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## Revolutionizing Foreign Language Pedagogy in Islamic Boarding Schools Through Online Platforms: A Post-Pandemic Perspective

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### Abstract

*This study investigates the shift to online learning of foreign languages, specifically Arabic and English, in Islamic Boarding Schools post-pandemic, utilizing the Taallum Website as an e-learning model. A quasi-experimental time-series design was used to examine the changing role of foreign language teachers, comparing situations before and after the introduction of this e-learning method. Conducted from August 2021 to December 2022, the research involved both students and teachers. Surveys assessed their views on instructional techniques. Results highlighted a significant increase in teacher engagement with the e-learning model, as shown by a Paired Samples T-Test, which revealed a significant value of 0.000 and a t-count of 10.321, exceeding the t-table value of 2.365. The study demonstrates the Taallum Website application's efficacy in enhancing teacher involvement in foreign language education within Islamic Boarding Schools in the post-pandemic era, marking a departure from traditional e-module learning.*

**Keywords:** *Revolutionizing, Online Platforms, Foreign Language Pedagogy, Islamic Boarding School, Quasi-Experimental Method*

### INTRODUCTION

Recent research on Islamic teaching and boarding schools has uncovered a range of insights. Problem-solving skills are taught through discussion, exercise, and modeling, with a specific focus on various phases and learning schemes (Lutfauziah et al., 2020). Educational quality management in these schools has seen improvements through strategic initiatives and total quality management (Ridwan et al., 2022). Public perception has been increasingly positive, with growth in student enrollment and a curriculum geared towards comprehensive intellectual and spiritual development (Ulum & Muhyidin, 2021). Modern Islamic education in these settings now accommodates spiritual, emotional, intellectual, and social development. The focus on language skills varies, with some schools emphasizing listening and speaking, while others prioritize reading and writing (Amirudin et al., 2020). English language teaching policies include immersive methods and interactive activities (Wahyudi & Madya, 2020). Student management involves comprehensive strategies encompassing technology as a key factor (Uwais Alkarani, Ahmad Suriansyah, 2022). However, challenges with online learning leading to student frustration have been noted (Salamah; & Lisaniyah, 2022). Character building is a multifaceted approach, incorporating various developmental aspects (Chudzaifah et al., 2022). Lastly, a supportive social environment in these schools significantly reduces academic procrastination (Madjid et al., 2021). These findings highlight the dynamic and evolving nature of Islamic boarding schools in addressing educational needs while adapting to modern challenges and opportunities.

The advent of the Industry 4.0 era heralds significant advancements in Information and Communication Technology (ICT), which have considerably influenced teaching and learning paradigms, particularly amidst the Covid-19 pandemic. The pandemic necessitated a swift transition to online learning across all educational

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domains, thereby revitalizing online teaching and learning opportunities through the evolving ICT infrastructure.

Present-day teaching and learning mechanisms rely heavily on internet technology to bolster learning. E-learning, one such concept realized through internet technology, metamorphoses the traditional educational process into a digital platform in terms of content and systems (Ria et al., 2020).

E-learning, now a common recourse, is exemplified by the ubiquity of applications like Zoom across educational institutions, serving as a medium for meetings and disseminating learning materials to students. It plays a pivotal role in managing, delivering, tracking learning, and implementing the teaching process (Alasmari, 2021; Blake & Shiri, 2012; Elzainy, 2020; Sharma & Alvi, 2021; Zubaidah et al., 2021), standing out as an optimal solution to many of the conventional challenges in the educational domain, and serving as a surrogate for classroom learning activities (Zubaidah et al., 2021).

Higher education institutions, aiming to churn out quality graduates, underscore the indispensable role of foreign language teachers. These educators, endowed with specific expertise, are entrusted with the triad responsibilities of educating, disseminating knowledge, and adhering to the higher education mandates (Bagci & Aydin, 2021; Bushaala et al., 2020; Gao, 2020; Huang, 2019; Ma'Mun et al., 2021; Ritonga, 2021; Troyan, 2019; Wang, 2018).

