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Enhancing Arabic Language Learning in Higher Education: Leveraging E-Campus as an Online Learning and Evaluation Platform

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ENHANCING ARABIC LANGUAGE LEARNING IN HIGHER EDUCATION: LEVERAGING E-CAMPUS AS AN ONLINE LEARNING AND EVALUATION PLATFORM

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Abstract

The Industrial Revolution era is a time that requires the connection between technology and various aspects of life, including education. But there are still many educational institutions that have not responded well regarding the use of technology in learning, therefore this study aimed to determine the use of E-campus as an online learning media and Arabic learning evaluation media in higher education. The research was conducted at Islamic State University of Batusangkar, the approach used was quantitative with a survey research design. The results of the study stated that E-campus could be used as an alternative in carrying out Arabic language learning, completeness of features, ease of access, and clarity of access as evidence that E-campus was effectively used for online classes in Arabic language learning, until now no features have been found in E-Campus that can be used to evaluate and measure Arabic speaking skills. The utilization of E-campus in Arabic language learning brings great benefits and influences for lecturers and students. The limitation of this study is that researchers did not design an E-campus platform that has complete features to measure four Arabic speaking skills for students, therefore future researchers can conduct research aimed at creating an E-campus model that has more complete features.

Keywords: Arabic Learning; E-Campus; Evaluation; Online Learning.



A. Introduction

The development of information and communication technology plays a role and affects all aspects of life, one of which is the educational aspect (Amalia et al., 2020). With the development of technology in the educational aspect, the learning process can improve students' skills (Alonso De Castro & García-Peñalvo, 2020). Education is an effort or process to achieve knowledge, skills, character building, or habits of an individual (Puspitorini, 2020). People who have a qualified education are wiser in distinguishing good and bad things and knowing their potential so that they can be useful in social life. The function of education is for humans to avoid ignorance.

The teaching and learning process has important aspects, learning, learning, evaluation, educators, and students (Adeyeye et al., 2022). Currently, universities are flocking to create online-based learning systems (Mohd Najib et al., 2017). Among these online systems, online classes or online discussions are a form of technology used by universities, aimed at discussing a particular problem using applications connected to the internet (Muyassaroh et al., 2022). The use of social networks in this case is intended to carry out learning activities that examine various things. The information contained in online classes can be in the form of text, audio, films, images, videos, or important information that users need. These online classes or online discussions are very useful and have a positive impact, especially in higher education, students will not miss out on learning, by utilizing the E-campus platform, lecture material can be delivered, and accessibility can be made according to students' free time (Chirikov et al., 2020; Faisal et al., 2021; Muslim et al., 2023).

Learning Arabic in higher education is a journey that combines the beauty, complexity, and significance of culture with the practical needs of the modern era (Aljarah et al., 2021; Falah et al., 2022). Higher education becomes an important vehicle for understanding Arabic in depth, not only as a means of communication but also as a window that opens access to a rich history, literature, and thought (Febriani, 2020). Within the college

environment, learning Arabic takes place within a comprehensive framework (Alwehaibi et al., 2022), incorporating linguistic, literary, historical, and cultural aspects (Elnagar et al., 2020). Students do not just learn to master grammar or vocabulary.

In this regard, it is important to examine effective learning methods (Weber, 2019), explore the integration of technology in the curriculum (Mohamed, 2023), and make good use of existing resources to support a better understanding of Arabic in the university environment (Alharbi et al., 2021). This will not only enrich students' learning experience (Mohd Najib et al., 2017) but also open the door to a deeper understanding of a rich cultural heritage in an increasingly connected global context.

E-campus is a digital learning platform that provides wide access to a variety of learning materials, evaluation tools, and interactions between teachers and students online (Pramudita, 2020). With advances in information technology, e-campus has become an important means of supporting the educational process in various institutions, including universities. The main advantage of e-campus lies in its flexibility in providing access to learning materials anytime and anywhere for students (Huldiansyah et al., 2022; Lailatussaadah et al., 2023). This platform not only allows efficient distribution of materials, but also facilitates interaction between teachers and students directly through discussion forums, webinars, or live streaming. Apart from that, e-campus offers a variety of features that support learning, such as online assignments, digital exams, or quizzes, as well as a learning progress tracking system. This allows teachers to provide feedback quickly and effectively to students, while students can access their evaluation results more easily.

