Learning Arabic language using the website "Alifbee" to enhance students' speaking skills at Darul Qur'an Islamic Integrated Junior High School in Jonggat, Central Lombok.

Busro Gali[1*], H. Moh. Nasikin[2]
[1,2] State Islamic University of Mataram
200102049.mhs@uinmataram.ac.id

ABSTRACT

Arabic language learning is an integral part of the curriculum in many Islamic schools, including at the Integrated Islamic Junior High School Darul Quran, Jonggat Lombok Tengah. In efforts to enhance students' speaking abilities, the use of technology increasingly becomes the primary choice in the learning process. One of the platforms utilized is the Alifbee website, specifically designed for Arabic language learning. This study is a descriptive qualitative research project aiming to explore students' experiences and perceptions of using the Alifbee website for Arabic language learning. The approach employed is a case study of eighth-grade students at the Integrated Islamic Junior High School Darul Quran. Data were collected through observation, interviews, and documentation. The research findings indicate that the use of the Alifbee website provides a positive experience for students. They feel that the website facilitates access to learning materials, reduces reliance on textbooks, and enhances student engagement in learning. The implications of this research emphasize the importance of integrating and utilizing technology in Arabic language learning. The Alifbee website proves effective in boosting students' motivation and understanding of learning materials. This underscores the need for educational institutions to adopt technology more extensively in the learning process, thus creating a more dynamic and effective learning environment for students.

KEYWORDS: *Arabic language learning, technology integration, Alifbee website, student engagement*

INTRODUCTION

Arabic is one of the international languages that still exists and is still used to communicate today, especially by speakers who come from and live in Arab, Islamic or Middle Eastern countries. The use of Arabic as a means of communication has survived for about sixteen centuries, one of the causes of the Arabic language so exist is the existence of the Qur'an, the holy book of Muslims, which uses Arabic, and contains in it the law or Sharia and rules for followers of Islam, so that the spread of Arabic in the world coexists with the spread or da'wah of Islam itself. (Zuhdi, 2009)

51

Learning and teaching Arabic in Islam is a requirement or even an obligation for Muslims because it is the language of the Qur'an and it is the language used in most worship rituals in Islam. (Wahab, 2014) So learning and understanding Arabic is very useful because Arabic is the language of religion (*lughat ad din*) and the Qur'an was revealed specifically in Arabic, Allah said:

﴿ اِنَّآ اَنْزَلْنٰهُ قُرْاٰنًا عَرَبِيًّا لَّعَلَّكُمْ تَعْقِلُوْنَ ٢ ﴾

"In fact, we revealed it in the form of Arabic Quran, so you understand".(*Al - Qur'an Al Karim*, n.d., p. 12:2)

The rapid development of Islam has had a very significant impact on the development of Arabic, as evidenced by the number of educational institutions that cater to every level of Arabic language learning, starting from the most basic level, such as the existence of Islamic boarding schools, madrasah ibtidaiah, to Islamic universities where Arabic is taught as part of the curriculum. Where learning Arabic for both native Arabs and non-Arabs has its own opportunities and challenges. So that Arabic language experts and teachers divide language skills into four main skills, namely: listening skills (Istima'), speaking skills (Kalam), reading skills (Qiraah) and writing skills (Kitabah).(Hasanuddin, 2018).

The beginning of Arabic was taught and studied in Indonesia due to the need for Muslims to understand Arabic, especially those used in daily worship rituals, such as prayer, prayer and so on. which then slowly developed to the use of Arabic as a medium of communication so that in the process the most important skill to support this is speaking skills (Kalam).(Arif Widodo et al., 2021) The skill or ability to speak using Arabic (Maharah Kalam), is a basic skill in learning Arabic after listening skills. The general goal in mastering speaking skills is for non-Arab speakers to be able to communicate with Arabic actively.(Syarifuddin et al., 2018).

Speaking skills (Maharah Kalam) and the ability to communicate are very urgent and fundamental in human life activities, language is a tool used by humans in communicating and exchanging information, if someone is not good at communicating or conveying what is thought using language, communication and information exchange will not occur. In Arabic, the ability to speak is called kalam, at the stage of learning kalam skills is the second skill after listening skills or istima'. Where kalam itself is defined as the process of expressing language using the voice or tongue that was previously in the mind of the speaker. The next level of Arabic language learning after kalam is reading skills (Qira'ah) and writing skills (Kitabah). But keep in mind that not all expressions or sounds are categorized as kalam. This is because kalam (expression) itself is a sound that can be understood (ifadah). While the expression (Lafadz) is the sound contained in the letters so that the expression can be understood to have meaning and the listener understands what is being said.(Aziz, 2020).

