara. This study program was established simultaneously with the Islamic Islamic Education Study Program (PAI). Changes to the Institut Agama Islam Negeri (IAIN) as stated in the Decree of the Minister of Religion of the Republic of Indonesia No. 97 of 1973 concerning the Inauguration of the State Islamic Institute of Al-Jami'ah Al-Islamiyah Al-Hukumiyah "North Sumatra" in Medan on November 1, 1973, to become UIN North Sumatra Medan based on Presidential Regulation of the Republic of Indonesia Number 131 of 2014 concerning Changes to Institut Agama Islam Negeri Sumatera Utara Becomes the Universitas Islam Negeri Sumatera Utara Medan (Tim Penyusun, 2022b).

As a very senior study program, this study program has quite a lot of experience in terms of organizing learning, including in responding to the latest rules, and one of them is the policy of using E-Learning both because of the demands of the situation and conditions and advances in information and communication technology. The situations caused by Covid-19 have affected the rapid use of e-E-Learning in learning. While advances in information and communication technology continue to grow, everyone must be able to adapt.

In fact, at the rectorate level, the leadership of UIN SU Medan has issued several rules that become policies for the use of E-Learning at UIN SU Medan. However, not all lecturers at UIN SU Medan responded well to the intended policy. Many courses do not have an E-Learning account. This means that the lecturer concerned does not create E-Learning for the subject concerned, including in the Arabic Language Education Study Program. Thus, it is necessary to conduct research related to the policy and implementation of E-Learning at UIN SU Medan. However, due to the limitations of researchers, this research is limited to the Arabic Language Education Study Program at UIN SU Medan.

The results of research by Zubaidah et al. (2021) show that the use of the Website in the learning process provides opportunities for students to access learning materials at any time and repeatedly so that students can improve their mastery of learning materials. (Aziz, 2020) found that 1) E-learning at Darwan Ali University Sampit has a role to facilitate lecture plans in the process of learning English. 2) E-Learning makes it easier for students to understand learning because it makes students more interested and accessible anytime and anywhere. 3) Students can get learning materials in various forms such as text, images, and videos. 4) Students' abilities develop in learning English such as vocabulary, writing and reading. 5) Students become more active and enthusiastic in the learning process. Ayu, (2020) found that technical preparation is needed before the implementation of e-learning and emphasized the importance of using local examples and cases for class discussion. The results also suggest improving the curriculum and raising standards at the lecturer level in various specific aspects, such as materials and activities. Asdari et al. (2022) found that Arabic lecturers have used Elearning optimally especially in responding to the Covid-19 Pandemic. This refers to the finding that 52.7% of students who stated that the application of E-Learning in Arabic language learning was feasible and there were even 14% who stated that it was very feasible. There are 45.7% of students who are interested in learning Arabic with E-Learning, even 14.7% stated that they are very interested. There are 49% of students stated that the material delivered by lecturers with E-Learning is very sufficient even 10.1% stated very sufficient.

These studies focus on optimizing the use of E-Learning in a number of universities and its effectiveness in improving student motivation and learning outcomes, including in Arabic language courses. However, there is no research that focuses on the policy and implementation of E-Learning in Arabic learning. Therefore, the purpose of this research is to analyze the use of E-Learning in Arabic language learning in Arabic language education study program at UIN SU Medan in terms of policy and implementation in learning.

Method

This research uses a qualitative approach with descriptive methods. The use of qualitative approach aims to reveal the phenomenon in the field with in-depth analysis. The data source of this research is all policies that have been published related to the use of E-Learning and the E-Learning page at the State Islamic University of North Sumatra Medan.

Data were collected using literature study, documentation and observation methods. Literature study was used to obtain theories on the use of E-Learning in learning, both in the form of books and articles. Documentation was used to find rules or policies of the leadership of Universitas Islam Negeri Sumatera Utara Medan related to E-Learning. Document search was conducted at Quality Assurance Agency and Organization and Personnel Section of Universitas Islam Negeri Sumatera Utara Medan. While observation is used to directly see the use of E-Learning by lecturers for all Arabic language courses in the Arabic Language Education Study Program at the Faculty of Tarbiyah and Keguruan Sciences, State Islamic University of North Sumatra Medan as contained in the E-Learning page of UIN SU Medan <https://elearning.uinsu.ac.id>. Observations include the availability of class names in E-Learning based on courses, E-Learning class users or lecturers as well as the content and completeness of topics and materials in E-Learning for each meeting.

