



UNIVERSITI
TEKNOLOGI
MARA

Cawangan Kedah
Kampus Sungai Petani

Faculty of Administrative
Science and Policy Studies

i-SPIKE 2021

Leading An Artificial Innovation In Knowledge, Education And Design

i-SPIKE 2021 INTERNATIONAL EXHIBITION & SYMPOSIUM E-PROCEEDINGS

<https://ispike2021.uitm.edu.my/>

e-ISBN 978-967-2948-20-9

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Copy Editors : Azni Syafena Andin Salamat, Syazliiyati Ibrahim, Asrol Hasan, Nor Zaini Zainal Abidin, Fatihah Norazami Abdullah, Chaleeda Som Sak, Nor Asni Syahriza Abu Hassan & Muhamad Khairul Anuar Zulkepli

Layout Editor : Asrol Hasan

Cover Design : Syahrini Shawalludin

Published by : Universiti Teknologi MARA Cawangan Kedah,
Kampus Merbok,
08400 Merbok,
Kedah,
Malaysia.

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ABSTRAK

Kajian ini memberi tumpuan kepada teknik pengajaran bahasa Arab semasa pelaksanaan Pembelajaran Jarak Jauh dalam Talian (ODL) di UiTM pada fasa Perintah Kawalan Pergerakan (PKP) kerana Pandemik Covid-19. Kajian ini dijalankan untuk mengenal pasti bagaimana teknik pengajaran dapat mempengaruhi motivasi pelajar. Sebanyak 341 pelajar yang mengambil kursus bahasa Arab tahap tiga (TAC501) dari semua kampus di UiTM merangkumi semenanjung, Sabah dan Sarawak mengambil bahagian dalam soal selidik ini. Kajian ini berbentuk deskriptif dan analitik yang menggunakan kaedah kuantitatif menggunakan analisis SPSS dan PLS-SEM untuk menganalisis hubungan antara motivasi pelajar dan teknik pengajaran. Hasil kajian menunjukkan bahawa, teknik pengajaran yang sesuai melalui teknologi dapat mempengaruhi pemahaman dan motivasi pelajar secara positif mengenai kandungan aktiviti pembelajaran yang telah diberikan oleh pensyarah mereka semasa sesi ODL. Hasil kajian memaparkan, pensyarah bahasa Arab di UiTM mahir membangunkan *quiz online* menerusi Kahoot dan Quizziz (0.9). Dapat disimpulkan bahawa semakin banyak pelajar menerima dan memahami bagaimana menggunakan teknologi, semakin mereka dapat memahami tentang isi pembelajaran semasa sesi ODL.

Kata kunci: Arabic language, Arabic teaching, teaching platform, Covid-19 Pandemic.

PENGENALAN

Konsep pembelajaran terbuka dan sistem pendidikan jarak jauh menjadikan sistem pendidikan lebih terbuka dan pelajar bebas dari kekangan masa dan tempat di samping menawarkan peluang pembelajaran yang fleksibel. ODL dilaporkan salah satu bidang pendidikan yang paling pesat berkembang sejak bertahun-tahun yang lalu, bahkan pada masa

kini, ia memberi impak besar pada semua kaedah dalam menyampaikan pengajaran (Bates, 1995; Bosch, 1997 dan Bradley & Yates, 2000).

Walau bagaimanapun implimentasi ODL sepenuhnya secara drastik merupakan cabaran besar bagi semua pensyarah di UiTM terutamanya pensyarah bahasa Arab dalam mengetengahkan strategi menerusi kaedah dan teknik pengajaran berkesan supaya pelajar dapat memahami dan menguasai kemahiran bahasa Arab sepertimana mereka belajar di dalam kuliah. Sehubungan itu, kebijaksanaan pensyarah dalam menangani isu ini wajar diambil perhatian.

PERNYATAAN MASALAH

Pelbagai platform pengajaran dalam talian semakin bertambah dari semasa ke semasa. Namun, pemilihan platform sesuai untuk diimplimentasikan agar sesuai dengan konsep bahasa Arab amat wajar diperhalusi. Mohd Jasmy et. al (2020) berpandangan, aplikasi WhatsApp dan Telegram harus disorot dan disyorkan kerana penggunaan data mereka yang rendah, gambar dan video yang boleh dimuat turun serta fungsi rakaman suara. Malah, kedua-dua aplikasi ini mesra pengguna, mudah diakses, sesuai untuk pelajar yang tinggal di luar bandar kawasan dan mempunyai sambungan internet yang lemah dan juga sesuai dengan proses pengajaran yang ingin disampaikan.

William (2018) menjelaskan, penggunaan Kahoot, Quizziz dan Pawtoon sebagai platform pembelajaran dalam talian adalah tindakan tepat kepada pensyarah bahasa di samping membangunkan video mudah kerana pelajar dapat mengakses berulang kali pada bila-bila masa dan tidak terhad pada waktu pengajaran dan pembelajaran. Malah, Willian & Chew (2020) menambah, Google Classroom, Facebook dan Youtube menjadi platform yang diminati pensyarah dan pelajar semasa pendidikan fasa pandemik Covid-19. Buktinya, sebanyak 80% pengguna melayari video-video pendidikan dan memuat naik aktiviti-aktiviti pengajaran mahupun pembelajaran mereka menerusi platform ini.

