The Innovation of Multimedia-Based Arabic Language Learning

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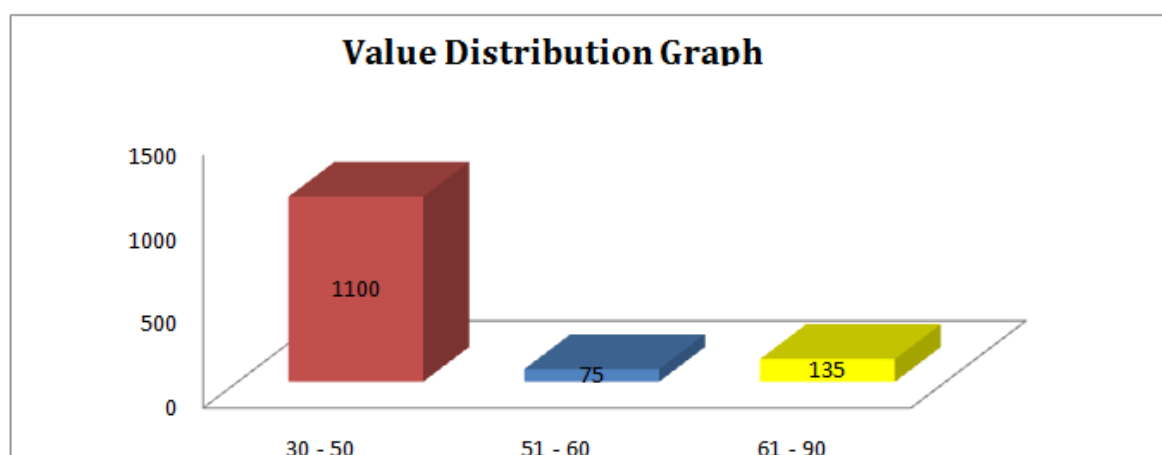ORCID:0000-0003-0908-6149

ABSTRACT: Arabic Language is one of the subjects that must be taught at Islamic School. It is expected that the graduates have basic skills in Arabic, both speaking and writing. However, the results were still far from what expected. The low quality of Arabic language acquisition cannot be separated from the negative perception that Arabic language is difficult and complicated to learn. This is because the material is abstract, not delivered with concrete and practical approaches, models, methods, and learning media. This study used a Research and Development approach or strategy. The developed learning model design consisted of objectives, materials, methods, and evaluation. The materials were packed in the form of a CD consisting of power points, videos, animations, pictures, and texts, supported by audio. The developed learning model in this study has proven to be more effective than Arabic learning that has been going on so far. The results can be seen from the results of the validation test involving the experimental and control groups. Based on the results, the average score of the experimental group was higher than of the control group.

Keyword: Innovation; Arabic Language; Multimedia; Learning; Methode

1. Introduction

Arabic language is one of the main subjects in Islamic School as a means of self-development for students in communication and science. In the School-Based Curriculum (KTSP) guidelines for Islamic Senior High School, it is declared Arabic Language as the second foreign language after English. The objectives of learning Arabic language is to develop students in their ability to listen, speak, read, and write as stated in the Arabic Language curriculum(Mubarak, 2018). On the other hand, Arabic language education also intersects with the broader educational aspect(Wekke, 2015).
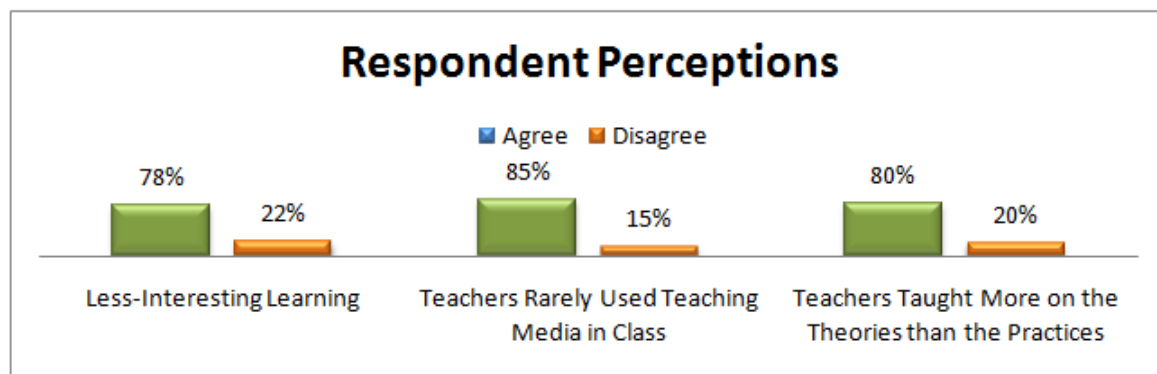
The teaching of Arabic in Indonesia has been going on since the first arrival of Islam to Indonesia. Arabic language materials are taught from the primary to high school level (12 years), however, it is still low and far from what expected (Abdul Wahab Muhbib, 2009), especially at the Islamic Senior High School. We can see this in the low skills of Islamic Senior High School students. In 2020, the Arabic Language Department of Antasari State Islamic University in Banjarmasin conducted a test on 1310 new students. The results showed that, in average, students had very low skills, as shown in the table below, with details of 1100 students had a score ranging from 30-50, 75 students had a score ranging from 51-60, and 135 students had a score ranging from 61-90.

