

AUDIO VISUAL MEDIA USING ADOBE FLASH PROFESSIONAL IN STUDENT MUHADATSAH LEARNING

Khotimatun Nafi'ah^{1*} Mia Mutmainah^{2*} Rifda Haniefah³ Ihwan Rahman Bahtiar⁴ Ahmad Marzuq⁵

¹²³⁴⁵ Universitas Negeri Jakarta

khotimatun.nafiah@unj.ac.id mia.mutmainah@unj.ac.id rifda.haniefah@gmail.com ihwanrb@unj.ac.id
ahmad.marzuq@unj.ac.id

Abstract:

Learning Muhadatsah or conversation in Arabic as part of Arabic language teaching, a speaking skill, often faces challenges in attracting students' interest. The lack of use of interactive learning media causes the problem. This study explores how interactive audio-visual media can address the existing issues. The research method used in this study is descriptive qualitative, which allows the researcher to deeply explore the experiences of students and teachers in the Muhadatsah learning process using Adobe Flash Professional media. The research results show that audio-visual media based on Adobe Flash Professional can help attract students' learning motivation and understanding of Muhadatsah material. This media provides engaging audio-visual content, facilitating more active interaction between students and the learning material. Using such media provides a beneficial learning experience for students interested in learning muhadatsah. Based on these findings, the research recommends further development of interactive learning media tailored to the specific needs of students in Arabic language learning.

Keywords: *Media; Audio Visual; Adobe Flash, Muhadatsah*

Abstrak:

Pembelajaran Muhadatsah atau percakapan dalam bahasa Arab sebagai bagian dari pengajaran bahasa Arab yaitu keterampilan berbicara, seringkali menghadapi tantangan dalam menarik minat siswa. Permasalahan tersebut disebabkan kurangnya penggunaan media pembelajaran interaktif. Penelitian ini bertujuan untuk mengeksplorasi bagaimana media audio visual interaktif dapat mengatasi permasalahan yang terjadi. Metode penelitian yang digunakan pada penelitian ini yaitu deskriptif kualitatif, yang memungkinkan peneliti untuk menggali secara mendalam pengalaman siswa dan guru dalam proses pembelajaran Muhadatsah dengan menggunakan media Adobe Flash Professional. Hasil penelitian menunjukkan bahwa media audiovisual berbasis Adobe Flash Professional dapat membantu menarik motivasi belajar siswa dan pemahaman mereka tentang materi Muhadatsah. Media ini menyediakan konten audiovisual yang menarik, yang memfasilitasi interaksi yang lebih aktif antara siswa dan materi pembelajaran. Penggunaan media tersebut memberikan pengalaman belajar yang bermanfaat bagi siswa, siswa menunjukkan minat dalam pembelajaran muhadatsah. Berdasarkan temuan ini, penelitian merekomendasikan pengembangan lebih lanjut media pembelajaran interaktif yang disesuaikan dengan kebutuhan spesifik siswa dalam pembelajaran bahasa Arab.

Kata kunci: *Media; Audio Visual; Adobe Flash, Muhadatsah*

History:

Received: 18/04/2025

Review: 24/04/2025

Edited: 13/05/2025

Published: 13/05/2025

Publisher: Published by the Arabic Education Department, Miftahul Ulum Islamic institute of Pamekasan.

Licensed: This work is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/)



INTRODUCTION

The aims of learning any foreign language, is learning to communicate, including Arabic. Therefore, the main goal of learning Arabic is to develop students' abilities in using the language, both spoken and written (Albiladi, 2022). The ability to use language in the field of language teaching is called language skills (mahârat al-lughah). Those skills are four in number, namely listening skill (mahârat al istimâ'), speaking skill (mahârah al-kalâm), reading skill (mahârah al-qirââh), and writing skill (mahârah al-kitâbah) (H. H. H. Ali, 2022). Each of these skills is closely related to one another, as acquiring language skills is usually achieved through a systematic sequential relationship and constitutes a single unit (al arba' al-mujtahid) .

One of the important language skills to learn at an early stage is listening and speaking (Rajitha & Alamelu, 2020). After listening, speaking is people's second language activity in language life. The reality in everyday life proves that mastery of spoken language is more functional than other language skills. Therefore, speaking skills should receive adequate attention in language learning (Masuram & Sripada, 2020).

According to the communicative and pragmatic approaches, speaking and listening skills are strongly related. Information routines characterize oral interaction (Al-khresheh, 2024). Another characteristic is the need for a speaker to associate meaning and organize information: who should say what, to whom, when, and about what. Speaking skills require a minimal understanding from the speaker in the form of a sentence (Sidabutar, 2021).

Speaking skills in formal education are taught to students from elementary to high school. However, generally, in formal situations and with limited information, students still experience difficulties conveying ideas, thoughts, and questions orally, especially in foreign language learning, particularly Arabic (Audina et al., 2023). Many students still feel shy when expressing themselves while speaking or conversing in Arabic.

In Arabic language learning, particularly in the skill of muhadatsah (conversation), students often face significant challenges that hinder the effective absorption of the material. One of the main factors contributing to this difficulty is the conventional teaching methods that tend to be monotonous and less engaging, thereby creating a boring classroom atmosphere (Desyanti et al., 2019). Without innovation in material delivery and interactive learning media, teacher-centered learning can result in students losing interest and motivation to learn (Pratiwi et al., 2020). As a result, students'

muhadatsah skills do not develop optimally because they do not have sufficient opportunities to actively engage in relevant language practice (Pratiwi et al., 2020)(Rohmawati et al., 2023). This condition is exacerbated by the lack of variation in teaching methods, where teachers may only use lecture or exercise methods without any visual or audio elements that can help students better understand the context of conversations (Pratiwi et al., 2020). Therefore, a more innovative and engaging learning approach is needed to address this issue, one of which is utilizing audiovisual media specifically designed for muhadatsah learning.

