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CYBERGOGY PARADIGM IN ARABIC LANGUAGE LEARNING AT ISLAMIC UNIVERSITIES DURING THE COVID-19 PANDEMIC

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Abstract

This paper aimed to examine the cybergogy paradigm in Arabic language learning at the college level, especially concerning the situation of the covid-19 pandemic. This study is a literature study exploring the application of cybergogy in Arabic language learning at the college level, especially concerning distance learning in the covid-19 pandemic. The primary sources in the literature review are journal articles of international reprisals such as Elsevier, Springer, Scopus, and nationally reputable and through books and various other sources relevant to research. The result of this study shows the concept of cybergogy in Arabic learning in Islamic universities during the covid-19 pandemic can be actualized by: 1) Virtual-based Bi'ah lughawiyah, 2) Technology-based assignments, and 3) Technology-based evaluations. In addition, Arabic learning with the cybergogy paradigm is not only applied to integrate cognitive, emotional, and social aspects in a virtual learning space only, but also applied to integrate Arabic learning goals including mastery of four Arabic language skills.

Keywords: *cybergogy, Arabic learning, Covid-19 pandemic*

Abstrak

Tulisan ini bertujuan untuk mengkaji paradigma *cybergogy* dalam pembelajaran bahasa Arab di tingkat perguruan tinggi terutama dalam situasi pandemi covid-19. Metode penelitian yang digunakan dalam penelitian ini adalah studi literatur. Sumber utama dalam tinjauan literatur adalah artikel jurnal, baik yang bereputasi internasional Elsevier, Springer, google scholar, jurnal Scopus maupun yang bereputasi nasional. Selain itu, studi literatur dilakukan melalui buku dan berbagai sumber lain yang relevan dengan penelitian. Hasil dari penelitian ini adalah bahwa konsep *cybergogy* dalam pembelajaran bahasa Arab di perguruan tinggi pada masa pandemi covid-19 dapat diaktualisasikan dengan: 1) *Bi'ah lughawiyah* berbasis virtual, 2) Penugasan berbasis teknologi, dan 3) Evaluasi berbasis teknologi. Hal lain yang perlu diperhatikan adalah bahwa dalam pembelajaran bahasa Arab, konsep *cybergogy* tidak hanya diterapkan untuk mengintegrasikan aspek kognitif, emosional, dan sosial dalam sebuah ruang belajar virtual saja, namun juga diterapkan untuk mengintegrasikan tujuan pembelajaran bahasa Arab meliputi penguasaan empat keterampilan berbahasa Arab.

Kata Kunci: *cybergogy, pembelajaran bahasa Arab, pandemi Covid-19*

Introduction

Since the world was hit by the covid-19 pandemic precisely at the end of 2019, various sectors of life have undergone paradigm shifts. Many activities today must be done without face-to-face by utilizing technology that is also developing rapidly.

Among the sectors of life that are severely affected by the covid-19 pandemic is the education sector. Schools and colleges are experiencing closures, and learning activities are forced to be carried out online. As a result, there are at least 290.5 million students worldwide whose learning activities are disrupted due to school closures (Purwanto et al., 2020)

The good news is that the pandemic situation is in line with the rapid development of information and communication technology that has become the basis of human life today. In education, learning activities that previously took place in a conventional face-to-face way, must now be done online by utilizing the internet and digital technology. Online learning utilizes the internet network with connectivity, accessibility, flexibility, and the ability to bring out various types of learning interactions (Moore, Dickson-Deane, & Galyen, 2011). Unfortunately, not all students are used to learning online. Moreover, teachers and lecturers are still lack of proficient in using internet technology or social media, especially in various regions.

Efforts to utilize existing technological advances can help create flexible learning so that it is not bound by space and time, students' learning styles, and diverse learning resources. That is what ultimately gave rise to a new paradigm in education, namely the cybergogy paradigm.

According to Wang & Kang (2006), cybergogy is a framework for creating engaging online learning (Wang & Kang, 2006). In Arabic language learning, cybergogy can help students solve various problems and help achieve goals in Arabic learning. As contained in KMA no. 183 of 2019, Arabic Learning in madrasah is oriented to provide four language skills for learners (*al-mahārāt al-lughawiyyah*). The four skills in question are listening skills (*mahārat al-istima'*), speaking skills (*mahārat al-kalām*), reading skills (*mahārat al-qirā'ah*), and writing skills (*mahārat al-kitābah*) (KMA No 183, 2019).

