Revolutionizing Arabic Learning: Education Management Program Students' Perceptions of Utilizing Zoom Premium Amid the Evolution of Hybrid Learning

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Abstract

Adapting and innovating is important for lecturers and students in pre- and post-pandemic conditions. Hybrid learning is emerging as a major alternative, with efforts to ensure its success equals or surpasses traditional methods. This study uses Zoom Premium to examine the process and outcomes of learning Arabic in the Education Management Study Program, Faculty of Tabiya and Teacher Training (FITK) at the State Islamic University of Indonesia. With a qualitative approach, data was collected through surveys and written interviews, involving 110 students who responded via Google Forms. The findings show that student motivation is quite high, but the effectiveness of online learning is still inferior to traditional methods, while student learning outcomes are very good. The main problem lies in the less-than-optimal signal conditions. Recommendations include leveraging student motivation with challenging assignments, increasing Zoom Premium innovation, and limiting in-person online sessions for a better learning experience.

Keywords: *Arabic Learning, Hybrid Era, Revolutionizing, Online Learning, Zoom Meeting Premium*

INTRODUCTION

Zoom Meetings is the most widely used online medium for learning Arabic in higher education. Educators use different types of online platforms such as WhatsApp, Google Classroom, Google Group, WhatsApp Web, Team Link, Microsoft Teams, Microsoft Kaizala, Google Hangouts, YouTube, Zoom Meeting & Webinar and more (Stuckey et al., 2021). Zoom Meeting is one of the 15 most popular platforms for online video conferencing, along with GoToMeeting, Microsoft Teams, Google Meet, Cisco WebEx Meetings, and Click Meetings (Nadire & Daniel, 2021). This is advantageous because its capabilities have transcended distance and geographical boundaries and can be used on laptops, tabs, desktops, and smartphones (Listiqowati et al., 2022). In terms of the ability to improve the quality of learning material delivery, Zoom Meetings ranks second (30%) after the Learning Management System (38%), followed by Google Meet (18%) and Google Classroom (14%) (Susanto et al., 2022) In Banda Aceh, one of the westernmost provinces in Indonesia, Zoom Meeting has become the leading platform used for online learning (Fitriani et al., 2021).

Zoom meetings are more widely used by lecturers and students in learning than other platforms (Li et al., 2021; Listiqowati et al., 2022; Raes, 2022). This preference is driven by Zoom's advanced features, such as breakout rooms, auto-recording, and interactive collaboration tools, which enhance the learning experience (Ritonga et al., 2024). Additionally, Zoom offers better connection stability and ease of access, ensuring smooth communication and real-time interaction between faculty and students. This advantage makes Zoom the main choice for many educational institutions in conducting synchronous learning in the digital era (Jumareng et al., 2021).

Zoom meetings have determined the success of learning Arabic. That is because he provides an interactive and dynamic learning platform. Zoom's advanced features, such as a breakout workspace for group discussions, screen sharing for collaborative tasks, and real-time feedback tools, facilitate a more engaging and effective

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learning environment (Berkat et al., 2024; Jones et al., 2023; Listiqowati et al., 2022). This ability is essential for language acquisition, as it allows immediate practice, correction, and reinforcement of language skills (D. Shaalan, 2023; D. A. Shaalan et al., 2023; Thiagraj et al., 2021). As a result, the strategic use of Zoom meetings plays a crucial role in improving Arabic education outcomes (Adjierteh et al., 2024; Koderi et al., 2019; Tilak et al., 2023).

This platform provides convenience in learning without being limited by location, providing equality for lecturers and students. (Fyhn & Nutti, 2023; Kaufmann et al., 2023; Teti et al., 2023). The platform's ability to connect participants from different geographic regions allows seamless access to education, regardless of physical boundaries (Kryshtanovych et al., 2023; Moore, 2016; Venkatesan & Mappillairaju, 2023; Zurqoni et al., 2020). Features such as high-quality video conferencing, interactive tools, and real-time collaboration ensure that the learning experience remains robust and engaging (Hanif et al., 2023; Koderi et al., 2019; Stenliden & Nissen, 2022). By eliminating the need for physical classrooms, Zoom meetings significantly expand educational and accessibility opportunities, changing the traditional learning paradigm and supporting global knowledge exchange (Koderi et al., 2019; Ritonga et al., 2024; Susanto et al., 2022).

