UTILIZATION OF DIGITAL AND NON-DIGITAL LEARNING MEDIA IN IMPROVING FOREIGN LANGUAGE SKILLS

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Abstract

This study aims to reveal digital and non-digital based learning media used by lecturers to improve 4 students' language skills in intensive Arabic learning UIN Sheikh Ali Hasan Ahmad Addary Padangsidimpuan. The research method uses a qualitative descriptive approach. The data analyzed using Miles and Huberman's theory: reduce the data, present the data and infer it. The research produced findings on the use of digital and non-digital based media in intensive Arabic language learning to improve Arabic language skills. The use of digital media can be grouped into 4 types based on the purpose of use, it's just that its use in Arabic language learning has not been too optimal due to several factors both in terms of students, lecturers, and institutional conditions. However, the combination of the use of digital and non-digital media can provide a balanced learning experience and maximize outcomes and can improve students' Arabic language skills.

Keywords: learning media; digital learning media, foreign language skills

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi media pembelajaran berbasis digital dan non-digital yang digunakan oleh dosen untuk meningkatkan 4 kemampuan berbahasa mahasiswa pada pembelajaran bahasa Arab intensif UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Metode penelitian menggunakan pendekatan deskriptif kualitatif. Data kemudian dianalisis dengan menggunakan teori Miles dan Huberman: mereduksi data, lalu menyajikan data serta kemudian menyimpulkannya. Penelitian menghasilkan temuan penggunaan media berbasis digital dan non-digital pada pembelajaran bahasa Arab intensif untuk meningkatkan keterampilan berbahasa Arab mahasiswa UIN Syahada Padangsidimpuan terdiri dari beberapa jenis berdasarkan tujuan penggunaannya. Penggunaan media digital dapat dikelompokkan kepada 4 jenis berdasarkan tujuan pemakaian hanya saja penggunaannya dalam pembelajaran bahasa Arab belum terlalu maksimal karena beberapa faktor baik dari segi mahasiwa, dosen, maupun kondisi lembaga. Namun Kombinasi penggunaan media digital dan non-digital dalam pembelajaran bahasa Arab dapat memberikan pengalaman pembelajaran yang seimbang dan memaksimalkan hasil belajar mahasiswa serta dapat meningkatkan keterampilan berbabahasa Arab mahasiswa.

Kata Kunci: *media pembelajaran, media pembelajaran digital, keterampilan berbahasa asing.*

INTRODUCTION

Arabic is a compulsory subject to study in Indonesia, including Islamic universities (Supardi, 2021), (Jamil & Agung, 2022). One important component in learning Arabic is the learning medium. Media makes interaction between teachers and students more active, fun and makes the learning process run optimally, effectively and efficiently (Magdalena & Susilawati, 2021). The development of the times and technology requires teachers to continue to improve by applying learning media not only international (non-digital) media but also based on digital technology (Zin et al., 2009, Lisaniyah' & Salamah, 2020). Arabic learning that does not use media makes students easily bored, the material presented is less interesting, the teacher is too monotonous in delivering the material, and the classroom atmosphere is less lively and not excited (Firdaus et al., 2020).

This certainly requires readiness from teachers to prepare the right media so that it can generate motivation and improve the ability of students (Husna et al., 2023, Solichin, 2022). One of the factors causing teachers not to use media in delivering material is not understanding the urgency of the media itself (Prananingrung et al., 2020). The use of digital media can increase student motivation better than the use of traditional media (Putri & Billah, 2019). Educators can use digital-based media such as e-books, web, e-modules, CDs, interactive media and other digital-based media (Suni Astini, 2020, Sitepu, 2021).

On the other hand, non-digital media has its own urgency, especially in increasing student understanding and activity. Media such as wall clocks, flannel boards, posters, pictures can also be used by teachers in delivering material to be more interesting and increase student motivation (Vandayo & Hilmi, 2020). The use of interactive media and learner-centered methods can increase student motivation and ability (Ramli et al., 2023, Jamil & Agung, 2022). Arabic language learning can be combined with applicative media so that it becomes interesting, creative, fun, and innovative learning and can overcome all difficulties faced (Musgamy, 2017).

