Utilization of Information and Communication Technology as Arabic Learning Media

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Abstract
The problem of learning Arabic in various educational institutions, the teaching staff allows for the modification of teaching and learning methods. Understanding expressions and grammar is also a challenge for students because they cannot master the language in a short period of time and find what is spoken to be very boring. This can be accomplished through the advancement of technology, which contains a wealth of information that can be used to improve learning outcomes. The purpose of this study is to discuss the role of technology in the alignment and sustainability of Arabic learning, as well as whether information and communication technology as a learning medium can increase students' interest in learning Arabic. The qualitative descriptive method is used in this paper to answer some of the questions raised above. The study's findings indicate that learning media plays a critical role in increasing students' motivation to learn in order to avoid boredom. Through the internet, interactive CDs, and Arabic E-Learning Programs, information and communication technology can be used as a learning medium.

Keywords: Information and Communication Technology, Learning, Arabic.

Introduction
Education is the process by which students become mature enough to develop their talents, potential, and skills for navigating life; consequently, education should be designed to improve student learning achievement and provide students with a better understanding of the material (Haris, 2021). Because students easily become
disinterested and worn out, which cannot be avoided during the process of learning due to the teacher's explanations being both difficult and difficult to understand, it is not easy to design an education that is appealing to students (Ahmad, 2017). The learning model has undergone consistent evolution in tandem with advances in linguistics, educational practices, and other contemporary advancements (Rani, 2017). In addition, the findings of research conducted within the field of language education itself contributed, on their own, to the decline of innovative strategies and procedures within the field of language education (Zainuri, 2019). One of the educational programs is referred to as the learning model. It is anticipated that the model will serve as the primary overarching structure for the specification of, and linkage between, theory and practice (Wahyuperdana, 2016).

The information and communication technology that we have available today has advanced at such a breakneck pace. The convergence of information and communication technologies has profoundly altered many spheres of human existence. The integration of information technology into educational settings presents a genuine and verifiable obstacle (Haniah, 2014). There is no way to refute the fact that the development of information technology has contributed to the forward movement of the education sector in the modern world. Especially computer and internet technology, in terms of both hardware and software, provide many offers and options for the world of education to support the learning process (Rosyad & Maarif, 2020). These offers and options include the speed at which information can be obtained as well as multimedia facilities that can make learning more interesting, audio-visual, and interactive. As a result of the rapid development of internet technology, a wide variety of educational pursuits are now possible through the application of this technology (Fikri, 2019).

The quality of the learning system that is developed needs to quickly improve various existing weaknesses in order to meet future demands that are not only competitive but also closely related to various advancements in technology and information. This is because future demands will be closely related to various technological and informational advancements (Rivalina, 2014). An appropriate alternative is learning by making use of the facilities offered by information technology through the use of the internet. Despite the fact that the educational system in Indonesia is quite diverse as a result of the country's geographical location—a factor that has a significant impact on the development of information technology—it is still capable of solving a variety of educational challenges (Prayitno et al., 2018).

Developed nations have always competed to develop and implement information technology in the field of education. For instance, River Oaks Elementary School in Oaksville, Ontario, Canada, has successfully integrated technology into its educational program. The library stores all references on interactive video disks and CD-ROMs that can be accessed directly by anyone and in a variety of formats. This affords students the opportunity to connect to the school's entire computer network. Christopher Columbus Junior High School in Union City, New Jersey, which was initially a less-advanced school, managed to become a superior school by incorporating information technology into its curriculum (Asmani, 2011).

Rapid technological progress has had a negative impact on the delivery of education. Today, educational activities cannot be conducted on a local level alone; it is recommended that they be conducted on a local level with a global or international
focus instead (Muslikhah, 2017). This means that the quality of education is being improved in order to compete with graduates from overseas education. Because Kiai only teaches Arabic in pesantren, the current discourse is that people who learn Arabic are considered ancient. Because Indonesian education still has a dichotomy between general education and religious education, Arabic learning does not have an elite place in the national education system. SMA/SMK offers classes in English, German, French, and Mandarin for general education, but no Arabic for religious education (Sa’dudin & Safitri, 2019).

