



Utilization of Technology-Based Learning Media in Online Arabic Language Learning at Annajm Academy

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Abstract

Online learning was initially used to facilitate students so they could study from home when the Covid-19 outbreak hit. Currently, everyone is getting used to online learning, and many institutions are starting to provide learning, one of which is Annajm Academy. However, there are many obstacles faced when learning online, among them, students often feel bored because their learning only focuses on looking at the screen. To make learning more interesting, interesting and varied learning media are available to support learning. This research aims to find out how much benefit technology-based teaching media has in supporting Arabic language learning at Annajm Academy. This research uses descriptive qualitative methods with the Miles and Huberman method in data analysis. The results obtained from this research are that there are several learning media used during Arabic language learning at Annajm Academy, including charts, YouTube videos, PowerPoint, online games and quizzes, and zoom as the main learning media. All of these media complement each other so that they can support learning to be more communicative even though it is carried out online.

Keywords: Technology-based learning media, Arabic language learning, Annajm Academy, online learning

Introduction

During the Covid-19, the government implemented restrictions on community activities, or commonly called PPKM. This regulation requires many activities to be carried out from home, including teaching and learning activities. Teachers and students carry out learning activities online from their home. This is something new and unfamiliar to many people.⁸¹

This new thing causes several obstacles to occur, including students often feel bored, because learning tends to focus on the screen. In addition, students are also not very involved in learning. Teacher also cannot be present directly to accompany students during learning, and this role will be replaced by parents. However, most parents work in the morning and do not have time to accompany, so there are students who forget to participate in learning activities.⁸²

With all the obstacles that occur during the pandemic, teachers are required to always innovate, so that existing problems can be resolved. Among the solutions that can be offered is to use and develop technology-based teaching media.⁸³ The use of interesting and interactive teaching media will increase students' interest and motivation to learn.⁸⁴ The ability to use technology is very much needed in the development of teaching media, but not a few teachers do not understand how to operate technology-based teaching media.

As times go by, both teachers, students, and parents have begun to get used to online learning. There are more and more technology based-learning media that can facilitate online learning activities that are easy to access and operate. Online learning can also be a solution for people who want to learn, but are hampered by distance and time. Therefore, even though Indonesia has returned to normal, and teaching and learning activities can be carried out offline, there are still many people who implement online-learning, especially in non-formal institutions.

Based on Law Number 20 of 2003 concerning the National Education System, in Article 26 Paragraph 4 concerning non-formal education it is explained that "*Satuan pendidikan nonformal terdiri atas lembaga kursus, lembaga pelatihan, kelompok belajar, pusat kegiatan belajar masyarakat, dan majlis taklim, serta satuan pendidikan yang sejenis*". Based on the law above, we can see the types of non-formal education. There are several non formal institutions that offer online learning, including Annajm Academy.

⁸¹ Edi Widiyanto, 'Pemanfaatan Media Pembelajaran Berbasis Teknologi Informasi', *Journal of Education and Teaching*, 2.2 (2021), 213 <<https://doi.org/10.24014/jete.v2i2.11707>>.

⁸² Andri Anugrahana, 'Hambatan , Solusi Dan Harapan : Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar', *Scholaria : Jurnal Pendidikan Dan Kebudayaan*, 10 (2020), 282-89.

⁸³ Andi Harpeni Dewantara, Amir B., and Harnida, 'Kreativitas Guru Dalam Memanfaatkan Media Berbasis It Ditinjau Dari Gaya Belajar Siswa', *Journal of Primary Education*, 1.1 (2020), 15-28 <<https://jurnal.iain-bone.ac.id/index.php/algurfah/index>>.

⁸⁴ Mashud Syahroni, 'Pelatihan Implementasi Media Pembelajaran Interaktif Guna Peningkatan Mutu Pembelajaran Jarak Jauh', *International Journal of Community Service Learning*, 4.3 (2020), 170-78 <<https://doi.org/10.23887/ijcsl.v4i3.28847>>.

Annajm Academy is an institution that serves and provides quality online courses and private lessons for all levels. There are various subjects offered, including Arabic, English, tahsin and tahfidz, mathematics, physics, chemistry, and integrated science. The learning system at this institution is carried out online through the zoom application, and offline with tutors who come to the student's home. Currently, the number of students studying Arabic at Annajm Academy is 212 students, both private and in groups with 15 tutors.

