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Arabic Language Learning Innovation Based on Technology Utilization

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Abstract

Teachers' low utilization of technology in learning Arabic has become a common phenomenon in the education area in Indonesia. The findings of researchers at different schools show the same happening, which is supported by similar studies in various regions of Indonesia. The minimal utilization of technology is undoubtedly out of step with this era and with the Ministry of Education and Culture of the Republic of Indonesia, which is socialized through the Independent Curriculum. However, the findings of these studies do not provide a remedy, namely how to persuade Arabic language teachers to adapt to technology. Therefore, this research aims to provide an example of making a learning video by utilizing an application that is easy to use and can be obtained for free through the website. This research uses the Multimedia Development Life Cycle (MDLC) method, which makes multimedia from the concept stage to distribution. The result of this research is an Arabic learning video about gender. This gender material was chosen randomly among a variety of other Arabic language materials. This is intended as an example and it is hoped that Arabic language teachers at any level of education can follow the example of making this learning video by changing the material according to the curriculum at the level they teach.

Keywords: *technology utilization, Arabic learning, MDLC method, learning media, video making*

Introduction

Technology, which is continually evolving in the modern period, has two opposing sides: positive and negative. However, the benefits of technology cannot be ignored. Technology improves the efficiency of human jobs or activities by making them easier to complete. This is true in all fields, including education (Mukaromah, 2020).

Problems in education can be viewed from several aspects, ranging from school infrastructure, learning, students, teachers, and other aspects. From the aspect of teachers, most of them in Indonesia still use the old way of teaching, namely teacher-centred learning, thus causing students' boredom in learning and understanding the concepts of the lessons taught (Huriyatunnisa, 2022). Islamic Religious Education and

other closely related subjects, such as Arabic, make extensive use of this type of learning model (Bustam & Perawironegoro, 2021).

Arabic language learning, like other languages and sciences, refers to a learning model. The use of the appropriate learning model can predict success in reaching the specified learning objectives. In this case, the proficiency of Arabic language teachers plays an essential role and have a big impact as one of the key players in learning. The role of Arabic language teachers nowadays is more than merely transforming information and understanding of the Arabic language, as science and technology progress. Arabic teachers must adopt a new mindset in terms of learning objectives, resources, methods, and, most importantly, learning media (Susiawati et al., 2022).

This study will focus on the importance of teachers adapting and utilizing technology in Arabic learning for students. This is based on observations made by researchers in several schools (Bustam et al., 2021) and research published by previous researchers related to Arabic language teaching, which show that many Arabic language teachers are still resistant to technological advancements. Despite the fact that technology adaptability is one of the major elements socialized in the Independent Curriculum implementation. Arabic language study is more monotonous for students than other topics since Arabic language teachers have not adapted to modern technology. In fact, teachers can use technology to analyse scientific information and disseminate it to students as learning media. Technology facilitates flexible learning without being limited by place and time, helping teachers produce more imaginative and interesting learning materials (Hamidah et al., 2015).

Technology is commonly thought of as something that can make living easier. Technology has also greatly impacted the educational sphere (Direktorat Guru Pendidikan Dasar, n.d.). Due to the intertwined roles of these two entities, they should be inseparable. Teachers can use technology as a tool to simplify the learning process. Students can also learn more knowledge and engage in alternative learning methods. Technology-based learning innovations can enhance the classroom learning experience (Purnasari & Sadewo, 2020). In today's digitalised world, almost all access to information and things may be online via web pages or apps.

Schools play a critical role in shaping students into the future generation of competitive nations, one of which is the ability to adapt to technological innovations and changes. One of the traits that technological improvements might change is students' ambition and drive to pursue their academic achievements. Teachers must be proficient in technology because they are one of the parties who significantly contribute to the attainment of learning objectives. According to Permendiknas No. 9 and Permendiknas No. 16 of 2007 on Academic Qualification Standards and Teacher Competencies, learning objectives should be able to use information and communication technology for learning purposes (Mukaromah, 2020). Teachers play a critical role in the implementation of learning and have the power to influence how successfully learning objectives are met because they are ultimately responsible for the success of learning. A teacher is in charge of directing education in Indonesia (Huriyatunnisa, 2022). therefore, teachers must continue to polish their abilities and skills, particularly in the use of technology (Yogica et al., 2019).

