



Utilization of Materials "Academic Arapça" for Listening Skills in Arabic Language Education

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Abstract

Istimâ' Ibtidâ'i course in the Arabic Language Education Department at the State University of Malang refers to the *Al-'Arabîyyah baina Yadaik* material only in the form of learning audio. The aims of this study were to: 1) use the material "Academic Arapça" to improve listening skills of undergraduate students in Arabic Language Education Department, and 2) improve listening skills in undergraduate students of Arabic language after using the material "Academic Arapça". The method research is a classroom action research with quantitative data processing. The results from this research can be concluded that the learning outcomes of students in listening learning obtained an average pretest score of 71.57 and a post-test of 94.47. Furthermore, the result from the N-Gain is in the high category with a percentage of 81,18%, which show an increase in results in the use of "Academic Arapça" for the special learning process of the Arabic language department.

Keywords: *Utilization, Academic Arapça, Listening Skills*

Introduction

Along with the development of the times, the development of technology is increasing rapidly in various fields, both in education and some of it (Albantani & Madkur, 2017). There are two essential elements in the learning process: learning methods and learning media. Learning media are tools, methods, or techniques used to help educators convey the intent or purpose of the teaching and learning process (Lutfiyatun, 2022). In learning Arabic today, many students think that Arabic is a complex language and less influential in the world of education (Rukmantara & Gurmiandari, 2022). So, educators must be extra in making learning fun which can increase vocabulary mastery in Arabic easily and pleasant. Listening is the first step to learn a foreign language or mother tongue. Listening is an activity carried out by someone to give meaning to what he hears (Handayani & Syafi'i, 2022). Usually, the difficulty in listening skills is memorizing new vocabulary, and students get bored in learning Arabic because the teacher never uses audiovisual media for teaching and

learning in Arabic class (Istiqomah, 2019). Moreover, the teacher usually reads the material or only listens to audio.

As a global media site that is a video-sharing platform, Youtube's role in education also impacts the development of education in general. Various studies that several researchers have carried out (Mujianto, 2019), YouTube had a significant positive role in increasing students' motivation and interest in learning. Other research shows, related to the use of YouTube in learning, that the media is considered a solution in Arabic learning media during the pandemic with a distance learning system (Hamidah & Marsiah, 2020). In line with that research, other results show that teachers and students positively respond to the use of YouTube as a means to develop listening skills (Laila, 2020).

Practicing listening skills by utilizing technological developments aims to increase interest in learning and its practical use and can be uploaded online (Ilana et al, 2021). Using YouTube in the classroom attracts students' attention significantly and makes the class engaging and interactive for language learning (Darmayanti, 2018). In addition, other researchers concluded that (Baioumy et al, 2018) "YouTube is a good source of authentic material to improve students' listening skills in learning through watching and listening to videos." One of the things that the teacher should consider when teaching listening skills is the material (Safitri, 2021). One of the teaching materials can be found on the internet because the internet has a rich source for authentic materials.

Teachers can use videos such as animations, video bloggers, video presentations as teaching resources (Listiani et al, 2021). Based on a search of existing studies, the authors found previous research results related to using Youtube to improve listening skills. First, research from Hamidah entitled *Mabârab al-Istîmâ'* Learning by Utilizing Youtube Media: Problematics And Solutions. The study results show that lecturers utilize films from Youtube offline and online by collecting, selecting, verifying credibility, and evaluating the quality of films. This activity trains students to listen to Arabic and increases knowledge so that students' listening results are promising (Hamidah & Marsiah, 2020).

Second, the thesis was written by Bella entitled "The Use of Youtube Media In Improving Listening and Speaking Skills in UIN Kiai Haji Achmad Siddiq Jember". The study results show that learning with Youtube media can be a supporting technology for online learning activities that involve students and do not require a unit of space and time. Youtube also helps the efficiency of the teacher's role, considering that the presence of learning videos can support the development of students' critical thinking skills (Bella & Huda, 2022).

