IMPLICATIONS OF USING MAHARATUL ISTIMA' ARABIC LEARNING MEDIA BASED ON YOUTUBE APPLICATIONS IN 21st CENTURY LEARNING

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Abstrak:

Tujuan penelitian ini adalah untuk: (1) mendeskripsikan penggunaan media pembelajaran digital bahasa Arab *Maharatul Istima'* berbasis aplikasi *YouTube* pada pembelajaran abad 21. (2) mengidentifikasi implikasi penggunaan aplikasi *YouTube* dalam pembelajaran digital bahasa Arab *Maharatul Istima'* pada abad 21. Penelitian ini menggunakan jenis penelitian kualitatif yang dilakukan dengan metode studi literatur - studi kepustakaan. Hasil penelitian ini menunjukkan bahwa penggunaan aplikasi *YouTube* sebagai media pembelajaran *Maharatul Istima'* berimplikasi pada peningkatan kualitas pembelajaran, akan tetapi dapat memberatkan dari sisi ekonomi pengguna aplikasi. Berdasarkan hasil penelitian yang telah dilakukan, dapat disimpulkan bahwa (1) penggunaan aplikasi *YouTube* sebagai media dalam pembelajaran *Maharatul Istima'* pada abad 21 sangat diminati oleh penggemar bahasa Arab, terbukti dari salah satu video kartun berbahasa Arab yang telah ditonton sebanyak 72.000 *viewers* pada SFH Channel dan memiliki 4,04 ribu *subscriber*. (2) media pembelajaran *Maharatul Istima'* menggunakan aplikasi *YouTube* berimplikasi pada peningkatan kualitas pembelajaran dan mengatasi kejenuhan dalam media pembelajaran konvensional. Akan tetapi penggunaan aplikasi *YouTube* memberatkan pengguna dari segi

ekonomi karena harus menggunakan jaringan yang memadai dan mengeluarkan biaya lebih besar. Untuk mengatasi permasalahan tersebut ada aplikasi lain yang dapat digunakan sebagai media dalam *Maharatul Istima'* diantaranya; TikTok, Spotify, IGTV.

Kata kunci: Media pembelajaran digital, *Maharatul Istima'*, Aplikasi *YouTube.*

Abstrac

The aims of this study are to: (1) describe the use of digital media learning Arabic Maharatul Istima' based on the YouTube application in 21st century learning. (2) identify the implications of using YouTube applications in digital learning of Maharatul Istima' Arabic in the 21st century. This research uses this type of research. Qualitative research is carried out using the literature study method - literature study. The results of this study indicate that the use of the YouTube application as a learning medium for Maharatul Istima' has implications for improving the quality of learning, but can be burdensome from the economic side of application users. Based on the results of the research that has been done, it can be concluded that (1) the use of the YouTube application as a medium in learning Maharatul Istima' in the 21st century is in great demand by Arabic fans, as evidenced by one of the Arabic-language cartoon videos that has been watched by 72,000 viewers on the SFH Channel and has 4.04 thousand subscribers. (2) Maharatul Istima' learning media using the YouTube application has implications for improving the quality of learning and overcoming boredom in conventional learning media. However, the use of the YouTube application burdens users from an economic point of view because they have to use an adequate network and incur more costs. To overcome these problems, there are other applications that can be used as media in Maharatul Istima' including; TikTok, Spotify, IGTV.

Keywords*: Digital learning media, Maharatul Istima', YouTube Application*

Introduction

Entering the 21st century, precisely after Covid-19, the global order of life underwent significant changes, especially in the world of education (Febriani & Masyitah, 2019). The growth and development of education in the 21st century is very rapid, this is marked by the ease of accessing information quickly using available information technology. The rapid advancement of technology, information and communication in the 21st century has a positive impact on human life, especially in the fields of work, social life, learning, and play (Setyawan, 2020). 21st century learning also requires that everyone must have critical thinking skills, knowledge and literacy skills. digital, information literacy and communication. The impact of technological growth affects the elements of education, especially in new innovations to support the learning process. A number of studies on the use of information technology to support 21st century learning have been carried out in various countries (Wijaya et al., 2016).

