

The use of digital video in mobile application for the Arabic Language: A preliminary study

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Abstract

Supporting digital technology used in teaching and learning, video has opened a new opportunity for bringing a traditional learning environment to enhance learning. The use of video through mobile applications has changed the methods and techniques of acquiring knowledge in the education field in almost all subjects such as language, science and mathematics. This changing technique offers innovative opportunities for both teachers and students to enhance language learning through technology. Previous literature has shown a respectable number of studies related to the use of video in mobile applications applied in various subjects, resulting in enormous advantages to the learners at school. Thus, the goal of this preliminary study is to identify the teaching and learning in Arabic language and to examine what is teachers done to increase in mastering Arabic vocabulary among students. This study also aimed to see teachers' perception toward the use of video through mobile application in teaching and learning for Arabic language that can be used as guide developing an application product for the subject of the Arabic language. An online interview had been conducted among teachers from two different religious secondary schools in Penang for data collection. Findings showed that the teachers still use conventional teaching in class and only use the technology during online class. Most teachers agreed that the use of video through mobile applications can be used to improve learners' language learning and it is most suitable to apply in the learning of the Arabic language for a secondary school in Malaysia.

Keywords: Digital Video, Arabic Language, Mobile Application, Education Technology.

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Introduction

The integration of technology in education is the best way to blend the two to create effective learning and experiences (Tondeur et al., 2017). It allows students to create meaningful content by seeking the information as they learn (K. N. Mohd et al. 2019). Technology in education is now able to support and change the conventional to modern styles in learning of languages context. In teaching and learning of Arabic language, integration of technology can increase the students' ability in understanding and mastering the content of Arabic learning. It encourages the language learning process among them in the classroom (Nurdyansyah et al., 2017).

The usage of technology is an essential tool to access the internet, run software, multimedia programs, and it has been used for all ages in a variety of fields (Abu Naser et al., 2016). Ahmadi, (2018) found that the usage of technology is a source to enhance the learning process as well as to get any information. It has been demonstrated to be effective for supporting learning which increases the culture of critical thinking among learners. With the improvement of technology in schools, learners can develop their skills and help them access real-life learning to be more adaptive and effective for facing the global trends so that they will not be left behind (K. N. Mohd et al., 2019; Alhumidi & Uba, 2017). As asserted by M. Mohamad et al., (2012) in their study, the use of technology is also an alternative tool and has become a medium of information and interactive

learning. It encourages students to make meaningful connections by looking and searching for answers and information.

The usage of mobile technology rapidly advancing and popularity into the field of education which enables students to develop a more productive learning style suited to their characteristics becomes critical (Kim, 2013; McGovern et al., 2017). According to (Alsadi et al., 2014), educators believe that a mobile is a new tool of technology that will give advantages from educational instructions and pedagogy. It has the potential to support other subjects and various learning activities. As (Gangaiamaran & Pasupathi, 2017) stated that mobile technology is also suitably used in varieties of language learning. They expressed that mobile technology can enhance the language skills of the learners such as listening, speaking, reading and writing skills.

One of those mobile technologies is a mobile app that has become a necessary and fundamental component of modern consumption and life (Rauschnabel et al., 2019). It is socially accepted and simple to use and hold for all ages. Mobile applications refer to software applications or programs that are usually designed to run on smartphones and tablet devices for all aspects of people's lives (Wong, C.Y, et al., 2012). It is also known as an app on mobile. It has given to the implementation of ubiquitous in supporting the teaching and learning in secondary school.

In recent years, some researchers have evaluated the efficacy of the mobile app in improving adherence to other subjects. Most studies have generally suggested positive results. For instance, Pandya, (2021) has done a study about the effectiveness of mobile apps in vocabulary knowledge for the English language. The study involved 73 participants who were studying in two state universities in Turkey. From this research, the result showed that mobile application is an effective way of improving vocabulary knowledge receptively for only short-term memory. Then, the other research about English vocabulary was also done by (Klimova & Polakova, 2020). The researchers explored the students' perception of the use of a mobile app for learning new words and phrases. Most students in this study agreed that mobile apps helped them to make a few preparations for facing the final test which enables effective learning anywhere and anytime.

