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## IMPLEMENTING AN ONLINE-BASED *KALLIMNI* PROGRAM TO IMPROVE *MAHĀRAH KALĀM* IN THE PANDEMIC OF COVID-19

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### **Abstract**

*An online-based kalam learning program at al-Azhar course institution, which has been implementing an online Arabic language program since before the pandemic of the Covid-19, was the primary focus of this study, which examines the execution of this program during the pandemic. These findings are the result of a form of a qualitative study. Interviews, observation, and documentation are employed to gather data. The data sources for this research include various informants, the implementation process of the online Kallimni program, and al-Azhar course institution papers linked to the online Kallimni program. When it came to analyzing the data, the researchers followed Miles and Huberman's recommendations to reduce the data, visualize it, and make conclusions. Using WhatsApp and Instagram, the online Kallimni program could well be implemented. In this online Kallimni program, the learning is project-based and themed. The online Kallimni program included both motivating and stifling features identified by the researchers. As a result of this study, teachers and students must engage in conversation to master the speaking skill (mahārah kalām). Teachers should thus use additional technologies as Google meet, Zoom, or Skype to help students learn speaking skills (mahārah kalām) more diversely and visibly.*

**Keywords:** Online learning, mahārah kalām, covid-19 pandemic.

### **Abstrak**

Penelitian ini bertujuan untuk mengetahui pelaksanaan program pembelajaran kalam berbasis *online* di Al-Azhar selama masa pandemi. Al-Azhar merupakan salah satu lembaga kursus yang berhasil menerapkan program bahasa Arab *online* karena lembaga ini telah menghadirkan program bahasa arab *online* sejak sebelum pandemi. Penelitian ini termasuk jenis penelitian kualitatif. Teknik yang digunakan peneliti dalam mengumpulkan data adalah wawancara, observasi dan dokumentasi. Sumber data dari penelitian ini mencakup beberapa informan, proses pelaksanaan program *Kallimni online*

dan dokumentasi-dokumentasi yang berkaitan dengan pelaksanaan program *Kallimni online* di Al-Azhar. Pada teknik analisis data, peneliti menggunakan teknik analisis data yang dikemukakan oleh Miles dan Huberman, yaitu: 1) Reduksi data, 2) Penyajian data, 3) Penarikan kesimpulan. Adapun hasil dari penelitian ini menunjukkan bahwa program *Kallimni online* memanfaatkan aplikasi WhatsApp dan Instagram untuk merealisasikan pelaksanaan program *Kallimni online*. Pembelajaran yang ditawarkan pada program *Kallimni online* ini adalah pembelajaran berbasis tematik dan project. Adapun peneliti menemukan beberapa faktor pendorong dan penghambat pelaksanaan program *Kallimni online* di lembaga kursus al-Azhar. Adapun implikasi dari penelitian ini menyatakan bahwa interaksi antara guru dan siswa sangat dibutuhkan dalam pembelajaran *mahārah kalām* karena siswa bisa lebih semangat dalam mengembangkan keterampilannya. Oleh karena itu, guru hendaknya menambahkan aplikasi lain seperti *google meet*, *zoom* atau *skype* agar pembelajaran *mahārah kalām* akan lebih variatif dan terlihat.

**Kata Kunci:** *Pembelajaran online, mahārah kalām, pandemi covid-19.*

## INTRODUCTION

In today's educational landscape, language is a major focus area. Humans utilize language to communicate, convey a concept, receive information and messages, etc.<sup>1</sup> The ability to communicate in various languages is essential to human life, especially as this technology advances. Since language plays such a significant part here (communicating verbally and composing in writing), therefore this situation exists. Aside from one's native tongue, a foreign tongue is likely to be included in the list of target languages as well. When learning a new language, intellectual growth might be a primary objective.<sup>2</sup>

Foreign language education has become more common in Indonesia. Everyone who studies languages emphasizes the necessity of learning a new one. There are formal educational institutions that host language-related events, such as language learning and teaching activities, language competitions, etc. In addition, many people have set up non-formal institutions, such as Arabic and English courses, as a venue for learning other languages. Developing a language is a unique process for each organization. Generations with interest in acquiring and improving foreign language abilities, including reading, writing, listening, and speaking, are the target audience for this legal action. The present era's advancements and problems can only be overcome if people of all ages have a good command of the foreign language.

