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## VISUAL TECHNOLOGY DEVELOPMENT FOR ARABIC LEARNING BASED ON ADDIE DEVELOPMENT MODEL

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### Abstract

This article aimed to determine the variety of visual technology and its development in learning Arabic. Visual technologies that could be used by Arabic language teachers were all kinds of media that could be used in general learning, both in the form of non-projected visual media and projected visual media, Non-projected visuals in the form of graphic media, realia (real objects), and models, while visual media that could be projected are LCDs, and digital cameras. In its development, Arabic learning could be developed with various models, one of which is the development of the ADDIE (analyze, design, development, implementation, and evaluation), ADDIE Development model was media development through the following steps: Analyze, Design, Develop, Implement, and Evaluate. Visual technology for learning Arabic was developed by first analyzing the needs of students, then designing and developing the right media (production process), then socializing it to students, and finally evaluating it. If it had been completed, visual technology could be implemented in the learning classroom.

**Keywords:** *Visual Technology, Development, Learning, Arabic, ADDIE*

### Introduction

Learning is a necessity in human life. Learning makes humans have a noble degree and will give them a better position. Among the characteristics that a person has learned is when there is a change in himself in terms of attitudes, knowledge, or skills he has obtained from learning activities.<sup>1</sup> The interactions that occur in the learning process are strongly influenced by external factors as stimuli such as interactions with teachers, lecturers, instructors, study friends, or education staff as

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<sup>1</sup> Aprida Pane and Muhammad Darwis Dasopang, "Belajar Dan Pembelajaran," *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman* 3, no. 2 (2017): 333, <https://doi.org/10.24952/fitrah.v3i2.945>.

well as interactions with learning media such as teaching materials, learning resources or learning tools.<sup>2</sup>

Human-designed technology continues to develop in order to facilitate humans to learn, educators are required to utilize and develop the technology for learning, in addition to making it easier for educators to transfer knowledge, media and learning technology will also make it easier for students to understand lessons, even very possible. Media and learning technology used by educators will be an encouragement for students to be motivated in learning. One of the media that is still needed by humans in learning is visual media. Visual media are all media that facilitate vision for learning, for example: photos, pictures, props, and others. Visual media is believed to be able to foster student interest, strengthen memory, and make it easier to understand the content of the lesson and relate it to the real world. Effective visual media are visuals that have meaning according to context and students interact well so that the information process reaches students.<sup>3</sup>

Likewise with learning Arabic, as a foreign language lesson, the use of visual media is one of the media that needs to be utilized to avoid a monotonous, uninteresting learning process, and so that students do not feel bored. In learning Arabic, Arabic teachers are expected to be able to develop media that help students understand the lesson well. The creativity of educators in developing visual media in the learning process will be related to the interests and motivation of students in participating in lessons.<sup>4</sup> Like language learning in general, Arabic learning also targets four general language skills, namely: listening, reading, speaking, and writing. Traditionally, Arabic language teaching generally only relies on textbooks as teaching materials that are read and interpreted, educators and students read books and do exercises given by educators, or if learning is related to speaking skills, educators will invite students to have a dialogue in Arabic.

Besides that, there are still many symptoms of Arabic teachers who are less creative in developing visual media, even not using visual media, some others are unable to choose and use visual media in the context of the material being taught. In fact, learning Arabic is one of the most interesting lessons if you use visual technology as a medium for learning. Arabic lessons are often considered difficult lessons for students so that if using the right media it is hoped that it will make it

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<sup>2</sup> Dwi Okti Sudarti, "Kajian Teori Behavioristik Stimulus Dan Respon Dalam Meningkatkan Minat Belajar Siswa," *Tarbawi: Jurnal Pendidikan Islam* 16, no. 2 (2019): 55-72.

