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http://journal.uinjkt.ac.id/index.php/tarbiya

TARBIYA: Journal of Education in Muslim Society, 8(2), 2021, 201-211

DEVELOPMENT OF E-LEARNING WITH WEB ENHANCED COURSE MODEL IN ARABIC LANGUAGE LEARNING AT UIN SYARIF HIDAYATULLAH

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Received: 28th November 2020; Revised: 18th November 2021; Accepted: 28th December 2021

Abstract

The aim of this study was to develop the design of the e-learning concept through web-enhanced model for students at the Department of Arabic Education at UIN Syarif Hidayatullah Jakarta. Research and Development (R&D) by using a 4-D model. The 4-D development model consists of four main stages, namely: Define, Design, Develop and Disseminate. Data were collected through interview and distribution of questionnaire. After that, data analysis process was conducted in the form of both qualitative and quantitative data analysis. The results of the study showed that the development of e-Learning in Arabic learning gave students a new experience / nuance in learning Arabic for 63.5%. In terms of human resources, there is still an assumption that the conventional learning model through face-to-face is still an easy means and at the same time pays attention to the emotional bond between educators and students. This study concludes that the use of e-Learning media is still new to learning Arabic, and therefore, literacy in digital media needs to be developed to make them more accustomed to using it. Moreover, there are still many shortcomings and complaints by students in using e-Learning media in Arabic learning, and therefore, it required lecturers to be more intensive in guiding them.

Keywords: e-learning; web enhanced course, Arabic learning

Abstrak

Penelitian ini bertujuan untuk pengembangan desain konsep e-learning dengan Model Web Enhanced pembelajaran bahasa Arab pada generasi Z yaitu Mahasiswa pada Jurusan Pendidikan Bahasa Arab di UIN Syarif Hidayatullah Jakarta. Jenis penelitian yang digunakan yaitu dengan mengacu pada research and development (R&D) by using a 4-D model. Model pengembangan 4D terdiri atas 4 tahap utama yaitu: Define (Pendefinisian), Design (Perancangan), Develop (Pengembangan) dan Disseminate (Penyebaran). Dan teknik pengumpulan data yang diterapkan dengan wawancara dan kuesioner. Adapuun Analisis data yang diterapkan dalam penelitian ini adalah analisis data kualitatif dan analisis data kuantitatif. Hasil penelitian yang didapat bahwa pengembangan e-learning dalam pembelajaran bahasa arab memberikan mahasiswa pengalaman/nuansa baru dalam pembelajaran bahasa arab yakni sebesar 63.5%. Dari sisi sumber daya manusianya sendiri masih ada anggapan bahwa model pembelajaran konvensional melalui tatap muka masih menjadi sarana yang mudah dan sekaligus memperhatikan ikatan emosional antara pendidik dengan peserta didik. Kesimpulan pada penelitian ini adalah penggunaan media e-learning ini masih baru pada pembelajaran Bahasa Arab, tentunya literasi pada media digital perlu dikembangkan sehingga mahasiswa lebih terbiasa dalam menggunakannya. Masih banyak kekurangan dan keluhan oleh mahasiswa dalam menggunakan media e-learning dalam pembelajaran, sehingga mengharuskan dosen harus lebih intens lagi dalam membimbing mereka.

Kata kunci: *e-Learning, web enhanced course, pembelajaran bahasa Arab*

How to Cite: Muttaqin, Z., Hady, Y., Edidarmo, T. (2021). Development of E-Learning with Web Enhanced Course Model in Arabic Language Learning at UIN Syarif Hidayatullah. *TARBIYA: Journal of Education in Muslim Society, 8*(2), 201-211. doi:10.15408/tjems.v8i2. 26372.

Permalink/DOI: http://doi.org/10.15408/tjems.v8i2.26372

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Introduction

Recent technological developments have become significantly influential in shaping the pattern of interaction in the communication process in both social and educational environments. It also affects generational differences and causes significant changes in the learning process, especially in Arabic learning. Mannheim (1952) further explained that a generation consisting of individuals born within a span of twenty years are usually in the same social and historical dimensions. For example, the latest generation, called Generation Z, are now experiencing their years in universities close to Generation Y. Tapscott (2008) stated that this generation experiences digital transformation as they were born between 1998-2009. Bencsik, Csikos, and Juhez (2016) also shared a slight difference in terms of defining the span; that is 1995-2010. Nevertheless, Generation Z is not that significantly different with their closest generation, Generation Y, except on their multi-tasking skills. Children in Generation Z are more likely capable to run social media and finding information while listening to music and driving a car, for example. In other words, they are attached to their virtual world, and they could find whatever they want by themselves.

