



## Utilization of Audacity Applications in Arabic Learning

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### Article Information:

Received April 10, 2022

Revised April 19, 2022

Accepted December 20, 2022

### ABSTRACT

Today technology is developing rapidly. This development has spread to various aspects, one of which is the education aspect. Developments in the world of education are in line with technological developments. Especially in today's era of a pandemic where almost all activities are carried out from home. Alproblemsin the learning process. This raises problematics for students in understanding lessons conducted online or online, due to the limited support for learning media. Educators are required to be innovative and creative in conducting classroom learning by utilizing various available online facilities. One realization of the use of facilities by technological advances is the use of software as a learning medium. Therefore, the researcher observed the utilization of the audacity application as a learning medium for the seventh-grade students of MTSN 08 Tanah Datar in the Arabic language subject in the special field of istima'. Audacity is an audio editing application that can change audio by inserting various available effects into the audio so that it produces interesting audio. The purpose of this study is to describe the use of the Audacity application as a learning medium to attract students' interest in learning Arabic. The research also uses qualitative methods that are library research. With the utilization of the Audacity application, it is hoped that it can be a motivation for educators to continue to be creative through the many facilities born of technological advances, especially as learning media that will be an attraction for students.

**Keywords:** Audacity, Arabic Learning, Tanah Datar, Madarasah

Journal Homepage

<https://journal.ypidathu.or.id/index.php/lingeduca>

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How to cite:

Ilham, M., Desmita, D., Monef, A. ., & Hizrati, H. (2022). Anxiety Description of Social Workers in Assisting Children in Conflict with the Law. *World Psychology*, 1(1). <https://doi.org/10.55849/lingeduca.v1i1.1>

Published by:

Yayasan Pendidikan Islam Daarut Thufulah

## INTRODUCTION

Along with the changing times, as well as the development of technology today, everything has changed, both in terms of economics, politics, social, and even to the learning process. With these changes, we can also experience the progress and development we experience. These changes can cause a problem, whether the problem comes from the outside or from the inside. To overcome this problem, of course, it is solved using a broad mind. In order for the problem to be solved carefully and in a row, of course, it can be solved by people who have broad knowledge, which is obtained through the educational process in stages, where the education is obtained through the learning process at an educational institution. An educational institution is a forum or place for the teaching and learning process to convey knowledge and receive (Chao, 2018). In order to achieve learning objectives, of course, there are components that underlie the learning process, namely, students, teachers, media and others. Students are people who can receive knowledge in an institution through a teacher (Kurniawan, 2019).

The teacher is a person who is willing to take his time to impart knowledge to others both formally and informally (Song, 2019). A learning can take place well if it has fulfilled the components, namely the teacher, students and learning media or something to be taught to students. Media is defined as a path, material, or tool used as a conveyer of information or knowledge either in hard copy or soft copy (Jennah, n.d.). Media development is very much needed.

A good teacher is a teacher who can become an educator, not just teaching. Because educators are the key to student success. Some say the success of learners depends on the educator. That is, between educators and learners have a very and mutually influential attachment. Professional educators will produce good learners as well. Also, educators must also be able to be second parents for students in the second home, namely school. Become someone who can nurture and really educate well. So that it will be possible to realize students who are both physically and mentally (Hamid Darmadi, n.d.).

To achieve learning objectives, cooperation between educators and students is needed. Adaa is called the elements of learning adaa is also called the learning method. There are many learning methods that can be used in the martial arts process, including lecture methods, demonstrations, discussions, simulations and others. These methods can be used to support the learning process in order to achieve effective and efficient learning objectives (Approach & Learning, n.d.).

There are important points that can support the learning process, namely learning and learning. Learning is a process that can lead to changes and developments in an institution, in which there is a component of educators and students so that the learning process can run smoothly. So that learning and learning are interrelated, so that they can fill each other. Learning can bring us changes, because in the learning process we are required to develop ideas and ideas that can be developed and poured into the learning process (Mahdavifar, 2019). Meanwhile, learning can be interpreted as the existence of a process related to teachers and students in an institution, therefore, if the

components are complete, then learning can run smoothly. In this learning, there are very important strategies for achieving active and innovative learning goals.

In order for the learning process to run in accordance with technological advances, the institution also provides media as a population tool in the learning process. With this learning media, educators can export the material to be delivered relatively. So it can be interpreted that media is a tool as a support in learning, with the advancement of technology today, educators and students can access learning easily (Mudinillah, 2019, 2021a; Mudinillah & Nurfadilah Septika, 2022; Salam, Mudinillah, & Levan's, 2022). So that with the existence of learning media, an educator can develop the skills he has, and can develop the knowledge he has (Rohani, 2019). This media is very important to use today, especially the delivery of material from educators through online or online, so this media is very much needed in the learning process. The learning media used for this learning is media in the form of audio. Audio is one of the supporters for the realization of creative and innovative learning. This audio contains sounds that can produce sounds, so the media is very good for educators to access in an institution (Korbar, 2018).

