IMPLEMENTATION OF AUDIOVISUAL MEDIA IN LEARNING ARABIC *MAHARAT AL-ISTIMA'*

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Abstract: This study aims to determine the effectiveness of audio-visual media in "maharat al-istima". To get an understanding of this research, it was carried out using descriptive method and citations from several references because this research tries to describe a growing phenomenon. This method is intended to assess effectiveness. The result of this research is to know the meaning of "maharat al-istima". So "istima" is a basic human ability that is possessed at the beginning of this birth until throughout his life. But at its level, language learning result in low student learning interest in istima' learning. The purpose of using audio-visual media is to increase theacher creativity in the learning process in the implementation of istima learning using the audio-visual method has changed the learning atmosphere more interesting and increased student activity in learning. The concept and principle of using visual-media need attention so that the process of using audio-visual media in learning becomes more effective and optimal.
Keywords: Audio-Visual Media, Learning Arabic, *Maharat al-Istima'*

Asbtrak: Penelitian ini bertujuan untuk menjelaskan efektifitas media Audio-visual dalam meningkatkan *Maharatul istima'*. Penelitian ini dilakukan dengan metode deskriptif dan pengutipan dari beberapa referensi, karena tulisan ini berusaha menggambarkan fenomena yang berkembang. Hasil penelitian tersebut yaitu dapat mengetahui pengertian "maharatul istima'" serta keefektifan penggunaan media audio-visual dalam pembelajaran "maharatul istima'". Jadi istima' merupakan kemampuan dasar manusia yang dimiliki pada awal kelahirannya sampai sepanjang hidupnya. Namun pada tatarannya, pembelajaran bahasa terjadi rendahnya minat belajar mahasiswa pada pembelajaran *istima*'. Tujuan penggunaan media audio-visual adalah untuk meningkatkan inovasi dan kreatifitas guru dalam proses pembelajaran Dalam pelaksanaan pembelajaran istima' menggunakan metode audio-visual ini telah mengubah suasana pembelajaran lebih menarik dan meningkatkan keaktifan mahasiswa dalam pembelajaran. Konsep dan prinsip penggunaan media-visual perlu diperhatikan, agar proses penggunaan media audio-visual dalam pembelajaran menjadi lebih efektif dan optimal.
Kata Kunci: Audio-visual, pembelajaran bahasa Arab, maharatul istima'

A. INTRODUCTION

Language is indeed a vital tool for communication in human life. Its functions include self-expression, facilitating communication, aiding in social integration and adaptation, and even serving as a means of social control. Through language, individuals can effectively convey their thoughts and emotions as well as receive information from others, making it an essential aspect of human interaction and society.[1]

The learning process can be made interesting and enjoyable for students when it includes elements that intrigue and motivate them. The use of media in education serves multiple functions, such as conveying information, facilitating the teaching and learning process, increasing students' interest, and addressing sensory, space, and time limitations. When the learning environment is harmonious and engaging, it can significantly enhance students' motivation and overall educational experience.

It's essential to consider different types of learning media, such as audio, visual, audio-visual, computer-based, and others. In your research, you're focusing on visual-based learning media. When using visual media, it's crucial to take into account various basic concepts and principles to ensure their optimal use. This knowledge serves as a fundamental reference for selecting media, allowing them to effectively facilitate the learning process. In the context of Arabic language learning, a more in-depth discussion regarding the principles of visual media application can provide valuable insights for enhancing the learning experiencel.[2]

Indeed, Arabic is one of the important international language lessons with the goal of equipping students with both knowledge of the language and language skills. These language skills include *"maharatul istima'"* or listening skills, *"maharatul kalam"* or speaking skills, *"maharatul qira'ah"* or reading skills, and *"maharatul kitabah"* or writing skills. Developing these skills is crucial for students to effectively understand and communicate in the Arabic language.

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[1] *S Hasan, Analisis Komparatif Konsep Pendidikan Karakter Perspektif Thomas Lickona dan al-Zarnuji serta Implikasinya terhadap Pendidikan Agama Islam, Query date: 2022-10-13 09:31:18 (osf.io, 2018), https://osf.io/preprints/5eaks/.*

[2] T Vandayo dan D Hilmi, *"Implementasi pemanfaatan media visual untuk keterampilan berbicara pada pembelajaran bahasa Arab,"* Tarbiyatuna, no. Query date: 2023-04-06 04:11:15 (2020), http://repository.uin-malang.ac.id/8066/.

