

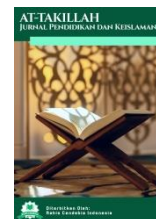


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Use of Arabic Language Learning Media at MAN Aek NATAS

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A B S T R A C T

Arabic is one of the languages in the world, which is thought to have originated from the Arabian peninsula and has experienced certain technical developments after passing a certain period and spread widely to various countries through various factors. One factor is migration. The migration phenomenon almost occurs in various countries, including Arab migration to Indonesia. This research is a literature review (library research). Library research is research whose object is sought using various library information such as books, scientific journals, magazines, newspapers and documents. This research is different from other research which requires observation and interviews to obtain data. This research is a type of approach in qualitative research. Learning media is anything that can convey a message from the sender to the recipient. In this context, it stimulates, demands and pays attention to students' thoughts, feelings and needs to facilitate learning. Based on this, we can conclude that learning media are tools that teachers use as teaching aids. In learning interactions, teachers convey educational messages to students in the form of learning materials. Based on the explanation that we have explained, it can be concluded that Arabic language learning media is very necessary in the Arabic language learning process for delivering material. Media will be very helpful and make it easier for a teacher to deliver material and can foster student enthusiasm in the Arabic language learning process.

INTRODUCTION

Instruction implies endeavors to advance the development of character (internal quality, character), intellect (mental and body of children) within the Understudy Cultivate which must not be isolated into these parts so that we advance the flawlessness of the lives of the children we teach, so that they are in agreement. with his world (Kadir, 2012: 59). Ki Hajar Dewantara accepts that with instruction people pick up understanding. Instruction too instructs the socialization of social values and conventions in a society. Instruction is

intended so that understudies within the future as people and as individuals of society can accomplish the most elevated security and bliss. Detailing from the book *Educating and Learning Methodologies* (2017) by Saifudin Mahmud and Muhammad Idham, the taking after is the definition of learning media: "Learning media are all apparatuses and materials utilized to realize instructive objectives, such as radio, tv, daily papers, magazines and books." Arabic is one of the dialects in the world, which is thought to have started from the Middle eastern promontory and has experienced certain specialized advancements after passing a certain period and spread broadly to different nations through different components. One figure is relocation. The movement wonder nearly happens in different nations, counting Middle easterner relocation to Indonesia.

METHOD

This research is a literature review (library research). Library research is research whose object is sought using various library information such as books, scientific journals, magazines, newspapers and documents. This research is different from other research which requires observation and interviews to obtain data. This research is a type of approach in qualitative research.

RESULT AND DISCUSSION

The word media comes from the Latin *medius* which literally means 'middle', 'intermediary', or 'introduction'. The word media is the plural form of the word "medium" which etymologically means intermediary or introduction. (Dagun, 2006: 634)

Understanding learning media in detail (Hamalik, 1994: 6). media as a communication tool that makes the teaching and learning process more effective. Learning media is anything that can convey messages from the sender to the recipient. In this context, it stimulates, demands and pays attention to students' thoughts, feelings and needs to facilitate learning. Based on this, we can conclude that learning media are tools that teachers use as teaching aids. In learning interactions, teachers convey educational messages to students in the form of learning materials.

In Arabic there are 2 (two) terms for learning media, namely *وسائل تعليم* and *معينات تعليم*. (Shiniy and Al-qasimi, 1980).

Meanwhile, *معينات تعليم*, which is translated as learning aids, is anything that can help teachers provide students with an understanding of the subject matter. This is as stated by Shini (1968) below.

المعينات هي كل ما يستعين به المعلم في تفهيم التلاميذ من الوسائل التوضيحية.

From these two meanings it can be understood that learning media in Arabic can be referred to as *وسائل تعليم* or *معينات تعليم* or *الوسائل المعينات*. Learning media is classified into 3

(three) types, namely, hearing media (معينات سمعية), viewing media (معينات بصرية), and hearing viewing media (معينات سمعية بصرية). Below is an explanation of each. Media Dengar (معينات سمعية)

Listening media is a language learning platform that is used to train auditory skills. This publication covers topics such as radio and language laboratories. Listening skills are often used to train students to communicate, pronounce words, and understand what they hear.

1. Viewing Media (معينات بصرية)

Visual media is a language learning media that aims to train the sense of sight. There are two types of viewing media: projected viewing media and non-projected viewing media. Projected viewing media include slide projectors, OHPs, LCD projectors, etc. In contrast, non-projected viewing media include

- a. real objects and real activities (not fictional); Examples: Tables, books, seats, or sidewalks.
- b. imitation of an object or activity, such as a model or demonstration;
- c. drawings and photographs, such as diagrams and photographic images;
- d. Display boards such as pocket boards.

2. View and Listen Media (معينات سمعية بصرية)

Listening media is a learning media that is used using sight and sound. These media include films, videos, theater, drama, and others. From this point of view, computers and the Internet can also be classified as media.

Arabic language learning media can arouse students' feelings of joy and excitement, and renew their enthusiasm, their love for going to school will arise, it can solidify knowledge in students' minds and it can enliven lessons because using media requires movement and work (Arsyad, 2004: 76) .

