

Innovation on Media Audiovisual IT- Based For Learning Arabic Language in SMK PPTQ MBS Daarun Najah Klaten

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Abstract:

This study describes the use of audio-visual technology as a medium for learning Arabic to improve listening skills for students. The problem of education and teaching is a fairly complex one where many factors influence it. One of these factors is the teacher. The success of teachers in delivering material depends on the smooth interaction between teachers and their students. The purpose of this study is to develop Arabic language learning using IT-based media by watching and listening to improve listening skills for students. The use of this learning medium has an influence on learning Arabic at SMK PPTQ MBS Daarun Najah Klaten based on audiovisuals, namely by increasing motivational learning, improving listening skills, increasing vocabulary mastery, improving speaking skills, making them easily accessible, and increasing creativity. Although learning media has its influence and advantages, it also has disadvantages that must be anticipated. The most prominent influence is in terms of shortcomings. The presence of audio-visual content has a negative impact that is not valuable to students; therefore, teachers must be facilitators who are engaged in filtering content so that teaching materials in the media are in accordance with learning objectives. Teachers also have an important role in fostering student learning motivation with various types of audio-visual learning; this is an obligation that must be carried out by teachers considering the optimization of the use of audio-

visual-based learning media that use this information technology (IT). In its implementation, students must be able to develop their abilities independently after participating in information technology (IT)-based learning provided by the teacher. In this case, evaluation is also needed as an indication of student understanding. Evaluation can be in the form of written and oral tests.

Keywords: Innovation, Media audio-visual, Arabic Language

Introduction

Learning media is a communication tool to further streamline the teaching and learning process because, in the teaching and learning process, media has an important meaning where the complexity of the material to be delivered to students can be simplified using media (G. Jariono, Nurhidayat, S. Nur, 2021). Audiovisual media is a type of media that combines elements of sound and images. This media has advantages because it includes two types of media at once, namely audio and visual media (Djamarah, 2002). One form of utilizing information technology in the educational process is through audio-visual media. Audiovisual media can support the achievement of teaching staff in delivering teaching materials to students, including Arabic language learning.

Language has a central role in the intellectual, social, and emotional development of students and is a pillar of success in learning all subject areas (R. R. Pratiwi, 2016). Active Arabic language skills are the ability to communicate, both orally and in writing, such as by making essays. Passive

Arabic language skills are the ability to understand other people's speech and the ability to understand reading (Hasan, 2017).

As Iswanto, 2017 states that millions of the world's population are interested in learning Arabic because many of the terms in Islam come from Arabic. Islamic boarding schools in Indonesia have made Arabic a compulsory subject, and many international universities and high schools have taught Arabic (R. Iswanto, 2017).

According to Suryani, 2022 Arabic is one of the second international language lessons, with the aim that students will have knowledge of the language and skills. Some language skills are maharatul istima' or listening skills (R. M. Suryani, F. R. Amir, 2022).

Every Arabic learner is inseparable from methods, strategies, and media; this was researched by M. P. Minuatul Azmi, 2019 (M. P. Minatul Azmi, 2019). To achieve success in learning Arabic, a teacher must determine a method, strategy, or approach. Thus, it is certain that the learning targets created will be easy to achieve. The research was conducted by (M. Wijaya, U. Manshur, and N. (n. d.). Latifah, n.d.).

R. Asyhar, 2011 examines how audiovisual learning media can make learning more interesting, make messages and information clearer, and allow students to manipulate and present objects that are difficult to reach by students (R. Asyhar, 2011).

Previous studies highlighted the use of audiovisual media in Arabic language learning as a motivation for students, but no research has been found that discusses IT-Based Audiovisual Hearing Innovation in Arabic at SMK PPTQ MBS Daarun Najah Klaten. Seeing that it has not been found, it is necessary to conduct research related to this. This study will discuss how to use media watching and listening in Arabic language learning and how the results of using media watching and listening in Arabic language learning improve listening skills. The purpose of this study is to develop Arabic language learning using media watching and listening to improve students' listening and learning skills. This research is a research and development project that focuses on media watching and listening.

Research Method

This research method uses field research methods with a qualitative approach: interviews, observations, and documentation. This research uses an approach to field research (T. N. Elci, Y. Bare, 2021). Here, researchers saw firsthand the phenomenon in SMK PPTQ MBS Daarun Najah Klaten. Phenomenology sees and views all phenomena that arise, especially in consciousness. The term "phenomenology" has been used so widely that scholars have different opinions about phenomenology as a methodological or philosophical view (P. D. A. Bandur, n.d.).

