
Enhancing The *Maharah Istima'* Using Inquiry Strategy and Audio Media

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ABSTRACT

The objective of this research is to determine the correlation The objective of this study is to establish the correlation between the use of audio media and *maharah istima'*. The research methodology employs a correlational approach, focusing on the population of first semester students enrolled in the Islamic Religious Education study programme at As-Sunnah Deli Serdang Islamic College. The total number of students in this population is 23. The data collection methods employed surveys for auditory usage and tests for listening skills. The data analysis approaches utilised normality, homogeneity, and product moment tests with the assistance of SPSS. The research findings indicate that the utilisation of audio media is rather common, accounting for 39% of the total, but the proficiency in listening skills, known as "*maharah istima'*", is relatively poor, with a score of 75%. There is no correlation between the utilisation of audio media for *maharah istima'* and the statistical computations' outcome of a product moment of -0.043, as indicated by the significance value in the Sig column. The two-tailed p-value of 0.844 is greater above the significance level of 0.05.

Keywords: Audio Media; *Maharah Istima'*; Arabic Learning; Inquiry Strategy.

INTRODUCTION

Teachers should utilize audio learning material as a powerful tool for transmitting concepts, ideas, and experiences that are perceived through the senses of sight and hearing. (Nasruddin et al., 2022) The teacher's proficiency in instructional techniques, learning strategies, and the utilization of media is crucial for students. (Wekke, 2015) Learning materials, when combined with appropriate media, can stimulate students' curiosity, motivation, and engagement. Moreover, it can foster positive effects and synergies that lead to transformative attitudes and behaviors in a creative and dynamic manner. (Sitorus et al., 2020) Additionally, the use of media in teaching makes the learning process more captivating and enjoyable, reducing reliance solely on verbal communication and preventing student boredom and teacher fatigue. (Nurhayati & Rahmaini, 2023).

Engaging educational materials possess the ability to communicate a message of optimism, incorporate principles and moral standards, adhere to the advancements in information technology during the era of globalization, employ practical teaching approaches, captivate interest and attention, and stimulate critical thinking in alignment with students' learning capabilities. (Unp & Angraini, 2017) Based on these attributes, the teacher can ascertain the suitable medium for learning, be it a graphic, auditory, or fixed projection medium. The key attributes of media-based learning material development include: explicit learning objectives; presentation of material aligned with competency, capacity to stimulate student motivation; inclusion of reviews with accompanying results and discussions, captivating introductions, harmonious presentation of images, animations, text, and colors, and overall compatibility and balance. (Cahdriyana & Richardo, 2017).

Learning media has a distinct purpose within the learning system, as it is responsible for delivering educational messages to pupils (Aulia et al., 2021). During the transmission of a message, disruptions frequently arise that prevent pupils from receiving or comprehending the intended learning message from the educator. Learning media, as described by (Juhaeni et al., 2020) serve the purpose of stimulating interest and motivation, as well as engaging students in the teaching and learning process. Efficiently stimulate students' enthusiasm for studying and captivate the attention of both pupils and students. Optimize efficiency by reducing space, time, and size while avoiding excessive use of words.

The role of learning media is elucidated by an alternative viewpoint that stems from two perspectives, specifically an educational procedure (learning) that can be construed as an interactive and communicative activity between pupils or students. Communication is a method of learning where information is transmitted from the source (teacher) to the recipient (student) using a learning medium (Arsyad, 2011).

As stated by (Aghni, 2018), learning media serves multiple functions in the learning process, including its communicative function. This function aids in facilitating communication between the sender and the listener of the message. 2) The motivational function involves utilizing educational materials to enhance student motivation to learn. Hence, the creation of educational materials encompasses not only aesthetic components, but also aims to facilitate students' comprehension of lesson material, thereby fostering an enhancement in students' drive to learn. 3) The primary purpose of media in learning is to enhance the acquisition of information, including data and facts, as well as the development of basic cognitive abilities. Additionally, media can

improve students' analytical and creative skills, which in turn can positively impact their attitudes and overall abilities. 4) The purpose of utilizing learning media for perception adjustment is to synchronize the viewpoints of all students, ensuring that they all have a uniform understanding of the supplied material. 5) Individual Function: Learning media enables us to cater to the unique demands of individuals with diverse interests and learning methods.

The exponential growth of information technology necessitates adaptations in the learning process, particularly in the creation of educational materials. The efficacy of learning is impacted by the media employed by instructors. Optimal utilization of educational media can enhance students' ability to attain learning objectives. Teachers, particularly Arabic language teachers, must meet certain obligations, such as exerting significant effort, demonstrating originality, utilizing appropriate learning media, and implementing language teaching approaches and learning tactics (Fu'adah, 2021).