As a result of the UN/UAN/UAS' failure to use Arabic-speaking subjects for national-scale testing, the situation worsened. Thus, in order for the Arabic language learning process to run smoothly, be competitive, and compete with other language learning, mastering the Arabic language learning methodology is essential. Modern internet-based learning media developed in response to the information technology revolution are another option. Even though he attends a local university, he has the ability to compete with students from international universities (Kurniyat, 2018).

Learning foreign languages, including Arabic, cannot be separated from problems and learning difficulties. The presence of information technology and its use in the learning process as far as possible overcome and provide a way to overcome the problems of learning Arabic, especially in Indonesia. This paper at least tries to reveal the nature of information technology and its use in overcoming the problem of learning Arabic.

Method

In this study, a qualitative approach is taken, and descriptive and exploratory survey methods are utilized. Studies that are descriptive are helpful when attempting to describe or uncover characteristics of a population being studied in relation to a topic. These characteristics can include opinions, knowledge, and attitudes (Nurdin & Hartati, 2019). At the same time, the purpose of exploratory research is to investigate new or non-existent phenomena in order to increase both knowledge and acceptance, as well as to provide an initial picture of an intervention that will be carried out (Sugiyono, 2011). In the course of conducting this research, both primary and secondary sources of data were gathered. Data Secondary data is obtained in this study in the form of written documents, pictures, and photos using qualitative analysis techniques. Primary data in this study is obtained in the form of words and actions/behavior of people observed from interviews and observations. During or after the process of data analysis, the collected information from the interviews and observations are categorized based on the decisions made that are pertinent to the issue being investigated.

Result And Discussion

Functions and Uses of Learning Media

The media serve a crucial purpose in teaching and learning. In general, the function of the media is to distribute messages. Using media in the learning process can also arouse curiosity and interest, generate motivation and stimulation in the teaching and learning process, and have psychological effects on students. Additionally, the use of media can help students improve comprehension, present
material/data in an engaging manner, make data interpretation easier, and condense information (Sri, 2008).

The attention function, the affective function, the cognitive function, and the compensatory function are the four functions that are attributed to learning media, particularly visual media, according to another theory. The function of attention is that visual media can attract or direct students' attention in order for them to focus on the learning content contained in the visual media. The effective function of visual media is to generate a sense of pleasure or enjoyment for the learning content among students. Visual media's cognitive function is to facilitate students' comprehension of the message or information conveyed in learning. Moreover, visual media's compensatory function allows weak students to receive educational content (Miftah, 2013).

In addition, the purpose of learning media, particularly audio-visual media, is to transmit messages and simplify the process of receiving complex messages so that the communication process is smooth and free of distortion. Another opinion explains that a teacher uses learning media to: a. clarify teaching information or messages; and b. engage students in active learning. b. Highlight the essential elements. c. Provide diverse instructional methods. d. Clarify the instructional framework. e. Motivate the student learning.

Based on the opinion above, learning media is very important in the learning process and student learning outcomes. By using a variety of mixed learning media, both audio, visual or audio-visual, which of course must be adapted to the needs of teaching materials, it will foster student motivation in learning so that they will avoid boredom because the learning is fun and not monotonous so students will be more motivated to learn. It is easy to understand the lesson and hope that it will positively influence student learning outcomes cognitively, affectively or psychomotor (Tafonao, 2018).

Students' complacent demeanor can be changed by utilizing a variety of instructional media. When used in this way, educational media can serve two purposes: 1) to arouse students' interest in learning, and 2) to allow for more direct contact between students and their surroundings and the real world. Allows students to work at their own pace and in ways that suit their individual interests and abilities. It's easy to find the information you're looking for. Another point of view says that one way to avoid getting bored while learning a foreign language is to use learning media. Visual, audio and audio-visual electronic media are particularly relevant here.

