

# Adaptation of the Learning Process for Students in the Post New Normal Era: Learning Management System (LMS) Innovation Efforts in Indonesia

Sita Ratnaningsih<sup>1</sup>, Yazid Hady<sup>2</sup> and Maudlotun Nisa<sup>3</sup>

## Abstract

*This study aims to explore the condition of Arabic learning at UIN Syarif Hidayatullah Jakarta after the New Normal Era and the response of the academic community of UIN Syarif Hidayatullah Jakarta to the post-New Normal situation through the development of a Learning Management System (LMS). The descriptive method is used by utilizing qualitative data from interviews and quantitative data from surveys using questionnaires. The findings show that students' response to adaptation after the COVID-19 pandemic has increased, especially in motivation to learn Arabic. The use of LMS elicits a positive response from students and faculty, enabling variety in teaching, increasing learning motivation, and facilitating assessment. Nonetheless, challenges related to access and conventional learning preferences must be overcome. The majority of lecturers see benefits in using LMS, but differences of opinion regarding the need for a face-to-face approach emphasize the importance of adapting and integrating learning technology with traditional approaches to improve the effectiveness of Arabic language learning. These findings support Gerald Gleason's concept of Educational Technology and John Dewey's The Philosophy of Education. Overall, the study highlights the importance of adaptation in Arabic language learning in the post-pandemic era, with the majority of students and lecturers responding positively to the use of learning technologies such as LMS despite the need for adjustments and improvements to improve overall learning effectiveness.*

**Keywords:** *Adaptation, Arabic Language Learning, Post New Normal, LMS, E-Learning*

## INTRODUCTION

This research departs from the fact that many educational institutions, especially universities in Indonesia, have compactly decided to adapt to the COVID-19 pandemic since 2022 (Widiartha et al, 2023). Many universities have decided to organize face-to-face learning (Widiartha et al., 2023) (Thahir et al., 2023). This is certainly a significant challenge for all academics, ranging from education staff and students to lecturers.

One of the universities in Indonesia that is trying to adapt to the COVID-19 pandemic is Syarif Hidayatullah State Islamic University (UIN) Jakarta. In 2022, UIN Jakarta issued Rector's Circular Number 14 of 2022, which regulates face-to-face lectures for second-semester and fourth-semester students. However, there is a trend where the majority of students prefer to attend lectures online. This culminated with the issuance of the Rector's Circular Letter (SE) Number 406 of 2022, which regulates odd semester activities to be carried out face-to-face by implementing health protocols and considering the applicable PPKM levels. This document was finally signed by the Rector of UIN Jakarta on August 31, 2022.

After adapting to the new normal pattern, there are now efforts to find the optimal formula for aligning learning practices during the distance learning period with traditional approaches that emphasize direct interaction in the classroom (Wahid et al., 2023) (Rahman et al., 2023). This raises problems related to the availability of learning facilities within the university (Karjo & Andreani, 2023). In the midst of this adaptation, faculty and students face challenges in deciding to use learning solutions that have proven effective during the distance learning period, such as reliance on internet facilities and *e-learning* platforms. Some lecturers plan to combine online and offline learning methods through a *blended learning* approach, with the hope that the understanding gained by students can be effectively improved and the learning innovations that have been developed can be maintained. However, the effectiveness of this approach needs to be evaluated and re-analyzed, given the importance of achieving uniformity in the learning experience for students in order to create a comfortable and

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consistent environment in the delivery of information. In this context, the provision of adequate facilities is very important to support the success and consistency of the current learning approach.

Today, Arabic is still considered difficult, complicated, and scary by some. This stigma is difficult to remove, especially if teaching still uses classical methods. The level of difficulty and ease of learning Arabic varies depending on the learning objectives. (Firdaus, 2022). Innovation and appropriate strategies are needed to improve the effectiveness of Arabic language teaching. After adapting to new habits, lecturers need to change their mindset and innovate in teaching methods, following student learning patterns that tend to be active online. (Rini et al., 2022). To find alternative solutions and continue the innovation of Arabic language learning, further research is needed to identify problems and solutions that arise during the learning adaptation period in the New Normal era.

