Examining the Arabic Language Teachers' Perspective Towards Mobile Video-Based Learning in Arabic Language

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ABSTRACT
Supporting mobile technology use in teaching and learning has opened a new opportunity for bringing a traditional learning environment in enhancing the language learning. The focus of this study based on the perception and experiences the participants. The purposes of the study were to identify the teaching approach has been done by the Arabic teachers to improve Arabic language, as well as to examine the teachers' opinion to develop the contents of video-based learning for Arabic language. The samples were four Arabic teachers in one of religious secondary schools in Penang, Malaysia. A thematic analysis approach was used in data analysis. The result of this study revealed that the Arabic teachers have used the varieties of teaching approach to increase Arabic language among students either mobile technology or conventional teaching. The participants agreed that the mobile video-based learning give more advantages to students in learning of Arabic. The sample size of this study was very limited and in the future the research can be conducted on mixed methods.

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Keywords: Arabic Vocabulary, Teachers' Perspective, Religious Secondary School, Video-Based Learning

INTRODUCTION

The integration of technology in education is the best way to blend the two to create effective learning and experiences (Tondeur et al., 2017). It allows students to create meaningful content by seeking the information as they learn (Mohd et al., 2019). Technology in education is now able to support and change the conventional to modern styles in learning of languages context. In teaching and learning of Arabic language, integration of technology can increase the students' ability in understanding and mastering the content of Arabic learning. It encourages the language learning process among them in the classroom (Nurdyansyah et al., 2017).

The usage of technology is an essential tool to access the internet, run software, multimedia programs, and it has been used for all ages in a variety of fields (Abu Naser et al., 2016). Ahmadi (2018) found that the usage of technology is a source to enhance the learning process as well as to get any information. It has been demonstrated to be effective for supporting learning which increases the culture of critical thinking among learners. With the improvement of technology in schools, learners can develop their skills and help them access real-life learning to be more adaptive and effective for facing the global trends so that they will not be left behind (Mohd et al., 2019; Alhumidi & Uba, 2017). As asserted by Mohamad et al. (2012) in their study, the use of technology is also an alternative tool and has become a medium of information and interactive learning. It encourages students to make meaningful connections by looking and searching for answers and information.

The usage of mobile technology rapidly advancing and popularity into the field of education which enables students to develop a more productive learning style suited to their characteristics becomes critical (Kim, 2013; McGovern et al., 2017). According to Al-Sa'di et al. (2014), educators believe that a mobile is a new tool of technology that will give advantages from educational instructions and pedagogy. It has the potential to support other subjects and various learning activities. As Gangaiamaran and Pasupathi (2017) stated that mobile technology is also suitably used in varieties of language learning. They expressed that mobile technology can enhance the language skills of the learners such as listening, speaking, reading and writing skills.

One of those mobile technologies is a mobile app that has become a necessary and fundamental component of modern consumption and life. It is socially accepted and simple to use and hold for all ages. Mobile applications refer to software applications or programs that are usually designed to run on smartphones and tablet devices for all aspects of people's lives (Wong et al., 2012). It is also known as an app on mobile. It has given to the implementation of ubiquitous in supporting the teaching and learning in secondary school. Departing from the description above and as an attempt to fill the gap, the present study was conducted to answer the following research questions:

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1)What are the Arabic teachers' strategy to improve Arabic learning?
2)What is teachers' opinion to develop the contents of video-based learning for Arabic language?

LITERATURE REVIEW

In recent years, some researchers have evaluated the efficacy of the mobile app in improving adherence to other subjects. Most studies have generally suggested positive results. For instance, Pandya (2021) has done a study about the effectiveness of mobile apps in vocabulary knowledge for the English language. The study involved 73 participants who were studying in two state universities in Turkey. From this research, the result showed that mobile application is an effective way of improving vocabulary knowledge receptively for only short-term memory. Then, the other research about English vocabulary was also done by Klimova and Polakova (2020). The researchers explored the students' perception of the use of a mobile app for learning new words and phrases. Most students in this study agreed that mobile apps helped them to make a few preparations for facing the final test which enables effective learning anywhere and anytime.

