

## ARABIC LANGUAGE LEARNING WITH MULTIMEDIA TECHNOLOGY: STRATEGIES AND INSTRUMENTATION

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### ABSTRAK

Pembelajaran Bahasa Arab dengan Teknologi Multimedia: Strategi dan Alat merupakan penelitian yang mengeksplorasi pemanfaatan teknologi multimedia sebagai alat yang efektif dalam proses pembelajaran bahasa Arab. Penelitian ini bertujuan untuk mengoptimalkan penggunaan teknologi multimedia dalam konteks pembelajaran bahasa Arab, dengan penekanan pada pengembangan metode dan alat yang dapat meningkatkan efisiensi dan kualitas 'pembelajaran'. Kajian ini mencakup berbagai aspek teknologi multimedia, seperti video, audio, animasi dan aplikasi interaktif, yang dapat digunakan untuk menyajikan materi pembelajaran bahasa Arab dengan lebih menyenangkan dan interaktif. Penelitian ini menggunakan metode kualitatif dengan metode penelitian kepustakaan dengan menggunakan buku, jurnal ilmiah, konferensi dan artikel yang berkaitan dengan topik penelitian. Hasil penelitian menunjukkan bahwa pendekatan ini dapat meningkatkan motivasi siswa, pemahaman konsep, keterampilan bahasa Arab, dan membuat pembelajaran bahasa Arab menjadi menarik dan menyenangkan.

**Kata kunci:** pembelajaran bahasa Arab, teknologi multimedia, strategi, instrumentasi

### ABSTRACT

*“Learning Arabic with multimedia technology: strategies and tools” is a study that explores the use of multimedia technology as an effective tool in the process of learning Arabic. This study aims to optimize the use of multimedia technology in the context of learning Arabic, with an emphasis on developing methods and tools that can enhance the efficiency and quality of 'learning'. The study addresses various aspects of multimedia technology, such as video, audio, animation and interactive applications, that can be used to present Arabic learning materials in more fun and interactive way. This research uses qualitative methods with a literature review method, using books, scientific journals, conferences and articles related to the research topic. The results of the study indicate that this method can improve students' motivation, understanding of concepts, Arabic language skills, and make learning the Arabic language fun and engaging.*

**Keywords:** Arabic language, multimedia technology, strategies, instrumentation

## INTRODUCTION

The advancement of technology has greatly improved various fields, particularly in the utilization of the internet, websites, and cross-networks. This rapid technological development is evident in the socio-cultural changes across different sectors. For instance, education has evolved with the emergence of e-learning methods such as Frog Virtual Learning Environment (VLE), E-Learning, and 21st-century learning. Consequently, digital technology is expected to transform teaching and learning in educational institutions, enhancing students' digital competencies to collaborate in seeking information online to solve problems. This indirectly fosters students with high digital literacy.

The use of multimedia technology in Arabic language learning can enhance students' interest and knowledge in the language by incorporating computer-based media. As a result, students can become more active and interactive in the learning process, acquiring information more effectively and efficiently. It can also improve students' communication and interaction abilities in Arabic. Through computer media, students can practice various language skills such as speaking, writing, and reading, while receiving faster and more effective feedback.

In employing multimedia technology, teachers can utilize various media such as video, images, audio, and animations to clarify concepts and expand students' knowledge. Additionally, multimedia technology can assist teachers in developing more interactive and dynamic teaching materials, enabling students to practice language skills more effectively. Thus, the use of multimedia technology in Arabic language learning can help students improve their language proficiency, enhance their learning interest, and boost their communication skills in Arabic.

Arabic language learning through multimedia technology has become a progressive step in enhancing language education effectiveness, especially in meeting the challenges of the modern era. In this digital age, the approach utilizes various multimedia tools like video, audio, animation, and interactive software to create more engaging and relevant learning experiences for students.

One of the main advantages of Arabic language learning through multimedia technology is its ability to present material visually and auditorily simultaneously. Learning videos can combine Arabic conversations with

transliterated texts and translations, allowing students to learn through multisensory approaches that enrich their understanding. Moreover, audio recordings can be used to train listening and speaking skills, reinforcing students' communication skills in Arabic.

Effective strategies in Arabic language learning through multimedia involve using relevant and varied content. Learning materials should be tailored to students' needs and interests to keep them engaged and motivated. Additionally, structured and progressive material presentation is essential for ensuring good comprehension. Teachers can use specialized software to create comprehensive lesson plans, integrating various multimedia elements logically and effectively.

