



## Material Strengthening of *Muhadasah* Through Short Video in Learning Arabic for Islamic Religious Education Students at Tgk. Chik Pantekulu Islamic College Banda Aceh

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### Abstract

Assignments are crucially important in learning Arabic. This research aims to describe the assignment model in Arabic language learning. Mastery of Arabic is usually only synonymous with mastery of *qawaid* or grammar, even though mastery of Arabic certainly requires mastering the four existing *maharah* or competencies, namely *istima'* (hearing), *kalam* (speaking), *qiraah* (reading) and *kitabah* (writing). Thus, it is appropriate that in learning Arabic, especially at the tertiary level, efforts should be made so that students master all language competencies. This research is a qualitative descriptive study that describes the results of the application of an assignment model in Arabic language learning. This research raises an assignment model applied in Arabic language learning at STAI (Islamic College) Tgk Chik Pante Kulu, namely short video assignments. This research data collection used interviews, observation, and documentation. The data sources used in this research were one Arabic language lecturer and three students who took Arabic language courses at STAI Tgk Chik Pante Kulu. This short video assignment can improve students' ability to master Arabic, especially in *muhadatsah*. As evidenced by the results of daily observations by researchers, there is an increase in ability from the initial test results compared to the results after the short video assignment. Hopefully, this assignment model can be applied in Arabic language learning to improve students' mastery of Arabic.

**Keywords:** Assignment, Muhadatsah, Short Video

Pemberian tugas memiliki peran yang sangat penting dalam pembelajaran bahasa Arab. Penelitian ini bertujuan untuk mendeskripsikan model pemberian tugas dalam pembelajaran bahasa Arab. Penguasaan bahasa Arab biasanya hanya diidentikkan dengan penguasaan qawaid atau tata bahasa, padahal penguasaan bahasa Arab tentunya memerlukan penguasaan empat maharah atau kompetensi yang ada, yaitu *istima'* (mendengar), *kalam* (berbicara), *qiraah* (membaca), dan *kitabah* (menulis). Oleh karena itu, sudah sepatutnya dalam pembelajaran bahasa Arab, khususnya di tingkat perguruan tinggi, dilakukan upaya agar mahasiswa dapat menguasai seluruh kompetensi berbahasa tersebut. Penelitian ini merupakan studi deskriptif kualitatif yang menggambarkan hasil penerapan model pemberian tugas dalam pembelajaran bahasa Arab. Penelitian ini mengangkat model pemberian tugas yang diterapkan dalam pembelajaran bahasa Arab di STAI (Sekolah Tinggi Agama Islam) Tgk Chik Pante Kulu, yaitu tugas berupa video pendek. Pengumpulan data penelitian ini dilakukan melalui wawancara, observasi, dan dokumentasi. Sumber data yang digunakan dalam penelitian ini adalah satu orang dosen bahasa Arab dan tiga mahasiswa yang mengikuti mata kuliah bahasa Arab di STAI Tgk Chik Pante Kulu. Tugas video pendek ini dapat meningkatkan kemampuan mahasiswa dalam menguasai bahasa Arab, khususnya pada aspek muhadatsah. Hal ini dibuktikan dengan hasil observasi harian oleh peneliti yang menunjukkan adanya peningkatan kemampuan dari hasil tes awal dibandingkan dengan hasil setelah pemberian tugas video pendek dilakukan. Semoga model pemberian tugas ini dapat diterapkan dalam pembelajaran bahasa Arab untuk meningkatkan penguasaan bahasa Arab mahasiswa.

**Kata kunci:** Pemberian Tugas, Muhadatsah, Video Pendek

## INTRODUCTION

Arabic language learning is vital in the education system from *Madrasah Ibtidaiyah*, *Madrasah Tsanawiyah*, *Madrasah Aliyah*, and even to the university level. Arabic is the language of the Qur'an, the language of information, and the language of official communication between nations (Hermawan, 2018). Arabic has also become an international language. Various groups, including students, lecturers, entrepreneurs, and so on, need Arabic. This is due to the development of Arabic, which has been able to compete in the current global era. Moreover, Indonesia is a country with a majority Muslim population, which, of course, needs Arabic as a tool to understand the Qur'an, hadith, and various books written by Islamic scholars both in *tawhid*, jurisprudence and Sufism written in Arabic and the many sources of knowledge that use Arabic.

