

ANALYSIS OF “PEER FRIENDS” VLOG ON THE LEARNING MOTIVATION OF MAHARAH ISTIMA’ UIN MALANG STUDENTS

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Abstract. This study aims to determine the results of "peer" vlog analysis on the learning motivation of Maharah Istima' a new student of Arabic Language Education at UIN Maulana Malik Ibrahim Malang. This is based on the main problem of students in digesting Arabic as a language that is difficult to learn, especially in maharah istima' which has a stereotype of "boring" because it only focuses on one thing, namely listening and digesting speech or guidance by others, even though maharah istima' itself is the most basic thing that must be understood and mastered before stepping on other language skills. The research method supported by some theories and that support this domain by supporting documents and based on survey. This research is a new thing that appears in the world of Arabic language learning, especially Maharah Istima' which has been containing difficult labeling even by Arabic students themselves. In the results of this study, it was found that the basic thing that makes new students of the Arabic study program motivated in learning maharah istima' is because of external factors, namely "peer vlogs". Of course, this attracts attention, especially it can be a reference for one of the models or methods of learning maharah istima' in various ways that exist.

Keywords: *Analysis; Vlogs; Peers; motivation; Arabic Language Learning*

A. INTRODUCTION

Arabic It is one of the languages in the world that has real urgency in every application in various fields in the world. Language itself is a basic and important need for mankind, this is due to the urgency of language as a medium of conveying ideas, ideas, and human thoughts in the form of speech or writing with the intention of being understood by others even with foreign socials. Among the languages that are widespread in the world, Arabic is the oldest language and has the longest spoken position in the world (Muhamad Kumaini Umasugi, 2022).

For this reason, it is important for the role of an educator to care about various things around him as an effort to explore Islamic teachings and improve social status. Similarly, the application of curriculum containing Arabic as a foreign language of choice is very important to be mastered by students starting at the primary and secondary education levels. Thus, making Arabic a third language that must be understood by students in the era of society 5.0.

In the era of society 5.0, there has been a important change at the Arabic language science paradigm in many things. Starting from the orientation and implementation of existing Arabic

language teaching, the specified teacher qualification demands and existing learning models, the competency demands possessed by students and learning characteristics. because of this basis, special attention is needed to address these various aspects infrastructure adapts to the times. Regardless of all the advantages and disadvantages that exist, all existing stakeholders, as well as those involved in Arabic language learning activities must and always make improvements and change directions so that it can continue to exist in time in the current millennial perception era.(Ahmad Syagif Hannany Mustaufiy, 2022).

This study aims to find out clearly related to the results of the analysis of one of the problems in learning maharah istima' and one of the solutions, namely vlogs between peers on the motivation to learn maharah istima' itself, especially for new students of the Arabic language education study program UIN Maulana Malik Ibrahim Malang. The background of this research was carried out because it was motivated by several factors. Among the factors that exist are related to Arabic which is considered difficult by most students(Syifa Nurlaila, Masripah, 2022), and secondly Maharah Istima' skills for listening and understanding what is being discussed or discussions that are considered boring(Hasan, 2017). Whereas on the other hand, in general, Maharah Istima' itself is the most basic thing before stepping into other forms of language skills, such as Maharah Kalam to speak, Maharah Qiro'ah to read and understand the context of the contents of various texts, and Maharah Kitabah which is the skill to write Arabic according to existing rules(Habibah & Sujefri, 2023).

Based on previous literature surveys, we reflect on many things, including various models to methods in studying maharah istima' itself, including research from (Ma'mun, 2015)which discusses istima' with WhatsApp media with the use of voice notes in it, or in maharah istima' research that uses short movie videos on social media by (Rev. Ashhari, n.d.), to learn maharah istima' using a communicative approach (Muspika Hendri, 2017). Unlike previous research in general, current research brings new things, namely vlog-based research that is different from in general. In this session, the vlog given was the result of vlogs by peers of the students with material direction from previous educators. With this new thing, it is expected to add insight and motivate students to the most basic skills in Arabic before stepping on the next step and step of other skills(Widodo, 2006).