<sup>3</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Press, 2001), p.91

<sup>4</sup> Naidin Syamsuddin, "Pengembangan Teknologi Audio Visual Dalam Pembelajaran Bahasa Arab," *Jurnal Konsepsi* Vol. 10, no. No. 4 (2022): 414-20.

easier for students to master the expected language skills. The development of technology and learning media should be used by educators to present learning that is more effective, practical, and fun so as to facilitate learning Arabic.<sup>5</sup>

Visual media are considered effective in learning Arabic for several reasons, namely: learning Arabic will be more interesting with visuals so that it can increase learning motivation, the display of Arabic material will seem unique with visuals and will be easier to understand, media and technology for learning Arabic. using a variety of visual media is expected to arouse the focus of students.<sup>6</sup> On the other hand, without media and technology, it will cause lags and lags in achieving learning targets. Especially because there is a tendency for students now to be closer to technology and tend to be more interested in multimedia, including media that can be seen directly.

According to Yaumi, visual media and technology can increase enthusiasm and enthusiasm for learning, because there is an urge to try in reality and a desire to be involved in it, enthusiastic and enthusiastic students will encourage memory to store the information obtained, thus the use of visual media and technology can improve learning outcomes.<sup>7</sup> Therefore, it is important for Arabic language teachers to increase technological insight including visual technology and develop the ability to use a variety of media and visual technologies that are around them to help students learn Arabic. explained various visual technologies that can be utilized by Arabic language teachers and how to develop them in learning Arabic. This study is intended to obtain an explanation of various visual technologies and their development in Arabic learning, with this study expected to add insight for educators in developing visual media-based language learning classes and can become general literature for educators and the general public.

## **Method**

This article is a research based on literature research by collecting various literatures related to the development of visual technology for learning and then analyzing it based on a qualitative approach that produces models and procedures for developing visual technology for learning Arabic.

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<sup>5</sup> Haniah Haniah, "Pemanfaatan Teknologi Informasi Dalam Mengatasi Masalah Belajar Bahasa Arab," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 2, no. 1 (2014): 1-19, <https://doi.org/10.23971/altarib.v2i1.588>.

<sup>6</sup> Nana Sudjana dan Ahmad Rivai, *Media Pengajaran* (Bandung: PT. Sinar Baru Algesindo, 2009).h. 3

<sup>7</sup> Muhammad Yaumi, *Media Dan Teknologi Pembelajaran, Jakarta* (Jakarta, 2018)., p.134

## Results and Discussion

### 1. Variety of Media and Visual Technology in Learning

Media and learning technology are tools used in learning both in the form of tools that can be heard (audio) and tools that can be seen (visual), the use of these tools is intended to make learning effective and efficient.<sup>8</sup> Using media like this will make it easier for educators to explain subject matter to students. Media also becomes a lighter so that students become enthusiastic and open in learning.

Media is a tool that can help clarify the meaning conveyed in learning so that learning objectives can be achieved. Media that become learning resources can be in the form of materials and tools, the material is usually in the form of software (software) that contains messages to be conveyed using e-mail tools.<sup>9</sup> From the various explanations above, learning media can be understood as everything that is used to convey messages so that it triggers students to learn so that there is interaction in learning.

Visual media are all learning tools that can be seen. Visual media has an important role in the learning process because in addition to being able to foster student interest in learning, visual media also makes it easier for students to understand the lesson, because students will be able to connect the lessons they are studying with facts in their lives provided that the visual message is in the context of the lesson and contains meaning in accordance with the subject matter.<sup>10</sup>

Visual media in its development can be mapped into two types, namely visual media that cannot be projected and visual media that can be projected.<sup>11</sup> Visual media that are not projected are media that cannot be displayed on the screen, they are only objects that can be seen directly either in the form of real objects (objects that are seen directly without having to be brought into class), artificial objects (substitute forms for real objects), and other media. graphics such as photos or pictures. While the visual that can be projected is a technology that can be displayed on the screen with other connecting devices such as an

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<sup>8</sup> Abdul Wahab Rosyidi dan Mamlu'atul Ni'mah, *Memahami Konsep Dasar Pembelajaran Bahasa Arab* (Malang: UIN-Maliki Press, 2011)., p.102

<sup>9</sup> Imam Asrori, *Media Pembelajaran Bahasa Arab* (Malang: CV. Bintang Sejahtera, 2015)., p.54

<sup>10</sup> Baiq Raudatussolihah, "Pengembangan Teknologi Audio-Visual Dalam Pembelajaran Bahasa Arab," *Education and Learning Journal* 3, no. 1 (2022): 53, <https://doi.org/10.33096/eljour.v3i1.150>.