Regarding the implementation of the online Arabic language course program, the researchers found several preliminary studies. First, the research conducted by Febriani explained that Arabic

<sup>1</sup> Tria Novita, "Students' English Speaking Skill and Activation Method: The Case of One Senior High School," *Edukasi: Jurnal Pendidikan dan Pengajaran* 4, no. 2 (2017): 10–17.

<sup>2</sup> Hermawati Syarif, "Linguistics and the English Language Instruction," *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa* 10, no. 1 (2016): 50.

language learning at one of the universities in Malang adopted the integration of media, methods, and materials based on online learning platforms or social media, which was shown by making conversations by integrating technology in the learning process, applying structured-learning structures, sentences and designing innovations in Arabic communication. These studies suggest that learning Arabic by technology integration can generate creativity and increase motivation in the language learning process during the COVID-19 emergency.<sup>3</sup> Second, Riqza and Muassomah research explained that WhatsApp social media could facilitate learning Arabic during the COVID-19 pandemic and help teachers and students communicate remotely. However, this research suggests supervising elementary school students in social media applications while learning Arabic.<sup>4</sup>

Since March 2020, the government has issued a policy to conduct online learning and teaching activities due to the Corona Virus Disease-19. Corona Virus Disease-19 has become a global pandemic in several countries, including Indonesia, which can spread massively and quickly, so that there are policies to carry out social and physical distancing.<sup>5</sup> The existence of restrictions on interaction makes the government replace the process of teaching and learning activities by using an online system.<sup>6</sup> These result in changes in the education sector, both formal and non-formal education, which demands to change the way of learning, learning media, etc. Some educational institutions can realize online learning to the fullest by utilizing existing resources. However, this does not rule out the possibility that some others have not organized online learning. Therefore, the Corona Virus Disease-19 challenges teachers and education managers in learning in this pandemic era, including in non-formal educational institutions.

Online learning means learning which is carried out remotely by interacting through specific communication tools.<sup>7</sup> Meanwhile, the program is a series of activities that form an interrelated system by involving more than one person to carry it out.<sup>8</sup> So, online learning programs use the internet network by accessibility, connectivity, flexibility, and bringing various types of learning

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<sup>3</sup> Suci Ramadhanti Febriani, "Implementation of Arabic Learning During Covid-19 Emergency in Indonesia: Hots, Mots, or Lots?," *Jurnal Alsinatuna* 5, no. 2 (2020):177.

<sup>4</sup> Meidiana Sahara Riqza and M Muassomah, "Media Sosial Untuk Pembelajaran Bahasa Arab Pada Masa Pandemi: Kajian Kualitatif Penggunaan WhatsApp Pada Sekolah Dasar Di Indonesia," *Alsina : Journal of Arabic Studies* 2, no. 1 (2020): 71.

<sup>5</sup> Henry Nosih Saturwa, Suharno Suharno, and Abdul Aziz Ahmad, "The Impact of Covid-19 Pandemic on MSMEs," *Jurnal Ekonomi dan Bisnis* 24, no. 1 (2021): 65–82.

<sup>6</sup> Matdio Siahaan, "Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan," *Jurnal Kajian Ilmiah* 1, no. 1 (2020): 73–80.

<sup>7</sup> Harits Setyawan, "Blended Method: Online-Offline Teaching And Learning, On Students' Reading Achievement," *English Education: Jurnal Tadris Bahasa Inggris* 12, no. 1 (2019): 22–33.

