Applicative Arabic Language Learning Media: Innovations for Arabic Language Education Lecturers in Higher Education

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Abstract

This research aims to analyze the use and innovation of application-based Arabic learning media that Arabic language education lecturers in universities have carried out. This research uses a qualitative approach using observation, interview, and documentation data collection techniques. In contrast, the data analysis technique uses Miles and Huberman, which has three stages: data reduction, data presentation, and conclusion. The research results are first; most Arabic language education lecturers in universities use several platforms in teaching and learning activities such as E-learning Moodle, Google Classroom, Zoom Meeting, Google Meet, and WhatsApp Group. Meanwhile, Arabic Language Education lecturers at universities also make learning videos to make it easier to explain the material, which is then uploaded to YouTube. Second; Innovations developed by Arabic language education lecturers at universities include hyperlink-based LMS At-Talkhīs, creating Powerpoint and Camtasia-based Learning Videos, creating Animation-based Learning Videos, and developing Evaluation Media based on Google Forms, Kahoot, and Quizizz.

Keywords: *learning media, Arabic language learning, learning innovations*

Abstrak

Penelitian ini bertujuan untuk menganalisis pemanfaatan dan inovasi media pembelajaran bahasa Arab berbasis aplikasi yang telah dilakukan oleh para dosen pendidikan bahasa Arab di perguruan tinggi. Penelitian ini menggunakan pendekatan kualitatif dengan mengambil informasi tentang inovasi media pembelajaran bahasa Arab yang telah dilakukan oleh dosen Pendidikan bahasa Arab di UIN K.H. Abdurrahman Wahid Pekalongan. Penelitian ini menggunakan teknik pengumpulan data observasi, wawancara, dan dokumentasi, sedangkan sedangkan teknik analisis datanya menggunakan Miles dan Huberman yang memiliki tiga tahapan yaitu: reduksi data, penyajian data, dan penarikan kesimpulan. Hasil Penelitian menunjukkan, pertama; mayoritas dosen pendidikan bahasa Arab di perguruan tinggi menggunakan beberapa platform dalam proses kegiatan belajar mengajarnya seperti: *E-learning Moodle, Google Classroom, Zoom Meeting, Google Meet,* dan *WhatsApp Group*. Sedangkan untuk memudahkan dalam menjelaskan materi, dosen Pendidikan Bahasa Arab di perguruan tinggi juga membuat video pembelajaran yang kemudian diunggah di *YouTube*. Kedua, Inovasi yang dikembangkan oleh dosen pendidikan bahasa Arab di perguruan tinggi yaitu LMS *at-Talkhis* berbasis *hyperlink*, pembuatan video pembelajaran berbasis *Powerpoint* dan *Camtasia*, pembuatan Video Pembelajaran berbasis Animasi, dan mengembangkan Media Evaluasi berbasis *Google Form, Kahoot,* dan *Quizizz*.

Kata Kunci : media pembelajaran, pembelajaran bahasa Arab, inovasi pembelajaran

Introduction

The Covid-19 pandemic has spread throughout the world, including Indonesia. The Covid-19 pandemic has caused changes in the social order in society. This is evidenced by changes in social relations habits of people who must comply with health protocols and are prohibited from crowding wherever they are. Therefore, the government, through the Ministry of Education and Culture, has made a policy that teaching and learning activities are prohibited from being carried out in schools or tertiary institutions. This means that learning is carried out online or in a network, usually called online learning, to suppress the spread of the Covid-19 virus. This is based on circular letter from the Ministry of Education and Culture number 3 of 2020 concerning prevention of Covid-19 in educational units and circular letter number 36926/MPK.A/HK/2020 concerning online learning (Sari, Rifki, & Karmila, 2020; Pujowati, 2021).