Besides the less innovative teaching methods, the availability of relevant and engaging teaching materials also challenges muhadatsah learning. Many available teaching materials today are presented in a less engaging format, such as textbooks containing conversation texts without visual or audio illustrations to support students' understanding (Desyanti et al., 2019). These monotonous and uninteresting teaching materials can make students feel bored and lose interest in learning, hindering their ability to develop muhadatsah skills. Ideally, muhadatsah teaching materials should be designed in such a way that they can capture students' attention and motivate them to learn. Engaging teaching materials are usually interactive and involve relevant visual and audio elements, such as conversation videos, animations, or games designed to enhance students' ability to understand and use Arabic in everyday conversation contexts. Engaging audiovisual media can help students visualize conversation situations and understand the meanings of the words, making it easier to imitate and practice those conversations. Thus, developing engaging and relevant audiovisual learning media becomes very important to enhance the effectiveness of muhadatsah learning (Andara & Azzahra, 2023) (Rohmawati et al., 2023). Learning media play a very important role as a supporting tool for the success of learning (Nurjani & Safrizal, 2023). Various media types can be used in learning, including visual, audio, and audiovisual (Nurjani & Safrizal, 2023).

Learning speaking skills, which are productive (al-mahârat al-intâjiyah/productive skills) in language, requires adequate information to communicate intentions and ideas effectively. A teacher's task is to create a learning environment rich in information or experiences to support students' Arabic language learning, especially in speaking skills. The experiences and information presented can be packaged through learning models, techniques, or media.

Learning media (Faishol & Mashuri, 2022) is anything that can be used to convey

messages from the sender to the receiver, stimulating the thoughts, feelings, attention, interest, and willingness of learners in such a way that the learning process occurs to achieve learning objectives effectively. Learning media includes printed materials, visual media, audio media, audio-visual media, and community resources that can be experienced directly (Olagbaju & Popoola, 2020).

Video can be classified as an audio-visual medium. Video is a very effective medium for assisting the learning process, whether for mass, individual, or group learning. Video is also a non-print teaching material rich in information and comprehensive because it can reach students directly. In addition, video adds a new dimension to learning, as the characteristics of video technology can present moving images to students, along with accompanying sound. Students feel like they are in the same place as the program shown in the video (Fadilah & Farokhah, 2022).

Observing through this audio-visual media provides more detailed information and speaking experiences because students can hear the sounds and directly witness the portrayal of characters, movements, dialogues, and situations visualized through moving images. Narration in speaking activities is not solely determined by the accuracy of the language (verbal) used. Still, it is greatly aided by paralinguistic elements such as certain movements, facial expressions, tone of voice, etc (Ashriyyah & Indah, 2024).

Technology integration in education has paved the way for developing innovative and interactive learning media to significantly enhance students' learning experiences. (Rita Komalasari, 2020) Audio-visual media, particularly those developed with platforms like Adobe Flash Professional, offer great potential in language learning, including muhadatsah (Arabic conversation). (Rita Komalasari, 2020) Muhadatsah, as an important aspect of Arabic language learning that focuses on speaking and communication skills, can greatly benefit from using engaging and interactive media. (Rita Komalasari, 2020) The development of information technology has brought significant changes in various aspects of life, including education, necessitating adjustments in teaching methods to improve the quality of education. (Berlian, 2021) In this digital era, the digitization of education has become increasingly important, with digital products used as effective teaching aids. (Saleh et al., 2022) Using audio-visual media in muhadatsah learning is expected to enhance students' motivation, facilitate concept understanding, and provide a more meaningful learning experience. (Saleh et al., 2022)

Using technology in education, especially through audio-visual media, provides an

opportunity to create a more engaging and effective learning environment.(Rita Komalasari, 2020) Audio-visual media can provide a more vivid and contextual learning experience, which is very important in language learning(Khoiriyah, 2021). Using audio-visual media such as videos, animations, and simulations can help students visualize abstract concepts and understand the context of language use in real situations(Khoiriyah, 2021). This is highly relevant in muhadatsah learning, where students must be exposed to various conversation situations and relevant vocabulary. The use of multimedia in learning significantly impacts improving students' speaking skills(Pratiwi et al., 2020). Teachers have not yet implemented innovative teaching and used engaging learning media, causing students to become bored(Pratiwi et al., 2020). Learning media is part of learning resources used as intermediaries in the learning process to facilitate students' understanding of the material presented, especially in elementary schools(Pratiwi et al., 2020). Appropriate learning media can facilitate students' understanding of complex material and enhance information retention. In this context, Adobe Flash Professional offers various features that enable developers to create interactive and engaging audio-visual learning media(Rahmawati & Sibuea, 2021).

As a multimedia development platform, Adobe Flash Professional provides various tools and features that enable developers to create interactive and engaging audiovisual learning media(Berlian, 2021). With its ability to combine audio, visuals, animations, and interactivity, Adobe Flash Professional enables developers to create personalized learning experiences tailored to students' needs(Syahrizal et al., 2022). This capability is very important in muhadatsah learning, where students have different levels of ability and learning styles. Interactive learning media is designed for all groups, especially in the general environment, and is widely packaged as an Android application to make learning more effective and efficient(Fitriani et al., 2022). In educational media, it possesses great motor skills because it can transmit new experiences, allowing the information stored within it to be conveyed and remembered by all users, most of whom have a strong desire to understand everything around them, even anything they have just seen(Fitriani et al., 2022). The advantage of Adobe Flash Professional-based audiovisual media is its ability to provide immediate feedback to students, monitor their learning progress, and adjust learning materials according to their needs. Conceptually, the design of interactive learning media based on technology and education integrates elements of technology and pedagogy to create an optimal learning environment.