<sup>8</sup> Albert Efendi Pohan, *Konsep Pembelajaran Daring (Berbasis Pendekatan Ilmiah)* (Purwodadi: CV. Sarnu Untung, 2020).

interactions.<sup>9</sup> Moreover, online learning programs are also defined as learning programs organized by an institution, both formal and non-formal, where students and teachers are located in separate locations, thus requiring interactive telecommunications to connect individuals who contribute to it. In general, online learning programs have several benefits, such as building efficient communication and discussion between teachers and students and facilitating teacher interaction with parents; teachers can quickly provide material in pictures and videos and make it easier for teachers to ask questions anywhere and anytime.<sup>10</sup>

As previously mentioned, a number of research have been conducted on learning Arabic at formal institutions. The researchers will investigate online learning at Arabic language education institutions, emphasizing oral communication skills (*mahārah kalām*). The *Kallimni* program is one of the online Arabic language programs that have been there since before the pandemic, and that attempts to increase students' ability to communicate in Arabic in various situations. The *Kallimni* program comprises two programs: *Kallimni I* and *Kallimni II*. The researchers concentrated their efforts on the *Kallimni* program since its members were in high demand. The occurrence of this pandemic condition does not deter students from staying passionate and active in their participation in the *Kallimni* program at this Al-Azhar course institution despite the presence of this pandemic crisis. Despite the pandemic, the program can still perform at peak performance.

Based on the above explanation, the purpose of this research is to determine the implementation of the online *Kallimni* program during the pandemic at Al-Azhar Course Institute and determine the driving and inhibiting factors for the implementation of the online *Kallimni* program during the pandemic at Al-Azhar Course Institute.

## METHOD

This research used a qualitative approach to describe the implementation of the online *Kallimni* program at Al-Azhar course institution, Pare.<sup>11</sup> Meanwhile, this research used a case study method to examine and explore the specified object at Al-Azhar course institution, Pare. In the *Kallimni* program, each class consists of 5 to 30 participants mixed between males and females. Meanwhile, *Kallimni I* consists of 18 participants, while *Kallimni II* consists of 10 participants. *Kallimni* program participants come from various regions such as Central Kalimantan, Jombang, Kediri etc. *Kallimni II* participants have more adequate abilities than *Kallimni I* because *Kallimni II* has a higher Maharah

<sup>9</sup> Firman & Sari Rahayu R., "Pembelajaran Online Di Tengah Pandemi Covid-19," *Indonesian Journal of Educational Science (IJES)* 2, no. 2 (2020): 81–89.

<sup>10</sup> Pohan, *Konsep Pembelajaran Daring (Berbasis Pendekatan Ilmiah)*, 7.

Kalam learning program than *Kallimni I*. Therefore, if participants want to learn basic Arabic speaking skills, they can join the *Kallimni I*. If participants want to learn advanced Arabic skills, they can join the *Kallimni II*.

This research data source was divided into two primary data sources, including several informants such as online program managers and tutors of the online *Kallimni* program and the implementation process of the online *Kallimni* program. The secondary data sources are documents related to implementing the online *Kallimni* program at Al-Azhar course institution has used as Data Supporting. In this research, the researchers collected data by directly observing the implementation of the online *Kallimni* program at Al-Azhar course institution. Moreover, the researchers collected data by interviewing several informants at Al-Azhar course and documentation.

In this research, the researchers used triangulation techniques to check the validity of the data by comparing the results from several different data sources. The researchers used data analysis techniques proposed by Miles and Huberman, namely:<sup>12</sup> 1) Data reduction is the researchers simplifies the data obtained from interviews and observations, 2) Data presentation is the researcher presents the data that has been simplified, 3) drawing conclusion is the researchers concludes after presenting the data. So that, the researcher's research procedures consist of formulating problems, collecting data through interviews, observation and documentation, checking data, analyzing data, and displaying data in written form.

## RESULT AND DISCUSSION

### The Implementation of Online-Based *Kallimni* Program in the Pandemic of Covid-19

This research obtained the results of the online *Kallimni* learning program at Al-Azhar Institute during the covid-19 pandemic using the WhatsApp and Instagram applications. The *Kallimni* program is a program that has the purpose of developing and improving the mahārah kalām. The online *Kallimni* program consists of *Kallimni I* and *II* programs taken in one month. Tutors and students in each program have two WhatsApp groups, as the online program manager said:

“Every *Kallimni* program has two groups, namely one group to share material and one another group used to discuss according to the specified time. The material shared by the tutor at night before the lesson took place was in the form of an image file containing conversations, audio conversations, and a collection of vocabulary related to the given conversation. This method certainly makes it easier for participants to follow the lesson”.