This research is based on previous research that has been conducted. Among them are (1) Iskandar in his research entitled "Utilization of Information Technology-Based Learning Media in Increasing Learning Interest of Class VIII Students at MTs Negeri Pinrang". This research discusses the utilization of technology-based learning media in increasing learning interest of students, while the research currently being conducted will focus more on the role of technology-based teaching media in the ability to understand Arabic language material. (2) Sri Restu Ningsih with her research entitled "Implementation of E-Learning as Online Learning Media for Vocational High School (SMK) students". This research discusses the development and implementation of E-Learning as an online media at SMKN 3 Padang, while the research currently being conducted focuses more on the use of teaching media in increasing understanding of Arabic at the Annajm institution, which is a non-formal educational institution.

This study aims to determine how much benefit technology-based learning media has in supporting online Arabic language learning at Annajm Academy.

Metode

The research approach used is a descriptive qualitative approach. The subjects in this study were the founder of Annajm Academy, Arabic language teachers of Annajm Academy, private Arabic language students, and guardians. The object of this study was the Annajm Academy institution. The data collection methods used were interviews, observations, and documentation, with data analysis methods proposed by Miles and Huberman. The flow of the exiting data analysis method used consists of three stages, namely data reduction, data display, conclusion (verification).

Result and Discussion

Types of Information Technology-Based Learning Media Used at Annajm Academy

Based on taxonomy of learning media compiled by Rudi Bretz learning media can be categorized according to the senses involved, namely audio media, visual media, audio visual media, and multimedia media.⁸⁵ There are several learning media used during Arabic language learning at Annajm Academy, including :

⁸⁵ Iskandar, 'Pemanfaatan Media Pembelajaran Berbasis Teknologi Informasi Dalam Meningkatkan Minat Belajar Peserta Didik Kelas VIII.2 Di MTs Negeri Pinrang', *Central Library of State of Islamic Institute ParePare*, 2019 <<http://repository.iainpare.ac.id/1182/1/17.0211.011.pdf>>.

A. Visual Media

Visual media is a media used to present material either verbally (written) or non-verbally (symbols) that can be captured by the sense of sight. There are several types of visual media commonly used by educators, including graphic media, board media, and three-dimensional visual media.⁸⁶

Based on the results of observations conducted by researchers, some tutors use chart media which is part of graphic media to explain family member vocabulary. Tutors draw the chart with a word application, and display it when explaining the material, to make it easier for students to understand the genealogy of family members and their meanings in arabic.

The advantage of this visual media chart is that it can make it easier for students to understand abstract explanations by looking at concrete images. The disadvantage is the limited size of the paper sheet in word which causes the creation of family member charts to be limited, even though there are so many family member vocabularies that must be memorized. To overcome this problem, the tutor makes several separate charts, but it seems that they can be understood well by students.

B. Audio-Visual Media

Audiovisual media is a media that presents audio and visual elements simultaneously, so that students can receive information with the senses of sight and hearing. The audio-visual media can make it easier for students to understand the material, because receiving the material can use visual elements such as photos or images, and there is an explanation with audio media in the form of dialogue, or just sound effects.⁸⁷

Audio-visual media itself is divided into two, namely moving and silent audio-visual media. The audio-visual media used in learning at Annajm Academy is video media which is part of moving visual media. The video was not made by himself but quoted from YouTube. This video is used to explain in detail the material on Arabic language grammar, such as the division of isim ma'rifah, muftada' khabar, idhafah, and so on. This is in line with the opinion expressed by Ustadzah Siska, as the Co-Founder of Annajm Academy, as well as an Arabic tutor:

“Ketika tutor menjelaskan kaidah-kaidah bahasa Arab, ada juga tutor yang menggunakan youtube untuk menunjang pemahaman siswa, tetapi dikhususkan untuk youtube, harus dipilah-pilah, mana yang sunnah ataupun mana yang engga. Jadi diusahakan ketika kita, ketika pengajar menggunakan media seperti youtube, misalnya mau ada pembelajaran tambahan, diusahakan untuk sesuai dengan kaidah sunnah, seperti itu”

⁸⁶ dkk Pagarra H & Syawaludin, *Media Pembelajaran*, Badan Penerbit UNM, 2022.

⁸⁷ Pagarra H & Syawaludin.

C. Media Multimedia

Multimedia media is a combination of various media, in the form of text, images, graphics, sound, animation, video, interaction and so on.⁸⁸ There are several types of multimedia learning media used in learning at Annajm Academy, including:

1. eBook

The e-books used in learning at Annajm Academy are book Al-Arabiyyah Baina Yadaik by Dr. Abdurrahman bin Ibrahim Al-Fauzan, Dr. Mukhtar Ath-Thahir Husain, and Dr. Muhammad Abdul Khaliq Muhammad Fadl which is used for students who want to focus on learning speaking skills, and the book Durusullughah Al-Arabiyyah by Syaikh Imam Abdur Rahim, which is used for student who want to focus on learning Arabic Language grammar, especially nahwu.

