

# Youtube Use As Media In Takallum (Arabic-Speaking) Learning Based On Project-Based Learning At Universitas Pendidikan Indonesia

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## Abstract

This study aims to reveal *Hiwar* learning with YouTube media and its implementation in a project-based learning model. Arabic language learning activities in higher education cannot separate from using various media, including social media. YouTube is one of the largest platforms in the world, which is present in learning. In improving Arabic speaking skills, YouTube is a learning medium by presenting audio and video from Arabic origins. Also, involving students in language projects leads them to acquire speaking skills. This study used a qualitative approach with an exploratory case study method. The researcher carried out data collection through observation, interviews and documentation. The sampling technique used is the purposive sampling technique. The study results show that teaching human life in higher education uses YouTube as a learning medium. From this media, it can be found that audio and video of Arabic identity influenced student conversation skills. Students also get a variety of new vocabulary related to their daily activities. Another finding in *hiwar* learning is that the lecturer uses a project-based learning model in the form of Arabic-language *masrahiyah* in class. Before presenting *masrahiyah*, students choose a theme and produce a narrative text for *masrahiyah*.

**Keywords:** Youtube use, Arabic-speaking learning, and project-based learning

## Introduction

The advancement of information and communication technology (ICT) has revolutionized educational practices globally, especially in terms of learning media. Traditional learning approaches have gradually been replaced with more dynamic, interactive, and technology-driven models that transcend limitations of space and time (Ilmiani & Miolo, 2021). This shift is crucial in language education, where communicative competence must be fostered in authentic, engaging environments. In Indonesia, Arabic language instruction is implemented from elementary to higher education levels. However, the optimization of learning media at the tertiary level often

remains limited to conventional methods such as lectures (Nasution, 2019), even though students are being prepared to become future Arabic language educators. This raises concerns, especially for productive language skills like speaking, which require continuous and contextualized practice. On the other hand, students must be kept from their duties in the future as candidates for teaching Arabic. Involving students directly in a language project can present a different learning experience, especially in skills courses (Priyanto, 2023).

It has been known that one of the essential language skills is speaking. The packaging for learning speaking skills is provided in various courses, including *Hiwar* (Abbas & Qassim, 2020). In summary Pimada (2023) defines *war* as a conversation or Arabic conversation containing an exchange of thoughts or opinions on a particular theme (Pimada et al., 2023). In *war*, students express their ideas in utterances and understand the delivery of their speech partners. Currently, her learning for non-Teen Arabs cannot be separated from problems. In their Arabic dialogue, there are language problems, both linguistic and non-linguistic problems. The lack of vocabulary and habituation practice is a non-stop discussion to be discussed. In addition, the need to use media and technology in learning can optimize and facilitate acquiring and learning Arabic directly from Arabic text (Marzuq et al., 2021). Providing appropriate examples and interesting media choices is the lecturers' responsibility in completing their *Hiwar* course assignments.

In supporting learning success, lecturers must choose and use appropriate media. Speaking skill learning is more than just with theory; skills are acquired with lots of practice and practice (Lestari, 2019). Febriyanti et al. (2021) explained that the stimulus for speaking is to start with listening first (Febiyanti et al., 2021). Therefore, students catch good and correct examples in pronouncing Arabic words and sentences. It is also essential for them to know the meaning of each *mufradat* or word.

Meanwhile, YouTube has emerged as one of the most popular platforms globally, offering a wide range of educational content in over 70 languages (Ishak & Khalid, 2021). Its audio-visual format provides students with access to authentic examples of language use, particularly in listening and speaking. In the context of Arabic education, YouTube offers native speaker models, cultural context, and creative possibilities for learners to not only absorb input but also create and publish their own content—aligning with the learning preferences of the millennial generation (Penarroja, 2021).

The existence of YouTube as a learning media has a significant impact, including making the learning environment more attractive. Not a few millennials/students also aspire to become content creators. Youtube media makes it easier for students to get relevant teaching resources, especially with language content (Ilmiani & Ahmadi, 2021). The stimulus for proficiency in speaking Arabic and the desire to create content can be integrated into a project-based learning model. Baghoussi and El-Ouchdi state that this learning model is more suitable and realistic for students because learning is based on student conditions (Student-centred learning) (Baghoussi & El-Ouchdi, 2019).

