# Quality Improvement Arabic Education with Transformation of Arabic Learning Media

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**Abstract:** Various aspects of the world of education, including learning media have been shifted by Covid-19. This research aims to identify and evaluate the use of Arabic learning media design at the Raden Paku Modern Islamic Boarding School in Trenggalek. Employing a qualitative approach, this study analyzed descriptive data in the form of speech or writing and the observable behavior of the research subjects. Online news articles and student interviews served as the sources for the study's data. Online news mapping was confirmed with student groups as participants in the study, meanwhile, interviews were conducted with 30 students. The results showed that the Raden Paku Modern Islamic Boarding School is an institution that has a good vision and mission in the religious field. Therefore, the process of learning Arabic was greatly aided by the guidance of teachers (*ustadzah*). In addition, *ustadzah* actively participated in educational events and chose the top learning materials for the lessons she was teaching. Such as visual media and audio media which aim to increase interest in learning and increase learning stimulation for students. Digital-based Arabic teaching media is more effective in strengthening student competencies so as to encourage student achievement. The transformative teaching media in question has the criteria of being easily accessible, helping students to be more creative, and encouraging students to be more independent.

## Introduction

The availability of the media in the teaching and learning process plays a fairly significant role.[1] With the help of the media, the complexity of the materials to be

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[1] Noza Aflisia, Rini Rini and Ahmad Fikri, "Integration of Local Wisdom in Arabic Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 2 (2019): 356-373, https://doi.org/ 10.24042/al bayan.v%vi%i.4719.

delivered to students can be made simpler.[2] Media can represent what the teacher is unable to say through verbally. Even the abstract material can be made into concrete the existence of the media.[3] However, it should be noted that the significance of media will not be visible if its use is not appropriate with the content of the teaching objectives or learning outcomes.[4] Therefore, the using media must be mainly based on and refer to the teaching objectives.[5] If the aims of teaching are ignored, then the media is not a teaching aid anymore. On the contrary, it can hinder teachers from achieving goals effectively and efficiently.[6]

According to Gagne, Briggs, and Wager the learning process occurs because of the conditions of learning, namely internal and external.[7] Internal conditions is the ability and readiness of the learner.[8] While external conditions is environmental settings designed.[9] They believed that the learning process that occurs internally can be grown if external factors can be designed effectively.[10] The researcher's assumption that in this boarding school, there are still some significant challenges with the design of the Arabic

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[2] Azkia Muharom Albantani and Imam Fitri Rahmadi, "Mobile Devices for Arabic Learning in Junior High Schools: The Teacher's Perspective," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 2 (2020): 191-207, https://doi.org/10.24042/albayan.v12i2.6385.

[3] Suci Ramadhanti Febriani, Wildana Wargadinata, and Faisal Mahmoud Adam Ibrahim, "Design of Arabic Learning for Senior High School in the 21st Century," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 1 (2020): 1-21, https://doi.org/1 0.24042/albayan.v12i1.5886.

[4] Nurhidayati Nurhidayati et al., "Effectiveness of Problem-Based Learning Model (PBL) to Improve Listening Skill in Arabic Language Courses," *Proceedings of the International Conference on Learning Innovation* 446, (2020): 134-140.

[5] Akla, "Arabic Learning by Using Hybrid Learning Model in University," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 1 (2021): 32-52, https://doi.org/10.24042/albayan.v.

[6] Ahmad Marzuq et al., "Project-Based Learning And Olsi (Own It, Learn It, Share It)," *International Journal of Language Education and Cultural Review (IJLECR)* 7, no. 2 (2021): 181-187, https://doi.org/10.21009/IJLECR.072.17.

[7] Wildana Wargadinata et al., "Arabic Creative and Participative Learning: In Search of a New Way of Language Learning by "El Jidal Reborn" Youth Community in Malang Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia," *International Journal of Advanced Science and Technology* 29, no. 8 (2020): 4319-4332.

[8] Faiq Ilham Rosyadi and Munaya Ulil Ilmi, "E-Learning : An Implementation for Arabic Learning During the Covid-19 Pandemic," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 4, no. 1 (2021): 47–57, https://doi.org/10.17509/alsuniyat.v4i1.32259.

[9] Ramez M Alkoudmani and Ramadan M. Elkalmi, "Challenges to Web-Based Learning in Pharmacy Education in Arabic Language Speaking Countries," *Archives of Pharmacy Practice* 6, no. 3 (2015): 41-47, https://doi.org/10.4103/2045-080X.160989.