The research data analysis was carried out in three stages, namely: Data Reduction, Data Presentation, and Conclusion Drawing (Miles & Huberman, 1994). Data reduction in this study was carried out by selecting e-learning policy documents at the State Islamic University of North Sumatra Medan, as well as course classes available on UIN SU Medan e-learning must be based on Arabic language courses in the Arabic Language Education study programme. After data reduction, the data is then presented in the findings and discussion consisting of the e-learning policy and its implementation on the UIN SU Medan e-learning page. The last step is to draw conclusions about the availability and completeness of e-learning policy documents at UIN SU Medan and the availability and completeness of e-learning classes related to Arabic sciences on the UIN SU Medan e-learning page.

Results & Discussion

Policy on the Use of E-Learning at UIN SU Medan

Based on the search results for the policies of the leadership of UIN SU Medan related to the use of E-Learning, several policies can be found as follows:

1. The Decree of the Chancellor of UIN SU Medan Number: 153 of 2019 Regarding Implementation of E-Learning at UIN SU Medan.

The contents of this Chancellor's Decree include several articles and paragraphs, including functions and objectives, Scope of E-Learning Implementation, Standard Requirements for E-Learning Implementation, Student Requirements, Educator Requirements, E-Learning Implementation Facilities, Courses, and Study Load as well as Assessment and Evaluation. This Chancellor's Decree came into effect on 09 July 2019.

2. Decree of the Chancellor of UIN SU Medan Number 183 of 2019 concerning the Formation of an E-Learning Team at UIN SU Medan.

As a derivative of the Decree of the Chancellor of UIN Sumatera Utara Medan Number: 153 of 2019 as mentioned above, the Chancellor's Decree Number 183 of 2019 was issued regarding the formation of an E-Learning Team at the Universitas Islam Negeri Sumatera Utara Medan and had been implemented since 09 August 2019; one month after KR Number 153 of 2019 was issued.

Through Letter Number 03/TPE/UIN SU/11/2020 dated 20 November 2020 concerning Reports on the Development of the Use of E-Learning Applications at UIN SU Medan, this team submitted a report to the Chancellor of UIN SU Medan regarding the team's activities that had been carried out. The contents of the letter are:

- a. What Has Been Implemented Within a Year:
 1. Publish UIN North Sumatra E-Learning Guide
 2. Development of an enhanced Moodle-based E-Learning application by the needs and developments as well as infrastructure support capabilities.
 3. Forming the main team along with vice deputy I, as well as operators.
 4. Has conducted outreach to various faculties in the UIN Sumatera Utara and postgraduate environment, and created a discussion forum for operators via WhatsApp social media.
 5. A yearly evaluation and reflection of the E-Learning team is conducted.
- b. Obstacles:
 1. The low level of infrastructure support on campus,
 2. Lack of data assistance support for lecturers and students as users of the E-Learning system.
 3. Limited team authority in putting pressure on all lines related to policy implementation in the field.

4. The low level of acceptance of lecturers and their adjustment to the E-Learning-based learning model has resulted in the uneven implementation of this policy.
5. The low level of leadership participation at the faculty and department level reduces university policies so that there is no monitoring and evaluation system at the faculty and study program levels to measure the effectiveness of the developed E-Learning system.

c. Recommendation:

1. Restructuring the E-Learning team either overhauling, replacing, or perfecting the team.
 2. Upgrading the status of the Development Team to a Task Force with the status of a unit in the bureau.
 3. Providing civil effect to operators at the study program level.
3. Chancellor's Circular Number: B-45/Un.11. R/b. I3c/KS.02/10/2020 concerning Optimizing the Use of E-Learning Applications UIN SU Medan Odd Semester TA. 2020/2021

This circular letter was issued as a follow-up to the Director General of Islamic Education Circular Letter Number: B-1673.1/DJ.I/08/2020 Concerning Guidelines for Organizing Learning in the 2020/2021 Academic Year and 2020/2021 Academic Year for Madrasah Education Units, Islamic Boarding Schools, Islamic Religious Education, and Islamic Religious Higher Education during the Corona Virus Disease 2019 (Covid-19) Pandemic.

