

Utilization of Interactive Learning Multimedia for Arabic Language Teachers in Madrasah Tsanawiyah (MTs) Cirebon City

Nanin Sumiarni¹, Masri'ah¹, Nelly Husni Laely¹, Yanti Kusnawati¹

¹Department of Arabic Language Education, IAIN Syekh Nurjati, Indonesia

Abstract

Technological advances, as contained in learning multimedia, must be accompanied by teacher competence in innovating and utilizing learning media in the classroom. The role of learning multimedia is very important to support the learning process. Interactive learning multimedia is a combination of media that aims to make it easier for teachers to convey learning material. However, teaching and learning activities in schools have not carried out conventional learning and used effective, efficient and easy learning media. The present study discusses the Utilization of Interactive Learning Multimedia for Arabic Language Teachers at *Madrasah Tsanawiyah (MTs)* in Cirebon City. The purpose of this community service is to increase the knowledge of Arabic language teachers in MTs-Kota Cirebon about the concept of Canva, Quiziz, and PPTx learning media, and to improve the skills of teachers in MTs-Kota Cirebon to create these learning media. The service method used is Service Learning (SL), which is an activity that involves practical experience, academic learning and community involvement. The results of the Community Service activities showed that service activities had an impact on participants by increasing the knowledge of teachers at MTs about the concepts of Canva, Quiziz, and PPTx learning media. As well as being able to develop these learning media so as to produce audio-visual teaching material products using Powerpoint Show, Canva and Quiziz which were compiled based on the service and training modules.

Keywords: *Arabic Teacher; Learning Multimedia; Utilization*

Corresponding author:

Nelly Husni Laely
Department of Arabic Language Education
IAIN Syekh Nurjati
Jl. Perjuangan, Sunyaragi, Cirebon, West Java
nellyhusni@syekhjurjati.ac.id

Article history

Received February 25, 2024
Revised March 12, 2024
Accepted March 18, 2024
Published Online March 22, 2024

Cite this article:

Sumiarni, N., Masri'ah., Laely, N. H., & Kusnawati, Y. (2024). Utilization of Interactive Learning Multimedia for Arabic Language Teachers in Madrasah Tsanawiyah (MTs) Cirebon City. *International Journal of Community Service & Development*, 1(2), 70-76.

INTRODUCTION

Since the introduction of cognitive theories of multimedia learning more than a decade ago, a wealth of empirical evidence has supported the theoretical rationale of multimedia instructional design principles. Educators use multimedia mostly to deliver active and meaningful learning materials. Multimedia is considered an effective and practical learning medium, and many people even argue that interactive multimedia has the potential to create a high-quality learning environment that actively engages learners, thus encouraging deep learning. Based on the results of a study by Vagg et al. (2020) it is revealed that participants recognized the important role of multimedia as a practical learning tool that could greatly complement and enhance traditional teaching methods, express particular interest in the development of interactive tools to complement their studies and enhance the learning process.

While theories of multimedia learning tend to focus on the cognitive processes involved in learning, such as selecting relevant information, mentally organizing the material into a coherent organization, and integrating it with relevant knowledge activated from long-term memory, an important aspect that has not been explained in cognitive theories is the role of motivation in multimedia learning, which is the internal state that initiates, sustains, and energizes the learner's efforts to engage in the learning process. How can we help students to understand explanations of learning materials, one promising approach is to use multimedia presentations to provide explanations in both visual and verbal formats, such as displaying computer-generated animations synchronized with computer-generated narration or displaying illustrations alongside appropriate text. In a review of eight studies on whether or not multimedia instruction is effective, there was consistent evidence for the effects of multimedia: students who received coordinated explanatory



presentations in verbal and visual formats produced over 75% more creative solutions in a problem-solving transfer test than students who received verbal explanations alone. (Mayer, 2014).

The quality of education depends on the quality of teachers and learning. Improving learning is a fundamental issue for improving the quality of education rationally, so it is hoped that the changes in the progress of the times in the field of science and technology, will also support progress and change in a positive direction in education, among the media resulting from science and technology are media (1) Canva (Can be used to make PowerPoint, Video, Certificates, and others with many features); (2) Quizziz (Make Quiz online, only the drawback is that students must be online too); and (3) PPTx (Creating Interactive learning materials). These media are very interesting to use in learning with various abilities to process text or teaching materials, images, colors, and animations that can be processed by themselves based on user creativity.