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Keeping up with developments in the field of technology and information, in the use and learning of languages is also very influential, especially languages that are universal for Muslims. Arabic is the language of the Qur'an, the language of information and the language of communication and is one part of the international language. Therefore learning Arabic is very important, with many sources of knowledge that use Arabic (Setyawan, 2020).

Listening is the activity most used by every individual, but the achievement of listening learning often fails. The results of special learning are unsatisfactory. The main key in learning Arabic in maharah istima 'is an environment that supports us in learning Arabic itself. However, learning among non-natives (not an Arabic-speaking environment) is not as easy as learning among natives, one of the obstacles is that our sense of hearing is required to get used to listening to conversations in Arabic (Moh. Tamimi, 2018)..

Maharah Istima '(Listening skill) is the ability

to catch and understand (receptively) what is heard from other people. Many people think that listening is the most important skill among other skills. Through istima' we can express what we have heard by speaking, reading and writing. Through istima', mufradat and tarkib can also be known to support further language skills (Fathoni, 2018). Even experts conclude that listening is the basis of other skills. Meanwhile, based on the results of scientific research proves that most people can only absorb 30% of the knowledge they hear and can only remember 25% of what they absorb from that knowledge (Kosbandhono, 2013). The use of technology as a learning medium has actually been started by the Association for Educational Communications and Technology (AECT), which is one of the oldest professional educational technology organizations. In the 1920s,

the organization focused on the effective use of technology in teaching. With the aim of embracing this change, and making students who are technologically responsive and successful in the 21st century, in istima' maharah learning can utilize technology media, namely online-based learning (internet) (Ubaidillah, 2020).

The use of educational technology, the problems of learning Arabic and its solutions have been done a lot, but it is still rare to find the use of films from YouTube for special learning, the problems of listening to them with the level and type of difficulty and solutions to overcome them. The use of animated videos available on YouTube will be able to provide a new color in the Istima' maharah learning because it can attract the attention of students or Arabic fans to pay more attention to the material presented by the teacher (Afifah, 2021).

The creativity of the teacher is not maximized, where this requires new innovations in special learning so that the learning process is interesting and inspires the enthusiasm of students. Hopefully with the application of YouTube media in learning mahārah al-istimā', it is hoped that it can help Arabic lessons and fans in learning mahārah al-istimā' (Sari & Muassomah, 2020).

This study takes a sample of one YouTube channel that contains mahārah al-istimā' Arabic learning content, namely the SFH Channel. This content has been on YouTube for 2 years, calculated from the first video uploaded to YouTube. Researchers chose the SFH Channel based on a survey of the top search results in the YouTube search column, related to the mahārah al-istimā' learning cartoon video. In addition, the number of subscribers that has reached 428,000 subscribers with only

42 videos is enough to show that this channel is quite attractive to Arabic fans. Especially on cartoon videos that have more likes than other videos. In the two selected videos, there were 11,000 and 7,100 people who gave support like.

This YouTube SFH channel presents cartoon videos containing Arabic conversations equipped with Arabic subtitles and Indonesian translations. The videos presented are also in line with Arabic language teaching in the 21st century era which demands creativity and innovation competence, as well as creates creative and innovative attitudes in understanding many cultural perspectives. Where the cartoon presented shows Arab cultural costumes and Arab culture which will increase understanding of the culture that exists in Arabia.

Based on the problems above, the researcher is interested in analyzing more

deeply the use of the YouTube application in learning mahārah al-istimā, complete with its positive and negative impacts in the world of learning. Not to forget, at the end of the discussion, alternatives will also be given to overcome the impact of using the YouTube application in learning mahārah al-istimā.