The contents of the Circular Letter are as follows:

- a. Odd Semester Lecture TA. 2020/2021 will be conducted Online;
 - b. All Lecturers of UIN North Sumatra Medan must maximize the use of the E-Learning application UIN North Sumatra Medan (<https://E-Learning.UIN SU.ac.id/>) or portalsiaUIN SU ([http://portalsia.UIN SU.ac.id /](http://portalsia.UIN SU.ac.id/)) and enrich it with other applications like Zoom etc.
 - c. Pustipada and all Study Program managers (especially Study Program Operators) to be able to provide maximum service for Lecturers and Students who experience problems in using E-Learning.
 - d. All Lecturers and Students of UIN Sumatra Utara Medan are required to use institutional e-mail (@uinsu.ac.id). to improve UIN SU Medan's Webometric ranking.
4. Publication of UIN North Sumatra Medan E-Learning Guide

Some evidence of the performance of the UIN SU Medan E-Learning Development team was the success in publishing the UIN SU Medan E-Learning Guidebook. This book is a

guideline for all lecturers and students at UIN SU Medan in using E-Learning. This book was published in July 2019 and chaired by Dra. Retno Sayekti, M.LIS and disseminated in e-book form.

This book consists of 3 chapters, namely: Chapter I is entitled Getting to Know UIN North Sumatra E-Learning, including: About UIN North Sumatra E-Learning, Registering for E-Learning, and Editing profiles and uploading photos. Chapter II is entitled: Guide for Students, including: Registering for courses, Submitting assignments, Answering online tests, and Conducting online discussions. Chapter III is entitled Guide for Lecturers which covers Making courses, Making lecture syllabuses, Uploading reading material, Inserting learning videos as media, Creating Assignments, Creating Forums, Using the Forum feature for discussion, Making Multiple Choice Tests (exams), Making tests (exams) essays, giving assessments in discussion forums, and assessing student assignments (Sayekti, 2019).

The findings above can be analysed that policy is a series of concepts and basis that guides the implementation of an activity, leadership, and ways of acting. Policy becomes very important as a guide in solving problems. In its concrete form, the policy is several issued decisions or regulations that are used as guidelines for action.

From a policy perspective on the use of E-Learning, UIN SU Medan has four policies: (1). Decree of the Chancellor of UIN North Sumatra Medan Number: 153 of 2019 concerning the Implementation of E-Learning at the State Islamic University of North Sumatra Medan; (2). Decree of the Chancellor of UIN North Sumatra Number 183 of 2019 concerning the Formation of an E-Learning Team at the State Islamic University of North Sumatra Medan; (3). Chancellor's Circular Number: B-45/Un.11. R/b. I3c/KS.02/10/2020 concerning Optimizing the Use of E-Learning Applications UIN SU Medan Odd Semester TA. 2020/2021; and (4). UIN Sumatera Utara's E-Learning Guide.

These four policies have become a strong umbrella in the use of E-Learning. UIN SU Medan has laid the foundation for developing E-Learning following modern management principles in institutional development (Rama, 2022). According to Nasucha et al., (2021), Modern management is a way to organize members of the organization to carry out instructions that have been given according to the portion and ability of the members by the leader to them. This is carried out to be able to achieve the organizational goals that have been set while taking into account the current changing times in the present that have a long-term future orientation.

The issuance of a number of these policies illustrates that the leadership of UIN SU Medan has given authority to the E-Learning Team and Lecturers at UIN SU Medan so that

each builds an E-Learning class to increase the effectiveness and efficiency of lectures following the demands of current conditions and advances in technology and communication for the better future of UIN SU Medan, trying to become a World Class University (WCU). The realization of WCU begins with improving the university's webometric ranking, one of which is by developing E-Learning. According to Susanto (2014), efforts to create a World Class University are (1). The ICT application policy on campus. (2). The improvement of networking quality (network and bandwidth). (3). The Development of a university website that is dynamic, unified, and complete in content. (4). It is a strict policy for researchers to be "obliged" to upload publications in Indonesian and English at LPPM. (5). Improving the ability of digital libraries (digilib.usm.ac.id) to add scientific content (thesis, theses, and others). (6). Developing E-Learning to improve learning content on the website. (7). Promoting the upload of scientific articles for lecturers and students in the campus journal (ac.id). and (8). Forming a special "webometric" team (if deemed necessary).

