Arabic Learning Styles at State Islamic Universities in the Society Era 5.0

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Abstract
This article explained several student learning styles in welcoming the Society Era 5.0. The samples are students from Department of Arabic Language Education, Syarif Hidayatullah State Islamic University of Jakarta and Maulana Malik Ibrahim State Islamic University of Malang. The method used to collect data is direct observation and interviews with teachers and students. The researchers’ questionnaires were distributed to students in the fifth semester of the 2020/2021 academic year via the online questionnaire through random sampling. The results showed many students’ learning styles at both universities. It was noted that online learning was common, especially during the pandemic 3 years ago. Many applications support the learning process. Student learning styles in both universities relied heavily on rounding, google classroom, WhatsApp Group, and YouTube. Zoom took first place with 96.4% of respondents’ answers. Students also need material assistance in the form of videos, ppt and others. It was recorded that 25% of lecturers in the Arabic Language Education Department of the State Islamic University of Jakarta used their YouTube channels as educational means.

Keywords: learning styles, Arabic teaching, Society Era 5.0

Abstrak

Kata Kunci: Gaya belajar, pembelajaran bahasa Arab, Era Society 5.0
Introduction

A significant difference occurred when the pandemic hit the world, including in our country, Indonesia. Many fundamental changes occur in all lines of life, including education. Various changes and innovations were made to ensure the learning process ran well without significant deficiencies. Learning styles have changed 180 degrees (Higbee, 1991). This allows many changes and comparisons in each process. This is also the reason why this research was conducted. Based on the results of observations and observations of researchers, the researchers found various problems and obstacles in the learning process at these two universities.

However, before the researcher explains matters related to the research results found in the field, the researcher must first explain matters related to Society Era 5.0 first. Here's the presentation. Long before the Society Era 5.0, we were familiar with the pre-revolutionary term, where human hands manually deny all activities without the help of machines. It was around the 10th to early 18th centuries, and the Society 5.0. began with the advent of the first Society 5.0. (from the presence of factories and scientists' discovery of steam energy). Then the 2.0 Society 5.0. in the mid-18th century (the use of electric power, the presence of automobile production) and the 3.0 Society 5.0. since 1960 (the explosion of digital information and devices Computer and smartphones).

Talking about the society era 4.0, of course discussing the previous era, this era originated from the industrial concept of the digital or ICT age in Germany. There are 6 main pillars of Society 5.0. or 4.0, namely digital society, sustainable energy, smart mobility, healthy living, civic safety, and technology in the workplace. The Society 5.0. or 4.0 concept uses artificial intelligence in its application.

Meanwhile, the term Society Era 5.0 comes from Japan from the Government Council for Science, Technology and Innovation and deals with every aspect of society such as healthcare, mobility, infrastructure, politics, government, economy and industry. Society 5.0 is the Society 5.0. coined by Japanese Prime Minister Shinzo Abe in March 2017 at CeBIT, Hannover, Germany to deal with all the problems occurring in Japan and was only inaugurated on January 21, 2019. Society 5.0 also includes the great opportunities and challenges of the 20th century. -21. Climate change, migration and resource consumption must be resolved collectively and globally.

The society era 5.0. can be defined as a human-centered society that balances economic progress with solving social problems through a system that highly integrates virtual and physical space. The goal of Society Era 5.0 is to create a society in which social challenges are solved by integrating the innovations of the fourth Society Era 5.0. (such as the Internet of Things/Internet of Things, Big Data, Artificial Intelligence (AI), and the sharing economy) into industry and social life.

According to Benjamin Bloom's (Bloom's Taxonomy) Cone of Experience or Cone of Experience (Ella Ilawati: 2007), Bloom categorizes six levels in the cognitive domain from simple knowledge or perception of facts as the lowest behavior to evaluation (evaluation) that is more complex and abstract as the highest level. Many students and teachers complain that it is difficult to use platforms or learning aids with online systems. Even a few of them fail the exam because the Internet connection is unstable, and the educational infrastructure is the keyword and root of the problems that arise in digital learning (Peterson and Sarah, 2016). Almost all schools in Indonesia do not have appropriate education technology systems and platforms (Putriani and Hudaida, 2021).