Based on the data above, it seems that the majority of Madrasah Aliyah graduates in South Kalimantan have low skills and are far below the average. Indeed, there are several analyses that try to describe the causes of the low skills of students in Arabic language, from the teaching methods that are considered inappropriate, teaching materials that are considered too difficult and not in accordance with students' skills, and other obstacles. However, based on a research questionnaires distributed in several Islamic Senior High School in South

Kalimantan, it was found that students were less enthusiastic and less interested in learning Arabic Language, as shown in the following table.

Respondent Perceptions	Agree	Disagree	Less Agree
Less-Interesting Learning	78%	22%	-
Teachers Rarely Used Teaching Media in Class	85%	15%	-
Teachers Taught More on the Theories than the Practices	80%	20%	-

Based on the data shown in the results of questionnaire above, it can be seen that students have less interest in learning Arabic Language due to the boring learning activities, teachers that rarely used media devices, and the teachers that taught more on the theories than practices. Various difficulties cause teachers to be unable to maximize the use of media in the teaching and learning process. Some of the difficulties and reasons are (1) lack of expertise in using and unfamiliarity with technological media, (2) lack of opportunities to participate in training on the use and development of instructional media, (3) laziness to use multimedia, so that the multimedia facilities available in several schools are used more by teachers of English, Biology, History, etc., and, (4) the lack of multimedia facilities(*Hasil observasi*, 2019).

2. Litearture Review

The study conducted by Asmawati Arief on the Arabic language learning model using multimedia at Imam Bonjol State Islamic Institute of Padang found that learning Arabic language using multimedia could improve teacher teaching performance and was very effective in improving Arabic learning outcomes compared to using conventional models(Asmawati Arief, 2007).Research conducted by Pangadilan Rambe focusing on Arabic language learning innovations using web applications found that the level of effectiveness using website media was significantly different compared to the level of effectiveness without using website(Rambe et al., 2019).

Ahmed Rageb research the integration process of an interactive program specifically dedicated in teaching Arabic language to the non-native speakers. This program garners practical and academic features ensuring more worth in studying it compared to other e-learning programs. In essence, Virtual Tutor does not only embody theoretical foundations which are supported with modern methodological designs, but it also simultaneously ensures efficient participatory role of the users(Ragheb & Mahmoud, 2013). Abdullah(Abdullahi Yusuf Usman, 2013) Considered The inventions in the field of ICT have become an essential element in every aspect of human society in today's globalised world. It is dynamic, penetrating and influential. Its contribution to individual, that Information and Communication Technology (ICT) if properly harnessed and utilized will go a long way in enhancing the quality of teaching and learning of Arabic and Islamic Studies

A survey conducted at State and Private Madrasah Tsanawyah and Islamic Senior High School in Malang (2010) showed that the foreign languages which became the main choices were English (79%), Arabic (20%), and Japanese (1%). The reason for choosing English as the main foreign language is that it is more pragmatic, especially for the professional world, further study, and as one of the subjects in the National Final Examination.