The intended policy is considered to be systematic and hierarchical, starting with the decision to implement E-Learning as the main umbrella that explains the principles of using E-Learning. Then it is followed by the formation of an implementing team, whose task is to ensure the socialization of policies to all lecturers in the UIN SU Medan environment, provide assistance, and monitor and evaluate the implementation.

The E-Learning implementation team cannot move quickly without the support of university leaders. The intended support includes first, provision of adequate internet capacity so that lecturers can access E-Learning easily and quickly. The results of interviews with the head of Pustipada at UIN SU Medan, that currently, the internet/bandwidth capacity at UIN SU Medan reaches 3 GB.

Second, support from university leaders in monitoring and evaluating. Based on the team's monitoring and evaluation results, the implementation of the E-Learning policy at UIN SU Medan has not run optimally. Along with that, the Chancellor of UIN SU Medan issued a Chancellor's Decree regarding maximizing the use of E-Learning, as stated in the Chancellor's Circular Letter Number: B-45/Un.11. R/b. I3c/KS.02/10/2020 concerning Optimizing the Use of the UIN SU Medan E-Learning Application. The issuance of the rector's decision was also influenced by a very worrying situation and condition, namely the Covid-19 pandemic which required learning to be carried out remotely, starting from the lowest level of education to higher education. This is to the results of the study Kartika, Devia, Kurnia (2022), During the Covid-

19 pandemic like this, made the face-to-face learning process in class was impossible. Thus, it is very necessary to create a distance learning system or online system.

This policy follows up on policies issued by the Ministry of Education and Culture of the Republic of Indonesia related to the co-19 pandemic; Ministry of Education and Culture Circular Letter number 4 of 2020 concerning the Implementation of Education Policy in an Emergency Period of the Spread of Corona Virus Disease (Covid-19) and SE number 15 of 2020 regarding Guidelines for Implementing Learning from Home in an Emergency Period of the Spread of Corona Virus Disease (Covid-19). Analysis of these situations and conditions is the basis for the leadership to issue policies. Because all policies must begin with a comprehensive analysis so that the published policies can solve the problems they face. This is following the results of the study by Masdin (2008) that policy analysis is a method or procedure using rational arguments and facts to explain, evaluate, and generate thoughts in the framework of efforts to solve public problems. Zubaidah et al., (2021) state that policy analysis is not mandatory but has a good impact on decision-making.

The situation and condition of distance learning last for approximately 4 semesters, and the learning media that is considered the most reliable and effective is E-Learning. Many media can be used for E-Learning, such as WhatsApp, Facebook, Google Classroom, Google Forms, Google Meetings, Zoom Cloud Meetings, AGPAII Digital, etc. (Salam & Mudinillah, 2022). But E-Learning as an application is considered the most representative of distance learning. This is following research Ayu (2020), Chandrawati (2010), Aidah. S, (2019), and Kartika, Devia, Kurnia, (2022).

From the perspective of quality assurance, policy issuance is the first step in the Quality Improvement process, which is often abbreviated as the PPEPP Cycle (Determination, Implementation, Evaluation, Control, and Improvement) (Seli et al., 2023). The issuance of several policies mentioned above shows that the determination stage has been carried out properly. Based on the results of observations on the availability of E-Learning classes for many Arabic language courses at the PBA Study Program, UIN SU Medan -as described in the research results in the section above - found several E-Learning classes for Arabic language courses, although they were considered not optimal. Meanwhile, no document evaluation report on the implementation, control, and improvement of E-Learning has been found at UIN SU Medan.

Based on an analysis of these conditions, it can be said that the quality assurance of E-Learning at UIN SU Medan has not worked according to the PPEPP cycle concept, because

only 2 (two) stages of the 5 stages have been carried out properly, namely determination and implementation. While evaluation, control, and improvement have not been implemented.

Every policy must be followed by implementation. Because without policy implementation, it is only on paper and has no meaning at all. Therefore, Hasan et al., (2020) state that "The results of the study show that "implementation" is the most important factor of a policy."

