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TUTORS AND STUDENTS ACTIVITIES IN ONLINE ARABIC LEARNING: A FREEDOM TO LEARN

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TUTORS AND STUDENTS ACTIVITIES IN ONLINE ARABIC LEARNING: A FREEDOM TO LEARN PERSPECTIVE

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Abstract

Arabic learning amid the Covid-19 pandemic has changed offline to online. At the same time, the government launched a *merdeka belajar* (freedom to learn) program. Therefore, activities that support Arabic learning are needed. This article aimed to describe the tutors' and students' activities to improve the student's Arabic skills at UIN Antasari Banjarmasin from freedom to learn perspective. A descriptive qualitative method was used by collecting data using a survey towards students, and interviews with tutors and Language Development Unit (UPB) staff. The results of this study described tutors' and students' activities in online Arabic learning. Tutors' activities are described by the personality of tutors, teaching materials, media, methods, and learning motivation. The students' activities are described by the process of online Arabic learning and the efforts made to improve their Arabic skills. Based on tutors' and students' activities, it was found that tutors and students applied a good learning culture through activities that support the mastery of Arabic in listening, speaking, reading, and writing.

Keywords: *learning culture, independent learning, tutor, student*

Introduction

The Covid-19 has spread to the world and changed human life interaction, and educatioan is no exception.[1] Indonesia's education system is forced to use an online learning system. This system is an old system more widely called remote learning which, according to Cinkara & Bagceci has been carried out since the late 19th and early 20th centuries.[2] This occurs because the population is increased and education is

[1] A. Muradi, M. S. Jailani, Sufyati HS, I. S. Wekke, & H. Noor, "Revitalization of Education for Children in Indonesian Families During the Covid-19 Pandemi", *Ilkogretim Online-Elementary Education Online*, Vol. 20, No. 3, 2021, 481-490.

[2] E. Cinkara & B. Bagceci, "Learners' attitudes towards *online* language learning; and corresponding success rates", *Turkish Online Journal of Distance Education*, Vol. 14, No. 2, 2013, 118-130.

needed for everyone. However, before the Covid-19 pandemic, not all educational institutions used this system.

At the same time, the government launched a freedom to learn program for college students. Freedom to learn program is learner-oriented or student-centred learning. In addition, students can study outside the study program and university according to their interests. However, freedom to learn in this article is meant for tutor's activities in providing online Arabic learning and students' activities in learning Arabic both independently and under tutor guidance.

Tutors are teachers who provide additional learning to the student.[3] Those who teach language at Universitas Islam Negeri (UIN) Antasari are called tutors. Tutors teach four language skills at the basic level based on the existing curriculum. Therefore, the activities of tutors and students in language learning include four Arabic skills. According to Pradani et.al the activities of the tutors and students include verbal and non-verbal.[4] Verbal activities are in form of delivering material orally, while non-verbal activities are in the form of hand gestures or others to reinforce the message conveyed.[5] Student activities are all activities in educational interactions to achieve learning objectives.[6]

According to Asmuni, online learning has several problems related to teachers, students, and parents. Problems related to teachers are the lack of teacher's ability to use IT and limited supervision of students, and the problem faced by students is that students are less active in participating in learning and limited access to the internet or network.[7] Meanwhile, the problem faced by parents is the limited time to accompany children in learning. The problem presented by Asmuni was also supported by Yunitasari & Hanifah, who found that students are less interested in learning with the online system because of boredom since they cannot meet the teacher in person.[8]

The result of research by Sadikin & Hamidah shows that there are three problems faced in online learning, namely the lack of supervision of students, internet connection, and expensive internet data.[9] Based on the three above research, it was found some problems arise in online learning, people and internet connection. The

[3] J. M. Echols & H. Shadily, *Kamus Inggris Indonesia,* (2019).

[4] D. R. Pradani, M. Mosik, & W. Wiyanto, "Analisis Aktivitas Siswa dan Guru dalam Pembelajaran IPA Terpadu Kurikulum 2013 di SMP", *UPEJ Unnes Physics Education Journal*, Vol. 7, No. 1, 2018, 57-66.

[5] E. N. Inah, "Peran komunikasi dalam interaksi guru dan siswa", *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, Vol. 8, No. 2, 2015, 150-167.

