

## Development of Audio-Visual Teaching Materials in Learning Maharat Al-Kalam Subject

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### ABSTRACT

Learning Arabic is closely related to information and communication technology literacy. Specifically, learning maharat al-kalam (speaking skill) has strong relevance to the use of audio-visual media. This article studies the development of audio-visual teaching language in learning it for second-semester students of the Arabic Language and Literature Department, Faculty of Adab and Humanities, UIN Alauddin Makassar in 2022. The data collection lasted for six months through observations, interviews, and documentation guided by instruments in the form of guidelines for each technique. Sometimes one type of data is searched using the three techniques at once, and sometimes it is done separately. The collected data is then classified, systematized, and analyzed based on theoretical guidance. The development of teaching materials using audio-visual in learning it faces various obstacles and problems. IT literacy is still low for lecturers, so it is necessary to improve multimedia and lecturers' IT competence and literacy to support the use of audio-visual media practiced by native speakers in developing teaching materials for the maharat al-kalam subject. The others consist of the lack of mufradat, the lack of student knowledge about sentence patterns, input (students) from high school and vocational school do not have basic knowledge of Arabic, and the lack or unfavorable support for the Arabic language environment.

**Keywords:** *Learning Maharat Al-Kalam, Teaching Materials, Development of Audio-Visual*

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### INTRODUCTION

The development of information and communication technology seriously impacts life, including in the world of education. In the past, before the development of information technology and technology developed and advanced as it is today, teachers were the center of information and learning resources. Now, this view has changed to make students learning subjects and teachers become facilitators, mediators, and motivators. As facilitators and mediators, teachers and lecturers must facilitate and mediate students to find learning resources. The task of teachers and lecturers is to prepare teaching materials that are easily accessible to students. Ranen, in his journal on development of debate materials teaching materials using the role playing method for the ninth year at Senior High School Students. The development of

the times demands adjustments to the educational curriculum that is oriented to the times" (Ranen et.al. 2018, 65-74). Based on this quote proves that technological developments are not something that can be underestimated because it affects how education develops. However, the development of sophisticated technology has not been able to be used optimally for learning resources. Given the importance of learning resources because they can facilitate students and teachers in the learning process, developing learning resources that follow students' needs and learning styles today is essential.

Isodarus, in his journal on text-based Indonesian language learning. Text-based Indonesian learning is a learning process in Indonesian that is carried out by students starting from understanding the text and leading to the creation of the text (Isodarus 2017, 1-11). That way, this affects the level of learning success because students are not only required to understand these texts. Students also have to do other tasks to meet competency standards, such as identifying, studying structures, determining linguistic elements, comparing, evaluating, and creating texts. It makes students' focus on learning material can be fragmented and easily bored. The essential thing is that teachers or lecturers construct programs and activities in enhancing students' language skill (Yusuf & I.S. Wekke, 2015, 137-141).

The study also has relevance in learning Arabic, in this case, the learning of *maharat al-kalam*. For Indonesians, Arabic is a foreign language, so learning Arabic refers to foreign language learning theories. In learning Arabic, things that become classic problems are the difficulty of understanding students, low student interest in learning, and monotonous and less exciting learning methods and strategies that tend to worsen the teaching and learning process if you don't try to find a solution (Nur'amidah, 2022).

One of the efforts to improve the quality of learning Arabic is to enhance learning strategies and choose a suitable method, one of which is to use exciting methods, namely by developing audio-visual teaching materials. According to Putri, using audio-visual as one of the media for learning Arabic has a vital role in fostering learning motivation (Putri 2017, 15-25). According to students' character, teaching materials are more meaningful with creative and innovative designs.

In responding to the development of information and communication technology, the development of Arabic, especially *maharat al-kalam*, is not by rejecting information and communication technology but by using it to make it easier to find and access learning materials, especially through audio-visual media. The influence of trying to find alternatives in solving Arabic learning problems and contributing to the development of audio-visual teaching materials. The development of audio-visual teaching materials in Arabic learning is urgent because, entering the 21st century, the role of media and technology is necessary to develop teaching materials today to receive audio-visual media and use them in interaction. Today's students are generally the millennial generation, an era where the generation is very close to using media and technology. In the context of learning technology, learning resources are components of a learning system consisting of learning resources that are designed and combined into a learning system. The domain of learning technology is trying to design, develop, organize, and utilize various learning resources so that they can facilitate and facilitate someone to learn. In this context, Arabic lecturers and teachers act as facilitators.