Besides, the use of the mobile application in teaching and learning mathematics was also explored among students. A study was done by Etcuban & Pantinople, (2018) in Cebu City, the Philippines was about the effect of using a mobile application on Mathematics subjects to Grade 8 students in a public national high school. In this study, the researchers used the quasi-experimental method which uses the pretest-posttest design. It used two groups: the experimental group and the control group. From the Kraveva, (2017) study, the finding showed that there are increasing results for students in the experimental group compared to students in the control group. Thus, this revealed that mobile applications are able to improve students' performance and learning.

In addition, Zainuddin & Sahrir, (2016) conducted a study on designing the interactive mobile application ChilDiBu app with providing special assistive technologies in the field of special education for Bulgarian children. The researcher designed the ChilDibu as an interesting application which combines graphic images, texts and audio files. The content of the ChildDibu app focused on learning the Bulgarian alphabet, the numbers up to 20, some basic colors and the daily activities that children perform. This research aimed to give an opportunity of educational application for Autistic children in helping them to be easier learning in real daily life using virtual cards. The findings showed that the creation of the application was easy to use and unified on all the pages. Thus, it will be considerably more confident for the children to use this application as an assistant aid for learning.

Meanwhile, Chin-His et al., (2018) focused on the survey of mobile apps for learning Chinese vocabulary on the market for native speakers to practice new words. This study reviewed the 22 most popular Chinese-vocabulary learning apps on the market with several interesting findings. These findings showed there were two types of applications that have been designed on the market such as dictionaries and games which provide their user to practice new words. Thus, the applications are beneficial for the students for learning a language.

Thus, the study aims to explore the adoption of apps in the learning and teaching process of Arabic for students in Malaysia. Recognizing how mobile apps can be integrated into an Arabic syllabus in providing students with a more effective and enjoyable learning experience is examined as an important part of the research.

The Arabic language is an important role that affords to assist Muslims in understanding all branches of Islamic studies and international relations. As stated by Majdi et al., (2018), Arabic is a medium of instruction and has become the main tool to Muslims particularly to understand religious teachings such as Quranic sciences, Islamic Monotheism and Jurisprudence. Arabic is a primary source of the Holy Quran (Majdi et al., 2018). Learning of Arabic language is a way for Muslims to increase their confidence and motivation to read and write Arabic text such as to recite the Quran correctly (K. N. Mohd, et al., 2019).

In the context of language education in Malaysia, the Arabic language is categorized as a second language or foreign language (Al-bazeli et al., 2014; Ghani et al., 2019). It is a part of the national curriculum in Malaysian education (Faizuddin et al., 2016). As a foreign language, the learning and teaching of Arabic usually face enormous challenges and obstacles to achieving proficiency in the language (Mohd Yusof et al., 2016). Most students usually feel unmotivated to be used in communication due to the strength of their first language (Che Haron et al., 2010). Furthermore, they will confidently assume that the Arabic language is difficult to understand and can be frustrating for learning. It has been asserted by Neamah et al., (2017) that most Malaysian students always set in their mind that the Arabic language is a difficult subject to master compared to the other language (Mat Saad et al., 2015).

In the empowerment of the Arabic language among students, the Malaysian Ministry of Education introduced the Arabic language as a subject at primary school starting from the year 2005 and was known as the j-Qaf program (N. S. Ismail et al., 2013). It is an effort to attract students to learn Arabic. From being offered as an elective subject, it was eventually taught as the core subject to all students in national primary schools as well as the religious secondary schools. In mastering a foreign language, the students need to master the fundamental language, which includes writing, reading, listening and speaking skills that have become a benchmark for an individual's communication skills (Khatijah & Hakim, 2018). Even though the Arabic language has attracted interest among students in Malaysia, challenges facing the field of teaching and learning Arabic for students still seem to be an issue and need to be taken seriously.

Research by Maskor et al., (2016) discovered that students are still unable to master the Arabic language even though they have been studying since primary school. The study by Awatif et al., (2016) also showed that the mastery of Arabic language students is still at a weak level in Arabic proficiency. Samah et al., (2016) expressed that the weakness actually comes from the attitude of students themselves, and most Arabic language teachers still use the traditional method in learning Arabic.