Maharah al-kalam" or speaking skills are fundamental when learning Arabic. It involves the ability to articulate Arabic words and phrases effectively to express thoughts, feelings, and ideas. Proficiency in *Maharah al-kalam* not only allows students to communicate effectively but also contributes to creating a positive and clear atmosphere between the speaker and the listener, enhancing the learning experience in the classroom.[3]

In language learning, including Arabic, educators should be familiar with various key terminologies. These terms are essential for teachers as they serve as the foundation for their teaching methods and approaches. Knowledge of language skills, Arabic language articulation, approaches, methods, techniques, and learning media is crucial for effective Arabic language instruction. These elements are interconnected, and proficiency in one area can significantly impact the overall quality of language education. For example, a teacher who excels in teaching language skills but lacks knowledge of effective teaching methods may not create a conducive learning environment. Therefore, a well-rounded understanding of these terminologies is vital for successful language instruction.[4]

Language serves as a common tool of communication for humans, encompassing spoken, written, and sign languages. The world is home to a multitude of languages, including Arabic, English, French, Indonesian, and many more. Learning the Arabic language involves four distinct skills, which include listening. One reason why students may lack interest in learning Istima' (listening) is due to the limited teaching method employed by teachers, relying solely on books as the primary learning resource. This monotony can lead to student disinterest in the Istima' aspect of language learning. Consequently, it can impact their performance in Istima', speaking (*Maharatul Kalam),* writing (*Maharatul Kitabah*), and reading (*Maharatul Qira'ah*). These four components are interrelated and cannot be separated from one another.[5]

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[3] RM Suryani, FR Amir, dan LF Balgis, "*Efektivitas Metode Audiolingual Dalam Peningkatan Maharah Al-Kalam Bahasa Arab," … : Jurnal Pendidikan Bahasa Arab*, no. Query date: 2023-04-06 04:11:15 (2022), https://ojs.unida.ac.id/tatsqifiy/article/view/4964.

[4] M Mufid, "*Efektifitas Pemanfaatan Software Beesmart Untuk Tes Ketrampilan Istima'Dan Qira'Ah," AL-MURABBI: Jurnal Studi Kependidikan Dan …*, no. Query date: 2023-04-05 20:04:16 (2018), http://ejournal.kopertais4.or.id/mataraman/index.php/murabbi/article/view/3226.

[5] A Pitra, "*Efektivitas Media Audio Visual Dalam Meningkatkan Kemampuan Istima'Siswa Kelas VIII MTsS Nurul Huda Mendalo," Jurnal Pendidikan Bahasa Arab dan Budaya Islam*, no. Query date: 2023-04-05 20:50:06 (2021), https://online-journal.unja.ac.id/Ad-Dhuha/article/view/12787.

This skill pertains to the ability to understand and comprehend spoken language. *Maharah al-Kalam* (Speaking Skills): This involves the capability to express oneself and communicate verbally in the target language. *Maharah al-Qiraah* (Reading Skills): This skill focuses on the ability to read and comprehend written texts in the language. *Maharah al-Kitabah* (Writing Skills): This skill relates to the capacity to express thoughts and ideas in written form in the target language. Listening and reading skills are categorized as receptive skills, while speaking and writing skills are categorized as productive skills. These skills are essential for both understanding and effectively communicating in the language being learned.[6]

The ability to master Arabic vocabulary is one of the requirements for honing maharah istima' skills. If it cannot be fulfilled properly, there will be a risk of making it difficult for students to conclude what they have heard. By knowing vocabulary (*mufradat*), the ability to listen, speak, read and write can be mastered because these four abilities are synchronized and complementary. With an adequate foundation and adequate mastery of vocabulary, students will be better able to grasp listening skills (*maharah istima'*). In learning Arabic well and correctly, maharah istima' and kalam take precedence over maharah qiraah and Kitabah because this proficiency is the first thing humans experience in language learning (Setyawan, 2018). To support mastery of vocabulary as an element of language, it needs to be accompanied by exercises that will familiarize students with achieving Arabic language learning goals (Ahyar, 2018). To stimulate students' interest in learning Arabic, the teacher assumes they want to add teaching materials as a supporting factor for students' listening skills. Teaching materials are media and learning resources with a strategic position. and is very useful, and has a positive effect on student motivation and learning outcomes.[7]

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[6] IH Darman, "… Y*OUTUBE DALAM PEMBELAJARAN ISTIMA'DI PRODI PBA STAIN MANDAILING NATAL:* PENGGUNAAN MEDIA YOUTUBE DALAM PEMBELAJARAN ISTIMA'DI …," *AL-FURQAN*, no. Query date: 2023-04-05 20:50:06 (2022), https://ejournal.staidapayakumbuh.ac.id/index.php/alfurqan/article/view/64.

[7] AMRAJ Mannan dan MM Robbi, *"Pengambangan Maharah Istima'dengan PPTQ di Kelas IX SMP Plus Bustanul Ma'arif Jember," An-Nuqthah*, no. Query date: 2023-04-05 20:04:16 (2022), http://ejournal.inaifas.ac.id/index.php/An-Nuqthah/article/view/745.

