The Impact of Using Digital Books as A Media in Online Arabic Learning

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ARTICLE INFO	ABSTRACT
  *Corresponding Author: Name: Abdul Haris Email: haris@umm.ac.id	Digital book is one of the learning media that combines conventional media with technological media. The use of digital book in the learning process has a positive impact on the learning process and outcomes. This study aimed to analyze the process of utilizing digital books in Arabic language learning and its impact in online Arabic learning. The research was conducted at MTs Wahid Hasyim 01 Malang. This research used qualitative approach with the type of case study research. The research subjects consisted of Arabic teachers and 10 students of class VIII MTs MTs Wahid Hasyim 01 Malang. The data collection methods used are Observation, Interview, and Documentary. The data analysis technique used Miles and Huberman's interactive technique by going through the stages of data reduction, data display and drawing conclusions. The results showed that the implementation of utilization carried out through 3 stages of digital books was carried out by the distance learning guidelines of the Ministry of Education and Culture by taking scenario A through the process of preparation, implementation, and evaluation. According to students, the use of digital books makes them more interested, concentrated and it improves their learning outcomes.
Keyword	Arabic Language Learning; Digital Book; Implementation

مستخلص البحث

الكتاب الرقمي هو أحد الوسائط التعليمية التي تجمع بين الوسائط التقليدية والوسائط التكنولوجية. استخدام الكتاب الرقمي في عملية التعلم له تأثير إيجابي على عملية التعلم ومخرجاته. هدفت هذه الدراسة إلى تحليل عملية استخدام الكتب الرقمية في تعلم اللغة العربية وأثرها في تعلم اللغة العربية عبر الإنترنت. تم إجراء البحث في MTs وحيد هاشم ٠١ مالانج. استخدم هذا البحث المنهج النوعي مع نوع بحث دراسة الحالة. تألفت موضوعات البحث من مدرسي اللغة العربية و ١٠ طلاب من الصف الثامن MTs MTs وحيد هاشم ٠١ مالانج. طرق جمع البيانات المستخدمة هي الملاحظة والمقابلة والوثائقية. استخدمت تقنية تحليل البيانات تقنية مايلز وهوبرمان التفاعلية من خلال المرور بمراحل تقليل البيانات وعرض البيانات واستخلاص النتائج. وأظهرت النتائج أن تنفيذ الاستخدام الذي تم من خلال ٣ مراحل من الكتب الرقمية تم تنفيذه من خلال إرشادات التعلم عن بعد لوزارة التعليم والثقافة من خلال أخذ السيناريو أ من خلال عملية الإعداد والتنفيذ والتقييم. وفقا للطلاب ، فإن استخدام الكتب الرقمية يجعلهم أكثر اهتماما وتركيزا ويحسن نتائج التعلم لديهم.

كلمات أساسية	الكتاب الرقمي، تعلم اللغة العربية، التنفيذ

INTRODUCTION

Learning media is an integral part of the learning system. Learning media has an important role in the learning process. It can make learning more effective and efficient, eliminating boredom, increasing interest in learning, simplifying the learning process, and ultimately improving learning processes and outcomes (Miftah, 2013; Talizaro Tafoano, 2018; Saddam Hussein, 2018; Syaifullah, 2020). Through the media, the learning process as a communication process can take place optimally (Luh & Ekayani, 2021). Therefore, the use of the right learning media is one of the factors that help learning success. In the Era of the Industrial Revolution 4.0, the development of Science and Technology (IPTEK) is currently taking place very quickly. This requires the development of learning based on the use of technology, especially information and communication technology in the learning process (Agustian & Salsabila, 2021).

The development of technology that is very fast and thickening as it is today also requires the readiness of reliable human resources who are able to adapt to these technological developments (Syamsuar & Reflianto, 2018). Therefore, teachers are also required to improve their competence in the midst of technological developments like today. The ability of teachers in the learning process is one of the determining factors in the process and learning outcomes of students in the classroom (Murati, 2015; Abdel Rahman Ibrahim, 2016)

Along with the development of the times in the era of globalization which is characterized by the rapid use of products and technology information, the conception of implementing learning has shifted to realize modern learning that utilizes media technology-based learning (Amanullah, 2020). One of the learning media that applies technological developments and communication dealing user interaction that currently developing is a digital book or better known as an e-book (Mentari et al., 2018). A Digital Book or e-book is consisting of text, images, and audio published in digital form that can be read on a computer or other electronic device such as an android or tablet (Andikaningrum et al. 2014). It is an evolution of the printed books we usually read every day (Mentari et al., 2018, p.131).

