THE EFFECTIVENESS OF USING AUDIOVISUAL MEDIA IN IMPROVING *MAHARAT AL-ISTIMA'* (LISTENING SKILLS) OF XI STUDENTS AT MAS DARUL IHSAN LEUWILIANG, BOGOR, IN THE ACADEMIC YEAR 2022/2023

Eva Rosdiana[1], Muh. Abrar[2], Fatchiatuzahro[3]

Institut Ummul Quro Al Islami Bogor[123]

rosdianaeva754@gmail.com

ABSTRACT

One of the difficulties in learning Arabic lies in the interest in learning Arabic. An educator must be clever in using learning media to attract students' interest. In this study, the researcher wanted to know the differences in student achievement in learning Maharatul Istima' in Arabic and find out how effective the use of audiovisual media, in this case animated videos, was in learning Maharatul Istima' in Arabic for class XI MA Darul Ihsan students. The research method used is quantitative with a quasi-experimental research type. The design of this research is a pretest posttest control group design. In collecting data, researchers used an achievement test. And researchers also used descriptive statistics and inferential statistics through the Windows SPSS 25 program to analyze the data. This calculation produces a tcount of 2.121 which is greater than a ttable of 2.034 with a significance value of α = 0.05. Based on the data above, the differences that are relevant to the learning outcomes of Maharatul Istima' Arabic between the experimental class and the control class are with an efficiency coefficient of 14%.

Keywords: *Audiovisual Media, Listening skills*

INTRODUCTION

The difficulty of learning the Arabic language is experienced by people from all walks of life, both educated and uneducated. This is because Arabic is a language with complex grammar, a rich vocabulary, and words that carry multiple meanings and interpretations. This issue, as found by the researcher in a reviewed journal, highlights the problems students face in learning Arabic particularly in the skill of *maharat al-istima'* (listening skills). In the journal studied, it is stated that students at MTs Nurul Huda still find Arabic listening skills difficult, and this problem is quite dominant. One contributing factor is the students' educational background, which is generally below the standard—many of them are only elementary school graduates. Consequently, their listening ability in Arabic is limited because they have never previously studied the language (Ardial Pitra, 2021: 52).

A similar situation occurs at MAS Darul Ihsan. One of the main obstacles in introducing Arabic to students is that the majority of them are alumni from institutions that provided limited exposure to the Arabic language. As a result, students at MAS Darul Ihsan also face challenges and problems in learning Arabic. Differences in educational background significantly affect students' motivation in learning the language. Therefore, a teacher must possess creative and innovative teaching skills to capture students' attention during the learning process. One way to do this is by choosing teaching methods that attract students' interest. Diverse learning media can create a sense of joy among students,

making the learning process more effective. To improve the quality of Arabic language learning, there are several key factors that must be considered. According to some educational experts, there are four essential skills that need to be developed in learning Arabic. These are: Listening skills (*maharat al-istima'*), which train the students' hearing and comprehension. Reading skills, which train visual recognition and understanding of text. Speaking skills, which train verbal expression and pronunciation. Writing skills, which are trained through listening to the teacher and writing down what is spoken (Munir, 2017: 39).

In Arabic language teaching, all four of these skills—listening, reading, speaking, and writing—should be applied (Acep Hermawan, 2018: 270). Each of these language skills has its own unique characteristics and goals to be achieved in learning, but in practice, all four are closely interconnected. Therefore, in Arabic learning, these four language skills must be studied and mastered. Thus, if students wish to master Arabic, they must acquire all four language skills. According to Rizqika Anggiana (2021: 13), there are two main objectives in learning Arabic in general: To understand Islam and Arabic texts, which will deepen the learners' Islamic knowledge. To understand Arabic grammar that is relevant to their field of study, particularly in higher education in the field of Arabic language. In this research, the researcher will focus on one specific Arabic skill, namely maharat al-istima' (listening skill), as it is considered the most fundamental in learning Arabic (Hasan, 2017: 41). According to Ali Ahmad Madzkur (2006: 84), *maharat al-istima'* is defined as follows:

الاستماع هو التعرف على الأصوات و الفهم و التحليل و التفسير و التطبيق والنقد والتقويم للمادة المسموعة