[10] Rengki Afria et al., "The Implementation of Online-Based Project Based Learning During The Covid-19 Pandemic in Malay Arabic Courses Semester V in Indonesian Literatures Jambi University," *DIAJAR: Jurnal Pendidikan Dan Pembelajaran* 1, no. 1 (2022): 65-71, https://doi.org/10.54259/diajar.v1i1.186.

learning materials.[11] The obstacle experienced at this boarding schoool was that there are still many students who cannot speak Arabic[12] because most of the new students are only alumni of public schools.[13]

Therefore, the reason the author interested in choosing the object of research is on the basis of the previous description.[14] In addition, the location of the Raden Paku Modern Islamic Boarding School is strategic.[15] The transformation of Arabic teaching and learning media have never been carried out comprehensively. As it is known, Covid-19 has disrupted all aspects of human life. Therefore, this research is aimed to offer an alternative so that the process of using Arabic teaching and learning media is more diverse and makes Arabic teaching and learning more superior. This study used a qualitative methodology to assess observed behavior of the research subjects as well as descriptive data in the form of speech or writing.

**Methods**

Researchers used a qualitative approach. The research findings were based on the paradigm, strategy, and implementation of a qualitative model that seeks to interpret the phenomenon and reality of the transformation of Arabic learning media at Raden Paku Modern Islamic Boarding School.[16] A theoretical orientation or perspective analysis method was used in the investigation. The researcher used a phenomenological approach, namely the purpose of the interaction between subject and object was attempted to be revealed by the researcher. The subject itself served as a tool to unravel the significance

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[11] Abdel Ghani Karkar et al., "An Arabic Ontology-Based Learning System for Children with Intellectual Challenges," *IEEE Global Engineering Education Conference (EDUCON)*, (2014): 670-675, https://doi.org/10.1109/EDUCON.2014.6826165.

[12] Moh Ainin, Faishol Mahmud, and Adam Ibrahim, "Designing Online-Based Independent Learning Network for the Development of Arabic Language Research Methodology (ALRM) at State University of Malang, Indonesia," *Journal of Education and E-Learning Research* 7, no. 1 (2020): 7-14, https://doi.org/10.20448/journal.509.2020.71.7.14.

[13] Mahmoud A. Kaddoura, "Critical Thinking Skills of Nursing Students in Lecture-Based Teaching and Case-Based Learning Critical Thinking Skills of Nursing Students in Lecture-Based Teaching," *International Journal for the Scholarship of Teaching and Learning* 5, no. 2 (2011): 1-18.

[14] Kay N Drake and Deborah Long "Rebecca's in the Dark : A Comparative Study of Problem-Based Learning and Direct Instruction/Experiential Learning in Two 4th-Grade Classrooms," *Journal of Elementary Science Education* 21, no. 1 (2009): 1-16.

[15] Suo Yan and Zalika Adam, "Implementing Quizizz as Game Based Learning in the Arabic Classroom," *European Journal of Social Science Education and Research* 5, no. 1 (2018): 194-198, https://doi.org/10.2478/ejser-2018-0022.

[16] Robert C. Bogdan and Sari Knopp Biklen and, *Qualitative Research for Education An Introduction to Theory and Methods*, Boston: Allyn & Bacon, (1997).

of actuality in an occurrence. Meanwhile, the phenomenon in this study was the actual alteration of the Arabic learning materials in this boarding school.

Researchers chose a phenomenological research approach to observe, understand, and dig deeper as well as provide an overview of the events experienced by teachers and students at the Raden Paku Modern Islamic Boarding School in the post Covid-19 pandemic situation. The planning, implementation, and evaluation of learning as well as an investigation of the media used in raising the caliber of Arabic learning, both digitally and non-digitally, constitute the planning, implementation, and evaluation of learning processes covered by this study's phenomenological approach. Researchers chose at the Raden Paku Modern Islamic Boarding School as the research location because of there important underlying things. First, this boarding school has facilities and infrastructure that support online learning and proved successful during the last Covid-19 pandemic. Second, have achievements at both national and international levels. Third, it has an integrated curriculum between public schools and boarding schools.

