Enhancing students' listening proficiency (Mahārah Istimā') in State Islamic Religious Higher Education Institutions by utilising the e-Learning Application "HATI"

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Abstract

This study seeks to examine the process and enhancement of listening proficiency (mahārah istimā') in the Arabic language among students of PKPBA (Special Programme for Arabic Language Development) at Maulana Malik Ibrahim State Islamic University Malang, when utilising the e-learning application HATI (Hayāh Al-'Arābiyah Tafā'uliyan Iliktruniyan). The researcher utilised a mixed-methodologies technique, integrating both quantitative and qualitative methods through a sequential exploratory mixed-method design, and conducting descriptive qualitative and descriptive quantitative analyses. Qualitative research data were gathered by observation, interviews, and documentation, whereas quantitative research entailed the distribution of questionnaires in the form of pre-test and post-test. The researcher employed a combination of methodologies, including qualitative descriptive analysis, descriptive statistics, and the paired sample t-test were analysed using SPSS 16. The study focused on the first semester students of PKPBA at UIN Malang and researcher chose a sample of 28 students. The findings suggest that the utilisation of the HATI e-learning application for acquiring mahārah istimā' can enhance students' sensitivity and facilitate their ability to listen to Arabic conversations. This, in turn, makes it more pleasurable for students and facilitates the attainment of the pre-determined learning goals. This is supported by the t-test value of sig. 0.000 < 0.05, which indicates a statistically significant difference or a substantial influence of using the HATI application on the enhancement of mahārah istimā'. The acquired values consist of a minimum of 20, a maximum of 90, and an average of 65.00 prior to or in the absence of utilising the HATI application. In contrast, following the utilisation of the HATI application, the lowest recorded score was 30, the highest was 100, and the mean value was 81.79. The two numbers exhibit a disparity, with a minimum and maximum deviation of 10 and an average deviation of 16.79, indicating an improvement in students' mahārah istimā' when utilising the HATI e-learning programme.

Key word: acquisition of arabic language, mahārah istimā' programme, e-learning application

Introduction

Presently, electronic media is employed by all entities directly engaged in educational endeavours (Pimada & Muhammad Afif Amrulloh, 2020). Utilising electronic technologies to impart skills and knowledge, this teaching style capitalises on technological breakthroughs to enhance the effectiveness of the learning process (Muhimmatul Choiroh, 2021). Integrating technology is not just seen as an innovation, but also as a necessity to expand coverage and improve the effectiveness of education (Azhar, Wahyudi, Promadi, et al., 2023). The techniques of teaching and studying the Arabic language are undergoing a substantial transition, resulting in a more dynamic, engaging, and efficient learning experience. Consequently, students experience advantages in their everyday life through the enhancement of their Arabic language proficiency in listening, speaking, reading, and writing (Azhar, Wahyudi, Karim, et al., 2023). In the era of Society 5.0, Arabic language educators in Indonesia face the primary obstacle of effectively employing technology to disseminate educational materials, enabling students to learn at any location and time (Jamil & Agung, 2022). Presently, the prevalence of e-learning is more ubiquitous, particularly on university websites (Iswanto, 2017). Information and

communication technology has revolutionised education by greatly impacting students' learning outcomes (Fery Fauzi & Anindiati, 2020). Various ways are available to tackle these challenges, and one of them involves employing interactive learning media, such as technology-based applications or building student-centered learning approaches (Jamil & Agung, 2022).

