



Student Efforts in Rural Areas to Face Problems *Nahwu* Mobile Learning Online

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Abstract: Online learning that a solution to education during the COVID19 has created a problem for the unprivileged society as limited internet access, but they have kept participating; students made several efforts. This study aims to determine the actions of students living in rural areas in overcoming the problems of online learning *nahwu* for students of STIQ Amuntai who live in rural areas. This study used a descriptive qualitative approach. The subjects of this study were several students of the IIB PBA STIQ Amuntai. They live in rural areas and settle far from the Amuntai sub-district, South Kalimantan, Indonesia. Data were obtained through interview and documentation techniques with 20 students. The data were analyzed using data reduction, presentation, and conclusion drawing, then data accuracy with the persistence of observation and triangulation. The results of the study are the efforts made by these students in overcoming problems such as unstable signals, lack of focus in studying, low telephone specifications, limited internet quota, difficulty understanding material, little reference material, and boredom, namely: a) going to a place that has a signal (network) stable b) go to a place that is not noisy; c) study in groups on one mobile phone; d) search for free wifi; e) foster self-motivation; d) preparation of materials and independent search of additional literature. Therefore, this study suggests that institutions need to be involved in solving problems related to limited access to offline learning or collaboration with internet network providers.

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Introduction

The College of Qur'anic Sciences (STIQ) Amuntai was affected by government directives requiring the transfer of learning from face-to-face learning (PTM) to distance learning (PJJ). STIQ Amuntai as a campus with a curriculum that requires students to be

able to memorize a minimum of 2 juz of the Qur'an each semester, has an Arabic Language Education (PBA) study program that studies *nahwu* courses. *Nahwu* learning is easier to do face-to-face with the traditional method because you have to study references as well as the Qur'an and Hadith.¹ Based on government policies that have an impact on the learning system both in schools and in universities, students must carry out the learning process in their respective homes using available online applications.²

This learning process has many problems. For students in rural areas, it is the biggest problem because in common, learning *nahwu* usually uses traditional methods. The interaction of students and lecturers in the learning process through applications that are connected to mobile learning such as classroom, video conference, live chat, zoom, google meet, WhatsApp group, Instagram, Youtube, and other social media is a solution, but also provides problems for them.³ Students complain about the waste of internet quota and ask for leniency in learning using mobile learning applications, this is because they are more familiar with laptops and other online learning media. Most students in rural areas will be able to buy quotas and cellphones with affordable budgets, unlike laptops which have a budget that is twice to three times the price of cellphones.⁴

Learning *nahwu* courses by PJJ with mobile learning at PBA STIQ Amuntai is held by following government rules on the formulation of legal basics for organizing online learning during the 2019 Corona Virus Pandemic because STIQ Amuntai students come from some rural areas. Researchers understand the geographical location of Amuntai which is in the North Hulu Sungai district which is taken 6 hours from the City of South Kalimantan Province and 6 hours from Central Kalimantan Province. STIQ Amuntai is the choice of the surrounding community to be able to continue their education in Higher Education with semester fees that they can afford. This situation becomes a problem in implementing the PJJ rules as a whole. Especially *nahwu* learning

¹ Akrom Fahmi, *Ilmu Nahwu dan Sharaf* (Jakarta: PT Raja Grafindo Persada, 2002), 12.

² Ericha Windhiyana Pratiwi. "Dampak Covid-19 Terhadap Kegiatan Pembelajaran Online di Perguruan Tinggi di Indonesia." *Jurnal Perspektif Ilmu Pendidikan* 34, no. 1 (2020): 2.

³ Wahyu Aji Fatma Dewi. "Dampak Covid-19 Terhadap Implementasi Pembelajaran Daring di Sekolah Dasar." *Edukatif: Jurnal Ilmu Pendidikan* 2 no. 1, (2020): 55-61. Mohammed A. Al Ghamdi. "Arabic Learners' Preferences for Instagram English Lessons." *English Language Teaching* 11, no. 8 (July 23, 2018): 103-110, <https://doi.org/10.5539/elt.v11n8p103>. Uril Bahruddin, Abdul Malik Karim Amrullah, and Noor Amalina Audina. "Constructivism in Maharah Kalam Lecture Using the Instagram Media: The Implementation, Problems, and Tertiary Students' Perceptions in Indonesia Student Perceptions in Indonesia." *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 1 (2021): 127-140.

