

Vlog Media in Arabic Learning For the Pro Gadget Generation

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ABSTRACT

The development of technology in the 4.0 era can be used by educators as a form of renewing the learning model. This research describes Vlog (Video Blog) media in Arabic learning for the pro gadget generation. The subjects of this research were 21 students of the Arabic class at *Madrasah Diniyah* Islamiyah Foundation in Malang, Indonesia. This learning method uses a direct method by giving students assignments in the form of individual introduction video blogs in Arabic that are published on their respective social media. This research used a qualitative approach. Data were collected through observation of student conditions, student interviews, and documentation of learning outcomes. The use of Vlog helps educators and students in following the development of existing technology and also the good use of technology-based social media, so as to produce a more useful product. In this study, it was calculated that 57.1% of students had successfully practiced learning *maharah kalam* for the first time well.

Keywords: Video Blog, Gadget Generation, Arabic Learning, Maharah Kalam

1. INTRODUCTION

The renewal of the learning process in order to realize the development of the times must be carried out by an educator. The demand to be able to manage the class optimally must be done in order to achieve the objectives of learning. This goal requires educators to be able to innovate and be able to improvise in the learning process. Education must be able to do the best in class management in order to achieve a learning process that is fun for students such as seating arrangements, selecting several things such as the variety of activities and the use of media used in the learning process. The success of an educator in creating the effectiveness of learning conditions can be seen from the embodiment of the teaching and learning process [1]. There are many problems that arise from students when the learning process takes place such as boredom, therefore educators must be able to overcome this boredom by innovating and being creative for learning models and learning media [1]. However, when choosing learning media and learning models, it would be nice for an educator to find out the motivation and interest of students so that the learning process is certainly fun for students. If you look at the condition of the student environment today, of course, it is very different from

the condition of students in ancient times. Nowadays, Indonesia has entered the industrial era 4.0 or what is called an era where technology is no longer foreign and has become one of the daily necessities such as gadgets which include smart phones, laptops and tablets. The Android/smart phone used by students has complications depending on how it is used. With the influence of globalization, especially technological developments in the 4.0 era, educators should be able to take advantage of learning media that are sensitive to current student developments. If we see students' interest in technology such as smart phones, educators can take this opportunity to grow students in learning.

To respond to the education system in the 4.0 era, the government designed a new literacy movement to reinforce even the old literacy movement. The new literacy movement designed by the government focuses on three main literacies, namely: 1) digital literacy, 2) technological literacy, 3) human literacy. These three skills are predicted to be skills that are highly needed in the Industrial 4.0 era. Digital literacy increases the ability to read, analyse, and use information in the digital world [2]. Technology literacy aims to provide an understanding of the workings of machines and technology applications, and human literacy is directed

at improving communication skills and mastery of design science. Digital technology has become a necessity in the world of education today, proven to have been adopted by the Ministry of Education and Culture of the Republic of Indonesia to develop new curricula and online systems and develop education towards Creative Indonesia in 2045. Adaptation is carried out to achieve conceptual conformity with the capacity of students and the competencies of educators and staff [3].

Using digital systems in learning is evidence of progress in terms of learning in the Industrial Revolution 4.0 era in the field of education. The writing of journals and scientific works in *Maharah Kitabah* learning requires students to produce quality literacy products that are suitable for personal consumption or public consumption. Learning like this is a PBL model; according to [4], PBL model is a student-centered, innovative, project-based learning model and positioned teachers as an active facilitator in the contextual learning related to a real-life situation. The purpose of this research is to describe and analyze the implementation of digital 3-dimensional maharah learning based on scientific articles and their impact on students. This research is useful to offer alternative teaching writing for the level of students in the era of industrial revolution 4.0, which is dominated by digital products.

