



Albariq: Jurnal Pendidikan Bahasa Arab, 6 (1), 2025, 45-59

DOI: <https://doi.org/10.24239/albariq.v1i1.1>

E-ISSN: 2746-3362

Received: August 02, 2025

Revised: December 30, 2025

Accepted: December 30, 2025

Published: December 31, 2025

THE APPLICATION OF IT BASED AUDIO-VISUAL LEARN
MEDIA IN IMPROVING *AL-ISTIMĀ'* SKILLS AMONG
STUDENTS DARUSSALAM GONTOR MODERN
ISLAMIC BOARDING SCHOOL CAMPUS11
ITTIHADUL UMMAH POSO

Ahmad Faqih Ramadhan Rowa¹, Ubay Harun², Jafar Sidik³, Muammar
Ahsanul Hilmar⁴

¹²³⁴Universitas Islam Negeri Datokarama Palu

Corresponding E-mail: ahmadfaqihra94@gmail.com

Abstract

The implementation of IT-based learning media has recently had a positive impact on the learning process of students, particularly in Arabic language lessons, so that IT-based learning media can now be found in almost all educational institutions, including Islamic boarding schools. This study examines the implementation of IT-based audio-visual learning media in enhancing *Mahārah al-Istimā'* among students at PMDG Campus 11 Ittihadul Ummah Poso. With the teacher from the Language Advisory Council (LAC) as the primary data source and PMDG students at Campus 11 Ittihadul Ummah Poso as the secondary data source, this study employs a qualitative descriptive field research methodology. Data collection was conducted through documentation, interviews, and observations. The results of the study indicate that the implementation of IT-based audio-visual learning media in improving *Mahārah al-Istimā'* among PMDG students at Campus 11 Ittihadul Ummah Poso. The implementation was carried out during weekly activities every Friday morning, consisting of three stages: the introductory stage, the core stage, and the evaluation stage. Regarding the impact of the implementation of audio-visual media, the students were able to understand vocabulary, comprehend sentences, understand a text, and provide responses to the text.

Keywords: *Application, Audio-Visual, Mahārah al-Istimā'*

Abstrak

Penerapan media pembelajaran berbasis IT akhir-akhir ini telah memberikan dampak yang baik kepada proses pembelajaran peserta didik khususnya pada

mata Pelajaran bahasa Arab sehingga media pembelajaran berbasis IT dapat kita temukan di hampir semua instansi Pendidikan termasuk di Pondok Pesantren. Penelitian ini membahas tentang penerapan media pembelajaran Audio-Visual berbasis IT dalam meningkatkan *Mahārah al-Istimā'* pada santri PMDG kampus 11 Ittihadul Ummah Poso. Dengan Ustadz staff LAC sebagai sumber data utama dan peserta didik PMDG di Kampus 11 Ittihadul Ummah Poso sebagai sumber data sekunder, penelitian ini menggunakan metodologi penelitian lapangan kualitatif deskriptif. Pengumpulan data dilakukan melalui dokumentasi, wawancara, dan observasi. Hasil penelitian menunjukkan bahwa penerapan media pembelajaran Audio-Visual berbasis IT dalam meningkatkan *Mahārah al-Istimā'* pada santri PMDG kampus 11 Ittihadul Ummah Poso. Diterapkan pada kegiatan mingguan yaitu setiap hari jum'at pagi, dengan tiga tahap kegiatan yang meliputi tahap pendahuluan, tahap inti, dan tahap evaluasi. Adapun mengenai dampak dari penerapan media audio-visual tersebut, peserta didik mampu untuk memahami kosakata, memahami kalimat, memahami sebuah wacana dan dapat memberikan tanggapan terhadap wacana tersebut.

Kata Kunci: Penerapan, Audio – Visual, *Mahārah al-Istimā'*

Introduction

The use of information and communication technology as a medium has made it easier to overcome difficulties and obstacles in learning Arabic. Both students and teachers who face difficulties in improving their Arabic language skills, particularly in terms of listening (*Mahārah al-Istimā'*), are affected. *Mahārah al-Istimā'* is a skill that has remained relatively neglected and has not received adequate attention in the teaching of Arabic there is a lack of resources and media, such as textbooks and other teaching aids like recordings, to assist teachers in their instructional tasks. Frequent practice and repetition in listening to variations among word constituents (phonemes) according to their correct articulation *points*, whether directly from native speakers or through educational media, can help improve listening skills. Understanding the main points of a discussion and being able to respond to them are specific objectives in practicing listening skills.