The use of audio-visual media in learning, especially those developed with Adobe Flash Professional, is limited to the delivery of learning materials and the development of students' critical and creative thinking skills. This interactive learning media aims to provide students with a clear understanding of the introduction to batik fabric-making tools, enhance motivation and interest, and eliminate boredom in learning (Fitriani et al., 2022). Through interactive features such as simulations, games, and exercises, students can actively engage in learning and develop a deeper understanding of the material being studied. Learning is an interaction between educators and students, becoming more effective with a high level of interactivity. Using interactive digital learning media allows for more active interaction in learning (Jauhar, 2023). In muhadatsah learning, audio-visual media can create conversation simulations in various situations, allowing students to practice their speaking skills in a safe and controlled environment. Therefore, integrating Adobe Flash Professional-based audio-visual media in muhadatsah learning can enhance learning effectiveness and prepare students to communicate effectively in Arabic.

Due to various reasons, the researcher was motivated to conduct a study titled "Development of Audio-Visual Media Using Adobe Flash Professional in Muhadatsah Learning for SMPIT LHI Yogyakarta Students." This research is designed to achieve two main interrelated objectives that enrich each other. The first objective is to deeply explore how audio-visual media developed with Adobe Flash Professional can facilitate and enhance the effectiveness of muhadatsah (Arabic conversation) learning among students (Annisa et al., 2020) (Desyanti et al., 2019). Muhadatsah, as an integral part of Arabic language learning, requires students to communicate orally fluently and accurately. Therefore, this research will focus on identifying the most effective audio-visual design elements to stimulate students' interest, enhance their understanding of conversational material, and encourage active conversation practice (Rohmawati et al., 2023). This research will also investigate how Adobe Flash Professional, with all its interactive features and multimedia capabilities, can create an engaging, adaptive, and personalized learning environment for each student (Desyanti et al., 2019). Thus, this first objective aims to provide comprehensive insights into the potential of Adobe Flash Professional-based audio-visual media as an innovative and effective learning aid in the context of muhadatsah learning.

The second objective of this research is to analyze the impact of implementing

Adobe Flash Professional-based audiovisual media on students' learning outcomes in muhadatsah. This research will not only measure the improvement in students' abilities in linguistic aspects such as pronunciation, intonation, and vocabulary mastery. Still, it will also evaluate the impact of the media on non-linguistic aspects such as students' confidence, learning motivation, and ability to collaborate in conversations. The research will use quantitative and qualitative methods to collect and analyze data to achieve this goal. The quantitative method will be used to objectively measure the improvement in student learning outcomes through structured tests and evaluations. In contrast, the qualitative method will explore students' experiences and perceptions of using audiovisual media in muhadatsah learning (Zunairoh, 2023). By combining these two approaches, this research is expected to provide a holistic and in-depth picture of the effectiveness of Adobe Flash Professional-based audiovisual media in enhancing the quality of muhadatsah learning. Using media in learning becomes crucial so that the material is conveyed well and is not boring (Rohmawati et al., 2023). Thus, this research is expected to provide theoretical contributions to the field of Arabic language learning and offer practical recommendations for teachers and educational media developers in creating more effective and relevant learning media that meet students' needs (Eka et al., 2020).

METODE PENELITIAN

This study's qualitative descriptive research approach attempts to comprehensively show how well students acquire muhadatsah (Arabic conversation) when using audiovisual materials based on Adobe Flash Professional (Rohmawati et al., 2023). Qualitative descriptive research was chosen because it is capable of deeply exploring information regarding the perceptions, experiences, and interactions of students and teachers in the learning process using that media (Eka et al., 2020). The qualitative approach allows researchers to understand the phenomenon of muhadatsah learning holistically and contextually, not limited to the quantitative measurement of learning outcomes (Rohmawati et al., 2023). Data will be gathered through direct classroom observation, in-depth interviews with teachers and students, and documentation in the form of video recordings of the learning process and artifacts of students' learning outcomes. The research instruments used include observation guidelines, semi-structured interview guides, and field notes (Sitepu et al., 2021).

Qualitative descriptive research methods, as a deep and understanding-oriented methodological approach, offer a rich framework for exploring complex social and cultural

phenomena from the perspective of participants (Pahleviannur et al., 2022). This research does not only focus on quantitative measurement or hypothesis testing, but rather emphasizes the exploration of meaning, interpretation, and in-depth understanding of the experiences, views, and perspectives of individuals or groups in their natural context (Rijal Fadli, 2021). Data in qualitative research is collected from natural environments, and the researcher is a key instrument (Rijal Fadli, 2021). Descriptive qualitative research provides a comprehensive picture of phenomena, events, or specific cases using narrative and interpretative data obtained through participant observation, in-depth interviews, document analysis, and other qualitative data-gathering methods (Andini et al., 2025). Because qualitative research is descriptive and frequently employs an inductive approach to analysis, it emphasizes the processes and meanings derived from the participants' viewpoints (Rijal Fadli, 2021).

This research will be conducted at SMPIT LHI Yogyakarta. This location was selected because it has adequate facilities to support the implementation of audiovisual media and a diverse student population, which is expected to provide rich and representative data. In addition, SMPIT LHI Yogyakarta is also known for its strong commitment to the development of innovations in Arabic language learning, which adds value in the context of this research (Pahleviannur et al., 2022).

Data analysis will be conducted continuously from the start of data collection. The collected data will be organized and categorized based on themes relevant to the research focus, such as student responses to learning media, interactions between students and teachers, as well as the obstacles and challenges faced during the learning process (Desyanti et al., 2019). The data analysis process includes the following steps: data reduction, data presentation, and conclusion drafting. Data reduction is choosing, focusing, condensing, and abstracting raw data from field notes, interview transcripts, and other documents (Andara & Azzahra, 2023). Data presentation is carried out in the form of systematic and structured descriptive narratives, complemented by direct quotes from interviews and observations to strengthen the validity of the research findings. The validity of the data will be tested through triangulation, which involves comparing data obtained from various sources and data collection methods. Source triangulation is conducted by comparing data obtained from observations with data obtained from interviews, as well as data from documentation. Method triangulation was conducted by using various data collection methods to examine the same phenomenon (Aryananda et al., 2019). Participants in this study included students and teachers directly involved in the muhadatsah learning process using Adobe Flash Professional-based audiovisual media. The selection of participants was carried out purposively, considering the characteristics of the students, such as language proficiency and interest in technology, as

well as the teachers' experience in using technology-based learning media (Andara & Azzahra, 2023).

