

## Humanizing Education in Virtual Learning Environment: Experience of Students in Al-Madinah International University

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### Abstract

Online learning needs to humanize the experience, especially in this day and age when technology is upending our lives and curriculum delivery methods are evolving quickly with new tools and applications. It is crucial, therefore, to humanize both our instruction and our students' learning at disruptive moments. This study aimed to investigate how Al-Madinah International University (MEDIU) undergraduate students experienced humanizing learning in a virtual learning environment. The researchers use a sequential mixed-method methodology to collect information to analyze the humanization of education in virtual learning environments. (320) undergraduate students from Al-Madinah International University participated in the quantitative portion of the study by answering both open-ended and closed-ended questionnaires. The qualitative data was analyzed using a thematic method, and the results were used to support the quantitative findings by creating themes using ATLASTI. The quantitative data was analyzed using descriptive statistics. According to the study's findings, 87% of respondents said that humanizing education in a virtual learning environment was successfully applied. At the same time, the remaining respondents were unsure. According to the qualitative data, most ODL instructors must attend training on using humanizing education in virtual learning environments. During the module compilation process, the participants suggested that ODL programs incorporate the cultural information students have learned at home and in their communities. Most respondents have an Arabic language background, so the curriculum needs to consider their culture. Students from Arabic and Islamic backgrounds, in particular, should have their culture at the center of lectures in the virtual learning environment, according to the institution.

**Keywords:** Humanizing Education; Virtual Learning; Environment; Online; Distance Learning

### INTRODUCTION

Virtual Learning Environments have been subjects of studies from many aspects, main concerns of these studies have been centered on the learners' needs. Some issues that have been addressed by recent researches are proposed models for adaptive and personalized e-learning systems that suits diverse learners needs and deliver the appropriate learning content and activities for each learner based on utilizing learners 'data and behavior in the system and with the integration of detection methods to detect the learners state of knowledge, their learning styles. (Dumont & Raggo, 2018) have stated in their research paper, many researches have been done to understand the effectiveness of teaching in virtual classroom for students. But the implications of such medium on lecturers, administrators, departments, faculties and the universities as a

higher education environment also need to be emphasis. The main advantage of teaching with virtual classroom is the ability to be innovative and working remotely to deliver lectures to many students regardless of their location. According to (Maureen Anayo et al., 2019) the findings of virtual learning is a means through which the increasing educational needs of a diverse population can be meet, now and in the future. Furthermore, for a virtual classroom satisfy the needed effectiveness and interactivity, need to be design with adaptive learning features and functions. (Maureen Anayo et al., 2019) added that the population of 414.2 million are expected to be in higher education by 2030, compared to the population in the 2000s which is below 100 million (Ossiannilsson et al., 2015). This clearly indicate the important and necessity of teaching and learning need to utilize the innovative approaches and emerging learning technologies such as virtual classroom designed using adaptive learning. "Another research focus in e-learning systems was about security and learners' privacy. All kind of educational content, information and learners' data are stored, updated, exchanged and distributed through e-learning systems, during these processes, e-learning systems are exposed to risks that could compromise its security, such as confidentiality loss, unauthorized access to essential information, and vandalism or loss of privacy. Furthermore, in ELVs information is shared, but it's very common that some of it needs to be confined to certain groups only and shouldn't be accessed by others. Moreover, the content copyright, users' identity, secure information transmission, and information integrity are difficult to check and maintain. All of these concerns and challenges were covered and security models and solutions were proposed (Shivshankar & Paul, 2015).

