



ANALYSIS OF LEARNING MEDIA USED IN ARABIC LANGUAGE SUBJECTS IN MADRASAH

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Abstract:

The aim of this research is to determine the various uses of Arabic language learning media at the Madrasah Ibtida'iyah level which will later influence the 4 competencies that students must achieve, namely listening (istima'), speaking (kalam), reading (qiro'ah) skills. and writing (kitabah). The methodology used by the author in this research is a qualitative approach with data collection methods through interviews and observation. The results of this research show that; 1). The Arabic language learning media owned by Madrasah Ibtida'iyah Raudlatul Hasaniyah include: picture vocabulary cards, spinning wheels, styrofoam puzzles, smart snakes and ladders media, smart dice, and Arabic songs. 2). The use of Arabic learning media at MI Raudlatul Hasaniyah varies greatly, such as: adjusting learning objectives, teaching materials, learning methods used, and the use of learning media varies according to students' needs and conditions, thus influencing student understanding which can increase student motivation, reduce Student boredom also improves student memory and increases student creativity in learning.

Keywords: *Learning Media, Arabic, Madrasah*

INTRODUCTION

Arabic is the language of the Islamic holy book, namely Al-Quranul Karim, revealed as a guide for mankind. Guided by the Al-Qur'an, Muslims must of course be able to understand the contents of the Al-Qur'an. As a result, Arabic has become an important subject in every madrasa and Islamic boarding school. Learning is an activity carried out by each individual during the educational process, which has implications for the transformation of behavior in the form of knowledge, skills and attitudes. Learning is a process activity and is a very fundamental element in the implementation of types and levels of education. (Yogi Fernando et al., 2024)

The teaching and learning process is essentially a communication process. There are three important parts in the communication process that have their respective roles, namely the curriculum, the teacher as the communicator and the students as the communicator. So that the communication process runs smoothly, efficiently and effectively, a tool is needed which is called learning media. For Indonesian students, it is certainly not easy to learn Arabic, because Arabic is a foreign language. So the existence of Arabic learning media is considered very important to make it easier for

students to understand the material.

In learning Arabic, students are required to acquire 4 skills: listening (istima'), speaking (kalam), reading (qiraah), and writing (kitabah). Arabic language lessons are not lessons that are easy to understand, especially for Madrasah Ibtida'iyah school level students, so teachers are required to be creative and innovative in the learning process they carry out for their students and provide strong motivation. (Rika Widianita, 2023) So, teachers must have creative and innovative abilities in learning with their students and have strong motivation. Therefore, we need a means to share learning materials that does not only depend on the teacher as a facilitator of learning materials, which is often referred to as a learning environment. Learning media can also be understood as any person, material, activity or event that can convey information, as well as experience, knowledge, attitudes and skills that can supports smooth learning.

Learning media is an important part of the learning activity process which must fulfill its elements, namely: curriculum, learning objectives, learning materials, learning methods, teachers, students, and learning evaluation instruments. Media in the learning process can also be interpreted as an intermediary or introduction of the source of the message to the recipient of the message, stimulating thoughts, feelings, attention and will so that they are encouraged and involved in learning. (Husna & Supriyadi, 2023) It turns out that the existence of a teaching environment is aimed at education. The suitability of the learning environment, learning materials and learning methods used as well as media and methods adapted to the learning objectives certainly contribute to the success of the learning activity process.

Pada proses kegiatan pembelajaran bahasa yang dibutuhkan oleh guru to provide current knowledge, namely something that can stimulate students' vision. Apart from that, current learning must also be in line with technological developments. Therefore, in teaching and learning activities that take place in the classroom, teachers must facilitate learning with choices that suit students' needs to increase the effectiveness and efficiency of teaching. The role of media is very necessary and is something that is considered important, usually the distribution of media/learning can be in the form of photos, models or other tools. This aims to create learning motivation and strengthen students' cognitive understanding. Broadly speaking, learning media can be interpreted as a tool in the teaching and learning process or as anything that can stimulate students' cognition in teaching and learning.