The main issues that are the focus of discussion in this research, first, are how to use the Maharatul Istima' Arabic digital learning media based on the YouTube application in 21st century learning? To be able to describe the use of digital learning media for Maharatul Istima' Arabic based on the YouTube application in 21st century learning. Second, what are the implications of using the YouTube application in digital learning of Maharatul Istima' Arabic in the 21st century? To be able to identify the implications of using the YouTube

application in digital learning of Maharatul Istima' Arabic in the 21st century.

This research is expected to be useful for writers and readers in general. Writing this article is useful in adding to the scientific treasures of researchers and readers, especially for fans or educators and Arabic language students. This research can provide an overview of learning Arabic Maharatul Istima' with the YouTube application complete with advantages and disadvantages. to choose Maharatul Istima' learning media which is more effective and efficient in learning Arabic.

DISCUSSION

Research related to the use of YouTube as a learning media has been carried out in previous studies. In previous research, several undiscovered discussions were found regarding the use of YouTube media in learning with special learning specifications in Arabic. The research that discusses the use of YouTube

media as a lesson from previous research will be discussed in more detail below.

Research conducted by Hamidah and Marsiah in the Al-Ta'rib Journal: Scientific Journal of the Arabic Language Education Study Program in December 2020. This article discusses listening skills which show the results of lecturers' research using films from YouTube offline and online by collecting, selecting , verify credibility and evaluate film quality. This activity trains students to listen to Arabic and increases their knowledge so that students' listening results are good.

The problems faced by students while learning to listen are the fast pronunciation of Arabic people, the lack of clarity in the conversation and the presence of foreign vocabulary that is difficult to pronounce. Students overcome the first problem by replaying, focusing on listening or using dictionaries and other learning strategies. For the second problem, students overcome it by focusing and understanding the context of the sentence, using a dictionary or other learning strategies. For the three problems, the solution is

to train hearing, use a dictionary and read often. The implication of this research is that multi-media communication can help improve students' foreign language listening skills both in offline and online learning.

In this study, results are presented which show positive progress, but do not include the negative side of using the YouTube application itself. This research will not only describe the advantages, but also the weaknesses, so that it can be minimized by the user for safety and convenience in learning.

Then, research conducted by Hikmah Rahmasari in the journal Maharaat: Journal of Arabic Language Education in October 2020. This article discusses the use of YouTube Media as an Arabic Language Learning Media Solution in the Pandemic Period which shows the results of research that YouTube media is the right solution for learning media. Arabic during the pandemic with a percentage of survey results (80.40%) of students strongly agree that it shows positive results. This study focuses more on student responses to YouTube media which

show a positive response, but have not paid attention to the responses of students who are in the minority.

Some of the articles above discussing YouTube as a learning medium have a positive impact, but overall there is no comprehensive discussion of the impact of using YouTube media itself. As we know, through YouTube, everyone can access various videos, both positive and negative. Therefore, the researcher views that this research can be used as a complement to the discussions that have been carried out in previous articles.

This study chose the subject of special learning media using YouTube because this application has been used for a very long time, namely since 2005, with a fairly rapid development both in terms of the number of viewers and video creators who joined there. In Edi Chandra's article, it is stated that there are many phenomena that occur in YouTube media that need a more in-depth study, because through YouTube, a more comprehensive understanding of the condition of society will be achieved. In addition, this YouTube contains videos that are needed as

objects of research. YouTube media can also be accessed anytime and anywhere.

This study took a sample of one of the YouTube channels that contained mahārah al-istimā' Arabic learning content, namely the SFH Channel. This content has been on YouTube for 2 years, counting from the first video uploaded to YouTube. The researcher chose the object of research on the SFH Channel YouTube account based on a survey of the top search results in the YouTube search column, related to the mahārah al-istimā' learning cartoon video. In addition, the number of subscribers that has reached 428,000 subscribers with only 42 videos is enough to show that this channel is quite attractive to Arabic fans. Especially on cartoon videos that have more likes than other videos. In the selected videos, it was recorded that between 11,000 and 7,100 people liked the cartoon animation-based learning video.

