

ANALYZING ARABIC LANGUAGE LEARNING MEDIA USAGE: A STUDY OF CLASS X AT SMK MUHAMMADIYAH 3 WATES, YOGYAKARTA, INDONESIA

Heru Widi Widodo¹, Waharjani¹, Mhd. Lailan Arqam¹

Desfa Yusmaliana^{2,3*}, Gamal Abdul Nasir Zakaria²

¹Universitas Ahmad Dahlan Yogyakarta, Indonesia

²Universiti Brunei Darussalam

³Universitas Muhammadiyah Bangka Belitung

ARTICLE INFO	ABSTRACT
Received: 21/02/2023	This research aims to discover the process and outcomes of using learning media for class X students learning Arabic. The study employed the qualitative descriptive method. Observation, interviews, and documentation were used to collect research data from the headmaster, vice principal of curriculum, Arabic language teacher, and grade X students. This study did not apply treatment, manipulation, or conversion to the variables under investigation but instead depicted a condition as it was. At first, learning Arabic in grade X was hard. The research result showed that the teacher used learning media that matched the students' characteristics could turn dull, complicated, and frightening learning into engaging learning that makes students eager to participate until the end. It was proven by improving the first to sixth daily exams, although it was not significant. Moreover, the success of teachers in using learning media for Arabic language subjects inspired teachers from other schools who faced similar challenges.
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PHÂN TÍCH SỬ DỤNG PHƯƠNG TIỆN HỌC TIẾNG Ả RẬP: MỘT NGHIÊN CỨU VỀ LỚP X TẠI TRƯỜNG TRUNG HỌC NGHỀ MUHAMMADIYAH 3 WATES, YOGYAKARTA, INDONESIA

Heru Widi Widodo¹, Waharjani¹, Mhd. Lailan Arqam¹

Desfa Yusmaliana^{2,3*}, Gamal Abdul Nasir Zakaria²

¹Trường Đại học Ahmad Dahlan Yogyakarta, Indonesia

²Trường Đại học Brunei Darussalam

³Trường Đại học Muhammadiyah Bangka Belitung

THÔNG TIN BÀI BÁO	TÓM TẮT
Ngày nhận bài: 21/02/2023	Nghiên cứu này nhằm mục đích khám phá quá trình và kết quả của việc sử dụng phương tiện học tập cho học sinh lớp X học tiếng Ả Rập. Nghiên cứu sử dụng phương pháp mô tả định tính. Quan sát, phỏng vấn và tài liệu được sử dụng để thu thập dữ liệu nghiên cứu từ hiệu trưởng, hiệu phó phụ trách chương trình giảng dạy, giáo viên dạy tiếng Ả Rập và học sinh lớp X. Nghiên cứu này không áp dụng cách xử lý, thao túng hoặc chuyển đổi đối với các biến đang được điều tra mà thay vào đó mô tả một tình trạng như nó vốn có. Lúc đầu, học tiếng Ả Rập ở lớp X rất khó. Kết quả nghiên cứu cho thấy giáo viên sử dụng phương tiện học tập phù hợp với đặc điểm của học sinh có thể biến việc học buồn tẻ, phức tạp và đáng sợ thành học tập hấp dẫn khiến học sinh hào hứng tham gia đến cùng. Điều đó đã được chứng minh qua việc cải thiện bài kiểm tra từ thứ nhất đến thứ sáu, mặc dù sự khác biệt không đáng kể. Hơn nữa, sự thành công của giáo viên trong việc sử dụng phương tiện học tập cho các môn học tiếng Ả Rập đã truyền cảm hứng cho giáo viên ở các trường khác, những người phải đối mặt với những thách thức tương tự.
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* Corresponding author. Email: desfa.yusmaliana@unmuhbabel.ac.id

1. Introduction

Arabic entered and developed in Indonesia, starting with the entry of Arab traders and the spread of Islam. The spread of this religion uses Arabic, where the implementation of the central worship and the texts contained in the book using Arabic, which cannot be changed. It makes Arabic a challenging language to learn [1] and taught in Islamic boarding schools by Middle Eastern graduates [2]. The development of Arabic is also supported by the emergence of Muhammadiyah schools that teach Arabic in non-Islamic boarding schools [3].