Third, research from Abdul Jabbar entitled the use of Youtube media in improving Arabic listening skills for Class X MA al-Ikhlas Labunti Raha, Southeast Sulawesi. The study results showed that almost all students in grade 10 were interested in using YouTube to learn Arabic. Students also liked the teacher's teaching videos that were included on YouTube and using youtube quickly because it can be accessed anywhere, anytime (Jabbar & Kahar, 2022). Furthermore, the research of Baharudin et al., entitled "The Use of YouTube Motivates Students in Improving their Arabic

Listening Skills.” The study results show that out of 195 fourth grade student respondents in three SMKA schools in Selangor, it was conducted using a questionnaire distributed via Google Form and analyzed using SPSS version 26. The results found that the level of use of YouTube can increase students' motivation to learn Arabic listening skills. Thus, these findings suggest that using YouTube has the potential to improve their listening skills (Baharudin & Khodari, 2022).

Problems found by researchers from the beginner listening skill course called *Istimâ' Mukatsaf Ibtidâ'i* in the Arabic Language Education Department at the State University of Malang refers to the *Al-'Arabiyah baina Yadaik* material, which is the only source of learning in class. This is an obstacle faced by students in class, because the material in *Al-'Arabiyah baina Yadaik* is only in the form of audio so that students feel bored while learning. Researchers provide solutions to support student learning in implementing exceptional learning by utilizing audio-visual media. The researcher used the YouTube site “Academic Arapça” equipped with audio, animated videos, and images as supporting materials in learning *Istimâ' Mukatsaf Ibtidâ'i* courses. A good source of authentic material will improve students' listening skills (Tias et al, 2015). Learning that uses videos in listening exercises brings many benefits to students because they can enjoy language learning through videos and gain confidence when watching and listening to them. Youtube is recommended as an effective teaching tool for developing Arabic as a foreign language learning content for students and as an essential teaching resource in the classroom (Taufiq et al, 2021).

Based on the above background, this research aims to initiate the use of “Academic Arapça” as a solution to support students' special ability in Arabic. The results of this study are expected to be helpful as reference material for comparisons related to improving students' listening skills by utilizing audio-visual media on YouTube in learning Arabic.

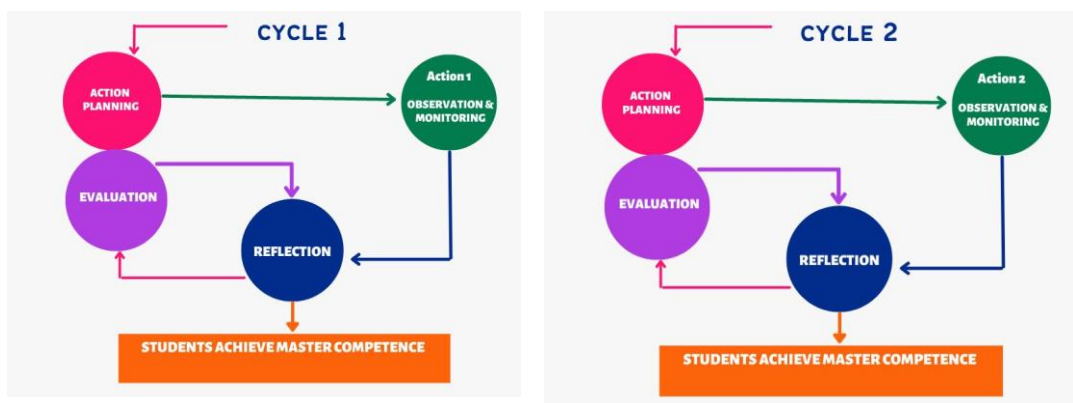
Method

The type of research used in this research is quantitative. Quantitative research emphasizes objective events so that, later, it is examined quantitatively (Qomariyah et al, 2021). This research is classroom action research (CAR) or action research in which the researcher acts as a teacher in the class to be studied (Rorimpandey, 2019). This research generally aims to solve problems and improve the learning process in the classroom (Anisa, 2021), to achieve the desired learning objectives. In general, this research follows a cycle that contains a series of activities consisting of planning actions, carrying out actions, making observations, and carrying out reflections on all previous actions (Tias et al, 2015).