The Implementation of E-Learning in the Arabic Language Education Study Program at UIN SU Medan

As a form of implementation of these policies, the E-Learning Development Team has assisted all faculties and postgraduates in the form of workshops on the use of E-Learning for lecturers in their respective units. This workshop activity assists lecturers in building E-Learning in their respective subjects. A resource person in all the activities is Dra. Retno Sayekti, M.LIS.

All E-Learning classes built by each lecturer at UIN SU Medan can be monitored centrally on the E-Learning page (<https://E-Learning.UIN SU.ac.id/>), including E-Learning classes held built by lecturers in the Arabic Language Education Study Program, especially in Arabic language courses. Following the scope of this research, the E-Learning class that you want to study is not all subjects in the Arabic Language Education Study Program, but only Arabic language courses. E-Learning developed at UIN SU Medan is using an Open Source application called Moodle (Modular Object-Oriented Dynamic Learning Environment) version 3.3. This application was selected and designated as a learning medium at UIN Sumatra Utara because this application has features and functions that support a more complete learning process compared to other open-source applications which are available free of charge online (Sayekti, 2019).

Besides, the development of E-Learning at UIN North Sumatra is not intended to replace face-to-face meetings, but rather as a medium or learning aid that facilitates the student-oriented learning process. Thus, the use of E-Learning is a complement to the face-to-face learning process where lecturers can use E-Learning while face-to-face activities continue. The learning approach that combines face-to-face activities with computer-based learning both online and offline is more commonly known as blended learning (Sayekti, 2019). Based on the results of researchers' observations at <https://E-Learning.UIN SU.ac.id/course/index.php? categoryid=8> found several Arabic language courses developed by lecturers using E-Learning, which can be seen in table 1:

Table 1. List of E-Learning Classes for Arabic Subjects on the E-Learning Site of UIN SU Medan

| No. | Modules | Lecturers | Status |
|-----|---|-----------|---|
| 1. | Al-'Arabiyah li Aghradh Khasshah | XXXXXXXX | Consisted of the topics and lessons |
| 2. | Al-'Arabiyah li Al- Tawasul al-Ijtima'iy | XXXXXXXX | Consisted of the topics and lessons |
| 3. | 'Arudh Wa Al-Qafiyah | XXXXXXXX | Consisted of the topics and lessons |
| 4. | Bahasa Arab | XXXXXXXX | Consisted of the topics and lessons |
| 5. | Balaghah | XXXXXXXX | Consisted of the topics and lessons |
| 6 | Balaghah I (Ilmu <i>Bayan</i>) | XXXXXXXX | Consisted of the topics and lessons (Discussion) |
| 7 | Balaghah II (Ilmu <i>Ma'ani</i>) | XXXXXXXX | Consisted of the topics and lessons (Discussion) |
| 8 | Filsafat Bahasa | XXXXXXXX | Consisted of the topics and lessons |
| 9 | Fiqh Lughah | XXXXXXXX | Consisted of the topics and lessons |
| 10 | Ilmu Al-Dilalah - 1 | XXXXXXXX | Consisted of the topics and lessons |
| 11 | Ilmu Al-Dilalah - 2 | XXXXXXXX | Consisted of the topics and lessons |
| 12 | Ilmu Al-Dilalah - 3 | XXXXXXXX | Consisted of the topics and lessons |
| 13 | Ilmu Lughah - 1 | XXXXXXXX | Consisted of the topics and lessons |
| 14 | Ilmu Lughah - 2 | XXXXXXXX | Consisted of the topics and lessons |
| 15 | Ilmu Lughah - 3 | XXXXXXXX | Consisted of the topics and lessons |
| 16 | Kaligrafi (Khat) | XXXXXXXX | Empty |
| 17 | Kitabah-3 | XXXXXXXX | Consisted of the topics and lessons |
| 18 | Maharah Istima'-1 | XXXXXXXX | Consisted of the topics and lessons |
| 19 | Maharah Istima'-2 | XXXXXXXX | Consisted of the topics and lessons |
| 20 | Maharah Istima'-3 | XXXXXXXX | Consisted of the topics and lessons |
| 21 | Maharah Istima'-4 | XXXXXXXX | Consisted of the topics and lessons |
| 22 | Media Pembelajaran Bahasa Arab | XXXXXXXX | Consisted of the topics and lessons |
| 23 | Muhadatsah-1 | XXXXXXXX | Consisted of the topics and lessons |
| 24 | Muhadatsah-2 | XXXXXXXX | Consisted of the topics and lessons |
| 25 | Muhadatsah-3 | XXXXXXXX | Empty |