In general, the Arabic language learning system in universities adheres to the theory of *nazhariyah al-wahdah* (نظرية الوحدة) or integrative theory of Arabic learning whose materials (*nahwu, sharf, muthāla'ah, insyā', balāghah*), as well as the four Arabic skills are presented as an integral unit. The advantages of students are faster to have the idea that Arabic is a system (Ma'rifatun, 2019).

Nurul Indah Septianisha et al (2021) have conducted the study of cybergogy analyzing the concept of cybergogy related to mathematical learning. The result is that learning mathematics through the concept of cybergogy by activating cognitive, emotional, and social factors can influence students' activeness in the online learning involved. Through engaged learning, students will achieve their learning goals, and be actively involved in the learning process (Septianisha, Anggraeni, et.all, 2021). Meanwhile, according to Tajudin (Tajudin, 2021), in mathematics education field, the study revealed that several themes have been identified, and for each theme there are several items that are described in detail for guidance. There are three interdependent themes with 39 items namely the cognitive, emotive and social themes related to the cybergogy approach have been generated. These inputs on themes and items of the cybergogy approach may promote the mathematical learning transformation in this era and contribute to FRC paradigm. In another study, Sumarsono (2020) explained that various prospects and challenges are obtained from applying heutagogi self-learning integrated with the concept of cybergogy online learning (Sumarsono, 2020).

The concept of Cybergogy identified with technology, related to Arabic learning, Rahmat (2017) stated that technology could play a role in the alignment and sustainability of Arabic learning from the elementary to upper secondary level. Technology can also make learners more interested in learning Arabic. In addition, technology can create realization and relevance to what learners feel, technology can create more mixed Arabic language learning media that have been

lacking. Technology can improve the ability or competence of teachers in teaching Arabic and able to utilize the allocation of time for Arabic language learning. Finally, technology can create an Arabic-speaking environment (Iswanto, 2017). However, in his research, he only discussed technology conceptually and has not studied the concept of cybergogy in depth.

From the researchers' review of previous studies, no one has discussed in-depth the concept of cybergogy learning in Arabic learning, especially at the Islamic college level. Therefore, this article aims to examine the cybergogy paradigm in Arabic language learning in Islamic universities, especially about the situation of the covid-19 pandemic. This study is expected to provide systematic theoretical thinking in Arabic learning during the covid-19 pandemic by using the concept of cybergogy. This is so that the process of learning Arabic in this pandemic period can continue to take place effectively.

Method

This was a library research using a descriptive-qualitative approach with the aims to gather information about specific conditions without changing or controlling the topics studied (Sugiyono, 2016). The literature study was conducted to explore the application of cybergogy in language learning at the college level, especially related to distance learning in the covid-19 pandemic. The main source in this literature study was through journal articles of international reprisal Elsevier, springer, google scholar, Scopus journal, and nationally reputable. In addition, literature reviews are also conducted through books and various other sources relevant to research. Once the data was collected, they were then analyzed using Miles & Huberman's interactive data analysis model, which is done through the stages of data collection, data reduction, data explanation, and conclusion withdrawal. This interactive analysis technique is used to get an idea of the research.

Result and Discussion

Concept of Cybergogy

The development of the times and the change of a situation from usual makes learning also change. Learning that was originally usually done face-to-face had to be done face-to-face since the covid-19 pandemic hit the world. Until finally, learning is done virtually by utilizing various information and communication technologies.

In general, the concept of learning virtually is called cybergogy. Cybergogy is a method of education in globalization by utilizing information and communication technology (ICT) that is unlimited space, time, culture, and country (Daud, Teck, Ghani, & Ramli, 2019). According to Wang & Kang (2006), cybergogy is a framework for creating online learning that can engage learners cognitively, emotionally, and socially (Wang & Kang, 2006).

This new paradigm was developed by Minjuan Wang, which highlights the facilities provided by virtual spaces for self-learning and collaboration. With this cybergogy paradigm, Arabic learners have the opportunity to achieve their learning goals flexibly by the way they manage their time (Muresan, 2014). For that reason, the concept of cybergogy learning is very suitable for learners who have time limitations. In conclusion, cybergogy is a virtual learning framework that utilizes information and communication technology (ICT) by integrating learners' cognitive, emotional, and social processes to create a flexible learning atmosphere.