Given the quick description above, it could be seen that Arabic teaching and learning pattern may become more challenging as Generation Z tend to get bored quickly in the lecture having one-way teaching method. To be precise, the authors believed that Generation Z are more suitable to be involved in such blended learning, which combines in-class learning and distant learning (Husama, 2014; Kurtus, 2004; Elliot, 2002; Allen, Seaman, & Garrett, 2007). Students may benefit from having both the sense of face-to-face learning and learning from just anywhere. However, one that needs to be scrutinised is that the fact that distant learning may only take place with the help of any digital connection which enables them to access learning materials wherever they could.

In response to the above needs and the COVID-19 momentum recently, distant learning evidently become more powerful. For example, e-learning grows in any educational institutions as to adapt with the recent situation. While having in-class learning may be harmful for students, enabling distant learning could be an option. For example, research on the development of Arabic learning multimedia had been carried out by Suryani (2013) by making digital textbooks and the results showed an effective Arabic learning process. Likewise, the use of e-learning applications with *Lectora* software by Wijoyo (2015) whose research suggested that the Arabic e-learning concept must include five components: Vocabulary, Reading Text, Grammar, Exercises, and Evaluation Questions which are presented digitally in a digital format in one application; It can increase students' concentration during learning process. Furthermore, Anshori's (2019) research in the application of digital classes with the *Moodle* application in e-learning showed that using e-learning model in Arabic developed by Moodle based on e-learning effectively improves student learning. Therefore, the use of technology in teaching can affect the quality of teaching to students.

Of the benefits in using the technology, however, there are some aspects that become recently growing due to the fact that e-learning could now be used not only in distant learning, but also in-class learning. The development aspect of e-learning is not only focused on the material itself, but also addressing several other aspects, such as graphic design, digital media used

DOI: 10.15408/ tjems.v8i2.26372

and techniques in the learning process, so that the objectives and the learning process can be achieved well. Learning using e-learning must provide new and interesting experiences for students, according to Thompson (in Wena, 2009), "e*-learning is instructional content or learning experiences delivered or enabled by electronic technology*" (p. 211). *E-learning* also has several advantages, including students can access learning or repeat learning anywhere and anytime so that ease of access is an advantage of learning with e-learning, and they can also share various information with others, thus students can strengthen their mastery on learning materials and requires students to learn independently. Jethro, Grace, and Thomas (2012) argue that innovation with technology in the form of *e-learning* is a revolution in education, enabling individual learning (adaptive learning), increasing student interaction with others (collaborative learning), and changing teacher's role.

There are at least four important components in building a learning culture using the concept of e-learning, as follows a) Students are required to be independent in learning with various approaches so that students are motivated and they self-regulate in learning; b) Teachers can develop knowledge and skills, as well as facilitate teaching resources and other things needed in learning process; c) Availability of adequate infrastructure facilities, and; d) Creative administrators and preparation of infrastructure to facilitate learning. If all those aspects are met in building the e-learning culture, teaching and learning process might be challenging. Hofmann (2014) stated that one of big challenges to ensure e-learning run well is related to how users can successfully use the technology and ensuring their commitment due to their various characteristics to encounters with new technology. Shraim and Khlaif (2010) also showed that if majority of the users (teachers and students) are lack in skills to utilize ICT based learning components due to, either insufficient skills or experience in computer and internet applications, may lead to failure in e-learning and blended learning.

The main problem in this research is technology integration in the development of Arabic learning innovations. Based on these problems, the formulation of the problem can be made as follows: 1) How are the responses of Arabic learners when implementing the *Web-Enhanced Course e-Learning* Model design? 2) How is the implementation of the development of the Web-Enhanced Course e-Learning Model in learning Arabic?. The main purpose of this research is to describe and analyze. Development and Response of Arabic learning using E-Learning with Web-Enhanced Course Model at UIN Syarif Hidayatullah Jakarta. Specifically, this study aims to: 1) describe and analyze the implementation of the Web-Enhanced Course e-Learning Model design in learning Arabic; 2) Know the response of Arabic learners when implementing the *Web-Enhanced Course e-Learning* Model design.