The policies mentioned above have changed the learning system in Indonesia, starting from early childhood education to higher education. Learning that was previously carried out face-to-face in class became online learning. This requires an educator to continuously innovate in implementing the learning process to maximize his students' learning outcomes. Various methods have been implemented by the government and educational institutions so that the teaching and learning process continues to run well, even if only via the internet or on a network.

Digital-based Arabic language learning certainly requires appropriate and adequate IT-based learning media because media is an essential part of learning that cannot be separated (Asrori & Ahsanuddin, 2017). Using suitable media will make the learning process easier. Learning Arabic can be accessed from anywhere, it does not have to come from school. Likewise, learning resources are not enough to be found in educational institutions, but can be obtained without limits through digital products such as social media and applications with Arabic content.

In the current new normal era, various kinds of applications have appeared on cell phones or computers. These applications can be used directly by educators and students without time limits so that students can improve their Arabic language skills. There are even applications that a lecturer can use to make it easier to teach Arabic, such as the *Kahoot* application, whose content can be arranged according to the material needed. Apart from that, many platforms have also emerged that can be used for learning Arabic, such as *Google Classroom, Zoom Meeting, Google Meeting,* and so on (Pakpahan & Fitriani, 2020). Therefore, there is no reason why a lecturer cannot innovate in carrying out his learning.

Along with the development of modern and increasingly sophisticated information technology, to meet the educational process's needs in this new normal era, Arabic language learning should be directly proportional to technological developments. This means that learning Arabic must always keep up with current developments in the digital era. One way is for lecturers and students to use digital products wisely to develop their knowledge of Arabic. Lecturers must continue to innovate creatively in developing their learning media by utilizing existing platforms.

Arabic language education lecturers in universities must pay attention to developments in the digital era to develop studies on Arabic language education. According to preliminary observations by researchers, the head of Arabic language education study program has tried implementing a development program for Arabic language education lecturers, namely holding digital learning 4.0 training in Arabic language learning. Likewise, the Faculty of Tarbiyah and Teacher Training also held a workshop program to increase lecturer competency regarding the Engaging Blended Learning Course, Video Presentation Techniques using *PowerPoint*, Audio Recording for Podcasts, and Screen Recording with *Filmora*. These efforts are made so that lecturers in the Arabic language education study program can continue to innovate in implementing online-based learning.

In addition, during the Covid-19 pandemic, learning in the Arabic language education department has used e-learning or Moodle media developed by the UIN K.H. Abdurrahman Wahid Pekalongan IT team. In e-learning, lecturers can use various features in their courses, such as

discussion forums, quizzes, assignments, and so on. Apart from that, Arabic language education lecturers also innovate to develop learning media using various applications such as *Kahoot, Quiziz, Animaker,* etc., to support the learning process for their courses.

There are many related research results regarding applicable Arabic language learning media as a distance learning media, including research conducted by Pangadilan Rambe regarding the development of innovative learning applications in web-based Arabic language learning, illustrating that the applications that have been developed are practical for use in Arabic language learning (Rambe, 2019). Then, Putra et. al. researched about online Arabic learning innovations during the Covid-19 pandemic. This research analyzes Arabic language learning innovations from lecturers, such as *WhatsApp, G-mail, Zoom, Google Meet,* and *SIAKAD* applications. The learning can also attract students' interest because lecturers can combine various methods (Putra, Gamasari, & Novebri, 2022). Shobayarul Atik Himawati also found facts in the field that the online learning model, by developing the Online Interactive Learning Model (OILM) can increase students' understanding of lecture material with an increase of up to 80%. Students also believe that OILM has provided a new, more challenging experience (Himawati, 2020).

Furthermore, Hikmah et al. researched using the *animiz* application as a media for learning Arabic. This research shows that using the *Animiz* application in Arabic language learning can be implemented well to increase students' interest in participating in Arabic language learning (Hikmah, Petoukhoff, & Papaioannou, 2022). The last research is Dewi S et.al regarding using smart app creator applications as a medium for learning Arabic. The research results found that applications developed using smart app creator devices can provide student learning motivation because these applications are equipped with text, audio, video, and animation collected into one media. This application can also be used via laptop and cellphone devices and does not have to be connected to the internet, so students can use it easily and efficiently (S, Amrina, Gazali, Mudinillah, Agustina, & Luksfinanto, 2021).

