The Use of Audio-Visual Media in Teaching Mahārah Al-Istimā'

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ABSTRACT

This study aims to describe the use of audio-visual media in the learning of Mahārah al-Istimā' (Arabic listening skills) at the Sekolah Tinggi Ilmu Al-Qur'an (STIQ). The focus of the research includes the rationale for its use, the learning objectives, the types of materials and media employed, the forms of formative and summative evaluation, as well as the supporting and inhibiting factors in its implementation. This research adopts a descriptive qualitative approach. Data was collected through observations, interviews with lecturers and students, and documentation of teaching materials. The results show that audio-visual media are used as a tool to present authentic Arabic input relevant to the Islamic context. Media such as lecture videos, short films, and Arabic podcasts are utilized to train students' listening skills. Evaluation is conducted formatively through short questions and summatively through written responses after listening to videos. The supporting factors for the application of this media include the availability of facilities, the creativity of lecturers, and student motivation, while the challenges include limited vocabulary, the speed of speakers' pronunciation, and technical disruptions. Overall, the use of audio-visual media contributes to creating a more interactive, contextual, and communicative learning atmosphere in Islamic higher education settings.

Keywords: *Audio-Visual, Arabic Language, Mahārah al-Istimā', Learning Media.*

1) INTRODUCTION

Learning Arabic in Islamic universities plays a vital role as a means of understanding the original sources of Islamic teachings. Among the four language skills (al-maharat al-lughawiyyah), listening skills (maharah al-istima') is the initial foundation for language acquisition. MahaRah al-Istima'is one of the basic skills in learning Arabic which plays an important role as a gateway to acquiring other language skills, such as speaking (kalam), reading (qira'Ah), and writing (kitabah). Through listening activities, students obtain authentic linguistic input to build understanding, expand vocabulary, and increase sensitivity to the sounds and structures of Arabic (Kranke & Krashen, 1983).

In the context of the College of Al-Qur'an Sciences (STIQ), istima` skillsa'Arabic plays a strategic role because students are not only required to understand Arabic as a means of communication, but also as a means of understanding the Quran, Hadith, and classical Islamic texts. However, listening

skills often face challenges due to students' limited vocabulary, the pronunciation speed of native speakers, rarely encountered new words, and limited variety of learning media. As a result, the learning process becomes passive and limited to listening exercises without a strong visual context. One solution is the use of audio-visual media, which combine sound and visual elements to facilitate comprehension.

According to Mayer,(2014) Multimedia-based learning activates two primary cognitive channels: visual and auditory, which work simultaneously to build understanding. The Dual Coding theory explains that the combination of images and sound can strengthen long-term memory and increase retention of meaning. Furthermore, the Comprehensible Input theory ofKrahnke & Krashen, (1983) emphasizes that exposure to understandable input is crucial in second language acquisition.

Based on these two theoretical foundations, audiovisual media serves not only as a means of conveying information but also as a cognitive stimulus that helps students connect sound, image, and meaning. In the context of Arabic language learning, this media has the potential to enrich the listening experience through direct exposure to native speaker speech, nonverbal expressions, and realistic communicative situations.

Previous research, such as that conducted by (Rahmawati, 2019;Gunarti, 2020), shows that the use of audio-visual media has a positive impact on improving Arabic listening skills. LikewiseMahbub & Khusnul, (2022) found that Arabic-language videos can strengthen listening skills and foster learning motivation. However, most of this research focuses on the school level, while the university context, particularly at STIQ, has not been extensively studied.

Thus, this study attempts to fill this gap by describing the use of audiovisual media in Mah learning.mahaRah al-Istima' at STIQ. The focus of the study includes: (1) the basis for media use, (2) learning objectives, (3) materials and types of media used, (4) forms of evaluation, and (5) supporting and inhibiting factors. The results of this study are expected to provide an empirical contribution to the development of technology-based Arabic language learning in Islamic universities.

2) METHODS

This study uses a qualitative approach with descriptive methods. The research location is the Arabic Language Education Study Program at the College of Al-Qur'an Sciences (STIQ). The research

subjects consisted of one lecturer teaching the *Mah.aRah al-Istima'and* ten students from the middle semester.

Data collection techniques include: (1) direct observation of lecture activities using audiovisual media, (2) semi-structured interviews with lecturers and students, and (3) documentation of teaching materials. Interviews were conducted to explore the perceptions, experiences, and teaching strategies of lecturers as well as student responses to audiovisual media.

