

A synergy of Interactive Multimedia Management in Arabic Learning in the Pandemic Period

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Abstract. This study aims to reveal the management of interactive multimedia applications based on Google Meet, Camtasia, and Quizizz in the Arabic learning process during the pandemic. The research was conducted at Madrasah Aliyah 3 Padang Panjang. This study uses a qualitative method, with the type of research being a case study on the management of pre-learning, implementation, and evaluation of interactive multimedia applications. Data collection techniques are documentation, observation, and in-depth interviews—validation of data correctness, suitability, and reliability through data triangulation. This study indicates that the integrated management of interactive multimedia based on google meet, Camtasia, and quizizz can result in maximum use of time, synergy in students' Arabic skills, and increased motivation in learning Arabic.

Keywords: Multimedia; Interactive; Learning; Online; Pandemic

1 Introduction

Time constraints were among the most common problems raised by Arabic language teachers before the pandemic. The time allocation only ranges from two to four hours a week [1]. However, during the pandemic, learning Arabic online has become exciting and efficient in using time [2]. The limited-time and the pandemic conditions faced have led teachers to innovate, creating and using interactive multimedia [6]. Hasanah et al. (2021), in their research, stated that the use of multimedia learning in the education system could improve the quality of students so that it will have a good impact on learning outcomes. In the teaching and learning process, it is often heard that students find it challenging to understand the teaching material. All of that can be overcome by involving multimedia learning [8].

Multimedia learning is felt during pandemic conditions that require learning to be carried out online, which involves the internet network in its implementation [9]. Meanwhile, according to Mandailina et al. (2021), online learning is a concept that is closely related to technology in the 4.0 era. The advantage of online learning is that teachers can carry out the same learning simultaneously so that all classes can be controlled without anyone being neglected [11]. Multimedia in education can be used in three ways: instructional tools, interactive tutorials, and sources of guidance during the learning process [13]. In essence, multimedia can be used in education and functions in several areas such as advertising, computer games, and many more [14].

Multimedia in the form of google meet, Camtasia, and quizzes are among the media often used in online learning. Each of these media is felt to be more meaningful because the learning

system is more effective and interactive [12]. The first part of the Google meeting is an application that accommodates 15 people or more with a video call display and can be accessed for free and does not have to download the application [15]. Google meet has features that can be used for online-based learning, such as document presentations, spreadsheets, and chat features [16].

In addition to google meet, Camtasia as a tool for recording user activity [18] is also used by teachers to help deliver material online. This Camtasia application can help students learn independently because it can be opened repeatedly [19]. Camtasia software has full features and is very suitable for beginners [20]. Sulistya (2018) states that using Camtasia as an online media can motivate students in learning. Meanwhile, using it for teachers is that they no longer need to waste energy writing material in front of the class using a blackboard.

Furthermore, the activity at the end of the learning process is an evaluation using the quiz application. A quiz application is an application that was created to assess the ability of students based on games [21]. Using the quiz application, students compete with each other when working on questions; besides, this application can also bring up the rankings achieved by students [17].

About Arabic subjects, madrasas are fields of study that students must study. Arabic teaching and learning process is expected to be carried out offline because the learning materials are oriented towards language skills. However, Arabic learning must be carried out online to follow the policies set by the madrasa and the government. This requires teachers to use various interactive multimedia applications so that the learning process of Arabic language skills runs smoothly and effectively. The author's observations on the application of interactive multimedia at MAN 3 Padang Panjang showed that Arabic teachers used [22], Camtasia, google meet [23], and quizizz [24]. The applications used by Arabic teachers vary according to needs at different times. Google meet is used during PBM. Camtasia was given before the PBM, while quizizz was used for evaluation at the end of the PBM. According to the Arabic teacher, the three applications are interrelated and help the teacher complete the Arabic language material. Students are motivated to learn Arabic.

Based on the phenomenon of learning Arabic at MAN 3 Padang Panjang, this study tries to reveal the use of interactive multimedia during the pandemic. Multimedia used by google meet, Camtasia, and quiz applications.

2 Method

The research method uses a qualitative design, with the type of research being a case study [25] on the discussion of the role and management of interactive multimedia applications based on google meet, Camtasia, and quizizz in the teaching and learning process of Arabic during the pandemic. The place of research was carried out at MAN 3 Padang Panjang. The research data were obtained from documents, observations, and in-depth interviews managed during the Arabic learning process during the pandemic based on interactive multimedia applications such as Google Meet, Camtasia, and Quizizz. The correctness and reliability of the data were verified by triangulation of the data.

