

Overcoming The Myth of Arabic Rigidity: Quantum Innovation And Hypermedia Inspiring the Spirit of Learning

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Abstract

This study attempts to provide a conceptual map of Arabic language teaching using a methodological mapping approach. Arabic language has long been negatively perceived as difficult, boring, and complex, ultimately leading to severe rigidity and a loss of motivation. The aim of this research is to combine educational concepts using quantity and hypermedia, meaning methods and educational approaches aimed at dispelling the negative perceptions and reviving the motivation to learn Arabic. This research is conducted through a qualitative approach with the assumption of developmental research. Non-probabilistic sampling using purposive sampling (non-random) with observational data sampling techniques was employed in Pondok Pesantren Al-Amin Perinduan Sumenep and Nurul Jadid Probolinggo, East Java. The results of this study indicate that the application of the quantum and hypermedia methods can reduce students' stiffness in learning the Arabic language. This research contributes to the analysis and appropriate steps in other subjects as well.

Keywords: Stimulation; Methodology; Arabic; Quantum learning

Abstrak

Penelitian ini berupaya memberikan peta konseptual pengajaran bahasa Arab dengan menggunakan pendekatan pemetaan metodologis. Bahasa Arab selama ini dianggap negatif sebagai bahasa yang sulit, membosankan, dan rumit, yang pada akhirnya menimbulkan kekakuan yang parah dan hilangnya motivasi. Tujuan penelitian ini adalah untuk menggabungkan konsep pendidikan dengan menggunakan metode kuantitas dan hypermedia, pemaknaan, dan pendekatan pendidikan yang bertujuan untuk menghilangkan persepsi negatif dan menghidupkan kembali motivasi untuk belajar bahasa Arab. Penelitian ini dilakukan melalui pendekatan kualitatif dengan asumsi penelitian perkembangan. Pengambilan sampel non-probabilistik menggunakan purposive sampling (non-random) dengan teknik pengambilan sampel data observasional digunakan di Pondok Pesantren Al-Amin Perinduan Sumenep dan Nurul Jadid Probolinggo, Jawa Timur. Hasil penelitian ini menunjukkan bahwa penerapan metode kuantum dan hypermedia dapat mengurangi kekakuan siswa dalam mempelajari bahasa Arab. Penelitian ini juga berkontribusi pada analisis dan langkah-langkah yang tepat dalam mata pelajaran lain.

Kata kunci: Stimulasi; Metodologi; Bahasa Arab; Pembelajaran kuantum

BACKGROUND

In the rapidly evolving digital era, Arabic language teaching methods have undergone significant changes. It has become crucial to maintain students' interest in the Arabic language. Traditional teaching methods need to be comprehensively revised to produce more creative, cognitive, innovative, and reasoning-oriented learning experiences for students. One key step in this transformation is to replace traditional teaching methods with Information and Communication Technology (ICT)-based approaches. Without this change, there is a risk that the interest of future generations in the Arabic language will decline.

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The Arabic language plays a highly significant role in Islamic education as it serves as the "gateway" to all branches of knowledge within Islam. Arabic language is rich in literary, cultural, and scientific wealth. Furthermore, it reflects the character of specific communities and characterizes their culture. Arabic is not just a collection of letters; it also allows us to understand culture. Arabic is also a global language inseparable from the study of Islam, especially the Quran and Hadith, as well as references in the development of Islamic education.

Understanding language is closely related to human thought patterns (Hasbullah, 2020). Different languages influence different thought patterns. This shows that the Arabic language has a significant impact on the thought patterns of Islamic communities throughout history. Arab culture, with its distinctive Arab characteristics, is tangible evidence that language plays a role in preserving cultural richness.

Given the importance of Arabic language learning and its profound impact, urgent **reform** in Arabic language teaching methods is needed. This reform must integrate the richness of the Arabic language as a source of knowledge with information and communication technology. This research was conducted at Al-Amin Islamic Boarding School in Perenduan Sumenep and Nurul Jadid Islamic Institute in Probolinggo, East Java.