In the research process, at least it must be carried out in 2 cycles if it has shown the predetermined target (Indriastuti, 2016). Type of research is research that aims to determine the influence or relationship between two or more variables (Aboudahr, 2020). The variables used in this study are the dependent variable and the independent variable, the dependent variable in this study is listening skills. In contrast, the independent variable in this study is the use of Academic Arapça.

This research was conducted in the odd semester of the 2022/2023 academic year. The subjects of this study were first-semester students of the Arabic Language Education Department at the State University of Malang at the *Tambidî* class level. Several techniques or methods of collecting information and data for this quantitative research include questionnaires, interviews, tests, surveys, and others (Wijiyanti & Firmansyah, 2021). The data used in the implementation of this research are: the results of observations in the form of student activity in the classroom, the results of interviews in the form of student responses, the results of questionnaires for student responses, and the results of pretest and post-test learning to measure the improvement of listening skills in learning Arabic.

The classroom action research steps' design was adapted from the Kemmis and Taggart model. The cycle consists of four components (Zitouni & Al-Traif, 2021): a) planning (plan), b) implementation (do), c) observation, and d) reflection. The purpose of implementing monitoring at the research-in-action stage is to (Karami, 2021) obtain a description or causal relationship while implementing the activities in the classroom. Monitoring data is used to evaluate the progress of the action and as feedback for action research to determine and implement the next steps (Handayani, 2020).



Picture 1. Research design

Result

Implementation of “Academic Araḩça” in Istimâ’ Ibtidâ’i Course

This classroom action research is planned in two cycles. Each cycle is carried out following the changes to be achieved. Each cycle in this study consists of several activities, including planning, implementation, observation, and reflection. The stages in this research are as follows :

1. First Cycle
 - a) Planning

The activities carried out in the planning stage are compiling learning activities by utilizing the youtube channel “Academic Araḩça” in the Arabic learning process by making learning plans. The details of the activities carried out are as follows:

- 1) Planning learning with academic exploration on specific topics to address learning problems in the classroom

- 2) Prepare the selection of strategies or methods to overcome learning problems in the classroom as outlined in the semester lecture design (RPS)
- 3) Prepare media and learning resources
- 4) Prepare observation sheets to observe student learning activities
- 5) Prepare post-test and pre-test

b) Action Implementation

This activity is a medium for implementing the learning design that has been determined, namely the class action. The implementation of this CAR is planned in two cycles, namely the first cycle and the second cycle, which include planning, implementation, observation, and reflection.

c) Observation

Observation is an observation activity carried out by observers. Observation activities were carried out to observe learning activities and student learning outcomes after using the YouTube channel “Academic Arapça” in the Arabic language learning process.

d) Reflection

Reflection is an activity to reveal what has happened during the learning process that has been done. After implementing and reviewing the reflective learning process, it was carried out through various responses from interviews and discussions with observers based on the results of observations that had been obtained in the learning process. The purpose of monitoring at the research in action stage is to obtain a description or causal relationship while implementing the activities in the classroom. Monitoring data is used to evaluate the progress of the action and as feedback for action research to determine and implement the next steps.

2. Second Cycle

a. Planning Revision 1 for Cycle II

Based on the results of the actions carried out in cycle I, improvements are made to implementing learning in cycle II. The implementation of the research action cycle II will be adjusted to the changes to be achieved following the objectives of the research implementation. The results obtained at this stage will be collected and analyzed to determine whether the learning is carried out effectively and can improve language skills in students' Arabic learning through the YouTube channel “Academic Arapça”.

b. Cycle Action Execution II

Implementing the actions in the second cycle is not much different from the first cycle. The implementation of learning will utilize strategies, media, and learning resources following the predetermined semester course design.

c. Cycle Observation II

This activity is the same as giving actions in the first cycle. In this cycle, observations were also carried out on learning activities and student learning outcomes during Arabic learning activities carried out by observers.

d. Cycle Reflection II

After giving the action taken in the learning process, a reflection is carried out based on the observation sheet and interview activities. The activities carried out at this stage are to analyze the data obtained from the evaluation results, reflecting on the second cycle of actions taken to review whether there is an increase in learning outcomes from cycle I to cycle II.

