Evaluation Of The Use Of Arabic Learning Media In Stit Al Muslihuun Tlogo Blitar

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Abstract:

This study aims to evaluate the effectiveness of the use of instructional media in teaching Arabic at the Tarbiyah College of Science (STIT) Al Muslihuun Tlogo Blitar. This research was motivated by the excitement that the use of learning media in the digital era is very much needed for students. While the purpose of this study was to determine the implementation of the use of learning media as well as evaluation of the use of Arabic learning media at STIT Al Muslihuun Tlogo Blitar. The research method is qualitative involving Arabic language lecturers and students as respondents. Data was collected through class observations and interviews to analyze the participants' experiences and perceptions of the used learning media. The results of the study show that existing learning media have made a positive contribution to learning Arabic at STIT Al Muslihuun Tlogo Blitar, but there are several aspects that need to be improved. Recommendations for improvements are given to increase the effectiveness and quality of learning media used in the future. This research is expected to provide valuable input for the development of Arabic language learning in similar institutions as well as a basis for further research in this field.

Keywords: evaluation, media, learning arabic

Inroduction

Learning media has an important role in the process of learning Arabic at the Tarbiyah College of Science (STIT) Al Muslihuun Tlogo Blitar. The use of appropriate learning media can increase the effectiveness of learning and facilitate students' in understanding Arabic. Therefore, an evaluation of the use of learning media needs to be done to obtain a comprehensive understanding of the successful use of the media. With this comprehensive understanding, it is hoped that it will be able to improve the quality of education more broadly. Even though Education has a broad scope that provides an opportunity for a teacher to evaluate and make improvements to the material that has been taught.[1]

The importance of learning Arabic in an Islamic education environment is increasing along with the increasing interest and need for understanding the language. One of the educational institutions that play a role in providing Arabic language education is STIT Al Muslihuun Tlogo Blitar. In the context of teaching Arabic, the use of effective learning media is very important to improve students' understanding and skills in learning the language.

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[1] Dony Ahmad Ramadhan, "Evaluation of Speaking Skills in Learning Arabic," Al Qalam," Journal of Religion and Society Science , 2018, 79.

However, the use of instructional media in teaching Arabic at STIT Al Muslihuun Tlogo Blitar still needs to be evaluated. The development of technology and information has provided many choices of learning media that can be used, but it is not yet known to what extent these media are effectively used in the context of learning Arabic at STIT Al Muslihuun Tlogo Blitar. Arabic learning media has an important role in improving Arabic learning at the said college. The use of effective learning media can facilitate students' understanding of learning material and improve their Arabic language skills.[2]

Arabic learning media is a tool or method used in the learning process to facilitate students' understanding and mastery of Arabic. Learning media can be in the form of audio, video, visual, or a combination of various elements that support learning Arabic.[3] The implementation of Arabic learning media at STIT Al Muslihuun Tlogo Blitar involves the real application and use of the media in the learning process. The concept of implementing learning media includes selecting, using, and evaluating media that is appropriate to the context of learning Arabic.[4]

In this context, evaluation of learning media is important to evaluate the effectiveness of using existing media in learning Arabic at STIT Al Muslihuun Tlogo Blitar. This evaluation will provide a better understanding of the success of the learning media used, as well as identify strengths and weaknesses that may exist. The results of this evaluation will provide a solid basis for improving and developing learning media that are more effective and in accordance with the needs of students at STIT Al Muslihuun Tlogo Blitar. Evaluation is an important part and tool related to learning objectives, learning materials, learning services, educators, methods, and learning contexts.[5]

The implementation of Arabic learning media at STIT Al Muslihuun Tlogo Blitar can increase the effectiveness of learning and students' understanding of Arabic. The use of Arabic learning media can help students understand the material better and improve their Arabic language skills.[6] Through the use of appropriate media, students can develop their listening, speaking, reading and writing skills in Arabic better.[7]

There are various methods that can be used in using Arabic learning media at STIT Al Muslihuun Tlogo Blitar. These methods include the use of interactive multimedia, the use of gamification, and the use of information technology. These methods have the potential to increase student motivation and activate their participation in learning Arabic.[8]

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[2] M Abdullah, "The Importance of Using Arabic Language Learning Media at STIT Al Muslihuun Tlogo Blitar," Journal of Arabic Language Education No 1 Volume (2018): 25.
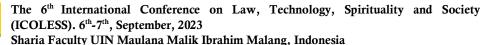
[3] A. Muhith, "'The Use of Arabic Language Learning Media in Improving Student Understanding.,'" Journal of Arabic Language Education Vol 5 No 2 (2017): 12.