Arabic as a course has four language skills that are the learning objectives. These four skills include listening, speaking, reading and writing skills. These four

language skills are known as *al-Maharat al-Lughawiyah*. These four skills are very related, so in learning teachers tend to combine these four skills in an effort to improve students' language proficiency (Ahmala et al., 2021).

State Islamic University (UIN) Syekh Ali Hasan Ahmad Addary Padangsidimpuan is one of the universities that has a superior program with a pesantren-based system with the existence of *Ma'had al-Jami'ah*, where all first-year new students are required to live in dormitories and are required to take part in Intensive Arabic and English programs managed by the Unit Pelaksana Teknis (UPT) Bahasa UIN Sayahada Padangsidimpuan (Syahada, 2018). This Intensive Arabic learning program has 50 Language Lecturers who are companions and instructors of Intensive Arabic with 50 language classes, each class is taught by one language lecturer. Students learn Arabic every day in class and practice the Arabic language in *Ma'had al-Jami'ah* so that students are expected to have qualified Arabic language skills (*al-Mahaaraat al-Lughawiyyah*) both in terms of listening, speaking, reading, and writing skills (*mahãrah al-istimã', mahãrah al-kalãm, mahãrah al-qirãah, wa mahãrah al-kitãbah*) which can be developed in their learning at the faculty and as a provision for preparation for entering the world of work. This expectation is of course supported by the synergy of each learning component in the classroom, both lecturers, students, teaching materials, methods, media, and learning evaluation.

However, the integration of effective media into Arabic language instruction is not without its challenges. A significant issue identified is the lack of preparedness among educators to utilize these tools effectively, often stemming from a limited understanding of their importance (Prananingrum et al., 2020). This is particularly critical for the new students who take the intensive Arabic program class, as they are mostly from public school backgrounds. According to data from the academic guidebook, out of 1,678 students, 871 students have backgrounds from public high schools (both public and private), while the rest come from madrasahs or pesantren (PTIPD, 2022). This data shows that the ratio of students who graduated from public schools and do not have a good basic Arabic is still large compared to students who come from madrassas or Islamic boarding schools. So,

learning should be sought as fun and as good as possible by using various interesting methods and media so that it can cause motivation for students, especially in learning foreign languages (Arabic and English).

Given these circumstances, this study aims to explore the utilization of both digital and non-digital media in the intensive Arabic language program at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Specifically, the research will address to exploring the digital and non-digital media currently being utilized by lecturers to enhance students' Arabic language skills (al-Mahaaraat al-Lughawiyyah), investigating the challenges faced by lecturers in integrating these media into their teaching practices, and analyzing the use of different media impact student motivation and proficiency in Arabic. Therefore, this research seeks to provide insights into effective strategies for improving Arabic language instruction through the use of diverse media, ultimately contributing to better educational outcomes for students in Islamic universities.

METHOD

This research uses qualitative methods, namely research that aims to understand the phenomenon of what is experienced by the research subject as a whole, then explained and described in the form of words and language in a natural context by utilizing various scientific methods (Ilham et al., 2021). This type of research approach is descriptive that seeks to solve existing problems based on data (Hanafiah et al., 2022).

The qualitative descriptive research used in this study is intended to determine the use of digital and non-digital-based learning media in intensive Arabic learning UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan in depth and comprehensively (Dinata et al., 2023). The source of data in this study is an Arabic lecturer at UPT. UIN Language Sheikh Ali Hasan Ahmad Addary Padangsidimpuan who teaches intensive Arabic classes consisting of 49 lecturers.

Research data obtained through observation techniques, questionnaire interviews and documentation (Husna et al., 2024). The researchers' observations were conducted in intensive Arabic classes managed by UPT Bahasa. There are 55

language classes, with 49 Arabic lecturers. The technique is carried out by observing and observing intensive Arabic learning activities using learning media by Arabic lecturers in class. Interviews were conducted with Arabic lecturers and Arabic language coordinators as well as students. Documentation in this research was obtained through archives and documents related to Arabic language learning. Furthermore, the questionnaire was distributed to lecturers who were constrained in time to conduct interviews directly.