In the e-learning milieu, educators or foreign language teachers transition into facilitators, orchestrating teaching and learning activities. They can proffer learning materials, assignments, foster discussions, and maintain robust communication with students via web platforms, facilitating learning activities anytime and anywhere. The ease of teaching and learning via e-learning should augment, not diminish, the effectiveness and roles of foreign language teachers as professional educators (Al Ali & Olaimat, 2012; Bushaala et al., 2020; Kruk, 2021; Nazim, 2020).

Studies (Binyamin et al., 2019; Ramírez-Correa et al., 2015) attest to the ease of use of e-learning among foreign language teachers, with around 75% of respondents agreeing, and 25% strongly agreeing that the e-learning interface is user-friendly and facilitates teaching tasks. This ease of use was also found to enhance efficiency in task completion and information accessibility for both foreign language teachers and students, thereby minimizing information loss during assignment dissemination.

Data collected from foreign language teachers at Muslim Boarding Schools of Shohwatul Is'ad during the Covid-19 epidemic highlighted a compelling need to integrate e-learning into instructional procedures. During this period, the conventional classroom role of foreign language teachers dwindled, exacerbated by a discernible lack of mastery over e-learning media, notably the Zoom application and face-to-face learning.

Consequently, other learning forms, especially those targeting skill enhancement, may be stymied. This study endeavors to assess the evolution of the role of foreign language teachers in the learning process at the Muslim Boarding School of Shohwatul Is'ad (BMSSI), Pangkep Regency, Indonesia, within an e-learning paradigm.

The Covid-19 pandemic catalyzed the emergence of revolutionary learning paradigms, including online learning or online systems. This learning mode, devoid of face-to-face interaction between educators and students, is facilitated through internet media, marking a transition from manual to digital learning models.

Though perhaps subtly, online education is a bulwark against the Covid-19 virus for students. Besides its instant accessibility via smartphones, online learning enables students to access content not always available in print media.

The efficacy of online learning in universities and the health sector has been extensively scrutinized. The burgeoning role of lecturers and enhanced online student learning activities have been documented (Ria et al., 2020). Recent advancements like android-based online learning have also been deemed effective (Halapiry et al., 2020; Mustafa, 2020), along with various online tests to measure online learning success (Arianggara et al., 2021; Hasrida et al., 2020). Researchers have also delineated varying satisfaction levels with online learning (Hafid et al., 2021).

The domain of online second language learning has not eluded the scrutiny of educational researchers. Periodic discussions have been held regarding Arabic learning based on the Learning Management System in universities (Yusring Sanusi Baso, 2008). The leveraging of modern media like smartphones to bolster online Arabic learning processes has garnered attention (Y.S Baso et al., 2019), as has the employment of audio-visual media in foreign language learning for ten-year-old children (Budaya & Diponegoro, 2017).

Several studies have delved into media utilization in offline learning, like a study on elementary school students' listening skills[29]. Another study evaluated the motivation difference between students using Adobe Flash in learning versus conventional methods. Furthermore, the usage of media in online learning, exemplified by the Quipper School app, has been discussed, highlighting improved student learning outcomes (Asmaputri & Refelita, 2019).

The proliferation of applications in the online exam system mirrors the evolution of the e-learning media model. The proctor application, a contemporary online exam model, has gained traction in various journals, optimizing the examinees' use of camera devices (Yusring Sanusi Baso, 2022).

In summation, research in learning, encompassing language learning through media, impacts students by potentially elevating motivation and enhancing learning outcomes. Drawing from prior research, this study aims to craft a foreign language teaching method using distinct tools based on the R&D method, aspiring to introduce online learning media with unique features that set it apart from previous research. Concurrently, an offline language learning model tailored to the research locale's needs will be envisaged to provide a holistic understanding of the complex learning dynamics at BMSSI in the post-pandemic era.

