Development of Short Film-Based Muhadasah Learning Media at SMP IT LHI Yogyakarta

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Article History	ABSTRACT
	Background: Muhadasah can be interpreted as how students express ideas in Arabic through conversation, where the conversation is carried out between students and teachers or between students and other students. However, the muhadasah learning process is generally less innovative and fun. Teachers often use the lecture method by displaying vocabulary and asking students to recite and memorize it. In learning muhadasah, it is best to use interesting media that motivate students to be active or make it easier for them to learn muhadasah. **Purpose:** It aims to develop a short film–based muhadasah learning media, to know the feasibility of these media and to find out the response of LHI IT Junior High School students to these learning media. **Method:** This type of research is development research. The development of short film-based muhadasah learning media is carried out through several stages, namely 1) finding potentials and problems at the time of learning observation and interviews, 2) spreading needs analysis questionnaires, 3) designing learning media product, 4) asking for material expert responses, 5) revising products based on expert responses, 6) product trials in the classroom. **Results and Discussion:** The research results in muhadasah learning media products based on short films at SMP IT LHI Yogyakarta. The sampling and samples were determined from 30 students participating in muhadasah learning and one Arabic language teacher. **Conclusions and Implications:** It can be concluded that short film-based muhadasah learning media is very suitable for use. Based on an expert assessment of learning media, a feasibility score from a material expert was obtained at 4.8 with an SB category (excellent). At the same time, the feasibility score from the design expert was 4.7 with the SB category (outstanding). Students' response to short film-based muhadasah learning media products was very feasible, with an average score of 4.27 on the material aspect and a 4.3 on the design aspect.
Keywords:	*Development media, Muhadasah learning, Short film*
	ABSTRAK
	Latar Belakang : *Muhâdaṡah* dapat diartikan dengan bagaimana siswa mengungkapkan gagasan dalam bahasa Arab melalui percakapan, yang mana percakapan tersebut dilakukan antara siswa dengan guru atau antara siswa dengan siswa yang lain. Namun pada umumnya proses pembelajaran muhadasah masih kurang inovatif dan fun. Guru sering menggunakan metode ceramah dengan menampilkan kosa kata dan meminta siswa

untuk melafalkan serta menghafalnya. Dalam pembelajaran muhadasah sebaiknya dengan menggunakan media yang menarik dan memotivasi siswa untuk aktif dalam pembelajaran atau memudahkan siswa dalam pembelajaran muhadasah.

Tujuan: Tujuan dari penelitian ini adalah mengembangkan media pembelajaran *muhâdaṡah* berbasis film pendek, mengetahui kelayakan media tersebut serta untuk mengetahui respon siswa SMP IT LHI terhadap media pembelajaran tersebut.

Metode: Pengembangan media pembelajaran *muhâdaṡah* berbasis film pendek di SMP IT LHI Yogyakarta dilakukan melalui beberapa tahapan, yaitu 1) menemukan potensi dan masalah pada saat observasi pembelajaran, dan wawancara, 2) menyebar angket analisis kebutuhan, 3) mendesain produk media pembelajaran, 4) meminta tanggapan ahli materi dan ahli desain, 5) merevisi produk berdasarkan tanggapan ahli, 6) uji coba produk pada kelas.

Hasil : Hasil penelitian berupa produk media pembelajaran muhadasah berbasis film pendek di SMP IT LHI Yogyakarta. Penentuan sampling dan sampel diambil dari 30 siswa yang pernah mengikuti pembelajaran muhadasah dan satu orang guru bahasa Arab.

Kesimpulan : Dapat disimpulkan bahwa media pembelajaran muhadasah berbasis film pendek sangat layak digunakan. Berdasarkan penilaian ahli terhadap media pembelajaran, didapatkan skor nilai kelayakan dari ahli materi sebesar 4,8 dengan kategori SB (sangat baik). Sedangkan skor nilai kelayakan dari ahli desain sebesar 4,7 dengan kategori SB (sangat baik). Respon siswa terhadap produk media pembelajaran *muhâdaṡah* berbasis film pendek sangat layak digunakan dengan skor rata-rata 4,27 pada aspek materi, dan skor rata-rata 4,3 pada aspek desain.