In Indonesia, the most widely used E-campus is the academic information system (AIS) (Zhao & Jiang, 2010). This system is a tool designed to serve the interests of universities in terms of academic needs effectively and efficiently. This computerized system is useful for developing performance, services, and quality produced by universities. Every university is expected to always innovate for the advancement of the application of technology so that it makes it easier for everyone who needs it.



One of the campuses that innovates in the use of technology is Mahmud Yunus State Islamic University Batusangkar, Indonesia, the form of technology used on this campus is in the form of an academic information system to serve the university's interests regarding all administrative and academic activities, which is named IAIN Batusangkar e-campus. which can be accessed via Google. The existence of E-campus has helped serve those who use or need it.

E-campus as an online class can help or support various learning or activities in lectures, from the student side, features in E-campus can be used to view academic-related announcements (Xin et al., 2009), fill out study plan cards, print study result cards, download lecture calendars, scholarship information, information on payment of study fees, application for leave of absence, schedules for mock trial, student questionnaires, and other academic needs (Hongxin et al., 2006). As for lecturers, E-campus can be used, among others, to encourage teaching and learning activities such as giving quizzes, providing space for online discussions in distance learning, and other related matters (Azeta et al., 2017; Emawati et al., 2024). E-campus can also be used as an evaluation in the learning and education process, especially in Arabic language courses on campus (Larabi Marie-Sainte et al., 2019).

Evaluation of Arabic courses on campus using online media such as E-campus provides convenience in conducting evaluations and has obstacles in its application, one of which is that the teacher finds it difficult to use or does not know how to use it, but from time to time the teacher will get used to and understand how to use it. Online learning evaluation shows that the media or applications used can have a good influence or impact on learning on campus by looking at the results or learning evaluation process which can be seen from the quality of the questions given to students. With the existence of E-campus (Mokhtar & Razak, 2021), evaluation must be designed to provide quality that is comparable to what is aspired to and can have a good influence on learning evaluation in lectures.

Learning evaluation for educators aims to see and consider the ability of students in the learning process which can be seen from the extent of mastery of the material obtained and learning with learning provisions. Meanwhile, evaluation for students is carried out to determine the strengths and weaknesses of mastery of the material felt by students in the learning process in education and is very important in determining students' learning achievements. Online media or applications used in evaluation tend to vary from free to paid ones by utilizing technology. One of the free applications that can be accessed by students is E-campus which can be accessed via gadgets, laptops, computers, or others.

The purpose of this research is to find out how effective the use of E-campus as an online class and evaluation process in learning Arabic, to find out the advantages, disadvantages, benefits, and tutorials for using E-campus in the learning process which will make it easier for users such as lecturers, students in using E-campus, such as communication between educators and students in the learning process for online learning activities. With the problems related to obstacles or barriers in using E-campus as an online class and evaluation of Arabic learning in online learning activities, the researchers will discuss how to use E-campus as an online class and evaluation of Arabic learning in online learning activities at IAIN Batusangkar.

Several previous research opinions regarding E-campus. The first research according to Novianti et al., (2022), with the research title Utilizing E-Campus Features for Learning Model Innovation. The results of his research stated that students at the IAI BBC campus had access to an online-based learning system. There are features on e-campus which consist of several features including discussion columns, assignment uploads, material uploads, video, audio, references, attendance, lecturer notes as well as exams and assessments, lecturers and students can see digital traces which can be accessed by students and lecturers.

The second research according to Saputra & Kurniadi, (2019), with the research titled Analysis of User Satisfaction of E-Campus Information Systems at IAIN Bukittinggi Using the Eucs Method. The results of his



research stated that there was a statistically positive relationship between content, accuracy, form, ease of use, timeliness, and satisfaction. if each variable has a higher correlation, it will increase user satisfaction with the E-Campus Information System with the meaning of a unidirectional relationship. The third research according to Reza Fahlevi, (2022), with the research titled *The Influence of Usability on User Satisfaction at the E-Campus of Nahdlatul Ulama University Indonesia (Unusia)*. The results of his research stated that content, accuracy, format, ease of use, and timeliness of system usability had a significant effect on user satisfaction at UNUSIA E-Campus.

