# A Study of Synchronous and Asynchronous E-Learning: Arabic Distance Learning During The Covid-19 Pandemic

**Abstract**

**Purpose** - This study focuses on online Arabic learning through synchronous and asynchronous e-learning models. Meanwhile, the aim of this study are; 1) describing the implementation of synchronous and asynchronous e-learning in higher education, 2) investigating its advantages and disadvantages, 3) offering solutions in learning Arabic through e-learning.

**Design/methodology/approach** - This is descriptive qualitative research that applies an observation method, interview, and documentation to collect the data. Afterwards, the identity method is used to investigate the data. Then, triangulation is applied for validity check.

**Findings** - The result shows that synchronous e-learning is the most widely applied in Arabic distance learning, for IPIREL UMY (75 %) and IPIEF UMY (62%). On the contrary, Arabic learning (IBA) at UINSA tends to apply asynchronous-learning (100%).

**Originality/value** - It is important for lecturer to prepare the best method and media for distance learning. By understanding what students need, a lecturer may determine how important for students to learn Arabic through synchronous or asynchronous e-learning.

**Paper type** – Research paper

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## Introduction

The covid-19 pandemic has been a global public health disaster since early 2020. It is not only having an impact on public health disruption but also in many fields. Education is one of an important area that is forced to create a big change in the system due to this situation. The government has issued a decision that there is no learning in the classroom while this pandemic is not over yet (Syah 2020). In Indonesia, it is applied in regions such as ‘black zone’, red zone, orange zone, and yellow zone area. Therefore, it is important to keep in mind that...
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social distancing is one of the ways that can be applied to reduce virus spreading. Hence, distance learning is highly recommended to be applied in each level of education, particularly in this pandemic (Wicaksana 2020).

Basically, the term of distance learning refers to online learning or e-learning (Wicaksana 2020). By e-learning, students can still learn and access the materials every time and everywhere, because a pandemic is not supposed to stop the students' enthusiasm for learning. There are many tools can be chosen either for online teaching or online learning, such as e-mail, whatsapp, instagram, google classroom, google meet, zoom meetings, microsoft teams, youtube, and others. The lecturer may send materials in some various formats or videos. The lecturer can also make a learning game by Kahoot! Or make a quiz by Edmodo, for instance. In this case, both lecturer and students are encouraged to be more active in utilizing technology.

Some of the advantages of e-learning are flexible, and it is easier to access, it motivates students to interact with others, cost-effective because it is no need for students to travel. Otherwise, it has some disadvantages, and it makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation. It may also probably be misled to piracy and plagiarism, predisposed by inadequate selection skills, as well as the ease of copy and paste (Arkorful and Abaidoo 2015). In addition, internet access plays an important role in this learning model. The better the signal network, the better communication between lecturer and students, can be made.

The type of e-learning can be classified as synchronous and asynchronous (Indarti et al. 2015). The most common form of synchronous communication is face-to-face discourse. However, when the distance is being considered, synchronous communication is still possible with the intervention of technology or other tools. On the other hand, asynchronous
communication does not happen in real-time. Those who are involved in this type of communication may read and respond every time (Lim 2017).

The term of synchronous and asynchronous can be connected to education. It can be applied in online teaching and learning. So, there is no physical meeting. According to (Hrastinski 2008), asynchronous e-learning, commonly facilitated by media such as e-mail and discussion boards, supports work relations among learners and teachers, even when participants cannot be online at the same time. Asynchronous e-learning makes it possible for learners to log on to an e-learning environment at any time and download documents or send messages to teachers or peers. While synchronous e-learning, commonly supported by media such as video conferencing (Indarti et al. 2015). It has the potential to support e-learners in the development of learning communities. Learners and teachers experience synchronous e-learning as more social and avoid frustration by asking and answering questions in real-time. In other words, synchronous sessions help e-learners feel like participants rather than isolates.

In this case, students may obtain meaningful learning when they engage in a discussion actively rather than being passive observers. Therefore, active participation in class is a prominent aspect for enhancing students’ language competencies (Khamkhien; Romano; Czekanski and Wolf; Dancer and Kamvounias (Muslimah 2018).