Arabic learning is inseparable from the four *maharah* (skills) of language, namely *maharah istima'* (listening skills), *maharah kalam* (speaking skills), *maharah qiraah* (reading skills) and *maharah kitabah* (writing skills) (Rakabi, 1996). In Arabic language learning, mastering the four *maharah* becomes a unity (*nadhariatul wihdah*) that must be learned in listening, speaking, reading, and writing. Arabic language learning does not aim to highlight only one *maharah*, for example, mastery of *qawaid* alone or reading without mastery of other *maharah* such as *maharah istima'*, *kalam*, and *kitabah* (Efendi, 2005). However, in some universities, Arabic courses only focus on learning for mastery of *qira'ah*. In reality, Arabic is used in various fields to understand the Qur'an, Hadith, and books written by scholars. Likewise, Arabic is used as a means of communication. It also happens at Teungku Chik Pante Kulu Islamic College (STAI), where students are required to take Arabic courses. So far, Arabic learning has focused more on mastering

*qawaid* or Arabic grammar to read Arabic books by highlighting *qira'ah* learning. Even if taught *muhadasah* is only fleeting.

Therefore, there needs to be a balance in learning Arabic as a whole, both in terms of *istima'*, *kalam*, *qira'ah*, and *kitabah*. *Muhadasah* learning is not only taught alone but also a priority to learn Arabic so that students can master the language actively. In this case, there needs to be a strategy to make it easier for students to master *muhadasah*. Strengthening *muhadasah* material in Arabic language learning can be done through the assignment of creating short videos.

Assigning tasks or assignments is a way of teaching and learning interaction characterized by teacher assignments done by students at school and at home. The task given by a teacher can deepen the learning material and can also check the material that has been learned (Sumantri, 2001).

Indicators to measure the level of assignment learning methods include a) the tasks given are adjusted to the goals to be achieved, b) the type of tasks given is appropriate to the learning material, c) the tasks given are in accordance with student needs, d) assignments are accompanied by instructions, e) adjust to the available time, f) during assignments the teacher provides guidance or supervision, g) motivates so that students can do the task well, h) the students themselves should do the assignment, i) the assessment carried out should be recorded systematically, j) there is reporting of the assignment given, k) give value to the assignment that has been given (Sudjana, 2007).

In the learning process in today's digital era, creation and innovation are needed so that learning can achieve the desired goals or achievements. Learning in the digital era focuses more on using IT as a medium to facilitate and accelerate the learning process. One of the media that can be used is short videos. The ease of communication tools such as smartphones owned by almost everyone can make this media a mainstay in learning. Making short videos is easy because it can be made only using a mobile phone and can be done anytime and anywhere.

In a learning video, it must have audio and visual elements. The speaker not only provides a visual description of moving images but must also be able to make exciting sounds and invite students to understand the concept of something they are learning. Videos are also fun and do not make students feel bored, thus increasing learning motivation. (Hadi, 2017).

A video that will be made as learning media must fulfil the following requirements, namely: 1) the content of the video is related to the theme or topic being studied, 2) it does not contain pornography, immoral acts, racism, and acts of violence, 3) the duration of the video is not long, around 3-5 minutes. (Batubara & Ariani, 2016).

Making a video has several steps: writing scenarios, recording, finding illustrations, and editing. Writing a screenplay is a guide for making the video as desired. The recording process usually uses a cellphone, digital, or DSLR camera, preferably equipped with lighting to support the video's brightness. To ensure that the sound in the video is clear, it is better to use a voice recorder placed in the shirt pocket. Finding illustrations, such as images, animations, and writings, is also essential for a clear video direction. Finally, editing is the final process of making a video so that the footage looks attractive and can be easily understood (Serenata, 2020).