Digital Books are not actually something new in the world of education. Since 1990, there have been books digitized and developed into open books read using computers and various software (Mawarni, 2017). Digital books are flexible digital learning resources to facilitate learning activities that can be accessed classically or independently.

According to Ruddamayanti (2019), digital books have two abilities seen from a learning point of view, namely; 1) digital book text is hypermedia, users use the included hyperlinks to access topics related to text, graphic, audio or

video forms, and 2) digital book content get users easier to delete content unneeded, so that they can focus on reading the content they want.

Moreover, according to Yushinmar (2014) the advantages that digital books are; 1) it is in the form of an electronic version, readers can use digital books in their portable electronic devices, 2) it is not heavy, unlike printed books, digital books only need to be placed in a folder inside portable electronics, so only portable digital devices are carried, 3) it is ease to copy digital and it's free sometimes, which saves costs and supports learning needs, and 4) there are features that support successful learning.

Digital books have varied forms of content such as text, PDF, JPEG, LIT, Docx, HTML, and the open electronic Book Package format which students can choose the material they want to learn, so they can focus on taking the essence in learning (Ruddamayanti, 2019).

In other word, digital books also have disadvantages. Accessing digital books require electronic devices, such as computers, tablets or cellphones. Digital book makes students will stare at the screen for a long period of time, so students will feel bored following the learning (Ruddamayanti, 2019).

Several studies showed that the use of digital books can have a positive impact on learning processes and outcomes (Muswita et al., 2018). The use of digital books in learning can improve student learning outcomes (Zahara et al., 2017), improve students' creative thinking ability (Mentari et al., 2018), increase students' interest in reading (Fitriyanti & Artikel, 2021), increase students' learning independence (Khairinal et al., 2021), increase students' motivation (Muhammad et al., 2017), and improve students' critical thinking (Amalia & Kustijono, 2017). Thus, it can be said that the use of digital books in learning can increase the effectiveness of learning. However, the effectiveness of using digital books must be supported by several factors such as the availability of several devices such as LCD, laptops, cellphones, and the skills of teachers and students in using these media (Alifya & Rahman, 2020).

In the process of learning Arabic in Indonesia, the use of technology-based media has not been widely carried out. Until now, there are still many problems that occur in learning Arabic. The research by Besse Wahida (2017) shows that students' level of Arabic proficiency does not show significant results or does not show better learning outcomes. There are many factors that influence the decline in the quality of Arabic learning in Indonesia, including the learning methods and strategies used that are not in accordance with the needs of today's students and cannot attract them to study more seriously, so many students feel bored in doing continuous learning (Rizki Muktia N, et.al., 2016).

Therefore, innovation is needed to eliminate the image of Arabic as one of the materials that are difficult to master by utilizing technology-based learning

media. This is because the use of technology in the learning process can increase the effectiveness of learning processes and outcomes (Zahara et al., 2017; Tekege, 2017; Suminar, 2019; Fithidayati, 2022). In the midst of the current technological development, MTs Wahid Hasyim 01 Malang is one of the madrasahs that efforts to adapt technological advances to support the learning process. Since the pandemic, MTs Wahid Hasyim 01 Malang has used digital books as the main learning medium in Arabic language learning. The use of digital books can increase the average score of students. In addition, it can also increase students' interest in learning so that the process and results of learning Arabic become more effective.

Seeing this phenomenon, researchers were interested in conducting research to understand the practice of learning Arabic using digital books and their impact to students. The research focused on the following two issues as follows; analyzing the implementation of the use of digital books in Arabic language learning at MTs Wahid Hasyim 01 Malang and analyzing the views of MTs Wahid Hasyim 01 Malang students of the use of digital books as a medium for learning Arabic.

METHOD

This research used a qualitative approach with the type of case study. The qualitative approach was used because researchers wanted to describe the phenomenon of using digital books as a complete and in-depth learning medium in a natural context. Meanwhile, case study chosen because what studied was a physical case that occurred in MTs Wahid Hasyim 01 Malang. The research subjects consisted of Arabic subject teachers and class VIII MTs Wahid Hasyim 01 Malang students as many as 10 students.

Collecting data technique used observation, interview and documentary. First, observation is the process of observing objects that aim to feel and understand a phenomenon by paying attention to valid ideas and knowledge, which later the data becomes a reference for research data. Observation is an action that is carried out on systematic investigation activities by following the facts that occur until reaching a certain conclusion (Sugiyono, 2003). In this study, researchers observed the virtual learning process of Arabic carried out by teachers during the process of delivering textbooks with digital book media. At the time, the researchers noted aspects of the activities occurred in the process of learning Arabic.

Secondly, researchers also used interview techniques. According to Pratama & Haryanto (2018), an interview is a conversation directed at a specific issue, it is an oral question and answer process by two or more people face off physically.