3 Result and Discussions

3.1 Pre-learn Arabic

The Arabic teacher at MAN 3 Padang Panjang emphasized that using Camtasia videos can support the effective use of study time and overcome the problem of time constraints. Time constraints are the main obstacle for teachers to complete online learning materials. The 2X45 minute learning time provided for each meeting cannot be completed. The main reason the Arabic language teacher is that every student has difficulty accessing the internet. Camtasia videos are distributed about a few days before online learning (pre-learning) is carried out is one alternative that makes it easier for teachers to deliver learning materials to students. The menu presented in Camtasia is in Arabic material that the teacher has rearranged. In the lower right corner of the video, the teacher is explaining the material.

Using Camtasia videos is the same as learning in the classroom. The teacher is present to explain the material, and the material is presented in various ways. For example, the material is displayed in word, PowerPoint, digital book, etc. On the other hand, the shared Camtasia videos are already small in size, so they are easily accessible to students. At first, the video is 791 kb in size; it can become 9 kb when distributed to students in the form of a choice of google drive, youtube, MP-4. In addition, the video can also be sent via WhatsApp.

Each student is required to watch the video that has been shared before the class starts. The use of Camtasia makes students feel helpful when learning online. Using videos before the Arabic learning process helps improve students' ability to understand learning materials. This view is in line with Agus Rianto et al. [26], Unique Hanifah Salsabila, dkk [27], and M. Iskandar dkk. [28] the results obtained that Camtasia Studio can help teachers communicate and interact with the audience. Camtasia Studio can record on-screen sound, including desktop activity, PowerPoint presentations, voice narration, and webcams. Camtasia is a software developed and can be used to create Arabic learning media based on multimedia and e-learning.

3.2 Learning Implementation

The implementation of Arabic language learning during the pandemic at MAN 3 Padang Panjang was limited to 60 minutes for two hours of lessons. When the performance of teacher learning using Google meet [23]. This application is a free feature that is more interesting than other applications with a meeting time limit with a maximum of 100 participants for 60 minutes. The Google meet part can actively hone listening and speaking skills in learning Arabic. The communication that is built can take place between teachers and students and students with students. The advantages of the Google meet app help students' listening and speaking skills. Students who have never been active in class suddenly become engaged and want to talk or express their opinions. Google Meet will develop two kinds of skills at once, namely the ability to speak and listen and to flow imagination or thoughts.

The use of google meets for listening and speaking skills in the learning process in MAN 3 Padang Panjang has so far been maximized, although there are some advantages and disadvantages. Online system learning is undoubtedly the most appropriate and effective solution in this pandemic atmosphere. Learning goes well with the online system; of course, it can provide a new experience in learning so that students become more interested in learning Arabic activities. In her research, Indra Kartika Sari (2021) stated that google meet could make students able to digest the subject matter well and have fun.

3.3 Learning evaluation

The results of students' progress, development, and success towards the application of interactive multimedia are seen from the evaluations carried out by the teacher. The evaluation tool used by the teacher is a multiple-choice test. The test conducted by the Arabic teacher is in the form of using the Quizizz application [29] Quizizz is a web-based tool for creating interactive quizzes used in classroom learning. The completed interactive quiz has up to 4 options, including the correct answer and an image that can be added to the background of the question. Quizizz can provide data and statistics about student performance results directly. Quizizz can be done while learning and can also contain questions for them so that it can be played anytime, anywhere by students as long as it does not exceed the specified time limit [24].

The results of interviews with students showed that Quizizz made them feel challenged. By answering scores quickly and accurately, speed will score between challenges. In addition, there will be competitive because the quiz will instantly create real-time rankings among the quiz participants. In between Quizizz, the students also felt thrilled because there was an atmosphere of interesting musical instruments and emoticons to encourage them to answer questions. Judging from the existence of the Quizizz application for teachers, they find it helpful to know students' progress. Another advantage of quizizz is that every test using the teacher's quizizz is automatically graded. The test is used to analyze the questions, and everything can be downloaded in the form of an excel file. The report is quite detailed; each student will report correct and incorrect answers and the percentage of all students' test scores. In addition, every student's test results can be sent to the student's WA.

4 Conclusion

Based on the results of the study, it can be concluded that) online learning Arabic is organized in an integrated and interrelated way in the teaching and learning process of Arabic, which begins with the following activities: (1) pre-learning activities of presenting Arabic language material through video Camtasia is the teacher's effort to help overcome limitations. Time to learn Arabic, (2) activities in the learning process of Arabic teachers using the google meet feature in Google classroom to help students master students' listening and speaking skills, (3) the last stage of evaluation learning activities using the quizizz application. Quizizz the teacher's efforts to arouse student motivation to master the Arabic language.

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