B. Method

This study used a quantitative approach with a survey method (Bauer & Scheim, 2019). The selection of this survey method is because it is by the research objectives (Al-Ayyoub et al., 2018), namely to obtain and analyze data related to the perceptions of lecturers and students towards the use of E-campus in Arabic language learning and evaluation (Zhang et al., 2020). The research was conducted at Mahmud Yunus State Islamic University in Batusangkar, precisely in the odd semester 2021/2022. The research time was chosen because the conditions of lectures are still mostly conducted online. The sample of this study were students of the Arabic Language Education Department Semester III with a total of 150 (one hundred and fifty) people.

The research data were collected using survey techniques, meaning that researchers first compiled a questionnaire grid related to the use of E-campus, the grid was then validated by two experts, namely an expert in Arabic language learning and an expert in educational technology. Criticism and suggestions from the two validators were then used as the basis for improving the questionnaire grids so that they were suitable for distribution to research respondents. The lattice of questionnaire material was prepared by the research content, which is related to the use of E-campus as a learning media and Arabic learning evaluation.

The research data that has been collected is analyzed using quantitative methods using descriptive statistics. Descriptive statistics is a technique used by researchers in analyzing data carried out by describing data whose data sources come from research samples which can be presented in diagram form in the form of percentages of each questionnaire question item that has been distributed (Dochy et al., 2003). The percentage is then described in the form of words and discussed with the opinions of experts and relevant previous research. The questions asked by researchers in conducting this research are 1) e-campus suitable to be applied in online classes 2) student responses to the use of e-campus in online classes 3) flexible e-campus is used in online classes 4) e-campus functions for student independence 5) e-campus as a teaching medium used by lecturers in lectures. From some examples of these questions, respondents can choose the answers that have been provided in the form of multiple choices, namely strongly agree, agree, disagree, and disagree with the questions that have been asked by researchers through Google form. In the discussion of research results, the researcher's narrative and opinion are built in the form of the researcher's position among the existing research conclusions.

The steps in this study are First researchers conducted data analysis at Mahmud Yunus State Islamic University in Batusangkar. Furthermore, researchers conducted this research using a survey. The survey was conducted by distributing questionnaires. After the questionnaire is made, and then distributed to lecturers and students as respondents in this study. The questionnaire contains statements regarding the utilization of E-Campus as an online learning and evaluation platform. Finally, the utilization of E-Campus is applied to Arabic language learning.

Based on the explanation above, the steps in this research can be seen in the chart below.



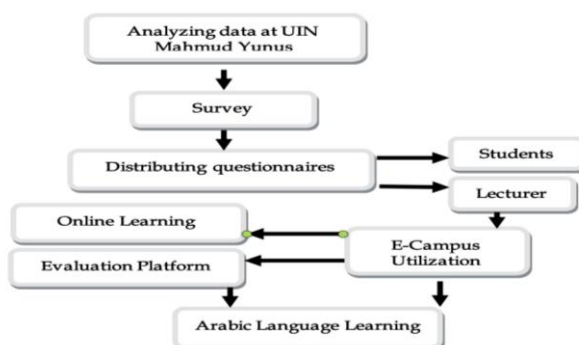


Figure 1. Graph of research steps

C. Result and Discussion

1. Utilization of the E-campus as an Online Class

Information technology in this digital era has an impact on the progress of education, causing educational institutions to use technology in the learning process. The use of technology for education can be in the form of learning platforms, learning media, and even learning resources. The benefits of technology to help advance education are very broad, therefore every educational institution is required to be able to develop the use of technology. Without innovation in the form of technology development for educational institutions, the management of educational institutions will be left behind.

The development of the E-campus is designed with educational goals, the E-campus as an online class can help or support various learning activities in lectures, and from the student side, the features contained in the E-campus can be used to view announcements related to academic policies, fill out Study Plan Cards, attend lectures, upload lecture assignments, print Study Results Cards, monitor academic calendars, scholarship information, payment of study fees, real work college activities (KKN), field experience practice (PPL), apply for leave, view thesis guidance schedules, fill out related questionnaires facilities or related to academic each semester as well as other academic needs. As for the lecturers, the E-campus can be used, among others, to encourage teaching and learning activities such as giving



online quizzes or exams, providing space for online discussion in distance learning, uploading lecture materials, filling lecture attendance, and conducting online evaluations.