Listening skills are the process of hearing, understanding, and analyzing in order to obtain information from spoken language or certain media. However, learning Arabic in the *Maharat al-Istima'* (listening skills) also presents some challenges. One of them is the lack of student interest or motivation when learning Arabic. In the classroom learning process, a tool or medium is needed to support learning activities, which is expected to boost students' confidence and enthusiasm in the teaching and learning process. Nowadays, everyone can access knowledge and technology very easily. Technology can be found everywhere even advanced forms of technology have spread across the globe providing access to information from various sources and helping to achieve specific goals. This technology is not only a source of information, but also serves as a learning medium that facilitates access to education from various places. It functions as an auditory, visual, and audiovisual learning aid (Jepri Nurawiyanti, 2018:100).

Therefore, the term *learning media* has several definitions. Among them, according to Samir, in his book on learning media, it is stated that:

الوسائل التعليمية هي : الأدوات والطرق المختلفة التي تستخدم في المواقف التعليمية والتي لا تعتمد كلية على فهم الكلمات والرموز والأرقام

(7 :2017 ،سمير)

Learning media is one of the tools that can be used in various forms to ensure effective learning, helping students to understand sentences and numbers properly. In carrying out their duties as educators, teachers also need sources of religious teachings. This is in accordance with the word of Allah in Surah An-Nahl: 44 "We have sent down the

Qur'an to you so that you may explain to humankind what has been revealed to them, and so that they may reflect."

In this context, the learning resources used by teachers must be based on the Qur'an, so that the educational process aligns with what should be taught to students. Based on preliminary findings from field research conducted at MAS Darul Ihsan, several problems were identified in the teaching of Arabic. One of the main issues is the perception among students that learning Arabic is difficult to understand. Among the factors contributing to the decline in students' motivation to learn writing skills is the lack of effective methods used by teachers to make Arabic easier to understand. Most teachers rely on only one method or approach in teaching, which causes students to become bored and less interested in what the teacher presents, due to the limited variety of teaching strategies.

Furthermore, in Arabic language learning at MAS Darul Ihsan, the method used is predominantly lecture-based, along with textbooks provided by the Indonesian Ministry of Religious Affairs (KEMENAG RI) as the main learning media. This approach tends to limit students' engagement and restricts the flow of new knowledge. Teachers become the central source of knowledge during the learning process, which results in students being passive, reluctant to ask questions, and ultimately affects their academic performance. On average, students score below the Minimum Competency Standard set by the school during assessments.

Seeing this situation, the researcher seeks to provide a learning medium, namely audiovisual media. Media refers to any method used to convey and receive information or to serve as a medium of knowledge. It can facilitate active communication when used appropriately especially in the learning process so that students can increase their learning motivation and develop good communication with others. This media also relates to changes in behavior, morals, and character. Such learning media greatly assist teachers or educators in facilitating the teaching and learning process directly. Learning aids are tools used in the learning process that are presented through hearing and sight (Jepri Nugrawati, 2018:102). Audiovisual media is a supporting medium used in the learning process, presented through the senses of hearing and sight. According to Ramli, there are at least three types of audiovisual media: Moving audiovisual media, such as films and animated videos; Still audiovisual media, such as narrated slides; Semi-moving audiovisual media, such as media boards (Ramli, 2012:1).

In this case, the researcher uses the moving audiovisual media, specifically animated video, as a learning tool. Animated video is the movement and transformation of images, including characters and settings, using various colors that create the impression of movement and change, accompanied by sound. This could include conversations, dialogues, or natural sounds (Alek Kurniawan, 2015:17). This media is considered effective in helping overcome students' challenges in learning *istima'* (listening), as audio (hearing) and visual (sight) symbols can support students in achieving a better understanding and memory of the information or messages contained in the animated video. In listening comprehension, there are at least five stages involved in developing listening skills: Hearing, Understanding, Interpreting, Evaluating, and Responding (Moh Ismail & Aufa, 2018:38). Furthermore, according to Henry G. Tarigan, several factors contribute to the success of teaching listening skills, including physical, psychological, and experiential factors, as well as the appropriate selection of media and student motivation

(Henry, 2013:28). One crucial strategy for achieving success in using learning media is choosing the right approach. The use of learning media allows teachers to more easily deliver information in class. Learning media is intended to make it easier for students to understand the material than through direct explanation alone. Therefore, learning media must be creative and innovative so that students do not feel bored.

