

INTERACTIVE MULTIMEDIA-BASED ARABIC LEARNING IN THE INDUSTRIAL AGE OF TECHNOLOGY (THEORETICAL STUDIES IN LANGUAGE LEARNING)

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Abstract

Technology is rapidly developing and impacting all aspects of life, including the economy, work, and education. Education plays a crucial role in shaping human character, and therefore, it needs to keep up with the advances in technology. This means transforming all aspects of education, including curriculum, methods, and learning models. Learning Arabic can be challenging, and students may face various problems in developing their language skills. One solution to overcome these challenges is using interactive multimedia, particularly for developing listening skills (Maharah al-Istima), speaking skills (Maharah al-Kalam), reading skills (Maharah al-Qiroah), and writing skills (Maharah al-Kitabah).

Keywords : Arabic Language Learning; Interactive Multimedia; Language Skills

A. INTRODUCTION

The development of technology today is so rapid, that it is able to disrupt every aspect of life. Both the economy, employment and even the education aspect have also experienced the impact of disruption.(Syakhrani, 2019) So that a transformation or renewal is needed in education, both in terms of curriculum, learning models, learning media to evaluation in teaching.(Syakhrani, 2019) With the influence of technology that also disrupts the education aspect, it is a challenge and a demand to continue to innovate.

One of the impacts that occur due to the presence of technology in education is in learning, which used to use conventional methods, now in the learning process there is technological assistance in its implementation, so that it can facilitate the presentation of material and be more effective and efficient.(Lestari, 2018) Because the use of technology makes the delivery of material and ways lighter in application in the world of education.(Lin et al., 2019)

With the rapid development of technology today, an effort is needed to continue to follow the development of existing technology, especially in the aspect of education. Including in the poses of learning Arabic, an encouragement is needed for the use of existing technology in the learning process. By following the development of technology that enters the world of education, it is hoped that the presentation of material can be conveyed well to students more effectively and efficiently.

One form of encouragement in the use of technology in the Arabic learning process is the use of multimedia. With the use of multimedia, this has several benefits in the learning process. Because with the use of multimedia properly and correctly can overcome several problems in the learning

process including limited sensory power, as well as distance and time and others,(Armawi, 2018) Especially in the use of interactive multimedia.(Kurnia et al., 2018)

Interactive multimedia is one solution to overcome problems in learning.(Blueberry Ilmiani et al., 2020) Interactive multimedia-based learning is a form of the presence of technology in educational aspects to overcome the problems of Arabic language learning. Because the presence of technology if used properly and correctly in the learning process can provide a solution in learning Arabic.(Haniah & Ma, 2014)

Looking at some of the images above, in this writing will explain some of the presence of technology in education and interactive multimedia-based learning in Arabic language learning so that in this writing it is expected to be a solution to overcome the problems of Arabic language learning in the current era of technological disruption.

B. METHODS

The article employs qualitative descriptive methodology. Data sources include literature and research analysis, with data analyzed using content analysis. content related to Arabic language learning using interactive multimedia in its implementation. In literature research, the author will explain what interactive multimedia can be used in the Arabic learning process, and share what interactive multimedia is suitable in the implementation of Arabic language learning, especially in the development of language skills, namely listening skills (*maharah al-istima'*), *speaking skills (maharah al-kalam)*, reading skills (*maharah al-Qiro'ah*) , and writing skills (*maharah al-kitabah*). In the analysis that the author will explain, it can be a material or reference for educators in the implementation of interactive multimedia-based Arabic language learning.

C. RESULT & DISCUSSION

The word Multimedia when viewed in terms of the number of sentences has two syllables, namely the word Multi and Media. The word Multi which means many or more than one, while Media which means tool. There are also other opinions that say that media is a form of communication either literally or audiovisually accompanied by equipment.(Angelina & Hamdun, 2019)

However, if interpreted in the form of the term multimedia is the transmission of data and manipulation of all kinds of information in the form of images, audio, and text which are all contained in the form of digital data.(Jarot, 2009) This is also supported by the opinion of Vaugan Yak quoted by Rukimin saying that multimedia is a combination of text, audio video and images loaded on a computer or in digital form.(Rukimin, 2016)

In general, multimedia is divided into three types, namely Interactive Multimedia, Hyperactive Multimedia, and Linear Multimedia. Intercative Multimedia is a tool equipped with control tools that can be operated by users in determining something desired. Like the app *Game*.(Kurniawati & others, 2018) In the use of interactive multimedia has a function to hone imagination and understanding to students and as a motivation for students to the material to be delivered. Because in the implementation of learning using interactive multimedia provides convenience to students in understanding a knowledge that is provided in the form of multimedia-based programs so that students can learn independently.(Zaini & Nugraha, 2021)

While hyperactive multimedia is multimedia that has a structure of elements related to the user and can move it. In other words, hyperactive multimedia is assisted by a lot of *Link* that connects with other existing multimedia. While linear multimedia is a structure that has a sequential series that functions to display something sequentially.(Zaini & Nugraha, 2021)

Another opinion also reveals that interactive multimedia is a system that uses more than one presentation media simultaneously, namely in the form of text, images, audio, and video and user participation to give commands.(Meulaboh, 2018) Every multimedia must have characteristics, to distinguish between multimedia with one another. For this reason, please note that there are five characteristics of interactive multimedia. This is as stated by Handayani in his work. Five characteristics of interactive multimedia include: *first* have more than one convergent. *Second* has an interactive nature. *Third* self-sufficient. *Fourth* Give freedom to students to determine the pace in their learning style. *Fifth* Learners follow coherently and are easy to control.(Handayani, 2017)

From some understanding related to interactive multimedia above, it can be concluded that interactive multimedia is a new technology that changes conventional ways of learning into fun ways of learning based on existing technology. In other words, a new learning style by taking advantage of technological developments.