Results of Utilization of "Academic Araþça" in Istima' Ibtida'i Course

Analysis of Interview Result Data

Based on the results of interviews for initial observations of 3rd-semester students who have carried out *istimâ' ibtidâ'i* learning courses, students stated that *Al-'Arabiyah baina Yadaik* is the only primary source of books in *istimâ' ibtidâ'i* learning. The students' lack of optimality during the learning process is caused by the lack of learning resources used by the lecturers. Besides, the learning carried out with the book source is only audio, so students feel less attracted during the learning process. Meanwhile, based on the questionnaire results, the percentage of learning implementation supported by utilizing YouTube is very well supported by students.

Students stated that the learning process by utilizing YouTube could positively influence students. Besides that, learning will be more attractive and easier to understand because it is equipped with audio and video. Besides that, most students state that YouTube is one of the most frequently opened and accessible applications. Using this media provides easy access to learning for students.

Data Analysis of Questionnaire Results

a) Questionnaire Validity Test

For the results of the questionnaire that researchers carried out on the object of research, namely first-semester students at offering D, a questionnaire validity test has been carried out. A validity test is used to determine the suitability or validity of a questionnaire used by researchers in a study to obtain data and respondents. The validity test is done by comparing between r count and r table.

If r arithmetic $>$ r table with sig 0.05, the instrument has a significant correlation with the total score declared valid. If r count $<$ r table with sig 0.05 or r count is negative, then the instrument is not significantly correlated with the total score or is declared invalid. The following is the result of data processing carried out using SPSS 22 with the following data:

Table 1. Questionnaire Validity Test Results

Item Question	Rcount	Rtable	Final Score	Description
1	0,559	0,456	0,559 $>$ 0,456	Valid

2	0,489	0,456	0,489 > 0,456	Valid
3	0,663	0,456	0,663 > 0,456	Valid
4	0,652	0,456	0,652 > 0,456	Valid
5	0,702	0,456	0,702 > 0,456	Valid
6	0,718	0,456	0,718 > 0,456	Valid
7	-0,28	0,456	-0,28 < 0,456	Invalid
8	0,691	0,456	0,691 > 0,456	Valid
9	0,565	0,456	0,565 > 0,456	Valid
10	0,464	0,456	0,464 > 0,456	Valid
11	0,743	0,456	0,743 > 0,456	Valid
12	0,551	0,456	0,551 > 0,456	Valid
13	0,563	0,456	0,563 > 0,456	Valid
14	0,737	0,456	0,737 > 0,456	Valid
15	0,372	0,456	0,372 < 0,456	Invalid

The table above shows that 13 questionnaires have significant results with r count > r table (0.456) $N=19$, with a significance value less than 0.05. With this, it can be concluded that almost all the questionnaires in the questionnaire can be proven valid so that they can be used as measuring tools in a study.

b) Questionnaire Reliability Test

Meanwhile, the results of the measurement of the reliability test are carried out to measure or observe a measuring object. An item with high reliability can give results that remain the same or consistent. The results of the measurements made will remain the same even though the measurements are given to different objects, times, and places. The reliability test of the questionnaire can be done by looking for the standard formula for item alpha. The variable is reliable if the CronbachAlpha value is > 0.60. The following are the results of reliable data processing carried out using IBM SPSS 22, as follows:

Table 2. Questionnaire Reliability Test Results

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	19	100.0	.828	15
	Excluded ^a	0	.0		
	Total	19	100.0		

a. Listwise deletion based on all variables in the procedure.

The table above shows that the variable's value is greater than the limit of the reliability value, namely with a value of $0.828 > 0.60$. Thus it can be concluded that all questionnaire statement items can be trusted because the measurement results are relatively consistent even though the statement is given twice or more to different respondents so that this questionnaire can be used for further research using the same variables.

c) Questionnaire Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		19
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.18198619
Most Extreme Differences	Absolute	.186
	Positive	.137
	Negative	-.186
Test Statistic		.186
Asymp. Sig. (2-tailed)		.082 ^c

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, it can be seen that the value of the questionnaire has a significance of 0.082, which means that the value is more significant than 0.05. Thus, it can be stated that the questionnaire data in this study were normally distributed.

d) Hypothesis Test

To test the hypothesis, the researcher used the related sample t-test. The related sample t-test was conducted to determine whether or not there was a difference between the pre-test and post-test results from the media “Academic Arapça”. Meanwhile, the effectiveness test is to determine the level of effectiveness of the media “Academic Arapça” in the learning process of *istimâ' ibtidâ'i* courses that have been carried out on first-semester students at the State University of Malang.