In the contemporary day, technological advancements necessitate innovative approaches to enhance the caliber of education, particularly in the realm of creating educational resources. The role of educational media is crucial in facilitating a diverse learning process. Effective utilization of media can enable educators to enhance the learning process, so allowing them to allocate more time towards addressing other educational facets, such as assisting students with learning challenges, fostering character development, and promoting motivation for learning (Damopolii et al., 2023).

Listening to foreign languages is a challenge due to the unique qualities of each language. When studying Arabic, one encounters several linguistic elements, such as phonetics, vocabulary, and sentence structure, as well as non-linguistic factors related to social and cultural aspects. Several studies have identified vocabulary deficiencies, the rapid pace of native speakers' speech, and difficulty in language skills, such as the application of linguistic principles, as obstacles encountered by students in acquiring Arabic. (Mochammad & Syairozi, 2017) The issues that develop among students in *maharah istima'* learning are concerning, particularly in the PAI study program at the As-Sunnah Islamic College. According to the observations, students' proficiency in *maharah istima'* is significantly low. Many students struggle with comprehending recorded texts, are unable to summarize the information, face difficulties in discussing the recorded results, and make numerous errors when answering practice questions. It is worth noting that the students have an average educational background. The majority of them are alumni of Islamic boarding schools and have received prior instruction in the Arabic language.

Acquiring effective listening abilities is the initial stage in enhancing Arabic language proficiency, since it aligns with our innate ability to comprehend language. Mastering Arabic begins with this initial step towards achieving achievement. Listening abilities refer to an individual's capacity to comprehend spoken words and sentences, whether they are communicated by another person or through various forms of media. (Nuha, 2016) These skills are highly beneficial for grasping the main idea with thoroughness. (Rahmawati, 2019) Proficiency in hearing is crucial for language acquisition as it serves as the foundation for mastering a language. (Rappe, 2021) Good listening skills require a person to possess several abilities, including: (a) a strong command of Arabic, encompassing not only pronunciation, vocabulary, and grammar, but also other linguistic aspects, (b) familiarity with current topics in Arabic, (c) understanding the purpose or objective of the topic, (d) prior experience with Arabic, (e) knowledge of cultural nuances specific to Arabic, particularly those with significant meaning. Hence, it serves as a valuable instrument for comprehending Arabic.

Utilizing audio learning mediums along with the inquiry strategy is a method aimed at addressing challenges in *maharah istima'* learning. The implementation of this particular method encompasses various aspects, specifically the identification of issues, resolution of issues, examination of issues, and formulation of conclusions. (Saharullah et al., 2019) From an alternative perspective, this particular approach utilizes pertinent knowledge, enabling students to comprehend the essence of the subject matter, fostering motivation, and enhancing the rapport between instructors and students. (Hermawati, 2021).

The selection of an Arabic language learning plan must be deliberate and tailored to the specific language skills being studied. In general, learning practices that do not include students or are monotonous will make students feel bored and uninterested in learning, so that learning objectives are not reached properly. Effective learning strategies are crucial for attaining learning goals. Prior to implementing teaching and learning activities, it is imperative to develop a well-crafted strategy that takes into account the specific language skills to be addressed, classroom conditions, student characteristics, and all other relevant factors pertaining to the teaching and learning process. The learning technique comprises five distinct components: (1) preliminary learning activities, (2) information delivery, (3) student participation, (4) evaluation, and (5) follow-up activities (Khansa, 2016).

Syaiful Bahri elucidated (Isbah et al., 2022) that learning processes invariably encompass multiple interconnected components. This involves (a) setting standards and criteria for alterations

in behavior and personality, and (b) choosing an educational methodology that is grounded in thankfulness and a holistic outlook on life. (c) choosing and implementing the most suitable procedures, methods, and techniques; (d) setting criteria or minimum success thresholds or standard success criteria for evaluation.

Extensive research has been conducted on the use of audio learning media in Arabic language acquisition. Numerous articles have explored the topic, including Takdir's study, which highlights the positive impact of incorporating audiovisual media in muhadasah courses. This approach not only enhances students' vocabulary but also helps to develop their skills. To construct a coherent and articulate lexicon into phrases or sentences for the purpose of utilising it in ordinary dialogues (Takdir & Ar, 2020). This study demonstrates that audio media has a beneficial impact on speaking abilities. The research employs data correlation and regression tests, revealing a significant correlation with a significance level of 0.002, indicating a strong relationship. Additionally, the simple regression test yields a value of 0.673. Therefore, it can be concluded that there exists a substantial correlation between the abilities of hearing and speaking (Mahmudah, 2018).