In past research, most studies identified that vocabulary is an important element in learning a language, and it is one of the most significant problems faced by students. Vocabulary is one of the important elements in learning Arabic and has a big impact on the capabilities in mastering four language skills; reading, writing, speaking and listening (Khatijah & Hakim, 2018). By mastering these language skills, the students will be able to understand their studies, be competent in speaking Arabic, writing and be able to improve their knowledge in their particular field in the future (Aladdin & Musa, 2014). Research by H. Mohd & Rahimi, (2015) stated that the level of Arabic vocabulary among students is still unsatisfactory, and it is the main factor that led to the decline of academic achievement in Arabic secondary school.

Besides the problems of vocabulary among learners, Jaafar et al., (2018) reported that most learners also faced a challenging task to communicate in the Arabic language either at home or in school. Most learners have not made an effort to create an Arabic environment to enhance Arabic speaking skills (M. Z. Ismail et al., 2017). This was due to the attitude of the students who were embarrassed, fearing to make mistakes in communication and lack of confidence in themselves. The study conducted by Nadwah Daud, (2014) found that 70% of the students have poor speaking skills with Arabic because they have poor knowledge of Arabic vocabulary. Students majoring around the world also perceive it similarly as the most challenging skill to master for the second language. As a result, they are unable to master the target language as it should be especially in conversation (Che Mat et al., 2017).

On the other hand, another aspect that appears to be lacking in learning Arabic is grammar, morphology, and pronunciation of the words and sentences. In the meantime, most students uninterested in learning Arabic are due to the lack of Arabic resources. It is also related to the uninteresting course materials used and the coursebook, which focused on grammar particularly (Aladdin & Musa, 2014). Perhaps they do not feel the necessity to use Arabic as a medium of learning and communication. The lack of Arabic language tools makes it difficult for learners to revise on their own, particularly skills related to speaking and pronunciation. In research done by (Faizuddin et al., 2016), Arabic language teaching is not interesting enough. They stated that most of the learning and teaching process of Arabic was intended for the sake of passing examinations and focused on one-way communication only.

The integration of technology in teaching and learning Arabic is still lacking appropriate and limited compared to other learning materials. There are a few types of research that have proposed applications in teaching and learning of Arabic language but are still in early-stage (Taufiq et al., 2018). It was supported by Al-wakeel et al., (2015) stated that the implementation of technology in learning Arabic has been created but is still not user friendly and difficult to use. Among the most common technologies that can be found in Arabic language classrooms in Malaysia are computer-assisted language learning (CALL) and blended learning (BL). Most of the research has been conducted in primary school and rarely in secondary school.

Generally, the Arabic language is a foreign language in Malaysia (Samah et al., 2016). Most people may face several challenges when they come to learn a foreign language, especially students. Therefore, an effort needs to be made to reduce this frustration and make the learning process more enjoyable. An application to learn Arabic must be developed, so it is easier to use. Thus, this research focuses to design applications as an additional tool for Arabic subjects as in encouraging students to be interested in Arabic.

Teaching and learning the Arabic language with combining the latest technology such as mobile applications are important for faster development of language acquisition among students. According to Yahaya et al., (2019), mobile platforms provide students with the ability to communicate with their friends and share information about their learning. It can be easily used and facilitate the learning process at any time and place either inside or outside the classroom (Daud et al., 2018). With the use of technology in Arabic, it is considered as an assistant tool to the learners for distance learning to create meaningful content and connection by seeking the information as they learn in the classroom (Alshareef, 2018; K. N. Mohd, Mohd Adnan, Yusof, Ahmad, Mohd Kamal, et al., 2019).

The mobile applications of Arabic learning have been developed by researchers in Malaysia. However, there is still a lack of resources and apps suitable for learning Arabic material (Zaki, 2017). Most of the applications have been created for learning but are still in an early stage, among the research of mobile applications which was found in the Arabic language such as A4Kids. This material was developed for children in primary schools, and it is an attempt to design a mobile multimedia application (Neamah et al., 2017). Besides, research done by Ghafar & Noor, (2017) was about a mobile Game-based learning (mGBL) application to help the student learn Arabic vocabulary using dictionary use and contextual guessing in secondary school. This application has been developed to help teachers and students in the learning process in a more interesting and useful manner. The use of the mobile application in Arabic learning can benefit both students and teachers as a teaching aid and enhance the students' learning and mastering of the Arabic language.