[4] M Abdullah, "Understanding and Concept of Implementation of Arabic Language Learning Media at STIT Al Muslihuun Tlogo Blitar," Journal of Arabic Language Education Vol. 5, No. (2017): 18.

[5] Abdul Majid, Learning Strategies (Bandung: Rosda Karya, 2013).

[6] N Hidayah, "The Importance of Using Arabic Language Learning Media at STIT Al Muslihuun Tlogo Blitar," Scientific Journal of Arabic Education Vol. 3, No. (2019): 35.

[7] A Hidayat, "The Role of Learning Media in Improving Arabic Comprehension at STIT Al Muslihuun Tlogo Blitar," Al Fikrah Vol. 3, No. (2019): 27.

[8] S Nurhayati, "Methods of Using Arabic Language Learning Media at STIT Al Muslihuun Tlogo Blitar," Arabic Language Research Journal Vol. 8, No. (2020): 58.

Evaluation of the implementation of Arabic learning media at STIT Al Muslihuun Tlogo Blitar is needed to measure the effectiveness and efficiency of using the media. Evaluation can be done through direct observation, student performance assessment, and collecting feedback from students and lecturers.[9] Evaluation of learning media has an important role in improving the quality of language learning, including in the context of teaching Arabic. The use of effective learning media can help facilitate student understanding, increase learning motivation, and optimize learning outcomes. In STIT Al Muslihuun Tlogo Blitar, evaluation of the use of Arabic learning media is important to ensure optimal teaching and learning effectiveness.

The role of innovation in learning will create a learning environment that encourages student motivation, so it is important to ensure that evaluation does not become a threatening factor for students, but becomes a fun and relaxing activity according to their interests.[10] The use of interactive learning media at STIT Al Muslihuun Tlogo Blitar can enrich student learning experiences and increase their active participation. Interactive media, such as video, audio, and digital games, can encourage students to interact directly with Arabic learning materials.[11]

The implementation of Arabic learning media at STIT Al Muslihuun Tlogo Blitar is also faced with several challenges. These challenges include limited access to technology, readiness of lecturers to integrate learning media, and lack of adequate resources. Improvement efforts, such as increasing accessibility and training of lecturers, need to be carried out to overcome these obstacles.[12] Evaluation of the use of Arabic learning media at STIT Al Muslihuun Tlogo Blitar needs to be done to obtain a comprehensive understanding of the successful use of the media. Evaluation can be done through class observation, interviews with students and lecturers, as well as distributing questionnaires. Evaluation results can be used to identify the advantages and disadvantages of using these learning media.[13]

Several studies have shown the benefits of using instructional media in learning Arabic. For example, research by Al-Hariri and Al-Hamoud (2019) found that the use of multimedia-based learning media can significantly increase student engagement, learning motivation, and Arabic language skills. Another study conducted by Rahman and Ahmad (2020) highlighted the effectiveness of using mobile applications in enriching Arabic vocabulary and understanding.

Although there have been previous studies evaluating the use of Arabic learning media, there has not been much research that specifically examines the context of STIT Al Muslihuun Tlogo Blitar. Therefore, an evaluation of Arabic language learning media in this institution needs to be carried out in order to obtain a more

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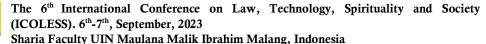
[9] F Wahid, "Evaluation of Arabic Language Learning Media Implementation at STIT Al Muslihuun Tlogo Blitar," Arabic Education Innovation Journal Vol. 9, No. (2021): 22.

[10] Hamdan Husein Batubara, "Using Google Forms as a Lecturer Performance Assessment Tool in the Uniska PGMI Muhammad Arsyad Al Banjari Study Program," Journal of Al Bidayah Vol 8, no. (2016): 3.