Meanwhile, in implementing Arabic language learning through multimedia technology, it is crucial to consider appropriate instrumentation. Teachers need to select platforms and software that suit learning needs and ensure the availability of adequate infrastructure such as stable internet connections and supportive hardware. Adequate training for teachers is also necessary to master the use of multimedia technology in the context of Arabic language learning. Overall, Arabic language learning through multimedia technology has great potential to enhance student engagement and learning effectiveness. With proper strategies and appropriate instrumentation, this approach can bring significant benefits to Arabic language teaching and learning in the current digital era.

Some Arabic language learning strategies that can be used include direct instruction, jigsaw strategy, small group strategy, picture viewing strategy, and other strategies suitable for the language skills to be learned. These strategies can help students improve their language skills, increase learning interest, and enhance communication abilities in Arabic. Instruments used in Arabic language learning include various media such as video, images, audio, and animations to clarify concepts and expand students' knowledge. Additionally, multimedia technology can assist teachers in developing more interactive and dynamic teaching materials, enabling students to practice language skills more effectively.

In the use of strategies and instruments, teachers must consider various factors such as learning objectives, lesson content, learners, educational conditions, time, resources used, and costs. Thus, teachers can choose the most suitable

strategies and instruments to enhance the effectiveness and efficiency of the learning process, allowing students to acquire knowledge more effectively and efficiently.

Previous research written by Muhamad Naufal Badarudin, Harun Baharudin, and Nik Mohd Rahimi Nik Yusoff on the effectiveness of Arabic vocabulary acquisition strategies through digital storytelling and acting multimedia technology aims to examine the process and strategies of Arabic vocabulary acquisition through multimedia storytelling and acting technology. This research has similarities with the current research. The current research adds strategies and instrumentation. Teachers are affected by existing problems, especially in guiding students to understand Arabic language rules well. Arabic is undoubtedly one of the most difficult languages among the languages existing on earth because learning it involves complex grammar rules and linguistic constraints such as vocabulary and articulation. Viewing external constraints outside the linguistic context, they stem from the lack of use of learning media, inaccuracies in selecting teaching strategies, and approaches that are not suitable for students or the environment, leading to a decline in students' interest in introducing themselves to Arabic because they tend to have perceptions that Arabic is not easy to master.

The development of science and technology further encourages efforts to renew the use of technological results in the learning process. Teachers are required to be able to use these tools in accordance with developments and the demands of the times. Teachers must at least be able to use tools that are cheap and efficient, which although simple and modest are a necessity in efforts to achieve the expected teaching goals. In addition to being able to use available tools, teachers are also required to be able to develop skills in creating learning media that they will use if the media is not yet available. For this reason, teachers must have sufficient knowledge and understanding of learning media.

This study is a research on Arabic language learning technology that aims to optimize the use of multimedia technology in the context of Arabic language learning, with an emphasis on developing methods and tools that can improve the efficiency and quality of 'learning'. This study uses a literature review method that takes data sources from relevant theories. This article examines Arabic language

learning with multimedia technology: strategies and instrumentation. Primary data collection techniques were through updated and online documentation, while secondary or supporting data were obtained by searching for recent sources, such as books, articles, websites, etc. The data were then analyzed and summarized into this article. The conclusions drawn were.

## **DISCUSSION**

The term multimedia first emerged in the early 1990s through mass media. This term was used to integrate digital technology with analog in various fields such as entertainment, publishing, communications, marketing, advertising, and commerce. Multimedia is a combination of two words, "multi" and "media". "Multi" means "many" while "media" is the plural form of "medium".

Multimedia originates from the Latin word "multi," meaning many or various, and the Latin word "media," meaning an intermediary or something used to convey or deliver something. According to the American Heritage Electronic Dictionary, the word "medium" is defined as a tool for distributing and presenting information. Based on this, multimedia is a combination of various media (file formats) such as text, images (vector or bitmap), graphics, sound, animation, video, interaction, and others that have been packaged into digital files (computerized) used to convey or deliver messages to the public. Multimedia is a combination that presents information more attractively. Several definitions of multimedia by various experts include:

Steinmetz (1995): Multimedia is a combination of at least one discrete media and one continuous media. Discrete media are media where the validity of the data is not dependent on time conditions, including text and graphics. Continuous media, on the other hand, are media where the validity of the data depends on time conditions, including sound and video.

Turban (2002): Multimedia is a combination of at least two input or output media. These media can be audio (sound, music), animation, video, text, graphics, and images.