In the *Hiwar* lecture with the project-based learning model, the lecturer gives more opportunities to students to learn actively. They participate and interact in producing projects through class activities. Students are actively involved and get deep meaning from the learning process independently. In the Arabic Language Education Study Program at the Indonesian University of Education, the result of a student project is an Arabic drama (*masrahiyah*). This project is an exciting thing to disclose. Moreover, it is effortless for students to get appropriate learning resources or media in this millennial era (Romadhoni, 2020).

Mahasneh in his research, stated that the project-based learning model is recommended in learning. Project-based learning can increase the success and achievement of learning. Wati and Zainurrakhman confirmed that project-based learning in Kalam, in particular, is a solution to learning Arabic to know the original speech of the jati and the meaning contained in each vocabulary (Wati & Zainurrakhmah, 2022). Furthermore, Alwi also revealed that the project-based learning model optimizes student Arabic learning (Alwi et al., 2023). Implementation of project-based learning with YouTube media on project-based Arabic speaking skills is carried out through project-based learning with the stages of determining topics, pre-communicative activities, preparing guiding questions, designing project plans, preparing project implementation schedules, project implementation, testing results, and reflection (Kaur, 2023).

The development of Information and Communication Technology (ICT) changes the basic understanding of education, specifically teaching and learning. While the introduction of ICT has brought many optimistic benefits, such as increased student-lecturer interaction and new media for designing innovative curricula, it has also created a new vision of a higher education learning model (Chetty, 2014) selection of YouTube media as part of optimizing technology in the educational realm. Jackman also emphasized that using YouTube videos as media can quickly summarize learning resources and explore and add insight into various related knowledge. Audio-video presentations on Youtube provide an immediate stimulus to improve speaking skills (Juma, 2021; Amin et al., 2022).

Speaking is a language skill that appears early in a child's development which is only preceded by the ability to hear. It is through hearing that children will learn to speak. People tend to talk more than write, so speaking is the main form of communication for humans and the most capable of translating feelings directly (Juhрани, 2022). Speaking is also a complex mental activity because it requires distinguishing between sounds when heard and when used (An-Naqah, 1995).

Regarding project-based learning, Ali describes it as a teaching method in which students gain knowledge and skills by working for long periods to investigate and respond to authentic, engaging, and complex questions, problems, or challenges (PBL Works) (Ali, 2019). Students begin by asking questions that address complex issues or investigations that have meaning and then engage in an investigation that culminates in a product or presentation to an audience. As they work toward the final stage, students develop an interest in the goals of their work, ownership of what and how they are learning, and an understanding of how this learning can influence their learning (Rizaldi & Fatimah, 2023).

Furthermore, Alwi put forward their idea of implementing project-based learning with YouTube media on project-based Arabic speaking skills carried out through project-based learning with the stages of determining topics, pre-communicative activities, preparing guiding questions, designing project plans, compiling project implementation schedules, implementing project, results testing, and reflection. In all these stages, individual students in their groups are actively involved. Thus, the meaning of learning impacts improving Arabic speaking skills (Thohir et al., 2022).

This practice aligns with the principles of 21st-century learning, which emphasize learner autonomy, collaboration, critical thinking, and creativity (Rahmat, 2020). Project-based learning (PBL) is viewed as an effective pedagogical model to develop these skills through experiential and contextual learning. Furthermore, PBL supports student-centered learning where learners become active participants in

constructing their knowledge (Putri & Nurhasanah, 2021). The integration of YouTube as a digital learning medium further enhances the learning experience by providing authentic content, multimodal exposure, and opportunities for student content creation (Nugroho et al., 2022).

The use of social media, especially YouTube, is inseparable from students' lives. Thus lectures or learning in higher education need to direct them to the reality of their lives. The existence of project-based learning provides more opportunities for them. Students have an important role in achieving learning success. According to recent studies, the use of YouTube as a learning platform increases students' engagement and language exposure, especially in speaking skills, because of its visual and auditory stimulus and accessibility to real-life communication patterns (Ishak & Khalid, 2021; Amin et al., 2023). In line with the Social Cognitive Theory, students can learn effectively by observing, imitating, and interacting with digital content creators who serve as language role models (Suryani, 2020). Thus, disclosing how YouTube is a learning medium in the Hiwar course is necessary (Carolinaliwati et al., 2021). Moreover, how is the implementation of the project-based learning model in the Hiwar course in the Arabic Language Education Study Program at Universitas Pendidikan Indonesia?