The research above is research into developing certain applications to be used as a medium for learning Arabic. The result of the research is an application product that can increase students' motivation to participate in the Arabic language learning process. Meanwhile, this research does not aim at specific application development research. However, this research focuses on analyzing the use and innovation of lecturers in developing applicable Arabic language learning media to overcome the problems of online-based learning. Therefore, this research is very important to optimize online-based Arabic language further learning through the development of application media that lecturers at universities have carried out.

Method

This research uses a qualitative approach, namely the analysis, and understanding of specific and regular social behavior and processes in society, and is not studied in terms of quantity, amount, intensity, or frequency (Kusumastuti & Khoiron, 2019). This research will discuss innovations in Arabic learning media that Arabic language education lecturers at UIN K.H. Abdurrahman Wahid Pekalongan have carried out. This research uses observational data collection techniques by making direct observations on various specific events related to the focus of the study, namely the use and innovation of Arabic lecturers in developing applicable learning media in higher education (Abdussamad, 2021; Bungin, 2008). Then, interview techniques were used to collect data through structured oral communication with informants, namely Arabic language lecturers at the research location (Harahap, 2020). Lastly, use documentation techniques by searching for records, both paper (hardcopy) and electronic (softcopy) records, which can be in the form of books, mass media articles, photos, minutes, blogs, or others related to the focus of the study (Sarosa, 2021).

This research uses the Miles and Huberman data analysis technique, which has three stages, namely: *first*, data reduction: in this stage, the researchers carry out a data selection process or

sorting data from interviews, observations, and documentation that is relevant and following the innovation. Distance learning media carried out by lecturers majoring in Arabic language education. Second, display or presentation of data: this stage the researchers organize the data logically and systematically so that it is arranged according to the problem formulation that has been determined, namely the use and innovation of distance learning media carried out by lecturers majoring in Arabic language education. *Third*, concluding: at this stage the researchers make meaning of the data that has been presented by taking into account existing theories (Fadli, 2021; Rijali, 2018). This was done to obtain the desired conclusions and follow the problem formulation that the researchers had determined.

Result and Discussion
Utilization of online Arabic learning media

The process of teaching and learning activities in the Arabic Language Education study program at UIN K.H. Abdurrahman Wahid Pekalongan runs online during the Covid-19 pandemic. This causes lecturers to adjust the learning of the courses they teach. At the beginning of the Covid-19 pandemic, lecturers still found it challenging to carry out the distance learning process because it had to be online, but for approximately 3 semesters the lecturers could adapt to online lectures. This is demonstrated by the activeness of lecturers in utilizing IT-based learning media that is suitable for online learning. In this era of learning, lecturers need technological skills to make it easier for students to follow the learning process. Therefore, educational technology needs to be mastered by a lecturer. Educational technology functions to help solve problems in the learning process, and students can increase their creativity (Hasanah, 2021).

Based on the results of observations made by researchers, Arabic language education lecturers have used many applications as distance learning media for their courses, such as e-learning at UIN K.H. Abdurrahman Wahid Pekalongan, *Google Classroom, Google Meet, Zoom Meeting, Kahoot, Quizizz, WhatsApp Group,* and *YouTube.* This is also following what was conveyed by the PBA lecturer, Mr. Faliqul Isbah (2021), that he taught the sharf 1 course online using several applications including E-Learning, LMS *at-Talkhīs, WhatsApp, YouTube, Zoom, Google Meet, Google Form.* Then, other lecturers whom the researchers interviewed also answered with almost the same answer, except that some lecturers in using long-distance media tended to use one application, such as *Kalām 1* learning uses *Google Classroom,* while UIN K.H. Abdurrahman Wahid Pekalongan e-learning is only a complement and WA Group is only for daily technical communication of learning.