The conditions during and after COVID-19, as well as all educational activities, can hardly be separated from using Zoom meetings. The pandemic necessitated a quick transition to remote learning, with Zoom emerging as an essential tool for maintaining the continuity of education. Widespread adoption facilitates real-time interactions, virtual classrooms, and collaborative learning environments, bridging the gap created by physical distancing (Bahruddin et al., 2024; Raes, 2022; Thiagraj et al., 2021). Even as in-person activities resume, Zoom's integration into educational practices continues, underscoring its critical role in supporting flexible, accessible, and resilient learning models that meet diverse needs and circumstances (Koderi et al., 2019; Nuriyyatiningrum et al., 2023; Okoromah et al., 2022).

However, learning using Zoom meetings often experiences obstacles such as weak signals (Almanza-Arjona et al., 2022; Li et al., 2021; Zhu et al., 2019). These issues can hinder the quality of the educational experience, cause disruptions during lessons, reduce the effectiveness of real-time interactions, and potentially reduce student engagement (Berhanu & Gobie, 2023; Herreño-Contreras, 2023; Jones et al., 2023). Overcoming these technical difficulties is essential to maximizing the benefits of Zoom as an educational tool and ensuring a seamless and productive learning environment (Raes, 2022; D. Shaalan, 2023).

Students also lack familiarity with their friends, so sometimes they do not know their classmates well. This limited interaction can affect the overall learning experience, as collaborative activities and peer support are essential components of effective education (Amor et al., 2023; Elias & Degani, 2022; Hennig-Thurau et al., 2023). The absence of regular face-to-face interaction in an online learning environment, such as Zoom Meetings, can hinder the development of strong interpersonal relationships among students, which is essential for creating a cohesive and supportive academic community (Moore, 2016; Teti et al., 2023; Zhang et al., 2022).

The weakness of student focus in learning is another problem in implementing Zoom-based learning. The virtual environment often presents many obstacles, both from within the student's home and online platform (Jumareng et al., 2021; Syafei et al., 2024). These distractions can impair students' ability to concentrate, fully engage with the course material, and participate effectively in classroom activities (Jing et al., 2020; Nuriyyatiningrum et al., 2023). As a result, ensuring that students remain attentive and committed during Zoom sessions is an important concern for educators aiming to optimize the learning experience in a digital setting.

Many students do not want to open the video for various reasons when conducting Zoom meetings (De Waard et al., 2022; Nadire & Daniel, 2021). This phenomenon can be attributed to various factors, including concerns about personal appearance, technical issues, and a preference for maintaining anonymity. The reluctance to engage in video conferencing may also stem from a lack of face-to-face interaction, which can hinder the development of social bonds and trust among participants (Hennig-Thurau et al., 2023; Lian, 2021; Tilak et al., 2023; van der Bend et al., 2022). In addition, the need for privacy and the fear of being judged or evaluated can also contribute to this behaviour. Therefore, addressing these fundamental concerns through effective

communication and implementing supporting measures to improve the overall virtual meeting experience is important.

Often, lecturers feel that teaching creatures do not exist because students are reluctant to respond or comment during lectures' implementation (Crawford, 2023; Fitriani et al., 2021; Jing et al., 2020). This lack of interaction can create a disconnection, making it difficult for educators to measure student understanding and engagement. The absence of feedback during Zoom sessions can hinder teaching effectiveness, as it limits the ability to answer students' questions and adapt instructional approaches to meet their needs (Anaza et al., 2023; Bratu et al., 2023; D'Alessandro et al., 2022). Therefore, ensuring active participation and communication is essential for fostering a dynamic and responsive learning environment (D'Alessandro et al., 2022; Theresiawati et al., 2023; Tilak et al., 2023).