OBJEKTIF

1. Untuk mengenal pasti indikator-indikator pengajaran bahasa Arab sepanjang sesi ODL
2. Untuk mengkaji platform terbaik yang digunakan oleh pensyarah bahasa Arab di UiTM semasa ODL

KEASLIAN

Indicator ini dibangunkan setelah semua institusi di Malaysia bertindak meneruskan pengajian ODL semasa fasa pandemic Covid-19. Setelah setahun berlalu, pensyarah bahasa Arab di UiTM semakin mahir menggunakan ICT sepenuhnya untuk menyampaikan pengajaran mereka dengan lebih kreatif. Buktinya, sebanyak 10 item soal selidik telah dibina untuk mengenal pasti penggunaan teknologi dalam kalangan pensyarah bahasa Arab dan outer loading setiap item menunjukkan 0.6 dan ke atas.

Jadual 1. Indikator Platform Pengajaran Bahasa Arab di UiTM semasa ODL

No.	Indicators	Outer Loading
1	Pensyarah memberikan tugas bahasa Arab melalui platform Ufuture	0.763
2	Pensyarah menggunakan sistem pengurusan pembelajaran selain UiTM seperti Google Classroom	0.732
3	Pensyarah menggalakkan pelajar menjawab kuiz bahasa Arab online melalui Kahoot dan quizziz	0.90
4	Pensyarah membangunkan video pengajaran melalui screencast o matic atau pawtoon	0.887
5	Pensyarah menggunakan ' <i>live</i> ' <i>meeting technology</i> seperti Google Meet, Zoom atau Cisco Webex	0.885
6	Pensyarah menggalakkan pelajar menonton cartoon/filem/drama berbahasa Arab untuk mengasah kemahiran bahasa arab	0.848
7	Pensyarah menggalakkan pelajar mempamerkan kemahiran bertutur melalui Facebook dan Youtube	0.727
8	Pensyarah Bahasa Arab menyampaikan dialog menerusi augmented reality	0.5
9	Pensyarah selalu berkongsi konsep penting bahasa Arab secara visual (seperti infografik, carta dan graf, pembentangan, peta minda, anotasi dan video)	0.844
10	Secara keseluruhannya, minat saya dalam pembelajaran bahasa arab semakin bertambah setelah pensyarah menggunakan teknologi dalam pengajaran	0.857

Menerusi jadual 1 di atas, majoriti pensyarah bahasa Arab di UiTM membangunkan quiz online menerusi Kahoot dan Quizziz berada pada tahap paling tinggi iaitu 0.9 diikuti dengan membangunkan video pengajaran mudah menerusi Screencast-o-matic atau Pawtoon (0.887) dan penggunaan '*live meeting technology*' seperti Google Meet Google Meet, Zoom atau Cisco Webex (0.885). Bukan itu sahaja, pensyarah turut menggalakkan pelajar bahasa Arab menonton animasi karton, drama atau filem pendek berbahasa Arab untuk meningkatkan kefahaman dan kemahiran berbahasa mereka. Dalam masa sama, pensyarah selalu berkongsi info-info penting secara visual seperti infografik, carta dan graf, slide pembentangan, peta minda anotasi mahupun video-video pengajaran dari universiti lain yang seri dengan modul bahasa Arab di UiTM.

Selepas pensyarah bersungguh-sungguh menggunakan apa jua kaedah pengajaran untuk memberi kefahaman kepada pelajar, mereka akan memberikan tugas menerusi platform Ufuture ataupun Google Classroom. Tugas-tugas ini bukan terhenti setakat ini sahaja, malah pensyarah turut menggalakkan pelajar memuat naik video kemahiran bertutur mereka di media sosial seperti Facebook dan Yotube. Pemilihan kedua-dua platform ini bertujuan untuk menyingkirkan perasaan malu dan segan pelajar dengan mencungkil bakat pelajar agar mereka sentiasa terkehadapan di samping membuktikan kepada institusi lain bahawa pelajar bahasa Arab di UiTM mahir berkomunikasi bahasa dalam bahasa ini.

Walaupun pensyarah bahasa Arab kurang mahir menggunakan aplikasi pembelajaran terimbuh (augmented reality) dalam menyampaikan dialog, kajian ini melihat pensyarah telah mengukir kejayaan cemerlang dalam penggunaan platform-platform lain. Buktinya, dalam masa tiga semester ODL ini, banyak inovasi yang telah dibuat sehinggakan minat pelajar dalam pembelajaran bahasa arab semakin bertambah setelah pensyarah menggunakan teknologi dalam pengajaran iaitu 0.857.

KELEBIHAN

Indikator ini ternyata berjaya diimplimentasikan oleh pensyarah bahasa Arab di UiTM. Sehubungan itu, pensyarah-pensyarah di institusi seluruh Malaysia juga boleh diimplimentasikan kepada pensyarah-pensyarah lain dari semua university dan tidak terhad kepada pensyarah bahasa Arab di UiTM.

PENGHARGAAN

Penyelidik ingin mengucapkan jutaan terima kasih kepada Akademi Pengajian Bahasa, UiTM Melaka dan Fakulti Pengajian Islam, UKM kerana memberikan sepenuh kepercayaan kepada kumpulan kami dalam menjalankan kajian ini. Penyelidik juga ingin mengucapkan setinggi-tinggi penghargaan kepada sesiapa sahaja yang terlibat secara langsung atau tidak langsung dalam kajian ini dan menjadikan kami lebih bermotivasi menyelesaikan kajian ini dengan jayanya.

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