Currently, it can be seen from the number of universities or campuses that are competing to create a system that can facilitate lecture activities, where the system can be used and utilized to access effectively, and efficiently in the lecture process. This is inseparable from the efforts of excellent service to facilitate students, lecturers, and education staff in terms of managing education through digitalization. The benefits of the technology itself are very complex, it also needs to be seen from its suitability to environmental conditions and users of available technology. Therefore, the results of the research examined by researchers at this time related to the use of E-campus can be described as follows.

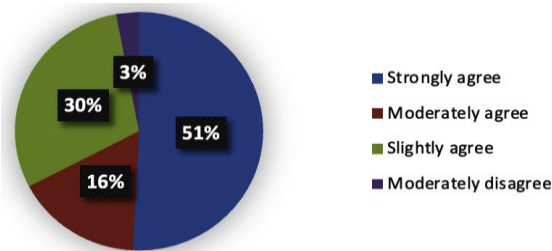


Figure 2. E-campus is suitable to be implemented as an online class media

Based on the respondents from the diagram above, it can be seen how the respondents' views or opinions on E-campus are suitable for online classes. Some respondents chose different answers, some chose to strongly agree, agree, disagree, and disagree. In research conducted at Mahmud Yunus State Islamic University, 150 respondents can be seen where students predominantly chose to agree that E-campus is suitable for online classes. The data obtained from this statement is that 16,7% of students choose to strongly agree, 51,3% of students think to agree, 30% of students disagree, and 2% of students choose to disagree.

From the results obtained, many choose to agree because when viewed from the benefits of E-campus as an online class, it can be used by



students, including accessing RPS, teaching materials or materials that have been sent by lecturers, filling in attendance or attendance according to the column or table that has been listed on E-campus, sending assignments or test sheets in the assignment column provided by the lecturer, to filling out credit cards and viewing grades during the learning process one semester.

As for the reasons for students who disagree and disagree that e-campus is used as an online class, some students experience problems when accessing e-campus. Such as e-campus errors and cannot be accessed by students, so students who have problems when accessing e-campus during lectures, students cannot conduct lectures effectively. Therefore, based on the explanation above, it can be proven that the E-campus can be used as a suitable forum that can facilitate students and lecturers in carrying out academic activities at Mahmud Yunus State Islamic University.

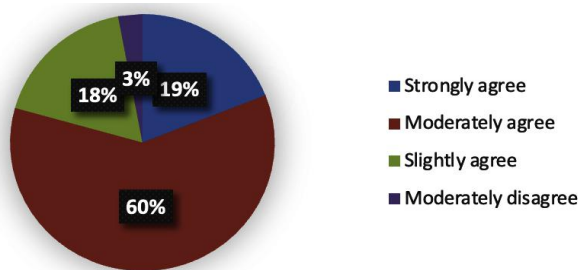


Figure 3. Student responses to the use of the E-campus

Based on the respondents above, students predominantly choose to agree with the statements submitted by researchers, namely, E-campus can make it easier for students to obtain information related to learning from lecturers through online classes. E-campus can also bring feedback to students, where students can feel a positive impact through accessing E-campus as access to information related to learning provided by lecturers in online classes. Although there are students who feel less agree or disagree with the question, when viewed from the acquisition of the data above, those who strongly agree with the question above are 19,3% of students, while those who agree are 61,3% of students, less agree as many as 18% of students, and those who disagree are 1,4% of students.

If it is analyzed from the results of obtaining data from respondents, it can be seen that students choose to agree because it is related to the ease with which students can obtain information related to learning that has been provided by lecturers and students can access it where the student is located using the cell phone or laptop used. Meanwhile, students expressed less agreement and disagreement, causing a sense of lack of comfort with the user with this question because in accessing the E-campus, students are constrained by inadequate internet networks, loading, or browser or web errors when they want to open the E-campus. Based on the explanation above, it can be said that E-campus can be used as a means that can facilitate students in obtaining information.