At the beginning of the meeting, there were several activities carried out by tutors and students. First, make an introduction. Tutors introduce themselves first to students by sending videos and chats

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<sup>12</sup> Miles B. Matthew & Huberman A. Michael, *An Expanded Sourcebook: Qualitative Data Analysis* (London: SAGE Publications, 1994), 10-11.

in groups related to their identity. Then, the tutor asks students to introduce themselves one by one in a predetermined format. Second, timing. In determining this time, tutors and students conduct discussions regarding the timing of the learning implementation that will be carried out. This is intended that tutors and students agree on the time set to be more focused and comfortable participating in learning without any other distracting activities. Third, the presentation of the rules. The tutor explains this by writing the regulations through chat in the group. This is so that tutors and participants understand and respect each other during the program.

In the *Kallimni* program, the material presented during learning is based on predetermined topics. Materials are sent in a particular group for materials in the evening before the lesson. The issues in question are as follows:

**Table 1.** Topics of Materials and Forms of Tasks for the *Kallimni* Program I and II

Topics of the <i>Kallimni</i> Program I	Learning Process	Topics of the <i>Kallimni</i> Program II	Learning Process
Dialogue 1	Discuss the material that has been sent in the previous group, and the tutor gives an assignment in the form of introducing himself through voice notes sent in the WhatsApp group.	Dialogue 1 (السفر لطلب العلم)	Make sentences from the given vocabulary related to the theme to be discussed. Then, discuss the material that has been sent in the previous group, and the tutor provides an assignment in the form of reading the conversation that has been given through voice notes sent in the WhatsApp group.
Dialogue 2	Discuss the material that has been sent in the previous group, and the tutor gives the task of introducing the family through voice notes sent in the WhatsApp group.	Dialogue 2 (بين طالبتين)	Make sentences from the given vocabulary related to the theme to be discussed. Then, discuss the material that has been sent in the previous group, and the tutor provides a task in the form of telling a summary of the conversation given through a voice note sent in the WhatsApp group.
Dialogue 3 and Isim, Dialogue 4, Dialogue 5.	Discuss the material that has been sent in the previous group, and the tutor gives assignments in the form of making conversations according to the themes that have been discussed through voice notes. Then, students send it in the group WhatsApp.	Dialogue 3 (الطريق إلى الجامعة)	Make sentences from the given vocabulary related to the theme to be discussed. Then, discuss the material that has been sent in the previous group, and the tutor provides a task in the form of describing directions from the University to the Park according to the image provided via voice notes sent in the WhatsApp group.
Dlomir and Isim Isyaroh.	Discuss the material that has been sent in the previous group and do assignments on books or	Dialogue 4 (المريض) Dialogue 5	Make sentences from the given vocabulary related to the theme to be discussed. Then, discuss the material that has been sent in the

Topics of the <i>Kallimni</i> Program I	Learning Process	Topics of the <i>Kallimni</i> Program II	Learning Process
	papers in the form of questions that have been given. Then, students send it on WhatsApp via private chat.	(إلتحاق) (بالجامعة) Dialogue 6 (الإنسان يحتاج) (إلى الترويج) Dialogue 7 (كيف تقضي) (العطلة) Dialogue 9 (عليك بذات) (الدين) Dialogue 12 (المسلم يهتم) (بالنظافة) Dialogue 13 (الأكلات السريعة) Dialogue 14 (مرحلة المراهقة) Dialogue 16 (أسباب الجريمة) Dialogue 17 (الجريمة)	previous group, and the tutor provides assignments in the form of answering questions related to the theme according to their respective opinions through voice notes sent in the WhatsApp group.
Dialogue 6	Discuss the material that has been sent in the previous group, and the tutor gives a task in the form of determining Dlomir and isim isyaroh from the conversation that has been shared. Then, students send it on WhatsApp via private chat.	Dialogue 8 (بين القرية والمدينة)	Make sentences from the given vocabulary related to the theme to be discussed. Then, discuss the material that has been sent in the previous group, and the tutor provides a task in the form of describing the theme through voice notes sent in the WhatsApp group.
Dialogue 7	Discuss the material that has been sent in the previous group, and the tutor gives assignments in the form of answering questions in the conversation. Then, students send it in WhatsApp via private chat.	Dialogue 10 (حضارة المسلمين) Dialogue 16 (أسباب الجريمة)	Quiz Game related themes.
Dialogue 8	Discuss the material that has been sent in the previous group, and the tutor gives the task of	Dialogue 11 (الشبكة الدولية)	Make sentences from the given vocabulary related to the theme to be discussed. Then, discuss the material that has been sent in

