



Online Learning System for Arabic Teacher Professional Education Program in the Digital Era

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Abstract: One of the serious problems faced by the world of education in this digital era is the low ability of teachers in mastering Information and Communication Technology which has the impact for the quality of learning. This study aimed to enhance the professionalism of Arabic language teachers through the online learning system in Teacher Professional Education program. Qualitative descriptive method was used. The students in the Arabic Teacher Professional Education program at LPTK UIN Sunan Ampel were being the subject of the research. The data was collected through interviews with 5 lecturers, questionnaires distributed to 17 students, observations on the implementation of online learning, and documentation of student assignments. Then it was analyzed critically with data analysis techniques developed by Miles, Huberman, and Saldana. The results showed that the online lectures of Teacher Professional Education students at the LPTK UIN Sunan Ampel which integrated pedagogic and professional materials as in the curriculum structure of Arabic Teacher Professional Education in the online learning system could increase the professionalism of Arabic language teachers which integrated technological, pedagogical and content knowledge can develop teacher competence. The results of this study was intended to increase the quality of online learning in the Teacher Professional Education program and the professionalism of the teachers.

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Introduction

Teachers have the important role in transferring knowledge, skills and values to students.¹ Therefore, teachers must be professional and qualified² so that they are able to

¹ Mehmet Ali Özdilekler et al. "An Evaluation of Class-Teachers' Roles in Transferring Values." *Quality & Quantity* 52, no. 2 (2018): 1043–1058. Sariaman Gultom, Ahmad Fakhri Hutauruk, and Andres M Ginting. "Teaching Skills of Teacher in Increasing Student Learning Interest." *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 3, no. 3 (2020): 1564–1569.

produce best quality of the generation³. One of the problems in the world of education in this era is the low professionalism of teachers. Several teachers have not been able to utilize Information and Communication Technology (ICT) as a medium to support learning optimally.⁴ It might cause in the process and learning outcomes are not optimal, poor, less meaningful, and cause low the quality of education.^{5,6}

Therefore, teachers must be able to synergize with technology in order to be able to realize the professional teachers in the class of millennial generation students.⁷ The programs that have been carried out by the government in the form of workshops, training, technical guidance, teacher competency tests, and Teacher Professional Education and Training have not been able to significantly solve the problem of teacher professionalism. The government since 2018 has changed the professional education system from Teacher Professional Education and Training which is only 10 days to 6 months.⁸ With this longer time, it is intended to have many new things that can be obtained by teachers with the assistance of the Institute of Teachers Education.⁹

The development of information and communication technology encourages various educational institutions to use online learning systems to increase effectiveness

² Chona D Jorilla and Joel M Bual. "Assessing the Teachers' Competence in Diocesan Catholic Schools Relative to the Philippine Professional Standards for Teachers." *Philippine Social Science Journal* 4, no. 2 (2021): 71–79. Ayu Asmarani, Sukarno Sukarno, and Minnah El Widdah. "The Relationship of Professional Competence with Teacher Work Productivity in Madrasah Aliyah." *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (2021): 220–235.

³ A Lin Goodwin and Ee Ling Low. "Rethinking Conceptualisations of Teacher Quality in Singapore and Hong Kong: A Comparative Analysis." *European Journal of Teacher Education* 44, no. 3 (2021): 365–382.

⁴ Husna Yunita and Muhamad Sholeh. "Implementasi Teknologi Informasi dan Komunikasi (TIK) Sebagai Media Penunjang Pembelajaran." *Jurnal Inspirasi Manajemen Pendidikan* 9, no. 02 (2021): 377–388.

⁵ Muhaimin, *Paradigma Pendidikan Islam* (Bandung: Remaja Rosdakarya, 2004), 190. Evi Surahman, Rustan Santeria, and Edi Indra Setiawan. "Tantangan Pembelajaran Daring di Indonesia." *Kelola: Journal of Islamic Education Management* 5, no. 2 (2020): 89–98.

⁶ Monica Khanna, Isaac Jacob, and Anjali Chopra. "Marketing of Higher Education Institutes through the Creation of Positive Learning Experiences—Analyzing the Role of Teachers' Caring Behaviors." *Journal of Marketing for Higher Education*, (2021): 1–20.