Speaking skills (Kalam) are basic skills that make students able to understand and use foreign languages, and this is the first orientation in learning Arabic, both inside and outside the classroom. In order for students to always understand and be able to communicate in Arabic, because Arabic is an international language used by millions of people in all corners of the world today.(Ibrahim Al Fauzan, 2010) Often with the times that make everything develop, as well as in the world of education, it is characterized by the emergence of technology that aims to facilitate all human activities,(Kamal, 2020). Technological developments in this digital age affect all fields, without

exception in the field of education. Learning media is also advancing rapidly, including the emergence of interactive learning media. Learning will produce better results if it is designed according to the way people learn. Media is a useful communication tool that can be used to increase the effectiveness of the learning process.(Rahmayanti & Abidin, 2023). Learning media is also defined as anything that can convey and distribute messages from a planned source so as to create a conducive learning environment where students and teachers can carry out an Effective and efficient learning process.(Nurdyansyah, 2019).

In Arabic language learning, the effectiveness and results of learning are influenced by many factors, such as: the existence of strategies that are suitable and relevant to the orientation aimed at in the learning, then the use of media that suits the needs in delivering the content or material studied, and the use of interactive and modern electronic media to make learning more interesting, interactive and effective and get maximum results later.(Aziz, 2020).

The entry of technology into the realm of education today has had a lot of significant impacts on the process and the world of education and learning today, one of which is the use of "Alifbee" application as a medium for learning Arabic, this application was created by scientists from Canada, AlifBee is a great application for learning Arabic, both for beginners and advanced. This application is designed to help users improve their Arabic language skills. The learning levels and phases are designed with a customized curriculum by linguists and provide the best online Arabic learning experience. The app consists of 10 levels that gradually increase in difficulty. This innovative Arabic learning app like Alifbee helps users in learning to read and write in Arabic, understand Arabic conversation and improve Arabic speaking skills. With a variety of interesting features and more than 6500 vocabulary in Arabic and its application in the form of sentences and visual displays of each sentence and vocabulary, it makes it easier for users to learn Arabic online,(*AlifBee — Learn Arabic Online the Easy Way with Best Learning App*, n.d.) this application can also be accessed through the official website page https://www.alifbee.com/en this is useful for teachers and schools that do not allow students to bring and use cellphones while at school, teachers can simply use Laptop devices and Projectors to display this application.

Previous researches related to the Alifbee application, among others, were conducted by (Massofia et al., 2023).The results of this study show that the Alifbee platform is able to increase users' motivation to learn Arabic because it provides practical and simple material. The Alifbee platform contains fun learning elements because users feel happy when learning Arabic with a practical learning level that keeps users involved in each series of learning processes. Then the research conducted by (Nisa, 2021) stated that the use of Alifbee platform is very appropriate in learning Arabic in class XII MAN 8 Jombang because it has features that support the learning process and make it easier for students to master the four Arabic language skills, namely reading, writing, listening, and speaking.

One of the schools that uses the Alifbee application as a medium of learning Arabic is the Integrated Islamic Junior High School (SMP IT) "Darul Qur'an Hambali" which is located in Berembeng hamlet, Jonggat sub-district, Central Lombok district, West Nusa Tenggara Province. The application of technology-based learning media in this school is motivated by the declining enthusiasm and motivation of students in learning Arabic, this is evidenced by the relatively low learning outcomes, so the teacher makes innovations to solve the problem, seeing that this school has adequate facilities such as Chromebook type laptops for students, in focus or projectors and

loudspeakers, so slowly teachers began to use media, models and methods in teaching technology-based Arabic. And the teacher at that time chose the Alifbee application as an introductory medium in the Arabic language learning process which focused on improving the Maharah Kalam (Speaking Skills) of class VIII students.