The Role of Arabic Learning Media

Learning a foreign language, such as Arabic, is greatly aided by the use of teaching media. Not only are educational media beneficial to children's learners, but they are also beneficial to adults' learners. Using media to learn a foreign language has been shown in numerous studies to be effective (Arabic). Many different parts come together in the process of teaching and learning in order to achieve certain objectives (Furoidah, 2020). Aside from that, there's the teacher and the media to consider as well. There are a variety of ways that media can be used to enhance student learning and instruction:

a. Teachers as learning resources and media In the teaching and learning process, the teacher acts as a source of learning and learning media. In delivering
material to students, a teacher must be able to explain in verbal or nonverbal language so that the teacher's professionalism will determine the level of effectiveness and efficiency.

b. Teachers and media as learning resources, In this case, the teacher and the media both have a role. In delivering the material, the teacher uses the media as a visual aid or tool that clarifies the material presented by the teacher to the students. For example, in picture media, the message conveyed by the teacher to students is clarified by pictures.

c. The teacher hands over some of his responsibilities to the media. In this case, the teacher and the media are responsible for controlling the teaching and learning process. Media autonomy has a role in conveying the message, such as using a tape recorder to listen to the news. However, the teacher must be good at taking the opportunity to explain messages that have not been conveyed or are still unclear in the media.

d. Media is the only source of learning. In this case, the media constrains the teaching and learning process. For example, a distance learning system.

Learning media has a very important role in the learning process. Among them are the media as a tool that can assist teachers in explaining/delivering messages/materials to students; at one time, it is the teacher who becomes the media in the learning process, becomes the main model that is seen and heard directly by students so that in this case the teacher's ability to be rejected. In measuring the success of learning, in other conditions, sometimes the media autonomously has a role in the teaching and learning process; the teacher only adds an explanation that has not been conveyed and is not clear from the media (Azhari, 2015). Moreover lastly, the media plays an active role and is the only source of learning.

Utilization of Information Technology in Arabic Learning

Science and technology, particularly information technology, have had a significant impact on the educational landscape. Access to information has been made more convenient as a result of these advancements. Digital technology is used to create a large number of new products and enhancements to existing ones. Interaction between teachers and students via information and communication technology, the presence of pre-programmed teaching materials, the role of the teacher as a facilitator, and flexibility in the learning process both in terms of time and location are some of the characteristics of the use of information technology in education.

Interactive CD

In the eyes of some Indonesians, the possibility of Arabic being difficult to learn can at least be removed from consideration thanks to the availability of computer technology, which can turn learning into an enjoyable experience. Students who are interested in learning Arabic may be motivated to do so if they are shown written text that is accompanied by sound and animation.

Learning Arabic in today's world relies heavily on the use of computer technology. For instance, students can learn Arabic through the use of a CD or DVD, which enables them to study on their own while also engaging in interactive activities. In education where computers serve as the medium, a variety of phrases and terms are utilized. The acronyms "Computer Managed Instructional," "Computer Assisted Instruction," and "Computer Based Instruction" are some examples (CBI).
The video compact disc (VCD) is another method of instruction that has proven to be quite successful. This tool is comparable to a tip recorder, but it includes more functionality overall. While the VCD can be seen as well as heard, the tip recorder only produces sound. At the moment, many Arabic education programs are distributed in the form of compact discs (CDs), but in order to use them, you will need a computer that supports multimedia rather than just a VCD. In the realm of ALA education, there have been a great deal of ALA teaching programs that have been distributed on CD, for example: Alif-Ba-Ta, Al-Qamus al-Mushowwar li As-Shigar, Bustan Ar-Raudloh, Juha 1-2, Jism al-Insan, Hadiqah al-Arqam, Masrahiyah al-Huruf al-Arabiyyah, Ta’lim al-Lughah al-Arabiyyah, ’Alam al-Tajarub li as-Sigar, Jazirah al-Barka:n, and Musauh al-Musabaqahwaal-Algha:z and many more.

