Interactive Games, E-books, and Methods to Support Arabic Language Learning Upper Secondary School State Islamic Institute

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	ABSTRACT Arabic lessons taught by teachers in class use various teaching media that are designed to be as attractive as possible. One of these media is an interactive game and e-book and then the teaching method that will be used by researchers in learning using this media is the direct learning method. The purpose of this study was to find out how important interactive game media, e-books and methods that support learning Arabic for School State Islamic Institute students. The research method used in this study is the quantitative method, the researcher will examine how important the media and teaching methods are. The results of the study prove that interactive game media, e-books and the methods used can affect students' enthusiasm and understanding of the material being taught. In this study it can be seen that the use of interactive games, e-books with direct learning methods can influence students' enthusiasm and understanding of the material being taught and can be applied to other lessons. **Keywords**: *Arabic Language, E-books, Interactive Games*

INTRODUCTION

The development of technology is so fast nowadays and that development is also no exception in the world of education. Along with the development of the times in which every activity uses technology makes the current generation dependent on the technology, including in terms of children's education (Hastini et al., 2020). With this development, educators must think more critically and be creative and innovative so that they can create

an interesting, pleasant learning atmosphere and make students not bored with the material they teach (Whitton & Langan, 2019). Before the rapid development of technology as it is now, teachers only used books as teaching media given to their students. In order to avoid students getting bored and having difficulty understanding the material being taught, the teacher must be able to choose suitable media and methods to be used in the learning process, one of which is in learning Arabic which is a language lesson that is not the daily language of the students. Teaching tools are very needed in all learning, one of which is Arabic language learning. This teaching tool is not only useful for elementary, middle school, high school or other equivalent schools, but this teaching tool is also needed by adult learners (Hakim, 2018). Devices or teaching media have a great influence in helping the learning process (Dewi et al., 2018), but still less than educators who use teaching media in class other than books..

In the development of technology, it has various benefits that can be used by teachers to find and create interesting learning media (Harahap, 2019). But besides saving a lot of benefits and advantages with technological developments, this of course also has a drawback for its users, especially for teachers who are elderly who were previously not too familiar with how to use technology such as computers and the like, which in this case is very useful. later in the process of making teaching materials that teachers use as teaching media (Aqliyah, 2020). This elderly teacher also does not give up not learning how to use technology which today has a big influence on the world of education. The government provides a forum for teachers who are not only focused on young teachers to be able to take part but also elderly teachers can take part, the forum is in the form of seminars and training activities for teachers to study technology that can be used later as learning media in class. With these seminars and training, teachers who previously did not understand the use of technology have started to know and understand how to use this technology. The training continues until later on the introduction of applications and their application when making teaching media. One of the teaching media that will be made by the teacher is the teaching media for Arabic subjects which will be discussed in this paper.

The use of interesting teaching media, which keeps up with the times, which is not only monotonous in one media, makes students interested and enthusiastic in participating in learning. In addition, with the existence of learning media other than books that make students imagine, think critically in learning will make this a very interesting challenge for teachers. Especially if the media provided makes students understand the material being taught better. Today's children like games or games, so the teacher must be able to make a game that can make students interested in what is being taught. In teaching and learning activities there are factors that influence it, namely internal factors and external factors. Internal factors include behavior or attitudes, lifestyle, moods, habits, daily life. While external factors are encouragement, external influences from students through the senses they have, such as the senses of hearing and the senses of seeing. Digital tools or devices that teachers and students can use in learning include laptops, CDs, e-books, browsers and so on. With the internet, teachers find it easier to find sources or materials

to be provided in learning, one of which is learning Arabic which can be used to train their qiroah abilities. Teaching media has benefits such as past events or history from the material that will be taught through videos, films and other media (Rosyidi, 2017).