While Clark et al. (cited in (Shahabadi and Uplane 2015) mention that the roots of synchronous e-learning are derived from three main influences, such as the classroom, the media, and the conference. This type is live and real-time. Otherwise, Mayadas (cited in (Shahabadi and Uplane 2015) reveals that asynchronous e-learning introduced it as an interactive learning community which is not limited by time, place or the constraints of a classroom.
The previous studies relating to the two models of e-learning has ever been published by Clark. It aims to compare between asynchronous and synchronous video and text-based discussion in an online teacher education course. The findings suggest that the participants felt greater teaching and social presence when discussions occurred with video posts and synchronous video conferencing as compared to text-based discussions (Clark, Strudler, and Grove 2015). On the other hand, (Wahyuni 2017) published a study on blended learning (synchronous and asynchronous) for writing argumentative essay course. In this study, there are two methods applied, that is offline and online classes. The findings suggest that offline class is required to increase students' ability in writing an argumentative essay by listening to lectures in the classroom. While an online class aims to facilitate students in enhancing critical thinking through online debate, with the result that students can write an argumentative essay. The previous study about it is also written by (Lotfi and Pozveh 2019). It focuses on the effect of synchronous and asynchronous language learning: A study of Iranian EFL intermediate students’ vocabulary learning.

**State of The Art**

This study concerns to a synchronous and asynchronous model of e-learning connected to Arabic distance learning during the covid-19 pandemic. Actually, Arabic learning through e-learning is not new practical learning. It has been applied in some places with various models. Whatsapp is one of the media that is very close to everyone. When it becomes a media for learning Arabic, it will be a simple learning tool, because students or lecturer have get used to operating it. (Sa`diyah 2019) do research about how efforts to foster self-confidence speaking Arabic through Whatsapp groups in PKPBA UIN Maliki Malang. The result shows that students' self-confidence can be grown through WhatsApp group as a learning media. Then, another research of Arabic e-learning is published by (Rozak and Albantani
2018). It is about google classroom as an online media in learning Arabic. It shows that the application may help and facilitate both lecturers and students in carrying out the learning process, because both of them may collect the assignments, distribute it, and access it at home or anywhere without being bound by time limits or hours of study.

The previous study about learning Arabic also have been carried out by (Humaidi 2019) discussing the problems and the solutions in learning Arabic at STAI Syaikhona Kholil Bangkalan. The results show that problems faced by students in learning Arabic such as differences of their educational background, lack of motivation, students' interest in learning Arabic, limitations in access online learning media, and difficulty in equating perceptions between teachers. The offered solutions are; first, teaching duties are given to teachers based on their scientific capacity, doing a discussion between teachers and students, and teachers should understand about differences of students' understanding. In this study, the author also describes learning Arabic in the pandemic era, using various online features.

Meanwhile, one of the latest researches is published by (Zubaidi 2020). It aims to develop the feasibility of the Mahārah al-Istimā' test instrument for electronic-based Arabic students using the Kahoot! application at UIN Sunan Kalijaga Yogyakarta. It prepares five objectives/ indicators, then it is compiled with 50 questions. Afterwards, it is followed by analyses, validation, revisions, and trial. The research concludes that Kahoot! is effective to use because all of them have a validation level/validity, have a discrimination index, and nothing is categorized as "very easy" and "very difficult".

As far as researchers know, there is no study about Arabic e-learning which focuses on synchronous and asynchronous models. Therefore, this study aims to describe the implementation of both of models in Arabic e-learning in higher education, to investigate its advantages and disadvantages, and to offer solutions of online Arabic learning through the
two models in a practical situation. This study involves students who learn Arabic from International Program for International Relations (IPIREL) and International Program for Islamic Economics and Finance (IPIEF), Universitas Muhammadiyah Yogyakarta (UMY), and also students from Faculty Sharia and Law, UIN Sunan Ampel Surabaya (UINSA).

**Methodology**

This is descriptive qualitative research. The data collections are retrieved through observation, interview, and documentation. In this case, researchers use participant observation in teaching Arabic through some models of e-learning, such as WhatsApp group, flipbook (e-module), e-edition, e-test, google classroom, go formative, zoom meeting, e-mail, and youtube. Researchers also doing a semi-structured interview with students randomly, however, interview and discussion with students with low competence or having problems in e-learning is very preferred. Then, documentations are obtained from students' assignment, mid-test, final test, and journal.

