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The Role of Short Video Media in Developing Arabic Listening Skills: A Linguistic Perspective

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Abstract

Keywords: Arabic learning, maharah istima', short video media, linguistic approach, pesantren innovation	Listening comprehension (maharah istima') is a fundamental skill in Arabic language learning, yet its mastery often becomes a challenge in pesantren environments that still rely heavily on conventional teaching methods. This study aims to explore the implementation of short video media as an innovative approach to enhance istima' skills among students at Pesantren Teknologi Majapahit Mojokerto. Employing a qualitative approach with a case study design, data were collected through classroom observations and in-depth interviews with both teachers and students. The findings reveal that the use of short video media positively influences students' listening skills, particularly in improving pronunciation accuracy, intonation, and contextual understanding. In addition, the integration of short videos fosters greater enthusiasm, motivation, and active participation in the learning process, which are often lacking in traditional pedagogical practices. Despite these benefits, several challenges were identified, including limited technological infrastructure, students' difficulties in comprehending non-standard Arabic dialects, and restricted
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vocabulary mastery. These limitations suggest the need for careful content selection, adequate facilities, and continuous teacher training to optimize the effectiveness of short video-based instruction. The contribution of this research lies in highlighting the pedagogical potential of short video media as a practical and adaptive tool for Arabic language learning in pesantren contexts, bridging traditional methods with contemporary technological innovations. Ultimately, this study underscores the importance of integrating media-based approaches to ensure that Arabic learning remains effective, contextual, and aligned with the demands of modern education.

Abstrak

Kata Kunci: Pembelajaran Bahasa Arab, Maharah Istima', Media Video Pendek, Pendekatan Linguistik, Inovasi Pesantren	<i>Keterampilan menyimak (maharah istima') merupakan aspek mendasar dalam pembelajaran bahasa Arab, namun penguasaannya sering kali menjadi tantangan di lingkungan pesantren yang masih mengandalkan metode pengajaran konvensional. Penelitian ini bertujuan untuk mengkaji implementasi media video pendek sebagai inovasi dalam meningkatkan keterampilan istima' pada siswa di Pesantren Teknologi Majapahit Mojokerto. Dengan menggunakan pendekatan kualitatif dan desain studi kasus, data diperoleh melalui observasi kelas serta wawancara mendalam dengan guru dan siswa. Hasil penelitian menunjukkan bahwa penggunaan media video pendek memberikan pengaruh positif terhadap peningkatan keterampilan mendengarkan siswa, terutama dalam aspek ketepatan pengucapan, intonasi, dan pemahaman konteks. Selain itu, penerapan media ini juga mendorong antusiasme, motivasi, serta partisipasi aktif siswa dalam proses pembelajaran, yang umumnya kurang terfasilitasi melalui metode tradisional. Meski demikian, penelitian ini juga menemukan sejumlah kendala, seperti keterbatasan infrastruktur teknologi, kesulitan siswa memahami dialek Arab non-standar, serta minimnya penguasaan kosakata. Temuan tersebut menegaskan bahwa penggunaan media video pendek secara efektif memerlukan pemilihan konten yang tepat, ketersediaan fasilitas yang memadai, dan pelatihan guru yang berkelanjutan. Kontribusi penelitian ini terletak pada penekanan peran media video pendek sebagai sarana pembelajaran yang adaptif dan kontekstual bagi pengajaran bahasa Arab di pesantren, sekaligus sebagai upaya menjembatani metode tradisional dengan inovasi teknologi modern.</i>
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Introduction

Mastery of *maharah istima'* (listening skills) is essential in Arabic language learning. Listening is not merely a passive activity of receiving information, but also a fundamental skill that supports the development of other language abilities, such as speaking, reading, and writing. In the context of second language acquisition, listening skills play a crucial role as the foundation for understanding meaning and enabling effective communication. Therefore, mastery of *maharah istima'* becomes a key indicator in assessing the success of the Arabic language learning process (Inayati, 2024).

However, in practice, listening skills remain a challenge, particularly in pesantren environments. Many pesantren in Indonesia still rely on conventional teaching approaches that focus on memorizing texts, lectures, and passive exercises, including in the teaching of *maharah istima'*. The limited variation in teaching methods and contextual learning media makes the learning process monotonous and less engaging for students. This results in low motivation to learn and suboptimal mastery of listening skills (Muttaqin dkk., 2023).