Data analysis was performed using an interactive model.Miles & A. Michael Huberman, (1994), through the stages of data reduction, data presentation, and drawing-conclusions. Source triangulation was conducted by comparing lecturer and student interview data to ensure the validity of the research results.

3) RESULTS AND DISCUSSION

a. Basics of Using Audio-Visual Media

The results of the interview showed that the lecturer in charge of the Mah courseaRah al-Istima'At STIQ, the use of audiovisual media is based on the need to provide authentic and contextual Arabic language input. The choice of audiovisual media is based on its pedagogical function as a tool to strengthen the learning process and enrich students' language exposure, not to replace the role of the teacher. He emphasized that media is a tool, not a replacement, so the lecturer must also contribute, preventing the media from taking over the entire role.

This view is in line with the Multimedia Learning theory put forward by Mayer, (2014), that learning media should be used to strengthen dual cognitive pathways (auditory and visual), with the teacher acting as the primary facilitator. This means that the combination of sound and images in audiovisual media allows students to better process meaning.

Audiovisual media can be defined as learning media that combines sound (audio) and visual elements to convey learning messages. This media stimulates both the senses of hearing and sight, making information easier to understand and remember.Syifa' & Djamilah, (2024) In the context of Arabic language learning, these media take various forms, including conversation videos, short films, sermon recordings, Arabic songs, podcasts, and even educational animated videos that showcase real-life expressions and communication contexts.

In general, audiovisual media is divided into two types: (1) pure audiovisual (audio-visual pure), namely media that contains sound and images in an integrated manner, such as films or learning

videos, and (2) impure audiovisual (audio-visual aid), namely media that requires additional aids, such as PowerPoint presentations with voice narration (Nirmala et al., 2023).

In practice, audiovisual media has several important functions in language learning. First, it serves as an explanatory tool that clarifies difficult concepts. Second, it serves as a replayable, independent learning resource. Third, it serves as a tool for practicing language skills, particularly listening and speaking. Fourth, it serves as a motivational tool because it is more engaging than static media. Fifth, it serves as a bridge between language theory and practice (Syifa' & Djamilah, 2024).

The research results show that lecturers at STIQ use audiovisual media because they recognize the importance of providing authentic communication experiences in the classroom. Through authentic videos and recordings, students not only learn the meaning of words but also the intonation, speaking style, and social context of Arabic speakers. This supports the view Nirmala et al., (2023) that audiovisual media is able to build auditory sensitivity and foster the ability to interpret the meaning of speech based on context.

In addition, previous research also supports the use of audiovisual media as a source of authentic input. For example, Ahmad Faidlullah & Muhammad Afton Ulinnuha, (2024) In the study "Implementation of Audiovisual Media in Learning Arabic Maharat al-Istima'" it was reported that the use of audiovisual media in istima' classes can increase student activity and make the learning atmosphere more interesting and dynamic. Quantitative research by (Rahmawati, 2019) found a significant influence of audio-visual media on the understanding of maharoh istima' of high school students: students with audiovisual exposure recorded higher progress than those who only used conventional media.

Research byHusnaeni et al., (2021), "Utilization of Audio-Visual Media (Arabic Films) in Improving Students' Istima' ", also showed a positive effect: students who watched Arabic films showed an increase in their understanding of vocabulary and speech context compared to before using the media.

b. Purpose of Using Audiovisual Media

The main purpose of using audiovisual media in learning MahaRah al-Istima'The purpose of using audiovisual media at STIQ is to help students understand Arabic spoken by native speakers and increase their motivation to learn. H stated that the purpose of using audiovisual media is to familiarize

students with hearing native speakers' pronunciation and to grasp meaning from context, not translation. This goal aligns with the Comprehensible Input theory byKrahnke & Krashen, (1983), which emphasizes that language acquisition occurs when learners receive understandable input. This finding is supported by studies Husnaeni et al., (2021) This suggests that Arabic films provide a more authentic learning experience and expose students to native Arabic pronunciation. Thus, audiovisual media provides meaningful language exposure through mutually supportive sounds, images, and situations.