Learning media that can be used by teachers during the learning process are not only media using one book, but with the development of technology teachers can use electronic media to help teachers add media or teaching materials from this technology (Kessler, 2018). One of the technologies that can be utilized by teachers in their learning is e-book media or electronic books. E-book is a digital book in which there are pictures, text or readings, videos and other multimedia that can be accessed via laptops, cellphones and computers. This e-book can be accessed via the Google site, Chrome or other browser sites. By using this e-book the teacher is not only based on one book but can also look for other books in which there are teaching materials that will be taught in class. E-books themselves can also be created by teachers by searching for source material in several digital books that are accessed via a browser and putting them together through an application such as Canva. Through Canva, teachers can combine text, photos or images, and videos in a presentation sheet. Teaching videos that are displayed through the application can be displayed during the learning process, teachers can be as creative as possible in the teaching media they will make. E-books can not only be used by teachers but students can also use e-books as a reference for assignments given by the teacher and can help students find material they do not understand. This e-book can be used by teachers in direct teaching methods, reading, audiolingual and other methods (Hermawan, 2011).

The use of teaching media such as e-books is accessed via the internet (Hadaya et al., 2018). The internet is divided into 2 words, namely inter which means between and net which means network, profit, and knitting (Huang & Li, 2010). The use of the internet is identified with the use of a laptop or computer that is connected to another computer. The internet is a network between computers or devices around the world that brings together computer networks and device facilities that can be used without limits (Jia et al., 2019). With the existence of the internet, it is not difficult for teachers or students to access information for learning. If someone has internet access, it will be easy for them to find what they are looking for. An example of the benefits of the internet here is to help teachers find teaching materials from various sources, one of which is the use of e-books. E-books are accessed via the internet, teachers can search for teaching resources. In learning Arabic, for example, the teacher can search for digital books in Arabic on the e-book because the e-books contained on the web do not only consist of one language but all languages in the world. However, sometimes access via the internet also causes problems such as problems regarding the signal from the internet network. If the internet signal is unstable, it will also be difficult to access the teaching materials we are looking for.

The direct teaching method or ath-thariqah al mubasyarah was introduced by Carles Berlitz, a language guidance expert in Germany around the 19th century. Direct teaching techniques in foreign languages are assumed to be the same as learning the mother tongue

(Voicu, 2012), where the use of language with direct and serious techniques in communication. This technique aims to enable students to interact using the foreign language they are learning. In order for students to achieve an ability the teacher must provide in-depth training. The reading method is a revised method or technique from the direct method (Duff et al., 2017). In this revision process forms are produced that combine direct teaching methods with regular activities according to linguistic rules. This technique was developed by the United States in 1929's. This is intended so that the skills to understand scientific texts are needed in learning. This technique prioritizes silent skills as knowledge, and displays correct pronunciation information, so that reading clearly or aloud is an activity that is widely applied. Whereas the audiolingual method is a method of listening and speaking, therefore in planting it prioritizes these two aspects. Several things need to be considered in this method, namely a) students must listen, speak, then read and then write. b) the rules of language are arranged in sentence patterns or dialogues with the subject of discussing everyday situations (Jordan & Gray, n.d.; Scholten, 2018). All elements of language rules must be displayed from light to heavy or periodic. Those are some teaching methods in Arabic, which are interrelated and can be utilized by the teacher in the learning process.

The application of these three methods can be done using e-books, books, and in the form of interactive games. Game is a job that involves playing opinions, trying to achieve what you want to achieve by being limited by certain rules, explained Clark C. Abt (Bokanowski, 2018). Interactive is a communication or conversation that is interconnected between humans, software, and hardware (Fraczek, 2016). Interactive game is an activity related to the creation, production, distribution of computer and video games, this game intends to influence student creativity. In this interactive game students do not just play but in playing the student must be creative to produce creativity. Application of games This interactive method is used by the teacher in learning Arabic by utilizing mufrodat, a conversation that is taught to students. One of the games that can be done is a puzzle and word connect game, the teacher provides mufrodat pieces and pictures which then students are instructed to combine the puzzle pieces into a sentences. Where before looking for mufrodat pieces so that a sentence is formed later the teacher gives an Arabic sentence or in the form of a clasp of the sentence to be formed. This puzzle game can train students' memory, because in searching and then compiling the mufrodat that has been obtained, students must focus and concentrate on what he will form. In addition to training students' memory, puzzles also train students' patience in putting together the Arabic puzzle pieces they are looking for.

