

Assessing the Effectiveness of Arabic Language Learning During the Pandemic: A Case Study Of 9th Grade Students at Madrasah Tsanawiyah Al-Inayah Bandung City

Evaluasi Efektivitas Pembelajaran Bahasa Arab Selama Pandemi: Studi Kasus pada Siswa Kelas 3 di Madrasah Tsanawiyah Al-Inayah Kota Bandung

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Abstract

This study examines the learning outcomes of Arabic language learning during and after the COVID-19 pandemic at Madrasah Tsanawiyah Al-Inayah in Bandung City, Indonesia. Qualitative research methods, including interviews, observations and documentation, were used to analyze the effectiveness of learning methods and factors influencing student learning outcomes. Purposive sampling was employed to select 15 ninth-grade students studying Arabic. The findings of the study reveal several important points. First, there were differences in the learning situation between home and school. Students must help understand Arabic material during online learning and catch up when returning to face-to-face classes. Second, students preferred to learn at school due to a more engaging and interactive environment, while online learning was associated with distractions and reduced motivation. Third, students perceived online methods as monotonous and less effective than post-pandemic methods. Fourth, various learning media were utilized during online learning. Additionally, students reported that even the online platforms couldn't help them study the Arabic language. The study emphasizes the importance of interactive and engaging methods to enhance student learning outcomes. The results contribute to a broader understanding of the impact of the COVID-19 pandemic on Education and provide valuable insights for educators and policymakers.

Keywords: Arabic Language Learning, COVID-19, Post-Pandemic, Learning Outcomes

Abstrak

Studi ini menguji hasil belajar dalam pembelajaran bahasa Arab selama dan setelah pandemi COVID-19 di Madrasah Tsanawiyah Al-Inayah di Kota Bandung, Indonesia. Metode penelitian kualitatif, termasuk wawancara, observasi serta dokumentasi, digunakan

untuk menganalisis efektivitas metode pembelajaran dan faktor-faktor yang memengaruhi hasil belajar siswa. Pengambilan sampel secara *purposive* dilakukan untuk memilih 15 siswa kelas 9 yang sedang mempelajari bahasa Arab. Temuan penelitian mengungkapkan beberapa poin penting. Yang pertama, terdapat perbedaan dalam situasi pembelajaran antara di rumah dan di sekolah. Siswa menghadapi kesulitan dalam memahami materi bahasa Arab selama pembelajaran daring dan kesulitan mengejar ketertinggalan ketika ke pembelajaran tatap muka. Kedua, siswa lebih memilih pembelajaran di sekolah karena lingkungan yang lebih menarik dan interaktif, sedangkan pembelajaran daring dikaitkan dengan gangguan dan motivasi yang menurun. Ketiga, siswa menganggap metode pembelajaran daring lebih monoton dan kurang efektif dibandingkan dengan metode pasca pandemi. Keempat, berbagai media pembelajaran digunakan selama pembelajaran daring, akan tetapi siswa mengaku bahwa platform daring pun tidak dapat membantu mereka dalam memahami pembelajaran bahasa Arab. Studi ini menekankan pentingnya metode yang interaktif dan menarik untuk meningkatkan hasil belajar siswa. Hasil penelitian ini berkontribusi pada pemahaman yang lebih luas tentang dampak pandemic COVID-19 pada pendidikan dan memberikan wawasan berharga bagi pendidik dan pembuat kebijakan.