<sup>11</sup> Yaumi, *Media Dan Teknologi Pembelajaran.*, p.134-135

LCD/Infocus screen display which is connected with a VGA/HDMI cable from a computer.

In general, visual media and technology can be described in this paper with the following divisions:

- a. Visuals are not projected
  - 1) Graphic media

Graphic media is a visual media that expresses messages through pictures, words, or numbers. By using media, messages are conveyed through visual symbols, their use is intended to attract attention, clarify teaching materials, and visualize concepts to make them easier to remember and understand.<sup>12</sup>

Nana Sudjana and Ahmad Rifai said that graphic media are media that connect facts and ideas clearly through a combination of words and images.<sup>13</sup> Words and pictures or other visual symbols can be visualized in a variety of media that makes it easier for educators to convey teaching materials easily. Wina Sanjaya, for example, mentions pictures, photos, charts, graphs, posters, and caricatures<sup>14</sup> besides that other graphic media similar to this are sketches, diagrams, cartoons, comics, maps/globes, flannels, bulletins, and others. -other. The various graphic media above according to the Big Indonesian Language Dictionary (KBBI) can be explained simply as follows:<sup>15</sup>

- a) Drawings are imitations of goods (humans, animals, plants, and so on) made with scribbles on paper or other materials, also called paintings. This media is one of the most commonly used in learning.
- b) Photos are still images obtained through a camera or also called portraits or images, shadows, or reflections. Photos are among the images that are most often displayed in learning today, because of the ease of technology to get them as a substitute for ordinary pictures that are painted / written manually.

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<sup>12</sup> Susilana, *Media Pembelajaran; Hakikat, Pengembangan, Pemanfaat, Dan Penilaian* (Bandung: CV. Wacana Prima, 2009)., p.14

<sup>13</sup> Nana Sudjana dan Ahmad Rivai, *Media Pengajaran.*, p.19

<sup>14</sup> Wina Sanjaya, *Strategi Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2006).

<sup>15</sup> Badan Pembinaan dan Pengembangan Bahasa, "KBBI Daring," 2016.

- c) Chart, is a design drawing or schema, it is a graphic tool used to present data to make it easier to interpret a data or concept, the most commonly used chart for depiction of structures such as organizational structures.
- d) Graphic, is a picture of the ups and downs of a situation either with lines or pictures. Graphs are displayed as data presentations through a combination of numbers, lines, dots, or symbols arranged based on mathematical principles with comparative data.
- e) Posters are placards that are installed in public places, usually in the form of advertisements, the placard itself is an announcement letter in the form of pictures pasted on walls and public places to be widely distributed. Generally, posters are made with clear and attractive visuals to influence others to follow directions or buy a product.
- f) Cartoon, an image with a funny appearance, to describe certain circumstances. Cartoons are made in the form of stories with fixed images called comics which also become moving images as a result of the combination of various images so that they become films, often referred to as cartoon films.
- g) Sketch, a sketch is also called a quick painting or a big picture in simple form or a draft that depicts an important part of an image.
- h) Diagram, is a picture to explain something, generally designed to describe the relationship between things, presented in the form of lines or symbols. Diagrams are depicted in various forms such as data flow diagrams, picture diagrams, bar charts, line charts, arrow diagrams, tree diagrams, and so on.
- i) A map is a graphic image that generally presents location data or shows places and their various conditions such as regional boundaries, surface properties, floor plans, including socio-cultural, economic, and other data. Maps can also be in the form of a globe (a map in the form of an artificial globe). So that it is easier to understand the reality of the earth in a global form because it is an imitation of the earth.