Meanwhile, the reason for choosing Arabic is closer to integrative motivation, namely to continue Arabic Language studies in university and as a language of Islamic Religion (Mohammad Ainin, 2011). On the other hand, the low interest and motivation of students in learning Arabic is one of the challenges in developing Arabic language learning (Asep Muhammad Saepul Islam, 2015).The above phenomenon is very worrying and cannot be ignored. If it is ignored, then learning Arabic Language at the primary and secondary level will be meaningless(Henry Guntur Tarigan, 2009). Whereas, in the context of education in Islamic Senior High School, which is based on Islamic values, Arabic Language should be a main subject for achieving the vision and mission of the madrasas. Tarigan states that religious factors cause Latin to be taught to Catholics, Arabic to Muslims, and Sanskrit to Hindus. However, Arabic is not always synonymous with Islam (Muhammad Yusuf dan Ismail Suardi Wekke, 2012).

Referring to the above problems, it seems that an Arabic Language learning process needs to be designed with reference to certain learning approaches and models. So that, learning variables (programs, media, environment, objectives, materials, methods and strategies) can be functioned, directed and adapted to the needs and learning styles. The skills and interests can motivate students to concentrate on the assigned material tasks. A learning model as one of the instrumental components of input in an education system has a very important function in achieving the stated learning goals. The learning model as a design that describes the detailed process and the creation of an environmental situation can provide opportunities for students to interact so that changes or developments occur in students (Sukmadinata, 2001).

In additiona learning model can be used as a reference in developing learning designs (curriculum/programs), can be used as a guide for teachers and students in the process of achieving learning objectives and can be a reference in selecting media and learning resources. Another view on the importance of the learning model in an effort to direct a learning process, as stated by the interpretation that, "what is more important in determining the learning plan is the teaching model used, namely the steps in teaching"(Tafsir, 1992).

The importance of developing a multimedia-based learning model is based on several assumptions including: First, multimedia can support the learning strategies used by teachers. Second, multimedia offers varied learning methods and strategies because multimedia contains various learning methods or strategies, such as: the lecture method (presentation/lecture) packed in the form of text and audio. Demonstration and simulation methods are packed in the form of animated videos/films that can display the real world for students and learning materials that demand aspects of students' motor skills. Third, it can be repeated by students independently outside the classroom, in an unlimited place and time so that it can facilitate the learning of students with moderate and low abilities. Fourth, the multimedia learning CDs can overcome the limitations of learning time in the classroom. Fifth, multimedia can be a reference material for students when studying in groups. Based on various problems and constraints discussed above, multimedia in the development of the Arabic learning model (Research conducted at Islamic Senior High School) was urgently need and important for research.

3.   Method

This research used a Research and Development strategy approach which in the process referred to the basics, principles and steps of the research and development approach or strategy proposed by Borg and Gall (Borg, Walter. R., 1983). The reasons of using of the R & D approach in this study was not only to obtain learning theoretical data and descriptions of the real conditions of the implementation of Arabic language education at Madrasah Aliyah, but also to develop or produce Arabic language learning models by utilizing the sophistication of information technology (Multimedia). Through this research approach, it was expected to produce a research product in the form of a learning model that is relevant to the demands and needs of learning Arabic language at Madrasah Aliyah and to be an alternative learning model in solving problems of teaching Arabic language at Islamic Senior High School. This is in accordance with the purpose of using the Research and Development (R&D) approach, namely "to bridge the gap that exists between the results of educational research and practice." Based on the steps from Borg and Gall, there are three stages in this research and development, namely: conducting a preliminary study, developing the model and validating the model (Nana syaodih sukmadinata, 2009).

4.   Result And Discussion

In the results of model development and testing of the Arabic language learning model using multimedia, there were five sections discussed, namely: results of preliminary studies, model development, model implementation, model effectiveness, and discussion.In the preliminary survey, data were collected through an instrument in the form of a questionnaire distributed to 9 teachers and 60 students of class XI of Islamic Senior

High School, as well as the results of observations conducted in the classroom. In general, the teacher respondents had high education and specialization background in Arabic language, so that the answers given through a questionnaire were considered worthy for further analysis. In this preliminary survey, there were five aspects reviewed, namely: 1) learning objectives of Arabic language, 2) learning communication design, 3) teacher performance, 4) student learning activities, 5) environmental conditions, facilities and infrastructures.

Arabic Language is one of the main subjects in madrasas as a means of self-development for students in communication and is declared as the second foreign language after English. The objectives of learning Arabic language is to develop students in their listening, speaking, reading, and writing skills. The learning process is carried out in each semester; in the even and odd semesters, with an allocation of two lesson hours a week, each lesson hour is 45 minutes.