The usage of video is very widely accepted for the education system in many countries and it has adopted new ways of the best learning resource which has been growing in popularity these days (Nashar et al., 2020). It is the resource that is commonly considered as supplemental material in learning methodologies (Albó et al., 2015). It has the potential to become one of the effective methods to enhance learning language both inside and outside the classroom by combining interactive videos and materials from teachers (Bajrami & Ismaili, 2016; Giannakos et al., 2014). Research done by Ajloni & Toole, (2021) points out that historically, video has been used as an important role in learning and teaching as early as the 1940s and it successfully increased students' level of engagement.

Video is a combination of a recording of an image or a real object and moves together with sound, creating a powerful instruction for the delivery of message or information for serving an educational purpose (Vural, 2013; Nadeak & Naibaho, 2020). It is one of the many learning aids that would offer students to inculcate and attention focused on the aural material and avoid the boredom and monotony of traditional Arabic teaching materials (Z. Wang, 2015). Video is very often used in a variety of instructional and learning processes because it motivates learners and their interest to learn where learners can simultaneously listen and see things from video (Ketsman et al., 2018). Besides, it is categorized as one of such new instructional materials to convey information and it is becoming more popular by the day. It has been considered to be applied in learning activities to assist students to increase their understanding of a specific topic properly (Kokic & Rukavina, 2017).

According to Harsanto & Hakim, (2020), the use of video is beneficial in an education environment to improve learners' knowledge and language experience. Based on author search in Scopus and Google Scholar database, the selected manuscript is related to the use of video in the education system and was published between the years 2015 to 2021 (Refer Table 1). It shows that there are fewer studies conducted in an area of video-based learning perspectives.

Table 1. Percentage of participants according to country

Authors	Descriptions
(Salahuddin et al., 2020)	The use of video in learning will bring benefit to students to improve the vocabulary mastery of Arabic because video can encourage them to follow and practice the activity process independently at any time.
(Syawal et al., 2020)	Finding found that the use of video as a medium is effective and able to motivate students' writing skills and speaking. This research acknowledged that video helps students become easier to learn languages, especially listening or speaking.

Authors	Descriptions
(Imelda, 2019)	Findings showed that video on mobile can help the student to organize their ideas on the writing process. Students can play the video repeatedly and understand the subjects learned.
(Ketsman et al., 2018)	Students showed a positive attitude towards the use of video in lectures. Most students are satisfied by using the video in science learning because video can help in deepening their understanding of the subject learned. Besides, it helps students to be more focused and easier to remember what they learn by visualizing the content and relating the material to the real world.
(Bajrami & Ismaili, 2016)	In language learning, video material proved that it becomes more interesting and meaningful for students to learn. When learning by using video material, students can feel they are also involved in the atmosphere in the video and thus they indirectly understand the pragmatics of the language used by the characters.
(Albó et al., 2015)	Findings found that video enhances critical thinking among students in both face-to-face and virtual classrooms. From learning by using video, students point out that they are less dependent on the teachers for the learning subjects because they can repeat watching the video. They also have the flexibility to learn and have more control over their learning process.
(Z. Wang, 2015)	Videos provide some advantages for English foreign language students especially for listening and speaking materials. Students can improve their listening and speaking skills after viewing videos because videos have sound effects, real-life and dialogues that encourage students to learn.

Video is widely used as audio-visual media in different courses and subjects. The use of video in the process of learning has become more dominant and popular among teachers and learners since in COVID-19 situation (Gengatharan et al., 2020). In the context of Malaysian education, several studies have been carried out on video-based learning for a few years. In a study done by Kamlin & Keong, (2020), the researchers stated that the use of video may serve as an alternative to replacing regular face-to-face classrooms. The educators can convey the content of learning on an online platform by using video while students can download and view the subject learned without any paying.

Kamal et al., (2019) in a study about video-based on flipped classrooms stated that learners will be able to access video whenever and wherever they want to use it. Video is a platform that opens opportunities for self-directed learning (Yuen et al., 2018). In a study on teaching health education due to the Malaysia Movement Control Order (Gengatharan et al., 2020), video is considered a very vital process to ensure students do not miss out on the subject. The teaching method saves time and makes teaching and learning more flexible. This is also supported by Syaripuddin et al., (2019) who stated that video is very helpful for teachers and can enhance the effectiveness of the delivery process of a message because the video is more dynamic and capable of stimulating a variety of senses.