Several studies are related to *muhadatsah* learning and short videos, including research from Kurniawan Hamidi et al. in 2023 entitled "Development of interactive animated video-based Arabic language learning media for madrasah Aliyah students." This study concluded that interactive animated video media is effectively used in learning

speaking skills. (Hamidi, 2023). Furthermore, research from Adytia Aminudin Al-Habib and Viky Dwi Wicaksono in 2021 entitled "Development of short video learning media to help students understand *Bhinneka Tunggal Ika* material for grade V elementary school." The results of this study indicate that short video media is valid, practical, and feasible for grade V elementary school students who have problems learning the material *Bhinneka Tunggal Ika* (Al-Habib, 2021).

However, the two studies above have differences with this research. Research from Kurniawan Hamidi et al. focuses more on interactive video-based media development, as is research from Adytia, which examines short videos but not in Arabic or language learning. The element of similarity between this research and Kurniawan et al.'s research is related to Arabic language learning, especially speaking skills. While research from Adytia and Vicky examine short videos, the difference is in the subject matter used in learning *Bhinneka Tunggal Ika* material.

The model of strengthening *muhadasah* material with a short video has been applied in Arabic language learning for Islamic Religious Education study program students at the Teungku Chik Pante Kulu College of Islamic Religion (STAI). So, based on the explanation above, the researchers will discuss the process of strengthening *muhadasah* material through the assignment of a short video and how the achievement of students' ability to speak Arabic actively through this short video assignment.

## RESEARCH METHOD

This research is a descriptive qualitative research. The data sources of this research are one lecturer and three students who take Arabic language courses at STAI Teungku Chik Pante Kulu Banda Aceh—taking this data source using purposive sampling technique because qualitative research focuses on the situation that occurs, namely Arabic language learning at STAI Teungku Chik Pante Kulu Banda Aceh. The data collection methods used in this research are observation, interview, and documentation. This research was conducted for two weeks, during which observations were made when lecturers taught, interviews with lecturers and students, and data and documentary evidence were collected. The analysis of this research uses the Miles and Huberman analysis model, namely data reduction, data presentation, and conclusion making. Data reduction was carried out by sorting data from the results of interviews and observations according to data needs. Then, the data presentation stage was carried out by tabulating data using a description table of lecturer assessment results. The last stage is the conclusion, which involves the synthesis method from the results of observations, interviews, and documentation from the results of the assessment carried out by lecturers.

## RESULT AND DISCUSSION

*Muhadatsah* is a skill that requires consistency from the person who learns it correctly, precisely, and still according to the grammatical rules desired by the speaker in communication. Therefore, developing this ability requires learning strategies and using appropriate methods and techniques to achieve goals in learning Arabic.

*Muhadatsah* is one of the materials prioritized in Arabic language learning at STAI Teungku Chik Pante Kulu. Arabic is one of the compulsory courses that all students must take. Based on the observations made by the author, Arabic language learning is taught by several lecturers who use various learning models. One of the methods used by lecturers in learning Arabic to strengthen *muhadatsah* material is the assignment method.

The use of assignment methods in Arabic language learning significantly strengthens *muhadatsah* material. It is applied by lecturers who teach Arabic on some accessible material and can be made by students, one of which is material about "At-ta'aruf." It is conveyed by the lecturer in charge of Arabic language courses at STAI Tengku Chik Pante Kulu.

*At-Ta'ruf* or introductions are usually taught by first introducing vocabulary related to introductions. The lecturer gives a text containing an introductory conversation between two people and then provides a translation of the introductory text. Lecturers invite students to re-read the text and practice questions and answers with friends nearby. After that, students are asked to practice conversation with their friends in front of the class. Standard *muhadatsah* learning, as described, has not been able to help students achieve learning objectives. Therefore, Arabic lecturers provide assignments as an alternative to strengthening students' mastery of *muhadatsah*. The assignment method is to make a video reel or short video.