The world is overwhelmed by diverse languages. Language becomes one of the tools of human communication in general, yang, where good communication is obtained through good and correct methods in accordance with the rules of the rules in Indonesian (Faulinda Ely Nastiti, 2020). It can be said that language is a means of communicating that can produce sounds and sounds so that other people can understand what they are saying (Rofifah, 2020). With the existence of this language people easily understand what we are saying. So that the intentions and goals can be conveyed properly (Ariska & Mudinillah, 2022; Asmendri et al., 2022; Mudinillah, 2021c; Wulandari & Mudinillah, 2022). By using good language, and easy to understand by many people, this language can serve to make it easier for a person to converse with anyone and wherever he is (Oueslati, 2020).

Language is closely related to the science of knowledge. Science without language cannot develop, so it can be understood that language is a means of supporting knowledge. Science is defined as studying or knowing. Science comes from knowledge but that doesn't mean all knowledge is science (W. Zhang, 2018). Knowledge is obtained from an educator in an institution through a learning process so that students can also develop the knowledge to others (Rofifah, 2020). So it can be said that this knowledge is very important to us, so that this knowledge can also be developed through the pattern of piker and the ideas that are possessed to others One of the branches of science is the Arabic language. The language is included in the international language and is also the language of the prophets and the language of muslims especially in worship (Hikmah et al., 2022; Mekariani & Mudinillah, 2021; Rezi, Mudinillah, & Agustina, 2022; Sanusi et al., 2022). Isalm devotees use Arabic in worship. As Muslims learning Arabic is very important. For Arabic language learning, it is already in the learning curriculum starting from the first grade of the MI level (Madarasah Ibtidaiyah) to the MA level (Madarasah Aliyah).

Arabic has become a language that exists among muslim or non-Muslims, as well as existing among scientists and scholars. Moreover, Arabic is a special language because arabic is a quranic language that is covered with many privileges (Wahida & Pd, n.d.) . Arabic is a rich and complex language, it is not wrong that Arabic is also called the language of heaven because the inhabitants of Heaven use Arabic when communicating. One of the specialties of arabic as the language of heaven is that none of the creations of Allah can imitate or match the Koran as a miracle given to the Prophet Muhammad S.a.w. (Faculty et al., 2021)

Speaking of arabic, arabic has existed since the jahiliyah era. There are two broad arabic language discourses, some are called fushah arabic and arabic 'ammiyah. The Arabic language fushah has existed since the time of jahiliyah and the beginning of the islamic period, fusha means fashih or clear. This language was used by the arab people for communication and making speeches, poems, amtsals, and the arabic language of the fushah of this early period was the language of the quran and hadith. Furthermore, the Arabic language 'ammiyah is a special Arabic language that is also used for communication but does not follow the rules of the Arabic language shirt (Ahmed, 2020).

In line with the development of the times, Arabic has entered the postmode era which was originally still in the age of fashion or methods are now difficult to switch to the postmode era. Postmode atinya surpasses the limits of previous methods, in this postmode age, where educators and learners are not only users of methods, but also as managers or role of learning methods by utilizing existing technological developments. There is no longer a term that is mono-mono or focused on a single point. However, it has varied according to technological advances. It depends on how educators face this era of progress in efforts to enumerate learning objectives (Y. Zhang, 2020).

Curriculum can be interpreted as a list of lessons or what students will learn later (Julaeha, 2019). In a sense, the curriculum is an initial description of what lessons or materials will be learned by students. The curriculum is relative and elastic. Relative and elstatis means that they can be adapted to the current development of the times (Syllabus & Zubaidi, n.d.) . An era where technology is developing technology very rapidly. If not addressed wisely, the rapid development of technology can become a boomerang for all of us, therefore, as educators, to be able to take part in utilizing technological developments in this 5.0 era. Educators are required to be active, direct and innovative in conducting learning in the classroom. Especially in a pandemic situation where learning is carried out from home (Hendra et al., 2022; Mudinillah, 2022; Rezi, Mudinillah, & Pahmi, 2022; Suharmon & Mudinillah, 2022). Circumstances like this will cause saturation in students, especially learning from home or online is very difficult for students to understand and understand. Therefore, to achieve learning goals, educators must be able to innovate and must be creative in conducting learning both offline and online (Dianovi et al., 2022; Kartel et al., 2022; Nopiana et al., 2022; Rohmalimna et al., 2022).

If the pediatrician cannot provide a solution to the confusion of students, it will cause problems in learning (Amrina, Mudinillah, & Al Ghazali, 2022; Hartini et al., 2022; Hikmah et al., 2022; Salam, Mudinillah, & Agustina, 2022). The problems faced in learning Arabic such as not being able to pronounce Arabic according to pronunciation or pronunciation in accordance with good and correct Arabic rules, because the Arabic language factor is a foreign language so it is not appropriate in pronunciation and linguistics (Astriani & Mudinillah, 2022; Gabriela et al., 2022; Susanto et al., 2022; W et al., 2022). The difficulty in speaking Arabic is also due to the lack of professionalism in delivering learning materials and the lack of media used in Arabic language learning (Williamson, 2019).