In this article the author will review one of the maharah, namely maharatul istima' and the effectiveness of audiovisual media in learning Arabic, *maharatul istima'*.

B. RESEARCH METHODS

In this research, the method used is a qualitative method with a descriptive approach and its implementation is through library research and literature evaluation. Qualitative research collects, analyzes, and thoroughly interprets narrative and visual data to form a deeper knowledge of the phenomenon of interest. This method presents relevant theories which are then dedicated to the symptoms to be studied, the operationalization of concepts and measurements carried out, as in general research. Apart from that, this method also includes searching for research-related literature.

Then the approach taken in this research is a documentary analysis study to reveal information that exists in a particular field of study. More specifically, the document analysis carried out in this research is citation analysis in the form of a bibliographic study by presenting the character of literature in the form of type and language of literature, ranking of authors and journals, as well as subjects in the field of political science studied using subject analysis.

C. RESULT AND DISCUSSIONS

1. Audio-Visual

The rapid advancement of information technology and knowledge in recent years has led to a paradigm shift in how society accesses information through technology. The field of education, including the learning of the Arabic language, has been significantly influenced by this development. It has the potential to enhance the quality of education. According to Chodidjah & Indayanti, the utilization of information technology in education holds significant importance, particularly in the context of achieving equitable access to education and enhancing the overall quality of education in Indonesia.[8]

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[8] N Syamsuddin, *"Pengembangan Teknologi Audio Visual Dalam Pembelajaran Bahasa Arab,"* Jurnal Konsepsi, no. Query date: 2023-04-06 04:11:15 (2022), https://www.p3i.my.id/index.php/konsepsi/article/view/148.

The term "media" has its origins in medical Latin, where it literally means "middle," signifying an intermediary or a means of introduction. In Arabic, "media" serves as an intermediary or messenger between the sender and recipient of a message. In the realm of education, various types of media are available for use in the learning process, including audio-visual media, visual media, audio media, print media, and graphic media. Due to inherent limitations, humans often struggle to comprehend and respond to abstract or previously unrecorded concepts from memory. Educational media plays a crucial role in facilitating the internalization of teaching and learning by providing clarity and aiding students in grasping the educational messages being conveyed.[9]

In this study, the author explores the effectiveness of utilizing audio-visual media. Audio-visual media represents an economical and accessible form of educational media. These media encompass tools that engage both sight and sound, including films, videos, and television. Audio and audio-visual media specifically cater to the sense of hearing, where messages are conveyed through auditory symbols, both verbal (spoken words) and non-verbal. Audio-visual technology involves the use of mechanical and electronic equipment to present and produce material in the form of audio-visual messages.Najmi Hayati (2017) defines audiovisual learning media as a medium acting as an intermediary tool for knowledge acquisition. This knowledge is absorbed through both sight and hearing, enabling students to acquire knowledge, skills, and attitudes that help them achieve their learning objectives.[10]

The definition of audiovisual in the Big Indonesian Media Dictionary refers to communication media such as newspapers, magazines, radio, television, films, posters and banners. This media can be used as a tool to inspire students, increase their enthusiasm, attention and desires, as well as convey messages that can advance their learning process. Audiovisual learning media is media as an intermediary tool whose absorption occurs through sight and hearing, where students can acquire knowledge, skills or attitudes that are used to achieve their learning goals. According to Syaiful Bahri Djamarah and Aswan Zain (2007: 124),

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[9] S MAR'ATUS, *EFEKTIVITAS MEDIA AUDIOVISUAL DALAM MENINGKATKAN MINAT BELAJAR SISWA PADA MATA PELAJARAN BAHASA ARAB KELAS II DI SD „AISYIYAH 1 …*, Query date: 2023-04-06 05:04:12 (repository.ummat.ac.id, 2020), http://repository.ummat.ac.id/id/eprint/1322.

[10] MAR'ATUS.

audiovisual media can be categorized into two types, although the specific types are not mentioned here

1. Silent audio visual, media that produces sound on images such as sound frames.

2. Mobile audiovisual media, namely media that can display audio and video elements such as films and videos.

The two types of audiovisual media are commonly employed for entertainment, documentation, and educational purposes. Films and videos have the capacity to convey a wide range of information, elucidate processes, simplify intricate concepts, impart skills, compress or extend time, and influence attitudes. They serve as versatile tools for communication and learning across various domains.

Benefit of Audiovisual Media

Atoel (2011:20) states that audiovisual media has several benefits or uses, including:

1. Transform the message delivery to be less reliant on words and more reliant on non-verbal cues and visuals for better comprehension.

2. Addressing spatial, temporal, and sensory constraints can be achieved by substituting oversized objects with representations such as real-life objects, photographs, frames from films, entire films, or models.