The objectives in the use of interactive multimedia in learning are (1) Making students more active in learning. (2) Making the learning process a process of sharing knowledge (3) utilizing space and time limitations assisted by the help of technology.

The interactive multimedia function presented by Armawi is as follows (1) making students interested because they have a new style of learning. (2) Make the presentation of the material clearer, because it is assisted by technology. (3) Become a solution related to space and time limitations. (4) Become a solution for students who have a passive attitude in the learning process. (5) make learning more effective and efficient. (6) homogenizing understanding to students (7) minimizing differences in understanding to students. (8) provide a broader experience to learners.(Meulaboh, 2018)

The use of interactive multimedia in Arabic language learning on listening skills (*maharah al-Istima'*).

On the use of interactive multimedia in learning listening skills (*maharah al-Istima'*) By using video assistance, it can make learning more interesting and make learning more varied. The use of interactive multimedia with video also makes a solution in learning listening skills, not only that the use of interactive multimedia also provides a wider learning experience for students.(Ali, 2022)

The use of interactive multimedia also makes students become active in the learning process, and in improving listening skills has positive results in the implementation of learning. This is because the learning process is packaged in an interesting way so that students are interested in the learning process.(Maruti, 2016)

From the explanation above, it shows that the use of interactive multimedia in learning Arabic on listening skills (*maharah al-Istima'*) can make learning fun and have positive results, in the sense that the material can be conveyed well, and make students more active in the learning process and provide more learning experiences to students.

The use of interactive multimedia in Arabic language learning on speaking skills (*maharah al-kalam*).

Arabic language learning using interactive multimedia in speaking skills (*Maharah al-Kalam*) By involving learners in every learning process also has significant results in the process of improving speaking skills to learners. The use of interactive multimedia was 85.2% effective in improving speaking skills to learners. This is supported by innovations provided by educators to students by utilizing existing technology.(Rahayu et al., 2022)

With limited time and space, the use of interactive multimedia can also be a solution to existing problems. With the existence of a learning system *online* which has become a new culture for the education system in Indonesia, the use of interactive multimedia is increasingly used. Which is in the learning process with 4 stages, namely planning, implementation, observation, and

evaluation. With the use of interactive multimedia, the learning process can still run effectively, namely with the use of interactive multimedia assisted by poster media has a positive impact on students in improving speaking skills. Not only that, learning with interactive multimedia can provide an atmosphere to students and make more interactive to students in the learning process. (Djonnaidi et al., 2021)

Looking at the analysis data described above, that currently space and time are not a reason to continue to carry out the learning process. With interactive multimedia that helps with posters in the learning process can be used as a solution to improve speaking skills to students and can make students more interactive in the learning process.

The use of interactive multimedia in Arabic language learning on reading skills (maharah al-Qiro'ah).

The influence of interactive multimedia in Arabic language learning on reading skills in learners has a very good impact on the development of reading skills. (Putra & Hasiana, 2020) The use of interactive multimedia CDs and packaged attractively and simply equipped with attractive animated images and audio that can be listened to is an effective media in improving reading skills for students. (Fauzia & Kustiawan, 2018)

Not only improving reading skills, with the use of interactive multimedia with book media *Puzzel* Arabic learning can also increase interest in learning Arabic to students. This is because the presentation of the material provided is packaged attractively so that students become enthusiastic in the learning process. Use of interactive multimedia with the help of *Arabic puzzel book* has good results in improving reading skills in learners. (Rohman, 2016)

The use of interactive multimedia in improving reading skills to students can be used as one solution in learning Arabic, especially in improving reading skills. With the help of technology that makes delivery more interesting and equipped with interesting animated and audio images, students are not bored in carrying out the learning process.

The use of interactive multimedia in Arabic language learning on writing skills (maharah al-Kitabah).

Interactive multimedia in language learning, especially in improving writing skills, is also very feasible to use. One of them is the use of interactive multimedia in reading skills, namely by using *3D aurora presentation*, is the development of 3 software, namely in the form of *power point*, *macro media flash*, and *visual basic*. Become one of the solutions to problems in learning writing skills for students. Use *3D aurora presentation* It is very feasible in improving writing skills for students and overcoming problems for students who have difficulty in learning to write. (Khaerotin, 2019)

The use of interactive multimedia also has an influence on writing skills for students. The level of influence reached 82.24% more significant than the use of conventional methods in learning writing skills which had an influence level of 74.84%. (Sari et al., 2019) Model usage *Quantum Teaching* With the help of Multimedia, interactive media can be used as one of the problems in language learning on reading skills in students.

D. CONCLUSION

Technology has a significant influence on the learning process today. With the help of technology that exists today can make learning more effective and efficient. One form of technology in learning is the use of interactive multimedia which is one solution in the existing learning process.

In the development of language skills such as listening skills (Maharah al-Istima), *speaking* skills (Maharah al-Kalam), reading skills (Maharah al-Qiroah), and writing skills (Maharah al-Kitabah), interactive multimedia also has an influence and effectiveness in improving language skills

for students. By providing a touch of innovation for Arabic language learners and added a touch of technology makes Arabic learning more interesting and students can be more active in the learning process.

Multimedia interactive in Arabic learning can also be a solution to develop conventional Arabic learning by transforming towards learning that is interesting, fun and makes students more active.

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