E-learning is an educational method that utilises electronic media to enhance learners' knowledge and skills using technology and the internet. It involves the use of videos, websites, and audio (Munir & Muassomah, 2021). E-learning encompasses the utilisation of internet and technology to offer diverse options for augmenting learners' knowledge and skills (Jethro et al., 2012). Mahārah istimā' refers to an individual's capacity to assimilate and understand spoken words or sentences delivered by a speaker or through several forms of media. In order to comprehend the distinctions in phonemes in relation to their correct articulation, the ability to listen can be acquired through consistent practice of directly hearing utterances from native speakers or through recordings (Hermawan, 2014). The lack of interest in paying attention to results in the inefficiency of acquiring the mahārah istimā'. This is frequently influenced by factors pertaining to pupils' listening skills, such as an inadequate capacity to comprehend information efficiently, resulting in cognitive challenges and diminished intellectual capacity. Furthermore, there can be restricted vocabulary acquisition, less than ideal language acquisition, and the utilisation of boring instructional paradigms, all of which contribute to the difficulty (Akid Jauhari, 2018). An integrated learning model that combines e-learning with face-to-face learning methods in a cohesive and organised manner can enhance the meaningfulness of the learning experience (Sjukur, 2012). An appropriate pedagogical framework, approach, and instructional medium are necessary to enhance students' educational achievements. Blended learning is a pedagogical approach that integrates in-person instruction with computer-based learning through internet and mobile platforms. Empirical evidence has demonstrated that this pedagogical approach significantly improves the efficacy of students' acquisition of knowledge (Putranti, 2023).

The research conducted by (Hamid et al., 2023), titled "The Use of the E-Learning Application "HATI" in Arabic Language Learning at State Islamic Higher Education Institutions" discusses HATI web-based Arabic language learning programmes offer a convenient and efficient means for users to access their devices, provided they have Google Chrome installed on their PCs, laptops, or smartphones. This interactive tool for learning Arabic offers enhanced user-friendliness, flexibility, and mobile compatibility. The findings indicate that the utilisation of HATI in Arabic language acquisition in PTKIN is both effortless and efficient. 26.25% of the participants reported that they found HATI easy to use, while 42.43% considered it easy, 22.06% found it tough, and 8.97% found it very difficult. Likewise, 37.87% of respondents reported finding it easy, while 48.16% found it easy. On the other hand, 8.82% considered it difficult, and 4.96% also found it difficult. In order to enhance the efficiency of HATI in the acquisition of Arabic language skills, it is crucial to utilise it for the purpose of identifying potential obstacles, hence streamlining the application process. This strategy can enhance learning by promoting active engagement, fostering enthusiasm, and ultimately yielding superior outcomes. Further research carried out by (Mualimah, 2023) indicates that the research revealed that including audio media into the instruction of Arabic to Grade VII B MTs N 2 Kota Semarang students resulted in enhanced comprehension of the subject matter. The students' scores exhibited a notable improvement, rising from 57.72 to 72.33 and 78.89. This suggests that the utilisation of audio media promotes students' comprehension of the instructional material, enabling them to effectively apply and utilise the acquired knowledge in their daily duties. Another correlated study undertaken by (Indriani Permata Kusumadewi et al., 2022) asserts that The study revealed notable disparities between students who utilised experimental and control media to evaluate their English proficiency levels, with a p-value of 0.000 < 0.05 and 0.000 < 0.05 for experimental media, and 0.001 < 0.05 for control media. The study determined that the utilisation of efficient audiovisual media is beneficial in the acquisition of the Arabic language, particularly in the

context of experiential learning. This approach effectively captivates students' focus, enriches their vocabulary, and mitigates their frustration along the learning journey. The research is now at its preliminary stage, with the intention of conducting subsequent studies to offer a more precise and thorough response. The research, authored by (2018 ,حرنیکا), indicates that the study revealed a notable disparity in the academic achievements of Arab pupils when utilising visual media against audiovisual media. This demonstrates that the use of audio media might boost the efficacy of teaching Arabic to Arab students in MTs As-'Adiyah Pengkendekan VIII in Luwu Utara. This is corroborated by the significant difference in the t-test value (103.6) and the significance threshold (0.05). According to further studies conducted by (Sholeh & Jamil, 2023), The study examines the efficacy of the Audiolingual Method in improving the reading abilities of Grade 2 students at Quran Sakinah Medan. The study revealed that the utilisation of Audiolingual materials facilitates the enhancement of students' reading abilities. The findings demonstrated substantial enhancements in reading abilities, with a notable rise from 0% to 17%, 5% to 7%, and 0% to 0%. Students successfully attained the predetermined benchmark established by the university, with 75% of students meeting the study's criteria. The study additionally revealed that middle school kids were able to enhance their reading abilities by a significant 78.87% compared to their initial proficiency level of 75%. The study proposes that the Audiolingual method can serve as an instructional approach for Arabic language learners to enhance their reading proficiency and enhance their willingness to learn.