Students also found this media engaging because it enriched the learning experience and made vocabulary easier to remember. This finding aligns with research findings. Hanifah & Makruf, (2023) which shows that audiovisual media makes it easier for students to understand Arabic language material because the combination of sound and images helps clarify the meaning of what is said. Similar results were reported byHawema, (2023), that the use of audiovisuals can significantly improve listening skills because students more easily grasp information when supported by a visual context. Other research fromSuryanata & Anwar, (2023) used Arabic animated films and found that animation improved students' focus and memory because the visualization of the story made language exposure more meaningful.

Furthermore, audiovisual media also serves as a tool to foster student learning motivation. Most student respondents stated that learning using videos or short films makes the learning environment more engaging and interactive. One student stated that using animated videos makes it easier to understand the meaning of words because they can connect words with images. This aligns with the findings.Umam et al., (2025) who found that audiovisual media can significantly increase internal motivation and student participation. This finding is supported by studies Nugrawiyati, (2018) which states that audiovisual media can represent the unclear material being delivered and simplify the complexity of the material to be delivered, so that students can more easily grasp the meaning of the speech.

StudySyifa' & Djamilah, (2024) also support these findings. They concluded that audiovisual media can increase students' emotional engagement and make learning activities more lively. Thus, the goal of using audiovisual media at STIQ is not only oriented towards linguistic abilities, but also towards developing positive attitudes and interest in learning Arabic.

c. Learning Materials and Media Types

Learning materials used in MahaRah al-Istima'At STIQ, the curriculum is structured around Islamic themes relevant to the institution's vision as a college of Qur'anic knowledge. Lecturer H explained, "I often use lectures related to the Qur'an, so that students can also gain Qur'anic value." The types of media used include: (1) video lectures from Arab scholars or preachers, (2) educational short films in Arabic, (3) religious podcasts, and (4) recordings of Friday or Eid sermons. Most of the material is taken from the YouTube platform and adapted to the students' ability levels. This approach is in line with research Husnaeni et al., (2021) which reveals that Arabic films are effective as a source of information istima because it contains narrative elements, social context, authentic intonation, and the use of real vocabulary.

Lecturer H implemented a phased system for media playback: first playing the audio version to train auditory focus, followed by the video version to reinforce visual comprehension. Material selection was based on the language difficulty level and the duration, adjusted to the students' abilities. Generally, the media used was between 3 and 5 minutes long, allowing students to focus on understanding the message. This method helped students focus on the auditory aspect first before being assisted by visual support. This approach aligns with theory (Mayer, 2014), which states that presenting material through audio and visual channels sequentially can strengthen the dual coding process, namely the process of connecting sound and images in long-term memory. The findings in this study Umam et al., (2025) also shows that audio-visual combinations gradually strengthen students' auditory comprehension.

Students found that visual media such as short films and animated videos helped them understand audio content better. Research Suryanata & Anwar, (2023) proves that Arabic animated films can improve listening comprehension because the visualization of characters, story situations, and expressions helps emphasize meaning.

Student A said that if only using audio it was a bit difficult, but with video, it became easier to understand the context Safitri & Mukhlisah, (2025), the use of audiovisuals in Arabic language learning can help students recognize words, forms and contexts more concretely. Study Hanifah & Makruf, (2023) also emphasized that conversational videos and short films help visualize real communication situations. In addition, Nugrawiyati, (2018) shows that audiovisual media is an ideal medium for learning Arabic because it can clarify the meaning of utterances. This finding demonstrates the

importance of visual media in clarifying the meaning of utterances and building contextual understanding. Thus, the combination of audio and video enriches students' listening experience and strengthens their understanding of the context of utterances.

d. Learning Evaluation

Evaluation in Mah learning maharah al-Istima'At STIQ it is carried out in two forms, namely formative and summative.

1. Formative evaluation

Formative evaluations are conducted during lectures to directly assess student understanding. These evaluations include short Q&A sessions after random video screenings to maintain student focus, short discussions, or listening exercises. This approach aligns with the concept of formative evaluation, which aims to provide students with direct feedback to determine their understanding of the audio material being studied. These findings align withUmam et al., (2025) that the evaluation is carried out directly after the student Watching videos improves the ability to capture key information. Research Hawema, (2023) also showed that Q&A after audiovisual screenings significantly increased listener focus.

2. Summative evaluation

Summative evaluation is conducted at the end of the lecture to measure overall listening skills. Lecturer H explained that this evaluation is conducted by playing a new video or audio, then students manually (on paper) write the content, summary, or response to the material they heard. This method allows students to focus better because they write based on their own understanding, rather than copying a friend's answers. This aligns with research (Husnaeni et al., 2021) who found that written-based evaluation after watching Arabic films could measure understanding more objectively.