RESEARCH METHOD

The research method used in this study is a quantitative method, with a type of research that is conducted directly but using a randomized and grouped approach. The research design applied is the Nonequivalent Control Group Design, in which both a pretest and a posttest are administered to determine the differences between the experimental group and the control group (Sugiyono). The data collection technique used by the researcher involves conducting tests, or achievement tests. These tests are administered at the beginning of the study (pretest) to the research subjects. The subjects are then given treatment by the researcher, followed by a final test (posttest) (Arikunto, 2010:124). The pretest and posttest are used to identify the difference between the initial and final listening skills of the 11th-grade students at MAS Darul Ihsan. This method is aimed at evaluating Arabic language learning outcomes, particularly in the Arabic listening skill (*maharat al-istima'*) of the students. This study employs an end-result test (achievement test), and the data collected reflects students' Arabic listening skills by having them fill in missing parts of a text.

The research subjects are the sources from which data is obtained (Ratna Wijaya, 2021:37). The data sources in this research consist of written tests completed by respondents, who are the 11th-grade students of Madrasah Aliyah Darul Ihsan Leuwiliang, Bogor. In addition, the researcher also observed and interviewed the Arabic language teacher. The study involves all 11th-grade students at Madrasah Aliyah Darul Ihsan, totaling 70 students-30 students from the experimental class (Class XI A) and 28 students from the control class (Class XI B), selected randomly. Since the samples were randomly selected, inferential statistics were used to analyze the data in detail. The analysis requirements were tested using several tests, including the Kolmogorov-Smirnov normality test, a significance test for the difference in mean**s** at a significance level of $\alpha = 0.05$, and the t-test to evaluate variation.

RESULTS AND DISCUSSION

This study collected information related to the research topic. To test the instruments, the researcher used validity and reliability tests, a T-test, and prerequisite tests such as the normality test and the homogeneity test to evaluate the students' test results.

After conducting the validity test as part of a trial involving 30 students (who were not included in the actual research sample), 24 questions were tested using a significance level of 5%, where the r-table value was 0.361. An instrument is considered valid if the measuring tool used yields valid results. Based on the table above, a total of **24 instruments** were used, but only **20** of them were found to be valid, while **4** were not.

Table 1. Reliability Statistics

Cronbach's Alpha	Number of Items
0.738	25

The data above shows that the Cronbach's Alpha value is 0.738, which is higher than 0.361, indicating that the research instrument used by the researcher is considered reliable.

Results of Pretest and Posttest Data in the Experimental Class

In the teaching of Arabic at MAS Darul Ihsan Leuwiliang, Bogor, the use of animation and visual media is highly important. This is because projectors serve as supporting tools that maximize the use of visual media. The experimental class refers to a group of students taught using animated video media. A pretest was conducted before the treatment was applied to the experimental class.

In this experimental group, the pretest scores ranged from a minimum score of 20 to a maximum of 90, with a median score of 55, a mean (average) score of 57, and a standard deviation of 20.15. The number of classes, class intervals, data range, and grouped class data were calculated to create a frequency distribution table. The researcher used SPSS 25 for Windows to calculate the frequency distribution of the pretest scores for Arabic listening skills in the experimental class. The resulting frequency distribution table shows 6 class intervals with a class width of 12. Student ability in the experimental class in Arabic listening, as measured in the pretest, is distributed as follows:

Class interval **20–32**: 3 students (10%)

Class interval **33–45**: 6 students (20%)

Class interval **45–58**: 16 students (23%)

Class interval **59–71**: 20 students (10%)

Class interval **72–84**: 8 students (10%)