Learning Arabic entails a complicated system of interconnected pieces. These elements interact and impact how rapidly a language can be learnt. Objectives, materials, methods, learning resources, learning media, and evaluation of learning outcomes are some of these components (Khasanah, 2016). As a foreign language that must be learned alongside other foreign languages, particularly in Islamic-based schools, there are many concerns about the low achievement of students learning Arabic, as evidenced by numerous research findings (Zakiah, 2021)(Nasrulloh et al., 2020)(Sakdiah & Sihombing, 2023). Efforts to increase learning quality have also been made through various techniques, but the outcomes have been far from adequate. As the most significant issue, students' earnestness in studying Arabic and teachers' seriousness in teaching must be addressed. A attitude of being obliged to follow adiun curriculum structure that binds creative freedom to gather knowledge and improve abilities cannot precede the seriousness of studying and teaching. Serious learning enables people to be more efficient by physically and psychologically empowering themselves.

Several previous studies related to Arabic language learning have been conducted, including those related to the urgency of Arabic language learning in Indonesia, analysed in an article entitled, "Arabic Language Learning as a Second Language (The Urgency of Arabic Language and Its Learning in Indonesia)". The article concludes that Arabic language learning still faces a number of problems in Indonesia. Setting learning objectives, learning materials and approaches, as well as learning techniques that suit the conditions of Indonesian students are some of the many reforms and answers to overcome them. Therefore, the need for innovation in Arabic learning methods and models is very high, not least in terms of adapting a variety of novelties related to the times and technology (Khasanah, 2016).

Another article, "Arabic Language Learning with the Utilization of Technology," demonstrates the critical need for the use of technology in Arabic language learning. This is to help teachers and students learn more effectively, because technology can bring convenience if teachers use it to its full potential (Iswanto, 2017).

An article titled "Application of Technology Adaptation for Elementary School Teachers in Supporting Online Learning During the Pandemic" discusses the need of applying technology adaptation for teachers. It is impossible to deny that the pandemic has altered many aspects of Indonesia's educational system, particularly attitudes on the necessity to adapt technology. Prior to the epidemic, education solely focused on face-to-face learning and did not adequately equip teachers to be technologically adaptive. All parties were compelled to modify technology during the epidemic, but these adaptations were still quite limited and could not utilize technology correctly and optimally (Huriyatunnisa, 2022).

Several research on the use of technology in learning have also been published, including an article titled "Utilization of Augmented Reality Technology in Learning Hijaiyah Letters and *Makhârijul Huruf*". Researchers created a learning breakthrough in this study by developing an AR model to help students learn to read the Quran. Augmented Reality technology provides a new means of effectively, innovatively, and attractively showing digital items so that students are not bored and readily assimilate the lesson (Lidianti et al., 2022). A study titled "Application of Multimedia Development

Life Cycle to Alphabet and Number Recognition Application" produced another application of technology. This study resulted in the development of an application for the introduction of alphabets and numbers, complete with games and quizzes, to be used by students who are just beginning to learn to read and count and to train their mental skills (Sugiarto, 2018).

Similarly, a study titled "Utilization of Digital Technology in Learning Activities" concluded that while using digital technology in the classroom can improve learning outcomes, the quality of the learning process, and student interest and motivation, a number of human resource capabilities, as well as the health and safety of teachers and students, must be considered (Hidayat & Khotimah, 2019). The results of this study are in line with the results of a published study entitled "Utilization of Information and Communication Technology in Increasing Students' Passion for Learning" (Mukaromah, 2020) and "Adapting Technology to Advance Learner Learning in Primary Schools" (Hamidah et al., 2015). Technology can be employed in formal learning and performing arts learning, according to a study published under the title "Utilization of Learning Technology in Performing Arts in the Digital Age" (Sustiawati, 2019).