This research is important because learning through Zoom meetings can be effective if network and device conditions are adequate and students are highly motivated. When these conditions are met, the goals and outcomes of learning Arabic through Zoom can be equal to face-to-face learning. Optimal results are achieved when the sessions are interactive, and students are actively engaged. Additionally, Zoom addresses the distance issue, making it a viable solution for distance education. This research aims to revolutionize Arabic Language Learning by utilizing Zoom Premium amid the evolution of hybrid learning.

METHOD

This study uses a qualitative research design using surveys and written interviews to collect data (Limper et al., 2021; Nadire & Daniel, 2021; van der Bend et al., 2022). The qualitative approach allows in-depth exploration of participants' experiences, perspectives, and insights. By combining surveys and written interviews, this study aims to provide a comprehensive understanding of the subject matter through detailed and nuanced data collection (Anaza et al., 2023; De Waard et al., 2022; Jing et al., 2020; Raes, 2022). The population of this study is 110 students of the Islamic Education Management study program who take Arabic courses. This particular group of students provided a focused sample to investigate the effectiveness and outcomes of using Zoom meetings for Arabic language learning in the context of their academic programs. Data collection in this study uses online questionnaires and direct observation. Online questionnaires allow for the efficient collection of quantitative data from a wide sample, while live observation provides qualitative insights into participant behaviour and interactions during the learning process (Li et al., 2021; Makruf & Barokah, 2023; Okoromah et al., 2022). Combining these methods ensures a comprehensive and diverse understanding of the research subject. The data was analyzed using classification, sorting, and tabulation and inferred to be displayed as a narrative presentation. This systematic approach ensures that the data is organized and interpreted accurately, allowing for a clear and coherent presentation of the findings and insights gained from the study (Berkat et al., 2024; Glebova & Zare, 2023; Herreño-Contreras, 2023; Idakwo et al., 2020; Stuckey et al., 2021; Susanto et al., 2022).

RESULTS AND DISCUSSION

Results

Students have diverse educational backgrounds, the ability to read the Qur'an is generally moderate, and most students' TOAFL scores are low. The data can be seen in the following figure:
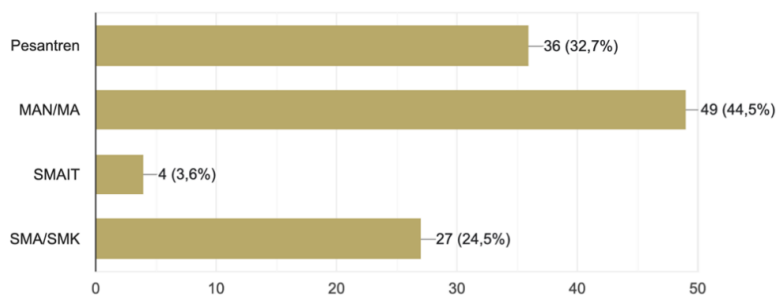

Figure 2. Student Educational Background

Educational backgrounds are also diverse, and the majority of Islamic Senior High School/Madrasah Aliyah Negeri (MAN/MA) output are 44.5% or 49 respondents, Islamic boarding school graduates 32.7% or 36 respondents the rest are SMA / SMK 24.5% or 27 respondents and SMAIT amounts to 3.6% or four respondents. This data means that only 27 respondents are suspected to have never studied formal Arabic, and it could even be that if they previously studied at MTs or SMPIT and MI or SDIT, then those 27 may have studied Arabic. In terms of input, students' Arabic language skills are predicted to be quite good. The data is depicted in the following figure:
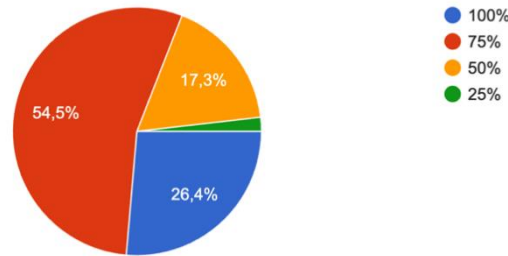