2. METHOD

Research on the use of Vlogs in learning Arabic for the pro gadget generation used a qualitative descriptive approach. A descriptive research is collecting data based on factors that support the object of research, then analyzing these factors to find their role [5]. Qualitative research is study that involves analysis and interpretation of texts and interviews to find patterns that are meaningful and descriptive of a particular phenomenon. The subjects of this study were 21 Arabic classes at *Madrasah Diniyah Islamiyah* Foundation in Malang district. Data were retrieved through observation of class conditions and student interests, student interviews, 3) documentation of data and learning outcomes. The collected data is processed by triangulation, reduction, data presentation, and drawing conclusions [6]. Triangulation is a data collection technique that combines various data collection techniques and existing data sources. There are three kinds of triangulation, namely triangulation with sources, triangulation with techniques, and triangulation of time. In this study the authors used source triangulation by checking the data obtained through the results of the use of Vlog Media and interviews. In this study, to test the credibility of product-based learning data, the data obtained were tested from the results of interviews according to existing theories [7]. In reducing data, researchers do deduction summarizes, select the main things, and focus on the important things. That way, the reduced data provides a clearer

picture. In this study, researchers focused on the implementation and impact of product-based learning. After the data is reduced, the next step is to present the data. The data is presented in the form of narrative text. Data are presented in groups according to their respective chapters. After the data is presented, the next step is to draw conclusions. After describing the various data that had been obtained, the researcher made a conclusion which was the result of a study.

3. RESULTS AND DISSCUSION

3.1. Video Blogs

Vlogs or video blogs are short video recordings containing opinions, stories or daily activities which are usually written on the blog. Vlogs were originally a means to express themselves and opinions to the public. Vlogs at the beginning of their appearance could not be categorized as educational content but rather providing general information such as new places or new fashion trends or they could also contain personal information because vlogs are usually displayed in the form of videos that contain daily activities. Opinions about something, or someone's outpouring about something [8]. Another opinion states that video blogs are a form of information media in the form of simple packaged videos that are operated online through the YouTube channel.

Creativity of educators and students both in the delivery of the material and presentation using Vlog make learning becomes interactive so there is a special attraction for students compared to teaching methods conventional with lectures. In some Vlog making tutorials that we encounter a lot through googling or other search engines Vlogging is very easy but for learning media there are several things that are necessary note including: 1) Inspiration is the first point in making a story in a vlog that will used as a learning medium especially on what theme will delivered in the video to be on record and then conveyed in vlog that will be created. 2) The next step is to determine theme. The theme is a description of the story or the contents of the story to be published in video to be made. 3) Create a scenario. Making a Vlog is the same as making a movie short that is themed so it is necessary the existence of a scenario as a story line. Plot stories in the form of scenarios must be arranged in a manner neat and detailed so every story becomes connected. If it is needed, we prepare the scenario board jot down every whim so things it is important what you want to convey is not missed from initial exposure to with a conclusion then closing with important message. 4) Prepare a background holder.

Before recording a video preferably set up a place as a backdrop for the video. This needs to be done for add value to its importance and attractiveness as well as attention watching. 5) To produce quality videos need to pay attention to the lighting so video results are made in accordance with hope with good image quality. 6)

Prepare the object before taking it picture. Everything must be in position and parts thereof don't let it too repetitive to take pictures. Make the story like the real that it is recording immediately so without concept first. If everything objects man, make sure everyone knows the scenario that is created. 7) Taking pictures required determining the points which are according to the lighting. Do not let wrong point resulting in the image opaque (unclear) and requires take it again. Try to be focused and full concentration. For dialogue must be completely memorized. 8) See the results when all is done, don't forget to look back at the results- the result of taking the picture. If there is some pictures are less than great, then the steps that must be taken are throw it away or repeat it. 9) Edit After you listen back to the results take a picture and choose a picture whichever deserves to be loaded. In make edits, a must notice is a concept. And don't forget also to add FX (if on need). So that the video looks more interesting. Use creativity in edit the video that we made. 10) Double check If you've finished editing, before actually upload it, better do re-check the video that has been edited If you have finished editing and checking then the next step is to keep the results of good work hard as well as edits as documents. 11) Publications If stages one through ten already well done, and the video is already worthy of consumption means worthy of watched by others then the next step is publishing it either through personal blogs or channels YouTube. For learning media consumed internally the video results can also published and uploaded on the website school [9].