Learning Arabic in Muhammadiyah schools is part of the Ismuba cluster (al Islam Kemuhammadiyah and Arabic). Muhammadiyah School itself is a school that has levels like schools in general. However, Muhammadiyah schools include three materials that must be included in their curriculum, namely: 1) the science of revelation, including the Al-Qur'an and As-Sunnah, and Arabic; 2) the science that studies human beings; and 3) science, including physics, biology, astronomy, etc. [4]. As a result, learning Arabic, a foreign language very different from the mother tongue, is part of the Muhammadiyah school education curriculum. Therefore, differences in methods, materials, and learning processes will undoubtedly produce different results in students' Arabic language skills, especially in the current technological age. Teaching construction must be adapted to the characteristics of students who are currently very close to digital technology [5]. Furthermore, to achieve the best results, a teacher who is genuinely competent in learning Arabic is required, one who understands the approach to learning Arabic and the learning strategies [6].

Reading is an essential part of learning because it helps students build receptive skills [7], which can later help them build productive skills [8]. It is called receptive because reading provides a person with information, knowledge, and knowledge, as well as new experiences. All that is obtained from reading activities will enable a person to enhance their thinking power, sharpen their views, and broaden their horizons. Unfortunately, there are still many obstacles faced by language teachers, including Arabic teachers, in achieving this receptive skill target. As in class X at SMK Muhammadiyah 3 Wates, totaling 105 students, there are still 60 students who need to be more fluent in reading Arabic letters, even to be familiar with Arabic letters.

As it is known that the teacher is a central figure who acts as a facilitator in learning both in the classroom and outside the classroom [9], good learning cannot be separated from the responsibilities of a teacher or educator [10]. Teachers must be proficient in various learning media to prevent students from becoming bored while learning. Indonesian Law Number 14 of 2005 about Teachers and Lecturers says that teachers are professional educators whose main job is to educate, teach, guide, direct, and evaluate students in early childhood education, formal education, primary education, and secondary education.

Currently, many media can be applied to learning Arabic, such as pop-up books, android games, vocabulary cards, and others [11]. By using suitable media, learning Arabic is not limited to distance. It becomes more interesting, the meaning is clearer, and learning becomes more varied [12]. Engaging learning media are crucial for effective Arabic language instruction, as monotonous media can impede student learning. To help students overcome the challenge of reading Arabic letters, teachers should provide support through accessible and interesting media. Diverse media options can make the subject more enjoyable and promote student engagement, and teacher mastery of the media is key to ensuring a successful learning experience. When teachers have different basic competencies,

the learning media must also be various. Wantini et al [13] stated that behavioral changes that lead to learning with an activity-based learning approach and multi-media-multi-method are the solutions offered to improve children's language development.

In recent years, the use of learning media has become increasingly popular in language learning classrooms. Learning media are tools or materials used to facilitate learning and can include a wide range of resources such as videos, audio recordings, textbooks, and digital resources. The use of learning media has been shown to be effective in enhancing student engagement, motivation, and learning outcomes. This study aims to analyze the use of learning media in Arabic language subjects for Class X students at SMK Muhammadiyah 3 Wates, Yogyakarta, Indonesia. The study employed a qualitative descriptive method to collect data from the headmaster, vice principal of curriculum, Arabic language teacher, and Grade X students. The main focus of this research is to investigate the process and outcomes of using learning media for Arabic language learning and to identify the benefits and challenges of implementing this approach. The findings of this study will contribute to the existing literature on the use of learning media in language learning and provide insights for language teachers and educators to enhance the quality of Arabic language instruction in Indonesia. As Hergenhahn and Olson [14] said, the more we know about the learning process, the more efficient and effective educational practices will be.