3. Audiovisual media can be a valuable component in tutorial-based learning.[11]

Audio-visual media is an educational tool employed by teachers to convey information in a way that engages students' combined senses of both hearing and seeing. This type of media is founded on the concept of sensory absorption. It encompasses various forms, such as TV broadcasts, VCD recordings, and dramatic or theatrical performances. Modern developments have expanded audio-visual media to include multimedia, which integrates words, colors, sounds, and movements. Multimedia-based learning taps into the senses of both hearing and sight through text media, static visuals, dynamic visuals, audio, as well as

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[11] NA Anisa, NC Chabibaturrohmah, dan ..., "*Implementasi Media Audiovisual dalam pembelajaran Maharah Istima'*," *Proceeding AEC ...*, no. Query date: 2023-04-05 20:04:16 (2021), https://ejournal.uinsaid.ac.id/index.php/aec/article/view/4984.

computer-based interactive media and information and communication technology.[12]

The term "media" has its origins in the idea of being an intermediary or an introduction. The Association for Education and Communication Technology (AECT) defines media as all forms used for disseminating information. In the context of education, the National Education Association (NEA) defines it as objects that can be manipulated, seen, heard, read, or discussed, including instruments appropriately used in teaching and learning activities, which can influence the effectiveness of instructional programs."Auditory" refers to sound that can be heard, while "visual" pertains to what can be seen. According to Syaiful Bahri and Aswin Zain, "audiovisual" media combines sound and image elements. In contrast, Azhar Arsyad characterizes audiovisual as a means of creating or transmitting content using mechanical and electronic devices to deliver audio and visual messages. In summary, audiovisual media serves as an intermediary tool for conveying learning concepts that engage both the senses of hearing and sight, facilitating students' comprehension of the presented material.[13]

Various types of learning media can be categorized into auditory-based (audio), visual-based (visual), and combined auditory-visual-based (audio-visual) formats. Audio-visual media encompasses any tool used to facilitate the learning process, allowing information to be easily, effectively, and accurately comprehended by both the senses of hearing and sight. Examples of audio-visual media that support learning include recorders, radio, CDs, TV, dramatic performances, and all software capable of producing both sound and images. According to Nana Sudjana (2019: 129), audio-visual media can be employed in diverse learning contexts, such as poetry lessons, documentation activities, foreign language acquisition, and distance education.

Moreover, the evolution of audio-visual media has led to the integration of words, colors, sounds, and movements, giving rise to what is known as multimedia. Multimedia involves engaging both the senses of hearing and sight through audio,

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[12] J Nugrawiyati, *"Media audio-visual dalam pembelajaran bahasa arab," El-Wasathiya: Jurnal Studi Agama*, no. Query date: 2023-04-06 04:11:15 (2018), http://ejournal.kopertais4.or.id/mataraman/index.php/washatiya/article/download/3420/2542.

[13] N Rahmawati, "Pengaruh Media Audio Visual terhadap Pemahaman Maharoh Istima'Bahasa Arab," *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam*, no. Query date: 2023-04-05 20:04:16 (2019), https://www.journal.ptiq.ac.id/index.php/iq/article/view/34.

video, still visuals, motion visuals, and text media. It also encompasses computer-based interactive media and multimedia-based information and communication technology. This approach is referred to as multimedia-based learning, which enriches the learning experience by tapping into multiple sensory channels.[14]

According to Mayer, media that combines sound and text is classified as multimedia. Examples falling under this multimedia category include television and PowerPoint (PPT) presentations that incorporate text and sound images. On the other hand, Martin distinguishes between multimedia and audio-visual, where audio-visual encompasses video conferences and video cassettes, while multimedia comprises both interactive and non-interactive computer applications (Imam Asrori, 2018: 17).In essence, multimedia is computer-based media that integrates various forms of media, and it represents an evolution of the term audio-visual. Multimedia incorporates multiple elements simultaneously, including color, sound, motion, size, and more. Therefore, audio-visual media is fundamentally similar to multimedia since it also involves various elements concurrently, such as color, motion, sound, and other sensory components.[15]

Audio-visual Media

Audio-visual media is a form of media that combines both sound and visual elements, offering enhanced capabilities by encompassing two different types of media, namely audio (sound) and visual (images).

You mentioned that there are five characteristics of audio-visual media in using it for learning, but it seems you didn't provide those characteristics:

a. Ability to enhance perception

b. Ability to increase understanding

c. Ability to increase transfer or transfer of learning

d. The ability to provide reinforcement or knowledge achieved

e. Ability to increase referrals

In the field of foreign language teaching, al-Qasimi emphasized the significance and benefits of utilizing media for several purposes, which may include:

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[14] B Raudatussolihah, "Pengembangan Teknologi Audio-Visual dalam Pembelajaran Bahasa Arab," *Education and Learning Journal*, no. Query date: 2023-04-06 04:11:15 (2022), http://103.133.36.84/index.php/eljour/article/view/140.

[15] Raudatussolihah.