Based on the results of observations made by researchers, researchers saw an increase in motivation, enthusiasm and understanding of students in Arabic language subjects. Because it cannot be denied that in the digital era like today technology has become something that really controls all aspects of human life, nowadays even toddler-age children are very adept at using and operating cellphones, so if the teacher does not adjust learning to students' interests, it can be ensured that learning will not be effective, because in the learning process student comfort and happiness is one of the factors that make it easier for students to understand lessons, and this is realized by the use of electronic learning media in today's digital era. Based on this, researchers are interested in further examining the process and model of applying the media in Arabic language learning.

METHOD

Researchers used a descriptive qualitative approach in this study. This approach is also known as an interpretative or technical approach because the data obtained is related to the interpretation of the data collected by researchers in the research field.(Sugiyono, 2017) Qualitative research is a research method to obtain descriptive data such as written and spoken words from individuals and situations observed by researchers.(Meleong, 1989). The data collection process is carried out through three stages, namely: observation interviews and documentation.

This research is intended to see the condition or location and other phenomena of objects, means, devices, and words. The purpose of qualitative research is to describe existing conditions and phenomena. Some reasons why researchers choose qualitative descriptive research include the following: a) This research problem requires a qualitative approach rather than a quantitative approach. b) Researchers can directly analyze the facts that exist in the research setting regarding how the use of Alifbee media as a medium for learning Arabic in this school.

RESULT AND DISCUSSION

1.1 Arabic language learning media

The word media comes from Latin which is the plural form of medium, the limitations on the understanding of media are very broad, but we limit it to educational media only, namely media used as tools and materials for learning activities. The word media is the plural form of the word medium. Medium can be defined as an intermediary or an introduction to the occurrence of communication from the sender to the receiver. Media is

one of the components of communication, namely as a messenger from the communicator to the communicant. Based on this definition, it can be said that the learning process is a communication process.(Daryanto, 2010).

In Arabic, the word media is called the term wasail which means an intermediary or messenger from the sender to the recipient of the message. According to Abdul Alim Ibrahim, the media is a means to clarify or "الوسائل التوضيحية" but there are several terms used in the media including and have the same meaning and meaning as al-Wasa'il al-Idhah or al-Wasa'il al-Taudhihiyyah, Wasa'il al-Ta'lim, al-Wasa'il al-Ta'limiyah and some also use the term al-Mu'ayyanaat al-Sam'iyah wa al-Bashariyah.(Furoidah, 2020) Arabic language learning is increasingly developing along with the entry of digital literacy in education. This development can be observed from the shift from conventional learning models to modern technology-based learning.(Susanto et al., 2022)

Learning media is a tool to achieve the learning objectives themselves,(Khalilullah, 2012) Learning media can function as a stimulus to students' thoughts, messages, attention and interest in clarifying the subject matter because if by using verbal explanations alone students will forget it. Learning media is one of the most important elements in the teaching and learning process, besides that learning media is also a way to motivate and communicate with students to be more effective. media is a reality that cannot be denied. Therefore, teachers are required to be able to use the tools used by the school and do not rule out the possibility that these tools are in accordance with the times. Teachers can at least use effective and efficient tools in an effort to achieve the expected teaching objectives.(Furoidah, 2020).

Arabic as a foreign language (Foreign Language) its presence is quite important for the people of Indonesia. A long history has carved out how the growth and development of Arabic in Indonesia even though its function is limited to the language of worship used in daily rituals such as prayer, at the educational level or in schools, Arabic is taught in madrasas at the level of primary education to Islamic universities. Unfortunately, sometimes the output produced is not proportional to the competency standards of student abilities expected by the government (Sari, 2018).

Based on some of the above definitions, it can be concluded that, Arabic learning media is everything that functions as an intermediary in conveying content, or material to be conveyed by Arabic language teachers to their students, whether it is in the form of audio, visual or electronic media as is currently widespread and currently widely used in various schools ranging from elementary school level to college or university.

1.2   platform Alifbee

Alifbee is an Arabic learning application that offers learning in a more fun way anywhere and anytime. By using this application, we can learn and get to know more than 200 Arabic language materials which are divided into 10 levels. Apart from that, it can also be played in learning to read, write, and practice conversation in Arabic. Not only that, this

application can carry out quizzes and interactive games which will make learning activities more fun than before.(*AlifBee — Learn Arabic Online the Easy Way with Best Learning App*, n.d.).