RESULT

In-depth observations of the implementation of Adobe Flash Professional media in Arabic muhadatsah (conversation) learning reveal a significant increase in student's interest in learning as well as their ability to practice Arabic conversation (Aryanti & Fathoni, 2025). Integrating interactive visual media such as Adobe Flash has proven effective in capturing students' attention and creating a more dynamic learning environment, motivating them to actively engage in the learning process (Riwanda et al., 2021). This situation aligns with findings that technology-based learning media, such as interactive learning videos and simulations, can make complex subject matter more engaging (Aryanti & Fathoni, 2025). Using multimedia elements such as animations, audio, and video in Adobe Flash Professional provides a richer and more immersive learning experience (Aryanti & Fathoni, 2025; Firdha & Zulyusri, 2022). In addition, interactive learning media help improve students' understanding of the subject matter and facilitate better information retention (Rizki Annisa & Prahutama Putra, 2020). The ability of Adobe Flash Professional to present learning materials in an engaging and easily understandable format is a key factor in increasing students' interest in learning (Kulsum Syarifah & Noor Fatirul, 2020; Wardani et al., 2021).

Furthermore, using this media allows teachers to tailor learning materials to students' diverse needs and learning styles, making the learning experience more personal and effective. Through visual media, students with special needs can more easily understand the concepts and information conveyed (Aryanti & Fathoni, 2025). Thus, students are motivated to learn and have a greater opportunity to observe and imitate correct language behaviour (Aryanti & Fathoni, 2025). Students' ability to practice Arabic conversation significantly improves due to using Adobe Flash Professional media in muhadatsah learning. Students became more active and critical towards the material taught with video media. This condition is because this media allows them to practice conversations interactively and repeatedly and receive direct feedback from teachers and peers.

DISCUSSION

Language is a communication tool that is always studied in every form of education, both formal and non-formal. One of the subjects taught in schools is the Arabic language. Some elements and skills are taught in language learning. In the elements of language, there are phonetics (phonology/'ilm al-ashwat), orthography (orthography/kitab al-huruf), morphology (al-sharf), syntax (nawhu), and vocabulary

(al-mufrodat). Meanwhile, language skills consist of reading (al-qira'ah), writing (al-kitabah), speaking (al-kalam), and listening (al-istima')(Effendy, 2009).

One of the productive language skills is speaking. Speaking activities are activities that produce language and communicate ideas in the mind verbally (Masuram & Sripada, 2020). As a form of language use, speaking is an important linguistic activity in everyday life. Speaking is an effort to express one's ideas and emotions to another person orally. Speaking is an active language use action that requires sincere initiative to express oneself orally. This definition proves that speaking is part of the active-productive language ability (Djiwandono, 1996). The skill of speaking Arabic is the ability to articulate Arabic sounds that convey meaning to express, state, and communicate thoughts, ideas, and feelings to others. Starting from that understanding of speaking, we can realize that speaking skills are very important for someone to possess and learn in order to avoid misunderstandings between the speaker and the interlocutor in communication. Speaking skills provide students with the experience to become proficient in oral communication. The objectives of speaking skills are as follows: a) Ease of Speaking, b) Clarity, c) Responsibility, d) Developing Critical Listening, e) Forming Habits (M. Ali et al., 2023).

One form of learning speaking skills is muhadatsah. Muhadatsah is a form of group-based learning where students practice conversations in pairs, both guided and free. The students' lack of speaking skills hinders the success of muhadatsah learning, necessitating the formulation of an appropriate teaching method.

Effective learning needs to be supported by good learning media. The word media is the plural form of the word medium. A medium can be defined as an intermediary or messenger facilitating communication from the sender to the receiver. Media is one of the components of communication, serving as the carrier of the message from the communicator to the communicant. Learning media can be used as tools and materials in the learning process.

Effective learning requires support from high-quality learning media, as media serve as a communication bridge between teachers and students. Daryanto explains that the term "media" is the plural form of "medium," which is defined as an intermediary or messenger in the communication process from sender to receiver (Rahmawati & Sibuea, 2021). In the context of learning, media becomes a crucial component that carries messages from the communicator (teacher) to the communicant (student), facilitating

understanding and absorption of the material (Nurjani & Safrizal, 2023). Learning media can be defined as means, tools, and materials used in the learning process to enhance the effectiveness and efficiency of information delivery (Nurjani & Safrizal, 2023). In the world of education, learning media plays a very vital role, functioning as a bridge between teaching materials and students, ensuring that information is conveyed clearly and attractively (Nurjani & Safrizal, 2023).

Learning media is a very important instrument that supports learning success, allowing teachers to convey information or instruction to students more effectively (Nurjani & Safrizal, 2023). Media helps students to more easily understand the information presented, which ultimately leads to the achievement of good learning outcomes (Nurjani & Safrizal, 2023). The use of media in learning allows students to process information more efficiently, improve material retention, and develop a deeper understanding. Therefore, the selection and use of appropriate learning media become key to creating an optimal learning environment. Learning media holds a central position in the learning system, functioning as an aid, a medium for delivering messages, a reinforcement tool, and a representation of the teacher in conveying information accurately, clearly, and engagingly (Rahmawati & Sibuea, 2021). The appropriate use of learning media will stimulate students to be more active and engaged in the learning process, facilitate the understanding of complex concepts, and enhance learning motivation. In the learning process, media plays a very important role because it enables effective communication between teachers and students. If learning media is not used, the learning process will not be optimal because communication between teachers and students will not occur effectively.

