
Constructivism in Maharoh Kalam Learning Using YouTube Content for ICP PBA 2022 Students at UIN Maulana Malik Ibrahim Malang

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ABSTRACT

This research aims to explore the Maharoh Kalam lectures for ICP PBA 2022 students using YouTube video content based on Constructivism Theory. This research uses a descriptive qualitative approach which uses data collection techniques using interviews and observations. This research produces several conclusions, First, there are several steps that students must pay attention to, including, (1) Before the project begins, lecturers ensure that students can access the YouTube application and have an account, (2) prepare an account that will be used during lectures, and (3) conducting lectures that apply Constructivism theory in the video production process. Second, researchers found several student obstacles during the process of executing the video assignment, such as students' lack of confidence in uploading on their accounts. Third, from the results of this research, the researcher concluded that learning using YouTube media forms positive perceptions of students, including students experiencing increased Public Speaking skills. On the other hand, some students experience a tendency towards social media because they get assignments online. Researchers suggest conducting further research regarding the integration of other learning theories into Arabic language learning using social media.

Keywords: Maharoh Kalam, Youtube, Constructivims.

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi tentang perkuliahan Maharoh Kalam mahasiswa ICP PBA 2022 menggunakan konten video YouTube berdasarkan Teori Konstruktivisme. Penelitian ini menggunakan pendekatan Kualitatif deskriptif yang menggunakan teknik pengambilan data dengan wawancara dan observasi. Penelitian ini menghasilkan beberapa Kesimpulan bahwa, Pertama, terdapat beberapa Langkah yang harus di perhatikan oleh mahasiswa antara lain, (1) Sebelum project dimulai, dosen memastikan kepada mahasiswa agar mampu mengakses aplikasi YouTube dan mempunyai akun, (2) mempersiapkan akun yang akan digunakan selama perkuliahan, dan (3) pelaksanaan perkuliahan yang menerapkan teori Konstruktivisme dalam proses produksi video. Kedua, peneliti menemukan beberapa hambatan mahasiswa pada saat proses eksekusi tugas video tersebut, seperti: kurangnya Tingkat kepercayaan diri mahasiswa untuk mengunggah di akun pribadi mereka. Ketiga, dari hasil penelitian ini, peneliti menyimpulkan bahwa pembelajaran menggunakan media YouTube membentuk persepsi positif mahasiswa diantaranya mahasiswa mengalami peningkatan kemampuan Public Speaking. Disisi lain terdapat beberapa mahasiswa yang mengalami kecenderungan terhadap media social sebab mendapatkan tugas secara online. Peneliti menyarankan untuk mengadakan penelitian lanjutan terkait integerasi teori belajar yang lain terhadap pembelajaran Bahasa Arab menggunakan media social.

Kata Kunci: Maharoh Kalam. YouTube, Konstruktivisme

INTRODUCTION

Maharah kalam, or the ability to speak Arabic, is an important aspect of learning Arabic. In the context of learning Arabic, mahārat al kalām is one of the main skills that students must master and is one of the ultimate goals of learning a foreign language. Vallet in Fathi Ali Yunus said that since more than 22 years ago, one of the factors that encourage students to learn a foreign language is to be able to communicate with speakers of the language they are studying, including oral communication (Syamaun, 2015)

In this digital era, the use of information and communication technology in the form of social media in learning is becoming increasingly widespread. Several research results state that technology and information have great potential in increasing students's interest and motivation to learn

Apart from being easy to use, the use of social media in learning is considered flexible in terms of implementation. Students are able to access related content wherever and whenever according to student needs (Audina & Muassomah, 2020). One potential platform for use in Maharoh Kalam learning is YouTube. This platform is very effective to use because it is familiar to teenagers (Budiman & Al-Ahyar, 2022). Ease of access combined with wide reach supports YouTube to become a popular media.

The use of YouTube as a learning media for Maharoh Kalam is an implementation of constructivist learning theory in which students build their own knowledge through interaction with the environment and their experiences (Nasution & Zulheddi, 2018). In the context of maharah kalam learning, constructivism theory can be applied by encouraging students to be actively involved in the learning process, such as watching YouTube videos, discussing with peers, and transmitting Arabic conversations and at the end of each meeting, a video project is formed as an assignment for each meeting.