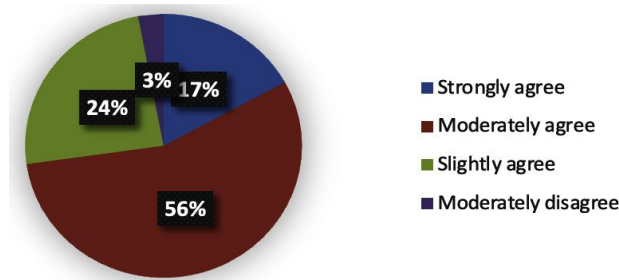


Figure 4. Student responses to the flexibility of online classes using E-campus

Based on the respondents' results in the diagram above, Mahmud Yunus State Islamic University provides views on online classes using E-campus that are flexible and practical in terms of time and place and can save time and costs the diagram above, 56,7% of students who agree, 17,3% of students who strongly agree, 24,7% of students who disagree, and 1,3% of students who disagree on the questions that have been asked by researchers. The fact is that by using E-campus in online lectures, it is true that there are time and cost savings because using E-campus does not drain a lot of data packages and is also practical in its use because it can be done via Android and directly browsing the E-campus browser Mahmud Yunus State Islamic University Batusangkar.

With the existence of e-campus in online classes, students can access material anywhere and anytime at the convenience of the students



themselves. E-campus can also open the mood of students when learning and can encourage student activeness through discussion forums that have been provided in the e-campus. So that the android used by students to access the e-campus has a positive impact on students in the learning process. When viewed from the point of view of respondents who chose to disagree with the question, it is not always practical when opening an E-campus due to obstacles in accessing the E-campus. Although there are shortcomings or obstacles in its use, E-campus also has many advantages that we can find. Based on the explanation above, it can be proven that online classes using E-campus can be flexible and practical in terms of time and place and can save time and costs.

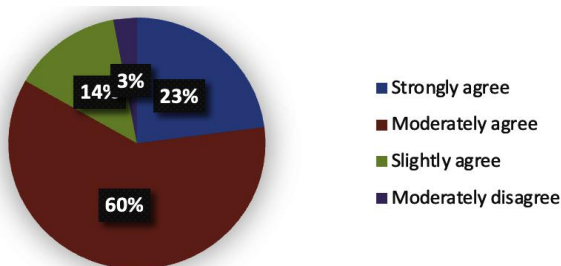


Figure 5. Student responses to E-campus access

Based on the diagram above, the percentage of respondents agreeing or disagreeing with the use of E-campus, course materials, or teaching materials is easily accessible and documented. From the results above, 23,3 of the students stated strongly agree, 61,3 of the students stated agree, 14% of the students stated disagree, and 1,4% of the students stated disagree.

Based on the data above, it is known that many students agree with this question so it can be said that more choose and think that by using E-campus, lecture materials or teaching materials are easily accessible and documented. This is to the results of research which confirms that E-campus has benefits, one of which is that lecture materials or teaching materials are easily accessible and documented (Alenezi, 2020) so that it can make it easier for students to access or download materials sent by lecturers on E-campus in online class learning (Alzahrani, 2022).

Although there are students who respond less agree or disagree, this is due to constraints on the network or access so a small proportion of students do not agree or disagree with the question. Based on the explanation above, it can be proven that by using E-campus, lecture materials or teaching materials are easily accessible and documented in online classes. Learning materials shared by lecturers on e-campus can be downloaded directly by each student. So that students can find out the material studied through the e-campus. Therefore, online class learning conducted by students using e-campus can make it easier for students to receive material quickly and easily.

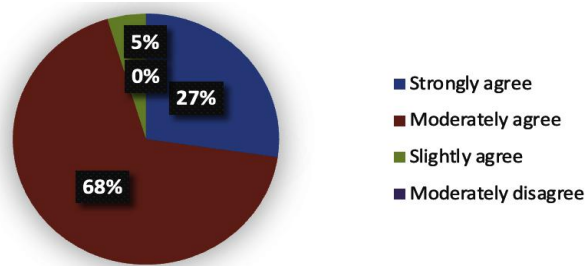


Figure 6. E-campus functions for student independence

Based on the percentage of the diagram above relating to E-campus as an online class that can train students to be more responsible, creative, and independent in the assignments given. The data obtained from respondents related to the diagram above shows that 27,3% of students strongly agree, 68% of students agree, and 4,7% of students disagree with the questions asked. from the answers given by the correspondents, it can be said that e-campus can be used as a forum for online classes that can facilitate students to be more independent in learning because students can be independent to be independent in submitting assignments through the column provided by lecturers on e-campus, students can also conduct creative discussions and can be held accountable for the tasks that have been d while those who disagree only amount to 2 people.