In facing this problem, educators can take advantage of advances and technological developments as learning media, be it in maharah qiraah, kalam, kitabah, and istima'. therefore educators are needed who can take advantage of technological advances very creatively and aggressively (Mudinillah, 2022; Rezi, Mudinillah, & Pahmi, 2022; Suharmon & Mudinillah, 2022; Zakaria et al., 2022). In addition, the solution that can be done in overcoming the problem of learning Arabic is to learn the rules of Arabic rules such as in learning nahwu and sharf, in the nahw sharf there are elements and rules of rules in the Arabic language. With it we can overcome the problems we experience during the learning of Arabic (Marie-Sainte, 2019).

Especially in arabic learning, the language that is widely used is of course an Arabic-based language, so it can be said that this Arabic language is the language of the prophet Muhammad saw, and the language is used by Arabs in interacting, so that students are not awkward to interact with others, then students can master Arabic by multiplying vocabulary. Vocabulary can be accessed easily, especially since we are in an age of rapidly developing technology, with the rapid development of technology, it is not a difficult thing to add vocabulary that can be accessed via the internet. For example, there are already various kinds of applications to learn Arabic that can be accessed via Android, of course, it is very applicable and easy to understand so that it will be easier to add insight about the Arabic language (Hikmah et al., 2022; Mudinillah, 2022; Rezi, Mudinillah, & Agustina, 2022; Rezi, Mudinillah, & Pahmi, 2022; Sanusi et al., 2022; Suharmon & Mudinillah, 2022; Zakaria et al., 2022).

There are four skills that must be mastered in learning Arabic, namely, maharah kitabah, qiraah, kalam, and istima'. Maharah kitabah is the ability as well as the skill in writing. This maharah kitabah is obtained through the idea of ideas that arise as well as ideas that can be found through the mind of a learner (Amrina & Mudinillah, 2022; Mudinillah & Agustina, 2022; Shidqi & Mudinillah, 2021; Yeni & Mudinillah, 2021). This kitabah can also be used as a reference material in communication, in a series of interesting writings found through the media process as a supporting tool in authorship, so it can be said that kitabah is an activity that is found through reason and conveyed through the media as a supporting tool in us, in order to achieve our maharah learning well, and an educator can also develop his writing skills in the media he uses in the maharah kitabah learning (Shirani, 2020).



Furthermore, namely maharah kalam which in maharah kalam is an ability in speaking, a way to improve the ability in the kalam is by frequently interacting with friends using Arabic, so that we are proficient in the kalam (Hassemer, 2020). Proficiency in this maharah requires guidance from an educator as a supporting factor for student success in participating in the learning, so that students can actively participate in learning with guidance from educators in an educational institution (Syamaun, n.d.) If we often practice the language, then we ourselves will be proficient in the kalam, because we are used to the pronunciation of Arabic-based pronunciation.

Furthermore, it is maharah istima', where in this istima' we are trained to have good hearing, in order to be able to undergo the learning process well, such as the explanation of the material through audio-visual given by the educator to the learner, there our sense tools are required to be active, because in istima learning, this, our hearing is clear in this learning. The benefits of this istima' learning through media media provided by educators to students, one of which is, if a student's vision is not good, then learning cannot be followed as much as possible, by proposing this media, then learning can be carried out optimally, such as audio audio that can be accessed by an educator and educators can also make a learning through the media. So that students can be active and enthusiastic in following the learning process. Maharah istima' is the ability to listen or listen to Arabic conversations (Amrina, Mudinillah, & bin Mohd Noor, 2022; Mudinillah, 2021b; Mudinillah & Indarpansa, 2022; Rezi & Mudinillah, 2022). With the aim that students are able to understand Arabic conversations well. Maharah istima' is as a foundation material and as a subject of learning in the process of learning Arabic. This istima' becomes a staple of the mind in the learning of arabic, because through istima' it can have a great influence on the learning process , it is necessary to have serious learning and focus in the learning process of this istima' takes place, so that our communication is also good through this istima' Because this istima' has something to do with kalam (Jauhari, 2018).

The latter skill in Arabic is maharah qiraah. Qiraah is a reading skill that at the time of reading directly by understanding the meaning at the same time without having to translate a foreign language into the mother tongue, but is done with a direct comprehension or reflex of understanding (Marie-Sainte, 2019). Maharah has two aspects and understanding, namely understanding that changes the written symbol to the form of sound and understanding all baii situations in the form of written and sound symbols. Language proficiency is more dominated in the second aspect but that does not mean that the first aspect does not take part. Both of them equally have an important role in qiraah proficiency according to their respective functions and tasks (ahamd nurcholis, syaikhul ihسان hidayatullah, 2019)

At this time, the research discussed maharah istima' in learning Arabic class VII at the MTs level in MTsN 08 Tanah Datar. Maharah istima' can be developed with the utilization of audacity applications that can produce audio. Furthermore, the audio can be used as a medium for learning Arabic. The development of maharah istima' through software-shaped learning media is aimed at making students proficient in Arabic.