1) Limit/reduce the use of translation techniques

2) Ensure that students truly understand the meaning

3) Increase students' interest and enjoyment of the lesson.

4)Become a stimulus or stimulus for student participation and involvement.[16]

Types of Audio-visual

There are two categories of audio-visual technologies, which are:

a. Pure audio-visual. Pure audio-visual or what is usually called motion audio-visual is a medium that can display sound elements and moving images, the sound elements or image elements come from a source.

b. Sound films. Sound films come in various types, with some primarily designed for entertainment, such as commercial films shown in cinemas. However, in the context mentioned here, sound films serve as learning media that align with the educational content or material. Films belong to the category of audio-visual media and are used as a valuable tool for educational purposes.l.[17]

2. Arabic Language Learning

The term "Arabic" can be understood from both linguistic and cultural perspectives. Linguistically, "Arab" refers to the Sahara dessert or barren land without water and trees. On the other hand, "language" is a means of communication that humans use to interact and address their various motivations and needs. In the context of the Arabic language, it is spoken by a community residing in the Sahara Desert and the Arabian Peninsula. Arabic is a Semitic language within the Afro-Asiatic language family, sharing linguistic connections with Hebrew and Neo-Aramic languages that have been used for centuries in the Arabian Peninsula. It boasts more speakers than any other language within the Semitic language family. Today, Arabic is widely spoken worldwide, with over 280 million people using it as their first language, primarily in the Middle East and North Africa. Additionally, Arabic holds a special place in Islam as it is the language of worship. The Quran, the holy book of Islam, is written in Arabic, underlining its

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[16] M Mahbub dan R Khusnul, "Pengembangan Media Audio Visual Untuk Pembelajaran Maharah Istima'Di Madarasah Tsanawiyah Al-Amiriyah Blokagung Banyuwangi," *TADRIS AL-ARABIYAT: Jurnal Kajian ...*, no. Query date: 2023-04-05 20:04:16 (2022), http://ejournal.iaida.ac.id/index.php/arabiyat/article/view/1629.

[17] Raudatussolihah, "Pengembangan Teknologi Audio-Visual dalam Pembelajaran Bahasa Arab."

importance in the religion. The Quran states, "Indeed, we have made the Quran in Arabic, so that you can understand it," emphasizing the significance of Arabic in the Islamic faith."[18]

Arabic serves as a comprehensive language, used in official contexts and general expression of thoughts. In addition to "Fusha" Arabic, there is "Ammiyah" Arabic, which is the colloquial Arabic used in everyday situations and ordinary conversations. Various definitions of Arabic also highlight its role as the language spoken by Arabs to convey their intentions.

The use of Arabic as a language in the Koran and Al-Hadith can give the impression that Arabic is the official language of Muslims. However, it is important to remember that not everyone who speaks Arabic is Muslim. Arabic is a universal language used by various communities, and Allah SWT chose this language to reveal the Koran.[19]

The term "learning" refers to a process taken from the basic word, namely "learning." Self-learning is the process of changing individual behavior that occurs as a result of interaction with the environment. Learning, on the other hand, is the process of organizing or setting up an environment that aims to encourage students to learn. In another context, learning can also be explained as an effort to provide guidance to students so that they are able to carry out the learning process.

In the learning process, interaction occurs between educators and students, and involves elements such as learning materials, learning resources, approaches, methods, strategies and learning environments, with the hope of achieving learning goals. One example of learning, both formal and non-formal, is learning Arabic. Arabic is one of the foreign languages that is widely studied in Indonesia, especially because the majority of Indonesia's population is Muslim.Even though Arabic is not the main language for daily communication in Indonesian society, it is important to learn because of the Islamic religion, which was revealed in Arabic, as well as the guidance for Muslim worship rituals which also use Arabic. This

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[18] D Isya, S Ramadhan, dan ..., "GERAKAN LITERASI BAHASA ARAB DI SD IT IMAM SYA-FI'I," *eL-Muhbib: Jurnal ...*, no. Query date: 2023-04-06 05:04:12 (2022), http://ejournal.iaimbima.ac.id/index.php/eL-Muhbib/article/view/780.