From the results of respondents related to this statement, it was found that many students agreed that the existence of E-campus as an



online class could train students to be more responsible, creative, and independent in the assignments given. Because with learning through online classes students can be responsible and creative for the tasks given by lecturers and can do it independently (Ganeser, 2020; Meliani et al., 2022), because with the tasks sent by lecturers through E-campus students try to finish before time runs out, because E-campus has a time limit in sending assignments, for those who are late in submitting assignments, students cannot upload the assignment. So that with this time limit students become more active and responsible for completing it on time.

When viewed in terms of creativity, it can be seen from some lecturers who teach courses that give assignments by making an interesting video to be uploaded to YouTube so that with one of these assignments students can make assignments according to their respective creativity. As for those who disagree or disagree, it is possible because with assignments through E-campus students do not understand the assignments given due to limited space and time between lecturers and students so they are less free to ask questions related to learning, but with assignments through e-mail-campus, students can learn by themselves or independently. Based on the explanation above, it can be proven that E-campus can be used as an online class that can train students to be responsible and creative in lectures.

2. Evaluation of Arabic Learning to Support Online Learning Activities

E-campus is one of the technologies that can be used as an evaluation in the learning process. Especially for lecturers in Arabic courses at a university. Evaluation of Arabic courses can use online media such as E-campus which can provide convenience in carrying out evaluations. Behind the convenience, there are also obstacles to its application, one of which is the lecturers find it difficult to use and do not know how to use it. Over time, lecturers will be more accustomed and understand how to use it. Online learning evaluation can show that the media used can influence learning on campus by looking at the results or evaluation process in learning which can be seen from the quality of the questions given to students.

With the existence of an E-campus as an online class, evaluations should be designed to provide quality that is comparable to what is aspired to. To see the results of the research conducted, the researcher will include the results of the respondents' answers in the form of a diagram where various answers will be found so that we can see whether the evaluation of learning Arabic supports online learning activities or not for Mahmud Yunus State Islamic University Batusangkar students.

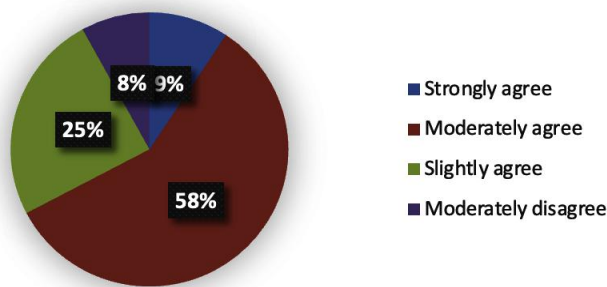


Figure 7. E-campus as a means of detecting student attendance

Based on the results of the diagram above, almost all respondents, namely students, agree that attending Arabic lectures through E-campus is one of the assessments (evaluations) carried out by lecturers. From the data obtained above, 9,3% of students strongly agreed, 58% of students agreed, 24,7% of students disagreed, and 8% of students disagreed. E-campus is one of the platforms used by lecturers for the assessment of students during online classes. The existence of reasons for not always taking attendance at E-campus is one of the lecturers' assessments because they can take attendance through the WhatsApp group or others, but it should be noted that every attendance even through applications or other methods other than through E-campus will still be recorded and entered into E-campus as campus data to see lecture activities such as in carrying out the learning process where student attendance will be recapitulated from the first meeting to the 16th meeting.

Taking attendance at E-campus can be filled in through discussion columns or photos so that taking attendance at E-campus does not make it



difficult for students. Based on this explanation, it can be proven that E-campus can be used as a forum to facilitate students in filling out online attendance which can be accessed easily through E-campus access (Kilinc & Altinpulluk, 2021; Armansyah & Suud, 2022), for students who disagree and disagree with the questions above because students experience difficulties in taking attendance in conducting online classes using e-campus. The difficulties experienced by students in taking attendance using photos are not detected photos and student locations when taking attendance and inadequate networks. so that students cannot take attendance through the e-campus.