- j) Flannel Board / Bulletin Board, flannel board is commonly used as a graphic medium, in the form of a board covered with flannel, usually used to put up announcements, posters, pictures or paste certain words that can be installed and removed, in addition to flannel boards, bulletin boards can also be The difference is because they don't use flannel so that pictures or writings are directly pasted like a wall magazine.
- k) Blackboard, is the type of visual display media that is most commonly used interactively as a non-projection graphic media in learning. Blackboards are generally boards used for writing in front of the class using chalk or markers (often called *blackboards* and *whiteboards*) or their development is in the form of electronic whiteboards (*copyboard* and *panaboard*) and digital whiteboards, namely whiteboards that use touch screen technology (*touchscreen*).<sup>16</sup> The blackboard is used by educators to convey messages directly in the form of writing or pictures that are written or drawn directly, making it easier for students to understand the teacher's intentions.

In addition to graphic media and display media as mentioned above, textbooks, modules, and worksheets (LKS/LKM) are visual materials that are very commonly used in learning, these media fall into the category of printed visuals the same as pictures or others.

The use of books is still very familiar with educators and students in learning, therefore books are an important visual material to be presented in order to facilitate student learning. It should be designed to attract the interest of students.

## 2) Realia

Realia is a real object or real object. Realia is an original object that can be used by educators to describe real situations.<sup>17</sup> For example, when studying living things, you can show objects directly by showing humans, animals or plants. This media does not have to be shown in front of the class but can directly observe the object in its place, however, some original objects can be shown in front of the

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<sup>16</sup> Yaumi, *Media Dan Teknologi Pembelajaran.*, p.150

<sup>17</sup> Asep Sunarko dan Nuria Hafsah, "Media Realia Dalam Meningkatkan Penguasaan Mufrodat Di Mts Ma'arif Tembarak Temanggung," *Lisanan Arabiya* Vol.2, no. No. 1 (2018): 124.

class as a real depiction of the discussion such as showing certain forms of money, tools or materials. Real depictions of teaching materials will make it easier for students to understand the context of the discussion, because it is an original picture of what is described by educators, it is even possible that realia will show objects better than imitations or duplicates.

Real depictions of reality can be carried out by educators with educational visits or *field trips*, this will provide a better and more enjoyable learning experience, and can even make it easier for students to understand what they are learning because they see firsthand the facts or their form.

### 3) Model

Among the notions of a model in the KBBI are small imitation goods with the same shape as the one being imitated.<sup>18</sup> The model is an artificial object with a three-dimensional (3D) form which is a depiction of the original form or the real object. In contrast to realia, the use of this media is intended not to see the original form, but to be used as a substitute for realia because there are things that make it difficult to see the original because of limited facilities or materials, for example to study living things related to the system of conditions, the movement system, the respiratory system, circulation. blood and other things related to humans or animals, need models that make it easy to reach things that are explained that are not possible to bring real objects and images directly.

The model is made and designed as a learning technology to describe the original form, its form is inanimate objects even though it depicts living things like body anatomy.<sup>19</sup> Although this object is not the original form, it is believed to be quite effective as an effort to describe the authenticity of the object. Modeling like this is especially good for objects that cannot be included in a class.

Models are often found in two forms, there are those that resemble the original model as a whole but there are also those that are more simplified in order to clarify more complex objects, Yaumi calls it an assembled model. The assembled model is designed with a

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<sup>18</sup> Badan Pembinaan dan Pengembangan Bahasa, "KBBI Daring."

<sup>19</sup> Yaumi, *Media Dan Teknologi Pembelajaran.*, p.150



simpler model than the complexity of the original form, for example a toy car assembly.<sup>20</sup>

**b. Projected visuals**

1) LCD Projector

The use of *Liquid Crystal Display* (LCD) is one of the most popular ones used today in learning classes because it is considered quite practical in projecting teaching materials and making it easier for presentations for educators, LCDs are even like replacing OHP in terms of presentations. LCD is used on the screen of a television, computer, mobile phone, or digital camera, the projector is an optical device which is an external device used to project an image onto a screen. An LCD projector is an electronic device that projects an image or video from a computer or otherwise onto a screen (usually using a *screen* or highlighted directly on a wall).<sup>21</sup>

Technically, the material to be projected is made on a computer or *notebook* in the form of visual images, videos or other materials, then projected onto the screen using an intermediate cable that is connected from the computer to the LCD device. The use of this LCD is quite easy for educators to display visual images to students making it easier to provide explanations besides making it easier for students to write and remember teaching materials.