⁷ A Nursyifa. "Transformasi Pendidikan Ilmu Pengetahuan Sosial dalam Menghadapi Era Revolusi Industri 4.0." *Journal of Civics and Education Studies* 6, no. 1 (2019): 51–64. Shalahudin Ismail, Uus Ruswandi, and Erihadiana Erihadiana. "The Competence of Millennial Islamic Education Teachers in Facing The Challenges of Industrial Revolution." *Nazhruna: Jurnal Pendidikan Islam* 3, no. 3 (2020): 389–405.

⁸ Fieka Nurul Arifa, and Ujianto Singgih Prayitno. "Peningkatan Kualitas Pendidikan: Program Pendidikan Profesi Guru Prajabatan Dalam Pemenuhan Kebutuhan Guru Profesional di Indonesia." *Jurnal Aspirasi* 10, no. 1 (2019): 1–17.

⁹ Jejen Musfah, *Analisis Kebijakan Pendidikan: Pendidikan Di Era Revolusi Industri 4.0* (Jakarta: Prenada Media, 2021).

and flexibility as well as the quality of learning.¹⁰ Through online learning, learning materials can be enriched with various innovative learning resources.¹¹ An effective and efficient learning system is necessary while ensuring the quality of its graduates. The Directorate of Learning has prepared 44 courses consisting of 1,052 learning modules that will be uploaded to the *Sistem Pembelajaran Daring* or SPADA (Indonesian online learning system) as Massive Open Online Courses (MOOCs). One of the goals of the SPADA program is to increase equitable access to quality learning in higher education.

ICT competence (Information and Communication Technology) is a must for the teachers.¹² Through the implementation of Teacher Professional Education with this model, teachers are intended to be able to use digital learning media well.¹³ Based on these phenomena, it is important to examine learning innovations to improve teacher professionalism in utilizing Information and Communication Technology. Learning innovation is one of the efforts to improve the quality of the learning.¹⁴ For this reason, a study of how teachers learn and practice integrating ICT in learning through the Teacher Professional Education Program is needed in order to improve teacher professionalism in the digital era.

The previous research includes changes in learning models and methods¹⁵, provision of quality learning tools¹⁶ and books¹⁷ as well as the use of technology that

¹⁰ Nattaporn Thongsri, Liang Shen, and Yukun Bao. "Investigating Factors Affecting Learner's Perception toward Online Learning: Evidence from ClassStart Application in Thailand." *Behaviour & Information Technology* 38, no. 12 (2019): 1243–1258.

¹¹ Xu Du et al. "Learning Anytime, Anywhere: A Spatio-Temporal Analysis for Online Learning." *Interactive Learning Environments*, (2019): 1-15. Shivangi Dhawan. "Online Learning: A Panacea in the Time of COVID-19 Crisis." *Journal of Educational Technology Systems* 49, no. 1 (2020): 5–22. Untung Rahardja et al. "An Interactive Content Media on Information System ILearning+." *IJCCS (Indonesian Journal of Computing and Cybernetics Systems)* 14, no. 1 (2020): 57–68.

¹² Elena Z Vlasova et al. "Effective Adaptive Training of Students in Russian Pedagogical Universities to Use E-Learning Technologies." *Revista Espacios* 39, no. 23 (2018).

¹³ Mukti Syafrimen Syafril, Rizky Faris Surenda, Heru Juabdin Sada. "Aplikasi Inventor Sebagai Pengembangan Media Pembelajaran Pendidikan Agama Islam Berbasis Android di SMA." *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 12, no. 1 (2021): 107–127.

¹⁴ Moch Najib and Agus Mursidi. "Effectiveness of Offline and Online Learning during COVID-19 Pandemic: Two-Factor Analysis of Variant Approach in S-1 Students of FKIP University PGRI Banyuwangi, Indonesia." *Linguistics and Culture Review* 6 (2022): 1–11.

¹⁵ Ananda Hadi Elyas. "Penggunaan Model Pembelajaran E-Learning Dalam Meningkatkan Kualitas Pembelajaran." *Jurnal Warta* 56 (2018). Umi Hanifah, "Pengembangan Microteaching Model Rehearsal dan Lesson Study Melalui LMS Berbasis Web Bagi Mahasiswa Calon Guru Bahasa Arab di Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya." UIN Sunan Ampel Surabaya (2021).

¹⁶ Rika Megasari. "Peningkatan Pengelolaan Sarana dan Prasarana Pendidikan untuk Meningkatkan Kualitas Pembelajaran di SMPN 5 Bukittinggi." *Jurnal Bahana Manajemen Pendidikan* 2, no. 1 (2020): 636–648.