| | | | |
|-----|--|----------|-------------------------------------|
| 26 | Muthala'ah-I | XXXXXXXX | Empty |
| 27 | Muthala'ah-II | XXXXXXXX | Consisted of the topics and lessons |
| 28 | Muthala'ah-III | XXXXXXXX | Empty |
| 29 | Perencanaan Pembelajaran Bahasa Arab | XXXXXXXX | Consisted of the topics and lessons |
| 30 | Qawaid Nahwu-1 | XXXXXXXX | Empty |
| 31. | Qawaid Nahwu-2 | XXXXXXXX | Empty |
| 32 | Qawaid Nahwu-3 | XXXXXXXX | Empty |
| 33 | Semantik | XXXXXXXX | Consisted of the topics and lessons |
| 34 | Sharaf-I | XXXXXXXX | Empty |
| 35 | Sharaf-II | XXXXXXXX | Terisi dengan topik dan materi |
| 36 | Sociolinguistics | XXXXXXXX | Consisted of the topics and lessons |
| 37 | Strategi dan Metode Pembelajaran Bahasa Arab | XXXXXXXX | Consisted of the topics and lessons |
| 38 | Tarjamah-1 | XXXXXXXX | Empty |
| 39 | Tarjamah-4 | XXXXXXXX | Empty |

Source: Laman E-Learning UIN SU Medan

In the table above, it can be seen that the number of Arabic language courses available for E-Learning classes on the UIN SU Medan E-Learning page consists of 39 courses with 3 categories: (1). Consistent of the topics and lessons; (2) consisted of topics, and (3) empty.

What is meant by "Consisted of the topics and lessons" is that the E-Learning class is there, the E-Learning meeting topics are there, and the contents of each meeting topic are there, such as assignments or evaluations. This means that E-Learning has been implemented properly. The number reaches 28 courses or 68%. What is meant by "consisted of topics" status is that the E-Learning class is there, and the meeting E-Learning topics are also there, but the contents of each meeting topic are empty. This means that the E-Learning has not been implemented properly. The number is only 2 courses or 5%. What is meant by "Empty" status is that the E-Learning class exists, but the E-Learning topics of the meeting and the contents of each topic are Empty. This also means that E-Learning has not been implemented properly. The total reaches 11 courses or 26%.

In the Academic Handbook of the Faculty of Tarbiyah and Teacher Training, UIN SU Medan for 2021-2022 (Tim Penyusun, 2022a) Arabic language courses in the Arabic Language

Education Study Program at UIN SU Medan consist of 36 courses with 72 credits. Based on the results of the research above, it can be seen that courses that have and do not have E-Learning classes on the E-Learning page of UIN SU Medan can be seen in Table 2:

Table 2. List of Arabic language courses that have and do not have E-Learning classes on the UIN SU Medan E-Learning Site

| No | Module Code | Module Name | Number of Credit | E-Learning | |
|-----|-------------|---|------------------|-----------------------------|-------------------------------------|
| | | | | Available/ Non-Available | Status |
| 1. | 10310254 | Al-Arabiyah Lil I'lam (Jurnalistik) | 2 | Non-Available | |
| 2. | 10310255 | Al-Arabiyah Lissiyahah wa Diblumatiyah (Parawisata dan Diplomasi) | 2 | Non-Available | |
| 3. | 10310206 | Arudh wa Al Qafiyah | 2 | Available | Consisted of the topics and lessons |
| 4. | 10310203 | Balaghah 1 (ilmu Bayan dan Ma'ani) | 2 | Available | Consisted of the topics and lessons |
| 5. | 10010011 | Bahasa Arab | 2 | Available | Consisted of the topics and lessons |
| 6. | 10310205 | Balaghah 2 (Ilmu Badi') | 2 | Non-Available | |
| 7. | 10310249 | Desain Multimedia Pembelajaran BA | 2 | Non-Available | |
| 8. | 10310215 | Evaluasi Pembelajaran BA | 2 | Non-Available | |
| 9. | 10310207 | Filsafat Bahasa | 2 | Available | Consisted of the topics and lessons |
| 10. | 10310202 | Ilmu Ashwat (Fonetik) | 2 | Non-Available | |
| 11. | 10310201 | Ilmu Lughoh (Linguistik) | 2 | Available | Consisted of the topics and lessons |
| 12. | 10310224 | Istima'-1 | 2 | Available | Consisted of the topics and lessons |
| 13. | 10310225 | Istima'-2 | 2 | Available | Consisted of the topics and lessons |
| 14. | 10310226 | Istima'-3 | 2 | Available | Consisted of |