In its development, the LCD can even be used to write directly as well as the use of a whiteboard, either with a special *pen equipped with a computer* or with *touchscreen technology* that makes it easier for educators to write down material directly that can be seen by students through a projection screen.

2) Digital camera

Digital cameras include technology that continues to develop, as is commonly understood, digital cameras are the development of analog camera technology that was used to produce images of objects even though it takes longer and has limited results. Taking pictures and videos is now much faster with digital cameras, photos and videos

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<sup>20</sup> Yaumi., p.152

<sup>21</sup> Darisy Syafaah, "Inovasi Pembelajaran Bahasa Arab Pada Prodi Bahasa Dan Sastra Arab IAIN Tulungagung Dalam Menghadapi Tantangan Era Industri 4.0," in *Prosiding Konferensi Nasional Bahasa Arab V*, 2019, 855.

produced by cameras through certain processes are stored in data memory and can be viewed or witnessed directly.<sup>22</sup>

Cameras are currently also available in computer technology and *smartphone types*, so that they can be projected directly using the LCD. Cameras using *cellphones* are even light and easy enough to produce images or videos that can be used as visual technology that can be shown directly to students.

## **2. Development of Visual Technology for Arabic Learning based on the ADDIE Development Model**

Arabic as stated in the Regulation of the Minister of Religion (PMA) No. 2 of 2008 is intended to develop Arabic communication skills which include four language skills, namely listening, reading, speaking, and writing, raising awareness about the urgency of Arabic, especially in learning Islam, as well as developing an understanding of the relationship between language and culture to add insight and cultural horizon.<sup>23</sup> The above shows that among the objectives of learning Arabic is mastering language skills, meanwhile mastering a foreign language has its own character and level of difficulty, this if it is not facilitated with the right technology it is possible not to achieve the expected learning objectives.

Among the problems commonly faced by educators and students in learning Arabic are the use of methods that are often still conventional, lack of learning media, teaching that is not in accordance with the character of students, weak motivation of students, focusing more on aspects of knowledge and not accustomed to using games in learning. teaching Arabic, besides that Arabic language educators have not maximized audio-visual aids or media so that participants still have difficulty mastering the language skills being taught.

Therefore, Arabic language teachers are required to be able to develop media and technology for learning Arabic, because learning Arabic will be more effective if Arabic language teachers can develop appropriate learning media and technology because media and learning technology have a significant influence in achieving learning outcomes. There are at least several reasons why

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<sup>22</sup> Tri Tami Gunarti, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Audio Visual Untuk Meningkatkan Maharah Istima' Pada Siswa-Siswi Madrasah Ibtidaiyah," *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 2 (2020): 122-29.

<sup>23</sup> "PMA No. 2 Tahun 2008, Tentang Standar Kompetensi Lulusan Dan Standar Isi Pendidikan Agama Islam Dan Bahasa Arab Di Madrasah," 2008.

visual media has an important role in the learning process, including Arabic learning, namely: visual media can be a reflection of educators' desires in explaining aspects of language skills in the form of visual images, visual media can be an effective means of achieving learning goals Arabic because students are exposed directly to more concrete examples, visual media can also be a method of educators in serving students for the development of expected Arabic language skills.<sup>24</sup>

The procedure for developing Arabic learning media and technology can follow various recognized media and technology development models, one of the commonly used models that can be developed in Arabic learning development is ADDIE (an acronym for *analyze, design, development, implementation, and evaluation*). This ADDIE model is considered quite flexible and can be used in the development of learning media. So that Arabic language teachers can be more adaptive in developing learning media.<sup>25</sup> Visual media is a medium that must be developed by educators to facilitate students' Arabic learning, in general the development of learning media through general steps, namely planning, production, and assessment.<sup>26</sup> If using the ADDIE model of visual materials development, you can follow these steps:

- 1) *Analysis*, this step is often also called a *need assessment*, which is to analyze the needs of students and the surrounding environment that supports them. According to Khasairi, what can be done in analyzing the needs of students is to analyze the characteristics, competencies, and learning styles of students, among which need to be considered are interest in Arabic, basic Arabic skills, perception of Arabic, including how to use the senses in learning Arabic. <sup>27</sup> In the context of visual media, this analysis is important to determine the right visual media to facilitate learners. Students with very low interest in Arabic are very likely to be interested in preparing photos/images, both direct images and projected images.