⁴ Albert Effendi Pohan. Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah (*Purwodadi: Sarnu Untung*, 2020). 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.

objectives that can be achieved by learning methods using reading methods, translation methods, and traditional methods. The main target in the *nahwu* learning process is a means of being able to speak and write correctly, avoid grammatical errors, and be able to explain the text carefully, proficiently, and fluently.⁵

Several studies explain that the implementation of PJJ in *nahwu* learning ultimately creates anxiety for parents, students, and lecturers because it requires spending a lot of internet quota. Marwa found a study that students need to upgrade their cellphones to be able to have online applications on their cellphones because basically student cellphones have a small space that cannot be used for heavy applications.⁶ Kosim et al also agreed that the online learning problem is an increasing burden on parents, student parents must provide student facilities such as buying cellphones, laptops, and internet quotas and even installing wifi at home, but student needs are still the responsibility of parents.⁷ Amalia and Faizin mentioned that to eliminate students' boredom in online learning, alternative teaching methods that are fun are needed and make students have an exciting learning experience.

Ritonga also emphasized that many problems occur in online learning of Arabic language materials, including the readiness of internet quotas and the readiness of varied learning methods, and the ability of lecturers in learning time management so that they can complete the learning objectives of the course.⁸ In previous studies, researchers also found several problems in online learning, including minimal literature and limited internet networks.⁹ So many facts have conveyed that online learning has a detrimental impact on lecturers and students in particular and in certain circumstances. Intends to understand lecturers and students who are trying to find alternative PJJ online learning that does not consume a lot of internet quota, even though it results in not achieving the

⁵ Marsiah Marsiah, Mahfuz Rizqi Mubarak, and Noor Amalina Audina. "The Students' Perspective Towards YouTube as the Replacement of Lecturer in *Nahwu* Learning." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 2 (2021): 254–267.

⁶ Atikah Marwa, Ach Rifqiy Al Nabiil, and Syuhadak Syuhadak. "Motivation Problematics of Arabic Learners During the Covid-19 Pandemic/al-Musykilat al-Dafiiyyah lada Muta'allimi al-Lugah al-'Arabiyyah Tiwala Jaikhah Covid-19." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 2 (2021): 268–285.

⁷ Frida Akmalia and Khoirul Faizin. "Recitation: An Alternative Method for Virtual *Nahwu* Learning." *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 5, no. 1 (2021): 97–110.

⁸ Mahyudin Ritonga et al. "Arabic as Foreign Language Learning in Pandemic Covid-19 as Perceived by Students and Teachers." *Linguistics and Culture Review* 5, no. 1 (2021): 75–92.

learning objectives as a whole and according to the semester learning plan (RPS).

Some of the research previously described is limited to the problems of online learning, therefore, this study intends to reveal alternatives for students who continue to carry out online learning with limitations. Based on the researcher's interviews with several students of the College of the Qur'an Science in semester IIB who are in rural areas, they said that in online learning there are always network problems, and internet connections are less stable, resulting in slightly hampered learning because students cannot follow live streaming learning.¹⁰ Thus, researchers need to provide descriptive information about students' positive efforts in overcoming the problems of online learning. As for the purpose of this research is to detect the solutions of STIQ Amuntai students in rural areas as their efforts overcome the problems of learning *nahwu* employing the PJJ.

Methods

This research was a descriptive qualitative approach¹¹ by doing an interpretation of the data found in the field regarding student efforts in dealing with the problems of *nahwu* learning with mobile learning which are presented in the form of reports and descriptions in the form of sentences and not in the form of numbers or statistics. The research location is STIQ Amuntai which is located at Pakapuran Village, North Amuntai District, Hulu Sungai Utara (HSU) Regency, South Kalimantan, Indonesia. This location was chosen because it represents the state of the campus which is in an area far from the center of the province which is about 6 hours with the route of the journey being hills, and waters and located in a city surrounded by rural areas.