This research was carried out to answer how to apply constructivism theory in Maharoh Kalam learning using YouTube content for ICP PBA 2022 students at UIN Maulana Malik Ibrahim Malang which involves all learning components.

Basically, Constructivism learning theory is a learning theory views that learning as an active process in which individuals build their own knowledge through interaction with the environment and their experiences (Masgumelar & Mustafa, 2021). According to constructivism theory, individuals do not only receive information passively, but they actively process, interpret, and connect new information with the knowledge they already have (Azizi & Shafrizal, 2022).

METHOD

This research uses a qualitative approach with case studies. A qualitative approach was chosen because it aims to understand the phenomenon of Maharoh Kalam learning using YouTube content in depth and comprehensively, taking into account the context and meaning contained therein.

This research involved all 20 ICP PBA 2022 students at UIN Maulana Malik Ibrahim Malang who took the maharah kalam course, totaling 20. Researchers determined the targets of this research based on several criteria that were deemed capable of providing accurate information related to this research, including, (1) Taking the Maharoh Kalam that uses YouTube content. (2) Willing to participate in research, and (3) Able to express oneself well.

The sampling technique in this research used the Simple Random Technique which was used to select the research sample. This technique was chosen because researchers wanted to obtain samples that met predetermined criteria.

The results of this research were obtained directly from the source, namely the students of ICP PBA 2022 UIN Maulana Malik Ibrahim Malang. Primary data was collected through participant observation, in-depth interviews, and document analysis. As reinforcement, researchers also took data through secondary data sources in the form of journals, books, and articles related to the research

Next, researchers analyzed the data using qualitative analysis techniques, namely thematic analysis. Thematic analysis is carried out in the following steps: (1) Reading and reviewing the data repeatedly, (2) Identifying themes that emerge from the data, (3) Analyzing the themes that have been categorized, and (4) Interpreting the data -data that has been analyzed and studied has become this article

RESULTS AND DISCUSSION

After this research has been carried out, the researcher will explain the results of the study which are divided into the following three substances: (1) Steps for creating video content as part of the Maharoh Kalam learning outcomes based on Constructivism Theory, (2) Problems in the video execution process, and (3) Student responses regarding learning through video content..

Steps to create video content as part of Maharoh Kalam's learning outcomes based on Constructivism Theory

Based on the accounts of several ICP PBA 2022 students, students stated that before the video project is implemented, there are several stages that must be considered in using YouTube as a learning medium for Maharoh Kalam, namely:

Preparing Youtube Media

At this stage, the lecturer ensures whether the student has downloaded the application and has a personal account. After confirming that it has been downloaded, the lecturer gives students a choice regarding where to submit the video a joint account or a personal account. This was reported by the lecturer right at the first lecture meeting

Introducing The Topic

Before the lecture begins, the lecturer first determines the theme/topic that will be used as lecture material according to the material that the lecturer has prepared in the SAP (Lecture Reference Unit). In this case, the lecturer chooses themes that are light and easy to understand even for beginners. The lecturer believes that choosing a theme can simplify the student's execution process in making the video. The lecturer hopes that choosing this theme will be one of the motivating factors for students to develop their activity and creativity in making Maharoh Kalam videos.

Lecture Implementation

From the results of virtual observations, researchers found several steps used by lecturers regarding the use of Instagram in Maharoh Kalam learning based on Constructivism theory, namely

- a. *First*, the lecturer starts the lecture by saying. The lecturer also asked one of the students (the person in charge of the course) to lead a prayer before the lecture started. Then the lecturer began to explain the lecture system at the first meeting. In the following week, the lecturer will repeat the material from the previous week
- b. *Second*, during the lecture, the lecturer repeats the previous week's material by correcting several videos that have been uploaded by students on the class YouTube account. The lecturer provides several evaluations for improvements in the next video. Next, the lecturer provides recommendations for the following week. This is done because the video content is an individual assignment for each student
- c. *Third*, at the end of the lecture, the lecturer adds and explains the material for the next video. And provide some motivation to students to remain enthusiastic about completing the video assignments given by the lecturer and remember that each meeting will produce one video content.