Jepri Nugrawiyati, in his research on audio-visual media in Arabic learning. Using a qualitative approach, he focused his study on the role and function of audio-visual media in learning Arabic (Nugrawiyati 2018). He emphasized that the use of

audio-visual media in learning Arabic is unavoidable. Arabic learning resources are now easier to obtain through internet sites. If so, using audio-visual media finds its relevance in learning speaking skill.

Siti Lutfah, in her research report on use of audio-visual media in Arabic language learning on vocabularies materials at MI Ma'arif NU 1 Sudimara, Cilongok District, Banyumas Regency, revealed three points. First, the use of audio-visual media that the teacher does is preparatory activities before using audio-visual media and learning activities using audio-visual media. Second, the obstacles faced by teachers are the availability of the number of LCDs/projectors and the lack of understanding of teachers in using LCDs/projectors. Third, the teacher's solution was to use the LCD/projector alternately with all teachers in the madrasa and ask the TU staff for help installing the LCD in the classroom (Lutfah, 2021).

Amalia Firdausia et al., in their study on development of offline web-based Arabic learning media for class X students of SMA Negeri 8 Malang, show that the material discussed in offline web-based Arabic learning media refers to books Arabic language for SMA-SMK class X semester I about self-identity (عَرَافَات). (In this web-based media, there are stages of use, including preliminary, core, and closing activities. In web-based learning media, it is equipped with video conversation material on the menu speaking skills with the aim that students are more confident of appearing in front of the class, increasing student learning motivation and increasing student learning variations (Firdausia et al. 2020, 89-100). With the media, learning activities will be more varied, using more varied teaching methods, not merely verbal communication through words -said by the teacher. Students do not get bored, and teachers do not run out of energy, especially when teachers and lecturers teach every lesson.

This research provides initial information that using audio-visual media in learning Arabic is a separate study related to IT competencies and literacy that teachers must possess. The research emphasizes the development of audio-visual-based teaching materials in learning the *maharat al-kalam* II course at the Department of Arabic Language and Literature, Faculty of Adab and Humanities UIN Alauddin Makassar. At least, based on initial information in the research, it shows the competencies teachers must have. In addition to personal and intellectual competencies are also information and communication technology literacy competencies, especially the use of audio-visual media as a medium and source of learning Arabic language communication skills.

### **Literature review**

In this section, three things will be described: the development of teaching materials, audio-visual media, and learning of *maharat al-kalam* courses. These three points are interrelated, so understanding them is a requirement to understand the direction of the theme and focus of this study.

#### **1. Development of Teaching Materials**

Teaching materials can be interpreted as materials or subject matter arranged completely and systematically based on the learning principles teachers and students use in the learning process. Teaching materials are systematic, and the standard is set to make learning easier for students. In addition, teaching materials are also unique and specific. Unique means that teaching materials are only used for certain goals and in certain learning processes and specific means (Harsono 2007, 169-179). The contents

of teaching materials are designed in such a way only to achieve specific competencies from certain targets (Belawati et.al. 2003, 1-3; Aydın & C. Aytakin 2018, 27-38).

Compared with other foreign languages such as English, Mandarin, and Japanese, the discourse on education and development of Arabic in Indonesia seems to be less developed, even though most of the Indonesian population is Muslim. It can be shown from the lack of Arabic language works, especially Arabic teaching materials, which have developed and become teaching materials in educational units under the auspices of the Ministry of Religion and National Education, which teach Arabic at the elementary level and at the tertiary level. In general, the teaching materials used - in this case, mainly textbooks - in many Islamic educational institutions in Indonesia, such as madrasas, pesantren, and Islamic universities. Those are still "old works", usually referred to as "Kitab kuning", a term that indicates the type of book that is generally yellow.

Until now, Arabic teaching materials that have developed and are widely used in Indonesia, in general, are teaching materials commonly used in madrasas in the Middle East<sup>2</sup>, and even if these teaching materials are the result of development, the amount is not so much. At the same time, the demands of the academic community regarding the need for innovation and development of Arabic teaching materials are currently rolling along with the dynamic development of science and technology. In addition, the demand for Arabic teaching materials that use Indonesian as the language of instruction is growing among some students, especially those with a general education background.