The Latin word "media" is the plural form of "medium," which is directly translated as "intermediary" or "messenger." According to *the National Education Association (NEA)*, media includes print and audiovisual forms of communication as well as the devices used to support them. Media must be readable, audible, visual, and easily manipulated.¹ According to Briggs, all forms of media are concrete instruments that can convey ideas and encourage student learning.

¹ Intan Nurhasana, "Penggunaan media Audio-Visual pada mata Pelajaran bahasa Arab" *Al-Fikru: Jurnal Pendidikan dan Sains* 2. No. 2 (2021): 221.

Examples include books, films, cassettes, and film frames.² Another definition of media is the means by which the sender communicates with the receiver. Media in the context of education and learning is described as instruments and resources that transmit knowledge or learning materials to support the achievement of learning objectives.³ Researchers conclude that media is an effective learning tool to support educators and students in stimulating curiosity, focus, and enthusiasm in learning. Educational media also facilitates the delivery of knowledge to students in accordance with the learning objectives to be achieved.

The role of media in education is very important in improving educational standards, especially in helping students learn. Media and learning strategies are two important components in educational activities. There is a relationship between these two components. The learning media used will depend on the learning technique chosen.

The following are the benefits of learning media for students in the learning process:

1. Facilitates the delivery of messages so that they are not verbal.
2. Overcomes limitations of time, space, energy, and sensory perception.
3. Stimulates curiosity about the subject matter.
4. Allows students to learn independently according to their learning styles.
5. Causing the same response to learning experiences
6. Learning becomes more vivid and fresh
7. Learning can become more interactive by applying learning theories.⁴

Because they can be seen and heard, audiovisual media can be used as a bridge in the teaching and learning process. This allows lesson material to be presented clearly and comprehensively, and packaged more attractively by combining sound and images in accordance with the theme or material to be conveyed.⁵ Audiovisual media combines audio and visual elements. When combined with comprehensive and ideal learning resources for students, audiovisual media can create engaging presentations of material.⁶

² Fahri Firdaus, "Pengembangan Multimedia Pembelajaran berbasis website pada mata pelajaran sosiologi Siswa kelas X Madrasah Aliyah Negeri 1 Batang Hari Membentuk Keteladanan dalam perilaku" *Jurnal Bina Ilmu Cendekia* 2. No. 1 (2021): 73.

³ Jamil Suprihatiningrum, *Strategi Pembelajaran*, (Jogjakarta: Ar-Ruzz Media, 2016)., 319.

⁴ Rostina Sundayana, *Media dan Alat Peraga dalam pembelajaran Matematika*, (Alfabeta: Bandung 2016)., 7-8.

⁵ Fathur Riyadhhi Arsal, Acep Hermawan, dan Nanang Kosim, "Pembelajaran Bahasa Arab dengan Menggunakan media Audio, Visual, dan Audiovisual di MTsN 1 kota Makassar," *Tadris Al-Arabiyyat: Jurnal kajian Ilmu Pendidikan Bahasa Arab* 4. No. 2 (2024): 163.

⁶ Mayang Serungke, *et al.*, "Penggunaan media audio - visual dalam proses pembelajaran bagi peserta didik," *jurnal review Pendidikan dan Pengajaran* 6. No. 4 (2023): 3505.

All technical devices used for processing and transmitting information fall under the category of information and communication technology, or ICT. ICT itself encompasses two things, namely information technology and communication technology:

1. Information technology encompasses everything related to the processing, use as a tool, manipulation, and management of information.
2. Communication technology encompasses everything related to tools for processing and transferring data to other devices.⁷

The application of Information and Technology (IT) in the world of education, such as learning through television/video media, includes several forms of information and technology utilization that require the latest developments, including computer-based learning and electronic media-based learning. Teachers are creators of learning conditions for students that are designed intentionally. Meanwhile, the learning environment created by teachers is enjoyed by students. These two human components work together to produce learning interactions through the use of technology and information. There are many types of IT-based media, and multimedia itself is divided into two types: interactive multimedia and non-interactive multimedia. Non-interactive multimedia is a type of multimedia in which users act passively and can only watch or receive the information presented without any interaction or control over the content displayed.⁸ Meanwhile, interactive multimedia is a digital file containing various media formats, including text, music, animation, and photos, designed to enlighten and educate children.⁹

The ability to assimilate and understand words or sentences spoken by a conversation partner or a particular medium is known as *Mahārah al-Istimāʿ*. Listening instruction can be divided into two categories. First, listening to repetition, which helps students become familiar with the language or scenario. In order for students to fully absorb the text, distinguish between primary and secondary concepts, understand the plot, and so on, they must first learn to listen.