Figure 3. Ability to Read the Qur'an Students

The TOAFL score of students whose scores reach the standard (375) for students of the Education Management study program, only five students or 4.5% of the total students as in the following figure:
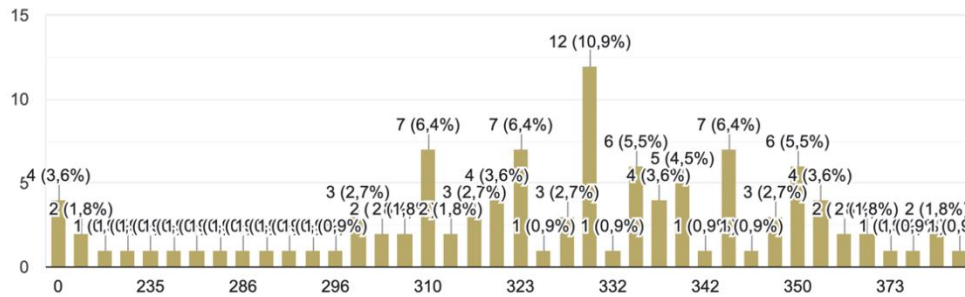

Figure 4. Student TOAFL Scores

Student motivation is high to learn Arabic, but students stated that the learning outcome using Zoom premium is only 75, which is less effective than direct learning. With diverse backgrounds, the ability to speak Arabic is generally low, even though most students have an educational background and have studied Arabic. With this diversity, students have a high motivation to learn Arabic, as evidenced by the data from the study results illustrated in the following figure:
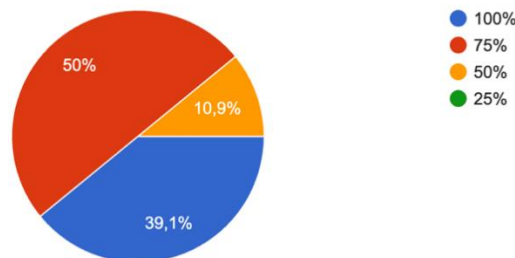

Figure 5. Student Learning Motivation

Although learning using premium Zoom for students is seen as attractive, and students generally have high motivation, they prefer normal learning to normal learning. Normal learning is not more effective in learning Arabic, as in the following figure:

Figure 6. Zoom Premium Vs Conventional According to College Students

The majority of respondents judged that normal learning was more effective. That is around 84.5%, or 93 respondents, while the others (15.5%, namely 17) stated the opposite.

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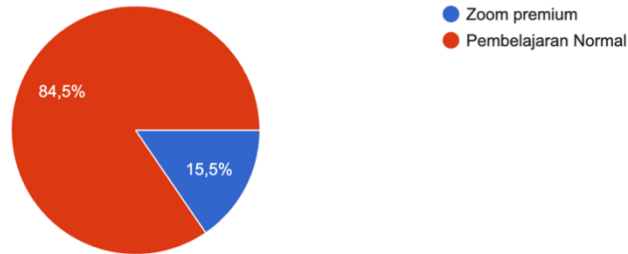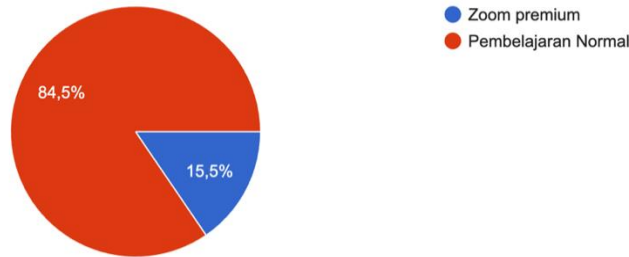

Figure 6. Zoom Premium Vs Conventional According to College Students

The majority of respondents judged that normal learning was more effective. That is around 84.5%, or 93 respondents, while the others (15.5%, namely 17) stated the opposite.