Technology in virtual learning environments has the potential to improve connections between teachers and students or to become a barrier (Pacansky-Brock et al., 2020). Teachers can preserve elements of their previous in-person instruction that allowed for cooperative, totally engaged, and interactive learning for students by humanizing the online learning process. Humanizing online learning entails involving students as unique individuals with unique learning requirements and obstacles rather than just seeing them as a student-device interaction. There are numerous ways to make online learning more humane while ensuring every student gets the information, time, and support they require to succeed. A student-teacher relationship is necessary for this endeavor to succeed. Using online course software and applications can increase student engagement and increase the availability of programs, resources, and teachers. Students gain from using technology because it increases access to online resources and offers high-quality instruction and learning opportunities. According to Michelle Pacansky-2020 Brock's research, children can become more successful learners if they receive personalized feedback and are given "check-ins" and "icebreakers." When evaluating students' perceptions of and satisfaction with online classes, relationships between instructors and students—which were less prevalent in online learning—bear significant importance, according to Humanizing Online Teaching to Equitize Higher Education. Humanized online teaching promotes closer bonds and active communication between students and teachers, encouraging greater involvement with activities. Students with varying learning preferences should be accommodated by distance learning by offering a variety of activities and media as needed. Creating a caring culture that fosters the growth of trust between kids and teachers is also beneficial.

While preferences for media, modalities, and learning activities differ from culture to culture and student to student, they should generally align with what would best

support students in achieving learning objectives. While some students prefer to study privately, others are more in favor of increased social collaboration. Offering a variety of activity options for students to select from to achieve the same learning objective and promote student success may be one way to facilitate improved learner participation. These decisions can significantly impact motivation when learning is primarily done in front of a computer rather than in a typical classroom setting where students interact with peers and teachers (Mustapa & Arifin, 2015). These kids seek opportunities to interact with others, much as educators would be hesitant to lecture over Zoom if they cannot see their students. Establishing office hours, offering chances for online group projects, and boosting general engagement in an online course are all crucial steps in creating a supportive environment that caters to each student's unique needs. By taking these steps, you may establish a classroom-like atmosphere and foster relationships between students and teachers that are challenging to duplicate in an asynchronous learning environment. According to this study, humanizing education entails viewing students as active, vital members of the university community who co-create their educational environment and learning experiences to glorify Allah, seek knowledge, and apply it to the betterment of society to achieve *Rahmatan lil-‘Ālamīn*. Students who actively participate in the learning process bear the responsibility and accountability for their activities, contributing to their wisdom growth.

Humanizing education also means providing teachers with the chance and resources to grow and succeed (Fuller, 2012). They are not robots, or even robot-like, that conduct research or teach a course repeatedly to meet an annual performance target that some other party set (Krejcie & Morgan, 1970). Instead, they create and disseminate information outside their offices or classrooms and work to advance society both on and off campus. The other university community members are involved in creating an ecosystem that honors knowledge and related activities in a humanizing educational organization. The value of employees is determined by their dedication to providing the finest service possible, following their respective *khalifah* roles, rather than by their position. Put differently, employees' effectiveness is determined by their significant contributions. Furthermore, Al-Madinah International University offers academic programs to students from various domestic and foreign countries. Humanizing education through virtual learning would benefit students' overall growth and social duties. Since most study participants are native speakers of Arabic, it is hoped that this research will positively impact learners' perceptions of learning Arabic and how it relates to their comprehension of the Al-Quran and Hadith, regarded as the primary sources of morality and values.”

“This study aimed to study the humanizing education in virtual learning environment from the experience of students in virtual classroom in Al-Madinah International University (MEDIU). MEDIU University relies mainly on e-learning technologies to deliver learning to its students. Both online and on campus students receive their learning materials, submit their academic activities, attempt their exam and communicate with their lectures and colleagues online through the university learning management system. Specifically, the university has been utilizing a customized Moodle learning management system namely Alim as a core system for e-learning since it was started on 2008 till the late time that moved to adopt fully use of LMS. “A group of distinguished Muslim scholars came up with the idea to establish Al-Madinah International University (MEDIU) to give modern Muslims appropriate educational

resources that would prepare them for the harsh realities of living in the Muslim world today—a world that is afflicted by poverty, injustice, war, discrimination, and illiteracy. Students from around the world can readily access Al-Madinah International University at any time and from any location through e-learning. In creating this institution, the administration took a different route than other universities to build a scientific structure that would link generations of knowledge seekers and the many sciences. We decided to create this structure using contemporary technology since it is currently the most vital tool for learners to possess the keys to the future in a world where technology governs every part of existence. Without the instruments of contemporary technology, there would be no offices or homes today.

