Increasing Arabic Vocabulary Using Audio Visual Media Youtube Channel at TPA PRIM Kampung Pandan PCIM Malaysia

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Abstract. Improving Arabic vocabulary is essential for understanding the texts in the Qur'an. Understanding Arabic vocabulary is also the first gateway to understanding Arabic. The improvement can be done through audiovisual be applied to children. For an institution like Taman Pendidikan al Qur'an (TPA) which is based on Islam, knowledge of Arabic vocabulary with learning methods that are in line with what TPA children like and can understand will be very fast to be accepted so it needs special techniques and ways to be accepted by them. The methodology used in this service is the presentation and training method. The first stage used a pre-test by giving questions to the children of Taman Pendidikan al Qur'an (TPA) Pimpinan Ranting Istimewa Muhammadiyah (PRIM) Kampung Pandan Kuala Lumpur Malaysia. In the second stage, the promotion of Arabic vocabulary enhancement innovations using audio-visual media was given first. The last stage is the post-test given to the children of TPA PRIM Kampung Pandan so that the results of the service were obtained.

Keywords: Vocabulary, Arabic, TPA, Media, Audio Visual

1. Introduction

For Muslims, Arabic is a very important part of understanding religious texts. Arabic is also the largest Shia language of Muslims which has a very important role, besides that Arabic is a tool for Muslims to understand the source of Islamic teachings, namely the Qur'an and al-Hadith, more than that it is to understand the content and meaning. Arabic is one of the religious languages that has an understanding and understanding of the teachings of the true religion is a must for its adherents. (Faridah & Dawn, 2022)

Khulli, M. Ali (1986) said that in learning foreign languages, especially Arabic from all aspects that students must understand, vocabulary is the most important aspect of a language. Fluency and understanding of vocabulary (mufradat) have very important benefits since the mastery of vocabulary is useful for those who want to write and learn Arabic.

Arabic is also a very important international language of instruction because the Indonesian state is among the countries in the world, so if the Indonesian nation wants to develop, it must be able to interact in the fields of economy, politics, security, defense, social and cultural, and education with different countries using an international language, namely English, but it is also possible to learn Arabic in communicating with Arabic speakers. (Rachmawati, 2022)

Arabic is a foreign language that occupies an important position in Indonesia, even Arabic is an international official language. In Islam, studying is an obligation for every Muslim. Meanwhile, Islam itself has two sources of law, namely the Qur'an and the Al-Hadith, both of which are derived in Arabic form. However, mastering a language is like building a stone house. Construction should begin with laying the foundation, then

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the bricks are cemented so that they do not waver. In such conditions, if there is a stone installation that is not strong enough, the overall construction will be weakened (Azhar Arsyad, 2003).

Every human being expresses various forms of events in everyday life by processing words arranged in sentences, so mastery of vocabulary is an important thing to understand and is a requirement for students who want to be fluent in the language. Because the quality of a person's language will depend on the quality of the vocabulary he has. The greater the vocabulary, the greater the chance of acquiring language skills (Tarigan, 1989).

**Vocabulary** is the set of words that make up a language and is one of the most basic elements that need to be mastered in learning a foreign language (Fahmi, 2017). Mufradat or vocabulary is all words that are understood in a particular language both receptive and productive. Vocabulary can be obtained through interaction with the environment as well as from the learning process (Astuti, 2016). So it can be concluded that vocabulary is a group of words that can form a language so that it can be written or pronounced (Ahmad & Karina, 2022).

Given the importance of the vocabulary aspect in the learning of a foreign language in this case it is Arabic, certain teaching methods and strategies are needed to achieve the desired learning outcomes. A method will be considered effective if it creates student interest and abilities. Research conducted by Ayudhityasari, (2021) the right method can increase students' understanding of learning materials. Teaching Arabic is not easy, it requires a huge amount of effort from the teacher, as well as the selection of the right method. One way to foster interest in learning Arabic and facilitate the absorption of material in students is to foster a comfortable and pleasant atmosphere, such as learning Arabic using game media (Bawafi et al., 2022).

