

PalArch's Journal of Archaeology of Egypt / Egyptology

E-LEARNING PROBLEMS IN ARABIC LANGUAGE AND ISLAMIC COURSES DURING THE CORONA PANDEMIC

¹Nasser Rady Al-Zuhri Ibrahim, ²Adel Abdel Fadeel Eid bleek

¹Professor of Arabic Language at Prince Sattam Bin Abdulaziz University - Professor of Arabic Language at Al-Azhar University

²Professor of Comparative Jurisprudence at Prince Sattam Bin Abdulaziz University and Al-Azhar University

Email: ¹n.ibrahim@psau.edu.sa, ²a.bleek@psau.edu.sa

¹Nasser Rady Al-Zuhri Ibrahim, ²Adel Abdel Fadeel Eid bleek, E-Learning Problems In Arabic Language And Islamic Courses During The Corona Pandemic– Palarch's Journal of Archaeology of Egypt/Egyptology 17(6) (2020). ISSN 1567-214X.

Key words: E-Learning, Electronic education, Arabic language, Islamic.

ABSTRACT:

This topic deals with the problems of e-learning in Arabic language and Islamic courses in educational institutions in Wadi Al-Dawasir and the problems faced by faculty and students in distance education. And how to overcome these problems and the role of government institutions, faculty members and students in overcoming these problems and responding to the Corona pandemic in a way that guarantees the safety of the educational process, and makes use of the electronic study experience in Wadi Al-Dawasir. Monitoring e-learning problems in Arabic and Islamic language courses and presenting the problems of Wadi Al-Dawasir during the pandemic, providing the solutions that the research sees during confronting the problem, and monitoring the positive solutions that have been made on the ground. Also providing support to faculty members in solving problems through what the research proposes of solutions it deems appropriate, and monitoring the positive aspects of distance education in this region and the time of the pandemic. The research consists of an introduction, three topics, and a conclusion that includes the most important results, the first topic deals with the advantages of distance education, and the second topic includes the general and specific negatives that faced students and faculty members in their decisions in Arabic language and Islamic studies, and the third topic : Problems of electronic tests in Arabic language and peace studies courses, then the conclusion, and dealt with the most important results and recommendations. The research adopts the descriptive approach, describing problems and their dimensions, and proposing solutions to them. One of the most important results of the research is monitoring e-learning problems during the Corona pandemic in Wadi Al-Dawasir with regard to Arabic language and Islamic courses and electronic testing problems and proposing appropriate solutions for it. The study recommended the necessity of motivating students to study remotely and continuing it after the end of the Corona pandemic, even partially with Traditional education.

I. Introduction:

E-learning has become a life necessity imposed by the nature of development and technological progress in various areas of life, in which technological means seek to overcome the obstacles that prevent the human being from reaching his knowledge and cultural goals. Many scholars have directed efforts to develop education to keep pace with the requirements of the times. As well as developing the means of obtaining it to move from traditional education that depends on the meeting of the teacher and the learner in the classroom, and direct communication to interactive education through electronic media and self-education by providing learning resources that the student can access at any time, and from anywhere, which saves time, effort and money.

During the Corona pandemic, the great importance of distance education appeared, and it is the appropriate means to continue the educational process in light of the spread of this epidemic that necessitates separation and imposes isolation. So universities and government and private institutions moved towards developing the educational system towards distance education, activating educational platforms, and qualifying Educational personnel and students to address the consequences of the Corona epidemic in education, and other aspects of life that have been paralyzed by the epidemic; So it stopped.

In an area far from the capital, such as Wadi Al-Dawasir, which is more than six hundred kilometers away from Riyadh, the capital of the Kingdom of Saudi Arabia, students and faculty members encounter some difficulties that affect academic achievement and progress and - sometimes - without continuing the educational process, such as the absence of Internet networks, or the absence of Covering within valleys and in places with difficult geographical terrain. In some Arabic language and Islamic studies courses, students find it difficult to communicate and follow up with a faculty member, and faculty members face some problems in communicating information and explaining the vocabulary of the lesson, which we review through this study, which needs to be monitored It also provides distinctive solutions that have proven their worth during the crisis to be useful in the future when needed.

The research seeks to come up with a distinct study and special study of e-learning problems in Arabic language and Islamic courses in Wadi Al-Dawasir during the Corona pandemic, which imposed special systems in study and research that caused confusion in the learning process. And during it, some negatives appeared, which educational institutions addressed in a worthy and capable way, until they were transformed for benefit and construction. The study presents these problems and how to solve them through the reality of what happened.