Kata kunci: Pembelajaran Bahasa Arab, COVID-19, Pasca Pandemi, Hasil Belajar

Introduction

It was noted that at the end of 2019, WHO issued an international announcement that COVID-19 was an epidemic disease in the world and was declared a global pandemic recorded in March 2020.¹ In line with WHO's explanation, Indonesia also took a stance regarding implementing Education by issuing Circular Number 15 of 2020 concerning Guidelines for Implementing Learning from Home in the Emergency Period of the Spread of COVID-19. This decision was based on the usual face-to-face learning in class and had to be changed to Learning from Home as one of the government's efforts to reduce the spread of this virus. This virus is considered deadly, with symptoms such as sore throat, flu, fever, and loss of appetite accompanied by vomiting, which eventually decreases the body's immune system.² This virus spreads very easily through breathing, physical contact, and even surfaces contaminated by people exposed to the virus.³

¹Lewis, N. M., Duca, L. M., Marcenac, P., Dietrich, E. A., Gregory, C. J., Fields, V. L., Banks, M. M., Rispens, J. R., Hall, A., Harcourt, J. L., Tamin, A., Willardson, S., Kiphibane, T., Christensen, K., Dunn, A. C., Tate, J. E., Nabity, S., Matanock, A. M., & Kirking, H. L. (2021). Characteristics and Timing of Initial Virus Shedding in Severe Acute Respiratory Syndrome Coronavirus 2, Utah, USA. *Emerging Infectious Diseases*, 27(2), 352-359. <https://doi.org/10.3201/eid2702.203517>

²Murad, D. F., Hassan, R., Heryadi, Y., Wijanarko, B. D., & Titan. (2020). The Impact of the COVID-19 Pandemic in Indonesia (Face to face versus Online Learning). *2020 Third International Conference on Vocational Education and Electrical Engineering (ICVEE)*, 1-4. <https://doi.org/10.1109/ICVEE50212.2020.9243202>

³*Digital Repository Universitas Jember*. (n.d.). <https://knepublishing.com/index.php/KnE-Life/article/view/8619>

In addition to decisions on distance learning (online), the longer they are made, the more they are implemented, but in fact, they have an impact on teaching and learning activities in schools so that after one year, the policy was implemented, starting from March 2020, a new policy was implemented in stages. In July 2021, face-to-face learning can again be held in several academic units with the issuance of a Joint Decree of 4 Ministers. Based on the Decree of 4 Ministers concerning Guidelines for Implementation of Learning in 2020/2021 (2020: 7 and 8), which contains educational units located in the Yellow, Orange, and Red Zones, face-to-face learning processes are prohibited in the academic units and learning should continue from home by the Circular Letter of the Minister of Education and Culture Number 4 of 2020 regarding the Implementation of Education Policies in the Emergency Period of the Spread of Corona Virus Disease 2019. However, in the Regional Government, the Regional Office of the Ministry of Religion of the Province and or the Office of the Ministry of Religion of the District/City, by its authority in the Green Zone, may gradually reintroduce face-to-face learning processes in educational units during the transition period after meeting all the checklist requirements and educational transition period after meeting all the checklist requirements and the educational unit feels ready to resume face-to-face learning.⁴

Changes in learning within two years have caused several impacts that will affect learning, especially when implementing face-to-face learning policies. One of the impacts is that online learning could be more exciting and reduces students' interest in learning so that, in the end, students do not play an active role in learning.⁵ This was also corroborated by research, which said that student learning outcomes decreased due to the absence of direct teaching and learning interactions, so students experienced difficulties in learning which ultimately affected student learning outcomes.⁶ This will significantly impact several subjects, one of which is learning Arabic because learning PAI and Arabic is learning that is developed to foster a balance in students' spiritual attitudes with social culture and knowledge. This requires a lot of interaction between students and other social groups to

⁴BestariLaia, Evan Prodika Telaumbanua, Yuni Tafonao, Theoli Gulo, & Fa'azisokhi Hulus. (2022). *Pembelajaran Pasca Pandemi* (AwahitaResa, Ed.). Jejak.

