Application of Audio Visual to Introduce Arabic Language and Improve Kindergarten Learning Activities

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Abstract. Pandowan Hamlet is a hamlet located in the Nomporejo Village area. Pandowan Hamlet is included in the administrative area of Galur sub-district, Kulon Progo Regency, the Special Province of Yogyakarta. In Pandowan, there is an Early Childhood Education Institute, and learning Arabic is one of the potentials that can be taught because students have previously come into contact with Arabic in their daily routines, namely through reading Iqra or the Koran. However, on the other hand, this school is experiencing problems, namely the absence of qualified human resources to implement the language teaching program, as well as appropriate language teaching methods and media to be applied to early childhood. Therefore, the solution to the problem is using the types of silent visual media and audio-visual media for learning Arabic and applying Arabic learning methods according to the characteristics of the children.

Keywords: Arabic language, application, kindergarten

1 Introduction

The community service activity program has been carried out well and smoothly. The implementation of a community service program at an early childhood education institution is located in Pandowan village. KB Kembang Kuncup is a community forum for implementing early childhood education which is a conscious and planned effort to prepare students to know, understand, live up to, and believe in the teachings of Islam, accompanied by the guidance to respect the adherents of other religions concerning harmony among people with different religions so that national unity and integrity are realized (Rosyanafi, 2018).

Considering many moral crises existing today, of course, the existence of religious education is one of the best solutions to save the character of this nation's next generation. As a nation with a Muslim population majority, religious and moral education can begin at an early age. In practice, the weakness of early childhood education in Indonesia is that most have not implemented standardized learning methods and media to assess the implementation of the learning process. Therefore, learning media is needed as a supporting factor in the learning process, especially in learning Arabic. The use of fun and enjoyable learning methods and media can add students’ excitement to go to school.

Kembang Kuncup Playgroup is one of the schools that do not have Arabic learning media for implementing learning at school. Therefore, a program was held to introduce various Arabic language learning media for early childhood with the hope that learning at Kembang Kuncup Playgroup can be fun and can still run well even though the implementation of the community service program has been completed.

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2 Methodology

Community service activities were carried out at an early childhood education school located in the Pandowan hamlet. The community service team consisted of 2 lecturers and 8 UMY students. This activity was carried out in 1 meeting per week. In each meeting, the community service team provided different materials, but learning methods that interest students by using interactive multimedia in the learning process were still applied. In this activity, the abdimas team focused on two things, namely delivering material to students, as well as debriefing teaching staff (teachers) regarding appropriate interactive multimedia and language teaching methods for early childhood students in kindergarten. This needs to be done because the teacher is the main pillar in creating a teaching atmosphere that can encourage and increase students’ motivation to learn (Y. R. Prananta, P. Setyosari, 2020).

2.1 Preparation and Debriefing

The following is a description of the steps for carrying out training on basic Arabic language material at Pandowan PAUD (Pendidikan Anak Usia Dini/ Early Childhood Education) schools. In the preparation and debriefing stages, the lecturer team discussed the initial stages before the Community Service was carried out. These stages are described as follows:

a. The Lecturer Team discussed to determine which students would participate in community service activities.
b. The Lecturer Team provided training to students regarding the material to be delivered. Then, the students were divided into teams to determine the tasks of each student.
c. The Abdimas team visited the school to coordinate and discuss further with the school regarding the technical implementation of the basic Arabic training material.
d. After the technical implementation of the delivery of Arabic language training materials was approved by the school, a teaching model was designed, which included learning materials and media.