Tolinggi (2020) studied the optimization of Arabic learning in the New Normal Era, which is popular with AKB (New Habit Adaptation). He stated that learning Arabic has tremendous challenges, especially during the Covid 19 pandemic. All Arabic learning is conducted from home or conducted online using certain platforms. According to him, this situation can be done by adapting and contextualizing every aspect of learning. In this research, he found new strategies and also redesigned several aspects of learning, namely curriculum, materials, models and methods, learning media, and learning evaluation. The adaptation and redesign were carried out so that Arabic language learning in the New Normal era could continue to run optimally. This research is certainly different from the research that will be carried out because the focus is more on the post-new normal era, where students are forced to return to the old era.

Verawati (2020) has also studied the application of LMS (*Learning et al.*) and *blended learning* as an alternative model of independent learning in the adaptation period of new Christian learning habits. What is interesting about this research is the application of LMS and *blended learning* in learning in the *new normal era*. He revealed that the application of LMS and *blended learning* as an alternative to the Merdeka Belajar model in the *new normal era*. He also revealed that in implementing LMS and *blended learning* as an alternative model of independent learning in the adaptation period of the new normal, it takes tenacity and a lot of time to create a more effective and efficient learning atmosphere.

Rahmawati (2021) has even studied micro and practical Arabic language learning in the *new normal era*. He analyzed the application, constraints, and strategies of listening (*maharah al-istima'*) and speaking (*maharah al-kalam*) skills in schools in Madiun. He revealed that the success of learning there was due to teaching materials, media, models/methods and measurements based on information technology. However, obstacles arise, such as difficulties in organizing students and the non-use of face-to-face media in *maharah al-istima'* and *al-kalam*, among others. These obstacles are handled by applying better learning methods, providing flexibility in learning time, and others.

Norkhafifah & Syahabuddin (2022) have also studied the design (*tashmim*) of information technology-based Arabic learning in the *new normal era*. He emphasized that Arabic language learning, which used to be carried out face-to-face and then changed to refer to technology, requires changes in learning design with Information Technology. He found the main elements of Arabic learning design, namely the determination of goals, materials, strategies, or media and their evaluation in the midst of pandemic conditions.

Please note that the use of the Internet with *E-Learning* in learning will help improve the quality of students. The concept of learning with E-Learning is based on the concept of self-learning. The concept of *self-learning* is based on the psychological theory of learning (Hamalik, 1994, p. 43).

Furthermore, according to Ellis (2009), LMS is a software application for online activities, electronic learning programs (*e-learning programs*), and training content. A strong LMS should fit five important criteria. *First*, it must use "*self-service*" and "*self-guided*" services. *Second*, LMS must be able to collect and deliver learning content quickly. *Third*, LMS should consolidate training initiatives on "*scalable web-based platforms*." *Fourth*, the LMS must support portability and standards. *Fifth*, LMSs must operate to personalize content and allow reuse of knowledge.

One of the trending LMS models in Indonesia is MOODLE. MOODLE is one application of the concept and mechanism of teaching and learning that utilizes information technology, known as the concept of electronic learning or *e-learning*. MOODLE can be freely used as an open-source product under the GNU license. MOODLE can be applied to any computer and operating system that can run PHP and supports SQL databases.

This article will be intended to answer how UIN Jakarta can develop an innovative and flexible LMS design for Arabic language learning after COVID-19, overcome internet speed constraints, lack of training for lecturers and students, and utilize the potential of lecturers who have abilities in information technology to support Arabic language learning that demands the use of various methods and materials, while considering the incompatibility of some materials with the use of LMS."

## **METHOD**

This research is a descriptive research with an approach to psychology and educational technology. The psychology approach is used to target students' interest and motivation in learning Arabic during Covid-19 and post-Covid-19, especially during distance learning (PJJ), limited face-to-face, and face-to-face at UIN Syarif Hidayatullah Jakarta. The educational technology approach is used to reveal what online learning media UIN Jakarta needs in the development of Arabic language learning in the post-PJJ (face-to-face) period.

The primary data of this study is the condition of e-learning adaptation of Post-Covid-19 Arabic Language Learning at UIN Syarif Hidayatullah Jakarta, starting from motivation, the learning process to the expectations and challenges at the Faculty of Science and Technology (FST), Faculty of Adab and Humanities (FAH), Faculty of Education and Teacher Training (FITK), Faculty of Sharia and Law (FSH). The secondary data of this study is online learning media or *language learning e-learning* applications used at State Islamic Religious Universities (PTKIN) in Indonesia. As for the instrument for data collection using questionnaires utilizing the Google form platform, then there are interviews with lecturers and heads of IT managers in institutions.