Method

The method used in this research is research and development (R&D) by using a 4-D model that was developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974). The 4-D development model consists of four main stages, namely: Define, Design, Develop and Disseminate. The instruments used to collect research data include: 1) The interview guide with structured and open-ended questions (This guide is used during field surveys in preliminary research to obtain preliminary data from the subject under study); 2) Preliminary research

DOI: 10.15408/ tjems.v8i2.26372

questionnaire using a Likert scale consisting of agreement level (strongly agree, agree, undecided, disagree, and strongly disagree); This preliminary research questionnaire was given to students to find out the media used in learning; 3) the student response questionnaire which aims to find out how students respond to several learning media criteria in the formative evaluation and the practicality of learning media developed in summative evaluation, and; 4) The teacher's response questionnaire aims to determine the teacher's response to the effectiveness and practicality of the learning media developed in the summative evaluation. This questionnaire is in the form of a rating scale with 5 categories of assessment from the highest, namely: 5.4, 3, 2, 1.

Results and Discussion

The results of the development in this research activity are in the form of Arabic teaching material texts that are published online on the *web*, namely Bayna Yadaik book volume 1a on https://arabiclearning.gnomio.com/. The teaching materials developed consist of seven learning topics التحية التعارف ـ البيانات الشخصية ـ - الأسرة السكن ـ الحَيَّاة اليَوْمِيَّة ـ الدِّرَاسَة ـ العَمَل. The teaching materials are integrated with media such as pictures and animations so that it can make it easier for students to understand conversational material.

In *Web-Enhanced Course* development is changing the pattern of conventional books that only have a visual aspect. Then, it is developed digitally into a single unit by adding animation, sound and video in one application, not only converting conventional books to digital, but such also as converting hardcopy books into softcopy in .doc or .pdf format. *The Web-Enhanced Course* was formed through a special application that can combine two facilities, namely audio and visual into a single unit. In its development, it must also pay attention to several aspects, one of which is the design; An easy design will make it easier for students to use the book, so that e-book are more understandable.

In *Web-Enhanced Course* learning that is integrated with the concept of e-learning, the design or visual appearance of *both* will determine the learning process, because the appearance of a website will be an attraction for students to open an e-learning website that will be taught. If the appearance of an e-learning website is attractive, students are more willing to open and study it. In particular, the selection of website applications in developing the digital classroom learning process will determine the level of success because there are so many applications that can be used in the digital classroom process, therefore, the selection of these applications must be adjusted to the needs and also from the facilities for the learning patterns in the classroom, so that the application must accommodate various kinds of learning techniques both from the model of material delivery and the exercises. In this study, the website used was the Moodle application because the application was made specifically for digital classroom processes and was easy to use.

In summary, the Web-Enhanced Course in the concept of e-learning needs to be created as if students were studying conventionally, only transferred to a digital system through the website system. Therefore, e-learning needs to adapt the elements that are usually done in conventional learning systems. For example, starting from the formulation of operational and measurable goals, there is an apperception or pre-test, generating motivation, using communicative language, clear material descriptions, concrete examples, problem-solving, question and answer, discussions,

DOI: 10.15408/ tjems.v8i2.26372

post-tests, to assignments and follow-up activities. he continued. Therefore, designing e-learning needs to involve related parties, including teachers, material experts, communication experts, programmers, and others.

The development of Web-Enhanced Course materials in the concept of e-learning using Instructional Design aims to produce a good e-learning design. This understanding will help select the right media design for digital classes that can contain text, images, sound, music, animation, and video. The implementation of this instruction also requires visual design in conveying it to students. Compilation of information on the website requires knowledge of visual communication in creating visual perception. Visual perception is a process of how a visual display is read and processed by the human brain to understand its meaning. Therefore, good visual communication will create the expected visual perception and the information conveyed is following its original purpose and is free from the influence of certain emotions and symbols so that it can be understood by as many students as possible.