The site of this research was the Raden Paku Modern Islamic Boarding School in Trenggalek. The research subjects were teachers, vice principal for curriculum affairs, principals, and students of Raden Paku Modern Islamic Boarding School. The researchers who were tasked with organizing, gathering, analyzing, and interpreting the data were the research instruments.[17] Data sources in this study included sources or informants, activities or events, locations or places, archives or documents related to the phenomena and actuality of the change in Arabic learning medium at Raden Paku Trenggalek, a Modern Islamic Boarding School. The data collection techniques are in-depth interviews, participant observation, and documentation. Employing a qualitative approach, this study analyzed descriptive data in the form of speech or writing and the observable behavior of the research subjects. Online news articles and student interviews served as the sources for the study's data. Online news mapping was confirmed with student groups as participants in the study, meanwhile, interviews were conducted with 30 students at Raden Paku Modern Islamic Boarding School.

In addition, this study applied data analysis proposed by Miles and Huberman. Miles and Huberman's data evaluation began with data compression, data presentation, then conclusion drawing. Data analysis in this study was conducted using inductive,

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[17] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* , Bandung: PT. Remaja Rosdakarya, (2005).

deductive, and comparative methods. Next, checking the data that were obtained through different data collection methods, observations, interviews, and existing documents was conducted to prove that the data is reliable, or to get the trustworthiness of the data. Utilizing three different data sources, it was also possible to verify the accuracy of the data. Besides, the researchers also uses peer debriefing method, namely discussing the collected data with relevant that was researcher's colleagues of lecturers in the department of Arabic Language Education at UIN Sayyid Ali Rahmatullah Tulungagung.

**Results and Discussion**

Media has a very important position in learning, just like the position of the learning method, since the methods used in the learning process will frequently require what media to use, that can be integrated and adapted to the conditions at hand.[18] Because of that, the position of the media in learning is very important and decisive. If we return to the learning paradigm as a transactional process in conveying knowledge, skills, and psychomotor, then the position of the media if illustrated and aligned with the communication process that occurs. The following is a picture that shows the position of the media in a process that can be said to be a communication process or a learning process.[19]
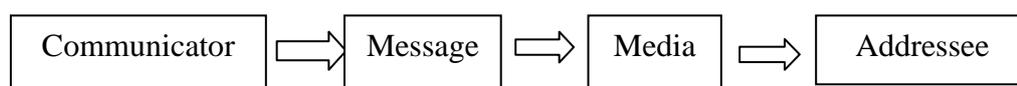


Figure 1. The Learning Processs

Based on the figure 1, there are levels of activity processes that involve the existence of learning media, namely (1) the level of information processing; (2) the level of information delivery; (3) the level of acceptance of information; (4) the level of

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[18] Sahkholid Nasution, *Tathwir namuzaji tadris al nahwi fi dhau'i nazhriyah ta'allum al-binaiyah bi al tathbiq'ala thalabatiqismi al-lugham al-'arabiyah wa adabiha kulliyatu al-'ulum al-insaniyah jami'ah Maulana Malik Ibrahim al-islamiyah al-hukumiyah Malang Indonesia*. Diss. UIN Maulana Malik Ibrahim Malang, (2016).

[19] Mahyudin Ritonga et al., "Arabic Language Learning Reconstruction as A Response to Strengthen Al-Islam Studies at Higher Education," *International Journal of Evaluation and Research in Education* 10, no. 1 (2021): 355-363, https://doi.org/10.11591/ijere.v10i1.20747.

information processing; (5) response rate from students; (6) the level of diagnosis from the teacher; (7) rating level; (8) rate of delivery of results.[20]

According to Hubbard, there are nine criteria to assess the effectiveness of a media, namely cost, availability of supporting facilities, compatibility with class size, conciseness, adaptability, time and effort to prepare, impact, complexity, and usability. Here are some criteria for selecting learning media. Accuracy with learning objectives; it means that the learning media is selected on the basis of the learning objectives or competencies that have been set. Supporting students to understand the content of the subject matter; this means that media can facilitate the students to comprehend the learning materials (facts, principles, concepts, and generalizations) more easily. Ease of getting media; This means that the media needed is easy to obtain, at least it is easy for the teacher to make it during learning. The teacher's skill in using; means that no matter how sophisticated a media is if you are unsure about how to use it, then media has no meaning. There is an allocation of time to use it so that the media can be useful for students during the learning process. Selecting learning media should consider the student's level of thinking and development such that they can easily understand the meaning of the media.