B. METHODS

This research uses a qualitative approach That is a research method or method that emphasizes analysis or descriptiveness. In a qualitative research process, things that are subject perspectives are highlighted and theoretical foundations are used by researchers as guides, so that the research process is in accordance with the facts encountered in the field when conducting research(Muhammad Syafii, 2022). Qualitative research methods aim to explain a phenomenon in depth and are carried out by collecting in-depth data. It is easier to understand with meaning , namely research that does not use calculations in its research The results of this study are in the form of descriptive data in the form of written or spoken words from the object observed by the researcher.

Data used in this study Research is sourced and divided into several parts, including: Primary data specifically carried out to answer research questions. Furthermore, the author collected primary data using the survey method directly, namely on the main subjects of new students of the Arabic language education study program and also conducted direct observation methods at UIN Maulana Malik Ibrahim Malang. The survey method itself is a primary data collection method using oral and written questions, both directly and indirectly. It is this data that is further used as a result that illustrates the researcher's analysis.

Secondary data is taken from other supporting documents. Namely in the form of texts or readings and documents related to concepts and theories relevant to the research focus. (Prof. Dr. Sugiyono, 2013) The goal is to complement the primary data used by previous researchers. The data collection method goes through three stages, namely the first stage by observing peer vlogs with predetermined previous material, then providing questions that can add to the researcher's information by conducting interviews with students as listeners, and after that collecting data from several or is referred to as a very useful documentation method to support the intended research data. The final data analysis certainly goes through a series of stages, namely data collection, data reduction, data presentation and finally data verification. (Habibah & Sujefri, 2023)

C. RESULT & DISCUSSION

1. Understanding Maharah Istima' in the world of Arabic learning

Maharah istima' is one of the other 4 language skills namely kalam, qiroah, and kitabah. This skill is the most basic skill in Arabic before stepping into other forms of language skills. Listening skills are one element of basic skills for students in starting to master a foreign language, in this case Arabic. So in teaching and learning Arabic as a foreign language, this istima' proficiency is the most important urgency.

With skills in maharah istima', learners are able to understand something that is heard correctly and clearly. The success of listening learning depends on the planning stage, implementation stage, and evaluation stage. (Muhamad Fathoni, 2018) In the process of teaching and learning listening skills, aspects of aids such as media are very important aids.

The learning difficulties faced by students in Arabic subjects, especially in learning maharah istima' itself due to students' lack of understanding of the importance of learning, lack of students absorbing the material delivered by the teacher, and students' learning methods that are less effective and less sustainable make students have difficulty learning B. Arabic. Second, learning still uses conventional methods using four language skills without any form of significant renewal by educators in general in general. (M. Dzikrul Hakim Al Ghozali1), 2020)

So far, Arabic language scholars or educators have only positioned Arabic as a tool to understand Islamic texts in Arabic and have not functioned it as a discipline that needs to be developed through various studies and critical rereading. The challenges and problems faced by Arabic language education cannot be solved personally, but must be through an institutional approach and involve many parties. (Muhammad Zainuri, 2019)

It is possible that everything starts from maharah istima' skills as a path of Arabic language education as an opportunity that can provide brighter and promising prospects for Arabic language study enthusiasts and activists in the future. Scientific epistemology and curriculum in Arabic are needed to be addressed and oriented to the formation of competitive skills in this global era. All of that requires many parties to synergize in uniting the vision, mission, policy direction and development based on in-depth academic studies.

2. Vlog in Technology development

The development of da'wah and science is growing rapidly in the current era. In every case, there will definitely be many changes, especially in strategy. Communication and da'wah are two fields that cannot be separated from each other. The success of the da'wah movement is largely determined by the competence of an educator in it. As we all know in the era of gen z and millennials today are people who always involve communication activities with the cyber world or they are more familiar with social media and anything that smells of technology for information. (Estuningtyas,

2021) The use of appropriate methods by utilizing social media must certainly pay attention to many things, including the language of the media and the type of social media itself. Thus, it is hoped that education among millennials can achieve the expected results.