The difference between this research and the previous studies is that it provides examples of creating learning media in the form of video in steps using simple and free applications as a follow-up to the implementation of technology utilization, rather than simply containing the fact that Arabic language teachers lack the use of technology. Referring back to the background explanation, the problem that will be investigated in this study is the lack of adaptation of Arabic language teachers at all levels of education to technology, resulting in not making full use of it in teaching. This study intends to encourage Arabic language teachers to use technology by presenting solutions in the form of multimedia examples that may be used in learning with material modifications based on the curriculum at each level. The goal of this research is to change the perception among students that Arabic is a difficult topic that is frequently used as a scourge, so that students are bored and reluctant to participate in the session even before it begins.

Method

The Multimedia Development Life Cycle (MDLC) method was used in this research, which is a method used to develop multimedia-based learning media in the form of a product development cycle that begins with analyzing the product, develops it, and concludes with product distribution (Roedavan et al., 2022).

The following is an explanation of each step in the MDLC system development method. Concept Stage: The concept stage is the stage of formulating the application's objectives and determining the user. At this stage, the objectives of the multimedia design developed are described starting from user identification, types of multimedia, media usage objectives and other general matters (Ahmad et al., 2021).

Design Stage: This stage includes making program designs, application displays, and learning media storyboards (Sugiarto, 2018). Material Collecting: This stage is the stage where researchers collect the components needed to create media. Text, photos,

sounds, videos, animations, and other information or materials can be included in the materials collected (Lidianti et al., 2022) (Kumala et al., 2021). Assembly Stage: This stage includes the integration of the materials that have been collected into a complete learning media and in accordance with the design that has been (Sugiarto, 2018).

Testing Stage: This stage includes checking the quality and feasibility of learning media that has been made, both in terms of technical and content. Material experts, media experts, or end users can do testing. At this stage, the Technology Acceptance Model (TAM) testing model is known, which works by testing several aspects at once, namely perceived usability, convenience, intention, and usefulness using a questionnaire given to several experts (Lidianti et al., 2022) (Ahmad et al., 2021). Distribution Stage: This stage includes storing and distributing the learning media that has been made to end users. This distribution is the same as the distribution stage of general multimedia applications, which are usually distributed online.

Result and Discussion

MDLC is a systematic and structured approach for creating multimedia-based learning material that adheres to the aims, advantages, users, and descriptions that have been established (Mustaghfaroh et al., 2021). MDLC encompasses different components of learning media production in its cycle process, such as concept, design, material, manufacture, testing, and dissemination (Mustika et al., 2018). This can ensure that the learning media created is of high quality and appropriate for use. The MDLC solution enables adjustments and enhancements at every stage of learning media development. This has the potential to improve the effectiveness and efficiency of the process of developing learning material. MDLC displays information in the form of text, photographs, videos, audio, and other material using multimedia technology. This is thought to boost learner attractiveness, interaction, and motivation.

The production process of Arabic learning media that has been carried out in this research can be described as follows:

Concept Stage

The expected outcome of this research is an audio-visual learning video about learning Arabic. The theme selected in this case is the introduction of gender disparities in Arabic (*muannats* and *mudzakkar*). This is only an example; teachers can adjust the theme based on the curriculum and degree of student learning. As a result, the concept must be adjusted to the ultimate product, where the objectives and users have already been determined.

Design Stage

The design used in this research consists of images, text, and sound. The three elements will be combined in a storyboard to facilitate their integration in the form of a video.

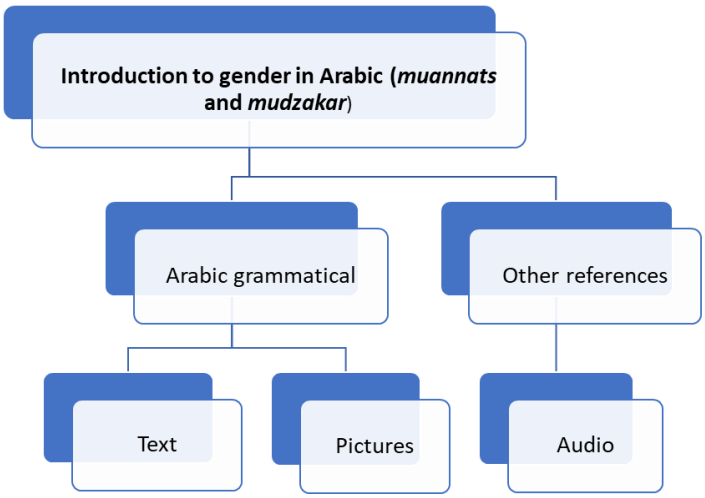

Figure 1. Initial design storyboard

The figure above depicts the basic storyboard concept in the form of a hierarchy for use as a reference when gathering information. The original material is fully derived from Arabic language gender ideas (*muannats* and *mudzakkar*). It is then transformed into both words and images. While the audio is from other sources.