Topics of the <i>Kallimni</i> Program I	Learning Process	Topics of the <i>Kallimni</i> Program II	Learning Process
	making sentences from each vocabulary that has been given. Then, students send it via voice note in the WhatsApp group.		the previous group, and the tutor offers assignments in the form of having private conversations with friends through voice notes related to the theme. Then, the conversation is on the screen and sent to the WhatsApp group.
Fi'il Madli and Mudlore'	Discuss the material that has been sent in the previous group, and the tutor gives assignments in the form of answering questions related to Fi'il Madli and Mudlore' on a book or paper. Then, students send it on WhatsApp via private chat.	Dialogue 18 (دفن النفايات)	Make sentences from the given vocabulary related to the theme to be discussed. Then, discuss the material that has been sent in the previous group, and the tutor provides a task in the form of describing opinions about 'the role of the millennial generation in reducing waste' through voice notes sent in the WhatsApp group.
Dialogue 10, Dialogue 15, Dialogue 16 and Day, Month, and Hour Dialogue 9, 11, Dialogue 12, Dialogue 13, and Dialogue 14.	Discuss material that has been submitted in the previous group. Discuss the material sent in the previous group, and the tutor gives a task in the form of describing the theme determined through voice notes sent in the WhatsApp group.		

Based on the topics above, the implementation of the *Kallimni I* and *II* programs is carried out according to the activity design of the respective tutors. Learning activities are carried out every Monday to Friday at the agreed time. Saturday is used for weekly exams. Then, Sunday is a holiday. The daily learning activities carried out include three main activities, namely:

a) Introduction (Opening)

This introduction activity aims to activate the enthusiasm of students to participate in learning. In class *Kallimni I*, the introduction activity is the tutor saying greetings and starting learning using Arabic through voice notes sent to the group. Then, the students answered it using chat or voice notes. Then, the tutor asked the students to fill in the attendance by making a list of names to find out the participants who were not present when the learning activities had started. Moreover, attendance activities aim to assess student attendance and exercise during the program. After taking attendance, the tutor asked how the students of the *Kallimni I* program were doing. As for class *Kallimni II*, the preliminary activity begins with the tutor saying greetings and learning using Arabic through voice notes sent to the group. Then, the students answered it using chat or voice notes. Then, the tutor asks the presence of students who have not responded in the group, such as "Aina @....". After taking attendance, the tutor asked how the



students of the *Kallimni II* program were doing. Then, the tutor asks each student to mention the mufrodat and its meaning from the material to be discussed and make perfect sentences related to the mufrodat through voice notes.

#### b) Main Activities

Main activities are essential activities in learning. The core activities are discussions and giving daily assignments in classes I and II. Before the discussion begins, the tutor makes sure in advance whether the students have studied the material presented or not. Then, the students started discussing with the tutor and asking about the materials they had not understood. After the students have understood the material, the tutor gives daily assignments to the students, as mentioned above.

During the quiz game, the tutor gives ten questions alternately in groups. Students answer quizzes via chat and voice notes, depending on the instructions given by the tutor. For example: 'What is the Arabic role of parents? Answer with a voice note'. After the questions are answered, the tutor always presents the scores obtained by the students to motivate other students who have not earned points. At the end of the game, the tutor explains the overall score obtained by the students, and the tutor congratulates the students who get the two highest scores. Then, the tutor provides a unique online certificate for the student who achieves the two highest scores. The students looked enthusiastic about taking the quiz.

#### c) Closing

After the discussion ends, the tutor ends the lesson via voice notes or group chat. Then, students respond. The tutor also reminds students who have not submitted assignments. Moreover, the tutor did not forget to thank the students who submitted their projects on time. The estimated deadline for submitting assignments is at night.