[6] N. Rahim, "Kualitas Kesesuaian Antara Aktivitas Guru Dengan Aktivitas Siswa Dalam Proses Interaksi Edukatif Pada Pembelajaran Bahasa Arab Di Madrasah Aliyah Muhammadiyah Pekanbaru", *Doctoral dissertation,* Universitas Islam Negeri Sultan Syarif Kasim Riau, 2018.

[7] A. Asmuni, "Problematika Pembelajaran Daring di Masa Pandemi Covid-19 dan Solusi Pemecahannya", *Jurnal Paedagogy*, Vol. 7, No. 4, 2020, 281-288.

[8] R. Yunitasari, & U. Hanifah, "Pengaruh Pembelajaran Daring terhadap Minat Belajar Siswa pada Masa COVID 19", *Edukatif: Jurnal Ilmu Pendidikan*, Vol. 2, No. 3, 2020, 232-243.

[9] A. Sadikin, & A. Hamidah, "Pembelajaran Daring di Tengah Wabah Covid-19: (*Online* Learning in the Middle of the Covid-19 Pandemi)", *Biodik*, Vol. 6, No. 2, 2020, 214-224.

people here are the teachers and learners while the internet connection is a network that connects teachers, teaching materials, and learners.

According to Saifulloh & Darwis, in Covid-19, learning management is very important to provide excellent service to students to increase the effectiveness of learning. Because, during this pandemic, with all its problems, extra effort is needed for teachers so that learning objectives can be achieved properly. Learning is not merely a transfer of knowledge, but the result of learning is the application of the knowledge obtained from the result of the construction process of power thinking and the students' ability.[10]

Apart from the problems in online learning, there are some stories of success in learning. For example, Herlina stated that five aspects show the success of teachers in managing online learning during the Covid-19 pandemic is 1) innovation of complete learning design, 2) various teaching methods, 3) the application used is in accordance with the learning material, 4) good communication between teachers and students, and 5) low internet data/quota.[11] Before the pandemic happened another research had already been carried out on online learning, which was written by Nafiah & Hartatik. The research shows that the use of Google Class Room (GCR) in online learning improve student abilities in making learning tools through three stages, which are 1) lesson planning using the GCR application, 2) implementing learning by uploading material to be studied and practiced by students, and 3) evaluating the assignments done by students and then correcting and re-uploading.[12] The results of the previous research show that among the successes of online learning, including language learning, are how the activities of teachers and students in learning are enacted. From the perspective of freedom to learn program, learning activities is an important point which is a reflection of independence and pleasure in learning. Some previous studies focused on line learning management, not specifically discussing learning activities of teachers and students. Therefore, the purpose of this article is to describe the activities of tutors and students in Arabic learning independently and focuses on the goals in the perspective of freedom to learn.

Method

The method of this research was descriptive qualitative. Descriptive qualitative sought and analyzes verbal data in form of opinions about the problems.[13] The verbal data were then analyzed, interpreted and then connected to the problems in this study.

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[10] A. M. Saifulloh, & M. Darwis, "Manajemen Pembelajaran dalam Meningkatkan Efektivitas Proses Belajar Mengajar di Masa Pandemi Covid-19", *Bidayatuna: Jurnal Pendidikan Guru Mandrasah Ibtidaiyah*, Vol. 3, No. 2, 2020, 285-312.

[11] N. Herlina, "Manajemen Pembelajaran Daring Di Perguruan Tinggi Pada Masa Pandemi Covid-19", *Journal Civics & Social Studies*, Vol. 4, No. 2, 2020, 102-108.

[12] N. Nafiah, & S. Hartatik, "Penerapan Manajemen Pembelajaran Berbasis Daring dengan Menggunakan Aplikasi Google Classroom untuk Meningkatkan Kemampuan Mahasiswa dalam Membuat Perangkat Pembelajaran", *Education and Human Development Journal*, Vol. 5, No. 1, 2020, 9-23.

[13] Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Rosdakarya, 2010), 163.

The subject in this research was students/participants of Arabic and teachers/tutors in the Language Development Program at UIN Antasari.