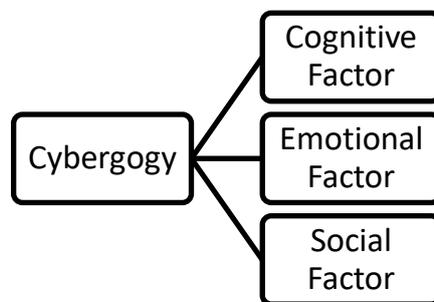


Figure 1. Cybergogy Criteria

Conceptually there are three influential factors in the concept of cybergogy learning:

1. Cognitive Factors

Cognitive factors are factors that influence the construction of an individual's knowledge. The process of cognitive factors is to explore the learning experience in the past and associate it with the learning experience that will be learned in the present by requiring the active participation of students in learning. In addition, the learning achievements formed must be adjusted to the student's learning style (Septianisha et al., 2021). For this reason, there are at least four things that exist in cognitive factors, namely:

a. Previous knowledge/experience

Knowledge or experience possessed by learners is the initial provision to obtain new information. Studies show that the most significant contribution to a learning process is prior knowledge (Wang & Kang, 2006). A learning process can occur when previous knowledge is activated to build for new knowledge (Merrill, 2002). Understanding the right concept becomes essential when students associate new information with the knowledge they have. Therefore, a teacher needs to have a clear and purposeful Learning Implementation Plan (RPP).

b. Learning Achievement Goals

In a learning process, determining a learning goal is very important because it can increase their learning motivation. According to Dweck and Leggett (1988), two types of goals that affect academic students: performance-oriented goals, and goal-oriented learning processes. Performance-oriented goals are associated with students' desire to achieve good grades and gain social recognition. Performance-oriented students are usually concerned with outcomes rather than actual learning processes. They believe in the entity theory of intelligence that intelligence is a fixed attribute. Students with performance goals tend to do well to achieve positive evaluations, but they often become discouraged and give up easily when faced with challenging tasks. They assume that their failure is due to a lack of ability. In contrast, learning-oriented students are more interested in new material, and they tend to adhere to incremental theories that say that intelligence is malleable. They think that a failure should make him work harder (Dweck & Leggett, 1988).

c. Learning activities (assignments and assessments)

In learning, assignments must be authentic, multidisciplinary, and as challenging as possible. To stimulate students to be more active in the learning process, assignments should also be able to engage students actively in order that students understand the material better and the materials become more memorable and meaningful. Likewise, the assessments made by teachers must also be authentic. Authentic assessment is a form of assessment that requires learners to display attitudes and use knowledge and skills gained from learning to perform tasks in real situations (Septianisha et al, 2021).

d. Learning Style

Each student has a different way of learning. However, in general, there are two classifications of learning styles with cognitive dimensions according to Riding and Reyner (1998): 1) Verbal-Imagery: the classification of learning styles by looking at whether the

student is likely to use verbal or images to obtain new information. 2) Wholist-analytic: classifying of learning styles by considering whether students can process information in part or whole (Riding, R., & Rayner, 1998).

2. Emotional Factors

In a learning process, especially in online learning, emotions play a vital role in determining the process and learning outcomes (O'Regan, 2003). There are four things in the emotional factor:

a. Self-awareness

Self-awareness has a reasonably dominant influence in increasing one's learning motivation. With self-awareness, a person can measure his weaknesses and strengths and determine steps to overcome his weaknesses in a learning process.

b. Public Awareness

Once the student can be aware of his or her abilities, the student must place himself on the broader community or society. That is because society influences the formation of a student's motivation in learning, with no exception in online learning. Online communities also influence students' active engagement and learning outcomes (Wang & Kang, 2006). For that reason, good interpersonal relationships between students and the surrounding online community will significantly affect the effectiveness and learning outcomes.

c. Feelings of Learning Atmosphere

Safe, comfortable, and fun classes also influence students' learning processes and outcomes. Students' perception of the learning atmosphere on online learning also has a more significant influence. Wlodkowski (1995) argues that students who do not feel safe, do not feel connected, and feel unappreciated will find it challenging to be motivated to learn (Wang & Kang, 2006).

d. Feelings of Learning Process

In general, a student can experience two types of emotions, positive emotions, such as curiosity, empathy for friends, and feeling satisfied, and negative emotions, such as anxiety, confusion, and frustration. The negative emotions are often caused by environmental factors, including the online environment, such as communication disorders and technical disorders.

