



AL-WIJDÁN: Journal of Islamic Education Studies.
Volume 9, Nomor 4, Oktober 2024, p-ISSN: 2541-2051; online -ISSN: 2541-3961
Available online at <http://ejournal.uniramalang.ac.id/index.php/alwijdan>

Received: September 2024

Accepted: September 2024

Published: Oktober 2024

Cognitive Approach to the Use of Multimedia in Maharoh Kalam Learning

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Abstract

Mastery of speaking skills in learning Arabic often faces challenges related to student engagement and the effectiveness of traditional teaching methods. Conventional teaching methods are usually considered less attractive and unable to meet the learning needs of students effectively. This study aims to explore the use of multimedia based on a cognitive approach to improving students' speaking skills in the Special Arabic Language Learning Program (PKPBA) UIN Malang. Qualitative research methods were used, involving in-depth observations and interviews with students and faculty to collect data on the experience and impact of multimedia use. The results showed that multimedia designed with a cognitive approach significantly improved students' speaking skills, increased motivation, and enriched the learning experience. These findings make an important contribution to cognitive theory by demonstrating the practical application of multimedia in language learning, as well as providing guidance for educators in designing more effective learning materials. This research also emphasizes the need for inclusive technology development, attention to ethics, and the protection of users' data.

Keywords: Speaking Skills, Multimedia, Cognitive

Abstrak

Penguasaan keterampilan berbicara dalam pembelajaran bahasa Arab sering kali menghadapi tantangan terkait keterlibatan siswa dan efektivitas metode pengajaran tradisional. Metode pengajaran konvensional sering dianggap kurang menarik dan tidak mampu memenuhi kebutuhan pembelajaran siswa secara efektif. Penelitian ini bertujuan untuk mengeksplorasi penggunaan multimedia berbasis pendekatan kognitif dalam meningkatkan keterampilan berbicara mahasiswa di Program Khusus Pembelajaran Bahasa Arab (PKPBA) UIN Malang. Metode penelitian kualitatif digunakan, melibatkan observasi dan wawancara mendalam dengan mahasiswa dan pengajar untuk mengumpulkan data tentang pengalaman dan dampak penggunaan multimedia. Hasil penelitian menunjukkan bahwa multimedia yang dirancang

dengan pendekatan kognitif secara signifikan meningkatkan keterampilan berbicara mahasiswa, meningkatkan motivasi, dan memperkaya pengalaman pembelajaran. Temuan ini memberikan kontribusi penting bagi teori kognitif dengan menunjukkan aplikasi praktis dari multimedia dalam pembelajaran bahasa, serta memberikan panduan bagi pendidik dalam merancang materi pembelajaran yang lebih efektif. Penelitian ini juga menekankan perlunya pengembangan teknologi yang inklusif dan perhatian terhadap etika serta perlindungan data pribadi pengguna.

Kata Kunci: Keterampilan Berbicara, Multimedia, Kognitif

Introduction

Mastery of speaking skills is a crucial component in language learning, especially in the context of Arabic language education.¹ The ability of speech skills not only supports effective interaction but also plays a role in developing students' critical thinking and analytical skills. Speaking skills are an important aspect of preparing students to participate in social and professional environments. Given the importance of oral communication skills in shaping competitive graduate competencies, it is natural to develop speaking skills. Always prioritized and emphasized in the learning process, so that it can optimize students' potential and equip them with reliable communication competencies to face future challenges.²

Kalam skills not only facilitate effective communication but also support the development of students' critical thinking and analytical abilities.³ Speaking skills play an important role in preparing students to interact in an increasingly global social and professional context. With the development of technology, multimedia has

become an important tool in the learning process, offering a variety of formats that can enhance the learning experience.⁴ Multimedia has the potential to provide a variety of content that can be adjusted to the needs and preferences of student learning. Not only video and audio but also interactive elements that can stimulate student engagement. The use of multimedia provides more engaging learning opportunities and facilitates the understanding of more complex concepts through visualization and simulation.⁵ However, the right approach to using multimedia is still an important question, especially in the context of developing speaking skills. Multimedia can be used to facilitate integrated text, audio, video, and other multimedia formats-based interactions.⁶