The author used a survey technique using a questionnaire in collecting the data, interviews, and documentation.[14] The questions in the questionnaire include tutor activities in both verbal and non-verbal learning interactions, [15] while the students' activities questionnaire include activities in the form of effort made by students in improving language skills. Aminoto T. (2014) argues that learning activities include eight activities, namely visual, oral, listening, writing, drawing, metrics (conducting experiments), mental and emotional. [16] These eight activities are simplified into four activities related to the four language skills and the effort made by students in improving these four skills. Meanwhile, in obtaining the validity of survey items or research questionnaire is through the Forum Group Discussion (FGD) which was attended by Arabic learning experts and writers.

In this research, the survey was conducted twice. Total respondents of the first survey on even semester of the 2019/2020 academic year were 1079. The total respondent from the second survey of the odd semester of the 2020/2021 academic year were 1,396. The survey items use the respond criteria Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (DSA). The data sought through these techniques which are related to tutor and student activities in learning Arabic. The data collected were then analyzed using inductive analysis, the interpretation of the data associated with the theory related to the research study, and then derived to be the answer to the problems that have been proposed in this study.[17]

Result

Tutor's Activity

Table 1: Tutor's Personality

No	Strategy/ Activity	Response			
		SA	A	DA	SA
1	The tutor is wearing clothes neatly	90,3	4,4	5	0
2	The tutor's facial expressions are nice	86,5	12,8	0,7	0
3	The tutor's speaking style is fun	89,9	1,5	2,7	2,2
4	Tutor responding to students' questions promptly	79,6	17,6	2,5	0
5	The tutor is able to control the noise during the lesson	70	26,9	2,5	0,6

[14] Lexy J. Moleong, *Metodologi Penelitian Kualitatif, 163.*

[15] D. R. Pradani, M. Mosik, & W. Wiyanto, "Analisis Aktivitas Siswa dan Guru dalam Pembelajaran IPA Terpadu Kurikulum 2013 di SMP", 57-66.

[16] T. Aminoto, "Penerapan media e-learning berbasis schoology untuk meningkatkan aktivitas dan hasil belajar materi usaha dan energi di kelas xi sma n 10 kota Jambi", *Sainmatika: Jurnal Sains dan Matematika Universitas Jambi*, Vol. 8, No. 1, 2014.

[17] F. Kohlbacher, "The use of qualitative content analysis in case study research", In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research,* Vol. 7, No. 1, 2006, 1-30.

Based on to the table above, the tutor's personality according to the students is very good. Thus, in general it can be said that tutor performance personality aspect is very good.

Table 2: The use of Source, Media, and Teaching Methods by Tutors

No	Strategy/ Activity	Response			
		SA	A	DA	SA
1	The tutor uses various learning sources	31,3	2,1	8,3	58,2
2	The tutor uses a variety of learning media	23,3	36,5	30,7	9,5
3	Tutor use variety of teaching method	55,4	29,7	14,9	0

From the table above, it can be seen that the tutors did not various sources, media, and learning methods yet. In response to this, the attention focused on the minimal use of learning source and learning media by the tutor.

Tutors' Efforts to Improve Students' Ability to Speak Arabic

Table 3: Listening Skill

No	Strategy/ Activity	Response			
		SA	A	DA	SDA
1	Tutor often plays Arabic audio	53,1	33,7	13,2	0
2	Tutor mostly motivates students to listen to Arabic audio	44,7	43	12,3	0

Related to the Arabic tutors' efforts in improving the students' ability to speak Arabic, as seen in the table above, the tutors had carried out this by playing Arabic audio to be listened when learning process take place inside or outside the class. Thus, the Arabic tutors had made enough efforts to keep students motivated to improve their Arabic skills, especially in listening skills.

Table 4: Speaking Skill

No	Strategy/ Activity	Response			
		SA	A	DA	SDA
1	Tutors often ask students to repeat the pronunciation of Arabic vocabulary	48,2	43,4	8,4	0
2	Tutors often practice Arabic dialogue	64,7	30,2	5,1	0
3	Tutors often motivate students to speak Arabic	76,4	18,7	4,9	0

In speaking skills, Arabic tutors also provided guidance to students by asking students to repeat vocabulary pronunciation. From these data, it can be concluded that the tutors have tried maximally to improve the students' ability to speak Arabic.