Several previous studies, such as those conducted by Muhyiddin Retuggan, Alois Nasir, and Sri Wahyuni, have explored strategic learning concepts that leverage information and communication technology (ICT) and a deeper understanding of the Arabic language and its grammar. T Pham, (2021) with his research: *Attitude and Motivation in Language Learning: A Review*. This article aims to review and discuss attitude and motivation in language learning and the results of this research can be applied to Arabic to handle various problems regarding learning attitudes and motivation. Juryatina with her research *Students' interest in Arabic language learning: the roles of teacher*. This study aims to determine the role of teachers in increasing students' interest in Arabic learning. *The effect of Quantum efficacy of secondary school students*, A Mehmet Altın, Asuman Seda Saracaloğlu's research. The aim of the research was to examine the effect of quantum learning model on foreign language speaking skills, speaking anxiety and self-efficacy of secondary school students. An ICT-based approach to Arabic language teaching is a crucial step in maintaining student interest and revitalizing teaching methods. This research aims to understand the practical implications of this change and how the integration of technology with the Arabic language can enhance learning outcomes.

This research utilizes a qualitative research model with a developmental research approach, aiming to conduct research in stages that evolve through qualitative methods (Bungin, 2007) and incorporate field research based on theory, combining theoretical frameworks with field data. The sampling method employed is non-probability sampling with a purposive sampling technique, considering factors such as achievements and outcomes (Sugiyono, 2013). Data collection employs observation, with Nasution (1988) emphasizing observation as the foundation of knowledge (Meleong, 2013), and Marshall (1995), quoted by Sugiyono, noting that researchers use observation to study behavior and its underlying meanings. This method enables understanding of attitudes, behavior, and their underlying realities. The observation utilizes vague, unstructured notes and is conducted without disclosure to the community sample at specific times. Data analysis involves the Miles and Huberman (1984) model (Sugiyono, 2013), encompassing data reduction, presentation, and conclusion drawing, with final-stage analysis incorporating source triangulation through re-examination and relevant theoretical documents from online or physical sources. The study addresses challenges faced by Islamic educational institutions in finding effective and efficient ICT-based teaching methods for Arabic, focusing on digital communication.

It highlights that technology often prioritizes diverse content over language, necessitating not just method creation but the development of comprehensive methods addressing all language aspects without neglecting critical elements. The ideal approach involves gradual methods tailored to different levels, ensuring a comprehensive understanding. Overemphasis on one aspect, such as conversational communication, risks reducing Arabic to mere pronunciation and speech, hindering its role as a gateway to Islamic sciences. Consequently, studies show that effective Arabic teaching methods have been successfully implemented by educational institutions.

Learning methods

The term "method" etymologically, in Arabic, this word is a translation of the word "طريقة" which means strategic ways of acting to achieve the desired goal (Yulis, 2008). Wina Sanjaya (2006) defines a method as a systematic and structured way to achieve a certain goal. From these terms, method can be interpreted as an implementation method that begins with a well-organized plan to achieve the desired results effectively. The word "learning" comes from the word "learning" which means the process of interaction between teachers and students with learning resources and is characterized by changes in a person's personality. These changes can be in the form of knowledge, attitudes and skills (Sudjana, 2021).

Umar Muhammad Al-Shaibani said in his book *Philosophy of Islamic Education*, if the two terms are combined, which means "method" and "teaching", then this means all teaching and learning activities directed by the teacher as a facilitator, with reference to a specific curriculum and objectives (Al-Syaibany & Langgulung, 1979). Rama Yulis (2004) slightly different in its definition, saying that teaching methods are methods or techniques that teachers must use with students to achieve certain goals depending on the curriculum. The difference lies in the function of "educational methods", whereas Omar Muhammad considers learning methods as elements demonstrated by the curriculum, while Ramayulis uses the curriculum as a reference for educational methods. Then Edgar Bruce Wesley, quoted by Ahmed Tafsir, interpreted that the word means a method of directed activity between teachers and students so that the teaching and learning process occurs until the goal is achieved (Jalaluddin & Said, 2002).

