Implementation of Arabic-Based Audio Visual Media in Learning Listening Skills

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Abstract:

Arabic language learning in school institutions often challenges the development of basic skills, especially listening skills. This study aims to describe the implementation process of audio-visual media in Arabic language learning, especially listening skills, in grade 3 of MIN 1 Madiun City. The research method used is descriptive qualitative with data collection techniques through observation, interviews, and documentation. The research subjects were Arabic teachers and 3rd-grade students of MIN 1 Madiun City. The results showed three stages in the application of audio-visual media: the preparation, implementation, and follow-up. The teacher designs and prepares the materials and audio-visual devices in the preparation stage. The implementation stage involves using audio-visual media during the learning process in the classroom. In the follow-up stage, teachers conduct evaluations and provide feedback to students. With audio-visual media, students can understand the material taught better, creating a more conducive and enjoyable learning atmosphere. In conclusion, audio-visual media effectively improves students' listening skills in learning Arabic at MIN 1 Madiun City.

Introduction

The world of education continues to develop and experience significant developments, especially in today's era, which is all about technology (Andini, 2021). This change can affect the education system at various levels. One of the main influences of the emergence of technology is that it provides convenience in evaluating and monitoring student development. Through software, teachers can quickly provide materials and innovations in using learning media in the classroom, especially in Arabic (Vandayo & Hilmi, 2020). Along with the development of the times, especially in technology, educators must certainly be more creative and not clueless in choosing the media used for the learning process in the classroom, as well as creating fun and not dull learning. Involving the media as a means in the learning process can provide various impacts and functions to facilitate or accelerate the learning process in the classroom, which can help students understand the material presented by the teacher (Anwar et al., 2022).

To achieve the learning objectives set previously, the teacher must innovate or innovate in using learning media, especially in developing listening skills (Mujahidin et al., 2012). Because with this innovation it can help students prevent boredom during the learning process in the classroom. One of the researchers' findings in the problems during the learning process, especially in Arabic, is student interest; even though the teacher has tried to explain the material,

if interest is still relatively low, it dulls the learning atmosphere. Therefore, media is needed to help students increase their enthusiasm for learning. Audiovisuals are one of the technologies that can assist students in increasing their enthusiasm for learning during the Arabic language learning process, especially listening skills (Syahrin & Bin As, 2021).

According to Anderson (1994: 99), audiovisual media is a series of electronic images accompanied by audio elements and images presented through videotape media. Electronic images can then be played using video tapes or LCDs. Meanwhile, Barbara (in Miarso 1994: 40) says audio media creates and delivers information using mechanical and electronic devices (Kusum et al., 2023). Audio-visual media, if used in the learning process and presentation of material, can provide a complete and practical addition to students. In addition, this media can also help the duties and roles of the teacher because the teacher does not only present the material verbally; with this media, the teacher's role can switch to a learning facilitator, which provides students with convenience in the learning process, especially in listening skills (Salsabila et al., 2020).

Previous studies discuss audio-visual media in the Arabic language learning process, especially listening skills. (Tini & Sidiq, 2023) the application of audio-visual media based on Arabic language animation consists of three stages: preparation, implementation, and follow-up activities. The preparation stage involves developing a lesson plan, the implementation stage involves using the media, and the follow-up stage involves evaluating and measuring results. In addition to facilitating the learning process in class, audio-visual media, according to Muassomah (2020), shows that using audio-visual techniques in learning istima' has been very well designed. This method includes several stages: (a) the lecturer plans the material, (b) students watch the video presented, (c) students record the *mufrodat* they recognize from the video, (d) students make conclusions about the story in Arabic, (e) students take lessons from the video watched, and (f) evaluation which is divided into two, namely, written evaluation in the form of collecting *mufrodat* notes, as well as oral evaluation where students give conclusions and lessons from the video in Arabic. This audio-visual media created a more exciting learning environment and increased student participation during the learning process.