¹⁷ John C Bean and Dan Melzer, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. (2021). Kathryn Parker Boudett, Elizabeth A

supports teaching and learning process¹⁸, online learning or virtual learning¹⁹, both in hybrid learning²⁰ and fully online.²¹ Research related to increasing teacher professionalism through Teacher Professional Education has been carried out.²² According to Aruni, certification policies can improve teacher professionalism. Meanwhile, Hanun stated that the Teacher Professional Education program carried out online and offline has a very large role in improving the quality of Islamic education teachers in UIN Serang Banten.²³ Thus, Sugiati explained that Teacher Professional Education Program is very influential on improving the professional competence of teachers.²⁴

Some researchers focus on learning models and methods. There is some limited research related to increasing teacher professionalism through Teacher Professional Education Program. Therefore, this study intended to analyze the problems of Arabic teachers in learning through the Online Learning System (SPADA) and provide solutions. The purpose of this research was to improve the professionalism of Arabic language teachers in the digital-millennial era or era 4.0 through the Teacher Professional Education Program. The Ministry of Research, Technology and Higher Education

City, and Richard J Murnane, *Data Wise, Revised and Expanded Edition: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning* (Harvard Education Press, 2020). Michael Simonson, Susan M Zvacek, and Sharon Smaldino, *Teaching and Learning at a Distance: Foundations of Distance Education 7th Edition* (USA: Information Age Publishing, 2019).

¹⁸ Aviv Mahmudi. "Optimalisasi Teknologi Informasi untuk Peningkatan Kualitas Pembelajaran," *Jurnal Pengabdian Vokasi* 2, no. 1 (2021). Edy Prayitno, Deborah Kurniawati, and Ilham Rais Arvianto, "Pemanfaatan Teknologi Informasi Dan Komunikasi (TIK) untuk Meningkatkan Kualitas Pembelajaran," in *Seminar Nasional Konsorsium Untag Se Indonesia* 1 (2018).

¹⁹ Yayan Musthofa, M Asy'ari, and Habibur Rahman. "Pembelajaran Pesantren Virtual: Fasilitas Belajar Kitab Kuning Bagi Santri Kalong." *TADRIS: Jurnal Pendidikan Islam* 16, no. 1 (2021): 58–70. Albitar Septian Syarifudin. "Implementasi Pembelajaran Daring untuk Meningkatkan Mutu Pendidikan sebagai Dampak Diterapkannya Social Distancing." *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua* 5, no. 1 (2020): 31–34.

²⁰ Akla Akla. "Arabic Learning by Using Hybrid Learning Model in University." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 1 (2021): 32–52. <https://doi.org/10.24042/albayan.v13i1.7811>.

²¹ Maria Chierichetti and Patricia Ryaby Backer. "Student Experiences after the Move to Fully Online Instruction: A Case Study of One Large Public Institution." in *2021 IEEE Frontiers in Education Conference* (2021): 1–9.

²² Fidhia Aruni and Faisal Faisal. "Efektivitas Kebijakan Sertifikasi dalam Meningkatkan Profesionalisme Guru." *Edumaspul: Jurnal Pendidikan* 5, no. 2 (2021): 42–48.

²³ Farida Hanun. "Implementasi Penyelenggaraan Program Pendidikan Profesi Guru (PPG) Pendidikan Agama Islam di LPTK UIN Serang Banten." *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 19, no. 3 (2021): 268–285.

²⁴ Andi Sugiati, "The Effect of Educational Training and Teacher Professional Training in Improving Teacher Professional Competence at SMA Negeri 2 Bantaeng." *Jurnal Etika Demokrasi* 7, no. 1 (2022): 195–207.

launched SPADA in 2018 to welcome the Education in 4.0.²⁵ This research was intended to contribute to the improvement of the quality of the online learning system in Institute of Teachers Education in Indonesia. In addition, it also provides solutions for Arabic language teachers. Qualitative approach was used with a descriptive-analytical method.

Methods

This research was conducted at UIN Sunan Ampel Surabaya which is one of the largest Institute of Teachers Education in Indonesia. Qualitative approach was used with a descriptive-analytical method. The data in this study were related to increasing the professionalism of the Arabic Teacher Professional Education Program at UIN Sunan Ampel Surabaya and the problems faced in the online learning system and their solutions. Sources of data in this study were the 5 lecturers who teach Arabic courses in the program and 17 students. The sampling technique used was non-probability sampling technique with purposive sampling technique.