## **RESEARCH METHODOLOGY**

The research method used is a qualitative research medtode. Qualitative research methods are research methods that produce discoveries that cannot be achieved with qualitative research methods that produce data in the form of actions, words and something that can be observed development or change (Gong, 2020). In this case, the audacity application will be used as a medium for learning istima' maharah in MTsN 08 Tanah Datar. The scope of the discussion regarding the collection of data from the results of field observations and the explanation of the tools in audacity and how to use the application.

## **RESULT AND DISCUSSION**

### **Istima' learning media**

Arabic is one of the international languages that has a special position, especially in Indonesia. Proficiency in Arabic can only be recognized if it provides four elements of learning, namely, Maharah kitabah, qiraah, kalam, and istima'. All of these components greatly affect fluency or proficiency in Arabic. But it is unfortunate that the maharah istima' receives less special attention than other maharachs. This happens because the focus of Arabic language learning so far is more on the ability to read or mahaah qiraah. This will cause inequality in language skills because they do not learn equally all abilities in Arabic. Especially with the lack of learning media for maharah istima' (Kusumadewi & Ulhusna, 2019)

Learning media is a very important element in the learning process. Media which is a means of supporting effectiveness and aims to convey information as clearly and can be received as much as possible by students. Media in learning activities have the following functions (Saddam Husein, 2018):

1. Making it easier for educators and students in the learning and teaching process
2. Attracting students with interactive debriefing media
3. Activates all five senses of the learner

The learning media also functions as a communicative media, communication, has a meaningful function, and a function of perception equation. In this case, learning media is a very urgent thing to support the learning process. Moreover, being an educator in the era of technological progress, must also have learning media that are adapted to technological advances so as to produce effective and efficient learning. One of the uses of technological advances in Arabic language learning, especially in maharah istima' is the application of audacity.

Audacity is an audio editor application that provides a variety of applicative and easy-to-understand tools. This software can be accessed on Android or PC. Here are the advantages and disadvantages of the audacity application

The advantages of this application are:

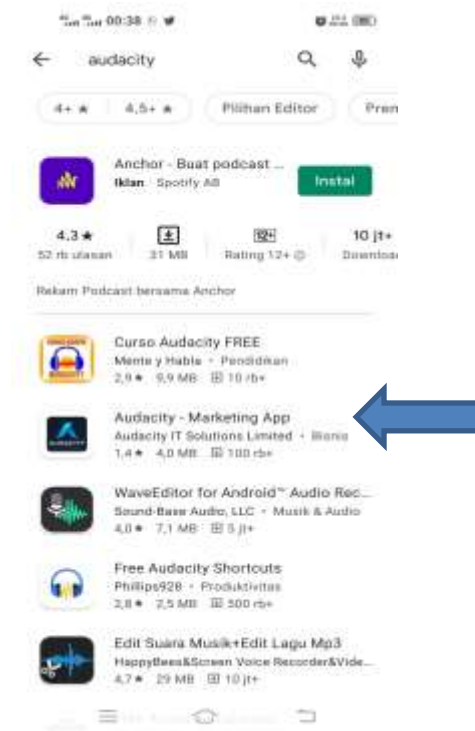
1. Can be accessed for free on the playstore and appstore

2. Highly applicative
3. Simple application appearance so it is easy to understand
4. Can be used when offline

While on the other hand, this application has a disadvantage, namely its user interface which is a little rigid when compared to similar applications in other operating systems. Regarding the benefits of this application, the main thing is the benefit for educators in learning media, especially for lessons that use audio. Not only in educators, the benefits of this application can also be used for students to be used for audio editors or dubbing for those who have expertise in related fields (Ahmad, 2019). Here are the steps to access the audacity application on android or pc:

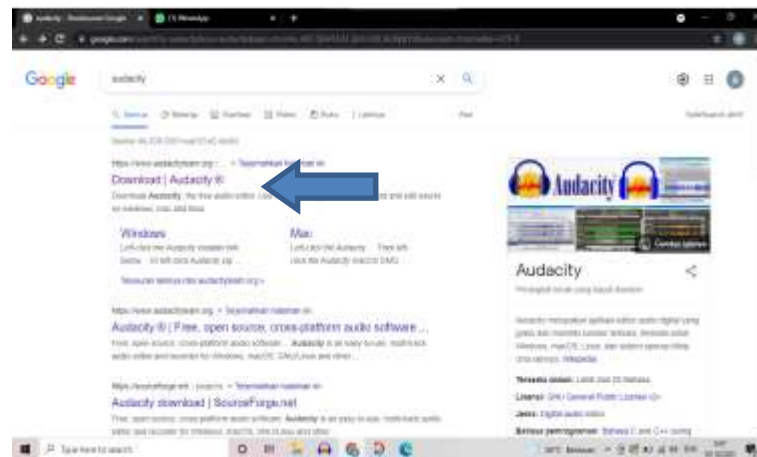
1. Open chrome for those who use pc and playstore for those who use android
2. Next type "audacity" in each of the existing media

