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Development of Arabic Educational Animation for Tourism in Arabic Education Study Program at IAIN Manado

Muhammad Husni Mubarak
IAIN Manado
Husni.mubarak@iain-manado.ac.id

Nur Fadli Utomo
IAIN Manado
fadli.utomo@iain-manado.ac.id

Abstract

The study aims to develop animated educational media for Arabic Tourism and to determine its impact on lecture activities in the Arabic Education Study Program. The development of animated education media is necessary to enhance the learning experience and the effectiveness of learning outcomes in the classroom, particularly in the Arabic for Tourism class, which focuses on understanding basic procedures for serving Arabic-speaking tourists and communication processes. Video-based media will also increase its utilization as it can be accessed on various devices anytime and anywhere.

The methodology of this study uses a Research and Development (R&D) basis with the ADDIE approach, which includes analysis, design, development, implementation, and evaluation. The study's test variables consist of two test variables: motivation and interest in learning, with a total of 35 respondents.

The study results indicate that the Arabic educational animation media for tourism, when reviewed by experts, shows that the content and design are rated very good, with an average score of 80-81%, thus meeting expert criteria. Furthermore, the evaluation shows good effectiveness regarding motivation and interest in learning. The learning motivation variable has an average efficacy of 68.6%, and the interest in learning variable has an average effectiveness of 68.9%, thus being considered quite good in evaluating the Arabic language learning animation media for tourism.

Keywords: educational media; Arabic language; tourism

Introduction

Arabic language education in Indonesia is generally similar to other foreign language learning, including four aspects: listening, speaking, reading, and writing. Each of these aspects is interconnected with the others in terms of linguistic skills. In Arabic language learning, it is common to encounter linguistic problems in non-Latin language skills, such as using different alphabetic structures (Washington, 2020). These problems usually include phonetic issues, vocabulary, writing, morphology, syntax, and semantics. The impact of these problems results in Arabic being the second most difficult language to learn after Mandarin. The difference between high and low tones in one word can have different meanings; this kind of phonetic problem is an example of the difficulty of learning Arabic (Rozak, 2018).

Apart from the difficulties and problems of learning Arabic, related educational institutions and agencies such as IAIN Manado, especially the Arabic Education Study Program (PBA), offer solutions to the above problems by dividing Arabic language learning by category so that in the latest curriculum, namely *Merdeka Belajar Kelas Merdeka* (MBKM), Arabic Education Study Program offers Arabic language learning classes for Trade, Health, and Tourism. The division of these categories aims to be a step and an expectation for students to not only understand the basic concepts of Arabic but also focus on learning one category to utilize Arabic according to their environment and function later (Curtis & R, 2006). Often, the terms in each category have different meanings, where the meaning of vocabulary depends on when Arabic is applied to specific situations and environments, for example, for tourism purposes.

The solutions offered by the Arabic Education Study Program are not free from various kinds of challenges in the future; since the MBKM curriculum has not yet been applied for one semester, the results of Arabic learning, which are divided based on these categories, do not yet have data or reports (Daeng Pawero, 2018).

Like language learning or any other field of study, classroom learning requires supplements to amplify the learning outcomes. A commonly used supplement is technology integration, ranging from digital books and educational videos to software connected to the internet (Richards & Renandya, 2002). Tools such as videos are popular for broad public access, with almost all computers and smart devices supporting video-based media formats. The video in question here includes interactive conversations accompanied by audio.

Theoretical Review

Computer-assisted and Electronic Learning

Computer-assisted and electronic learning combines computer functions with the learning process to improve the learning process and results, such as processing and displaying multimedia, for example, presenting material through a projector and publishing video-based learning material on social media pages, among many more (Victor, n.d.). Therefore, computer-assisted learning is often called e-learning or electronic learning (Suyanto, 2005). There are several types of e-learning:

1). CAI (Computer Assisted Instruction)

2). CAL (Computer Assisted Learning)

3). GIS (Geographic Information System)

4). Web/ICT based Learning (Pembelajaran via Internet) (Suyanto, 2005)

The benefits of computer-assisted and electronic learning are that they can deliver learning materials interestingly and interactively and can be used independently (Shachar, 2003). Interactive and exciting learning will be realized if there is a reciprocal communication process between the user and the computer system where the user receives stimulation, gives a response, and the computer presents the results of the reaction and feedback from the user in the fastest possible time. With this, students as users are expected to be more motivated, and their enthusiasm for participating in learning will be impacted, which can undoubtedly improve students' learning experience and results (Suyanto, 2005).