Gerlach and Ely say that media, when understood broadly, are humans, materials, or events that create conditions enabling students to acquire knowledge, skills, or attitudes (Irviana, 2020). This definition implies that teachers, books, texts, and the school environment are considered media. More specifically, the definition of media in the teaching and learning process is interpreted as graphic, photographic, or electronic tools for capturing, processing, and reorganizing visual or verbal information.

Learning media has many types that can be utilized, including visual, audio, and audiovisual media. Audio-visual media is a type of media that displays sound and images simultaneously. According to Ashyar, this media can display visual (image) and audio (sound) elements simultaneously when communicating a message or information. Audio-

visual media is divided into two types(Elmiwati, 2024), namely: (1) Pure audio-visual, where both the sound and image elements come from a single source such as a video cassette, and (2) Impure audio-visual, where the sound and image elements come from different sources. For example, a film with a sound frame where the sound element comes from a tape recorder.

One form of audio-visual media is video. Video is classified as audio-visual content. Video is a very effective tool for assisting the learning process, whether utilized for mass, individual, or group instruction. Videos are also a thorough, information-rich, non-print teaching resource because students can see them immediately. In addition, video adds a new dimension to learning, as the characteristics of video technology can present moving images to students, along with accompanying sound. Thus, students feel as if they are in the same place as the program being shown in the video. As we know, students' absorption and retention of learning material can significantly increase if the information acquisition process involves both auditory and visual senses. Videos have the effective ability to convey dynamic material visually. Materials that require visualization, such as those displaying specific motor movements, facial expressions, or certain environmental atmospheres, are best presented through the use of technology.

The media used in this muhadatsah learning employs audiovisual media in the form of videos with the Adobe Flash Professional application. This application is considered to facilitate the presentation of a collection of videos according to the material by integrating them into one application, so that once the desired material is selected, the corresponding video will appear. Adobe Flash CS4 is an application that can be utilized to create lightweight and reliable 2D animations, making it widely used for building and adding animation effects to websites, interactive CDs, and more. Adobe Flash CS4 is an application suitable for creating educational media, as it is easy to use and does not require advanced computer specifications to operate. This application provides various features that will greatly assist animators in creating animations that are easy and engaging.

Learning media using Adobe Flash was created as a solution to the problems in muhadatsah learning for SMPIT LHI students. The first step in this research reviews the problems faced by students in learning. Internal factors include: (1) the presence of several students who come from elementary schools where they have never learned Arabic before, (2) the lack of student experience related to speaking skills learning, (3)

the limited mastery of vocabulary by students, (4) the student's belief that Arabic is a difficult subject, (5) students' reluctance to try speaking even a little and incorrectly, (6) the student's motivation to learn Arabic is still low, as they consider Arabic not an important subject because it is not tested in the national exam, and (7) the students' low self-confidence in expressing their ideas orally due to embarrassment and fear of making mistakes. Learning media using Adobe Flash was created as a solution to the problems in muhadatsah learning for SMPIT LHI students. The first step in this research reviews the problems faced by students in learning. Internal factors include: (1) some students coming from elementary schools who have never learned Arabic before, (2) the lack of students' experience related to speaking skills learning, (3) the limited mastery of vocabulary by students, (4) students' perception that Arabic is a difficult subject, (5) students' reluctance to try speaking even if it's just a little and incorrect, (6) the student's motivation to learn Arabic is still low, as they consider Arabic not an important subject because it is not tested in the national exam, and (7) the students' low self-confidence in expressing their ideas verbally due to embarrassment and fear of making mistakes.

Muhadatsah lessons are conducted at school in the morning for 30 minutes and only once a week at the dormitory. On regular days, students attend Arabic language classes that consist of vocabulary lessons for 30 minutes. This lesson becomes a dilemma if we want students to be able to hone their speaking skills well. These issues found in the field are the starting point of this research. In addition to the issues raised, there is also potential that can be utilized at SMPIT LHI, especially in the learning of muhadatsah. The potential includes devices that can be utilized to support learning, namely the availability of adequate personal computers and usable LCDs. This facilitates learning, and thus, computer-based learning media can be used, in this case, in the form of audio-visual media. Another potential is the study of muhadatsah itself, which can be further developed to enhance Arabic speaking skills.

The Use of Audio-Visual Media in Learning: Enhancing Student Participation and Understanding

The use of audiovisual media, particularly conversation videos, in the classroom environment has been proven to have a significant positive impact on student responses and teacher effectiveness (Nurjani & Safrizal, 2023) (Rohmawati et al., 2023). Students show higher enthusiasm and more active engagement when the lesson material is presented through visually and auditorily appealing formats (Khoiriyah, 2021)

(Rohmawati et al., 2023). Conversation videos offer realistic and relevant contexts, allowing students to observe and understand language use in real-life situations (Khoiriyah, 2021). This media helps bridge the gap between theory and practice, making learning more meaningful and memorable (Pratiwi et al., 2020). Teachers also experience significant benefits, as audiovisual media facilitate the delivery of complex and abstract material more simply and concretely (Rohmawati et al., 2023). By utilizing visual and auditory elements simultaneously, conversation videos can help students understand the nuances of communication, such as intonation, facial expressions, and body language, which are often difficult to grasp through text or verbal explanations alone. Moreover, the use of audiovisual media can enhance students' learning motivation, as the dynamic and entertaining format can reduce boredom and increase interest in the subject matter (Khoiriyah, 2021).