The researcher has uncovered deficiencies in various prior investigations, as stated earlier. This study seeks to examine the process and enhancement of listening proficiency (mahārah istimā') in the Arabic language among students of PKPBA (Special Programme for Arabic Language Development) at Maulana Malik Ibrahim State Islamic University Malang, when utilising the e-learning application HATI (Hayāh Al-'Arābiyah Tafā'uliyan Iliktruniyan).

Method

The research methodology utilised in this study is a mixed-method, encompassing both quantitative and qualitative research methods (Azhari et al., 2023). Mixed methods, also known as hybrid research, involves the incorporation of different methodologies, philosophies, and study design orientations, guided by the fundamental attributes of mixed method research (Indrawan & Roppy Yaniawati, 2014). Based on Creswell's taxonomy of mixed-approaches research, the researcher employed a sequential design, namely the sequential exploratory type. This method entails initially utilising qualitative methods and subsequently including quantitative methods in later phases (W. Creswell, 1998). This strategy entails leveraging the insights gained from the qualitative research in the initial phase, which then informs the quantitative research conducted in the second phase. The qualitative research phase employed data gathering approaches such as observation, interviews, and documentation. The aforementioned techniques were utilised to comprehend the process of acquiring proficiency in *mahārah istimā'* through the e-learning platform "HATI" *(Hayāh Al-'Arābiyah Tafā'uliyan Iliktruniyan)* among students enrolled in the Special Programme for Arabic Language Development (PKPBA) at Maulana Malik Ibrahim State Islamic University Malang. Conversely, the data gathering process for the quantitative research phase consisted of administering tests. The preliminary examination was carried out at the conclusion of the mahārah istimā' instructional session, exclusively employing the ALH *('Arābiyah Lil Hayāh)* textbook, without making use of the HATI e-learning programme. The second test was conducted at the conclusion of the *mahārah istimā'* learning session utilising the HATI e-learning programme. The research data were subjected to descriptive statistical analysis, the Paired Sample t-test, and a previous normality test. The statistical study sought to ascertain the mean values, upper and lower bounds, and notable disparities between the two sets of student learning outcomes (pre-test and post-test).

Results and Discussion

Utilising the HATI e-Learning Application for Instruction in Arabic Listening Proficiency (Mahārah Istimā')

The motto of this application is "HATI: an Arabic language learning application that is 3M (memudahkan, menyenangkan dan membisakan) - easy, enjoyable, and immersive." HATI, an acronym for *Hayāh Al-'Arābiyah Tafā'uliyan Iliktruniyan,* is an online application created by the Faculty of Islamic State University of Maulana Malik Ibrahim Malang. Users can access it via cellphones, tablets, or laptops/PCs, enabling individual learning or participation in guided interactive and communicative learning models. The application also includes audio-visual presentations with high-resolution, visually appealing graphics. The application's exceptional Arabic conversation, which closely approximates the fluency of native speakers, enhances its overall excellence. The hiwar (conversation) materials used to enhance listening proficiency *(mahārah istimā')* are taken from the ALH *('Arābiyah Lil Hayāh)* book. This book is a result of the development of teaching materials for Arabic language by UIN Maulana Malik Ibrahim Malang. Since 2020, the HATI e-learning application has been employed in the Arabic language learning programme of PKPBA (Special Programme for Arabic Language Development) at Maulana Malik Ibrahim State Islamic University Malang. The purpose of its use is to facilitate the development of listening proficiency in a manner that is consistent with its tagline of facilitating effortless, pleasurable, and immersive learning, hence boosting students' proficiency in listening. The researcher conducted a study on the process of developing listening proficiency in students of the Sharia 8 class, who are classed as *mubtadi'* (beginning) level, in the PKPBA programme at Maulana Malik Ibrahim State Islamic University Malang. The study focused on the first semester students of PKPBA at UIN Malang. The researcher chose a sample of 28 students from the Sharia 8 class in PKPBA at UIN Malang**.**