The Alifbee app can also be accessed through the official website as well as supporting Windows, which is very useful for Arabic teachers in this digital age as most schools do not allow students to bring their cell phones, so if this learning platform is only based on the app, teachers will find it difficult to teach. However, this app can also be accessed through the website so teachers only need to access it using a laptop and project it using a projector. The following are the steps to use the app:

1. Please open the google search page if accessing through the website and please open the playstore if accessing through the android application. Then type on the page the word "Alifbee" and press enter to continue.
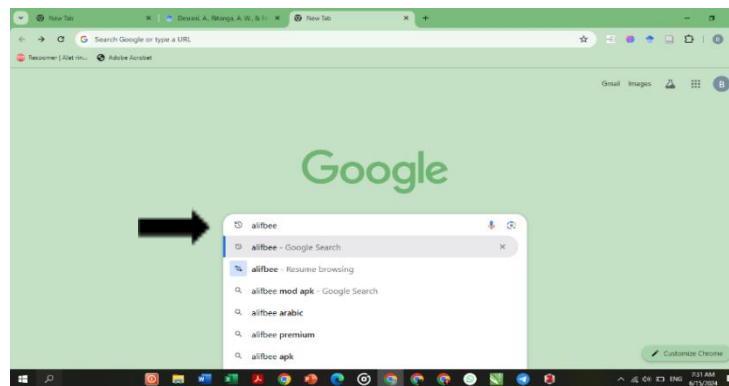

Figure 1. Alifbee application web search view

2. After pressing the enter button the user will be taken to the next page and please select the first view that appears in the search.
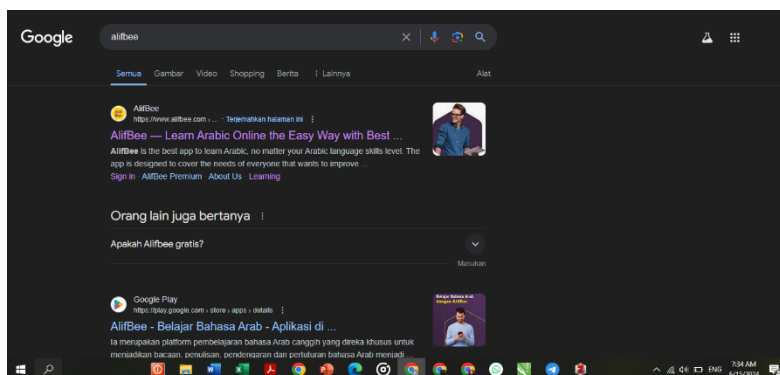

Figure 2: Alifbee page in google search

3. After clicking on the page, the user will be taken to the initial display of this Alifbee application/website and please login first by clicking the three lines on the top right then selecting the login option and filling in the google account you have. Or you can also directly click the Start learning button.
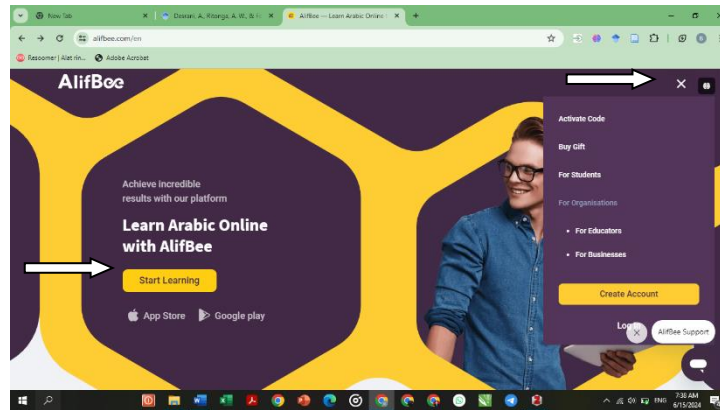