Arabic language learning at SMK Muhammadiyah 3, Wates class X usually experiences boredom. Supported by the limitations of learning Arabic for 4 hours, when a one-hour lesson is used for opening and evaluating material covered the previous day and just entering the core of knowledge, the time has run out. When teaching media in videos, time runs out to prepare everything. Besides that, there are also very few student textbooks; judging by the number of students in class X, there are 105 people, but there are only around 30 student textbooks. SMK Muhammadiyah 3 Wates classrooms are still limited in number, and only a few LCDs are installed for learning.

Departing from these various problems, the subject teacher tries to provide a basic understanding that attracts students so that they like and enjoy learning Arabic. The use of appropriate learning media is expected to provide solutions as an effort that teachers can apply to the learning process. For this reason, the Arabic teacher for class X at Muhammadiyah 3 Wates Vocational School designed and applied various learning media to support learning. Some learning media used in the learning process are compiled by experts. The teacher then uses the media to follow the characteristics of students in class X at SMK Muhammadiyah 3 Wates. Apart from being based on the characteristics of the media, it is also compiled from learning themes in books and follows the Learning Implementation Plan (RPP) and syllabus so that learning objectives can be achieved.

This description motivates researchers to find the process and the results of using learning media for class X students learning Arabic. This research hopes to provide input and insight to other teachers regarding learning Arabic to positively impact subject teachers, especially for class X students at SMK Muhammadiyah 3 Wates.

2. Methodology

2.1. Theoretical framework

2.1.1. Arabic learning

Arabic language learning initially aimed to be able to read the Quran correctly according to tajweed rules. However, with the development of time and the need to deepen

understanding of the Quran, hadith, and other Islamic books, including financial knowledge [15] and others, Arabic language learning has become part of the curriculum in schools. In fact, it is now widely used as a global language like Greek, Latin, English, French, Spanish, and Russian. It is even used to write official United Nations (UN) documents [16].

Specifically, in Muhammadiyah schools in Indonesia, the teaching of *ismuba* (Islam, Muhammadiyah, and Arabic language) and especially Arabic language learning aims to cultivate love and basic Arabic language skills, including listening, comprehension, reading, and writing, to understand Islamic teachings and practice them. However, in achieving this goal, the Arabic language learning process encounters various problems such as those in the Arabic language itself (linguistic problems) which include phonetics/sound system, writing, morphology, syntax/grammar, and semantics. Even non-linguistic issues such as socio-cultural problems, history, and the teachers or students themselves can affect the Arabic language learning process [1]. Examples include a shortage of experienced and qualified teachers, as well as a lack of resources and materials [17]. Therefore, in order to achieve the learning objectives as expected above, Arabic language learning should be accompanied by various efforts, especially since Arabic is a foreign language for Indonesian students.

To maximize Arabic language learning, it is important to pay attention to the socio-cultural factors of the students. This can include introducing students to Islamic values and traditions related to the Arabic language and integrating Arabic language learning with the local culture of the students. Therefore, Arabic language teachers need to have an understanding of the students' lives in order to create a conducive learning environment. Several studies have indicated that Arabic language learning requires adjustment to various factors such as students' needs, school environment, and technology [18], [19], given that the students are non-native speakers. In development, it is known that the use of games [20], [21], including role-playing [22], in teaching Arabic to non-native speakers can increase students' interest and motivation to learn Arabic and help improve speaking and listening skills.

Albahuoth [23] also discusses that various models can be used in the learning process to achieve effectiveness, such as the flipped classroom model to increase student participation in learning, allowing them to gain a better understanding of the Arabic language and improve speaking and listening skills. Finally, it cannot be denied that the role of multimedia technology [11], [24]–[27] also influences increasing students' interest and motivation, improving speaking and listening abilities, and improving overall teaching quality.