The integration of audiovisual media in learning also provides greater flexibility in terms of individual learning styles and preferences. Some students may be more responsive to visual stimuli, while others may find it easier to understand information through hearing (Nurjani & Safrizal, 2023). Conversation videos accommodate both preferences, ensuring that all students have the opportunity to engage and understand the lesson material in the way that is most effective for them. Learning media plays an important role as a means of supporting learning success (Nurjani & Safrizal, 2023). The use of well-designed and creative multimedia can increase the likelihood of students absorbing what they learn and improve their performance in achieving competence (Miftah, 2013). As a facilitator for their students, a teacher must certainly can provide a space for learning experiences for students, not only to motivate and provide reinforcement and rewards, but a teacher must also be able to (Andara & Azzahra, 2023). Additionally, conversation videos allow teachers to present various perspectives and viewpoints, broadening students' horizons and encouraging critical thinking (Andara & Azzahra, 2023). By observing the interactions and dialogues between various characters in the video, students can develop a deeper understanding of different cultures, values, and ways of thinking (Andara & Azzahra, 2023).

Furthermore, audiovisual media can help create a more inclusive and collaborative learning environment. Students can collaborate in analyzing and discussing conversation videos, sharing their interpretations, and learning from each other. The discussion can encourage the development of communication skills, problem-solving, and teamwork. In

the context of language learning, conversation videos can be a very effective tool for improving students' speaking and listening skills. Students can imitate the conversation models they see and hear in the video, practice correct pronunciation and intonation, and expand their vocabulary. Educators are required to possess special skills related to the utilization of learning resources (Ataji & Sujarwanta, 2020). Educational videos are very appropriate when used in science education, especially on the topic of the human digestive process (Ataji & Sujarwanta, 2020). Thus, the use of audiovisual media not only enhances student engagement and teaching effectiveness but also promotes the development of various essential skills needed for success in the 21st century (Andara & Azzahra, 2023) (Miftah, 2013).

The audiovisual media in the form of videos using the Adobe Flash Professional application features various videos that contain separate themes in each video. Several considerations made by the researcher, leading to the decision to use Adobe Flash CS4 for developing educational media compared to other equivalent media, are as follows: a) The final output of flash files has a smaller size (after being published) so it does not require a large space to store the files, b) Flash can import almost all image files from audio files so presentations with flash can be more lively, c) Flash can create (*.exe) files so they can be run on any PC without having to install the flash program first, d) The operation of Adobe Flash is very easy so it does not complicate the teaching and learning process.

The use of audio-visual media in Arabic language learning, particularly in muhadatsah (conversation), offers an innovative and engaging approach for students (Desyanti et al., 2019). Adobe Flash Professional, as a multimedia development tool, allows designers to integrate visual and audio elements interactively, creating a more immersive learning experience (Desyanti et al., 2019). Audio-visual media can enhance students' learning motivation, as it is able to present lesson material in a more engaging and easily understandable way (Desyanti et al., 2019; Nurjani & Safrizal, 2023). Thus, students do not feel bored and are motivated to learn (Desyanti et al., 2019). The use of audio-visual media can stimulate students to be more enthusiastic in learning (Nurjani & Safrizal, 2023). Effective muhadatsah learning requires an environment that supports interaction and direct practice. The integration of audiovisual materials can provide a rich context for conversations, helping students understand the meaning and usage of language in real situations (Khoiriyah, 2021).

The development of the muhadatsah learning application using Adobe Flash

Professional allows for flexibility in the design and delivery of materials. Teachers can adjust the content according to the needs and skill levels of the students. The use of Adobe Flash is important because each student has a different learning style, and adaptive media can accommodate those differences. Additionally, well-designed applications can include interactive features such as conversation simulations, pronunciation exercises, and instant feedback, all of which contribute to the improvement of students' muhadatsah skills. The use of learning media is essential for teachers in the teaching process, one of which is user-friendly software that enables teachers to deliver more engaging and easily understandable material (Nurjani & Safrizal, 2023; Syahrizal et al., 2022). The application design was created using Adobe Photoshop CS6 and Adobe Flash Professional CS6 software.

The effectiveness of audio-visual media in muhadatsah learning also depends on proper implementation. Teachers need to design learning activities that optimally utilize this media, for example, by assigning tasks that involve the use of Flash applications for conversation practice or role simulations. Continuous evaluation of media usage is also important to ensure that learning objectives are achieved. Teaching English in elementary schools requires superior teaching strategies (Andara & Azzahra, 2023). Teachers must have the ability to provide a learning experience space for students, not only to motivate and provide reinforcement and rewards but a teacher must also be able to (Andara & Azzahra, 2023). The use of audiovisual media to facilitate students' understanding of the material presented. Audio-visual media in Arabic language learning can enhance students' ability to memorize Juz Amma and understand how to perform wudu correctly, thereby facilitating the teaching process for teachers (Desyanti et al., 2019).

The ease of utilizing audiovisual media in the form of video collections of conversation materials in learning is expected to motivate students in the subject of Arabic. This extensive research can be followed up in the next stages to determine the feasibility and effectiveness of the learning media in the form of a collection of Arabic conversation videos. The research that focuses on the implementation of this product provides an audiovisual media form, particularly in enhancing speaking skills. The learning media in the form of a video compilation of muhadatsah materials provides convenience for both teachers and students in referencing the materials with a more attractive presentation, which had not been compiled before.

CONCLUSION

As an educational product, audiovisual media in the form of a video compilation of *muhadatsah* materials using Adobe Flash Professional can be highlighted due to its ease of use, especially in Arabic language learning. The use of audiovisual media based on Adobe Flash Professional has a positive impact on students' learning experiences in *muhadatsah* lessons. This media has proven effective in enhancing students' learning motivation and understanding of the material, which in turn contributes to the development of Arabic speaking skills. The integration of engaging audiovisual elements facilitates more active interaction between students and learning materials, creating a more dynamic and participatory learning environment. These findings indicate that the use of technology in language learning, particularly through interactive media, can address the challenges of student's lack of interest and understanding of *muhadatsah* material. Additionally, audiovisual media help students improve their pronunciation and understanding of the context of Arabic conversations, which are important aspects of effective communication. This research recommends further development of interactive learning media tailored to the specific needs of students in Arabic language learning. Furthermore, training for teachers in the use and development of interactive learning media is crucial to ensure effective implementation in the classroom. The use of well-integrated audiovisual media can make the teaching and learning process more engaging and the material presented easier to understand, which in turn can motivate students.