Whatever the process, at its core, is the expected result in learning activities. Using premium Zoom Arabic learning according to students' views is depicted in the following figure:
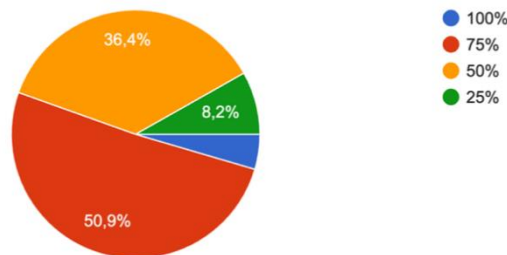

Figure 7. Student Learning Outcomes

Most students stated that learning outcomes using premium Zoom were only 75%, chosen by 50.9% or 56

respondents. Of those who stated that the learning outcomes were perfect, only 4.5% or five respondents. Others chose 50% of 36.4% or 40 respondents, and the rest said only 25% were voted by 8.2% or nine respondents. The results of learning Arabic based on student self-assessment are quite good, although they are important to improve.

Students face many obstacles in learning Arabic with Zoom Premium, the most important of which is the signal problem. Students' views on solutions can be viewed by studying in groups and subscribing to WIFI. Students face many obstacles in learning Arabic with premium Zoom, but the most common is the signal problem. One hundred one respondents mentioned the word signal or network, meaning that only nine students did not mention the problem of learning from the network or signal. Other problems include not understanding the material, not interacting directly, having difficulty in Arabic, drowsiness, etc. For example, some respondents say, "Using Zoom is less effective because they do not understand the explanation on Zoom face-to-face; it can be easier to see what yang is explained or our friend is presenting yang" (AA interview, 2021). Also, the answer "in my opinion is still not because sometimes I have to read slowly in doing the questions and if it is Arabic then I think it will be even slower in reading because my brain has to translate it first spontaneously" (Interview NO, 2021). Another respondent replied, "The obstacles I experienced lately were not far from the sometimes unstable network and the quota that suddenly ran out without me knowing it. Even though I use WIFI, sometimes there is a sudden power outage because I am used to using it and never charge the quota. So, when this happens, I panic because I forget to fill the quota." (SNC interview, 2021).

Students provide diverse views regarding what solutions need to be given to the obstacles faced in learning Arabic using premium Zoom. For example, there is an opinion of respondents who say, "Because lecturers cannot monitor student progress, the discussion in each group is a path that can be taken. For each meeting, each group will hold a group meeting or study together to understand better the material that has been given. In addition to those who do not understand to understand, those who already understand can also understand more. That is my opinion" (TN Interview, 2021). Another answer states, "For network problems, I have not got a way out because at home I do not have WIFI, but for quota problems, it can be anticipated by checking it first before learning starts so that in the middle of learning does not run out of quota" (NAMY Interview, 2021). Also, the answer states, "The solution to the problem is by way of WIFI subscription. I use a hotpot from my cellphone and then connect it to a laptop to access Zoom.

Nevertheless, because there are often problems with the network, my parents will subscribe to WIFI to smoothly run my lecture activities" (AR Interview, 2021). Generally, students look for their respective solutions according to obstacles without standing idly by. There are always ideas in adversity and strife. The goal is that they are successful in learning. Armed with high motivation, any obstacle will not become a significant obstacle.