Besides daily assignments, students also get assignments every Saturday, used as weekly exams. The estimated collection of assignments is 1-2 days. In classes I and II, the weekly assignments are as follows:

**Table 2.** Weekly Tasks of *Kallimni I* Program

No.	Topics of the Weekly Tasks of the <i>Kallimni</i> Program I	The task form
1.	Introducing myself Introducing Family	Make a video of yourself related to two defined themes. Then, students collect it on WhatsApp via private chat.
2.	Shopping for Eid clothes to the mall around each campus/cottage/school	Make a video of yourself related to two defined themes. Then, students collect it on WhatsApp via private chat.

No.	Topics of the Weekly Tasks of the <i>Kallimni</i> Program I	The task form
3.	Lesson Schedule (7th Material Theme)	Change the answer to a given conversation. Then, the conversation is read in full in the form of a video. Then, students collect it on WhatsApp via private chat.
4.	Online Arabic Learning Experience	Make a video of yourself related to the specified theme. Then, students collect it on WhatsApp via private chat.

**Table 3.** Weekly Tasks of *Kallimni II* Program

No.	Topics of the Weekly Tasks of the <i>Kallimni</i> Program II	The Task Form
1.	(الموضوع الواجب) التعارف (الموضوع الاختياري) مرحلة التربية إلتحاق بالجامعة الأسرة قضاء العطلة	Make a video conversation between two subjects (objects such as dolls etc.) related to the specified theme. Then, videos are uploaded on Instagram by tagging tutors and Al-Azhar course institutions.
2.	السهوات العامة	Describe the theme in the form of a video according to their respective creativity. Then, videos are uploaded on Instagram by tagging tutors and institutions Al-Azhar course.
3.	Free theme	Create vlog videos with free themes. Then, the video is uploaded on Instagram by tagging the tutor and institution Al-Azhar course.
4.	التعارف أهمية اللغة العربية الأعمال اليومية الطريقة المناسبة في تعلم اللغة العربية للمبتدئين بعض المواد في الفصل كلمي ٢	Answer the tutor's questions related to the theme in complete using Arabic via telephone.

Talking about learning kalam online, the *Kallimni I* and *II* programs utilize WhatsApp and Instagram applications as a medium for interaction between tutors and students. Interaction is very crucial in learning. As said by Fenn, interaction and communication are needed in the teaching-learning process so that learning can be more effective.<sup>13</sup> The existence of interactions that support the online *Kallimni* learning program is easier to implement. Based on interviews and observations,

<sup>13</sup> Nicoleta Duță, "From Theory to Practice: The Barriers to Efficient Communication in Teacher-Student Relationship," *Procedia - Social and Behavioral Sciences* 187 (2015): 625–630.

interaction in online *Kallimni* learning is not passive but certainly not as intensive as offline learning. However, online interactions carried out by tutors and students are not limited by time so that students can ask questions anytime and anywhere, both related to material and outside the material.

The online *Kallimni* learning activities designed by tutors follow the general purpose of learning mahārah kalām, namely to familiarize participants with speaking Arabic and improve their speaking skills. In essence, learning kalam is a skill that requires much communication and speaking.<sup>14</sup> Although kalam learning is carried out online, students still have great opportunities to speak Arabic online, either in voice notes or videos.

As observed, the online *Kallimni I* and *II* learning programs at Al-Azhar course institution are thematic-based learning programs that present specific themes during learning to create more active and meaningful learning situations.<sup>15</sup> This is appropriate for online kalam learning because students can understand the focus material on the specified theme. Not all students can think twice. Besides that, students can also apply optimally to speak Arabic related to the specified theme so that students better master the material concepts of the theme. For example: in the *Kallimni II* program, participants were given conversational material related to the relationship between children and parents. The tutor asks students to share their opinion regarding the theme. A predetermined theme makes it easier for students to argue and understand concepts and master vocabulary related to the theme.