In general, there are three main elements that make up media, namely: sound, visuals and movement. However, various classifications of media have been carried out. This happens because the three main elements in media can be combined into various other types of media, media can be separated into several groups (Utami, 2021); Print Media, Projection Media, Audio Media, Broadcast Media, Film/cinema, Internet and Games

Among the functions of using learning media are as follows:

Communicative Function

Learning media functions to facilitate communication between the sender and recipient of the message. So there are no difficulties and misunderstandings when conveying the message.

Motivational Function

Learning media can increase student motivation to be more enthusiastic in learning. By developing learning media, it not only contains elements of art, but

also facilitates student learning, so that it can increase students' enthusiasm for learning.

Meaningful Function

The use of learning media can be more meaningful, namely that learning not only expands knowledge, but can also grow students' analytical and design skills.

Function of Balancing Perception

Balancing the perceptions of each student so that they have the same view of the information presented.

Individuality Function

Students have different backgrounds in terms of experience, learning styles, and student abilities, so that learning media can meet the needs and improve the abilities of each individual with very diverse interests and learning styles.

However, other opinions say that the use of learning media in the teaching and learning process is as follows:

Learning media can clarify how messages and information are delivered to speed up and improve learning processes and outcomes.

Learning media can grow and increase children's attention so that it can give rise to learning motivation, more direct interaction between students and the environment.

Learning media can overcome the problem of limited senses, time and space. Objects that are too large to display in the classroom can be replaced with photos, slides, films. Meanwhile, learning objects that are too small can be presented with the help of a microscope, film, slides, pictures. Likewise, events that occurred in the past can be displayed via video recordings, films, photos and slides.

Learning media can provide students with a common experience regarding events in their environment. (Firmadani, 2020)

RESEARCH METHODS

In this research, the author used qualitative research. Qualitative research method is a research method based on post positivism philosophy, used to research the conditions of natural objects, (as opposed to experiments) where the researcher is the key instrument, sampling of data sources is carried out purposively and snowballing, the collection technique is triangulation. (combined), data analysis is inductive or qualitative, and qualitative research results emphasize meaning rather than generalization. (Wijoyo & Nyanasuryanadi, 2020) The qualitative method is a method that focuses on in-depth observation. Therefore, the use of qualitative methods in research can lead to a more comprehensive study of phenomena.

In this study, researchers used interview and participant observation methods, from the same data source simultaneously. In this data collection method, researchers collect data and test the credibility of the data, namely verifying the credibility of the data by using different data collection methods and different data sources. Therefore, by using interview and observation methods, the data obtained will be more accurate, complete and certain.

An interview is a meeting of two people to exchange information and ideas through questions and answers so that the meaning can be put into use in a topic. (Akmal et al., 2021) Interviews are the main data collection method in qualitative research. Experts say how interviews will reveal the feelings and

consciousness of (the interview subject) to a large extent

Rianto (2010:96) sees observation as a method of collecting data using direct or indirect observation. The aim of using this method is to obtain richer data so that research results can be refined with field facts. (Nisa, 2023) The type of observation used is participatory observation. In this observation the researcher participates in the daily activities of the people being observed by using them as a data source. While conducting observations, the researcher participates in what the data source does and feels the joys and sorrows. Through this participatory observation, the data that will be obtained will be more complete, accurate and knowledgeable at the level of meaning of each behavior that appears.

The location where this research was carried out was Madrasah Ibtida'iyah Raudlatul Hasaniyah, Sambirampak Kidul village, Kotaanyar District, Probolinggo Regency. By using interview and observation data collection techniques.

RESULTS AND DISCUSSION

Various Arabic Language Learning Media at Madrasah Ibtidaiyah Raudlatul Hasaniyah

Learning media is not only in the form of objects, teachers are also learning media. The teacher teaches using Arabic and Indonesian as the language of instruction. In every learning process that has been carried out by Arabic subject teachers at MI Raudlatul Hasaniyah, they always bring learning tools, one of which is media which is used as a tool in delivering learning material. The use of learning media in the Arabic learning process aims to help students understand the material. delivered, eliminates students' feelings of boredom when the learning process takes place, according to the results of observations and interviews that have been carried out, information has been obtained that learning media can also more easily clarify the material presented and can also shorten learning time. Learning media provided by the School such as whiteboards, LCDs, teaching aids and other electronic devices to support student learning. . However, Arabic subject teachers also create other media according to what is needed, according to learning objectives, according to learning material and according to learning methods. The media created are: Kartu Kosa Kata Bergambar (Flashcard)

Illustrated vocabulary cards are made for concrete vocabulary, which relates to objects around students, objects at school, objects at home, names of animals, plants, names of professions in Arabic. The cards are small in size and contain picture words or signs that can make children remember something related to the picture that appears when practicing to increase their vocabulary.