The design characteristics of the e-learning concept emphasize the interaction between lecturers and students. Therefore, the use of a navigation system between menus and other menus must be made easy to understand to facilitate instructions in the learning process. Moreover, the emphasis on the preparation of information visualization and lesson instructions is something that must be done in building an e-learning website. Besides, the e-learning design used in the research includes the main menu, certain subjects, quizzes or learning evaluations, consultations, sending and downloading materials, and discussion forums. As for the e-learning website design made by researchers, there are several features, such as the homepage, subject and sample pages, exercises and assignments pages, and consultation pages. For more details, here are the details of the features developed:

Home Page e-Learning

Here is the user interface of the homepage (start page), see figure 1.

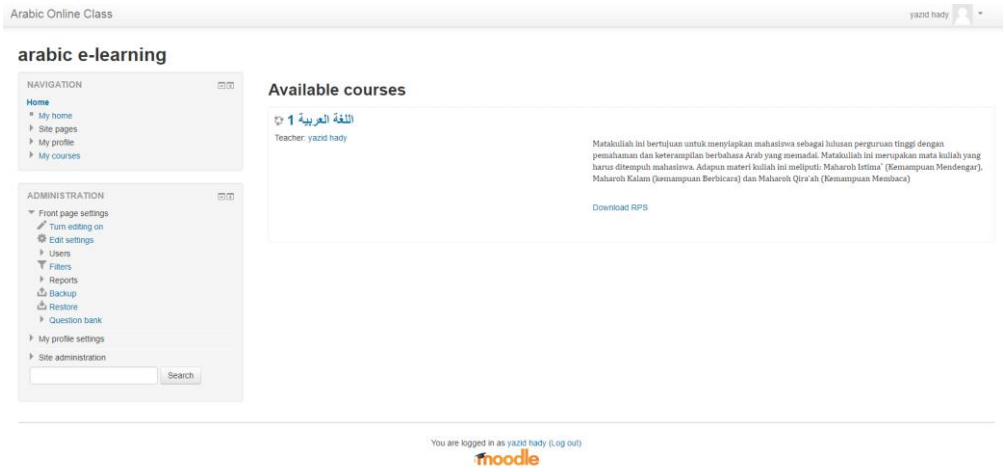

figure 1. *E-learning* Home Page Display

The focus of this design is to create a clear display of information and minimize the use of scrolling. On the start page, there is additional information by selecting *the show link* to display.

DOI: 10.15408/ tjems.v8i2.26372

Users who *log* into the system will find *a pulldown menu* that is arranged systematically at the top. The menus that appear are very dependent on the *logged*-in *user*.

Material page and sample questions, see figure 2

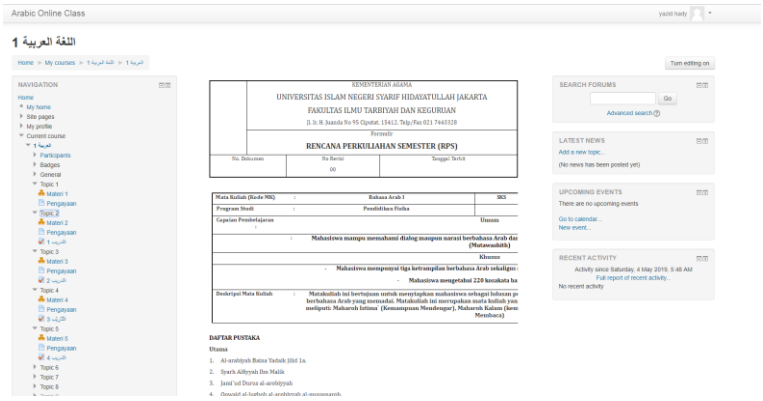

Figure 2. Display of material pages and sample questions on *e-learning*

When students enter the subject and sample questions, there will be several choices of subjects that have been made by the admin. The lecturer directs what material will be studied under the semester lecture plan (RPS). On this page is also the process of understanding the concept of trying to be developed by the researchers. By completing the sample questions made using *flash* media, it is hoped that students will be able to understand the concepts of hiwar and qaidah learning given. With the material on *the e-learning website*, the Lecturer's function as a teacher is not lost, the conventional learning process is still used even though all the subject matter has been *uploaded* to *the e-learning website*. With this *e-learning learning*, it is hoped that learning can be done by anyone, anytime and anywhere.