Video has long been accepted as a learning method in the educational environment. It is integrated as a part of the traditional classroom attractively and consistently. It offers a popular way of learning in educational systems for various purposes such as online and distance learning. Many researchers have conducted studies on the implementation of video in education such as (Brame, 2016; R. Mohamad et al., 2008a; S. Wang & Chen, 2016; Yusef et al., 2014). As seen in the Covid-19 pandemic condition, teaching and learning through video have been widely implemented in various forms to replace the efficiency of teaching and learning processes (Fauzi & Sastra Khusuma, 2020). Most teachers have used video as a supplement in teaching and learning for helping students to get a better understanding (R. Mohamad et al., 2008a). Nowadays, video is upgraded and has been used in mobile applications as an additional material for students to improve learning effectiveness. The educators believe that applying the use of video in mobile applications into education has the potential to be a new application to support various learning activities (Al-balushi et al., 2015).

Method

Research Design

The research design of this study is a qualitative approach involving the interview method. The interview method enables the researchers to obtain detailed and in-depth knowledge from the responses of participants (Idris, 2013; Mohd Ishak & Abdul Rahman, 2021; Mohd Noah, 2002). The researchers applied the purposive sampling procedure for data collection. The participants in this study involved four teachers who have been teaching the Arabic language for more than six-year working and have academic qualifications in the Arabic language. Therefore, they have knowledge and experience in handling the teaching of the Arabic language. The researchers have used semi-structured and generally open-ended questions in interview sessions. The participants tried to answer the questions freely based on their opinion.

An individual online interview session was conducted during the Malaysia movement control order in the year 2021 for data collection. Averagely, the interview session took thirty minutes for each participant and lasted two weeks. The interview aimed to identify the technique of delivering a lesson that teachers used in teaching and learning the Arabic language. Moreover, the purpose of this interview was also to analyze the significant perspective of teachers and their opinion on the use of video in the teaching and learning of Arabic. Table 1 showed the data of the participants involved in this preliminary study.

Table 2. Demographic of Arabic teachers

Teacher Name	Age	Gender	Teaching Experience	Option	Academic Qualification
Interviewee 1 (IV 1)	32	Female	6	Arabic language teacher	Bachelor
Interviewee 2 (IV 2)	33	Female	8	Arabic language teacher	Bachelor
Interviewee 3 (IV 3)	44	Female	18	excellent teacher	Bachelor
Interviewee 4 (IV 4)	43	Female	17	Head of Arabic Language	Bachelor

Researchers recorded the participants' information conveyed during the interview session, collected the data to the transcript, and analyzed then coded promptly. The data collection was analyzed through content analysis using Atlas.ti software

Result and Discussion

After process analysis of transcripts, the researchers found two themes: the techniques of delivering in teaching the Arabic language and perspectives on the use of video in Arabic.

Theme I : The use of techniques in Teaching and Learning the Arabic Language.

Most interviewees clarified that they have to teach based on syllabus or topics that have been compiled in a textbook and need to finish the topic in a year. From the findings in this theme, the researchers identified the techniques that have been used in teaching and learning the Arabic language, technology used during online classes, and the method used to enhance the Arabic vocabulary. This finding is useful to help teachers diversify their techniques in teaching and learning the Arabic language.

Techniques in class

Four main techniques have been used by Arabic language teachers in teaching and learning the Arabic language during the class learning such as conventional teaching, acting, games, grouping, using LCD and pictures.

Table 3. the techniques of delivering a lesson in class

Techniques	Interviewee
Conventional Teaching (Manual)	"I teach the Arabic language manually. I give a lecture in class about the topic of Arabic learning and students will listen, then they will ask me what they don't understand". (IV 3)
Acting	"It may be simple to remember the Arabic vocabulary. I show the Arabic word to the students and have a discussion together in the class. I demonstrate the equipment in the classroom and teach them what they can do. Then I ask students to act based on the title of the topic for the day". (IV 3)
Games	"It seems easier for students to access and comprehend what we teach. I play a lot of games in the classroom. In comparison to chalk and talk there are lots of activities". (IV 3)
Grouping	"Following the lecture, I asked the students to do some groups and participate in group activities. Then they discuss it together. That's exactly what I did in class." (IV 2)
Use LCD	"If related things that I teach are not in the class or around us, I frequently use LCD to show them so that they are clear". (IV 1)
Pictures	"I also use pictures to teach and learn in class. I print out the images and bring them into class for each part of the sentence and chapter. I show the pictures to help them remember the Arabic words." (IV 2)

Based on the interviews, the findings revealed that the teachers have used varieties of methods in teaching and learning Arabic language for attracting interest of students in learning Arabic. However, the use of technology in class is rare implemented.