**Figure 1.** Searching audacity app on android playstore



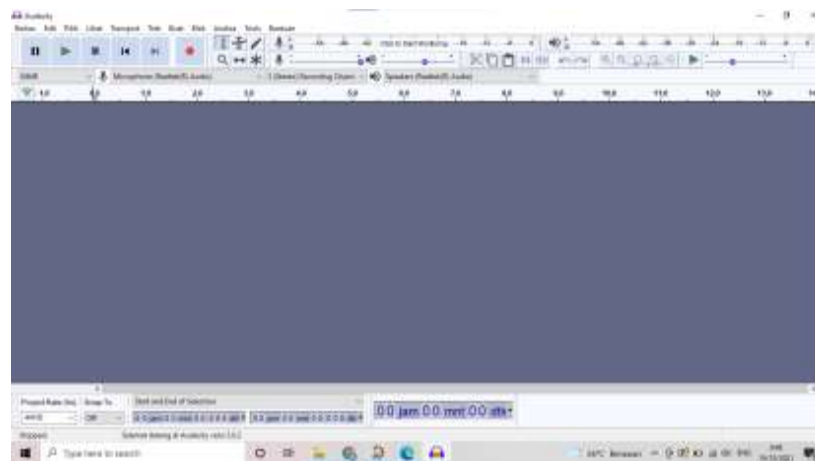
**Figure 2.** Searching audacity on PC before downloading



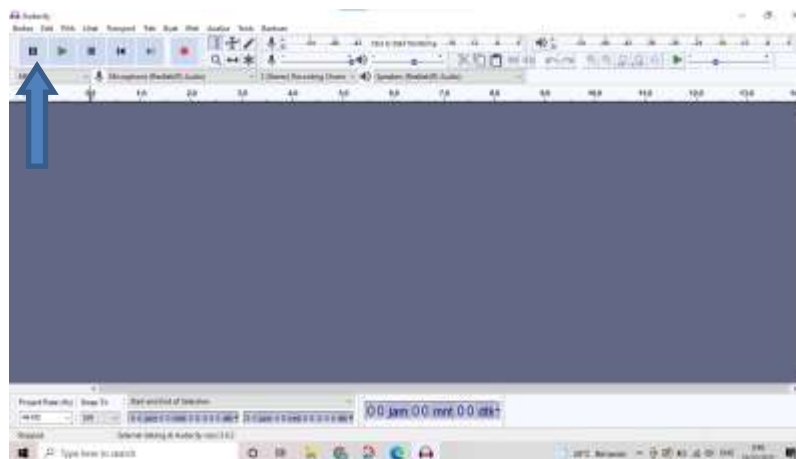


3. After downloading the application, the initial display of the audacity application will appear

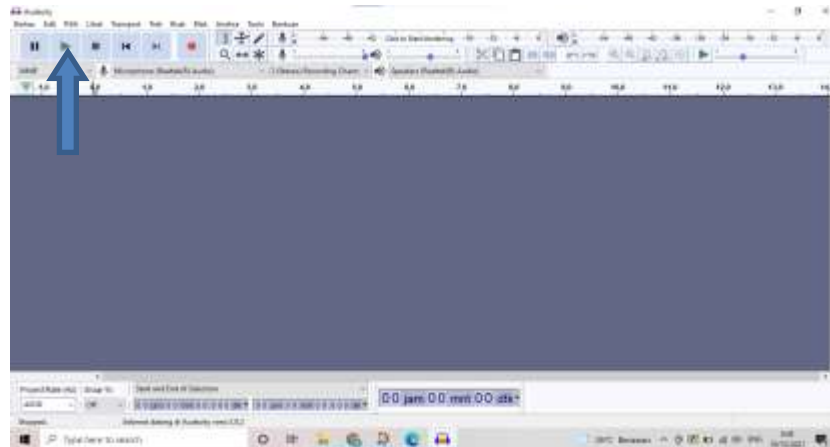
**Figure 3.** Initial view of the audacity application



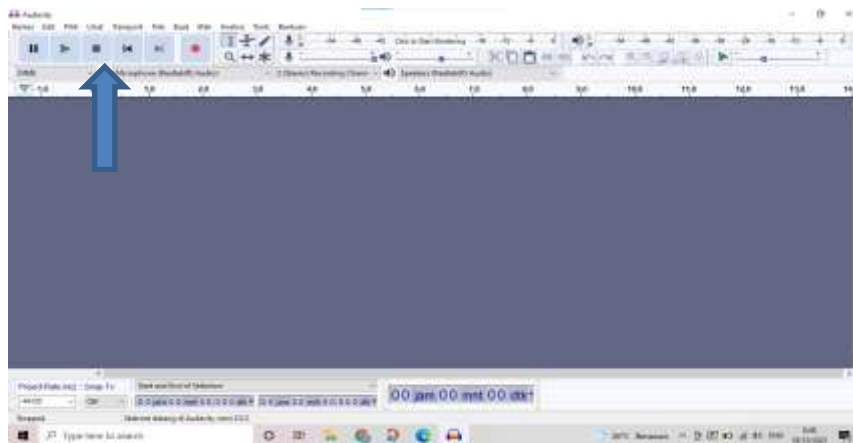
**Figure 4.** The tool that is pointed at the arrow is called the pause button which is useful for audio pause