Figure 3: initial view of the Alifbee application

4. After logging in the user will be brought a choice of courses or stages of material to be learned on this website / application, then please select the level you want to learn or teach. And if you want to change the level to be studied such as a certain expression, please click on the top of the page.
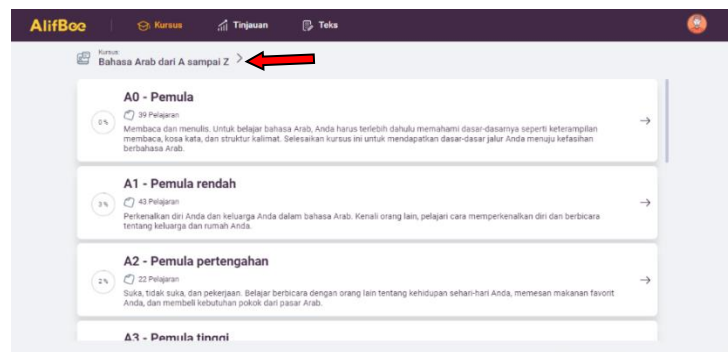

Figure 4: a view of the levels or stages

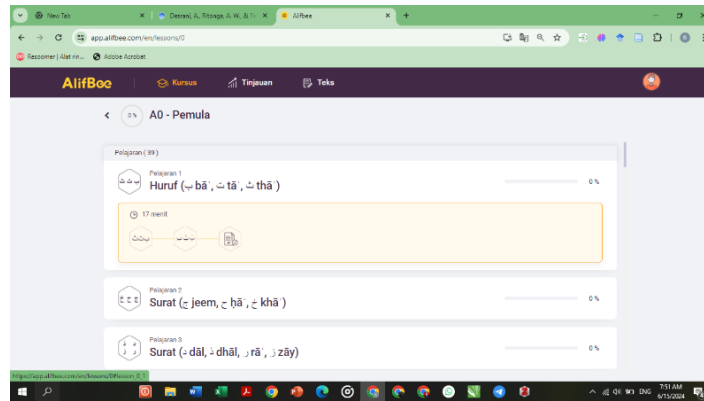After clicking, the following display will appear:

Figure 5: page view to select a material category

On this page users can customize the material to be studied later, depending on the orientation they want, such as istima', kalam, qiraah, and kitabah material.

5. After selecting the level or category to be studied, the user will be taken directly to the existing material.
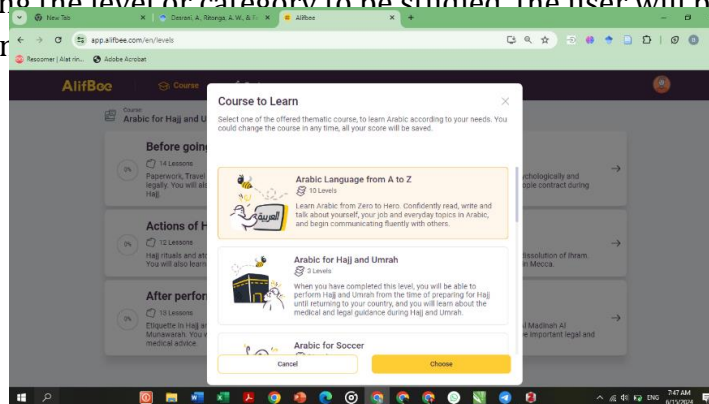

Figure 6: beginner level material view

6. For example, click on the first option to open the material, and the user will be taken to the next page.
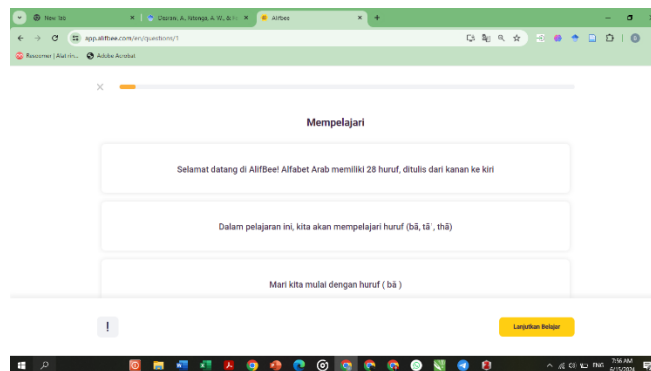
Figure 7: initial display after selecting the material to be studied

