



Use of Arabic Language Learning Media at Madani Islamic Boarding School Payakumbuh Integrated Islamic Junior High School

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Article Information:

Received June 28, 2024

Revised July 4, 2024

Accepted August 30, 2024

ABSTRACT

The use of learning media is important in improving the effectiveness of Arabic language learning at SMP-IT Madani Islamic Boarding School Payakumbuh. In today's digital era, the integration of technology in education is becoming increasingly relevant to create a more interactive and engaging learning environment for students. The purpose of this study is to find out the process of using technological media in improving students' understanding of Arabic, as well as to identify the challenges faced in its application. The research method used was descriptive qualitative with a case study approach. Data were collected through direct observation, in-depth interviews with teachers and students, and analysis of related documents. This approach enabled the researcher to gain an in-depth understanding of the teachers' and students' experiences and perceptions of the use of technological media in learning. The result of this study is that the use of technological media has provided various benefits in Arabic language learning at SMP IT Madani Islamic Boarding School. Teachers use blended learning approach and utilise learning videos from YouTube to teach various Arabic language skills, especially speaking ability and vocabulary memorisation. The conclusion of this study is that technological media has great potential to improve the quality of Arabic language learning at SMP-IT Madani Islamic Boarding School Payakumbuh. To optimise its benefits, it is necessary to increase access to technology for all students, continuous training for teachers, and development of learning content in accordance with the curriculum. With these steps, it is hoped that the Arabic learning process can become more effective and enjoyable for students.

Keywords: Arabic Language, Learning Media, SMP-IT Madani

Journal Homepage <https://journal.ypidathu.or.id/index.php/jcsa>

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How to cite:

Ikhlas, Z., R., Al Anshory, M., A., & Hasaniyah, N. (2024). Use of Arabic Language Learning Media at Madani Islamic Boarding School Payakumbuh Integrated Islamic Junior High School. *Journal of Computer Science Advancements*, 2(4). 189-199
<https://doi.org/10.70177/jcsa.v2i4.1118>

Published by:

Yayasan Pendidikan Islam Daarut Thufulah

INTRODUCTION

Arabic has an important role as the liturgical language of Muslims and as a medium for understanding various religious texts, especially the Qur'an and Hadith (Abdelgwad, 2022). In the context of education in Indonesia, especially at SMP-IT Madani Islamic Boarding School Payakumbuh, learning Arabic aims not only for language fluency but also to deepen students' religious understanding. However, challenges in teaching Arabic in schools are often related to uninteresting teaching methods and lack of innovative learning media (Abdul, 2021).

Arabic language learning plays an important role in understanding the rich literature and culture of Islam (Akhtar, 2020). Arabic is the language used in the Qur'an, so learning it not only provides direct access to the primary sources of Islam, but also strengthens the understanding of its teachings. In addition, mastery of Arabic allows one to enjoy the classics of Arabic literature that influenced many civilisations in the world. In the modern context, Arabic proficiency also opens up opportunities in various professional fields, such as diplomacy, trade, and education. Along with the times, Arabic language learning requires innovations and media in teaching it so that students are easy to understand the lessons presented by the teacher (Al-Ayyoub, 2019). Learning that is designed and explained by the teacher by utilising the technology that is developing today, will make students more enthusiastic and not bored in the learning process. The learning process that uses technological media itself has been widely used by various schools and other educational institutions (Husain, 2021a).

In today's digital era, the use of technology in education has shown significant potential to increase the interest and effectiveness of language learning. Digital learning media can provide more interactive and engaging learning resources, which can facilitate students to learn Arabic more effectively. Learning media technologies may include learning apps, e-learning platforms, interactive videos, and other digital aids that support the teaching and learning process.

The rapid development of information technology labelled as Society 5.0 requires the integrated use of various information technology tools and applications in various sectors, including education units (Hamed, 2021). The utilisation of online learning platforms such as Learning Management System (LMS), virtual classroom, and interactive multimedia content can improve the accessibility and quality of education. The availability of digital learning resources such as e-books, learning videos, simulations and educational applications enriches the learning experience of students (Fouad, 2022).

The use of AI-based virtual assistants and other artificial intelligence technologies can help personalise learning, evaluation and assessment more effectively. The use of online collaboration tools and social media can enhance interaction, discussion and cooperation between learners, educators and related parties. Collecting and analysing

learning data using big data technologies can provide valuable insights to improve teaching methods and learning outcomes (Ikhlas dkk., 2023). Combining face-to-face and online learning to optimise the teaching and learning process according to needs and conditions is also a good strategy. The integration of information technology in education not only improves efficiency and quality, but also prepares learners to face the skill demands of the 21st century and a dynamic digital society (Salam & Adam Mudinillah, 2021).