Although many studies have explored the use of multimedia in education, understanding of the application of cognitive approaches in the use of multimedia for the learning of speaking skills is still limited.⁷ Previously, many

studies focused more on quantitative approaches, which only evaluated learning outcomes through formal tests. For example, a study from Smith and Jones only looked at the effects of multimedia use on students' final test results, without considering their experiences during the learning process. This research indicates that without understanding the learning experience of students, we cannot maximize the use of multimedia in learning. A communicative approach to learning Arabic has been proven to enrich students' learning experience and improve their learning outcomes.⁸ Previous studies have proven that the use of information and communication technology-based learning media, such as interactive multimedia, can be effective in helping students understand concepts that are difficult to visualize in Arabic lessons.⁹ This research is expected to be able to answer the gaps in the previous literature which generally focused on the quantitative aspect alone, while research with qualitative or mixed methods is very limited. Therefore, this study highlights the need to incorporate cognitive approaches in multimedia-based learning to strengthen Arabic speaking skills.¹⁰

The cognitive approach in language learning refers to understanding the mental processes involved in learning, such as perception, memory, and problem-solving.¹¹

In this context, multimedia can be designed to stimulate and support students' cognitive processes, thereby increasing the effectiveness of learning speaking skills.¹² Cognitive Load Theory and Multimedia Learning Theory have shown that the integration of various forms of media in the learning process can help optimize information processing by students. These two theories highlight how the appropriate use of multimedia can support and improve learning effectiveness, especially in the context of developing speaking skills.¹³ However, how multimedia designed based on cognitive approaches interact with students' learning processes and their impact on speaking skills is still poorly understood.¹⁴ The application of cognitive framework-based learning media offers an innovative solution, although there are still shortcomings in a comprehensive study of student experiences and teaching processes in this context. This study aims to investigate in depth how learning media based on cognitive approaches affects the learning of speaking skills, focusing on the experiences and perceptions of students and educators.¹⁵

The problems faced in teaching Arabic speaking skills are often related to student involvement and the effectiveness of traditional teaching methods.¹⁶ The use of multimedia-based cognitive approaches

promises innovative solutions, but there are shortcomings in in-depth studies of student experiences and teaching in this context.¹⁷ This study aims to explore in depth how multimedia based on cognitive approaches affects the learning of speaking skills, with a focus on the experiences and perceptions of students and teachers.¹⁸ Analysis of the existing literature shows that previous research is mostly quantitative and lacks qualitative aspects of the use of multimedia in language education.¹⁹ This gap creates the need for more in-depth research on how cognitive approaches are applied in the context of learning speaking skills and how they are perceived by students and teachers.²⁰ Compared to previous studies, most quantitative studies only measure learning outcomes without comprehensively evaluating the subject's learning experience. This research offers novelty by exploring aspects of experience and perception, both from the perspective of students and teachers, which have not been explored much in previous studies.²¹ With a focus on direct experience and interaction between students and multimedia, this research is expected to provide new insights into effective ways to apply technology in language learning.²²

This research offers novelty by qualitatively exploring how multimedia-based cognitive approaches are used in

teaching speaking skills. Through observation, the in-depth interviews of this study aim to uncover the experiences of students and teachers, as well as the factors that affect the effectiveness of this approach. The results of this study will make a significant contribution to the practical and theoretical understanding of the use of multimedia for language learning, as well as guide the development of more effective teaching strategies in the future.

Method

This study uses a qualitative research design with a case study approach. This approach was chosen to explore in depth how multicultural-based cognitive approaches are used in learning Arabic speaking skills and how they affect the learning process of students. The qualitative approach and thematic analysis in this study provide convenience in data collection and interpretation, thus allowing researchers to recognize relevant themes and patterns based on empirical evidence obtained in the field.²³ The case study approach allows for detailed and data-rich research, especially in the specific context of PKPBA UIN Malang.

Population and Sample

Qualitative research populations and samples were selected to explore dynamics that could not be quantitatively measured, as

recommended by previous studies that looked at the limitations of quantitative research in understanding the learner experience.²⁴ The population of this study is all students of the Special Arabic Language Learning Program (PKPBA) at the State Islamic University (UIN) Malang. The research sample was selected purposively, namely students from class ST 12 in the PKPBA program totaling 35 people. The selection of this sample was based on the criteria that they actively participated in learning speaking skills using cognitive approach-based multimedia.

Research Procedure

The research procedure begins with data collection through participatory observation and in-depth interviews. The observation was conducted for eight weeks, focusing on the learning process in the ST 12 grade when cognitive-based multimedia was used to teach speaking skills. Furthermore, in-depth interviews were conducted with a randomly selected number of students from the class, as well as teaching teachers, to gain insights into the learning experience, their perceptions of the effectiveness of multimedia, and how cognitive approaches are applied in their learning.

Data Collection Techniques

Data is collected through several key techniques:

Observation The researcher made direct observations in the classroom during the learning session. These observations include field notes on interactions between students and lecturers, the use of multimedia, and student responses and involvement during learning.