Pesantren in Indonesia, despite their historical significance in teaching Arabic that heavily relies on memorization and lectures, often struggle to develop communicative and applicable language skills in the digital age. Therefore, innovation in Arabic language teaching within pesantren is needed to ensure that students acquire language skills that are more relevant to contemporary demands (Sanah dkk., 2022).

With the rapid advancement of information technology, media-based digital learning has become a highly potential solution to address this challenge. One media that has become popular in education is short video, known for its visual, concise, and easily accessible characteristics. It is emphasized that audio-visual media can enhance student engagement as it stimulates multiple senses simultaneously (Munir, 2023).

In language learning, short videos offer authentic, interactive content that aligns with the learning styles of the digital generation. Video media allows

students to observe pronunciation, intonation, as well as verbal and non-verbal expressions in Arabic communication (Holimi & Faizah, 2021). The use of short videos can create a more enjoyable learning atmosphere, stimulate interaction, and reinforce students' understanding of the material. Thus, this media has great potential to significantly enhance the mastery of *maharah istima'* (Annisa & Safii, 2023).

Although several studies have demonstrated the effectiveness of video media in Arabic language learning, research specifically examining the implementation of short videos in *maharah istima'* learning at technology-based pesantren is still limited. Furthermore, no studies have focused on Pesantren Teknologi Majapahit Mojokerto, an Islamic educational institution that has integrated information technology into its learning process. This pesantren strives to address the challenges of developing more modern teaching methods that align with the needs of students, who are increasingly reliant on technology (Perwira dkk., 2023). According to Heinich, Molenda, Russell, and Smaldino (1996) in the ASSURE model, learning media refers to all forms and channels used to deliver messages or information in the teaching and learning process, including text, images, audio, video, or a combination of all. They also emphasize the importance of selecting media that aligns with the learning objectives and the characteristics of the learners.

Pesantren Teknologi Majapahit Mojokerto is an interesting example of the integration of technology in Islamic education. By utilizing digital devices and technology-based learning media, this pesantren aims to address limitations in Arabic language teaching, particularly in enhancing students' listening skills. Although technology has been integrated into the learning process, there has been no research focusing on the application of short video media in improving listening skills at this pesantren.

Based on these issues, this study aims to explore the application of short video media in *maharah istima'* learning at Pesantren Teknologi Majapahit Mojokerto. This research will examine the process of integrating short video

media into the teaching and learning activities at this pesantren, which is known for its use of technology in education. Specifically, the study will assess whether short videos can assist students in better understanding Arabic language material and analyze the interaction between students and the learning material presented through this audio-visual media.

In addition, this study aims to evaluate the effectiveness of using short video media in improving students' listening skills. This research will assess the extent to which short videos can enhance students' ability to understand conversations, pronunciation, and intonation in Arabic. Thus, the results of this study are expected to make a significant contribution to the development of more innovative and adaptive Arabic language teaching methods, particularly in the context of pesantren, in response to technological advancements.

Method

This study uses a qualitative approach with a case study design to explore the application of short video media in *maharah istima'* learning at Pesantren Teknologi Majapahit Mojokerto. The study aims to understand the process of integrating short video media into Arabic language teaching and its impact on students' listening skills. Data were collected through direct observation, in-depth interviews with Arabic language teachers, and students during the learning process. (Rahardjo, 2020)

Data analysis was conducted using thematic analysis techniques to identify key themes emerging from the observations and interviews, and to connect them with existing theoretical frameworks on audio-visual media in Arabic language learning. This study will evaluate the extent to which the use of short videos can enhance students' ability to understand conversations, pronunciation, and intonation in Arabic, as well as increase student engagement in learning.

Result and Discussion

The Application of Short Video Media in *Maharah Istima'* Learning

The application of short video media in Arabic language learning at Pesantren Teknologi Majapahit Mojokerto is implemented gradually, starting with training for teachers to introduce and develop their ability to utilize video media. The short videos used focus on authentic conversation and dialogue material, with a duration of about 2-5 minutes. This short duration allows students to more easily follow conversations in Arabic and better understand pronunciation and intonation. The use of video media in Arabic language teaching at this pesantren provides students the opportunity to interact directly with Arabic as used in real-life contexts, which is often not found in text-based learning. This aligns with the theory of Heinich et al. (1996) in the ASSURE model, which emphasizes that selecting media that aligns with learners' characteristics and learning objectives can enhance the effectiveness of the learning process. In this context, short videos serve as an audio-visual learning medium that engages multiple senses and adapts the material to the visual and auditory learning styles of the students.