Online video learning is currently a trend with a very rapid increase [10]. In learning conducted in the Arabic language early age class at the Islamiyah foundation, Pakis Malang district uses a video blog entitled "Ta'aruf". Students are asked to write in the text a complete introduction to themselves. At first the students asked the researchers to introduce themselves in front of the class using Arabic, but only 2 people could make the introductions, those who could not do it because they were embarrassed and could not. Then the researcher gave the questionnaire to give assignments by doing it at home or practicing directly in front of the class and of the 21 students 27% answered practice in front of the class and 73% answered to be done at home. In observations outside the research class, seeing the state of students liking social media in the form of video, the researchers gave the task of making a Vlog in the form of self-introduction using Arabic for applaud on their respective Social Media.

3.2. Learning Arabic Speaking (Maharah Kalam)

As in the teaching and learning process in general, learning problems must also be found in the Arabic learning process. For Indonesians who consider Arabic

as a foreign language, they will certainly encounter a lot of linguistic problems that they have to overcome themselves. In essence, the problems faced in learning Arabic apply in general. This means that what is the problem in learning Arabic, then it applies to all forms of learning Arabic, including learning maharah al-kalam [11]. *Maharah al-Kalam* is the ability to express articulated sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to the interlocutor is also the ability to use the most complex language. Ability to speak (*maharah al-kalam*) is based on; listening skills (receptive), speech skills (productive), and knowledge (relative) of vocabulary and sentence patterns that allow students to communicate their intended thoughts [12]. The term *Maharah al-Kalam* is usually also referred to as *ta'bir*. The two terms are the same but also contain differences. *Maharah al-Kalam* focuses on oral skills, while *ta'bir* tend to disclose in writing. The equation of the two terms it is both an active function for convey the contents of the mind. *Maharah al-Kalam* is a speaking skill. *Maharah al-Kalam* is one of the language skills that is in Arabic. Definition of *Maharah al-Kalam* from linguists many kinds of. It is said that, *Maharah al-Kalam* is proficiency in delivering messages orally. Another opinion stated that speaking skill is the ability to perform reproduction of articulations used for conveys feelings, desires and desires to others.

It can be ascertained that every learning has goals that have become targets of learning achievement. So as, *Maharah al-Kalam* learning. There are five basic goals in *Maharah al-Kalam* learning, namely. First: Easy to speak. To achieve convenience in expressing Arabic verbally, the students require constant practice, well faced with the scale small as well as in general audiences. With this activity, the students will experience linguistic development; because of trust themselves have increased. Second: Clear. To get talk content with Arabic is clear, so it takes practice at moments certain. Like discussion, debate, etc. These activities will help students to be able to convey ideas in a logical, coherent manner and easy to understand. Third: Responsibility. In this case, the emphasis is on the participants students so as not to speak. However, the speaker can launch a conversation adapted to the situation, the other person, time and content of the conversation. Fourth: Critical listeners. When you become a speaker, and then should be balanced with awareness to learn to be good listener, who is able to provide critical advice to phrases that are heard. Likewise, provide criticism of in his own words. Fifth: Habits. Hope to be able to speak Arabic properly and correctly, it is necessary to have a habit. Habit exists, because there is a strong intention. Habit to always be communicating using Arabic can be done in small groups and on a large scale. It is based on a strong commitment. If it is a habit and maintained, the language environment will appear (*bi'ahlughawiyah*). In

general, *Maharah al-Kalam* learning to: (1) Pronounce Arabic sounds, including intonation and stressing; (2) Distinguishing the pronunciation of long-society letters and short; (3) Express thoughts according to grammar; (4) Using the characteristics of Arabic according to changes in experienced, such as the use of *dhomir mudakkar* and *muannats*; and (5) Express thoughts and opinions in a communicative manner [13].