Basically every subject matter can use certain media to explain the material, including Arabic material. Alfauzan et al in Abdul Hamid et al said that language teaching media can be categorized into three, namely; 1) media tools/equipment (*al ajhizah*), 2) learning material media (*al mawad al ta'limiyah al ta'allumiyah*), and 3) learning support activities (*al nasyathath al ta'limiyah*).[21] Media of device types are divided into two classes, those are technical devices and electronic devices such as computers. Technical equipment is divided into three, including listening devices such as radios and CDs, tape reorders, also voice recorders. Visual devices are tools for displaying images, props, and projectors for transparency, as well as listening devices, namely TV, video, and LCD.[22]

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[20] Kamarul Shukri Mat Teh et al., "A Closer Look at Gender and Arabic Language Learning Strategies Use," *European Journal of Social Sciences* 9, no. 3 (2009): 399-407.

[21] Rijal Mahdi and Ahmad Asri Lubis, "Perspectives on the Arabic Language from University Student: Between Reality and Hope," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 1 (2020): 45–58, https://doi.org/10.22219/jiz.v3i1.11757.

[22] Chaoqun Lian, "Arabic Language Learning Anxiety in Chinese Social Media: A Study of Discursive Habitus and Language Symbolism," *ONOMAZEN: Journal of Linguistics, Philology, and Translation* 12, no. 9 (2021): 89-104, https://doi.org/10.7764/onomazein.ne9.06.

Media of learning material types are divided into three categories, namely printed material media (*mawad mathbu'ah*) such as books, pictures, maps, transparent, cards and symbols; immovable visual and auditory material media such as immovable film; moving auditory visual material media such as film, cassette, video, and VCD. Media types of learning support activities such as *rihlah* activities and visits, exhibitions, competitions, plays, language camping, and others.[23] Researcher's observations on the use of Arabic learning media at Raden Paku Trenggalek's Modern Islamic Boarding School can be seen as follows:

**Table 1.** Presentation of The Use of Arabic Learning Media
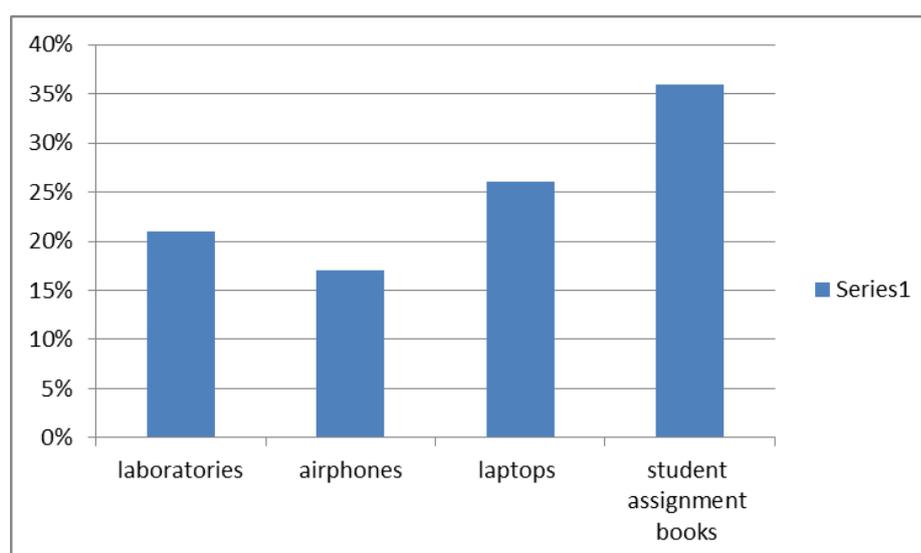


The evolution of Arabic learning resources at the Raden Paku Trenggalek Modern Islamic Boarding School is in the aspect of audio and visual media it uses. The audio and visual media used in learning Arabic have been electronically based, namely using language laboratories, airphones, and laptops with Wi-Fi provided by the school. However, students also still use manual media in the form of student manuals and student assignment books using materials that refer to *Baina Yadaik.* The position of the researchers here is more focused on analyzing the media's use from traditional to the digital media with laboratory media, airphones, and laptops with Wi-Fi provided so as to raise the standard of Arabic instruction. In addition, the researcher also explained how

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[23] Dale Schunk, *Learning Theories An Educational Perspective* VI, Yogyakarta: Pustaka Pelajar, (2018).

the steps for learning using digital media and how to operate it for both inside and outside of the classroom of teachers and students.

Raden Paku Modern Islamic Boarding School is an Islamic educational institution that implements three educational curricula, namely: (1) The curriculum of the department of religion (MTs/MA Plus Raden Paku accredited A/B) as formal education. (2) The curriculum of a contemporary Islamic boarding school is used in the fields of teaching Arabic and English, disciplines, and organization. (3) Salafiyah/Madrasah Diniyah/Kulliyatul Mu'allimin Wal Mu'allimat (KMI) curriculum as the basis for *aqidah*, moral development and learning *nahwu* and *shorof* sciences to read the yellow book. The curriculum aimed to form greater character development for the pupils and instruction in foreign language proficiency, namely English and Arabic well.