This research aims to reach the following objectives:

- 1- Monitoring e-learning problems in Arabic language and Islamic courses.
- 2- Presenting the problems of Wadi Al-Dawasir during the pandemic.
- 3- Providing the solutions that the research sees during confronting the problem.
- 4- Monitoring the positive solutions that were made on the ground.
- 5- Providing support to faculty members in solving problems through what the research proposes of solutions it deems appropriate.
- 6- Monitoring the positive aspects of distance education in this region and at the time of the pandemic.

The importance of this research appears from two sides: The first is related to researching the problems of Arabic language and Islamic courses in e-learning, and what the pandemic imposed on society, which was not devoted to a special study, and the second side in its selection of the target area of study. In the period of time that he seeks to study, which is the period of the Corona pandemic, in a period from the end of 2019 to the end of 2020 after the

beginning of the pandemic's decline and the announcement of the discovery of the vaccine, a study must be done to evaluate the experience and present the problems that permeated it, and how to solve them, which will benefit researchers and officials when confronting such problems.

II. Previous studies and method

Many studies revolved around the subject of e-learning and its problems, some of which dealt with the positives, some of the negatives, and some of them dealt with its divisions, types, history, development, etc. Among these studies is a study entitled (Teaching Arabic from a distance, the reality and hope for Dr. Aqeel Al-Shammari , et al). The study dealt with the reality of teaching the Arabic language, and what awaits the development of this type of study. This study and other studies do not converge with this research in its objectives, as it tends to study Arabic language and Islamic courses in a specific region to which it applies its objectives, and in a specific period of time during the Corona pandemic from the end of 2019 to the end of 2020.

The research adopts a descriptive approach that describes problems, their dimensions, and their solutions.

III. The advantages of e-learning during the pandemic period

Before we go into monitoring the negatives of e-learning during the Corona pandemic, we must enumerate the positives that have been observed during our teaching practice of Arabic language and Islamic studies courses during the Corona pandemic in Wadi Al-Dawasir so that the benefit is complete.

Among the benefits of distance education that were realized among students of Wadi Al-Dawasir:

- 1- Achieving technological experience and knowledge of ways to deal with devices for the educational process, such as computers and various smart devices.
- 2- Getting acquainted with many programs for distance learning.
- 3- Saving time and effort in attending university campuses, especially students who come from places far from their university, such as students of Bisha, Tathleeth, and As-Salil who study in Wadi Al-Dawasir.
- 4- Benefiting from experience in self-education and tried to compensate for the lack of explanations by searching websites such as YouTube, Twitter and Facebook.
- 5- The families of these students benefited from the presence of their children with them, especially since many of these students are married and have children.
- 6- Some individual experiences of some students were realized. He was able to combine the management of his work and study in a smooth and easy way.
- 7- We noticed during teaching students of Prince Sattam University the high level of student rates (this point needs research and review to clarify its reasons).
- 8- The experience of distance education transferred students of Prince Sattam University a very big qualitative leap in the transition to digital education, especially as the university improved the management of the crisis during the Corona pandemic.
- 9- Many of the students who stumbled due to their marriage circumstances were able to finish the courses they had stumbled upon, as they were allowed the opportunity to study remotely to continue studying from home.
- 10- A number of defaulting expatriate students were also able to finish their studies, which they defaulted in due to the distance of the place; Distance education provided them with an opportunity to finish it.

11- A small number of sick students were able to complete their studies during their illness period without requesting a postponement due to their ability to follow lessons through the Blackboard and the platforms provided by the university for them.

IV. E-learning problems

As for the problems of e-learning for students of Wadi Al-Dawasir, they are many and varied due to the remoteness of this region from the capital and the lack of some Internet services, and the frequent disruption of the network, or the lack of coverage, which the state works to provide so that students can continue education, and the problem of e-learning in this region varies as follows:

General problems for all distance education courses:

Among the problems observed in distance education among students of Wadi Al-Dawasir in their general curricula are:

First: technical problems:

- 1- Weakness of the internet network, especially in remote areas and valleys.
- 2- The internet was cut off or not there in the first place, and many students live in deep valleys for long distances in the desert, which prevents communication.
- 3- The lack of devices for some students, such as computers and smart devices.
- 4- Some students were not proficient in using the devices necessary for communication.
- 5- Inability of students to master the necessary programs to deal with communication platforms.

Problems related to the academic environment:

- 1- The large number of mental distractions for a student who studies from home and the presence of sources of confusion around him.
- 2- Some students are busy with food or sleep.
- 3- The inability of the faculty member to follow up the students visually, which contributes to the escape of some students from the lesson.