Notwithstanding the various efforts to maximize the process of Arabic language learning, here are several types of Arabic language learning commonly used according to the needs of educators in providing material in the classroom [28], including: 1) *Al Thariqah al-Mubasyarah* (Direct); in the process, translation is not allowed, which means teaching learners to think directly using Arabic language without first translating it into Indonesian. 2) *Thariqah Unur wa Qul* (See and Say), which trains someone to express what they see so that all words or objects become familiar and easy. This is based on the fact that language is not thought, so words are not stored in the brain but are directly spoken. 3) *Thariqah al-Su'al wa al-Jawab* (Question and Answer), by throwing questions and answers to each other or to the teacher, is to support the mastery and understanding of learners towards a material they are learning.

Briefly, learning Arabic language is important in deepening understanding of Islamic teachings. However, to achieve optimal learning goals, various factors need to be

considered such as understanding the social and cultural context of learners, using appropriate methods and learning models, multimedia technology, and good collaboration between various parties such as teachers, parents, and schools.

2.1.2. Arabic learning media

Arabic language learning media is a teaching method that uses various media as tools to facilitate learning. Arabic language learning media plays an important role in improving the effectiveness of Arabic language learning, especially in facilitating student learning and improving their understanding of the Arabic language [29]. In addition, Arabic language learning media can increase student motivation and help them develop Arabic language skills as well as critical thinking skills [30]. Therefore, Arabic language educators need to consider the use of Arabic language learning media as an alternative to improve the quality of Arabic language learning.

Arabic learning media can be categorized into traditional and modern media. Traditional media refer to teaching methods that have been used for a long time and are still being used today. Examples of traditional media include the “kitab kuning” [31], the Quranic manuscript (mushaf Al-Qur'an), and face-to-face tutoring. On the other hand, modern media refer to teaching methods that utilize technology as a learning tool such as educational videos, learning applications, and e-learning [32], [33]. These various media can be applied through various learning methods such as singing [34], role-playing [22], games [20], [27], and so on.

Media for learning Arabic has many advantages in supporting students' learning. One advantage of using Arabic language learning media is that it can increase students' learning motivation [33]. In Arabic language learning, students' learning motivation is very important to build their interest in Arabic language so that they can learn more enthusiastically. In addition, Arabic language learning media can also help students understand the vocabulary used in Arabic language [35]. In Arabic language learning, understanding vocabulary is one of the important keys to understand the material being taught. Furthermore, Arabic language learning media can also help students develop their Arabic language skills such as speaking, writing, and listening better [6], [20]. In this regard, Arabic language learning media can facilitate the learning process for students and improve the quality of Arabic language learning. Therefore, the use of Arabic language learning media can be an effective alternative in improving students' Arabic language skills [36].

Although the use of Arabic language learning media has many advantages, there are several challenges that need to be addressed. One of the challenges is the limited access and availability of learning media. Some areas still have limited access to technology and learning media, limiting its use. Additionally, technical issues in using learning media are also a challenge that needs to be mentioned. Using learning media requires good and stable internet connectivity and devices [37]. Technical problems such as poor internet connection or damage to learning devices can hinder student learning [38]. Another challenge faced is in assessing student learning outcomes using learning media. Although learning media can help students improve their Arabic language skills, effective assessment of learning outcomes is still a challenge. This is because the use of learning media can create differences in student learning styles, requiring different evaluation approaches. Therefore, the use of Arabic language learning media needs to consider these challenges in order to provide optimal benefits for student language learning.

In summary, Arabic language learning media plays an important role in Arabic language learning. The use of Arabic language learning media can help increase student motivation to learn, understand vocabulary, and develop Arabic language skills. However, there are several challenges in using Arabic language learning media, such as limited access and availability, technical problems in using the media, and challenges in assessing student learning outcomes. Therefore, a combination of traditional and modern learning media can improve the effectiveness of Arabic language learning. Thus, the use of Arabic language learning media can be an effective alternative to improve students' Arabic language skills.