The data analysis process begins once the information and data are collected. Utilizing inductive data analysis techniques, the researchers systematically examine the gathered data and transform it into a draft research report (Azkiya et al., 2024). This process involves several key steps. First, the data collection phase involves gathering information from various sources such as observations, interviews, questionnaires, and documentation. After collecting the data, the next step is data reduction, where the information is filtered and condensed to highlight the most relevant details. This helps in focusing on the essential aspects that address the research objectives.

Following data reduction, the data display phase organizes and presents the information in a coherent format. Typically, this is done as a qualitative text narrative that makes the data more accessible and understandable. The organized data is then scrutinized in the verification and conclusion drawing phase. Here, the researchers interpret the data to uncover its meaning and draw informed conclusions. It is crucial to ensure that these conclusions are grounded in the factual data collected from the field and that they adequately address the research questions.

The final step in data analysis is to present the findings in a comprehensive qualitative narrative form (Husna et al., 2024). This involves verifying the conclusions to confirm their reliability and interpreting the data to derive meaningful insights. Ultimately, the researchers summarize the essence of the research, providing a thorough and nuanced answer to the research questions.

FINDINGS AND DISCUSSION

Intensive Arabic Language Learning State Islamic University (UIN) Sheikh Ali Hasan Ahmad Addary uses learning media used by Arabic Lecturers in intensive Arabic language learning. The media used is digital and non-digital based. This is in an effort to improve the Arabic language skills (al-mahaarat al-Lughawiyyah) of students. From the research findings, it is known that Arabic lecturers use learning media both in the form of digital media and non-digital media. According to informants, the use of learning media is very important to create an effective and innovative learning process. The use of these media is in an effort to make students understand the material provided. Effective learning requires the presence of other learning aids or resources besides lecturers. This can increase the enthusiasm and motivation of students so that learning Arabic becomes a fun learning and does not cause boredom.

In addition, learning media is believed to be a tool that can be used to provide better understanding to students (Furoidah, 2020), where by using Arabic media as a foreign language can be understood with the help of the media used (Mustofa, 2020). Although there are some lecturers who argue that the use of media has not been optimal and effective, they admit that learning media is a must and has its own meaning, because it is considered to be able to provide a better explanation and understanding of the Arabic material taught to students.

Further analysis and comparison with existing research provide a more comprehensive understanding of the use of learning media in Arabic language education. For instance, emphasizes the importance of multimedia in language learning, noting that the integration of audio, visual, and interactive media significantly enhances students' engagement and comprehension (Husna et al., 2023). This is particularly relevant in the context of Arabic language learning, where exposure to authentic language use through various media can greatly improve listening and speaking skills.

Another study by Wang and Vasquez (2012) explores the impact of Web 2.0 tools in language education, concluding that digital platforms such as blogs, wikis, and social media foster a collaborative and interactive learning environment. These

tools allow students to practice language skills in real-time and receive immediate feedback, which is crucial for mastering a foreign language. This finding underscores the potential of digital media in enhancing the intensive Arabic language program at UIN Sheikh Ali Hasan Ahmad Addary.

Additionally, research by (Suchyadi & Suharyati, 2020) on multimedia learning suggests that students learn better when instructional materials incorporate both words and pictures rather than words alone. This dual coding theory supports the use of non-digital media such as posters and diagrams in Arabic language classrooms. The combination of visual aids with traditional teaching methods can help reinforce students' understanding and retention of complex language concepts.

Despite the clear advantages, some lecturers at UIN Sheikh Ali Hasan Ahmad Addary express concerns that the use of media has not been fully optimized or effective. This sentiment is echoed in a study by Bambang (Karyadi, 2023), which identifies several barriers to the effective use of educational technology, including a lack of training for educators, insufficient technical support, and limited access to resources. Addressing these challenges is essential to maximizing the benefits of both digital and non-digital media in language education.