Arabic subject is one of the lessons taught to students at the ibtidaiyyah, tsanawiyah, aliyah and Islamic boarding schools levels. Learning a language that is not the student's daily language, learning language will also be easily understood, understood and interested in by students when in the learning process they get and find a method that is quite effective in the learning activities given by the teacher. RI Minister of Religion No. 2 of 2008 explains that one of the areas of learning that is encouraged (Hakim, 2018), guides, develops, and fosters abilities and which generates good behavior towards Arabic,

whether suppressive or beneficial, is the field of learning Arabic. This Arabic language learning can be found at the junior high school level or equivalent to madrasah tsanawiyah. The mastery of material that must be mastered by students at this level includes maharah istima', maharah qiroah, maharah kitabah, and maharah kalam. The level of success of a student in achieving learning goals is seen in terms of achievement and mastery of the vocabulary learned, besides that the media and methods used are also very supportive in this regard (de Boer et al., 2014). This language has long been developing in Indonesia, but learning Arabic is still a very serious problem, where some of the teachers who teach Arabic still have difficulty understanding it. At the beginning of learning Arabic the teacher provides material in the form of basic Arabic vocabulary where the vocabulary will later be related to the material that will be taught next. In giving the vocabulary material the teacher gives examples of Arabic vocabulary which then shows objects or pictures as a guide for students to interpret them, because in this way students can also understand and remember what was taught to them.

Learning mathematics is a subject that is considered difficult by students. But actually if a teacher can find or apply a media and method that can attract students' attention to learn it. At a grade school, the teacher applies a learning media in the form of interactive games in learning mathematics, the teacher applies interactive games in the form of an application, namely kahoot (Cahya et al., 2019). In this kahoot application there is an icon, in this game it is carried out in the form of a quiz with interesting icons in the quiz, and for the material or questions in the quiz the teacher takes it in digital books. In addition to mathematics, interactive games are also used in learning children with special needs. Children with special needs or autism also need an interesting and innovative media in their learning (Safitri & Pamuji, 2018), he special boys' school applies one of the learning media in the form of interactive games via smartphones. Where in this game students are taught how to recognize their limbs. In this study, researchers examined interactive games, e-books and direct teaching methods in Arabic subjects (Mohammed, 2022; Rohman et al., 2020). Meetings on Arabic subjects carried out by the teacher are not only carried out in the classroom, but occasionally the teacher invites students to study in the open and learns Arabic vocabulary about objects around that place. In the open, the teacher can also teach while playing with students, the teacher can do this method when the material being taught is in accordance with the atmosphere or circumstances at that time. For example, like an Arabic puzzle game (Anggraini, 2016).v

The teacher forms several groups consisting of 2-3 students, from each group racing to be the winner of the game, nowadays children tend to like games (Aghlara & Tamjid, 2011; Çobanoğlu et al., 2018), therefore one way to increase student interest in learning Arabic is to teach with interactive game media(Osman et al., 2022; Ritonga et al., 2021). In a lesson we cannot force students to be able to understand the material we teach quickly (Keller, 1987; Niemi & Kousa, 2020), but we must be able to find ways for students to understand the material without any coercion. By using interactive game media this can be one way teachers can make students learn without any coercion. In addition to interactive games, we also use e-books as a reference for the material we teach which is

then developed through interactive games. Both of these media will be effective if using the direct learning method, but apart from using this method there are other methods that a teacher can use in teaching. The more interesting and more creative the teacher is in making and providing teaching materials in learning, the more interested students will be in learning Arabic.