## **RESEARCH METHOD**

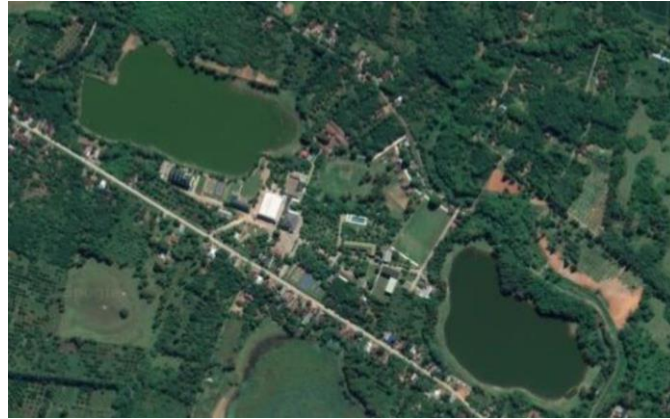
The methodology employed in this study encompasses a hybrid approach amalgamating Research & Development (R&D) and Quasi Experiments (QE). The R&D method aims to create products embodying online and offline foreign language learning models, while the QE method seeks to gauge the effectiveness and efficiency of these models in foreign language learning. The online learning model is christened Ta'allum, an Arabic phrase denoting lifelong learning, whereas the offline learning model is termed Masrur, signifying happiness.

The Masrur method is a pedagogical approach that elicits a sense of satisfaction and fulfillment among instructors and students. Educators derive satisfaction from imparting knowledge and actively involving students in the educational journey. In the interim, learners derive pleasure from the acquisition of knowledge through the utilization of this instructional approach. The procedure consistently initiates with a game. The instructor imparts the participants' foreign language vocabulary and sentences within the game context. Conversely, participants will engage in the activity facilitated by the instructor. Consequently, learners have been acquiring proficiency in the foreign language through the game, often without conscious awareness. The statement above pertains to the fundamental principle behind the Masrur technique.

The R&D method unfolds through various phases including needs analysis, online foreign language learning model design, expert testing and validation, model revision, one-on-one testing, small group testing, large group testing, and the final model revision. The refined foreign language learning model, a product of the R&D method, will be scrutinized for effectiveness via a quasi-experimental pre and post-test method.

## **RESEARCH SITES**

The epicenter of this research is the BMSSI, situated on the main street of Padang Lampe KM. 3, Ma'rang sub-district, Pangkajene Islands district.



**Fig.1.** Example of a figure caption

## **RESEACRH STAGES**

This investigation is bifurcated into two main stages. The initial stage is dedicated to the development of a foreign language learning model product, employing the R&D method through the subsequent steps:

- Needs analysis,
- Design of online and offline foreign language learning models,
- Expert testing and validation of foreign language learning models,
- Model revision,
- One-on-one testing,
- Small group testing,
- Large group testing,
- Final model revision.

The instrument utilized during the R&D stage is the Technology Acceptance Model (TAM), employed to ascertain the readiness of the foreign language learning model for utilization by teachers at the BMSSI. Post fulfillment of product R&D requisites, the model's effectiveness is evaluated using the QE method, involving students residing in the cottage (employing the Masrur model) and those residing at home (employing the Ta'allum model). The QE method will juxtapose the outcomes of the pre and post-tests.

## **DATA COLLECTION TECHNIQUE**

The data collection techniques are tailored to the settings, sources, and methods.

### **1. Data Collection Settings**

For offline procedures and data on the Ta'allum page, the study ambiance was maintained as natural as possible within classrooms and dormitories.

### **2. Source of Data Collection**

Data was amassed directly from the source, encompassing both primary and secondary data. The Ta'allum page accrued primary data alongside pre-test and post-test outcomes, while secondary data was derived from teachers' reports on implementing this foreign language learning model.