⁵Hartati, M. S. (2021). Meningkatkan Motivasi Belajar Siswa pada Pembelajaran Online Akibat Pandemi COVID-19. *Keraton: Journal of History Education and Culture*, 3(1), 1. <https://doi.org/10.32585/keraton.v3i1.1608>

⁶Sumilat, J. M., Rorimpandey, W. H. F., & Siruru, S. (2022). Analisis Dampak Pembelajaran Daring Terhadap Hasil Belajar Siswa. *Jurnal Basicedu*, 6(5), 8537-8544. <https://doi.org/10.31004/basicedu.v6i5.3739>

absorb and process knowledge from these two lessons to achieve the expected evaluation results.⁷

Arabic language learning in Indonesia is designed and implemented with language programs that prioritize and meet the needs of students who are increasingly exposed to different cultures and languages and tend to want to participate in cross-cultural activities.⁸ The general objective of learning Arabic in Indonesia is that students are expected to be able to understand religious texts (Al-Qur'an and Hadith) as the basis of Islamic Sharia law, understand various kinds of original literature written in Arabic, can speak and compose texts in Arabic, can be used as a supplementary tool and develop professional linguists.⁹ The objectives of learning Arabic, which is very necessary to train students in Indonesia, are listening and speaking skills (*mahārah istimā' -kalām*) with communicative and contextual topics, reading and writing skills in Arabic (*mahārah qirā'ah-kitābah*), reading social topic texts, religion, and curriculum and script, namely the symbolism of Arabic letters or words that are appropriate and correct in the context of current and future needs.¹⁰ Therefore, in the curriculum that has been designed at the elementary school to tertiary level, the Arabic learning process always emphasizes the achievement of language skills (*Mahārah Lugawiyah*), namely *istimā'* (Listening Skill), *kalām* (Speaking Skill), *qirā'ah* (Reading Skill) and *kitābah* (Writing Skills).¹¹ However, due to this online learning policy, schools prefer online learning from home by giving assignments through media platforms such as Microsoft Forms, Youtube, and Google Classroom. This lack of social interaction and an inactive learning system reduces student learning motivation and decreases student learning outcomes.

Before the pandemic, 90% of students, namely 18 out of 20 students, had scores above the KKM, but after the pandemic, only 3 out of 20 students had scores above the

⁷Nengrum, T. A., Pettasolong, N., & Nuriman, M. (2021). Kelebihan dan Kekurangan Pembelajaran Luring dan Daring dalam Pencapaian Kompetensi Dasar Kurikulum Bahasa Arab di Madrasah Ibtidaiyah 2 Kabupaten Gorontalo. *JURNAL PENDIDIKAN*, 30(1), 1. <https://doi.org/10.32585/jp.v30i1.1190>

⁸Sa'diyah, H., & Abdurahman, M. (2021). Pembelajaran Bahasa Arab di Indonesia: Penelitian terhadap Motivasi Belajar Bahasa Asing. *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 5(1), 51-69. <https://doi.org/10.32699/liar.v5i1.1665>

⁹Tayar Yusuf, H., & Syaiful Anwar. (1995). *Metodologi Pengajaran Agama dan Bahasa Arab* (1st ed.). Raja Grafindo Persada.

¹⁰Khasanah, N. (2016). Pembelajaran Bahasa Arab Sebagai Bahasa Kedua (Uregensi Bahasa Arab Dan Pembelajarannya Di Indonesia). *An-Nidzam : Jurnal Manajemen Pendidikan Dan Studi Islam*, 3(2), 39-54. <https://doi.org/10.33507/an-nidzam.v3i2.16>

¹¹Wa Muna. (2011). *Metodologi Pembelajaran Bahasa Arab: Teori dan Aplikasi*. Teras.

KKM.¹² Online learning has many negative effects, including the loss of students' basic abilities, setbacks in the educational process, decreased student morale and motivation, and decreased learning achievement and mastery of learning material.¹³ This is very far from the definition of learning success according to Nasution, namely changes that occur in each individual who carries out learning activities, not only changes in knowledge but also knowledge to form skills, habits, attitudes, understanding, mastery, and assessment of individuals who carry out learning activities. Based on the results of previous research that raised the same theme, this study will analyze the effectiveness of the Arabic language during a pandemic, which may refer to interviews with the teacher and students about the studies, examining student scores before and after the pandemic or other measurement methods. This can provide new insights into the effectiveness of the Arabic language learning methods and post-pandemic student learning outcomes.