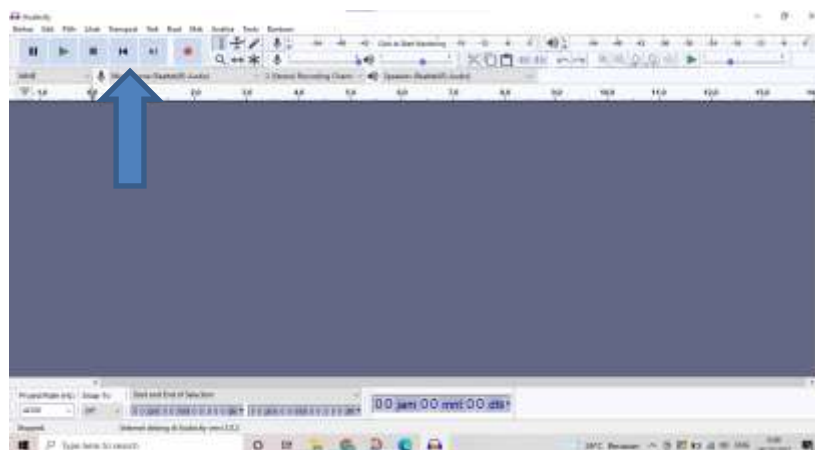
**Figure 5.** Arrow-pointed tools are play tools for playing recorded audio



**Figure 6.** Tools stop



**Figure 7.** Tools go to start



**Figure 8.** Tools go to the end

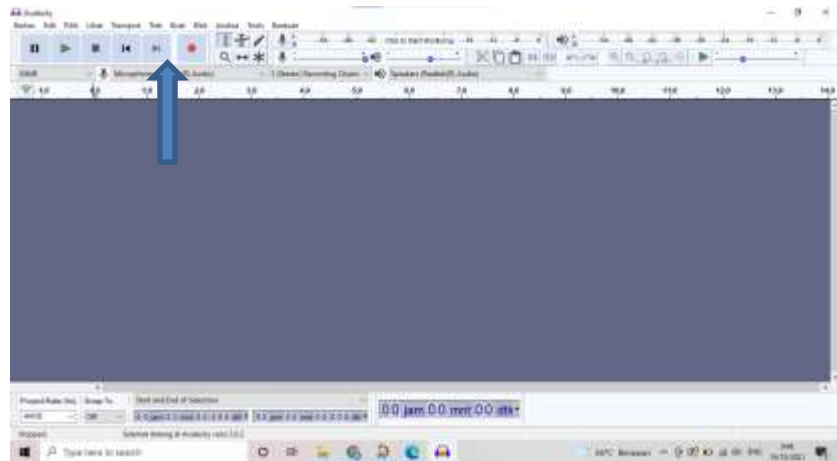


Figure 9. Tools record

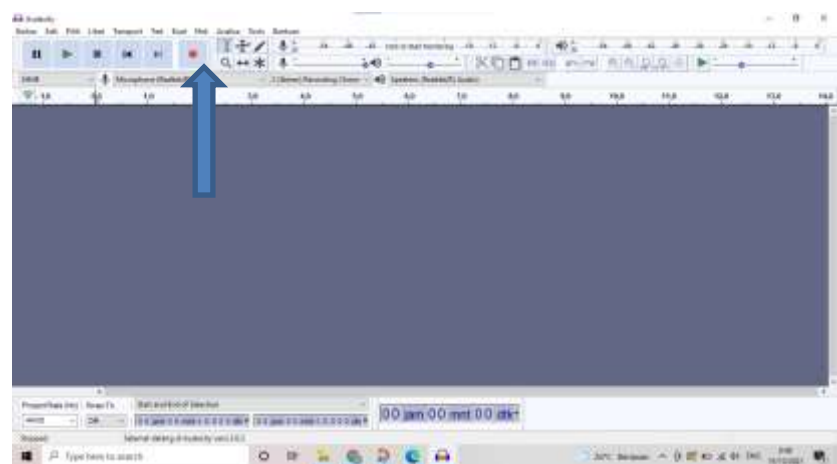
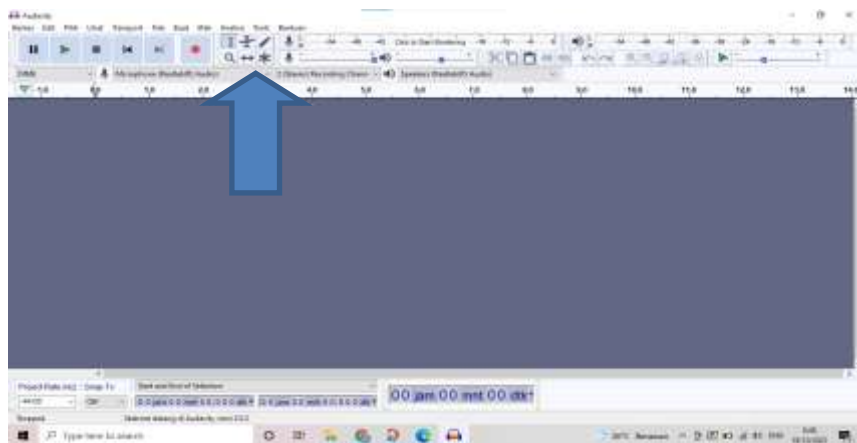
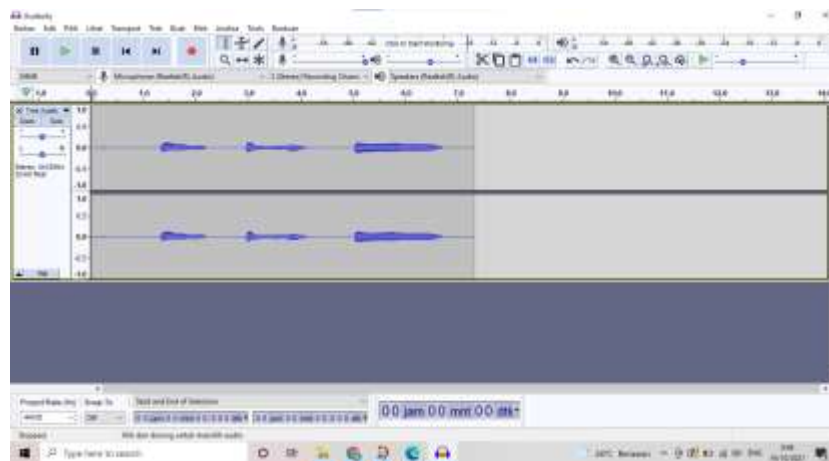