⁷ Irkham Abdaul Huda, "Perkembangan Teknologi Informasi dan komunikasi (TIK) terhadap kualitas pembelajaran di sekolah dasar," *Jurnal Pendidikan dan konseling* 2. No. 1 (2020): 121.

⁸ Fredy Situmorang, "Pengembangan Media Pembelajaran E-Learning Berbasis Web Pada Mata Pelajaran Pemeliharaan Sasis dan Pemindah Tenaga Untuk Peningkatan Hasil Belajar Peserta Didik SMK Negeri," *Jurnal Educational Research and Social Studies* 2. No. 3 (2021): 67.

⁹ Eka Wulandari, Intan Annidya Putri, dan Yoni Napizah, "Multimedia Interaktif sebagai alternatif media Pembelajaran berbasis teknologi," *Jurnal Tonggak Pendidikan Dasar: Jurnal kajian Teori dan Hasil Pendidikan Dasar* 1. No. 2 (2022): 112.

¹⁰ The objectives of *Mahārah al-Istimā'* learning are for students to be able to recognize sounds, utterances, obtain information, grasp meaning, draw conclusions, respond, appreciate, criticize, and evaluate.¹¹

The indicators used as benchmarks in *Mahārah al-Istimā'* are:

1. The ability to distinguish similar-sounding letters.

In Arabic, there are several types of vowels and consonants that sound similar. In Arabic language learning for Indonesians, phonological errors (errors in pronunciation or articulation of sounds) often occur with the letters *Tsa* (ث), *Sin* (س), *Syin* (ش), *Qaf* (ق), *Kaf* (ك), *Dal* (د), *Dzal* (ذ), *ain* ((ع), *hamzah* ((ء, *shad* ((ص, and *dhad* (ض) These letters are difficult and often confuse learners in their pronunciation, leading to phonological errors.¹²

2. Understanding vocabulary.

Understanding vocabulary (*Mufradāt*) is a fundamental element in mastering the Arabic language and is essential for achieving proficiency in the language. Students will not be able to master Arabic without a good vocabulary and mastery of vocabulary.¹³

3. Understanding sentences.

After mastering the meaning of each vocabulary word, students must be able to understand those words in the form of *Ibārah*. This is because the form of vocabulary words in *Ibārah* can be very different from the vocabulary words they have already learned. Additionally, the word order in Arabic is different from that in Indonesian.

4. Understanding discourse and providing responses or feedback to the content of the discourse being listened to.

One indicator of *mahārah al-Istimā'* is that students can understand the discourse conveyed by their interlocutors and are able to respond to their interlocutors while still following the context of the discourse being discussed by the interlocutor.

¹⁰ Hamidah dan Marsiah, "pembelajaran Maharah al-Istima' dengan memanfaatkan media youtube: problematika dan Solusi," *Jurnal Ilmiah program studi Pendidikan bahasa Arab* 8. No. 2 (2020): 148.

¹¹ Fairuza Mumtaz dan Maman Abdurahman, "Pembelajaran Maharah al-Istima' menggunakan media podcast pada aplikasi spotify," *Jurnal Pendidikan Bahasa* 12. No. 2 (2022): 43.

¹² Dasrizal Taufik, Hikmah, dan Asmal May, "Evaluasi Maharah Istima' di kelas VII Tsanawiyah Pondok Pesantren Al-Amanah al-Islami," *Intifa Journal of Education and Language* 1. No. 2 (2024): 142.

¹³ Beta Fadiatun Nisa', Anin Nurhidayanti, dan Luk-Luk Nur Mufidah, "Teknik pembelajaran Multi Media," *Irsyaduna jurnal Studi kemahasiswaan* 3. No.1 (2023): 121.