The use of the mobile application in teaching and learning mathematics was also explored among students. A study by Etcuban and Pantinople (2018) in Cebu City, the Philippines was about the effect of using a mobile application on Mathematics subjects to Grade 8 students in a public national high school. In this study, the researchers used the quasi-experimental method which uses the pretest-posttest design. It used two groups: the experimental group and the control group. The finding showed that there are increasing results for students in the experimental group compared to students in the control group. Thus, this revealed that mobile applications are able to improve students' performance and learning.

In addition, Zainuddin and Sahrir (2016) conducted a study on designing the interactive mobile application ChilDiBu app with providing special assistive technologies in the field of special education for Bulgarian children. The researcher designed the ChilDibu as an interesting application which combines graphic images, texts and audio files. The content of the ChildDibu app focused on learning the Bulgarian alphabet, the numbers up to 20, some basic colors and the daily activities that children perform. This research aimed to give an opportunity of educational application for Autistic children in helping them to be easier learning in real daily life using virtual cards. The findings showed that the creation of the application was easy to use and unified on all the pages. Thus, it will be considerably more confident for the children to use this application as an assistant aid for learning.

Meanwhile, Chin-His et al. (2018) focused on the survey of mobile apps for learning chinese vocabulary on the market for native speakers to practice new words. This study reviewed the 22 most popular Chinese-vocabulary learning apps on the market with several interesting findings. These findings showed there were two types of applications that have been designed on the market such as dictionaries and games which provide their user to practice new words. Thus, the applications are beneficial for the students for learning a language.

Teaching Arabic Language in Malaysia

The Arabic language is an important role that affords to assist Muslims in understanding all

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branches of Islamic studies and international relations. As stated by Majdi et al. (2018), Arabic is a medium of instruction and has become the main tool to Muslims particularly to understand religious teachings such as Quranic sciences, Islamic Monotheism and Jurisprudence. Arabic is a primary source of the Holy Quran (Majdi et al., 2018). Learning of Arabic language is a way for Muslims to increase their confidence and motivation to read and write Arabic text such as to recite the Quran correctly (Mohd et al., 2019).

In the context of language education in Malaysia, the Arabic language is categorized as a second language or foreign language (Al-Bazeli et al., 2014; Ghani et al., 2019). It is a part of the national curriculum in Malaysian education (Faizuddin et al., 2016). As a foreign language, the learning and teaching of Arabic usually face enormous challenges and obstacles to achieving proficiency in the language (Mohd Yusof et al., 2016). Most students usually feel unmotivated to be used in communication due to the strength of their first language (Che Haron et al., 2010). Furthermore, they will confidently assume that the Arabic language is difficult to understand and can be frustrating for learning. It has been asserted by Neamah et al. (2017) that most Malaysian students always set in their mind that the Arabic language is a difficult subject to master compared to the other language (Mat Saad et al., 2015).

Research by Maskor et al. (2016) discovered that students are still unable to master the Arabic language even though they have been studying since primary school. The study by Awatif et al. (2014) also showed that the mastery of Arabic language students is still at a weak level in Arabic proficiency. Samah et al. (2016) expressed that the weakness comes from the attitude of students themselves, and most Arabic language teachers still use the traditional method in learning Arabic.

On the other hand, another aspect that appears to be lacking in learning Arabic is grammar, morphology, and pronunciation of the words and sentences. In the meantime, most students uninterested in learning Arabic are due to the lack of Arabic resources. It is also related to the uninteresting course materials used and the coursebook, which focused on grammar particularly (Aladdin & Musa, 2014). Perhaps they do not feel the necessity to use Arabic as a medium of learning and communication. The lack of Arabic language tools makes it difficult for learners to revise on their own, particularly skills related to speaking and pronunciation. In research done by Faizuddin et al. (2016), Arabic language teaching is not interesting enough. They stated that most of the learning and teaching process of Arabic was intended for the sake of passing examinations and focused on one-way communication only.