In the field of Arabic language teaching, teaching methods are an important component in producing output. The success or failure of language teaching depends on the method applied. But on the other hand, the accuracy of the method sometimes appears weak when implemented by teachers who cannot apply the method well. In this position, the teacher's role is to contribute more to the application of teaching methods. In fact, there are no bad or bad methods, but all results depend on the application of education by the teacher (Benner & Mistry, 2007).

Thus, "method" is actually a link in the chain of educational goals to be achieved, while it is the teacher's role that determines the achievement of goals in teaching Arabic. Therefore, teachers must direct students from passive to active, from lazy to diligent, from pessimistic to optimistic, and so on. Even though teachers are the key to success, the use of methods should not be haphazard, because methods need to be adapted to current developments and facilities. There are several ways to teach Arabic, including:

First, the direct method; This is an educational method commonly used by teachers in teaching languages, whether Arabic or other foreign languages. For example, when teaching begins, the teacher opens it by communicating in Arabic without any translation. This method aims to create feelings of admiration, interest, interest and pride in being able to learn Arabic with a professional teacher. This method is the oldest language learning method in the world (Sumadi, 1998).

In this method, the teacher's role is more dominant, both from the muhadatsah and the kitabah side. Even though the students did not understand the meaning of the teacher's words, the students were

amazed by the teacher's language fluency. Therefore, the aim of this method is not in the field of science, but rather in stimulating and strengthening interest in learning Arabic. The aim of this method is to direct students' psychology to find interest in learning (Sumadi, 1998).

Second: phonetic method. This method is more widely applied in semi-modern and modern institutions, by prioritizing the ear training teaching model and providing training on how to pronounce the Arabic words being taught (Othman, 2012). Students first memorize some Arabic vocabulary and then practice speaking those words. Apart from speaking, they also write and answer questions asked by the teacher (Othman, 2012).

Third, practice (practice theory). As the name suggests, this method prioritizes language practice through conversations, stories, answering questions or practicing with questions, then in the next step the teacher explains the theory of Arabic grammar (Sholakhudin, 2018). In this method, the most important thing is that students are able to practice Arabic continuously and routinely, without paying attention to correct or incorrect syntax. Another goal is to familiarize students with speaking and writing in Arabic. Therefore, Arabic language teachers tend to be able to communicate and understand what they hear and respond to. Meanwhile, grammar/theory teaching is only a support.

Fourth: Translation method. In simple terms, this method deals with the aspect of reading Arabic books and then translating and copying them into everyday language (Sholakhudin, 2018). This method focuses on careful translation of Arabic, and this accuracy requires knowledge of grammar and the meaning of each word. Of course, this method has nothing to do with conversation. Mufrodat/translated words and Arabic grammar/Qawaid are knowledge that must be mastered first (Sari, 2018).

Based on this, this method does not aim to train students' ability to communicate in Arabic, but rather aims to understand grammar and reveal its meaning (Malibari, 1996). In general, this translation uses classical sources (al-Turath) as study material, as well as Arabic books as teaching units. This translation method is a method developed to train students to be able to read turats books correctly.

Fifth, the grammatical method is a method related to grammar as a refinement of translation learning (Sari, 2018). The grammatical method is a method of presenting Arabic learning material by memorizing rules, language interaction rules and grammar rules. In fact, learning Arabic grammar is more guaranteed than other methods, such as conversation, debate and writing (El-Ushaly, 2009). This method is commonly applied in Salaf and semi-modern institutions, but most modern institutions emphasize the conversational aspect. As for oral conversation activities, this grammar method is not accommodated at all. Therefore, it is not surprising that many Islamic education graduates are adept at reading Arabic books fluently but are unable to converse in Arabic fluently. Indicators of this method are: 1) using mufrodat obtained from reading sources and Arabic dictionaries, 2) teaching and learning activities tend to memorize grammatical rules (Nahwu Sharof) 3) conversations using mufrodat are considered minimal (Sari, 2018).