The benefits of learning media are as follows:

1. Delivery of learning material can be uniform

With the help of learning media, differences in interpretation between teachers can be avoided. In addition, learning media can reduce information gaps between students.

2. The learning process becomes clearer and more interesting

Media can represent information through sound, images, movement and color, both natural and manipulated. This helps teachers create a learning atmosphere that is more lively and not monotonous or boring.

3. The learning process becomes more interactive

With media there is active two-way or even three-way interaction, whereas without media teachers and students are more passive.

4. Time and energy efficiency

With media, learning objectives can be achieved more easily and optimally with relatively little expenditure of time and energy. The teacher does not need to explain the material repeatedly because when presenting the media, students already understand the lesson.

5. Improving the quality of learning outcomes

Learning media can help students absorb learning material more deeply and completely. If students only hear verbal information from the teacher then they will not understand the lesson, but if it is enriched with activities of seeing, feeling, sensing and experiencing for themselves through the media then students' understanding will be better.

6. Media allows the learning process to be carried out anywhere and at any time

Learning media can be designed in such a way that students can carry out learning activities more freely, anywhere and at any time without depending on a teacher. It is important to realize that learning time at school is limited, and there are more learning opportunities outside the school environment.

7. Media can foster positive attitudes in students towards the material and learning process

The learning process becomes more interesting, thereby encouraging students to love science and seek out sources of knowledge themselves.

8. Changing the role of teachers in a more positive and productive direction

Teachers can share roles with the media, thereby giving them more time to focus on other aspects of pedagogy such as supporting students who experience learning difficulties, motivating students to learn and carrying out activities that lead to the development of students' personalities.

1. Function of Arabic language learning media

In general, the use of media as a mediator in the learning process is a tool that can support students' enthusiasm in the learning process, facilitate understanding of difficult material, and help students think creatively. The functions of Arabic language learning media according to (Asyar and Suryani, 2018: 10-12) include:

a. Semantic Function

This means making it easier for students to understand difficult characters or terms (symbols) in the subject matter. In this role, teachers can use audiovisual media (photos, videos, diagrams, images and certain symbols) to reduce students' misunderstandings in understanding the material. For example, in Mufrodat learning, a teacher uses cards equipped with pictures, videos or other media.

b. Manipulative Function

This means that it is easier for students to explain the material presented by the teacher even though they are not present. For example, when teaching Mufrodat on transportation topics (ships, planes, trains, buses, and the like), educators print pictures or watch and show videos. So that students can understand the objects mentioned without having to carry them.

c. Fixative Function

This means that the media acts as a tool for transmitting, recording and storing reviews about something that has happened. For example, in Kalam learning, the teacher gives an assignment in the form of an Arabic drama video which will later be used as an example by educators in Kalam learning in the following school year.

d. Distributive Function

This means that it functions to provide solutions to limited or critical situations in learning activities. In this case, the media tends to use technical means such as Power Point, educational videos and internet use. For example, in Arabic learning activities, a teacher teaches material using media in the form of a PowerPoint presentation so that students can listen and focus on the material even though the teacher speaks slowly.

e. Sociocultural Function

This means that it functions to bridge the cultures (especially in terms of language) of different students. For example, when teaching the pronunciation of the Hijaiyah letters, in a study room there are usually students from various regions who of course differ in the way they pronounce (emphasize) the sound of the Hijaiyah letters, for example the letters "ف", "ذ" and so on. . In this case, teachers can use books about Makhorijul letters as a guide for students.

2. The purpose of Arabic language learning media

Regarding Arabic language teaching activities, there are many Maharah taught such as Maharah Kalam, Kitabah, Istimah and Qiro'ah which are repeated continuously and require a lot of practice, so they get bored quickly. Therefore, learning with media is very difficult. It's not just monotonous and only focused on the material, it makes learning more interesting and fun and makes it easier for students to understand the material. The class will feel livelier and more exciting. In this case it can be said that the presence of media can increase students' interest in learning and the quality of teaching and learning activities.

According to (Sanaki, 2018: 10-12), the aim of Arabic language learning media is.

- a) Facilitate teaching and learning activities.
- b) Improve the ability to carry out teaching and learning activities.
- c) Pay attention to the suitability of teaching materials and learning objectives.
- d) Maintaining students' concentration in teaching and learning activities. It can be concluded that the purpose of Arabic learning media is to make it easier for teachers to teach the material and increase students' enthusiasm for learning Arabic.

CONCLUSION

Based on the explanation that we have explained, it can be concluded that Arabic language learning media is very necessary in the Arabic language learning process for delivering material. Media will be very helpful and make it easier for a teacher to deliver material and can foster student enthusiasm in the Arabic language learning process. However, it requires a teacher to be more creative and innovative when choosing the media to be used regarding its suitability to the Arabic language material to be taught. Our hope is that this article can become study material for a teacher regarding Arabic language learning media, and can become a reference for future researchers.

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