Kata Kunci	*Pengembangan media, Pembelajaran Muhadasah , Film pendek*

INTRODUCTION

Speaking skills in formal education have been applied to elementary and high school students.[1]–[3] Speaking skills in formal education have been applied to elementary and high school students.[4] There are still many students who feel shy about expressing themselves when speaking or interacting in Arabic.

The learning of kalâm (speaking) is the learning of *muhâdaṡah*.[5] *Muhâdaṡah* can be defined by how students provide and express ideas in Arabic through conversation,[6] where the conversation is between student and teacher or between student and other students.

Muhâdaṡah lessons for some students are difficult and boring. This is because *muhâdaṡah lessons* are applied to the student to form new conditions and situations in which he can communicate and interact with others through a foreign language. For example, when a student performs *muhâdaṡah* in Arabic, he must understand Arabic settings such as morphology, phonology, syntax and semantics.[7] Therefore, the system must be renewed in the teaching of *muhâdaṡah*. One of the updates is the existence of interactive learning media.[8], [9] Because the development of increasingly developing technology will facilitate students in active learning. Therefore, educators often integrate Arabic language learning with technology through media.

Researchers are more interested in using short film media because it considers the effectiveness of time and avoids student boredom. Fast film media has practicality in the field of use[10] because teachers only play short films on a *Compact Disk* that has been inserted into a laptop. Short films do not cost much, and the time required is also relatively less than that of using books. According to Alwany[11], short films can attract children's attention and interest. In addition, using appropriate short films can influence attitudes and behavior and build ethics.

Interactive learning media such as short films are expected to be a new learning medium that can reduce static and boring atmosphere [12]–[14] to create interesting and fun learning. Students will be more enthusiastic, not afraid and not bored in learning because the abstract material can now be visualized to make it easier to understand. With short film learning media, all ways of learning can be accommodated, and human learning activities are stored, starting from reading texts, listening and seeing. Because with this short film learning media, students learn by seeing and hearing the subject matter and messages and will be more easily understood by students.[15], [16]

Researchers developed a short film-based *muhâdaṡah* learning media for the junior high school level, namely at SMP IT LHI Yogyakarta, because *muhâdaṡah* learning has been embedded in the school curriculum. Based on observations and interviews with teachers in the school, the implementation of *student muhâdaṡah* learning shows that students have difficulty expressing ideas in a coherent language according to the material that has been explained with effective sentences and choosing the right words. Just like the information from the teacher, interviews with students also showed that they had difficulty expressing what ideas and ideas they thought. Learning Arabic, especially *muhâdaṡah,* does not use interesting learning media or teaching aids. This makes *learning muhaâdasâh* less interesting and boring, so the impact on student's ability in *muhâdaṡah* is also not optimal.

These problems were found in the field at the beginning of this research. In addition to the issues raised, researchers have potential that can be utilized in SMP IT LHI, especially in learning *muhâdaṡah*. This potential is in the form of devices that can be used to support learning, namely the availability of adequate personal computers and LCDs that can be used. This makes learning easier, so learning media can be used computer-based, which in this case is a short film media. Another potential is the learning of *muhâdaṡah* itself, which can be further developed to improve Arabic speaking skills.

A medium's development can help students understand the learning of *muhâdaṡah*.[17] Short film learning media is expected to help students become more enthusiastic about learning and, at the same time, make it easier for educators to convey learning content.