In-Depth Interviews Interviews are conducted in a semi-structured manner with students and teaching teachers to explore their experiences in using cognitive-based multimedia. This interview focuses on their understanding of the learning process, the obstacles faced, and the perceived benefits of this approach.

Data Analysis Techniques

Qualitative data were analyzed using a thematic analysis approach. Data from observations, interviews, and analysis of documents are coded and organized into key themes related to the research objectives. This analysis process includes the stages of open coding, axial coding, and selective coding to identify patterns and themes that emerge from the data. The results of the analysis were interpreted to provide an in-depth understanding of how cognitive approaches in the use of

multimedia affect the learning of Arabic speaking skills, as well as to identify factors that support or inhibit the effectiveness of this approach. By using a qualitative approach, this research is expected to provide in-depth and comprehensive insights into the experiences and perceptions of students and teachers in the use of cognitive-based multimedia for speaking skills learning. This research also seeks to identify pedagogical and practical aspects that can improve the effectiveness of multimedia-based learning in the future.

Results and Discussion

The results of the study show that multimedia based on a cognitive approach has a significant contribution to improving students' speaking skills in learning Arabic at the Special Arabic Language Learning Program (PKPBA) UIN Malang. The application of multimedia is designed with attention to cognitive principles, such as *cognitive load theory* and *multimedia learning theory*,²⁵ Allows students to process information more effectively. This is due to the ability of multimedia to present multisensory stimuli that support the active learning process. Students not only receive information passively, but also actively participate in the learning process through various forms of interaction with digital content, such as videos, animations, and simulations.

This interaction allows students to process more complex and in-depth information, thus strengthening their conceptual understanding and mastery of speaking skills. Moreover, the use of multimedia based on a cognitive approach has been proven to be able to increase student motivation and active involvement during the Arabic learning process. These findings are in line with the results of previous research that show that learning using interactive multimedia can be effective in attracting students' attention, especially when interesting and fun multimedia elements are used.²⁶ The results of this study also support the importance of a communicative approach in learning Arabic, as has been studied theoretically. Thus, this study provides valuable insights into the use of multimedia based on cognitive approaches in learning Arabic, especially in improving students' speaking skills.

In addition to improving speaking skills, the results of the study also show that the use of cognitive approach-based multimedia can help overcome several challenges in learning Arabic speaking skills, such as lack of confidence, difficulty understanding grammatical concepts, and lack of interest in communicating in Arabic language learning, especially those related to the characteristics of abstract and complex learning materials. Multimedia designed with

cognitive principles in mind can help visualize abstract concepts, as well as provide interactive exercises that can improve students' conceptual understanding and communicative abilities.²⁷ This is in line with the results of previous research which showed that learning using interactive multimedia can help students understand abstract mathematical concepts through the use of interesting and interactive visualizations.

In addition, this study found that multimedia can increase student learning motivation and engagement. The use of engaging and interactive multimedia helps to create a more dynamic learning environment, which in turn motivates students to be more actively involved in learning activities. These findings are in line with previous literature showing that digital technologies, when used strategically, can create more meaningful and contextual learning experiences. This is important in language learning, where speaking skills require constant practice and full involvement from students.

However, this study also identifies several challenges in the application of multimedia based on cognitive approaches. Some students showed a lack of readiness to use technology, which included technical skills and adaptation to new learning methods. In addition, the limited time and

resources available in PKPBA classes are obstacles to the full implementation of this multimedia. These barriers indicate that further adjustments and additional support are needed, both in terms of training for students and the provision of adequate infrastructure to ensure the successful implementation of multimedia in learning.

Overall, the students' response to the use of multimedia in learning speaking skills was very positive. Most students feel that multimedia makes learning more interesting and effective than traditional methods. Thus, these findings not only support the existing literature on the effectiveness of multimedia in language learning but also show the great potential of this approach to be applied more widely in the future. These findings imply that the use of multimedia based on cognitive approaches in learning speaking skills has great potential to improve the quality of Arabic language learning at PKPBA UIN Malang. Despite the challenges in its implementation, the results of this study confirm that multimedia can be a very effective tool to facilitate more interactive, relevant, and meaningful learning, which ultimately contributes to improving student learning outcomes.

Conclusion

Based on the results of the study, it can be concluded that the application of the cognitive approach in the use of multimedia has a positive impact on the development of students' speaking skills. Not only does it significantly improve speaking skills, but it also provides a more interactive and immersive learning experience. The use of multimedia helps students better organize information, as well as provides opportunities to practice speaking skills in a more tangible context. The results of this study show that the use of multimedia based on a cognitive approach significantly improves students' speaking skills in the Special Arabic Language Learning Program of UIN Malang. Multimedia designed with cognitive

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