The use of technology in teaching and learning Arabic is still lacking appropriate and limited compared to other learning materials. There are a few types of research that have proposed applications in teaching and learning of Arabic language but are still in early stage (Taufiq et al., 2018). It was supported by Al-Wakeel et al. (2015) that the implementation of technology in learning Arabic has been created but is still not user friendly and difficult to use. Among the most common technologies that can be found in Arabic language classrooms in Malaysia are computer-assisted language learning (CALL) and blended learning (BL). Most of the research has been conducted in primary school and rarely in secondary school.

Generally, the Arabic language is a foreign language in Malaysia (Samah et al., 2016). Most people may face several challenges when they come to learn a foreign language, especially students. Therefore, an effort needs to be made to reduce this frustration and make the learning

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process more enjoyable. An application to learn Arabic must be developed, so it is easier to use. Thus, this research focuses on designing applications as an additional tool for Arabic subjects as in encouraging students to be interested in Arabic.

Technology Use in Arabic Language

Teaching and learning the Arabic language by combining the latest technology such as mobile applications are important for faster development of language acquisition among students. According to Yahaya et al. (2019), mobile platforms provide students with the ability to communicate with their friends and share information about their learning. It can be easily used and facilitate the learning process at any time and place either inside or outside the classroom (Daud et al., 2018). With the use of technology in Arabic, it is considered as an assistant tool to the learners for distance learning to create meaningful content and connection by seeking the information as they learn in the classroom (Alshareef, 2018; Mohd et al., 2019).

The mobile applications of Arabic learning have been developed by researchers in Malaysia. However, there is still a lack of resources and apps suitable for learning Arabic material (Zaki, 2017). Most of the applications have been created for learning but are still in an early stage, among the research of mobile applications which was found in the Arabic language such as A4Kids. This material was developed for children in primary schools, and it is an attempt to design a mobile multimedia application (Neamah et al., 2017). Besides, research done by Ghafar and Noor (2017) was about a mobile Game-based learning (mGBL) application to help the student learn Arabic vocabulary using dictionary use and contextual guessing in secondary school. This application has been developed to help teachers and students in the learning process in a more interesting and useful manner. The use of the mobile application in Arabic learning can benefit both students and teachers as a teaching aid and enhance the students' learning and mastering of the Arabic language.

Video-based learning

The usage of video-based learning is very widely accepted for the education system in many countries, and it has adopted new ways of the best learning resource which has been growing in popularity these days (Nashar et al., 2020). It is the resource that is commonly considered as supplemental material in learning methodologies (Albó et al., 2015). It has the potential to become one of the effective methods to enhance learning language both inside and outside the classroom by combining interactive videos and materials from teachers (Bajrami & Ismaili, 2016; Giannakos et al., 2014). Research done by Ajloni and Toole (2021) points out that historically, video has been used as an important role in learning and teaching as early as the 1940s and it successfully increased students' level of engagement.

Video is a combination of a recording of an image or a real object and moves together with sound, creating a powerful instruction for the delivery of message or information for serving an educational purpose (Vural, 2013; Nadeak & Naibaho, 2020). It is one of the many learning aids that would offer students to inculcate and attention focused on the aural material and avoid the boredom and monotony of traditional Arabic teaching materials (Wang, 2015). Video is very often used in a variety of instructional and learning processes because it motivates learners and their

https://10.24191/cplt.v11i3.25106

interest to learn where learners can simultaneously listen and see things from video (Ketsman et al., 2018). Besides, it is categorized as one of such new instructional materials to convey information and it is becoming more popular by the day. It has been considered to be applied in learning activities to assist students to increase their understanding of a specific topic properly (Kokic & Rukavina, 2017). According to Harsanto and Hakim (2020), the use of video is beneficial in an education environment to improve learners' knowledge and language experience.