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Table 5: Reading Skill

No	Strategy/ Activity	Response			
		SA	A	DA	SDA
1	Tutors often ask students to read Arabic texts while studying at UPB	74,7	22,3	3	0
2	Tutors often ask students to read Arabic newspapers / magazines / books out of learning at UPB	22,6	49,9	27,5	0
3	Tutors often motivate students to read Arabic newspapers / magazines / books outside of learning at UPB	42,9	42,6	14,4	0

In reading skills, the tutors have tried to improve the students' ability. Based on this data, it can be concluded that Arabic tutors have encouraged students to help themselves to read Arabic texts from various sources.

Table 6: Writing Skill

No	Strategy/ Activity	Response			
		SA	A	DA	SA
1	Tutors often ask students to write Arabic sentences in learning at UPB	64,7	30,8	4,5	0
2	Tutors often communicate with students in written Arabic while learning at UPB	43,2	45,3	11,5	0
3	Tutors often motivate students to improve their Arabic writing skills	62,1	29,8	8	0

Based on the table above, the tutors have tried to improve the students' ability in writing skills. Based on this data, it can be concluded that Arabic tutors have motivated students to help themselves to communicate in written Arabic.

Table 7: Student Activities

No	Strategy/ Activity	Response			
		SA	A	DA	SA
1	I study without any obstacle	19,3	10,9	64,5	4,6

Based on the survey results regarding student activities in online learning, 64.5% of students answered disagree and 4.6% answered strongly disagree. It shows that students face significant obstacles in participating online learning. The survey results also showed that the main factor of the problem was trouble connection or network disruption. Therefore, we need a more effective way to solve these problems.

Regarding quota, it has become a government policy that students get quota assistance from the campus. This has been done by UIN Antasari. Meanwhile, there were also problem students face related to the trouble internet connection due to weather factors, making it difficult to access the lesson. In order to solve this second problem, the tutors created learning videos or looks for learning videos according to

the topic. The video was shared to students to enable them to study through the link, even though it is outside the meeting schedule. This is based on the advice of a tutor who states: "The complaints are more to students. There are some students in remote areas that are difficult in conducting teleconferences effectively. The impact is that students are not able to understand the material. To solve this problem, materials are presented through videos on YouTube. The relevant video material made or looked for by tutors". Therefore, social media platforms that are already available become alternative tools for tutors and students in Arabic learning.[18]

What Students do to Improve Their Language Skills

Table 8: I try to improve my listening skill

No	Strategy/ Activity	Response			
		SA	A	DA	SDA
1	I often listen to Arabic songs	32,2	58,6	9,2	0
2	I often listen to Arabic news	3,8	46,7	49,6	0
3	I always understand the Arabic tutor's explanation	59,4	37,5	3,1	0

Based on the survey results regarding the students' efforts to improve their abilities, it can be seen from table 8 that 58.6% of students learned independently by listening to Arabic songs. Meanwhile, in the second item, 32.2% of students answered strongly agree and 46.7% of students answered agree. The last item, 59.4% of students answered that they could understand the Arabic material or explanation delivered by the tutor. The table also shows that more than 30% of students did not do what was asked in the survey items. This is being the concern of UPB administrators and tutors to make students get motivated to learn Arabic through the media available in their environment.

Table 9: I try to improve my speaking skill

No	Strategy/ Activity	Response			
		SA	A	DS	SDA
1	I always speak Arabic with friends while studying at UPB	20	60,9	19,1	0
2	I always repeat my words in Arabic outside of UPB learning	6,3	60,6	33,2	0
3	I have friends to make a dialogue in Arabic	19	55,2	25,8	0

It can be seen from the table 9 that 20% of the students answered strongly agree, 60.9% answered agree and 19.1% answered disagree on the first item. On the second item, 6.3% of the students answered strongly agree that they always repeat the pronunciation of Arabic vocabulary outside of UPB learning. In addition, one of the efforts of students to improve their speaking ability in Arabic is having friends to talk

[18] A. M. Albantani, "Social Media as Alternative Media for Arabic Teaching in Digital Era", *Alsinatuna*, Vol. 4, No. 2, 2019, 148-161.

with or have a dialogue. Students' response to this last item was 19% strongly agree and 55.2% agree. Meanwhile, 25.8% of those who disagree or do not have friends speak Arabic. In short, it can be concluded that the students have tried in order to improve their speaking skills of Arabic.