Research on the application of audio-visual media has been conducted extensively with varying results at various levels of education. However, some studies tend to focus on increasing interest in learning and non-Arabic subjects. To clarify the differences between this study and previous studies, the researchers' findings are summarized in the table below.

Table 1.
Summary of Previous Research

No	Research	Focus of Study	Method	Findings	Research Gap
1	Muh. Sandi Gunawan	How to apply audio-visual media for understanding wudhu	Qualitative	Students are able to understand the correct way to perform wudhu	Focus on the understanding of wudhu among second-grade students at UPT SD Negeri 132 Pinrang
2	Iin Hardianti	The effectiveness of audio media in memorizing short surahs	quantitative	Visually impaired students are able to memorize short surahs	Focus on the effectiveness of memorizing short surahs using audio media
3	Rahmawati	Application of audio-visual learning media on learning interest	Qualitative	Motivation to learn from audio-visual learning media arises from students.	The focus of the research is on students' learning interest due to the application of audio-visual

learning
media.

As seen in the table, many studies focus on students' learning interests and non-Arabic subjects. Therefore, in this study, the researcher will focus on how the application of IT-based audio-visual learning media can enhance *mahārah al-Istimā'* and its impact on *mahārah al-Istimā'* among students at Pondok Modern Darussalam Gontor Campus 11 Ittihadul Ummah Poso.

Method

In this study, the researcher implemented a descriptive qualitative method. The researcher applied this method because it can describe, provide an overview, and explain a phenomenon or event that occurs in the field in the form of words or verbal statements.¹⁴ In terms of research methods, this study is classified as *field research*, which seeks to examine and observe the location in question. The research location is at Pondok Modern Darussalam Gontor Campus 11 Ittihadul Ummah Poso. The primary data sources are teachers from the LAC department and students at Pondok Modern Darussalam Gontor Campus 11 Ittihadul Ummah Poso, while secondary data sources are derived from documents. Data collection techniques include observation, interviews, and documentation.

Data analysis refers to the Huberman and Miles analysis model technique, which consists of three sub-processes that are interrelated, namely:

1. Data reduction

The data reduction techniques used in this study involved compiling findings from observations, interviews, and documentation, selecting the most crucial details, focusing on what is crucial, and eliminating what is not very relevant.

2. Data presentation

To clarify the objectives of the study, the data presentation used in this study takes the form of a brief summary of the findings from the observations and interviews conducted, as well as the creation of charts based on the interview results.

3. Drawing Conclusions

¹⁴ Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika Kajian Ilmiah mata kuliah umum* 21. No. 1 (2021): 35.

The research method used to draw conclusions in this study involves describing a phenomenon based on observations and interviews that were initially ambiguous but became clear after further investigation.¹⁵

Result and Discussion

Based on the data obtained from interviews conducted at Pondok Modern Darussalam Gontor Campus 11 Ittihadul Ummah Poso with Ustadz staff from *the Language Advisory Council (LAC)*, the application of IT-based learning media used in daily language activities is divided into two types, namely Audio Media and Audio-Visual Media. Ustadz Muhammad Probo Susanto stated in one of his interviews with the researcher:

We actually have many types of activities, including daily, weekly, and monthly activities. We often hold weekly activities on Friday mornings. Usually, we show films that we have selected based on their language. Whether it's a movie, a dubbed version, or a quiz, these activities are designed to stimulate their motor skills through *listening*, as we believe that what they see and hear will naturally stimulate their motor skills in relation to language, ultimately improving their language skills. Actually, there are many such activities, and this is just one of them (). There is also a daily activity where we play a *discussion program* during Maghrib prayer time, which is broadcast through the speakers around the boarding school and heard by all the students.¹⁶

Thus, based on the results of the interviews with the researcher and informants above, it can be explained that the application of IT-based audio-visual learning media is implemented in daily and weekly programs, where in the daily program, every day before the call to prayer (maghrib) arrives, *the sound-Sound* system around the boarding school will play specific *dialogues* to the students, helping them become accustomed to listening to Arabic conversations and simultaneously creating a language environment (*Bi'ah lughawiyyah*) within the boarding school.

There is also a weekly program where on Friday mornings, the LAC staff will show students a film or story that emphasizes language rather than entertainment. The researchers then observed the application of audio-visual learning media in the weekly program. The results of the observation are as follows:

1. Preparation stage

At this stage, Ustad LAC, assisted by fifth-grade students from the CLI (*Central Language Improvement*) and CID (*Central Information Department*) classes,

¹⁵ Zuchri Abdussamad. *Metode Penelitian kualitatif*, (Cet I; Makassar: 2021), 176.