This *muhadasah* learning through a short video assignment is carried out with the following steps:

- a. The lecturer provides vocabulary about "At-ta'aruf"  
This *ta'aruf* material begins with vocabulary related to the theme *At-ta'aruf* (introduction), introducing simple sentences such as *ismi, man ismuka, ji'tu min*, and so on, introducing Arabic greetings such as *Shabahul khair, ilal liqa'*, the use of *dhamir* (pronouns), and some other important terms related to *At-ta'aruf*.
- b. The lecturer provides text about "At-ta'aruf"  
In this step, the lecturer provides a text containing an introductory conversation between two people and then translates the introductory text. Lecturers invite students to re-read the text and practice questions and answers with friends nearby. After that, students are asked to practice conversation with their friends in front of the class.
- c. The lecturer invites students into groups  
After students recognize various vocabulary words about *At-ta'aruf* and can practice conversations in front of the class with their friends, the lecturer divides the students into several groups to make assignments on *muhadasah* material, done in groups. The lecturer divided the students into six groups, each with four students.
- d. Students determine the topic to be presented  
In this step, students discuss with their group mates and determine what topics they will choose to make assignments on in *muhadasah*. The topic chosen contains *At-ta'aruf* material that they have learned before.
- e. Students prepare dialog materials  
At this stage, students work with friends to create a simple conversation about their chosen topic. Each group member has their tasks and roles according to the theme that has been determined.
- f. The lecturer corrects the dialog materials made by each group  
In this step, the dialog material made by students from each group is then collected and corrected by the lecturer. The lecturer will correct each existing dialog by looking at the accuracy of the sentence, vocabulary, and writing. Then, students re-improve the conversation text according to the direction of the lecturer.
- g. Students memorize the dialogue material

The dialogue material that has been improved is then memorized by each student following the predetermined role. Then, they practiced their respective roles together with their group mates.

h. Students make a short video

After memorizing the dialogue, each group will make a short video of three to five minutes. The videos produced are processed in such a way through the editing process to make them more attractive. The videos are sent to the lecturer to be evaluated and assessed.

### Achieving Students' Ability to Speak Arabic Actively through Short Video Assignments.

The assignment of composing dialogues, which are then practiced in the form of making short videos, has significant results, as evidenced by the increasing ability of students to practice speaking dialogues in Arabic, especially in short videos that have been made.

The assessment used in assessing the achievement of *muhadatsah* skills is the accuracy of the use of words/sentences, the accuracy of sentence structure/*qawaid*, fluency/pronunciation, and *lahjah*/style/intonation.

The highest score for each item is 25, so the total score is 100. The achievement of the students' scores before the assignment and after the assignment can be seen in the following table:

**Table 1. List of Score**

No	Name	Score before assignment	Score after assignment
1	Al Isma Fauzan	67	80
2	Rahmad Muliadani Siregar	50	78
3	Darwin	60	80
4	Firman Odi Mulya	57	84
5	Muhammad Arrazi	60	78
6	Saiful Anwar	65	76
7	Fahrisidana	65	89
8	Ibrahim	60	90
9	Albar	60	80
10	M.mubaasyir	50	86
11	Ayu Mutia Rahmah	63	87
12	Muniraturrahmi	65	86
13	Bilbina Fahra Asyifa	60	85
14	Nurhafiza	70	88
15	Nurhayati	67	90
16	Sittil Asyifa	65	87
17	Siti Maisarah	50	80
18	Azizah	40	85
19	Alda Rayani	58	86
20	Rismayana	62	80
21	Asyifa Fonqalbu	60	80
22	Fitri Maulizar	65	86

23	Zahratin Khairi	67	80
24	Rena Sari	60	85

From the table above, it can be seen that there is a significant increase in value from before the assignment to after the assignment.

## CONCLUSION

Strengthening of *muhadasah* material is done by assignment through video reel with the following steps: lecturer provides material about "At-ta'aruf," the lecturer divides students into several groups, students set topics to be presented, students prepare dialogue material, the lecturer corrects dialogue material made by each group, students memorize dialogue material, and students create a short video.

The assignment of composing dialogues, which are then practiced in the form of making short videos, has significant results, as evidenced by the increasing ability of students to practice speaking dialogues in Arabic, especially in short videos that have been made.

This study's results strongly recommend using assignments with short videos in Arabic language learning to improve students' ability in *muhadasah*.

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