The vision of the Raden Paku Modern Islamic Boarding School is to produce muslim cadres who are qualified in the field of science, are skilled, have good morals and are devoted to Allah SWT. Meanwhile, the mission of Raden Paku Trenggalek, a contemporary Islamic Boarding School is toimprove the quality in academic field; to improve the mastery of language skills; to produce human resources who think fast, do strong *dhikr* and act appropriately; and to produce a generation of disciplined character.

Thus, alumni of the Raden Paku Modern Islamic Boarding School have competencies that are ready to compete in the modern era and it is hoped that in any major, students will be able to advance their studies both at home and abroad, both at public, state, and religious universities. The position of Arabic in this boarding school has a very important role because Arabic is used to speak daily for the students. Therefore if you do not speak Arabic, you will be punished, which aimed to train and familiarize students with speaking Arabic properly and correctly.

To aid in the process of teaching and learning, Raden Paku Modern Islamic Boarding School tried to pay attention to the needs of students. This attention is manifested in the form of public services to students, such as language laboratories and libraries. These facilities are one of the sources of supporting teaching and learning activities at the Pondok. In supporting educational life, laboratory and library facilities available, especially for practicum activities, are very supportive for students to apply the theories given by *ustadz* and *ustadzah*, so that students are expected not only to understand the given theory, but also to be able to apply the theory.

The results of our interview with *ustadzah* Erna, regarding Arabic learning media at the Raden Paku Modern Islamic Boarding School Trenggalek using audio and visual media showed that the media used in learning Arabic are blackboards and learning media tools from lectures using assignment books. While electronic media in the form of language laboratories, airphones, and laptops. Audio media is emphasized on *Maharah Istima*' and *Maharah Kitabah* with the application of using materials that refer to *Baina Yadaik*. First, the *ustadzah* opened the video material through a laptop because there is no LCD screen in this boarding school, so the material can only be listened to and connected via the airphone of each student. The students were asked to write down in their respective books what they heard earlier.

However, learning in this language laboratory did not last long because the current laboratory conditions did not function so that it could not be used for student learning. On the other hand, students learn to use the *Durusul Lughah* book. Initially the ustadzah read the material from the book, then the students wrote and imitated what they heard from the ustadzah's reading earlier. While visual media is learning Arabic which is emphasized on *Maharah Kalam* and *Maharah Qira'ah* by utilizing manual media, such as chalkboards and student learning manuals including the *Muhadatsah Yaumiyyah* book for learning Arabic in *muhadatsah* learning.

The application of this learning is as explained by *ustadzah* Erna as the Language section, that this learning is required and carried out between two people using Arabic conversation every Wednesday and Sunday morning. During this *muhadatsah* learning, students repeat the material contained in the guidebook. The aims of this learning is to hone the student's speaking skills which is applied to daily activities through guidance, teaching, training, and habituation activities.

According to the observations we did learning Arabic using the *muhadatsah* method applied by *ustadz* Erna Fuadatul that the senior students or what is called OPPM arranges the line for the students who will carry out the *muhadatsah*. Lines are arranged parallel and face to face with their opponents for a conversation, with about 15 minutes. In the conversation, the *ustadzah* also monitored the conversations of the students and helped students if there are sentences or *mufrodat* that did not know the meaning. After that, the *muhadatsah yaumiyyah* is repeated in accordance with the distribution of the material. *Ustadzah* read first and the students imitated, *ustadzah* must first master one of the titles of the material to be delivered before repeating this *muhadatsah yaumiyyah*.

Then, *ustadzah* read the text of the title, after that the discussion material is interpreted together and given a little material about the composition of the language in the sentence or material presented.

Then the *ustadzah* recited repeatedly and imitated the students, after being read the *ustadzah* appointed several students to read standing by bringing the *muhadatsah yaumiyyah* manual and imitated by their friends. The time in this lesson if added up is about 45 minutes. After learning Arabic using the muhadatsah method, the *ustadzah* directs the students who have not mastered the material in reciting it. So that, those who have not mastered the structure of the language, and it will be written on the blackboard.