According to Joni, teaching materials have essential functions in learning activities, such as:

- a. Providing clear instructions for learners in managing teaching and learning activities.
- b. Providing complete materials/tools needed for each activity.
- c. Being a media liaison between learners and learners.
- d. Can be used by students themselves in achieving the predetermined capabilities.
- e. Can be used as an improvement program (Joni 1984, 4).

## 2. Audio-Visual Media

The word media comes from Latin, the plural form of medium, which means intermediary or introduction, an intermediary between the message's sender and recipient. According to Schram, learning media is a message-carrying technology that can be used for learning purposes. Sudrajat also cites Briggs' definition that learning media is a physical means to convey learning content/materials, for example, books, films, videos, and so on. According to Arief S. Sadiman et al., media means an intermediary or messenger from the message's sender to the recipient (Asrori 2015, 3; Arsyad 2006, 3 & Sadiman et al. 2006, 6). Some say audio-visual comes from the words audible and visible, audible, which means it can be heard, and visible means it can be seen (Sulaeman 1985, 11). In the Big Dictionary of Science, audio is things related to sound or sound. Audio is related to the sense of hearing (Dagun 2006, 81). The message to be conveyed is poured into auditive symbols, both verbal (into words or verbal) and non-verbal (Sadiman et al. 2006, 49). Visuals are things related to sight; generated or occur as an image in memory (Dagun 2006, 1188). So, audio-visual is a combination of audio and visual. Audio is sound that can be heard, while visual is what can be seen. It is the same as Ahmad Rohani's view that audio-visual or AVA is a modern instructional media that is following the times or advances in science and technology,

which includes media that can be seen, heard, and can be seen and heard (Rohani, 1997, 298).

Operationally, audio-visual media as learning media is anything that is used as a channel to convey messages or information from one source to the recipient of the message. A message is sometimes transmitted through an audio (hearing) channel, for example, by radio. The radio is an audio medium. A message can also be conveyed through visual channels (views), for instance, through pictures. The image used to share this information is a visual medium. The integration between listening to and seeing media is what is meant by audio-visual.

Learning media can be seen in two positions, namely as a tool and as a learning resource. First, media as a tool in the teaching and learning process is a fact that cannot be denied. As a tool, the media has the function of paving the way for the achievement of learning objectives. Second, the media is a learning resource. Learning resources are everything that can be used as a place where teaching materials exist or are the origin of someone's learning. Udin Saripudin and Winataputra grouped learning resources into five categories, namely humans, books/libraries, mass media, natural environment, and educational media. Media as learning resources are recognized as auditive, visual, and audio-visual aids. At this time, technological devices are everywhere. Technology in various forms and types has been used to achieve the goal. The agreed technology as a medium is not only a tool but also a learning resource in the learning process (Djamarah, 2010, 121).

Based on its function, audio-visual media is a learning media used by teachers to convey material to be accepted by students through the senses of hearing and sight in an integrated manner. This audio-visual media is a type of media that is based on the senses of absorption. Audio-visual media include TV broadcasts, VCD recordings, and plays (Asrori 2015, 17). Now, audio-visual media is further developed by integrating words, colors, sounds, and motion. The latter type is called multimedia. Multimedia-based learning involves the senses of hearing and sight through text media, still visuals, motion visuals, and audio, as well as computer-based interactive media and information and communication technology. It requires learning to take place with a computer-based system.

### 3. Learning *Maharat al-Kalam*

According to Mahmud Kamil al-Nâqah, the urgency of speaking skills in the context of foreign language learning lies in the oral aspect of the language itself. Speaking skill is the central aspect of the foreign language learning curriculum (Al-Naqah 1985, 151). This opinion indicates that speaking skill implies one's success in speaking and knowing the language because these skills are closely related to pronunciation, grammar, vocabulary, listening skills, etc. (Hady 2019, 63-84).

So, the essence of learning speaking skills, according to Rusydi Ahmad Thu'aimah, is the practice or practice of speaking (Huebner 1960, 5). Learning *kalam*, the important thing to be trained in is communicating with someone, such as asking and giving opinions. According to Abd. Rahman Ibrahim Fauzan, when learning *kalam* is an essential language skill, the ability to communicate with someone is the main goal in learning *mahārat al-kalām* (Fauzan 2011, 185-186). The ability to communicate is the core learning objective of *maharat al-kalam*.