To make designing the images easier, the content was initially collated and written in word form as follows:

Narator (guru perempuan, menggunakan kerudung):

Hai semua, kali ini kita akan belajar tentang jenis kelamin di dalam Bahasa Arab. Berbeda dengan penerapan jenis kelamin di dalam kalimat Bahasa Indonesia, di dalam Bahasa Arab jenis kelamin juga mempengaruhi kata lho. Tidak hanya kata benda, tetapi juga kata kerja dan kata sifat. Kok bisa?. Nah, untuk lebih jelasnya, mari kita segera masuk ke materi.

Jenis Kelamin: al-Jinsu

Jenis kelamin, al-jinsu, merupakan kata benda, al-ism, yang di dalam bahasa Arab terbagi menjadi maskulin, mudzakkar, dan feminin, muannats. Mudzakkar adalah bentuk kata dasar, oleh karena itu tidak membutuhkan penanda atau 'alaamah. Bentuk muannats berasal dari bentuk mudzakkar, sehingga membutuhkan penanda feminin, 'alaamatut-taanits. Ada dua jenis

Figure 2. Narration

Figure 2 shows the narration that has been compiled using transliteration to facilitate voice recording.

Material Collecting

The major elements required for this research include Arabic language materials, voice recordings, animated characters, and applications that can actualize the concept. Following the narration of the information, the voice was recorded using a menu recorder on a cell phone with a clip-on microphone device to make an audible and clear

voice. In order to create animated characters, researchers employed the Canva program, which was thought to be most appropriate for executing the concept, as follows:

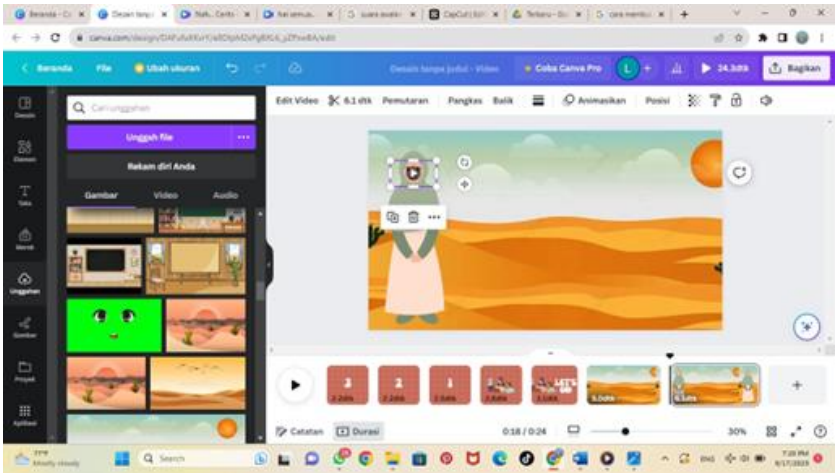

Figure 3. Female teacher character design process

After the character is determined, then select the background by combining several images together. As shown below:

