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The Use of Teaching Media in Arabic Language Teaching During Covid-19 Pandemic

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Abstract

The characteristic of Arabic Language which is unique and different compared to other foreign languages, has become certain issue for academic society, especially with this actual condition of COVID-19, it gives impact to both teachers and students. In university level, more specifically, in order to maintain teaching – learning process to be held, various kind of media are used to support the teaching and learning activities. This research aims for exploring and describing Arabic language teaching – learning online activities in IAIN Palangka Raya using qualitative method and case study. Data collecting methods used in this research are observations, interview and documentation. Research result shows that Arabic language teaching – learning online activities in IAIN Palangka Raya adopting online technology with platforms which based on social media and e-learning application. Those platforms are categorized into three: 1) WhatsApp Group, used for intensive communications between teacher and students related to teaching – learning activities; 2) Google Classroom, used for collecting assignments; and 3) Zoom Cloud Meeting, used for audio-visual media for learning topics which need significant explanation. These medias are used after consideration on ease of accessibility, hardware compatibility, communication features, process and cost needed to use them. The findings of this research describe that Arabic language teaching – learning online activities in IAIN Palangka Raya collaborate those three

aforementioned applications so that creativity, innovation and motivation are growing even during Covid-19 pandemic situation.

Keywords: arabic language teaching, covid-19, teaching media

A. Introduction

Covid-19 pandemic is a health crisis which has been infecting millions of people in more than 200 countries around the world and has been causing a lot of deaths (Shereen et al, 2020). This disease which caused by Severe Acute Respiratory Syndrome Coronavirus 2 or SARS-Cov-2 first happened in the city of Wuhan, Hubei Province, China (Cluver et al, 2020). World Health Organization (WHO) has established Covid-19 as global pandemic (Fauzi et al, 2020). Covid-19 pandemic has been giving impact on life aspects, including education. In this situation, the role and position of education is extremely crucial (Bakhtiar, 2016). There are many countries decided to shut down their schools and university for any regular teaching-learning activities (Contreras, 2020). Education has become one of any aspect which is lethally affected by Covid-10 pandemic. This pandemic happens in fast pace and affecting grand scale of area. In order to control the spreading of Covid-19, where students and teachers are also considered as carrier and asymptomatic patients, almost all countries are reducing or even prohibiting activities in any educational institutes.

According to ABC News report on March 7th, 2020, schools are closed in more than tens of countries due to Covid-1 pandemic. And based on data of United Nations Educational, Scientific and Cultural Organization (UNESCO) there are 39 countries which deliberately close their schools with the number of potentially infected students are reaching to 421.388.462 children, and 86.034.287 university students. Nowadays in Indonesia, many universities and schools have been implementing the policy to use online method for remote teaching and learning activities. And either Indonesia or global, the governments have established that 2020 National Exam (UN) in 2020 is officially cancelled in all levels of education. The whole stage of education from Elementary School to the university whether they belong to Ministry of Education and Culture Republic of Indonesia or Ministry of Religious Affairs Republic of Indonesia, all of these institutes are affected greatly. Until April 2020, more than 400 million of students are directed to learn at home. School administration staff, teachers and students are struggling to adapt themselves to new environment of online learning (Stacey et al, 2004). The government also provide policy to dismiss all educational institutes. As one of the action taken to prevent further spreading of Covid-19.

Thus, the impact of the termination of educational institute and transforming the activities into online is the changing of conventional educational system into remote

education (Arora & Srinivasan, 2020). Educational beholder, educational human resources, teachers and students have to migrate into online or digital teaching – learning system, or also known as e-learning (Wahyono et al, 2020) and also known as online networking learning. The implementation of information technology is a great help in supporting online teaching – learning process which caused by the situation of Covid-19. The development of technology is able to connect students and teachers through e-learning. Therefore, teaching-learning process has changed. Despite of using the technology, teachers' creativity in maintaining remote class is also critical. Facilities and infrastructure become the indicator of success (Ilmiani, Ahmadi, et al., 2020; Ilmiani, Hamidah, et al., 2020). The change of educational system happens inevitably in almost all educational institutes, start from the lowest to the highest level of it.