2.2. Research method

The method used in this research is descriptive qualitative research. Djam'an Satori [39] said that a qualitative study was used because the researcher wanted to look at or learn about things that could not be described in numbers, for instance, the process of a work step, the formula of a recipe, the understanding of different ideas, the qualities of a product or service, images, styles, cultural rules, physical models of artifacts, and so on. In addition, Sugiyono [40] said that this qualitative research is a method based on the post positivist philosophy, used to examine the condition of natural objects, where the researcher is the key instrument source.

The data collection technique for this research is triangulation. Data analysis can be either inductive or qualitative, and the results of qualitative research focus on what the results mean rather than what they mean in general. Nana Syaodih Sukmadinata [41] said that a qualitative descriptive study aims to describe and illustrate existing natural and artificial phenomena, which pay more attention to characteristics, quality, and interrelationships between activities. In addition, this descriptive research does not provide treatment, manipulation, or changes to the variables studied but instead describes or takes a picture of a condition as it is.

Based on what the experts said above, the researcher used a qualitative descriptive research method to learn more about how students in class X at SMK Muhammadiyah 3 Wates learn Arabic through media. The main informant in this study is the Arabic teacher from Class X. As a triangulation, the researchers involved the principal of SMK Muhammadiyah 3 Wates, the vice principal of curriculum, and class X students. The research was carried out for three (3) months, from August to October 2021.

Data collection techniques were carried out through observation, interviews, and documentation. The data was analyzed through several steps [42], as follows: 1. Data Reduction, 2. Data display (presentation of data), 3. Conclusion (drawing or verification). Checking the validity of the data in this study is based on specific criteria, such as credibility (degree of trust), transferability, dependability, and conformability [43].

3. Finding and Discussion

3.1. Process of learning Arabic at SMK Muhammadiyah 3 Wates

Learning the Arabic language is always a challenge. It can be fun, but sometimes a teacher has to put in extra effort to get students' attention so that they can focus on lessons or learning materials. Many of the class X students for the 2021/2022 batch come from public schools where there is no Arabic subject. So the students seemed awkward; some even needed to become more familiar with hijaiyah letters.

Based on the results of an interview with Mr. Wahyudi, an Arabic teacher for class X, "the total average score of 45 for all class X students in the daily test at the beginning of the odd semester of the 2021-2022 school year is 27.21. The average value is not by the Minimum Completeness Criteria (KKM) standard, which is 75.00".

Regarding the Arabic learning media used for class X, the vice principal of curriculum stated that the use of the media was carried out directly because most students needed to be more active. Likewise, the teacher's considerations also noted the same thing: very few students were engaged, so the learning process required a lot of direction from the teacher. Based on interviews conducted with key informants and supporting informants, it can be concluded that the learning media set is to use direct media. The school head informant said: "So far, the visible efforts are the teacher using several learning media and asking other teachers how to get students' attention in learning." In line with the preceding statement, the vice principal of curriculum added that teachers use instructional media and tailor it to the needs of each class. The results of interviews and documentation provide continuity, and the use of learning media delivered is determined by what the teacher has written in the lesson plan and syllabus. The teacher uses learning media to attract students' attention so that students can listen and understand the material well.

Here are some students' thought about some of the things they do in class to learn Arabic.

1. Preparation for class Arabic learning

Lesson preparation was carried out by the teacher based on key informant presentations, namely, those of students from representatives of each department in class X put forward the following:

- Student AG believes that "teachers always arrive on time and quickly prepare lesson material";
- Student BA thinks that "Good like other teachers";
- Student F49 argues that "it can be seen very well from the teacher's readiness when starting learning";
- Student M thinks that "Okay, he always repeats the material at the end of last week's meeting for the first 5 minutes then starts for the theme meeting it should be";
- Student BM thinks that "Okay, he is on time and prepares games or video material."
- Student A thinks that "it's good because he always comes on time with difficult Arabic material."