[19] T Chamidatut, *Media Pembelajaran Bahasa Arab Secara Daring Di Madrasah Ibtidaiyah Diponegoro 03 Karangklesem Purwokerto Selatan Banyumas*, Query date: 2023-04-06 05:04:12 (repository.uinsaizu.ac.id, 2021), http://repository.uinsaizu.ac.id/10616/.

encourages many Indonesians to learn Arabic in order to understand religion and communicate in a religious context.[20]

Learning Arabic involves four basic language skills, which are not much different from other language skills. These four skills are: Listening Skills (al-istima'): The ability to understand Arabic when listened to, such as in a conversation, speech, or audio recording. Speaking Skills (al-kalam): The ability to communicate orally in Arabic, speak well, express oneself, and participate in conversations. Reading Skills (al-qiro'ah): The ability to understand and read texts in Arabic, ranging from everyday writing to more complex texts. Writing Skills (al-kitabah): The ability to express thoughts in written Arabic, producing clear and effective text. Mastering these four skills is important in learning Arabic, as in learning any other language, to become a functional communicator in the language.[21]

Teaching Arabic does involve various interrelated aspects, including approaches, methods and teaching techniques. Approaches are basic axioms that formulate assumptions about language and the language learning process. This assumption includes components such as listening, speaking, reading, and writing in language learning. From these four skills, learning methods, strategies and techniques will be built. Method refers to the approach used to teach Arabic, while strategy is the plan or action taken to achieve learning objectives. Techniques are tools or methods used in implementing the strategy. By understanding and applying various appropriate approaches, methods, strategies and learning techniques, Arabic language teaching can be more effective and beneficial for students in developing their Arabic language skills.[22]

3. Understanding *Maharatul Istima'*

Etymologically listening (استمع يستمع) comes from the root word listening (سمع يسمع) which means someone receives sounds with intention, and it is based

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[20] AF Khomsah dan M Imron, "Pembelajaran bahasa Arab melalui kolaborasi metode questioning dan media kahoot," *Tarbiyatuna: Jurnal Pendidikan …*, no. Query date: 2023-04-06 04:11:15 (2020), http://ejournal.kopertais4.or.id/mataraman/index.php/tarbiyatuna/article/view/3867.

[21] Khomsah dan Imron.

[22] T Taufik, *Pembelajaran Bahasa Arab MI*, Query date: 2023-04-06 05:04:12 (repository.uinsby.ac.id, 2016), http://repository.uinsby.ac.id/id/eprint/1607/.

on him understanding and analyzing things. Istima is also interpreted as ishgho, meaning listening, paying attention or eavesdropping. Istima' is a process of human activity which aims to understand, analyze, interpret, differentiate, convey ideas and develop thoughts. Effective listening means the ability to direct one's attention to the person speaking. Istima' is listening to material with understanding and mastering a description that will generate ideas from it. Listening skills are a person's ability to digest or understand words regarding the differences in the sounds of word elements (phonemes) and other elements according to the correct letter makhraj, either directly from the native speaker (*al-nathiq*) or through recordings.[23]

Listening ability (Istima) is one of four language skills, namely hearing (*Istima*), speaking (*Kalam)*, reading (*Qira'ah*), and writing (*Kitabah*), which is studied first by students before focusing on the other three language skills. . Good listening skills are very important in understanding main ideas in detail. Listening skills refer to a person's ability to understand words or sentences spoken by a conversation partner or through certain mediaThis listening ability can be improved through continuous practice, including understanding the sound differences between word elements (phonemes) and correct pronunciation, either through direct communication with native speakers or through recordings. This is an important first step in the process of learning Arabic.[24]

Listening or listening skills (*maharah al-istima'* or listening skill) is a person's ability to understand words or sentences spoken by a conversation partner or through certain media. This ability can be developed through continuous practice to listen to differences in the sounds of word elements (phonemes) with correct pronunciation, either through direct interaction with native speakers (*al-nathiq al-ashli*) or through recordings. The listening process involves listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content, and understand the meaning of communication that may not be explicitly conveyed by the speaker through spoken

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[23] AB Kusuma, M Fathoni, dan …, "*Teori Dasar Maharatul Istima'Dan Pengajarannya Di Perguruan Tinggi,*" *Proceeding of Annual …*, no. Query date: 2023-04-05 20:04:16 (2021), http://jurnal.uinbanten.ac.id/index.php/aisall/article/view/4279.

[24] Mahbub dan Khusnul, "Pengembangan Media Audio Visual Untuk Pembelajaran Maharah Istima'Di Madarasah Tsanawiyah Al-Amiriyah Blokagung Banyuwangi."

language. The ability to listen well is very important in learning a foreign language or mother tongue, and is a basic skill that allows someone to understand and communicate in that language.

Listening or hearing skills are very important language skills in language learning. These are the basics that need to be mastered before other language skills can develop properly. Listening skills are the foundation for speaking skills. A child or student will not be able to speak fluently if they do not have good listening skills. Therefore, listening skills are an important first step in understanding and mastering language.[25]

Abdul Wahab Rosyidi's view emphasizes the importance of listening skills in language learning. Listening skills enable a person to understand language orally, and it is an important component that should not be overlooked, especially if the learning goal is overall language mastery. However, he also noted that listening skills are still often neglected in language teaching and do not receive adequate attention. Textbook materials and other sources that support the teaching of listening skills are still limited in Indonesia. In fact, listening skills are the basis that students need to master in the language learning process, because humans naturally first understand language through hearing before reading skills develop at a later stage.[26]