This study analyzed the learning outcomes of 9th-grade students at Madrasah Tsanawiyah Al-Inayah Bandung City. Grade 9 students at Madrasah Tsanawiyah Al-Inayah City of Bandung carry out online learning during grade 7 and return to face-to-face learning when they enter the highest level, grade 9. Meanwhile, at Madrasah Tsanawiyah Al-Inayah Bandung City, for implementing Arabic language learning, the teacher uses a lot of interactive methods to train the four students' *mahārah*, such as the method used in training *mahārah kalām, istimā'*, and *qirā'ah* with the singing method, the *qawā'id* method, and the lecture method than for *mahārah kitābah* by practising the questions contained on books. The aim is to find out how effective learning Arabic was during a pandemic and the factors that influence student learning outcomes. Thus, this article can provide an overview of the effectiveness of learning Arabic during a pandemic and recommendations for improving learning in the future.

This study uses qualitative research that uses observation, interviews, content analysis, and other data collection techniques to obtain responses from the subject's behaviour.¹⁴ This study uses a descriptive approach, namely studying one group at a certain time to obtain a complete and in-depth description of an entity to produce data which is

¹²Sutrisno. (2021). Analisis Dampak Pembelajaran Daring terhadap Motivasi Belajar Siswa Madrasah Ibtidaiyah. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)*, 1(1), 1-10. <https://doi.org/10.32665/jurmia.v1i1.190>

¹³Nurmin Aminu. (2022). Problematika Pembelajaran Pendidikan Agama Islam (PAI) Pasca Pandemi COVID-19 di Sekolah Dasar. *Basicedu*, 6(5), 9172-9134.

¹⁴Setyosari, Punaji. (2010). *Metode Penelitian dan Pengembangan*. Kencana.

then analyzed to produce a theory.¹⁵ The researcher chose to use this approach to disclose facts, circumstances, phenomena, variables, and circumstances that occurred while the research was running and presenting what was by what was found in the field. However, case study data can be obtained not only from that but from all parties who know and know the case well; in other words, data in case studies can be obtained from various sources but is limited to the case to be studied.¹⁶

In selecting participants, the researcher used purposive sampling. Purposive sampling is a technique that uses patterns not based on areas or random choices but based on facts that focus on certain targets.¹⁷ This choice was taken with the criteria seen from the ability to read the Qur'an as a benchmark for students' Arabic language ability. The population in this study were 9th-grade students at Madrasah Tsanawiyah Al-Inayah Bandung City who studied Arabic. The number of students is 28 (twenty-six) students. From this population, 15 (fifteen) students were taken as participants in this study. The characteristics of the participants are described in the table below.

Table 1. Participant Demographics

Gender	N
Man	5
Woman	10
Fundamentals in Learning Arabic	
Already have the base before	6
Not yet basic, but no stranger to the material	3
Haven't had any foundation at all before	6

The data collection technique used by researchers in this article was obtained through non-tests, namely interviews, observation, and archives or documentation. Data analysis techniques use qualitative data analysis, according to Miles and Huberman, namely Data Reduction, Data Presentation, Verification, and Drawing Conclusions. At the data reduction stage, the data that has been collected is reduced or simplified to make it easier to

¹⁵Moh. Nazir. (2014). *Metode Penelitian*. Ghalia Indonesia.

¹⁶Nawawi, Hadari. (2003). *Metode Penelitian Bidang Sosial*. Gajah Mada University Press.