¹⁶ Probo Susanto, staff LAC (*Language Advisory Council*) Pondok Modern Darussalam Gontor kampus 11 Ittihadul Ummah Poso, Sulawesi Tengah, wawancara oleh penulis di masjid jami', 29 Mei 2025.

prepared for the weekly Friday morning program. The preparations were carried out on Thursday evening in the meeting hall, including preparing the materials to be presented during the activity and equipment such as *the sound system*, laptop, projector screen, and so on.

2. Implementation Stage

a. Introduction

- 1) The activity begins at 5:15 AM WITA immediately after morning prayers in the meeting hall.
- 2) Before the activity starts, the LAC and CLI instructors organize the seating arrangement for the students.
- 3) Before the activity began, the LAC instructor provided an explanation of the purpose of the activity.
- 4) Attendance is taken.
- 5) The activity begins with reciting *the Basmalah*.

b. Core Phase

- 1) Ustad LAC and CLI first showed the film and asked the students to watch it carefully.
- 2) After that, the video was played again, but this time, whenever a character spoke a word, the video was *paused*. Ustad LAC and CLI then asked the students to repeat the word.
- 3) Once they felt it was sufficient, Ustad LAC and CLI then asked one of the students to count *the number* of words in the vocabulary. If there were any mistakes in pronunciation, they were corrected immediately.
- 4) After that, Ustad LAC and CLI asked the students to write down the vocabulary words displayed on the screen in their notebooks.
- 5) The activity continued from point two to point four until the material was completed or the time reached 6:00 AM WITA.

c. Evaluation stage

- 1) Ustad LAC provided guidance on the importance of language use.
- 2) Roll call was taken by class.
- 3) Closing the activity by reciting *Alhamdulillah* and checking the writings for errors to be corrected immediately.
- 4) Cleaning up the activity area.

Additionally, the observations above also indicate that the teachers used the *sam'iyah syafahiyah* method during the weekly activities, which incorporated audio-visual learning materials.

Then, several indicators that became the results of the achievement and its impact have been felt by students during the implementation of IT-based audio-visual learning media in improving students' *Mahārah al-istimā'*, namely as follows:

1. Understanding vocabulary

As expressed by one of the students to the researcher:

I have learned many new vocabulary words that I have never heard before, as well as verbs that I have never encountered during my previous studies.¹⁷

Additionally, as shown in the table of grades for the *Muthāla'ah Tahrīriyah* subject for Grade 2 in the 2024/2025 academic year below:

TABLE 2
Grade 2 *Muthāla'ah Tahrīriyah* Subject Grades Table
Academic Year 2024/2025

No	Name	<i>Muthāla'ah Tahrīriyah</i>
	Abyan Damar Prawira	90
2	Ahmad Nur Alim	90
3	Muhammad Adil Al-Ma'ruf	80
4	Muhammad Al-Ghazali	75
5	Rahmat Ginanjar	80
6	Rafi Mubarok	75
7	Muhammad Islamul Haq	80
8	Huda Fadely Pratama	75
9	Sidiq Agung Prayoga.s	70
10	Nur Maulana Ikhsan	75
11	Habib Al-Qizwain. Z	75
12	Puan Abqary Sappewali	70

¹⁷ Yusuf Asraf Syahfitri, Student of Pondok Modern Darussalam Gontor Campus 11 Ittihadul Ummah Poso, Central Sulawesi, interviewed by the researcher at the mosque, May 30, 2025.

13	Muh. Amar Ilham	70
14	Diandra Wahyu Perdana	65
15	Almer Rizky Albion	65
16	Muhammad Farikh Ardan	60
17	Muh. Haikal	60
18	Aby Aufa As-syura	45
19	Muhammad Rizalva Akbar Firdaus Piliang	60
20	Alifian Ariansah Aqso	60
21	Hardiansyah	60

Source: Office of the Examination Committee for the 2024 Even Semester

Students can easily acquire and understand new vocabulary because, in addition to engaging audio-visual learning media, they can easily understand and comprehend the meaning of each word presented during the activity.