Listening skills (*Maharatul Istima'*) play an important role in the language acquisition process, including in learning Arabic. It is a skill that connects what is heard with its meaning, and it is important in understanding and using language correctly. For example, children acquire their mother tongue through the process of listening. In learning a foreign language, such as Arabic, listening skills are also very relevant. Although one of the main goals of learning Arabic is for students to be able to speak the language, listening skills should not be neglected. If a learner only masters reading and writing Arabic but does not practice listening and

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[25] M Fahrunisa, "PENGEMBANGAN BAHAN AJAR AL-WAQTU LI AL-ISTIMA'BERBASIS AUDIO VISUAL UNTUK SISWA KELAS V MADRASAH IBTIDAIYAH," *... Conference of Students on Arabic Language*, no. Query date: 2023-04-05 20:50:06 (2020), http://prosiding.arab-um.com/index.php/semnasbama/article/view/645.

[26] W Asyhari, "MEDIA SHORT MOVIE TERHADAP PEMBELAJARAN MAHARAH AL-ISTIMA'DAN MAHARAH AL-KALAM DI SMP MUHAMMADIYAH 1 GODEAN YOGYAKARTA," *Ihya al-Arabiyah: Jurnal Pendidikan Bahasa dan ...*, no. Query date: 2023-04-05 20:04:16 (2022), http://jurnal.uinsu.ac.id/index.php/ihya/article/view/12223.

speaking skills, then his ability to communicate in Arabic will be limited. So, developing listening skills is an important part of learning Arabic.[27]

Istima' is listening (paying close attention to what people say or talk about. Listening means a process that includes the activity of hearing the sounds of language, identifying, interpreting, assessing and reacting to the meaning contained in it. According to Hermawan, listening skills are a person's ability to digest or understand words or sentences spoken by a conversation partner or certain media. This ability can be achieved by frequently doing exercises to listen to the differences in the sound of word elements (phonemes) with other elements according to the correct makhraj of letters, either directly from native speaker or recording.[28]

"Istima' is the first method humans use to interact with fellow humans in various stages. Through istima', individuals can understand vocabulary and sentences. Certain linguistic principles reveal that language is essentially speaking, where the sounds of language establish the basis that teaching "language should begin by focusing on the listening and pronunciation aspects before discussing reading and writing skills. Therefore, listening skills are a very important learning experience."[29]

Abdul Majid Sayyid Mansur dalam. Samsuddin Asyrofi (2014) classifies three levels of listening ability in linguistics, namely hearing (*sima'*), listening *(istima'*), and listening seriously (*ishat*). Acep Hermawan explained that this ability can actually be improved through continuous practice to understand the differences in the sound of word elements (phonemes) and other elements based on the correct place where the letters come out, both from native speakers (*annatiq al-ashli*) and through recordings. Abdul Majid Sayyid Mansur also reviewed this topic.

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[27] MS Anwar, "Evaluasi Hots dalam Pembelajaran Maharah Al Istima'Berbasis Musical Intelligences," *Prosiding Seminar Ilmiah Bahasa dan Sastra Arab*, no. Query date: 2023-04-05 20:17:26 (2022), https://prosidingpbaunj.com/sibastra/index.php/files/article/view/4.

[28] E Lutfiyatun, "*Optimasi Keterampilan Menyimak Bahasa Arab Dengan Media Youtube,*" *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, no. Query date: 2023-04-06 04:11:15 (2022), http://ejournal.kopertais4.or.id/mataraman/index.php/tarbiyatuna/article/view/4821.

[29] Lutfiyatun.

Syamsuddin Asyrofi stated that there are four elements in listening ability which should complement each other and should not be separated, namely: [30]

1) Understand the general meaning

2) Interpret conversations and interact

3) Evaluate and criticize the conversation

4) Combining received content with individual experience that has been held.

According to Mahmud Kamil, the ability to listen or istima' in Arabic is a skill that allows a person to understand Arabic orally, thus avoiding misunderstandings in communication which can cause obstacles in daily tasks and activities (Setiadi, 2018: 20).

Taufik (2016: 45-46) explains the objectives of learning to listen, namely: Understand and differentiate sounds in Arabic. Distinguish between characters that are read long or short. Distinguish between two sounds that are almost the same. Understand the relationship of punctuation marks in writing. Understand the meaning of words through the process of replacing and equating Arabic words. Understand the use of word forms in Arabic. Understand the patterns of use of words in Arabic, including those used for male, female, count, time, and other pronouns.[31]

There are two types of listening skills (Istima') that can be identified: intensive listening and extensive listening. Intensive listening skills involve formal practice and activities that are usually supervised by the teacher. Intensive listening can be divided into two types. First, focus on exercises aimed at understanding the meaning in detail. Second, focus on practicing listening to the language used in conversation. Exercises that focus on understanding meaning in detail can be implemented through a variety of methods.

a. Listen to intructions. Students listen to the instructions given and respond to them.

b. Answer comprehension questions. Students listen to the questions asked and are then asked to identify the required answer.