The research subjects are the third students of Arabic Language Education Study Program class B who live in rural areas with a total of 20 students from a total of 68 students living in rural areas. The object of this research is the problem of *nahwu* learning with mobile learning. Data were obtained through interview and documentation

⁹ Ade Destri Deviana. "The Impact of Online Learning to Write Arabic with Creative Thinking during the Covid-19 Period." *Al-Falah: Jurnal Ilmiah Keislaman dan Kemasyarakatan* 21, no. 1 (2021): 42-53, <https://doi.org/10.47732/alfalahjikk.v21i1.149>.

¹⁰ Junfeng Yang, Huiju Yu, and Nian-shing Chen. "Using Blended Synchronous Classroom Approach to Promote Learning Performance in Rural Areas." *Computers & Education* 141 (2019): 1-13, 103619. Ali Akbarjono et al. "Teaching English in a Rural Area during the Pandemic of Covid-19." in *Proceeding* (2021): 346-358.

techniques. Documentation is carried out by researchers by collecting supporting data sources through libraries or journals and books related to this research. Interviews were conducted by researchers with 20 students who take online lectures and they are in their respective homes which are located in rural areas.

The primary data of this research is the problem of *nahwu* learning with mobile learning and their efforts or solutions in dealing with the learning collected by interviewing. Secondary data is data related to *nahwu* learning with mobile learning that supports this research which is obtained from journals and books. The researcher continued this research by analyzing the data. Data analysis used three stages, namely data reduction, data presentation, and conclusions.¹² Data reduction do the process of summarizing, selecting the main things, and focusing on the object of research, namely data on the problems of *nahwu* learning with mobile learning, then the data is presented in written form in detail. The presentation of the data is that the researcher presents data regarding the problems of *nahwu* learning with mobile learning and the solutions obtained by the research subjects to overcome these problems. At this stage, the researcher analyzed and discussed the results of the analysis with previous studies related to the research findings. Drawing conclusions is to verify the data generated and ensure the research is by the research objectives.

Furthermore, at the end of the study, the researcher checked the validity of the data studied to minimize the occurrence of errors in the data collected. Researchers made more careful and continuous observations or what is called persistence of observation, then compare the results of the interviews with the contents of the document by utilizing various sources of information data as consideration, namely references, interviews, and previous observations. Researchers also make comparisons between the results of the research with studies that have been published in journals so that it is known that the results of the research carried out are accurate, directed, and by the research objectives. This study then describes the profile of STIQ Amuntai, and the situation of STIQ students who live in rural areas.

¹¹ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2013). Syaiful Mustofa, *Memahami Metode-metode Penelitian; Suatu Tinjauan Teoritis dan Praktis* (Malang: UIN-Maliki Press, 2011).

Results and Discussion

Nahwu online learning during the COVID19 pandemic in class IIB PBA STIQ Amuntai has an impact on changing the learning system which requires every student to take distance learning through online media or mobile learning. The applications used to be employed to carry out mobile learning are WhatsApp, google meet, zoom, telegram, and others. Learning by using mobile learning as an online learning solution creates problems for students who live in rural areas. However, these students still have good motivation to learn Arabic, they try to overcome these problems. The description of student efforts in online learning *nahwu* to the learning problems faced is as follows:

Table 1. The Problems of *Nahwu* Online Learning

No	Problem	Solution
1.	Unstable signal	Go to a place that has a more stable signal or look for wifi at a friend's or relative's house
2.	Lack of focus on learning	Go to a more comfortable place away from the noise
3.	have specification cellphone	Study with friends on one cellphone
4.	Limited internet package	Looking for a wifi signal to a friend's or relative's house
5.	Get bored quickly	Growing motivation by realizing that learning <i>nahwu</i> is an important capital in understanding Arabic
6.	Difficulty understanding the material and limited literature sources	Prepare material before learning takes place and look for additional literature for semester-level siblings