Audio-visuals are intended to help Arabic language teachers in the *maharat al-kalam* subject achieve this goal. Likewise, the audio-visual function as a learning resource. The audio-visual must provide vocabulary, structures, sounds, and images that become learning resources to improve communication skills in Arabic. With the

help of audio-visual media, the teacher must reproduce exercises that provoke students to express what is in their minds by practicing their listening and speaking abilities. In practicing *mahārat al-kalām* Arabic, the most challenging thing for students is knowing vocabulary and the use of structures. The problem is the sentences are used to explain what is on their mind, and the students have no habit of speaking Arabic.

## METHODS

This study is a study of the implementation of principles and steps for selecting teaching materials in the *maharat al-kalam* II course, Department of Arabic Language and Literature, Faculty of Adab and Humanities, UIN Alauddin Makassar. Data collection is done through observation, interviews, and documentation carried out for one semester of the second semester of 2022. The last technique is documentation, in which data were taken by understanding and studying theories from various kinds of literature related to the focus of the problem under study, namely the principles and steps for selecting teaching materials. Data is collected by tracing relevant sources and constructing them from various sources such as books, journals, proceedings, and existing research reports. The method uses content and descriptive analysis, which aims to analyze and describe the data. Data collection was guided by the instrument of each technique chosen. In this context, the data collection was driven by an observation guide, an interview guide, and a documentation guide. Library materials from various references are analyzed critically and in-depth, guided by relevant theories to support deep propositions and ideas

## RESULTS AND DISCUSSION

### 1. Development of Audio Visual-Based *Maharat al-Kalam* Teaching Materials

The themes chosen by the lecturer in charge of the *maharat al-kalam* course have been stated in the semester learning plan (RPS). Although the themes have been determined in the RPS, these themes can be changed if there are student suggestions that are considered more supportive of students' Arabic communication skills and are more contextual. The RPS for the *maharat al-kalam* II course can be seen in the following table:

In the Semester Lecture Plan (RPS), there is a description of the *maharat al-kalam* course "*maharat al-kalam* II is a course that is included in the Faculty component (civility) at UIN Alauddin Makassar and is included in the group of work skills subjects (MKB). *Maharatul Kalam* II contains conversational material in Arabic and has the skills to guide students to be able to speak in Arabic or have speaking skills, as well as understand what is heard and express it in active communication activities.

Table 1

The themes taught are also listed in the RPS, which is designed for 16 meetings:

Number	Themes
1	Learning and Orientation Contract
2	<i>Al-Asaaliibu At-Tahniati Warraddu 'alaihaa</i>
3	<i>Al-Manzil</i>
4	<i>Al-Masrif</i>
5	<i>Al-Muzoharatu At-Thullabiyyah</i>
6	<i>Film Maktabah</i>
7	<i>Musyaahadatu Al-Tilfaaz</i>

8	<i>Al-Ikhtibar li Nishf Simistier (UTS)</i>
9	<i>Rihlatu Ilaa Syaatiil Bahr</i>
10	<i>Al-Hayaatu fil Madinah</i>
11	<i>Al-Baitu al-Musta'ja</i>
12	<i>At-Tasawwuf</i>
13	<i>Mutaaba'atu al-Diraasah</i>
14	<i>Awwalu Syai'in</i>
15	<i>Al-Intihobaatul 'Aammah</i>
16	<i>Al-Ikhtibar al-Nihaiy/UAS (RPS 2022).</i>

These themes can be developed. It can be done if a change is needed due to considering a more relevant context (Interview with Marwati, 2022). Suppose there is a time when *Maharat al-kalam* learning is taking place with a seminar by presenting speakers from native speakers (Arabs). In that case, students are directed to the seminar room so that students can hear and talk directly with native speakers. According to Saleh Syamsuri, the most important thing in learning *maharat al-kalam* is perseverance and the language environment. The main modal is mufradat, arranging vocabulary into meaningful sentences (Interview with Muhammad Saleh Syamsuri 2022). The rest is the need for a language environment to get space for expression to express ideas and thoughts by using words or sentences that follow the pattern of *ta'bir* and *nahwu* rules.