After the data is collected, the data is analyzed according to the needs to answer the existing problem formulation. Researchers examine and understand relationships and concepts to be developed and evaluated. Researchers search for data and systematically compile data obtained from both through interviews, field notes, and documentation by organizing data into categories, describing into units, synthesizing, and arranging into patterns, which are then sought conclusions. Researchers organize data and sort data into manageable units. Not only that, at this stage, the data is synthesized so that patterns are found, what is important, and what is learned to decide what needs to be described in discussions and findings.

Data Analysis Process First: At this stage, researchers collect data and various information related to the adaptation of Arabic language learning at UIN Jakarta after the New Normal. Second: after all data and information is collected, researchers filter information and adjust the information obtained with field observations and documentation. Third, at this stage, the researcher presents classified data. Fourth: researchers draw conclusions related to the information that has been presented. Fifth, at this stage, the researcher verifies the data by using data other than inspection data or comparing it with data generated through a series of activities.

## **FINDINGS AND DISCUSSION**

### **E-Learning at UIN Syarif Hidayatullah Jakarta: E-Learning Study of Arabic Language Learning at UIN Malang, UIN Yogyakarta, and UIN Bandung in Post New Normal**

State Islamic University (UIN) Syarif Hidayatullah Jakarta has implemented a web-based system known as the Academic Information System (AIS). AIS is a web platform that serves as a university portal that provides various services, including an *e-learning* system for students. Through this *e-learning* system, students can access a variety of learning materials and have the ability to submit lecture assignments online. (Che Hussin et al., 2022). The *e-learning approach* also opens up opportunities to increase efficiency in face-to-face interactions between students and lecturers. (Arumugam et al., 2022). This is achieved by providing learning materials online

before face-to-face meetings, which allows for more focused face-to-face time for in-depth discussions and problem-solving (Univerzita Komenského v Bratislave, Filozofická fakulta & Rankov, 2023).

In addition, AIS also provides a teleconferencing feature that allows real-time visual communication between students, lecturers, and even educational institutions abroad. This feature facilitates the exchange of knowledge and experience between various educational entities, both national and international. Thus, AIS is not only a means of online learning for UIN Syarif Hidayatullah Jakarta students but also opens a wide network of collaboration among educational institutions in Indonesia and abroad. AIS, under the umbrella of the Center for Technology and Database (PUSTIPANDA), is one of the synergistic applications that connects not only lecturers and students but also the entire academic community at UIN Syarif Hidayatullah. AIS was launched in 2006 and UIN Syarif Hidayatullah effectively owns and applies technology through a network system called the Higher Education Information System (Simperti). However, the development of *Simperti* has not been maximized, so in 2009 *Simperti* was changed to an Academic Information System.

One of the advantages of AIS in learning activities is that it can add e-learning modules so that students and lecturers do not have to do face-to-face every learning activity. However, in practice, the facilities in AIS have not been benefited by lecturers and students. If AIS can be utilized optimally, in addition to facilitating learning activities, it is also a place to store learning files, and students can easily download them if needed one day.

The means of collecting tasks carried out so far is inefficient, in addition to not saving paper, the collected tasks can be lost, so it is not uncommon for grades not to come out. In fact, if you directly upload assignments at AIS, things such as assignments not accepted by lecturers can be minimized. Not much different from the collection of assignments, the distribution of lecture materials cannot be said to be good, not all students have lecture materials for one semester. Distribution is done in a conventional way, namely by sharing material with a flash drive. Even if lecture materials are uploaded in AIS, students can download and save them on smartphones, androids, laptops, and others so that students have no reason not to have lecture materials. Here's how AIS looks as *e-learning* at UIN Jakarta.

Basically, AIS, owned by UIN Jakarta, is very good enough to be used for distance learning and e-learning. AIS is an online application that contains information and academic services for students of State Islamic University Syarif Hidayatullah, ranging from personal data information, lectures, and KRS services to attendance during lectures.

The results of Ani Maulani's research (2018) show that AIS as a supporting medium for learning activities has not been as expected. However, AIS plays a role in helping lecture activities because, so far, AIS has been used for student learning planning, including filling in KRS, seeing grades, and others. AIS is useful for students to facilitate scholarship registration, including a list of scholarships that can be followed, online registration at AIS, printing scholarship application forms, and others. AIS is also useful for assessment by lecturers in each course (Sukmana & Supardi, 2016).