¹⁷Sugiyono. (2016). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. Alfabeta.

analyze. This is done by eliminating irrelevant data or duplicated data. In presenting the data, the researcher uses a narrative method; this allows the researcher to describe the data in detail and depth so that the reader can understand the context and complexity of the phenomenon being studied. Followed by data verification; at this stage, it is carried out to ensure the accuracy of the data that has been collected. This can be done by comparing the data that has been collected with previously existing data. After the data has been validated and reduced, the next step is to conclude the data. This conclusion is based on the data analysis that has been done.¹⁸

Results

The following are the research results regarding analyzing learning outcomes of Arabic language learning at Madrasah Tsanawiyah Al-Inayah Bandung City after the pandemic. The findings below explain the results of interviews conducted with participants, namely 15 students from 28 students in grade 9 and 1 Arabic teacher in grade 9, which was then strengthened by a documentation study. This section will reveal phenomena related to learning situations during a pandemic and post-pandemic, learning methods used during a pandemic and post-pandemic, learning media used and their effectiveness during a pandemic and post-pandemic, learning time during a pandemic and post-pandemic, students' understanding of current material. Pandemic and post-pandemic and student learning outcomes during pandemic and post-pandemic.

1. Arabic Learning Situation

The following in table 1 below will reveal phenomena regarding learning Arabic at Madrasah Tsaniwayah Al-Inayah City of Bandung during and after the pandemic.

Table 2. The situation of Learning Arabic

Question	Participant	Answer
How do learning situations differ at home and school? What are the obstacles to learning Arabic during a pandemic? Are there differences in student participation in learning in	Teacher	Students need help understanding Arabic material while studying at home. When students return to study at school, students need help catching up on the material left behind and need more student participation when

¹⁸Sugiyono. (2016). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. Alfabeta.

the two situations?		learning at home.
What is the difference between learning at home and school? Which do you think is more fun? What obstacles did you experience while studying at home?	Students	They don't like studying at home, there are many distractions from various parties when studying at home, and students prefer studying at home because it's more fun and easy to ask anyone.

Based on table 1, the teacher stated that students had difficulty understanding Arabic material when studying at home because some materials, such as grammar or changing words, required face-to-face learning. When students returned to study at school, students were surprised by material that was very different from what was taught during the pandemic, even though like that the teacher continued to continue the material according to what had been designed by the school. For material that students feel forgotten, the teacher forces them to be more active by finding and repeating the material. When studying at home, the teacher forces students to keep their cameras open to find out that these students are participating and active in learning.

Meanwhile, students prefer to study outside of the home because they feel lazy and bored quickly, coupled with the many distractions from various parties. Half of the population in class prefer not to listen to the material and prefer to sleep or play on their respective gadgets; some even admit that they often do not take online classes because they feel lonely. Students prefer to avoid learning Arabic at home because the material becomes more difficult to understand, especially in grammar. When they have difficulty learning, they feel reluctant to ask their teachers or classmates because even though they have been together for more than two years, they have never met in person and feel they don't know each other. Students prefer to study at school because it is more fun, easy to ask anyone, and they can learn with their classmates by using fun learning methods such as singing and playing.

2. Arabic Learning Method

The following table 2 below will reveal the Arabic language learning method phenomenon at Madrasah Tsaniwayah Al-Inayah City of Bandung during the pandemic and post-pandemic.

Table 2. Arabic Learning Methods

Question	Participant	Answer
What methods do you use when studying at home?	Teacher	Vocabulary uses the rote method, for grammar uses the exercise method.
Are there differences in learning methods when studying at home and school?	Students	Yes, students said during the pandemic, the methods used were monotonous and boring compared to those used during the post-pandemic.

Based on Table 2 above, the teacher said that the learning method used during the pandemic was vocabulary uses the rote method, and grammar uses the exercise method.

Meanwhile, students stated that there were differences in the methods used when studying at home and school, and according to students, the learning methods used during the pandemic were very monotonous and boring compared to the learning methods they experienced when they returned to study at school.