The use of learning media in the teaching and learning process can arouse new desires and interests, arouse motivation, stimulate learning activities, and have psychological effects on students. The use of media can also help streamline the learning process and delivery of learning materials. In addition, the media can help students improve understanding, present subject matter, interestingly, and make it easier to receive subject matter. With the unique nature of each student coupled with different environments and experiences, while the curriculum and education are determined the same for each student, the teacher has many difficulties when all of them must be overcome alone. This problem can be overcome by its ability to: a) Provide the same stimulus b) Equalize experience c) Generate the same perception.

The benefit of using the media is that it helps the teacher in delivering the material and helps students understand the material. By using the media, learning objectives will be easily achieved. The benefits of using the media will be maximally achieved if the teacher can choose and use the media appropriately and following learning needs. There are several criteria for visual-based media, namely as follows: a. Keep visuals simple. The use of realistic images must be careful not to disturb the attention of students or teachers b. Avoid unbalanced visuals c. Emphasize clarity and accuracy in all visuals d. Projected visuals must be able to be used in the classroom. Projected visuals must be read easily, and e. Use realistic colors. The existence of media selection criteria can make it easier for teachers to choose media that follows the material and make it easier for teachers to use the media to assist in the implementation of the learning process the use of media is expected to improve the quality of student learning outcomes.

In terms of facilities and infrastructure, several *MTs* in Cirebon City already have adequate infrastructure and facilities such as computer projectors to support learning in the classroom. The Internet is also one of the existing facilities available in some madrasas, but in reality, the use of computer facilities is not optimal, teachers still very rarely utilize computers to improve learning, let alone use Interactive Learning Multimedia (MPI). The purpose of the training activities on the application of Interactive Learning Multimedia (MPI) *First*, to increase the understanding of Arabic language teachers *MTs* in Cirebon City about the concept of multimedia-based learning media such as Canva, Quiziz, and PPTx media. *Second*, to improve the skills of Arabic language teachers *MTs* in Cirebon in making learning media based on Interactive Learning Multimedia (MPI).

Learning media are all tools used by teachers to improve the learning process, clarify the teacher's explanation of meaning or thought, train learners to achieve certain abilities, acquire certain habits, foster orientation tendencies, and instill values. Based on the explanation above, the use of media in learning, especially foreign language learning (Arabic) is something urgent and an integral part of the learning process. If the teacher can utilize learning multimedia properly, it will greatly help the effectiveness of the learning process as well as the delivery of messages and lesson content so that it can help students improve understanding because it presents information interestingly and reliably. In addition, learning media can also facilitate the interpretation of data and condense information. This allows the achievement of learning objectives, which in turn can increase interest and learning outcomes.

The objectives of the service activities regarding the making of learning media based on Interactive Learning Multimedia are (1) To increase the knowledge of Arabic language teachers *MTs* in Cirebon City about the concept of Canva, Quiz, and PPTx learning media; and (2) To improve the skills of *MTs* teachers in Cirebon City to make Canva, Quiz, and PPTx learning media. The measuring tool for the achievement



of this activity is the product produced by the participants and the output in the form of a report on community service activities and HAKI.

The benefits of this community service activity are that service participants can utilize interactive learning multimedia in Arabic language subjects in particular and other subjects in general. The targets of this community service are *MTs* teachers in Cirebon City, including *MTs* Salafiyah and *MTs* Negeri 2 Cirebon City. The following is a framework for thinking about community service activities:

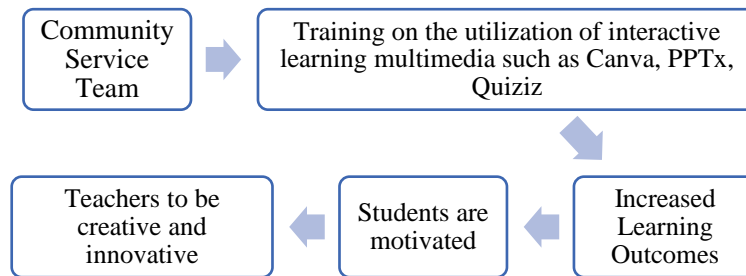


Figure 1. Framework for thinking about community service activities

METHODS

The service method employed Service Learning (SL) which was one of the learning methods that emphasized practical aspects by referring to the concept of *Experiential Learning*, namely the application of lecture knowledge among society/community while interacting with society/community and being a solution to the problems faced by society or community, to be able to apply the real role of students and campus in carrying out community service. Service Learning (SL) is an activity that involves practical experience, academic learning, and community involvement.

Based on this, the steps of community service activities were arranged in the framework chart in the following figure:

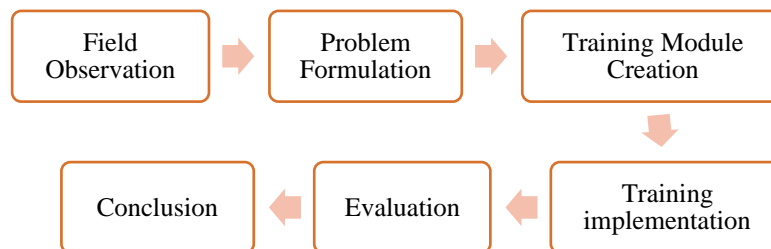


Figure 2. Framework chart of community service

The community service activity involved participants of *MTs* teachers in Cirebon City, including *MTs* Salafiyah and *MTs* Negeri 2 Cirebon City. The service was held for Arabic language teachers along with teachers of other subjects such as Islamic Religious Education, English, and Islamic Cultural History consisting of 19 people. The Activities started from October to November 2023. The rundown of Community Service activities is as follows:

**Table 1.** Service Activities

Activity Name	Date and Month	Description	Outcome
Pre-service observation	October 04, 2023	Socialization of Activities to <i>MTs</i> Salafiyah and <i>MTsN</i> 2 Cirebon	Availability of Interactive Learning Multimedia training centres
Opening of community service and information gathering	October 18, 2023	Opening of Community Service Activities	Training participants organised
Submission of material and evaluation	October 23, 2023	Nanin Sumiarni, S.Pd.I. M.Ag and Dr. Masriah, M.Ag	Module Creation
Submission of material, assignments and evaluation	October 30, 2023	Yanti Kusnawati, M.Ag and Nelly Husni Laely, M.Pd.	Module Creation
Project presentation and closing of community service	November 08, 2023	All participants, <i>MTs</i> Salafiyah and <i>MTsN</i> 2 Cirebon City	Evaluation and participants can increase knowledge and experience about the concept of Canva, Quiziz, and PPTx learning media.

RESULTS AND DISCUSSION

Overview of the Target Community

The community service activities were carried out by the Research team of the Arabic Language Education Department in *Madrasah Tsanawiyah* in the city of Cirebon, namely *Madrasah Tsanawiyah* Salafiyah and *Madrasah Tsanawiyah* Negeri 2 Cirebon City.

Potential for Community Development (Empowerment)

On October 18, 2023, the research team of the Arabic Language Education Department visited *MTs* Salafiyah and *MTsN* 2 Cirebon to gather information. The results of the information gathering are as follows:

- Learning multimedia training activities were following existing programs in Madrasah, so the principal welcomes this service.
- Learning by using media had not been evenly implemented.
- The use of computers that had not been optimized
- Lack of teacher skill in using learning media.
- The principal provides a place and time for the implementation of community service, namely at *MTs* Salafiyah, and is held every Wednesday at 14.00 in the afternoon adjusting the schedule at Madrasah.

Community Development (Empowerment) Solutions

Based on the development potential above, where teachers consider it difficult to make interactive learning media because they think it requires a lot of time and high knowledge of technology, the *Abdimas* (Community service) team of the Arabic Language Education Department conducts service activities by utilizing Interactive Learning Multimedia that is easy to make and apply using PowerPoint show, Canva, and Quizziz along with the steps to use it.