Sixth, eclectic methods, namely mixed methods, meaning methods that do not emphasize choosing just one method, but rather combine all elements of the method, such as conversation, memorization, translation, grammar, and so on. Teachers combine all language teaching methods to get effective results. Usually this method is applied at the advanced or upper level, because they are equipped with the basics of Arabic.

Motivation and interest in learning

The term motivation is defined as a "great desire" for something. S. Nasution said that what is meant by motivation is motivating children to regulate circumstances so that they want to do what they are capable of doing (Khasani & Muntholi'ah, 2022). Nasution's understanding is not related to the understanding of motivation in general, but rather to the understanding of motivation in the field of education, namely the tendency of students to want to achieve their goals.

In simple terms, motivation in education is a method for creating effective conditions so that students "want/should" do something in accordance with the goals set by the institution or teacher. As emphasized by Thomas M. Risk (2001), student motivation in a pedagogical sense is a conscious effort on the part of the teacher to direct students to sustainable activities towards learning goals (Risk, 1985). In this sense, it is clear that motivation arises from the students themselves and cannot be imposed by the teacher. Therefore, teachers must be able to understand motivation effectively, namely by recognizing motivation that arises from the child's own circumstances such as encouragement, attitudes, interests, hopes, behavior, etc. to find the right motivation method.

With this formulation, the main meaning of motivation is a process that leads students to big ideas about achievement and pride, giving rise to a great desire to achieve them. Such as providing encouragement and activating unseen potential to develop, or also giving assignments to students that are truly aimed at exploring hidden interests. Then, teachers can also help students fulfill their interest needs in a short time but with results for a long time (Anwar, 2020).

Every student has his own problems. So teachers are required to be able to understand motives first, whether identity, environmental, family, social or economic motives. In providing motivation, educators must of course be patient, persistent and loyal. In many studies, educators fail to motivate students in several ways; 1) educators do not fully understand motivation; 2) motivation is divided into two types, but teachers often use both types in motivating students; 3) Lack of facilities and infrastructure to motivate students (Imaniah, 2018).

In this implicit sense, motivation is divided into two types; intrinsic and extrinsic. Intrinsic motivation is motivation that arises from students' desire to study science in order to obtain that knowledge and not become stupid, and can be skilled and become a knowledgeable human being. This motivation simply arises from the desire to learn, without any other factors. Extrinsic motivation is a student's desire to learn which is not related to interest in learning or increasing knowledge, but due to other realistic factors such as good grades, rewards, or avoiding punishment (Abbas, 2013). For example, students who do good but want to help others (internal motive), but if the action aims to get praise or fear of being called stingy, then that is a type of external motive

In this case, the role of the teacher is an important determinant of the growth of motivation. Educational materials can divert attention and stimulate, then quickly generate spontaneous motivation without even trying. However, displaying attitudes and interests through basic drives can form an optimistic attitude (Idzhar, 2016). Because of this, students can suddenly become interested in learning Arabic, thanks to the teacher's efforts. Thus, impulses arise automatically but may also need to be activated gradually.

In psychology, regarding spontaneity, it is known that the reason why students do not respond spontaneously to the teacher's motivational efforts is due to a strong mismatch of impulses (Deci & Ryan, 2008). Moreover, if there is teacher coercion in encouraging students to learn. The most important thing in providing motivation is understanding the motivation itself. If the motive is understood, any lesson

becomes interesting. Students will pay more attention to certain material that they consider good with voluntary attention, even though the lesson is actually less interesting.

There are several ways to motivate students, including; The first way, generate interest. Interests are closely related to social, spiritual, physical and environmental needs. Second, identify student motivation. In this case, the teacher sets goals, tasks and strategic steps based on student interests. In setting and classifying goals, student participation is required, because the classification of goals is based on students as stakeholders (Aulina, 2018). Third, there are rewards. This method of giving awards must at some point be real, because it will provide an effective contribution. In educational philosophy, reward is also defined as axiology, namely the value of benefits from the activity process.