Once the user arrives at this page please select the yellow button on the bottom right to continue learning. Or if the application uses English please select the yellow button that says "Continue learning".
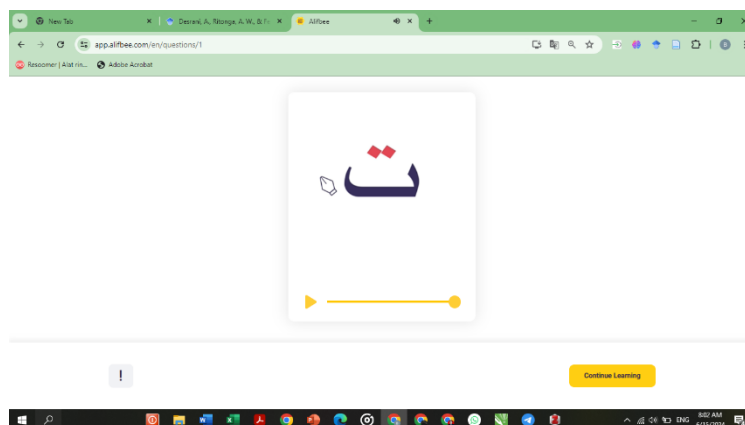

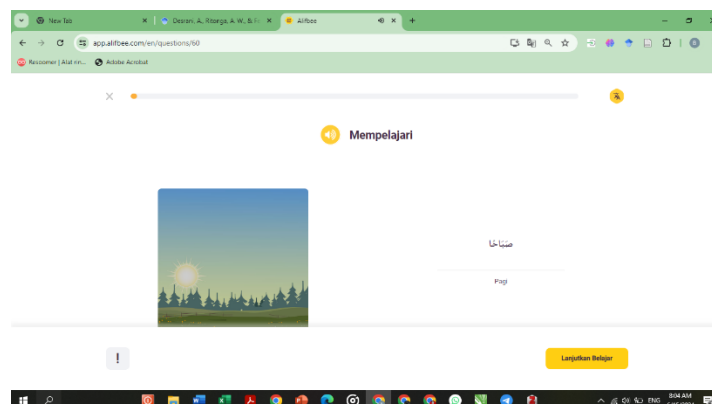**Figure 8: beginner's view of the material**

Figure 9: intermediate view

7. After the user follows the existing learning stages, the user will do a simple evaluation of each material that was done before and has been provided by this application.
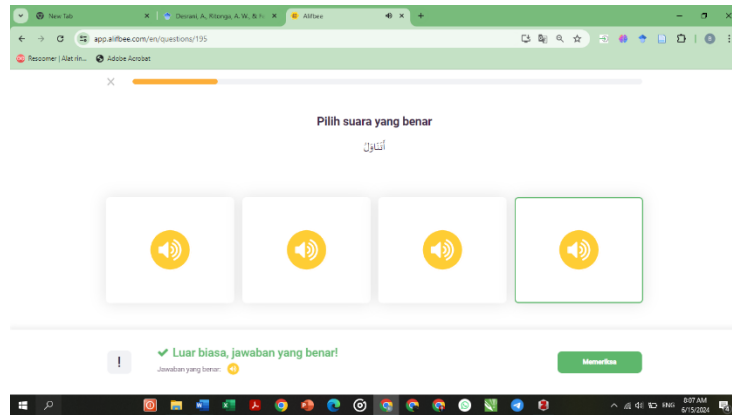

Figure 10: view of the evaluation model provided by the Alifbee app

However, based on this, the application used does not mean that everything runs smoothly and there are no problems or that it is in accordance with the learning. According to Indriana, when choosing your own learning media you must consider the suitability of the media to your needs, learning objectives, as well as the condition of the facilities, environment and also the characteristics of the students.(Susanto et al., 2022).

1.3 Fun Learning

Teaching and learning methods play a crucial role that should not be overlooked. Teaching can sometimes present challenges or barriers to student learning and comprehension, especially for young people and children. Engaging and interactive learning is identified as a key pedagogical element that can effectively address this issue. Anne Haas Dyson, an educator specializing in curriculum and pedagogy at the College of Education, emphasizes the importance of play in the early stages of literacy and learning. She asserts that through play, students actively engage, think critically, explore concepts, and acquire knowledge and skills. Dyson also emphasizes that children are not receptive to passive learning methods that involve quiet listening at a desk; rather, they require stimulation and engagement. The aspect of enjoyment is considered vital in educational software. Malone, a pioneer in studying the role of enjoyment in software, proposed a set of design principles for incorporating this entertaining aspect into software development. Despite the limited prior research on the impact of enjoyment in software, recent studies have begun to shed light on this aspect.(Rambli et al., 2013)

Learning Arabic today requires creative people who have an interest in Arabic. Creative people will be able to design meaningful learning without neglecting the main objectives of learning Arabic that must be achieved. For example, the use of the Alifbee app here can

present Arabic material in a more practical manner and according to the level of learning. Thus, this can give the impression of learning Arabic in a more meaningful and innovative way, not just focusing on one learning source. Therefore, this app is very helpful for beginners to advanced students of Arabic to continuously improve their Arabic language skills.