Learning media is one of the important indicators in achieving effective educational goals, especially in Arabic language learning at SMP-IT Madani Islamic Boarding School Payakumbuh. The purpose of using learning media is to facilitate teaching and learning processes that are interactive, interesting, and easily understood by students. Effective learning media is expected to improve students' Arabic language skills, including listening, speaking, reading and writing skills (Oueslati, 2020). Therefore, the selection and use of appropriate learning media is key in achieving these educational goals. However, the reality in the field shows that the use of learning media at SMP-IT Madani Islamic Boarding School Payakumbuh has not fully achieved the expected indicators. Arabic language learning is one of the important lessons at SMP-IT Madani Islamic Boarding school because it is an Islamic-based school. In order to maximise Arabic language learning, this Madrasah has a "special class" program using laptops brought from home or school laptops used by students. as well as the use of learning technology in the form of projectors. Although various media have been introduced, their implementation is often less than optimal and not well integrated in the daily learning process (Mozannar, 2019). This can be seen from students' learning outcomes which are still below the expected standard, as well as students' lack of interest and motivation in participating in Arabic lessons. This situation shows a gap between the purpose of using learning media and the reality of its implementation (Mudinillah & Rizaldi, 2021).

The gap between the reality and the indicators of the use of learning media causes several problems that have a significant impact on the learning process. Firstly, the low quality of learning makes it difficult for students to understand Arabic language material, which in turn has an impact on the low results of exams and evaluations. Secondly, the lack of effectiveness of learning media can reduce students' interest in learning, so that the teaching and learning process becomes less dynamic and boring. Thirdly, the non-optimisation of learning media also has the potential to reduce students' ability to communicate using Arabic, which is one of the main competencies to be achieved. Thus, this study aims to analyse the use of Arabic learning media at SMP-IT Madani Islamic Boarding School Payakumbuh. This analysis is expected to identify factors that cause discrepancies between reality and goal indicators, as well as provide recommendations to improve the effectiveness of the use of learning media. Through this research, it is hoped that a comprehensive solution can be found to optimise the use

of learning media so that Arabic learning objectives can be achieved better and more effectively.

Research on the use of Arabic learning media at SMP-IT Madani Islamic Boarding School Payakumbuh focuses on analysing the factors causing the less than optimal use of the media. Some of the factors often mentioned in the literature include limited facilities and infrastructure, lack of teacher training, and the lack of variety of learning media used. For example, research by Ahmad (2021) shows that the availability of adequate technology and continuous training for teachers greatly influence the effectiveness of learning media use in the classroom. To solve this problem, several solutions have been proposed based on previous research. One of the solutions is increased investment in technology infrastructure in schools, as well as the provision of continuous training programmes for teachers to make them more skilled in utilising learning media. Research by Siti (2020) suggested the implementation of blended learning method that combines face-to-face learning with the use of digital media as an effective solution in improving the quality of Arabic language learning. In addition, variations in the use of media, such as interactive learning videos and mobile-based learning applications, can also be an alternative to increase student interest and motivation.

The urgency of this study is very high considering the importance of Arabic as the main language of communication in many countries and as the main language in Islamic religious texts. The use of effective learning media is expected to not only improve students' language competence, but also foster their interest in learning Arabic. This is particularly relevant at SMP-IT Madani Islamic Boarding School Payakumbuh which focuses on faith-based education. The selection of this title is based on the urgent need to identify and overcome the obstacles faced in the use of learning media, so that appropriate and applicable solutions can be found. Thus, this research is expected to make a significant contribution in the field of Arabic language education, especially in the context of junior high school. The results of this study can be a reference for educational policy makers in designing more effective strategies for the implementation of learning media. In addition, the solutions offered can be directly applied in the field to improve the quality of Arabic language learning at SMP-IT Madani Islamic Boarding School Payakumbuh, and perhaps in other schools with similar conditions.

This study aims to investigate the use of Arabic language learning media technology at SMP-IT Madani Islamic Boarding School Payakumbuh, assess its effectiveness, and explore how it can be further optimised to support students' achievement of Arabic language competence. By understanding the current situation and development potential, the results of this study are expected to provide practical and theoretical recommendations for strategic decision-making in the development of a more innovative and effective Arabic language teaching curriculum and methodology in the school.