These two books are usually shared by tutors during learning through the share screen feature in the zoom application, so that students can see the contents of the book clearly. Students can also easily read the text if requested by the tutor. Tutor can also provide some notes in the book so that students can note them in their respective books.

2. Powerpoint

The use of powerpoint learning media can influence students' interest in learning, increase concentration in following online learning. Powerpoint makes it easier for tutors to display images with their vocabulary, so that students feel more interested and it is also easier to memorize the vocabulary that has been taught.⁸⁹

The Powerpoint that has been developed by the tutor is also an additional teaching resource for tutors who teach vocabulary material to elementary school students. In the Powerpoint, there are pictures and vocabulary that must be memorized by students. This Powerpoint will later be sent to parents to be used as references for students to repeat the lesson at home. This is in line with the explanation given by Ustadzah Siska, the Annajm Academy tutor :

"PowerPoint media is used for elementary school student's learning, because they are still learning about vocabularies in Arabic. The tutors must use Powerpoint to show the vocabularies and to add references"

Powerpoint is also used by some tutors as a medium to explain Arabic language rules that are not explained in detail in the book. So that students

⁸⁸ Pagarra H & Syawaludin.

⁸⁹ B. Fitri Rahmawati, Badarudin Badarudin, and Muhammad Shulhan Hadi, 'Penggunaan Media Interaktif Power Point Dalam Pembelajaran Daring', *Fajar Historia: Jurnal Ilmu Sejarah Dan Pendidikan*, 4.2 (2020), 60-67 <<https://doi.org/10.29408/fhs.v4i2.3135>>.

can understand the material better, and also get more complete information related to the rules being studied. This is in line with the explanation given by Ustadzah Siska :

”In Annajm, the guidebooks are *Durusullughah* and *Al-Arabiyyah Baina Yadaik*, besides that, when the tutor explains Arabic grammar, there are also tutors who use PowerPoint as a reference to explain the Arabic grammar, such as *mubtada’* and *khabar*”

3. Games and Online Quiz

Online games commonly used by tutors are wordwall. Wordwall is an application for creating interactive educational games that are easy to access. Tutors can use various game models to present questions for students, so that it can be a fun experience for students. With all its interesting and varied features, students become more enthusiastic in participating in learning. Students’ interest and ability in understanding the material will also increase.⁹⁰

Based on the observation results, wordwall can increase students’ interest in learning Arabic. Wordwall can be used as a diversion when children start to get bored and tired of memorizing vocabulary. When playing using wordwall, students can repeat the vocabulary that has been taught, in a relaxed and non-monotonous manner. Children are asked to share their screen while playing, so that the tutor can direct and also monitor. The tutor also guides students and asks what questions arise and what the answer are, so that children can learn while playing.

Although wordwall is very interesting and fun for students, there are still shortcomings that need to be fixed. Among them are students who tend to be too busy playing so that their responses decrease. When the tutor answers, students tend to focus on the game and choose not to answer questions from the tutors. For this reason, wordwall is usually used only for entertainment, not as the main learning media.

Another online game commonly used by tutors is spin wheel. Spin wheel used to memorize vocabulary. Later, the teacher will write the vocabulary in either Arabic or Indonesian, then the tutor will click spin. The vocabulary that appears must be answered by the student. And so on until all the vocabulary can be answered by the student.

Meanwhile, online quizzes that are often used by tutors at Annajm Academy are quizizz. Quizizz is an application for creating games and

⁹⁰ Tatsa Galuh Pradani, ‘Penggunaan Media Pembelajaran Wordwall Untuk Meningkatkan Minat Dan Belajar Siswa Pada Pembelajaran IPA Di Sekolah Dasar’, *Educenter : Jurnal Ilmiah Pendidikan*, 1.5 (2022), 452–57
<<https://jurnal.arkainstitute.co.id/index.php/educenter/index>>.

quizzes, and interactive presentations online. There are many features that can be used by tutors in this application, both for creating quizzes and presentations. These varied features can help tutors measure and evaluate students' language skills. To test speaking skills, tutors can use video response and audio response question models. To evaluate reading skills, tutors can use multiple choice of fill-in-the-blank questions. From here it can be seen that quizizz is effective for evaluating Arabic language skills.⁹¹

Tutors create questions in the application, then share the link to students. After that, students are asked to answer all questions under the supervision of the teacher. At the end of session, tutors and students will discuss the questions that have been answered in quizizz. Some tutors also use quizizz as a medium for student assignments, exercises and exams, as explained by Ustadzah Siska:

“Untuk komunikasi dan pembelajaran memang menggunakan zoom, tetapi untuk mengerjakan tugas, latihan, ataupun ujian bisa menggunakan quizizz”

4. Zoom meeting

Zoom meeting is the main learning media used by tutors in communication and distance learning. Zoom meeting allows tutors and students to meet and learn even though they are in different places and time zones.