The utilisation of the HATI application in instructing listening aptitudes to novice *(mubtadi')* students might enhance their capacity to differentiate the pronunciation of closely related letters' *makhraj* in each Arabic word. It aids individuals in distinguishing between sounds that include *al-qomariyah* and *al-syamsiyyah* letters, comprehending the content, and enables autonomous accessibility at any location and time. The steps for integrating listening proficiency learning using the HATI application in PKPBA at UIN Malang are as follows; *(1) Opening Materials*, the lecturer directs students to open the ALH *(Arābiyah Lil Hayāh)* textbook and access the HATI application by scanning the QR Code provided with each listening proficiency content in the textbook; *(2) Auditory Perception and Focused Observation*, students are instructed to attentively listen to and watch the *hiwār* (conversation) material they have acquired until they can proficiently differentiate the sound of each word. The areas of focus encompass letters that have a similar point of articulation, including long and short *hijāiyyah* letters, and letters that have *tashdīd*. The emphasis is placed on comprehending the content of the offered *hiwār*; *(3) Identification and Writing,* students are assigned the task of identifying a set of terms categorised as kalimah *so'bah* (challenging words) and recognising the forms of *fi'il amr* and *nāhi,* followed by writing them down in their designated notebooks; *(4) Elaborate Explanation and Illustrations,* The lecturer delivers a comprehensive explanation and presents instances from daily routines for each kalimah *so'bah*; *(5) Recall,* each student is required to memorize the *hiwār* material; *(6) Student Practice,* the lecturer chooses a few students to demonstrate the memorised *hiwār,* while the rest of the students listen to the provided *hiwār* once more; *(7) Final Stage: Evaluation,* In this stage, the lecturer gives assessment materials, including assignments from the textbook, for students to complete individually at home using the HATI programme. The evaluation can be done through direct or indirect means.

Students responded positively to the use of the HATI application for learning *mahārah istimā'*, expressing that this method of learning is engaging and enables a rapid comprehension of the subject presented by the lecturer. The researcher's analysis of observations and interviews suggests that this interactive Arabic language learning application is entertaining,

effective in facilitating learning, and helps familiarise Arabic language learners with the study and practical use of the language. These results are consistent with the conclusions drawn from the research conducted by M. Abdul Hamid et al.(Hamid et al., 2023), which indicated that the interactive e-learning application for Arabic language learning is highly effective in aiding students at State Islamic Higher Education Institutions (PTKIN) in their Arabic language acquisition. The use of the produced e-learning application is interactive, aiming to augment enthusiasm, motivation, and student learning results, rendering it appropriate for pupils. This indicates that the e-learning application programme has fulfilled multiple criteria, hence rendering it efficacious. Significant dedication and focus are necessary to enhance learners' proficiency in the Arabic language, particularly for novice learners who require extensive practice and determination. The Arabic language learning process for university-level students incorporates several methods, tactics, and media such as direct methods, cooperative learning strategies, assignments, self-learning, and communicative approach learning. Arabic language learners encounter hurdles associated with internet connectivity issues while using the application.