The era of globalization makes humans have to be open to technological developments, technology plays an important role in various aspects of life. One of the technologies that are developing rapidly in this era is the development of internet networks around the world, which makes humans easily access various information in their teaching needs to use certain methods and strategies in order to achieve the desired learning outcomes. The method will be considered effective if the method generates the interest and ability of the learner. The use of appropriate methods will determine the effectiveness and efficiency of learning (Mulyana, 2002).

An effective method is a method that is able to achieve learning objectives more quickly and precisely by paying attention to the characteristics of the subject. Singing is one of the most preferred methods for children in learning because it tends to be active, crowded, carefree, and joyful. Singing is an activity that is very popular with children because by singing children are free to express themselves with the loudness of their voices or the accuracy of their words (Lilis Madyawati, 2016).

Based on the results of observations on students that have been carried out by researchers at the Al Qur'an Education Park (TPA) Special Branch Leader (PRIM) Kampung Pandan Kuala Lumpur, it turns out that the level of learning is lacking and has not been applied, more about memorization and the children also look bored when teaching the Qur'an is carried out. According to researchers, in this case, it is necessary to develop Arabic vocabulary learning through media that can make students in TPA more enthusiastic, for the method used, namely through audiovisual from videos about vocabulary learning on youtube channels because it will be easier to memorize.
2. Methodology

This service activity was carried out using the method of presentation and training after classical mentoring using visual audio media with materials from Youtube videos. The target chosen by the researcher was the children of the Al Qur'an Education Park (TPA) headed by the Muhammadiyah Special Branch (PRIM) Kampung Pandan Kuala Lumpur Malaysia.

In this service, researchers used two stages of research. The first stage was a presentation activity, this activity covered a presentation session and question and answer discussion as well as a pretest about innovations in recognizing the vocabulary of the Arab language through audiovisual media to the children of TPA PRIM Kampung Pandang Malaysia.

In the first stage, the activity began with giving pretest questions to the children of TPA PRIM Kampung Pandan Kuala Lumpur Malaysia through audiovisual media in the introduction of Arab language vocabulary then continued by discussing the results of the pretest and conducting questions and answers about what had been delivered. Furthermore, in the second stage of the TPA PRIM, children were given the same post-test questions but the difference was that they were first given explanation in the form of audiovisual. This community service program was an implementation of the Arabic learning method designed and created by the team leader and has been used in improving the abilities of TPA children, designed, and created by the team leader and has been used to improve the ability and understanding of Arabic vocabulary and at the same time to face foreign languages.

3. Results and Discussion

Youtube Audiovisual Media

According to Karami et al., (2021) in Kindarto and Community stated that Youtube is a website portal that provides video-sharing services. YouTube was founded by three former PayPal employees namely Chad Hurley, Steve Chen, and Jawed Karim in 2005. The purpose of YouTube is that users can upload their videos to the YouTube server so that they can be seen by all people in the world.

YouTube provides facilities in the form of audio videos that can be accessed for free and can be viewed anytime and anywhere by its users. Videos that are on YouTube can also be downloaded and shared easily with others. The ease of access on YouTube is what makes its users increasingly increasing, even today YouTube users have reached two billion in the world. The features in YouTube can be utilized for various things such as promotion, improving the ability to make videos, and also accessing informative videos from all over the world (Faiqah, et al 2016).

In this modern era, humans do not have to meet face to face to complete various activities, one of which is activities in the field of education. Social media can be used as an alternative to support learning activities. One of the popular social media among the public is YouTube. Features provided by YouTube in the form of audio videos can be used as learning media, one of which is Arabic learning in this case, namely increasing Arabic vocabulary. (Karami et al., 2021)

The existence of audio-visual learning facilities on YouTube channels is felt to be able to help teachers achieve learning goals. It can be seen when the learning process is that many students actively participate in learning and do not make the class rowdy (Fridayanti, 2021). Here are the video findings contained in several YouTube channels that can support Arabic learning in improving Arabic vocabulary:
Figure 1. Channel Youtube Aang Kurniawan
Source: https://www.youtube.com/watch?v=3cxJ9S6sPBM

Figure 2. Channel Youtube Labibah Salma Channel
Source: https://www.youtube.com/watch?v=cEQmjOrysVE&t=7s

Figure 3. Channel Youtube Madinah Arabic
Source: https://www.youtube.com/watch?v=5g6QS67UsmQ
The three YouTube channels above are some examples of YouTube channels that discuss specific Arabic vocabulary (mufradat) and can be used as a reference for learning Arabic vocabulary (mufradat). For beginners, viewers can access the channel "Aang Kurniawan", on which there are videos that will teach everyday Arabic vocabulary from the basics. While on the channel "Labibah Salma Channel" discusses Arabic vocabulary (mufradat) about family or the names of parts of the family. For those who already understand Arabic vocabulary quite well by learning fluency in pronouncing the letters, they can access the YouTube channel "Madinah Arabic", and much more.