There are two data that are used in this research; First, the primary data is students who learn Arabic from International Program for International Relations (IPIREL) and International Program for Islamic Economics and Finance (IPIEF), Universitas Muhammadiyah Yogyakarta (UMY), and also students from Faculty Sharia and Law, UIN Sunan Ampel Surabaya (UINSA). Second, the secondary data is documentations. Afterwards, the data analysis involves three steps, including data reduction, data display, and conclusion drawing/ verification. In this case, identify method is chosen to analyze the data. This method involves orthographic method which uses written object to identify and pragmatic method that the hearer or respondent is as an object to identify.

For validity check, researchers use triangulation. According to Patton (cited in Carter et al. 2014), it refers to the use of multiple methods or data sources in qualitative research to
develop a comprehensive understanding of phenomena. It also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. Therefore, researchers use method triangulation, triangulation between researchers, data source triangulation, and theory of triangulation. In this case, researchers matched the two data as seen in several similarities of the advantages and disadvantages of synchronous and asynchronous e-learning.

Findings and Discussion

Arabic Learning at IPIREL and IPIEF UMY

This research involves students who learn Arabic from International Program for International Relations (IPIREL) and International Program for Islamic Economics and Finance (IPIEF), Universitas Muhammadiyah Yogyakarta (UMY). Both of programs have different curricula about the Arabic program. Arabic 1, Arabic 2, and Arabic 3 are graded courses which given for IPIREL students from semester 3 to 5. The number of credits for these courses are 2 for each. In Arabic 1 and 2, students learn about grammar. Then, they will practice speaking in Arabic 3. Meanwhile, IPIEF only has two Arabic programs. Students learn Basic Arabic in semester 4. It focuses both on grammar and speaking. Afterwards, they may take TOAFL Preparation course in semester 5. Both Basic Arabic and TOAFL Preparation have a number of credits 1.

The odd semester starts from September to December, while the even semester starts from February to May. During the covid-19 pandemic, UMY issued an announcement about distance learning. It starts from March 16 until May 13, 2020. Therefore, all of the Arabic learnings are transformed from offline to online learning. In this transformation, either lecturer or students are encouraged to be able to use technology for Arabic distance learning.
effectively. Whatsapp group, flipbook (e-module), zoom meeting, google classroom, go formative, and e-mail is the media that is chosen in this distance learning.

Whatsapp group is the main media that is used in Arabic class, especially for checking students' attendance. It is an effective media either for synchronous or asynchronous e-learning. Lecturer and students may discuss the material by typing text and voice recorder. Then, some materials such as powerpoint slide, Ms. word, and pdf also can be shared through a WhatsApp, with the result that students may access and download it every time. For testing students, an oral quiz can be given through voice recorder, while a written quiz is given through typing text or document.

On the other hand, zoom meeting is applied in Arabic learning. This media may help lecturer and students for face-to-face discussion and giving a lecture in real-time. Then, google classroom and e-mail are also used to share the materials and assignments. Students may download it anywhere and anytime, even if some of them did not attend the meeting at a particular time.

In Arabic distance learning, synchronous and asynchronous e-learning is applied. In this case, Arabic learning has been implemented 16 meetings for IPIREL students which is two meetings are held in every week. Meanwhile, IPIEF students have been implemented eight meetings in online Arabic learning which is one meeting is held each week. Look at the following figure.
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Based on figure, Arabic learning for IPIREL students consists of an asynchronous model, 75% and asynchronous model 25%. In this case, the synchronous model is held 12 times, while asynchronous is four times. On the other hand, IPIEF students have finished online Arabic learning with asynchronous model 5 times and synchronous model 3 times. So, 62% of online Arabic learning are synchronous, and 38% are asynchronous.

Based on figure 3 and 4, the media that are used by IPIREL and IPIEF students are flipbook (e-module), WhatsApp group, zoom meeting, google classroom, go formative, and email. In learning Arabic, IPIREL students used flipbook 14 times (28%), WhatsApp 16 times (32%), zoom meeting 9 times (18%), google classroom 7 times (14%), go formative 2 times (4%), and email 2 times (4%). While IPIEF students used flipbook 6 times (23%), WhatsApp 8 times (31%), zoom meeting 5 times (19%), google classroom 4 times (15%), go formative 2 times (8%), and email 1 time (4%).
Implementation of Synchronous Arabic E-Learning in IPIREL and IPIEF UMY

In this pandemic, learning Arabic through e-learning is strongly recommended. Due to the importance of social distancing, distance learning practice has to be designed effectively. Therefore, technology understanding plays an important role in the learning process. The lecturer may determine some applications for e-learning. The lecturer should have a plan the appropriate method for students in synchronous online learning. The main point, between lecturer and students, can use the application easily.