In today's digital era, humans are inseparable from technology. The use of technology will continue to grow over time. Technological advances are also finally utilized in the fields of economics, politics, industry, and education, especially in Arabic language learning. The application of educational technology in the educational process makes the teaching and learning process more efficient, effective, and provides positive added value. Effective and efficient means that the implemented education can achieve the goals with the least possible cost, energy, and time.(Nurcholis et al., 2021).

The author sees that the nuances of Arabic learning need to be presented in the classroom where students learn. The effort to insert the nuances of learning is created from the implementation model of fun learning. In learning theory, students like teachers before they like their learning process, although there is a category that goes the other way. This means that teachers can create a learning atmosphere to provide a meaningful learning process for students. There are various tools and media that can be used to create a learning atmosphere for students, including placing material content on social media, as almost all students are social media users. Based on research.(Ulfah, 2020)

1.4 Advantages and disadvantages of Alifbee application as Arabic learning media

1. Advantages
   "Alifbee" has 10 levels ranging from the basic level to the advanced level, and upon completion of the advanced level, students will be able to:
   - Communicate in Pure Arabic: listening, speaking, and reading
   - Read and understand the Quran
   - Communicate in Arabic in writing using an Arabic keyboard.
   - Interact with various forms of Arabic media: visual, audio, and written.
   - Pass the various standardized Arabic proficiency exams available that Arabic language courses at school or university are required to take.
2. Disadvantages
   One of the drawbacks when using websites or online educational media is as follows:
   - There is no messaging feature to communicate with teachers or friends.
   - The success of web-based learning depends on self-learning and motivation.
   - Accessing learning through the web is often a challenge for students.
   - Guidance is needed for students to find relevant information, as information on the web is very diverse.

- When using web-based learning, students sometimes feel isolated, especially if there are restrictions in communication facilities.
3. Implementation steps

The steps of teaching Arabic using the Alifbee tool in this school are as follows:
   - The teacher starts the lesson by greeting the students.
   - Teachers prepare the media and learning tools.
   - The teacher asks again about the material that has been taught before.
   - The teacher continues the learning material using the media.
   - The teacher models the words and sentences of the conversation contained in the application.
   - The teacher invites students to understand and comprehend each material taught by the teacher using the projector.

Figure 11. Learning process in the classroom

After that, the teacher organizes students in pairs to practice speaking during the learning process, this makes students understand more and be able to practice directly the material that has been learned before. It can be observed that learning Arabic using this media makes students active and enthusiastic to participate in learning, so it can be said that learning Arabic, especially speaking, in this school is effective because students are very enthusiastic and enthusiastic to participate in learning, which makes them understand the lesson faster.

CONCLUSION

The presence of technology is considered good news, especially in the world of education, which is characterized by many learning tools that use technology. One of them is the alifbee website or application, where this application is a new application that has attracted the attention of both teachers and students. This school is one of the schools that

uses alifbee as a means of learning arabic, and the results are very satisfying, as seen from the students' interest, motivation, enthusiasm, and understanding which is very effective. Therefore, it can be said that this application is very suitable to be used by teachers, especially arabic teachers, in the teaching process.

REFERENCES

AlifBee—Learn Arabic Online the Easy Way with Best Learning App. (n.d.). Retrieved June 15, 2024, from https://www.alifbee.com/

Al—Qur'an Al Karim. (n.d.).

Arif Widodo, Hana Chebaiki, & Arif Satria. (2021). تطبيق تعليم مهارة الكلام في المدرسة المتوسطة منبع الإحسان. *Kilmatuna: Journal Of Arabic Education*, *1*(1), 1–10. https://doi.org/10.55352/pba.v1i1.51

Aziz, A. (2020). *Arabic Learning Design Theory* تصميم تعليم اللغة العربية بين النظرية و التطبيق على نموذج التفاعل الصفي ، *and Practice Based Classroom Interaction Pattern*. Sanabil.