Problems and Solutions

The activity of the Arabic language learning service program in improving Arabic vocabulary using audio-visual learning media (YouTube channel) is a new method at the Baitut Darwis Qur'an Education Park, Head of the Special Branch of Muhammadiyah, Kampung Pandan, Kuala Lumpur, Malaysia. The diversity of Arabic learning media that is still lacking can be completed by designing and procuring varied conventional Arabic learning media and technology-based media.

To overcome the problem of learning media that is still lacking, it can produce or provide output in the form of various conventional or technology-based Arabic learning media. The learning media in question is in the form of audiovisual media YouTube channel. The solution provided will produce conventional and interactive-based Arabic learning media, then be published in scientific service journals (Febriani, 2021).

The use of audio-visual learning media through YouTube channels to improve abilities must be utilized as much as possible so that a conducive, effective, efficient, and fun learning atmosphere can be created. Some of the problems of learning Arabic are: students feel bored with monotonous and unvaried Arabic learning which results in students having difficulties in learning Arabic, moreover the learning method is less interesting and less utilizing learning media because teachers are more likely to use the lecture method and do not involve students directly so that students feel bored and difficult to understand Arabic language learning. Based on these problems, it can be seen that educators need media in the learning process. Therefore, there is a need for innovations in teaching Arabic in providing Arabic vocabulary.

The use of audiovisual YouTube channels as interactive learning media is a strategy or improvisation of teachers in teaching Arabic. In addition to using audio-visual media YouTube channels, the selection of learning models also has a big role in the learning process, one of the cooperative learning models that can be used to overcome these problems and is suitable for use in rote Arabic language learning.

After conducting field observations through interviews with the manager of the TPA Baitut Darwis Kampung Pandan Kuala Lumpur Malaysia and the leaders of PRM Kampung Pandan Kuala Lumpur Malaysia, it was found that several obstacles greatly affected the implementation of this activity, learning to provide Arabic vocabularies with audiovisual through the YouTube channel at TPA Baitut Darwis PRM Kampung Pandan Kuala Lumpur Malaysia was the lack of human resources for Arabic language teachers.

Due to the problems mentioned above, the Baitut Darwis PRM TPA Kampung Pandan Kuala Lumpur Malaysia reported that the Arabic language learning and reciting activities were not going well. This problem was strengthened because due to the presence of children of the TPA Baitut Darwis PRM in Kampung Pandan Kuala Lumpur Malaysia which was decreasing than before. Thus, the purpose of the activity to improve Arabic language skills was not achieved. Therefore, it is necessary to find solutions to these activities so that their implementation can be effective and the implementation objectives can be achieved.

This community service activity aims to improve the ability to master Arabic vocabulary for children of TPA Baitut Darwis PRM Kampung Pandan Kuala Lumpur
Malaysia by providing Arabic instructors who meet the qualifications well and providing game media and Arabic learning media that can increase the motivation of TPA Baitut Darwis PRM Kampung Pandan Kuala Lumpur Malaysia children to learn Arabic.

Based on direct observations and discussions with partners, several problems were found, namely partners from TPA Baitut Darwis, PRM Kampung Pandan, Kuala Lumpur, Malaysia, reported that there were several external obstacles in learning Arabic, namely; lack of reading books for children of TPA Baitut Darwis PRM Kampung Pandan Kuala Lumpur Malaysia such as Arabic books, there are no adequate Arabic learning facilities, there is no Arabic learning media, lack of human resources (HR) to handle these activities, and lack of supporting facilities.