According to Avianto (2005), in general, the term "multimedia" means a combination of various types of media, but in the computer world, multimedia is

more defined as the ability to display images, sound, animation, and movies. Almost everyone who has worked with computers has often heard, read, or even owned multimedia-themed files in the computer. Examples include image files in \*jpeg format, animation files in \*swf format, music files in \*mp3 format, and video clips in \*mpeg format.

According to Vaughan (2004), multimedia is the combination of text and sound art, images, animation, and video communicated through digital manipulation, transmission, or interactive computer control.

There are three types of multimedia:

Interactive multimedia, where users can control which elements are sent or displayed in multimedia format and when.

Hyperactive multimedia, where this type of multimedia has a structure of interconnected elements that users can control. This means that this type of multimedia has many links connecting existing multimedia elements.

Linear multimedia, where one is just a spectator and enjoys the multimedia product presented from beginning to end.

The utilization of digital technology and its applications has now spread across various age groups. It is not only used by adults but has also entered the world of children. In fact, children sometimes exceed the capabilities of adults in applying these advanced tools. This condition can be utilized as best as possible by parents and teachers to introduce various topics related to science and learning. One of them is learning Arabic as a foreign language. Digital media for foreign language learning for children has been designed in various forms that suit the characteristics of children, namely being attractive and enjoyable. Children generally easily absorb things that are interesting and inviting. Their high receptivity to inputs becomes an advantage in the learning process. Therefore, the use of digital media in learning Arabic is highly necessary.

The utilization of digital media in learning Arabic is not something new. Since digital data processing devices such as computers, laptops, and smartphones - both based on Android or IOS - began to be widely used among the public, as well as the development of Internet connection networks, the learning process, which initially only relied on textbooks and chalkboards, has now transformed into

presentations in various applications, especially PowerPoint. With the increasing use of digital media in learning, Arabic language teachers at various educational levels are required to always present innovative Arabic language learning media while still prioritizing noble moral values. The theoretical application of digital media has been extensively discussed in various papers, journal articles, theses, and other scholarly works, but practical challenges or difficulties are still encountered in the field. Some Arabic language teachers face various obstacles in developing digital media, especially in the practical use of it. According to Soewarno (2016), there are various obstacles experienced by some teachers or educators in the use of digital-based media, including age factors, relatively high costs, facility limitations, lack of training from schools, and so on. This article presents basic or simple steps related to the use of digital media for Arabic language learning in the context of introducing public facilities around students. It is hoped that through these simple steps, digital media can be produced as a medium for Arabic language learning and further increase students' interest in actively participating in Arabic language learning.

One alternative way to facilitate students' abilities, especially those related to technological literacy, is by utilizing digital technology. The use of digital technology in learning has the potential to increase student engagement in the learning process, create enjoyable learning experiences, introduce learning through gamification, enhance students' memory of knowledge, and facilitate individual differences (learning styles and learning speeds).

Based on the analysis, observations, and brief experiences as an Arabic language teacher, there are several basic or simple steps that can be used in creating digital-based learning media for the introduction of public facilities in Arabic language. These steps include: (a) determining the public facilities to be introduced, (b) identifying supporting elements or aspects in these public facilities, (c) searching for relevant digital media products from various sources or creating digital media products with available tools, (d) editing process, and (e) finalization and testing of the edited products. Once these steps are completed, digital learning media is produced and ready to be used to assist the teaching and learning process of introducing public facilities in Arabic language.

Arabic language learning multimedia has evolved to the extent that various forms of multimedia have emerged, including:

**Microsoft PowerPoint:** PowerPoint is software used to present and present materials in the form of text, images, photos, audio, video, or animation accompanied by various supporting features such as hyperlinks and various types of text colors and shapes. The latest version is Ms. Office 2019 (Saraswati and Listiadi, 2019), and there is also Microsoft Office 365, which is regularly updated. With this development, educational methods have also improved, and the learning process using computer assistance is becoming better.

**Internet:** The use of the Internet for educational purposes is increasingly widespread, especially in developed countries. The fact shows that with the use of this media, the teaching and learning process can be more effective. This happens because of the unique nature and characteristics of the Internet, which can be used as a learning media like other media that have been used before such as radio, television, interactive CD-ROMs, and others.

**Interactive CDs:** VCDs or DVDs, both categorized as Interactive CDs, are also quite effective language teaching media. This tool is similar to a tape recorder but more complete. Tape recorders are only heard, while VCDs are heard and seen.