According to the results of interviews with teachers and also students in the class in Arabic learning conducted at *Madrasah Diniyah Islamiyah* Foundation in Pakis Malang district is done by interpreting into Arabic a reading given by the previous teaching teacher. So that students never practice speaking directly using Arabic, therefore researchers provide a new Arabic learning model by giving practice speaking Arabic directly. The use of Vlog media or video blogs can help students' *maharah kalam* problems. Students do not feel nervous or embarrassed when speaking directly in front of classmates, because in front of the camera used to make the Vlog students seem to be talking to themselves and increase the level of student confidence, especially by being given time preparation before making the video blog.

3.3. Pro Gadget Generations

Teenagers tend to spend time with their gadgets to play games and social media so that some researchers label them with the term Pro-Gadget [14]. Millennial generation In the perspective of Absher and The millennial generation is the generation that experiences google generation, net generation, generation Z, echo boomers, and dumbest generation. The millennial generation is often called generation Z with characteristics like freedom, likes to personalize, relies on instant information speed, likes to learn and work in innovative environments, actively collaborates and hyper [15]. This generation is also a generation that is pro gadget. The pro gadget in question is that this generation is accustomed to the use of cellphones, laptops, tablets and others. They often spend their time on gadgets rather than studying. They are accustomed to utilizing technology as it has developed today, namely the internet. Through the internet, Generation Z, learning is much easier because they use the internet to answer questions or do assigned tasks [1].

Characteristics of Millennial Generation Based on the literature from the article Hitss.com, it is known that there are several kinds characteristics of the millennial generation, namely: 1) Millennials believe more in user generated content (UGC) rather than unidirectional information, 2) Millennials prefer cellphones to TVs, 3) millennial must have social media, 4) Millennials don't like to read online conventional, 5) millennial tend not loyal but working effectively, 6) millennial tend to make transactions cashless, 7) millennials know more about

technology compared to their parents, 8) millennial utilize technology and information, 9) Millennials tend to be lazier and more consumptive, and others. However, in this study it will limit the scope to only some characteristics, namely more millennials believes in user generated content (UGC) rather than unidirectional, millennial information utilize technology and information, Millennials tend to be lazier and more consumptive because of these characteristics meet the criteria in related research. Millennial behavior towards decisions using the Go-food application. The following is a description of several characteristics used to know decisions in using the application Go-food [16].

Research on students of *Madrasah Diniyah Islamiyah* Foundation in Malang District is a study that adapts to the character of students. In observations made by researchers outside the classroom, the majority of students have various social media accounts, such as Facebook, Instagram and Tiktok. Even when in the hours before or after learning, students start doing social media activities. It can be said that these students follow the existing technological developments. However, creative and innovative educators must be able to keep up with these technological developments. Like incorporating this technology into the learning process.

Maharah kalam learning is very suitable when applied in social media. Like making video vlogs, therefore researchers focused on learning Arabic using this vlog to improve students' speaking skills. From the results of the use of the Vlog Media carried out by 21 class students of *Madrasah Diniyah Islamiyah* Foundation in Pakis Malang district is reaping various results. Of the 21 students who collected Video Blog and were able to cloud on social media, respectively, 12 students with a percentage of 57.1% and 48.2% did not make the video blog. Of the 9 students who did not make the video, they wrote some of the reasons given by the researcher through the questionnaire. 3 students expressed embarrassment if they had to post on social media, 2 students stated that they did not have social media, and 4 students stated that making video blogs was a troublesome learning activity.

4. CONCLUSION

The use of social media in learning turns out to have a good impact. Of the 21 students who had never previously studied *maharah kalam* or spoke directly using Arabic, they became less confident when faced with a gadget camera than in front of the class face to face with their peers. Besides, using Vlog also helps educators and students in following the development of existing technology and also makes good use of technology-based social media. Until producing a product that is more useful. In this study, it was calculated that 57.1% of students had successfully practiced learning *Maharah Kalam* properly for the first time using social media in the form of learning vlogs.

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