Nevertheless, its application is highly appropriate and pertinent for integration into university education, as it embodies a remarkable advancement in enhancing interactive Arabic language instruction at Islamic Higher Education Institutions in Indonesia. According to the interview with Prof. Dr. Djuwairiah Ahmad, M.Pd., M. TESOL, the Head of the Language Development Centre at UIN Alauddin Makassar, as cited by M. Abdul Hamid et al., "This Arabic language learning application is highly appropriate and applicable for use at the university level. This is a remarkable advancement in incorporating interactive colouring techniques into the Arabic language study curriculum at Islamic Higher Education Institutions in Indonesia. The Language Development Centre at UIN Alauddin Makassar expresses great admiration and seeks to form a partnership with the Language Development Centre at UIN Maulana Malik Ibrahim Malang in order to utilise this interactive Arabic language learning application for enhancing the Arabic language proficiency of students at UIN Alauddin Makassar"(Hamid et al., 2023).

Enhancing Students' Listening proficiency (Mahārah Istimā') using the HATI e-Learning Application

One of the researcher's aims in this study is to ascertain the enhancement in students' listening abilities *(mahārah istimā')* while comparing learning with the HATI application to learning without the HATI application. In order to assess this, the researcher conducted an initial assessment at the conclusion of the listening proficiency training session exclusively used the ALH *('Arābiyah Lil Hayāh)* book, without incorporating the HATI application. During the following session, a second assessment was administered at the conclusion of the listening proficiency training session utilising the HATI programme. The initial and second tests were analysed using *SPSS 16* to assess the impact of the HATI application on the enhancement of listening abilities. The analysis aimed to identify any significant improvement in listening proficiency when utilising the HATI application during the learning process. The data was analysed by the researcher using descriptive statistical analysis and paired sample t-test in *SPSS 16*. This analysis aimed to determine the mean values, maximum and lowest values, and any significant changes between the pre-test and post-test results of student learning outcomes. The objective of this analysis was to ascertain the presence and magnitude of any improvement. In addition, preliminary tests were undertaken to ensure the suitability of the data for analysis.

a. Statistical Test for Normality

Experts have created several methods to test for normalcy, such as the Kolmogorov-Smirnov test and the Lilliefors test (Usmadi, 2020). The Normality Test is performed to assess the distribution of data, ascertaining if the data adheres to a normal distribution. The researcher

does a normalcy test using the Kolmogorov-Smirnov method with the aid of SPSS 16. A distribution is deemed to be normal if the significance value exceeds 0.05 (sig. > 0.05).(Haryono et al., 2023) The following data presents the results of the Kolmogorov-Smirnov normality test study conducted using *SPSS 16*:

Table 1.
Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		28
Normal Parameters^a	Mean	.0000000
	Std. Deviation	17.03253682
Most Extreme Differences	Absolute	.184
	Positive	.111
	Negative	-.184
Kolmogorov-Smirnov Z		.974
Asymp. Sig. (2-tailed)		.299

a. Test distribution is Normal.

According to the normality test results in Table 1, the researcher received a significant value of 0.299, which above the threshold of 0.05. Based on the testing condition that data is deemed normally distributed if the significance value is more than 0.05 (sig. > 0.05), we can conclude that the residuals of this data follow a normal distribution.

b. Statistical Hypothesis Testing

Demonstrating the improvement in listening proficiency *(mahārah istimā')* can be achieved by doing hypothesis testing using the *SPSS 16 tool*. The research utilises the t-test hypothesis test, specifically the Paired Sample t-test. The Paired Sample t-test is a component of parametric statistical analysis. Therefore, the primary condition is that the research data follows a normal distribution, as shown in Table 1, confirming the data's adherence to normality. Regarding the variance of the data in the Paired Sample t-test, it is not necessary for the variances to be equal. Hence, the test can be utilised for research data exhibiting either homogeneous or non-homogeneous variance..(Mulyana et al., 2023) Hypothesis test criteria:

Formulating a research hypothesis:

The null hypothesis (Ho), states that there is no statistically significant difference in students' learning results between the post-test and pre-test while utilising the HATI e-learning application.

Alternative Hypothesis (Ha), There exists a statistically significant disparity in the educational achievements of students when comparing their performance on the post-test and pre-test while utilising the HATI e-learning application.