Researchers obtained data and findings on digital and non-digital media after conducting interviews with Arabic lecturers at the Language Center of UIN Syahada Padangsidimpuan and observations on intensive Arabic learning classes in relation to efforts to improve students' language skills (al-mahaarat al-lughawiyyah) as follows:

Table 1 The Use of Digital and Non-Digital Media in Improving Arabic Language Skills of UIN Syahada Padangsidimpuan Students

No.	*Al-Maharat al-Lughawiyyah*	Media Digital	Media Non-digital
1	*Maharah al-Istima'*	1. Soundsystem (speaker) 2. CD 3. Handphone/HP 4. Application 5. youtube/whatsApp 6. film	1. native speaker 2. Serial whisper game 3. Cloth/shawl 4. Textbooks
2	*Maharah al-Kalam*	1. Photo/image 2. video/film, youtube 3. slide power point 4. e-book atau pdf	1. Textbooks 2. Flashcard 3. Whiteboard 4. Printed Images/Photo 5. Nearby Objects
3	*Maharah al-Qira'ah*	1. E-book/pdf 2. Powerpoint 3. Digital Dictionary 4. Internet	1. Textbooks 2. Dictionary 3. Magazine 4. Newspaper 5. Whiteboard
4	*Maharah al-Kitabah*	1. e-book	1. Whiteboard 2. Piece of paper 3. Paper Bord 4. Textbooks

Based on the table, it can be seen that Arabic lecturers in intensive Arabic learning UIN Syahada Padangsidimpuan have used learning media in delivering students to understand Arabic as a foreign language. This is in line with Ina Magdalena's opinion on the importance of using media as a tool to create an innovative, creative and fun classroom atmosphere and active learning (PAIKEM) (Magdalena & Susilawati, 2021). The next activity is to stimulate students to give a positive response to the material delivered by the teacher. Given the importance of media use, it is seen from the problems that existed previously where students who participated in intensive Arabic learning at UIN Syahada Padangsidimpuan came from diverse educational backgrounds.

Based on data from the UIN Syahada book in 2022 figures, out of 1,678 students, 871 students have backgrounds from public high schools (both public and private), while the rest come from madrassas or pesantren. Even so, the role of 47 lecturers in the Intensive Arabic learning class is expected to be able to provide understanding to students, of course, with various methods and media so that Arabic learning in particular becomes a fun learning. Based on observations and interviews with lecturers, it is proven that lecturers have used learning media in improving students' language skills (*al-maharat al-lughawiyah*). This increase in students' abilities can be seen from the results of the evaluation of intensive Arabic learning T.A 2022/2023, where all students who attended intensive Arabic classes for one year starting from the *al-'Arabiyah al-Asasiyah* program to *al-'Arabiyah al-'ammah* were declared graduated, although there were some people who attended remedial classes.

From the research findings of the use of digital media in intensive Arabic language learning UIN Syahada Padangsidimpuan, it is known that lecturers have begun to follow the development of technology in the 4.0 era, but this use has not yet applied to students. Restrictions on the use of android on students cause the use of interactive multimedia cannot be used by lecturers to students. In fact, according to research conducted by Aulia Mustika Ilmiani, who studied various interactive media used by Arabic language education lecturers in overcoming learning problems (Manoppo et al., 2023, Ilmiani et al., 2020). This study examines various interactive media in overcoming learning problems. The results showed that interactive multimedia was reviewed in terms of time and place, material, and student needs.

This is in line with Nurul Azmi's opinion that Arabic learning videos and audios are very useful for improving understanding of grammar, vocabulary, and correct pronunciation (Azmi et al., 2019). In line with Rizka Sari and Muassomah's research in 2020 regarding the implementation of audio-visual media in Istima' learning (Sari & Muassomah, 2020). This study used qualitative methods in the third semester students of the Bani Fatah State Islamic Institute Jombang, the results showed good changes in cognitive, affective, and psychomotor aspects in students

with the application of audio-visual media and could help students understand the material better.

It's just that the use of digital applications used by lecturers is still very limited. Even though in addition to whatsApp, youtube and google, there are actually many various applications that can be used to support the teaching and learning process and in order to improve students' Arabic language skills (Azhari & Hilmi, 2022, Zainuddin et al., 2019). There are various apps available for learning Arabic (Bayu Sayeti et al., 2022). The app provides structured learning materials with varying levels of difficulty. These apps often come with features such as exercises, tests, and progress tracking that can help learners develop Arabic skills interactively. Among these applications are: canva, youtube, duo lingo, mu'jam al-ma'ani or android-based dictionary, kahoot, and socrative facebook (Suni Astini, 2020). This means that even though lecturers have used digital media, there are still many digital media that have not been used in the Arabic learning process in order to improve students' language skills.