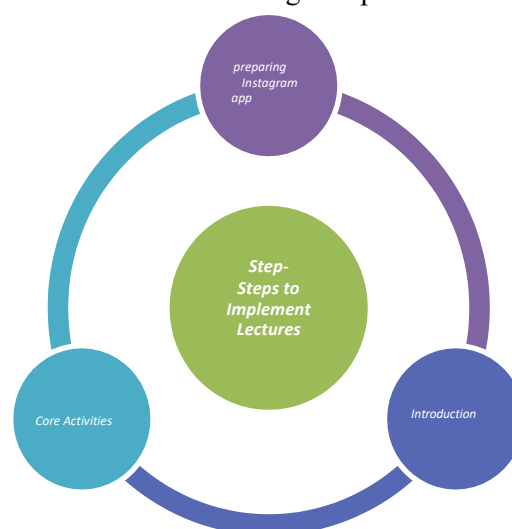


Figure 1. Step by step of video content creation

Several students also stated the steps they used in making the Maharah Kalam video. From the results of these interviews, researchers found several steps as follows:

- a. *First*, students look for several references about video editing, background images, and several background sounds that support and have the potential to increase people's interest in learning Arabic.
- b. *Second*, after determining the video concept that suits the student's theme and character, they begin to design the text framework that they will present in the video. Don suggested that the text be packaged in a more modern form and have a high level of mubalaghoh
- c. *Third*, students started taking videos according to the video concept and script that had been prepared previously. In the implementation, students took the video together with their colleagues. This makes it easier for them to get good video results
- d. *Fourth*, the Maharah Kalam video that was made was then uploaded to the class YouTube account. One of the students also invited videos to be uploaded on YouTube during lecture hours and did not hesitate to provide responses to their videos. The results of input/comments from other friends and lecturers became evaluation material for the students who uploaded the videos and also became material for the lecturers to assess aspects of students' activeness in participating in Maharah Kalam's lecture process.

From the research findings above, it is known that there are several stages used by lecturers during Maharah Kalam lectures using Instagram media based on constructivist theory, namely: (1) Preparing Instagram Media, (2) Introducing the Topic, (3) and implementing the lecture Maharah Kalam.

In the initial stage, student readiness in aspects such as owning the YouTube application on a gadget and using a class account are the main things that lecturers must pay attention to. This also has implications for their readiness to operate the results of technological developments in the form of YouTube social media. This preparation needs to be done so that Maharah Kalam's lecture process can run smoothly and is not hampered by the possibility of students who are stuttering about technological developments (technologically illiterate) (Adiyanto, 2021). This is confirmed by several studies which state that the majority of Indonesian people still show a condition of society that is technologically illiterate (Prasetyo & MS, 2021).

At the introduction of the topic stage, the theme chosen by the lecturer in carrying out the Maharah Kalam lecture was a theme that was representative of the current conditions. Therefore, the lecturer raised several themes that were appropriate to lecture life but light to convey. The lecturer revealed that choosing a representative theme had a positive impact on the active and creative aspects of students to produce innovative Maharah Kalam videos. Kung (2017) in his report strengthens the results of this research that learning material that is adapted to the learner's condition is one of the motivational factors in learning (Kung, 2019).

At the Maharah Kalam lecture implementation stage, here, researchers found that the lecturer only played the role of a facilitator. This is proven by several activities that occur during the lecture process as follows: (1) The lecturer invites students to build/construct their thoughts by deciding what concepts are in line with the lecture theme, (2) the lecturer facilitates the students by sharing several website links, or YouTube videos as reference material for students in creating the Maharah Kalam concept. (3) at the end of the lecture, the lecturer evaluates the results of the student's thought construction in the form of a video.