RESEARCH METHODOLOGY

The research method that the authors use in this study is quantitative research. Where in this study explains the results of research conducted directly or in real terms regarding the influence of interactive games, e-books, and supporting methods for learning Arabic School State Islamic Institute. This study aims to determine the effect of interactive games, e-books, and the effect of direct methods on learning Arabic in class School State Islamic Institute. In this research, the participation of the researcher and the subject or students who will be studied is required. This study takes a quantitative approach that has a double effect, namely whether or not it has an effect on interactive games, e-books, and direct methods that support Arabic language learning in grades School State Islamic Institute. In this study, samples were taken from students of class School State Islamic Institute. Of these 55 students, it will be tested how much influence interactive games, e-books, and direct methods of learning Arabic have on students' understanding of the material taught by the teacher. The stages of this research are observation and data collection of students. Research conducted by researchers for one week with different classes with direct teaching methods. In this observation, the researcher provided an interactive game connected to the e-book about the teaching material being taught, then provided an evaluation in the form of questions to students (Izza, 2018). After observing the writer collected student data and how much influence the media and methods provided by the teacher during the lesson.

RESULT AND DISCUSSION

Dialogue media that is used by someone to interact between them and used as aspirational ideas and thoughts that are shown verbally or in scribbles is called language (Gerde et al., 2012; Seita et al., 2022; Zhang et al., n.d.). In conveying a word or intention from someone, of course, a tool is needed to speak it and one of the media is language (Amenta & Badan, 2021; Faull, 2015). But the teacher's expertise in speaking is not necessarily skilled in guiding students to be skilled in speaking too. A teacher of languages, one of which is Arabic. At least a teacher can summarize 3 points namely, skilled Arabic language (Abu-Rabia, 1998), understanding of Arabic customs and Arabic speech, and expertise in teaching Arabic (Istiqomah & Al-Badrani, 2020). After mastery in the language is owned by the teacher, then the teacher must develop teaching to students in the form of a medium or several media (Alabdulkareem, 2015). Where this media is a tool for teachers in providing material according to the lessons being taught (Suchyadi et al., 2020), the more creative and innovative a teacher is in designing instructional media, the more interested and motivated the learning enthusiasm of his

students is. One of the media that can be used by the teacher as a support for learning is interactive games.

The results of the research that researchers conducted regarding media and methods that support learning Arabic in class School State Islamic Institute, where the media used in learning are in the form of interactive games and e-books while the methods that support learning are direct methods , reading and audiovisual. In this case the researcher used a questionnaire in the form of a google form to find out how important and how well students understood the teaching material explained by the teacher using interactive games and e-books during the learning process. In this study, researchers took a sample of School State Islamic Institute. researchers want to describe how much influence the media and the same methods used by teachers on their students but with different classes. The first step the researcher took to see how important this media and method was for School State Islamic Institute was to make 10 questions which would later be asked to students from grades, the questions asked were given in the form of a questionnaire made via Google form. on the android or the researcher's computer. The steps in making a questionnaire through this Google form are.

First, open Google Chrome on your computer or laptop, Second, log in to your Google Drive account, then after logging in, click the (+) sign in the left corner then select Google Forms. Third, after that an initial appearance of the Google form will appear in the form of a title description sheet and questions and answer options that you can set, then you can add them as desired. Fourth, after the question is made, click the arrow on the top right then select the link option where this link can be shortened. After that you can copy the link and distribute it to students to fill out, Fifth, to see the responses or answers that have been given by students, the teacher can check the answer menu which is located between the question and settings menus.