3. Social Factors

Social factors are factors that involve interaction between oneself and others. In the concept of cybergogy, these factors are the most dominant and most influential. There are four things in the social factor:

a. Personal Attributes

Personal attributes are traits or things inherent in each individual, such as their age, gender, language, culture, and digital literacy skills. (Septianisha et al., 2021) These aspects have an impact on student involvement in the concept of cybergogy learning.

b. Socio-Cultural Context

In social terms, the most influential thing is the cultural context. The assumption is that each student has a different socio-cultural background. For this reason, online learners often need to apply wise methods to adjust the socio-cultural context of the students involved.

c. Online Community

A well-designed online environment will affect students' motivation in learning. Through online study groups, students can improve their learning interactions to develop a result of learning. (Oren, Mioduser, & Nachmias, 2003)

d. Communication

The last thing in social factors is the use of communication tools, such as the use of email, websites, and other features of communication technology.

Learning in the Covid-19 Pandemic

Since the emergence of the covid-19 pandemic at the end of 2019, learning methods have been forced to change. Now, face-to-face learning turns into online learning (in-network) and is commonly referred to as distance learning (PJJ). There is a paradigm change in distance learning by using technology in the learning process (Vallance, 2016). Distance learning only occurs when the learning process takes place without face-to-face directly between teachers and students so that the learning process is oriented to how to learn independently (Fauzi, 2021).

There are several characteristics in the distance learning process. 1) Programs are structured and adapted to the level, type, and nature of education. 2) The learning process occurs without face-to-face meetings between teachers and learners, so there is no direct contact between teachers and learners. 3) Because the learning process takes place separately between learners and teachers, the learner must learn independently. 4) There are rules issued by an educational institution that regulate learners to learn independently. 5) The educational institution also designs and prepares learning materials and provides learning assistance services for learners. 6) Provide learning materials through learning media (such as computers with the internet or e-learning programs). 7) Through the learning media, two-way communication (interactive) can be done between learners and teachers, learners with other learners, or learners with distance learning organizers. 8) During the study period there is no permanent study group because the learners usually accept individual learning rather than as a group. 9) The new paradigm that emerges in distance learning is the role of teachers as facilitators who provide assistance or convenience to learners. While the students are participants in the learning process. 10) Learners must remain active, interactive, and engaged in the learning process, as the learning system is self-contained, and there is almost no help from teachers or other aspects. 11) Learning resources are deliberately developed material based on needs but still based on curriculum settings. 12) Learning interactions can be carried out directly if there is a meeting. (Munir & IT, 2009)

In the context of learning during a pandemic, learning can use digital media as asynchronous learning (Daniel, 2020). Because online education has the advantages of flexibility, information accessibility, global reach, equity, innovation, and efficiency. Even though, online education also has its shortcomings, which include technological constraints, the lack of a sense of belonging and connectedness, the presence of distractions, and a lack of engagement (Xie, 2020).

Learning Arabic at Islamic Universities

Learning a language is learning communication. About the learning of Arabic, it aims to teach students to be able to communicate with Arabic, orally and in writing. Learners must possess Four skills in learning Arabic, namely listening skills (*mahārat al-istimā'*), speaking skills (*mahārat al-kalām*), reading skills (*mahārat al-qirā'ah*), writing skills (*mahārat al-kitābah*) (Yusvida, 2020). The learner must possess those four skills because the four skills are related to each other. If the learner had only some of these four skills, he would not use Arabic ideally. Therefore, the design of Arabic learning by integrating these four language skills becomes essential because many educational institutions, both in school and at the college level, separate one ability from another (Supardi, 2018).

Arabic language learning has objectives to national educational objectives, institutional goals, and curricular objectives of subjects (Utami, 2020). According to Acep Hermawan, in general, there are purposes of learning Arabic (Acep Hermawan, 2011), it is:

1. Religious Purposes

learning Arabic aims to understand and teach Islam as stated in the Qur'an and hadith. The orientation of this goal is in the form of passive skills, listening and reading, as well as active, speaking and writing skills.