In addition to the network problem, the students' proposals are that learning Arabic is more dialogue, given new vocabulary (mufradatI), and given practice questions. In addition, the students expressed many expectations regarding online learning of Arabic using premium Zoom. Among the student proposals are, for example, learning must be live, student activity should not be seen from the network alone, there are many dialogues, learning the basics of Arabic, free quota, use the dictation method, be given vocabulary (mufradatI) before the meeting, train TOAFL questions, learning should not be too long enough 30-60 minutes, and emphasized on Arabic Grammar consists of morphology and syntax (nahwu Sharaf). Some qualitative answers call the learning of Arabic sudah maximum, for example, "In my opinion, it is maximum, because every meeting is always clearly explained the material, but I like to be still confused about the meaning" of the Arabic language" (RDL interview, 2021). Another answer suggested "network constraints because sometimes intermittent during learning/video take place, and learning online with zoom is still not understandable in my personal opinion. After all, I think Arabic courses are quite difficult to learn, so that I really understand" (HSD Interview, 2021). Furthermore, the answer "Students who learn Arabic with Zoom are not only told to watch the YouTube video that you suggested but give them a light understanding and explanation so that students can understand because not all of the students come from Islamic boarding schools!" (AAS interview, 2021).

Student proposals are important to be concerned about so that then learning is more effective in the process. The learning outcomes are also comprehensive and optimal.

This study's findings align with research that focuses on the use of Zoom Arabic learning outcomes quite high [40]–[42]. With premium Zoom, learning can last as long as we like, not having to be cut for 40 minutes. Lecturers and students do not have to log in; every lesson lasts 40 minutes. Another advantage of learning is that it can be broadcast directly on social media such as YouTube and Facebook. This condition is important in an emergency but requires a maximum explanation from the lecturer. Alternatively, students want to ask questions, but the questions are HOTS-based and require reasoning.

DISCUSSION

Obstacles include weak signals due to rapid changes in learning methods and media, so they must adapt quickly. This abrupt transition to an online platform like Zoom has highlighted the need for a robust technology infrastructure and an effective strategy to address connectivity issues (Stenliden & Nissen, 2022). Ensuring a smooth adaptation process is essential to maintain the quality and continuity of learning amid these challenges (Hennig-Thurau et al., 2023).

Obstacles include weak signals because they need a quick solution, such as always being in the campus environment even though they are learning online or in places with good internet network conditions. Ensuring that students are in an environment with reliable network access is essential to minimize disruption and maintain the quality of Education (Adjierteh et al., 2024; Berkat et al., 2024; Ritonga et al., 2024; Theresiawati et al., 2023). This approach helps to address connectivity issues and supports a smoother and more effective online learning experience (Bahruddin et al., 2024; De Waard et al., 2022; Kryshtanovych et al., 2023; Mattos et al., 2023).

Students also lack familiarity with their friends, so sometimes they do not know them well because of the lack of face-to-face interaction; they rarely open videos during learning. The absence of visual engagement hinders the development of strong interpersonal relationships, which is essential for a supportive and cohesive learning environment (Crawford, 2023; Herreño-Contreras, 2023; Jones et al., 2023; Koderi et al., 2019; Selim & Abdalla, 2022; D. Shaalan, 2023; Stuckey et al., 2021).

Learning using premium Zoom is not to inhibit student interaction but so that they continue to interact conventionally. However, in some meetings, the Zoom meeting media is used. This approach balances traditional face-to-face interaction with the flexibility and accessibility of online learning, promoting consistent communication and collaboration among students (Listiqowati et al., 2022; Raes, 2022; Susanto et al., 2022; Teti et al., 2023). By integrating Zoom into multiple sessions, educators can enhance the learning experience without sacrificing the benefits of conventional interactions (Amor et al., 2023; Crawford, 2023; Stuckey et al., 2021; Susanto et al., 2022; Thiagraj et al., 2021).

The weakness of students' focus on learning is another problem with implementing Zoom-based learning because they feel isolated from their study group. Virtual environments can create a sense of detachment, which reduces student engagement and concentration (Sikweyiya et al., 2023; Zhang et al., 2022). This isolation can hinder collaborative learning and reduce the effectiveness of the overall educational experience, emphasizing the need for strategies to foster a sense of community and connection in online classrooms (Anaza et al., 2023; Fyhn & Nutti, 2023; Herreño-Contreras, 2023; Teti et al., 2023).