As for what is meant by interactive games are games in the form of a game that is applied by the teacher to students in the learning process. The purpose of holding interactive games carried out in the learning process applied by teachers to students in this study is so that teachers can provide entertainment to students regarding existing learning materials at school and can increase students' understanding of existing material based on these interactive games. By applying interactive games by the teacher in learning, students will feel happy. It is said to be happy if students do not feel bored with learning that is done only focusing on blackboard media. However, with this, students will be motivated in carrying out the learning process implemented by the teacher through the interactive game. In this regard, the teacher plays a very important role in the learning process carried out on students. The role of the teacher in learning is to educate students, guide students who initially students do not know the learning material until students understand the learning material applied by the teacher and the teacher also plays a role in shaping student character well so that the teacher can adjust to establish good communication with students (Cahya et al., 2019; Duff et al., 2017; Hakim, 2018; Izza, 2018). With this it can be said that interactive games affect the learning process if students cannot understand what is applied by the teacher regarding these interactive games. For

this reason, students are expected to be able to be serious about explaining the material taught by the teacher in order to achieve a desired goal and it is hoped that students will remain enthusiastic in participating in the learning process applied by the teacher in order to create good communication.

Seeing the number of responses from students regarding the questions posed by the teacher through questionnaires on the Google form provided, this Google form can be used by the teacher as a tool to help teachers find out how important the material being taught is using the media and teaching methods provided (F & Herro, n.d.; Grossman & Thompson, n.d.). questionnaire is a technique of combining data in the form of asking questions or expressions addressed to participants according to what was written by the user (F & Herro, n.d.; Grossman & Thompson, n.d.). Meanwhile, the Google Form is a facility provided by Google to help teachers make evaluation questions, surveys online or indirectly as needed. Questionnaires given to students in this study were in the form of questions regarding the use of interactive games, e-books on learning Arabic and methods that support learning Arabic at School State Islamic Institute.

Figure 1. Is learning Arabic fun for students?
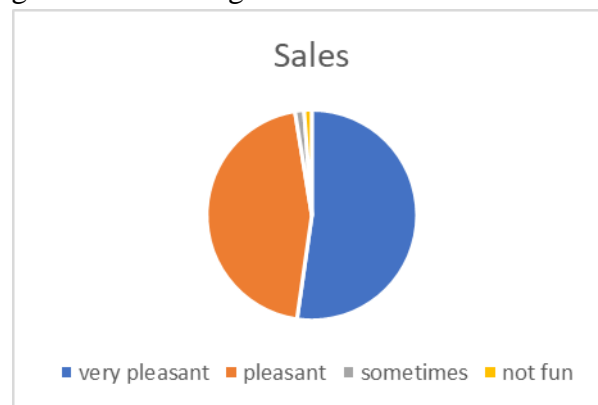
Based on Figure 1. There are four color choices that are used to see the percentage of answers from students regarding the questions asked. In this question there are four possible answers, namely very pleasant with blue, pleasant with red, sometimes with orange, and unpleasant with green. The researcher asked the students whether learning Arabic was fun? From a scale of 100% or from 55 students in class VII, VIII, IX, 63.6% of students answered that learning Arabic was very fun where the choice is symbolized in blue. Here it can be concluded that. Learning Arabic is very enjoyable for School State Islamic Institute students from grades VII, VIII and IX. With the enthusiasm for learning in students, it is easy for teachers to provide material to students because if it is ingrained in students that learning Arabic is fun, then Arabic will be easily digested by students. 30.3% of students answered that learning Arabic was fun. 5.5% of students answered that sometimes it is fun. Whereas for students who answered Arabic it was not fun 0%. From students who answered sometimes, researchers and teachers who taught saw from the development of their students' learning found that sometimes students felt bored with the teaching media used by the teacher in the form of books only.
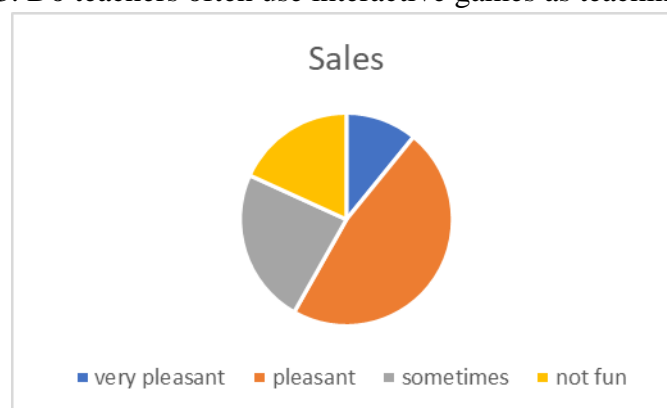
Figure 2. Are the teaching media that the teacher uses when teaching fun?