The frequency distribution of pretest scores in *maharat al-istima'* (Arabic listening skills) shows a fluctuating pattern across class intervals 20–32 up to 85–97, with varying numbers of students in each range. In the first test, 3 students scored in the 20–32 range, indicating low listening ability. In the second test, 6 students scored in the 33–45 range, showing a slight improvement from the previous group. In the third group, 7 students scored in the 46–58 range, with both the score and number of students increasing. In the fourth test, scores declined slightly, with 5 students scoring in the 59–71 range. In the next group, there was a significant increase, with 8 students scoring in the 72–84 range. In the final group, only 2 students reached the 85–97 range, showing that only a small number of students were capable of understanding Arabic conversations at a high level based on the pretest results. After the treatment (use of animation media), students in the experimental class demonstrated improvement in *maharat al-istima'*. In the posttest, a noticeable number of students—15 students—scored in the 40–50 range, or 17%, class length 51-60 with a frequency of 2 students or 7%, class length 71-80 with a frequency of 19 students or 33%, class length 81-90 with a frequency of 25 students or 20%, and the class with the highest frequency at class length 71-80 with a frequency of 25 students or 20%. 30 students took the test afterwards in the experimental class. The posttest data of the

experimental class had the lowest score of 40, the highest score of 100, a median of 80 and a standard deviation of 16.69. The number of classes, class length, data range, and class length were calculated to create a frequency distribution table. Students in the experimental class obtained an Arabic maharatul istima score after the test, with a class length of 6 classes and a class length of 10 according to the results of the frequency distribution calculation using SPSS 25.

The posttest score of the maharatul istima' experimental class, in this trial with an average value of 40-50 to 91-100 experienced an increase and decrease with different numbers of students in the test. In the first test with 5 students, only getting a score of 40-50 was still relatively small, then in the second post-test results with an average value of 51-60, there were only 2 people, then in the third post-test the results were the same as the second post-test but the number of values was higher than before. And getting the middle value with 10 students getting a score of 71-80, this is a standard or middle value. Then with the results of the fairly high scores obtained by students totaling 6 people with an average score of 81-90, the last with the highest score was only obtained by students with a total of 5 people from an average score of 91-100, therefore the results of this Posttest experienced a significant increase but there are still many whose scores are in the middle and the middle still dominates from high scores and low scores, therefore it illustrates that the scores of all students are still standard or in the middle of the distribution calculation. however there is a significant increase from before. Control class data before participating in learning activities and tests conducted after learning

The Control Class is a group that is taught via audio. The pretest was conducted before treatment was given to the control class, as was done in the treatment class. For the control class pretest, 20 questions were used, and the research subjects were 28 students in the class not receiving treatment. According to the pretest data for the class not receiving treatment, the lowest score was 20, the highest score was 90, the mean was 51.25, and the standard deviation was 20.84. Based on the results of the frequency distribution calculation carried out using Windows SPSS 25, it can be seen that the pretest score of Arabic listening skills of students in the class without treatment has a class length of 6 classes with a class length of 12. Maharatul istima' students in the control class have a pretest score of maharatul istima' Arabic language at a class length of 20-32 with a frequency of 4 students or 14%, at a class length of 33-45 with a frequency of 8 students or 29%, and at a class length of 33-45 with a frequency of 8 students or . In the frequency distribution of the pretest score of maharatul istima Arabic language control class with an average value of 20-30 to 85-97 in the first test with a value of 20-32 with a number of 4 students, the score is low, then in the second test with an average value of 33-45, it is included in many students with a number of students, namely 8 people and this is included in the largest and smallest in terms of its value. Then in the third distribution, it also still experienced a decrease in value from before with the number of students 7 people with an average value of 46-58 and this states that there are still many who are low in terms of value in the pretest control class, then in the distribution of calculations that get a value in the middle with an average value of 59-71 there are only 2 people, meaning it is still quite low to get a middle value. Then in the distribution with a value of 72-84 and this is high, namely those who get that value are only 3 people and this is quite a bit. The last one with the distribution of maharatul istima in the control class, namely with the highest results

with an average value of 85-97, only 4 students got it. Due to the fact that the number of students who received values below average is still more than students who received high values, the final results of this control class are still relatively low. Students with the lowest scores are around the average, which is between 33 and 45. 28 students took the test afterwards in the control class. 20 questions were used for the test afterwards. The control class data has the lowest score of 40, the highest score. The purpose of the interim results presented in this result is to determine whether the hypothesis is accepted or not. The data analyzed to meet the proposed hypothesis, namely data on student learning outcomes. The learning outcomes of students who use cartoon video aids are compared with the final provisions of students who use image media, according to the hypothesis analysis. Free sample tests are used to evaluate student learning outcomes.