2. Academic Orientation

Learning Arabic aims to understand literacy and the sciences written using Arabic or to understand and master the four language skills (*istimā'*, *kalām*, *qirā'ah* and *kitābah*). This orientation and purpose lead more to the placement of Arabic as a discipline used as a subject or course that must be mastered. Such things are usually identical to the study of Arabic in educational institutions, such as Arabic language education, Arabic literature, graduate programs, and other scientific institutions.

3. Professionalism or Practical Orientation

What is meant here is to learn Arabic for professional purposes, practical and pragmatic, namely to speak and communicate in Arabic. Usually, this orientation is intended for people who want to become migrant workers in the Middle East region, diplomats, tourists, trade, or continue their studies to the Middle East region that speaks Arabic.

4. Ideological and Economic Goals

Here the goal of learning Arabic is to understand and use Arabic as a medium and tool for the benefit of orientalism, capitalism, imperialism, and others. The number of specialized institutions characterizes this kind of thing to learn Arabic in the Western world.

From some of the orientations and goals that have been described, the process of learning Arabic can be summed up at least into two main objectives, namely arabic learning: 1) as a tool to improve other skills that must be learned, and 2) aims to produce Arabic linguists and literature experts to teach Arabic itself and be able to master teaching Arabic.

In its development, Arabic language learning is carried out at the elementary or secondary school level and widely taught at the college level, especially in Islamic universities. However, no difference is defined between the purpose of learning Arabic that has been exposed above to learn Arabic at the college level. the Arabic language learning curriculum in universities in Indonesia is *ijtihadi* from each institution is not the result of the provisions of the Ministry of Religious Affairs so there is often confusion between the two purposes of learning the language, namely Arabic as a destination and Arabic as a tool (Noor, 2018).

Furthermore, Noor (2018) stated that there are two groups of students learning Arabic based on the analysis of their needs, namely: 1) The group majoring in Arabic and Religious, including majoring in Arabic Language and Literature and majoring in Arabic Language Education. 2) ICP Group (International Classroom Program), including majoring in Islamic Religious Education, Department of IPS Education, majoring in Syari'a, majoring in Teacher Education Madrasah Ibtidaiyah (Noor, 2018). With this classification, the process of learning Arabic in universities can be adjusted to student's different goals and needs.

Actualization of Cybergogy Concepts in Arabic Language Learning in Islamic Universities during the Covid-19 Pandemic

The purpose of learning Arabic is so that the learner can master four language skills; Skills of hearing (*mahārat al-istimā'*), speaking skills (*mahārat al-kalām*), reading skills (*mahārat al-qirā'ah*), writing skills (*mahārat al-kitābah*). So whatever the circumstances and conditions, the four skills must be mastered by Arabic learners. Including in the covid-19 pandemic that requires the learning process in various educational institutions must be implemented online. The same is true of the learning process at the higher education level.

There is one learning concept that fits the situation; it is cybergogy learning. Cybergogy is a framework for creating online learning capable of engaging learners cognitively, emotionally, and socially. The integration between the three aspects must exist in learning, including in Arabic learning.

Related to Arabic learning, in addition to integrating these three aspects (cognitive, emotional, social), the actualization of cybergogy concepts must also be able to integrate all four

skills in Arabic learning (*mahārat al-istimā'*, *mahārat al-kalām*, *mahārat al-qirā'ah*, *mahārat al-kitābah*). Actualization itself is the process of internalizing and understanding (Musthofa & Rosyadi, 2020). In this case, the internalized theory is the concept of cybergogy. Research related to the use of technology in Arabic language learning has also been conducted by Ritonga, he stated that Qira'ah learning using E-learning has shifted from student center to media center (Ritonga, 2020).

In addition, the concept of cybergogy that has the principle of flexibility is also by the learning atmosphere for adults, including learning for adults is learning in college. That is because most adults have limited time learn (Wang & Kang, 2006).

The concept of cybergogy in Arabic learning in Islamic universities during the covid-19 pandemic can be actualized by:

1. Virtual-Based *Bi'ah Lughawiyyah*

Bi'ah Lughawiyyah, or language environment, is everything that can be heard, seen, and felt by students in learning Arabic (Mabruroh, 2018). There are two types of *bi'ah lughawiyyah*: the classroom and the native speaker environment (Rosyid, 2020). In this modern era, the language environment (*bi'ah lughawiyyah*) occurs not only in specific environments. In essence, *bi'ah lughawiyyah* is everything a person hears and sees (in this case, a student) related to the language of the studied destination. Utilizing the development of technology and information (ICT) allows one to more easily create a speaking environment, even from different parts of the world (Yonan, 2021).