According to an interview with the teacher, the use of short videos has had a positive impact on making the teaching and learning process more engaging, interactive, and dynamic. One teacher, Ustadz Syeh 'Aindallah, stated that "Short videos help students understand conversations in Arabic more quickly because they can directly see how the language is used in real-life situations" (interview, 2025). The videos used are tailored to relevant topics that are easy for students to understand, allowing them to relate the material to contexts they are familiar with. This makes the learning process more lively and contextual, which aligns with the opinion of (Holimi & Faizah, 2021) that audio-visual media can enhance student engagement in learning.

However, despite its clear benefits, some students experience difficulty in understanding certain accents and dialects used in the videos, which differ from the standard Arabic taught in class. This challenge highlights the importance of

careful selection of video material, ensuring that the content presented is easily comprehensible to students of various skill levels. (Annisa & Safii, 2023) emphasize that selecting videos that match the students' proficiency and comprehension levels is crucial to avoid confusion in understanding the learning material. Therefore, teaching through video media should be more selective in choosing the types of accents or dialects used, especially at the early stages of learning.

In addition, the use of short videos also provides benefits in enhancing students' understanding of the communication context. Students can directly observe both verbal and non-verbal expressions in conversations, which is crucial in Arabic, a language that often relies on intonation and facial expressions. This supports the findings of (Munir, 2023), who explains that audio-visual media can enrich students' understanding of situational context and emotions conveyed in conversations. In accordance with the principles in Heinich et al.'s theory, such visual media helps create meaningful learning as it bridges real-life experiences into the classroom.

However, challenges remain, particularly related to the limitations of technological facilities in some classrooms. Some students reported technical issues such as slow internet connections or inadequate devices for playing high-quality videos. Meanwhile, other students expressed difficulty in following the videos if they had not yet mastered sufficient vocabulary, highlighting the need for more in-depth explanations of new vocabulary not covered in the videos. This experience was also shared by several teachers who, although they had received training on video usage, still faced challenges in selecting the appropriate videos based on classroom needs. Therefore, further development is needed in terms of technological facilities and continuous training for teachers to ensure the optimal use of video in Arabic language learning (Faiz & Afrita, 2024). In line with the ASSURE model, institutional support for technological readiness and media evaluation is an integral part of integrating technology-based learning.

The Impact of Using Short Video Media on Listening Skills

Overall, the results of the study indicate a significant improvement in students' listening skills after the implementation of short video media. Most students reported that they found it easier to understand conversations in Arabic, particularly in terms of pronunciation and intonation. One student, Ahmad Maulana, stated: "I find it easier to understand how to pronounce sentences correctly after watching the video that demonstrates the proper pronunciation." Listening tests conducted before and after the use of media showed an average score increase from 60 to 75, or about 25%, among the 30 students who participated.

This improvement can be analyzed using the ASSURE model (Heinich et al., 1996), particularly in the "Analyze Learners" step, where teachers understand that students have an interest in visual and audio elements, so short video media is selected as the primary tool. In the "State Objectives" phase, the learning objectives are focused on improving listening skills and understanding the context of communication in Arabic.

In addition, short video media also helps students understand verbal and non-verbal expressions that are important in Arabic communication. Many students showed improvement in their ability to interpret facial expressions and tone of voice, which impacted their understanding of the conversation context. This aligns with the views of Holimi and Faizah (2021), who state that video media enables a deeper understanding of context. This reflects the third and fourth steps in the ASSURE model, namely "Select methods, media, and materials" and "Utilize media and materials," where the selection and use of media are strategically carried out to enhance the effectiveness of learning.

However, there are challenges related to vocabulary. Some students complained about difficulty understanding new vocabulary that was not explained in the videos. This indicates that while short video media is effective, it needs to be complemented with supporting materials such as glossaries or worksheets to help students master vocabulary comprehensively. As stated by

Munir (2023), a multimodal approach needs to be supplemented with appropriate scaffolding to ensure that the learning process is not only engaging but also cognitively deep. This relates to the "Require learner participation" step in the ASSURE model, which necessitates active student involvement in the learning process, as well as reinforcement with additional materials to ensure thorough understanding.