Information and communication technology

It has been agreed that the role of learning models is very important in the success of the educational process. Basically, the learning model is the most important way to carry out and identify the relationship between theory and practice. Students are a set of learning models that are applied, although there are differences in the model's contribution to educational success in terms of percentages, and language teaching models, but it is still a system that can represent patterns of communication formation.

With advances in information and communication technology in the field of education, Islamic education, especially Arabic language teaching, requires an educational model formula that is integrated with these advances. Research on this issue was conducted by P. Hubbard (2006) and found that the TSM-assisted learning model was more important and successful than maintaining a traditional transformative instruction system. This research was confirmed by Usrin Sanusi Basu (2013) who revealed that lecture-based learning helps students understand the material by up to 5%, but if the teaching model is improved in the way of reading, presenting and asking questions it increases. up to 10%. Then, if you improve through the use of audio-visual aids, demonstrations, discussions, exercises, and mutual teaching, the percentage increases to 80% (Baso, 2013).

Based on the research above, it turns out that a number of impressive learning outcomes actually emerge from the use of visual media which is part of ICT tools. The use of technology here is a computer system which according to Richard E. Clark is very useful in providing learning facilities and producing efficient output (Clark, 1983).

Whether we realize it or not, the computer learning model in education has been going on since the 1960s, but the role of computers at that time was as a teacher, providing practice questions without providing feedback such as evaluation in the form of reward or punishment. Instead, computers serve as a secondary part of education. Although the digital education system is intended to use computers as an active educational tool as a facilitator and is integrated with technology-based needs.

To realize ICT-based education, of course facility support is needed. Such as language labs, computers, projectors, screens and internet connections. This ICT model, apart from increasing student motivation, also makes it easier for teachers to introduce lesson topics. ICT was formed to increase student learning motivation and accelerate knowledge transfer while adhering to the digital evolution of knowledge (Nurdyansyah, 2016). In general, ICT learning models have two types.

First, electronic-based information and communication technology. In this case the computer acts as a learning aid and can take the form of PowerPoint (PPT) presentations and interactive film presentations. Computers provide lessons, practice, and assessments. In this section, electronic information and communication technology such as telephones or mobile phones can store lesson data

and display detailed information; A fax is an electronic device that sends files; Radio, television and satellite. Second, internet-based information and communication technology. It can also be called web-based learning. It is an educational model that uses technology to obtain information and access learning data (e-learning). This department not only uses computers as an educational tool, but also creates virtual classrooms. Teachers and students can support learning by increasing references and sources of information through the use of information technology. The internet-based ICT model has several forms, including:

First, email. This software is in high demand for sending and receiving information. Introduced in 1971, its users have now reached 84% of respondents compared to website users. This program makes it easy for teachers and students to deliver material and assignments requested by the teacher. Second, mailing list. This program is an email development. The difference is, in this application students can create discussion groups for class by exchanging email addresses. There they can exchange information, knowledge and do homework together.

Third, Word Wide Web (www), which we often call a website. This program is the largest server stored integrated with other search tools. This file is developed as HTML through this format the ability to link in one file with other files.

Quantum Methods and hypermedia

The Quantum Method or what is usually called Quantum Teaching is an approach to the learning process that can produce students' natural talents and abilities in building learning. Quantum Teaching is a way for teachers to make the process easier, learning by combining artistic elements and achieving different subject goals. According to Thorron, the Quantum method was developed based on pedagogical theories such as accelerated learning, multiple intelligences, neuro-linguistic programming, experiential learning and others. Apart from that, Sa'ud explained that Quantum learning is learning about the organization of an appropriate learning environment, how to organize an optimal learning environment situation, both physically and mentally. This aims to create a fun learning model (Atika et al., 2023).