According to Milman, quoted by Firman & Rahayu (2020), the implementation of digital technology enables students and teachers to be in different places while doing teaching – learning activities. Several actions are taken to ensure that teaching – learning activities to be held continuously without requiring face-to-face situation. Technology, or more specifically internet, smartphone and laptop are now vastly used to support remote learning. One of the biggest telecommunication providers in Indonesia has recorded the growth of broadband stream for 16% during Covid-19 crisis and this growth is contributed by the increased usage of platform for remote learning (Shereen et al., 2020). One of the alternatives of remote learning in Covid-19 is online learning (Moore et al., 2011). According to Moore, online learning is a teaching – learning activity which uses internet network with accessibility, connectivity, flexibility and ability to bring various teaching – learning interaction. A research has been conducted by Zhang shows that internet and multimedia technology are able to reform the method to deliver the knowledge and also considerable as a teaching – learning alternatives that applicable in conventional class (Takao, 2020). In the application, online teaching – learning requires mobile hardware support such as smartphone, tablet and laptop which provide access to information anywhere and anytime (Gikas & Grant, 2013). For developed countries, online teaching – learning would not be a problem. Problems will occur in many educational institutes that not familiar using multimedia technology.

Especially in university, many actions are taken in order to maintain teaching – learning process, many medias are used to support online teaching – learning activities (Duong et al., 2020). For the sake of time efficiency, social media also being used as teaching media. Virtual learning used are Zoom application or making virtual classes using Google Classroom service, and instant messaging application such as WhatsApp (Praherdhiono et al., 2020). However, there are considerations on determining which media to be used for this remote learning, depends on the obstacles whether from teachers' or students' party.

As mentioned by Putra in his article, education in Indonesia has been facing problems and obstacles to conduct e-learning such as cost, learning motivation, feedback service, and teachers' lack of experience on online learning (Putra, 2020.). Besides, geographical factor such as remote area where internet is not available and the shortage of

hardware possessions have become certain issues to apply online learning (Handayani, 2020). Many people believe that teachers' responsibility while implementing remote learning has is less than conventional teaching learning activities (Yulianto et al., 2020), while in fact online learning has its own challenge which is quite complicated such as how to build effective interaction which compatible with current teaching media to keep students engaged (Azzahra, 2020).

When it comes to obstacles that students face during online learning process, and it happens to most of IAIN Palangkma Raya students living in remote area of Central Kalimantan Province. The condition of server and signal strength in some areas are not stable. Besides, economy factor related to purchasing internet quota is another problem. These problems has definitely become crucial factor in determining how to participate in teaching – learning activities which require stable signal strength and sufficient internet quota. Hence, the fastest solution for these problems in order to keep teaching –learning activities to be optimal is by considering media that will be available and reachable to all parties and with minimum troubleshooting.

Realizing this problem, Arabic Language Education teachers' consortium in IAIN Palangka Raya, take action and decision with their students to optimize teaching media usage as navigation and direction to produce new Arabic language teaching – learning system in Arabic Language Education Department in IAIN Palangka Raya during Covid-19 pandemic, by considering the obstacles that potentially happen to students in their home learning process, so that learning materials would be delivered to all students.

In Circular Letter Number 657/03/2020 About Preventive Actions on Covid-19 (Corona) Spreading in Islamic University environment, the leaders of PTKI has been doing redirecting from face-to-face class into remote learning started from March 16-29th 2020 and to be reviewed. Because of the number of infected people in Indonesia still has not been reduced, then Circular Letter 697/03/2020 About Update On Circular Letter Published by Director General of Islamic Education Number 657/03/2020 About Preventive Actions On Covid-19 (Corona) Spreading in Islamic University either in state university or private, all the educational activities are to be held online (Kemenag, 2020). As the follow up action to that circular letter, IAIN Palangka Raya published teaching – learning direction for teachers, educational staff and students in IAIN Palangka Raya. In that manual, it was mentioned that one of obligatory activity for teachers to do is to deliver the lesson using various media and considering the effectivity of used media, besides, the learning sessions should be done in at least 5 times of virtual face-to-face class within 30 minutes duration. Adopting the online learning manual provided by the Principal of IAIN Palangka Raya, Arabic Language Education Teachers' Consortium make a new standardized teaching – learning system for teachers and students in Arabic Language Education Department in IAIN Palangka Raya so that the teaching – learning process are structured and there will not be significant difference among the online class.