The data collection techniques used in the study were: first, observation, this technique was used to obtain information about the implementation of online lectures for Arabic language Teacher Professional Education program students at UIN Sunan Ampel Surabaya and the circumstances related to this research. In this case, the researcher who was a lecturer or resource person in the Arabic language Teacher Professional Education Program at the UIN Sunan Ampel made observations regarding the implementation of online lectures for Arabic language Teacher Professional Education Program students through LMS SPADA. Second, the interview, in this interview the target was 5 Arabic lecturers/instructors of Teacher Professional Education Program. The interview technique used in this research was a structured interview. Interviews were used to collect data about the learning process in the Arabic language course network in Teacher Professional Education Program through LMS SPADA. Third, the questionnaire, the target was 17 students in Arabic subjects at UIN Sunan Ampel in class A.

The questionnaire validation technique used was construct validation. Questionnaires were used to collect data about the problems faced by students

²⁵ Moh Fery Fauzi and Irma Anindiati, *E-Learning Pembelajaran Bahasa Arab*, vol. 1 (UMM Press, 2020), 38. Farid Ahmadi and Hamidulloh Ibda, *Konsep Dan Aplikasi Literasi Baru Di Era Revolusi Industri 4.0 Dan Society 5.0* (CV. Pilar Nusantara, 2019). Lasti Yossi Hastini, Rahmi Fahmi, and Hendra Lukito. "Apakah Pembelajaran Menggunakan Teknologi dapat Meningkatkan Literasi Manusia pada Generasi Z di Indonesia?." *Jurnal Manajemen Informatika (JAMIKA)* 10, no. 1 (2020): 12–28.

participating in Teacher Professional Education Program during online lectures through LMS SPADA at LPTK UIN Sunan Ampel. Fourth, documentation. The documentation needed in this research was the work (tasks) of Arabic Teacher Professional Education Program students at the LPTK Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel which have been corrected and assessed by lecturers/instructors, student statements in discussion forums, Arabic textbook in the network contained in SPADA LMS, lecture journals, study contracts, attendance (student activity), grades, and documents containing information about the institution and related to research.

All documents are used as data related to the implementation of SPADA in the Teacher Professional Education Program at LPTK UIN Sunan Ampel in improving the professionalism of Arabic language teachers. The data analysis for the data in this study was carried out using descriptive methods. The data were obtained from the observations, questionnaires, interviews and documentation carried out by inductive and deductive methods.

Results and Discussion

Based on the results of a questionnaire on a scale of 1-10 distributed via google form to students participating in the Arabic Teacher Professional Education Program at UIN Sunan Ampel Surabaya. The problems faced by the students of Arabic Teacher Professional Education Program at LPTK UIN Sunan Ampel in online lectures as follows:

Table 1. The Result of the Questionnaire on the Students' Obstacle in Arabic Teacher Professional Education Program on Online Learning

No.	Indicator	The result of questionnaire (scale)										Total
1	The basic comprehension	1	2	3	4	5	6	7	8	9	10	17
2	Motivation	-	-	1	2	3	3	3	5	-	-	17
3	Physical condition	-	-	-	-	-	-	-	4	3	10	17
4	LMS operation	-	-	-	-	-	1	-	8	9	10	17
5	Time availability	-	-	-	-	-	-	1	4	6	6	17
6	Signal connection	-	-	-	-	-	1	2	6	5	3	17
7	Internet data	-	-	2	-	-	2	-	3	4	6	17
8	Time management	-	-	-	-	-	-	2	7	3	5	17
9	School supports	-	-	-	-	-	1	2	6	5	3	17
10	Tools	-	-	-	-	-	-	1	3	-	13	17
11	Instructors	1	-	-	-	-	-	2	6	2	6	17
12	Ease of use	-	-	-	-	-	-	1	3	6	7	17
13	The instructions	-	-	-	-	-	-	-	3	7	7	17
14	The view of LMS	-	-	-	-	-	-	-	3	8	6	17
15	Audio	-	-	-	-	-	-	2	9	4	2	17
16	Visual	-	-	-	-	-	-	-	8	8	1	17
17	Summary	-	-	-	-	-	-	1	7	7	2	17
18	Scoring	-	-	-	-	-	1	-	8	8	-	17
	Total	1	-	3	2	3	9	17	95	98	94	

According to table 1, it can be seen that students in dealing with online learning problems can be seen from number 5 to 10. The results of the questionnaire on online learning problems above show that students of the Arabic Teacher Professional Education Program in UIN Sunan Ampel Surabaya can carry out learning at LMS SPADA well, however, there are still a few problems. Among them: first, problems related to initial ability in understanding Arabic Teacher Professional Education Program material, namely there are 6 students (30% of students) experiencing online learning problems due to lack of initial knowledge about Arabic Teacher Professional Education Program material. Second, the problem is the lack of learning facilities, 1 student (5% of students) experiencing learning problems in the Arabic Teacher Professional Education Program because it is not supported by adequate tools or media such as laptops or smartphone, and 2 students (10% of students) experience online learning problems due to poor internet connection in their area.