3. Arabic Language Learning Media and Its Effectiveness.

Table 3 below will reveal the Arabic language learning media phenomenon and its effectiveness at Madrasah Tsanawiyah Al-Inayah City of Bandung during the pandemic and post-pandemic.

Table 3. Arabic Learning Media and Their Effectiveness

Question	Participant	Answer
What media do you use to help you learn when studying at home? How effective are these media?	Teacher	During the pandemic, using Google Forms, PowerPoint, youtube, and google classroom this platform is still being used because they are very influential in helping to learn. And after the pandemic, this media is still very helpful in learning, although it is rarely reused when returning to school.
What media do you use to help you learn when studying at home? How effective are these media?	Students	The learning media used are Google Meet, Zoom, Youtube, Google, Digital Dictionary, and WhatsApp. The textbooks provided by the school are seldom even used by them. According

to the 15 students, ten said less than 50%, while five said more than 50%.

Based on Table 3 above, the teacher says the media used to help the course of learning is *Google Forms*, *PowerPoint*, *youtube*, and *google classroom*, and these platforms are still being used because they are very influential in helping to learn. And after the pandemic, this media is still very helpful in learning, although it is rarely reused when returning to school.

Meanwhile, for students, the media used to assist their learning were *Google Meet*, *Zoom*, *Youtube*, *Google*, *Digital Dictionary*, and *WhatsApp*; 15 students admitted that they still felt that these platforms were not helping them to understand the material being taught at that time.

4. Arabic Learning Time.

Table 4 below will reveal the phenomenon of learning Arabic at Madrasah Tsaniwayah Al-Inayah City of Bandung during and after a pandemic.

Table 4. Arabic Learning Time

Question	Participant	Answer
How much time is provided by schools for learning Arabic during the pandemic? Is it enough to convey the entire material? And how much time post-pandemic?	Teacher	Learning time during a pandemic is only 20-25 minutes, while it is 3 hours at school. More than 20-25 minutes is needed to convey the entire material.
How much time is provided by schools for learning Arabic during the pandemic? Is it enough to understand the whole material? And how much time post-pandemic?	Students	Learning time during a pandemic is only 20-25 minutes, while it is 3 hours at school. More than 20-25 minutes is needed to understand the material.

Based on table 4 above, the teacher said that the time allotted by the school was only 20-25 minutes for learning Arabic, and more was needed to convey the material. Meanwhile, after the pandemic, schools provided 3 hours of Arabic lessons. And to

cover material shortages during the last pandemic, teachers forced students to be more active in finding their material deficiencies.

Meanwhile, students said they could not use the time provided by the school to understand the entire material presented.

5. Understanding of Arabic Learning Materials

Table 5 below will reveal the phenomenon of understanding Arabic material at Madrasah Tsanawiyah Al-Inayah Bandung City during and after a pandemic.

Table 5. Understanding of Arabic Learning Materials

Question	Participant	Answer
How do you ensure that students understand Arabic material during distance learning during a pandemic at school? What is the level of understanding of Arabic material by students during learning during a pandemic?	Teacher	During a pandemic, the teacher gives questions one by one to each student. If a student cannot answer the question, the teacher will guide the student until they understand. According to the teacher, students' understanding during the pandemic was only around 60%.
Were there any difficulties or challenges you faced while learning Arabic during the pandemic? Between the two, do you understand learning Arabic more at home or at school?	Students	Signals, sound from their devices, quotas that are quite expensive and not provided by the government and schools, as well as their inadequate equipment are the things that make it difficult for most students to learn Arabic while studying at home. Students understand more about learning Arabic at school than at home.

Based on Table 5 above, the teacher gives questions one by one to each student; if a student cannot answer the question, the teacher will guide the student until he understands. According to the teacher, students' understanding during the pandemic was only around 60%. And as a result, during the post-pandemic period, initially, students had difficulty understanding the material because it was difficult to adapt to

new environmental conditions. Still, over time, students could understand the material being taught.