The development of a learning model by utilizing multimedia in the teaching and learning process aims to increase efficiency and motivation, facilitate active and experimental learning, to be consistent with student-oriented learning, and to guide learning better(Suyanto, 2003).

This learning model was developed for Arabic language subject and aims to improve the quality of learning in speaking skills. This is because these skills are inseparable from others, namely listening reading, and writing skills. The development of speaking skills seems to interact with each other, such as have an influence on writing or reading skills (Keterampilan et al., 2016).

Hemawan stated that teaching speaking is more important than writing, because speaking truly reflects language and emphasizes the aspects of sound and explains how to pronounce correctly with all the aspects that are not considered by writing skills. Besides, it is speaking before writing, and studying it in line with the nature of learning the language. Young children just learn to write after a few years, especially for learning language by listening and speaking(Acep Hermawan, 2011).

In addition to the purpose of speaking, this development will focus on developing vocabulary (*Mufradat*) and expressions (*Istilahiyyah*) commonly used by students in the school environment in order to create a communicative environment in Islamic Senior High School and the surroundings (*Biah Arabiyah*)(Habibah et al., 2016).

This model was developed in accordance with the situation and conditions on the field, and referred to the Arabic language curriculum at Islamic Senior High School. In the questionnaire distributed to 60 students, the results showed that there were 55 students (91.66%) liked the aspect of *kalam* (speaking) material, as well as the vocabulary (*mufradat*) material presented by the author that was not only the vocabulary related to the curriculum, but also the vocabulary used daily by students, both at school and at home. All of this vocabulary is obtained from vocabulary questionnaires that were distributed to students, as well as the results of observations at school.

Multimedia has several features that other media do not have, namely: 1) providing an interactive process and easy feedback, 2) giving freedom to students to determine the topic of the learning process, and 3) providing easy and systematic control in the teaching and learning process(*MULTIMEDIA FOR LISTENING COMPREHENSION : THE DESIGN OF A MULTIMEDIA-BASED RESOURCE FOR DEVELOPING LISTENING SKILLS University of Wolverhampton , Wolverhampton , UK*, 1995)

In this position, the development of a learning model utilizing multimedia is a learning innovation that can provide a better explanation of the mastery of *Mufradat* and Arabic language expressions, and can make it easier to repeat lessons individually, by emphasizing the mastery of skills. The keyword used is multimedia as a learning aid.To develop a learning model, this study took the following steps; (1) reviewing the curriculum, (2) using relevant theories to education, language teaching, learning psychology, and literature, (3) developing an analysis of learning materials using multimedia, and (4) implementing the model.

Curriculum can be interpreted as a human or animal organism, which has a certain anatomical arrangement. The main elements or components of the anatomy of the curriculum are: objectives, content, or material, or delivery systems and media, and evaluation. The four components are closely related each other[20]. Learning Arabic language at Islamic Senior High School generally aims for students to have three competencies, namely language competence (linguistics), communicative competence, and cultural competence (Arabic).

Language competence (linguistics) includes four language skills, namely listening (*istima*), speaking (*kalam*), reading (*qiroah*), and writing (*kitabah*). Three elements of language include *al aswath, al mufradath*

(atta`bir assiyaqiyyah wal ibarat al istilahiyyah) and *attarakib an nahwiyyah*. With communicative competence, it is intended that students are able to express their feelings and thoughts in Arabic. Meanwhile, cultural competence is intended so that they can communicate in Arabic language according to Arabic culture, especially for Islamic Arabic culture, as well as contemporary universal culture that does not conflict with the principles of Islamic teachings(Muhammad arifin, 2021).

This study was limited to learning Arabic language in communication skills. The material consisted of short dialogues in Arabic, then was added with vocabulary (*mufradat*) and communicative terms in making*biiah Arabiyah*. All of this was prepared for 11th grade students with a period of research of one semester, from July toDecember, with an allocation of 2 lesson hours plus additional time outside of the school hours(Qomariah et al., 2018).