BIBLIOGRAPHY

- Albiladi, W. S. (2022). English Teaching and Learning in Saudi Arabia: Emerging Practices and Strategies for Achieving the Educational Objectives of the Saudi Vision 2030. *Journal of Language Teaching and Research*, 13(4), 781–789. <https://doi.org/10.17507/jltr.1304.11>
- Ali, H. H. H. (2022). The Importance of the Four English Language Skills: Reading, Writing, Speaking, and Listening in Teaching Iraqi Learners. *Humanitarian and Natural Sciences Journal*, 3(2). <https://doi.org/10.53796/hnsj3210>
- Ali, M., El-Henawy, W., & El Bassuony, J. (2023). A Program Based on Some Habits of Mind to Develop English Speaking Skills of Secondary Stage Students. *Port Said Journal of Educational Research*, 2(2), 145–175. <https://doi.org/10.21608/psjer.2023.184539.1014>
- Al-khresheh, M. H. (2024). The role of presentation-based activities in enhancing speaking proficiency among Saudi EFL students: A quasi-experimental study. *Acta Psychologica*, 243. <https://doi.org/10.1016/j.actpsy.2024.104159>
- Andara, Y., & Azzahra, P. L. (2023). Analisis Implementasi Strategy Inventory for Language Learning (SILL) dalam Pembelajaran Bahasa Inggris di Sekolah Dasar. *Karimah Tauhid*, 2(5).
- Annisa, A. R., Putra, A. P., & Dharmono, D. (2020). KEPRAKTISAN MEDIA PEMBELAJARAN DAYA ANTIBAKTERI EKSTRAK BUAH SAWO BERBASIS MACROMEDIA FLASH. *Quantum Jurnal Inovasi Pendidikan Sains*, 11(1).
- Aryanti, F. D., & Fathoni, A. (2025). Implementasi Pembelajaran yang Akomodatif Bagi Peserta Didik: Dampak Implementasi Inklusi di Sekolah Dasar. In *Jurnal Kependidikan* (Vol. 14, Issue

- 1). <https://jurnaldidaktika.org>
- Ashriyyah, A. N., & Indah, R. N. (2024). Linguistic and Paralinguistic Features of Speech Anxiety of High School Students. *Jurnal Bahasa Dan Sastra*, 16(2). <https://doi.org/10.31294/w.v16i2>
- Ataji, K., & Sujarwanta, A. (2020). ANALISIS PENTINGNYA PENGEMBANGAN MODUL BERBASIS VIDEO ASSISTANT MENGGUNAKAN LINK QR CODE TERINTEGRASI AL-QUR'AN DAN HADIS MATERI SMA SISTEM REPRODUKSI MANUSIA. *Bioloa*. <http://scholar.ummetro.ac.id/index.php/bioloa/>
- Audina, F., Syahira, F., Maharani, F., Muzdalifah, R., & Ramasari, P. (2023). Analisis Kesalahan Berbahasa Dalam Morfologi Pada Siswa Sekolah Dasar. *Bahasa Arab Dan Kajian Linguistik Arab*, 6(1), 35–41.
- Berlian. (2021). Meningkatkan Motivasi Belajar Siswa Melalui Model Pembelajaran Audio-Visual pada Mata Pelajaran Fikih di MTsN Palopo. In *DIDAKTIKA* (Vol. 10, Issue 3). <https://jurnaldidaktika.org/>
- Desyanti, D., Suhaidi, M., & Fitra, F. (2019). Meningkatkan kemampuan menghafal juz amma melalui media pembelajaran audio visual. . *Seminar Nasional Pemberdayaan Masyarakat*.
- Djiwandono, S. (1996). *Tes Bahasa dalam Pengajaran*. Penerbit ITB.
- Effendy, F. (2009). *Metodologi Pengajaran Bahasa Arab*. Misykat.
- Eka, D., Lestari, G., Studi, P., Sejarah, P., Sosiologi, D., Budi, I., & Malang, U. (2020). *PENGEMBANGAN MEDIA PEMBELAJARAN POWER POINT MATA PELAJARAN ILMU PENGETAHUAN SOSIAL KELAS VII SEMESTER 1 DI SEKOLAH MENENGAH PERTAMA NEGERI 20 MALANG*.
- Elmiwati. (2024). Audio-Visual Media Plays An Important Role In Students' ListeninAbility. *Innovative: Journal of Social Science Research*.
- Fadilah, N., & Farokhah, L. (2022). The Use of Audio-Visual Media in Improving Students' Reading Comprehension and Sholat Movements in Online Learning. *Journal of Education Technology*, 6(1), 19–28. <https://doi.org/10.23887/jet.v6i1.4>
- Faishol, R., & Mashuri, I. (2022). The Concept of Learning Media in the Perspective of the Qur'an and Al-Hadith. *Journal of Islamic Education Research*, 3(02). <https://doi.org/10.35719/jier.v3i2.244>
- Firdha, N., & Zulyusri, Z. (2022). Penggunaan iSpring Dalam Pengembangan Media Pembelajaran Interaktif. *Diklabio: Jurnal Pendidikan Dan Pembelajaran Biologi*, 6(1), 101–106. <https://doi.org/10.33369/diklabio.6.1.101-106>
- Fitriani, L., Destiani, D., Fatimah, S., & Maharani, L. P. (2022). Media Pembelajaran Interaktif Pengenalan Alat Pembuatan Kain Batik Berbasis Android. *Jurnal Algoritma*. <https://jurnal.itg.ac.id/>
- Irviana, I. (2020). Understanding the Learning Models Design for Indonesian Teacher. *International Journal of Asian Education*, 1(2), 95–106. <https://doi.org/10.46966/ijae.v1i2.40>
- Jauhar, M. R. (2023). PENGGUNAAN MEDIA PEMBELAJARAN DALAM PENERAPAN KURIKULUM MERDEKA DI SEKOLAH PADA MATA PELAJARAN SEJARAH. *OSF*.
- Khoiriyah, K. (2021). Flipping the classroom to enhance EFL students' listening skill. *Journal on English as a Foreign Language*, 11(1), 21–41. <https://doi.org/10.23971/jefl.v11i1.2010>
- Kulsum Syarifah, U., & Noor Fatirul, A. (2020). DEVELOPMENT OF HYPERLINK-BASED AUDIO VISUAL MEDIA FOR SIX-GRADE SCIENCE LEARNING. *EduHumaniora Jurnal Pendidikan Dasar*, 12(2), 107–114.
- Masuram, J., & Sripada, P. N. (2020). Developing speaking skills through task-based materials. *Procedia Computer Science*, 172, 60–65. <https://doi.org/10.1016/j.procs.2020.05.009>
- Miftah, M. (2013). FUNGSI, DAN PERAN MEDIA PEMBELAJARAN SEBAGAI UPAYA PENINGKATAN KEMAMPUAN BELAJAR SISWA. *Jurnal Kwangsan*, 1(2).
- Nurjani, N., & Safrizal, S. (2023). Manfaat Media Gambar pada Pembelajaran Menulis Deskripsi Peserta Didik SD IT an-Nahl. *As-Sabiqun*, 5(3).
- Olagbaju, O. O., & Popoola, A. G. (2020). Effects of audio-visual social media resources-supported instruction on learning outcomes in reading. In *International Journal of Technology in Education (IJTE)* (Vol. 3, Issue 2). www.ijte.net
- Pratiwi, N. Pt. D. S., Putra, Md., & Agustika, Gst. N. S. (2020). Pengaruh Model Think Talk Write