Table 10: I try to improve my reading skills

No	Strategy/ Activity	Response			
		SA	A	DS	SDA
1	I often read Arabic texts	48,9	47,6	3,5	0
2	I understand the Arabic texts without looking at the dictionary	40,2	51,9	7,9	0

The table above shows that 48,9% of the students answered strongly agree, 47,6% of the students answer agree, 3,5% of the students answer disagree and nobody answered strongly disagree for the first item. The second item is understanding the Arabic texts. Students' response to this item was 40.2% strongly agree, 51.9% agree and 7.9% disagree. In short, it can be concluded that more than 90% of students have made significant efforts in mastering Arabic through reading a lot of texts. Reading lots of Arabic texts might help someone to master it.

Table 11: I'm Trying to Improve My Writing Skills

No	Strategy/ Activity	Response			
		SA	A	DA	SDA
1	I often write "status" on social media in Arabic	10,2	59	30,9	0
2	I often write conversations on social media in Arabic	7,8	49,6	7,8	0
3	I often write letters in Arabic	2,3	26,1	71,6	0
4	I often write resumes in Arabic	10,2	44,8	45	0

Based on the survey results, it shows that more than 50% of the students had already made efforts to improve their Arabic writing skills, including those four activities. In other words, they really pay attention to the importance of foreign languages in order to support their studies.

Discussion

Kristanto stated that there are two fundamental factors that drive the creation of freedom to learn. They are innovation and learning culture. These two spirits actually lead to the teacher. Innovation for teachers is how to carry out learning well based on theories, approaches and principles of instructional design. The learning culture for teachers is the availability of facilities and learning resources for students so that students can learn well.[19] Furthermore, Sherly et.al said that the purpose of "freedom of learning" is to improve the quality of human resources, in this case

[19] Y. D. Kristanto, "COVID-19, Merdeka Belajar, dan Pembelajaran Jarak Jauh", 2020.

teachers and students.[20] So, the concept of freedom to learn is to develop teachers and students potential in order to improve the quality of learning independently.[21]. Freedom of learning also aims to make students feel happy in learning.

In order to realize freedom to learn, innovation in learning activities is needed. The series of learning activities begins with a mature learning plan, including online learning training through *learning management systems* (LMS), and making online learning guidelines for tutors. This is held as an innovation in response to the arrival of new adjustments in learning. This innovation was carried out in order to support the idea of freedom to learning. This is done because the teacher's role is as a facilitator of learning[22] and also taking an important part in achieving learning goals.[23] Meanwhile, for students, this is done to help them to learn independently and creatively.[24]

The change in the teaching and learning system from offline to online has led to adjustments that must be made by both tutors and students. Students are required to be able to face these changes. The success or failure of students and lecturers in facing these changes is determined by their readiness to face them.[25]

Talking about tutors, based on the results of student responses to the personality of the lecturer/tutor consisting of neat clothes, facial expressions, responsiveness and the tutor's role in class management, the results show that more than 80% of students strongly agree. (Table 1 and 2). Regarding the appearance of the tutor, according to Gumelar, it is an attracton for interpersonal relationship such as physical attraction. This interpersonal attractiveness is understood by the author from two aspects, namely physical[26] appearance such as neatness in dress and social interactions in the form of facial expressions, responsiveness and class management. According to Gumelar & Haris, the appearance of a tutor is an attraction and a benchmark for a person's character.[27] This means that the tutor has presented a good model for students in teaching, and this can be a way of creating fun learning.

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[20] S. Sherly, E. Dharma, & H. B. Sihombing, "Merdeka belajar: kajian literature", *UrbanGreen Conference Proceeding Library*, Vol. 1, 2020, 183-190.

[21] D. Juita, & M. Yusmaridi, "The Concept of "Merdeka Belajar" in the Perspective of Humanistic Learning Theory", *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, Vol. 9, 1, 2021, 20-30.

[22] A. Muradi, F. Mubarak, R. Darmawaty, & A. R. Hakim, "Higher Order Thinking Skills dalam Kompetensi Dasar Bahasa Arab", *Arabi: Journal of Arabic Studies*, Vol. 5, No. 2, 2020, 177-190.