[11] S Nurhasanah, "Interactive Learning Media in Learning Arabic at STIT Al Muslihuun Tlogo Blitar," Journal of Arabic Language Research Vol. 8, No. (2020): 36.

[12] R Suryanto, "Challenges and Obstacles in the Implementation of Arabic Learning Media at STIT Al Muslihuun Tlogo Blitar," Journal of Islamic Education and Arabic Language Vol. 10, N (2020): 40.

[13] A Aziz, "Evaluation of the Use of Arabic Learning Media at STIT Al Muslihuun Tlogo Blitar," Journal of Arabic Education Innovation Vol. 9, No. (2021): 24.

specific description of the use of learning media and its impact on the learning process. Evaluation of Arabic learning media used in STIT Al Muslihuun Tlogo Blitar aims to provide a deeper understanding of the effectiveness of learning media used in this context. This evaluation will involve an assessment of the suitability, involvement, and impact of the learning media used in learning Arabic. Evaluation methods that can be carried out include class observations, surveys of lecturers and students, as well as interviews to get their views and experiences regarding the use of instructional media.

The challenges faced in the use of Arabic learning media in STIT Al Muslihuun Tlogo Blitar include limited accessibility to more modern learning media and the expansion of the use of learning media consistently in all Arabic subjects. Suggestions for overcoming these challenges include increasing accessibility to more up-to-date learning tools and resources, as well as training for lecturers to integrate learning media effectively in everyday learning.[14] The results of the evaluation of this learning media will make an important contribution to the development of learning Arabic at STIT Al Muslihuun Tlogo Blitar. Recommendations resulting from the evaluation can be used to improve the use of learning media more effectively, improve the quality of learning, and enrich the practice of teaching Arabic at this institution. In addition, this research can also provide benefits and a broader understanding of the use of instructional media in the context of Arabic education.

In summary, the assessment of Arabic learning media at STIT Al Muslihuun Tlogo Blitar has an important role in increasing the effectiveness of learning Arabic at this institution. This evaluation provides valuable insights and suggestions for the development of teaching methods. According to Stufflebeam, the evaluation process includes three important elements, namely (a) determining the value, (b) having established criteria, and (c) describing the program as an object of evaluation.[15] Assessment is carried out to maintain the overall quality of education as a way for education providers to be accountable to all parties who have an interest.[16] Evaluation of curriculum content involves all programs designed to achieve these goals. The content component includes the various subjects that must be taught, as well as the subject matter or teaching materials that cover all of these subjects. Curriculum content or materials are assessed based on their relevance to the goals aimed at ensuring the achievement of these goals, their truth as knowledge, facts, or certain views, as well as the level of breadth and depth of the material.[17]

The teaching facility component is part of the curriculum which functions to facilitate ease and clarity for students in their learning process. There are various types of media that can be used in teaching, both traditional and modern. Evaluation of teaching media is based on suitability with objectives, teaching materials, student experience needs, suitability with the abilities and skills of the teacher, as well as effectiveness as teaching aids and so on. Evaluation of the use of Arabic learning

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[14] F Wahid, "Challenges and Suggestions in Using Arabic Learning Media at STIT Al Muslihuun Tlogo Blitar," Journal of Islamic Education and Arabic Language Vol. 10, N (2022): 42.

[15] Nana Sudjana, Curriculum Guidance and Development in Schools (Bandung: CV Sinar Baru, 1991).

[16] RI Law No. 20 of 2003 concerning the National Education System (Yoyakarta: Ar Ruz Media, 2003).

[17] Burhan Nurgiantoro, Fundamentals of School Curriculum Development (Yogyakarta: BPFE, 1988).

media will also provide an understanding of the perspectives of teachers and students on the use of the media. This is important because the perceptions, preferences, and experiences of teachers and students can influence teaching effectiveness. By understanding their views on learning media, more appropriate solutions can be found to improve learning Arabic at STIT Al Muslihuun Tlogo Blitar. In addition, evaluation of Arabic learning media will also provide insight into the supporting or inhibiting factors in the use of learning media. For example, technical constraints, limited accessibility, or suitability of media with student characteristics and curriculum. By evaluating these factors, solutions can be found to overcome existing obstacles and increase the effectiveness of the use of instructional media in learning Arabic.