In the context of *bi'ah lughawiyyah* in college, realizing a college with a good *bi'ah lughawiyyah* must be coupled with strategies that touch on various aspects of the campus or college environment by maximizing existing infrastructure facilities to liven up the speaking environment (Shidqi & Mudinillah, 2021).

In the concept of cybergogy, the online environment should be well designed because it impacts on learning motivation. Learning Arabic in the classroom conducted online and utilizing technology can be optimized with *bi'ah lughawiyyah*. To that end, teachers have an important role in leading virtual Arabic-based learning to provide a stimulus for students to achieve all four Arabic skills. That can be implemented using of video conference-based applications (such as zoom or google meet) so that Arabic learning can take place more optimally because of direct interaction even though it is virtual. That is in line with a study which revealed that *bi'ah lughawiyyah* is dominated by social media such as Instagram, Youtube, and Facebook (Ilmiani & Muid, 2021).

In addition, the language of instruction used is to use Arabic and provide discussion sessions for students using Arabic to help students in improving all four language skills, especially in *mahārat al-kalām* and *al-istimā'*.

2. Technology-based assignments

In the concept of cybergogy, the assignment has an important role to increase students' motivation to be involved in the learning process. In addition, assignments given to students must be authentic and actual. Online technology-based assignments should be done as effectively as possible. The provision of monotonous assignments and materials without explaining the material and its evaluation makes it increasingly difficult for students to understand the material (Muhammad Iqbal Al Faiqi, 2021). This can be implemented by assigning students to search for the latest news that uses Arabic (video or text) by utilizing existing technology, then asked to briefly rewrite back what he understands from the news and then convey it using Arabic in a virtual classroom. This strategy can improve students' ability to listen, read, write and at the same time speak. Moreover, the most important thing about the assignment in the concept of cybergogy should be to be flexible.

3. Technology-based evaluation

Evaluation is a way to measure the reachability of the purpose of learning. There are three parameters in evaluating online learning, namely: contextual (accuracy and sophistication of response content); inter-personal communication (quality of peer-to-peer interaction); and meta-learning (reflections on the assignment and the learning process) (Calderon, 2020). Related to learning Arabic with the concept of cybergogy, this can be done by utilizing google form features or the like that can contain evaluation indicators of four language skills. In addition, the evaluation can also be carried out by asking students to write Arabic articles and then present and investigate them in front of their "online" environment using Arabic. That will be able to measure the extent of the Arabic language skills of the students. So, in addition to evaluating cognitive, emotional, and social aspects, this technology-based evaluation must also be able to evaluate all four Arabic language skills.

In the concept of cybergogy, the thing emphasized in addition to the cognitive aspect is that Arabic teachers must also be able to design learning that suits students' emotional and social conditions. In addition, it must also be able to meet the four skills in Arabic in order that all students can be involved in the learning process and no student feels disrespected, making him unable to achieve the goal of learning Arabic itself.

Conclusion

Since the learning process has been carried out remotely (PJJ) precisely since the covid-19 pandemic hit the world, communication technology has a vital role in education sustainability, making the learning paradigm shift to adjust to the conditions. The cybergogy paradigm becomes the right paradigm applied in the distance learning process, including learning Arabic in college level. Cybergogy became a framework for creating online learning that could engage learners cognitively, emotionally, and socially. In Arabic learning, the concept of cybergogy is not only applied to integrating cognitive, emotional, and social aspects in a virtual learning space only, but also also applied to integrate the purpose of Learning Arabic includes mastery of four language skills, namely listening skills (*mahārat al-istimā*), speaking skills (*mahārah al-kalām*), reading skills (*mahārat al-qirā'ah*), writing skills (*mahārat al-kitābah*). The concept of cybergogy in Arabic learning in universities related to the covid-19 pandemic can be actualized by: 1) Virtual-based *bī'ah lughawiyyah*, 2) Technology-based assignments, and 3) Technology-based evaluation. The role of teachers to design and lead learning becomes important so that students can be fully involved in the learning process so that arabic learning goals can be achieved. This research has some limitations; therefore further research focusing on particularly the effectiveness of cybergogy is of great importance to do.[]

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