Today's education focuses on the birth of a generation capable of bringing about change, rather than a generation waiting for change (Cholilyp et al, 2021). According to the former Minister of Education and Culture, Muhadjir Effendy, the education sector needs to revise the curricula by adding five competencies to enter the era of the Fourth Revolution, namely: critical thinking skills, creativity and creative abilities, ability, and skills to communicate, cooperate and collaborate, and confidence. Teachers in the Society Era 5.0. need five competencies that teachers must possess, namely: Educational competence; Competence for technology commercialization; competence in globalization; proficiency in future strategies; and competency Consultation.
Facing the Society Era 5.0 requires 6 basic literacy skills, such as data literacy, which is the ability to read, analyze and use information (big data) in the digital world. Then technology literacy, understanding how machines work, technology applications (coding, artificial intelligence, machine learning, engineering principles, biotechnology), and finally human literacy, i.e. humanities, communications, and design. As educators in the Society Era 5.0, teachers must have digital skills and creative thinking. According to Zulfiqar Aliuddin, Director of HAVEX (High Performance Education Consultancy Services) who assessed that in this era, teachers have to be more innovative and dynamic in classroom teaching (Aliuddin, 2019).

So there are three things that educators should use in the age of society including the Internet of Things in the education world (IoT), virtual/augmented reality in the education world, and the use of artificial intelligence (AI) in the education world to discover and identify the learning needs that students need (Akkoyunlu and Soylu, 2008). Teachers must also possess life skills for the 21st century, i.e. leadership skills, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, teamwork, and problem-solving. The focus of expertise in education in the 21st century is currently known as 4C which includes creativity, critical thinking, communication, and collaboration.

Method

This research included a mixed methodology research using research instruments in the form of direct observation, direct interviews with lecturers and study program officials and distributing questionnaires via Google Forms distributed randomly to samples at these two universities. The research instrument includes a questionnaire distributed to students who are still studying online in the fifth semester of the 2020/2021 academic year. In addition, researchers also made direct observations during the learning process. Because researchers as well as correspondence. After the data is collected, the researcher presents it in the form of diagrams and percentages, which are then analyzed in depth and then presented with analytical descriptive. The method used in collecting data is direct observation, direct interviews with policymakers, teachers, and students at the two universities. As well as the distribution of questionnaires to students in the fifth chapter of the equation. 2020/2021 via Google form by random sampling. Data is collected, categorized by topic, then aggregated, analyzed and described. After the data is obtained, it conducts an in-depth analysis and classifies it according to the theme and discussion, then describes it and describes it by including a percentage for each of the findings in this study. In this study, the researchers wanted to explore student learning style of UIN between Jakarta and Malang that have been applied by the two in dealing with a pandemic for approximately 2.5 years. This certainly forces many parties to adapt, interact, and innovate in welcoming the industrial era 5.0.

Results

Profile of the Arabic Language Education Study Program

<table>
<thead>
<tr>
<th>Location</th>
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<tbody>
<tr>
<td>Jl. Ir. H. Djuanda No. 95, Cempaka Putih, East Ciputat, South Tangerang, Banten.</td>
<td>Jl. Gajayana No. 50 Malang</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Vision</th>
<th>Vision</th>
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<tbody>
<tr>
<td>Becoming a pilot department in the field of content mastery and learning methodology throughout Indonesia in the development of Arabic Language Education in 2015.</td>
<td>The realization of an integrative Arabic Language Education Study Program in combining science and Islam of international repute.</td>
</tr>
</tbody>
</table>
**Mission**

1) Organizing superior, competitive and professional Arabic Language Education and Learning.
2) Promote Arabic Language Education as a leading academic institution.
3) Developing Arabic as a scientific discourse, developing Islamic studies based on mastery of Arabic literature, communication skills, research traditions, and the future education profession in a national scope.

**Study Program Objectives**

1) Preparing teachers who are superior, competitive and professional in the field of Arabic.
2) Prepare graduates who master Arabic effectively and productively in oral and written communication.
3) Preparing research-capable graduates for the development of research-based learning media.
4) Prepare graduates who are able to develop effective models and evaluate learning Arabic in educational institutions.