Based on the results of these previous studies, it can be concluded that visual media is very effective in learning Arabic, especially for listening skills. In addition, animation-based audio-visual media can improve students' listening skills through the stages of preparation, implementation, and follow-up, which include planning, media use, and evaluation of results (Fridayanti, 2021). Then a well-designed audio visual, which includes material planning, watching videos, recording *mufrodat*, making story conclusions, and written and oral evaluations, can improve the learning atmosphere and increase student participation. Therefore, it is highly recommended that teachers use varied media, especially audio-visual, to make the atmosphere in the classroom fun and help improve Arabic learning outcomes (Pratiwi et al., 2022). Implementing Audiovisual media in learning listening skills can help teachers and students facilitate the learning process in the classroom because learning becomes fun and students become active. So, the purpose of this study is to find out whether implementing Audiovisual media has stages and with the media whether it helps learning in the classroom to be more conducive and fun so that learning objectives are achieved.

Method

This study chose the issue of Arabic language learning in schools because of the importance of listening skills in language acquisition, which often faces various challenges in its application. This issue is interesting to be studied further, primarily related to the application of audio-visual media in Arabic language learning. MIN 1 Madiun City was chosen as the research location because this school actively uses various innovative learning methods, making it a relevant case study. It can provide deeper insights into using audio-visual media to improve students' listening skills.

This type of research is descriptive qualitative (Ardiansyah et al., 2023), which aims to produce descriptive data in the form of written or spoken words from individuals and observed behavior. The data used in this study came from observations, interviews, and documentation related to the Arabic language learning process in class 3 of MIN 1 Madiun City. The research subjects include Arabic teachers due to their direct involvement in learning. Qualitative research was chosen because it can provide an in-depth description of the phenomenon under study and allows a more comprehensive exploration of the issues raised.

The data collection techniques in this research are observation, interview, and documentation (Anggito, 2018). Observation was conducted to observe the learning process and interaction between teachers and students. In-depth interviews were conducted with Arabic language teachers to get their views on the effectiveness of using audio-visual media. Documentation includes teaching materials, learning video recordings, and teachers' daily notes. The collected data was then analyzed through a data reduction process, which retained only relevant information related to the implementation of audio-visual media. The analysis involved reviewing the data, categorizing, and drawing conclusions, which were then presented systematically based on the research findings.

Results and Discussion

Result

Media are facilities and infrastructure that can support the implementation of learning activities and support education and training (Meliyani et al., 2022). The presence of media cannot be ignored because technology is developing rapidly along with the times. Hence, various media appear that can facilitate the process of learning activities in the classroom. Because the media can help students understand the material with fun (Siwi & Puspaningtyas, 2020). There are many types of media, but the media commonly used in teaching and learning activities, especially in Arabic language learning, is Audiovisual; this media displays sound elements and clear images, which can help students pay attention to the details of each image displayed. This audio-visual media can convey information to students more clearly and interestingly (Setiyawan, 2021).

Listening is one of the basic skills needed to understand and communicate well, and developing listening skills is very important for learning, especially Arabic (Wijaya, 2020). Although there is an element of gap in listening activities, listeners may not always understand what they hear. Listening is not merely for understanding; therefore, listening includes aspects of intentionality, attention, and understanding, all essential parts of any listening experience. Because *istima* or listening is a process of activities that aim to acquire, understand, analyze,

and build thoughts (Kalsum & Taufiq, 2023). Listeners not only receive information passively but also actively participate in interpreting and evaluating what they hear.

Therefore, listening skills require engaging media to encourage students to participate actively in the learning process. Audiovisual media is one effective media used to help students, especially students in primary education (Yuanta, 2020). By using audiovisual media, students listen to and see information directly, making the learning process more interactive and exciting. This can increase student participation in the classroom (Rahmawati et al., 2021).