From some of the evidence above, it can be seen that the lecturer focuses on aspects of student activity and creativity in constructing the results of their thoughts into the Maharah Kalam concept with the help of facilitation from the lecturer. Research states that implementing constructivist learning requires facilitation from an educator. Educators in this modern era are not only limited to transferring knowledge but also facilitators who facilitate students to construct knowledge appropriately and effectively in order to achieve the expected learning goals (Hamid et al., 2019). On the other hand, lecturers also accompany students during the process of completing video assignments every week. This is in line with Gagnoon and Collay's opinion as quoted by Mardiana and Mulyana (2014) that one of the constructivism-based learning designs is to accept questions from lecturers and implement them in the form of videos (Mardiana et al., 2014).

Maharah Kalam's Learning Barriers Using YouTube Media Based on Constructivism Theory

Based on the results of interviews with students, researchers found several problems they faced in learning Maharah Kalam using Instagram based on Constructivism Theory:

- a. *First*, several students revealed that they experienced difficulties in accessing the internet network due to several errors with the wireless connection at Ma'had Sunan Ampel Al Aly, which is the

domicile of all ICP PBA 2022 UIN Malang students during semester 2. This finding is in line with what was said. Harrison & Rawlings (2018) reported that although the majority of students are currently skilled and able to adapt to technological developments, internet connection is a serious problem, especially in some remote areas (Harrison et al., 2018).

- b. *Second*, some students lack confidence in uploading Maharah Kalam videos to their personal YouTube accounts. Therefore, several students use the class YouTube account to upload video results. Self-confidence in the process of learning Arabic is very important in achieving learning goals (Sa'diyah, 2019). Therefore, lecturers play an important role in growing students' self-confidence. One effort that lecturers can make is to increase social interaction between lecturers and learners.
- c. *Third*, some students object to this lecture system. This happens due to the continuity of the material which requires working on videos every week. So if there is a delay in completion, it can result in a buildup of video projects at the end of the lecture

Student Perceptions of Maharah Kalam Learning Using YouTube Media Based on Constructivism Theory

Based on the results of discussions with ICP PBA 2022 UIN Malang students, researchers were able to categorize several student perceptions regarding lectures using YouTube video content media into positive perceptions and negative perceptions.

Positive Perception

From the results of the discussion, researchers obtained information that students felt many benefits gained through Maharah Kalam's lectures using YouTube video content media based on constructivism theory. They think that this lecture is able to increase their level of ability in pronouncing Arabic sentences. Students are also starting to get used to speaking in front of the camera, both using Arabic and other languages. This learning also hones their level of creativity in determining the video concept and content of the script they will present.

Negative Perception

From the results of the discussion, researchers also concluded that there were several negative responses from students, such as less effective lecture time. Several students said that by studying using media like this, they spent more time exploring social media. Although, on the other hand, they also need reference material to carry out the video assignment

From these two perceptions, it can be concluded that the lecturers' efforts in implementing the Maharah Kalam lectures produced positive results. Lectures emphasize the individual creativity aspect of students to build the results of their thoughts and experiences into a learning product, as constructivism theory (Adi Nugroho, 2016) has implications for critical thinking abilities. This is in line with Nasrudin's opinion which states that Constructivism Theory is an effective learning theory in the 21st century that emphasizes students' individual aspects of activity and creativity in developing their knowledge (Nasrudin, 2019).

CONCLUSION

From this research, the researcher concluded as follows: First, there are several steps used by lecturers in teaching Maharah Kalam using YouTube media based on constructivism theory, namely: (1) Preparing YouTube media in the form of emphasizing students' understanding of YouTube media which will be used in learning Maharah Kalam, (2) the lecturer determines a theme/topic that is representative of current conditions such as lecture themes or daily life (3) stages of Maharah Kalam lectures which are oriented towards constructivism theory which emphasizes the construction of students' thoughts in creating the concept of Maharah Kalam.

Second, researchers also found several problems such as weak internet signals and students' lack of self-confidence in uploading videos on their personal YouTube accounts. Third, each student has positive and negative perceptions in responding to the lecture process. Positive perceptions emerged due to several factors such as critical thinking skills in creating the Maharah Kalam concept and their public speaking abilities. The negative perception is based on several factors such as students' tendency to explore social media which results in neglecting several other tasks.

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