LITERATURE REVIEW

a. Muhadatsah Learning *Media*

Muhadatsah (conversation) learning media is a tool or means used in the learning process to improve speaking or dialogue skills in Arabic.[18]–[20] Muhadatsah often involves a conversation or dialogue between two or more people, designed to practice and hone participants' speaking skills

Muhadasah, or conversation in Arabic, is a conversation or discussion involving two or more people.[21]–[24] Muhadasah learning refers to learning activities that focus on developing speaking and interacting skills in Arabic. The purpose of muhadasah learning is to improve student's communication skills in various contexts of daily life.

b. Short Film-Based Learning Media

Short film-based learning media is a learning strategy that uses short films to convey information and concepts to learners.[25], [26] This approach aims to make learning more interesting, motivate learners, and present learning material more visually and practically. Some of the benefits of short film-based learning media include:

1) Enriching Learning: Short films can present learning concepts or topics in a more interesting and varied way to improve learners' learning experience.

2) Improve Memory: Visualization through short films can help improve students' memory of the information.

3) Real-Life Simulations: Short films often depict real-life situations to provide a more in-depth and contextual picture of the learning material.

4) Increase Engagement: Short films have high appeal and can capture learners' attention, thus helping to increase engagement in learning.

5) Flexibility: Short films can be used in various learning contexts and accessed at any time, thus providing flexibility for learners.

It is important to create short films that fit the learning objectives and pay attention to aspects of instructional design to achieve the desired learning outcomes.

c. Previous Research

Research on developing short film-based *muhâdaṡah* learning media has been widely conducted, such as research that discusses "*Development of Short Film Learning Media Based on Local Wisdom in Class V Hindu Religious Subjects at SD N 4 Banyuaning.* This research shows that the developed short film learning media effectively improves Hindu learning outcomes. Similarly, research on "*Development of Interactive CD of Arabic Language Learning for Madrasah Aliyah Students*". This study proves that the assessment of media experts, material experts, and student and teacher responses to the CD that has been developed is "good," with an average score of 4.00. Another study, "Learning Outcomes of the Nervous System Using Short Films", Journal of Biological Education (Biosferjpb. This research shows that short film learning media are categorized as good and effective media used in learning.

The three studies above generally provide information that using short film-based learning media is effective in learning. This is one of the motivations of researchers to design, validate and test the effectiveness of the developed media.

METHOD

This type of research is research and development *(R & D) research that develops a product for students with qualitative and quantitative research approaches.* [27] The research subjects or data sources in this study were 30 students of SMP IT LHI who had attended *muhâdaṡah learning, 1* media expert, and 1 Arabic material expert. This research and development use qualitative and quantitative data types. This type of qualitative data was obtained from interviews with Arabic teachers at SMPIT LHI Yogyakarta, classroom observations, suggestions and comments provided by validators on the validation sheet. Quantitative data is obtained from data processing and scoring questionnaire sheets. The assessment score from the material expert includes aspects of the material's content, the assessment score from the media expert consists of the product display aspect, and the assessment score from student responses in using the product includes aspects of design and material. Researchers use a scale of five in each validator and student response sheet in quantitative data revenue. This scale of five researchers was taken from the Likert scale type measurement. Data collection techniques in this study used observation, questionnaire, interview and documentation methods.[28]–[30] Data analysis in this study consisted of the beginning of the study, product development process data and product feasibility data.

RESULT AND DISCUSSION

The development of short film-based *muhâdaṡah* learning media at SMP IT LHI Yogyakarta is carried out through several stages, namely:

a. Finding potential problems

This research arises because it sees the availability of facilities and infrastructure that support the *muhâdaṡah* learning process, such as the availability of LCDs, projectors but have not been used for learning media, especially in *muhâdaṡah* learning. Another potential is the learning of *muhâdaṡah* itself, which can be further developed to improve Arabic speaking skills.

b. Needs analysis

Needs analysis is conducted through observation, interviews, questionnaires, and literature studies. Based on observations, it is known that SMP IT LHI, besides teaching religious knowledge, teaches students knowledge and language skills, especially Arabic, such as *muhâdaṡah*. On average, learning is taught 1 to 2 times a week. For *muhâdaṡah* learning, the teaching materials used are from Pondok Gontor. The allocation of learning time is 30 minutes of lessons in one week every Thursday morning.