Internet

Not only can the use of the internet and the web make a positive contribution to the academic activities of students, but it can also make a positive contribution to the activities of lecturers. Students will always have access to the most up-to-date information thanks to the internet and the web, and lecturers will always be prepared to teach it. Obviously, for this to work, the lecturers need to be able to actively access websites related to their respective areas of expertise. This conforms to Pannen’s (2003) definition of learning media and technology in higher education, which encompasses all forms ofware—hardware, software, and human—that have the potential to enhance the educational experiences of students.

The fact that the internet is being used more and more for educational purposes, particularly in countries that have already developed their economies, is evidence that it is possible to organize a more efficient teaching and learning process with this medium. This occurs due to the fact that the nature and characteristics of the internet are quite distinctive, and as a result, it is hoped that the internet can be used as a learning medium in the same way that other forms of media, such as radio, television, interactive CD-ROMs, and others, have been used in the past.

Learners can directly contact native speakers through the internet, participate in a discussion forum, and so on. Interaction between lecturers and students, for example, assignments and assignments, can also be done via the internet. Besides that, the power-point program is also used to develop students’ speaking skills. In this case, students are given the task of describing certain topics of interest for a few minutes with power-points support. Many sites related to Arabic and Islamic education are on the internet, presenting monotheism, Sufism, Islamic history, creeds, and other fields. Also, the internet is very helpful in the mastery of Arabic language skills because these sites present various data and information about the past, current and future regarding the Arab world, the world between nations and various fields of study of the Arabic language and Islam.

E-Learning

The term e-learning has a wide range of meanings, so many experts have come up with their own definitions of e-learning. For example, Darin E. Hartley states that: e-learning is the delivery of teaching materials via the Internet, Intranet, or other computer network media to students. This definition is widely accepted by many parties. Electronic applications are used to support teaching and learning with
internet media, computer networks, or standalone computers in e-learning, according to LearnFrame.com in the Glossary of e-Learning Terms [Glossary, 2001].

E-learning is defined by Matthew Comer, the hero of E-Learning Concepts and Techniques [Bloomsburg, 2006] as an educational tool that incorporates self-motivation, communication, efficiency, and technology. Matthew Comer. Students must keep themselves motivated because there are restrictions on social interaction. Because commuting and distance are eliminated, e-learning is more efficient. As long as you have access to a computer terminal and the appropriate software and technology, you can access the network or the internet to access the e-learning content.

The terminology of e-learning is quite a lot put forward from various points of view but leads to the same understanding. The letter "e" in e-learning means electronics which is often equated with the word virtual (virtual) or distance (distance). While the word learning itself is often interpreted as learning education (education) or training (training). Learning that takes place with the assistance of media or electronic devices is an example of what is meant by the term "e-learning." E-learning can be carried out through the utilization of audio, video, or computer hardware, or through some combination of the three. The process of education that takes place over the internet is referred to as "e-learning" (network). This indicates that students can receive instructional materials through the use of information and communication technology, which is made possible by e-learning (Munir, 2010).

Conclusion

An important aspect of teaching and learning in Arabic is the use of Arabic educational media. Students are more likely to learn if they have access to media during the course of their education. Teaching and learning will become more dynamic, effective, and creative when media is used. Boredom can be avoided because the class is not monotonous. The ability of teachers to make effective use of a variety of media influences student achievement. Learning Arabic is expected to be aided by the use of information and communication technology as a teaching and learning tool. Using technology in Arabic education, for example, can help align and sustain Arabic learning from elementary to upper secondary levels; technology can make students more interested in learning Arabic, and technology can create realization and relevance to what students feel; technology can create more mixed Arabic learning media, which so far is lacking; and technology can improve the ability or competence of teachers in teaching Arabic.

References