As explained by *ustadzah* Erna, she used a variety of learning methods, including: (1) Lecture method is a method used by educators to explain a material orally, both formally and informally. So that, students understood the material that has been explained. (2) Drill method is a method that provides training to students repeatedly until they master the material presented. The drill method or exercise is a teaching strategy that involves giving students exercises based on what they have learned to help them master a particular skill. (3) The *imla'* method is one of the teaching and learning methods in which students are tested for their ability to capture and accept properly and correctly what is said or dictated by the *ustadzah*, both in terms of writing and in terms of spelling. (4) The question-answer method is a method that presents the lesson in the form of questions that must be answered, especially from the teacher to the students. It can also be from students to their *ustadzah*, this trains students to be active in the learning process. The aim is to make students appear confident in mastering the material they have learned. *Ustadzah* Erna explained that the use of the method is important in the acts involved in instruction and learning, because it aims to increase an enthusiasm of learning for the students. Surely, as not to get bored with the monotonous method given by the cleric

The Raden Paku Modern Islamic Boarding School has implemented a language environment or commonly known as the Arabic Language Camp, which was held once a year. It has other extra activities, namely Arabic and English speeches which are held once a week on Saturday nights. As explained by *Ustadzah* Erna, that the existence of a language environment will affect the memory of students and hone skills in language in a different way before. Especially in the ability to speak Arabic and English. In that, at the

Raden Paku Modern Islamic Boarding School, students must talk every day in either Arabic or English.

The position of researchers here is more focused on analyzing the transition from traditional to digital media use with laboratory media, airphones, and laptops with Wi-Fi provided so as to raise the standard of Arabic instruction. In addition, the researcher also explained the problems that apppear and how to solve the various problems, both internally and externally. The first problem on internal is that the differences in student's comprehension and memory abilities. So that, the solution is provide additional tasks or provide learning stimuli to students who have the ability to capture power under their friends. The second problem is the lack of confidence in students to speak Arabic. Then the solution is *ustadzah* must continue to motivate students who lack confidence in speaking Arabic. Meanwhile, the first problem on external is that the lack of complete facilities and infrastructure for learning. So that, the solution is take advantage of existing facilities and infrastructure for teaching and learning activities. The second solution is the number of students who have never studied Arabic from the previous school. Then, the solution is *ustadzah* must provide extra material for students who do not speak Arabic at all. Digital-based Arabic teaching media is more effective in strengthening student competencies so as to encourage student achievement. The transformative teaching media in question has the criteria of being easily accessible, helping students to be more creative, and encouraging students to be more independent. This is in line with the spirit of constructivism education philosophy.

Further research is expected to contribute to three things. First, socialization of digital-based Arabic learning media for teachers and students in the post Covid-19 era. Second, the research focuses on internet and computer-based transformation media. Third, the media for the transformation of Arabic teaching and learning is supported by an all digital and visual school environment. This research has certain drawbacks. Online and volunteer data collection methods may have resulted in some bias, particularly in regions with poor internet availability. Apart from that, the respondent data on the age variable only includes information from one set of adolescents. It is preferable to include respondents from a variety of age groups in future studies, including young adults, adults, and senior citizens, in order to present more intriguing data.

## Conclusion

The transformation of Arabic learning media at Raden Paku Modern Islamic Boarding School is in the aspect of audio and visual media it used. The audio-visual media used in learning Arabic has been electronically based, namely using language laboratories, airphones, and laptops with Wi-Fi provided by the school. However, students also still used manual media in the form of student manuals and student assignment books using materials that refer to *Baina Yadaik*. In the midst of the Covid-19 pandemic, the changes in the world of education were felt by the teachers and students of the Raden Paku Modern Islamic Boarding School. Learning that used to be offline has turned into online. Printed guide books began to change to search in cyberspace. Even the assignments given by teachers to students have now changed a lot online, which used to be only manual. Students came to the front of the class armed with materials that are on their cellphones other than the ones they have printed. There are three categories of media types of teaching materials, namely print media; immovable visual and auditory material media; moving visual auditory media. There are also types of media to support learning activities, such as excursions and visits, exhibitions, competitions, plays, language camps, and others. The Raden Paku Modern Islamic Boarding School was chosen by the researcher because it has resources and infrastructure that facilitate online learning. In addition, achievements at both national and international levels and an integrated curriculum between public schools and Islamic boarding schools.

## Acknowledgment

## Author Contributions Statement

UF and AN conceived of the presented idea. MA and SI developed the theory. UF and MA verified the analytical methods. SM analyzed the data and interpreted it. AN encouraged UF to investigate and supervised the findings of this work. All authors discussed the results and contributed to the final manuscript.

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