Some are more inclined to use Zoom Meetings or Google Meet because it is considered more effective to be able to meet face to face virtually, such as Ahmad Taufiq, who in his teaching and learning activities more often uses Google Meetings and Burhan, who in every teaching and learning activity uses Google Meet. Moreover, e-learning is only a follow-up to discussions related to the course. Judging from the effectiveness of learning media for online learning, most Arabic language education lecturers prefer video conference media such as Zoom Meetings and Google Meet. However, some lecturers prefer the WA group.

Arabic language lecturers have not utilized e-learning media during their learning time. Even in the odd semester of 2021, several lecturers do not use e-learning because many students still experience difficulties accessing it. Also, in e-learning, the storage space is minimal, so it is not accessible to upload large files.

The use of online learning media in the Arabic language education study program is going well, but lecturers still face several obstacles or difficulties. As stated by Subiyadi, there are difficulties or obstacles to online learning. What is felt is when students cannot access courses because the signal is inadequate, and the discussion journey is less interactive. However, Arabic lecturers can adapt and carry out the online learning process by utilizing learning media that are

more relevant to use during this pandemic. Because learning during the pandemic is one hundred percent online, which requires special media skills.

The data regarding the use of online-based Arabic language learning media above shows that Arabic lecturers have answered the challenges educators face so far, namely that almost all aspects of life are controlled by technology, including the world of education. Current technological progress is marked by the emergence of various things related to changes in the order of life, such as *first*, Internet of Think, namely all activities must use the internet; *second*, Big Data, namely lots of new data that can be accessed and utilized by everyone; *third*, Cloud Computing, namely all data owned by everyone can be stored on a vast network; *fourth*, Artificial Intelligence, namely artificial intelligence that can fix something when it makes a mistake; *fifth*, Application is a medium that everyone can accesso obtain various kinds of information (Lisaniyah & Salamah, 2020). These changes have a positive impact on Arabic language lecturers because all these changes can be utilized in the Arabic language learning process, such as utilizing certain applications to develop Arabic language learning media and the cloud to store all Arabic language learning data.

As illustrated in the results of Albantani's research, learning Arabic in the current era has experienced various changes, one of which is learning Arabic, which has led to the use of popular social media such as YouTube, Instagram, and Facebook. This media is an alternative media that Arabic language lecturers and teachers can use. Students from elementary to middle and tertiary levels have used these three media to support their learning of Arabic. Students are no longer limited by space and time and can even learn Arabic independently anywhere (Albantani, 2019). Linur and Mubarak specifically researched the social media Facebook as an alternative medium for Arabic writing skills. The results illustrate that Facebook can be an alternative media for learning Arabic writing skills. Students can write Arabic by utilizing the column feature on Facebook. Students can also express their thoughts or ideas by writing status updates on Facebook using Arabic (Linur & Mubarak, 2020). Changes in learning patterns that utilize digital products have made learning Arabic easier for students. Students are pampered with learning media development products that can be accessed anytime and anywhere. Therefore, lecturers, teachers, and students must be highly willing and motivated to utilize existing online media in the learning process to get what is expected according to their learning objectives.

The Innovation of Arabic Learning Media

Online learning is a term often used in the literature to refer to the use of technology in delivering learning. Especially during the pandemic, the learning process underwent a digital transformation, forcing online learning to be implemented (Putri, Herdiana, Munawar, & Komalasari, 2021). Several learning methods are often used in the online learning process, including first, Flipped Learning, which refers to learning that includes online and face-to-face elements; second, Hybrid Learning, which refers to learning where online components are used to replace some of the face-to-face elements of the course (Akla, 2021); third, Blended learning, namely learning where face-to-face classes are usually accompanied by online resources and materials, so that the online component is not intended to replace the face-to-face component but rather to complement it, so it is provided online (Hilmi & Ifawati, 2020); fourth, Distance or remote learning, namely learning that is carried out entirely online, without any face-to-face elements (Kartel, Charles, Xiao, & Sundi, 2022).