RESEARCH METHODOLOGY

The study used qualitative research methods. This method was chosen because it can provide an in-depth understanding of the factors that influence the use of learning media and the right solutions to overcome existing problems. Qualitative research allows researchers to better understand the context and complexity of situations that occur in the field (Sundler dkk., 2019). This research design is a case study. In this case study, the main focus of the research is on the use of Arabic learning media at SMP-IT Madani Islamic Boarding School Payakumbuh. The case study design allows researchers to gain a comprehensive understanding of the phenomenon under study, including the causal factors and solutions offered.

The data collection techniques used include observation, interview, and document analysis. Observations were made to directly observe the practice of using learning media in Arabic classes. Interviews were conducted with Arabic language teachers to get their views and experiences related to the use of learning media. Document analysis is conducted on documents related to the use of learning media at school. The collected data will be analysed using a qualitative analysis approach. Qualitative data analysis includes grouping data, creating a matrix, identifying patterns of findings, and drawing conclusions (Mahmoud, 2021). This approach allows researchers to explore the meaning of the data obtained, identify emerging patterns, and compile findings that are relevant to the research objectives.

RESULT AND DISCUSSION

Arabic Language Learning at SMP-IT Madani Islamic Boarding School Payakumbuh

SMP IT Madani Islamic Boarding School is an Islamic educational institution that integrates technology in its curriculum. The school was established by Garis Pena Foundation in 2013, giving a new dimension to the world of education in Payakumbuh. Thanks to the various achievements that have been made, SMP IT Madani Islamic School has become one of the top choice Islamic schools in Payakumbuh. The establishment of the junior high school education level by Garis Pena Foundation aims to improve the quality of education for Indonesia's young generation (Al-Dabet, 2021). Initially, SMP IT Madani Islamic Boarding School occupied a rented shophouse in Padang Flat as a place for teaching and learning activities. However, in 2018, the school moved to Koto Tengah, Jalan Raflesia, to a larger building equipped with more adequate facilities.

The use of Arabic learning media at SMP-IT Madani Islamic Boarding School Payakumbuh shows that the approaches used have been diverse. The media that are often used include textbooks, interactive multimedia, and e-learning applications specifically for Arabic. The use of these media is supported by adequate technological

infrastructure in the school, such as fast internet access and adequate hardware. Teachers in this school tend to actively adopt technology in Arabic language learning, although there are still challenges related to the availability and maintenance of devices. In the context of Arabic language teaching, learning media at SMP-IT Madani Islamic Boarding School Payakumbuh is implemented in a planned manner. Teachers play an active role in selecting and developing learning content that suits students' needs. They utilise multimedia to increase student engagement and facilitate understanding of complex Arabic concepts (Hawes, 2019). This implementation also involves regular training for teachers to optimise the use of technology in learning.

Based on the results of the researcher's interview with an Arabic language teacher named Ustadzah Annisa Agustina, S. Pd she revealed:

“The use of media in SMP-IT Madani Islamic Boarding School Payakumbuh, especially in Arabic language subjects, aims to innovate the learning process so that students are not easily bored and increase students' enthusiasm for learning”.

Students' responses to the use of Arabic learning media at SMP-IT Madani Islamic Boarding School Payakumbuh are generally positive. They show high interest in using technology in learning, especially because it makes learning more interesting and interactive. However, there are some students who need extra assistance in overcoming technical obstacles or difficulties in understanding the content presented through the media (Alshalan, 2020). The advantages of using Arabic learning media in this school include the ability to present information visually which supports the understanding of abstract Arabic concepts. In addition, it allows for variations in teaching approaches, according to the different learning styles of students. However, limitations include those related to the availability of stable internet access around the school and challenges in maintaining the hardware used.

To evaluate the effectiveness of Arabic learning media, SMP-IT Madani Islamic Boarding School Payakumbuh conducts periodic surveys and evaluations of the use of the media. The results of these evaluations are used to identify areas for improvement, both in terms of learning content and technology infrastructure. The evaluation also involves active participation from teachers, students and parents to ensure the use of learning media has a positive impact on Arabic language learning (Nassif, 2021). The use of Arabic learning media at SMP-IT Madani Islamic Boarding School Payakumbuh has significant practical implications in the context of Arabic language education. It shows the need to continue developing teachers' capacity in integrating technology in learning to improve the quality of Arabic education. Pedagogically, the use of this media provides an opportunity to adapt teaching to technological developments and students' diverse learning styles.