In this study, interviews were conducted with Arabic language teachers and students at MTs Wahid Hasyim 01 Malang. At last, Researchers also used documentary techniques to supplement the data obtained from the results of observations and interviews mainly related to learning plans and learning outcomes.

To analyze the data, researchers used miles and Huberman's interactive technique with three stages of data reduction, data presentation, inference or verification (Huberman, 1994). Data reduction is carried out by eliminating data unneeded in the study. Meanwhile, data display is carried out by presenting some data collected in the form of a complete narrative. Furthermore, conclusions or verification are drawn.

To test the validity of the data, researchers used the triangulation method and member check techniques. Through triangulation methods, researchers confirmed between the data obtained from observations and interviews and vice versa. Meanwhile, through member checks, researchers confirmed the conclusion to source of data and information. If match has occurred, the data considered valid.

RESULTS & DISCUSSION

Digital Book Implementation Process in Arabic Language Learning at MTs Wahid Hasyim 01 Malang

The process of implementing a digital book on Arabic language learning at MTs Wahid Hasyim Malang is carried out through the planning, implementation, and evaluation stages. This stated by AS as Arabic teacher that the implementation of Arabic language learning with digital books, we follow the guidelines provided by the ministry of education which the learning process is carried out in three stages, namely planning, implementing, and evaluating.

From the observations, at the planning stage, Arabic teachers prepare teaching materials, assignments, or tests to be delivered online. After the learning tools are well arranged, the teacher socializes to students through the Whatsapp application. Teachers tell about the media used when studying online and the digital books that students must have on their devices. The AS further stated, "To create conducive learning, before the learning process is carried out, all teachers in the school conduct coordination meetings. Coordination meetings held to adapt learning activities to the curriculum implemented by the ministry of education. Adjustments made are related to teaching tools such as annual programs, semester programs, syllabuses, learning implementation plans, and minimum completion criteria".

Table 1. Implementing of Online Learning Activities Using Digital Book

Allocation Time	Activities	Teacher	Student
5 minute	Preparation of online learning activities	- Sending the zoom link that the teacher has set up.	- Accessing the zoom link that the teacher has provided.
5 minute	Opening of learning activities	- Greeting to students. - Check students' attendance list. - Describing the learning activities to be carried out.	- Responding to the greetings and attendance list - Listening to the explanations given by the teacher.
30 minute	Learning activities	- Guiding students to download and open the digital book application located in the playstore. - Providing material explanations using digital books. - Providing assignments to students according to the material presented.	- Opening the digital book application through the playstore. - Listening to lessons and paying attention to the teacher. - doing assignments assigned by the teacher.
10 minute	Closing	- Directing students to collect assignments. - delivering advice on good attitudes and keeping health during a pandemic and closing class.	- Collecting tasks. - Listening to the advice given by the teacher and Responding to closing.

Table 1 describes about implementing of online learning activities using digital book. In the learning process, teacher applies several learning methods to correspond with student's objective conditions and circumstances. The most frequently used methods are lectures, dialogues (hiwar), reading aloud, and

memorization. This is as as stated, "In online learning, we have difficulty using varied methods because we can't meet face to face. We usually use a lot of lectures, hiwar, reading aloud, and memorizing the dialogues in textbooks".

In applying this digital book, teachers also use power points and videos as supporting media of digital book. AS says, "These PowerPoints and videos are used to provide a more in-depth explanation of the material in the digital book". Moreover, to support Arabic language learning at MTs Wahid Hasyim 01 Malang, the Arabic digital book used is a digital book by the Ministry of Religious Affairs that contains questions and exercises in Arabic. This is as explained by the AS, "For the Arabic learning process, we use a digital book issued by the ministry of religious affairs. This digital book has been presented at the beginning of the semester so that before students learn this topic, students already know and can read in advance the material to be taught."

The teacher conducted assessment as stage of evaluation using google form. The questions given from the question bank which is then collected to google form. This is as stated by Arabic teacher, AS, "For evaluation we usually use the question bank made into a google form by school editor".

The form of the questions given in form of essays, multiple choices, word matchmaking and right-wrong choices. AS explains, "We provide varied questions according to the objectives to be achieved in Arabic language learning. Some are multiple choice, others are matchmaking, and some are in essay form".

According to Arabic teachers, the use of digital books in Arabic language learning at MTs Wahid Hasyim is quite effective and can improve student learning outcomes. It stated, "I get that students' learning outcomes have improved, it can be seen from their average scores and the enthusiastic response given by students when learning takes place".