2. The condition of the Arabic language learning process in class x

The problems in the learning process felt by the teacher follow the descriptions of the learning conditions conveyed by students in each department. The following results were obtained from the interview:

- Student AG thought, "Many students play with cellphones and chat, teachers are ignored";
- BA students argue, "It depends on the material that the teacher conveys. If the material and there are games, many students participate in the game, but if it's just lecturing or working on questions, many students talk";
- Student F said, "Sometimes it's boring, sometimes it's fun. It's fun when the teacher invites them to play";
- MA students argued, "The learning process went well even though some students were busy playing with their 51 cellphones";
- BM students think, "Okay, the teacher's explanation is quite understandable";
- Student A argues, "Good, if you learn while playing or discussing."

The data obtained from interviews with the teacher aligns with what the students convey, even though each student has a different presentation of circumstances. Most students think that even using game media is more interesting than delivering only words without practice. Based on the observations the researchers made when the learning process took place in several classes, some students were seen chatting and playing with their cell phones when the teacher was not using learning media. But different situations were shown by other classes that using video learning media; most students watched the video enthusiastically, then discussed and asked questions about sentences they did not understand.

3.2. The use of learning media in Arabic subjects at SMK Muhammadiyah 3 Wates

Arsyad [44] argues that teachers should deliver learning by utilizing students' five senses. The optimum use of the five senses to support learning can be simulated in the depiction of Dale's Cone of Experience, as shown in Figure 1.



Figure 1. Dale's Cone of Experience

Based on Figure 1, it can be seen that the highest percentage is found in the learning process with direct experience. The direct experience gets 90% of its information by combining the learning process and the five senses. The more senses students employ in their learning, the easier it will be for them to comprehend and remember information. This is the basis for using learning media by Arabic language teachers in class X at SMK Muhammadiyah 3 Wates.

The use of learning media in Arabic subjects in class X has been implemented since 2019, based on teacher anxiety towards new students at SMK Muhammadiyah 3 Wates. He said, "In learning Arabic, I encountered several students who did not respond and even seemed afraid, so some of these students tried to divert their attention by going to the bathroom, to the canteen, or using their smartphones to play games." When traced, it turned out that some students were not fluent in their mastery of hijaiyah 1, and some were not even familiar with hijaiyah letters. Some learning media that Arabic teachers frequently use include (1) applications, (2) power points, (3) videos, and (4) WhatsApp, as shown in Figure 2.

The learning media has previously been adjusted by the teacher to the characteristics of students who experience many changes every year. The teacher does not use this media at every meeting because there is not always enough time, and the infrastructure is also used by other teachers because the tools are still limited, not according to the number of rooms. Apart from the learning media designed by the teacher himself, the teacher also sometimes uses learning media that has been used by the teacher and other learning media.