Hypermedia is media that not only contains text, photos, audio video and graphics related to certain topics. Hypermedia is a term discovered by Ted Nelson which is an abbreviation of hypertext, which contains text, video, audio, graphics and hyperlinks which are non-linear as information media. Based on research by Sapto Haryoko et al (2017), it is stated that computer-based learning media plays a very important role in classroom learning. This is because computer-based learning media is able to bridge the train of thought of students and teachers, so that there is synchronization in classroom learning. Students will more easily digest the various concepts explained by the teacher with the help of learning media, where this media seems to be a strengthening factor in the concepts explained by the teacher to students. As a computer-based media, hypermedia offers many advantages, namely being able to connect to a network. internet so that it is very easy to operate without having to access it within the school environment (Solihah, 2023).

Introduction to Quantum Learning Methods and Hypermedia

Quantum and Hypermedia learning methods are learning methods that emphasize student creativity. Quantum Method is the science used in the design, presentation and facilities of supercamps which are created based on educational theories such as Accelerated Learning (Luzanov), Multiple Intelligence (Gardner), Neuro Linguistic Programming (Ginder and Bandler), Experiential Learning

(Hahn), Socratic Inquiry, Cooperative Learning (Johnson) and Elements of Effective Instruction (Hunter). while Hypermedia is an abbreviation of hypertext and multimedia, namely a medium where information is not only in text form, but also in images, sound, video or multimedia.

Implementation of Quantum and Hypermedia in Arabic Language Learning

In learning Arabic, the affective domain and psychomotor domain can be said to be more dominant than the cognitive domain. Looking at this assumption, Arabic language teaching should provide a greater portion of the use of learning models and strategies that are more directed at achieving affective and psychomotor aspects, but should not ignore the cognitive aspects. If this is the case, then the application of Quantum and Hypermedia can be applied. Educators must be able to use various methods and combine them well and utilize hypermedia in the learning process. Educators here are actors who are able to play and touch various learning styles of students so that learning does not seem monotonous. Learning can also occur outside the classroom, in open spaces or going to certain places so that students do not feel bored. It is also hoped that the use of media can make the learning process more interesting, active and interactive, reduce the learning process using conventional techniques and foster a positive attitude towards the learning materials and process. So the quality of learning outcomes will increase. For example, in material about muhadatsah, the Arabic teacher displays a video about Arabic conversations in a film as the medium.

Use of Quantum and Hypermedia in Developing Student Creativity

The use of Quantum and Hypermedia is very relevant in learning Arabic. These two methods are applied to the application of Arabic language learning strategies and techniques so that students can obtain knowledge and information more effectively and efficiently. The use of Quantum and Hypermedia also needs to be adapted to the material being taught in order to increase the development of student creativity. For example, learning Arabic outside of class by making a video about an object using Arabic. This is very fun because it can hone students' creativity to develop their Arabic language skills.

The Importance of Changing Arabic Language Learning Methods

With the development of increasingly advanced technological advances, it also means that, like it or not, learning methods must also follow and balance these advances. Creative ideas that emerge from an educator must of course be able to produce innovation and creativity that can make students even more enthusiastic about learning Arabic. Remembering that Arabic is considered a very difficult lesson for some students. So, if all this time learning Arabic still uses classical methods, of course you have to adapt by utilizing technology in the learning process so that learning Arabic is not a difficult lesson because there is a lot of technology that can be used as support to be implemented in an effective learning media for students.

The Effectiveness of Quantum Methods in Improving the Quality of Learning

In many Islamic educational institutions, Arabic language teaching has been equipped with digital technology devices, but many still use classical methods in their education. Each of them considered that the method applied was the most effective, this can be seen from the output results. However, in general, Islamic educational institutions that have been using technology as a supporting tool must first formulate and present teaching tools such as plans for implementing Arabic language education, technology-based

education models and the resulting output. This is carried out to ensure the quality of effective teaching models, for example relating to aspects of letter pronunciation through listening skills training. Al-Amin Perinduan Islamic Boarding School, Sumenep and Nurul Jadid, Probolinggo, East Java are two modern Islamic educational institutions that are considered successful in implementing Arabic language education through digital learning. The difference between them is that the Al-Amin Perinduan Islamic Boarding School places more emphasis on the conversational aspect of Arabic, while the Nurul Jadid Islamic Boarding School places more emphasis on teaching mastery of the Arabic language. Although it cannot be denied, focus and emphasis are just confirmations, and of course everyone also pays attention to other aspects.