This SFH YouTube channel presents cartoon videos containing Arabic conversations equipped with Arabic subtitles and Indonesian translations. The videos presented are

also in line with Arabic language teaching in the 21st century which demands creativity and innovation competence, as well as creates a creative and innovative attitude in understanding many cultural perspectives. Where the cartoons presented show Arab cultural costumes and Arab culture which will increase understanding of the culture that exists in Arabia.

The data collection in this study used the literature study-library study method. This data collection is done to ensure that the information included in this article is factual. After the required data is collected, the next thing to do is analyze the data. The process of data analysis used in this study begins by examining all available data from various sources. Diverse data is read, then studied in depth for further analysis and reduction by making a summary (abstract). The collected data is then organized from the data into patterns, categories, and a basic description so that themes can be found. The principle that is the ultimate goal of this qualitative data analysis is the discovery of theories from the data that has been analyzed.
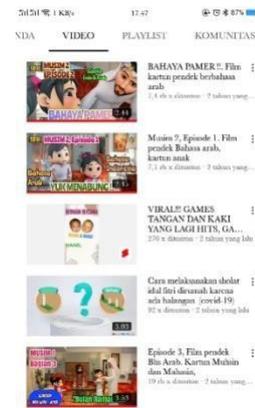
The use of the YouTube media platform as a learning medium in Maharatul Istima' Arabic digital learning in the 21st century has actually been very good, especially in supporting learning activities, because the YouTube application can overcome student boredom in teaching and learning activities. As is well known, the YouTube application provides a variety of important information in the form of videos that can be accessed by various groups anytime and anywhere.

The use of YouTube supports students to pay more attention to the material visually, this will certainly be able to improve understanding of the material. This research was conducted using a method through several steps in the form of a problem analysis study, a description of the findings of the problem, the solution of the problem, and the application of

the solution. The problem analysis study is the first step carried out in this research, where it is known that during the Distance Learning program, it turns out that there are many problem findings, especially for students including, students are less active in learning, the level of understanding of the material is still low, and the value of activities that have not yet been achieved according to standards. So it is necessary to give a touch of innovation in learning media so that students are again interested in learning the material taught by the teacher.

As for some of the new discussions that were found after analyzing the problems contained in several selected literatures, the results of the analysis were as follows:

The analysis is not only carried out in selecting literature, but also in selecting YouTube channels and learning videos to be analyzed. The researcher chose the YouTube Channel with the account name SFH Channel, on the grounds that the SFH channel is one of the YouTube channels that contains Arabic learning with cartoon video images that speak Arabic. This is evidenced

when researchers search for Arabic learning videos in the search column of the YouTube SFH Channel application which are in the top search results. This channel has reached 4.28 thousand subscribers, with 42 videos about learning Arabic.

This SFH channel displays various kinds of educational videos, one of which is from videos that researchers analyze. The creator in this SFH Channel YouTube account is known as Siffah Fitri. In addition to sharing her work in applying Arabic learning on YouTube, Siffah also shares her videos on yt.siffah fitri haqoni, instagram.silfahfitri. Video on YouTube channel Name ‏اء/ جمعية‏ managed by translator Silfah Fitri Haqoni and Language Advisor Muhammad Zakariya, SH. With a short duration of no more than 5 minutes, this will make students not bored and more curious for the next story. The following are the results of Maharatul istima' analysis in the animated cartoon video which is the material for analysis, there are 4 videos containing stories about Muhsin and Mahasin:

1. The first video, which is about al-kholiqotul uulaa, featured by

Muhsin & Mahasin, season 1, Part 1.

Image 1 : *al-kholiqotul uulaa, featured by Muhsin & Mahasin*

Based on the first video, the researcher views that this video is suitable for use at the MA/SMA or Lecture level. In terms of pronunciation, in this 1st video the pronunciation is quite clear, fluent but the intonation is unstable, this is shown based on the analysis of several sentences spoken by Muhsin. For example, at 2.05 minutes, the word (Great) was spoken by Muhsin Mahasin when communicating with Abi, he expressed amazement when he found out that Abi would teach children to do good and have empathy from an early age. In addition, in 2.21 minutes the word أ (What???) Umi and abi said at the same time with surprised expressions when they saw Muhsin and Mahasin who were wearing shabby clothes to visit the poor. Then there is ibrah taken from the story, namely Muhsin conveying

a little message to the audience of this video, this can be seen at minute 3.42.