Research Methods

In this study, a qualitative research method was used in the form of descriptive-analytic. This method aims to examine and describe research variables, as well as carry out a systematic and in-depth analysis to find the value and meaning of the object under study. To collect data, interview techniques and document analysis were used, which reflect the aspect being studied, namely the Arabic language learning curriculum. All collected data were then analyzed using the Miles & Huberman model of analysis techniques, which included data collection, data presentation, reduction, verification, and conclusion. Document analysis was carried out to find the form and approach of the Arabic language curriculum.

Results and Discussion

Learning Arabic in STIT Al Muslihuun Tlogo Blitar is carried out in the PBA study program referring to the vision and mission of the college, namely creating educators who are professional, skilled, sensitive to social change, and have good and glorious moral. The study program's mission includes providing professional and creative lecturers, seeking adequate facilities/infrastructure, and implementing the Tridharma of higher education.

Based on this, the vision and mission of the PBA study program in STIT Al Muslihuun Tlogo Blitar developed as follows: the vision of the Arabic Language Education Study Program Al-Muslihuun College of Tarbiyah Sciences (STIT) is to create Arabic language educators (teachers) who have academic and professional maturity , the robustness of aqidah, spiritual depth, noble character, and breadth of knowledge. Meanwhile, the mission of the Arabic language education study program includes:

1. Creating competent, competitive and independent Arabic language education staff.
2. Developing Arabic language knowledge and education through relevant research.
3. Organizing community service that is relevant to Arabic language education.[18]

Some objectives of the study program are:
1. To produce Arabic language education graduates who have a broad scientific understanding and have a spiritual commitment.

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[18]Arabic Language Education Study Program Documents STIT Al Muslihuun Tlogo Blitar.

2. To produce Arabic language education graduates who have high competence and professionalism.
3. To produce Arabic language education graduates who are responsive to developments and societal needs, and are able to carry out creative innovations in Arabic language education.
4. To produce Arabic language education graduates who become role models in everyday life based on religious values and respect the noble cultural values of the nation.[19]

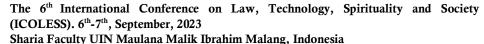**Arabic Learning Media in STIT Al Muslihuun Tlogo Blitar**

The results of interviews with several lecturers in STIT Al Muslihuun Tlogo Blitar, particularly at Arabic Language Education (PBA) study program revealed that in learning, various media such as projectors are used. However, some lecturers prefer the direct method which involves active participation of students in speaking and discussing with classmates. In several courses, lecturers use textbooks that are considered appropriate to the content being taught. For example, a lecturer named Lailatul Mubarokah, who is also an Arabic doctoral student at one of universities in Indonesia, uses the book "Arabiyah Baina Yadaik" in her "Intensive Arabic Language" course. This book is designed to help students understand Arabic in a practical and easy way . On the other hand, there is a lecturer named Amit Dana Ikmah who gives freedom to students to use references in the "Shorf" course with the aim that they have a broader understanding of shorof and are not limited to one rule without understanding comparisons with other rules.

In an interview with Habib Bawafi, Head of STIT Al Muslihuun Tlogo Blitar, it was revealed that multimedia and interactive approaches have been used in the use of learning media in class. Through projectors, computers, and interactive Arabic learning software, students can get a more interesting and interactive learning experience. According to him, the effectiveness of the use of learning media in increasing student understanding is very significant. Students can visualize and associate vocabulary and grammar with real contexts through various media, such as pictures, videos and audio. This has a positive impact on student motivation and involvement in learning. However, there are some weaknesses encountered in the use of learning media at STIT Al Muslihuun. One of them is the limitation of technological infrastructure, which affects the institution's ability to optimally utilize learning media. In addition, the lack of training for lecturers in utilizing learning media is also a challenge in itself. Student responses to the use of instructional media in learning Arabic are generally very positive. Students look more enthusiastic and actively involved in class. Student participation in individual and collaborative activities involving learning media has increased significantly.[20]

In terms of development and improvement, Ahmad Maesur, who also serves as deputy chairman I for curriculum, conveyed the importance of developing better technological infrastructure and continuous training for lecturers. This is considered important in order to optimize the use of Arabic learning media. In addition, evaluation and updating of learning media content is also needed so that it remains relevant to curriculum developments and student needs. From these interviews, it can be seen that the use of Arabic learning media at STIT Al Muslihuun Tlogo Blitar