The study of the *maharat al-kalam* course has also been compiled with a textbook as the leading guide. This textbook (book of *daras*) was compiled by the Head of the Department of Arabic Language and Literature, Muhammad Saleh Syamsuri. It's just that the book is not owned by all students who take the *maharat al-kalam* course (Interview with Muhammad Saleh Syamsuri 2022). In addition, this book is still in book form and has not been equipped with audio-visual learning media. It takes innovation from teachers to make it in the form of presentation through audio-visual media or train students to practice directly and use media. *Maharat al-kalam* learning is closely related to the language environment (*bi'ah lugawiyah*), but this feels constrained during the COVID-19 pandemic conditions with the distance learning system.

Due to the COVID-19 pandemic, government policy requires distance learning to be carried out until the 8th & 9th online meetings. At the 10-16 meeting, the offline learning can be carried out. During online learning takes place, learning interactions use online media as well. *Maharat al-kalam* learning still refers to the themes and materials prepared by the lecturer as stated in the RPS. After learning is done offline, lectures are more often carried out in the language laboratory room (*al-ma'mal al-lugawiy*). The use of audio-visual is utilized, but the emphasis of *maharat al-kalam* is to activate student conversation and communication directly. So, students should be given more opportunities to practice Arabic, and because of that, it is necessary to support a language environment that activates Arabic interaction. The role of audio-visual media is to provide examples of pronunciation or narration from recordings or videos from native speakers (Arabs) so that they are accustomed to listening to how to recite *ta'bir* patterns that are closer to Arab culture. Furthermore, students can imitate how to pronounce and the context of its use in communication.

Not all meetings are held in the language laboratory room because the *maharat al-kalam* material can be accessed on each student's cellphone. Learning can take place in zones that have a strong internet network. However, to monitor all student

activities, it is necessary or a certain space to gather and monitor their presence and activity directly. The task of the lecturer is to make corrections or strengthen -to provide motivation and confidence to students to be enthusiastic and confident in communicating in Arabic with fellow students or lecturers.

The general impression felt by students is that the existence of a language laboratory could help learn *maharat al-kalam*. They feel the same when learning *Maharat al-kalam II* is taught in an Arabic language laboratory. That is, they are more interested and motivated. However, they still feel the importance of intervention and teacher involvement, especially in explaining some of the content that has not been understood. That is, the media is positioned as a tool, while the lecturer makes reinforcements and explanations for things that need an explanation. It is in line with the view that states that misinterpretation can occur, meaning that the same term or word is interpreted differently by students from what is desired by the conversation (*siyaq al-kalam*). It happens because of many possibilities, including because usually the teacher only explains orally without using learning media, for example, pictures, charts, and models. Or conversely, the media becomes the foundation of hope that provides understanding to students so that lecturers take less role in explaining. According to them, learning *maharat al-kalam* does not always have to be in a language laboratory but can be carried out anywhere as long as it can run effectively.

This situation is in line with what Daryanto assumed that the use of media must be supported by the competence and skills of teachers in utilizing the selected learning media and ensuring their accuracy with the material being taught (Daryanto 2010, 9). The use of learning media serves as a motivational generator for learning *maharat al-kalam* in particular and Arabic in general. What is felt by students who take the course is similar to what was stated by Sudrajat, who also stated several functions of learning media, including generating new desires and interests and motivating and stimulating students to learn. Besides that, multimedia also functions to provide an integrated/comprehensive experience from concrete to abstract (Asrori 2015, 25). That means the media also serves to assist teachers in increasing students' learning motivation (students).

The development of *maharat al-kalam II* teaching materials is based on considerations of media support. The students were tasked with practicing conversation or communication based on exciting themes obtained through textbooks or social media such as YouTube or other social media. Lecturers act as selectors and verifiers of the proposed materials. However, what lecturers always have to do is arrange the material themes contained in the RPS. If there is no better material proposal from the students as study subjects, the themes prepared in the RPS are considered the best. However, if there are better themes and materials in the future, then the material can be accommodated and adapted into *maharat al-kalam* learning.

The principle in learning *maharat al-kalam* is to position students as study subjects. It is based on the assumption that language is speaking. The success of learning to speak refers to the effectiveness of student participation in language activities. The growth of the ability to communicate is one thing that is impossible unless the speaker enters the conversation and tries to express himself. While the non-participation of many students in speaking activities even though they come to learn the language will result in their learning failure in speaking. Teachers must be able to activate the involvement of students to communicate.