The use of audio-visual media in Arabic language learning provides many benefits for students, one of which is that this media makes students quickly receive material. There are several main factors that Audiovisual media can influence in the Arabic language learning process, among others: 1) Learning is more exciting and interactive by presenting audio-visual media presented through video, animation, and audio can provide student attention because the media displayed will make it easier for students to understand the meaning so that they can master the learning objectives. 2) Providing learning experiences, by listening and seeing through audio-visual media, students can feel how the Arabic language learning process uses several media, one of which is audio-visual, where this media provides an experience that can remember the material presented (Raudatussolihah, 2022). 3) Not boring: One of the advantages of this media is that it is not boring because the presentation of material through animation, video, and audio recordings helps reduce monotony in the learning process in class; creative delivery can make the learning process fun and reduce boredom. 4) Generate motivation by excitingly presenting learning material; it can make students more enthusiastic in the learning process in class because the material presented does not make students feel bored, especially at the elementary level, where students tend to prefer varied and fun learning (Gemilang & Listiana, 2020).

Based on the observations, researchers found that at the MIN 1 Madiun City institution, Arabic language learning is done using audio-visual media. The media is used for the learning process in the classroom because it is fun and helps students, especially elementary-level students, who still need engaging media so that students like learning Arabic. Before implementing a medium, the teacher must design the procedure so that the learning goes well and the time used does not exceed the limit (Hada et al., 2021). According to the Arabic teacher, before implementing audio-visual media, the teacher must prepare three steps, namely, the first step is preparation, the second step is implementation, and the third step is follow-up (Fadillah, 2020).

Picture 1: Learning process with audio-visual media

In the preparation stage, the teacher must prepare several steps, among others: 1) Develop a detailed learning activity plan, which includes learning objectives, materials used, and methods to be used. After that, 2) Review the instructions for using audiovisuals to ensure that students can understand adequately and the media can be used optimally during the learning process, and 3) Prepare and organize the audiovisual media equipment used to ensure that all devices are in good condition and ready for use. After the preparation stage, we move to stage two, namely implementation or presentation. At this stage, the teacher directs students to pay careful attention to the material displayed through audio-visual. Next, the teacher gives clear instructions on things to pay attention to, and students can ask questions or respond after being shown the material. Then, the students and teacher read the vocabulary repeatedly according to the picture. During reciting, students are also encouraged to connect the word with the corresponding picture and make simple sentences that they have pronounced. So that students have a deep understanding of the material, the teacher must also play an active role in providing additional explanations and answering questions.

The third step is follow-up; at this stage, 1) The teacher asks students to tell a summary of the material they have learned during the learning process, 2) the teacher holds a question and answer session where students ask things that are considered complicated or unclear about the material they have learned, 3) The teacher gives a test specifically designed to assess the extent to which students understand and absorb material through audio-visual media. The suitability between learning media and the material presented is essential during learning. Because each material has unique characteristics, attractiveness, and difficulty levels, the teacher must convey learning to students effectively and interestingly (Rahmi & Samsudi, 2020). Appropriate media makes it easier for students to understand and remember what is taught; it also helps make the learning experience more enjoyable and meaningful.

In learning Arabic, teachers must choose the suitable learning media creatively. Choosing the right media, such as audio-visual media, can help enrich students' learning experience. Teachers can use this media to bring learning materials to life and facilitate better understanding. Teachers should be able to consider what technology is available in the learning environment and students' needs when choosing media because this media can increase students' involvement in learning. Arabic language learning can become more exciting and interactive and strengthen the proficiency of *maharah istima* effectively, mainly if applied at the primary education level (Haq, 2023).

Discussion

Based on the study's results, researchers provide an overview of how using Audi visual media in Arabic language learning can help improve students' listening skills. This is proven based on the results of interviews with Arabic language teachers. According to the Arabic teacher, there is a difference between before and after learning by using the media. In learning Arabic, especially *maharah istima*, the learning process tends to be monotonous and uninteresting because traditional teaching methods usually involve educators speaking in front of students. In contrast, students only listen and take notes. This approach often makes students bored and uninterested in actively participating in the learning process. In addition, since students only rely on hearing, their ability to understand the material will be limited.