The academic protocol formulated by Arabic language education teachers' consortium in IAIN Palangka Raya are as follow: 1) Class will be held using Online Teaching

– Learning System (OTS) 2). OTS will be done using Zoom application, Google Classroom and WhatsApp Group to avoid any direct physical contact between teachers to students or students to peer students 3) OTS is applied by giving personal or structured assignments to students and informing them through online 4) Personal assignments are making paper, slideshow, design, memorization, or quiz related to the lesson, and if possible they will be related to Covid-19 and potentially analyzed in many perspectives 5) Teaching methods used are seminar, discussion, questions and answer or any other method and will be held online 6) Assignment deadline is mandatory, based on the principles of simplicity, effectivity, and efficiency and in moderation 7) Students' attendance in OTS is based on Students and Academic Information System or by reviewing the collected assignments online or by giving affirmation as other consideration due to certain situation 8) One assignment is equivalent to several times of meeting, depends on the lesson 9) Evaluation to learning process using OTS will be based on assessing the activeness in discussion, building arguments, the flow of thinking in paper, the delivered message through slideshow, etc. For subject which still has not have WhatsApp Group, is required to report immediately to the class coordinator for making WhatsApp Group as communication media (IAIN Palangka Raya, 2020).

Thus, the aim of this research is to explore the process of Arabic Language teaching –learning in Arabic Language Education Department in IAIN Palangka Raya. Teaching – learning activities collaborate three media, WhatsApp Group, Google Classroom and Zoom Cloud Meeting as alternatives. This media collaboration means to be the model of online teaching - learning media and to minimize the obstacles found by teachers and students in online learning.

B. Literature Review

Many former researchers about online learning in university, such as Jamaluddin research, mentioned that there are more than six teaching method used during the pandemic and mostly (60%) using Google Classroom. More than 60% respondents are already familiar to do online learning and around 50% state that online learning provides ease of teaching and educating in this certain situation (Jamaluddin et al, 2020). As an application, Google Classroom also has weakness like other several applications such as Zoom, Google Meet, and the likes of them.

Google Classroom is a study platform for educational purpose which will help teachers to make, share, and categorize paperless assignments (Wicaksono & Rachmadyanti, 2017). Google Classroom is an internet-based service provided by Google as an e-learning system. This service is designed to help teachers to make and share paperless assignments to students. Google Classroom has feature to produce automatic copies from assignments submitted by students. Teachers can review every collected assignment in a preset virtual class. Benefits of Google Classroom are; a) easy to prepare, teachers can invite students directly or sharing the code to join b) saving time, the simple method of collecting paperless assignment enable teachers to publish, review, and scoring the assignments in no time, all in one place c) well-organized, students can check all the

assignments on assignment tab and all the lesson are automatically store in Google Drive folder d) engaging the communication, the class enables the teacher to send announcement or start a discussion in real time e) affordable and safe, Google Classroom does not contain advertisement, totally free (Astini, 2020). Google Classroom is designed for teachers, students, guardian and administrator. Teachers can use the feature to make and control the class, assignments, score and also submit real time suggestions. Students can interact and follow the lesson and assignments, they can also share and interact inside the class or by email, they can submit the assignments directly and get scored live. This part covers information of incomplete assignments, upcoming assignments and class activities.