Daryanto. (2010). *Media Pembelajaran*. Gava Media.

Furoidah, A. (2020). MEDIA PEMBELAJARAN DAN PERAN PENTINGNYA DALAM PENGAJARAN DAN PEMBELAJARAN BAHASA ARAB. *Al-Fusha : Arabic Language Education Journal*, *2*(2), Article 2. https://doi.org/10.36835/alfusha.v2i2.358

Hasanuddin, H. (2018). مهارة القراءة وأثرها في تعلم الكتب العربية التراثية لغير الناطقين بها. لسانـنـا *(LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, *3*(1), 36–52.

Ibrahim Al Fauzan, A. bin. (2010). إضاءات لمعلم اللغة العربية لغير الناطقين بها، Maktabah Lisanul Araby.

Kamal, M. (2020). Media Sosial Sebagai Budaya Baru Pembelajaran di SD Muhammadiyah 9 Malang. *Jurnal Komunikasi Nusantara*, *2*(1), 17–27. https://doi.org/10.33366/jkn.v2i1.31

Khalilullah. (2012). *Media Pembelajaran Bahasa Arab*. Aswaja Pressindo.

Massofia, F. D., Ritonga, A. W., Desrani, A., & Aini, D. (2023). AlifBee Platform: Fun Learning-Based Arabic Language Learning Solution in the Digital Era. *Proceeding of International Conference on Arabic Language*, *2*(1). http://prosiding.arab-um.com/index.php/Incala/article/download/1385/1328

Meleong, L. J. (1989). *Metologi penelitian kualitatif*. PT Remaja Rosdakarya.

Nisa, K. (2021). استخدام وسائل"اليف بي" في تعليم اللغة العربية على أساس الأندروغوجيا لتنمية مهارة الكلام في الصف الثاني عشر بالمدرسة الثانوية الإسلامية الحكومية الثامنة جومبانج [Skripsi]. UIN Sunan Ampel.

Nurcholis, A., Harianto, B., & Machmudah, U. (2021). *Implementation of Hard and Soft Technology in Learning Arabic During the Covid-19 Pandemic*. 8–15.

Nurdyansyah. (2019). *Media Pembelajaran Inovatif*. UMSIDA Press.

Rahmayanti, I., & Abidin, M. (2023). Efektivitas Penggunaan Wordwall Sebagai Media Evaluasi Pembelajaran Bahasa Arab di MAN Kota Batu. *Sustainable Jurnal Kajian Mutu Pendidikan*, *6*(2), 349–358. https://doi.org/10.32923/kjmp.v6i2.3413

Rambli, D. R. A., Matcha, W., & Sulaiman, S. (2013). Fun learning with AR alphabet book for preschool children. *Procedia Computer Science*, *25*, 211–219.

Sari, A. P. P. (2018). Tinjauan Terhadap Metode Pembelajaran Bahasa Arab: Metode Nahwu Terjemah, Metode Langsung, Metode Audiolingual Dan Metode Gabungan. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, *3*(2), 103–126.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.

Susanto, S., Ritonga, A. W., Desrani, A., & Febriani, S. R. (2022). PERSEPSI MAHASISWA TENTANG PENERAPAN PTMT DALAM PEMBELAJARAN BAHASA ARAB MENGGUNAKAN MODEL BLENDED LEARNING. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban*, *5*(1), 1. https://doi.org/10.35931/am.v5i1.728

Syarifuddin, M., Achyar, M., & Jamhuri, W. (2018). *Kontrastif Tipologi Struktur Fraselogi Bahasa Arab dan Bahasa Indonesia*. Sanabil.

Ulfah, A. (2020). *Pemanfaatan media sosial sebagai media pembelajaran bahasa Indonesia di masa pandemi*.

Wahab, M. A. (2014). PERAN BAHASA ARAB DALAM PENGEMBANGAN ILMU DAN PERADABAN ISLAM. *ARABIYAT: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, *1*(1), 1–20. https://doi.org/10.15408/a.v1i1.1127

Zuhdi, H. (2009). البيئة اللغوية تكوينها ودورها في اكتساب العربية. UIN Maliki Press.