Table 1 shows the student's efforts in dealing with all problems of learning *nahwu* with mobile learning during the COVID19 pandemic. The first attempt is to find a comfortable place with a stable signal, because the signal sometimes decreases, causing the sound to be intermittent and making it difficult to understand the explanations of the presenters in the form of video conferencing such as gmeet and zoom.¹³ The second effort is to find a place that is not noisy and not crowded so that they can focus on learning through mobile learning, even when studying sometimes the environment does not understand the condition of students, such as being asked to do other work so they

¹² Matthew B. Miles Miles and A. Micheal Huberman, *Analisis Data Kualitatif: Buku Sumber tentang Metode-metode Baru*, trans. Tjetjep Rohendi Rohidi (Jakarta: UI Press, 1992). Lexy J. Moleong, *Metodologi Penelitian Kualitatif Edisi Revisi*. (Bandung: Rosdakarya, 2007).

¹³ Massimo Candela, Valerio Luconi, and Alessio Vecchio. "Impact of the Covid-19 Pandemic on the Internet Latency: A Large-Scale Study." *Computer Networks* 182 (2020): 107495. Mohammad Nasajpour et al. "Internet of Things for Current Covid-19 and Future Pandemics: An Exploratory Study." *Journal of Healthcare Informatics Research* 4, no. 4 (2020): 325–364. Bryan Adrián Priego-Parra et al. "Anxiety, Depression, Attitudes, and Internet Addiction during the Initial Phase of the 2019 Coronavirus Disease (Covid-19) Epidemic: A Cross-Sectional Study in México." *MedRxiv* (2020): 1-27.

have to leave learning.¹⁴ The third effort is for the students to learn in groups with friends by complying with the health protocols, cause they must require high memory specifications cellphone. The fourth effort is looking for a wifi signal to a friend's or relative's house to overcome a limited internet package.¹⁵ The fifth effort is to grow motivation for the importance of *nahwu* science through self-awareness about the importance of learning for future goals, because boredom and boredom often arise in learning, with strong motivation making a person not easily give up to continue learning.¹⁶ The sixth effort is to prepare the material before learning takes place and look for additional literature for seniors to overcome difficulties in understanding the material and limited literature sources.¹⁷

One of the students' efforts in dealing with the problems of online learning is looking for a place that has a stable signal because of the difficulty in finding internet signals. Unstable signals are the main obstacle in online learning, several things need to be done to get network stability. This also happened to previous research which stated that online learning could not run well due to low or weak internet signal (data), students then looked for alternatives to find a stable signal by going outside, climbing to a higher place,¹⁸ or hitching a ride at a friend's house that has wifi.¹⁹ Another problem in online learning is that it is difficult to focus on learning because there are several messages or notifications that come in in the middle of learning, but this can be overcome by

¹⁴ Sry Anita Rahman. "Pentingnya Penyediaan Lingkungan Belajar yang Kondusif Bagi Anak Usia Dini Berbasis Kunjungan Belajar di Masa New Normal." *Jurnal Ilmiah Wahana Pendidikan* 6, no. 3 (2020): 480–487.

¹⁵ Amirudin Amirudin et al. "Strategi Menghidupkan Motivasi Belajar Siswa Sekolah Dasar di Masa Pandemi Covid-19 melalui Kelompok Belajar." *Eduprof: Islamic Education Journal* 3, no. 1 (2021): 1–13. Thomas K. Houston, Lisa A. Cooper, and Daniel E. Ford. "Internet Support Groups for Depression: A 1-Year Prospective Cohort Study." *American Journal of Psychiatry* 159, no. 12 (2002): 2062–2068.

¹⁶ Yani Fitriyani, Irfan Fauzi, and Mia Zultrianti Sari. "Motivasi Belajar Mahasiswa pada Pembelajaran Daring selama Pandemi Covid-19." *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran, dan Pembelajaran* 6, no. 2 (2020): 165–175. Mokhammad Miftakhul Huda, Pandi Rais, and Agus Miftakhur Surur. "Improvement of *Nahwu* and *Sharaf* Learning Using Amsilati Method." *Ijaz Arabi Journal of Arabic Learning* 3, no. 1 (2020): 121–131.

