

Students' Satisfaction and Self-Efficacy in Arabic Teacher Education Using SPACE and Zoom Platforms in Education 5.0.

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Abstract

This study investigates the levels of satisfaction and self-efficacy among student-teachers enrolled in the Arabic Teacher Professional Education Program, focusing on the impact of SPACE and Zoom-based online learning environments within the context of the 5.0 era. Understanding how these changes affect teacher preparation is crucial as educational paradigms shift towards more technologically integrated methods. Utilizing a mixed-methods approach, data were collected from 82 student-teachers at LPTK Islamic University in Jakarta, Indonesia, through surveys and interviews. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data underwent thematic analysis. The findings indicate high levels of satisfaction and self-efficacy among participants, with Zoom-based learning showing a slightly higher preference over SPACE-based learning. Factors contributing to these outcomes include the flexibility, accessibility, and interactive nature of the online platforms. However, students were found to be less familiar with Learning Management Systems (LMS), which impacted their motivation to develop advanced productive skills in speaking and writing. The study underscores the importance of leveraging advanced technological tools to enhance teacher training programs and recommends comprehensive training and tutorials for student teachers. Additionally, it suggests that educators assign productive tasks, particularly in speaking and writing scientific articles in Arabic, to optimize online learning experiences in the era of Education 5.0. These insights are invaluable for policymakers, educators, and institutions that foster effective and adaptive teacher education models.

Keywords: Satisfaction, Self-Efficacy, Arabic Teacher Professional Education, Zoom, SPACE Application

INTRODUCTION

Student satisfaction is influenced by the lack of direct interaction with lecturers, resulting in certain educational aspects being less accessible. Self-efficacy is crucial as students must prepare for knowledge exams at the end of their education, a primary graduation requirement that demands a minimum score of 70. Student satisfaction plays a significant role in improving online-based Arabic learning outcomes. Moreover, self-efficacy largely determines students' learning progress, affecting their confidence in completing tasks and achieving academic expectations. Satisfaction refers to the comparison between the actual service level and the expected service level, with high

satisfaction achieved when the actual level exceeds expectations (Nurhayati, 2020). Satisfaction is a state where needs and expectations are met through products or services (Bhakti & Rahmawati, 2018). High levels of satisfaction enhance the quality and effectiveness of Arabic learning. Self-efficacy affects achievement and stress levels, with high efficacy leading to diligence and low efficacy causing doubt and hindering academic performance (I Made Rustika, 2012). It encompasses confidence in one's ability to perform tasks, organize learning activities, and meet academic expectations (Jahring et al., 2021). Satisfaction and self-efficacy are thus critical in influencing students' focus, sincerity in learning, and motivation.

However, research on satisfaction and self-efficacy in online Arabic learning as a foreign language, especially within the context of LPTK, is limited. Previous studies have primarily addressed learners' anxiety in Arabic learning (Sholeha & al Baqi, 2022) and the efficacy of teaching methods (Yahya et al., n.d.), without focusing on self-satisfaction and efficacy in online-based Arabic learning in Indonesia. Existing research on online Arabic learning in Indonesia has explored the advantages and disadvantages (Nengrum et al., 2021), problem solutions and expectations (Kosim et al., 2020), effectiveness (Hikmawati, 2020), affective aspects (Jundi & Dalle, 2020), specific strategies (Syarif, 2021), intelligence approaches (Kusuma & Manca, 2022), and attitude assessments (Wahidah, 2020). Given Arabic's significance as a language spoken by over 150 million people and taught in Indonesian Islamic Educational Institutions, understanding self-satisfaction and efficacy in online Arabic learning using SPACE is essential.

This study aims to analyze the level of satisfaction and self-efficacy of students in the Arabic Language Teacher Professional Education (PPG) Program during online learning. The study focuses on online Arabic learning delivered through the SPACE application as well as platforms such as Zoom and WhatsApp. This research is expected to provide insights into how the online learning environment affects students' satisfaction and self-efficacy, as well as contribute to improving the quality of online Arabic learning in the Education 5.0 era in Indonesia.

