



Videos Animated in Learning Maharah Kalam: The Role of Digitalisation

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Abstract

This study explores the use of animated videos in Arabic language learning, particularly to improve speaking skills. Through interviews, observations, and documentation, it was found that the use of animated videos can be done through several steps: selection of suitable videos, preparation of related materials, video playback, discussion and explanation, speaking practice, feedback and evaluation, and repetition and reinforcement. The use of animated videos proved effective in increasing students' interest, motivation, and speaking skills. Animated videos provide a concrete and engaging context, facilitating better understanding and recall of the material. The study also shows that animated videos create an imaginative and interactive learning environment, encourage active participation, and help build competence through the presentation of engaging audio-visual material. The results show that this method is more effective than conventional methods in improving speaking skills. Periodic evaluation and development of high-quality content are essential to ensure learning satisfaction and effectiveness. This research concludes that animated video is a very relevant and useful learning media, especially in Arabic language education.

Keywords: Animated; Media; Video; Arabic language learning; Maharah Kalam.

Abstrak

Penelitian ini mengeksplorasi penggunaan video animasi dalam pembelajaran bahasa Arab, khususnya untuk meningkatkan keterampilan berbicara. Melalui wawancara, observasi, dan dokumentasi, ditemukan bahwa penggunaan video animasi dapat dilakukan melalui beberapa langkah: pemilihan video yang sesuai, penyiapan materi terkait, pemutaran video, diskusi dan penjelasan, praktik berbicara, umpan balik dan evaluasi, serta pengulangan dan penguatan. Penggunaan video animasi terbukti efektif dalam meningkatkan minat, motivasi, dan keterampilan berbicara mahasiswa. Video animasi memberikan konteks konkret dan menarik, memfasilitasi pemahaman dan pengingatan materi secara lebih baik. Studi ini juga menunjukkan bahwa video animasi menciptakan lingkungan belajar imajinatif dan interaktif, mendorong partisipasi aktif, serta membantu pembentukan kompetensi melalui penyajian materi audio-visual yang menarik. Hasil penelitian menunjukkan bahwa metode ini lebih efektif dibandingkan metode konvensional dalam meningkatkan keterampilan berbicara. Evaluasi berkala dan pengembangan konten berkualitas tinggi sangat penting untuk memastikan kepuasan dan efektivitas pembelajaran. Penelitian ini menyimpulkan bahwa video animasi adalah media pembelajaran yang sangat relevan dan bermanfaat, terutama dalam pendidikan bahasa Arab.

Kata Kunci: Animasi; Media; Video; Pembelajaran Bahasa Arab; Maharah kalam.

Introduction

Media in learning has great meaning and influence, especially related to the senses of students or students In learning Arabic, one of the language skills that is very important to master is maharah kalam or speaking skills (Hamidi et al., 2023). This skill enables students to communicate orally well and effectively in Arabic.

However, learning maharah kalam is often a challenge for both teachers and students. One of the obstacles that is often faced is the lack of interesting and interactive learning media to support the learning process of maharah kalam (Safitri & Sa'dudin, 2019).

Nowadays, the development of information and communication technology has opened up new opportunities in the world of education, including in Arabic language learning. One of the learning media that can be utilised is animated video. Animated videos have the potential to be an interesting, interactive and effective learning media in delivering learning materials, especially in the context of learning maharah kalam.

In today's connected digital era, digitalisation has become an integral part of many aspects of life, including education. Digitalisation opens up new opportunities to develop more innovative and effective learning methods. One of the digitalisation efforts in Arabic language learning is by utilising animated videos as learning media, especially in the context of learning maharah kalam or speaking skills (Subroto et al., 2023).

Learning maharah kalam is one of the important aspects in mastering Arabic. This skill allows students to communicate orally well and effectively in Arabic. However, learning maharah kalam is often a challenge for both teachers and students. The lack of interesting and interactive learning media is often an obstacle in creating a conducive learning environment to develop speaking skills.

