Utilization of Audio Visual Media in Arabic Learning at SMP Rahmat Islamiyah Medan

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Abstract: Learning Arabic has a goal to explore the abilities of students, one of which is the ability to speak Arabic, a learning model that uses one of the media such as audio-visual media can help educators make the learning process more interesting so that students' ability to speak Arabic can be improved. There are three stages of implementation methods that have been designed in this service, namely the preparation stage, implementation stage and program evaluation stage. Based on the results of the dedication at SMP Rahmat Islamiyah Medan, it can be concluded that teachers understand the importance of using learning media in learning activities. The use of audio-visual media at SMP Rahmat Islamiyah Medan in Arabic subjects is carried out by the teacher using interactive learning videos.

Abstrak: Pembelajaran bahasa arab memiliki tujuan untuk menggali kemampuan yang dimiliki siswa salah satunya adalah kemampuan berbicara bahasa Arab, model pembelajaran yang menggunakan salah satu media seperti media audio visual dapat membantu pendidik menjadikan proses pembelajaran lebih menarik sehingga kemampuan siswa dalam berbicara bahasa Arab pun dapat ditingkatkan. Ada tiga tahap metode pelaksanaan yang telah dirancang dalam pengabdian kali ini yaitu tahap persiapan, tahap pelaksanaan dan tahap evaluasi program. Berdasarkan hasil pengabdian di SMP Rahmat Islamiyah Medan maka dapat disimpulkan bahwa guru memahami pentingnya penggunaan media pembelajaran dalam kegiatan pembelajaran. Pemanfaatan media audio

	visual di SMP Rahmat Islamiyah Medan pada mata pelajaran bahasa Arab dilakukan guru dengan menggunakan video pembelajaran interaktif.
Keywords: Audio Visual Media, Arabic Learning.	***Kata Kunci:*** Media Audio Visual, Pembelajaran Bahasa Arab.

A.   Pendahuluan

Media is an intermediary tool that conveys information. Media is needed not only in technology but also in education. In the world of education, the media is a tool to assist the learning process and serves as an interpretation of the information conveyed to achieve learning objectives (Pribadi, 2017). Learning media according to Ela Isnaini (2021) are tools, methods and techniques used to make communication and interaction between teachers and students more effective in the education and teaching process in schools. In the learning process, the presence of media is very important. Because in these activities, the ambiguity of the material presented can be helped by using the media as an intermediary.

With the help of media, the complexity of the material presented to students can be simplified. Media can represent what the teacher is unable to say through certain words or sentences (Rifa'i & Fadhli, 2013). Even the abstractness of the material can be concretized with the presence of the media. But keep in mind that the role of the media will not be seen if its use is not in line with the content of the teaching objectives that have been formulated. Therefore, the purpose of teaching must be used as a base of reference for using the media. If it is ignored, then the media is no longer as a teaching aid, but as an obstacle in achieving goals effectively and efficiently.

Learning media is an intermediary or messenger from the sender of information to the recipient of information (Setiawan, 2021). The use of learning media in the teaching and learning process can generate new aspirations and interests, generate motivation and

stimulate learning activities, and even have a psychological impact on students. As technology develops, learning media also develops. The most widely used technology in the teaching process is printing based on mechanical principles. Then comes audiovisual technology, which combines mechanical and electronic discoveries for learning purposes. The use of media in the learning process makes the classroom atmosphere lively, interesting and not monotonous, thus stimulating high motivation in the learning process (N & Mona, 2017). This is adjusted to the material being taught. The ability of a teacher in applying learning media is still considered very lacking, in accordance with the teaching material and tends to be monotonous because the media used is not appropriate and causes students not to be interested in the explanation. Learning media as one of the supporting tool factors that can affect the activities of the teaching and learning process. In order for learning media to be used effectively and efficiently in achieving goals, they must prepare before using them and an atmosphere of calm when using them. In addition, the learning media applied must be adapted to the student's condition and according to the material being taught. And the media used in learning Arabic is not only one type, because this can make students bored (Langgulung, 1991).

Therefore, it can be concluded that the media is an inseparable and inseparable part of the learning process in order to achieve the overall educational goals, especially the school learning objectives. Audiovisual media is one of the important components in learning Arabic and is on the same level as the others. Accuracy in teacher selection and use of instructional media is very useful in developing student subjects and influencing student achievement. Keeping up with the times, I hope that teachers can make good use of the media to create an interesting and interesting learning atmosphere. Audiovisual is a media developed in the form of mechanical and electronic techniques to present information that contains hardware components, such as projectors, films, types of recorders and visual projectors, as a means to communicate and produce output in the teaching process (Setiawan, 2021).

Arabic is a foreign language for Indonesians. Over time, with the entry of Islam into Indonesia, the people themselves began to know Arabic. However, this does not allow Indonesians to master Arabic on their own. This happens because of various factors behind the ability to speak a foreign language. There is a saying that "language is the window of knowledge", and Islam, the main religion in Indonesia, was born in an Arabic-speaking country. Therefore, mastering Arabic can be interpreted as opening a window of mastery of Islamic knowledge. The use of instructional media in learning Arabic is very important considering that Arabic has a lot of complexity and requires a high level of assimilation. Besides that, it can make it effective in learning Arabic, unfortunately in this day and age there are not many teachers who use learning media, one of them is because the provision of media requires considerable cost and time. Even though teachers can take advantage of something that can be used for learning media without having to spend and take up a lot of time.