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[19]Arabic Language Education Study Program Documents STIT Al Muslihuun Tlogo Blitar.
[20]Interview with Source Person 1

provides real benefits in increasing student understanding. Even though there are obstacles that need to be overcome, efforts continue to be made to improve the use of learning media so that they can provide a better learning experience for students at STIT Al Muslihuun Tlogo Blitar.[21]

An interview with Khasanah, secretary of the Arabic Language Education study program at STIT Al Muslihuun Tlogo Blitar, opened up insight into the use of learning media used on the campus. In our conversation, Mrs. Khasanah explained how the use of instructional media has changed the way Arabic is taught

With great enthusiasm, Mrs. Khasanah explained that STIT Al Muslihuun Tlogo Blitar had adopted a multimedia and interactive approach in the use of learning media. They use modern technology, such as projectors, computers, and interactive Arabic learning software, to enrich the student learning experience.

According to Mrs. Khasanah, the effectiveness of using instructional media has been significantly proven. Learning media that involve pictures, videos, and audio help students understand Arabic material better. Students can visualize the context and feel more engaged in learning. Mrs. Khasanah also observed an increase in learning motivation and active participation of students since the implementation of this learning media. However, he also said that the use of learning media also faced several obstacles at STIT Al Muslihuun Tlogo Blitar. One of them is the limited technology infrastructure. Even though schools have made efforts to obtain the necessary equipment and software, there are still limitations to accessibility and the availability of adequate technological devices. He also highlighted the importance of more intensive training for lecturers in using learning media effectively. Even though the school has organized short training, Ms. Khasanah believes that continuous and in-depth training will help lecturers optimize the use of learning media in teaching Arabic.[22]

In describing student responses to the use of learning media, Ms. Lailatul Mubarokah said that they responded positively and enthusiastically to these changes. Students look more enthusiastic in participating in Arabic lessons and are actively involved in class activities that involve learning media. He was happy to see this change and felt the positive impact of using learning media in the classroom. As a development suggestion, Ms. Lailatul Mubarokah emphasized the importance of improving technology infrastructure in schools. More equipment and device accessibility will help lecturers and students make optimal use of learning media. In addition, he hopes there will be more training opportunities focused on the use of technology in learning Arabic.[23]

In evaluating the effectiveness of using instructional media, Ms. Tias Arisiana saw a significant increase in student understanding. Through the use of pictures, videos and audio, students can visualize and associate vocabulary and grammar with real contexts. This learning media also helps increase student motivation and involvement in learning. However, Ms. Tias also acknowledged that the use of instructional media is inseparable from several weaknesses. One of them is the limited technology infrastructure at STIT Al Muslihuun Tlogo Blitar. Although there

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[21] Interview with Resource Person 2
[22] Interview with Resource Person 3
[23] Interview with Resource Person 4

have been efforts to provide the necessary equipment and software, there are still limited access and availability of adequate technological devices.24

In terms of student responses to the use of learning media, he also saw a significant positive impact. Students respond enthusiastically and are actively involved in learning. They show higher motivation and more active participation in class activities that involve learning media. He is happy to see this change and believes that the use of learning media has helped improve Arabic language learning at STIT Al Muslihuun Tlogo Blitar.

From the results of interviews with Mrs. Tias Arisiana, it can be concluded that the use of Arabic learning media at STIT Al Muslihuun Tlogo Blitar has provided real benefits in increasing student understanding. Even though there are obstacles that need to be overcome, efforts continue to be made to improve the use of learning media so that they can provide a better learning experience for students at STIT Al Muslihuun. Interactive Learning Materials, Arabic learning media includes materials that are designed interactively, such as interactive games, simulations, or computer-based independent exercises. This can help students practice Arabic language skills, strengthen understanding of vocabulary and grammar, and increase student motivation and participation in learning. Resources , STIT Al Muslihuun Tlogo Blitar uses digital learning resources, such as e-books, online learning platforms, or learning portals that contain Arabic learning materials. This digital learning resource can provide easy access for students to access and study Arabic language materials, as well as present structured and diversified content. Collaboration in the Network, namely facilitating collaboration in the network between students and instructors, for example through online discussion forums or virtual classrooms. This allows students to interact with fellow students and teachers, share knowledge, and involve themselves in discussions related to learning Arabic.