Students' focus during Zoom-based learning is often weakened because students often engage with other platforms or activities simultaneously. The multitasking environment of online learning can cause distractions, reducing students' ability to concentrate on Educational content (Jing et al., 2020; Nuriyyatiningrum et al., 2023; Syafei et al., 2024). This divided attention undermines the effectiveness of the learning experience and highlights the need for strategies to minimize distractions and increase engagement during virtual classes (Anaza et al., 2023; Fitriani et al., 2021; Nadire & Daniel, 2021).

For various reasons, many students choose not to turn on their videos during Zoom meetings. These reasons can include concerns about privacy, bandwidth limitations, or inconvenience while in front of the camera

(Jones et al., 2023; Selim & Abdalla, 2022; Stuckey et al., 2021; Treacy & Leavy, 2023). This reluctance to use video can hinder effective communication and interaction, as it limits visual engagement and reduces opportunities to build a sense of community in a virtual learning environment (Almanza-Arjona et al., 2022; Raes, 2022; D. Shaalan, 2023). Addressing these issues is essential to optimize the effectiveness of online education and foster a more interactive and connected classroom experience (Hanif et al., 2023; Herreño-Contreras, 2023).

There must be clear rules for implementing the learning system so students will be more disciplined. Setting and enforcing specific rules and expectations for participation, such as regular attendance, active engagement, and adherence to deadlines, can increase student commitment and responsibility in the learning process (El-Omari & Bataineh, 2018; Jing et al., 2020; Makruf & Barokah, 2023). By creating a structured framework, educators can foster a more organized and productive learning environment, promoting student consistency and accountability (Berkat et al., 2024; Crawford, 2023; Shah et al., 2024; Teti et al., 2023).

Often, lecturers feel that they are teaching creatures that do not exist because students are reluctant to give responses or comments during the implementation of lectures. This lack of engagement can create significant disconnections, making it difficult for educators to assess student understanding and adjust their teaching methods (Stenliden & Nissen, 2022; Teti et al., 2023). The absence of feedback during lectures hinders effective communication and interaction, thus affecting the overall quality of the learning experience (Berkat et al., 2024; Jones et al., 2023; Nuriyyatiningrum et al., 2023; Selim & Abdalla, 2022).

Ethics in premium Zoom-based Arabic language learning must be a common concern and commitment. Ensuring that all participants adhere to professionalism, respect, and academic integrity standards is essential for creating a productive and supportive learning environment. (Adjierteh et al., 2024; Fyhn & Nutti, 2023; Moore, 2016; Okoromah et al., 2022) These facts include maintaining punctuality, active participation, and respectful engagement, which collectively increases the effectiveness of online learning experiences and upholds the quality of education (Badru et al., 2023; Berkat et al., 2024; Nuriyyatiningrum et al., 2023; Okoromah et al., 2022; Ritonga et al., 2024).

CONCLUSION

Adopting Zoom meetings for deprecating education has proven to be a transformative approach, significantly improving student motivation and the effectiveness of the overall learning process. Creating a stable and high-quality internet connection becomes very basic, as it ensures that the premium Zoom meeting-based online classes run smoothly without any interruptions, thereby enhancing the learning experience. In addition, the active participation of students is essential; Students and lecturers are encouraged to keep their videos on and fully engaged interactively during sessions, which encourages a more connected and engaging learning environment. Maintaining adherence to ethical standards of face-to-face online learning—such as time discipline, respect, and professional behaviour—further contributes to an effective and productive learning atmosphere. This article underscores the effectiveness of using Zoom Premium for Arabic language teaching in hybrid learning, providing valuable insights into how the platform can facilitate a dynamic, interactive, and comprehensive learning and education experience. These findings highlight the role of premium Zoom meetings in bridging the gap between conventional and online learning environments, offering practical strategies for optimizing distance learning.

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