[23] F. Noor, "Kurikulum Pembelajaran Bahasa Arab di Perguruan Tinggi", *ARABIYATUNA: Jurnal Bahasa Arab*, Vol. 2, 2018.

[24] A. D. Deviana, "Teaching Strategies in Light of Students' Creative Thinking in Writing Education at Malang State University Indonesia", *Abjadia*, Vol. 4, No. 1, 2019, 49-59.

[25] I. K. Swasti, "Implementasi Manajemen Pembelajaran Daring dengan Platform WA, CR, MZ, dan Kepuasan Mahasiswa", *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, Vol. 3, No. 4, 2021, 342-351.

[26] G. Gumelar, "Penampilan Guru (teacher appearance) terhadap penerimaan siswa SD di Jakarta", 2017.

[27] G. Gumelar, & A. Haris, Persepsi Ketertarikan Interpersonal pada Gaya Berpakaian Guru di Jakarta Timur. *IKRA-ITH HUMANIORA: Jurnal Sosial dan Humaniora*, Vol. 2, No. 1, 2018, 1-7.

In online learning, tutors are required to use methods that can motivate students to learn independently.[28] Based on the survey results, more than 50% stated that tutors used a variety of media and methods. It was found that there were also more than 58% stated that the tutors had not provided variations on the material content yet. To make freedom to learn successful, it does not only focus on content but also on the critical thinking skills development. Therefore, Arabic teaching materials should be varied or based on the level of learning. The teaching materials are also in accordance with the conditions of the learners.[29] It is presented not only through printed materials but also integrated with the current media, for example the material is given via video, YouTube, and others. Then, it needs the tutor's creativity in using social media as a learning tool.[30]

In the transformation of the curriculum, through the idea of freedom to learn, learning materials are arranged to develop literacy. In terms of content, learning Arabic is included in the literacy density because learning a language means learning the skills namely listening, speaking, reading and writing.[31] In primary and secondary education, this is included in basic literacy.

In independence aspect, the students have developed language skills. This can be seen from the survey results (table 7-11). From that table, it can be seen the activeness, creativity and innovation in the development of their Arabic skills. Based on table 7-11, it can be seen that the interest and motivation in learning Arabic is good. This is not in line with Albantani & Madkur that found the interest and motivation of Indonesian students low in learning Arabic.[32] Thus, among the factors of interest and good motivation to learn is due to the role of the teacher. According to Zurqoni et.al the language skills of students need to be improved. Learning Arabic is expected to be abse to provide knowledge and skills for learners.[33] For sure, this is an important factor in realizing the existence of foreign languages as the language of

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[28] S. Ammas, "Pembelajaran Daring Dalam Perspektif Merdeka Belajar", *Jurnal Sipatokkong Bpsdm Sulsel*, Vol. 2, No. 1, 2021, 35-45.

[29] Zurqoni, H. Retnawati, S. Rahmatullah, H. Djidu, & E. Apino, "Has Arabic Language Learning Been Successfully Implemented?", *International Journal of Instruction*, Vol. 13, No. 4, 2020.

[30] U. Bahruddin, A. M. K. Amrullah, & N. A. Audina, "Constructivism in Maharah Kalam Lecture Using the Instagram Media: The Implementation, Problems, and Tertiary Students' Perceptions in Indonesia/Kontruktivisme dalam Perkuliahan Maharah Kalam Menggunakan Media Instagram: Implementasi, Problematika dan Persepsi Mahasiswa di Indonesia", *Arabiyatuna: Jurnal Bahasa Arab*, Vol. 5, No. 1, 2021, 127-140.

[31] A. Muradi, *Pembelajaran Menulis Bahasa Arab: Dalam Perspektif Komunikatif,* (Jakarta: Prenada Media, 2016).

[32] A. M. Albantani, & A. Madkur, "Teaching Arabic in the era of Industrial Revolution 4.0 in Indonesia: Challenges and opportunities", *ASEAN Journal of Community Engagement*, Vol. 3, No. 2, 2019.