E-learning is totally used for learning Arabic by IPIREL and IPIEF students during distance learning. In synchronous teaching and learning, lecturer and students use e-module (flipbook), WhatsApp group, and zoom meeting. The basic difference between synchronous and asynchronous learning is using of face to face media. Because in asynchronous learning, students use the same media as in synchronous except zoom meeting.

a. E-module (flipbook) is the main book that is used by lecturer and students. Actually, students have been given Arabic book in the beginning of the semester, but all of Arabic book has been transformed to flipbook, with the result that it can be accessed every time in online learning easily. This is the main reference in synchronous learning.

b. WhatsApp group is the main media that is used in synchronous Arabic e-learning. It aims to check students' attendance, to share some materials, including powerpoint slide, Ms Word, and pdf, to discuss the materials, and give a quiz. It is an effective media for synchronous e-learning. Lecturer and students may discuss the material by typing text and voice recorder. Then, some materials also can be shared through a WhatsApp, with the result that students may access and download it every time. For testing students, an
oral quiz can be given through voice recorder, while a written quiz is given through typing text or document.

c. Zoom meeting, it is a secondary media for synchronous Arabic learning and teaching. It is a virtual classroom where lecturer may explain the material in real-time. Lecturer and students can discuss with face-to-face (video conference). Students’ motivation in learning Arabic also stable or tend to increase. In this case, the duration in communication through zoom meeting is 90 minutes for each meeting.

By those media on synchronous Arabic learning, there are some advantages showed, such as:

a. Lecturer and students may communicate and interact in real-time and face-to-face through video conference.

b. Students are easier to understand the materials because after explained by a lecturer, students can directly ask about it.

c. In synchronous e-learning, close relation and emotion between lecturer and students are easy to be made.

d. It is easy and very effective for lecturer to observe students’ enthusiasm in learning Arabic when synchronous e-learning is applied.

e. Students’ motivation in learning Arabic can be increased through synchronous e-learning model.

f. This synchronous e-learning is possible for students to feel virtual classroom, with the result that they can communicate one and each other.

However, this e-learning model is also having some disadvantages, such as:

a. Students are having problems in typing Arabic keyboard, because in offline learning before the pandemic, students always practice writing Arabic on their handbooks.
b. For discussing materials through video conference, students need a good signal. However, students who live in an area with a low signal will frustrate with this situation. Finally, they cannot attend the discussion or meeting at all.

c. There is a student who never attends the virtual classroom through video conference because of low signal, and it requires a big of data quota.

d. Synchronous e-learning is limited time. Therefore, time to explain and discuss the materials is limited.

Synchronous e-learning is real-time learning. Therefore, both students and lecturer who live in different time zone have to adjust.

**Implementation of Asynchronous Arabic E-Learning in IPIREL and IPIEF UMY**

Asynchronous Arabic online learning is applied as a learning variation. In this asynchronous learning, there is no direct communication between lecturer and students. Students may read and download some materials and assignment that have shared by a lecturer. Some media are used, including e-module (flipbook), WhatsApp, google classroom, go formative, and e-mail.

a. E-module (flipbook) is the main book that is used by lecturer and students. Both of synchronous and asynchronous learning, students are always encouraged to read this primary material. On the other hand, students are also recommended to read other references relate to the material.

b. Whatsapp group, it also becomes the main media that is used not only in synchronous but also asynchronous Arabic learning. In asynchronous learning, it aims to check students’ attendance and to explain the rules about students’ assignments.

c. Google Classroom (GC). If WhatsApp group is aimed to share materials, GC is used to share students' assignments. Students have to download and submit their assignments...
no later than the deadline. This media helps lecturer to organize and check how many students have submitted the assignment in time, on time, done late, or have not submitted.

d. Go formative. This media is also used in asynchronous learning, especially for test. Students may access mid-test, and final test through go formative. They have to complete the test before the time is up.

e. E-mail. Sometimes, there are two or three students who have problems in joining online learning. Some of them cannot join in google classroom and zoom meeting. Sometimes, problems in access go formative is appeared. That is why, students may submit assignments through e-mail.