SPADA or online learning system is the implementation of distance education in higher education which aims to improve equal access to quality of learning.²⁶ This LMS is also known as e-learning in Arabic Teacher Professional Education Program e-Learning which is managed by the Ministry of Education and Culture of the Republic of Indonesia. Meanwhile, in 2021, the implementation of the Arabic Teacher Professional Education Program used the SPACE LMS (electronic religious learning system) managed by the Ministry of Religion of the Republic of Indonesia. The use of LMS for online learning²⁷ in the Arabic Teacher Professional Education Program which is one of the efforts to adapt to the rapid development of 21st Century information systems and the changing needs of the new generation for ICT²⁸, so learning must be designed based on Information and Communication Technology (ICT) in order to achieve 21st Century competencies or ICT.

Thus, as an effort to effectively improve information literacy and ICT competencies for Arabic Teacher Professional Education Program participants, as well as to prepare qualified teachers and master technological developments, it is necessary to integrate ICT in learning or TPACK. The TPACK framework built on Lee Shulman's pedagogical construction with three core elements, namely technology, pedagogy, and content²⁹, is used to design learning models that are appropriate for the 21st century

²⁶ Chandra Lukita et al. "Curriculum 4.0: Adoption of Industry Era 4.0 as Assessment of Higher Education Quality." *IJCCS (Indonesian Journal of Computing and Cybernetics Systems)* 14, no. 3 (2020): 297–308. Rahmad Fauzi, Febriani Hastini, and Indah Safitri Batubara, "Analisis Penggunaan SPADA pada Masa Pandemi Covid-19." *Jurnal Education and Development* 10, no. 1 (2022): 411–414.

²⁷ Hasan Subekti et al. "Mengembangkan Literasi Informasi Melalui Belajar Berbasis Kehidupan Terintegrasi Stem untuk Menyiapkan Calon Guru Sains dalam Menghadapi Era Revolusi Industri 4.0: Review Literatur." *Education and Human Development Journal* 3, no. 1 (2018): 81–90.

²⁸ Azam Syukur Rahmatullah et al. "Digital Era 4.0: The Contribution to Education and Student Psychology." *Linguistics and Culture Review* 6 (2022): 89–107. Sprangers P. Christopoulos A. "Integration of Educational Technology during the Covid-19 Pandemic: An Analysis of Teacher and Student Receptions." *Cogent Education* 8, no. 1 (2021): 1-27.

²⁹ Matthew J Koehler and Punya Mishra, *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators* (New York: Routledge, 2014), 13-40. Mirjam Schmid, Eliana Brianza, and Dominik Petko. "Developing a Short Assessment Instrument for Technological Pedagogical Content Knowledge (TPACK. Xs) and Comparing the Factor Structure of an Integrative and a Transformative Model." *Computers & Education* 157 (2020): 1-12. Senata Adi Prasetya, Tuhfatul Khalidiyah, and Syaiful Arif. "Technological Pedagogical Content Knowledge: A New Pedagogical Approach in Islamic Education in the Pandemic Era." *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 12, no. 2 (2021): 291–317.

education era to improve the ability of the teachers³⁰ and the quality of learning must begin with the design of decent learning models.³¹

The application of the SPADA LMS in Arabic Teacher Professional Education Program in 2019 is still accompanied by offline learning during workshops, peer teaching, and Performance Tests or blended learning model, which is a learning model that combines face-to-face learning with online learning methods to form an integrated learning approach.³² Blended learning model is more flexible³³, but along with the emergence of the Covid-19 outbreak, the learning activities in schools, universities, and other educational institutions is shifting rapidly from face-to-face learning to online learning or distance learning.³⁴ Educational institutions in the world design and use various learning management systems to deliver and manage e-learning or Learning Content Management Systems (LCMS)³⁵, including the implementation of the Arabic Teacher Professional Education Program in 2021 which was carried out fully online.³⁶ In this model, instructors and students do not meet each other and remain in their respective places. This also makes this model known as Distance Learning.³⁷ In fact, the SPACE

³⁰ Aulia Nursyifa, Imam Fitri Rahmadi, and Eti Hayati. "TPACK Capability Preservice Teachers Civic Education in the Era of Industrial Revolution 4.0." *JPI (Jurnal Pendidikan Indonesia)* 9, no. 1 (2020): 15–29. <https://doi.org/10.23887/jpi-undiksha.v9i1.17982>.

