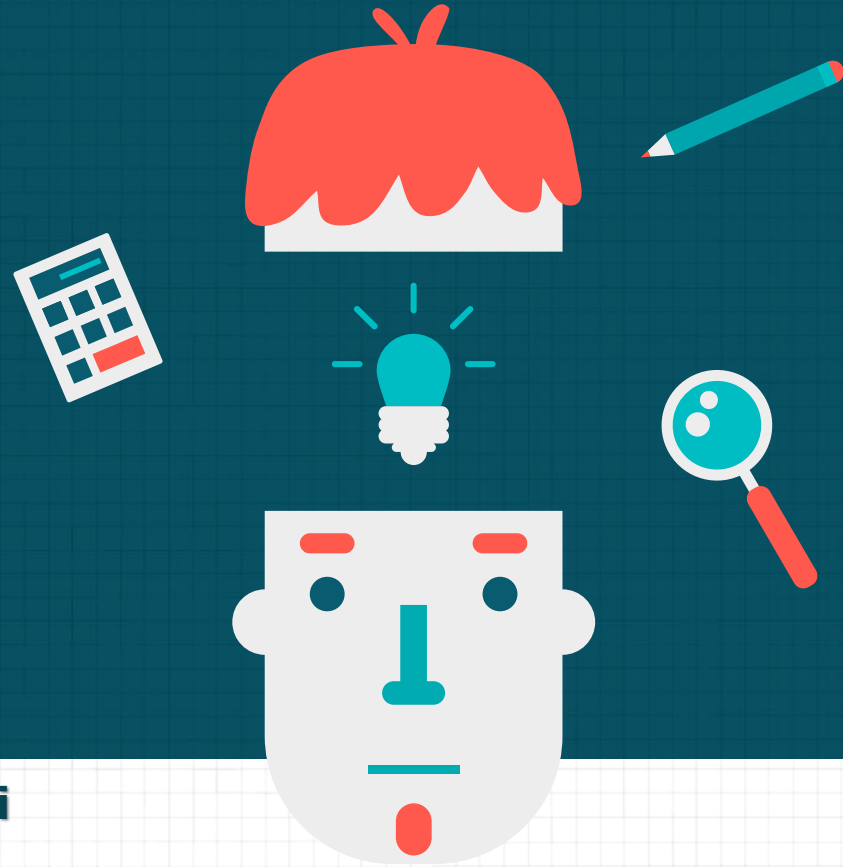


# CFS Mini Conference 2021

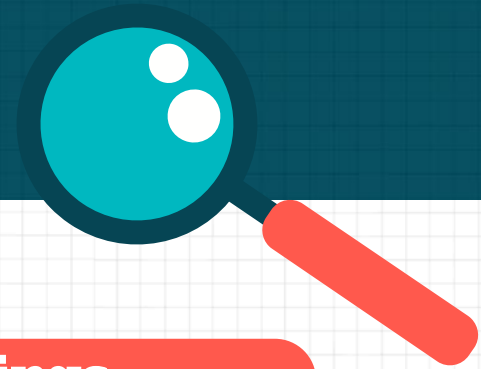
## Issues and Challenges in Teaching and Learning Arabic Language during Remote Teaching and Learning (RTL) Phase