From the documentation of students' scores, there is increasing from students' learning outcomes. Previously their average Arabic score from 6.15 became 7.20 after using digital book. This shows that the use of digital books has a positive impact on Arabic language learning which done properly and correctly.

Students' Views on the Use of Digital Books as a medium for learning Arabic at MTs Wahid Hasyim 01 Malang

To find out students' views on the use of digital books in Arabic language learning, researchers conducted interviews with 10 students. In general, they give a positive response and make them more interested participate in learning. This is as stated by AH, "I think the use of digital books is very interesting, because this digital book is very helpful in learning". EL, RH and SB added, "Yes, it is interesting, because it is easy to access so it helps us in learning."

From this view, it can be seen that the use of digital books is interesting for students and encourages them to be more interested in learning because they find it helpful in learning Arabic. the results of interviews with other students

showed that students felt more able to focus on learning using digital books. This is as KH said, "In my opinion, by using a digital book I am able to focus on learning. We can choose easily which one we want to read". This revelation was strengthen by FR who said, "I also feel so because the material in the digital book can be accessed easily". Furthermore, NR and ZH said, "We can concentrate more when using digital books, because we must always follow flow material delivered by the teacher in the digital book".

In addition, In the use of digital books makes students more active in learning. This is as stated by CH as follows, "I feel more active in learning, because I can follow the lessons well. I can ask for material that I already understand and don't understand yet. This makes me more active in asking teachers". This was reinforced by DK: "I became more active in participating in lessons because the material in the digital book can be accessed from my cellphone so it is more practical. We can learn anytime and anywhere" These are some of the students' opinions in the use of digital book media in Arabic language learning at MTs Wahid Hasyim Malang.

Discussion

Based on the result of the research , digital book media is one of the replacing instruments from printed books at MTs Wahid Hasyim Malang. Before the lesson takes place, the teacher ensures all students to have downloaded the digital book application which contains the contents of the package book issued by the ministry of religion. Furthermore, students follow the instructions to open the material to be studied and continued with a question and answer session about the material that is not understood by students. This has also been prepared at the learning coordination meeting to adjust to the emergency curriculum implemented by the government.

The learning process that takes place at MTS Wahid Hasyim 01 Malang basically refers to the guidelines for implementing distance learning provided by the Ministry of Education and Culture by taking scenario A which the learning process refers completely to the curriculum, it's just that the learning process is carried out online (Kemdikbud, 2020). The use of digital books in this learning process utilizes zoom and gadget instruments owned by students.This is in line with the results of research by Saprudin et al. (2021) that the use of digital books in online learning can be done by utilizing several instruments that can support the learning process.

The results of this study showed that the use of digital books has a positive impact on Arabic language learning at MTs Wahid Hasyim 01 Malang. It can be seen from the response by teachers and students and the increasing in learning outcomes. The success in the use of digital books in the learning process according to Alifya & Rahman, (2020) occurs due to several factors such as the availability of devices that support learning such as LCDs, laptops, cellphones, and so on as well as the ability of teachers and students to operate them. These

factors have been fulfilled in the Arabic learning process that occurred at MTs Wahid Hayim 01 Malang.

The positive impact of using digital books in learning is also felt by students. This can be seen from the positive response of them. it is stated positive if students feel happy, interested and feel a new atmosphere (Simanjuntak & Imelda, 2018). Some students say that with the application of digital books in learning, students feel happy and motivated to participate in learning. This is in line with research (Muhammad et al., 2017) which states that the use of digital books can increase students' learning motivation.

Based on the interviews conducted with students, it showed that students are paying attention better and more focused to the lesson. This has implications for improving their learning concentration which ultimately improves their learning outcomes. Siti & Soebandi (2016) stated that students' attention and concentration can be measured from student learning outcomes. From the results of interviews conducted with teachers and students, it can be concuded that students learning outcomes have increased by using digital books. This fact reinforces the results of research by Zahara et al. (2017) which states that the use of digital books in the learning process can improve student learning outcomes. In this context, the increasing in learning outcomes can be seen from the increasing the previous average score of 6.10 to 7.20.

CONCLUSIONS

Based on the discussion above, it can be concluded that the use of digital books as a medium in online Arabic learning at MTs Wahid Hasyim 01 Malang follows the design of distance learning by taking scenario A, it is taking the full existing curriculum carried out online. Learning is carried out through a process of planning, implementing, and evaluating. The learning process has a positive impact because it is supported by sufficient instruments owned by both schools and students. according to Students, utilizing digital books as a medium for learning Arabic make them feel more enthusiastic, concentrated, focused in learning process, so that it has good impact in increasing the score of learning outcomes. This research has not revealed a digital book-based learning model for Arabic language learning for students. Therefore, it is hoped that the next researcher can focus on this issue.

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