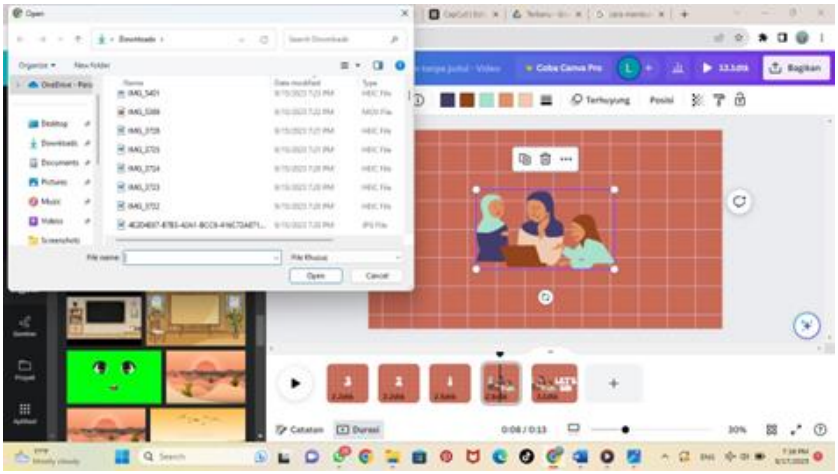

Figure 4. The background creation process

The image displayed above depicts the design process for an animated character, specifically a female teacher wearing a headscarf. A natural color palette was employed for the background, ensuring minimal detail to enable the audience to concentrate on the accompanying audio and text explanations.

The assembly/making stage

This learning media, for the purposes of video displays, uses the Canva application, and the editing process uses the CapCut application by combining audio and images that have been collected previously.

The previously collected audio and images are combined, with image and text components arranged according to the following image.

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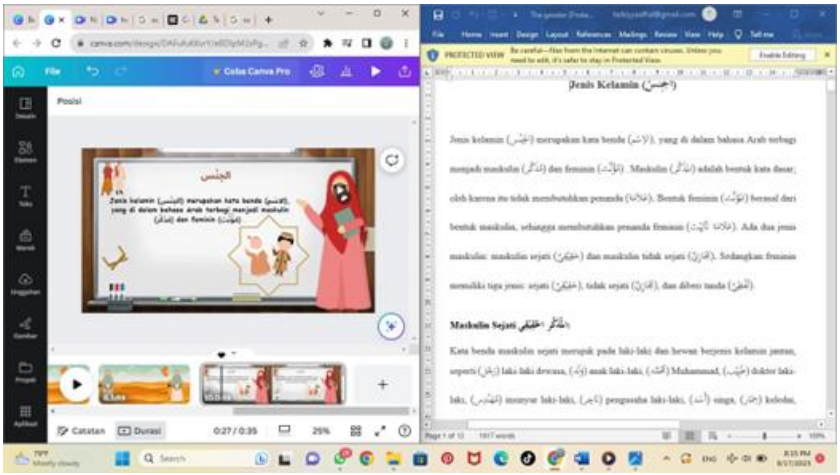

Figure 5. The process of combining animation, details, and text

After completing the entire design, the subsequent step involves merging it into a video utilizing the CapCut app.

Figure 6. The process of merging images into video

The figure above shows how the individual designs were combined into a video by adjusting the pre-recorded audio. This procedure demands precision to guarantee that the animated video transitions smoothly, and the sound aligns with the image.

Following the completion of the merging process, this learning video centered around gender can be utilized.

The results of the design for the learning media product are presented as follows:

1) Opening

More detailed display of the opening can be seen in the accompanying image. The introductory page serves to describe the process of accessing the main page. Along with an animation to capture the audience's attention, the opening also features sentences that spark curiosity.

Figure 7. Learning Media Opening

The image above has a minimalistic design, allowing for clear on-screen text display. Each symbol in the scene contributes to the respective topic.

2) Title

On the title page of learning videos, researchers should write a clear and concise theme that will be discussed in the learning material. The topic should be accurately displayed with an informative title, which should avoid being ambiguous or using ornamental language, like the following figure:

Figure 8. Title Page

The image above indicates that the title accurately and concisely conveys the subject matter of the discussion. Utilizing the Indonesian language ensures that even novice learners can comprehend it easily.

3) Content

The materials page is a crucial component of the learning media. It contains a chapter with Arabic learning resources, which are illustrated in the figure below.