The use of Mobile Application in Online class

The use of mobile applications among students and teachers occurred in online classes during Malaysia Controlled Order (MCO). All students and teachers were not allowed to attend school at that time. During MCO, the use of technology in education is faster and mobile applications are very important to help students in learning. From interviews, there are six varieties of applications that have been used during online classes: google classroom, google meet, Quizzes, record video, telegram, and YouTube.

Table 4. the use of the application in online classes during MCO

Method	Interviewee
Google classroom	<p>"Other teachers have been using Google Classroom for a long time. When I first asked students to use Google Classroom, most students struggled because it was unfamiliar to them. But once I start using it, they have more fun, they send homework more accurately, and we can check quickly. We give points and we set points. I don't share a lot with my students. I sent the first exercise, the material in Google Classroom, and the students must complete the exercise within the time limit. The exercise is set as an assignment and we set the time and grade. For example, I got 12 marks. Once ready, students will snap and turn in. I also checked. I share the marks" (IV 1)</p> <p>"Google classroom is required. That is monitored by the MOE. We teachers are in the google classroom". (IV 2)</p>
Google meet	<p>"I frequently google meet. I used the google meet to direct with students during online class for listening skills". (IV 1)</p> <p>"I use google meet and when to meet the students". (IV 2)</p> <p>"I only for one use the google meet during online class". (IV 4)</p> <p>"When I want to teach a method that requires two-way communication, I use Google Meet. I'd like to detect or even see the result of this student not understanding what I'm teaching, particularly in the grammar section.". (IV 3)</p>

Quizzes	“I usually take from the internet and rarely make my own. I attempted to share the interesting lesson video and quiz link with students.” (IV 1)
Record video	“I asked the students to film and record themselves. In the video, I explain what I want them to do. They start with basic words and work their way up based on the situation.” (IV 1)
Telegram	“I assigned the students the task of creating a group telegram. Initially, I used it via voice chat and sent notes via Telegram. However, there is a problem with voice chat as well. One or two students are unable to join because the line is slow, and voice chat is disabled. But that doesn't work because now I have voice chat set up ahead of time. We can record and send it back to the group.” (IV 1)
YouTube	“In my online class, I also used YouTube. Before class begins, I show cartoons that speak Arabic. Then I'll ask the students to find the word and write the new word.” (IV 2)

Vocabulary is the most important aspect of a language that students must master. It is an Arabic word that is made up of nouns, verbs, and particles. In this study, interviewees were asked about the methods they used to increase students' Arabic vocabulary. However, the findings revealed that most interviewees rarely used technology to help students improve their Arabic vocabulary. Four major methods have been employed.

Table 5. the method used to enhance the Arabic Vocabulary

Method	Interviewee
Dictionary book	“I request that each student provide a dictionary book known as <i>kutayyib</i> . The book is small enough for students to carry with them wherever they go at any time. Students will write the new Arabic word in the book every day and then begin to memorize the words” (IV 2)
Asking vocab	“Before I begin or leave class, I will ask it in five to ten words. I will, indeed, <i>tasmik</i> to listen.” (IV 2) “Each student is given five words. Students will always be prepared because I will ask them every time I enter the classroom.” (IV4) “I will take 5-10 minutes before the process of learning begins to have all students stand and then I will question the meaning of the Arabic word”. (IV 3)
Song	“I used the song a lot. Vocabulary made in the form of songs. Arabic teachers who have done the songs. Not much either”. (IV 2)
Hang word	“At school, there is also an Arabic language team for several talented students. We will provide the students with the words which they will hang around their necks. So, when we meet the students, we ask that question”. (IV2)

Theme II: Participants' Perspectives on the Use of Video in Arabic

Overall, all interviewees agreed to use video in learning the Arabic language. They also hope there is a developer to build a program for Arabic learning in line with other subjects.

1. Interviewee 1-

“This is my perspective on technology. In the classroom, one must use technology such as an LCD or a laptop. Students are gaining a better understanding as a result of technology. They are simple to remember. The students have a better time and are more excited. Before starting class, I'll open a video related to the title. We use technology in teaching and learning during MCO.