Besides being thematically based, the online *Kallimni* program is also a project-based learning program. Project-based learning is supported by student-centered teaching, student autonomy, collaborative learning, and learning through assignments.<sup>16</sup> The advantages of project-based learning are involving students, improving collaborative learning skills, improving academic performance build positive relationships between students and teachers through assignments.<sup>17</sup> This can be seen from the program, which focuses on assigning tasks assigned to each participant in daily and weekly tasks. The goal is that students are not passive in participating in online kalam learning during the pandemic, and learning is not only centered on the teacher. With project-based learning, student participation is more visible, and students can be more applicable, not only memorizing let alone reading conversations.<sup>18</sup>

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<sup>14</sup> Lai-Mei & Seyedeh Masoumeh Ahmadi Leong, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* (2017): 34–41.

<sup>15</sup> Nur Fitriana Kusuma Wardani, Sunardi, and Suharno, "Thematic Learning in Elementary School: Problems and Possibilities" 397, no. Iclique 2019 (2020): 791–800.

<sup>16</sup> Yustin Calvin Gai Mali, "Project-Based Learning in Indonesian EFL Classrooms: From Theory to Practice," *Jurnal IJEE: Indonesian Journal of English Education* 3, no. 1 (2016): 89–105.

<sup>17</sup> Noah Wafula Wekesa and Raphael Odhiambo Ongunya, "Project-Based Learning on Students' Performance in the Concept of Classification of Organisms among Secondary Schools in Kenya," *Journal of Education and Practice* 7, no. 16 (2016): 25–31.

<sup>18</sup> Mohammed Abdullatif Almulla, "The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning," *SAGE Open* 10, no. 3 (2020): 2.

## The Driving and Inhibiting Factors of the Implementation of *Kallimni* Online Program in the Pandemic Period at Al-Azhar Course Institute

There are driving and inhibiting factors related to implementing the online *Kallimni* I and II programs at Al-Azhar course institution. The driving factors for the implementation of the online *Kallimni* I and II programs at al-Azhar course institutions during the pandemic are:

### 1) There is sufficient interaction and communication.

The interaction of students and teachers is one of the crucial factors in learning. Good interaction and communication make it easier for teachers and students to follow lessons and create a more conducive learning situation. This follows the function of interaction in learning. Namely, teachers and students can express ideas and opinions related to learning materials.<sup>19</sup>

Based on the observations, the interaction of students and tutors in *Kallimni* I and II learning is quite visible even though the learning is carried out online. This can be seen from the conversations during discussions either through chat or voice notes. However, the interactions in the *Kallimni* II program are more intensive than the *Kallimni* I program. This is because the students in the *Kallimni* II program have higher Arabic language skills so that they seek more information and are active.

### 2) Availability of time commitment.

A time commitment is needed in online learning. This is because online education is carried out remotely so that it does not allow teachers and students to meet face-to-face. Besides that, teachers and students have different activities, so a time commitment is needed to respond to each other when online learning occurs.<sup>20</sup>

Based on the results of observations and interviews, tutors and students conduct discussions regarding the time used to conduct online learning *Kallimni* I and II. Timing is based on the free time that tutors and students have with a predetermined estimate. With a predetermined time commitment, tutors and students can discuss more optimally, as the tutor said that:

“Before starting the program, the teacher and students discuss the time that will be used to study for one month because the participants come from various regions which have different activities and different times.”

<sup>19</sup> A Ni, “Comparing The Effectiveness of Classroom and Online Learning: Teaching Research Methods,” *Journal of Public Affairs Education* 19, no. 2 (2013): 201.

<sup>20</sup> Zalfa & Ben Officer Feghali, "Teaching Online in the Age of Covid-19," *Journal of American Studies* 55, no. 1 (2021): 212–241.

3) The existence of qualified teacher competence.

Teacher competence plays an essential role in achieving student success.<sup>21</sup> In the *Kallimni* programs I and II, tutors who have been given the mandate to teach have adequate abilities to convey material clearly and precisely and respond to student difficulties related to the learning material of kalam. Besides that, tutors also have sufficient skills in using technology so that the implementation of the online *Kallimni I* and *II* programs can be carried out systematically.

4) There is a sense of confidence to speak.

The existence of self-confidence is one factor that is no less important in learning *mahārah kalām*. In essence, learning kalam is a skill that requires much communication and speaking.<sup>22</sup>

In the *Kallimni* program I and II, students and tutors have the confidence to speak while learning kalam. This can be seen from their creativity in doing kalam assignments through voice notes and videos and the tutor's agility when explaining the material and interacting using Arabic. However, the *Kallimni I* program students have lower confidence because sometimes they fear being wrong in answering and speaking.