Learning in *maharah istima* was significantly changed after the teacher used audio-visual media. Audio-visual media such as videos, short films, and animations help bring learning

materials to life by adding interesting visual and audio elements. Students become more interested and motivated to learn because they can see and listen simultaneously, which enriches their learning experience. Using this media can also increase understanding because the information is conveyed through various channels, making it easier to capture and remember information and learning more enjoyable. Thus, students who initially did not understand the material being taught understood; this is also evidenced by the results of the teacher's assessment of students after teaching and learning activities are completed because, at the end of each lesson, the teacher gives a test in the form of understanding students during the learning process that has taken place.

Engaging media can help make learning Arabic fun (Furoidah, 2020). The results of observations and interviews conducted by researchers with Arabic language teachers show that audio-visual media is a learning media for *maharah istima*, which students favor because it makes learning more fun and interactive. Arabic teachers say that learning by using audio-visual media can quickly memorize and remember the material. In addition to making it easier to remember the material, the use of audio-visual media in learning makes the learning process more enjoyable. These media can increase student interest and make learning more lively and interactive (Sari & Muassomah, 2020). This happens when students are invited to see pictures or videos or listen to sounds or music; learning will become more fun and not boring.

Picture 2: Students are active in the use of audio-visual media

Using images and videos allows complex concepts or topics to be explained more clearly and efficiently, especially for students with visual and auditory learning styles (Intan Nurhasana, 2021). Audio-visual media can also enrich students' learning experience by providing variations in the method of delivering material so that students can remember and understand the material taught, especially Arabic (Syahrin & Bin As, 2021).

Research in the use of audio-visual media in Arabic language learning, especially in listening skills, is in line with previous research; based on the results of research (Pratiwi et al., 2022), learning by using audio-visual media at MIS Al-Hidayah CK has increased significantly in Arabic language learning, through the use of this media, learners can utilize both of their senses: vision and hearing. This strengthens their listening skills as well as their reading, writing, and speaking skills. When students listen to correct pronunciation by seeing relevant visuals, they can better understand and remember vocabulary and sentence structures. This research is also in line with the current researcher because, in this study, the researcher applies Audi visual media, which focuses on students' listening skills; with good hearing, they can understand

and remember Arabic sentences better, so this media can make the Arabic language learning more exciting and effective.

Based on this research, teachers must consider using learning methods or media in the learning process because interactive and fun media make learning in the classroom fun so that students easily absorb the material to be taught (Wulandari et al., 2023). Researchers also suggest more use of exciting media, better redevelopment of audiovisual media, and improvement of what is lacking in interactive media. Improving or evaluating learning media is expected to increase learning effectiveness, especially in Arabic language learning.

Conclusion

It can be concluded that using audio-visual media in Arabic language learning has a significant effect, especially on listening skills. Teachers can effectively utilize this technology by creating a structured usage procedure that includes preparation, implementation, and follow-up stages. The use of media makes learning materials more lively and exciting, which in turn increases students' active participation. This method overcomes the limitations of traditional teaching approaches by providing a more enjoyable and rewarding learning experience and improving Arabic listening skills. Using technology in language learning can effectively improve students' ability to listen to and understand the language they are learning.

This research shows the importance of using audio-visual media when learning Arabic. This method changes students' learning by making the material more interactive and fun and enhancing their overall learning experience. With technology, teachers can improve students' Arabic comprehension by presenting real situations and audio-visual content. This research shows the steps in using audio-visual media in learning. It provides a strong illustration of the importance of using technology to aid language learning, emphasizing how audio-visual media helps students learn to listen to Arabic.

However, this study has some shortcomings that need to be considered for further research. One is the challenge of measuring the long-term effects of audio-visual media on Arabic language learning, including its impact on students' ability to retain and apply listening skills in real-life situations. Factors that may influence audio-visual media should also be considered. For example, technology can be accessed in various learning environments. Thus, to find out the broader impact of using audio-visual media in Arabic language learning, especially listening skills, future research can recommend media or methods that can help Arabic language learning run well.

Acknowledgment

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