### **3. Data Collection Method**

Data was aggregated through observation, interviews, questionnaires, and documentation. Embedded with a series of questions or statements, questionnaires were disseminated, enabling respondents to freely articulate their opinions. Upon completion, respondents conveyed their attitudes through written statements, signifying the utilization of an attitude scale or Likert scale. The Likert scale furnished a rating scale for questions and statements, with acceptance or rejection delineated sequentially: strongly agree, agree, neutral, disagree, strongly disagree.

**DATA ANALYSIS TECHNIQUE**

Given the multi-faceted approach of this study, the data analysis technique amalgamates both quantitative and qualitative data. Quantitative data is evaluated to test the hypothesis, while qualitative data is analyzed correspondingly. The analysis fixates on the readiness of the Ta'allum media model and the Masrur Method in accordance with TAM standards. The model's effectiveness is assessed employing a standard quasi-experimental method, discerning the differences between pre-test and post-test applications of the developed online and offline models in foreign language acquisition at the BMSSI. The data from pre-test and post-test were analyzed using the Statistical Package for Social Sciences (SPSS) Windows version 22, with a confidence level of 95 percent employing the Paired Samples T-Test. The analyzed data were exhibited as distribution and frequency tables and scrutinized using statistical tests.

**Population and Sample**

The demographic for this exploration encompasses the entire academic community of BMSSI in Pangkep Regency enrolled in a foreign language learning program. The study surveyed a random sample of teachers and students from BMSSI, delineating the sample through a purposive sampling strategy based on inclusion and exclusion criteria.

**RESULTS AND DISCUSSION**

**Univariate Analysis**

**TABLE 1. STATISTICAL DESCRIPTION**

	N	Min	Max	Mean	Std. Deviation
Pre-Test	7	39	48	42.14	3.024
Post-Test	7	54	59	56.71	1.704
Valid N	7				

Drawing insight from Table 1, it becomes overtly discernible that the mean scores delineated for the pre-test and post-test within the encompassing e-learning paradigm manifest as 42.14 and 56.71, respectively, a factual elucidation profoundly entrenched in the descriptive analysis presented. The meticulously documented standard deviations for the pre-test and post-test unfurl as 3.024 and 1.704, respectively. The spectrum of scores for the pre-test conspicuously oscillates between the numerical confines of 39 and 48, whilst for the post-test, the range graciously extends between 54 and 59, showcasing a tangible enhancement in the learning outcomes.

**TABLE 2. FREQUENCY DISTRIBUTION BEFORE THE LEARNING PROCESS THROUGH THE E-LEARNING MODEL AT THE BMSSI**

Pre-Test Class Interval	Frequency	%
High (44-48)	2	29
Low (35-43)	5	71
Total	7	100

Table 2 meticulously encapsulates the rich data gleaned from the astutely disseminated surveys prior to the initiation of the e-learning process. A minority segment of the respondents, precisely two in number accounting for a percentage of 29%, generously apportioned a high rating, a scenario in stark contrast to the dominant majority, embodied by five respondents or 71%, who apportioned a considerably low rating, thereby portraying a disparity in the initial perception towards the e-learning endeavour.

**TABLE 3. FREQUENCY DISTRIBUTION AFTER THE LEARNING PROCESS THROUGH THE E-LEARNING MODEL AT THE BMSSI**

Pre-Test Class Interval	Frequency	%
High (54-56)	2	29
Low (57-59)	5	71
Total	7	100

Transitioning to Table 3, it delineates the substantial data amassed through the strategic dispersion of questionnaires in the wake of the e-learning procedure. Exhibiting a parallelism to the earlier rating scenario, two respondents, representing a share of 29% of the foreign language teachers, rate themselves with a high accolade, whilst a pronounced majority of five respondents or 71%, articulate a self-rating that tilts towards the lower end of the spectrum, thereby encapsulating a modest self-assessment post the e-learning intervention.