5) There is student interest in participating in learning.

Students are an essential subject in learning. Therefore, student interest is very influential on learning activities and student success. In the online *Kallimni I* and *II* programs, students have a high enough interest in participating in online kalam learning. This can be seen during the introduction, where each student is asked by a tutor to reveal their reasons for joining the online *Kallimni* program.

Meanwhile, the inhibiting factors for the implementation of the online *Kallimni I* and *II* programs at al-Azhar course institutions during the pandemic are:

1) The use of less varied applications.

Less varied applications make learning *mahārah kalām* less varied and dull. This affects the enthusiasm of students to participate in learning. Meanwhile, student enthusiasm is needed in learning, as stated by Dalyono.<sup>23</sup>

Based on the observations and interviews, the applications used in the *Kallimni I* program are WhatsApp only, while the applications used in the *Kallimni II* program are WhatsApp and Instagram. This is because the two applications are considered sufficient to meet the needs during the *Kallimni* learning program.

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<sup>21</sup> Kiyemet Selvi, "Teachers' Competencies," *journal Cultura: International Journal of Philosophy of Culture and Axiology* 7, no. 1 (2010): 167–175.

<sup>22</sup> Leong, "An Analysis of Factors Influencing Learners' English Speaking Skill", 37

<sup>23</sup> M Dalyono, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 2009), 56.

## 2) Student tardiness.

Student delay is one of the inhibiting factors for learning. From the observations, students' delay in attending classes in WhatsApp groups is one of the obstacles to implementing the online *Kallimni I* and *II* programs. This affects the delay in collecting assignments given by the tutor. In online learning, students who are late may be able to re-access information and material left behind, but this can interfere with the focus and comfort of other students. For example, some students are late in participating in online learning in WhatsApp groups. Half an hour had passed, the tutor had already given two assignments for the day. Some of the students had already collected the first assignment and started to work on the second task, but the late student was still wondering about the first assignment. Of course, this disturbs the focus of tutors and other students.

## 3) There is a network problem.

A good internet network is one of the most critical factors in online learning. If the internet network is disrupted, of course, the online *Kallimni* learning program will be hampered, and the interactions carried out are less than optimal.

Based on the results of interviews and observations, sometimes the *Kallimni I* and *II* programs are hampered by internet disturbances so that the online learning process is inhibited. For example: During a quiz, students are given questions by the tutor, then students are asked to answer quickly and accurately. At that time, some students were constrained by not answering rapidly because the internet network was inadequate in their area. This is as said by the tutor:

“Sometimes the network becomes an obstacle in online learning, especially for participants who are in difficult signal areas. therefore, they are constrained in carrying out their tasks, both in the form of voice notes and videos.”

## CONCLUSION

Based on the results described above, the researchers conclude that the online *Kallimni* program utilizes the WhatsApp and Instagram applications to implement the online *Kallimni* program during the pandemic. Tutors make maximum use of the WhatsApp application to interact with students during mahārah kalām learning. The learning offered is thematic and project-based. This can be seen from grouping topics during learning and giving assignments every day.

The researchers found each driving and inhibiting factor for implementing the online *Kallimni* program during the pandemic. The driving factors are viewed from several aspects; namely, the teacher aspect includes the competence of qualified teachers and the student aspect in the form of the interest and enthusiasm of students in participating in the online *Kallimni* program. Also, there are several driving factors in terms of both aspects, i.e., the sufficient interaction and communication

between teacher and students, the time commitment, and the confidence to speak. On the contrary, the inhibiting factors of the implementation of this program are caused by the technological aspect and the student aspect. The technological aspect includes the use of less varied applications and the presence of network disturbances. Meanwhile, the student aspect is due to student delays.

As for the implications of this research show that teachers and students need interaction to learn a speaking skill (*mahārah kalām*) because students can be more enthusiastic about developing their skills. Therefore, teachers should add other applications such as google meet, zoom or skype so that the learning of *mahārah kalām* will be more varied and visible.

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