Implementation of Animated Film Media in Improving the Quality of Arabic Conversation for Students of Pondok Modern Tazakka

Fatkhul Helmy[1], Zailani[2]

[1] Universitas Muhammadiyah Sumatra Utara, Indonesia; fatkhultelm@gmail.com
[2] Universitas Muhammadiyah Sumatra Utara, Indonesia; zailani@umsu.ac.id

ARTICLE INFO

ABSTRACT

The title ofthis research is "Implementation of Animated Film Media in Improving the Quality of Arabic Conversation of Students in Tazakka Modern Lodge" located in Batang district, Central Java.This study aims to describe the role of animated film media in improving the quality of language of Pondok Modern Tazakka students. And the method used in obtaining data in this study used qualitative methods by observing and interviewing ustadz and students of the Pondok language section. The results of observations and interviews show that animated film media is quite helpful in improving students' Arabic language skills, especially in the daily muhadatsah method of the students, where animated film media is one of the media as a support in examples of good and correct Arabic pronunciation and conversation practices. This research is qualitative type that focuses on observation and interviews descriptively and also uses several references from articles and journals.

Corresponding Author:
Fatkhul Helmy
Universitas Muhammadiyah Sumatra Utara, Indonesia; fatkhultelm@gmail.com

1. INTRODUCTION

Media is a tool that functions as a liaison and intermediary in sending messages from information conveyors to migrants. One example is radio, television, computers, books and many more. In tendu learning, there is a teaching and learning process or interaction process between teachers and students or a communication process that is built between the two. In this process, the media can function as a role in the learning **process** (Rizal, Maharani, Ramadhan, Rizqiawan, &; Abdurachman, 2016).

The word "Media" is taken from Latin which is the plural form of the word "medium", which means intermediary or introduction. Media according to the National Education Association (NEA) is any object that can be controlled, seen, heard, read, or discussed, as well as a tool necessary to carry out the task. In this case, the educational or school environment, textbooks, and teachers are all forms of media. In the context of education, media is more accurately described as graphic, photographic, or

electronic instruments with the aim of capturing, processing, and reconstructing oral or visual information (Septy Nurfadhillah, 2021).

In another perspective, learning media is a real tool used by teachers and students to convey messages during the communication process (Dr. Syarifuddin &; Eka Dewi Utari, 2022).. The media also acts as a distributor of information in learning delivered by teachers as informants to recipients of information or students. In other words, the media is any tool or object that is able to help convey information to students (Zailani, 2022). According to Yullys, Helsa and Syamsu suggest that learning media are tools or materials used in the learning process as intermediaries in achieving learning objectives (Yullys Helsa &; Dra. Syamsu Arlis, 2020).

Therefore, it can be concluded that the media is a tool that can facilitate learning so that students easily understand a lesson taught or teachers can teach students using media. Media can also trigger students' interest in learning so that students can show greater enthusiasm than learning without using learning media.

Learning media has many kinds, therefore it is necessary to have grouping or categorization in various educational media itself. This categorization seeks to facilitate teachers' understanding of the concepts of selection, care, and use of media as well as the suitability of those media for the educational process. Learning media itself consists of print media, audio media, still visual media, moving visual media, semi-moving media, silent audio-visual media, and mobile audio-visual media are all included in the form of learning media. Various media formats are taught.

Learning media serves as one of the learning resources for students to obtain messages and information provided by teachers so that learning materials can be further improved and form knowledge for students (Ibrahim, Hendrawan, &; Sunanih, 2023).

The medium can also be an intermediary of the source of the encoded message then the message is received. After the communication process, feedback occurs. It is this feedback that describes the success of the communication process.

The communication revolution gave rise to media that had educational value. Therefore, everything that serves as a means of conveying information between the source of information and the receiver is called the medium. For example, because media convey messages for educational purposes, computers, printed materials, television, film, and teachers are considered forms of media. The role of the media is as a facility for continuity in communication (Yaumi, 2018).

The use of media in teaching and learning activities has a significant impact on the senses, as can be concluded from the various objectives of learning media mentioned above. It is quite reasonable to say that the use of media in class will help students learn the material more fully. When compared to children who learn by looking alone or by listening and seeing simultaneously, children who learn only by listening will have different levels of knowledge and different durations of "memory" retention. In addition, learning media can create and immerse students into a happy and enthusiastic environment that can foster brain and emotional involvement.