The Use of Media Technology in the Arabic Language Learning Process

The technology media used by teachers in learning Arabic in various schools varies. Some are audio media in the form of active speakers, earphones, and so on. And not a few in the form of visual media such as labtops, smart TVs, and so on. However, Arabic language learning at SMP-IT Madani Islamic Boarding School Payakumbuh uses technological media in the form of labtops and is sometimes assisted by projectors and active speakers. The use of media at SMP-IT Madani Islamic Boarding School Payakumbuh. In learning using media, students who have a labtop are encouraged to bring a labtop from home. However, for students who do not have a labtop, the school will rent a labtop for learning.

Figure 1: Arabic Language Learning Using Media



The use of technological media in Arabic language learning at SMP-IT Madani Islamic Boarding School Payakumbuh has become an integral part of the school curriculum. The technological media used include interactive learning software, mobile applications, and e-learning platforms (Husain, 2021b). Based on observations, teachers use these technologies to increase student engagement and enrich teaching materials. Students are also more enthusiastic in participating in lessons because technological media provides a more interesting and interactive learning experience (Saeed, 2022).

However, this study also found some challenges in using technological media. One of the main challenges is the limited access to technological devices for some students. Not all students have smartphones or personal computers at home, so they rely on school facilities. In addition, internet connectivity issues are also an obstacle,

especially for students who live in areas with weak internet signals. This hinders their ability to access learning materials online.

In interviews with students, most revealed that they feel more motivated to learn Arabic using technology. They liked the interactive features such as quizzes, educational games and learning videos. In addition, students feel more confident in doing the tasks as they can repeat the exercises and get immediate feedback from the app. However, some students also stated that they sometimes feel distracted by notifications from other applications when using technology devices for learning. From the teachers' side, the use of technological media also brings significant changes in teaching methods. Teachers mostly use a blended learning approach, combining face-to-face learning with online learning. It is also easier for teachers to monitor student progress through e-learning platforms that provide data on exercise results and student participation. However, teachers also face challenges in integrating technology with the existing curriculum, and need additional time to prepare digital materials..

The effectiveness of using technological media in Arabic language learning is also influenced by the digital skills of teachers and students. Teachers who have good technological skills are able to utilise technological media more optimally. Therefore, training and workshops on the use of technology in education are essential to improve teachers' digital competence. Students also need to be guided in using technology wisely in order to maximise its benefits in learning.

Overall, the results of this study indicate that the use of technological media in Arabic language learning at SMP-IT Madani Islamic Boarding School Payakumbuh has great potential to improve the quality of education. However, its successful implementation depends on the readiness of infrastructure, technical support and digital skills of teachers and students. The recommendations from this study are increased access to technology for all students, continuous training for teachers, and development of learning content that matches the needs of the curriculum. With these steps, it is hoped that the Arabic learning process can become more effective and enjoyable for students.

Furthermore, in laptop media learning, teachers use it to access videos that have been prepared through YouTube. First, the teacher prepares a learning video either made by himself or a video downloaded through youtube channels. Second, students are told to open the laptop which is connected to the school's WI-Fi access. Then, students open the Arabic learning YouTube link that has been provided by the teacher. The Arabic language skills learned by using this media are listening skills (maharah istima'), speaking skills (maharah kalam / hiwar), writing skills (maharah kitabah), and reading skills (maharah qiraah). However, all skills do not have the same portion, in learning Arabic using media at SMP-IT Madani Islamic Boarding School Payakumbuh

emphasises more on students' ability to memorise mufradat which is used for speaking skills.

CONCLUSION

SMP IT Madani Islamic Boarding School, which was founded by the Garis Pena Foundation in 2013, has become one of the leading Islamic schools in Payakumbuh thanks to its achievements and innovation in education. By utilizing technology, this school has integrated modern learning media in its curriculum, including interactive learning software, mobile applications, and an e-learning platform specifically for Arabic. Teachers are actively using this technology to make learning more interesting and interactive, despite facing challenges such as limited access to technological devices and internet connectivity problems. Student responses to the use of technological media in learning Arabic are generally positive, with students feeling more motivated and involved in the learning process.

The use of technological media has provided various benefits in learning Arabic at SMP IT Madani Islamic Boarding School. The teacher uses a blended learning approach and utilizes learning videos from YouTube to teach various Arabic language skills, especially speaking skills and memorizing vocabulary. However, there are challenges in integrating technology with existing curricula, as well as the need for additional training for teachers. The successful implementation of technological media in learning is very dependent on the readiness of infrastructure, technical support and digital skills of both teachers and students. Recommendations for increasing learning effectiveness include increasing access to technology, ongoing training for teachers, and developing content that is appropriate to the curriculum.

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