- Berbantuan Multimedia terhadap Keterampilan Berbicara Siswa SD. In *Jurnal Ilmiah Sekolah Dasar*, 4(1).
- Rahmawati, I., & Sibuea, T. (2021). PENELITIAN EKSPERIMEN SISWA KELAS DELAPAN SMP PGRI KALIMULYA: KEUNTUNGAN MEMANFAATKAN SITUS GAME PEMBELAJARAN SEBAGAI MEDIA PEMBELAJARAN BERBASIS WEB. *JMPIS Jurnal Pendidikan Dan Ilmu Sosial*, 2(2). <https://doi.org/10.38035/jmpis.v2i2>
- Rajitha, K., & Alamelu, C. (2020). A study of factors affecting and causing speaking anxiety. *Procedia Computer Science*, 172, 1053–1058. <https://doi.org/10.1016/j.procs.2020.05.154>
- Rita Komalasari. (2020). Manfaat Teknologi Informasi dan Komunikasi di Masa Pandemi Covid 19. *TEMATIK Jurnal Teknologi Informasi Dan Komunikasi*, 7(1).
- Riwanda, A., Ridha, M., Irfan Islamy, M., Aliyah Negeri, M., & Sungai Tengah Kalimantan Selatan, H. (2021). Digital Material EPUB Based to Understand Tarkib: Is Flipped Classroom Effective? *Jurnal Jurusan Pendidikan Bahasa Arab*, 13(1), 1–15. <https://doi.org/10.24042/albayan.v%0vi%i.6143>
- Rizki Annisa, A., & Prahatama Putra, A. (2020). EPRAKTISAN MEDIA PEMBELAJARAN DAYA ANTIBAKTERI EKSTRAK BUAH SAWO BERBASIS MACROMEDIA FLASH. *Quantum Jurnal Inovasi Pendidikan Sains*, 11(1), 2550–0716.
- Rohmawati, R., Sunaengsih, C., & Hasinah, J. S. (2023). PENERAPAN MEDIA LUBANG BERHITUNG PADA PEMBELAJARAN OPERASI HITUNG SISWA KELAS 1 SEKOLAH DASAR. In *Indonesian Journal of Elementary Education (IJOEE)*, 4(2).
- Saleh, N., Sopian, A., Maulani, H., & Khalid, S. M. (2022). SASTRA DIGITAL DALAM PEMBELAJARAN BAHASA ARAB BAGI ANAK DINI DI TK AL-QURAN (TKQ). *Tarbiyatuna Jurnal Pendidikan Islam*, 15(2), 185.
- Sidabutar, U. (2021). THE EFFECT OF THE AUDIO LINGUAL METHOD ON STUDENTS' SPEAKING ACHIEVEMENT. In *Jurnal Suluh Pendidikan (JSP)* (Vol. 9, Issue 1).
- Syahrizal, M., Aripin, S., Khairunnisa, K., & Indini, D. P. (2022). Pelatihan Pembuatan Media Pembelajaran Interaktif dengan Power Point di MIS Al Hidayah. *Journal of Social Responsibility Projects by Higher Education Forum*, 2(3), 111–115. <https://doi.org/10.47065/jrespro.v2i3.1321>
- Wardani, M. K., Raharjo, R. L., & Raida, S. A. (2021). Analisis Pembelajaran Biologi Melalui Film Animasi Hataraku Saibou. *Diklabio: Jurnal Pendidikan Dan Pembelajaran Biologi*, 5(2), 250–265. <https://doi.org/10.33369/diklabio.5.2.250-265>
- Zunairoh, Y. (2023). The Effect of Cognitive and Metacognitive Learning Strategies in Maharah Qiraah based on Oxford's Strategy Inventory for Language on Students' Learning Outcomes. *Arabiyatuna: Jurnal Bahasa Arab*, 7(1 May), 257. <https://doi.org/10.29240/jba.v7i1.6530>