Based on some of the functions of learning media stated above, it can be concluded that the use of media in teaching and learning activities has a great influence on sensory devices. Regarding the understanding of the content of the lesson, it can logically be argued that the use of media will better guarantee a better understanding of students. Learners who learn through listening alone will have different levels of understanding and the length of time the "memory" lasts, compared to learners who learn through seeing or simultaneously listening and seeing. Learning media is also able to arouse and bring learners into an atmosphere of pleasure and joy, where there is emotional and mental involvement.

The role of guru becomes a major role in the success and success of learning activities. Teachers are also required to be able to master varied competencies, have creativity and innovation in applying a method in teaching that is in accordance with today's learning conditions (Arsita &; Zailani, 2023). The use of media in this modern era has become its own existence for each institution in increasing the knowledge and capacity of students in understanding each material taught. Of course, the

application of media in learning makes the learning atmosphere more lively, especially in the current era which centnatia uses technology in the use of learning media. The learning media to be used in the process will depend on the teaching strategy chosen, learning media do not need to be used directly in the learning process; Instead, they should be thoroughly checked beforehand.

There are many subjects that can be taught using media, one of which is in Arabic subjects taught at Tazakka Modern Lodge, where one of the media used is audio-visual media through access to Arabic animated films so that students can see and hear directly the process of Arabic conversation like Arabs talk to each other. Arabic itself is a foreign language taught in various institutions in Indonesia, especially in every Islamic educational institution in Indonesia such as madrasas, integrated Islamic schools and also pesantren including in Pondok Modern Tazakka. Just like others, Arabic is a subject that must be followed by students and female students both in any Islamic boarding school institution (Akbar &; Zailani, 2023). Arabic is also a foreign language for our nation in addition to English and other foreign languages, but this language is already very popular in our country. In Indonesia itself Arabic can be said to be a language that is identical to Islam, because the book adopted and read every day by people in the season is written in Arabic, namely the book of the Qur'an, where the Quran is a guide for mankind and a guide for Muslims. Arabic in Indonesia has developed for a long time, even far since the introduction of Islam in our country, but in learning Arabic until now there are still several problems that have not been resolved, one of which is in the use of methods in learning.

Because the Arabic learning method can affect the success of mastering the material taught (Shofiyani, Muti, Arabic, Arabic, &; Education, 2022). Therefore, in learning Arabic the teacher at Pondok Modern Tazakka must pay attention to the goals to be achieved from the teaching. Knowledge of Arabic at Tazakka Modern Cottage is intended as a provision for students to be able to speak Arabic which can be the key to understanding the sources and treasures.(Tazakka, 2020) Apart from that, the purpose of learning Arabic is that in addition to mastery in the material, mastery in pronunciation and pronunciation of Arabic itself or can be concluded to be masterful in Arabic conversation. There are four basic competencies or skills in foreign languages included in Arabic, namely: Hearing *(istima')*, Reading *(qiro'ah)*, Speaking *(muhadatsah)*, Writing *(kitabah)* (Hamd, 2018).. However, the modern lodge of Gontor stipulates that language competence has 5 competencies which of the four basic competencies above are added one more basic competency, namely Teaching *(ta'lim)* (Syamsu, 2018) .

Of the five competencies above, it is a benchmark that learning Arabic has a purpose, one of which is to aim at mastering pronunciation or conversation *(muhadatsah)* in Arabic, because the purpose of learning a foreign language is one of which is that we can dialogue or communicate reading the Qur'an, reciting prayers both in prayer and prayers outside prayer using Arabic in accordance with the pronunciation or pronunciation of the language(Muttaqin, Ginting, Muhammadiyah, & North, 2022).