Seen in Figure 2 the responses from students how much fun the teaching materials used by the teacher during the learning process. In this percentage, students who responded very pleasantly and pleasantly had the same percentage, namely 47.3%. Students' responses regarding the less pleasant teaching media used by the teacher were 0% as well as the unpleasant responses to teaching media. The use of the main teaching media used by teachers for School State Islamic Institute is textbooks. Package books provided by schools for the smooth running of the learning process help students also understand the teaching material provided by the teacher in class. In the book there is material in the form of reading which is then from reading mufrodat which can be learned and understood and can be practiced by students in everyday life, plus these students are placed in dormitories so that they will easily practice the mufrodat they have learned. However, the teacher had a few problems in this textbook, the lack of qawaid and tarkib in the textbook, so the teacher had difficulty explaining qawaid and tarkib to students. When explained by the teacher, if there are no guidelines and examples in the book according to the material being taught, students will also be overwhelmed in understanding it. However, this does not make the teacher try to find ways so that qawaid and tarkib are still taught to students so that later students are not mistaken in using language according to the rules that have been regulat.

Figure 3. Do teachers often use interactive games as teaching media?

Based on Figure 3. Regarding the question whether teachers often use interactive games as teaching media in the learning process in class or outside the classroom. Looking at these percentages, students' assessment of the teaching media was 10.9% of students answered very often, 47.3% answered often, 23.6% answered less often and 18.2% answered not often. From the responses of students who answered very often and

often to these questions, those who gave these responses were on average students of class VII and VIII because this interactive game was more applied to class VII students where in this case the teacher provided supplies to students to get used to speaking Arabic, because of course students who have just graduated from elementary school who have never previously studied Arabic which is a foreign language for them to make students interested in learning and speak Arabic which is one of the goals of the teachers at the school so that students can take advantage of their language skills not only used at school. Interactive games used by teachers in teaching Arabic to their students include connecting words, puzzles, learning while singing, and there are still many interactive games that are implemented at the school. However, in this study the researchers focused more on interactive Arabic puzzle games and word extensions.

Figure 4. Does connecting words and puzzles make it easier to understand the material taught by the teacher?
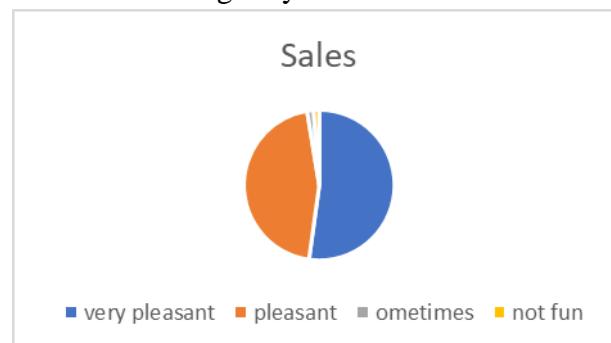
Based on Figure 4. The question is how easy it is for students to understand the material taught by the teacher through the teaching media of interactive word connect games and puzzles. At this percentage, 52.7% of students answered very easily and 45.5% of students easily understood the material taught by the teacher in class. From the percentage diagram above, the existence of interactive game teaching media has a very large influence on student understanding in understanding the material taught by the teacher. In the learning process the teacher not only gives teaching material to students but also directly asks students to practice conversations in accordance with the material being taught and performs games or games in the form of connecting words and puzzles to arouse students' enthusiasm to learn Arabic and make students easily understand what is being taught . This game is carried out by the teacher dividing students into several groups and then giving pictures according to the material taught at the meeting and then students are asked to combine the pictures to make a complete picture, but it doesn't stop there after students combine the pictures students have to connect the words that have been separated so as to form a sentence that matches the picture that was combined earlier. In this case the teacher not only makes students understand Arabic but also makes students establish cooperation between group members.