While the function of the lecturer is as a facilitator, mediator, motivator, and learning manager. The lecturer facilitates the learning of *maharat al-kalam* by providing

teaching materials, providing learning media relevant to the material, and instilling confidence in students that Arabic is beneficial for the future and that learning it is not difficult. Lecturers are also tasked with managing the class so that *maharat al-kalam* learning can run effectively and efficiently (Interview with Marwati 2022). The shift in the position of the learner (student) from the object of learning to the subject of learning is caused by the development of information and communication technology which makes it easier to obtain learning resources. This context is what changes the position of students and lecturers from a lecturer center to a student center. The function of the lecturer is to instill motivation and reduce students' impressions of the Arabic language.

Related to this fact, Chastain K said, many people fail to learn language skills, partly because getting used to speaking is more complicated than sitting and listening to the teacher or switching from the real world to dreams in a conscious state. The awareness of this fact should be followed up with establishing and implementing the *maharat al-kalam* system using the language being taught, namely Arabic. This system will form a language environment (*bi'ah lugawiyah*). If it is created, what is needed is a shared commitment to using Arabic as a communication tool in learning interactions. The use of media is expected to function as a tool that helps teachers and students in learning *maharat al-kalam* and as a learning resource that the Arabic language teacher still controls.

As is understood, the development of information technology and knowledge in recent years has developed rapidly, so with this development, people can change the paradigm to access information through technology. One area impacted by this development is the field of education, especially learning Arabic. It has the potential to improve the quality of education. Chodidjah & Indayanti concluded temporarily that the use of information technology in the field of education has a significant meaning, especially in the context of equal distribution of education and improving the quality of education in Indonesia (Chodidjah & Indayanti 2013, 45). Teaching materials are designed and developed based on information and communication technology (ICT).

### **Teaching materials**

The challenge in choosing teaching materials is the heterogeneous students' basic Arabic skills. There are the outputs of Islamic boarding schools, such as the outputs of Pondok Modern Gontor Ponorogo, East Java, and several other Islamic boarding schools, alums of Madrasah Aliyah, general high schools, and vocational schools. It is these general high school and vocational high school alums who do not have basic Arabic language skills (Interview with Dr. Abd Rahman R 2022). They are just starting to learn Arabic. In responding to this situation, lecturers have difficulty and obstacle choosing material according to their level of Arabic ability and competence. Meanwhile, the role of *maharat al-kalam* teaching materials is an essential aspect of learning this course.

Related to that, Belawati explained that the role of teaching materials is vital, including roles for teachers and students, in classical, individual, and group learning (Belawati 2003, 14-19). First teachers, teaching materials for teachers have a role: a) Save time for teachers in teaching. With the existence of teaching materials, students can be assigned to study the topic or material to be checked first, so the teacher does not need to explain in detail anymore. b) Changing the teacher's role from a teacher to a facilitator. With the existence of teaching materials in learning activities, the teacher is more facilitating students than delivering the subject matter. c) Improving the learning process to be more effective and interactive. Learning will be more effective with

teaching materials because teachers have a lot of time to guide their students in understanding a learning topic. The methods used are more varied and interactive because teachers do not tend to lecture.

Second, for students, teaching materials for students have a role, namely:

1. Students can learn without the presence of a teacher.
2. Students can study anytime and anywhere they want.
3. Students can learn according to their own pace.
4. Students can learn according to the order of their choosing.
5. Helping potential to become independent learners.

Third, in classical learning, teaching materials have a role, namely:

1. It can be used as an inseparable material from the primary book.
2. It can be used as a supplement/supplement to the primary book.
3. It can be used to increase students' learning motivation.
4. It can be used as a material that contains an explanation of how to find applications, relationships, and relationships between one topic and another.

Fourth, teaching materials have a role in individual learning:

1. As the leading media in the learning process.
2. Tools used to compile and supervise the process of students obtaining information.
3. Supporting other personal learning media.

Fifth, teaching materials have roles in group learning: a) as materials integrated with the group learning process and b) as supporting material for the primary learning materials. In addition, good textbook standards in terms of objectives, quality, writing rules, and parts thereof, has a clear point of view and concept, is part of the 2013 curriculum and an integrated curriculum. It has good educational media, conformity with standards related to other materials (Sholihah & Z. Arifin 2022, 155-172).