### Bivariate Analysis

**TABLE 4. THE NORMALITY TEST WAS USED TO EVALUATE THE INCREASED ROLE OF FOREIGN LANGUAGE TEACHERS PRIOR TO AND DURING THE E-LEARNING PROCESS AT BMSSI**

	Results	Shapiro-Wilk			Conclusion
		Statistic	Df	Sig.	
Foreign Language Teacher Evaluation	Pre-Test	0.883	7	0.242	Normal
	Post-Test	0.929	7	0.545	Normal

In the quest to ascertain the normality of the data, the analytical prowess of the Shapiro-Wilk test was employed, with the findings vividly illustrated in Table 4. The probability value (Sig.) for the pre-test distinctly stands at 0.242, while it marks its presence at 0.545 for the post-test. Given the factual premise that these values surpass the established threshold of 0.05, it becomes plausible, with a veil of certainty, to assume that the pre-test and post-test data adhere to a normal distribution pattern. Consequently, the underpinning criteria or assumption of normality requisite for the meticulously conducted paired sample t-test has been satisfactorily met, paving the way for further statistical exploration.

**TABLE 5. EVALUATION OF THE INCREASING ROLE OF FOREIGN LANGUAGE TEACHERS AT THE BMSSI PRIOR TO AND FOLLOWING THE IMPLEMENTATION OF THE E-LEARNING MODEL**

	Mean	SD	Difference	SD	Confidence interval 95%	t-count	P
Pre-test n = (7)	42.14	3.024	-14.57	3.735	-18.026 sampai -11.117	-10.321	0.000
Post-Test n = (7)	56.71	1.704					

Table 5 diligently exhibits the compelling output garnered from the execution of the Paired Samples Test. The mean score for the pre-test meticulously unfurls as 42.14, accompanied by a standard deviation of 3.024. Conversely, the mean for the post-test ascends to 56.71, escorted by a standard deviation of 1.704, culminating in a mean difference of -14.57, alongside a standard deviation of 3.735. The confidence interval (CI 95 per cent) articulately stipulates a range extending from -18.026 to -11.117, thereby encapsulating the margin of variance in the learning outcomes.

Delving deeper, the findings emanating from the Paired Samples Test further elucidate that the t-value procured gracefully manifests as -10.321. The t-count is unveiled as negative, a scenario stemming from the pre-test mean being ostensibly inferior to the post-test mean. However, this negative t-count value can be adeptly construed as positive, rendering it as 10.321. Hence, the discrepancy between the t-count and the t-table is vividly depicted as  $10.321 > 2.365$ . In juxtaposition, the significance value procured unveils itself as 0.000. Given the statistical reality that the probability (Sig.) is  $0.000 < 0.05$ , it becomes deducible, with a shade of certainty, that learning

through the Ta'allum model significantly augments the role of foreign language teachers amidst the challenging pandemic era, thereby marking a noteworthy stride in digital pedagogy.

This meticulous examination of the data, encompassing a holistic descriptive analysis, the robust paired samples test, and the analytical Shapiro-Wilk test, collectively furnishes an in-depth understanding and a profound insight into the impact of the Ta'allum model on enhancing the active engagement of foreign language teachers in the pedagogical process during the exigent times of the pandemic. A holistic and detailed insight into the effective transition to online foreign language learning in Islamic Boarding Schools is attained through a methodical assessment of pre-test and post-test scores, alongside the participants' self-ratings pre and post-the comprehensive e-learning intervention. This analytical endeavour stands as a testament to the transformative potential of e-learning, particularly under the aegis of the Ta'allum model, in nurturing an enriched learning environment amidst the prevailing adversities.