This video shows that learning is not only in terms of material, but also provides moral values that can educate the audience, especially in this digital age which is quite low in terms of moral and social aspects of society, as evidenced by the gap in communicating directly because it is hindered by the massive influence of gadgets. . Of course this can be the right solution.

2. The second video, which is a story entitled "Let's Save"

Image 2 : story entitled "Let's Save"

The researcher's analysis for this video is that in the video conversation in it, in terms of pronunciation, it looks so fluent and clear with good intonation, facial expressions are in harmony with body movements. For example, at 1.10 minutes the word الإدخار (Saving) which Muhsin and Mahasin said

simultaneously with surprised expressions when they heard the advice of their mother. Then at 2.11 minutes Abi motivated Muhsin and Mahasin to give alms with the remaining money he saved. Then Mahasin said ل ا (good advice dad.) Then at 2.23 minute muhsin and mahasin said ا ا (come on dad), with enthusiasm they will go to the center of the goodness building.

Like the previous video, in this video, moral and social values are clearly shown in the muamalah field. This video answers the problem of the social crisis that has occurred recently, so that apart from learning Arabic, anyone who watches this video will indirectly form a social spirit, not knowing religion or culture, because the subject matter in the video is universal.

3. The third video, discusses "The Dangers of Showing

Image 2 : "The Dangers of Showing Off"

This video is still played by Mahsin, Mahasin, Abi and Unya. Viewed from the point of view of istima 'mahrah and kalam, this video presents fluent pronunciation, clarity in terms of intonation, choice of vocabulary in general conversation, and easy to understand speech. advantages, in terms of maharah qiroah and the book in the video there are Arabic and Indonesian texts, making it easier for viewers who are not proficient in Arabic to understand the content of the video. The text and translation facilities in this video support the audience to be able to read both Arabic and Indonesian writings even though the Arabic text writing is not spelled so that it becomes a challenge for the audience and increases curiosity and increases their interest in listening to videos so that they know the meaning of the text so that it is easy to imitate it in terms of pronunciation.

This can be seen in the video clip, at minute 0.33 Mahasin walked into the living room saying السالم ليكم هلا اته with a lowered face, sad, depressed expression as if there was a problem. Abi, Umi and Muhsin answered his greetings with surprised

expressions. This video tells the impact of riya's actions, one of which is being kept away from our friends - friends around us. Then at 1.28 minutes, the student was reminded by his aunt that what he had done was wrong and the student only realized it, then Muhsin advised the student to come back to him by writing a letter to apologize to him.

The moral value in this video is again shown by taking the theme "language of riya's deeds". Once again, the theme of the video that was raised left a moral message regarding the behavior of today's society which tends to pursue fame until the term viral appears on various social media networks. This has a positive impact as self-control for readers, not only speaking Arabic, but also being able to benefit from improving social media behavior in the digital era of the 21st century..

Conclusion

The moral value in this video is again shown by taking the theme "language of riya's deeds". Once again, the theme of the video that was raised left a moral message regarding the behavior of today's society which tends to pursue fame until the term

viral appears on various social media networks. This has a positive impact as self-control for readers, not only speaking Arabic, but also being able to benefit from improving social media behavior in the digital era of the 21st century.

Digitization in the world of education can be in the form of modification of learning media. The YouTube application is a form of digitizing audio-visual media that can be used as a means of teaching and learning activities, especially learning Arabic in the 21st century. This is evidenced by the results of the researchers' analysis of the YouTube Visual audio media on the SFH Channel account which shows that the YouTube application can be used to support activities. Maharatul Istima' learning in the 21st century. The use of the YouTube application in Maharatul Istima' is fairly good and can be applied at various levels of education

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