Rotating Wheel (ROTAR)

Rotating Wheel (ROTAR) is an Arabic language learning media that is packaged visually and is also an innovation in learning. ROTAR, is used as a tool to achieve learning goals. The learning media is a rotating wheel in the form of a circle with a picture that is rotated, moving on its axis until it stops in one part of the picture.

ROTAR is a round-shaped tool that can move and can rotate or go around which can be used as a learning medium. Apart from that, ROTAR media can present Arabic vocabulary (mufrodat) regarding the subjects to be taught. ROTAR media is also an interesting media, so that by using ROTAR media, students can be interested and enthusiastic about learning and find it

easier to know and remember Arabic vocabulary around the school in the lessons delivered by the teacher.

Styrofoam Puzzles

Styrofoam puzzles are a learning medium that is packaged visually and are also an innovation in learning Arabic. With a puzzle made from Styrofoam which has increased students' motivation in learning Arabic, especially Arabic vocabulary, that is, they play it by matching the Arabic mufrodāt (vocabulary) on each Styrofoam that has been provided by the teacher. The game is fun, interesting and also innovative so that students don't get bored and sleepy easily in class because with this Styrofoam puzzle students can learn while playing.

3-dimensional UTAR (smart snake and ladder) media

3-dimensional UTAR (smart snakes and ladders) media is the development of Arabic mufrodāt using the snakes and ladders game which is designed to be more attractive and 3-dimensional. This media can be used as a fun Arabic learning medium for students, especially for learning Arabic mufrodāt. This 3-dimensional UTAR (smart snake and ladder) media measures approximately 40x50 cm and consists of 50 number columns, each column will be equipped with an Arabic number. Apart from that, there are several columns that contain symbols (?) containing questions that must be answered by the students/players occupying those columns. If the player can answer the question, they are allowed to continue the game, while players who cannot answer the student must throw the dice and move back according to the number of dice counts. Apart from the question cards, this media column also has a symbol (*). If students step on the symbol, they must follow the instructions on the card. This media is also equipped with reading texts according to what students have studied. With the description above, it can be concluded that the 3 Dimensional UTAR (smart snake and ladder) media can be used as a learning medium as well as an evaluation tool in the learning process.

Smart Dice

Smart dice are box media in the form of small cubes consisting of 6 sides and each side is given a different color. It's not just dice when we want to play this, but we need a Styrofoam board to attach colorful envelopes that match the color of the dice. This media aims to attract students' attention so that they are more enthusiastic about learning.

Arabic Songs

The Arabic songs used are in the form of recordings which, when needed, can be played using a laptop and speaker. The Arabic songs available are only limited to the needs of Madrasah Ibtida'iyah students and are in accordance with basic level materials only. These Arabic songs are not the teacher's own creation, but are obtained or downloaded via the internet, then collected to be used as media for learning Arabic.

Use of Learning Media at Madrasah Ibtida'iyah Raudlatul Hasaniyah

Arabic language learning at Madrasah Ibtida'iyah Raudlatul Hasaniyah Probolinggo, is adapted to the applicable curriculum, namely using the 2013 curriculum. If we look at the demands of the existing curriculum, active learning is needed which is of course centered on student activities, so that all the goals that have been designed can be achieved and fulfilled to the maximum. Likewise, learning Arabic is learning that requires active communication in its application, both verbally and in writing. Apart from the available materials and methods for delivering learning materials, tools for delivering learning materials

are needed, namely learning media. The use of learning media at Madrasah Ibtida'iyah Raudlatul Hasaniyah is adjusted to the learning objectives to be achieved, adapted to the material presented, adapted to the learning methods as well, the learning media available at this Madrasah are whiteboards, textbooks, and also LCD along with media. other electronic media, however, Arabic teachers do not only rely on available media, but can also create media according to learning needs. The learning media and their use in the learning process at Madrasah Ibtida'iyah Raudlatul Hasaniyah are:

Illustrated Vocabulary Cards (Flashcards)

The use of this Flashcard media is by holding the cards that have been arranged at chest level and facing the students, then taking the cards that have been used one by one, after explaining them, give the cards to the students.