Table. Comparison Between Standard of Competence and Basic Competence

Standard of Competence	Basic Competence
1. Listening Understanding verbal discourse in the form of description or dialogue.	1.1 Identifying sounds, utterances (words, phrases or sentences) in a context by matching and distinguishing appropriately. 1.2 Obtaining general, certain, and/or detail information from various forms of simple verbal discourse about Islamic figures
2. Speaking Expressing information verbally in the form of description/dialogue	2.1 Delivering various information with proper pronunciation in simple sentences according to context that reflect polite language skills 2.2 Conducting simple dialogues fluently that reflect proper and polite communication skills
3. Reading Understanding written discourse in the form of description or dialogue.	3.1 Identifying the form and theme of simple discourse appropriately
4. Writing Obtaining general, certain, and/or detail information from simple written discourse.	4.1 Writing words, phrases, sentences with letters, spelling and punctuation quickly.

Source: Processed Data

Table. Theme of Arabic Language Materials

Theme	موضوع
Our Dreams	آمالنا
Regular Life	حياة منظمة
Doctor	عند طبيب
Cleanliness is next to godliness	النظافة من الإيمان
At the City	في المدينة
Istiqlal Mosque	في مسجد الإستقلال

Cultural Tourism Objects	**معالم السياحة الثقافية**
Natural Tourism Objects	**معالم السياحة الطبيعية**
Additional Subjects	**دروس إضافية**

Source: Processed Data

The learning model developed in this study was based on the constructivism learning theory which views language learning as a process in which participants are actively educated to construct or build their language based on language knowledge that has been possessed in the past or exists at that time, in other words, language learning involves constructing knowledge of one's language from one's own experiences by him/herself..[21]

One of the most well-known theories or views related to constructivism learning theory is Piaget's theory of mental development. This theory can also be called the theory of cognitive development. The learning theory deals with children's readiness to learn which is packaged in the stages of intellectual development from birth to adulthood. Each stage of intellectual development is equipped with certain characteristics in constructing language knowledge, for example at the motor sensory stage children think through movement or action(*Piaget-Cognitive-Development-in-Children.Pdf*, n.d.). (teori media yang pas)

From Piaget's view on the stage of children's cognitive development, it can be understood that at a certain stage the way and ability of children to construct language varies based on intellectual maturity.

With regard to children and the environment there are several characteristics as follows; (1) students are not seen as passive but having a purpose, (2) learning to take into account the optimal process of student involvement, (3) language competence does not come from outside but is constructed personally, (4) learning is not the transmission of knowledge, but involves classroom situation knowledge, and (5) the curriculum is not just studied, but is a set of lessons, materials, and resources.

In contrast to Piaget's cognitive constructivism, Vigotsky's social constructivism states that learning for children is carried out in interaction with the social and physical environment. Discovery in learning is easier to obtain in a person's socio-cultural context. Vigotsky's constructivism core is the interaction between internal and external aspects of which emphasis is on the social sphere of learning(Mubarak et al., 2020).

According to constructivism learning theory, language skills cannot simply be transferred from the teachers to students. It means that students must be mentally active in building language knowledge structures based on their cognitive maturity. In other words, students are not expected as small bottles that are ready to be filled with various language knowledge according to the desire of the teacher.

Referring to the constructivism learning theory above, the learning model developed, in addition to using this theory, also used functional or communicative assistants as stated above in developing learning designs, learning implementation, and learning evaluation.

The steps in developing this model were developing learning materials by organizing selected topics that were used to achieve the goal. Through interaction in student learning activities in the form of small segments then put into a computer program in a *powerpoint* slides which contained the meaning of a process in tracing the stages of student knowledge development. Various interconnecting lines between related concepts that reflect a possible cognitive operation, which simply means that a concept may be learned through other concepts.

To develop learning materials, topics in the curriculum were simplified and then adjusted to the position of Arabic knowledge and students' experience backgrounds that had been identified during the initial survey. The material is arranged in the form of small segments that discuss the above topics as well as vocabulary and phrases that are often used by students in daily communication in the school environment.