**Mohamad Ikmal Hakimi Mohamad Helni**

Dept. of Quranic Language CFS IIUM Gambang  
ikmalhakimi@iium.edu.my

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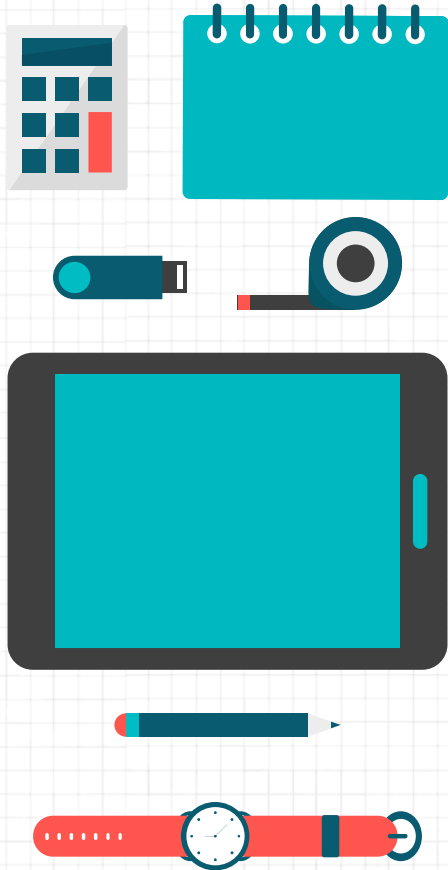
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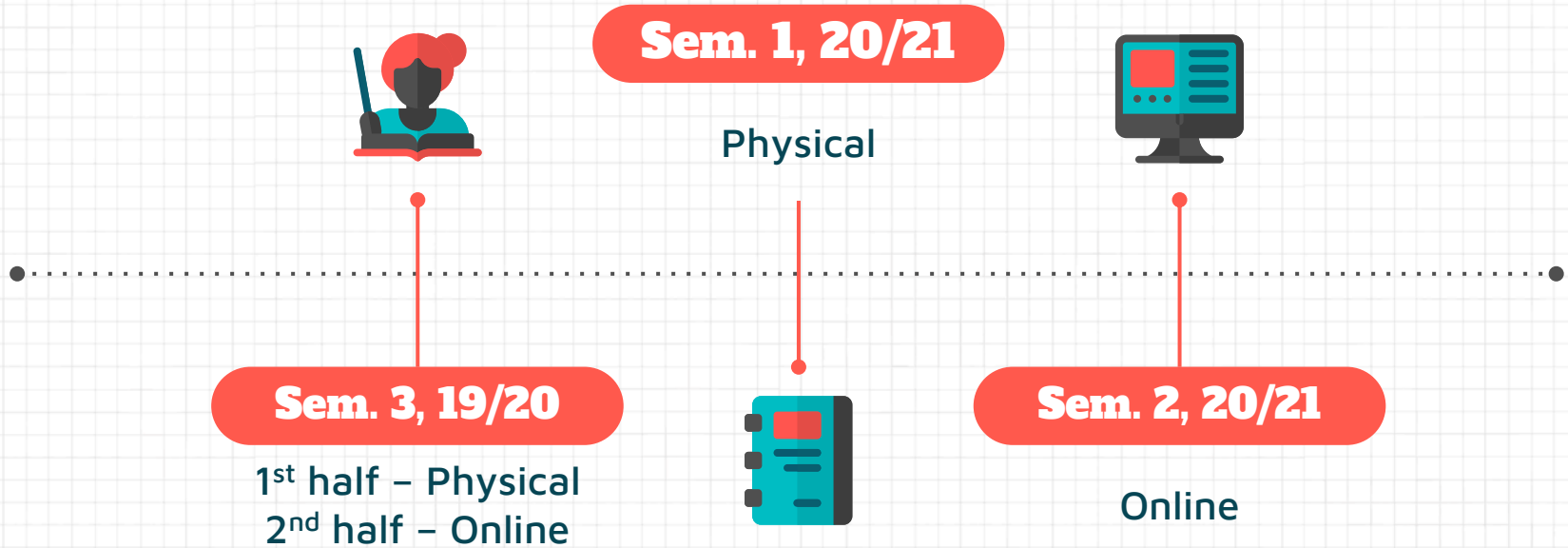


# 01

## About

Introduction, Objective,  
and Methodology

# This is a timeline

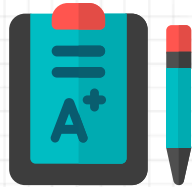




# Introduction

**Remote Teaching and Learning (RTL)** occurs outside of a physical classroom where the instructors are separated from their learners in time and distance and typically facilitated through technology either synchronous or asynchronous.