Before the researcher presented the results of the calculations from the sample t-test and the effectiveness test, the researcher first presented the tabulation of respondents' pre-test and post-test data.

Learning outcomes			
First Semester Student of Arabic Literature Department, State University of Malang			
NO	NAME	PRE TEST	POST TEST
1	Student 1	60	90
2	Student 2	75	95
3	Student 3	60	95
4	Student 4	70	95
5	Student 5	70	90
6	Student 6	80	100
7	Student 7	75	90
8	Student 8	70	95
9	Student 9	75	100
10	Student 10	80	100
11	Student 11	50	90
12	Student 12	80	95
13	Student 13	50	90
14	Student 14	80	100
15	Student 15	70	90
16	Student 16	80	95

17	Student 17	80	95
18	Student 18	80	95
19	Student 19	75	95
Score total		1360	1795
Average		71.57	94.47

e) Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	71.5789	19	9.86754	2.26377
Post-test	94.4737	19	3.68734	.84593

In the output results above, it is known that the summary of the descriptive statistical results of the two samples studied, namely the pre-test and post-test scores. The pre-test value was obtained from the average learning outcome or mean 71.57. Meanwhile, the post-test value obtained a mean of 94.47. The number of respondents or students used as research samples was 19 students. Because the average learning outcomes at the pre-test were $71.57 < 94.47$, it means that descriptively there is a difference in the average learning outcomes between the pre-test and post-test results.

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	19	.635	.003

The output results above show the correlation test results between the two data. Because of the value of sig. $0.003 < 0.05$, then it can be said that there is a relationship between the pre-test and post-test variables.

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE TEST - POST TEST	-22.89474	8.04774	1.84628	-26.77362	-19.01585	-12.400	18	.000

Meanwhile, based on the paired sample test output table above, it is known that the dig (2-tailed) value is $0.000 < 0.05$, meaning H_a is accepted and H_0 is rejected, so it can be concluded that there is an average difference between the results of the study before and after the treatment. The use of media “Academic Arapça” can improve the

Arabic language listening skills of first-semester students at the State University of Malang.

f) Effectiveness Test

Determining the effectiveness of using “Academic Arapça” media in improving listening skills can be calculated using the N-Gain formula, as follows:

$$N - gain = \frac{Score\ Post\ Test - score\ PreTest}{Maximal\ Score - Score\ PreTest} \times 100$$

a) N-Gain Score Distribution Category:

b) g score > 0.7 high category

c) Score 0.3 g 0.7 medium category

d) g score < 0.3 low category

And for the category of interpretation of the effectiveness of the percentage N-gain score:

a) If the mean <40 category the interpretation is not effective

b) If the mean is 40-55 the interpretation category is less effective

c) If the mean is 56-75 the interpretation category is quite effective

d) If the mean >76 categories the interpretation is effective.

From the results of the calculation of N gain using IBM SPSS 22, the following results are obtained:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	19	.60	1.00	.8118	.11861
Ngain_persen	19	60.00	100.00	81.1842	11.86119
Valid N (listwise)	19				

The output results above show that the data value of the N-gain percentage in the mean table is 81.18%, indicating that the use of Academic Arapça media is in the effective category. Furthermore, the N-gain score shows 0.81 > 0.7, indicating that the gain value is in the high category.

Discussion

In studying foreign languages, especially Arabic, there are several basic skills that students must master. have four basic skills, namely listening (*istimâ'*), speaking (*kalâm*), reading (*qirâ'ah*), and writing (*kitâbah*). All of these abilities must be learned by students to master Arabic well. However, listening is the first skill a language learner learns in learning a foreign language. In addition, several studies have found that listening skills are complex subjects for students (Rafsanjani, 2022). Nowadays, educators are required to be able to utilize technology in learning media to facilitate the learning process. The definition of learning media itself is a tool or means as an intermediary for conveying lesson material from the teacher to students. As a teacher, you should strive for students to master and understand Arabic. What can be done to improve students' ability to

master Arabic is to have a variety of knowledge about exciting approaches, methods, and media to apply in the learning process (Ilmiani et al, 2020).