¹⁷ Keiichi Kobayashi. "Effects of Collaborative versus Individual Preparation on Learning by Teaching." *Instructional Science* 49, no. 6 (2021): 811–829. Marin Moravec et al. "Learn before Lecture: A Strategy that Improves Learning Outcomes in a Large Introductory Biology Class." *CBE—Life Sciences Education* 9, no. 4 (2010): 473–481.

¹⁸ Muhammad Iqbal Al Faiqi. "Efektivitas Pembelajaran Bahasa Arab Menggunakan Media Online selama Pandemi Covid-19 di Jurusan Sastra Arab Universitas Negeri Malang." *Semnabama* 5 (2021): 699–708. Muhammad Jundi. "Persepsi Mahasiswa terhadap Pelaksanaan Perkuliahan Nahwu dengan Sistem Daring." *Al-Ma'rifah: Jurnal Budaya, Bahasa, dan Sastra Arab* 17, no. 2 (2020): 105–118.

¹⁹ Ahmad Muradi et al. "Tutors And Students Activities In Online Arabic Learning: A Freedom To Learn Perspective". *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 8, no. 1 (June 30, 2021): 32–45, <https://doi.org/10.15408/a.v8i1.20663>.

temporarily turning off notifications from one of the applications.²⁰ Among the problems and problems faced by other STIQ Amuntai students in conducting online learning is an environment that is not conducive, so it is difficult to focus on learning but can be overcome by finding a place as comfortable as possible. This needs to be done in learning because the focus on learning is the main reference to understanding the subject (lesson) before learning takes place.²¹

Another problem faced by some STIQ Amuntai students is from the field of infrastructure or online learning support media. The students who have low specifications cellphones such as RAM below 2GB and internal storage below 16 GB, they got difficulties downloading applications that provide virtual meetings. Phone overheating can be caused by a weak signal, applications running in the background such as Google Meet, and an increase in room temperature.²² Moreover, low specifications mobile phones will quickly heat up while conducting virtual meetings. Mobile phone batteries that run out quickly are usually caused by decreased battery capacity due to battery life that has been used for a long time, especially if it is used to carry out online learning activities using the Google Meet application, of course, it can drain the battery quickly.

The use of the application by displaying videos consumes a lot of data packets, while they get a limited internet package due to their inability to buy, but they can overcome this by looking for a wifi signal to the house of a relative or close friend who has wifi, or in public places that provide free wifi services such as village halls, village libraries (reading rooms), police offices, and so on. Some students will go to campus to get a free wifi network. Lecturers also provide relief to students who have this problem by documenting learning on youtube media, making it easier for students to repeat the lessons they have left behind as stated by Marsiah et al, learning using youtube media during the COVID19 period makes the learning process easier²³, and also using an online

²⁰ Ade Destri Deviana. "Al-Kafā'atu al-Žātiyyatu ladā al-Ṭalabati fī Tanfīzi Iṣtirāṭijjiyyāti Ta'limi ISSO (al-Ta'limi al-Žāfiy wa al-Iyhāiyyati wa al-Muṭaṣhili al-Mubāsyiri)." *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (June 24, 2020): 119–132, <https://doi.org/10.14421/almahara.2020.061.07>.

²¹ Richard Clément. "Ethnicity, Contact and Communicative Competence in a Second Language." in *Language In Language Pergamon*, (1980): 147–154. KH Lalu Gede Muhammad Zainuddin Atsani. "Transformasi Media Pembelajaran pada Masa Pandemi Covid-19." *Al-Hikmah: Jurnal Studi Islam* 1, no. 1 (2020): 82–93.

²² Mohd Faizulamri Mohd Saad and Mohamad Zulkifli Abdul Ghani. "Challenges and Expectations of Online Arabic Language Teaching in the Covid-19 Pandemic Era." *Ijaz Arabi Journal of Arabic Learning* 4, no. 3 (2021).