**Mission**

1) Producing Arabic education graduates with *ulul albāb* characters
2) Producing relevant Arabic education science and highly competitive culture

**Study Program Objectives**

1) Providing wider access to Arabic education for the community
2) Providing undergraduate Arabic language education to meet the needs of society
3) Strategy for the Arabic Language Education Study Program
4) Organizing tridharma of tertiary education in Arabic in an integrative manner quality.

The era has also a significant impact on the world of education. The current concept of education adheres to the idea that education is practical, flexible and effective (Diaz and Cartnal, 1999). This aligns with the concept of society era 5.0 which has a similar view. Understanding and using IOT and the virtual world really helps in implementing practical and effective learning. This can be seen with the large number of online learning that students and teachers can access to do their learning, both together and independently.

One example of using the virtual world and the Internet is the SEU version of the online Arabic language program for learning Arabic (Lan, 2019). This program runs virtually; anyone can access it by first registering via: https://arabic.seu.edu.sa/. This program is an innovation in learning the Arabic language today that uses the Internet so that learning can be done even remotely as long as there is a good connection to the Internet and supporting devices that work well. The online Arabic learning program is developed and managed by the Saudi Electronic University and cooperates with representatives of friendly countries who are also responsible for this program, including Indonesia. UIN Maulana Malik Ibrahim Malang chaired the Indonesian representative Ustadz Ahmad Makki Hassan. The Arabic language learning program online is free for anyone who wants to participate in learning the Arabic language through this program.

It is very easy to understand using the online Arabic learning software even though the entire webview is in Arabic. Before participating in the learning, prospective students will undergo a test to measure the students' ability to speak Arabic so that they can attend the appropriate class. When the students have finished following the entire lesson, the students will be asked questions to measure the students' understanding of the lesson.

This program is of international standards and is trusted as a medium for learning Arabic. In this program, the students have no direct translation, so they have to interpret the language they do not understand through the language translator assistant application. Overall, this program is good and innovative in the era because it applied practical, easy and effective learning principles.
From the results of the data collected, it is known that the number of respondents from the two tertiary institutions was obtained by 139 respondents who filled out the Google form which was distributed directly by the researchers. Of these, it is known that 99.3% of the respondents came from the Arabic Language Education study program. Even so, it was noted that several respondents came from the Arabic Language and Literature study program. However, this certainly does not reduce the feasibility and validity of this research.

If we look at the following table, we will see that the respondents who answered the questionnaire were 74.8% female and the remaining 25.2% male. This is certainly one of the considerations in determining the students' diligence and obedience characteristics. It's nothing new for us, that gender is closely related to psychological characteristics and even becomes a barometer of a student's success, especially in completing studies, for example. From the data above, we understand correctly that the respondents who were recorded as 'more diligent and obedient' to their lecturer's instructions were Eve rather than Adam. The number between students and female students is not much different. Due to the limitations of the researchers, this study used a random sampling system using a Google Forms distributed to students of the Department of Arabic Language Education of State Islamic University Jakarta and Malang. From the results of the data collected, it is known that the sample that responded and answered the questionnaire on the Google form totaled 139 students. This study's sample comprised 74.8% of females and the rest 25.2% of males. It consists of 74.8% females, the rest 25.2% males, 85.6% of whom are the fifth semester and the rest the third semester. The results of the questionnaire distributed randomly to the students are as follows:

It can be seen from the results of their answers, the conclusions are not much different from the questions in the previous questionnaires. It is clear that, learning among students in these two
universities was based on zoom, google classroom, wag dan youtube. As before, zoom ranks first or highest with 96.4% of respondents' answers.

This is understandable and common, because zoom is more used and accessible than the other. No wonder Zoom is the most popular app today. Meanwhile, Google Classroom is the second most commonly used learning app, especially among students at the two universities, with previous survey scores of 90.6%.

However, students also need material aid in the form of videos, ppt and other means to use as supporting references to make the learning process more effective and efficient. One of them is YouTube videos. As with the data above, 87.1% of respondents chose YouTube as their learning resource. With these high results, it should be an important observation and consideration for educational implementers that educational means have developed very quickly and we must be able to provide innovations that align with the requirements and challenges of the times, especially the YouTube channel. Although wag still ranks fourth, wag is still required for smooth and easy communication between students and lecturers.