Video is widely used as audio-visual media in different courses and subjects. The use of video-based learning in the process of learning has become more dominant and popular among teachers and learners since in COVID-19 situation (Gengatharan et al., 2020). In the context of Malaysian education, several studies have been carried out on video-based learning for a few years. In a study done by Kamlin and Keong (2020), the researchers stated that the use of video-based learning may serve as an alternative to replacing regular face-to-face classrooms. The educators can convey the content of learning on an online platform by using video while students can download and view the subject learned without any paying.

Kamal et al. (2019) in a study about video-based on flipped classrooms stated that learners will be able to access video whenever and wherever they want to use it. Video is a platform that opens opportunities for self-directed learning (Yuen et al., 2018). In a study on teaching health education due to the Malaysia Movement Control Order (Gengatharan et al., 2020), video is considered a very vital process to ensure students do not miss out on the subject. The teaching method saves time and makes teaching and learning more flexible. This is also supported by Syaripuddin et al. (2019) who stated that video is very helpful for teachers and can enhance the effectiveness of the delivery process of a message because the video is more dynamic and capable of stimulating a variety of senses.

Video-based learning has long been accepted as a learning method in the educational environment. It is integrated as a part of the traditional classroom attractively and consistently. It offers a popular way of learning in educational systems for various purposes such as online and distance learning. Many researchers have conducted studies on the implementation of video-based learning in education (Brame, 2016; Mohamad et al., 2008; Wang & Chen, 2016; Yousef et al., 2014). As seen in the Covid-19 pandemic condition, teaching and learning through video have been widely implemented in various forms to replace the efficiency of teaching and learning processes (Fauzi & Sastra Khusuma, 2020). Most teachers have used video as a supplement in teaching and learning for helping students to get a better understanding (Mohamad et al., 2008). Nowadays, video is upgraded and has been used in mobile applications as an additional material for students to improve learning effectiveness. The educators believe that applying the use of video in mobile applications into education has the potential to be a new application to support various learning activities (Al-Balushi et al., 2015).

METHODOLOGY

This study is a qualitative approach objectively to identify the technique of delivering a lesson that teachers used in teaching and learning the Arabic vocabulary. The opinion of participants is also important to develop mobile video-based learning. A semi-structured interviews with four Arabic teachers were conducted over zoom for 30 minutes. The participants tried to answer the questions

https://10.24191/cplt.v11i3.25106

freely based on their opinion. All the interviews were recorded after getting a permission from the participants to record the interviews. The interview method enables the researchers to obtain detailed and in-depth knowledge from the responses of participants (Idris, 2013; Mohd Ishak & Abdul Rahman, 2021; Mohd Noah, 2002). The criteria of participants chosen in this study were Arabic teachers who have been teaching the Arabic language for more than six years and have experience in using technology in teaching. Table 1 shows the description of the participants involved in this study.

Table 1
Description of participants

Participants	Age	Gender	Teaching Experience
Interviewee 1 (IV 1)	32	Female	6 Years
Interviewee 2 (IV 2)	33	Female	8 Years
Interviewee 3 (IV 3)	44	Female	18 Years
Interviewee 4 (IV 4)	43	Female	17 Years

FINDINGS

Themes

In this section, the findings obtained from the content analysis of participants' responses to the semi-structured question form are presented according to the study's research questions, which formed the two themes. In addition, direct quotations from the answers given by the participants in each theme are presented in the relevant tables.

Theme 1: the types of teaching approaches in Arabic learning

The findings obtained by examining the participant Arabic teachers' opinions on the teaching approaches in Arabic Learning in Table 1. When Table 1 is examined, the views of participants Arabic teachers stated that starting used mobile technology in teaching and learning due to the COVID-19 pandemic. All students and teachers could not attend to school and the classes need to do online. Arabic teachers who commented on the use of technology in school mentioned that most Arabic teachers rarely on the use of mobile technology because their school is limited opportunity of mobile in the classroom. However, from the experience of teaching in COVID-19 pandemic, the participants most agreed that mobile application for Arabic learning is important to help students in improving Arabic learning.