The user (students) interaction with the computer must be managed properly through the monitor screen with a good interface. Student interaction with computer was designed based on the principles of *human-computer-interaction* (HCI). Students' interaction with the learning model was translated into power point slides on the computer and connected to the LCD screen. This means that tracking information is completely controlled by the limited options the program provides. Before the screws were made, it was necessary to draw the overall program structure that may be taken in learning activities. Even though when the program was operated, students could control their own learning activities. The power point program could be used in the class learning

segment by the teacher, and could also be used by students independently. The aim of this program was to make learning Arabic more interesting, and it could also provide the most possible opportunity for students to control their own learning activities. Students could track information by jumping from a topic to another. In this case, the development principle above was more oriented towards the approach of individual student abilities in which the material was arranged with a graphic component. The graphic components are in the form of pictorial elements such as images, photos, graphics, text, and audio.

The development of the learning model developed in this study showed the expected results in an effort to improve Arabic language skills that were focused on speaking skills. The experiments conducted on students gave an illustration of a significant improvement. The experiments were carried out 3 times, as this was done to develop a learning model in order to improve students' Arabic language skills. Before the experiments conducted, a pretest was conducted to determine the students' initial skills for each initial experiment.

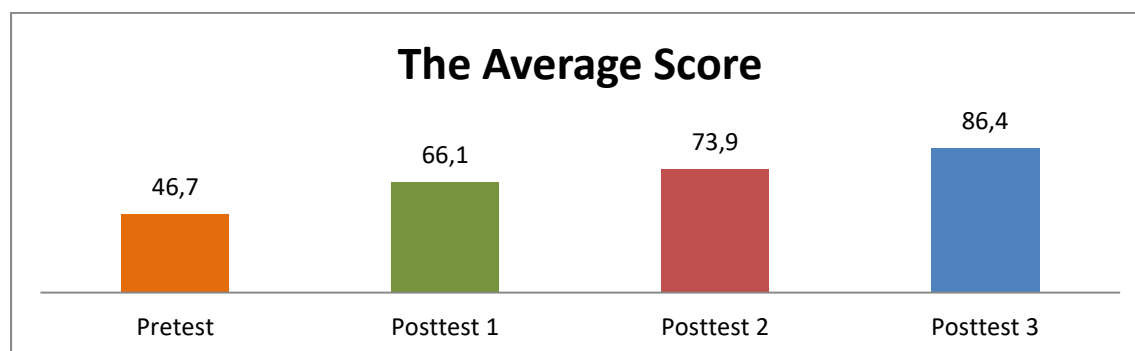The results of experiments on the learning outcomes of the students can be seen in table 16 below:

Table. Students' Learning Outcomes in Experiment Class

Student	Score 1 Pretest	Score 1 Posttest 1	Score 2 Posttest 2	Score 3 Posttest 3
1	55	60	75	90
2	43	64	70	85
3	45	62	74	80
4	50	70	76	95
5	44	74	70	80
6	42	72	80	90
7	40	65	72	88
8	60	63	78	82
9	46	60	76	90
10	42	71	68	84
Total	467	661	739	864
Mean	46,7	66,1	73,9	86,4
Stdv	6,4	5,2	3,8	5,0
Min	40	60	68	80
Max	60	74	80	95

Source: Processed Data

The pretest was conducted to determine the students' ability before the experiment conducted, while the post-test was carried out to determine student achievement after the experiment. The scores obtained by students at the limited experimental stage in the form of graphics can be seen in graphic 2 below.

Graphic 2. Students' Scores of Model Experiment

Source: Processed Data

The minimum and maximum scores, the average, and standard deviation of students' pretest results can be seen in table 17 below.

Table. Results of Pretest on Students Before the Experiment

Minimum Score	Maximum Score	Average	Standard Deviation
40	60	46,7	6,4

Source: Processed Data

Table 4.27 above shows that the minimum score obtained by students is 40 and the maximum score is 60, the average score is 46.7 with a standard deviation of 6.4.

After the pretest, students were given treatment to determine the minimum and maximum scores, the average, and standard deviation. The results of student learning evaluation (post-test) at the limited experimental stage 1, 2 and 3 can be seen in table 18 below:

Based on the table 4.28 above, it can be seen that the average score obtained by students after the test (post-test 1) is 66.1 with a minimum score of 60, a maximum score of 74, and a standard deviation of 5.2. In the post-test 2, the average score is 73.9 with a minimum score of 68, a maximum score of 80, and a standard deviation of 3.8. In the post-test 3, the average score is 86.4 with a minimum score of 80, a maximum score of 95, and a standard deviation of 5.0.