After conducting research through guided observation, most Arabic teachers started teaching and learning activities using the direct method, namely starting with an Arabic conversation by the teacher and responding to several students who were able to answer. From the results of observations, students appear motivated to learn, but if this method continues to be applied in the learning process, students appear bored and ultimately find it difficult. Therefore, language teachers replace it visually through Arabic conversations from films. At this stage, students are very enthusiastic and occasionally ask questions about vocabulary they don't understand.

Apart from the practical side, it has also shown amazing things at the Al-Amin and Nurul Jadid Islamic Boarding Schools, including; In the aspect of the quantum mapping concept applied to the applied curriculum sector. Based on research, this Islamic educational institution applies two approaches simultaneously; Both are educational level syllabi and the 2013 syllabus. However, in practice, both have their own guiding principles for implementation, including; Mapping quantum concepts before producing digital learning methods. As well as teaching Arabic which is no less important

The concept of quantity is a research term that is associated with the Arabic language teaching curriculum model there. Specifically, quantitative teaching is an educational strategy based on the assumption that if students are able to unleash their potential and emotions, they will reap leaps of achievement that they never imagined before. One variant of this learning model is to create a learning space and a fun learning model so that the knowledge gained is well recorded.

To increase students' potential in learning Arabic, Al-Amin Perinduan Islamic Boarding School and Nurul Jadid Propolinggo Islamic Boarding School implement a group education system, each group with different Arabic language skills, complementing each other by producing short films in Arabic, Arabic script and language games. Arab. Each group does not have a leader or members, but all are group leaders. The teacher's job is to facilitate and guide when inequality and disagreement occur. This application is in line with the quantitative learning model which is directed at bringing students into the world of teachers. In the sense that the role of students plays the role of teachers in general based on the principle that every student has the right to speak, is worthy of achieving his goals, is worthy of gaining experience from his efforts, and if he succeeds, he will be appreciated.

In practice, the application of quantitative education includes teaching models from opening to evaluation. At the beginning of learning, the teacher creates interactive communication with students by opening two-way communication. Then include some digital games, such as puzzles displayed on the LCD screen, vocabulary guesses and Arabic multiple choice answer quizzes. Without realizing it, students face Arabic with great joy. And automatically, if they don't understand Arabic vocabulary, they will open the dictionary they are holding or with the help of an online dictionary such as Google Translate.

So, it is feedback in the form of weekly, monthly and every semester evaluation forms, which contain comments and notes about grades and language skills (texts, grammar, translation and

productivity). These comments and feedback become assessments for students to measure their progress and quality of learning via a computer system or manually. Based on the quantum education style, this kind of model is called digital quantum education which applies quantum principles through digital use.

Observation results show that students are enthusiastic in every Arabic language learning activity. This encouragement can be seen from the group's enthusiasm for learning and confidence in conducting lectures or conversations. To achieve motivation, teachers have used the Quantitative Motivation Teaching Model, a framework for student success that applies to praise, verbal affirmation, and more. Even so, they seemed eager to pursue education to the end

In some teaching, teachers seem to apply quantitative education, even in other parts, teachers use quantitative education and intelligence together. This can be seen from the practice of teachers playing games directly (offline) which are copied from the internet, namely simulating game models, such as guessing numbers, stories or dramas, exchanging questions with rewards and punishments. In certain aspects, in terms of mobility, teachers create an emotional system in students by learning about the environment and watching Arabic films about effort, achievement and competition.

The Contribution of Hypermedia in Arabic Language Learning

The term hypermedia is actually a term taken from a book by Darmawati and Ambo Delle. Hypermedia is an abbreviation of hypertext and multimedia, which is a medium where information is not only in the form of text, but also in images, sound, video or multimedia. In the field of Arabic language education, hypermedia aims to provide an interactive educational model that is connected to a wider range of media. With this method, all forms of IT education can become interactive and non-linear movements in the realm of text, graphics and sound.