## **Method**

This study uses qualitative field research. The method is an exploratory case study aiming to gain in-depth complexity about using YouTube as a learning medium in the *Hiwar* course with a project-based learning model (Creswell, n.d.). This design aims to explore interesting data that occurred in Takallum lectures at the Arabic Language Education Study Program at Universitas Pendidikan Indonesia. The sampling technique used is purposive sampling. Data sources were obtained from 32 students in class 2A and two supporting lecturers. The data collection techniques are done through interviews, observation, and documentation studies. In data analysis, the researcher obtains general information from data sources (general) and then compiles it into specific messages (specific messages) (Raharjo, 2020). Ultimately, it becomes a general data pattern according to the research formulation.

## **Results**

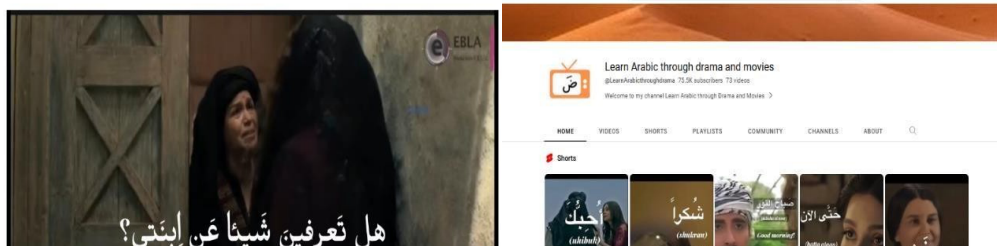
Learning in higher education today has a different dimension. The Arabic Language Education Study Program at the Indonesian University of Education presents Hiwar lectures with media and learning models that align with student development and technological advances. In this finding, two critical points were found related to the use of Youtube as a learning medium and the project-based learning model as a way for lecturers to create a learning environment (Hamad & Abdullah, 2019).

### **Using Youtube as a Media in Takallum (Arabic-Speaking) Learning**

In this Hiwar lecture, several videos were selected as learning media. With this video, students listen directly to examples of Arabic sounds and their pictures. Chang showed that when a visual stimulus is used in the learning process with spoken language, students' comprehension scores in foreign language studies increase significantly (Chang, 2023). Such a view is also reinforced by Lake, who quotes Asher, saying that there must be an image attached for the mental representation of the word to maintain and use the word. Several other studies also support the use of video in language classes based on its importance, including non-verbal, para-linguistic

components of communication that can help students understand and reconstruct meaning when doing listening activities (Lake, 2003).

Figure 1. Youtube Channel Learn Arabic Through Drama and Movies



The channel above presents various dialogues or hears conversations in drama series and films. This selection is based on the content in the channel and the cognitive content of speaking skills that follow the learning objectives. This video broadcast arouses students through listening (Krashen, n.d.). Lecturers must provide students with abundant engaging, meaningful and relevant learning material and create a learning environment that helps lower their affective filters. This is related to motivation theory, which suggests that learner motivation may be directly related to language acquisition. The higher a learner's motivation, the easier a language is acquired.

YouTube can provide suitable learning materials to positively influence student motivation and affective filters (Sarnovska, 2022). Among the results of a recent analysis of YouTube statistics, two statistics help decipher the researcher's argument and have implications for how YouTube can be exploited in the language learning classroom. Metekohy states that Youtube traffic comes from worldwide, even 70% outside America. Twenty- four hours of video are uploaded every minute. This traffic greatly facilitates sources in Arabic, one of the world's languages.

First, college students are familiar with YouTube. If they are familiar with the media, it may help lower the affective filter (Nath et al., 2017). This can increase student motivation. As opposed to required books, which students associate specifically with a second language, they may associate YouTube with time spent having fun in their spare time, which is a factor that can increase student motivation. In addition, respondents stated:

*"Youtube has become part of our daily life. The videos shown are exciting. Give real examples of the pronunciation and use of each vocabulary"* (Maryamah, I. Interview, 2023).