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Figure 9. Material about Definition of *mudzakkar* and *muannats*

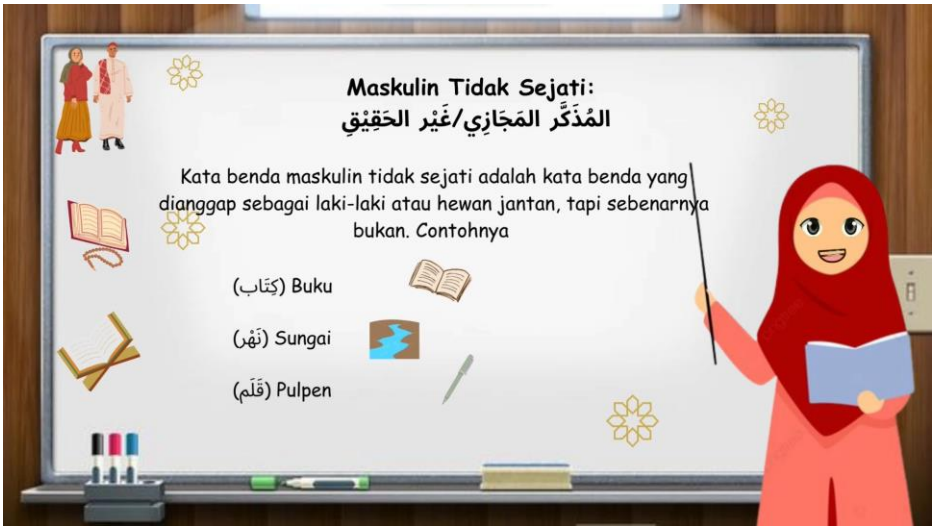

Figure 10. Material on *al-mudzakkar al-majâzî*

In the two images presented in figure 9 and 10, various display methods are employed to present the material. However, the presentation retains a simple appearance, facilitating the audience's ease in reading and comprehension.

4) Closing

In this scene, the video concludes as a signal of the end of the presentation of information regarding gender differences in Arabic. The purpose of this concluding scene is to highlight that all of the relevant material has been covered and to encourage the audience to fully comprehend the contents of the video. The conclusion of this learning video is depicted as follows:

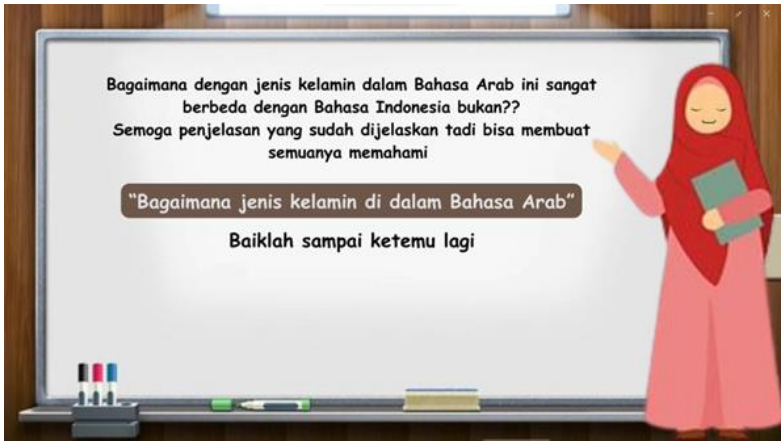

Figure 11. Closing display in the learning video

E. Testing

Edgar Dale stated that audiovisual aids hold a compelling appeal in learning theory, where an individual's learning outcomes are achieved through direct, concrete experiences that reflect their reality. While the learning and teaching process need not begin with direct experience, it must start with the type of experience that most effectively meets the needs and abilities of the group by considering the learning situation. The direct experience involves the senses of sight, sound, touch, smell, and taste (Sari, 2019).

When selecting appropriate instructional materials, teachers should prioritize the quality of the resources. The aim is to optimize learning outcomes and foster an effective learning experience. The aim is to optimize learning outcomes and foster an effective learning experience. During the testing phase, the feasibility assessment of Arabic language learning videos which implement audio-visual components was performed through product validation by two media experts and two material experts. The selected media experts prioritize learning innovation, while the material experts are Arabic linguistics lecturer at University of Ahmad Dahlan. Each aspect is rigorously validated by both sets of experts, as outlined below:

Aspects	Indicators	Validators		Average Score	Category
		1	2		
Content Feasibility	a. Contains learning materials that are relevant to the basic competencies	4	4	85%	Very good
	b. Indicator suitability with student progression	5	4		
	c. Suitability of learning objectives with indicators	5	4		
	d. Specific learning materials	4	4		