“Al-Madinah International University uses a campus management system called CMS to keep students’ academic and finance records, academic members’ records, manage offered courses and registration process. It's currently integrated with *Alim* so these records can be synchronized between the two systems. The system used to be accessed directly by lecturers and the university staff, while students can view their records on the system and submit some forms through interface called student portal. This research aims to investigate the student’s perspectives on humanizing education, determine the practices of humanizing education students’ experience, and examine the technical hitches affecting humanizing education in virtual learning environment as reported by the students”. “Despite being two distinct fields, philosophy and education are closely related. Life on Earth develops its ideology. Conflicting educational ideologies result from human evolution and education. On the other hand, education needs a curriculum for people to learn the knowledge, skills, values, and culture necessary for their survival and the survival of the next generation. As part of the Ministry of Education's initiative to highlight higher education for the community, Malaysia's public institutions are stepping up to provide some of the most outstanding study programs. Academic attainment, motivation, and student involvement can all be impacted by humanizing learning. It is commonly known that "student interaction and sense of presence within the course" are related to students' performance in online courses. Shown that encouraging students to make positive emotional connections and interactions in the classroom boosts their academic performance (Muir et al., 2020).

Humanizing learning can positively impact student experiences, enhance academic institutions' cultures, and impact our larger communities. Students can apply and serve as role models for important abilities and strategies acquired from the humanizing approach as they progress beyond higher education. Humanizing can enhance the culture of societal institutions, especially colleges and universities, and impart valuable work and life skills. By emphasizing the physical, psychological, and social well-being and the safety of instructors and students, the academic institution can develop into "a place of compassion, support, and the meaningful pursuit of academic and professional purpose." "Shaping power relations inside classrooms and institutions" can be positively impacted by the application of humanizing techniques like "feminist kindness." (Stone & Springer, 2019).

Another humanizing factor that has a significant impact on how the institution perceives and interacts with students from other ethnic backgrounds and cultures is culturally responsive instruction. This can be seen, for instance, in the implementation of equity programs (Denial, 2021). Humanizing techniques and initiatives enhance the institution or university's culture and students' lives and careers outside of higher

education (Hamed et al., 2021). "Humanizing online learning is also possible, but there are some distinct factors to consider compared to in-person learning environments (Sengupta et al., 2019). However, it can also involve "examining systemic issues of power and privilege that produce and constrain pedagogical options," which can lead to more inclusive online learning environments. Similar to in-person instruction, teachers can foster a more inclusive learning environment in online learning through a care ethic or pedagogy. This teaching approach involves the teacher acting as the caregiver and the students acting as the care recipients (Kurniati et al., 2023). Relationship-based caring encompasses both individual and performance concerns. Students are more than just names on a course list; instructors can treat them as human beings with unique experiences, positions, and viewpoints. Here, it's critical to emphasize that "caregiving" is reciprocal—students are likewise responsible for their teachers. Caring learning occurs in a warm, accommodating setting. Caring means being receptive to the needs of the pupils in a specific class.