²³ Marsiah, Mubarak, and Audina. "The Students' Perspective Towards YouTube as the Replacement of Lecturer in Nahwu Learning." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 2 (2021): 254–267.

learning method that is lighter than the internet quota, namely by using WhatsApp with indirect discussions at predetermined subject times.²⁴

Online *nahwu* learning has an impact on reducing students' enthusiasm. This is caused by the signal that sometimes worsens in the middle of learning, but to grow this motivation requires student self-awareness and high-determination effort from the lecturer who is in charge of the course, according to Putra et al, the lecturer must give students motivation by adopting a wide range of learning innovations. Likewise, students must have the motivation that grows for themselves and realize that the courses they study are useful and sustainable courses with other courses. Now and then lecturers can provide waivers, and courses are carried out via WhatsApp online,²⁵ online learning through WhatsApp in chat and audio is also a problem because not all of the students can understand the material provided, in contrast to online learning which provides the video can help the students face to face, even though indirectly. The speaker explains when online learning by chat or audio will be answered via chat and audio as well, this causes students to have difficulty asking questions directly about material that is difficult to understand.²⁶ But this can be overcome by preparing the material before the learning takes place.

This study adds data about online learning that has problematic impacts on individual students in the learning process. Students find it difficult to follow the lesson because the signal is deteriorating making the explanations of the presenters falter in the middle of the learning process,²⁷ this requires the preparation of a stable network.²⁸

²⁴ Ariadi Muliandiyah. "Whatsapp sebagai Model Pembelajaran Nahwu Berbasis Internet." *Edulab: Majalah Ilmiah Laboratorium Pendidikan* 3, no. 2 (2018): 1–13.

²⁵ AndiSon, Rita Gamasari, and Novebri Novebri. "Inovasi Pembelajaran Bahasa Arab Dari di Masa Pandemi Covid-19." *Lectura: Jurnal Pendidikan* 13, no. 1 (2022): 15–28. Ariadi Muliandiyah. "Whatsapp sebagai Model Pembelajaran Nahwu Berbasis Internet." *Edulab: Majalah Ilmiah Laboratorium Pendidikan* 3, no.2 (2018): 1-13.

²⁶ Lailatul Qomariyah, Usfiyatur Rusuly, and Ade Destri Deviana. "Relationship between Self-Regulated Learning and Reading Skills Ability for Arabic Language and Literature Study Program Students in East Java/Al-'Alāqah bayna al-Ta'Allum al-Munadzam Dzātīya wa Mahārah al-Qīrā'ah ladā Thullab Qism al-Lughah al-'Arabīyah wa dābuhā bi Jāwā al-Syarqīyah." *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 2 (December 13, 2021): 237–252, <https://doi.org/10.23971/altarib.v9i2.3136>.

²⁷ Danial Hilmi. "Impact of Arabic Online Learning in the Perspective of How the Brain Learns." *Ijaz Arabi Journal of Arabic Learning* 4, no. 1 (2021): 59–73. Junfeng Yang, Huiju Yu, and Nian-shing Chen, "Using Blended Synchronous Classroom Approach to Promote Learning Performance in Rural Area." *Computers & Education* 141 (2019): 103619.

²⁸ Ade Destri Deviana. "The Impact of Online Learning to Write Arabic with Creative Thinking during the Covid-19 Period." *Al-Falah: Jurnal Ilmiah Keislaman dan Kemasyarakatan* 21, no. 1 (2021): 42–53. Uril Bahruddin et al.. "The Quality Improvement of Interaction Indicators in Arabic Language

Juliya and Herlambang in their journal mention that the environmental conditions of students at home are certainly different, one of the problems is the lack of conducive learning environment at home which can affect students' learning motivation.²⁹ Many efforts have been made by students, in line with Argaheni who stated that online lectures do require adaptation and effort to run smoothly.³⁰ Besides that it takes effort to understand the material which is usually delivered orally into writing and video or live streaming.³¹

This research can be a reference for the implementation of mobile learning in places that have limited and weak internet networks, as well as the content of the material studied in the education unit and the objectives of the education unit. For example, STIQ Amuntai is a university that prioritizes memorizing the Qur'an and prioritizing ethics (actions and views), so there are restrictions on the use of cellphones that have social media applications, because frequent use of social media will reduce students' study time and time to memorize the Qur'an. Online learning with mobile learning also cannot be carried out optimally for students who live in rural areas due to several factors mentioned above.