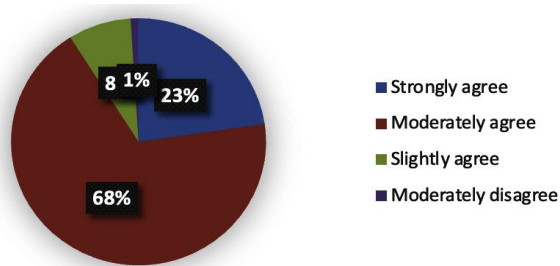
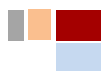


Figure 8. E-campus as a medium for student discussions with lecturers

Regarding the results of the diagram above, respondents gave different answers. 22,7 % of students who stated strongly agree, 69,3 % of students who stated agree and 8% of students who stated less agree with the questions given. In the E-campus there is one feature, namely a column for discussion which is used during the learning process, with the discussion column the lecturer can see how the lecture process is during the lecture. In the discussion column, students can ask questions related to the material that has been explained through e-campus. E-campus can be used as one of the lecturer's assessments of students who are active and contribute during lectures, lecturers can also see the names of students who ask questions and the names of students who answer the questions that have been asked. Through the discussion forum that has been provided, students can carry out the lecture process as done by students in the classroom. It's just a different place.



The discussion forum can also be used as evidence of lectures and lecture news from each subject. The disadvantage of discussing online lectures, especially Arabic lectures through E-campus, is the difficulty of responding to responses that will be seen in the discussion column because it must be refreshed first to see the response of friends in discussing with E-campus. Based on this explanation, it can be proven that E-campus can be used as a means that can be used as a means of discussion during the lecture process.

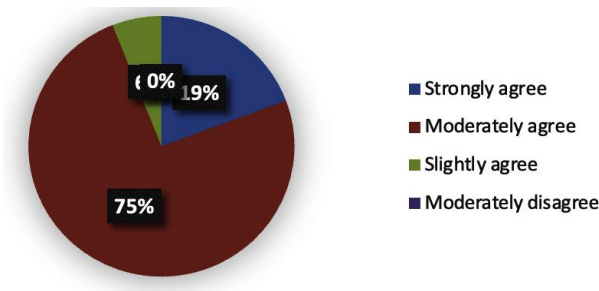


Figure 9. E-campus as a medium for collecting student assignments

Based on the pie chart above, based on the questions that have been asked, students give different answers. There are 74,7% of students who agree, there are 19,3% of students who agree and there are 6% of students who disagree with the question. Based on the answers given, it can be said that the e-campus can be used as a forum for collecting assignments by students. Be it tasks in the form of resume notes, exercises, midterms, or final exams. Through e-campus, students can submit assignments in the column provided by the lecturer. Students can submit assignments according to the format provided, either in the form of Word, PDF, or ppt. It depends on each lecturer. The existence of collecting assignments through e-campus, lecturers also easy to collect data on students who do not collect assignments without asking students first. For students who are late in collecting assignments, it will be listed as late completed on the e-campus.

From the answers above, it can be seen that E-campus is one of the learning systems that is suitable for implementation in higher education. So, with this, it is found that many students agree with the statement because



Mahmud Yunus State Islamic University students have implemented it in lectures. Although a small number disagree with the statement because a small number of them may find network constraints in sending assignments so that when sending them they have to wait a long time for loading, this can be overcome by finding a good and good network when collecting assignments. Based on this explanation, it can be proven that E-campus can be used as a place to collect assignments, and midterms, during lectures.

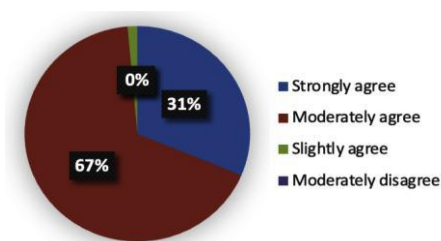


Figure 10. *E-campus as a medium of instruction for lectures from lecturers*

Regarding the respondents above, it can be seen that students' views on E-campus as a medium used by lecturers in delivering material. From the questions asked, students gave different views, there were 67,3% of students who chose to agree, there were 31,3% of students who strongly agreed, and 1,4% of students who chose to disagree. while for those who disagree there are no students who choose because it can be seen that E-campus is one of the places used by lecturers in delivering material, whether the material is delivered in writing or orally.

The form of material sent by lecturers in written form is in the form of files, both files in Word, PDF, and others. As for the form of material delivered by lecturers in oral form, namely lecturers sending material in the form of videos that have been made by lecturers and sent to e-campus. So that students can watch videos containing learning materials that can be accessed anywhere and anytime using the technology they use. As for students who disagree with the question, it is because students are constrained by the network to receive material that has been sent and delivered by lecturers via e-campus. Because retrieving and viewing

material that has been sent and delivered by lecturers requires an adequate network. Based on the explanation above, it can be proven that E-campus can facilitate lecturers and students in sending lecture materials.