1. Understanding sentences

As expressed by one of the students to the researcher:

What I gained during the activity included mental exercises, vocabulary improvement, improvement in the use of daily, *Ibarah*, and expanding *my vocabulary*.¹⁸

Additionally, as shown in the table of grades for the *Insyā' Tahrīrī* subject for Grade 2 in the 2024/2025 academic year below:

Table 3
Table of *Insyā' Tahrīrī* Subject Grades for Grade 2
Academic Year 2024/2025

No	Name	<i>Insyā' Tahrīrī</i>
	Abyan Damar Prawira	70
2	Ahmad Nur Alim	70
3	Muhammad Adil Al-Ma'ruf	65
4	Muhammad Al-Ghazali	70

¹⁸ Abiyan Damar Prawira Peserta didik Pondok Modern Darussalam Gontor kampus 11 Ittihadul Ummah Poso, Sulawesi Tengah, wawancara oleh peneliti, masjid jami', 30 Mei 2025.

5	Rahmat Ginanjar	65
6	Rafi Mubarak	65
7	Muh. Islamul Haq	55
8	Huda Fadely Pratama	60
9	Sidiq Agung Prayoga.s	60
10	Nur Maulana Ikhsan	70
11	Habib Al-Qizwain. Z	60
12	Puan Abqary Sappewali	55
13	Muh. Amar Ilham	70
14	Diandra Wahyu Perdana	60
15	Almer Rizky Albion	60
16	Muhammad Farikh Ardan	55
17	Muh. Haikal	60
18	Aby Aufa As-syura	55
19	Muhammad Rizalva Akbar Firdaus Piliang	55
20	Alifian Ariansah Aqso	55
21	Hardiansyah	55

Source: Office of the Examination Committee for the 2024 Second Semester

Students can understand the meaning of *the Ibarah-Ibarah* conveyed by the Ustadz and can use them appropriately according to the context of the conversation.

2. Understand discourse and be able to respond to it
As expressed by one of the Ustadz to the researcher:

When they participate in these activities, they gradually understand and find it easier to speak and comprehend what is being said. What they may have previously misunderstood or not known the meaning of is now clear to them.¹⁹

¹⁹ Probo, "Wawancara"

Additionally, as shown in the table of grades for the *Insyā' Syafahī* subject for Grade 2 in the 2024/2025 academic year below:

Table 4.
Table of *Insyā' Syafahī* Subject Grades for Grade 2
Academic Year 2024/2025

No	Name	Insyā' Syafahī
	Abyan Damar Prawira	80
2	Ahmad Nur Alim	75
3	Muhammad Adil Al-Ma'ruf	70
4	Muhammad Al-Ghazali	80
5	Rahmat Ginanjar	70
6	Rafi Mubarok	70
7	Muh. Islamul Haq	65
8	Huda Fadely Pratama	70
9	Sidiq Agung Prayoga.s	65
10	Nurmaulana Ikhsan	75
11	Habib Al-Qizwain. Z	70
12	Puan Abqary Sappewali	70
13	Muh. Amar Ilham	65
14	Diandra Wahyu Perdana	70
15	Almer Rizky Albion	75
16	Muhammad Farikh Ardan	65
17	Muh. Haikal	70
18	Aby Aufa As-syura	70
19	Muhammad Rizalva Akbar Firdaus Piliang	60
20	Alifian Ariansah Aqso	65
21	Hardiansyah	65

Source: Office of the Examination Committee for the 2024 Even Semester

The essence of language is to understand what is being conveyed and to speak so that one can be understood and heard. Therefore, after participating in this activity, students are expected to be able to speak and understand the discourse conveyed by their surroundings in Arabic. This is because the boarding school implements a 24-hour system where students are required to speak a foreign language anytime and anywhere.

Conclusion and Suggestion

The conclusion of the study is that the implementation of IT based audio-visual learning media in improving *Mahārah al-istimā'* among students at the modern boarding school Darussalam Gontor Campus 11 Ittihadul Ummah Poso was implemented in a weekly program where, on Friday mornings, the LAC staff would show the students a film or a specific story, with the activity focusing more on the language aspect than the entertainment aspect. The steps involved consist of a preparation phase and an implementation phase. The impact of implementing IT-based audio-visual learning media on *the listening skills* of the students is that they are able to understand vocabulary, comprehend sentences, and understand and respond to texts. The researcher's suggestions and solutions are that to enable students to speak like *native Arabic speakers* LAC staff it is necessary to add a schedule for activities that incorporate audio-visual learning media on specific days and times. This is because the available time on Fridays is still insufficient.