In his research, Tabiin also mentioned the benefit of using Google Classroom is it enables teachers to publish, share, and categorize every paperless assignment (Tabiin, 2020). This activity makes teaching – learning activities to be more effective, moreover the teacher and students can interact in the online class anytime and students can also send the assignments remotely (Wicaksono & Rachmadyanti, 2017). According to Astini, aspect that make Google Classroom to be one of the favorites is the feature of it which generates copies of assignments submitted by students, automatically. Teachers can also review every submitted assignment inside the preset virtual class (Astini, 2020). These features make this application to be one of most used for teaching – learning purpose.

Beside of Google Classroom, video conference application is an alternative so that the communication keeps running and the teaching – learning process is optimally conducted (Kusuma et al, 2020). Teaching media such as video conference that is generally used is Zoom application, according to Brahma's research result (Brahma, 2020), the usage of Zoom is one of alternative teaching media which can fulfill the needs of teachers and students to interact in both audio and visual way in an easy way. Since Covid-19 started spreading, the number of Zoom users grew rapidly until 80% compared to the previous average. According to Brahma (2020), Zoom's usage in online learning makes the teaching – learning activity to be more effective. This happens because Zoom provides conference video which is available for all participants; teachers and students. Moreover, video recordings are secured and it has chatting features so if there is any participant experience trouble in video conference, they can talk via chatting. In Zoom application there is also a feature of scheduling upcoming meeting. Students can receive the lesson by email, study them in advance and then discuss the topic in the next video conference (Yulianto et al, 2020). Because of its many features, Zoom has become online alternative media which is widely used for educational purpose. In the other hand, this application is time limited, unless for premium user (payment required). This aspect also becomes an important consideration for the user.

WhatsApp application, one of most popular communication media nowadays, has turned into practical teaching media and easy to use every time and everywhere (Baishya & Maheshwari, 2020). WhatsApp also has feature such as WhatsApp Web for PC user, and this feature helps users to share file with certain format and it can synchronize with the

smartphone and PC of the users. This can be used by teachers to share lessons and to collect students' assignments in WhatsApp group (Anwar & Riadi, 2017). Using tutorial video like in a research conducted by Batubara & Batubara (2020) also can be considered as teaching media, mentioned in his research that using tutorial video as teaching media earn response with score 4,09 which means very good. This response-based score is as follows: relative benefit 4.29 (very good), compatibility with score 4.20 (good), complexity with score 3.83 (good), trial aspects with score 3.84 (good), and complexity with score 4.28 (very good).

From aforementioned data, explaining that during this Covid-19 pandemic, teaching – learning situation has changed drastically in a short time. This situation has also affected significantly to teaching design which enables to move forward by using teaching technology. And as the growing of teaching media platforms, it requires teachers to be more creative, and to perceive any development to maximize any media to be used in online learning. It has been known that the key of effectivity in online learning is, first: how a teacher keeps being creative to deliver the online lesson in a fun way and students can understand easily, so that the students do not get bored and they stay productive learning from home (Nasir et al., 2020). Many online learning which use various methods, strategies, and media have proved to be effective and the teaching – learning process has been running well. A survey conducted by Hikmah, in her article mentioned that online learning using Zoom application and WhatsApp is quite effective for theoretical subjects (Hikmat et al., 2020). Using WhatsApp for educational purposes is also considered as effective and it has positive impact to combine it with other methods or strategies in online learning (Darmalaksana et al., 2020). Another application which is widely used for online learning is Google Classroom which is considered as effective because of it can be used anytime and anywhere, easy to use, and can improve the result of learning (Lestari, 2020). Result taken in Hasanah's research (Hasanah et al., 2020) also shows that online learning activity in Covid-19 pandemic for the policy of learning at home is "fairly good." Variety of online media which before is considered as never been used before, makes students to be more adaptable to technology and media mastering.

So far, the most used media for online learning is WhatsApp and Google Classroom (Hasanah et al., 2020). Yulianto also said that online learning is adapting the concept of *Community of Inquiry* compared to conventional teaching – learning activities, (Hasanah et al., 2020) and it indicates that students feel the social presence of teachers is stronger in online learning rather than in regular teaching – learning activities (Anhusadar, 2020). The existence of social media and the strong presence of teachers are considered to be indicator of quality for online learning and it is crucial for the success and students' retention (Yulianto et al., 2020), this is because a short online discussion is way more understandable and comfortable for students rather than talking in online conversation (Aswasulasikin, 2020). Many opinions on using the three of aforementioned applications as an effective media for teaching and it emphasizes that the pros and cons of each applications can be minimized by collaborating them.