2.2 Implementation of Activities

Basic Arabic material training activities at PAUD schools are carried out with 1 meeting a week. The following is a description of the implementation of community service activities at Pandowan PAUD School:

a. Student conditioning; includes student seating arrangements, preparation before learning by the teacher and class leader, such as greetings and reciting prayers, and reading the Koran.
b. Delivery of training materials by lecturers and students to students as a form of implementing the service program
c. Evaluation; Evaluation is carried out at the end of each learning process. Then it will be observed again at the next meeting. At the last meeting, an evaluation was carried out for both students and teaching staff

2.3 Post Activities

At this stage, the lecturer team conducts periodic evaluations related to the implementation of the Arabic language learning program at PAUD Pandowan schools. This activity includes:
a. Observation of the learning Arabic application in every opening of student learning activities. This activity is guided by teachers and students and observed by the service team as evaluation material for teachers and students.

b. Evaluation at the end of each meeting, to observe the effectiveness of learning media and maximum input received by students and teaching staff at PAUD Pandowan schools.

c. Ongoing plans regarding the Arabic language learning program. This activity can be started from activities that are most often carried out/student routines, namely pre-learning preparation.

The program implementation steps needed to overcome the problem are as follows:

![Program implementation flow](image)

Figure 1. Program implementation flow

The partners actively participate in every activity plan. Before this proposal was made, an initial survey and interviews were carried out to find out the conditions of the partners and what things needed to be improved or done to empower the partner group. Teaching in theory and practice is an activity proposed by the partners. The introduction and application of the types of Arabic learning methods and media are carried out to provide insights to partners on how to carry out an interesting and effective learning process.

### 3 Results and Discussion

The programs that have been carried out by the joint service team with partners are as follows;

#### 3.1 Introduction to Interactive Multimedia (Audio Visual) Learning Arabic

Children have different characteristics from the age before and after, both in their physical-biological, motor, cognitive, moral, and psychosocial aspects. Therefore, the treatment and education for children must also be specific and must consider the suitability for chronological age and growth and development (Putriyani, 2012). To help develop students' interest in learning Arabic, appropriate learning media should be utilized (Ismunandar et al., 2021).
The development of information technology today is an important part of the world of education, one of which is to include information technology in learning media, especially for the world of education. Learning media is now more advanced and developing, both in terms of the technology of manufacture, delivery, and media. One of them is the introduction of Arabic letters from early childhood by using animation. Learning to introduce Arabic to children needs to be increased both in terms of intensity and media, because Arabic is a very important provision of knowledge in worldly life and the hereafter, especially for Muslim communities (Firmansyah, 2015).

Interactive multimedia is a convergence of various media such as video, audio, photos, graphics, animation, and text which are packaged in an integrated and interactive way. Because of its nature, interactive multimedia has enormous potential to be used in learning (Koesnandar, 2019).

The purpose of this activity is to introduce Android-based learning multimedia to make it more effective, by developing an interactive learning multimedia program that can be used by PAUD teachers and students as a media to support learning activities. With Arabic interactive learning multimedia, it is expected that PAUD teachers can motivate students to be more active in class. The use of Android-based multimedia gives freedom to students to be actively involved in the learning process so that learning is more meaningful for students. With this multimedia program, students can repeat independently if they do not understand what is being taught in class. The purpose of this learning media is to help teachers, parents, and the community in explaining the material to be conveyed so that it can attract children's learning interest in class as well as at home and make them not bored. The existence of learning media can be used to channel information from teachers to students so that it can stimulate students' thoughts, feelings, concerns, and interests and in the end, can make students carry out learning activities well.

The benefits of these learning media are that the delivery of learning materials can be uniform, the learning process becomes clearer and more interesting, the learning process becomes more interactive, and efficient in time and effort, and it improves the quality of student learning outcomes.

### 3.2 The Use of Silent Visual Media in Learning Arabic

Inhibiting factors that are commonly encountered in the learning process and make students easily distracted due to a lack of supply of facilities and infrastructure that support the learning process, limited learning media so that the methods used in learning are less varied, and differences in family background in understanding religion (Syaikhon, 2017).
Learning media is technology as a message carrier that can be used for learning purposes, physical facilities for conveying learning material, and communication facilities in printed or audio form along with hardware (Zakky, 2018). Puzzle media is fun and is used in learning Arabic at Kembang Kuncup Playgroup, especially on basic material so that it can make learning active, increase Arabic vocabulary mastery, and improve speaking skills in vocabulary pronunciation, as well as help students understand the material more easily. It also helps to memorize Arabic vocabulary that has been taught by the teacher and trains students' brain skills to remember Arabic vocabulary slowly with the help of a puzzle educational card game. The purpose of using puzzle media from the teacher's point of view is to make it easier for the teacher to explain Arabic vocabulary material to students.