The PowerPoint program is one of the *software* specifically designed to be able to display attractive multimedia programs, easy to make, easy to use, and relatively cheap, because it does not require raw materials other than tools for data storage. *Microsoft Office PowerPoint* also provides slide facilities to accommodate the main points of discussion that will be conveyed to students. With animation facilities, a slide can be modified interestingly. Likewise, the facilities: *front picture*, *sound*, and *effects* can be used to create a good slide. Thus, accommodating according to students' learning modalities. (Rusman, 2013).



Canva is one application that can be used as an alternative learning media. Canva is an online design program application that provides various tools or editing tools to easily create graphic designs without having to design from scratch (Anugrah et al., 2023). This application is easy to use, including in designing learning media because it provides a variety of graphic designs consisting of; presentations, posters, pamphlets, graphics, banners, invitation cards, edited photos, and Facebook covers (Dian et al., 2021; Trinawindu et al., 2016). Canva makes it easy for teachers and students to carry out the technology-based learning process, creativity, skills, and other benefits, this is because the design results using Canva can increase the interest and motivation of students in learning activities by attractively presenting teaching materials and materials.

Quizziz is one of the many applications that can be utilized to support learning activities. This application can be used by all users to play and take quizzes in class or outside the classroom. By using Quiziz, students can take quizzes according to the choice of processing time according to what they want. Some of the advantages possessed by Quiziz compared to other applications include the existence of a *leaderboard* that makes it possible for quiz participants to know the scores and rankings of quiz participants compared to other participants.

Based on the understanding and usefulness of the three applications above, it is very suitable to present the Community development (empowerment) Solution to choose these applications. So that problems in the use of learning media that must be adapted to the times can be resolved.

Level of Achievement of Program Objectives

The level of achievement of program targets in community service activities carried out by the Researcher team of the Arabic Language Education Department is the availability of a training venue for Utilizing Interactive Learning Multimedia for Arabic Language Teachers of *Madrasah Tsanawiyah (MTs)* in Cirebon City at *MTs Salafiyah* and participants totaling 19 teachers consisting of teachers from MTs Salafiyah as many as 13 teachers and *MTs Negeri 2* as many as 6 teachers. This community service activity was not only attended by Arabic language subject teachers but teachers of other subjects such as science, history of Islamic culture, English, etc.



Figure 3. Training on the Use of Interactive Learning Multimedia

The activity was carried out smoothly according to the goals and expectations without significant obstacles, the participants were very enthusiastic about participating in the training activities on the utilization of Arabic multimedia which were held every Wednesday afternoon.

After getting material about Canva, PowerPoint show, and Quizziz, participants practice directly developing teaching materials using these media, and get assignments related to the material, namely by making learning products with multimedia. The audio-visual teaching material products using PowerPoint

Show, Canva, and Quiziz were compiled based on the service and training modules produced by participants. The following audio-visual teaching material products were the results of the service:



Figure 4. Audio visual teaching material products using PowerPoint

CONCLUSION

The training activity Utilization of Interactive Learning Multimedia for Arabic Language Teachers of *Madrasah Tsanawiyah (MTs)* Cirebon City was well implemented and had an impact on participants by increasing the knowledge of teachers at *MTs Salafiyah* and *MTs Negeri 2* Cirebon City about the concept of *Canva*, *Quiziz*, and *PPTx* learning media. And able to develop learning media based on those learning multimedia which were compiled based on service and training modules.

Limitations and Future Direction

This service activity can be continued by the principal involving all teachers and become a madrasah programme to improve the effectiveness of the learning process which is a fundamental issue for improving the quality of education rationally, so it is hoped that with the changing times of progress in the field of science and technology, it will also support progress and change to positive things in education.

Acknowledgements

The author would like to thank the IAIN Syekh Nurjati Cirebon for providing support for the implementation of this service, as well as thanks to the madrasah, the principal who has given permission to carry out the service and all teachers who have actively contributed to this service activity.

Statement and Declarations

N.S. designed the service, Y.K. provided materials, M.M collected data, N.H.L wrote and revised the manuscript, N.S approved the manuscript. The authors declare no conflict of interest.



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