| | | | | | |
|-----|----------|---|---|---------------|-------------------------------------|
| | | | | | the topics and lessons |
| 15. | 10310228 | Kalam-1 | 2 | Non-Available | |
| 16. | 10310229 | Kalam-2 | 2 | Non-Available | |
| 17. | 10310230 | Kalam-3 | 2 | Non-Available | |
| 18. | 10310251 | Kaligrafi | 2 | Available | Consisted of the topics and lessons |
| 19. | 10310238 | Kitabah-1 | 2 | Non-Available | |
| 20. | 10310239 | Kitabah-2 | 2 | Non-Available | |
| 21. | 10310240 | Kitabah-3 | 2 | Available | Consisted of the topics and lessons |
| 22. | 10310214 | Media & Teknologi Pembelajaran BA | 2 | Available | Consisted of the topics and lessons |
| 23. | 10310244 | Nahwu-1 | 2 | Available | |
| 24. | 10310245 | Nahwu-2 | 2 | Non-Available | |
| 25. | 10310253 | Pembelajaran Bahasa Arab untuk Anak Usia Dini | 2 | Non-Available | |
| 26. | 10310212 | Perencanaan Pembelajaran BA | 2 | Available | Consisted of the topics and lessons |
| 27. | 10310208 | Psico & sosiolinguistik | 2 | Non-Available | |
| 28. | 10310232 | Qira'ah-1 | 2 | Non-Available | |
| 29. | 10310233 | Qira'ah-2 | 2 | Non-Available | |
| 30. | 10310236 | Qira'ah-3 | 2 | Non-Available | |
| 31. | 10310242 | Sharaf-1 | 2 | Non-Available | |
| 32. | 10310243 | Sharaf-2 | 2 | Available | Consisted of the topics and lessons |
| 33. | 10310213 | Strategi & Metode Pembelajaran BA | 2 | Available | Consisted of the topics and lessons |
| 34. | 10310260 | Tarikh Lughoh al-'Arabiyah | 2 | Non-Available | |
| 35. | 10310209 | Tarjamah-1 | 2 | Available | Consisted of |

36. 10310210 Tarjamah-2 2
Source: Laman E-Learning UIN SU Medan

Based on the table above, it can be seen that there are 15 (40%) Arabic language courses that have E-Learning classes, while 21 (60%) courses do not have E-Learning classes. This shows that only 40% of lecturers supporting Arabic language courses have built E-Learning classes, and there are still far more lecturers who have not built E-Learning classes (60%).

If it is related to the availability of university policies regarding the use of E-Learning, all lecturers at UIN SU Medan, including those in the Arabic Language Education study program, should have built their E-Learning classes for their respective courses. Because E-Learning can make learning more effective and efficient. Even in learning Maharah Arabic, the use of E-Learning can help students learn better (Elcullada Encarnacion et al., 2021, Solimando, 2022). According to research results Setiawan et al., (2021), (1). There is a positive and significant influence on the use of E-Learning & social media on the performance of permanent lecturers at Musi Charitas Catholic University during online lectures during the Covid-19 pandemic; (2) There is a positive and significant effect of knowledge transfer on the performance of permanent lecturers at Musi Charitas Catholic University; and (3) There is a positive and significant influence on the use of E-Learning & social media and the transfer of knowledge on the performance of permanent lecturers at Unika Musi Charitas. Chandrawati (2010) states that the ICT-based learning model using E-Learning results in changes in the learning culture in the learning context. Learning activities become very flexible because they can be adjusted according to the time available for students. E-Learning (electronic learning), is the process of distance learning by combining the principles of the learning process with technology. According to Septiani (2018), the maximum use of E-Learning can improve the quality of learning the Indonesian language and literature and increase student interest. Next according to Aidah. S, (2019), an E-Learning system is necessary to anticipate the development of the era with the support of Information Technology where everything is heading to the digital era (industrial revolution era 4.0), both the mechanism and the content used. According to Asdari et al., (2022), E-Learning provides a new face of learning model that can improve students' Arabic language skills even though they study in conditions without face-to-face meetings with lecturers. However, it turns out that not all lecturers for Arabic language courses at UIN SU Medan have built their classes on E-Learning.