This interactive game that is applied makes students' enthusiasm to learn Arabic increase because students don't feel bored learning Arabic, learning Arabic is not as difficult and as complicated as they think, but learning Arabic is very fun. This media can be applied in all subjects, not only learning Arabic, of course, to get the desired results

the teacher must be able to make the game as interesting as possible so that students become interested in what is being taught. Especially with the development of technology that penetrates today. There are many things that teachers can use as teaching media given to students. Creativity.

Figure 5. Are the media connecting words and puzzles fun?

Figure 5 shows how fun learning Arabic is using word connect and puzzle media. The percentage diagram above states that 61.8% of students answered that this teaching media was very pleasant, 32.7% answered that it was fun, and the rest answered that it was not pleasant and unpleasant. In the siasat diagram, many of the students really like this word-connection and puzzle teaching media. This teaching media can train students' focus in solving problems, growing a sense of responsibility for the group. With this teaching media, the memory of students who play word games or sentences that they arrange is higher, because in this case students must be observant in order to be able to combine pictures and sentences that have been provided by the teacher to be arranged into a picture and complete words or sentences. . This word connect is a game of combining, uniting words into a sentence as specified. To do this game, of course, students must know in advance the words that can be connected and match the next word. With this interactive game, students will be more in love with Arabic.

Figure 6. Do teachers use e-books as teaching media for Arabic lessons?

Figure 6. Shows the percentage of student responses to e-book teaching media in learning Arabic at School State Islamic Institute. The percentage of e-book teaching media diagrams used by the teacher during learning is 9.1% of students answering always, 12.7% of students answering often, 60% of students answering sometimes and 18.2% answering never. From the percentage of responses above, it can be seen that many of the

students answered that teachers sometimes or it can be said that they rarely use e-books in learning Arabic. This is because the teacher prioritizes teaching media through textbooks that have been provided by the school, besides this, the less supportive facilities and infrastructure available at the school make teachers use e-books as teaching media for students. One example is if the teacher provides material through an e-book, of course, you need the internet, infocus as a tool to display material made through an e-book, but due to the inadequate conditions of the tools for the appearance of the teaching material, it makes it difficult for the teacher to explain the material to students. Because if the material is not shown to students later it will make it difficult for students to understand the material plus students cannot access the internet to be able to view the e-book because of their condition in dormitories.

Figure 7. What types of teaching methods do teachers use in Arabic lessons?

Figure 7. Shows the types of methods used by the teacher in learning Arabic at School State Islamic Institute. In the diagram, 78.2% of students answered that the teaching method used by the teacher in teaching was the direct method. The direct method is a method in which teachers and students meet face to face to carry out the teaching and learning process, the teacher is in the same place to carry out learning. This method is in accordance with the teaching media used by the teacher in learning using interactive games and e-books, but for e-books this can be implemented outside of this direct method. The interactive games in this study must be carried out directly by students in the learning process, in this method the teacher explains direct learning by demonstrating or showing pictures or tools that are explained in the material being taught if the object is in the room. Furthermore, the method used by the teacher in learning Arabic at School State Islamic Institute is the reading method. Student responses regarding this method were as much as 14.5% of the answers. This method is a method in which the teacher explains the material by reading it in front of the students and then instructs the students to repeat it. And another method used is the audiovisual method, where this method is in the form of a recording or video animation showing the material taught by the teacher in learning.

Figure 8. Is the direct method with interesting interactive game teaching media in learning Arabic?