Utilization of information technology in the education process, several development steps can be taken, including:

1. Designing and creating database applications that store and process academic data and information, including lecture systems, assessment systems, curriculum information, education management, and learning materials.
2. Designing and creating learning applications based on portal, web, and interactive multimedia, consisting of tutorial applications and learning tools.
3. We are optimizing the use of educational TV as enrichment material to support improving the quality of education.
4. Implementing the system in stages, starting from a smaller scope to expanding to facilitate the management of IT utilization in the education delivery process (Hasriadi 2020, 59-70).

Although the role of teaching materials is very significant, the existence of teachers with all their roles is still very much needed in various capacities and functions as motivators, facilitators, mediators, and learning managers (Interview with Marwati 2022).

One form of the use of information technology in the educational process is through audio-visual media. Audio-visual media can support the achievement of teaching staff in delivering teaching materials to students. And according to Nugrawiyati, stating that audio-visual media is a learning medium that is used by teaching staff to convey material to be accepted by students through the senses of hearing and the minds of sight in an integrated manner. This audio-visual media is a type of media based on the importance of absorption. Audio-visual media include TV

broadcasts, VCD recordings, and plays and plays. In learning Arabic, audio-visual media is needed to improve the quality of learning (Nugrawiyati 2018, 97-111).

Based on research conducted by several uses and benefits in using audio-visual-based learning media based on test results in the field, namely: 1) the material is easy to understand because the concepts presented are planned to facilitate students and are systematic; 2) audio-visual-based learning media provides opportunities for students to learn according to the speed of each individual, 3) learn faster and interestingly so that it does not cause boredom because it is equipped with pictures and animations as well as varied practice questions, 4) there are opportunities in answer the question at the time of the test if the answer is considered wrong with the aim that students can understand the material that has been studied, 5) this audio-visual-based learning media can also be used as an alternative to conventional and individual learning media, overcomes distance and time, is able to describe events the past realistically in a short time, can be repeated if necessary to add clarity, the message conveyed is fast and easy to remember, develops students' thoughts and opinions, develops imagination, clarifies abstract things and provides more realistic explanations, able to act as the leading media a to document reality for discussion in class. From the results of these studies, audio-visual media is very effective to use in the learning process, including learning Arabic (Putri, 2017).

Over time, audiovisual media are now being developed and designed in such a way as to attract public attention. Audiovisual media is further developed by integrating words, colors, sounds, and motion. The latter type is called multimedia. Multimedia-based learning involves the senses of hearing and sight through text media, still visuals, motion visuals, and audio, as well as computer-based interactive media and information and communication technology (Nugrawiyati 2018, 97-111).

Mayer defines multimedia as media that produces sound and text. Based on this definition, TV and PowerPoint presentations that display text and sound images include multimedia. In contrast to this, Martin distinguishes between multimedia and audio-visual. According to him, video conferencing and video cassettes are audiovisual media. The interactive and non-interactive computer applications are multimedia. So multimedia is a computer-based media that integrates various types of media (Asmawati et al. 2017, 117).

In its development, the term multimedia is a development of the old term audiovisual because it involves many elements, namely sound, motion, images, and video. It is in line with what Ahmad Rohani expressed in his book, that audio-visual media is a modern instructional media that is following the times (advancement of science and technology). It includes media that can be seen, heard, and which can be heard and seen, such as movies and television.

Based on the explanation above, multimedia is a development of audio-visual media that can be used as an educational solution, especially in learning Arabic. This media is used to improve the quality and learning achievement of students. It is in line with the results of research conducted by Utama et al., which showed an increase in learning achievement before and during the time of using computer-assisted learning multimedia. In this case, sometimes the teaching method is more important than materials. Arabic learning was starting from an assumption that its method was more important than its materials. This assumption then saw that its success would be determined by methods selected by the teacher (Yusuf & I.S. Wekke, 2018, 915-927). The teaching method should be relevant with materials and learning media.

2. Audio-visual Media in Arabic Language

Learning audio-visual media are modern media under the times (advancement of science and technology), including media that can be seen and heard. Audio-visual media is media that has elements of sound and images. The following are the types of audio-visual media, which used in teaching *maharat al-kalam* subject for second semester, namely:

- a. Silent audio-visual media is a medium that conveys messages through still objects that can be received by the senses of hearing and the implications of sight. However, the resulting image is a still image or has a slight element of motion. These types of media include sound slides, sound frame films, sound series films, and sound prints
- b. Audio-visual motion, namely media that can display moving elements and images such as sound films and video cassettes.
- c. Audio-visual is not pure; sound elements and picture elements come from different sources, such as sound frame films whose picture elements come from a tape recorder. Other examples are sound film and sound prints (Hartanti 2013, 43).