Video animation comes as one of the digital solutions that has the potential to be an interesting, interactive, and effective learning media in delivering maharah kalam learning materials. With attractive visualisation and lively narration, animated videos can help create a more contextual and meaningful learning environment. In addition, animated videos can also increase learners' interest and motivation to learn, and encourage their active participation in the learning process.

The following are some previous studies that are relevant to research on "Video Animation in Arabic Language Learning", especially in learning Maharah Kalam. First, research conducted by Nashrullah et al (2021) entitled "Penggunaan Media Pembelajaran Bahasa Arab Berbasis Video Untuk Meningkatkan Maharah Kalam Dalam Kitab Al Arabiyyah Lin Nasyiin" This study examines the application of Kitab Al Arabiyyah Lin Nasyiin with a video-based learning medium. The results show a significant improvement in students' speaking skills after using video as a learning medium.

Second, Research by Hakim entitled "Pemanfaatan Media Video Animasi untuk Meningkatkan Maharah Kalam Mahasiswa" This study focuses on the use of animated videos in teaching maharah kalam at the university level. The results show that the use of animated videos can increase student motivation and active participation in learning maharah kalam.

Third, research conducted by Rahmatiah (2020) entitled "Digitalisasi dalam Pembelajaran Bahasa Arab: Penggunaan Video Animasi untuk Meningkatkan Maharah Kalam" This study explores the role of digitization in Arabic language learning, particularly in the context of using animated videos to improve speaking skills (maharah kalam). The results of the study indicate that digitization through

the use of animated videos can facilitate more effective and engaging maharah kalam learning.

Fourth, research by Al-Khunaini (2021) entitled "Pengembangan Video Animasi Interaktif untuk Pembelajaran Maharah Kalam Bahasa Arab" This study focuses on the development of interactive animated videos to support maharah kalam learning. The results show that the interactive animated videos developed are effective in improving students' Arabic speaking skills and increasing their interest in learning.

Fifth, research conducted by Nurhasanah (2022) entitled "Efektivitas Video Animasi dalam Meningkatkan Maharah Kalam Mahasiswa: Studi Kasus di Universitas X" This study examines the effectiveness of using animated videos in improving Arabic speaking skills among students at a university. The results of the study show a significant improvement in students' speaking skills after using animated videos as a learning medium.

Although previous studies have shown the positive potential of using animated videos in learning, research exploring the role of digitization through animated videos in the context of maharah kalam learning in higher education is still limited. Therefore, this qualitative study aims to explore the teaching of Maharah Kalam conducted by the lecturer in charge of the Al-Kalam Li Al Muhadhoroh course at the Arabic Language Education Program at UIN Palangka Raya in integrating animated videos as a form of digitalization in the teaching of Maharah Kalam in higher education.

This study is expected to provide deeper insights into the digitization process through the use of animated videos in maharah kalam learning in higher education. The implications of this study can contribute to the development of more innovative and effective Arabic language learning practices in the digital age.

Method

This study is a descriptive qualitative research that describes the process of using animated videos in learning and its impact on Arabic language learning, particularly on Maharah Kalam skills in Arabic Language Education at UIN Palangka Raya. This research was conducted over a period of two months from March to April. The subjects of this research were Arabic language lecturers as the main source of information and Arabic language education students at UIN Palangka Raya as additional information. The purpose of this research focused on the role of animated videos and their impact, particularly on the speaking skills of students. Researchers collected data through in-depth interviews, observations, and documentation regarding the use of animated videos by Arabic language lecturers to gather data on the use of animated videos by lecturers in the application of animated videos and the role of digital technology in Maharah Kalam learning. The researchers then conducted direct observations in the classroom. The researchers also collected documentation to support the data obtained from interviews and observations during the research process. The documentation collected was related to matters relevant to maharah kalam learning, such as learning materials and media, as well as photographs of activities during the practical use of animated videos in maharah kalam learning as applied in the classroom.