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Linguistics	a.	Conformity with standard Indonesian language rules (EYD)	5	4	86,6%	Very good
	b.	Language effectiveness and efficiency	4	4		
	c.	Simple and communicative language	4	5		
Presentation	a.	The material that is designed to make learning easier	5	4	86,6%	Very good
	b.	Independent of other teaching materials/media	4	5		
	c.	Every instruction and information presentation are helpful to the user	4	4		

Table 1. Testing Instrument for Each Aspect of Material by validators

In accordance with the data processing of the material expert assessment, the average score of each aspect is summarized as follows:

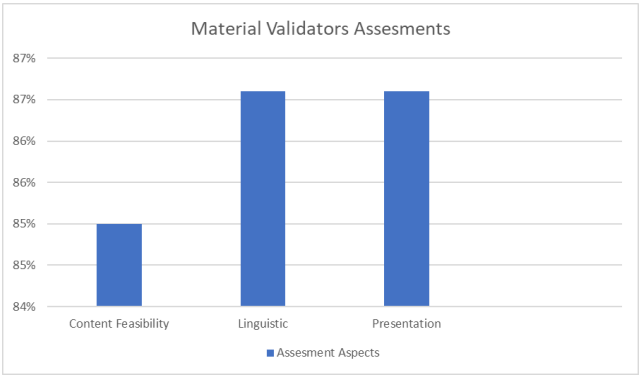

Figure 12. Diagram of Material Expert Validation Results

The assessment of each aspect of the media expert assessment is shown in the following table:

Aspects	**Indicators**		**Validators**		**Average Score**	**Category**
			1	**2**		
Artistic and aesthetic	e.	Using of texts, graphics, and audio in learning media	4	4	87,5%	Very good
	f.	Accuracy of colour selection, type, and readability of writing in learning media	5	4		
	g.	The suitability of media visualisation for Arabic	5	4		

		language learning for students				
	h.	Has the attractiveness of media design in learning Arabic displayed (colours, images, and fonts)	4	5		
Overall function	d.	Suitability of learning media with student capabilities	4	5	86,6%	Very good
	e.	Learning media can provide student independence in learning Arabic	5	4		
	f.	Learning media encourages a fun learning experience	4	4		

Table 2. Testing Instrument for Each Media Aspect by the validator

In accordance with the processing of media expert assessment data, the average score of each aspect is summarized as follows:

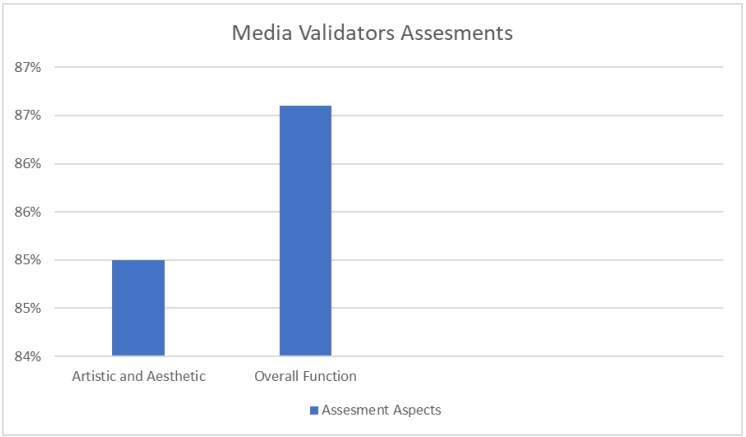

Figure 13. Diagram of Media Expert Validation Results

F. Distribution Stage

The final version of this Arabic language learning video product was created after three revisions that included feedback from two subject matter experts and two media experts. The finished video may now be viewed using the YouTube app at the following URL: https://youtu.be/dFVMLX0lTw8?si=Jd3QOa6Mm2dhBlYq.

From all the stages described above, this Arabic learning video is suitable to be given to students. This learning video is about 15 minutes long. Although it requires preparation in making it, this video can be played back by students until they can understand its contents. This will make it easier for teachers to provide material that was previously considered difficult by students.