There are many websites and online resources that provide Arabic learning materials for free (Arifin et al., 2022, Mohammed, 2022). Some websites offer lessons, exercises, online dictionaries, as well as audio and video that allow learners to listen and view the use of Arabic in different contexts (Nie, 2020) via google, yahoo, email and Arabic websites. The use of the internet network and Arabic learning websites can be done, including practicing four language skills (Nafisah, 2023). Therefore, applications used by lecturers should also be owned by students such as interactive multimedia (Arifin et al., 2022, Veygid et al., 2020). In line with research conducted by Aulia Mustika Ilmiani, who studied various interactive media used by Arabic language education lecturers in overcoming learning problems (Ilmiani et al., 2020). This study examines various interactive media in overcoming learning problems. The results showed that interactive multimedia was reviewed in terms of time and place, material, and student needs. So based on the findings of multimedia needs can overcome difficulties in learning.

Educators in creating a pleasant and student-oriented learning atmosphere are influenced by several factors including the ability of teachers, adequate facilities

and infrastructure, and the learning environment (Hanafiah et al., 2022). Facilities and infrastructure as well as learning environments can be created by utilizing media and learning resources for students (Suni Astini, 2020). The development of the use of learning media can help make students active and facilitate the achievement of the desired learning goals.

However, with several digital media that can be used by lecturers in learning Arabic that is still not optimal, the combination of the use of non-digital media can be used by lecturers to lead students to a good understanding of Arabic with various traditional media. Objects, language games, textbooks, blackboards and pieces of paper can be used by lecturers in training students' four language skills, namely listening skills, speaking skills, reading skills, and writing skills.

This is in line with Wahyudin's research and opinion that language games can improve Arabic learning outcomes (Miftah et al., 2020). Likewise, the use of flashcards and pieces of paper flashcards as a simple but effective tool for remembering words and phrases in Arabic. No less important visual materials such as image media can also improve the ability to speak Arabic.

The combination of the use of digital and non-digital media in Arabic language learning can provide a balanced learning experience and maximize student learning outcomes. So the use of digital and non-digital media in intensive Arabic learning UIN Syahada Padangsidimpuan can improve students' *al-maharat al-lughawiyah*. This is strengthened by the learning outcomes of students who are declared graduated and get a certificate of completion after completing an intensive Arabic program for a year. However, judging from the results of improving students' language skills (al-mahaarat al-lughawiyah) in the final evaluation of students' intensive Arabic learning for the 2022/2023 academic year, it is known that there is an increase in students' language skills. This can be seen in the results of the placement test and final results. There was a significant increase. This means that the lecturers' efforts in providing Arabic knowledge included with learning media are proven to improve the language skills (al-mahaaraat al-lughawiyyah) of students in intensive Arabic language learning UIN Syahada Padangsidimpuan.

CONCLUSION

The study on using digital and non-digital media in intensive Arabic language learning at UIN Sheikh Ali Hasan Ahmad Addary Padangsidimpuan highlights the importance and effectiveness of varied learning tools for improving students' Arabic skills (al-Mahaaraat al-Lughawiyyah). Combining these media types creates a more engaging, interactive, and effective learning environment, boosting student motivation and understanding. While Arabic lecturers have started integrating these media into their teaching, there is still potential to better utilize digital tools. Despite challenges like limited technical support and the need for better educator training, the mix of digital and non-digital media has shown positive results. Students' proficiency in listening, speaking, reading, and writing has improved, as reflected in their higher evaluation scores after completing the intensive Arabic program. The study emphasizes the need for continuous improvement and adaptation of teaching methods to keep up with technological advances and educational needs. By overcoming barriers to media use and enhancing support for lecturers, the intensive Arabic program at UIN Syahada Padangsidimpuan can further enhance its educational outcomes and better prepare students for future academic and professional success.

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