From many former researches, known that the researchers have analyzed the effectivity and the ease of usage various application and social media-based teaching media. Some of the conducted survey on using teaching media, some of them mentioned that one of the teaching media is better and more effective than the others, some also describe that teaching – learning process is focused on one teaching media. However, it has not been found that in teaching – learning process of Arabic language in university that collaborate three of social media and application-based teaching media in one session of teaching – learning activity. Among many media used in teaching Arabic language, Arabic Language Education Department in IAIN Palangka Raya published manual to teachers and students to use three applications; WhatsApp Group, Google Classroom and Zoom Cloud Meeting. Hence, this research aims for investigate more intensively on online learning process using the collaboration of aforementioned three media; WhatsApp Group, Google Classroom and Zoom Cloud Meeting.

C. Research Methodology

This research is a qualitative descriptive research. The qualitative descriptive research aims for obtaining information or description which covers three social aspects namely place, person, and activity that synergically interacting to one another. Object of this research is the collaboration of three teaching media used by PBA teachers in Arabic Language Education Department in IAIN Palangka Raya during Covid-19 pandemic. Subject of this research is all the teachers in Language Education Department in IAIN Palangka Raya. The informants are students in Language Education Department in IAIN Palangka Raya. The purpose of this research is to investigate about Arabic language teaching – learning process by exploring teaching media used by the teachers.

Data collecting technique used in this research are observation, interview and documentation. The observation is done in two months, consisted of start-up observation and observation at the time of teaching – learning activities. There are some parties that the researcher interview with, they are the teachers in Language Education Department in IAIN Palangka Raya as the subject, and colleagues of the teachers as informant. Documentation taken by the researcher is photos, lesson and interactive multimedia used in the teaching – learning activities. After the data collected, the researcher analyzes and validates the data using triangulation method. This analyzed data then becomes the result of research.

D. Findings

Based on the data that researcher has collected through observation, process and documentation on Arabic language teaching learning process during Covid-19 pandemic in Language Education Department in IAIN Palangka Raya, it can be categorized that the using of teaching media; WhatsApp Group, Google Classroom and Zoom Cloud Meeting based on the implementation as follows: *First*, WhatsApp Group is used for real time communication between teachers and students. The using of WhatsApp Group is

considered as the easiest application and most familiar because almost everyone has this application. In teaching – learning activities, WhatsApp Group is always being used in the start of the meeting, to confirm the schedule or the system which is going to be used. WhatsApp group also being used to share opinions before the discussion starts. The teachers often send files such as e-book, slideshow or lesson through feature to share documents via WhatsApp. Based on the researcher's observation and interview, there are the step of Arabic language teaching – learning process using WhatsApp in Arabic Language Education Department in IAIN Palangka Raya during Covid-19 pandemic: 1) Teachers explain the lesson using slideshow and reference that will be used one day before, 2) Students submit attendance report using SIMAK portal 30 minutes before the class starts until 15 minutes after the class starts 3) Teachers send voice note containing the explanation on current topic 4) Question and answer session conducted by giving opportunities to students to ask questions and will be responded by other students 5) Students are allowed to share the link used as the source of information 6) Teacher is active as moderator and giving lead on how the discussion takes place while giving appreciation using *emoticon* feature in WhatsApp 7) Teaching – learning activities are conducted based on the same schedule as conventional class 8) Discussion is still available even after the class ended.