# Study Objectives



## Issues

To elicit issues and challenges faced by teachers and students in teaching and learning process during RTL



## Solutions

To aid and ascertain solutions to make teaching and learning process more viable and feasible during RTL

# Methodology



## Questionnaire

Spread the questionnaire to students



## Respondent

Students taking LQM subjects during Semester 2, 2020/2021



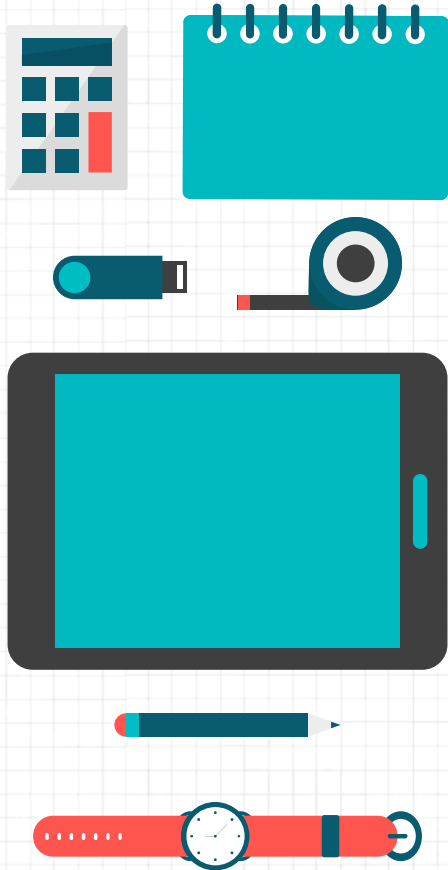
## Interview

Interview lecturers teaching LQM subjects



## Analysis

Analyse both data from questionnaire and interview



# 02

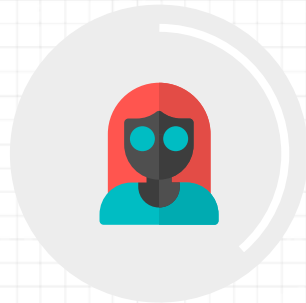
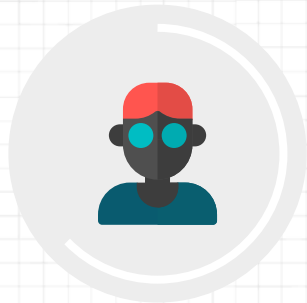
## Findings