³¹ Umi Hanifah. "Improving Students' Professionalism in Arranging and Developing RPP through Curriculum Development and Learning Planning Courses." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 1 (2019): 1-24. <https://doi.org/10.24042/albayan.v11i1.3539>.

³² Ann Toler Hilliard, "Global Blended Learning Practices for Teaching and Learning, Leadership and Professional Development." *Journal of International Education Research* 11, no. 3 (2015): 179–188. Husni Idris. "Pembelajaran Model Blended Learning." *Jurnal Ilmiah Iqra'* 5, no. 1 (2018): 61–73. Nizwardi Jalinus and Unung Verawardina, *Buku Model Flipped Blended Learning* (CV. Sarnu Untung, 2020).

³³ Vanslambrouck S. Bruggeman B, Tondeur J, Struyven K, Pynoo B, Garone A. "Experts Speaking: Crucial Teacher Attributes for Implementing Blended Learning in Higher Education." *The Internet and Higher Education*. 1, no. 48 (2021): 1-11.

³⁴ Sri Gusty et al., *Belajar Mandiri: Pembelajaran Daring di Tengah Pandemi Covid-19* (Yayasan Kita Menulis, 2020). Widya Sari, Andi Muhammad Rifki, and Mila Karmila. "Analisis Kebijakan Pendidikan Terkait Implementasi Pembelajaran Jarak Jauh pada Masa Darurat Covid 19." *Jurnal Mappesona* 3, no. 2 (2020).

³⁵ Thaer Issa Tawalbeh. "EFL Instructors' Perceptions of Blackboard Learning Management System (LMS) at University Level." *English Language Teaching* 11, no. 1 (2018): 1-9.

³⁶ Dek Ngurah Laba Laksana. "Implementation of Online Learning in the Pandemic Covid-19: Student Perception in Areas with Minimum Internet Access." *Journal of Education Technology* 4, no. 4 (2021): 502–509. Nisa Rizani Riasatun Nafsi and Rina Maryanti. "Analysis of Teacher Skills in E-Learning Content Development during Distance Learning during the Covid-19 Pandemic." *ASEAN Journal of Science and Engineering Education* 1, no. 2 (2022): 131–140.

³⁷ Ralph Meulenbroeks. "Suddenly Fully Online: A Case Study of a Blended University Course Moving Online during the Covid-19 Pandemic." *Heliyon* 6, no. 12 (2020): 1-7. Linda B Nilson and Ludwika a Goodson, *Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research* (2021). Fitria Fauziah Hasanah, Yuli Fauziah Setiawati, and Oyib Fauziah Sulaeman. "Implementasi Pembelajaran Fully Online E-Learning Berbasis Moodle." *MADROSATUNA: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 2 (2020): 77–88.

LMS (electronic religious learning system) used in the Arabic Teacher Professional Education Program in 2021 is equipped with a video conference menu that did not exist in the previous LMS, the SPADA LMS 2019.

In the Arabic Teacher Professional Education Program textbook, in addition to the material presented in PDF and Powerpoint formats, the learning system also uses video as media. The e-Learning LMS is interactive, equipped with discussion and menu of chat.³⁸ E-Material through multimedia can make the learning process more interesting, more interactive, able to convey historical messages through pictures and videos, encourage student learning through instrumentalia, able to develop the auditory senses or hearing of students so that the material presented is easier to understand.³⁹ E-material is a medium for conveying or spreading ideas or opinions so that the ideas or opinions expressed reach the intended recipient⁴⁰. Meanwhile, based on how to use it, the SPADA LMS in Arabic Teacher Professional Education Program is easy to operate and has been equipped with user guides, written and YouTube videos. According to Arsyad, an appropriate learning media is one that can be used by users through easy-to-understand instructions for use.⁴¹ The presentation of such E-Materials has implications for Arabic Teacher Professional Education Program students who feel comfortable and motivated to learn it, because it is easy to access. Thus, E-material is able to increase understanding of the Arabic Arabic Teacher Professional Education Program material which consists of pedagogic and professional materials, which means that the professionalism of teachers also increases.