Therefore, based on the results of the situation analysis and discussions with these partners, several problems can be formulated, namely: the diversification of Arabic learning media is still lacking, the lack of professional human resources (HR) and qualifications in the field of Arabic, it is not yet known how to foster interest in learning Arabic in children of TPA Baitut Darwis PRM Kampung Pandan Kuala Lumpur Malaysia, lack of Arabic reading books for children of TPA Baitut Darwis PRM Kampung Pandan Kuala Lumpur Malaysia.

1. Based on the problems faced by partners, the service team carried out several activities through this service program including: The problem of diversifying Arabic learning media that is still lacking can be solved by designing and procuring conventional Arabic learning media that are varied and technology-based. The solutions offered to overcome the problem of learning media that are still lacking can produce or provide output in the form of various conventional or technology-based Arabic learning media. The learning media in question is in the form of audio-visual media using a YouTube channel. The solution provided will produce conventional and interactive-based Arabic learning media, then be published in scientific journals.

2. The problem of the lack of human resources who are able to become Arabic instructors will be solved by providing training to PBA UMY students to become professional instructors and meet qualifications in the field of Arabic. The solution provided can produce output in the form of professional human resources, namely PBA UMY students as Arabic instructors at TPA Baitut Darwis PRM Kampung Pandan Kuala Lumpur Malaysia. The training will be documented in the activity video.

3. The problem about the lack of interest of children of Baitut Darwis landfill PRM Kampung Pandan, Kuala Lumpur, Malaysia. Arabic learning can be completed by taking a personal approach and also using active, creative, effective, fun learning models and strategies in Arabic language learning (PAI Kem) that can attract children's attention and make learning fun. The solution to this problem can provide outcomes in the form of improving the soft skills of PBA UMY students in Arabic learning methods, in addition to increasing the competence of children of TPA Baitut Darwis PRM Kampung Pandan Kuala Lumpur Malaysia and increasing children's attendance in Arabic learning activities. The activities carried out were documented in the activity video, and then uploaded on YouTube.

4. The problem of lack of Arabic reading books for children of TPA Baitut Darwis PRM Kampung Pandan Kuala Lumpur Malaysia can be solved by designing Arabic books. The design of the Arabic book involved the role of the children of TPA Baitut Darwis PRM Kampung Pandan Kuala Lumpur Malaysia to determine the theme and title of the book. Hence, this solution can provide an output in the form of beginner-level Arabic reading books. The output of this activity is in the form of publications in the mass media. The use of learning media in increasing Arabic vocabulary must be utilized as much as possible so that a conducive, effective, efficient, and fun learning atmosphere can be created.
Some of the problems of learning Arabic are: students feel bored with monotonous and unvaried Arabic learning which results in students having difficulties in learning Arabic, moreover the learning method is less interesting and does not utilize learning media because teachers are more likely to use the lecture method and do not involve students directly.

Students also feel bored and difficult to understand the Arabic language learning. Based on these problems, it can be seen that educators need media in the learning process. Therefore, there is a need for innovations in Arabic language teaching. The use of audio-visual learning media through YouTube channels as interactive learning media is a strategy or improvisation of teachers in teaching Arabic. So, the results of the dedication that has been carried out by the team stated that the use of conventional media that varies such as audiovisual through YouTube channels, with an active creative effective fun learning model (PAIKEM) in the Arabic learning process can increase students' interest in learning Arabic, especially for increasing Arabic vocabulary.

4 Conclusion

The rapid development of technology makes humans have to adjust themselves in various ways. Increasing Arabic vocabulary with audio-visual learning media through YouTube channels at TPA Baitut Darwis PRIM Kampung Pandang Kuala Lumpur Malaysia is one of the many results of existing technological developments. The use of audio-visual media through YouTube channels as learning media is familiar in this era. Learning media has an important role in the implementation of learning objectives.

Audiovisual learning with a YouTube channel can be used as an alternative learning medium in this era because of its easy access. The audio video feature in the YouTube application will help children to understand the material needed, one of which is in learning Arabic. The use of YouTube wisely will help its users to improve the abilities that exist in them. However, on the contrary, if YouTube is abused, it will damage its users. With the suggestion given, further research is needed to determine the effectiveness and impact of using this YouTube application in reality. To know how much influence this audiovisual-based application has in learning activities.

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