Demography, Issues, and  
Challenges



# Respondents

## Gender



## LQM Subjects



LQM0813

3.4%



LQM0823

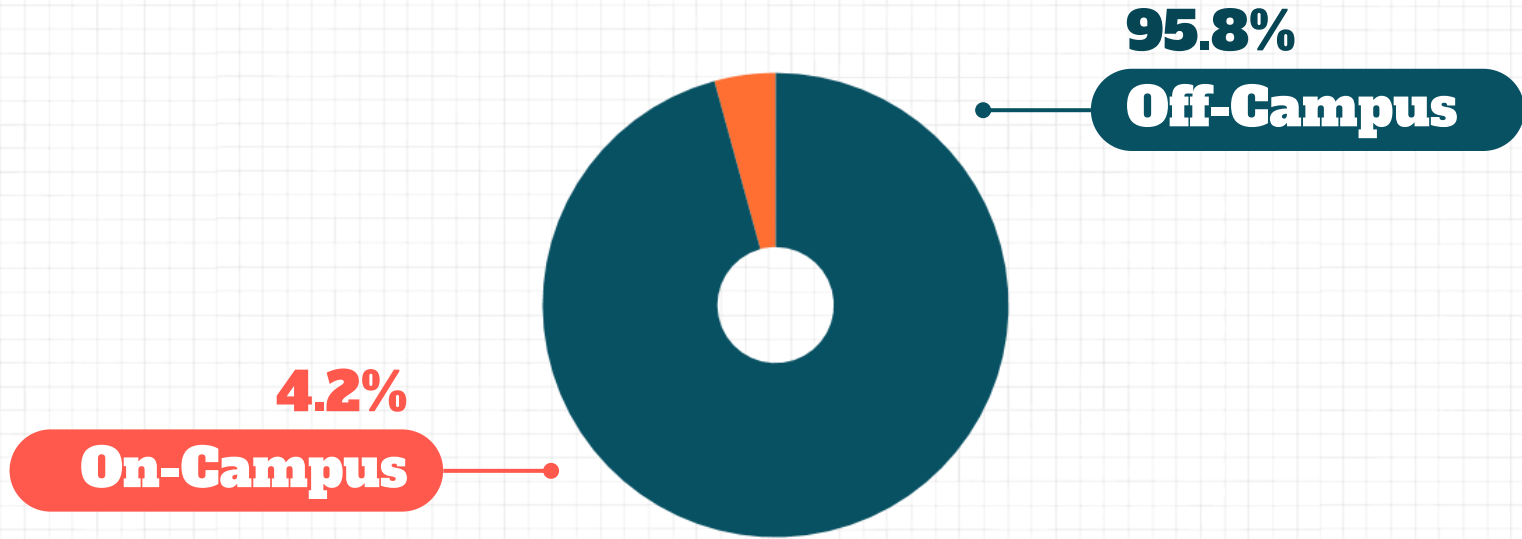
72%



LQM0824/0834

24.6%

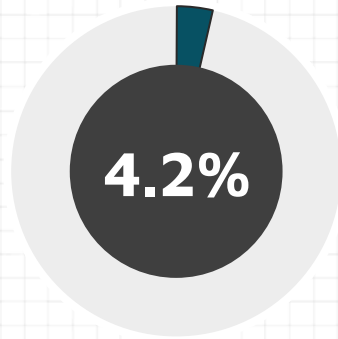
# Students' Whereabouts



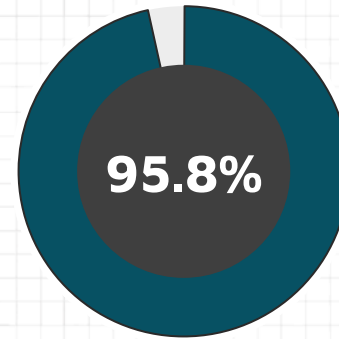
Whereabouts of Students Taking LQM  
Subjects during Semester 2,  
2020/201