Research phenomenology is a qualitative strategy in which researchers identify the essence of the human experience of phenomena expressed by a participant in a study (J. W. Creswell, 2012). Data collection techniques were carried out through in-depth interviews, observations (directly seeing the location of SMK PPTQ MBS Daarun Najah Klaten since November 24, 2023, as well as interviews), and review documentation. In-depth interviews are used to obtain data from predetermined research subjects.

Interviews are conducted in depth to obtain detailed data on the subject and the problems studied. While the documentation review is used to obtain completeness and complete information, one indicator of research is included in the paradigm, which can be seen from the procedures used.

This research will analyze the role of media in the development of Arabic language learning. This research method involves direct observation of Arabic learning activities using learning media as well as interviews with teachers related to the use of learning media in Arabic language learning.

Result and Discussion

The development of information technology and knowledge in recent years has developed rapidly, so with this development, people can change the paradigm to access information through technology. One of the areas affected by this development is the field of education, including Arabic language learning. This has the potential to improve the quality of education. The use of information technology in the field of education has an important meaning, especially in the context of the equitable distribution of education and improving the quality of education in Indonesia (S. Chodijah and D. Indayanti, n.d.).

With the utilization of information technology in the educational process, there are several development steps that can be taken, including: 1) Design and create database applications that store and process academic data and information, including lecture systems, assessment systems, curriculum information, education management, and learning materials; 2) Design and create portal-based, web-based, interactive multimedia learning applications, consisting of tutorial applications and learning tools; 3) optimize the use of educational TV as enrichment material in order to support the improvement of education quality; and 4) implement the system gradually, starting with a smaller scope to expand, making it easier to manage the use of IT in the process of organizing education (Hasriadi, 2020).

One form of utilizing information technology in the educational process is through audio-visual media. Audiovisual media can support the achievement of teaching staff in delivering teaching materials to students. Audiovisual is a learning medium used by teaching staff to deliver material to be accepted by students through the senses of hearing and sight in an integrated manner (J. Nugrawiyati, 2018). This audio-visual media includes a type of media based on absorbent senses. Audio-visual media include TV broadcasts, VCD recordings, and plays and plays. In Arabic language learning, audio-visual media is needed to improve the quality of learning. Based on research conducted by (D. P. Pariartha, I. G. M. A., Parmiti and I. G. W. Sudatha, 2013). Some of the uses and benefits of using audio-visual-based learning media based on the results of field tests are: 1) The material is easy to understand because the concepts presented are planned to make it easier for students and systematic; 2) Audio-visual-based learning media provides opportunities for students to learn according to the pace of each individual; 3) Learn faster and more interesting so as not to cause boredom because it is equipped with pictures and animations as well as varied practice questions; 4) There is an opportunity to answer questions at test time if the answers are considered wrong with the aim that students can understand the material that has been learned; 5) This audiovisual-based learning medium can also be used as an alternative learning medium conventionally and individually, overcoming distance and time, able to describe past events realistically in a short time, can be repeated if necessary to add clarity, the message delivered is fast and easy to remember, develops students' minds and opinions, develops imagination, clarifies abstract things, and provides more realistic explanations, and is able to act as the main medium for documenting reality to be discussed in class (W. N. Putri, 2017).

Over time, audiovisual media has been developed and designed in such a way as to attract the attention of the public. Audiovisual media is further developed by integrating words, colors, sounds, and motion (J. Nugrawiyati, 2018). The latter type is called multimedia. Multimedia-based learning involves the senses of hearing and sight through text, still, motion, visual, and audio media, as well as computer-based interactive media and information and communication technology.

Mayer defines multimedia as a medium that produces sound and text. Based on this definition, TV and PowerPoint presentations that display text and images include multimedia. Berbeda dengan hal tersebut, Martin membedakan multimedia dan audiovisual. Menurutnya video conference dan video cassette termasuk media audiovisual. Interactive and non-interactive computer applications are multimedia. Multimedia is a computer-based medium that integrates different types of media (W. Asmawati, B. Ali, 2017).