Figure 3. The use of silent visual media

The rules for using puzzle media for teachers are as follows; the teacher prepares 5 puzzle educational card boards with pictures and Arabic vocabulary at the base of the boards, the teacher asks student representatives from each group to remember what vocabulary is on the puzzle educational card boards that have been arranged collaboratively, the teacher prepared several prizes for students who are the most active and the fastest in remembering the vocabulary contained in the educational puzzle card board. The rules for usage for students; Each student from each group must work to put together the pieces of the educational puzzle card that the teacher has removed from the board. Each student from each group is asked by the teacher to remember some Arabic vocabulary found on the educational puzzle cardboard, students who successfully remember and memorize the Arabic vocabulary found on the educational puzzle cardboard quickly will be given a prize by the teacher as a form of student appreciation and students who have deficiencies in remembering and memorizing Arabic vocabulary quickly, the teacher will give them some time to remember them.

Playing rules for teachers; The teacher divides students into several groups. Then, he/she releases several pieces of puzzle educational cards on the puzzle board, then randomly divides them. The teacher divides the board and pieces of puzzle education cards into several groups of students who have been formed. Then, each student works to put together the puzzle pieces that have been released by the teacher from the board. After the pieces of the educational puzzle cards are neatly arranged on the board, the teacher asks each student from each group to remember some of the Arabic vocabulary found on the educational puzzle cardboard. Students who successfully memorize and remember the Arabic vocabulary found on the educational puzzle cardboard will be given prizes by the teacher as a form of student appreciation.

Educational toys are toys that can stimulate children's development, such as physical development, gross and fine motor skills, courage, cognitive (ability to think), and psychosocial. In this service activity, the service team uses one of the learning media in the form of an educational wooden toy (Maze Chase) to attract the attention of students in learning Arabic. The benefits of this game include the following:
Practicing concentration. Educational children's toys are designed to explore children's abilities, including their ability to concentrate. When compiling a Maze Chase, for example, children are required to focus on the image or shape in front of them. Children do not run around or do other physical activities so that their concentration can be explored more. Without concentration, the results may not be satisfactory.

Training motor skills. Educational children's toys will stimulate children's fine and gross motor skills. Fine motor skills are obtained when children pick up toys, touch them, hold them with their five fingers, and so on. On the other hand, gross motor stimulation is obtained by children when they move their toys, throw, lift, and so on.

Introducing the concept of cause and effect. For example, by inserting small objects into large objects, children will understand that smaller objects can be contained in larger objects. While larger objects cannot fit into smaller objects. This is a very basic understanding of the concept of cause and effect.

Training language and insight. Educational children's toys are very good when accompanied by storytelling. This will provide additional benefits for children, namely increasing language skills as well as broadening their horizons.

Introducing colors and shapes. With educational children's toys, children can get to know the variety/variation of shapes and colors. There are square, rectangular, and round objects of various colors; blue, red, green, and others.

The educational toys used by the service team have increased students' interest in learning Arabic. Apart from that, it has also provided some of the benefits mentioned above.

4 Conclusion

Based on the data that has been obtained and analyzed above, it can be concluded that the results of the activities that have been carried out on 26 respondents show that 73% or 19 respondents strongly agree, 19% or 5 people agree, and 8% or 2 people are unsure about the important statement on Arabic language learning media for early childhood. Moreover, it also shows that 81% or 21 respondents strongly agree, 11% or 3 respondents agree, and 8% or 2 people are unsure about the statement that the use of silent visual media as a means of learning Arabic for early childhood can increase learning motivation. Besides, 85% or 22 respondents strongly agree, 11% or 3 people agree, and 4% or 1 person is doubtful on the statement that the use of audio-visual media as a means of learning Arabic for young children can increase learning motivation.

References