Second, Youtube.com search data indicates a wealth of material available, some of which may be useful for pedagogical purposes. Although too many choices can make it difficult to choose suitable teaching materials. Thus, the default search facility will display related video pages. YouTube is intuitive to navigate, and videos can be found easily. Therefore, YouTube can display the language according to what is written. Emerging media can be used to introduce language points and find topics for discussion or examples of native speaker language (Listiani et al., 2021). Everything is presented with a good guide, and suggested videos are available on the site. In addition, every minute of 24 hours, a new video is uploaded. Lecturers can use videos that are under current news.

## Masrahiyah as a Project-Based Student Project in Learning the Hiwar Course

Concerning Arabic culture, students can explore how Arabic culture is and what are the differences between Indonesian culture and Arabic culture. The implementation of project-based learning in learning the Hiwar course at the UPI Arabic Language Education Department is directed at making masrahiyah. The students were divided into several groups and performed an Arabic drama with the chosen theme at the end of the lecture. Here is one picture of the theme of the drama (Gutiawati & Wulansari, 2022).

Figure 2. Masrahiyah Text with the Theme of Indonesian Culture and Arabic Culture

<p>MALIN KUNDANG</p> <p>KELOMPOK : 1</p> <p>ANGGOTA KELOMPOK : Feby Moch Febrian (2203000) = Malin Kundang</p> <p>Nemeng Arbanisa (2203745) = Ibu Malin</p> <p>Rona Rasyidah (2202174) = Istri Malin</p> <p>PEMERAN PEMBANTU : Azka Nur Amelia = Narator</p> <p>Malin و لها من ابنة - Mande Rupaya ذات يوم حدثت امرأة، اسمها Kundang. كانت الأم لحنه لها و كان لها فرقة من صغارها. أصغرت Malin و بدأ أن يفكر في تغيير حال أسرته الإقتصاديين</p>	<p>Teks</p> <p>جاء أبي القاسم</p> <p>كان في بغداد رجل اسمه أبو القاسم وكان له جارية طيلاً بلشمة منع اثنين، وكان كلما نطق فيه مزيج جعل مثله زامة إلى أن صار هؤلاء جارية وأدت يوم ذهب أبو القاسم إلى حاتم عام يخلص</p> <p>Rafid:</p> <p>ياأباالقاسم إنك تخلص من جارك هذا؟ قالت أوتيتي.</p> <p>Q:</p> <p>أنتي مثله! ستفكري جارك جيتا؟ ويأت الله.</p> <p>وإذا خرج من الحاتم وليس فيه رأي بجانب جارك القيم جارك آخر جيتا.</p> <p>Q:</p> <p>أحمدل الله مكرم هذا.</p> <p>فقط أن الزك من كرمه اشتراك الله عليه ونمسي إلى بته. وكان ذلك الحذاء القاصي، وقد جاء في الله اليوم في الحاتم</p> <p>J:</p> <p>إنما لمن ليس جاركي أن يكون له تركه جارك.</p>
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From the picture above, it can be seen that the steps for Hiwar learning with the project-based learning model implemented include the following:

- 1) Determination of Themes. In determining the theme that students will bring to their learning, which will be presented as masrahiyah, lecturers and students agree to choose topics of Indonesian culture and Arabic culture, such as Malin Kundang and Ibnu Qasim. The reason for choosing the theme of Indonesian culture is that students are excited to evoke a sense of the homeland as Indonesian citizens engaged in the world of education by strengthening culture in speaking Apart from that, with the acculturation of culture associated with education, students have indirectly promoted Indonesian culture worldwide through YouTube media, which can be accessed by anyone, even outside Indonesia.
- 2) Pre-communicative activities. Students are then divided into several groups, one consisting of 4-5 people, and then they are instructed to choose a specific title from each group for their drama broadcast. Of course, students are also required to jointly discuss formulating story concepts from the themes they have determined. They have to collaborate in pouring their creative ideas for the drama concept. This is so that the student's presentation will seem attractive because of the varied cultural explorations. The lecturer also directs the selection of related mufradats and pays attention to how to pronounce them properly and correctly. Using Arabic in her learning can encourage students to develop their language fully. Alan's students get a variety of new microdata, which, of course, they have to master before they present it.
- 3) Prepare guiding questions, namely providing initial information to students regarding the project for making conversational text (*hiwar*). The text can be inspired by various videos on Youtube. Anyone, including Arabic language students, will easily access Youtube media now. Furthermore, students discuss the information received by improvising the dialogue presented in the drama so that their tantalum abilities can develop optimally (Wahyuni & Utami, 2021).