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[30] NM Faiqoh dan RU Baroroh, "*Teori Belajar Humanistik Dan Implikasinya Pada Maharah Istima',*" *Urwatul Wutsqo: Jurnal Studi ...*, no. Query date: 2023-04-05 20:04:16 (2020), https://www.jurnal.stituwjombang.ac.id/index.php/UrwatulWutsqo/article/view/183.

[31] UN Afifah, "Media Pembelajaran Maharah Istima'berbasis Video Animasi Untuk Siswa Madrasah Ibtidaiyah," *International Conference of Students on Arabic ...*, no. Query date: 2023-04-05 20:04:16 (2021), http://prosiding.arab-um.com/index.php/semnasbama/article/view/782.

c. Listen to obtain information. In this exercise, students focus on specific parts of what they are listening to.

d. Make a summary. Students listen to a quote or passage from a text and then summarize what they heard.

e. Solve the problem. Students hear a problem and are then asked to talk with their friends to solve the problem.

Meanwhile, intensive listening is also an exercise that is carried out after students have mastered intensive listening skills. This extensive listening aims to expand mastery of the language as a whole and is no longer focused on confirming grammatical structures or the like. This exercise also emphasizes critical and logical listening activities. Students can use their thoughts to debate what they hear. This exercise also helps students to provide views, opinions and arguments well. [32]

Meanwhile, the strategies used in learning maharah istima using YouTube media include;

1. Observing and listening involve the teacher presenting the discussed material, explaining it, then replaying the video currently under discussion while simultaneously displaying a series of images that reflect the meaning and content of the material being heard by the students.

2. Listening and Demonstrating or Practicing at this stage involve the teacher delivering the discussed material and explaining the learning process of the listening skill (maharah istima). The teacher then mentions the vocabulary that the students will demonstrate. Students listen attentively and comprehend the material before demonstrating the vocabulary through YouTube as a medium.

3. Executing Commands with Images. The purpose of executing commands with images is to strengthen the students' listening ability by having them respond to commands using images. The teacher outlines the learning process, provides supporting media, and reads aloud the text or audio related to the presented material.

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[32] M Fathoni, "Pembelajaran Maharah Istima'," *Ihtimam: Jurnal Pendidikan Bahasa Arab*, no. Query date: 2023-04-05 20:04:16 (2018), http://www.journal.staimsyk.ac.id/index.php/ihtimam/article/view/162.

This method emphasizes retaining information over an extended period. Students attentively listen to information while delving into the intricacies of its language and content. In practice, the teacher presents Arabic-language informational videos and asks the students to listen, take notes on key points in the video, and then present the information they've gathered.[33]

D. CONCLUSION

Audio-visual media is a learning tool that educators use to deliver content so that it can be comprehended by students through the integrated use of their auditory and visual senses. This type of media is sensory-absorbing and includes TV broadcasts, VCD recordings, and theatrical performances or dramas. In recent years, audio-visual media has been further developed by incorporating words, colors, sound, and motion, leading to what is known as multimedia. Multimedia-based learning involves the use of auditory and visual senses through text, still visuals, motion visuals, and audio, as well as interactive computer-based and information and communication technology (ICT) media.

The teaching of the Arabic language is closely related to its instructional aspects, which encompass the approach, method, and techniques. Edward M. Anthony explains that the approach, as an axiom, consists of a set of assumptions about the nature of language and language learning. These assumptions related to language learning include the aspects of listening (*al-Istima'*), speaking (*al-kalam*), reading *(al-qira'ah)*, and writing (*al-kitabah*). From these four skills, various methods, strategies, techniques, and linguistic activities are developed in Arabic language instruction.

The skill of *Istima'* (Listening Skill) is one of the four language skills (listening/istima, speaking/kalam, reading/qiraah, and writing/kitabah) that students learn initially before mastering the other three language skills. Proficiency in listening is highly beneficial for comprehending detailed main ideas. Listening skills (*maharah al-istima'*/listening skill) refer to a person's ability to understand words or sentences spoken by a conversational partner or through

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[33] MZ Sya'bani dkk., "Pembelajaran Maharatul Istima dengan Menggunakan Media Youtube di Pondok Pesantren Raudhatul Muta'allimin II Tanggamus," *Al …*, no. Query date: 2023-04-05 20:50:06 (2023), https://ejurnal.darulfattah.ac.id/index.php/almufid/article/view/176.

specific media. This skill can be achieved through continuous practice in listening to differences in the pronunciation of phonetic elements compared to other elements according to the proper pronunciation of letters, either directly from native speakers or through recordings.

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