Based on the results of the author's interview with the principal of SMP Rahmat Islamiyah Medan, currently the use and use of media in learning is still not too optimal, both from the ability and knowledge of teachers and media facilities. Teachers in Arabic learning activities in particular still use the blackboard media more in conveying Arabic learning messages. Of course, in the description, it shows that the use of audio-visual media in learning Arabic is still very rarely used. Therefore, researchers are interested in conducting training for teachers at SMP Rahmat Islamiyah in the use of audio-visual media.

B. Metode Penelitian

There are three stages of the implementation method that have been designed, namely the first, the preparation stage where the team in charge of community service activities conducts a field survey to see the problems that occur in the field. Then the team immediately coordinated with the school and the management of SMP Rahmat Islamiyah Medan. Followed by the preparation of

partner letters, inviting MGMP members and preparing materials and equipment needed when program development is carried out.

The second stage is the implementation stage. In this stage the activities carried out are preparing prototypes of audio-visual media, conducting seminars on the importance of using learning media, especially audio-visual learning media in Arabic subjects, conducting counseling about the use of audio-visual media in Arabic subjects, conducting workshops on making media. audio visual with some software that has been prepared.

Furthermore, monitoring will be carried out, this is to find out whether the teachers are apply audio-visual media in their learning activities. The third stage is the program evaluation stage to find out about the extent to which the success that can be achieved from this program and make improvements to processes that are deemed less than optimal.

C. Hasil dan Pembahasan

The results achieved from the use of audio-visual media at SMP Rahmat Islamiyah Medan in Arabic subjects are as follows:

1. Initial Survey

This activity consists of two meetings, namely: *First,* visiting the head of SMP Rahmat Islamiyah Medan. The meeting was held on February 09, 2022. At this meeting, they discussed technical implementation issues at the location of the community partnership program activities that had been determined at the beginning, such as the number of teachers who were participants from SMP Rahmat Islamiyah Medan, determining the time for implementing the community partnership program and then determining the material to be used. Delivered related to the making of learning media. This is of course very It is important to prepare and study material related to audio-visual media.

Second, holding a meeting with the teachers of SMP Rahmat Islamiyah Medan. This meeting was held on February 19, 2022. In this meeting the PKM committee

discussed technical matters related to the program to be implemented, such as setting the room to be used, administrative issues and so on. And at this meeting the PKM committee also provided information to the Principal of SMP Rahmat Islamiyah Medan regarding the timing of the implementation of the community partnership program and the number of participants from each delegate who had determined by the PKM committee.

2. **Preparation for the Implementation of the Community Partnership Program**

After the PKM committee received suggestions, input and approval from the school principal SMP Rahmat Islamiyah Medan. In the next stage, the PKM committee will make technical and non-technical preparations related to the community partnership program activities that will be carried out. The preparations made before the implementation of the community partnership program activities are: *First,* Prepare the instrument or media that will be delivered in the community service activity. *Second,* conduct a literature study on the appropriate material to provide training to students. *Third,* choosing the right method and strategy to deliver the training materials for making the learning media. *Fourth.* Prepare guidebooks or textbooks on the use of these learning media.

3. **Implementation of the Community Partnership Program**

Implementation of community partnership program activities carried out at SMP Rahmat Islamiyah Medan. This activity took place on Saturday, May 5, 2022. *First,* the session on making prototypes of audio-visual media. Making prototypes of audio-visual media is done using several software, including: Kinemaster, Prezi, Canva and so on. The prototype of this audio-visual media will later be used as an example for teachers in making other audio-visual media, which are adapted to the material or teaching materials.

Second, Opening and Introduction Session. In this activity was opened by the principal, namely Drs. Suparjo. In his remarks he said that competence in utilizing technology or learning media is a competency that must be possessed by teachers. Teachers are required to be skilled in utilizing learning media in learning activities carried out by their students. The principal advised the trainee teachers to be serious in participating in this activity, so that teachers have competence in utilizing and making learning media. Then, the introduction session in this activity was delivered by the PKM committee, namely: Isman Efendi Limbong, M.Pd. In this session, the objectives of the activities that will be carried out from beginning to end are introduced, such as the stages that must be carried out in making learning media with various applications or software.

Third, Presentation and Question and Answer Session. At this stage the training participants will listen to how the use of learning media in the delivery of learning information activities. The material was delivered theoretically by PKM Team Members. This explanation begins with the importance of using learning media, to the steps in making learning media, especially audio-visual learning media. Then after being explained in theory and directly practicing how to make audio-visual learning media, participants were directed to ask questions related to material that was not understood about the use of audio-visual media and the steps for its manufacture. It was very clear that the participants were enthusiastic, which was indicated by their enthusiasm in asking questions about the stages in making audio-visual media with various applications or software.

D. Simpulan

The use of audio-visual media when learning Arabic allows students to be more focused, not easily bored, and quickly understand the material being taught, supported by good planning, including the skills to use effective media to design the material to be

taught, because it is for the benefit of students. The use of audiovisual media is considered appropriate and effective to provide understanding and make it easier for students to assimilate the material provided. With the application of audiovisual media in learning Arabic, it is possible for educators to more easily transfer the knowledge in question because using technology-based learning media is very necessary in today's era, and one of them is specifically for Arabic lessons which is one of the lessons that is difficult to learn because in it related to grammar, vocabulary, sentences, and good writing and includes nahwu and sorof lessons and with the application of audiovisual media in Arabic lessons so that students do not get bored and attract students' interest in learning, and attract students' attention about the lesson , so that the learning objectives are achieved.

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