As we decide how to modify our training for the online setting, learning requires a humanized experience, especially in this chaotic and quickly evolving period of our life. Humanizing our instruction and our kids' learning during disruptive moments is essential. Humanizing a physical environment allows us to use technology to create a community and form relationships that enhance learning's non-cognitive components. This deliberate blending of the affective and cognitive domains may strengthen a person's sense of belonging, which may positively affect their capacity to learn (Walton & Cohen, 2011). How can we humanize the process to guarantee that learning online is not learning alone? That is about how we use technology to engage our pupils, not technology itself. To create an environment where students feel noticed, connected, and supported in online learning, we may combine facilitation with design decisions. "Inspire the pupils to consider the morality of online interactions" (Palloff & Pratt, 1999). It is conceivable to provide an instructive counterargument to their ethical relativism. Students need to realize that actual people sit at the virtual desk next to them and are the victims of ethical lapses. The online course must, of course, allow for freedom, but that freedom entails moral obligations. For instance, privacy could be problematic because online classes demand students to explain their ideas thoroughly (Walton & Cohen, 2011). Furthermore, a welcoming environment will strengthen a feeling of community. Students need to know that when they receive a hateful response to one of their peers' ideas—often referred to as "a flame"—it will burn.

There will be open communication among students only if they are guaranteed that their ideas will be kept confidential and be accepted within the community of the online course. Such online course characteristics foster community part of the process of building a sense of community often involves resolving group conflict and ethical breaches. The instructor must help resolve the conflicts. Proactive resolution would involve an open discussion of how to respond to classmates' ideas in a meaningful and accepting way. Instructor must teach students how to debate and discuss issues within an ethical framework".

## METHOD

In this research, a quantitative method was applied to investigate the experience of students on humanization of education ODL. The study used a survey questionnaire to explore the phenomenon. The methodology is considered part of the crucial part of any research, because humanization in ODL must be based on a scientific basis, so that the

results are objective, and can be generalized to the community (Pallant, 2020). The questionnaire was administered using google form; the participants were selected from the students who experienced ODL in Al-Madinah international University. The population of this study consists of total number of (2,109) students which involve 896 undergraduate and 1,213 postgraduate students from Al-Madinah International University (MEDIU) based on the information obtained from postgraduate office. A research population is generally a large collection of current registered students. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming. This is the reason why researchers rely on sampling. Given the formula below, the total number of 326 students was selected using Krejcie and Morgan (1970). For the stratification of the sample, the population of the students was categorized based on strata and each stratum was used to extract the proportion ration representing the sample of each stratum as detailed in the below table:

Table 1. Sampling Stratification Procedure

Undergraduate students (1213)	Postgraduate students (896)
total population = 2,109	
sample size = 326	
stratified sample size = 381	

#### Instrumentation And Data Analyses Procedure

The instrument consists of three dimensions which are: empathy, presence and awareness. The instrument was classified to four major sections; section 1, comprises of the demography of the respondents, the section 2, was about empathy with 8 items as described by Fuller (2012) who summarizes eight themes for building empathy in online teaching, section 3, consists of 9 items measuring presence while section<sup>4</sup> was 8 items measuring the students' awareness. After completing the preparation of the questionnaire the researchers ensure the apparent validity of the questionnaire, it was presented in its initial form to a group of expertise with specialization and experience in the field of educational sciences. Based on the opinions of the expertise about the suitability of the questionnaire for the objectives of the research, and according to their directives and suggestions, the wording of some phrases was modified linguistically, some phrases were added, and some were deleted. The number of phrases in the questionnaire became (26) instead of (25) items distributed on the three dimensions of humanizing online learning. To verify the reliability of the instrument, the researcher piloted the instrument among the students of Al-Madinah International University Malaysia which consisted of (58) students from the postgraduate students in the faculty of education (MEDIU). These were not included in the original study sample. The internal consistency of the instrument was conducted to test the reliability of the scale. The result indicated that all dimensions were reliable as the Cronbach Alpha was ranged from .75 - .92 for the dimensions". In the process of conducting this study, the researcher collected the data from the selected sample size in this study. In addition, the developed procedure constituted a premise for further research aimed at assigning research methods and techniques to particular elements of the research process stages in humanizing online learning. The selection of appropriate research methods and techniques will translate into verification of the research hypotheses and answers to the posed research questions. In order to process the data, the researcher used the statistical package for social sciences (SPSS) and the data was analysed using inferential descriptive statistics.