The basis for decision-making in the paired sample t-test is determined by the significance value (sig.) obtained from the SPSS or Microsoft Excel output.(Santoso, 2010)

1) If the significance level < 0.05, the null hypothesis (Ho) is invalidated, and the alternative hypothesis (Ha) is affirmed.

2) If the significance level > 0.05, the null hypothesis (Ho) is affirmed, and the alternative hypothesis (Ha) is invalidated.

The researcher acquired the outcomes of a paired sample t-test, with the significance level (sig.) value and the hypothesis decision as follows:

Table 2.
Paired Sample t-Test Results

Paired Samples Test

		Paired Differences						
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Sebelum Penggunaan HATI - Sesudah Penggunaan HATI	-16.786	20.194	3.816	-24.616	-8.955	-4.398	27	.000

The t-test output table shows a significance level (sig.) value of 0.000, which is less than 0.05. Consequently, the null hypothesis (Ho) is invalidated, and the alternative hypothesis (Ha) is affirmed. Hence, it can be inferred that there exists a substantial disparity in the educational achievements pertaining to students' auditory comprehension abilities *(mahārah istimā')* when employing the HATI programme as opposed to its non-utilization. This suggests that the application has a substantial impact on enhancing students' *mahārah istimā'* in the Special Programme for Arabic Language Development (PKPBA) at Maulana Malik Ibrahim State Islamic University Malang.

c. Descriptive Statistical Analysis

Quantitative research employing descriptive statistical analysis is especially valuable when the researcher aims to present a comprehensive summary of the existing data.(Afrinda & Dzikrullah, 2023) The purpose of the descriptive analysis carried out in this study is to provide an overview of the pre-test and post-test data from the students, including the minimum, maximum, sum, mean, median, and standard deviation values. The values are succinctly presented in the table provided below.

Table. 3
The results of the descriptive analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Sebelum Penggunaan HATI	28	20	90	65.00	16.216
Sesudah Penggunaan HATI	28	30	100	81.79	17.858
Valid N (listwise)	28				

The descriptive analysis of students' learning outcomes in listening proficiency *(mahārah istimā')* revealed the following values for the pre-test (prior to using the HATI application) the score range was between minimum 20 and maximum 90, with an average score of 65.00. The learning outcomes of students' listening proficiency *(mahārah istimā')* were

assessed using the HATI programme. The results ranged from a minimum of 30 to a maximum of 100, with an average score of 81.79. The user's text is empty. Upon scrutinising the disparity between each set of numbers, a discrepancy of 10 is noted for both the minimum and highest scores. In addition, the mean deviation is 16.79, suggesting a positive enhancement in students' listening proficiency *(mahārah istimā')* when utilising the HATI e-learning application *(Hayah 'Arabiyah Tafa'uliyan Iliktruniyan).*

Conclusion

Students responded positively to the use of the HATI application for learning *mahārah istimā'*, expressing that this method of learning is engaging and enables a rapid comprehension of the subject presented by the lecturer. This interactive Arabic language learning application is entertaining, effective in facilitating learning, and helps familiarise Arabic language learners with the study and practical use of the language. This, in turn, makes it more pleasurable for students and facilitates the attainment of the predetermined learning goals.

This is supported by the t-test value of sig. 0.000 < 0.05, which indicates a statistically significant difference or a substantial influence of using the HATI application on the enhancement of *mahārah istimā'*. The acquired values consist of a minimum of 20, a maximum of 90, and an average of 65.00 prior to or in the absence of utilising the HATI application. In contrast, following the utilisation of the HATI application, the lowest recorded score was 30, the highest was 100, and the mean value was 81.79. The two numbers exhibit a disparity, with a minimum and maximum deviation of 10 and an average deviation of 16.79, indicating an improvement in students' *mahārah istimā'* when utilising the HATI e-learning programme.

The researcher did not thoroughly investigate the aspects that facilitate or impede the utilisation of the e-learning application HATI in enhancing *mahārah istimā'*. The exploration was of a broad scope, and it is advisable for future researchers to undertake a more comprehensive examination of these elements.

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