The results of the interview found that *muhâdaṡah* learning emphasizes memorization of vocabulary. Student obstacles in learning Arabic, especially *muhâdaṡah,* are the lack of student mufradat. Students are less enthusiastic about participating in muhâdaṡah learning and lack a variety of learning media where teachers use blackboard and paper, making them vulnerable to loss. Therefore, according to the teacher, short film-based *muhâdaṡah* learning media is indeed needed to support students' *muhâdaṡah* abilities.

The distribution of questionnaires was carried out on 44 students consisting of grade 8 and grade 7 students to obtain data on the design of short film-based learning media in *muhâdaṡah* learning. Twenty-five students were choosing the criteria of being ready to receive *muhâdaṡah* learning with a percentage of 56.81%. Nineteen students decided to relax criteria to easily get imagination and inspiration, with a rate of 43.18%. Regarding learning media, 30 students chose the requirements for sound images (audio-visual) with a percentage of 68.18%. A total of 23 students chose short films to contain *muhâdaṡah* material, with a rate of 54.54%.

In the aspect of the essence of short film media, 24 students chose stories about the school and its surroundings with a percentage of 54.54%, as many as 21 students chose a mixed storyline with a percentage of 47.72%, as many as 25 students chose music instruments as accompaniment to films with a percentage of 56.81%, as many as 22 students chose a 10-minute film duration with a percentage of 50%, as many as 25 students chose the type of drama film with a percentage of 56.81%, and 19 students chose to display subtitles with a percentage of 43.18%. The students' expectations for this film media were mostly 28 students choosing short film media related to *muhâdaṡah* not boring, the more exciting and fun with a percentage of 63.63%.

c. Learning media product development design

The steps in making short film media are: 1) Pre-production, which compiles the film screenplay and determines the shooting schedule. 2) Production, where shooting is done gradually by considering distance, time, and place, is necessary to minimize the presence of missed scenes or scenes and facilitate the angle of camera shooting (angle camera). 3) Post-production, i.e., editing process. The editing process is carried out using several applications that can support the editing process, including Adobe X4 PRO, Corel Video Studio, and Inshot. The following is an image of the DVD case cover used in short film media.

Picture 1. Short Film DVD Cover

d. People of Validation Test

Validation is carried out to assess whether rationally developed product designs can be more effective and efficient in learning. The researcher involved two experts: Dr. Uki Sukiman, M.Ag, as a material expert and Ridzki R Puggan, S. S., as a cinematography or design expert.

e. Product revisions

Some things that must be revised are: 1) Based on the Expert Assessment of the Material, modify some parts, namely the writing errors of some vocabulary and the consistency of the final value. 2) Revision Based on Judgment Design experts suggest that the frequency of the sound volume of the instrument music should be reduced so that the dialogue of the characters is heard and lighting is increased. Character recognition is taken from the scene when the characters are in dialogue.

Material and design experts concluded that the short film medium was suitable for use and tested it with revisions according to suggestions.

f. Test the product in the classroom.

After the product was revised, a trial was carried out with product test subjects with 30 SMP IT LHI Yogyakarta students. Researchers want to know students' responses to products that have been made by giving questionnaires to students. The trial was conducted once, namely on February 13, 2020.

The development of short film-based learning media for *muhâdaṣah* learning is packaged into innovative and creative *muhâdaṣah* learning media. This learning media consists of opening films with detailed frames to create an animatic impression. In addition, it is equipped with audio that supports illustrations and voice actors. Stock shoot videos that go through the selection stage are assembled into one unit according to the scenario. The film's last part is thanked for the consistency of the font characters used. This learning media consists of several components: the initial display or opening, story, and ending.