METHOD

The approach used in this study is an investigative exploration for investigating online learning during the pandemic in addition to providing the flexibility to comprehensively reflect the problems understood. The research was conducted in a PPG LPTK program at State Islamic University Jakarta, Indonesia, where students live and teach teachers in their respective regions (Eker et al., 2020) (Susanta, 2021).

This study involved 82 students of the PPG Arabic Language Education program after participating in online Arabic learning in one year through the SPACE type LMS. Those students came from three batches of classes with diverse instructors. Detailed information about the profile is described in the following table.

Table 1. The Profile Of Student Teachers Of PPG Program Arabic Language Education

Batch	Student	Percentage	Socioeconomic status	Students	Percentage
1	23	28%	High	1	1,2 %
2	23	28%	Middle	64	78 %
3	36	43,9%	Low	17	20,7 %
Total	82	100%	Total	76	100%
Gender	Student	Percentage	Graduate	Student	Percentage
Male	44	53,7%	S1	77	93,9%
Female	38	46,3%	S2	5	6,1%

Total	82	100%	Total	82	100%
Teacher status	Student	Percentage	Marital status	Student	Percentage
State Teacher	9	11%	Single	77	93,9%
Private Teacher	73	89%	Married	5	6,1%
Total	82	100%	Total	82	100%
Device Used	Students	Percentage	Age	Students	Percentage
HP	53	64,6 %	21-30	6	7,3 %
Tablet	0	0 %	31-40	65	79,3 %
Laptop	26	31,7 %	41-50	11	13,4 %
Komputer	3	3,7 %	51-60	0	0%
Total	82	100 %	Total	82	100%
Teaching experience	Students	Percentage			
1-5 years	2	2,4 %			
6-10 years	32	39 %			
> 10 years	48	58,5 %			
Total	82	100 %			

Most students are in batch 3, male, S1 graduates, married, aged between 31 to 40 years, experienced more than 10 years, device used HP, and come from middle socioeconomic status with 78% of them. In terms of devices, smartphones are the most widely used (64.6%) to access online learning, followed by laptops (31.7%) and desktop (3.7%). No one uses tablets for distance learning.

The online questionnaire (Google Form) was distributed to students of the Arabic Language Education PPG Program in 2022 after participation in the Arabic online language which was delivered in the SPACE application (asynchronous) and Zoom meeting (synchronous). Online learning is carried out for six months and six days per week including the Performance Exam (UKIN) and the Knowledge Exam (UP). Questionnaire content regarding satisfaction and self-efficacy. The study used a Likert scale with six levels: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Regarding the validity and reliability of the questionnaire using expert tests. Questionnaire results were analyzed using descriptive statistical techniques to simplify, analyze, and describe. This is done by starting by tabulating the data in the Microsoft Excel application, creating a percentage, and then presenting it in the summary tab.

RESULTS AND DISCUSSION

Satisfaction

Satisfaction is influenced by product quality, service, emotional, price, cost and ease of getting (Bhakti & Rahmawati, 2018), (Eka & Putri, 2019), (Nurlaela & Sugiyanto, 2021). To see student satisfaction in learning Arabic online with the SPACE application and zoom meeting as a foreign language Questionnaire developed to examine several specific aspects such as ease of application access, lecture discipline, suitability, ease, and easy use of the application, there is a discussion room, lecturers control students, explanation of learning outcomes, there are competency tests, and facilitate interaction between students.

Table 1. Student satisfaction of the PPG Arabic Language Education program in SPACE-Based Arabic Online Learning and Zoom Meeting

Statements	Mean	SD
The Space app can be accessed easily anytime and anywhere	4,62	0,60
Application Space lectures are on schedule and start on time	4,20	0,74