Technical problems related to Arabic language and Islamic studies courses:

- 1- Some school curricula require verbalization and consideration of some of its vocabulary, such as studying (al-Shabiyyah = smimilarity) in Arabic rhetoric, which sometimes needs to use the sign to determine what is intended, and this sign requires a visual vision like the analogy in the saying of the Prophet: - may God bless him and grant him peace - (I and the hour were sent as these two) (the Musnad of Ahmad, 19. p.: 330). And as the poet said, describing the sun at the beginning of its rise, with its rays blurring over the eye: (and the sun is like a woman in the palm of al-Ashl) (The caliber of poetry by Ibn Tabataba al-Alawi, p: 28). He casts death in the likes of her kit ... like a torrent hurling a boulder with a boulder (Al tarraz Al alwy. p.: 146.) The analogy in these examples has a disturbance in movement, and an exchange in its directions needs a visual view with an explanation. This problem can be overcome by operating the imaging devices.
- 2- In graphic representation by metaphor, metaphor and metaphor, some pictures need for dialogue between the student and the teacher to clarify the dimensions of the image and clarify what is in the mind of the student when hearing the explanation so that he finds someone to answer him at the time of analyzing the image. In order to overcome this problem, the teacher must open channels of communication between himself and the learners.
- 3- The vocabulary of some courses requires an audio application for each student, such as uttering some letters to identify their exits, which is difficult for a faculty member, especially with the large number of students. And this problem can be solved by reducing the number of students in the division in distance teaching and providing additional time to enable all students to apply.

4- In teaching the vocabulary of a course for memorizing the Holy Qur'an students need to hear from a faculty member in learning the exits of the letters, how to pronounce, then the application reciting one by one and the faculty member corrects what students fall into from the errors of recitation and this matter is difficult, especially with the large number Division students. This problem can be overcome by increasing the time allocated to the course, or reducing the number of students in the division, and software and CDs that students listen to can be used to correct the recitation.

5- The Prophet, may God's prayers and peace be upon him, frequently uses the Prophet - may God's prayers and peace be upon him - to indicate as we mentioned earlier in the prophetic simile, and as his saying (Pray as you have seen me pray) (Al-Musnad Al-Shafi'i , 1. P: 55.) He may use calligraphy and drawing as in the hadith: (Ibn Masoad told us the line Messenger of Allah, peace be upon him wrong, he said: "this is the way of Allah" and then line lines on the right and on the north and then said: "this means all the way, including a demon calling him") (Ibn Hibbaan , 1 ,P .: 180), which needs a vision to find out what is meant, and this problem can be solved by video recordings sent to students, and attached to the explanation of the lesson through social media platforms.

6- The vocabulary of the Arabic poetry courses requires visual and verbal communication to achieve the learning objectives and complete its outputs, especially the science of performances and the music of poetry, which needs to cut the verses according to the appropriate verbs for each sea of poetry. This problem can be overcome with video recordings that can reach students through different educational platforms, but the student still needs to review his teacher regarding his confusion, which requires communication during the lesson, which is difficult for the teacher and the learner.

7- In grammar and morphology courses, the student needs to follow the faculty member with his sight and hearing in order to understand the rule and then apply it under the supervision of his teacher.

8- In the writing and editing courses, some of the course vocabulary needs to see the correct spelling and follow up the teacher so that he can master the basics of writing and its arts.

V. Tests problems in Arabic language and peace studies courses

1- Faculty members face technical problems in developing electronic tests so that they comply with the exam rules, fulfill the vocabulary of the course, and are commensurate with the various levels of students, and there are courses that require long essay questions in the answer.

2- There are courses that require the student to recite excerpts from poems or prose that the teacher hears in order for the student to reside during them.

3- Some courses rely on poetic and prose archives for which questions are put, but their answers cause a problem for students because they need to write the text in an accurate manner, which is difficult for students in the electronic test with the specific exam time and the device conditions.

4- Faculty members struggle to monitor students in tests remotely and in providing and controlling settings that achieve follow-up of students and prevent attempts to cheat.

5- Electronic tests impose certain systems regarding the type, nature and methods of presentation of the questions in a way that is inconsistent with some courses that need verbalizing in the question and answer. In an attempt to reconcile the requirements of the electronic test with the vocabulary of the course, the faculty member finds himself obliged to leave some lessons or entire study units without putting questions on them, which constitutes a failure to cover the vocabulary of the course.

6- Many students suffer from disconnection during the test, and consequently leaving the test and saving the system for the test that was not completed. The student loses his remaining scores, or the system does not save the test, and the student loses the entire score and demands an alternative test.

7 - Some students' lack of knowledge of setting the settings in a correct way exposes them to losing their calculated time from the exam time. He takes the exam late or cannot enter.