Multimedia is a development of the term audiovisual. It is called multimedia because it involves many elements at once, namely elements of color, sound, motion, size, and others. Thus, audio-visual media is basically no different from multimedia, because audio-visual media such as drama performances also involve various elements at once, including color, motion, sound, and others.

For steps from implementing audiovisual media in SMK PPTQ MBS Daarun Najah Klaten As expressed by the Arabic teacher, it is as follows :

"Watching focuses more on watching that is suitable and arouses students' interest in watching educated films; after that, we will focus on the language in the show. If there is everyday vocabulary that can be captured in the film, then we will pause some scenes that play, and then the children will write the vocabulary that we dictate, or with the Imla' method, After the child writes the vocabulary, we give meaning one by one to the vocabulary we have given and assemble it into a sentence as an example so that it is easy to remember and understand."

According to the teacher's explanation above, in the application of audiovisual methods that exist in SMK PPTQ MBS Daarun Najah Klaten, the teacher strives for the screening of films that are worthy of being seen by students. Teachers show films using LCD projector media and give assignments as a form of learning evaluation and benchmark for the impact of audio-visual learning innovation. Teachers feel that this method has a significant influence on students' understanding of how to learn Arabic more easily and effectively. In Arabic language learning, the benefits of using media are to help students understand the meaning of each material presented, make students interested and feel happy with the material, and stimulate or stimulate students to be involved in the learning process so that learning is not a vacuum (I. Asrori, 2018).

In addition to the method of watching movies, the teacher also said that there are other methods to hone listening skills in students, as follows:

"In addition to the viewing method, we also improve the listening method by playing Arabic songs that are educational for students. Before the song playback begins, we distribute paper containing the blanked dots. The purpose of this paper is so that children can fill it in during song playback. The purpose of this is so that children get used to focusing on listening to the lyrics in the song as well as guessing snippets of lyrics to complete. For the evaluation of this activity, we corrected the answers filled in by students by replaying the song from beginning to end, not forgetting that we also gave meaning to each existing vocabulary."

The use of audiovisual based media is basically learning that is expected to facilitate the presentation of learning material, increase student learning motivation, and overcome the limitations

of student space and time. The teaching and learning process is an activity that aims to achieve optimal development, including cognitive, affective, and psychomotor aspects. One element that supports the achievement of learning is the effectiveness of the use of media in an integrated manner in the teaching and learning process and the material taught. The use of audiovisual media is very effective in generating motivation, giving an interesting impression in the learning process, arousing interest, clarifying the problem or material being discussed, and building active communication that not only occurs between teachers and students but between students that can function as a learning resource for each other. The use of audiovisual media in Arabic language learning makes students more focused, not easily bored, and quickly understands the material taught, supported by good planning, including the skills to design material to be taught with effective use of media, because it has an important role in attracting students. The use of audio-visual media is considered appropriate and effective to provide understanding and facilitate students in absorbing of the material delivered (R. A. Putri, H. Muhammad, and R. Dzulfikar, 2020).

The effectiveness of learning in question refers to how effectively the learning program helps students master, for example, grammar or vocabulary. For example, speaking skills material (maharatul kalam) is one of the materials taught with the use of audiovisuals. Students are trained through a continuous and systematic learning and training process in order to facilitate direct communication. The use of audio-visual media is carried out none other than to improve the quality and ability of students to language skills, both reading, speaking, writing, and listening. In addition, students need teaching methods that are not monotonous learning the use of audiovisuals also helps communicate the material taught. This research can be seen in the following table.

Table 1. Application of Watching and Listening Methods

No.	Learning Media	Application
1	Watching	The learning method using Watching media focuses more on the appropriate spectacle and arouses students' interest in watching an educated film. After that, the teacher will focus on the language in the show; if there is daily vocabulary that can be taken in the film, then the teacher will pause on some scenes that are played, and then the children will write the vocabulary that we dictate or with the imla method', After the children write the vocabulary, the teacher gives meaning one by one to the vocabulary that has been given and assembles it into a sentence as an example so that it is easy to remember and understand.
2	Listening	The learning method using listening media is by playing an educated Arabic song for students. Before the song playback begins, the teacher distributes paper containing the blanked dots. The purpose of this paper is so that children can fill it in during song playback. The purpose of this is so that children get used to focusing on listening to the lyrics in the song and guessing snippets of lyrics to complete. For the evaluation of this activity, we corrected the answers filled in by students by replaying the

		song from beginning to end, not forgetting that we also gave meaning to each existing vocabulary.
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Constraints in Audiovisual Learning