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<sup>24</sup> Rukimin, "Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Bahasa Arab," *Ganeca Suara* Vol. 11, no. No. 1 (2017): 20.

<sup>25</sup> Hamdan Husen Batubara dan Dessy Noor Ariani, "Model Pengembangan Media Pembelajaran Adaptif Di Sekolah Dasar," *Muallimuna* Vol. 5, no. No. 1 (2019): 41-42.

<sup>26</sup> Zulkifli Rusbi, "Upaya Guru Mengembangkan Media Visual Dalam Proses Pembelajaran Fiqih MAN Kuok Bangkinang Kabupaten Kampar," *Jurnal Al-Hikmah* Vol. 14, no. No. 1 (2017): h. 28.

<sup>27</sup> Moh. Khasairi, "Pengembangan Komponen Bahasa Arab Di Madrasah Aliyah," *Bahasa Dan Seni* Vol. 14, no. No. 1 (2013): h. 65.

Students with good Arabic language skills can prepare learning media in the form of direct visits to learning objects or realia.

- 2) *Learning design*, a good Arabic learning design in utilizing visual technology is to prepare media that is oriented to students, for example by preparing media that is in accordance with basic Arabic skills and paying attention to the learning style. higher.
- 3) *Material development*, this process is a process of producing teaching materials including visual media according to material needs, the preparation of visual materials at this stage must pay attention to the learning objectives and the accuracy of the media selected and developed, the development of visual media can also be done by analyzing the teaching materials to be delivered. This section is the most important in developing the visual media that will be used, because the accuracy of choosing the material will help in achieving the learning objectives. Learning Arabic with four language skills must pay attention to the selection of the right materials, reading Arabic for example, in lower grades it is necessary to prepare teaching materials in the form of illustrated textbooks, it is even possible to develop cartoon-based learning such as comics. Comics can also help speaking skills in Arabic, in its development displaying projection media with interesting pictures will make students more enthusiastic about participating in Arabic learning activities, because this stage is the production stage, this is where what is planned in the design stage is realized. For example, by creating text documents, animated images, and so on.
- 4) *Implementation*, in this stage, teaching materials and visual media are ready to be implemented, what is done at this stage is to ensure the readiness of participants by socializing them. The use of learning media makes a very significant contribution in achieving learning objectives, in learning Arabic, using visual media, especially for non-Arabs, is a must, especially if the teacher is also not a native Arabic speaker. Educators can use Arabic written media in the implementation of the learning process.
- 5) *Evaluation*, this process is a process of testing and correction of learning media, the accuracy of visual media in achieving learning objectives, this is carried out for sustainable media development, evaluation is not only about learning outcomes by students, but also teaching materials, methods, media and learning resources.

If these steps have been carried out, then the media can then be used in Arabic learning classes.

### **Conclusion**

In conclusion, the visual media that could be developed in learning Arabic were very diverse, in general this variety of visual media was grouped into two groups, namely visual media that could not be projected such as: graphic media, realia, and models and visual media that could be projected such as LCD projectors. and digital cameras. The development of visual media for learning Arabic could be developed with various models of learning media development, one of which is the ADDIE model by following the steps: analysis, design, *develop*, implementation, and evaluation. The analysis process was related to the interest of students in Arabic, the learning design was adjusted to the basic abilities and learning styles of the students, the material development process was based on the learning objectives, the implementation process paid attention to the readiness of students, and evaluation to ensure the achievement of learning objectives. Hopefully this paper could be further developed for the needs of developing visual media according to the context of time and place.

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