Exercises and Assignments Page

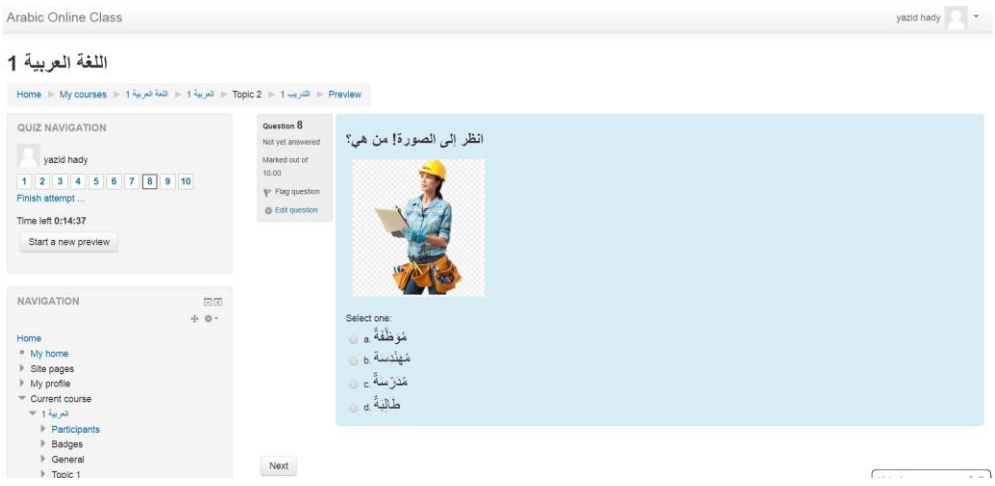

Figure 3. Exercises and Assignments page on *e-learning*

The picture above illustrates the design of the user interface in response to the exercise of the developed *e-learning* application. In the *question list Datagrid* section, a list of question number links will be displayed, where the user can choose the question to be answered by selecting the relevant link. Questions will be displayed along with a list of answers that the user can choose from. The *Next* button allows the user to work on the next question and end the

DOI: 10.15408/ tjems.v8i2.26372

practice answer action and save the relevant user's answer width data into the database. On the practice page, each question is given 10 to 15 minutes according to the level of difficulty of the questions. So that the lecturer can find out the level of student ability in answering a question that has been taught. If a given question cannot be solved within the allotted time, the exercise page will automatically close by itself. With these practice questions, lecturers can see the extent to which students understand the basic Arabic material they have learned.

Chat Page

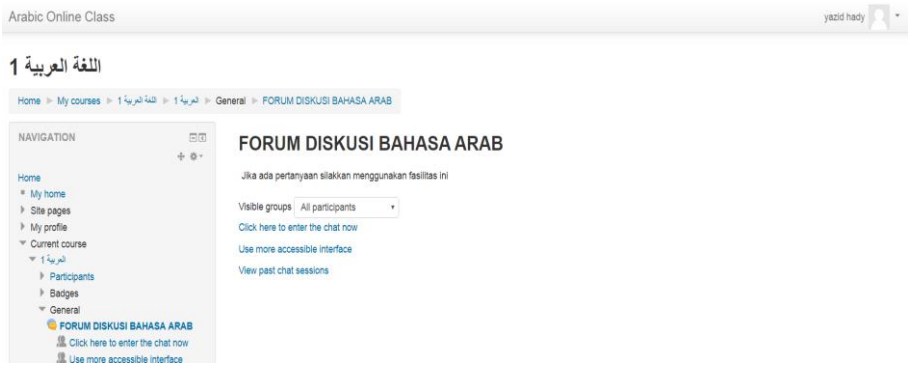

Figure 4. *Chat* or Chat page on *e-learning*

Chat facilities are arranged to facilitate communication between lecturers and students as well as among the students. This facility is not made for specific topic, so topics discussed can be learning materials that is considered difficult, see figure 4. *Chatting* itself can only be done when lecturers and students are both online to ensure the communication become smoother and not limited only to interaction during in-class teaching and learning. The purpose of this facility is more specific, namely, to overcome the problem of misunderstanding each student who may be different from one other.