Figure 8. Shows the importance of the direct method with interactive game teaching media used in learning Arabic at School State Islamic Institute. 36.4% of students answered very interesting. 56.4% of students answered that it was interesting, and 0% of students who answered were less attractive and did not attract the direct method with interactive game teaching media. So far, starting from the media to teaching methods that support learning Arabic at School State Islamic Institute, students are interested in learning Arabic and are interested in how teachers use teaching media for learning Arabic. The direct method is indeed a method that teachers use as a method in every lesson, but this method was discontinued a few years ago due to the outbreak of Covid-19 which forced students to study online without having face-to-face meetings between teachers and students. This does not make teachers continue to be creative and innovate to prepare teaching materials for their students to be taught during learning. However, this was resolved after the learning process gradually returned to normal as before where teachers and students returned to face-to-face meetings and continued learning in class.

Figure 9. Are the methods used in learning Arabic also used in other learning

Figure 9 shows how often teachers use the same method in different subjects with learning Arabic. From the percentage above, 21.8% of students answered always, 29.1% of students answered often, 38.2% of students answered sometimes, and 10.9% of students answered never. From the percentage above students answered more sometimes for the use of teaching methods used by teachers with subjects that were different from Arabic. In subjects other than Arabic, the method that is often used in conjunction with the Arabic language method is the direct method or the method of meeting directly in class. However, another method used by the teacher in learning in subjects other than

AAB language is the method of question and answer and discussion, through this method the teacher applies the teacher learning system only as a facilitator and students must be able to independently develop the material provided by the teacher independently. In this question and answer and discussion method the teacher gives a question or a problem to the students then the teacher forms a group which then asks students to find answers, solutions to the problems given.

Figure 10. Are students enthusiastic in learning using the method used by the teacher?

Figure 10 shows what percentage of students are enthusiastic about learning Arabic using the methods used by the teacher in learning language, among these methods are the direct method, the reading method, and the audiovisual method. 45.5% of students answered very enthusiastically, 47.3% of students answered enthusiastically, and 7.3% of students answered sometimes. In the diagram above, almost half of the students answered that the method used by the teacher in learning Arabic made students enthusiastic in learning Arabic, especially students in class VII where they were very enthusiastic when learning language using the method used by the teacher in the learning process. In addition to methods that support learning, of course there must be teaching media which are teaching materials by the teacher in learning so that learning runs smoothly. So that the teacher can combine the teaching media used in learning with the methods used. One example of a teacher can use e-book media for reading methods.

The researcher in this case concluded that in learning Arabic a teacher cannot only use one teaching resource or teaching media, but the teacher must have several teaching media that will be used later during learning. However, in selecting the teaching media the teacher must choose teaching media that is suitable and in accordance with the material to be taught to students, the use of interactive game teaching media for School State Islamic Institute students greatly influences students' understanding of the material provided by the teacher. Meanwhile, the use of e-book teaching media is rarely used by teachers for School State Islamic Institute students in due to the lack of infrastructure to be used. In addition to teaching media, of course the method is something that cannot be forgotten in learning, in research based on the percentage of questionnaires given to students, the more prominent method is the direct method.

CONCLUSION

The importance of someone learning a language or several languages is to facilitate communication with people who do not understand their language, one of the languages that must be learned and understood is Arabic. Arabic is an international language that must be learned. Arabic can be learned in Islamic schools or equivalent. Islamic schools that teach Arabic include MI, MTs, MA or equivalent and Islamic boarding schools. In teaching Arabic, it is certainly not easy for a teacher who teaches Arabic to be proficient or fluent in Arabic. In addition, the teacher must be proficient in the rules or grammar of the Arabic language that will be taught. In teaching Arabic the teacher must have media and methods that can generate interest in the subjects he will study. Moreover, Arabic is a foreign language that has not previously been used by students or someone studying Arabic. Teaching media that can be used in learning Arabic are interactive game media and e-books, while methods that can support this learning are direct methods, reading methods, audiovisual methods and many other methods. but in this study the researchers focused on discussing direct, reading and audiovisual methodsl.

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