The problem of education is still a major problem in the current development of globalization that continue to roll, especially in the current era of Society 5.0. This era, has a basic concept in the form of transforming the conventional way of life towards digital-based. This has an impact on all aspects of human life including Arabic education and learning. Among the challenges that await before the world of education in the era of Society 5.0 is how to bring together science and technology without sacrificing students.(Ahmad Syagif Hannany Mustaufiy, 2022) So it was found that there was a significant shift in the paradigm of Arabic learning in various aspects starting from its learning orientation, the demands of educators' qualifications and learning models, the demands of students' competencies and learning characters, to the needs of supporting facilities and facilities. Regardless of the pluses and minuses, all parties and stakeholders involved in Arabic learning activities must be willing to improve in order to be able to maintain their existence in this digital era.

The right learning media plays an important role in creating and providing an enjoyable learning experience. In modern times, teachers can develop various learning media by utilizing available learning media, both in digital and analog form. The choice of learning media depends on several aspects, taking into account the accuracy of learning objectives and student conditions.(Euis Sholihah, Adi Supardi, 2022) In this discussion, researchers use one of the latest forms of technology to support Arabic language skills focused on maharah istima' by using vlogs.

Vlog itself is one form of new technological development where everyone can do it voluntarily for their own archives, educational aspects, or just sharing.

3. Student Learning Motivation

Efforts to increase student motivation or interest in learning can be done using learning media.(Wakhidati Nurrohmah Putri, 2017) This study aims to find out about the use of learning media and the influence of the use of Arabic learning media on the motivation to learn Arabic based on "Vlogs from Peers". Motivation itself is a form and internal realm of each person. Motivation itself is also sometimes easily obtained from some external influences, but can also be obtained from outside.

There are several phenomena of Arabic learning in Indonesia, one of which is in the form of a course which is one form of motivation for most students in Indonesia. For most people, learning Arabic presents several opportunities and challenges, such as increasing linguistic diversity in Indonesia and it is the task for educational institutions to design Arabic learning that suits the interests and aspirations of Arabic language learners and provides facilities to help continuous learning progress.

To achieve these learning goals, it is necessary to know the motivation of students to learn Arabic and the extent of their desired language level, so that they can set up independent strategies to improve their learning. As described above, about the motivation of students who learn Arabic at Arabic language course institutions, one of which is in Kediri, East Java, Indonesia.(Sa'diyah & Abdurahman, 2021) Research findings reveal that students who study Arabic at Arabic language course institutions in Kediri, East Java have different motivations to learn Arabic. This research provides important information about the motivation of Indonesian students to learn foreign languages.

Directly proportional to motivation, there are also several problems that exist, namely internal motivation problems and external motivation problems. Internal motivation problems include lack of vocabulary, difficulty reading Arabic script, feelings of laziness that arise in each student, and

difficulty understanding Arabic rules (nahwu and shorof).(Hamdah Barrel, 2022) While the problems of students' external motivation include the creation of an Arabic language environment among students, not all teachers understand intellectual differences between students, The efforts made by teachers are to provide information about the urgency of learning Arabic and teaching with interesting methods such as learning methods or strategies interspersed with games, and teachers keep the classroom atmosphere conducive.

4. Peer Vlog Exposure to Learning Motivation

So far, there are so many models and methods to the media used in supporting Arabic learning itself. From the traditional, conventional, in general, to using technology and mingling in it. In the current era of information technology, there is a need for changes in learning systems, especially in Arabic learning methods and media. The current Arabic learning system has been criticized for being monotonous, traditional, and not innovative compared to other language learning.(Muhandis Azzuhri, 2009) This is due to absolutism and lack of creativity of Arabic language learning stakeholders (lecturers, teachers, pesantren) in applying Arabic learning methods and media in accordance with advances in information technology. There are so many forms of internet-based Arabic learning started because it is the most communicative learning medium in the era of information technology because it integrates the internet and other information channels as a tool to empower the learning process to be more creative, innovative, and competitive.