By those media on asynchronous Arabic learning, there are some advantages showed, such as:

a. Students may access the materials flexibly, with the result that students who did not attend the meeting due to the low signal or limited data quota can still learn it.

b. Asynchronous e-learning without video conference as synchronous e-learning is cheaper and more efficient because it is no need a big data quota or high signal.

c. In this asynchronous model, lecturer has a lot of time for planning and preparing the materials before share it through WhatsApp, google classroom, go formative, or e-mail.

d. Student’s absence rates can be reduced. Sometimes, in synchronous e-learning, students did not attend the video conference meeting through zoom meeting due to low signal or they do not have a big of data quota. Therefore, this asynchronous e-learning may help students in balancing their attendance score.

e. Students have a lot of time for reading and understanding materials.
However, this e-learning model is also having some disadvantages, such as:

a. Students are having problems in typing Arabic keyboard, because in offline learning before the pandemic, students always practice writing Arabic on their handbooks. When it happened in the mid-test or final test, it causes a problem for them. In an online test through going formative, students have to type Arabic keyboard correctly and quickly, because the online test will automatically lock and close when time is up. If they cannot finish within a particular duration, they will not pass the test, and they have to take a remedial test.

b. Each student has various understandings. Generally, students who have good basic about Arabic language tend to be able to understand materials well. On the contrary, students who have never learned Arabic before will find the difficulty to understand it.

c. The lower interaction or communication between lecturer and students, the lower close relation and emotional will be made between them.

d. Sometimes, asynchronous e-learning causes students’ learning motivation decreases; therefore, the impacts are students become undisciplined and inconsistent in learning Arabic. Students' learning motivation tends to decrease when a virtual classroom is nothing, and when there is no discussion in real time between students and lecturer. The impact, when students with low competence have to learn Arabic by themselves without discussion, it may cause stress.

e. There is no role-playing between lecturer and students in asynchronous e-learning.

In asynchronous e-learning, students are possible to copy or plagiarism other assignments. In this case, lecturer’s accurate in checking all of the assignments is required.
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Arabic Intensive (IBA) Program at UINSA

Arabic plays an important role for the pace of religious education in state Islamic higher educations, especially at UINSA. The main reason is learning Arabic has a significant integration with religious learning. Many Islamic religious literatures available in the library are in Arabic. Therefore, it is a necessity for UINSA students to take an intensive Arabic learning program as a provision to study sharia, aqidah, kalam, hadith, qur’an, and other Islamic scientific disciplines. IBA is managed by the “Language Development Centre (P2B)” team under the UINSA. The participants of the IBA are 1) UINSA students are semester I and II, they are legally registered in the academic section of the UINSA, 2) UINSA student who do not pass this IBA program, its implementation will be regulated according to the mechanism determined by P2B in coordination with the faculty coordinator.

The IBA learning program held at UINSA is a non-SKS (semester credit system), program which held for two semesters or one year. Furthermore, students who are deemed eligible to take the final online test (FOT) are those who meet a minimum attendance of 75% for two semesters. For students who have passed FOT, they will be given an academic certificate issued by P2B. Meanwhile, students who do not pass are required to take part in the IBA remedy program. The funding for the remedy program for students who do not pass FOT will be managed by P2B.

The academic certificate issued by P2B is one of the requirements for students who will take the thesis exam ‘munāqasyat. IBA learning program at UINSA aims to equip students with Arabic language skills, both oral and written texts based on the book Modern Standard Arabic. In the first semester, students are given material with six chapters; namely chapters 1-6 lessons. While in the second semester, students are given material with six chapters too; namely chapters 7-12 lessons. At the end of the second semester, students are faced with a
final online test or called FOT with a minimum passing score of 60% for majors other than Pendidikan bahasa Arab and sastra Arab majors. The IBA learning program is held twice a week, study time starts at 06.00-07.40 WIB in each faculty before the regular learning class program.

In this study, the author focuses on the IBA online learning program through the application of synchronous and asynchronous e-learning which have been held as 15 meetings. Look at the diagram below.

Figure 5 shows the IBA online learning program at the Faculty of Sharia and Law just used the asynchronous model which is implemented 15 times (100%). Figure 6 shows that the media used by Faculty Sharia and Law students in the IBA program are the MSA book, Whatsapp Group, Youtube, E-test, E-edition, and Powerpoint. In IBA learning program, Faculty Sharia and Law students use the MSA book 12 times (20%), Whatsapp Group 15 times (25%), Youtube 5 times (8%), E-test 8 times (13%), E-edition 15 times (25%), and Powerpoint 6 times (10%).