In addition, various kinds of media with modern technology support Arabic learning for second semester as follows:

- a. Multimedia language laboratory

Language laboratory refers to a set of audio-video electronic equipment consisting of an instructor console as the main machine, equipped with a repeater language learning machine, tape recorder, DVD player, video monitor, headset, and student booth installed in one soundproof room. In addition, there are multimedia computer components as additional components that can be combined with all of that. If done, the language laboratory will appear as a multimedia language laboratory. That is media-type equipment with their respective functions that vary. With a multimedia language laboratory, creative teachers can take advantage of various types of foreign language learning programs, in this case, Arabic, whether packaged in audio, video or interactive CDs

In addition, it can also be used as a Multimedia Computer equipped with a CD/DVD Rom, which helps run Arabic learning programs on a CD or DVD Rom. It should be understood that the CD/DVD Rom program is different from the program on the VCD/DVD. With the CD Rom program, lecturer can display text or pictures accompanied by their voices. In addition, through the CD Rom, the lecturer can also repeat the material presented more efficiently and easily, as long as the teacher is not computer illiterate.

- b. LCD projector

LCD is acronym of Liquid Crystal Display. It is a type of video for displaying images or computer data on a screen or other flat surface. LCD projectors can work with additional equipment: a data cable and power supply (equipment to connect the LCD to a power source). Its use in learning Arabic, which is to explain the subject matter, will be an audio medium that will attract students' attention because the LCD can display large-sized slides on a large screen with colors that can be adjusted as desired. Even this media LCD projector can display large-sized films like widescreen films. With the LCD, it will be able to display a combination of slides and sound.

- c. Internet

The internet is an electronic communication network that connects computer networks with organized computer facilities worldwide via telephone or satellite. In this era, the internet is something that almost everyone has. The use of the internet in learning Arabic, namely:

- 1 Improving language skills It is undeniable that many internet sites offer exciting programs in Arabic. These sites will go a long way in improving your Arabic skills because these sites present various past, current, and future data and information about the Arab world, the world between nations, and multiple fields of study of Arabic and Islamic languages.
2. Improving translation skills to improve translation skills, the internet can be utilized as well as possible. Because Arabic-Indonesian translation tools are widely distributed, they can easily be downloaded.

One of the most common problems is the weak internet network in the Arabic language lab. The internet network is on the 2nd, 3rd, and 4th floors, so using learning media often experiences these obstacles. In contrast, the Arabic language lab is on the 4th floor of the Adab and Humanities Faculty Building. The development of information and knowledge technology in recent years has experienced developments. In the world of education, it is required to follow the flow of these developments, including in terms of learning Arabic. It is hoped that the teaching staff will design interesting teaching methods so that students are motivated to learn and improve their achievements. One of the uses of technology in the field of education is to use of audio-visual media. Various kinds of audio-visual media that can be used are multimedia language laboratories, LCD projectors, and the Internet. Audio-visual media is specially designed to attract interest in learning, so this media is expected to be a solution to increase students' learning motivation.

## CONCLUSION

One of the classic problems in learning Arabic is the difficulty in understanding students, lack of interest in learning, the specter that Arabic is a complicated language, and teachers' lack of innovation and creativity in finding solutions to these problems. There are three main obstacles to learning Arabic, especially in the *maharat al-kalam* course. First is the lack of *mufradat*. The lack of *mufradat* causes students to not have the essential capital to say *kalam*. Second is the lack of student knowledge about sentence patterns, especially *ta'bir* patterns. The third, input (students) who choose Arabic language and literature majors, some of whom are from high school and vocational school and do not have basic knowledge of Arabic. The fourth is the lack or unfavorable support for the Arabic language environment. The last problem (the Arabic environment) is a problem that needs to be explicitly studied. These four problems are the main problems and obstacles that cause them to be unable and not accustomed to expressing their ideas, feelings, and experiences in good and correct Arabic expressions. Using audio-visual media in learning *maharat al-kalam* is expected to make it easier for teachers and students to spur their abilities and habits in communicating Arabic. It is not enough just to read a book, but audio-visual media that contains related material practiced by native speakers (Arabs) who use expressions in standard Arabic.

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