After *the new normal*, Language Learning at UIN Jakarta is carried out in a mixed manner. *E-learning* in the form of AIS, Google Classroom, and Moodle is not fully used because there are Arabic materials that do not use *enough e-learning* in learning such as writing and grammar skills exercises (*Nahu, Shorof*). (Interview with Muhammad Azwar, M.Hum, Arabic lecturer of IP Study Program, FAH UIN Jakarta, June 24, 2023).

**Table 1. Observation data on the use of E-learning in several Islamic Religious Universities in Indonesia**

UIN Maulana Malik Ibrahim Malang	UIN Sunan Kalijaga Yogyakarta	UIN Sunan Gunung Djati Bandung
Based on the circular letter of Vice Rector 1 for Academic Affairs Number. B2204/Un.03.1/OT.01.07/06/2020 with reference to the Ministerial Decree 4 regarding distance learning during the pandemic, UIN Malang lecturers to conduct learning using <i>E-learning</i> at <a href="http://elearning.uin-malang.ac.id">http://elearning.uin-malang.ac.id</a> but also with other supporting media.	UIN Sunan Kalijaga Yogyakarta also has <i>E-Learning media</i> , especially the Covid-19 Era, namely SUKAstudia. The LMS is a supporting facility for the lecture process for students and lecturers by utilizing internet technology. <i>Sukastudia e-learning</i> can be accessed through the <a href="https://daring.uin-suka.ac.id">https://daring.uin-suka.ac.id</a> accounts of each lecturer and student. After COVID-19, the majority of UIN Yogyakarta lecturers returned to learning Arabic conventionally. Lecturers use Google	E-Knows is an interactive online learning system at UIN Sunan Gunung Djati Bandung. Lecturers can provide teaching materials, assignments, quizzes, and discussion forums in the courses listed, as well as provide online assessments so that students can see them, too. Here's what E-Knows looks like on <a href="https://eknows.uinsgd.ac.id/">https://eknows.uinsgd.ac.id/</a> . Although uniformly during Covid 19 UIN Bandung uses E-Knows as E-Learning in Arabic language learning, but after Covid 19, mixed lecture regulations are applied, namely
For the context of UIN Malang, Arabic learning Returns to manual and minimal use of LMS because they UIN Malang in the first		

<p>semester, students are dormitory and focused on developing Arabic and English so that the use of LMS is no longer needed and focuses face-to-face in the dormitory. The majority of lecturers returned to siakad, assignments via email, and <i>e-learning</i> (Interview with Dr. Muassomah, Arabic lecturer at UIN Malang, June 2, 2023).</p>	<p>Classroom (GCR) a lot. (Interview with Nurhapsari Pradnya Paramita, M.Pd.I., Arabic lecturer at UIN Yogyakarta, June 24, 2023).                  UIN Yogyakarta provides options to lecturers regarding the use of <i>E-Learning</i> in lectures after covid 19. On the LMS Web, you will see lecturers who often use LMS and there are even nominations for who are the most frequent LMS users. MKDU language is fragmented according to the policies of their respective study programs. (Interview with Dr. Nurul Huda, lecturer at PBA UIN Yogyakarta, June 28, 2023).</p>	<p>Blended. 70% face-to-face and 30% online. Some campus efforts and even Study Programs to encourage lecturers and students to use <i>E-Learning</i> are one of them by explaining that as a lecturer's obligation, the use of EKNOWS will also be monitored as a lecturer's performance. Not only that, all study programs hold training and mentoring (Interview with Dr. Dedih Wahyuddin, lecturer and Head of PBA UIN Bandung Study Program, June 6, 2023, and June 24, 2023).</p>
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### Adaptation of Arabic Language Learning After the New Normal Era at UIN Jakarta

The end of the COVID-19 pandemic does not signal the end of the learning challenges faced by institutions and universities. On the contrary, the end of this pandemic brings new challenges in the context of learning, where online approaches that have been adopted for a long time need to be balanced with the return of face-to-face learning. (Añasco Villanca, 2023). This issue raises various pros and cons related to the choice between online, face-to-face learning, or even a mixed approach that combines both methods.