The online learning methods above have been implemented in educational institutions during the Covid-19 pandemic. At the pandemic's start, learning in Indonesia experienced a total transformation of learning models. In the beginning, offline learning changed to total online learning, or what is known as distance learning. At that time, lecturers and teachers were required to learn autodidactically to become familiar with technology and innovate in developing technology-based learning media. Therefore, Arabic language lecturer at UIN K.H. Abdurrahman

Wahid Pekalongan has made innovations in developing learning media in each of his courses, including the following:

First, the innovation carried out by Faliqul Isbah was creating a hyperlink-based *at-Talkhīs* Learning Management System (LMS), which is one of the media developed to facilitate student learning, especially for Arabic language courses, by integrating material links and course assignments in one Google Drive based platform, Google Form, YouTube, and other media. This media can be accessed via PC or Smartphone devices. This media consists of three main parts (video material, exercises and assignment collection form) for each 12 Dars. Each Dars consists of *al-Mufrādat al-Jadīdah*, *Hiwār*, which explains the *mudzakkar* and *mu'annats* sentence patterns, and *Tadrībāt* Form.

The material contains al-Mufradāt al-Jadīdah, Hiwār, and Mudzakkar and Mu'annats sentence patterns. Students will be given several video materials and exercises that can be accessed repeated so they are expected to master the material well. Then, on the *tadrībāt* form, students will fulfill assignments from their respective Dars Lisan al-Jami'ah books to be submitted on the form we provided. Apart from that, *at-Talkhīs* LMS is also equipped with a Video Call feature for individuals and Video Conference for student groups. *At-Talkhis* LMS is also equipped with links related to information on Institutions, Faculties, Departments, Sikadu, and E-Learning. The steps for use are as follows:

1. Open PDF File;
2. Click on the desired icon;
3. See, understand, and fulfill tasks as directed;
4. Can be repeated many times;
5. To video call *hiwār* with lecturers, click the "VCall-*hiwār*" icon;
6. For a Video Conference with a group, click the "VConf-*Muhādatsah*" icon;
7. For lecturer consultations, click the desired icon.

The features contained in the LMS look complete which describes the learning process starting from the RPS, Learning Contract Videos from the lecturer, then there is an introduction to learning from the lecturer, learning materials, division of learning groups, student attendance using spreadsheets which all students can access independently, activities ViCon for *muhādatsah*, ViCon for *hiwār*, Pre-Test, Post Test, up to UTS and UAS.

Students can also check their daily grades independently by simply clicking. In essence, students must follow the step-by-step instructions and complete the bills the lecturer has determined. Students can also directly contact the lecturer via WA in the LMS if there are difficulties. More interestingly, the LMS has been integrated into several learning resources and information sources needed in the learning process.

Figure 1. LMS features *at-Talkhīs* Arabic Language Course

The LMS also has material features (*al-Māddah*) totaling 12 themes. If you click on the symbol, a Google form containing material matching the theme will appear. For example, suppose you click on the *hiwār* symbol. In that case, a Google form will appear containing material presented by the lecturer in the form of a video related to a particular *hiwār*.

Figure 2. Learning material features

Figure 3. *Hiwār* video in Google Form

Then, each material is also equipped with direct exercises as daily tasks that follow the *hiwār* and *mufradāt* that have been studied. So, students can immediately work independently on the questions available in the LMS.

Figure 4. Features of practice questions as daily assignments

Apart from the Arabic language course, Faliq also developed the LMS *at-Talkhis* for the *Sharf* 1 course. Several features are available because the learning system is also different, namely the creation and presentation of papers.