Of course, to be able to master the ability in muhadatsah competence in learning Arabic, it is necessary to have the right learning tools or media so that students are easy to master and improve the quality of their conversations in learning Arabic. Choosing the right learning media is a step that must be done before being used in the classroom, especially in Arabic subjects. There are several things that must be considered in choosing learning media, namely the purpose, accuracy of use, conditions of students or students, media facilities and infrastructure. Alignment with learning objectives must also be appropriate in the selection of media, if the intended target is the ability to hear *(al-istima')* then the use of media used is audio media. Efficiency in using media must be interconnected with accuracy in choosing the media itself, because if not it will affect the ability of students. Because there are certain students who are more prominent in auditory intelligence *(al-dzaka al-sam'i)* and others who are more prominent in visual intelligence *(al-dzaka al-bhasari)*, the condition of students is also an important issue.

Media selection is also influenced by the accessibility of infrastructure and facilities. For example, if there are no infocus devices and loudspeakers in the classroom, we cannot use audio-visual materials. Costs must also be taken into account; Ensure that the financing of educational materials is appropriate to achieve learning objectives. The condition of students is also important in the use of media because, because some students are more inclined to auditory intelligence (al-dzakā' al-sam-'ī), while others are more inclined to visual intelligence (al-dzakā' al-bhasarīy). The availability of facilities and infrastructure also contributes to the selection of media. For example, we cannot use audio-visual media if there are no infocus devices and speakers in the classroom available. And the cost factor is also a consideration in determining the right media to be used, lest the purpose of learning is not in accordance with the costs incurred for the learning media used (Sholihah, Supardi, &; Hilmi, 2019).

From the above conditions to be able to achieve the goals of learning Arabic, namely students can speak and pronounce Arabic sentences like *Arabian* (Arabs), then in the learning process Tazakka Modern Cottage uses audio-visual media based on Arabic animated films with all the considerations and availability of good media tools and space, thus making audio-visual media based on animated films as one of the learning media which can stimulate *lahjah* or their pronunciation as exemplified in the animated film. Animated film itself is a merger between audio media and visual media that tells a story in an animation or we often call it a cartoon. The use of animated films in the learning process is one way to make it easier for teachers to realize functions and roles according to learning materials (Fathurohman, Nurcahyo, &; Rondli, 2015).. Animated films are also chosen to be one of the effective media that wants to be interested in watching children today and even adults.

2. METHOD

This research was conducted at Pondok Modern Tazakka located in Sidayu Village, Bandar District, Batang Regency, Central **Java** (Rohmaningtyas, 2018).. In this study, the author used a descriptive method with a qualitative approach. Qualitative research is descriptive and leans more towards the use of analysis. This type of research also emphasizes the process and meaning based on theory to be used as a guide aimed at the suitability of research to facts in the field and in general qualitative research gets the main data with interviews and observations. While descriptive research is research with methods to describe research results, and also as the name implies, descriptive research aims to describe, explain and also provide validation of the phenomenon being studied (Ramdhan, 2021). As for techniques in collecting data through observation and interviews, authors also conduct literature studies by looking for references from journals, or books (Dimas Assyakurrohim, 2023). which has something to do with the use of animated film media in improving Arabic conversation.

3. FINDINGS AND DISCUSSION

3.1. Research Results

Media is a tool to support the learning process. One of them is audio-visual media based on animated films or we often call cartoons. As discussed in the introduction, audio-visual media is a combination of audio media which is media in the form of sound recordings, radio and the like, while visual media is media in the form of images or something that can be seen both motion visual media and still visual media. Pondok Modern Tazakka already has the media needed to apply animated films in the learning process, including Arabic language learning.

Animated film media can be used in learning Arabic with a variety of stories which of course are still in the context of education both in the form of movies and short-duration videos, such as animated films about Islamic history, culture, and social and can also use films that raise themes about experiences, introductions, holidays and so on. The most important thing is that the story given is in harmony with the material taught at the time. Animated films can be applied both in formal and

non-formal learning, namely formal in the classroom while non-formal in class or extracurricular activities, of course with consideration of the provision of audio-visual media. That way the practice of learning with this animated film media can run well. This can be proven by the students' interest in Arabic speaking or conversation practices wrapped in animated films that can be watched and heard as a tool in learning how to speak Arabic.