Based on the data collection process that has been carried out, from the results of interviews, observations, and documentation, data was obtained regarding the process of applying educational animation videos related to the methods used by Arabic language lecturers in the maharah kalam learning process. The collected data was then analyzed. The data analysis was conducted through data reduction, which involves organizing the necessary data from interviews and observations of the research subjects to obtain the final results. The research findings were also analyzed to provide a clear and accurate picture of the research findings. This facilitates researchers in collecting data. Next, the data is presented. The classified data can be analyzed so that researchers can present their research results in narrative form. Finally, conclusions are drawn. The researcher provides the final results based on the data analysis obtained from interviews, observations, and documentation. Data analysis impacts the ability to express anger effectively, both internally and externally. All data analysis is conducted using triangulation techniques. This technique is employed to verify the methodology and data collection techniques completed by the researcher.

Result and Discussion

Implementation of Animated Videos in Arabic Speaking Skills Learning

Based on the results of interviews, observations, and documentation, the following findings were obtained: The use of animated videos in the Arabic language learning process, particularly in speaking skills using animated videos, can be done in several steps as follows: First, selection of appropriate animated videos. The instructor determines the animated videos that align with the learning theme. Second, preparing the materials. The instructor prepares materials related to the content of the animated videos, such as vocabulary, expressions, and sentence patterns to be taught. This material will help students understand the context and content of the video. Third, playing the animated video. The lecturer plays the animated video for the students. At this stage, students are asked to pay attention and understand the general content of the video. Fourth, discussion and explanation. After the video is played, the instructor opens a discussion session with the students. The instructor asks the students about the content of the video, new vocabulary they encountered, and things they did not understand. The instructor provides additional explanations if necessary. Fifth, speaking practice. Lecturers give students the opportunity to practice their speaking skills. For example, by asking them to retell the content of a video, practice dialogues, or create new sentences using the vocabulary they have learned. Sixth, feedback and evaluation. Lecturers provide feedback to students on their performance in speaking practice. Lecturers correct any pronunciation or grammar mistakes they make. Evaluation can also be conducted to measure their progress and understanding of the material taught. Seventh, repetition and reinforcement. The instructor repeats this process with different animated videos to reinforce students' understanding and speaking skills. The instructor provides positive reinforcement for students' success in practicing their speaking skills.

The steps in using animated videos to teach speaking skills, as recommended by Alrabai (2018), include: First, preparing materials and vocabulary relevant to the content of the animated video. Second, playing the animated video and asking

students to pay close attention. Third, discussing the content of the video, new vocabulary, and things that are not yet understood. Fourth, give students the opportunity to practice speaking using the vocabulary and sentence patterns from the animated video. Fifth, provide feedback and evaluate students' speaking performance. Sixth, reinforce students' understanding by using other animated videos. Adapun langkah-langkah dalam menggunakan video animasi untuk mengajarkan keterampilan berbicara, sebagaimana direkomendasikan oleh Alrabai (2018), meliputi: Pertama, Mempersiapkan materi dan kosakata yang relevan dengan isi video animasi. Kedua, Memutarkan video animasi dan meminta siswa untuk memperhatikan secara saksama. Ketiga, Mendiskusikan isi video, kosakata baru, dan hal-hal yang belum dipahami. Keempat, Memberikan kesempatan kepada siswa untuk mempraktikkan berbicara dengan menggunakan kosakata dan pola kalimat dari video animasi. Kelima, Memberikan umpan balik dan evaluasi terhadap kinerja berbicara siswa. Keenam, Mengulang dan memperkuat pemahaman siswa dengan menggunakan video animasi lainnya (Khan & Alabbad, 2023).

Impact of Animated Videos on Motivation and Speaking Skill Development

The use of animated videos in Arabic language learning can increase students' interest and motivation, as well as provide a more concrete and interesting context for learning speaking skills. According to research conducted by (Ilmiani et al., 2020), The use of animated videos in Arabic language learning has been proven effective in improving students' speaking skills and vocabulary. Animated videos are able to present material in an engaging visual and auditory manner (Hamidi et al., 2023), so that it helps students understand and remember the material better. Samnah (2023) states that animated videos can create an imaginative and interactive learning environment, thereby encouraging active student participation in learning. Engaging animated videos can increase student motivation and interest in learning, as well as facilitate a more natural language acquisition process. Kadek in his research (Savitri & Manuaba, 2022) developing Arabic language learning models using animated videos. The results of the study indicate that this learning model significantly improved students' speaking skills compared to conventional learning methods.