**Implementation of Asynchronous E-Learning at IBA UINSA**

The asynchronous learning model is used and implemented during distance learning at IBA program. Through the asynchronous learning model, teachers and students optimize...
the use of various media or learning applications that are not time-bound. Referring to the diagram in the previous paragraph, indeed the lecturers at the faculty of sharia and law do not use asynchronous learning model with various considerations - one of which is the result of polling from students - they object to having real-time learning either via zoom or google meet, however, they prefer to apply asynchronous learning. Even though lecturers use asynchronous learning, it does not mean that there is no communication in it, in fact, it helps students in leeway in time and quotas. The following are the learning media and online applications used in IBA learning, including actions of media used in IBA learning through:

a. MSA Book : In the IBA learning program activities at UINSA, there is a central curriculum which has been a compulsory textbook that is determined by P2B, namely Modern Standard Arabic book or al-أربيعة al-mu’ṣirah. This book is a collaboration between UINSA and the Leipzig University since 2017 up to now. This handbook was written by Eckehard Schulz (2017), it is not only available in printed version, but also online version with the result that students may use it for learning independently through audio facilities, vocabulary exercises, e-test exercises for each chapter along with the answer keys, audio dialect of several Arab countries and so on. These features can be used students and lecturers easily in accessing through devices, computers, smartphones, laptops, tablet PC, and so on. According to (Negeri and Um 2012) in this way, students make more efforts to improve their own abilities with various materials and methods that are chosen by themselves. In the other side, it helps students to study and read it anytime easier. Usually, the lecture gives a reading assignment and helps summarize each chapter with free deadlines.

b. E-edition : An online edition of the MSA book, it is equipped with adequate facilities for students to study independently. Usually, lecturer gives assignments
with some stages; it is started from listening to narrative text audio, conversational audio text in various dialect, doing e-test exercises for each chapter, and taking block exams made by the lecturer through the My-Exam feature. It is an online-based practice question feature with various items; listening, reading, vocabulary, grammar, terminology, and writing. It is expected can be used by students often to learn independently, so that it is easier for them to prepare their final exams or FOT.

c. E-test: This is a feature part of e-edition that is often accessed by students to practice question after a chapter that has been studied and discussed with the lecturers. They claim to be greatly helped by this feature because it is equipped with error analysis as well as an accurate answer key.

d. Whatsapp group: It is a primary learning application service which is very useful in the asynchronous mode of the IBA program particularly. The purpose of WAG for communication of virtual classroom regarding IBA; repetition of information that has been submitted by the lecturer, assignments, collection of assignments, attendance requirements, the announcement of e-test scores, the announcement of test scores, submission of new material, indirect discussions or respond to student questions. By this application, lecturers and students often implemented asynchronous learning model because they are considered effective and save quota. For example; lectures via WhatsApp, discussion of material between lecturer and students, question and answer about material which is difficult to understand, and presentation.

e. Youtube: It is a social media with audio-visual feature where students can use it collectively to record their presentation activities based on the chapter material that has been shared by the lecturer, then the presentation link that has been made via Youtube will be published to the WAG. After that, lecturer and students conduct
lectures via WhatsApp according to the agreed time. After the presentation session ended, it is continued with a question and answer session and discussion.

f. Power Point: Supporting visual media of the presentation material to be presented, lecturer asks for a power point file as an evidence of their group work achievement in understanding the e-test exercise by giving the *shakai* perfectly each word and inserting a page that matches with the textbook on each item. After that, lecture and students conduct lectures via WhatsApp according to the agreed time. After the presentation session ended, it was continued with a question and answer session and discussion.

Advantages and Disadvantages of Asynchronous E-Learning at IBA UINSA

Based on the results of distributing questionnaires through whatsapp conversations conducted to several students at the Faculty of Sharia and Law, the following results and discussions were obtained:

<table>
<thead>
<tr>
<th>Learning IBA Asynchronous E-Learning at UINSA (Faculty of Sharia and Law)</th>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<tr>
<td>With the implementation of learning other than offline, students are able to empower themselves with learning strategies and intensive training out of the classroom.</td>
<td>It requires good signal quality and internet network.</td>
<td></td>
</tr>
<tr>
<td>Online access provides the flexibility of time and place for students, making it easier for them to study independently to improve their language skills.</td>
<td>The target materials are too much; it causes students who do not have a basic skill about Arabic will feel overwhelmed.</td>
<td></td>
</tr>
<tr>
<td>Students have flexible time access to listen to the conversational audio and Arabic texts from native speakers in a variety of Arabic dialects today.</td>
<td>There is a low of communication between lecture and students, because they are focused on assignment bills. In other case, Students who are also preoccupied with other subjects cause less in participating in IBA online.</td>
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*Table 1: Learning IBA Asynchronous E-Learning at UINSA*
The Alternative to Easy Online Learning