8- Students' lack of knowledge of the electronic test rules and how to deal with questions exposes them to losing many grades.

9- The exploitation of a group of students for remote testing and the lack of monitoring, partial interruption, or complete lack thereof, to attempt to cheat or seek the help of others to answer them.

To solve these problems, educational institutions have intensified training courses for students and faculty members to introduce systems and rules for electronic exams.

As for the courses that contain an archive in which the student tests, they can be assigned oral examinations via distance as well.

As for the essay questions of length, the faculty member can reduce them to match the electronic test, achieve the purpose of the course and take into account the time in developing the questions.

With regard to following-up students during the test to prevent attempts to cheat, it is possible to activate dedicated programs. Therefore, with strengthening the religious faith of students, so that they have self-monitoring to make them aware of the importance of the exam and its usefulness for them.

It is also possible to adopt the open book test method in the courses that allow this vocabulary.

In conclusion, the remote study experience needs many studies and research in all its aspects to fill the gaps that occurred, address the negatives that appeared during them, and to achieve the greatest benefit from e-learning, which represents the future of education.

VI. Conclusion

Through the previous presentation in this research, the importance of e-learning is evident, especially in light of the crises and disasters that may hinder the traditional education path. In order for distance education to succeed, it must meet conditions in the learner and the educational program, so what must be met by the learner is to clearly define his goals, and on the basis of his goal the appropriate program is chosen, and he has the will and desire to continue education, commitment and self-discipline, and he has a plan based on Choosing the best quality resources, necessary tools, and appropriate applications, and what must be available in the program: that its goal is commensurate with the nature of the learners it targets, in terms of gender, age, ability, background knowledge, and experience, and that the program takes into account the educational and psychological foundations, and has an element of excitement Attracting attention, facilitating the interaction between the subject and the learner, and being easy to use.

It also revealed through the study the nature of the problems students faced during the Corona pandemic and the solutions available to deal with the problems.

The research also monitored the problems of teaching Arabic language and Islamic studies courses, how to overcome them, and the role of the teacher, student and institution in resolving crises.

Prince Sattam University has done well in dealing with the problems of e-learning that students faced, by setting up intensive courses for students and

faculty members to solve the problems and negative aspects of the educational process in accordance with the best international standards.

The study recommends: that more studies be devoted to solving and developing e-learning problems and preserving what has been achieved in light of the Corona crisis, as distance education has made wide steps that would not have been achieved in normal circumstances except after tens of years.

It also recommends that e-learning and distance education not be abandoned at the end of the pandemic, even partially, in order to preserve what has been achieved in this period.

Acknowledgment

We extend our deep thanks, gratitude and gratitude to the Deanship of Scientific Research at Prince Sattam bin Abdulaziz University for its role in supporting scientific research through the Humanitarian Research Support Program in the English language.

References

1. Ibn Hibban (Muhammad bin Hibban bin Ahmed bin Hibban bin Muadh bin Mu`bad, Al-Tamimi, Abu Hatim, Al-Darami, Al-Basti (deceased: 354 AH) Al-Ihsan in approximating Sahih Ibn Hibban, which he achieved and produced his hadiths and commented on it: Shuaib Al-Arna`ut - Publisher: Al-Risalah Foundation, Beirut First edition: 1408 AH 1988AD.
2. Ibn Tabataba (Muhammad bin Ahmed bin Muhammad bin Ahmed bin Ibrahim Tabataba, al-Hasani al-Alawi, Abu al-Hassan (died: 322 AH) Caliber of poetry: Abdul Aziz bin Nasser al-Mani - Publisher: Al-Khanji Library - Cairo.
3. Imam Ahmad bin Hanbal (Abu Abdullah Ahmad bin Muhammad bin Hanbal (deceased: 241 AH), the Musnad of Imam Ahmad bin Hanbal T: Shuaib Al-Arna`ut - Adel Murshid, and others, Publisher: Foundation for the Message - Edition: First, 1421 AH - 2001 AD.
4. Al-Shafi'i: (Al-Shafi'i Abu Abdullah Muhammad bin Idris bin al-Abbas al-Qurashi al-Makki (died: 204 AH) Al-Shafi'i Musnad - Publisher: Dar Al-Kutub Al-Ilmiyya, Beirut - Lebanon Publication year: 1400 AH.
5. Al-Alawi (Yahya bin Hamza bin Ali bin Ibrahim, Al-Husseini Alawi Al-Talbi (died: 745 AH) Al-Tariq for the secrets of rhetoric and the sciences of the facts of the miracles - Publisher: Racial Library - Beirut - Edition: First, 1423 AH