## RESULTS AND DISCUSSION

This part includes a presentation of the results of the research. The measure that was used in this research were mean and standard deviation using SPSS software, so as to present data by generating graphics and frequency tables. While standard deviations cannot be categorized as "good" or "bad" because they're indicators of how spread out the data is, the mean score was based on the five-point Likert scale and it ranges from 0.01 to 1.00 (strongly disagree); 1.01 to 2.00 (disagree); 2.01 to 3.00 (undecided/neutral); 3.01 to 4.00 (agree), and 4.01 to 5.00 (strongly agree). In the below figure, the researchers presented the participants' demography variables. Based on the findings, out of the 326 students participated in the study, 198 (60.7%) students are males while 128 (39.3%) students are females. This is due to dominance of the Males population among the students of Al-Madinah International University (MEDIU) and their availability with readiness to participate in this study during the data collection. This can be visualized based on the below chart.

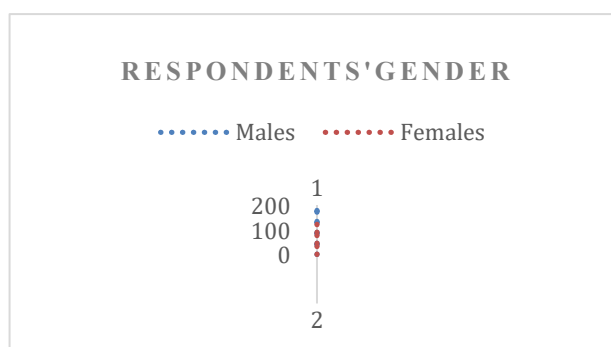


Figure 1: Respondents of the study based on Gender distribution

The results in figure 2 below, identified the students' different nationalities. Based on the figure, the respondents of the study were from three major nationalities. Majority of the participants were from Middle East which occupied  $n=215$  with 66% of the participants however, the participants from Africa were also about 100 participants with 29.3% and the number of participants from the Europe were relatively small with 14 participants and 4.25%. This demography is in line with the aim of the university in providing the education for global students through a virtual method and employ technology in education through its integrated system, which enables it to offer a modern concept of self-learning and e-learning for both on campus and online modes. This allows MEDIU to achieve its vision and mission of providing education without the limitation of time and space.

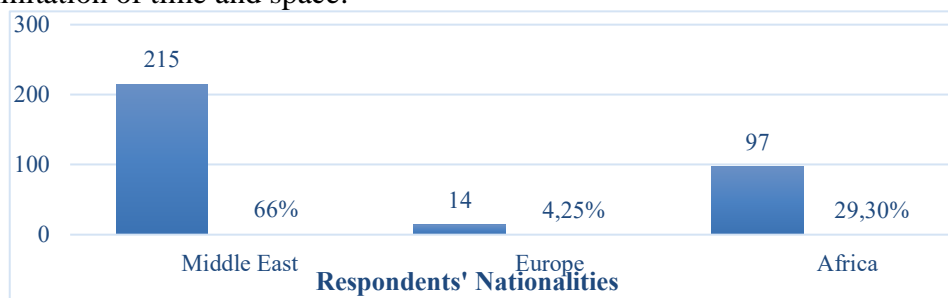


Figure 2: Respondents of the study based on nationality distribution

The results display in figure 3 below stated the years spent by participants. The difference between the two three categories of the students in Al-Madinah International University (MEDIU). Majority of the participants were from first year that scored the higher percentage  $n=216$  with 66% of the participants however, the participants from that are 2<sup>nd</sup> and 3<sup>rd</sup> years were  $n=99$  participants with 29.3% and the number of participants in final year were relatively small with 13 participants and 4.25%. This can be visualized and constructed on the below chart.