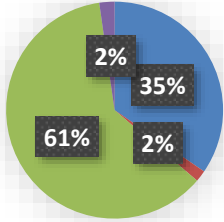
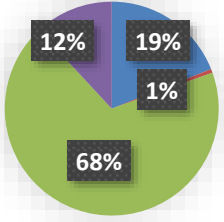
At the State Islamic University (UIN) Jakarta, decisions related to learning after the COVID-19 pandemic are regulated through the Rector's Circular Number 14 of 2022. This circular marks the starting point for changes in the learning system, culminating in the issuance of the Rector's Circular (SE) Number 406 of 2022. This SE regulates the implementation of face-to-face lecture activities in odd semesters, while still paying attention to health protocols and applicable PPKM levels.

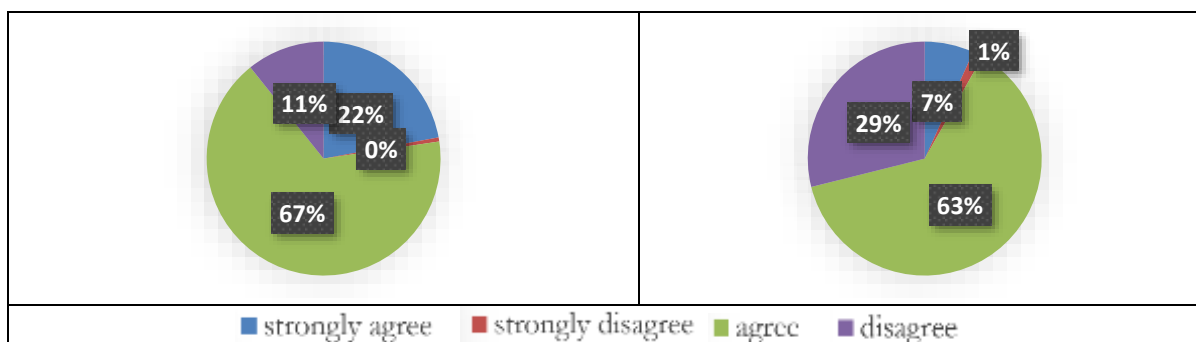
However, student responses to this policy still vary. They are faced with the challenge of adapting from online to face-to-face learning, especially in Arabic, which is a compulsory subject at UIN Jakarta, for students from both general programs and programs directly related to Arabic.

Arabic has an important role in the context of foreign languages in Indonesia, even has a special position in the context of religion. Therefore, it is important for the Arabic learning approach to be fun and motivating for UIN Jakarta students, considering that Arabic has significant differences from Indonesian as their mother tongue.

Through surveys conducted in various faculties at UIN Jakarta, such as the Faculty of Science and Technology, Faculty of Adab and Humanities, Faculty of Education and Teacher Training, and Faculty of Sharia and Law, several important things related to adaptation efforts and student expectations for Arabic learning and related courses can be identified. This survey is an important foundation in developing more effective learning strategies and meeting student needs in facing changes in the education system after the Covid-19 pandemic.

**Table 2. Student Response to Post-Covid-19 Pandemic Adaptation**

Adaptation of Motivation to Learn Arabic After Covid-19	Adaptation of Arabic Lecture Material by utilizing <i>e-learning</i>																				
 <table border="1"> <caption>Data for Motivation to Learn Arabic</caption> <tr><th>Segment Color</th><th>Percentage</th></tr> <tr><td>Green</td><td>61%</td></tr> <tr><td>Blue</td><td>35%</td></tr> <tr><td>Red</td><td>2%</td></tr> <tr><td>Purple</td><td>2%</td></tr> </table>	Segment Color	Percentage	Green	61%	Blue	35%	Red	2%	Purple	2%	 <table border="1"> <caption>Data for Final Assessment Adaptation</caption> <tr><th>Segment Color</th><th>Percentage</th></tr> <tr><td>Green</td><td>68%</td></tr> <tr><td>Blue</td><td>19%</td></tr> <tr><td>Purple</td><td>12%</td></tr> <tr><td>Red</td><td>1%</td></tr> </table>	Segment Color	Percentage	Green	68%	Blue	19%	Purple	12%	Red	1%
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Adapting the Form of Arabic Lectures: Methods, Media, and Strategies	Response to Adaptation of Final Assessment of Arabic Language Lectures with E-Learning																				



The data in Table 2. shows that the majority of respondents (96%) showed a positive response to the adaptation of Arabic learning motivation post COVID-19, with 61% agreeing and 35% strongly agreeing that their learning motivation has increased. Only a small percentage (4%) expressed disapproval, with 2% disagreeing and strongly disagreeing, respectively. This indicates that the pandemic has significantly and positively affected motivation to learn Arabic, with most learners finding new ways to stay inspired to learn.