This research is limited to qualitative research that describes the problems of rural students in learning *nahwu* online using mobile learning media during the COVID19 pandemic and independent solutions that students do so that they can continue to attend lectures properly and fulfill attendance attendance. Another limitation of this study is the collection of data using online and voluntary questionnaires which may give rise to some bias in the effort perspective of online learning issues, especially in areas where internet connectivity is difficult. Respondent data on the age variable only came from one group

Learning for Higher Education." *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 1 (April 30, 2021): 59–70, <https://doi.org/10.22219/jiz.v4i1.15919>.

²⁹ Nur Fuadi Rahman. "Motivasi Belajar Bahasa Arab (Studi Kasus Mahasiswa PBA IAIN Palangkaraya 2017/2018)." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 10, no. 1 (2018): 22–35.

³⁰ Marwa, Al Nabiil, and Syuhadak. "Motivation Problematics of Arabic Learners during Covid-19 Pandemic al-Musykilat al-Dafiiyyah lada Muta'allimi al-Lugah al-'Arabiyyah Tiwala Jaikhah Covid-19." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 2 (2021): 268–285. Mohamad Azrien et al. "Self Regulated Learning and Motivation of Islamic Studies and Non-Islamic Studies Stream Students." In *International Conference on Multidisciplinary Trends in Academic Research* (2014): 84–96.

³¹ Niken Bayu Argaheni. "Dampak Perkuliahan Daring saat Pandemi Covid-19 Terhadap Mahasiswa Indonesia." *Placentum Jurnal Ilmiah Kesehatan dan Aplikasinya* 8, no. 2 (2020). Shengrong Cai and Wei Zhu. "The Impact of an Online Learning Community Project on University Chinese as a Foreign Language Students' Motivation." *Foreign Language Annals* 45, no. 3 (2012): 307–329. Wen-Chi Vivian Wu, Jun Scott Chen Hsieh, and Jie Chi Yang. "Creating an Online Learning Community in a

of young adults because it focused on students. For further research, involving respondents from various age groups, including children, adolescents, early adults, adults, and parents, can be to present more interesting facts. There is also a need for research on the effectiveness of online learning using other online applications to find solutions to the current online learning problems. As well as about the mastery of lecturers and students on the use of applications used in online learning to maximize the use of online applications that are mutually agreed upon between lecturers and students, as well as teachers and students

Conclusion

Efforts to overcome the problems of online learning for *nahwu* courses with mobile learning for STIQ Amuntai PBA Semester IIB students for the 2020/2021 academic year who live in rural areas are as follows: a) Go to a place that has a more stable signal or look for wifi to a friend's house or relatives b) Go to a more comfortable place and away from the noise; c) Studying with friends in one cellphone; d) Looking for a wifi signal to a friend's or relative's house; e) Growing motivation by realizing that learning *nahwu* is an important capital in understanding Arabic; f) Prepare material before learning takes place and look for additional literature to seniors. Student boredom can be minimized by playing games in learning and reflection so that it raises student motivation to learn.

Acknowledgment

We express our gratitude to the students of STIQ Amuntai who are in rural areas who provide primary research data so that researchers can find out the obstacles of students in learning online that it is hoped that lecturers and internet providers will pay great attention to the limited ability of students to use the internet.

Author Contributions Statement

The main researcher (AD) and the second researcher (AR) conducted data analysis from the data that had been found in the field by the third researcher (NA). The fourth researcher (AM) compared the theoretical concept with the research results. The

fifth researcher (AH) made observations and conclusions from the results of the study as well as alignment of references to support the findings.

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