The use of Visual and Audio Media, namely Arabic learning media at STIT Al Muslihuun Tlogo Blitar may include the use of visual media, such as pictures, diagrams or graphs, to clarify Arabic concepts. In addition, audio media, such as sound recordings or songs, can be used to train students' listening and pronunciation skills in Arabic.

Effectiveness of Learning Media: Discuss the extent to which the use of learning media in learning Arabic at STIT Al Muslihuun Tlogo Blitar is effective in increasing students ' understanding and their learning outcomes. Discuss findings that show increased student engagement and a positive impact on Arabic proficiency and understanding of the material. Strengths and Weaknesses of Learning Media using learning media identified in research. Further analysis of content limitations, lack of direct interaction, and technical challenges can provide insight into improvements that need to be made. The Lecturer's Role in the Use of Learning Media , the role and involvement of lecturers in integrating learning media in learning Arabic. Does the lecturer have sufficient knowledge and skills to use the media effectively . And how training and support can enhance the role of lecturers in the use of instructional media .

This is also in accordance with the theory of the effectiveness of learning media , One of the relevant theories is the Learning Media Effectiveness Theory put forward by Richard E. Clark in 1994. This theory examines the factors that influence the

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24Interview with Resource Person 5

effectiveness of instructional media, including visual design, interactivity, and use of technology. This theory can be used to evaluate the effectiveness of Arabic learning media used at STIT Al Muslihuun Tlogo Blitar. The theory of the effectiveness of learning media, this theory discusses the factors that influence the effectiveness of learning media, such as visual design, interactivity, and the use of technology. In evaluating Arabic learning media at STIT Al Muslihuun Tlogo Blitar, this theory can be used to evaluate the extent to which the media meets effectiveness standards, such as the use of relevant images or videos, motivating interactions, and technological features that support interactive learning. The relevance and context of the learning media used in this study are relevant to the context of learning Arabic at STIT Al Muslihuun Tlogo Blitar. Discuss whether the media fits the needs of students , learning objectives, and the existing curriculum. Implications of research findings on improving the use of instructional media in learning Arabic. Discuss the recommendations put forward, such as developing more varied and structured content, increasing media interactivity, and in-depth training for lecturers. The results showed that the use of Arabic learning media at STIT Al Muslihuun Tlogo Blitar tends to be effective in increasing students' understanding and skills in Arabic. The majority of students responded positively to the use of learning media, stating that the media helped them understand the material better. The lecturer also acknowledged the benefits of learning media in facilitating the process of learning Arabic.

However, several challenges related to the use of learning media were also identified, such as limited accessibility to more modern learning media and the expansion of the use of learning media consistently in all Arabic language subjects. Suggestions for increasing the use of learning media include increasing accessibility to more up-to-date learning tools and resources, as well as training for lecturers to integrate learning media effectively in everyday learning .

Conclusion

This study shows that the use of instructional media in learning Arabic at STIT Al Muslihuun Tlogo Blitar has a positive effect on the learning process and student learning outcomes . The learning media used as a whole are considered relevant to the learning objectives and can facilitate students ' understanding and increase their learning motivation. Students also show higher involvement in learning through the use of interactive and interesting learning media. However, this study also revealed that there were several weaknesses in the use of instructional media. Limited content available, lack of direct interaction, and technical challenges in using media are some of the things that need attention and improvement. In order to increase the effectiveness of the use of instructional media, several recommendations for improvement have been proposed. Development of more varied and structured content, increased media interactivity, as well as deeper training for lecturers in integrating learning media are key factors in improving the quality of learning Arabic at STIT Al Muslihuun Tlogo Blitar. By implementing these recommendations, it is hoped that STIT Al Muslihuun Tlogo Blitar can increase the effectiveness of learning Arabic, enrich student learning experiences, and create a more productive learning environment. In addition, this research can make a valuable contribution in the development of better and more relevant learning media for Arabic language education in various contexts.

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