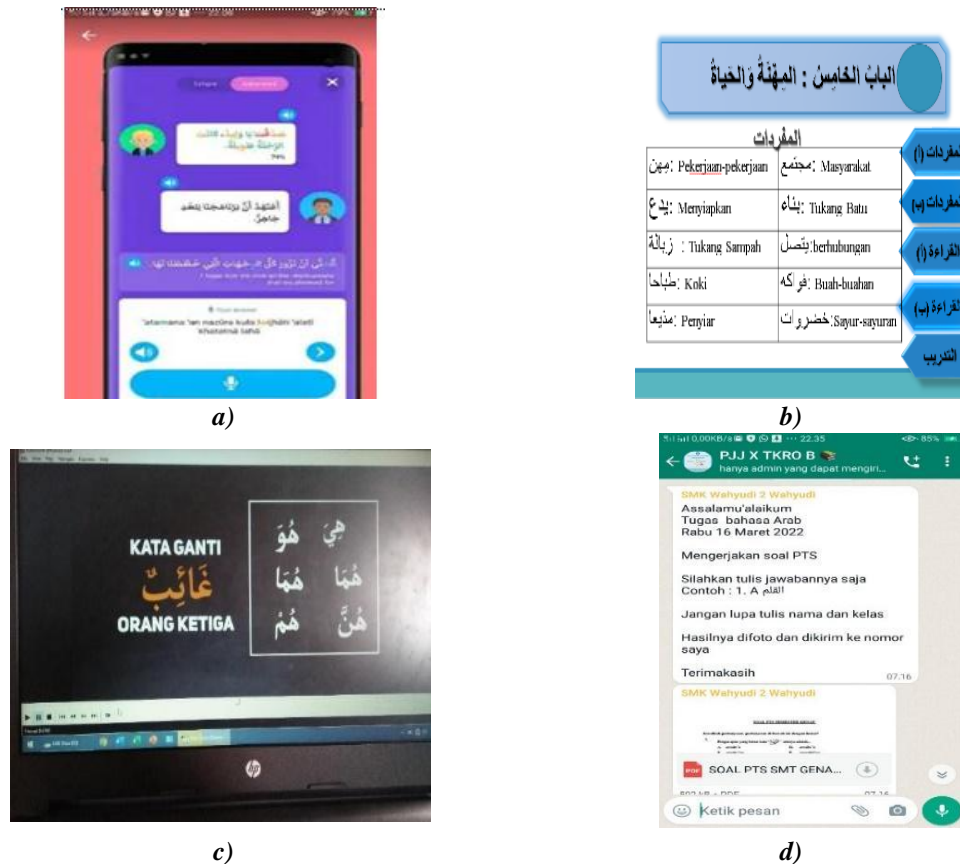


Figure 2. The media used in learning Arabic: a) applications, b) power points, c) videos, d) WhatsApp

3.3. Results of the evaluation of the use of learning media

The study gathered data through interviews, observations, and documentation of the learning process, as well as daily student evaluations. The teacher resource person reported, "While using the media, many students are enthusiastic about learning with new tools." Supporting this statement, the principal remarked, "The impact is positive, with the majority of student scores improving, despite some minor declines in some cases." The vice principal of curriculum also confirmed the positive impact, noting that "Based on daily evaluations, student scores are gradually improving."

The following are the results of observations and documentation of grade X students majoring in Network Computing Engineering (TKJ) and Multi Media (MM) with various media as shown in Figure 3.

Based on Figure 3a, the results of the TKJ class evaluation in learning with media have a fairly good score, although many scores are still below the minimum passing mark. The highest score was achieved in week 3 by using PowerPoint as a medium. On the power point slide, the teacher added pictures related to the chapter theme. The results of the evaluation of TKJ class scores had a good trend because they always increase even though there was a decrease, but the difference was only around 10-30 points which occurred at meetings 4 and 5.

Figure 3b reveals that the results of the MM class evaluation in learning with media had a fairly good score, even though many scores were still below the minimum pass mark. The highest score was achieved in week three using PowerPoint as a medium.