First Hypothesis

The focus of this result is to determine whether or not the learning outcomes of maharatul istima' Arabic language of class XI students of MAS Darul Ihsan Leuwiliang Bogor are the same when they use audio and audiovisual media. The interim research results in this calculation were tested using the t-test, with a difference level (α) of 5%. The t-test calculation was carried out using the SPSS 25 program for Windows. The criteria for the hypothesis being accepted: Ho is accepted and Ha is rejected if the calculated t value is less than the t table at a significance level of 5%; conversely, if the calculated t value is greater than the t table at a significance level of 5%, then Ho is rejected and Ha is accepted. The results of the t-test analysis are as follows.

Table 2. Results of the T-test for the control and experimental classes

Sumber	*Mean*	Thitung	ttabel	Sig.
Pretest Eksperimen	57,14	1,032	2‹034	0,311
Pretest Kontrol	51,25			

If the t-value is smaller than the t-table or the t-difference value is greater than 0.05, the t-test before treatment (Pretest) is considered accepted. The results of the t-test calculation are shown as follows. Based on the calculation results, the average score of the class receiving treatment is 57.14 and the average score of the class not receiving treatment is 51.25. The t-value of 1.032 and the t-table value of 2.034 indicate that the t-value is less than the t-table value. (the difference value α = 0.311 is greater than 0.05). Therefore, it can be concluded that the learning outcomes of the two groups before the treatment involving the use of audio-visual media, namely animated videos, do not show any differences. With the following, the temporary null research (Ho) is accepted, while the temporary replacement calculation (Ha) is rejected. After the students have taken the pretest, a post-learning test can be conducted in the treatment class and the non-treatment class. The posttest results of the two groups can be seen in the following table:

Table 3. Results of the Posttest t-test of the control and experimental classes

Sumber	*Mean*	Thitung	Ttabel	Sig.
Posttest eksperimen	77,50	2,121	2,134	0,04
Posttest Kontrol	69,64			

The calculation results that the test results after learning the maharatul istima' Arabic language of the treatment class students were higher than the results of the control class students (77.50> 69.64). These results indicate that there is a difference between class XI MA Darul Ihsan students who are taught with audio aids and students in the treatment class. The results of the interim test that the t-count value is higher than the t-table value at a difference of $\alpha = 0.05$. The final t-count calculation value of the maharatul istima' Arabic language (Posttest) is 2.121 with a difference value of 0.04, which shows that the t-count value is higher than the t-table value (2.121 is higher than 2.024), and when compared to the difference value of 0.043.

There is a difference because the class that gets treatment and the class that does not get treatment are treated with different actions. Animated video media plays an important role in developing Arabic listening skills in learning activities in the treatment class. The results of data analysis with narrative calculation testing are the mean values for each class. the value of the treatment class is better than the class that did not receive treatment as a whole. In addition, the results of the t-test show that the t-count value tends to be better than the t-table value and the value that is sufficient is less than 0.05. Therefore, it can be stated that the ability to listen to Arabic in the treatment class improved after receiving learning with cartoon video aids.

The use of swat animation videos to teach students to listen to Arabic can increase their enthusiasm. Students easily accept information and want to pay attention to the ongoing learning. Using animated video media to teach listening, students are taught to a happy and fearless learning environment. This cartoon media helps students learn how to listen that they have never used in class lessons. After the animated video is played, students must try to talk to their deskmates about what is in it. The teacher will replay the animated video while explaining if students still do not understand it. With the data above, it can be concluded that there is a significant difference in the learning outcomes of listening skills.

Second Hypothesis

To find out the interim results on the effectiveness of using animated video aids compared to audio media, the second alternative hypothesis (Ha) in the following results is that students in class XI MA Darul Ihsan can learn Arabic well by using animated videos. To test this second hypothesis, the N-Gain value was calculated in the experimental class and the control class. To see how much effectiveness the learning media used by the researcher is, here are the categories of N-Gain Score values to see the effectiveness, namely: if the N Gain value> 0.70 then the effectiveness criteria are categorized as high, if

the resulting value is 0.30 <N Gain <0.70 then the effectiveness criteria are categorized as medium and if the value obtained from the calculation of the N Gain Score N Ga <0.30 then the effectiveness criteria are categorized as low. The results of the calculation of the effectiveness weight can be seen in the following table.