Table 2
The types of teaching approaches in Arabic learning

Theme	Subtheme	Sample code	Supporting Quotation
	Types of the tools usage of	Google Classroom	"…I started using google classroom in movement control

https://10.24191/cplt.v11i3.25106

The types of teaching approaches in Arabic learning	technology in MCO		order (MCO), I realize the students feels more fun and excited. They more quickly to do homework (IV 3)."
		Google Form	"….I used google form when students need to do exercise (IV 2)".
		Google Meet	"….I normally used google meet to teach students because I can see my face students. (IV 4)"
		Telegram	"…I asked student to create a group in telegram. I teach using in telegram group by voice. So, students will hear me and when they want to ask me, they can ask directly. (IV3)
		YouTube	"….I usually give the students some video through you tube about Arabic learning. After that I asked them to out the vocab that we have learned".(IV1)
	Type of teaching in class	Conventional Teaching (Manual)	"…I teach the Arabic language manually. I give a lecture in class about the topic of Arabic learning and students will listen, then they will ask me what they don't understand". (IV 3)
		Acting	"….It may be simple to remember the Arabic vocabulary. I show the Arabic word to the students and have a discussion together in the class. I demonstrate the equipment in the classroom and teach them what they can do. Then I ask students to act based on the title of the topic for the day". (IV 4)
		Games	"….It seems easier for students to access and comprehend what we teach. I play a lot of games in the classroom. In comparison to chalk and talk there are lots of

https://10.24191/cplt.v11i3.25106

		activities". (IV 3)
	Grouping	"…Following the lecture, I asked the students to do some groups and participate in group activities. Then they discuss it together. That's exactly what I did in class." (IV 2)
	LCD	"…If related things that I teach are not in the class or around us, I frequently use LCD to show them so that they are clear". This is my perspective on technology. In the classroom, one must use technology such as an LCD or a laptop.(IV 1)

Theme 2: The use of mobile video-based learning in Arabic language

The opinion of the participants' Arabic teachers regarding the use of mobile video-based learning in Arabic language were analysed and presented in Table 3.

Table 3
The use of mobile video-based learning in Arabic language

Theme	Subtheme	Sample Code	Supporting Quotation
The use of mobile video-based learning in Arabic language	Reasons for using mobile video-based learning in Arabic language	Simple to remember	"..Students are gaining a better understanding as a result of mobile technology. They are simple to remember. The students have a better time and are more excited. Before starting class, I'll open a video related to the title. We use technology in teaching and learning during MCO.So, I noticed that students enjoy when I learned using video"(IV1)

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		Motivate to students	"…Because I accepted technology, I believe it is critical to pique the interest of students and motivate them because alumni are more advanced. Arabic desperately needs someone who can create a program in line with English. Many more initiatives must be launched for this Arabic language technology to succeed. If someone can do a program or a video, ensure that he can use the word from the textbook. Prioritize word learning techniques in textbooks when teaching Arabic."(IV 2)
		Interesting	"…I believe it will be more interesting if we create a learning video. Other teachers had done it before. But there aren't many. Perhaps in the coming weeks, I'll do it for students as well for specific topics so that we can all understand better."(IV 1)
	Suggestion for video contents for Arabic language	Translation subtitle	"…The video should include Arabic and Malay subtitles for beginners or basic children." (IV4)

https://10.24191/cplt.v11i3.25106

	"…To make a video, my suggestion is to leave the translation subtitles incomplete. However, when speaking, it is important to include the keywords listed below. Not entirely. Students at school, for example. Perhaps we can use two words like study and school as a guide below. If we give it completely, the student will lose focus on the words being discussed. Yes, he will concentrate his gaze solely on the subtitles. But he knew if we split it in half, so he could focus on hearing and seeing both at the same time." (IV 3)
	"..The use of mobile video-based learning is critical. Students understand more quickly now that mobile video is available. Each title must be mastered. The video aids students in learning Arabic. The subtitles must be included, but not all of them. There is no need for translation but leave a hint. For example, if you want to jump, you can do so in a variety of ways. When students look at it, he realizes, ooh, that means something along those lines. There is a notice."(IV 4)
Based on textbook	"I believe it is beneficial for the developer to create a video in Arabic learning based on the title in the textbook, particularly for mastering Arabic vocabulary."