3.2. Discussion

Based on theoretical evidence and data that have been obtained from observations, the implementation of animated film media in improving the Arabic conversation of students Pondok Modern Tazakka is a supporting media in the process of improving the quality of the students' language, of course, with various contents of Arabic subjects taught not all of them use animated film media. In accordance with the curriculum applied in the education and learning system of Tazakka Modern Lodge, the content of Arabic subjects taught consists of *Al-Imlâ', al-Insyâ', Tamrîn al-Lugah, al-Mutâla'ah, al-Nahwu, al-Sarf, al-Balâgah, Târîkh al-Adab, Al-Mu'jam and al-Khat al'Arabi Al-Imlâ', al-Insyâ', Tamrîn al-Lugah al-'Araiyyah, al-Mutâla'ah, al-Nahwu, al-Sarf, al-Balâgah, Târîkh al-Adab, Al-Mu'jam and al-Khat al'Arabi* Which of all these contents does not always use animated film media. In applying animated film media, teachers choose to use it in the subjects *of tamrin al-lighoh al-'Arabiyyah* (Arabic Language Training) in accordance with the subjects they teach. In addition to the class, Pondok Modern Tzakka also applies the use of animated film media to extracurricular programs, namely in Muhadtasah activities, which are weekly student programs held on Tuesdays and Fridays (Tazakka, 2020).

This is the implementation of animated film media in improving Arabic conversation in Santri Pondok Modern Tazakka;

1. The use of media in the classroom is carried out in the subjects of tamrin lughoh al-arobiyyah in the method of muhadatsah or conversation, by inserting audio-visual media such as laptops, speakers and projectors. In accordance with the observation of the place that Tazakka Modern Cottage has been supported by smart tv media provided in the classroom to support and facilitate teachers if teaching requires media. After preparing the necessary media, the teacher can start by playing a short video or animated film in Arabic.

2. The use of animated film media outside the classroom or carried out outside the classroom is carried out in weekly student activities held by the santri language section (modern cottage management organization). Namely routine activities carried out every Tuesday and Friday morning called muhadatsah (conversation) activities. As the name suggests, this activity is devoted to improving the quality of PMT students' language, both English and Arabic. So to facilitate its implementation, in addition to practicing the muhadatsah method in this activity, the cottage language section also uses animated film media with the same goal, namely improving the quality of Arabic conversation of students like Arabs or Arabic-speaking Arabic.

Obstacles in the implementation of animated film media and how to overcome them

1. Obstacles faced in the application of animated film media when learning is carried out in the classroom, namely: (1) Limited time in preparing tools or audio-visual media, therefore in some classes SEMART TV has been provided that helps teachers in delivering material including Arabic lessons. So it is not wrong for teachers to be expected to prepare and speed up preparation. (2) The second is the selection of films that are not too long which are adjusted to the material or title taught is also one of the obstacles in the implementation of animated film media, so it returns to the teacher to prepare the film or video carefully.

2. Obstacles faced in the implementation of animated film media when outside the classroom or muhadatsah activities as stated in the implementation of animated film media above, namely the first is a matter of time, based on information obtained that the activity is carried out on Tuesday and Friday morning from the completion of morning prayers the students are required to take part

in these activities both from grade 1 to grade 6, So the obstacles faced are the fesibility of the time needed in preparing the tools and also arranging all students so that they can be orderly and in accordance with the procedures that will be carried out in the activity. Therefore, the bahsa section cooperates with the student security department to take part in bringing order to the students and also to the cottage lighting department to help prepare tools or media for use in the muhadatsah activities.

4. CONCLUSION

The implementation of animated film media in Arabic language learning at Tazakka Modern Cottage is one of the learning media applied to support and assist in improving the quality of Arabic conversation of students in Tazakka Modern Cottage. Nedia is very good considering the obstacles that have been conveyed in the discussion there are various ways to overcome them and also the media support provided from the Cottage is also adequate such as the presence of infocus, projectors, speakers and even smart TVs that can help run learning activities using animated film media.

But keep in mind that the animation film media is not the only supporting media or way to improve the quality of the muhadatsah of the students, but Tazakka Modern Cottage also uses various other media, as well as the methods applied also certainly have their own characteristics and characteristics considering that there are already some of its alumni who continue their education in Arab countries, one example of the most popular destination is Al-Azhar University Cairo Egypt.