## **DISCUSSION**

The Ta'allum learning model, epitomizing the essence of online learning, significantly aids foreign language teachers in orchestrating a myriad of learning activities and delivering a wealth of teaching materials to a diverse student body. By harnessing the boundless capabilities of the internet, a tool that transcends geographical and temporal constraints, the model offers a flexible and accessible platform for educational endeavors. Foreign language teachers find a conducive environment in Ta'allum to manage and distribute lecture materials meticulously. The activities they engage in on the Ta'allum platform span a broad spectrum including but not limited to, the development of a comprehensive syllabus, the seamless uploading of indispensable lecture materials, and the assignment of homework to students, thereby fostering a structured and coherent learning environment.

A hallmark of the Ta'allum model is its adept utilization of self-contained educational materials, significantly distinguishing it from other learning models. Furthermore, these invaluable materials are securely housed on a dedicated server, ready to be accessed by foreign language teachers and students whenever needed, irrespective of their physical location. In juxtaposition, the Ta'allum system exudes a characteristic of adaptability highly conducive to the modern learner's lifestyle. Students are afforded the luxury of engaging with the learning materials at their own pace and according to their own schedules, without requiring in-person class attendance to access the lecture content. This aspect of adaptability caters to students' individualised learning preferences and aligns with the contemporary demands of flexible learning schedules.

The journey towards the adoption of the Ta'allum learning model commenced with a thorough evaluation undertaken by the foreign language teachers at BMSSI, the findings of which were encapsulated on the platform <https://shohwatulisad.id>. Initially, a notable segment of foreign language teachers harbored a belief that maneuvering through the Ta'allum learning environment posed a challenge, and they exhibited a preference for the conventional methods of instruction which they perceived as superior to Ta'allum. In their assessment, Ta'allum fell short in offering the same benefits in the teaching and learning process as compared to the traditional methods. However, this perception witnessed a substantial shift post the comprehensive introduction to, and instruction on the Ta'allum application. The newfound understanding led to a consensus among the foreign language teachers that employing the Ta'allum application stood as an ideal solution to augmenting their role in the learning process, thereby ushering in a phase of enriched digital interaction between the teachers and the students.

Engagement in the trial phase of implementing e-learning through Ta'allum encompassed three distinct classes, collectively hosting 90 students. The Ta'allum online application served as the conduit for providing an array of learning materials, which were diligently curated to cater to the educational needs of the students. A concerted effort was made to train the students to navigate the material and engage in meaningful discussions within the designated Ta'allum forum. This preliminary phase was instrumental in acclimatizing the students to the digital learning environment and fostering a interactive learning culture.

The examination of foreign language comprehension, encompassing both Arabic and English, was meticulously carried out via the online application. A thorough briefing was provided to the students prior to administering

the pre-test and post-test, ensuring clarity in understanding the examination process. The students exhibited a remarkable level of ease in responding to the foreign language questions, which was indicative of their comfortable acclimatization to the online examination format.

One of the challenges encountered during the online learning journey, particularly during the examination phase, was the inconsistent quality of internet access. Students faced intermittent connectivity issues, with internet access fluctuating between poor to moderate quality. This posed a challenge in ensuring a smooth examination process, and highlighted the imperative need for robust and reliable internet infrastructure to support the online learning model.

In the pursuit of evaluating the impact of Ta'allum on the teaching prowess of foreign language teachers, data was meticulously collected before and after the implementation of Ta'allum. The collected data underwent rigorous statistical testing using the Shapiro-Wilk test to ascertain the normal distribution, followed by applying the Paired Samples T-Test to delve deeper into testing the hypothesis. The analytical process revealed a significance value of 0.000, a value which is markedly less than 0.05, thus leading to the rejection of H<sub>0</sub> and acceptance of H<sub>a</sub>. The statistical stipulation for hypothesis testing is premised on the probability value (Sig.) > 0.05, while a probability value (Sig.) < 0.05 necessitates further scrutiny. The results of the study unequivocally indicate a significant positive impact of e-learning models in augmenting the role of foreign language teachers, thereby substantiating the transformative potential of the Ta'allum model in the educational landscape of BMSSI.