In *the e-learning* developed by the researchers, there is *user management* feature. *User management* consists of what access rights each *user* has. The description of the access rights of each *user* is as follows: 1) *User admin*: admin has the right to manage and manage *courses*, both *course management* and *user management*. Management in the form of *course management* includes adding and subtracting *course* content, changing the appearance, and managing grades. Management in the form of user management includes adding and deleting *users* as well as regulating what rights each *user* can have; 2) Lecturer *User*: Lecturers can only manage *course management* by adding and subtracting *course* content and managing grades; 3) Student *User*: Students have the right to access all *e-learning* content but are not entitled to add and remove *course* content.

There are several advantages in the Web-Enhanced Course design on the e-learning concept developed by researchers. First, a simple system made on https://arabiclearning.gnomio.com/ makes it easier for students to use technology and menus available, with the convenience of the panels provided so that participants' learning time will be more efficient. Second, the appearance of e-learning is designed quite attractively and colorfully, so that it becomes an attraction for students to open an e-learning website that will be taught. Third, services that are supported by speed, and quick response to student complaints and needs, so that learning improvements can be made as quickly as possible by the teacher or manager.

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In addition to the advantages, of course, there are some drawbacks to the e-learning design developed by the researchers. First, the difficulties in operating e-learning experienced by several students made learning a bit hampered because the lecturer had to guide the students who did not understand first. Second, in the e-learning display developed by researchers, there are still many shortcomings in the displayed content, such as news pages, discussions and so on. Third, the simple design of the e-learning design developed by researchers requires lecturers to guide students with other learning models, so lecturers must combine learning with the concept of e-learning with conventional learning, or we are often familiar with hybrid learning.

Student Responses to the Development of E-learning in Arabic Learning

The development of e-learning in learning as an alternative to face-to-face learning shows a negative response. As many as 17.8% of respondents admitted that e-learning could not be used, or it was not suitable as an alternative to conventional learning models. On the other hand, as many as 53.1% of respondents were still doubt and wondered about the effectiveness of e-learning when used as a substitute for face-to-face lectures. This means that they are still doubtful if the lectures which are now mostly done face-to-face are replaced entirely by using e-learning. Students tend to see e-learning to add/improve lecture material. In other words, the use of e-learning has not fully motivated them to be more active in looking for additional lecture material, through additional references they obtained from the internet (16.7%). In fact, through the internet, they should believe that there will be unlimited communication between lecturers and students, among students, or with other people.

The use of e-learning developed is still at a basic level as a support for lecturers and students have not explored the use of e-learning. The use of e-learning as a means of discussion is still not too important; As many as 22.6% of students have not used e-learning as a medium of discussion because they think e-learning is not good and do not agree if it is not necessary to meet face-to-face with lecturers every day, even though if we can discuss using the internet, of course, it will enrich our understanding of the material. The use of e-learning as a learning medium will of course be interesting to be followed up. The rapid development of technology and information demands a renewal of learning models that can accommodate these rapid changes. It is hoped that e-learning can help improve students' understanding of teaching materials.

Based on the results of student responses to the development of e-learning in Arabic learning, e-learning has not been able to help students understand all the material provided by the lecturer and can be applied in everyday life. Students expected the use of e-learning could make it easier for them to get lecture materials; whether it comes from the teacher or what they are looking for from relevant websites. However, some others found it difficult to understand Arabic learning using e-learning.

It can be said that face-to-face Arabic learning with lecturers is considered better than e-learning. On the other hand, 53.1% of respondents stated that e-learning is considered to increase their sense of responsibility and discipline in collecting assignments. They also think that e-learning will make it easier to collect assignments. They no longer need to print but just send the file via their email. This method is cost-effective, easy to do and fast. The trend of reducing the use of paper (paperless) in this world also makes this model very in line with that trend.