The use of technology in Arabic language learning is critical to creating engaging learning materials for students. Teachers can use technology to make Arabic lessons more engaging and enjoyable for students. Furthermore, technology, such as applications and online learning platforms, can make it easier and faster to access a variety of educational resources. As a result, sudents can learn Arabic independently and freely. Technology can help increase the quality of Arabic language learning by introducing innovative and effective learning methods and strategies. Nonetheless, challenges to the use of technology by Arabic language teachers persist, such as a lack of technical resources and sufficient training, which must be addressed (Sholihah et al., 2019) (Haris, 2021).

Teachers have a significant role in Arabic language learning. Teachers' tasks and responsibilities include teaching, advising, and aiding students with their learning. Furthermore, Arabic teachers must have other benefits such as efficient communication skills, extensive Arabic language knowledge, and strong teaching abilities. However, Arabic teachers frequently confront challenges in carrying out their obligations, including as motivating students to learn and addressing skill gaps. As a result, technology plays an increasingly crucial role in Arabic language instruction. Teachers can use technology to develop compelling educational materials for their students. Teachers can employ technology to develop novel and engaging teaching methods that will entice and motivate students to learn Arabic. Furthermore, the usage of technology benefits teachers by making the learning process more efficient and effective. However, Arabic teachers confront challenges in their use of technology, such as limited access to technology in some areas (Mahmudah & Paramita, 2023).

Campaigns or programs to integrate technology into Arabic language learning can be launched to attract support from parents, students, and community members. Involving parents and students in the process of learning Arabic using technology can improve the method's effectiveness and adoption. The community can contribute input on the use of technology in Arabic language instruction, allowing educational institutions to continually develop and optimize this approach.

There are several problems to learning Arabic in Indonesia, one of which is a lack of books and instructional tools. This is strongly linked to two major factors: low resources and access. In Indonesia, the creation of Arabic publications and learning materials is occasionally limited. This is owing to the scarcity of Arabic-language publications and the scarcity of writers with expertise in the topic. As a result, the availability of Arabic learning materials that meet learners' needs is frequently limited. While some books and study materials are available, their quality can vary. Some books may be irrelevant to the curriculum or fail to fulfill the standards for successful Arabic language teaching. This might make it difficult for teachers and students to select appropriate learning tools (Haniah, 2014).

The use of technology in Arabic language learning in Indonesia is essential because it provides global access to Arabic language learning materials, allowing Indonesian students to connect with Arabic language resources and communities around the world. The use of technology in Arabic language study can boost student engagement and learning outcomes. Multimedia, interactive, and technology-based

information can enhance the learning process. Technology enables Arabic learning to be accessible at any time and from any location, overcoming time and space constraints. This allows for more effective self-directed learning.

In Indonesia, where resources are limited, technology provides access to Arabic learning materials that would be difficult to obtain through traditional means. Technology can boost student motivation and engagement in Arabic language study by providing engaging and interactive media. The use of technology in Arabic language learning in Indonesia capitalizes on technical advancements and makes Arabic language education more effective, inexpensive, and relevant to students' requirements in the digital age (Muhimmatul Choiroh, 2021).

Conclusion

Learning Arabic is challenging for most students due to its widely-held reputation for difficulty. Challenges arise from both linguistic and non-linguistic factors. Nevertheless, solutions to such pedagogical difficulties may be attainable by leveraging technology. For instance, more effective delivery of the language's complexities can be achieved through development of audio-visual-based learning materials. These materials can be utilized both in and out of the classroom, in conjunction with a teacher's instruction or independently. By utilizing easy-to-use and cost-free applications to create instructional videos, researchers aim to inspire Arabic teachers to produce comparable materials by adapting them to their individual classroom themes and materials. The article introduces an innovative approach to learning Arabic by leveraging technology to address the linguistic and non-linguistic challenges traditionally associated with the language. By developing audio-visual-based learning materials, the article suggests that students can better grasp the complexities of Arabic both inside and outside the classroom. This approach enhances the learning experience and encourages teachers to become creators of customized educational content, fostering a more engaging and effective language learning environment.

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