Husneini's study employed a quantitative research methodology known as an ex post facto approach. The population consisted of 68 students enrolled in the Arabic Language Education study programme, with a total sample size of 53 individuals. The Arabic language cinema medium has a positive impact on enhancing the listening skills of Arabic Language Education students at IAI Muhammadiyah Sinjai. According to the simple regression analysis conducted, the results indicate that out of the 53 participants examined, if the t-count is less than the t-table value, then the null hypothesis (H_0) is accepted. If the calculated t-value is greater than the critical t-value from the t-table, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. According to the coefficients table, the t-count value is 7.347, which is greater than the t-table value of 1.675. It can be inferred that the variable of Arabic-language cinematic media has an impact on the variable of istima ability (Husnaeni et al., 2021).

The study conducted by (Assidiqi, 2021) demonstrates that teachers are making deliberate attempts to familiarize themselves with spoken Arabic by employing inquiry tactics. This research employs a qualitative methodology. This research focuses on the role of the Arabic language teacher in facilitating the acquisition of spoken Arabic. The focus of this research is the acquisition of Arabic speaking skills by students in class X MA Hidayatullah Mataram. Data collection methods were acquired through the process of observing, conducting interviews, and

gathering documentation. The research findings indicate that the teacher's endeavors to become proficient in speaking Arabic involve familiarizing themselves with the language through the implementation of inquiry-based instructional strategies. In addition to that, acclimating to the dormitories and adapting to the mosque are also undertaken. The learning process employs direct and interrogative tactics.

The study conducted by (Fatimah et al., 2019) Enhancing students' *Maharah Al-Qira'ah* skills through the inquiry learning paradigm at Madrasah Tsanawiyah Negeri 2 Malang. This study employs a blended qualitative and quantitative approach within the framework of the classroom action research model. The findings of this study indicate that the utilization of the inquiry learning model in teaching *maharah al-qira'ah* to students at MTsN 2 Malang enhances their comprehension and significantly impacts their success in this skill, as demonstrated by a notable increase in the average score achieved by students, specifically 22.79.

The relevant research highlights the correlation between learning media and learning tactics, examining both media usage and effective learning approaches. This research integrates the utilization of educational media with inquiry methodologies. This study seeks to offer a comprehensive analysis of the correlation between the utilization of audio-based learning materials and the implementation of inquiry-based methodologies in *maharah istima'* learning.

METHOD

This study employs a quantitative research design, namely a correlation design, which examines the relationship between variables x and y among first-year students studying Islamic Religious Education at STAI As-Sunnah Deli Serdang, North Sumatra. In this study, the author utilized the complete population of 23 students as the research sample due to its small size, which was below the threshold of 100.

The data gathering process involved administering a questionnaire that included inquiries about the respondents' perceptions regarding the utilisation of audio media. Additionally, tests on *maharah istima'* learning were conducted. The data analysis procedures involve the application of normality tests, homogeneity tests, and percentage calculations. specifically:

$$P = \frac{f}{x} \times 100\%$$

P: Percentage

F: Frequency

N: Respondents

To establish the correlation between auditory media and the inquiry approach in relation to learning *istima'*, the product moment formula will be employed with the assistance of the SPSS program.

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where:

r = Pearson correlation coefficient

x = Values in the first set of data

y = Values in the second set of data

n = Total number of values.

RESULT AND DISCUSSION

This study collected data through a questionnaire that assessed the use of auditory media alongside an inquiry technique, as well as test scores on *maharah istima'* with subsequent data recapitulation.

Table I. Audio media usage frequency with the inquiry strategy

Category	Intervals	Frequency	Percentage
SL	69-74	9	39
SR	62-68	5	22
JR	55-61	7	30
TD	48-54	2	9
	Quantity:	23	100

Based on the provided table, it can be inferred that while utilizing audio media with the inquiry method, 9 respondents achieved a score ranging from 69 to 74. 5 respondents achieved a score ranging from 62 to 88, 7 respondents achieved a score ranging from 66 to 62, and 2 respondents achieved a score ranging from 48 to 54. Moreover, the data pertaining to the outcomes of the *maharah istima'* examination on pariaavel is displayed in the subsequent table:

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Table II. Frequency table displaying the distribution of scores for the *Maharah Istima'*

Intervals	Frequency	Percentage
89-96	1	4
81-88	2	9
73-80	7	30
65-72	13	57
Quantity:	23	100

Based on the provided data, it can be inferred that the frequency distribution of *maharah istima'* test results is as follows: one respondent scored between 89 and 96, two respondents scored between 81 and 88, seven respondents scored between 73 and 80, and twenty-three respondents scored between 65 and 72. Subsequently, perform normality and homogeneity checks on the data utilising SPSS. Researchers conduct a normality test to assess the distribution of data in a set of variables, regardless of whether the data follows a normal distribution or not.