Figure 5. LMS *at-Talkhīs Sharf 1* course
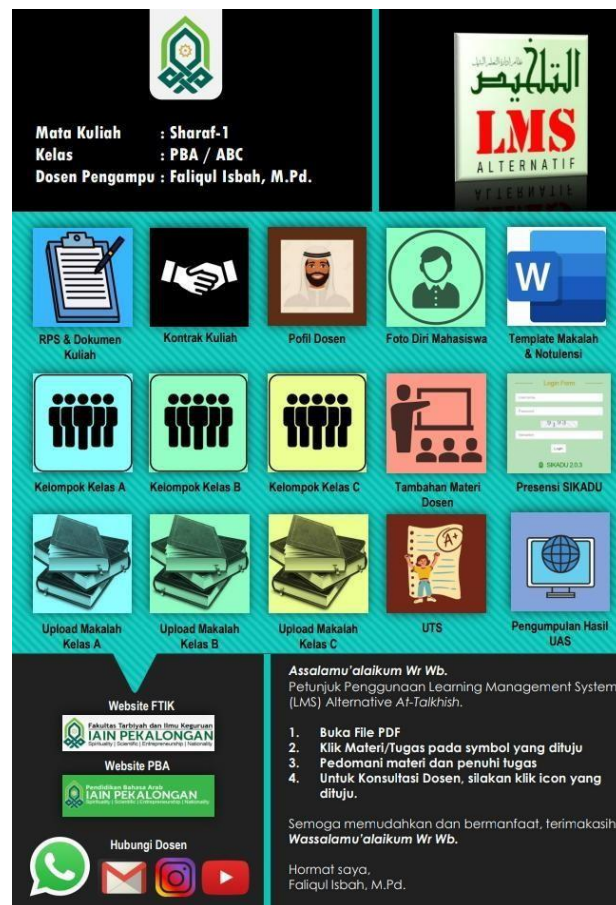
Faliqul Isbah also developed the *at-Talkhīs* LMS for special *mufradāt* and *hiwār* materials and designs. It also includes instructions for learning steps, namely: 1) Open the PDF file 2) Click on the desired icon 3) Listen to the *mufradāt* material 4) Listen to the *hiwār* 1 material 5) Listen to the *hiwār* 2 material.

Figure 6. LMS *al-Talkhīs Mufradāt* and *Hiwār*

Second, the innovation carried out by Jauhar Ali was in the form of creating learning videos based on PowerPoint and Camtasia. The video media is used to deliver material in PowerPoint form but in video format so that the material can be delivered directly from the lecturer in PowerPoint form, which has a voice explanation of each point in the material. *Third*, the innovation carried out by Muhammad Fauyan was in the form of creating animation-based learning videos. The animated video media is used to convey course material that students can access independently. The video looks more attractive because it has animated images that move and explain the material soundly. The video uses the *Animaker* application, which the lecturer can make independently.

Fourth, the innovation carried out by Akhas was in the form of making learning videos on YouTube. These videos are also used to convey course material via a YouTube channel, meaning that the lecturer creates YouTube content that is tailored to the topic of discussion of the material in each teaching and learning activity so that students can listen to the material independently.

Fifth, most Arabic lecturers carry out the evaluation process by developing Google form-based evaluation media, which students can access easily, and lecturers can find out each student's score directly without calculating it manually. There are even Arabic lecturers who develop evaluations using the Quizizz application, which is more interesting in terms of features you can set the time to do it according to the difficulty level of the questions, and you can also find out the score immediately at that time.

Based on the innovations carried out by Arabic lecturers above, their efforts to maximize the online learning process are quite good. This is proven by his creative and innovative work in carrying out the learning process so that students can still participate in learning optimally. The results of the development of online learning media innovation align to increase the competence of Arabic language lecturers by providing training or workshops on creating IT-based learning media. Therefore, the lecturers have successfully implemented this training in learning according to their subject areas.