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The development of e-learning in learning Arabic gives students a new experience/feel in learning Arabic (63.5%). E-learning is used as a medium for questions and answers between lecturers and students is also one of their hopes. They assume that the ease of asking questions without the need to meet face-to-face makes them no longer ashamed to ask things they don't know. Generally, students in face-to-face classes do not like to ask questions and want this question-and-answer media. Students also feel that e-learning can be used as a substitute for face-to-face courses, only that they have objection if they have to use e-learning continuously in one semester. Students' preference may be due to the benefits of face-to-face session that, according to Kelley and Gorham (2009), gave more psychological bond through various verbal and non-verbal aspects such as praising students, giving humor, maintaining eye contact, and so on. In other words, e-learning could only be used as an alternative and development of learning in the classroom; When a lecturer cannot give lectures, then e-learning can be used as well as for collecting papers and assignments.

In addition, the results obtained were not in line with expectations. Some respondents gave a negative response to the product. From a simple appearance, it turns out that some respondents did not feel comfortable with the website. The appearance and layout as well as a simple system will make it easier for students to take advantage of existing technology. Moreover, menus with the convenience of the panels provided will reduce the introduction of the E-learning system itself so that participants' learning time can be streamlined for the learning process itself and not on the learning process itself to learn to use its e-learning system.

In terms of interactivity, researchers tried to build this website so that it is interactive and able to be an alternative if face-to-face learning in class cannot be implemented. The results developed are that various digital materials can be included, be it PowerPoint presentations, flash animations, audio and video. So that the delivery of material that usually takes place in class with the lecture method can be made an alternative, namely with video recordings from the teacher. Apart from the delivery of material, class discussion activities can also be done online. The lecturer gives a topic of discussion and then all students participating in the lecture can directly participate in responding to various arguments from other students as well as from the lecturer himself.

However, based on the results of student questionnaire responses, this online discussion was deemed unable to bridge the arguments of each student because, in this online class discussion, students are usually lack of confidence in delivering their arguments. Some studies found that absence of learner interaction can cause failure and eventual drop-out in online courses (Willging & Johnson, 2009) and the lack of learner's connection was noted as an triggering factor leading to learner drop-out in online courses (Zielinski, 2000). It was also noted that learners may not proceed in e- and blended learning if they are unable to make friends and rather develop feelings of isolation during their blended learning experiences (Willging & Johnson, 2009). Moreover, Astleiner (2000) believed that the absence of interaction between teachers and students may lead to students' withdrawal from the program.

Broadly speaking, the implementation of the web-enhanced course model e-learning development is largely determined by the availability of technology. Another factor that plays a significant role is the readiness of human resources, both from the side of students, lecturers and

DOI: 10.15408/ tjems.v8i2.26372

managers. The success of the implementation of e-learning is largely determined by, among others: The positive attitude of students (high motivation to study independently), the Positive attitude of education staff towards computer and internet technology, Availability of computer facilities and access to the internet, Support for learning services, Internet access fees affordable for learning/educational purposes Conditions in the field are far from ideal. Heinich, Molenda, Russell, and Smaldino (2001) also supported that user characteristics do impact on behavioral intention to engage with the technology, because according to Berenson, Boyles, and Weaver (2008), those characteristics, to some extent, will deal with emotional intelligence, resilience, personality type and success in an online learning context. In terms of human resources, there is still an assumption that the conventional learning model through face-to-face is still an easy means and at the same time pays attention to the emotional bond between educators and students.

Conclusions

Based on this analysis, this research may conclude on some advantages. First, the simple system created in the e-learning https://arabiclearning.gnomio.com/ makes it easier for students to take advantage of existing technology and menus, with the convenience of the panels provided so that participants' study time will be more efficient. Second, the appearance of e-learning learning is designed quite attractively and colorfully, so that it becomes an attraction for students to open an e-learning website that will be taught. Third, services that are supported by speed, and quick response to student complaints and needs, so that learning improvements can be made as quickly as possible by the teacher or manager.

In addition to the advantages, of course, there are drawbacks to the e-learning design developed by the researchers. First, the difficulties in operating e-learning experienced by several students made learning a bit hampered because the lecturer had to guide the students who did not understand first. Second, in the e-learning display developed by researchers, there are still many shortcomings in the content that is displayed, such as news pages, discussions and so on. Third, the simple design of the e-learning design developed by researchers requires lecturers to guide students with other learning models, so lecturers must combine learning with the concept of e-learning with conventional learning, or we are often familiar with hybrid learning.

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DOI: 10.15408/ tjems.v8i2.26372