The Arabic language teaching model at Al-Amin and Nurul Jadid Islamic Boarding Schools combines all multimedia aspects as displayed in Hypermedia. The availability of a multimedia building and foreign language lab motivates teachers to be creative in developing teaching models. Apart from multimedia, education is also supported via an internet connection. And in essence, in terms of teaching tools, it meets the standards of digital education curriculum

As a designer, the teacher only practices RPP units but still pays attention to the situation and conditions. Because situation recognition is a key aspect of quantitative hypermedia learning.

The elements present in the concept of hypermedia education are different in expression, but the same in methodological terms. This teaching method is an innovation to eliminate students' stagnation, hopelessness, boredom and levels of difficulty. Utilizing technology is the most effective way to restore enthusiasm for teaching Arabic, in fact technological developments can add to the richness of Arabic language teaching content, which consists of conversation (lecture), (correspondence), (structural), (translation) and (rhetoric).

From the discussion above, it can be concluded that the emergence of demotivation and negative accusations about teaching Arabic is caused by the absence of a developmental shift in the way of teaching. Arabic language teaching still uses traditional, monotonous and teacher-centered methods. The traditional classical method causes boredom and difficulty in understanding Arabic. Moreover, this is made worse by the rapid development of digital-based science with international language content.

The Arabic language teaching model is being renewed without abandoning the value and character of the depth of knowledge in it. The appropriate comprehensive method is to use a quantitative educational approach, either quantitative learning or quantitative products. The implementation of

quantitative learning is based on sensory-motor functions accompanied by rapid learning through the development of direct contact with the environment, emotional psychology, language games and visual intelligence.

The digital quantum method is implemented with a teaching method that is oriented towards "equality" and "joy" in learning. The technique applied can be in the form of forming language groups so that knowledge transfer occurs between groups and there are no structural layers. The next stage is to visualize potential development through visual analysis and transform the student's place as a teacher. And the last one is a gradual assessment of abilities which is evaluated using a computer system.

Except for the entrance, the application of this method is a model of the hypermedia method, namely a method that interactively combines visuals, text, images, videos and rules. In practice, this method is achieved through; 1) Teaching methods using animation, namely cartoon or graphic methods for teaching Arabic. 2) Motorized learning, namely learning by showing videos, films, etc. to be analyzed in stages, with various linguistic aspects. 3) "Communicative Mathematics" is a method for assessing, evaluating, testing and measuring students' abilities using computers.

CONCLUSION

Traditional teaching methods, which are often monotonous and teacher-centered, have led to negative perceptions of learning Arabic, including its difficulty and lack of motivation among students. To combat this, innovative approaches that leverage technology and emphasize interactive learning are essential. The introduction of quantum methods in teaching Arabic has proven to be effective in enhancing the quality of learning. Islamic educational institutions like Al-Amin Perinduan Islamic Boarding School and Nurul Jadid Islamic Boarding School have successfully integrated technology into their Arabic language education. These institutions have embraced the concept of quantity, focusing on unleashing students' potential, emotions, and creativity to achieve remarkable progress in Arabic language learning.

Quantum Innovation models have been implemented in these institutions, emphasizing group learning, student-led teaching, and interactive communication. This approach empowers students to take an active role in their education, promoting engagement and motivation. Hypermedia, combining hypertext and multimedia, has played a crucial role in Arabic language education. It provides an interactive and non-linear learning experience, incorporating various media forms such as text, images, sound, and video. The use of hypermedia has enriched the content of Arabic language teaching and made it more engaging and accessible. The shift towards innovative and technology-driven Arabic language teaching methods is vital to rekindle students' enthusiasm for learning. The combination of quantum methods and hypermedia has the potential to transform Arabic language education, making it more interactive, enjoyable, and effective. By embracing these approaches, educators can address the negative perceptions associated with learning Arabic and ensure that students are motivated and engaged in the process.

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