Animated videos have great potential to bridge this gap with their ability to present information in an audio-visual format. Through videos, students can see and hear firsthand how Arabic is used in real-life situations by native speakers (Naveen Kumar Mehta, 2020). The creativity of an educator is one of the factors that greatly determines the success of achieving learning objectives. There are several things that an educator must have in order to support the successful implementation of a curriculum, namely the use of methods, the availability of media and learning resources that offer a wide variety of options to accompany the learning process in shaping the competencies of students (Aplearedu et al., 2022). Thus, it can be concluded that animated videos can attract students' attention. This is because students also imagine the events in the video in their daily lives, so they can describe the situation directly in the field or in the classroom. And they easily grasp what is presented through animated videos.

The development of animated video media is very helpful for educators in the learning process as a supporting medium and makes learning meaningful. This

animated video media is designed in such a way that it can display text, colorful images, audio, and animation in one unit so that it can provide its own appeal to students or university students to learn through audio-visual material. The design of this educational video takes into account the selection of appropriate colors to capture students' attention, avoid confusion in understanding the learning content, create an appealing media presentation to motivate students, and ensure the ease of use of the product. Additionally, the text in the video is presented clearly, and color selection is tailored to the learning context.

The use of animated video media is very relevant in the context of elementary schools because it suits the characteristics of students at this level. This media can stimulate students' curiosity and motivation to learn, thereby helping to achieve effective learning (Sae & Radia, 2023).

Yusuf states in his research that the existence of multimedia as a form of technological advancement provides many conveniences in learning activities, especially Arabic language learning. With the availability of modern technological facilities, learning will be easier and more enjoyable. Students can use the internet, satellite dishes, and interactive CDs. It is hoped that this will improve existing Arabic language learning (Yusuf, 2019).

Animated video media is a type of audio-visual media that is still rarely used in learning. Animated video is a new alternative media that is expected to make learning meaningful and enjoyable (Mashuri & Budiyo, 2020). Videos are essentially displays with sound, allowing viewers to feel as if they are witnessing the actual events directly. Utilizing this medium in competency-based learning allows children to receive more input in other languages while learning their first language. In Arabic language education, videos can be used to teach various language skills, especially maharah kalam. According to Retnawati et al (2021) animated videos as teaching aids can create a fun, engaging, and easy-to-understand learning environment for students. Additionally, one of the advantages of animated videos is that they are not constrained by environmental conditions or time, allowing students to access them anytime and anywhere according to their individual needs. Previous research has also indicated that the use of animated videos as a learning medium can enhance students' interest and motivation in learning. Animated videos can also help students understand difficult concepts in learning materials in a more straightforward and engaging manner. In addition, according to (Zulherman et al., 2021) the use of animated videos as a learning medium can increase learning interest and stimulate students' desire to deepen their understanding of the material being studied. In this case, the use of animated videos as a learning medium is expected to help students achieve better learning outcomes and improve the overall quality of learning.

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Conclusion

The use of learning media, especially animated videos, is very important in learning maharah kalam in Arabic. Animated videos can also be an attractive, interactive, and effective learning medium for delivering learning material. Several previous studies have stated that the use of animated videos in learning maharah kalam helps students understand difficult concepts in an easier and more interesting way. However, it should be noted that the quality of animated videos also affects student satisfaction in their implementation. Therefore, the development of animated videos in learning should focus on the quality and relevance of the content, as well as technological capabilities and creativity. Regular evaluations of the use of animated videos are also important to ensure student satisfaction and the effectiveness and efficiency of their use in improving the quality of learning. The use of animated videos in learning Arabic language skills has a positive and effective impact on students and can be a solution for improving Arabic language learning in the digital age.

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Author Contribution Statement

MA and AMI jointly conceptualized the idea and research framework. MA conducted field observations and interviews, collected primary data, and drafted the initial manuscript. AMI provided guidance on the theoretical framework and methodology, conducted a literature review, and revised and edited the manuscript for academic quality and clarity. Both authors contributed equally to the final version of this paper.

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