Second, Google Classroom is used for assignments collecting management, and to share learning material. This application is considered as to be the most suitable to manage the students' assignment collecting, because the time of submitting assignments is customizable, so it helps teachers to control, review, and discipline the students so they would not be late to submit the assignments. In teaching – learning activities, Google Classroom takes role as the keeper of learning material, paper and other resources that teachers and students use. Integrated storage of this application and Google Drive is really helpful for both parties. The teachers also use Google Classroom to make quiz, and essay as assignment or teaching – learning evaluation. Based on the researcher's observation and interview, these are the step Arabic language teaching – learning process using Google Classroom in Arabic Language Education Department in IAIN Palangka Raya during Covid-19 pandemic: 1) Teachers share the code to students to join into online class in Google Classroom; 2) Teachers give quiz, test or essay that the submittance schedule has been automatically set up 3) Students submit assignments 4) Teachers receive email notifications related to students assignments submittance 5) Teachers review the assignments using available features 6) Teachers give score 7) Students receive notifications containing the score.

Third, Zoom Cloud Meeting used in online learning as audio-visual platform for interest of delivering lesson, discussion and question and answer session. Zoom Cloud Meeting application facilitates teachers and students to have communication face-to-face to do real time conversation, so that the teachers are able to ensure that students listen to their explanation attentively and able to give response by giving comments or questions. In teaching – learning activities, Zoom Cloud Meeting minimizes the miscommunication between teachers and students regarding to subject explanation. Conversation that

happens in video conference also more effective because the discussion will be held short but meaningful, without wasting any time. Based on the researcher's observation and interview, the steps in teaching – learning process of Arabic language using Zoom Cloud Meeting in Arabic Language Education Department in IAIN Palangka Raya during Covid-19 pandemic: 1) Teachers explain the lesson using slideshow and reference that has been sent one day before 2) Students submit attendance report using SIMAK portal 30 minutes before the class starts until 15 minutes after the class starts 3) Students in group present the lesson 4) Teachers respond by giving additional information 5) Question and answer session conducted by giving opportunities to students to ask questions and will be responded by other students 6) Teacher is active as moderator and giving lead on the discussion and giving appreciation 7) Teaching – learning activities are conducted based on the same schedule as conventional class.

Using media such as WhatsApp group, Google Classroom and Zoom Cloud Meeting viewed in time aspects is as follows: 1) Teachers can use these three teaching media in one meeting, and these media used according to their functions, such as in order to communicate, to determine the schedule, to confirm students' readiness, teacher use WhatsApp Group, and then continue by using Zoom Cloud Meeting when teacher starts to explain the lesson, doing real-time question and answer session or giving instruction related to assignments, the last, teacher used Google Classroom for assignments collecting system, whether it's paper, resume, article, test, and also midterm test and final test. 2) Teachers can also use only two teaching media in an online class, namely WhatsApp group and Google Classroom, this could be happened because of some factors: a) if the teaching – learning activities does not require urgency of having audio-visual meeting, and explanation could be done using voice note feature b) if the teaching – learning activity is limited because of signal strength issue or insufficient internet quota.

E. Discussion

From the research, it is known that there are three teaching media used during online class at Arabic Language Education in IAIN Palangka Raya, they are WhatsApp group, Google Classroom and Zoom Cloud Meeting. According to the manual published by the principal, mentioned that online learning collaborates these three teaching media. With minimal term of doing 5 times face-to-face video conference within 30 minutes duration. This is because of the consideration so that online learning conducted optimally without demanding students too much on signal strength or internet quota.

Choosing of teaching media; WhatsApp Group, Google Classroom and Zoom Cloud Meeting is because students in Arabic Language Education Department in IAIN Palangka Raya has tendency to choose these application based on some reasons: *First*, WhatsApp Group application is accessible to all students using internet and it is still accessible even at the location with limited access of internet. Mentioned by Zulkarnain that WhatsApp Group is one of teaching media that students are into (Zulkarnain et al, 2020), because it is easy to use and almost everyone with smartphone have it installed. Therefore, the

teaching – learning activities can be done as simply as interacting to each other. Students can give their opinions, comments, or questions without feeling shame or uneasy (Duong et al, 2020).