Learning Media

Media comes from Latin, the plural form of Medium, which means intermediary (Sadiman, 2008). In this case, learning media is a tool for implementing the educational process, which serves as an intermediary for teachers and learners and amplifies learning outcomes in a more positive direction (Sudjana, 2005). According to Muhammad Yaumi, video is part of visual media and technology because it comprises thousands of static images. Video as part of Visual media is classified as media that can be projected either through internal projections, such as monitor screens or televisions, or external projections, such as LCD projections (Yaumi, 2018).

According to Cepi Riyana, there are several characteristics an educational video must have to increase the effectiveness and learning outcomes of students:

1) An educational video should be capable of manipulating and representing objects, whether as small as bacteria or as large as solar systems.
2) An educational video should have the optimal duration adhering to the audience's ability to digest information, with the video being able to hold the audience's attention for up to 1-2 hours.
3) An educational video should be able to deliver messages, information, and materials that are accurate and up-to-date.
4) An educational video should have a language appropriate for the target audience.
5) An educational video should be able to run on various devices, such as DVDs, CDs, Flash Drives, or online media such as YouTube, WhatsApp, and others (Riyana, n.d.).

According to Cepi Riyana, there are several benefits to using educational videos:

1) Stimulate the learner's interest in independent learning.
2) Optimise knowledge transfer from the teacher to students through video media.
3) Visualise concepts that are difficult to represent in words.
4) Help develop learner's logic and reasoning.
5) Ease the process of publishing the materials (Riyana, n.d.).

In line with Cepi Riyana's statement, Muhammad Yaumi, referring to Lambert and Carpenter (2005), found that the use of visual media in learning can increase interest in education, provide learning satisfaction, improve learning outcomes, improve memory, and arouse passion and learning emotions (Yaumi, 2018).

Arabic Learning for Tourism

Arabic is one of the Smit languages, which is the language spoken by the nations that live around the Tigris and Furat rivers, the plains of Syria, and the Arabian Peninsula. The Arabic language existed for several centuries before Islam, although

historical records of Arabic literature have lived for two centuries before Islam (Rosyidi, 2009).

Arabic is often associated as the language of the religion of Islam and its holy tome; the primary purpose in learning Arabic is only religious, considering the role of Arabic in Islam as the significant way to understand sources of Islamic teachings, with most literature in Arabic (Chen & Chiou, 2014). This assumption is not entirely wrong, but at the same time, the paradigm surrounding the Arabic language must be changed; not only is the language oriented toward religious understanding, but Arabic must also be understood as a necessity to explore various scientific fields and become a medium of communication (Ramli, 2020).

The objective is for students to be able to communicate matters related to tourism, such as tourist destinations, offering tourist products, and tourist support information. As a result, the students are expected to become tour guides, travel agents, customer service, and vehicle guides.

Arabic for Tourism is designed to prepare students to become tour guides. In this role, tour guides often connect with tourists in advance through phones or other devices, sharing essential details such as arrival times and any special requests to get everything ready at the destination. Once the tourists arrive, the guide welcomes them and communicates in Arabic to share helpful information and easy-going conversations. This continues as they visit tourist spots until drop-off at the airport for their departure.

Method

According to Sugiyono, research and development aims to develop a particular product and test its feasibility and effectiveness. The R&D method in this study is based on the ADDIE method; Analysis, Design, Development, and Evaluation, developed by Dick and Carey (1996). (Sugiyono, 2008).

Figure 1: The ADDIE Method

Analysis

The collection of literature studies was carried out through a literature review on compiling educational videos, the foundation of Arabic language material and then its implementation in the field of tourism, field studies to tourism destinations, observing tour guides, foreign tourists, especially Arabic speakers, and discussions with native Arabic speakers to discuss the terms used in terms of tourism.