Invite students to make observations in turn. If you want to use it by playing: (a) Randomize the cards you want to use and place them in a box kept away from the students; (b) Students who take part in the competition are asked to prepare, (c) Instruct students to look for cards containing pictures and times as instructed, (d) Students who have obtained cards can return to their original places. (e) Ask students to provide related explanations. . And the usage allocation ranges from 7-10 minutes, and is usually shorter because students find direct meaning in the pictures.

Rotating Wheel (ROTAR)

The rotary learning media (spinning wheel) is in the form of a circle that is attached with various kinds of images that have been adjusted by one of the students and the rotar will move on its axis until it stops in one part of the image. If the arrow has stopped on one of the pictures, then the student must say what the Arabic word for mufrodat is on one of the materials, then the rotary will be rotated by that picture. Rotary learning media is suitable for use in all learning, but in Arabic this learning is suitable for Mufrodat learning, so that students can memorize Mufrodat easily and quickly.

Puzzle Styrofoam

The use of this Styrofoam Puzzle media is that students imitate the teacher pronouncing the mufrodat and its meaning over and over again about the mufrodat that we are studying, introduce images related to each mufrodat, then show the complete puzzle image in pairs with the mufrodat and then remove the mufrodats from the puzzle randomly. , then, rearrange the puzzles according to the picture and invite students to try to put together the puzzle and give students the opportunity to put together your own puzzle.

- a) 3-dimensional UTAR (smart snake and ladder) media
- b) The use of this media is the same as the use of snakes and ladders games in general, namely by:
- c) The teacher divides all students into 4 groups
- d) Each student lines up according to their group
- e) There is a dice and several pawns.
- f) Each group only has 1 pawn in each group
- g) All players start from square number 1
- h) When it is their turn, each group advances 1 student to throw the dice and move the pawn according to the number of the dice thrown
- i) The next dice throw is carried out by another student based on the order in their respective groups
- j) If the student gets the number 6 from throwing the dice, then the student gets another turn to roll the dice

k) The teacher explains the rules of the game

Smart Dice

The use of smart dice is by students throwing the dice first, for example if it falls on red, then, there you match the color of the dice and the color of the envelope that is already on the board and stick a picture on the front of the envelope, then you write it on the paper that has been pasted in the envelope then say what what you have written. This media functions to make it easier for teachers to convey material and help students learn so that it is easy to memorize the mufrodat.

Arabic Songs.

The use of Arabic songs is used as a learning interlude, to arouse students' enthusiasm for learning, provide motivation to students, and as a medium for understanding and providing memory for students, Madrasah Ibtida'iyah students are more likely to remember material that is usually sung, the material will be remembered longer. The time allocation for implementation with this media is 8-10 minutes according to student needs.

CONCLUSION

Based on the discussion presented in the previous section, the author can conclude that: The learning media available at Madrasah Ibtida'iyah Raudlatul Hasaniyah include teaching aids, LCDs, whiteboards and textbooks. The learning media used by Arabic teachers are also other media resulting from the work and creation of Madrasah Ibtida'iyah Raudlatul Hasaniyah Arabic language teachers, these learning media are: picture vocabulary card media (Flashcrad), rotating wheel media (ROTAR), styrofoam puzzle media , smart snakes and ladders media, Arabic song media. The use of learning media in Arabic subjects is intended as a medium for distributing information or learning materials with the aim of providing a deeper understanding of the material presented, maximizing learning time with active learning activities, motivating students in the Arabic language learning process, eroding students' boredom in language learning. Arabic, improve students' memory in learning material, and increase students' creativity in the learning process.

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