At the first experimental stage, students were still adapting to the model applied in learning Arabic language. The teacher began to learn how to operate a computer, and to connect it to the LCD before the learning began, as well as had more control over how students' interaction in class. The explanation of the operation of the learning CD using this multimedia power point took about 15 minutes. This was understandable considering that this model has just been implemented and students were still unfamiliar to it. In this experiment, it was seen that most students were still clumsy in participating in the learning process due to several factors, including; too long materials about conversation, the speech of native speakers that was too fast, and the vocabulary (*mufradat*) that was perceived to be very unfamiliar for the students. In the second experiment, the the obstacles found in the first experiment were fixed, and in the third experiment, students began to concentrate on the material provided, could quickly understand the conversation material in Arabic and acted out with friends in class. The experiment processes were stopped after students get the expected scores.

From the results of the validation test, it can be seen that there is an effort towards improving teacher performance in the learning process, especially for providing *kalam* (speaking) materials compared to teacher performance at the time of the preliminary survey.

Improving teacher performance in the learning model by utilizing multimedia can be broadly identified as follows:

a) Time Efficiency

Arabic language learners in class have spent more time reading textbooks and translating them or teachers rely more on the existing text books, so as a result, teachers only focus on one theme. However, it was different by using multimedia in the classroom, the teacher could explain various themes and vocabulary that students can hear in various ways. Likewise, if students do not understand the materials provided, the teacher does not need to re-explain, but with the existing program the teacher could repeat the material that has been given with a measured program and time. The learning time that has been used mostly by teachers' lectures on Arabic material can be directed and focused on communicative teaching.

b) More Dynamic Learning Process

In the teaching and learning process, the teacher plays a very dominant role, so that, by using multimedia, the roles of teachers and students in the teaching and learning process are balanced, and the communication that exists in class can be more interactive. This can be seen from the active role of the students in acting out short dialogues with their peers through the pictorial and verbal instructions that are exposed on the LCD. In accordance with the principles of the communicative approach in the teaching and learning process, students act as communicators who play an active role in real communicative activities, while the teacher initiates and designs various patterns of interaction between students, and acts as a facilitator.

c) More Controlled Learning Activities

The learning materials arranged in this learning model consisted of slides full of audio, images/pictures, and texts. The materials presented were in the form of short dialogues and vocabulary that are often used by students

in class. So that, students did not face any difficulties with the material given. In addition, through the use of multimedia the teachers could easily repeat the lessons, give*tadribat* (exercises), and measure students' abilities. In this case, students also interacted by opening learning CDs on their computers available in the multimedia room. This situation is in accordance with the characteristics of communicative learning.

   d)   Tecnologically-Literate Teachers

All this time, in learning Arabic language, the teachers are unfamiliar in operating multimedia devices, such as, computers and LCDs. By using this model, the teachers seemed clueless about multimedia devices, and this could be seen from the lack of technology literacy of the teachers in operating computers in the teaching and learning process in the class.

   e)   Minimization of Mother Tongue

Mostly, in the learning process, the teachers used their mother tongue in giving instruction to the students in the classroom. By using multimedia, the teacher can minimize the mother tongue. This can be seen when the teacher explained the vocabulary or meaning of a dialogue in which there was a picture that explains the meaning. So that, teachers did not need to explain it using their mother tongue. This is in line with the implications of the cognitive flow in language learning which emphasizes the teachers to try to get used to speaking in foreign languages in the hope that students to be more familiar. When the students understand the materials, they will answer to the questions in foreign language and look for alternative answers when they are unable to answer the question.

5.   Conclusion

In general, learning Arabic Language only uses the *qawaid tarjamah* method, this is indeed inseparable from the condition of the teaching materials that are built to study sentence structure. In general, students dislike the materials, because they consider Arabic language as less interesting and difficult. So that, with the use of multimedia, learning becomes alive and interesting. The Arabic language material taught is very abstract and not conveyed with concrete and practical approaches, models, methods, and learning media. With these conditions, the results of learning Arabic at Madrasah Aliyah had not achieved the expected goals. To overcome this condition, Arabic learning materials were developed using multimedia. The learning model developed is more effective and has advantages in increasing the achievement of learning outcomes. The materials were packed in the form of animated videos, images and texts which were integrated into a CD to help students easily memorize vocabulary and practice it in class. On the other hand, it could motivate students to take part in the learning process with high concentration and attention.

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