Second, Google Classroom is an application that facilitates teachers in assignments system, to be more organized. Available features in this application really help teachers to be easier in making assignments, scoring and storing the assignments data and it is all paperless, therefore most of the teachers in Arabic Language Education Department in IAIN Palangka Raya use this application after considering the benefit and the effectivity of this application. Google Classroom is designed for teachers, students, guardians and educational administrator. Teachers can use the facilities to manage the class, assignments, score and giving real-time feedback (Luh Sri Damayanti, 2020). The students can follow the lesson, sharing the learning material via email, submitting their assignments and receive feedback and score in real-time (Tabiin, 2020; Wicaksno & Rachmadyanti, 2017). Teachers will also get the summary regarding to undone assignments and other class activities.

Third, Zoom Cloud Meeting, is a virtual conference application needed for explaining the lesson in audio-visual way, so there will be interaction between teachers and students. Because not all the lesson in Arabic language can be understood by just reading the shared material, sometimes the class conducted in virtual face-to-face session. Furthermore, in Zoom Cloud Meeting application there is a feature named *breakot rooms* which enables the teachers to make groups like in conventional class. According to (Nasir et al, 2020) by using online group approach, will be potential to unite the students with same interest, talent, and characteristics and building the closeness.

Teachers' consortium in Arabic Language Education Department in IAIN Palangka Raya established three teaching media used, WhatsApp Group, Google Classroom, and Zoom Cloud Meeting which can be used continuously or in orderly according to consideration if effectivity, time issue, internet quota sufficiency and the stability of internet provider's signal strength of Arabic Language Education Department in IAIN Palangka Raya's students while they are learning from home.

Below are the considerations to choose the teaching media based on category: a) Accessibility; media accessibility becomes crucial factor which determines if the user will use the media or not. Wibowo and Rahmayanti stated that an e-learning media should have ease of accessibility. The easier it is to access, the more user get engaged to use it (Wibowo & Rahmayanti, 2020). b) Hardware compatibility; Teaching – learning activities involve various media, audio, visual, even audiovisual. Due to this, it is important for teachers to consider the ease of teaching media uploading. According to Agustina (2013) e-learning platform such as Google Classroom and Zoom Cloud Meeting which are compatible to various media will be used by many people. c) Available communication features; Available communication features in an e-learning platform also becomes on of the considered factor for teachers in choosing e-learning media. Because of that, no wonder Arabic Language Education Department in IAIN Palangka Raya use various e-learning media; WhatsApp Group, Google Classroom and Zoom Cloud Meeting, where in

the choosing process it is based on type of communications needed in teaching – learning activities (Chandrawati, 2010). d) Process and Scoring; scoring cannot be separated from teaching – learning process. There are kinds of scoring used in teaching – learning process that is customized to what achievement or goals that will be scored (Gunawan et al, 2020). Arabic language teaching in Arabic Language Education Department in IAIN Palangka Raya, using teaching media such as Google Classroom which is considered to be able to accommodate the needs of teachers and students in processing and scoring assignments. e) Cost; some e-learning platforms required the users to pay certain price or subscription so they will be able to enjoy more features available (Novandini & Luta, 2018). After reviewing teaching media that used in Arabic Language Education Department in IAIN Palangka Raya, teachers and students tend to choose e-learning with free access, such as Google Classroom, Zoom, and WhatsApp.

F. Conclusion

All the educational institutes including university implement the government policy to learn from home as action to prevent spreading of Covid-19, but also to keep students to be in a constructive activity through online learning. Many teaching media are being used in online class to optimize the class activities. Teachers' consortium in Arabic Language Education Department in IAIN Palangka Raya has chosen three teaching media used during the teaching – learning process in Arabic Language Education Department in IAIN Palangka Raya, they are: a) WhatsApp Group: used to intensive communication related to teaching – learning activities b) Google Classroom: for assignments submittance system and c) Zoom cloud Meeting, a platform to virtually face-to-face for certain lesson which needs further significant explanation. These three media are chosen and established based on careful consideration of accessibility, hardware compatibility, available communication features, process and scoring and cost needed.

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