Material presented in e-learning lectures in accordance with the lecture contract	4,44	0,61
E-learning lectures using space applications are easier to understand and can increase student understanding	4,12	0,76
Tasks can be sent easily through the Space App	4,66	0,55
In e-learning lectures with the Space Application, there is a room for discussion and question and answer between students and lecturers	4,38	0,66
Lecturers control Space Application-based e-learning learning from the beginning of the lecture to the end and respond to student questions	4,37	0,68
Lecturer explains learning outcomes every time learning starts in e-learning based on the Space Application	4,33	0,69
There is a competency test to measure the student's mastery level for each material	4,63	0,56
Space Application-based e-learning lectures make it easy to interact with fellow students and lecturers through discussion forums	4,38	0,64
Lectures with zoom provide maximum material explanations	4,12	0,92
Face-to-face time with Zoom meetings held on time	4,10	0,70
With teleconference via zoom, the control of the lecturer is maximized	4,13	0,78
With zoom, it strengthens discussions via the SPACE application	4,35	0,78
By zoom interactions with fellow students and lecturers are further strengthened	4,48	0,57
Mean	4,34	0,69

Table 1. Explaining the satisfaction of PPG teacher students in online learning Arabic using the SPACE and Zoom applications. In general, students get high satisfaction, with an average of 4.33 and an average standard deviation of 0.69. This means that students get easy access to applications, lecture discipline, suitability, convenience, and easy use of applications, there are discussion rooms, lecturers control students, explanation of learning outcomes, there are competency tests, and facilitate interaction between students. The most satisfying aspect is in the aspect of ease of submitting tasks. The highest distribution of lectures with Zoom provides a more optimal explanation of the material, meaning that students get the most diverse satisfaction compared to other aspects. High self-satisfaction can be relieved because student-teachers are generally already working and have a family. With online learning, they do not sacrifice work and family, and even relatively high living costs, including transportation, when carrying out in-person learning.

Students of the PPG Arabic Language Education program in Online Arabic Learning based on SPACE and Zoom are still satisfied even though they are not young anymore in the majority but with good service (Serhan, 2020a, 2020b). Good application is an important and most important aspect of online learning (Minaei-Bidgoli et al., 2004). Because other elements will not arrive and lead to successful learning if the application is difficult to use and access. In addition, discipline in online learning is very important and determines (Ningsih & Sari, 2022). Learning begins and ends according to the specified time. Often with various technicalities that hinder learning is not implemented on time. Among the advantages of online learning is the clarity of the message (Vonderwell, 2003). Students will get the same distance between themselves and the lecturer's exposure. Although if the condition of the internet or other conditions is not optimal, it will be a problem (Todhunter, 2013).

In online learning it is important that there is a discussion room (Balaji & Chakrabarti, 2010). Even discussions can run using writing and voice. In addition, the attention of lecturers is the determining aspect of whether learning runs online as it should (Warburton, 2009). Lecturers must continue to monitor student involvement. Lecturers also do not forget to explain the learning outcomes to be achieved. Then the lecturer did

not forget to give an exam for every targeted online learning (Wu et al., 2010a). Because the application is easy, interaction in online learning is automated. Because the application is easy, interaction in online learning is automated (Windhiyana, 2020). By using zoom, learning becomes on time, because students and lecturers do not have to change places much which takes a lot of time. In addition, zoom provides maximum lecturer control because teleconference occurs in real time (Mpungose & Khoza, 2020; Rui et al., 2004; Zhang et al., 2008). Zoom in this context reinforces what has been gained through the SPACE app. In addition, with zoom interactions with fellow students and lecturers are further strengthened (Serhan, 2020a). So that learning is maximized. Student satisfaction in learning is a determinant of learning success (Baber, 2020; Capri et al., 2012; Cheng & Kao, 2022; Cidral et al., 2018; Diep et al., 2017; Wu et al., 2010b, 2010a). The graduation of students in the program is determined by their satisfaction. Satisfaction is meant in the aspects of lecturers or teachers, homeroom teachers, management, applications, materials, and so on. All of this is closely related to the ability of the tools that students use in learning in addition to the student's internet network.

Self-Efficacy

To examine the self-efficacy of student teachers of the PPG Arabic Language Education program in SPACE-based Arabic Online Learning and Zoom Meeting as a foreign language, this research focuses on several specific problems such as maximum effort, discipline, self-assessment, interest in learning Arabic, a reflection of proficiency, their adjustment in the necessary circumstances, pride, and can help friends.