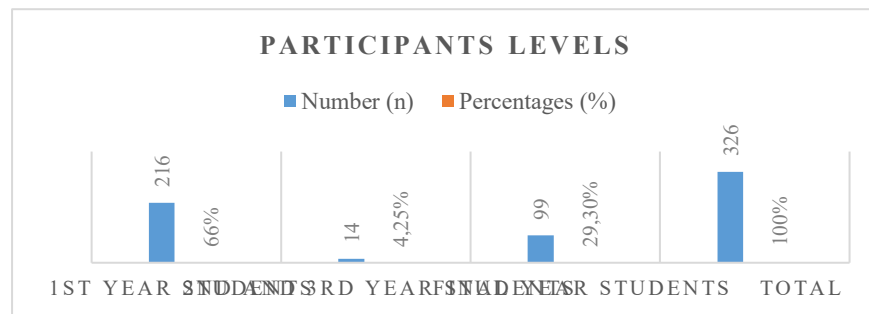


Figure 3: Participants Levels in University

Based on the descriptions of the respondents' demography, the respondents to the questionnaire in this research are proficient of responding to detail their practices of the humanizing education in virtual learning environment. The respondents uphold a particular view or value of what it means to be human, and furthermore to find ways to act on this concern. Such concerns also need to be practically translated into the more experiential issues of what practices can make people feel more human. The findings of the research objectives in this study are illustrated below.

### The Student's Perspectives On Humanizing Education In Virtual Learning

The results in the table 3 below described the mean scores of the items used to measure the student's perspectives on humanizing education in virtual learning environment in Al-Madinah International University. The humanization in this study is operationalized as the process of becoming more fully human as social, historical, thinking, communicating, transformative, creative persons who participate in and with the world. The results in Table 4.5 below shows that the mean scores of all items under the dimensions of humanizing education from the students' perspectives. In other to analyze the research question 1, the researcher used a statistic approach by calculating means ( $\sum \bar{x}$ ), Standard deviation, factor loadings and p-value of the level of dimensions of humanizing education from the students' responses.

Table 1. Students Perspective of Humanizing Education

Dimensions of Humanizing Education	Mean ( $\sum \bar{x}$ )	Std.Dev Factors	Loading	P-value
Empathy	4.33	.456	.882	.001
Presence	4.10	.311	.715	.000
Awareness	4.21	.621	.772	.014
Transformative	4.19	.511	.652	.002
Understanding of Others	4.52	.410	.664	.001

Based on the result findings, the above table shows the dimensions of the humanizing education in ODL platform used at Al-Madinah International University (MEDIU). Based on the findings all the dimensions loading for humanizing education are significantly high which ranged from (.652 - .882). The mean values for each dimension



are ranged between (4.10 - 4.52) with the standard deviation values ranged .311 to .621 respectively. The loading of each dimension are above the threshold of .05 for the reliable measure (Pallant, 2020). Generally, the p-value for each dimension were statistically significant that ranged from (.000 - .014). Thus, the students perceived that most of the elements of the humanizing education in their online learning were achieved.

### Practices Of Humanizing Education In Virtual Learning

The research question 2, explored the practices of humanizing education in virtual learning environment from the students' experience in Al-Madinah International University. In other to answer, the open-ended question was given to the students and the findings indicated that the interaction between administrators and instructors in ODL programmes involved a variety of stages due to its complexity and uniqueness in its nature. ODL instructors, learners and higher education providers, are the emerging ICT's adopter and decision maker in educational activities of the future. Therefore, there is need to ensure that effort to coordinate and manage pedagogy and administrative interaction among these three actors are identified and well supported. Identification of the need to leverage on communication technology to coordinate administrative activities in enhancing the practices of humanizing education in virtual learning environment. The result of open-ended questions yielded the following themes as practices of humanization in ODL classroom. One of the implications of this is that students have realized that ODL activities are embedded in LMS, which require different approach far from the conventional administrative procedures. practices of humanization in ODL must function differently from the conventional routine education activities and administrative processes. Atlasti Code Mapping technique for the theme is display in figure 4:



Figure 4: Practices of humanizing education in virtual learning environment

The figure 4 above, presents the practices of humanizing education in virtual learning environment from the students' experience in Al-Madinah International University. Based on the findings above, the students described the university strategies to infused humanization of education into their ODL system. These practices involved the students' interaction with ODL platform which includes provision of effective learning system, quality communication learning tools and future career plans. In addition, themes were created from the analysis of the interview data in response to the humanizing education in virtual learning environment from the students' experience. All participants mentioned that interaction between instructors and students is enhanced by monitoring forum activities and the prospect of becoming more fully human as social, holistic, thinking, communicating, transformative, creative persons who participate in and with the world were provided.

The third research question which underlined the technical hitches affecting humanizing education in virtual learning environment. Practically speaking, there is an obvious need for students to be prepared to use technology to compete in the 21st-century global economy. Students who are technologically savvy often have a better chance of getting a job and excelling in their careers. However, the task of integrating technology into classroom instruction in a meaningful and state-of-the-art way remains challenging. Although the students are learning through ODL instructions, there are several circumstances that affect the proper implementation of technology in classrooms such as poor infrastructure, inadequate technology, lack of sufficient technological tools, effective professional development, low teacher self-efficacy and teacher perceptions and attitude, ODL classroom management. In preparing students to be college and career ready, humanizing the technology integration is imperative. Atlasti Code Mapping technique for the theme is display in figure 5:

### **Technical Hitches Affecting Humanizing Education in Virtual Learning Environment**

The technical challenges that humanizing education in virtual learning are in various dimensions which summarized in figure 5. It is clear that in teaching, it is a practice where teachers develop a relationship with students and develop concern for a student's overall well-being and performance. This concern creates a sense of belonging for students in the online learning space and can be created through verbal and nonverbal expressions of care, knowing student's names, making an effort to get to know more about the student, being knowledgeable about student support resources, and addressing student concerns. Creating an ODL Module/SIM focused on the pedagogy of care requires focused effort by the instructor to use class time or design experiences to develop relationships and care. When utilized, the learning space can be a safe one focused on empathy and collaboration. The design and the instruction will focus on building relationships, activities and assessments need to be designed with meaning, and there should be a connection of the content to student's lives. This sense of belonging for students based in the pedagogy of care and lead to more successful academic outcomes.

In ODL, the students found that developing a relationship, connecting and caring between the students and instructor should be focused as they so in physical classroom. This looked like consistent communication and strong relationships with parental figures in the students' lives. Being authentic and true to oneself drew out the student's personality and quickly built trust which led to better in-person attendance and my ability

to keep students on task in the virtual setting. Trust fostered through care and authentic connection, drove student success so my task was to design for opportunities to develop trust and connection.

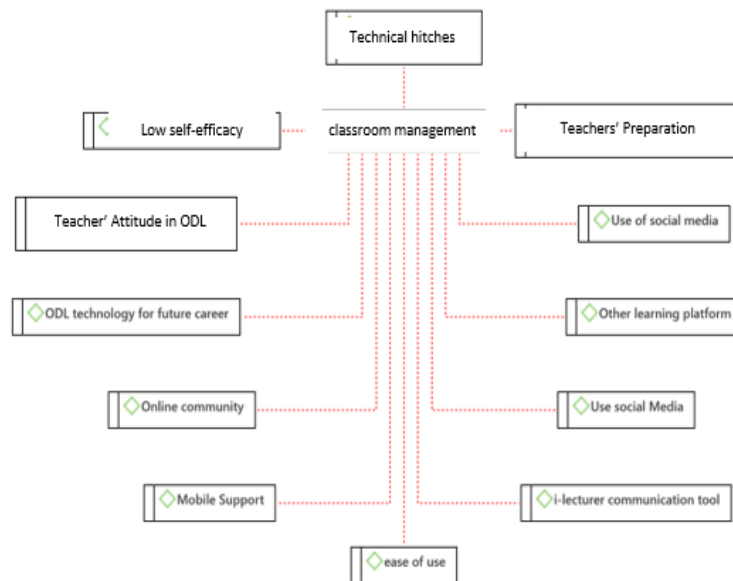


Figure 5. Technical Hitches Affecting Humanizing Education in Virtual Learning Environment