Furthermore, the adaptation of lecture materials by utilizing *e-learning* received a majority positive response, with 87% of respondents agreeing (68%) or strongly agreeing (19%) with the effectiveness of this approach. However, there are 12% disagree and 1% strongly disagree, indicating that there are still challenges in the implementation of e-learning that need to be overcome, such as limited access or conventional learning preferences among some learners.

Then, the aspect of adapting the form of Arabic lectures, methods, media, and strategies also received a positive response, with 89% of respondents expressing agreement (67%) or strongly agreeing (22%). Respondents who disagreed with this adaptation amounted to 11%, and none strongly disagreed. This suggests that adaptations in learning methods and media are well received, although some still feel conventional methods are more effective.

In terms of adaptation of the final assessment, 70% of respondents indicated approval (63% agreed and 7% strongly agreed), while 30% expressed disagreement (29% disagreed and 1% strongly disagreed). This indicates that although e-learning has become an important part of the educational process, there is still debate over its effectiveness in the final assessment, which may require further adjustments or different approaches to achieve equivalence with traditional assessment methods.

The research highlights the importance of adaptation in various aspects of Arabic learning in the post-pandemic era, showing mostly positive responses and flagging areas needing attention and improvement to improve overall learning effectiveness.

The data above shows that UIN Jakarta students still want to learn Arabic with *Post-COVID-19 E-Learning* because they feel the benefits of learning Arabic using *E-Learning*. This seems to strengthen the theory of *the Rational Model* Nuthall & Snook (1973) which states that humans are rational agents. Learning is not a process that requires humans to adjust to a determined way of learning but he himself must determine the ways of learning (Costola & Caporin, 2016) (Dawson & Gerken, 2012) (Hartley, 1978). Therefore, actually in this context, students still want to use *E-Learning* as a learning medium.

### **LMS as a Strategy and Media for Arabic Language Learning at UIN Jakarta in the Post-New Normal Era**

LMS is an application that is ideal for responding to the demands of online learning, in this case, Arabic language learning at UIN Jakarta. LMS is a medium and strategy for *online learning* through *e-learning* because LMS is a software application for online activities, *e-learning programs*, and training content (Ellis, 2009, p. 1).

#### 1. LMS and Student Response: Between Expectations and Challenges

Note the following data:

Table 3. Student response to LMS use

LMS allows Arabic language teaching to be more varied and interesting	LMS helps increase motivation to learn Arabic																				
<table border="1"> <caption>Data for 'LMS allows Arabic language teaching to be more varied and interesting'</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>strongly agree</td> <td>12%</td> </tr> <tr> <td>agree</td> <td>80%</td> </tr> <tr> <td>disagree</td> <td>7%</td> </tr> <tr> <td>strongly disagree</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	strongly agree	12%	agree	80%	disagree	7%	strongly disagree	1%	<table border="1"> <caption>Data for 'LMS helps increase motivation to learn Arabic'</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>strongly agree</td> <td>20%</td> </tr> <tr> <td>agree</td> <td>71%</td> </tr> <tr> <td>disagree</td> <td>7%</td> </tr> <tr> <td>strongly disagree</td> <td>2%</td> </tr> </tbody> </table>	Response	Percentage	strongly agree	20%	agree	71%	disagree	7%	strongly disagree	2%
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LMS facilitates assessment and feedback in Arabic learning	The content of Arabic materials in the LMS is well organized																				
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This study evaluates respondents' perceptions of the use of Learning Management Systems (LMS) in the context of Arabic language teaching. With a total of 353 respondents, the survey results showed a significant level of agreement on the benefits of LMS in the Arabic learning process. *First*, the majority of respondents (92%) agree or strongly agree that the use of LMS allows Arabic language teaching to be more varied and interesting. This indicates that LMS has the potential to improve the quality of the learning experience by presenting more diverse and interesting content.

*Second*, most respondents (78%) also agree or strongly agree that LMS helps increase motivation to learn Arabic. These results suggest that the use of technology in learning can motivate students to participate and invest more in the learning process.

*Third*, most respondents (90%) agree or strongly agree that LMS facilitates assessment and feedback in Arabic language learning. This shows that LMS can make it easier for teachers to provide assessment and feedback to students efficiently, which is an important element in improving the quality of learning.