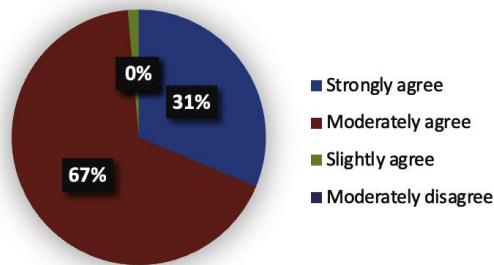


Figure 11. E-campus as a medium to see student grades

Based on the diagram above, the results of the respondents show that there are several views related to students being able to see the grades or results of Arabic lectures on E-campus after the grades are inputted by the lecturer, from the diagram above we can see that almost all responses support the statement that can be seen. There are 67,3% of students who choose to agree, 31,3% of students who strongly agree, and 1,4% of students who disagree with the questions asked. From these results, seeing the grades or results of Arabic lectures on campus E after the grades are inputted by the lecturer is very suitable for students who use e-campus, because this is the most important thing for students after completing the final exam. Only a few disagree even no one disagrees with the statement, because with the E-campus system students can see the results of the learning process during lectures, so it can be seen that E-campus can be used for Arabic language learning evaluation to support online learning activities.

The results of the analysis carried out support previous research that mentions the use of E-campus in the satisfaction of using E-campus, where the results of the study said that the campus E-campus can be improved access and more up-to-date, which means more frequent updating of information or what is on E-campus. Related to this, the researcher found new things or points from the research that the researcher



is doing that have differences with previous or previous research, that there are many benefits to using E-campus in the process of online class lectures and language evaluation. is learning.

Arabic as an online learning activity, although it has several obstacles in its use when viewed from the results presented or presented by the respondents above, more benefits can be taken from the shortcomings or weaknesses and obstacles that exist in using e-learning campus.

In the discussion above, researchers have explained whether or not the use of E-campus is effective in online classes and learning evaluations, it can be seen that E-campus is effectively used in the online lecture process and Arabic language learning evaluations and researchers have revealed the benefits and positive impacts of this E-campus system, and also provide input or views of Mahmud Yunus State Islamic University Batusangkar students on the use of E-campus as online classes and Arabic language learning evaluations to support online learning activities.

D. Conclusion

E-campus is an academic information system that can influence and impact various activities or student activities to obtain information only through the Internet network. This E-campus can be accessed through computers, laptops, gadgets, and so on. Researchers conducted a study related to the view of the use of E-campus as an online class and evaluation of Arabic language learning to support online learning activities at Mahmud Yunus State Islamic University Batusangkar. After the researchers took and obtained data, it was found that the use of the E-campus as an online class and evaluation of Arabic learning to support online learning activities at Mahmud Yunus State Islamic University Batusangkar is quite effective and efficient.

If you refer to the results and discussion, it can be shown that most students choose to agree with every statement that researchers put forward regarding the use of the E-campus as an online class and evaluation of Arabic language learning to support online learning activities, and only a small percentage are less agree on this which is likely due to perceived

obstacles or constraints, but this can be overcome even though for some students it is a bit difficult to overcome, but apart from this it can be seen that the use of E-campus as an online class in the lecture process has an impact or benefits felt especially by students.

An academic information system, one of which is used on campus, namely the E-campus, where the system can provide convenience in accessing information or matters related to the lecture process so it is necessary to renew and improve the academic system from good to better as well as effective and efficient so that those who will access the system feel safe and comfortable with the system.

From the conclusions above, the E-campus system still has shortcomings or obstacles in its use so with these shortcomings or obstacles, it should be necessary to improve and update, including accessing when the network is not good or not friendly so that accessing or logging into email is needed. E-campus becomes difficult, and sometimes browser or web errors occur when they want to use the system for the lecture process, as well as the ineffectiveness of the lecture process by discussing through the E-campus because every time you want to see the responses in the discussion column, you must first refresh it.

However, despite having obstacles, it is undeniable that E-campus is suitable to be applied in the online class learning process as well as in learning evaluation. We know that the E-campus has many benefits and good impacts on students. In the article that the researcher did, there were still many shortcomings or errors so criticism, suggestions, and constructive input were requested so that in the future the author could improve it and be more creative and organized again in making the next article.

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