The author's advice and hope is that the animation film media can develop and become a reference for other institutions in improving the quality and attractiveness of students or students both in Tazakka Modern Cottage itself and in various other educational institutions

REFERENCES

Akbar, M., & Zailani. (2023). *Arabic Language Learning Method at Ma'had An-Nikmah Al-Islamiyah Phnom Penh, Kamoja*. *5*(2021), 291–299.

Arsita, R., &; Zailani, Z. (2023). Application of Recitation Method in Date and Moral Subjects in Class V Satit Phatnawitya, Thailand. *JOURNAL ON TEACHER EDUCATION, 5*, 179–186.

Dimas Assyakurrohim, D. I. (2023). Case Study Method in Qualitative Research. *Journal of Science and Computer Education*, 5.

Dr. Syarifuddin, M. P., &; Eka Dewi Utari, M. P. (2022). *LEARNING MEDIA (FROM CONVENTIONAL TIMES TO DIGITAL TIMES).* Clear Media Publishing.

Fathurohman, I., Nurcahyo, A. D., &; Rondli, W. S. (2015). Animated films as an integrated learning medium to spur multilingual literacy in elementary school students. *Educational Reflections*, *5*(1). https://doi.org/10.24176/re.v5i1.430

Hamd, J. M. S. (2018). Istikhdām al-Taqnīyāt al-Mukhtalifah fī Ta 'līm al-Lughah al-'Arabīyah li-al-Nāṭiqīna bi-Ghayrihā. *Al-Ma 'Rifah*, *15*(1), 110–130.

Ibrahim, F., Hendrawan, B., &; Sunanih, S. (2023). Development of PACAS learning media to improve student learning outcomes. *JLEB: Journal of Law, Education and Business*, *1*(2), 102–108. https://doi.org/10.57235/jleb.v1i2.1192

Muttaqin, I., Ginting, N., Muhammadiyah, U., & North, S. (2022). *Application of the Muhadasah method to improve the quality of Arabic speaking in grade X students at MAS Plus Al-Ulum*. *01*, 245–251.

Ramdhan, M. (2021). *Research methods*. Cipta Media Nusantara.

Rizal, S. U., Maharani, I. N., Ramadhan, M. N., Rizqiawan, D. W., &; Abdurachman, J. (2016). *Learning Media*.

Rohmaningtyas, N. (2018). Pesantren-Based Waqf Collection: A Case Study in Pondok Modern Darussalam Gontor and Pondok Modern Tazakka. *ADILLA: Scientific Journal of Shari'ah Economics*, *372*(2), 2499–2508.

Septy Nurfadhillah, M. P. A. P. G. S. D. U. M. T. T. (2021). *LEARNING MEDIA Understanding Learning Media, Foundation, Functions, Benefits, Types of Learning Media, and How to Use the Position of Learning Media*. CV Footprint (Publisher Trace).

Shofiyani, A., Muti, E., Arabic, P. B., Arabic, P. B., &; Education, J. (2022). *Implementation of Arabic learning media based on snake and ladder media to improve student learning outcomes at An-NASHRIYAH Islamic Boarding School*. *9*(3), 229–232.

Sholihah, E., Supardi, A., &; Hilmi, I. (2019). Arabic Learning Media Technology. *Journal of Islam and Education*, *1*(2), 12–15.

Syamsu, P. K. (2018). Arabic Language Learning at Pondok Modern Darussalam Gontor. *EL-IBTIKAR: Journal of Arabic Language Education*, *7*(2), 18. https://doi.org/10.24235/ibtikar.v7i2.3319

Tazakka, media center. (2020). Profile of Tazakka Modern Cottage BATANG-CENTRAL JAVA-INDONESIA. *TAZAKKA.* Retrieved from www.tazakka.or.id

Yaumi, M. (2018). *Media and learning technology*. Pretone Media.

Yullys Helsa, M. P., & Dra. Syamsu Arlis, M. P. (2020). *Seminar to SD-an (in higher education for thesis and thesis writing)*. Deepublish. Retrieved from https://books.google.co.id/books?id=X-8aEAAAQBAJ

Zailani. (2022). Arabic Language Learning Skills in Early Childhood at Tdika Tunasku Sayang Al Fikh Orchard Port-Klang Slangor Malaisya. *Journal of Education and Counseling*, *4*, 1349–1358.