The analysis was done through discussions with stakeholders, teaching staff, and students, with the result then presented by researchers through SWOT analysis.

Strength	Weakness	Opportunity	Threat
1) Video-based media is easy to publish through mass publication or peer-to-peer.	Video-based media only has one-way learning.	1) Device support for running video-based media grows more sophisticated each day.	Video-based media can become unused in the future with technology ever-evolving.
2) Video-based media can run on most digital devices.		2) Effortless access to publishing and sharing video-based media.	
3) Video-based media tend to be easy for the audience to digest.			

Design

Create product designs in the form of storyboards and sketches. Storyboarding describes the flow of the video and what content will be loaded and divided by duration.

Data Collection and Research Instrument

Researchers collected data using a Likert Scale-based questionnaire to Arabic for Tourism Lecturers and students studying the increased motivation and interest in using educational videos in the classroom. Researchers also used expert review, an expert assessment using the same Likert scale-based questionnaire.

Table 1. Questionnaire for the Media Expert

No	Scoring	Amount	Total
1	Media Engineering	7 questions	20 questions
2	Visual Engineering	13 questions	

Table 2. Questionnaire for the Material Experts

No	Scoring	Amount	Total
1	Material Suitability	5 questions	16 questions
2	Presentation Suitability	11 questions	

Table 3. Questionnaire for student respondents

No	Variable	Indicator	Number	Amount
1	Student learning motivation	Student ability	1, 2	6 questions
		Study effort	3, 4	
		Learning environment	5, 6	
2	Student Interest	Learning motivation	1, 2	5 questions
		Media appeal	3, 4, 5	

Data Analysis

Data analysis is carried out by representing the media rating based on the value given by the media expert into a feasibility score of whether the Arabic educational video for Tourism is suitable for use before or after product revision at the Evaluation stage. Arifin suggested the formula used to calculate the feasibility score is as follows:

$$\textbf{Skor Kelayakan} = \frac{\Sigma x}{\Sigma s} \times 100\%$$

Description : Σx = score achieved

Σs = maximum score

Results of the analysis of the feasibility assessment of the Arabic Learning Video for Tourism by media experts and material experts are assessed based on the assessment category:

Score Range (x)	Category	Interpretation Assessment
77,6% < x ≤ 100%	Suitable for use	Media and material experts stated that the educational media template is suitable for use.
55% < x ≤ 77,6%	Suitable after revision.	Media and material experts stated that the product design and prototype of the educational video are suitable for use after making

		improvements according to the input. Media and material experts stated that the product design and learning video prototype were unsuitable because of its many deficiencies and still needed time and improvements.
33,3% ≤ x ≤ 55,5%	Not suitable.	

Results

Analysis and Design

In Chapter III, page 10, it has been explained that the analysis stage used the SWOT table in the review process related to the advantages and disadvantages of using educational videos, where animations have advantages in the development speed process and the distribution and publication process, considering that many social media platforms are currently video-based and licensed free to use (Goodyear, 2020).

The animation video is designed in the form of a storyboard based on Arabic for Nursing materials, consisting of 5 main scenes: a scene during a booking process with a travel agent, a meeting with the travel guide at the airport, check-in process at the hotel, small talk between the tourist and the travel guide in the cafeteria, and a scene at the tourist location. The video was designed for no more than 5 minutes, which is the optimal duration of an educational video. (Susanti et al., 2018).

Development Phase

The animation was made using the online Plotagon Studio application at the development stage, with each scene lasting 30-60 seconds. The whole animation was divided into five scenes:

Figure 2: Animation flow

Scene 1. Opening animation

Scene 2. Communication between a tourist and a travel agent

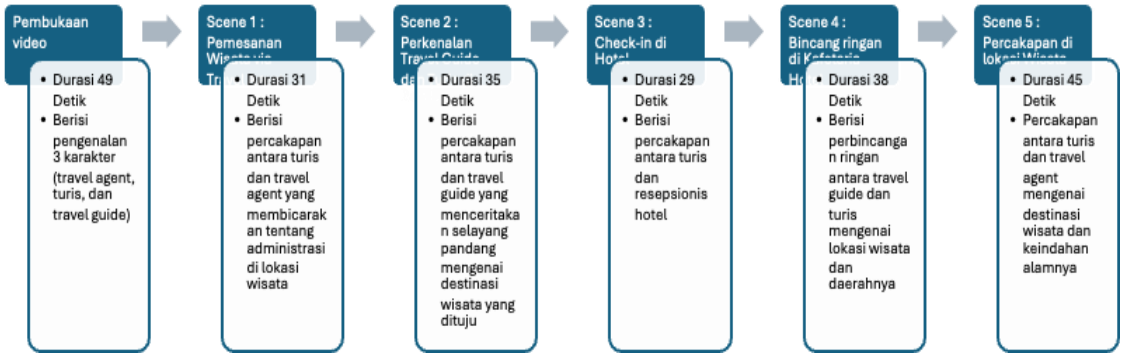
Scene 3. Travel guide welcomes the tourist.

Scene 4. Tourist reserves a hotel room

Scene 5. Small talk between the tourist and the tour guide at the cafeteria

Scene 6. A tour guide and tourist at the travel destination

Figure 3. Script and duration of each scene



In the validation stage, two types of experts are qualified to do the validation: media and material experts. These experts were given an online validation questionnaire as a way of assessment. The following expert validation results are described in the table and chart below:

Table 4. Media Expert validation results

No	Scoring	Media Expert 1	Media Expert 2
1	Media Engineering	98,1%	80%
2	Visual Engineering	93,8%	81,5%

Table 5. Material Expert validation results

No	Scoring	Material Expert 1	Material Expert 2
1	Material suitability	80%	80%
2	Presentation suitability	70%	80%

Based on the validation results by media experts in Table 4.1, the validation scores range from 80% to 98%. This means that the animation is feasible in appearance and ease of use and is recommended for use and implementation. In addition, in Table 4.2, the results of material expert validation show scores ranging from 70% to 80%, which means that the material's content is feasible and matches the learning objectives of Arabic for Tourism.

Implementation

The implementation stage was conducted at IAIN Manado Arabic Education Study Program in the 2023/2024 semester. This stage was carried out in the Arabic for Tourism course and divided into two meetings.

The evaluation stage aimed to conduct a review related to the impact of using educational animation. The evaluation is limited to the variables of learning motivation and learning interest among students for the Arabic for Tourism course at IAIN Manado Arabic Education Study Program.

The two variables were measured using descriptive statistical analysis to determine the acceptance level of students of the Arabic Education study program.

Table 6. Media evaluation results based on student learning motivation and interest variables

No	Variable	Indicator	Score	Description
1	Students learning motivation	Student Ability	67,8%	Decent
		Study effort	69,2%	Decent
		Learning Environment	68,9%	Decent
2	Student Interest	Learning motivation	67,8%	Decent
		Media appeal	70 %	Good

Table 4.3 shows that the score of student learning motivation is quite good, ranging from 67.8% to 69.2%. Educational animation has a good impact. This is followed by the student interest in learning score, ranging from 67.8% to 70%, concluding that educational animation positively impacts students' Arabic skills in Arabic for Tourism courses.

Discussion

The development of Arabic educational animation for tourism follows the ADDIE Research and Development methodology, which includes the Analysis, Design, Development, Implementation, and Evaluation stages. During the analysis phase, researchers conducted a SWOT analysis to assess the strengths and weaknesses of the media.

In the design phase, researchers created storyboards to visualize scripts and scenes. This led to the development phase, where the educational animation was produced using Plotagon Studio. The animation prototypes were validated by both material and media experts, who provided positive feedback and good validation scores.

During the implementation phase, the animation was used in classroom settings for direct learning. In the evaluation phase, researchers assessed the effectiveness of the animation by measuring student motivation and interest. The

results showed that student motivation scores ranged from 67.8% to 69.2%, indicating a good impact. Similarly, student interest scores ranged from 67.8% to 70%, reflecting a positive impact.

Conclusion

Audio-visual media significantly impacted student interest and motivation, particularly in the Arabic Education Study Program at IAIN Manado, specifically within the Arabic for Tourism course. The findings demonstrated very positive results in both learning motivation and interest. This was further supported by validation from material and media experts, who assigned effectiveness scores exceeding 80%.

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