[33] Zurqoni, H. Retnawati, S. Rahmatullah, H. Djidu, & E. Apino, "Has Arabic Language Learning Been Successfully Implemented?".

communication between students.[34] Therefore, many practices in speaking Arabic need more emphasis.[35]

The tutors' strategies in improving Arabic language skills for students were already good. This can be seen from the results of the survey in table 3-6, where tutors have given their best in guiding students in various activities so that the students can improve their Arabic language skills. The tutor's efforts also become motivation for students to take online lectures and it effects their achievements.[36] Both the students and the tutors have a positive effect on improving abilities. Therefore, the effectiveness of learning from the use of media and motivation as well as from tutors affects the development of competencies and skills.[37] Regarding the use of online learning media in freedom to learning perspective, tutors are expected to understand the use of all applications that help ease students' learning. Therefore, the application is useful and can be used for all. Tutors are also expected to change the way of learning online by using a variety of applications but not burdening students in learning. [38]

One of the keys to create student satisfaction in learning is good communication and interaction between tutors and students. Here, the role of tutors is to help students in learning. In this sense, tutors are expected to have personal and professional competence in carrying out Arabic language learning.[39] The student satisfaction makes the concept of freedom to learn well done, so that students feel happy following the learning.[40] The students' satisfaction can provide positive energy for lecturers, so there is an inseparable reciprocal relationship. According to Yamin, Syahrir and Mustaghfiroh, to achieve the concept of freedom to learn, two things are needed, namely commitment to independence and commitment to learning.[41]

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[34] A. Muradi, F. Mubarak, F. Permana, Y. Hidayat, & I. S. Wekke, "Revitalization of the Existence of Arabic Education in Indonesia", *Psychology and Education Journal*, Vol. 57, No. 8, 2020, 505-514, 2020.

[35] U. Bahruddin, "Improvement of Speaking Skills Through the Use of Arabic as an Introduction Language", *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, Vol. 12, No. 8, 2021, 2760-2768.

[36] N. H. Zhafira, Y. Ertika, & C. Chairiyaton, "Persepsi mahasiswa terhadap perkuliahan daring sebagai sarana pembelajaran", *Jurnal Bisnis Dan Kajian Strategi Manajemen*, Vol. 4, No. 1, 2020.

[37] A. Cahyadi, H. Hendryadi, & S. Suryani, "Thoughts on Incivility: A Preliminary Study to Identify Uncivil Behavior in Indonesian Higher Education", *Journal of Ethnic and Cultural Studies*, Vol. 8, No. 1, 2020, 129-142.

[38] Y. Suryana, H. P. Sanusi, A. H. Hermawan, & W. Hidayat, "Manajemen pembelajaran daring berbasis empati untuk pemeliharaan motivasi belajar daring mahasiswa dalam situasi wabah Covid-19", 2020.

[39] I. K. Swasti, "Implementasi Manajemen Pembelajaran Daring dengan Platform WA, CR, MZ, dan Kepuasan Mahasiswa", 342-351.

[40] Houtman, H., "Merdeka Belajar dalam Masyarakat 5.0.", In *Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang*, April, 2020

[41] M. Yamin, & S. Syahrir, "Pembangunan pendidikan merdeka belajar (telaah metode pembelajaran", *Jurnal Ilmiah Mandala Education*, Vol. 6, No. 1, 2020; S. Mustaghfiroh, "Konsep "merdeka belajar" perspektif aliran progresivisme John Dewey", *Jurnal Studi Guru dan Pembelajaran*, Vol. 3, No. 1, 2020, 141-147.

Conclusion

The purpose of freedom to learn is to create an innovation and a learning culture for teachers and learners. Innovation is an important part for teachers to affect the learners' independence in learning process. This is where positive habits are formed in learning, including learning Arabic. Among the examples of positive habits in improving the four Arabic language skills are doing various linguistic activities. These habits make students have independence and a good learning culture. Therefore, the concept of freedom to learn is oriented towards independence and learning culture that in turn leads educators and students to have learning for pleasure. In this study the authors reveal the activities of tutors and students in Arabic learning. This is limited to the appearance of tutors in interacting with students and students' activities in improving the ability of the four Arabic skills. Meanwhile, things that have not been revealed yet, such as how optimally tutors use materials, media and online Arabic learning strategies.[]

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