## CONCLUSION

This study focused on the exploration of students' experience of humanizing education in virtual learning environment. The study is conducted using a questionnaire that consisted of open and closed ended questions. The findings from open ended question were analyzed quantitatively and the findings showed the loadings for dimensions of humanizing education are significantly high which ranged from (.652 - .882). The mean values for each dimension are ranged between (4.10 - 4.52) with the standard deviation values ranged .311 to .621 respectively. The loading of each dimension is above the threshold of .05 for the reliable measure (Pallant, 2023). Generally, the p-value for each dimension were statistically significant that ranged from (.000 - .014). Thus, the students perceived that most of the elements of the humanizing education in their online learning were achieved. "This is in line with the result of the study conducted by (Suyatno & Wantini, 2018) which shows that humanizing the classroom is implemented through students' active involvement in the classroom and the learning process is democratic and fun. This approach is a solution so that students do not feel boredom in learning although they spent their time throughout. According to the findings of (Maureen Anayo et al., 2019), virtual learning is a means through which the increasing educational needs of a diverse population can be meet, now and in the future. Furthermore, for a virtual classroom satisfy the needed effectiveness and interactivity, need to be design with adaptive learning features and functions. The students affirmed that the ODL practices is embedded with humanized activities which can grasp through the self-instructional material. The study conducted by (Suyatno & Wantini, 2018) added that humanization in the context of the class means the process of giving their attributes and values such as honour, respect, love, dignity, friendship and caring for the students is crucial for humanization in ODL classrooms". Similarly, (Khan, 2015) emphasized that distance

learning providers must design ways to coordinate and supervise course offering and all processes and preparation that are involved in the delivery of course to the students. Efficient monitoring of teaching & learning activities requires the cooperative effort of the instructors, the administrators and learners. There are also negative preconceptions about learning Arabic, which make it seem tiresome and challenging. In addition to students' diverse cognitive capacities or pupils with varying potential and talents (Berger et al., 2023). One of the challenges in problem-solving is the difficulty (Supriyadi et al., 2023). A person with learning difficulties faces obstacles that make it difficult to follow the learning process correctly. These obstacles might lead to delays in learning or even prevent them from reaching their goals well (Simanjuntak, 2023). A malfunction in one or more fundamental psychological processes, such as comprehending and applying certain teachings or languages, is what learning difficulties mean (Harefa et al., 2022). As per Hammil, learning difficulties encompass a range of authentic challenges in speaking, listening, reading, writing, thinking, and arithmetic tasks (Romadhon & Supena, 2021). Language educators must identify challenges and problems affecting the language being taught, the learning environment, and issues pertaining to students or educators, particularly in ODL classrooms, to solidify the language teaching process. A teaching and learning process's effectiveness must be evaluated concerning the students' performance. That is a result of the teaching and learning objectives. The effectiveness is based on the improvements students make in the subjects they are learning (al-Muslim & Arifin, 2014). As a result, it is recommended that to guarantee the practices of humanizing education in virtual learning environments, and educators should impart desirable human traits, values, attitudes, and interests to help students develop valuable affective qualities of people. Respondents believe that when ODL programs are implemented, they should incorporate the cultural knowledge children have learned at home and in their communities. Therefore, the curriculum needs to consider the culture of the students. In a virtual learning environment, knowledge providers should center their lectures around the cultural background of their pupils.

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