Every learning design has advantages, disadvantages, problems, and challenges. The learning process will be effective when lecture or teacher understands about their students' skills, motivations, or problems in learning Arabic. In distance learning, especially during this pandemic, lecturer has to choose what media will be effective and easy to use. Based on quantitative and qualitative data, some advantages and disadvantages are shown. Therefore, the researchers offer several solutions for online learning.

1. Supports from university are very required. University should give special attention to improve the quality of wifi signal, make it easier for students to access e-edition, e-module, or specific website from university, and this is certainly able to reduce expenses for purchasing data quotas.

2. It is better if university provides internet quota subsidies for underprivileged students while learning in a pandemic era, because generally they complain about the limited data quota. Not all of students come from the prosperous families.

3. The comparison between synchronous and asynchronous e-learning have to redesign. Synchronous is needed to explain materials, discuss, and motivate students. It is an active way to teach and learn. Either students with high or low competence will need it to discuss and listen motivations from their lecturer. At the same time, asynchronous is used to share learning object like materials, assignments, and test. In other words, it is a passive way to teach and learn because there is no direct communication between lecturer with students. It is also good for students to study independently. Therefore, by understanding what students need, the lecturer may determine how important for students to learn Arabic through the synchronous or asynchronous model. Perhaps, 50 : 50, 65 : 35, or others.
4. The virtual classroom can be made through a video conference or a group chat like whatsapp. In synchronous learning, students can use zoom meeting or whatsapp application. However, in asynchronous learning, there is no video conference between lecturer and students. They can use google classroom, go formative, e-mail, and whatsapp to share and download materials and assignments. Video conference is a good media for face to face communication, between lecturer and students can feel emotions one and each other. Students can directly look at lecturer, while he/she are explaining the materials. Then, when lecturer gives motivation, students will feel it. It is a good application, but not good for daily virtual classroom. A big of the quota will be demanded to access it every day. Therefore, lecturer may combine between video conference and group chat in making virtual classroom. Other media are also can be used to help lecturer in checking and organizing students' attendance and making online test. Do not only use one or two media but combine it, with the result that lecturer will find some effective media and their own effects for students and learning process.

5. The researcher recommends P2B to add the duration of IBA learning to four semesters and give the weight of the material charged to students 12 chapters because most of the students have non-Islamic boarding school backgrounds.

The researcher also recommends P2B to fix the network server of the MSA online version, because sometimes it is an error when it is accessed.

Conclusion

During the covid-19 pandemic, Arabic learning for IPIREL and IPIEF UMY students have applied distance learning through some media, such as; WhatsApp (IPIREL 32%; IPIEF 31%), flipbook (IPIREL 28%; IPIEF 23 %), zoom meeting (IPIREL 18%; IPIEF 19%), google classroom (IPIREL 14%; IPIEF 15%), go formative (IPIREL 4%; IPIEF 8%), and email (IPIREL 4%, IPIEF 4%).
Meanwhile, two learning models are also applied, such as synchronous and asynchronous. In this case, synchronous is the most widely applied. Synchronous e-learning for IPIREL students up to 75%, while IPIEF up to 62%.

Then, online IBA learning program at the Faculty of Sharia and Law UINSA only uses an asynchronous model which is implemented 15 times (100%). Thus, IBA learning in general, is going well and effectively. Through this IBA distance learning, students are more independent than before in completing the target material for one semester. On the other hand, the main problem that is faced by students in distance learning is the limited signal and quotas.

Implications of Findings

Learning Arabic during the pandemic is challenging. Lecturer is encouraged to prepare the best method and media for distance learning. By understanding what students need, lecturer may determine how important for students to learn Arabic through synchronous or asynchronous e-learning model because both of them are good to be combined. On the other hand, lecturer may use media which are easy to access for all students. Is it effective technically and economically? If it is possible to use more than one or two media, combine it. Every media has its own function. Then, it is also important for a university to support students with internet quota subsidies during this distance learning.

Bibliography

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