# Students' Whereabouts

On-Campus



Off-Campus



# Internet Connection

## Internet Problem



■ YES ■ NO

## Internet Plan



■ Mobile Data ■ WiFi

# Learning Process

## Productivity

Online makes students more productive

78.9%

## Easy

Learning Arabic online is easy

83.9%

## Pace

Online learning suits individual pace

86.5%

## Understand

Easy to understand the materials online

86.9%



# Learning Process

## Flexible

Online learning is more flexible

84.3%

## Adapting

Able to adapt Arabic online learning

94.4%

## Focus

More focused during online learning

79.2%

## Surrounding

Cosy surrounding for online learning

66.1%



# Learning Process

## Continuation

Recommend for continuation of online Arabic learning

69.4%

## Self-Learning

More time for self-learning

92.8%

## Interesting

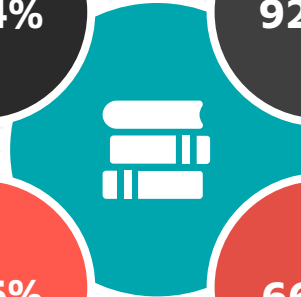
More interesting learning sessions

83.5%

## Preference

Prefer online learning for Arabic language

66.1%



# Platforms and Materials

91.1%

Easy to find suitable resources

91.1%

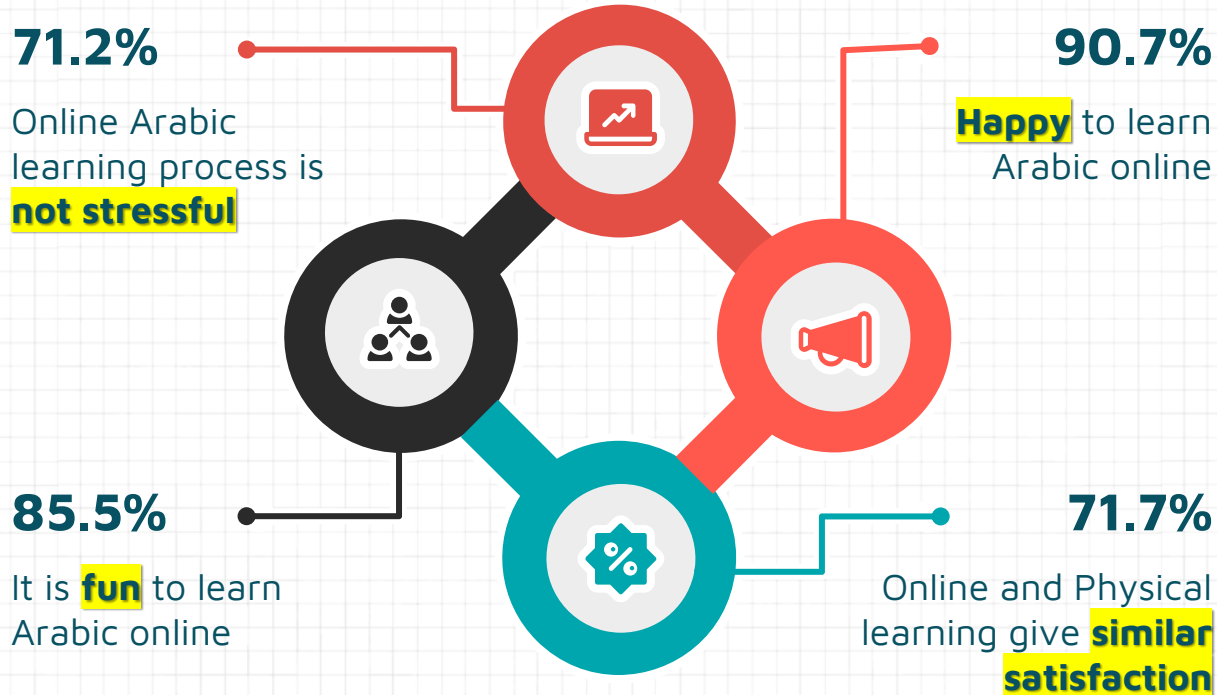
Sufficient knowledge about online platform