Technology-based Arabic language learning media and resources that reproduce broadcasts from native speakers have a better effect on increasing students' motivation, self-confidence, and competence in Arabic. In this case, the researcher focuses more on learning media to improve listening skills by using YouTube as an audio-visual medium for first-semester students offering D majoring in Arabic Language at the State University of Malang. In listening lessons, Academic Arapça is a YouTube channel created for foreign speakers in both Arab and non-Arab countries. Learning videos contain easy learning Arabic. The video contains pictures, sounds, animations, material, and questions for evaluation in listening learning. Compared to others, the advantage of this YouTube channel account is that the videos shown cannot only practice listening skills but can also be used to practice reading and writing skills. Besides that, the videos on this account present *mufradât* according to the theme and the questions used for evaluation.

To find out the learning outcomes of students in learning listening skills (*istimâ'*) through the Academic Arapça media, the researcher gave evaluation questions in the form of multiple choices related to the themes that had been taught during the learning process. After this implementation was carried out, the researcher distributed a questionnaire to find out the students' response to the media, the researcher distributed this questionnaire by providing a Google form link which the researcher distributed on October 20, 2022. The learning outcomes of students in listening learning obtained an average pre-test score of 71.57 and a post-test of 94.47. Based on the analysis of the paired sample t-test as a tool in testing, it was found that the sig value was $0.000 < 0.05$. It shows a significant difference in the average student learning outcomes for students who participate in learning with Academic Arapça media.

According to Anisa's theory (2021), learning using audio-visual media will provide more student benefits. Students will be able to learn more than if the subject matter is presented only with visuals or audio. In this case, Sanaky (Haryadi Mujianto, 2019) states that the purpose of learning media is to deliver learning material provided by educators to students in an efficient way to increase the effectiveness and quality of learning outcomes. In addition, an educator must be able to choose and determine the media to be used in learning. The media used in learning must be able to provide objective evidence of student learning outcomes.

Based on some of the above theories from the average learning outcomes and hypothesis testing, students' learning outcomes using the Academic Arapça media are better than the learning outcomes of previous students. On this basis, it can be concluded that the media is effective on student learning outcomes. In addition, this research was conducted to determine the effectiveness of increasing the listening skills of first-semester offering D students majoring in Arabic learning at the State University of Malang. This effectiveness calculation was carried out after knowing there was a difference between before and after the media was given. From the calculation of the effectiveness test using the N-Gain formula, a value of 81.18 was obtained, which means

that the Academic Arapça media effectively increases the first-semester offering D students majoring in Arabic language.

This research is in line with research (Bella, 2020) and also (Baharudin, 2022), which shows that practicing listening skills by utilizing YouTube media can make students more interested in learning and getting various information related to the world of education and getting entertainment because of audio-visual media shows so that learning is not boring and more meaningful. In this study, it can be seen that there is a change in student learning outcomes. Changes occur because of an action in learning. Changes in learning can be seen in students who experience changes in learning outcomes after the application of learning media in the form of Academic Arapça for *istimâ' ibtidâ'i* course.

Conclusion

The summary output results of the descriptive statistics of the two samples studied are the pretest and posttest values. The pretest value is obtained from the average learning outcomes or mean 71.57. Meanwhile, the posttest value obtained a mean of 94.47. Because the average learning outcomes in the pretest is $71.57 < 94.47$, descriptively, there is a difference in the average learning outcomes between the pretest and posttest results. From the results of research that has been carried out on first-semester students at the State University of Malang for *istimâ' ibtidâ'i* subjects related to the use of Academic Arapça media to improve listening skills, it can be concluded that learning is in the high category with a percentage of 81, 18%. It can be seen from the N-Gain results, which show an increase in results in the use of Academic Arapça for the special learning process of the Arabic language department. Based on the average and hypothesis testing, the learning outcomes of students using the media are better than those of previous students. Based on this, it can be concluded that the media video song effectively improves student learning outcomes.

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