Meanwhile, students said the obstacles when studying at home were signals, sound from their devices, quotas that were quite expensive and not provided by the government and schools, and inadequate equipment, making it difficult for most students to learn Arabic while studying at home. Students understand more about learning Arabic at school than at home.

6. Arabic Learning Learning Outcomes

Table 6 below will reveal the phenomena regarding the results of learning Arabic at the Madrasah Tsanawiyah Al-Inayah City of Bandung during the pandemic and post-pandemic.

Table 6. Learning Outcomes of Learning Arabic

Question	Participant	Answer
How do you assess student learning outcomes in learning Arabic during a pandemic at school? Are there differences in learning outcomes between learning Arabic during the pandemic and learning after the pandemic at school?	Teacher	During a pandemic, only rely on the value of the final result on the Google form. Because if you look at the learning process, the possibility of student scores is very small because of many shortcomings and obstacles. The difference in student learning outcomes increased very significantly when they returned to school.
What were the best grades you got in learning Arabic? Did you get it while studying at home or when you returned to school?	Students	Students agree that learning at school gives better results than learning Arabic from home. And this is evidenced by a significant increase when students return to school.
Do you feel any improvement in your grades when you return to school?		

Based on table 6 above, the teacher admits the evaluation results during the pandemic only relied on the exam results on the Google form because if you look at the

student learning process, their scores would have been very low. The difference in student learning outcomes increased very significantly when they returned to school.

Meanwhile, students said that the best scores in learning Arabic were obtained when studying at school, and they agreed that there was a significant increase when students returned to study at school.

The research results are presented in tabular or descriptive form, while the analysis and interpretation of these results are required before being discussed.

Discussion

Based on the results of data analysis on the learning outcomes of learning Arabic after the Covid-19 pandemic at Madrasah Tsanawiyah Al-Inayah Bandung City, which was carried out using a non-test research instrument in the form of interviews, it was found that during the pandemic, students did not like studying at home because they felt lazy and bored more easily, coupled with distractions from various parties while they were studying, because of this many students ended up preferring to sleep and play with their gadgets while studying at home. Not only that but students also said that learning Arabic while studying at home proved to be very difficult for them; the material presented, especially grammar, was very difficult for them to understand, complemented by circumstances where students had never met their classmates and teachers directly more than two years makes it difficult for them to ask questions about the material being taught. Therefore, students prefer to study at school, where students can experience the learning process while interacting with their classmates. It is also easier for students to ask their classmates and teachers questions when facing learning difficulties. Students can also learn to use more interactive and fun learning methods, such as singing and playing, to increase student understanding. So students agree that returning to school increases their learning outcomes significantly.

This is to the theory developed by Albert Bandura (1986), namely Social Learning Theory. This theory states that the social environment can affect a person's social learning process, such as imitating or following what other individuals do, which causes motivation to arise in students. Last year's pandemic has affected students' social environment, especially with restrictions on physical interaction and isolation being imposed. This restriction makes it difficult for students to interact with their classmates and teachers

directly even though they have been together for more than two years, thus making the learning process more difficult.

Apart from that, this theory suggests that the student's social environment strongly influences students' motivation and perceptions of learning.¹⁹ From the data above, students are more motivated to study at school because the learning environment is more interactive and fun. In addition, social interaction can also make it easier for students to ask about material that is difficult to understand to their classmates and teachers.

With many media platforms to help student learning during a pandemic, such as Google Meet, Zoom, Youtube, Google, Digital Dictionary, and WhatsApp, students still felt that these platforms were not helping them understand the material being taught at that time. This can be explained through constructivism theory which states that learning also involves students' activities in building their knowledge from experience and interaction with their environment. Constructivism states that learning is not only about finding information but also about how students process, classify, and build new knowledge from existing experiences and interactions.²⁰ When viewed from the data above and linked to constructivism theory, it can be seen that the media platform is not helping students in their learning process because of the lack of students' experience in building an adequate understanding of the material they receive through the media platform.