I believe it will be more interesting if we create a learning video. Other teachers had done it before. But there aren't many. Perhaps in the coming weeks, I'll do it for students as well for specific topics so that we can all understand better. The video should include Arabic and Malay subtitles for beginners or basic children.”

2. Interviewee 2-

“Because I accepted technology, I believe it is critical to pique the interest of students because alumni are more advanced. Arabic desperately needs someone who can create a program in line with English. Many more initiatives must be launched for this Arabic language technology to succeed. If someone can do a program or a video, ensure that he can use the word from the textbook. Prioritize word learning techniques in textbooks when teaching Arabic.”

3. Interview 3-

“I believe it is beneficial for the developer to create a video in Arabic learning based on the title in the textbook, particularly for mastering Arabic vocabulary.

To make a video, my suggestion is to leave the translation subtitles incomplete. However, when speaking, it is important to include the keywords listed below. Not entirely. Students at school, for example. Perhaps we can use two words like study and school as a guide below. If we give it completely, the student will lose focus on the words being discussed. Yes, he will concentrate his gaze solely on the subtitles. But he knew if we split it in half, so he could focus on hearing and seeing both at the same time.”

4. Interviewee 4-

“The use of technology is critical. Students understand more quickly now that technology is available. Each title must be mastered. The video aids students in learning Arabic. The subtitles must be included, but not all of them. There is no need for translation but leave a hint. For example, if you want to jump, you can do so in a variety of ways. When students look at it, he realizes, ooh, that means something along those lines. There is a notice.”

From the interviews, the researchers concluded that teachers agreed on usage of video in mobile application for Arabic learning. They also suggested a few things to put in videos so that more interest and encourage students to learn Arabic language.

Conclusion

Overall, the use of technology in teaching and learning Arabic language still in the early stages of implementation and most teachers prefer to use in conventional teaching method. However, the use of technology in Arabic is faster during MCO. While in the use of video through mobile applications, the teachers stated that this application will help them and students in mastering Arabic language because it provides them opportunities for development of innovation, creativity, and richness of information across the academic learning divide. It should be continued to empower students with digital, especially in language learning by providing motivation and a positive learning environment as preparing for the learners to self-directed learning in the digital era (Mohamad et al., 2008; Yuen et al., 2018).

In the wake of the COVID-19 school closure period, the use of video appears to be the immediate positive response. The implementation of video is able to inculcate an interest in learning especially in Arabic education which the learning of Arabic is not easy to learn for non-native speakers. The video for the Arabic language will have a positive impact on students because it will create a learning atmosphere more enjoyable and easy to understand the material presented by teachers (Salahuddin et al., 2020). Researchers believe that this application will be able to create an Arabic pedagogical shift to a less formalized method of teaching that is entertaining and interesting rather than rigorous and traditional.

The use of video through a mobile application is highly recommended to be implemented in the learning of the Arabic language to make it more interesting and meaningful (Suhadi et al., 2016; Shahril et al., 2018). Thus, the use of video via mobile apps in learning Arabic needs to be attentive because it has a positive impact on students for the achievement of learning objectives (Mudinillah, 2019). It can be expanded to enhance the students' mastery of the Arabic language in the classroom (Nurdyansyah et al., 2017). Unfortunately, the use of video via mobile apps for learning Arabic in the context of Malaysia is still in dire need of improvement compared with other subjects such as English, Science, and Mathematics (Sabri, et al., 2019). Thus, the study aims to explore the use of video through the mobile application as an additional tool in Arabic language learning.

The adoption of video through mobile applications in the learning of the Arabic language is considered a growing trend that supports teaching and learning. It is a necessary effort in improving the Arabic language through the creation of a learning experience that will benefit learners in Malaysia. There are several types of research that show many advantages to the usage of video through mobile applications in educational settings. The most important features that video of mobile applications support learning are portability, collaboration, ubiquity, utility, perception, and acceptance.

Using video through mobile applications is one way to become more interested in the learning process of the Arabic language and to improve the learners' performance. Learning via video with interesting content provides an assistant tool to help learners remember and understand the Arabic vocabulary quickly and subsequently construct the sentence. Apart from that, the development of this application has the potential to ensure that learners can access and learn everywhere and at any time for their own learning needs without teachers or guidance. Learners can learn in self-directed learning environments. It is hoped to be a great opportunity for learners to learn either outside or inside the classroom. Therefore, this research proposes a video of a mobile application for learning the Arabic language.

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