Learning maharah istima' is identical to listening and understanding skills in Arabic, while vlog itself is usually applied in speaking skills or maharah kalam itself. But in this study, researchers tried something new, namely how much influence of "peer vlogs" on the motivation to learn maharah istima', especially for new students of Arabic language education at UIN Malang. So far, learning maharah istima' skills is considered boring by only listening to monotonous sounds or audio visuals. This tends to make students sleepy, lazy, and lose motivation to learn even before entering their own maharah istima' learning class.

Implementation to realize the vlog analysis of maharah istima' through several steps. Among them, namely:

- The first step is to enter the classroom by giving tests to students and obtaining the results. Find some things related to student problems through learning maharah istima'. From this background, a solution finally emerged, namely a learning model based on listening to vlogs but different from vlogs in general. Researchers finally found a new thing, namely peer vlogs where teachers provide material and divide into several groups in it. Then each vlog group with the material given and given a period of one week of work with a full vlog in Arabic.
- The second step. Vlogs by groups are collected. After the previous pre-test was held before this implementation and at the next meeting the vlog was played in class with all students required to listen, listen, understand, and be able to describe again related to the vlog material from their peers from different groups. Incidentally, the lecturer divided the top 6 groups with 3 people each in it and of course with 6 different themes.
- Step 3 after the lecturer appoints students randomly one by one. Then post-test results are given to measure how fluctuating the level of motivation of students towards maharah istima' modified by Vlog by their peers.

The results obtained from the three general steps above are that Vlogs brought by peers turned out to greatly affect the motivation to learn maharah istima' a student both personally, in groups, and as a whole. This result is obtained from the results of the podcast of students who feel more motivated which we summarize on several factors

- a. Fun audio visuals

- b. The language presented is in accordance with the initial classes they learn as beginner level maharah istima' learners
- c. Motivated to further hone maharah kalam to be even better and focus on maharah istima' from early, intermediate to high levels.

For this reason, the presentation of the results of peer vlog analysis on the motivation to learn maharah istima' new students of Arabic language education at UIN Malang at a fundamental stage.

D. CONCLUSION

Maharah Istima' is the most basic skill before any other skill. With skills in maharah istima', learners are able to understand something that is heard correctly and clearly. The success of listening learning depends on the planning stage, implementation stage, and evaluation stage. The learning difficulties faced by students in Arabic subjects, especially in learning maharah istima' itself due to students' lack of understanding of the importance of learning, lack of students absorbing the materials delivered by the teacher, and students' learning methods that are less effective and less sustainable make students have difficulty learning Arabic.

As we all know in the era of gen z and millennials today are people who always involve communication activities with the cyber world or they are more familiar with social media and anything that smells of technology for information. So it was found that there was a significant shift in the paradigm of Arabic learning in various aspects starting from its learning orientation, the demands of educators' qualifications and learning models, the demands of students' competencies and learning characters, to the needs of supporting facilities and facilities.

This study aims to find out about the use of learning media and the influence of the use of Arabic learning media on the motivation to learn Arabic based on "Vlog from Peers". To achieve these learning goals, it is necessary to know the motivation of students to learn Arabic and the extent of their desired language level, so that they can set up independent strategies to improve their learning. While the problems of students' external motivation include the creation of an Arabic language environment among students, not all teachers understand intellectual differences between students, The efforts made by teachers are to provide information about the urgency of learning Arabic and teaching with interesting methods such as learning methods or strategies interspersed with games, and teachers keep the classroom atmosphere conducive.

The results obtained from the three general steps above are that Vlogs brought by peers turned out to greatly affect the motivation to learn maharah istima' a student both personally, in groups, and as a whole. We as researchers hope that other forms of research can emerge to improve all kinds of language skills in Arabic that are fun and more progressive in the future. For all kinds of limitations researchers have suggestions and criticisms are very much welcome.

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