According to the Big Dictionary Indonesian defines the definition of constraint is an obstacle with circumstances that limit, hinder or prevent the achievement of goals (D. P. Nasional, 2018). In this case, the obstacles to be studied are obstacles that occur in learning. Obstacles to learning are several: human factors (teachers and students), institutional factors (classrooms), and instructional factors (lack of teaching aids). According to Ahmad Rohani (N. Alifah, M. Mansur, 2022) Explaining that obstacles to learning are several factors that hinder learning, including teachers, students, families, and facilities. The teacher conveyed to the researcher that there are several obstacles faced when using the watching and listening method, as follows:

"The obstacle we experienced was that it took time to adapt because here the cottage is not too long, and besides that, the children are not used to watching movies or listening to songs in Arabic. Therefore, we have to give students an understanding of the meaning of films and songs, examples of messages and plots presented in the show. In the right to listen, many children do not understand what is meant, so here we need a lot of time to adapt."

According to the teacher's response above, we can conclude that there are still some obstacles that must be corrected and pursued so that it becomes a habit that makes it easier for students to learn. This encourages teachers to innovate more in relation to audiovisual learning. For that, the teacher, according to (R. Capuno, H. Revalde, J. O. Etcuban, M. Aventuna, G. Medio, 2019) has a role as a facilitator in organizing learning, both as an innovator and educator. Innovator teachers are teachers who are able to solve problems experienced by students, teachers, and schools. Innovator teachers are able to create teaching materials, learning media, and evaluation tools that are easy to use and useful in achieving goals. Teachers as educators, namely teachers, are able to be fun teachers and make students have competencies as determined by the curriculum. This opinion is a very important theory in encouraging the development of AVIA (Arabic audio-visual) media products for the independent learning of students in vocational schools.

Audiovisual media is developed to utilize intelligence, namely audio intelligence and the visual language of learners, as stated in the Word of Allah SWT Surah An-Nahl 78:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۚ لَعَلَّكُمْ تَشْكُرُونَ

Meaning: "And Allah has brought you out of your mother's womb; you in fact know nothing, and Allah has created for you hearing, sight, and inner intelligence. May you become grateful people" (D. A. RI, 2009).

This verse is very clear in His word in order for you to be grateful to be intelligent people, then use the facilities that have been given by Allah SWT in the form of potential audio and visual intelligence. Audio intelligence is intelligence where a person will have knowledge and skills based on what they listen to. Students in SMK have the potential to be able to follow Arabic learning using audio devices, especially since audio learning is designed to be easy to use and easy to learn repeatedly. Audio media is very interesting again when combined with visual intelligence, because hearing will easily forget the message if not guided by visuals. Development researchers who have

been carried out to produce Arabic audio-visual media products do not separate between Arabic language skills for students in vocational schools because the combination of audio-visual will produce perfect proficiency in students. This is in accordance with Rahmawati's research that the use of strategies, methods, and techniques, as well as audio-visual learning media that suit the characteristics, needs, and conditions, will be able to significantly increase the learning achievement of students in vocational schools (Rohmawati, E. D., & Sukanti, 2012).

Conclusion

SMK PPTQ MBS Daarun Najah Klaten has implemented audiovisual methods as an innovative approach to teaching Arabic, utilizing media such as films and songs for listening exercises. In the listening method, teachers screen films using an LCD projector and assign tasks to assess student comprehension, which has proven to significantly improve students' understanding of Arabic. Teachers believe that this approach is more effective than traditional methods like listening to Arabic songs, as it engages students better and makes learning Arabic easier and more impactful. However, the integration of these audiovisual methods does present challenges, particularly in terms of student adaptation. Some students are not yet accustomed to watching Arabic films or listening to Arabic songs, which sometimes requires teachers to re-explain the material. Despite these obstacles, the use of IT-based audiovisual media has proven to be a valuable tool for enhancing learning, as it makes the content more accessible and understandable for students. The article suggests that further development and refinement of audiovisual media in Arabic teaching could help overcome these challenges, improving learning innovations at SMK PPTQ MBS Daarun Najah Klaten and ultimately enhancing students' Arabic language skills. This study offers insights and potential solutions to improve Arabic language education through innovative, IT-based audiovisual methods.

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