Figure 10. Tools selection, envelop, draw, dan zoom



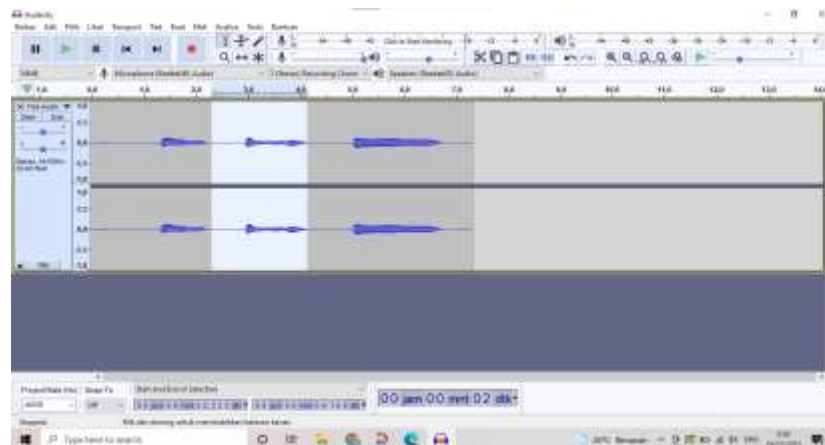
1. Application of record tools

**Figure 11.** Tools record

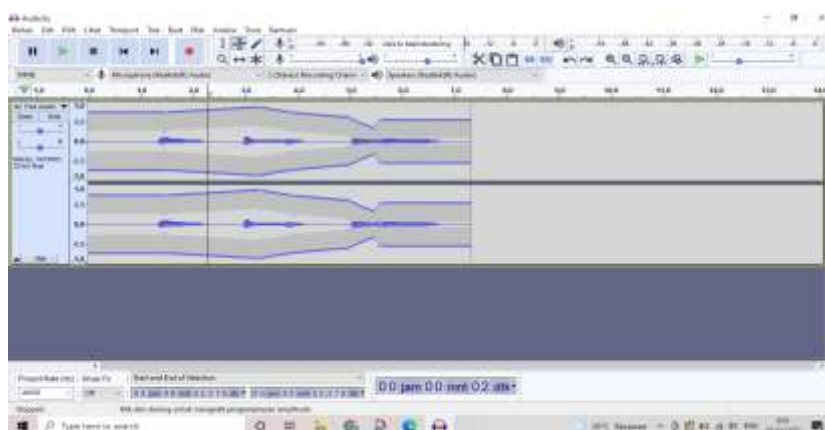


2. Application of selection tools

**Figure 12.** Tools selection

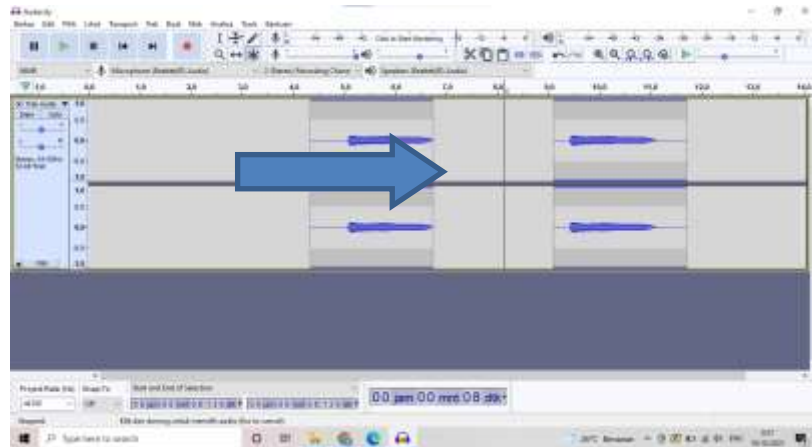


**Figure 13.** Envelop Tools



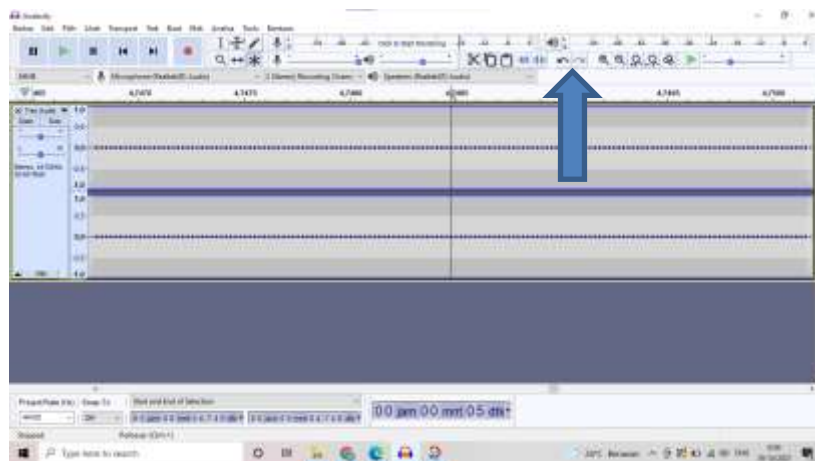


**Figure 17.** Split audio



5. Pengaplikasian tools zoom in , zoom out

**Figure 18.** Undo and redo tools



**Figure 19.** Zoom in tools





Figure 20. Zoom out tools



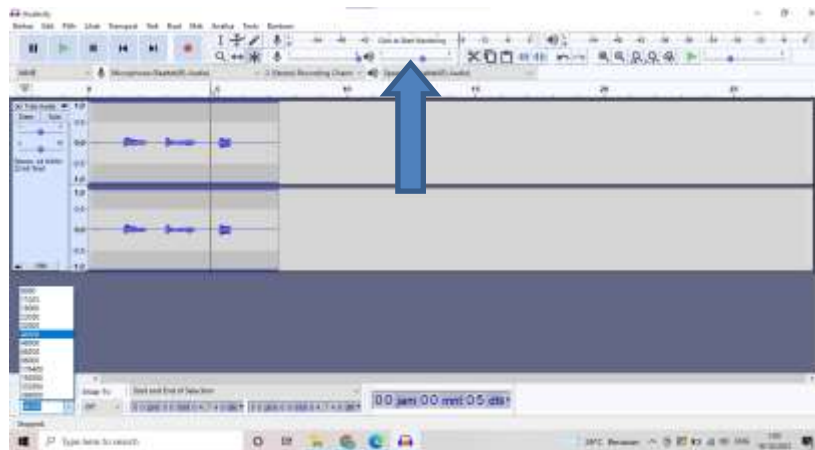
Figure 21. Audio after zoom out