Thus, the use of short videos in Arabic language learning has proven effective in enhancing listening skills, both in terms of sound comprehension and communication context. This implementation serves as a relevant strategy to bridge traditional and modern approaches in pesantren education, particularly in developing a more communicative and applicable technology-based learning approach.

Challenges and Obstacles in Using Short Video Media

Although the benefits of using short videos in Arabic language learning are quite clear, this study also identifies several challenges that hinder the effectiveness of its implementation. One of the main obstacles is the limited technological facilities still found in some classrooms. Technical disruptions, such as slow internet connections, suboptimal projectors, or the absence of quality speakers, result in a less than optimal viewing experience. These constraints directly affect students' concentration when listening to the material. As observed, some students appeared to lose focus when the video did not run smoothly. This aligns with the findings of Munir (2023), who emphasizes that uneven technological infrastructure can be a hindering factor in digital learning environments in pesantren.

This issue can be examined through the perspective of the ASSURE model developed by Heinich et al. (1996), particularly in the "Utilize Media and Materials" step, which emphasizes the importance of media readiness and supporting facilities before being used in the learning process. Failure to prepare and test the media before the implementation of teaching results in disruptions in the learning flow and decreased student engagement. Teachers need to ensure

that the devices used, including internet connections, projectors, and audio equipment, are in good condition to ensure the smooth running of the learning process.

In addition to technical constraints, linguistic aspects also pose a challenge. Some students face difficulties in following the conversations in the videos, particularly due to limited vocabulary and the fast pace of the narration. One student stated, "I feel the video is too fast, and I can't catch all the words properly, especially if I don't know their meanings." This indicates that listening skills cannot develop optimally without vocabulary enrichment. In this context, the importance of providing an advance organizer or introductory explanation before playing the video is crucial, so that students have a framework of meaning when listening to the content (Rosyid, 2020). This stage is closely related to the "Analyze Learners" and "State Objectives" phases in the ASSURE model, which emphasizes the importance of understanding learner characteristics and setting learning objectives that align with their needs and abilities.

From the instructor's perspective, although they have received basic training in the use of video media, some teachers still experience difficulties in selecting videos that align with students' proficiency levels and learning objectives. This is due to the lack of audiovisual-based curriculum guidelines and the limited time teachers have to evaluate the available video content. One teacher, Ustadz Syeh 'Aindallah, stated that although many videos are available on the internet, not all of them are suitable for the pesantren context or the topics being discussed. This challenge reflects the weak application of the "Select Methods, Media, and Materials" phase in the ASSURE model, which requires teachers to selectively and critically choose audiovisual teaching materials that align with the learning objectives and context. Moreover, the "Evaluate and Revise" phase in this model becomes essential to optimize, allowing teachers to review the effectiveness of the media used and make adjustments to the content or teaching methods if necessary.

Thus, although short videos have great potential in improving students' listening skills, challenges such as inadequate infrastructure, vocabulary gaps among students, and limited content curation by instructors need to be addressed promptly. Therefore, institutional support in the form of providing equipment, advanced training, and the development of local content is crucial to ensure that the use of audiovisual media can yield optimal results in Arabic language learning in technology-based pesantren.

The integration of the ASSURE model by Heinich et al. (1996) not only provides a systematic framework for designing media-based instruction but also assists teachers in reflectively analyzing student conditions, aligning learning objectives, and comprehensively evaluating instructional effectiveness. Therefore, this model is highly relevant for addressing the challenges of implementing short video media in technology-based education.

Findings Based on Thematic Analysis

Based on the data analysis obtained through in-depth interviews and direct classroom observations, three main themes were identified that reflect the dynamics of implementing short video media in the teaching of *maharah istima'* at Pesantren Teknologi Majapahit Mojokerto. These themes illustrate the benefits, challenges, and changes in students' learning behavior throughout the implementation process of short video media within the context of Arabic language instruction.