During the pandemic, the time provided by schools for learning Arabic was very limited, only around 20-25 minutes. With this very short time, the teacher can only convey a little material and can only explain globally, which causes students to find it difficult to understand the entire material; with this very short time, students also face various obstacles that interfere with their learning, such as poor student devices. inadequate, problems with the signal, audio interference from their devices, and internet quota costs which are quite expensive and need to be provided by the school or the government.

This was also previously explained by Yustinus and Veronika (2021) in their journal entitled "The Challenges of Online Learning during the COVID-19 Pandemic", which stated that the obstacles faced by students during the pandemic were various, such as technical problems. Or the device used lacks social interaction and has difficulties understanding

¹⁹LESILOLO, H. J. (2019). Penerapan Teori Belajar Sosial Albert Bandura dalam Proses Belajar Mengajar di Sekolah. *KENOSIS: JurnalKajianTeologi*, 4(2), 186-202. <https://doi.org/10.37196/kenosis.v4i2.67>.

²⁰Sugrah, N. U. (2020). Implementasi Teori Belajar Konstruktivisme dalam Pembelajaran Sains. *HUMANIKA*, 19(2), 121-138. <https://doi.org/10.21831/hum.v19i2.29274>

learning material. These data prove that learning Arabic through the Zoom platform could be more effective due to the many obstacles that hinder this learning.

However, after the pandemic ended, schools provided 3 hours of Arabic learning time. Teachers also forced students to be more active in finding and covering material deficiencies they experienced during the pandemic. Even so, the longer study time allows the teacher to convey the material more fully, and students have a greater opportunity to ask questions and understand the material well. Therefore, students prefer to study at school and have a better understanding of learning Arabic while at school, which is because the learning environment is more interactive and conducive with more adequate school facilities.

During the pandemic, teachers admitted they faced many challenges in learning because students found it difficult to understand Arabic material while studying at home. Therefore, the teacher uses the learning method by giving questions one by one to each student and guiding them if there are difficulties. The teacher also acknowledged that students' understanding during the pandemic only reached around 60%. Finally, the teacher decided that the assessment of student performance only depended on the final results of the Google form. This is caused by the many obstacles and obstacles in the learning process, which can cause low student scores. During the post-pandemic period, initially, students had difficulty understanding the material because it was difficult to adapt to new situations. Still, over time, they succeed in understanding the Arabic material taught by the teacher by continuing to ask friends or the teacher, practising with their classmates and continuing to process the information students get with the new experiences they get when they return to school. Until finally, there was a significant increase in differences in student learning outcomes during the post-pandemic period.

This refers to a theory, namely the Self-Determination theory, which states that students will tend to be more intrinsically motivated to learn when these students feel they have autonomy and competence among their friends and feel they have a strong bond with their learning environment.²¹ Therefore, motivating students to stay focused during the learning process, whether at home or school, is very important because the result will be the same if they don't heed the teacher's explanation.

Conclusion

²¹Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2014). *Motivation in Education: Theory, research, and application (4th ed)*. MA: Pearson.

The COVID-19 pandemic has significantly impacted the learning outcomes of Arabic language learning in Madrasah Tsanawiyah Al-Inayah Bandung City. The shift to online learning has posed challenges in student engagement and understanding of Arabic language materials. Students have reported difficulties comprehending grammar and face obstacles in self-directed learning at home. The learning methods employed during the pandemic were perceived as monotonous and less effective than those used during face-to-face learning. Various digital platforms, such as Google Forms, PowerPoint, YouTube and Google Classroom, have helped support online learning, but their effectiveness varied among students. The lack of social interaction and passive learning systems have decreased student motivation and learning outcomes. The findings from this study highlight the importance of addressing these challenges and improving the effectiveness of Arabic language learning during and after the pandemic.

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