*Finally*, the majority of respondents (89%) also agree or strongly agree that the content of Arabic material in the LMS is well organized. This indicates that the use of LMS can present learning content in a structured and easily accessible manner, allowing students to learn more effectively.

Overall, these findings show that LMS has great potential to enhance the Arabic learning experience by providing varied content, increasing learning motivation, facilitating assessment, and presenting well-organized material among UIN Syarif Hidayatullah Jakarta students. This also reinforces Gerald Gleason's concept of educational technology, which states that efficiency in education is achieved through self-learning because of its greater usefulness. (Gleason, 1981) (Nadeem et al., 1M). With technology in the form of LMS, learning to walk will be more efficient than classical or group learning in class.

Furthermore, in terms of principles, LMS already has a principle of nonhuman interaction. Interaction is carried out by media that contains supporting material or learning materials. (Hamalik, 1994 p. 55). From the

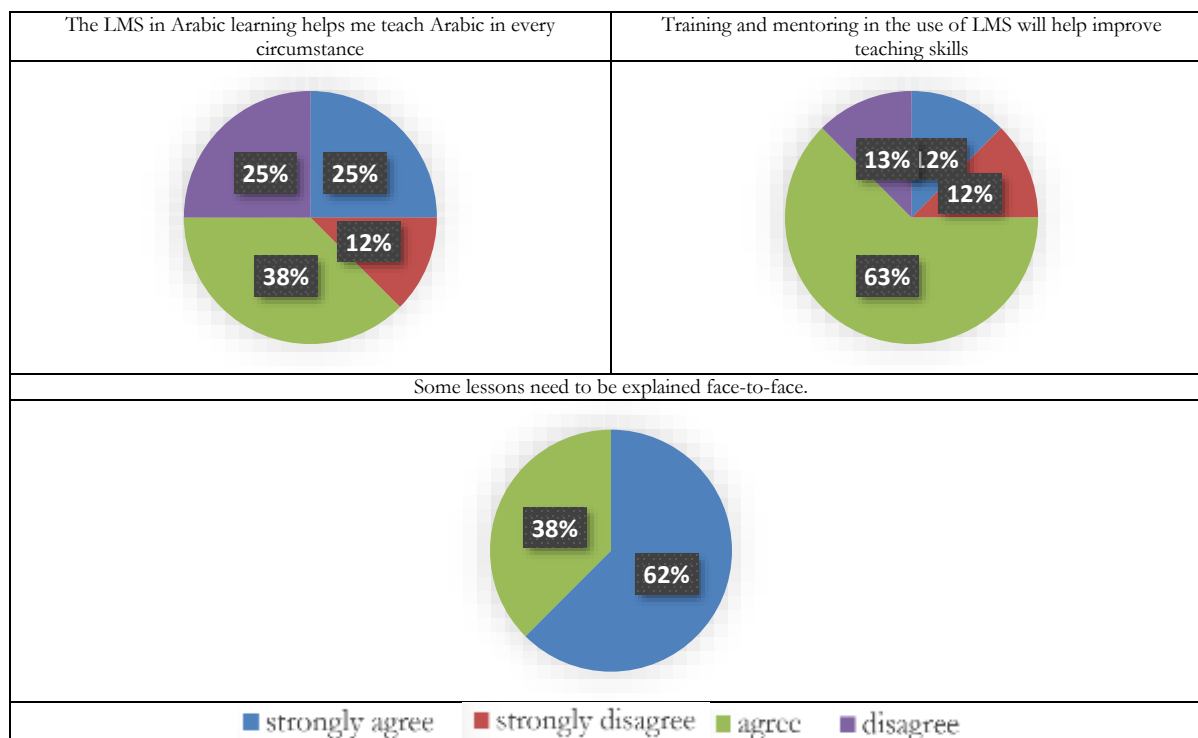
aspect of motivation, LMS can increase students' motivation to learn Arabic. This is in line with the concept of *The Philosophy of Education*. John Dewey says that education is not an end but a tool towards a greater goal, and each individual has the right to determine a greater goal for the happiness of his life (Dewey, 2015 ) (Dewey, 1986). That is, students have determined that LMS is the choice that can give them satisfaction, so they have a strong desire and interest in learning Arabic.