Annajm Academy tutors use several features to support learning, including:

- a. Recording feature : used to record learning activities, so that after learning, students can repeat the lesson by watching the recording.
- b. Share screen feature : used to display powerpoint, teaching modules, and other required devices.
- c. Annotate feature : used to mark important words, or write additional material that is not in the teaching module.
- d. Chat feature : used for two-way communication if there is something that can only be conveyed via chat, such as links, additional notes and so on. The chat feature is also used for communication if there are network problems.
- e. Reaction feature : used to provide feedback related to the learning that is being carried out..

⁹¹ Fadilah Al Azmi and others, 'Peranan Game Based Learning Dengan Aplikasi Quizizz Dalam Meningkatkan Pembelajaran Bahasa Arab', *Al-Muyassar: Journal of Arabic Education*, 2.1 (2023), 50 <<https://doi.org/10.31000/al-muyassar.v2i1.6678>>.

- f. Microphone and video features : to display faces and voices to make it feel like communication in the same place and time.

Students and parents who study at Annajm Academy feel that learning using zoom is quite effective, because students can still communicate in two directions. Zoom can also make it easier for students from different parts of the country to study online, time and place are not barriers to learning. This is in line with the statement of Jessica, a parent of Latisha dan Maryam, students in Annajm Academy :

“Alhamdulillah, technology-based media can facilitate distance learning. Learning is also quite effective because it is the same as offline learning with two-way communication. Learning is more effective because it is carried out privately, so it focuses on the child.”

But there are some obstacles felt by teachers and students when using zoom as the main learning media, including network constraints. Poor network will cause two-way communication to be hampered, because sound and video will be cut off, as stated by Ustadzah Fitri, Arabic tutor at Annajm Academy.

“ In my opinion, the biggest drawback of using zoom is the network aspect”

In addition sometimes there are several things outside the tutor's supervision that cause students to be less focused, such as when students study while traveling somewhere, or there are other people around them that make them less focused, bored and so on.

“Sometimes the participants' attention is indeed there, because we are online, sometimes it is broken by things around us that we don't know and we can monitor, because we don't see them. Like sometimes when the mother likes to be called by their children, the children are sleepy, and so on”

Benefits of Information Technology-Based Learning Media Used at Annajm Academy

Learning media is very helpful and make it easier for students to understand the concept of the material, because students can see and study the material in concrete form, not only by imagining the abstract material explained by the teacher. In addition, by implementing online learning using technology-based learning media, students can be more free to communicate, and ask questions if there is something they do not understand, even though they are hindered by distance, as stated by Ummu Latisha, the guardian of Latisha dan Maryam, students of Annajm Academy :

“Yes, learning is quite effective because it is the same as offline learning with two-way communication, learning is more effective because it is private so the focus is on the child, and alhamdulillah, learning with zoom can facilitate distance learning”

Zoey, a student at Annajm Academy also shared the same opinion regarding this matter, she said that she understood the material well. If there was something she did not understand, she would ask the teacher.

“Yes, I understand, if there is something I don’t understand, I will ask the teacher”

Learning using technology-based teaching media can also increase student attention in online learning. Students feel interested in the material presented by the teacher, because the appearance is more attractive.⁹² This is in line with the results of teacher observations when conducting learning with Zayn. Students who usually tend to be sleepy during learning look very enthusiastic to answer questions in the game. Students become focused in looking at the picture and looking for appropriate vocabulary to answer the question.

Conclusion

Technology-based learning media can support online Arabic learning very well. With the presence of technology-based learning media, learning becomes more interactive, students also become more active in learning. Some students also said that they enjoy learning with online methods and using learning media, they feel that online learning is not too much different from offline.

The learning media used by Annajm Academy tutors include (1) graphic visual media, namely charts. This media is used to explain the genealogy of family members in Arabic. (2) Moving audio-visual media, namely YouTube videos. Videos are used to explain Arabic language grammar material that is not written. In full in the student’s handbook. (3) Multimedia media, namely e-books, PowerPoint, online games and quizzes, and zoom meetings as the main media used by tutor.

The benefits of having technology-based learning media are : (1) it can make it easier for students to understand the material, (2) it makes learning activities more enjoyable with online videos, games and quizzes, (3) it makes it easier for student to communicate in two directions using zoom meetings.

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