The results of the researcher's research on tracking the use of the YouTube channel by teachers/lecturers at the two universities found that most lecturers used YouTube as an educational tool. However, this is not done on their YouTube channel. However, many lecturers deliberately created a YouTube channel containing the content of educational materials that were used as teaching aids during Corona. For example, it was recorded that 25% of the lecturers of the Department of Arabic Language Education at State Islamic University Jakarta used their YouTube channel as a teaching tool, despite other content that did not include the course materials they were studying.

However, this innovation and work should be appreciated so that they are more motivated to produce other innovations that are much better and more useful to the wider community. In the meantime, according to the interviews conducted by themselves with the head of the Department of Teaching Arabic at the State Islamic University of Malang, it was found that most of the lecturers in it used the YouTube channel as an educational tool. However, they did not use their own YouTube channels. A lone young lecturer used his own YouTube channel as an education tool: the lecturer Muhammad Farouk, M.Pd.I.

The pandemic has changed many things, including education. Because of its existence, the learning process has changed to the Internet. Of course, this can lead to real differences and even tricky adjustments. However, with the passage of time, online learning has become very popular among us today. If there was a question they would prefer online or offline learning, this is how the respondents reacted:

Figure 3. choice of learning models

From the results above, data was obtained that they prefer offline learning with a score of 50.4% of the respondents' answers. 41.7% prefer hybrid and 7.9% prefer online. This answer proves that they miss face-to-face learning for various reasons. Another thing that deserves close attention
is how their assessment of online learning is that they experienced a minimum of one year and a maximum of two years. The following are the answers of the respondents:

Figure 4. impression of online learning

From the above data, we can conclude that students answer that they are modest in online learning because they are facing more than two years. Perhaps this is because students are ready and should be ready for online and hybrid learning processes as happened in the western world long before this pandemic hit. Although 28.8% of them answered interestingly, mediocre answers largely dominated the responses of all respondents.

The pandemic has brought many opportunities and innovative businesses, but on the other hand, the pandemic has also created many problems that need to be solved and solutions provided (Johannesburg, 1993). One of the problems in the world of education that often occurs due to the pandemic is the completeness of educational materials for students, including university students (Kolb and Kolb, 2015). According to the researcher's research, and based on the questionnaire distributed by the researchers previously, the following is the completeness of the material from the student's point of view:

Figure 5. completeness of online learning

From the above table, it is known that according to the respondents 51.8% of the material completions were in the good category, 38.1% were in the lowest level and 7.2% were in the very poor category. However, this only depends on the students' outlook.

Discussion

Covid-19 caused economic, social, political, legal and educational changes, so the government made rules for learning activities ranging from kindergarten to tertiary institutions to carry out distance learning with an online system. Thus, teachers must develop other factors to improve students' learning abilities, one of which is using ICT-based media.

During the distance learning period, students often encounter low self-learning patterns carried out by students. This should be a serious concern for teaching staff who must change teaching style to increase student learning independence at home (Marshall, 1991). One way to
increase interest in learning is to provide new experiences for learning the material presented. One way to provide this new experience is to utilize e-learning which can monitor all learning activities without face-to-face meetings between students and teachers.

E-learning began to be developed in line with the development of internet technology, so that this field of study is still and continues to be in the process of development and research in line with technological developments that are now easier and more affordable. In essence, e-learning is a process of digitizing conventional learning patterns in digital formats starting from teaching materials, classes and learning interactions through internet technology. This system can be used in distance education or conventional education (Lovorn, 2017). Therefore, aspects of developing e-learning are not focused on material alone, but several aspects must be considered, including; graphic design, digital media used and techniques in the learning process. So that the goals and learning process can run well.