Figure 22. Monitoring tools



**Figure 23.** Audio volume tools

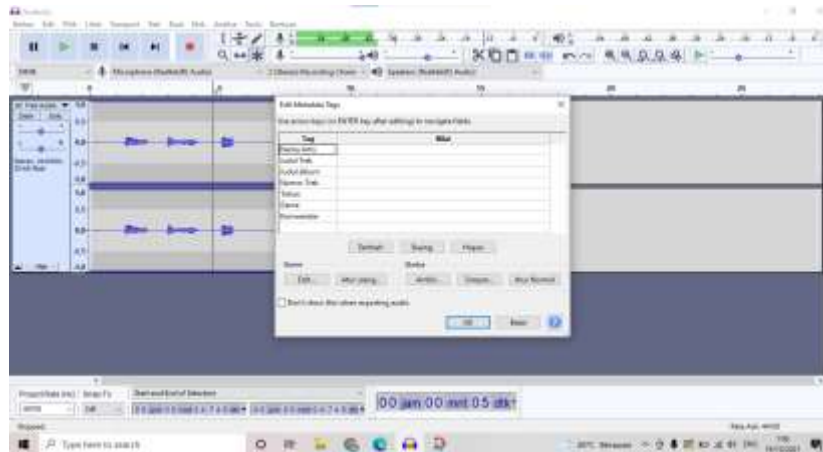


**Figure 24.** Time tools





**Figure 27.** Step save audio



that are completed by the development of the times. Moreover, most students can already access the internet easily. The role of software as a learning medium in the 5.0 era is very strategic because it can be accessed from anywhere and anytime, of course, it is very useful to prepare a qualified generation in facing the development of industrial technology which is full of challenges.

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