Another important finding is that LMS allows for being well-organized. This is based on the principle of flexibility in self-study, namely that material can be arranged in various formats. Not only that, there is also the principle of non-human interaction; LMS contains supporting materials or learning materials. (Hamalik, 1994, p. 55).

1. LMS and Lecturer Response: Between Expectations and Challenges

Note the data in the following table:

**Table 4. LMS and Lecturer Response**



From these data, it can be concluded that most lecturers agree or strongly agree that using LMS helps them teach Arabic in various situations. However, there are also some who disagree or strongly disagree with the statement, indicating a variation in opinion among lecturers.

Furthermore, most lecturers consider that training and mentoring in using LMS will help improve their teaching skills. This shows that lecturers recognize the importance of support and training in utilizing learning technologies such as LMS.

However, there are also different perceptions about the need to explain some lessons face-to-face. The majority of lecturers strongly agree that some lessons do need to be explained directly, highlighting the importance of direct interaction between lecturers and students in some learning contexts.

Overall, the data shows that although LMS is beneficial in teaching Arabic, face-to-face needs are still needed in some learning situations. This shows the complexity of integrating learning technologies with traditional learning approaches in specific contexts such as Arabic language teaching.



## **Challenges and Opportunities: Campus Readiness in Preparing Lecturer Skills**

There is a simple reason why it is important for UIN Syarif Hidayatullah Jakarta to adopt a learning management system (LMS). At UIN Syarif Hidayatullah Jakarta, as well as the expectations of lecturers and students related to adopting LMS seem very easy to say and encourage. Even though its application is full of challenges, it often goes back and forth in executing it. There are several challenges in using LMS strategies that are easy to overcome such challenges.

### **1. Very Tight and Limited Time**

The challenge often experienced by lecturers and students is not having much time to follow learning. The transfer between one course and another is very narrow for only 1 minute (Interview with Maudlotun Nisa', Arabic lecturer at FAH, May 30, 2023). This leads to very short learning with no lags. Students tend to be tired because there is no post-lecture break in the first and second hours. In fact, the use of LMS can save time. What takes a long time is only when lecturers prepare and upload teaching materials, such as creating and uploading learning content creating master courses and modules, and so on. If all that is done, everything will be quickly and easily measurable. The lecturer has more time to interact with students, and as in their other assignments, lecturers are able to give more and maximum feedback than they did before.

### **1. LMS Considered Difficult to Implement**

LMS, especially after Covid-19, is rarely used because it finds it difficult to implement. These opinions and feelings slow down to change and innovate learning. They often believe the opinions of other lecturers who refuse to use technology in teaching, such as the use of LMS, even though they have not tried and trained their colleagues to reject how they use LMS and what benefits it is. The strategy that can be done to overcome this is for the campus or UIN Jakarta to provide mandatory training, and there are even awards for those who use LMS so that they will gradually get to know and get used to becoming more familiar and realize that difficult is something that has not been tried and only felt.

## **CONCLUSION**

The study can be summed up in several points. *First*, this research shows that the majority of students (96%) responded positively to the adaptation of motivation to learn Arabic after COVID-19. A total of 61% agreed, and 35% strongly agreed that their learning motivation increased. Only a small percentage (4%) expressed disapproval. This indicates that the pandemic has significantly and positively affected motivation to learn Arabic, with most students finding new ways to stay inspired to learn. However, there are still challenges that need to be overcome, such as limited access or conventional learning preferences.

*Second*, the study shows a significant degree of agreement on the benefits of LMS in Arabic language learning. The majority of respondents (92%) agree or strongly agree that the use of LMS allows Arabic language teaching to be more varied and interesting. In addition, most respondents (78%) also agree or strongly agree that LMS helps increase learning motivation. This demonstrates the potential of LMS to improve the quality of Arabic learning by providing diverse content, increasing motivation, facilitating assessment, and presenting well-organized material.

*Third*, from the data obtained, most lecturers agree that the use of LMS helps them in teaching Arabic, although there are variations in opinion. The majority of lecturers also recognize the importance of training and mentoring in the use of LMS to improve their teaching skills. However, there are still different perceptions associated with the need to explain some lessons face-to-face, highlighting the complexity of integrating learning technologies with traditional learning approaches.

Overall, these findings highlight the importance of adaptation in various aspects of Arabic learning in the post-pandemic era, showing mostly positive responses from students and lecturers to the use of learning technologies such as LMS. However, adjustments and improvements are still needed to improve the overall effectiveness of learning.

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