Table 4. Results of the N-Gain Score Test of the Experimental and Control Classes

Kelas	Rata-rata	*Gain Score*	Bobot Keefektifan
Pretest Eksperimen	57,14		
Posttest Eksperimen	77,50	0,26	14%
Pretest Kontrol	51,52		
Posttest Kontrol	69,64		

As a result of the calculation, the median value of the majority of the pretest treatment and untreated was 54.33. The results of the calculation of the accuracy weight, which was carried out by dividing the difference in the mean value of the experimental posttest by the mean value of the control posttest divided by the average multiplied by 100%, showed that there was an accuracy weight of 14% and the N Gain value was less than 0.030. As a result, the learning tool used by the researcher was not fluent. The alternative hypothesis (Ha) is accepted, which shows that using animated videos to teach grade XI students of MA Darul Ihsan to listen to Arabic is more fluent than using audio tools. This second estimate is accepted, with a fluency weight of 14% and an N Gain value of only 0.030, which indicates that the effectiveness value is low. Based on the results of the calculation, the median score for both the pretest treatment group and the untreated control group was 54.33. The calculation of instructional effectiveness, determined by dividing the difference in the mean posttest scores between the experimental and control groups by the average posttest score and multiplying by 100%, revealed an instructional accuracy weight of 14%. Additionally, the normalized gain (N-Gain) score was less than 0.030, indicating a low level of learning improvement. These findings suggest that the instructional tool employed by the researcher lacked fluency and effectiveness. However, the alternative hypothesis (Ha) was accepted, indicating that the use of animated video materials in teaching Arabic listening skills to Grade XI students at MA Darul Ihsan was more effective than the use of traditional audio tools. Despite the acceptance of this hypothesis, the relatively low accuracy weight and N-Gain score imply that while animated videos have a positive effect, the overall impact on learning outcomes remains limited. These results are consistent with prior studies suggesting that multimedia learning tools, while beneficial, vary in effectiveness depending on implementation and learner characteristics (Mayer, 2009; Clark & Mayer, 2016).

This calculation is obtained from the average of the pretest treatment and untreated, which is 54.33. By dividing the average value of the posttest treatment and untreated divided by the average multiplied by 100%, a smoothness weight of 14% is

obtained, and an N Gain value of less than 0.030 is considered low. The results of the calculations studied and presented are that students in the treatment class on average (mean) tend to be better than the class that was not given treatment (77.50 lower than 69.64). The results of the interim test also provide results that the t-count score is greater than the t table and the significance must be less than 0.05. The calculation results show a t-count score of 2.121, and after being compared with the t table at a significance level of α = 0.05 and a sig value of 2.023, it turns out that the t-count is greater than the t table. The thing score of 2.121 is greater than the t table. In addition, there is a significance of 0.04, which means the results are lower than 0.05. The results of the calculation of the effectiveness weighting were 14% with an N-Gain score of 0.26.

CONCLUSION

Based on the results of the study, it can be concluded that the abilities of students in classes using learning aids are different from students in classes using image media. The results of the analysis of student learning outcomes data after learning with auditory media showed that the level of student completion with auditory media increased by 14 percent. Researchers in a study conducted in June 2022 found that learning media helped improve students' listening skills. These results are in accordance with the hypothesis test which shows that students' test scores increased as a result of treatment. A conclusion can be made based on the results of data analysis, hypothesis testing, and discussion. First, the results of the t-test show that the learning outcomes of Arabic listening skills of class XI MA Darul Ihsan students are different when they are taught using animated video media versus audio media. The results of the t-test show that t count is greater than t table, which is (2.121 greater than 2.023). Second, the use of animated video media helps students learn maharah al istima' Arabic better than using audio media. The results of the analysis of student learning outcomes data after using animated videos with audio-visual media show that their average score after learning with audio-visual media (Posttest) increased significantly or higher, reaching 81 with a score range of 90. This is different from their score when using image media, which reached 20 with a score range of 80. Thus, the role of audio-visual media is very important in learning. In addition, it can be concluded that the influence of audio-visual media on student learning outcomes in Arabic subjects, the concept of animated videos in class XI MAS Darul Ihsan Leuwiliang Bogor can increase. The results of the "t" test calculation show that p-value = 0.04 < α = 0.05, and H0: μ1 = μ2 is rejected and Ha: μ1> μ2 is accepted.

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