Table 2. Self-Efficacy of Students of the PPG Arabic Language Education program in SPACE-based Arabic Online Learning and Zoom Meeting

Statements	Mean	SD
I feel that my efforts have been maximized in studying lecture materials	4,48	0,57
I think that with a good effort will succeed in Arabic	4,67	0,52
With the discipline of learning, I can speak Arabic	4,66	0,55
I understand the material presented to the maximum	4,04	0,64
I can practice language to the maximum	3,79	0,73
I prefer to learn Arabic compared to other activities even though it is interesting	3,80	0,73
I have better Arabic skills than some of my other classmates	3,13	0,93
My Arabic skills improved drastically after joining the PPG program	3,85	0,70
I can motivate myself to do all the tasks given online	4,35	0,65
I am proud to be able to use Arabic in everyday life	4,07	0,84
I take pride in using Arabic writings in every space of my neighborhood	4,20	0,76
I can understand the Arabic language delivered by native speakers	3,44	0,88
I can read any text in Arabic and understand it well and maximally	3,35	0,76
I can write in Arabic well	3,85	0,82
I can help a friend who is having difficulty learning Arabic material	3,70	0,90
Total	3,96	0,73

Table 2 explains the self-efficacy of students of the PPG Arabic Language Education program in SPACE-based Arabic Online Learning and Zoom Meeting. In general, students have maximum effort, discipline, self-assessment, interest in learning Arabic, a reflection of proficiency, an adjustment in the necessary circumstances, pride, and can help friends. Students' efforts and discipline in learning are included in the high category with a scores of 4.67 and 4.66. The lowest aspect is in confidence in speaking Arabic with

a score of 3.13 and reading Arabic texts with various variations, with an average score of 3.35. The data varies as indicated by the standard deviation values for all items that reach above 0.73; there is even an aspect of Arabic language ability that can help the difficulties of friends who have difficulty learning Arabic i.e., 0.93 and 0.90. The self-efficacy of PPG students tends to be lower because they are generally not young anymore, their busyness is already very remarkable by work and family, so there is a tendency to idealism, unlike young people anymore.

Students of the PPG Arabic Language Education program in Online Arabic Learning based on SPACE and Zoom have relatively high self-efficacy for learning Arabic and they can evaluate their efforts in the learning process at home or in their respective places. Students' efforts in learning the material are maximized even though it is online (Abrami et al., 2012; Ghifary et al., 2022; Simamora et al., 2020). With the belief that maximum effort will not betray the results (Burguillo, 2010). Students have confidence in maximum results with online learning (Blanco et al., 2020; Jan, 2015; Kuo et al., 2014a). With maximum work in accordance with the right steps learning will be successful and can even beat offline learning. Arabic skills will get better day by day. Students also have high discipline. Because all activities will be recorded with certainty (Rantala & Khawaja, 2021). In addition, students understand the language material presented optimally. Theory and practice are easy to learn by using online learning patterns. Students also tend to prefer to learn Arabic compared to other activities even though it is interesting (Mubarak et al., 2021; Thompson, 2017; Trentman, 2013). There are many games but due to maximum self-awareness in learning students prefer to learn Arabic compared to doing other activities (Bouko et al., 2021; van Ewijk & Al-Aomar, 2016; Vandebroek, 1999).

The self-efficacy that students have makes them sure they have better Arabic skills than some of my other classmates. Arabic language skills also improved drastically after participating in the PPG program (Freeman et al., 2022; Syahril, 2016). In synchronous and asynchronous activities, students can motivate myself to do all the tasks given online. Because of the daily life of learning endlessly, using Arabic to the maximum, then feel proud to be able to use Arabic in everyday life (Barry et al., 2000; Georgis, 2013). The pride of using Arabic in everyday life is reflected in the many Arabic writings around his neighborhood (Abu-Lughod, 1989). With the habituation of receptive abilities, especially understanding Arabic delivered by native speakers is very good. Then more than that, students are able to read any text in Arabic and understand it well and maximally. With the ability to read, the ability to write becomes good in Arabic (Al-Issa, 2017; Alotaibi, 2017). It can even help his friends who have difficulty learning Arabic material. The language will develop if it is trained together. Because language requires language opponents.