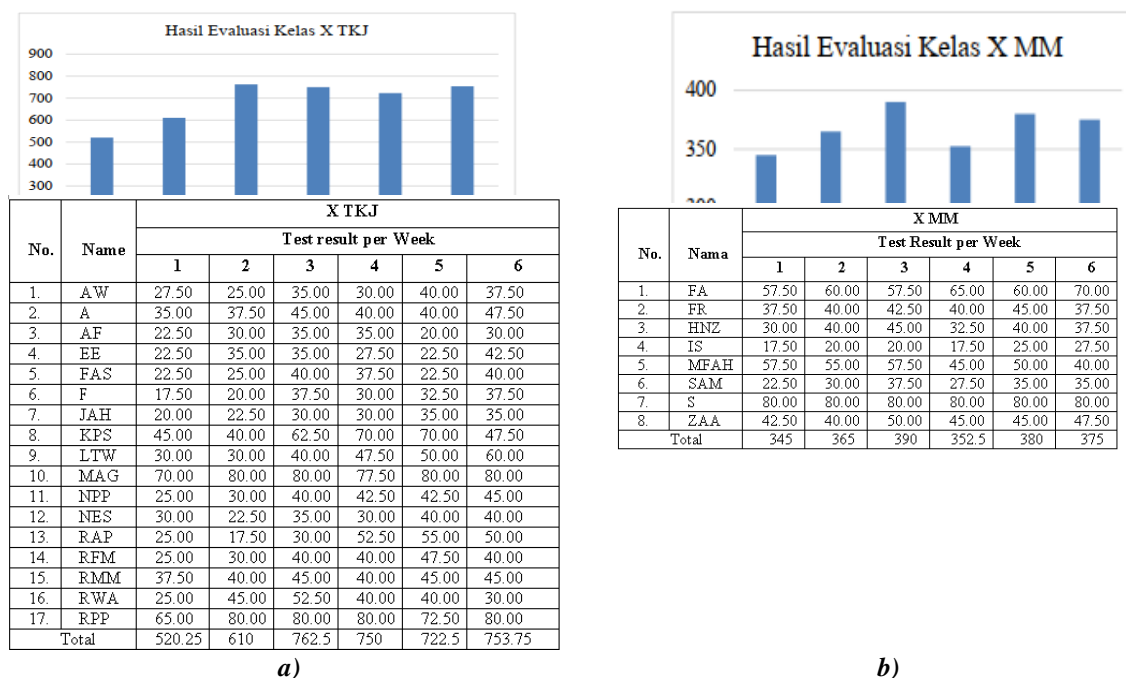


Figure 3. Graph of evaluation results: a) Class X TKJ, b) Class X MM

From the two classes above, it was found that student scores had increased in some of the learning media used; the data was in accordance with the statements of several students interviewed, as follows:

- Students AG says: "So far, what I like most is video media, but android applications or games are also interesting";
- BA student argues: "Power Point, easier to memorize and the following week usually still remember the sentences and vocabulary";
- Student F says: "Power point and the Android application, the power point is quite interesting because there are lots of pictures and colors, so it's easy to remember even though it's still difficult to read. The Android application is easy to use, and has many unique games";
- Student MA argues: "Games are usually in the playstore, learning seems more relaxed";
- Student BM argues: "Power point, easy to memorize";
- Student A argues: "Power point because the pictures are easy to understand".

4. Conclusion

Based on the findings of the analysis on the implementation of class X learning Arabic at Muhammadiyah 3 Wates Vocational School and the discussion conducted using a qualitative descriptive method, the researcher concludes that the process of learning Arabic for class X at Muhammadiyah 3 Wates Vocational School initially went poorly because students were clumsy and some were unfamiliar with hijaiyah letters. Even students chatted with their friends, played games, or slept during class. Students thought that Arabic is very difficult to learn. So, the teacher has to work hard to develop a way for students to learn without taking a long time to learn how to recognize hijaiyah letters and focus, such as by reading it out loud in front of the class and repeating it until they understand. This has yet to be able to make students familiar with Arabic.

For this reason, one of the approaches used is using learning media such as Android applications, power points, videos, WhatsApp, and pictures. The teacher has already changed how they use media to fit the needs of their students, who change a lot from year to year. The teacher does not use this media at every meeting because time is limited, and the infrastructure is also used by other teachers. Apart from learning media that are designed by the teacher himself, they also often use learning media that have been used by teachers and other learning media.

The results show that learning with media had a fairly good value, even though many scores were below the minimum passing grade. The highest score was achieved in one week using PowerPoint as the medium. The value was 390, 352.5, and 380.375 in the MM class. While in TKJ class, students achieved several meetings using media. Media use was limited to the 2nd, 3rd, and 6th meetings. The second meeting used video and PowerPoint, while the sixth meeting used an application. Achievement of the highest score in the 3rd week was when using power points as a medium. On the PowerPoint slide, the teacher added pictures related to the material. The results of the evaluation of TKJ class scores had a good trend because they always increased, even though there was a decrease in the difference of only 10–30 points that occurred at meetings 4 and 5 from the total value of daily tests 1 to 6.

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