https://10.24191/cplt.v11i3.25106

	Used animated video	"…Better use animation because in the textbook there are full by the real human picture. So, students need something different approach than before". (IV 3) "I prefer to animation than real human. Students are more like animation because they are still a child." (IV2)

DISCUSSION

Overall, the use of mobile technology in teaching and learning Arabic language is still in the early stages of implementation and most Arabic teachers prefer to use conventional teaching method. However, the use of mobile technology in Arabic is faster during MCO. While in the use of video-based learning, the teachers stated that this application will help them and students in mastering Arabic language because it provides them opportunities for development of innovation, creativity, and richness of information across the academic learning divide. It should be continued to empower students with digital, especially in language learning by providing motivation and a positive learning environment as preparing for the learners to self-directed learning in the digital era (Mohamad et al., 2008; Yuen et al., 2018).

In the wake of the COVID-19 school closure period, the use of mobile video appears to be the immediate positive response. The implementation of mobile video-based learning can inculcate an interest in learning, especially in Arabic education which the learning of Arabic is not easy to learn for non-native speakers. The mobile video-based learning for the Arabic language will have a positive impact on students because it will create a learning atmosphere more enjoyable and easier to understand the material presented by teachers (Salahuddin et al., 2020). Researchers believe that this application will be able to create an Arabic pedagogical shift to a less formalized method of teaching that is entertaining and interesting rather than rigorous and traditional.

The use of mobile video-based learning is highly recommended to be implemented in the learning of the Arabic language to make it more interesting and meaningful (Suhadi et al., 2016). Thus, mobile video-based learning in Arabic learning needs to be attentive because it has a positive impact on students for the achievement of learning objectives (Mudinillah, 2019). It can be expanded to enhance the students' mastery of the Arabic language in the classroom (Nurdyansyah et al., 2017). Unfortunately, mobile video-based learning for learning of Arabic language in the context of Malaysia is still in dire need of improvement compared with other subjects such as English, Science, and Mathematics. Thus, the study aims to explore mobile video-based learning as an additional tool in Arabic language learning.

LIMITATION AND FUTURE RESEARCH

The current study was conducted based on the qualitative method to determine the Arabic teachers' perspective on mobile video-based learning. Therefore, the sample size is so limited which

https://10.24191/cplt.v11i3.25106

involved four Arabic teachers from a religious secondary school. However, this study provides important findings on the use of mobile video-based learning in Arabic language. In the future, to conduct a more comprehensive the perspective of Arabic teachers on mobile video-based learning, it may be recommended to conduct more larger sample with involving more participants, as well as to conduct research based on mixed method of study.

CONCLUSION

In conclusion, mobile video-based learning in Arabic language is considered a growing trend that supports teaching and learning. It is a necessary effort in improving the Arabic language through the creation of a learning experience that will benefit learners in Malaysia. There are several types of research that show many advantages to the usage of video through mobile applications in educational settings. The most important features that video-based learning in mobile app support learning are portability, collaboration, ubiquity, utility, perception, and acceptance.

Using mobile video-based learning is one way to become more interested in the learning process of the Arabic language and to improve the learners' performance. Video-based learning with interesting contents provides an assistant tool to help learners to understand and memorize the Arabic vocabulary quickly and subsequently construct the sentence. Apart from that, the development of this application has the potential to ensure that learners can access and learn everywhere and at any time for their own learning needs without teachers or guidance. Learners can learn in self-directed learning environments. It is hoped to be a great opportunity for learners to learn either outside or inside the classroom. Therefore, this research proposes a video-based learning in mobile application for learning Arabic vocabulary.

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