94.4%

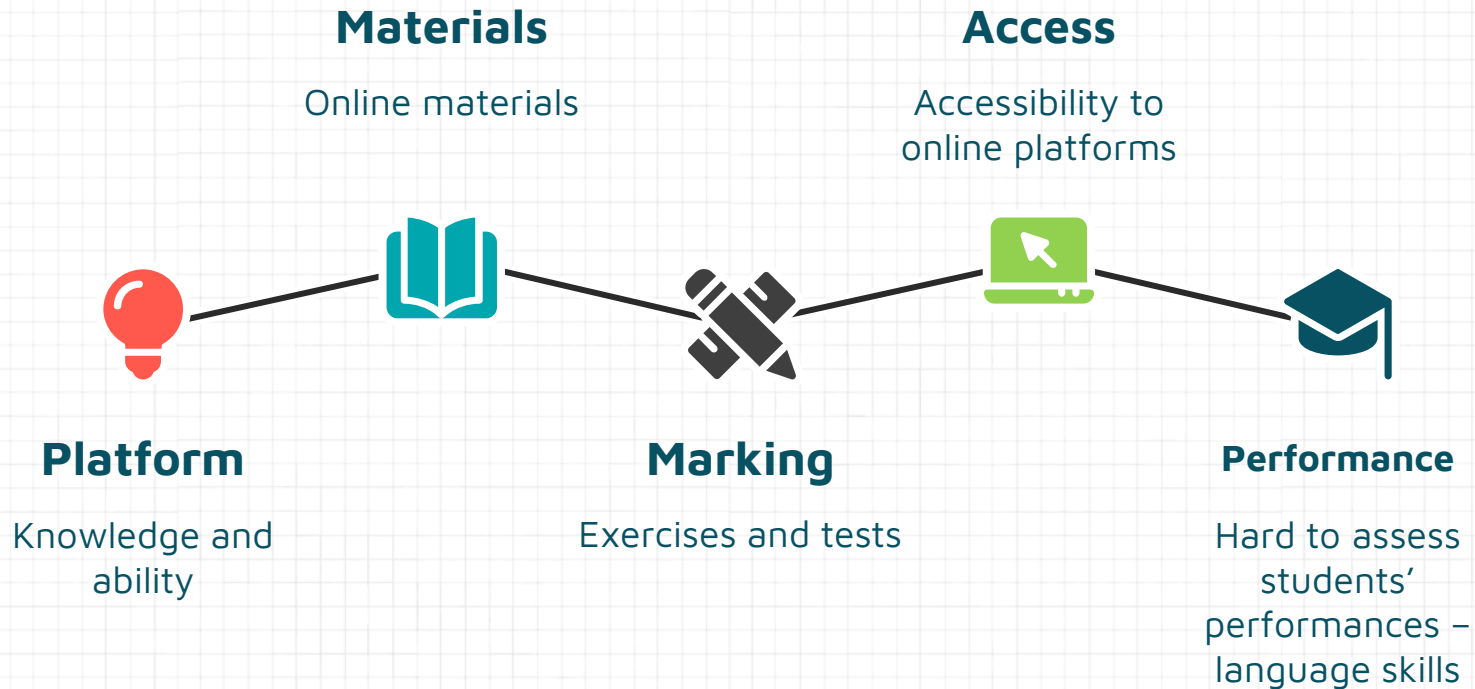
Lesson well-explained

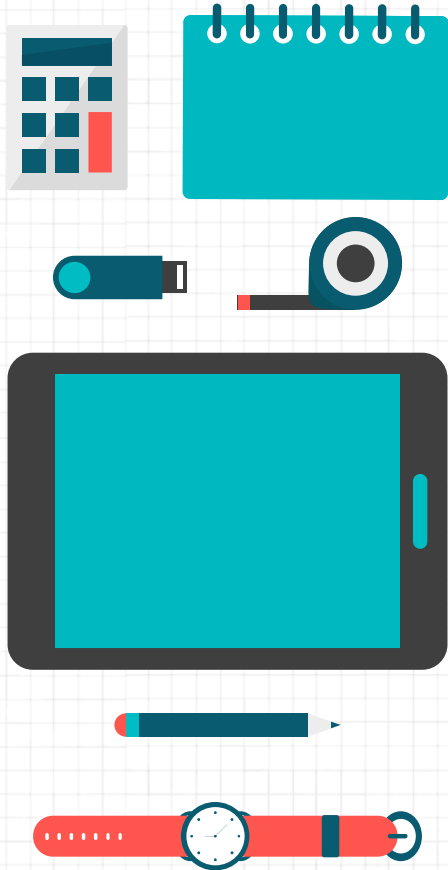


# Psychological Aspect



# Teachers' Issues



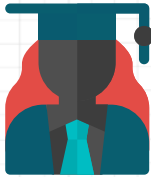


# 03

## Conclusion

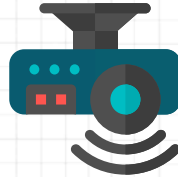
Summary of the Findings  
and Discussions

# Conclusions



## Students

Students are **ready** to face RTL and **can adapt** to it gradually. Plus, they **prefer online learning** as it **suits their pace**.



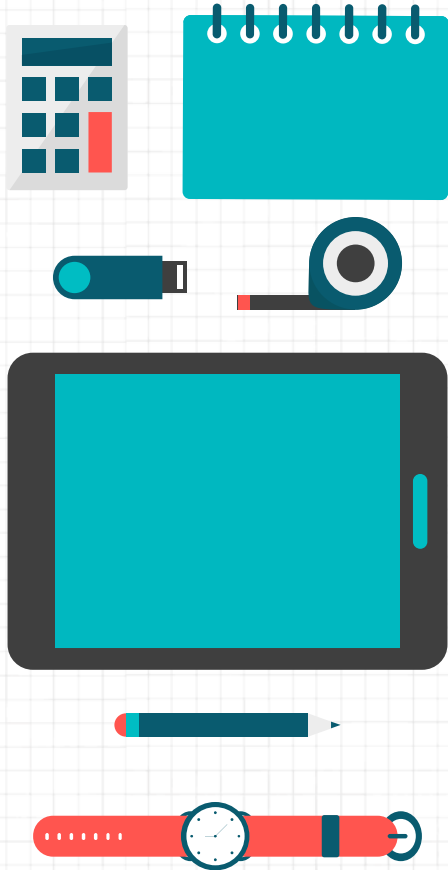
## Platform

Both students and teachers **do not face major issues** with the platforms.



## Teachers

Teachers face a few problems with regards **online materials**.



# 04

**Q&A Session**

Q&A Session

# Thanks!

**Hope this presentation benefits us all!**

ikmalhakimi@iium.edu.my  
+6019 389 5875