In general, the results of this study are in line with several studies that state that student satisfaction and self-efficacy tend to be high by using online learning (Al-Azawei & Lundqvist, 2015; Aldhahi et al., 2022; Jaradat & Ajlouni, 2020; Kuo et al., 2014b; Yu et al., 2022). Especially if it is connected with student teachers who already have many responsibilities and busyness. Adult students who are married and employees prefer online learning (Hembrough et al., 2018; NOR, 2011; Tetteh-Richter, 2015). Being able to be categorized online will be more satisfying than offline. Long distances will cost money and also be away from family will make students dissatisfied and of course their self-efficacy can be very low. The work they are already engaged in does not have to be

left behind. So that after implementing the program for six months they will not experience problems with termination of work and other problems related to work.

The disadvantages of carrying out offline learning for PPG students before the 5.0 ERA pandemic include that the costs incurred by students are very large, not proportional to their income (Battaglino et al., 2012; Downes, 2000; Schwartz, 2013). Because students are generally teachers in private schools, their income is far from enough for accommodation and transportation costs during learning. Another complaint, with the abandonment of teaching tasks, not a few schools are looking for new teachers to replace teachers who carry out the PPG program so that when they return after graduation, some of them are terminated unilaterally. Not to mention another problem, student graduation in the implementation of PPG is not 100%, so PPG participation does not automatically pass. With the costs incurred that have been incurred, the risk of termination of work, coupled with the insincerity that could have befallen him. Not to mention family problems, the responsibility of taking care of children, there are even participants who are pregnant, have to give birth in a place far away from the family (Halford et al., 2003; Maor, 2003; Ooms & Wilson, 2004). These problems could be what causes student-teachers to be satisfied with online learning. Although in terms of self-efficacy, it is more important, in general, it is categorized as sufficient.

This research is exploratory research, the survey is only carried out at an LPTK PTKIN Indonesia, while other PTKIN LTPK are many, it can also be that if using a larger object, the results will be more comprehensive. The aspects studied are new to satisfaction and self-efficacy while other aspects of psychology. Psychological conditions in online and even offline learning are determinants of learning success. It can defeat intrinsic factors on its own. Non-language factors are the biggest factor in their influence in the success of learning.

CONCLUSION

This study explores the satisfaction and self-efficacy of students of the PPG Arabic Language Education program in online Learning Arabic based on SPACE and Zoom as a foreign language. The results of the study revealed that the students who participated in the program received high satisfaction and high self-efficacy in learning Arabic online. However, satisfaction is better than self-efficacy. The weakness of self-efficacy, especially in the aspect of the ability to use Arabic in daily life, both oral and written, pride in using Arabic in everyday life. This means that student gets easy access to applications, lecture discipline, suitability, convenience, easy use of applications, there are discussion rooms, lecturers control students, explanation of learning outcomes, there are competency tests, and facilitate interaction between students. The most satisfying aspect is in the aspect of ease of submitting tasks. Students have maximum effort, discipline, self-assessment, interest in learning Arabic, reflection of proficiency, their adjustment in the necessary circumstances, pride, and can help friends. Students' efforts and discipline in learning are included in the high category with a score of 4.67 and 4.66. The lowest aspect is in confidence in the ability to speak Arabic with a score of 3.13 and the ability to read Arabic texts with various variations with an average score of 3.35. The self-efficacy of PPG students tends to be lower, because they are generally not young anymore, their busyness is already very remarkable by work and family, so there is a tendency to idealism unlike young people anymore.

The practical application that emerged from this research is that first, it needs training and tutorials that make it easier for students-teachers to use the application. Secondly, it needs motivational training for teachers, so that they are confident in using spoken and written Arabic. Third, learning needs to be emphasized on products in the form of both written and oral products. So that students are trained to use Arabic productively and also passively, especially in reading Arabic texts from classical to modern. and fourth, students should also get productive assignments, especially speaking and writing scientific articles using good Arabic with a cooperative model. So that they will be accustomed to working together in developing Arabic language skills and Arabic.

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