- 4) Design project planning. After choosing a topic, students discuss the contents of the conversational text (*hiwar*) with their group mates. Most of the dialogues on the YouTube channel are only few in Arabic, so this encourages students to explore their microdata in Arabic as outlined in the form of drama dialogues. Students can add funny things or things that give an interesting impression to the drama they will present. Even so, students should retain the meaning of Indonesian culture, which is acculturated to Arabic. After completing the contents of the text, students must determine the role of each of them and prepare property requirements that will be used and supported in the drama later.
- 5) Preparation of project implementation schedule. The stages of implementing drama performances per group. At this stage, the lecturer directs and discusses the project schedule; the schedule that has been arranged together results in a decision on who is first and who will come forward. About eight groups will present their drama in front of the class. In comparison, the students began to discuss making the text of the drama as a whole from the beginning to the end of the performance. They have finished preparing all the needs of the drama, both in terms of the concept, the setting, and their mastery in memorizing the contents of the war script.
- 6) Implementation of projects with facilities and monitoring of lecturers. The process of this consulting microdata and expressions and using stylistics in specific conversations. At this stage, the lecturer provides feedback on the results of the student's writing. From this, everyone can see the process of each individual in understanding the context of war material because every Arabic script submitted for a drama will be corrected so that students can present it perfectly. While students carry out this process to the lecturer by reading the text as it is, explaining the meaning of war if something is not understood, and correcting the writing if something needs to be revised. In this process, the student will be paid close attention to by the lecturer to preserve all errors in letters, pronunciation, intonation, and grammar (Nuzuli & Ismail, 2020).
- 7) Testing project results. Students perform drama performances in groups on a predetermined theme. The students showed the drama performance in turn for 10-20 minutes. Here is one snippet.

Figure 3. Student's Arabic Drama Appearance







During the drama presentation, the students had a dialogue using Arabic to implement their learning. In it, some aspects must exist in her learning. In the drama presentation, the students who witness will be spoiled with Arabic conversations according to the characters of each actor. It is also supported by accurate visualizations from students who are total in showing the highlighted characters and elements in the drama that must be proven, such as settings, backgrounds, properties and expressions. Also, with a background sound typical of Arabiyyah or the drama's culture, the performance's meaning is straightforward for those who witness it to understand (Rini & Yasmar, 2020).

- 8) Reflection, project outcomes and learning activities stage. The final step is the Project Based Learning model stage. Evaluation of student war assignment projects is carried out together. The results of the lecturer's evaluation were that supervision of the performance of the Arabic-language student drama project implementation was so that they measured the creativity, cooperation, evaluation, and appreciation abilities given to them by the lecturer. As for the students themselves (Rozal et al., 2021). Students get new experiences in takallum (Arabic speaking) or listening to Arabic directly, so this can motivate students always to be enthusiastic about learning Arabic (Puspita & Nursyamsiyah, 2021). As spectators, the other students were instructed to comment on the drama performances of their friends who had performed. All students can express their opinions (Vahlepi et al., 2021).

## Conclusion

Learning in higher education with student students requires media with technology optimization. The existence of Youtube is a solution to attract students' attention to learning *Hiwar*. What's more, the availability of pedagogic resources on Youtube provides sources of Arabic conversation with the original pronunciation. The selection of videos on Youtube is used as an alternative medium for learning *Hiwar*. Furthermore, learning used project-based learning. Students are directly involved in producing drama screenings with selected themes of Indonesian and Arabic culture. Apart from that, the students also made drama texts; they practised the pronunciation and meaning of *hiwar*. The stages of war learning project-based learning include determining themes, pre- communicative activities, preparing guiding questions, project planning designs, determining schedules, implementing, testing, and reflecting on project results.

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