LAC staff can purchase a larger screen. This is intended so that students can pay attention to the material or video being played during the activity.

LAC staff can organize a vocabulary-finding competition in an Arabic-language film or cartoon. By using audio-visual media as a tool, LAC staff can organize a vocabulary-finding competition in an Arabic-language film or cartoon, allowing students to practice and test their listening skills on their own.

References

- Abdaul, Irkham Huda. "Perkembangan Teknologi Informasi dan komunikasi (TIK) terhadap kualitas pembelajaran di sekolah dasar." *Jurnal Pendidikan dan konseling* 2. No. 1 (2020): 121-125.
- Abdussamad, Zuchri. *Metode Penelitian kualitatif* Cet I; Makassar: 2021.
- Firdaus, Fahri. "Pengembangan Multimedia Pembelajaran berbasis website pada mata pelajaran sosiologi Siswa kelas X Madrasah Aliyah Negeri 1 Batang Hari Membentuk Keteladanan dalam perilaku." *Jurnal Bina Ilmu Cendekia* 2. No. 1 (2021): 71-81.

- Fadiatun, Beta Nisa', Anin Nurhidayanti, dan Luk-Luk Nur Mufidah. "Teknik pembelajaran Multi Media." *Irsyaduna jurnal Studi kemahasiswaan* 3. No.1 (2023): 118-129.
- Hamidah dan Marsiah. "pembelajaran Maharah al-Istima' dengan memanfaatkan media youtube: problematika dan Solusi." *Jurnal Ilmiah program studi Pendidikan bahasa Arab* 8. No. 2 (2020): 147 - 160.
- Mumtaz, Fairuza, dan Maman Abdurahman. "Pembelajaran Maharah al-Istima' menggunakan media podcast pada aplikasi spotify." *Jurnal Pendidikan Bahasa* 12. No. 2 (2022): 41 - 45.
- Nurhasana, Intan. "Penggunaan media Audio-Visual pada mata Pelajaran bahasa Arab." *Al-Fikru: Jurnal Pendidikan dan Sains* 2. No. 2 (2021): 217 - 229.
- Riyadhi, Fathur Arsal, Acep Hermawan, dan Nanang Kosim. "Pembelajaran Bahasa Arab dengan Menggunakan media Audio, Visual, dan Audiovisual di MTsN 1 kota Makassar." *Tadris Al-Arabiyyat: Jurnal kajian Ilmu Pendidikan Bahasa Arab* 4. No. 2 (2024): 155-169.
- Rijal, Muhammad Fadli. "Memahami Desain Metode Penelitian Kualitatif.", *Humanika kajian Ilmiah mata kuliah umum* 21. No. 1 (2021): 33-54
- Suprihatiningrum, Jamil. *Strategi Pembelajaran*, Jogjakarta: Ar-Ruzz Media, 2016.
- Sundayana, Rostina. *Media dan Alat Peraga dalam pembelajaran Matematika* Alfabeta: Bandung 2016.
- Serungke, Mayang. *et al.*, "Penggunaan media audio - visual dalam proses pembelajaran bagi peserta didik." *jurnal review Pendidikan dan Pengajaran* 6. No. 4 (2023): 3503 - 3508.
- Situmorang, Fredy. "Pengembangan Media Pembelajaran E-Learning Berbasis Web Pada Mata Pelajaran Pemeliharaan Sasis dan Pemindah Tenaga Untuk Peningkatan Hasil Belajar Peserta Didik SMK Negeri." *Jurnal Educational Research and Social Studies* 2. No. 3 (2021): 66 - 72.
- Taufik, Dasrizal, Hikmah, dan Asmal May, "Evaluasi Maharah Istima' di kelas VII Tsanawiyah Pondok Pesantren Al-Amanah al-Islami." *Intifa Journal of Education and Language* 1. No. 2 (2024): 139-143.
- Wulandari, Eka, Intan Annidya Putri, dan Yoni Napizah, "Multimedia Interaktif sebagai alternatif media Pembelajaran berbasis teknologi." *Jurnal Tonggak Pendidikan Dasar: Jurnal kajian Teori dan Hasil Pendidikan Dasar* 1. No. 2 (2022): 109-115