Online-based Arabic language learning certainly requires sufficient and adequate infrastructure so that problems do not arise in the learning process that have arisen so far, such as inadequate technology availability and internet access and quota availability that have not been able to support the online learning process (Jamil & Agung, 2022; Haq, 2023; Sari & Sarmila, 2021). Therefore, Arabic language lecturers must continue to innovate in developing Arabic language learning media that is easily accessible to students, as has been done by Faliqul Isbah in creating a hyperlink-based learning LMS called al-Talkhis. This is also done by teachers in Indonesia who develop various kinds of applicable Arabic language learning media such as those developed by Amalia et.al, namely developing Android-based Arabic language learning media called KOSBARAB. The research results show that the KOSBARAB application can attract students to increase their Arabic vocabulary (Amalia, Nuha, & Nashoih, 2022). Then, the media developed by Muarifatul Maulidiana and Nasirudin developed e-modules for learning Arabic. The result is that the E-Module that he has developed has received very good assessments from material and media experts. The students' response was also very good when trials were carried out in the field. Thus, e-module media falls into the category suitable for use for learning Arabic at school (Maulidiana & Nasirudin, 2020).

There are also those who are developing Arabic language learning media based on Adobe Captivate in the form of an *IQRA* application (Interactive Quiz for Reading in Arabic). Adam Ghozali Reynaldo Suharto carried out this development. The results show that this media is suitable for the learning process because it contains software engineering, audio, and visual aspects, so that students are more interested in following the Arabic language learning process (Suharto, 2023). In developing a product, of course, you must first see and analyze the students' needs for the product to be developed to meet its users' needs and abilities (Huda, 2020).

The development of applicable Arabic language learning media above shows that lecturers and teachers have been proven to have carried out innovations that positively impact the Arabic language learning process in educational institutions to motivate students to participate in learning well. Even though learning is online, Arabic language learning continues to improve and is of high quality. This is proven by the results of several studies conducted by the lecturers above, showing increased student motivation in participating in online Arabic language learning.

Conclusion

Most Arabic language lecturers use several platforms in teaching and learning activities, such as *E-learning Moodle, Google Classroom, Zoom Meeting, Google Meet,* and *WhatsApp Groups.* Meanwhile, to make it easier to explain the material, Arabic lecturers also make learning videos, which are then uploaded to *YouTube.* Innovations developed by Arabic language lecturers include hyperlink-based LMS *at-Talkhīs,* creating *Powerpoint* and Camtasia-based Learning Videos, creating Animation-based Learning Videos, and developing Evaluation Media based on *Google Forms, Kahoot, and Quizizz.*

Based on the research, two key conclusions emerge regarding the use of online Arabic learning media during the Covid-19 pandemic at UIN K.H. Abdurrahman Wahid Pekalongan. Firstly, there was a significant adaptation to online learning. Lecturers successfully navigated initial challenges using IT-based learning media, such as e-learning platforms, *Google Classroom, Google Meet,* and *Zoom Meeting.* Preference was notably given to video conferencing tools like *Zoom Meeting* and *Google Meet,* valued for their effectiveness in facilitating face-to-face virtual interactions. This adaptability was crucial in overcoming obstacles such as inadequate internet access and limited interactive capabilities, demonstrating the educators' resilience and creativity in the face of unprecedented challenges.

Secondly, the research highlights the innovative development and use of digital resources in enhancing Arabic language learning. Lecturers innovated in creating hyperlink-based Learning Management Systems and integrating digital tools with engaging formats like videos and animations. This innovation extended to the effective use of social media platforms like *YouTube,*

Instagram, and *Facebook* as alternative learning tools, illustrating the potential of these platforms in educational contexts. Adopting these diverse online learning media and methods increased student motivation and engagement, underlining the importance of continuous innovation in educational technology. These efforts showcase a dynamic shift in Arabic language education, marked by successful adaptation to online environments, a focus on student engagement, and a commitment to leveraging technological advancements for educational excellence.[]

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