Based on the results of the researcher's observations it is known that the cause of this reality occurs because:

First, the competence of lecturers related to the use of E-Learning is low. Found several lecturers who have a strong motivation in carrying out learning; sufficient attendance, scientifically very qualified, but competence in the field of using learning technology is very low. Feel more comfortable when learning is done traditionally, billing and evaluation of learning are done manually. Usually, they are classified as senior or elderly lecturers.

Second, lecturer motivation in using E-Learning is low. In terms of ability, the person concerned has competence in using learning technology, including the use of E-Learning. However, he did not have a strong motivation to innovate in developing more up-to-date media and learning resources. This low motivation can be caused by many things, one of which is due to being busy with activities outside of lectures, such as lectures, business, etc. Therefore, the lecturer concerned does not have enough time to build and optimize the E-Learning class. The lack of Wifi facilities on campus also contributes to the low motivation of lecturers in building and optimizing E-Learning classes.

Third, the lack of monitoring and evaluation as well as reward and punishment from the leadership related to the use of E-Learning. Since the issuance of the Chancellor's Decree regarding the use of E-Learning in 2019, there has never been a comprehensive monitoring and evaluation carried out. If evaluation and monitoring are running, they should also be followed up with clear rewards and punishments; giving rewards to lecturers who have developed E-Learning well, and conversely giving punishment to lecturers who have not built E-Learning properly. According to Mun'im et al., (2020), the forms of rewards given include rewards for someone who excels in action, being able to increase the motivation for that person's performance in the future, and can motivate others to do the same good. On the other hand, punishment is also important to apply. including giving advice and instructions.

Conclusions

There are a number of policies on the use of E-Learning at UIN SU Medan, including the Rector's Decree, Rector's Circular Letter, and Guidebook. All of these policies were issued based on needs; both in the context of efforts to improve the quality of learning and because they were forced by the conditions of the Covid-19 pandemic. In its implementation, the lecturers of the Arabic Language Education Study Programme have built E-Learning classes for their respective courses. However, quantitatively, the availability of E-Learning classes is

still at 40%. This shows that not all lecturers of Arabic Language Education have built E-Learning classes caused by many factors, among others: low competence of lecturers in using E-Learning, low motivation of lecturers in using E-Learning, and lack of monitoring and evaluation as well as reward and punishment from the leadership in the use of E-Learning. The use of E-Learning at UIN SU Medan has been running although it is not optimal, both before, during, and after Covid-19. By using E-Learning, all student assignments are controlled in one application which makes it easier for lecturers to conduct assessments and get feedback from students. Research findings show that the use of E-Learning at UIN SU Medan is not intended to replace face-to-face lectures in the learning process, but as an additional medium to realise effective and efficient learning.

This research is still limited to the implementation of e-learning in the Arabic Language Education Study Programme and only for Arabic language sciences courses. Along with that, it is recommended for future researchers to conduct a broader research, related to the implementation of e-learning, throughout UIN SU Medan. On the other hand, it is also necessary to elaborate the faculty leaders' response to the university leaders' policy on e-learning implementation.

It is suggested to the leadership of UIN SU Medan to be able to complete Wifi facilities, both in quality and quantity. The higher the use of E-Learning among lecturers, the wider the opportunity to improve UIN SU Medan's Webometrics. Meanwhile, improving the Webometrics ranking is one of the concrete efforts in realising UIN SU Medan as a World Class University.

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