Some of the problems of online learning at Arabic Teacher Professional Education Program that have been identified through a questionnaire are the first, the problem of initial ability in understanding Teacher Professional Education (PPG) material. The students who already have prior knowledge of Arabic Teacher Professional Education Program material are better prepared and able to build new knowledge than

³⁸ Gunawan Gunawan et al. "Pembelajaran Menggunakan Learning Management System Berbasis Moodle Pada Masa Pandemi Covid-19." *Indonesian Journal of Teacher Education* 2, no. 1 (2021): 226–235.

³⁹ Vicky Dwi Wicaksono, Hendrik Pandu Paksi, "Pengembangan E-Materi Konsep Dasar PPKn Melalui Spada Unesa." *Seminar Nasional PGSD UNIKAMA 2* (2018): 178–183. Sri Wahyu Widyaningsih et al. "Online Interactive Multimedia Oriented to HOTS through E-Learning on Physics Material about Electrical Circuit." *JPI (Jurnal Pendidikan Indonesia)* 9, no. 1 (2020): 1–14.

⁴⁰ Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2013), 4.

⁴¹ Endang Pudjiastuti Sartinaha et al. "The Accessible IT for the Courses on the Special Education Undergraduate Program." *World Journal on Educational Technology: Current Issues* 13, no. 1 (2021): 96–105.

students who have poor prior knowledge. This is understandable, because in online learning students interact virtually with learning resources and with educators. The relatively short time and limited interaction between lecturers and students are obstacles in online learning. This is in accordance with the constructivist view that learning is a process of accepting knowledge.⁴² The learners must actively carry out activities, think critically, formulate concepts and have meaning to the things being studied.⁴³

Lecturers must take the initiative to organize an environment that provides optimal opportunities for learning to occur. However, what ultimately determines the realization of learning is the student's intention to learn. In other terms, it can be said that in essence the full control of learning depends on the the students. Knowledge is not something that is determined but a process of formation. Glasersfeld in Pannen⁴⁴ suggested that there are three abilities needed in the process of constructing knowledge, namely: 1) the ability to remember and retell experiences; 2) the ability to compare and make decisions about the similarities and differences of things; and 3) the ability to prefer one experience over another.

Mastery of graduate competencies as professional teachers achieved by the students is thus influenced by how much knowledge students have, both before and during the program is carried out. Al-Bantani and Rahmadi stated that not all Arabic language teachers are the graduates of Arabic language education, they must be prepared seriously in developing their competence in teaching Arabic well.⁴⁵ The solution that the researcher offers is that students must understand the Arabic Teacher Professional Education Program curriculum from the start, so that students have readiness in implementing Arabic Teacher Professional Education Program and the knowledge building that is constructed is stronger and able to achieve graduate competency standards. Meanwhile, Arabic Teacher Professional Education Program, students can discuss and ask supporting lecturers, either through chat or through resume assignments in which there are questions about materials that are still difficult to understand, besides

⁴² Lijun Qiao. "Teaching Design of Online Ideological and Political Course Based on Deep Learning Model Evaluation." *Scientific Programming* (2022).

⁴³ Rina Febriana, *Kompetensi Guru* (Jakarta: Bumi Aksara, 2021), 29. M Nugroho Adi Saputro and Poetri Leharia Pakpahan. "Mengukur Keefektifan Teori Konstruktivisme Dalam Pembelajaran." *JOEAI: Journal of Education and Instruction* 4, no. 1 (2021): 24–39.

⁴⁴ Paulina Pannen, Dina Mustafa, and Mestika Sekar Winahyu, "*Konstruktivisme dalam Pembelajaran*," (Jakarta: Depdiknas, 2001).

that students can also try themselves by browsing the internet and also reading references. other relevant.