In retrospect, the analysis posits that the Ta'allum learning model does not seek to supplant the conventional learning model, rather, it aims to coexist and complement. Both models are indispensable in the educational ecosystem and are pivotal in ensuring a holistic learning experience. For instance, in scenarios where a foreign language teacher is unable to facilitate face-to-face learning, the Ta'allum model emerges as a viable alternative. Through the Ta'allum application, foreign language teachers have the capability to share or upload all requisite materials and assignments, which the students can then access, engage with, and submit through the Ta'allum platform. This seamless interchange of educational resources and assignments fosters a conducive learning environment, irrespective of the teacher's or student's physical presence.

The Ta'allum application has proven to be a significant asset in the learning process at BMSSI, particularly catering to the needs of students who are unable to reside in dormitories and thus can pursue their studies from the comfort of their homes through the Ta'allum website. Conversely, the lectures conducted by teachers in dormitory classrooms are diligently recorded and subsequently uploaded to the Ta'allum server. This meticulous process ensures that students, irrespective of their residential status, have access to the same quality of instruction from their foreign language teachers. The synchronized availability of lecture recordings on the Ta'allum platform bridges the geographical divide, ensuring a uniform learning experience for all students.

## **CONCLUSION**

The efficacious implementation of e-learning at BMSSI by foreign language educators, facilitated through the online portal <https://shohwatulisad.id>, stands as a testament to embracing digital pedagogies in the contemporary educational landscape. This transformation is not merely a shift in the medium of instruction but a broader change in the pedagogical ethos, heralding a more interactive, student-centric model of education. The application, named Ta'allum, serves as a conduit for this transformative educational experience, anchoring the digital classroom while extending the boundaries of learning beyond the traditional classroom walls. The robust framework of the Ta'allum application provides a fertile ground for educators to foster a dynamic and interactive learning environment. The platform's user-centric design, intuitive interface, and array of educational resources significantly contribute to streamlining the teaching process, thereby enhancing educators' active engagement and efficacy in the digital learning milieu.

In dissecting the impact of the Ta'allum application on the pedagogical practices at BMSSI, a notable shift in educator evaluations pre and post-adoption of this online learning model was observed. This shift is emblematic of the broader acceptance and acclimatization to the digital learning paradigm. The pre-adoption phase was characterized by a palpable apprehension among educators regarding the transition to a digital platform;



however, post-adoption, the evaluations positively acknowledged the Ta'allum application's efficacy in bolstering the teaching-learning continuum. The granular analysis of the evaluations revealed a substantial enhancement in the educators' active engagement and a remarkable improvement in the streamlined dissemination and accessibility of learning resources. The Ta'allum model, through its nuanced approach to digital learning, has not only elevated the instructional methodology but also enriched the learning experience for students. The seamless integration of various educational resources and the facilitation of real-time interaction between educators and students underscore the holistic and interactive learning environment fostered by the Ta'allum model.

Nevertheless, amidst the myriad advantages heralded by the Ta'allum application, the critical imperative of robust network infrastructure cannot be overemphasized. The quality of network connectivity is a linchpin in ensuring a seamless and uninterrupted learning experience. The digital nature of the Ta'allum model, while being its strength, also posits network quality as a potential bottleneck. Any disruptions in network connectivity could impede the seamless instruction flow, hinder real-time interaction, and potentially detract from the overall learning experience. Therefore, a concerted effort to prioritize and enhance network quality is paramount to mitigate any potential disruptions while accessing the application. Ensuring a robust network infrastructure underpins the seamless operation of the Ta'allum application and fortifies the digital learning ecosystem, thereby contributing to a more conducive, reliable, and enriching learning experience for educators and students. Through meticulous attention to network infrastructure and continuous enhancement of the Ta'allum application, the aspiration of fostering a vibrant and effective digital learning environment at BMSSI inches closer to fruition.

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