Today, the society era 5.0 has touched all levels of society worldwide. This industry is an era that mostly focuses on the virtual world, so it is also called the Internet of Things (IOT) industry. The era has distinctive characteristics: the application of artificial intelligence in its technology so that machines and humans cooperate independently and flexibly to produce output. Here are some innovations in learning in the society era 5.0:

1) Innovative Teaching and Learning (ITL) Research.
2) Project Based Learning; is a learning model that uses projects as the core of learning (Permendikbud, 2014:20).
3) Inquiry Learning is a learning activity that maximally involves all students' abilities to search for and investigate natural phenomena, living things or objects, in a systematic, critical, analytical and logical manner.
4) Blended learning; which utilizes technology, is considered more flexible and comfortable to implement because it makes it easy for teachers and students to choose different learning methods without neglecting social interaction. Social interaction can create online communities, interpersonal interactions, motivation, mutual support, collaboration, and solidarity. Teachers can use Technological Mediated Interactions (TMI) or interactions with technological media to prepare learning activities in teacher education. TMI is divided into six levels as follows:

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<tr>
<th>Levels</th>
<th>Interactive Technology</th>
<th>Results</th>
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<tbody>
<tr>
<td>Pedagogy</td>
<td></td>
<td>Changes in learning behavior and knowledge interpersonal.</td>
</tr>
<tr>
<td>Social interaction</td>
<td>Email, Chat, E-face, Web, SMS, E-voice</td>
<td></td>
</tr>
<tr>
<td>General discussion</td>
<td>Blog, group chat, social media.</td>
<td>information exchange, observation, comparison.</td>
</tr>
<tr>
<td>scripts</td>
<td></td>
<td></td>
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<tr>
<td>Topic focus</td>
<td>Groupware, webpage,FTP white board, video</td>
<td>Investigation, elaboration, hypothesis, synthesis, integration.</td>
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<tr>
<td></td>
<td>conferencing.</td>
<td></td>
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<tr>
<td></td>
<td>Mapping</td>
<td></td>
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<tr>
<td>Collaboration</td>
<td>Learning scheduling software, integrated</td>
<td>Distribution of group exercise assignments.</td>
</tr>
<tr>
<td></td>
<td>conferences</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td>Groupware</td>
<td>New learning synchronous group.</td>
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There is not much difference between Industrial Era 4.0 and Society Era 5.0, but the concept of society is more focused on the human context. Society Era 5.0 uses AI as a major component, while Society Era 5.0 uses modern technology but still relies on humans as a major component.

This learning process forms students' personalities with positive attitudes through the ability to think critically, creatively, innovation, independence and openness. The efforts that can be made to achieve this success require certain strategies to achieve student learning success. One of the indicators of achieving student success after implementing learning activities includes cognitive changes in students. According to the concept of learning as expressed by Gagne (1997) in the book The Formation of Children's Personality (Subhan, 2010), it is the process of changing behavior that includes changes in human tendencies such as motor attitudes, interests, or emotional values and changes in their abilities, that is, an increase in the ability to perform different types of behavior different from performance or performance.

Conclusion

The industrial era 4.0 which has now continued to become society era 5.0 is a necessity of development and progress of the times that cannot be avoided. There are lots of differences that occur in every line of life, including the world of education. Innovation and proper strategy is a must that must be owned by every individual, both by teachers and students. not much difference was found in the two institutions, each institution has its own characteristics and specificities. This is one of the causes for the implementation of various institutional strategies and policies. The learning strategy that has been implemented by the two of them in dealing with a pandemic for approximately 2.5 years, this has certainly forced many parties to adapt, interact, and innovate in welcoming the 5.0 industrial era.

Using E-learning in Arabic teaching also has several advantages, including students being able to access learning or repeat learning anywhere and anytime so that easy access is an advantage of learning with e-learning and sharing various information with others, so that students can strengthen their mastery. Learning materials, and requires students to study independently. E-learning has flexibility in its processing, although it is limited by the capabilities of the internet network itself. In addition, e-learning has the potential to make learning more effective because the opportunities for interaction between students and teachers and learning materials are wide open. Because students can communicate with lecturers anytime and anywhere.

Innovative learning during a pandemic was found in the Department of Arabic Language Education at State Islamic University Jakarta and Malang with 21st century skills known as 4Cs (Creativity, Critical Thinking, Communication, and Collaboration). In the 21st century, the competencies students are expected to possess are the six core reading and writing skills (literacy, scientific literacy, information literacy, financial literacy, cultural literacy, and citizenship). Not only basic literacy but also the possession of other competencies, namely the ability to think critically, reason, create, communicate, collaborate, and possess problem-solving capabilities.

References