Besides that, Safitri & Mukhlisah, (2025) confirms that the intimate testa' involving audiovisuals provides a more accurate picture of ability than multiple-choice tests. The lecturer explained that the written format was chosen because a one-on-one oral presentation would not provide sufficient lecture time. This evaluation assesses students' ability to understand the content of the presentation, not simply memorize the words. This can take the form of a summary of the video content or written answers to the questions provided.

This approach supports the principle of active learning, where students are not merely passive listeners but also construct meaning in written form. This strengthens the connection between the *istima`* (listen) and *kitabah* (writing), both of which are included in the four main language skills.

This finding is in line with research Nirmala et al., (2023), which states that the use of audiovisual media can be optimized through performance-based assessment, not just multiple-choice tests. Thus, the evaluation conducted at STIQ reflects the principles of authentic, process-oriented assessment.

e. Supporting and Inhibiting Factors

The research results show that the success of implementing audiovisual media at STIQ is influenced by several supporting factors, including:

1. Availability of learning facilities, such as LED televisions, speakers, and adequate internet network;
2. Lecturers' creativity in selecting and adapting video materials according to students' ability levels;
3. Students' enthusiasm for the use of technology in language learning.

Lecturer H stated that the facilities at STIQ are adequate, and students enjoy using videos for learning. This demonstrates the institution's readiness to integrate digital media into Arabic language learning. This finding is consistent with research.Raudatussolihah, (2022), which emphasizes that the availability of devices such as television, educational videos, and digital platforms allows the learning process to be more interactive. Hanifah & Makruf, (2023) also stated that facilities and teacher readiness are the key to successful use of audiovisuals.

The inhibiting factors identified included students' limited vocabulary, native Arabic speakers' pronunciation speed, technical difficulties, and classroom noise. Student C mentioned that sometimes native speakers' voices were fast and there were distractions from outside the classroom, making it difficult to focus. This was supported by Husnaeni et al., (2021) which confirms that technical issues such as unclear sound can reduce the effectiveness of audiovisual learning. To address this, Lecturer H frequently replays videos or provides additional listening exercises.

Lecturer H acknowledged that limited vocabulary was a major obstacle, as the fewer words students had, the more difficult it was for them to understand the video content. Suryanata & Anwar, (2023) showed that students who lack vocabulary had difficulty following the video storyline even with visual assistance. The same thing was reported by Safitri & Mukhlisah, (2025) Students' limited

vocabulary makes it difficult to understand rapid speech in videos. To address this, lecturers encourage students to practice listening to Arabic lectures by figures such as Habib Umar or Sheikh Sudais. Lecturers also provide additional exercises in class to reinforce their understanding of new vocabulary.

This finding is in line with the research results Syifa' & Djamilah, (2024), which states that listening skills in Arabic are greatly influenced by linguistic factors, learning motivation, and technological support. Thus, the use of Mah learning maharah al-Istima'Audiovisual media-based learning not only depends on the quality of the media, but also the readiness of lecturers and students to adapt to the digital approach.

4) CONCLUSIONS

Based on the research results, it can be concluded that the use of audio-visual media in Mahārah al-Istimā' learning at STIQ Amuntai makes a meaningful contribution to the Arabic language learning process. Media such as video lectures, short films, and Arabic podcasts provide authentic, contextual, and engaging language exposure, thus helping students understand native speakers' speech and fostering learning motivation.

Learning evaluation is conducted formatively through question-and-answer sessions and short listening exercises, and summatively through written responses or summaries of video content. This approach serves not only to assess auditory comprehension but also to encourage students to actively construct meaning through hands-on learning experiences.

Supporting factors for the implementation of audio-visual media include the availability of learning facilities, the creativity of lecturers in designing listening activities, and student enthusiasm for technology. Inhibiting factors include limited vocabulary, native speaker pronunciation speed, and technical difficulties during the learning process. These obstacles can be overcome through strategies of repeating material and providing additional practice.

Overall, the implementation of audio-visual media enriches the Mahārah al-Istimā' learning experience in Islamic higher education settings. This study recommends improving lecturers' digital competencies, developing audio-visual content based on Islamic contexts, and systematically integrating learning technology into the Arabic language curriculum.

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