Table III. Statistical test for assessing the normality of data

One-Sample Kolmogorov-Smirnov Test				
			x	y
N			23	23
Normal Parameters ^{a,b}	Mean		59.30	73.70
	Std. Deviation		7.270	6.752
Most Extreme Differences	Absolute		.115	.131
	Positive		.115	.131
	Negative		-.088	-.099
Test Statistic			.115	.131
Asymp. Sig. (2-tailed) ^c			.200 ^d	.200 ^d
Monte Carlo Sig. (2-tailed) ^c	Sig.		.580	.363
	99% Confidence Interval	Lower Bound	.568	.351
		Upper Bound	.593	.375

This test aims to determine whether the data being examined is normally distributed. If the significance level is below 0.05, it suggests that the data is not normally distributed. On the other hand, if the significance level is above 0.05, it indicates that the data is normally distributed. According to the provided data, the significance value is 0.200, which is above the threshold of 0.05. The data being evaluated follows a normal distribution. Subsequently, we conducted a

homogeneity test using SPSS. The homogeneity test is a statistical technique designed to determine whether the variations in two or more populations are the same. If the data group follows a normal distribution, we can conduct a homogeneity test.

Table IV. Test for Homogeneity

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
audio	Based on Mean	2.693	7	10	.076
	Based on Median	1.720	7	10	.211
	Based on Median and with adjusted df	1.720	7	2.909	.359
	Based on trimmed mean	2.629	7	10	.081

The homogeneity test yielded a significance value of 0.076, which exceeded the threshold of 0.05. The homogeneity test determined that the research data was homogeneous. Following the confirmation of normality and homogeneity of the data, a hypothesis test was conducted to examine the association between the utilisation of audio media and the inquiry technique for *maharah istima'*. The product moment correlation test was employed with the assistance of SPSS. Hypothesis testing is the process of making decisions based on statistical evidence. Reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha) if the p-value (two-tailed) exceeds 0.05. On the other hand, if the significance level (2 tailed) is less than 0.05, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

Table V. Correlation Test

Correlations			
		Audio	Maharah Istima'
Audio	Pearson Correlation	1	-.043
	Sig. (2-tailed)		.844
	N	23	23
Maharah Istima'	Pearson Correlation	-.043	1
	Sig. (2-tailed)	.844	
	N	23	23

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The product moment test findings indicate a correlation coefficient of -0.043, indicating a weak negative correlation or a negligible association between the two variables. To determine the statistical significance value in the Sig column. The p-value of 0.844 (2-tailed) exceeds the significance level of 0.05, leading to the rejection of the alternative hypothesis (H_a) and acceptance of the null hypothesis (H_o). Therefore, this research demonstrates that there is no statistically significant association between the use of audio media and the inquiry strategy towards *maharah istima'*.

This study agrees with (Rok atin, 2018) results, which show that question-based learning methods combined with sequential visual media have not been effectively used to improve Arabic writing skills in the first cycle of education. This is evident in a number of kids who continue to make spelling mistakes and display a diminished enthusiasm for engaging in the learning process. However, throughout cycle II, these issues can be rectified, resulting in a decrease in spelling errors and an increase in students' organization and enthusiasm for engaging in the learning process. Regarding the enhancement of Arabic writing skills, there is evidence of improved student outcomes in each instructional cycle. The minimal threshold score for determining completeness is set at 75. According to the pretest and posttest, the average score for the pretest and posttest I did not meet the specified value, whereas the posttest II score grew and surpassed the specified value.

In the (Abdah, 2020) study, video was employed as a learning medium in inquiry-based *maharah kalam*. The choice of video media was based on the belief that it can facilitate the acquisition of information and enhance comprehension in a more accessible and entertaining manner. Concurrently, the selected approach is the inquiry method, which fosters systematic, logical, and critical thinking among students while also promoting their confidence in articulating opinions. Consequently, this method enhances students' proficiency in learning Arabic, particularly in the domain of speaking skills.

In his research, (Zamroni & Supriyanto, 2021) demonstrated that using the inquiry approach resulted in a significant rise in their level of engagement, with a mean value rising from 18.24 to a notable increase of 13.69. Furthermore, they displayed a high level of engagement in addressing inquiries from lecturers and exhibited exceptional comprehension of the content conveyed through specialized educational videos, as indicated by a score of 81.98. Moreover, their proficiency in expressing basic ideas derived from the *istima'* learning video medium was evident, with their score rising from 72.92 to 82.58.

CONCLUSIONS

Based on the aforementioned explanation, it can be inferred that the utilisation of audio media can be categorised as follows: 23 respondents (39%) reported using it constantly, 22% reported using it often, 30% reported using it rarely, and 9% reported never using it. Currently, the *maharah istima'* value falls under the low category, scoring a total of 75% within the 65-72 range. Furthermore, there is no observed correlation between the use of audio media and the inquiry technique for *maharah istima'*, as indicated by the insignificance value in the Sig column. The two-tailed p-value of 0.844 is greater above the significance level of 0.05.

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