Discussion

g. Presentation and Analysis of Material Member Data

To test the feasibility of the media in terms of material, an assessment is carried out by expert validators by giving scores on material aspects. The validator's evaluation of this aspect of the material is given a score range of five scales for each indicator with the following information: 5) very good, 4) good, 3) sufficient, 2) less good, 1) not good.

Table 1. Material Expert Assessment Results

No	Material aspect	Score
1	The material is easy to understand	5
2	Material by learning activities	5
3	Suitability of language descriptions	5
4	Idea processing	4
5	The correctness of the content of the material	5
6	Material attractiveness	5
	Average score	4,8

Source: Data processed, 2021

Based on data obtained from material experts, an average of 4.8 is located in a very good area. So, from this data, it is found that the initial product design developed as a whole from the aspect of the material presented in the media deserves to be continued.

h. Media Member Data Presentation and Analysis

To test the feasibility of the media in terms of cinematography, an assessment is carried out by expert validators by scoring the design aspects. The validators' evaluation of this aspect of the design is given a score range of five scales for each indicator as follows: 5) Very Good, 4) Good, 3) Enough, 2) Less Good, and 1) Not Good.

Table 2. Media Expert Assessment Results

No	Material aspect	Score
1	Attractive display design	5
2	The colors in the font and image correspond	5
3	Font size accordingly	5
4	Character suitability and characterization	5
5	Shooting angle variation	5
6	Clarity of writing	5
7	Motion suitability	5
8	Lighting	4
9	The volume of the player's voice is clear	4
10	Background fit	5
11	The volume of the instrument does not interfere	4
12	Ease of use	5
13	Media makes it easy to learn Arabic	5
	Average score	**4,7**

Based on data obtained from media experts, the average of 4.7 in the area is very good. So, from this data, it is accepted that the initial product design developed from the aspect of design presented in the media deserves to be continued.

i. Presentation and Analysis of Student Data

Field tests are carried out after the media is revised based on assessment input from validators. Students of SMPIT LHI Yogyakarta were asked to fill out a questionnaire that the researcher had prepared to respond to the short film media. The students gave scores on the design and material aspects of the short film.

Table 3. Results of Student Assessment on Design Aspects

No	Design aspects	Score
1	Interesting media display	4,4
2	Easy-to-use media	4,3
3	Font size and images are easy to read	4,3
4	Using short film media makes learning not boring	4,7
5	Good image quality	4
6	Good sound quality	3,7
7	Fast film media helps to learn *muhâdaṡah*	4,5
	Average score	**4,27**

Based on the data obtained from 7 items, the average of 4.27 is located in a very good area. This shows that student's responses to the short film-based muhâdasah learning media design have very good criterium scores.

Table 4. Results of Student Assessment on Material Aspects

No	Design aspects	Score
1	The material is well-delivered	4,4
2	Media is easy to learn	4,4
3	Material by learning activities	4,4
4	Important material in *muhâdaṡah learning*	4,3
5	Interesting material	4,4
6	Media facilitates *muhâdaṡah learning*	4,2
7	Fun *muhâdaṡah* learning	4,3
	Average score	4,3

Based on the data obtained from 7 items, the average of 4.3 is located in a very good area. This shows students' responses to short film-based *muhâdaṡah* learning materials have excellent criterium scores.

CONCLUSION AND IMPLICATIONS

The result of the study is a short film-based muhâdaṡah learning media product at SMP IT LHI Yogyakarta. The validity of the fast film media based on the assessment by material experts and design experts shows a feasibility score of 4.8 with a very good category (SB) and a design expert feasibility score of 4.7 with a very good (SB) category, meaning that the short film is suitable for use in learning. Student response to learning media products for design aspects is known to have a total score of 4.27, with a very good category. As for the material aspect, the total average score is 4.3, with a very good category.

Research suggestions are expected that the short film-based muhâdaṡah learning media that has been developed can be useful and contribute to the progress of student muhâdaṡah learning at SMPIT LHI Yogyakarta. For students it is expected that after using this learning media, students can understand the muhâdaṡah material well.

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