**Arabic E-Learning:** The term e-learning has a very broad understanding, so many experts explain the definition of e-learning. One definition that is widely accepted, for example, is from Darin E. Hartley, who states: e-learning is a type of teaching and learning that allows the delivery of teaching materials to students using the Internet or other computer network media.

**Strategies,** derived from the Greek word "strategia," meaning "the art of the general," and from English, "strategy," play an essential role in the field of education. Strategies have two perspectives: macro and micro. Macro strategies refer to fundamental policies in educational development to achieve educational goals more directed, effectively, and efficiently. Micro strategies, on the other hand, in the operational learning process, are fundamental steps and have a significant role in the teaching and learning process to achieve the predetermined learning objectives.



There are four strategies in teaching and learning according to Djamarah and Zaim (2006:5-6), which include: (1) identifying and determining the specifications and qualifications for behavioral changes and student personalities as expected, (2) choosing a teaching and learning approach system based on community aspirations and worldviews, (3) selecting and determining procedures, methods, and teaching techniques that are considered most appropriate and effective to guide teachers in carrying out their teaching activities, (4) setting norms and minimum success criteria or criteria or success standards so that they can be guidelines for teachers in evaluating the results of teaching and learning activities, which are then used as feedback for improving the instructional system as a whole.

Arabic language learning strategies are plans or concepts in learning that include approaches, methods, and techniques used in the teaching and learning process. Strategies, as the basis of learning, according to Newman and Logan, include four main components: (a) optimizing learning objectives, (b) redefining learning approaches, (c) determining steps taken from the beginning to the end, (d) establishing success criteria. In this case, learning strategies used for Arabic language learning. If an educator applies a particular strategy in language learning, they will obtain high language competencies. Strategies in learning have an important role in determining the success or failure of someone in learning or will help the method used in the learning process.

Before the digital era, Arabic language assessment instruments tended to be conventional, such as written exams, oral exams, or practical exams. However, with the advent of the digital age, various new assessment instruments have been introduced. For example, the use of online learning platforms allows teachers to provide assignments, tests, or quizzes online. In addition, voice recognition technology is also used to evaluate students' Arabic speaking abilities.

Various Arabic language assessment instruments have been developed to meet the needs of the digital era, including online tests, portfolios, and project assessments. One of them is online tests that utilize digital platforms to present questions and collect students' answers directly. Online tests provide convenience in administration, measurement, and rapid and efficient data analysis.

Online assessment instruments allow students to access and complete evaluation tasks from anywhere and at any time. It is acknowledged that not all students have equal access to technology. Therefore, it is important for educational institutions to ensure that all students have equal opportunities to access online assessment instruments and receive assistance if needed.

In addition to online tests, Arabic language assessment instruments can also take the form of collaborative projects using digital media. For example, students may be asked to create presentations in Arabic using online presentation applications or create Arabic-language videos to explain a concept. These projects not only measure language proficiency but also students' ability to collaborate and use technology.

There are also portfolio-based assessment instruments that are becoming increasingly popular in this digital era. Digital portfolios allow students to store their work in digital form, such as writing, audio recordings, or video presentations. With digital portfolios, teachers can see students' progress over time more comprehensively and provide more specific and targeted feedback.

## **CONCLUSION**

Multimedia is a combination of various media (file formats) such as text, images (vector or bitmap), graphics, sound, animation, video, interaction, and others that have been packaged into digital files (computerized), used to convey or deliver messages to the public. There are 3 types of Multimedia including: Interactive Multimedia, Hyperactive Multimedia, and Linear Multimedia.

In the world of education, strategy has two perspectives, namely macro and micro. Conventional assessment instruments in Arabic language tend to be written exams, oral exams, or practicums. However, with the advent of the digital era, various new assessment instruments have been introduced. Examples include the use of platforms, voice recognition technology. And assessment instruments for Arabic language have been developed to meet the needs of the digital era including online tests, portfolios, and project assessments.

The main weakness is the limitation of accessibility. Multimedia technology requires good accessibility, such as computers, the internet, and other devices.

Content limitation is also another issue. Available multimedia content for Arabic language learning may be limited, so teachers have to search for content that suits students' needs. Cost is also another issue. Arabic language learning with multimedia technology requires considerable costs, such as hardware and software costs. Support is also another issue. Arabic language learning with multimedia technology requires good support from relevant parties, such as teachers, students, and parents.

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