Improvement in Listening Skills: One of the most prominent findings was a significant improvement in students' listening skills following the implementation of short videos as a learning medium. Students were not only able to better comprehend the content of the conversations but also showed progress in pronunciation and intonation aspects of Arabic. This was reinforced by an average increase of 25% in listening test scores after the learning process using this media. Teachers also noted that students became quicker in grasping the meaning of the dialogues presented in the videos, particularly because the visualization of facial expressions and body movements greatly helped

strengthen the context of communication (Holimi & Faizah, 2021). This finding demonstrates the effectiveness of using media aligned with the "Select Methods, Media, and Materials" principle in the ASSURE model by Heinich et al. (1996). The appropriate selection of media enabled the creation of a more contextual and realistic learning experience, meeting the learning needs of students to improve their listening competence comprehensively.

Student Engagement and Enthusiasm: The consistent use of short videos also significantly increased students' active involvement in the learning process. Students appeared more enthusiastic about attending lessons, more interested in listening to the material, and showed a high level of engagement in class discussions after watching the videos. Many students voluntarily expressed opinions or asked questions related to the video content. Student interaction in the classroom became more dynamic, and teachers noticed an increase in participation compared to traditional teaching methods. Some students even re-watched the videos outside of class hours as a form of self-directed learning initiative. This finding reflects the success of implementing the principle of "Learning motivation through multisensory media," as outlined in the "Analyze Learners" step of the ASSURE model. Teachers recognized that today's students are part of the visual-digital generation, so an audiovisual-based approach was more effective in enhancing their engagement and motivation. By integrating videos that are both pedagogically appropriate and visually appealing, teachers succeeded in tailoring their methods to the characteristics and learning styles of the students.

Challenges in Utilizing Video Media: Although it has shown positive impacts, the use of short video media also presents specific challenges for both students and teachers. Some students reported difficulties in absorbing the content of videos that use dialects or accents of Arabic that differ from the standard Fusha they are accustomed to learning. Additionally, limitations in vocabulary mastery made it challenging for students to fully comprehend the overall meaning of the video without additional explanations.

This challenge highlights the importance of carefully selecting video content that aligns with the linguistic level of students and incorporating supplementary materials such as glossaries or pre-lesson vocabulary introductions. The complexity of dialects and the need for vocabulary support reflect the necessity of ensuring that video content is accessible to all learners, particularly those in the early stages of language acquisition.

From the teachers' perspective, challenges were identified in selecting video materials that align with the students' proficiency levels and learning objectives, particularly due to the vast range of online content available, which may not necessarily conform to the values and context of the pesantren. Technical challenges also became a concern, such as limited audio-visual equipment in some classrooms and uneven internet access, which hindered the smooth flow of the learning process.

These issues highlight the need for improved infrastructure and a more systematic approach to curating media content that is not only pedagogically appropriate but also culturally relevant to the pesantren environment.

In this regard, the "Utilize Media and Materials" and "Evaluate and Revise" stages of the ASSURE model are crucial. Teachers not only need to ensure the technical readiness of media before the lesson but also actively review the effectiveness of the media used and make adjustments if necessary. The lack of a curriculum guide based on audiovisual materials further emphasizes the importance of teacher training in designing and evaluating media that is both contextual and relevant to the pesantren learning environment.

Overall, these three themes reveal that the application of short video media in listening skills (maharah istima') learning in pesantren environments can bring about positive changes, particularly in terms of material comprehension and increased student motivation. However, to maximize these benefits, it is essential for educational institutions to consider the alignment of media with student characteristics (Analyze Learners), clarity of learning objectives (State Objectives), and evaluation and revision of media (Evaluate and

Revise) as integral parts of the lesson planning process. Therefore, the integration of the ASSURE model by Heinich et al. (1996) provides a systematic strategy that can help educators design media-based learning more effectively, adaptively, and sustainably.

Conclusion

Based on the findings of the study conducted at Pesantren Teknologi Majapahit Mojokerto, it can be concluded that the use of short video media in teaching *maharah istima'* (listening skills) has proven effective in enhancing students' Arabic listening proficiency. This medium successfully creates a more engaging, interactive, and contextual learning environment, while also increasing student participation in the learning process. The implementation of the ASSURE instructional model contributes significantly to designing a systematic, adaptive, and learner-centered approach, thereby supporting the achievement of learning objectives more effectively.

Short video media provides both visual and auditory stimuli that assist students in comprehending the meaning and context of the Arabic language more naturally. Furthermore, students' active engagement in listening activities has increased due to the short and appealing video content, which aligns well with the interests of today's digital generation.

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