Second, the problem of the lack of learning facilities. Equipment (device) with its technology, in this digital era and fast communication and information, its availability is a must.⁴⁶ Mastery of technology in learning has even become a competency standard for Arabic Teacher Professional Education Program graduates that must learn using the TPACK (Technological Pedagogical Content Knowledge) approach. TPACK is a combination of the ability of content knowledge, pedagogics, and integration of teacher technology in the learning process in the classroom.⁴⁷ Ayu and Rosli stated learning using SPADA will not be carried out if students do not have internet data and an adequate internet network.⁴⁸

This is in accordance with the results of research by Abou-Khalil et al. which states that online learning with weak internet connectivity and limited access to technology will create obstacles in the learning process, so learning cannot run optimally.⁴⁹ The solution offered by the researcher does not exist, apart from the necessity for PPG participating students to prepare devices and internet that are adequate enough to carry out learning with a pedagogic approach and knowledge content with communication and information technology. Because, with the fulfillment of online learning facilities, it is hoped that learning in the Arabic Teacher Professional Education Program will be able to adapt to the development of the 4.0 era where educators and students are able to manage and utilize data information technology (IT), operational technology (OT), internet of things (ToT), and big data. analytical data, then integrate it with physical, digital, and human objects. The hope is that teachers who graduate from

⁴⁵ Azkia Muharom Albantani and Imam Fitri Rahmadi. "Mobile Devices for Arabic Learning in Junior High Schools: The Teachers' Perspective." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 2 (2020): 191–207. <https://doi.org/10.24042/albayan.v12i2.6385>.

⁴⁶ Verry Riyanto. "Sistem Informasi Sarana Prasarana (Sisapras) Sebagai Monitoring Fasilitas Pelayanan Perguruan Tinggi." *Jurnal Teknologika* 11, no. 1 (2021): 96–104.

⁴⁷ Imroatul Ajizah and Muhammad Nurul Huda, "TPACK Sebagai Bekal Guru PAI di Era Revolusi Industri 4.0." *Ta'allum: Jurnal Pendidikan Islam* 8, no. 2 (2020): 333–352.

⁴⁸ Sadriana Ayu and Mohammad Shafie Bin Rosli. "Uji Reliabilitas Instrumen Penggunaan SPADA (Sistem Pembelajaran Dalam Jaringan)." *Biomatika: Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan* 6, no. 1 (2020): 145–155.

⁴⁹ Victoria Abou-Khalil et al. "Emergency Online Learning in Low-Resource Settings: Effective Student Engagement Strategies." *Education Sciences* 11, no. 1 (2021): 1–18. <https://doi.org/10.3390/educsci11010024>. Umi Hanifah; Syafi'i; Ida Miftakhul Jannah. "Inovasi Model Pembelajaran Bahasa Arab Dalam Merespon Pandemi Covid-19." in *Ittijahat Mu'ashirah Fi Al-Dirasah Al-Arabiyyah Wa Al-Tsaqofat Al-Ajnabiyyah* (2021): 1151–1180.

the Arabic Teacher Professional Education Program will be competitive and skilled in the aspects of data literacy, technological literacy, and human literacy.⁵⁰

Conclusion

Based on the exposure of the results of the research and discussion, the researchers concluded that: first, online lectures for students of Arabic Teacher Professional Education Program at UIN Sunan Ampel which integrates pedagogical and professional materials as in the structure of the Arabic Teacher Professional Education Program curriculum which is packaged in an online learning system (SPADA) can improve the professionalism of Arabic teachers in the digital era. Second, the problems faced by Arabic Teacher Professional Education Program students at UIN Sunan Ampel in online lectures are: (a) the problem of initial ability in understanding Arabic Teacher Professional Education Program material, and the solution that researchers offer is that students must understand the material in the Arabic Teacher Professional Education Program curriculum online from the beginning, so that students are ready in implementing Arabic Teacher Professional Education Program. (b) lack of learning facilities such as laptops and internet connection and the solution is that Arabic Teacher Professional Education Program participants must prepare adequate devices and internet. In this study, the authors only reveal the application of online learning in the Arabic Arabic Teacher Professional Education Program, its problems and solutions. Meanwhile, for teaching materials in the form of modules available in the LMS SPADA related to material systematics, the depth of the material and the completeness of the modules (materials in the form of videos and articles) have not been studied in detail, so it is hoped that further researchers can conduct research or review the modules available in the LMS SPADA on the Arabic Teacher Professional Education Program.

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⁵⁰ Muhammad Kosim. "Penguatan Pendidikan Karakter Di Era Industri 4.0: Optimalisasi Pendidikan Agama Islam di Sekolah." *TADRIS: Jurnal Pendidikan Islam* 15, no. 1 (2020): 88–107. Siti Ngaisah, *Lulusan LPTK: Analisis Reciprocal Antara Institutions, Social Network, Cognitive Frames* (FITK Press UIN Jakarta, 2019).

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In this study, UH is the first author to act as the author of this research article. Meanwhile, the Constitutional Court as MM contributed in helping the author to present the research data and together with RG in reviewing this research article.

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