
Publication Trends of Arabic Language Learning Media Research in Indonesia in Sinta Journal 2, 3, 4 and 5 (Year 2019-2023): A Systematic Literature Review

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| ABSTRACT

This study aims to describe the Publication Trend of Arabic Language Learning Media Research in Indonesia in Sinta Journals 2,3, 4, and 5 (2019 - 2023) in terms of publication distribution, topic trends, method trends, and research results contributions to the development of science. This research method uses the systematic literature review (SLR) method by adopting the Denyer and Tranfield Steps/stages consisting of question formulation, finding studies, selection and evaluation of studies, analysis and synthesis, and reporting and using results. The results of the study show that Arabic language learning media research in Indonesia in the last five years (2019-2023) publications are spread across Sinta Journals 2,3, 4, and 5, only the most widely published in the Sinta 4 journal; the trend of publication topics is dominated by the topic of learning media development; the trend of methods is dominated by R & D; while its contribution to the development of science leads to the development of technology-based Arabic language learning media products, and the affirmation of the importance of learning media and the effectiveness of learning media in increasing interest and motivation to learn as well as the quality of the learning process and results.

| KEYWORDS

Trend, Learning Media, Arabic, Sinta

| ARTICLE INFORMATION

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1. Introduction

One of the important tools in the learning process is learning media. (Saddam Husein, 2018; Wulandari et al., 2023). It is a physical means or technology used to communicate or deliver learning materials to students so that the learning process can take place effectively and efficiently (Sultan & Tirtayasa, 2019; Mustika, 2015).

Learning media is a tool or medium to help convey messages, ideas, and concepts in the form of teaching materials in the learning process (Moto, 2019). In addition, learning media is a means to achieve learning goals, support a conducive learning process and facilitate the learning process (Syaifullah, 2020; Mustika, 2015; Sultan & Tirtayasa, 2019).

As an important tool in the learning process, learning media can be audio media such as radio, tape recorder; visual media such as pictures, maps, illustrations, silent films, etc.; audiovisual media such as TV, video, film, etc.; and various media such as whiteboards, three-dimensional media, reality, etc.(Wulandari et al., 2023).

In the learning process, media is communicative, motivational, meaningful, and has perception alignment and individuality functions (Aghni, 2018). The use of learning media in the learning process can increase students' motivation and interest in learning. (Talizaro Tafoano, 2018), improve the quality of student learning (M Miftah, 2014), so that students can respond to stimuli to learn and provide feedback quickly. By using learning media, it is hoped that the learning process will be more enjoyable, more communicative, and more effective (Moto, 2019).

Several studies have shown that the use of learning media has a positive and significant influence on the learning process and results. The use of learning media can increase students' motivation, interest, and learning achievement, arouse interest in learning, make it easier for students to learn, and increase student activity so that the learning process becomes meaningful. (Asrianti et al., 2021; Yulianti et al., 2018; Falahudin, 2014; Magdalena et al., 2021; Talizaro Tafoano, 2018).

The use of media in learning can also clarify the material or material being taught, trigger issues to be discussed and discussed, and can also function as a learning resource. In addition, the use of media can increase students' interest and motivation to learn, improve learning achievement (Ma & Darussa, 2020; Wahid, 2018; Suprpto et al., 2022), and improve the quality of learning where students have a high enthusiasm for learning and easily accept and understand learning materials (Sultan & Tirtayasa, 2019).

The use of learning media has been widely used in the Arabic language learning process, and has been widely studied by researchers. Several studies on Arabic language learning media focus on the urgency of media in Arabic language learning (Furoidah, 2020), the use of media and technology for Arabic language learning (Primaningtyas, 2018; Zulpina, 2022; Pimada & Muhammad Afif Amrulloh, 2020; Mustofa, 2020; Kusuma et al., 2019), the development of media for Arabic language (Nurhidayati et al., 2019; Rambe, 2019; Jamilah, 2019; Hs & Suriningsih, 2021; Firdausia et al., 2020; Hamidi et al., 2023), the influence of media use in Arabic language learning (Fawzani et al., 2022; Sanra, 2018; Putri, 2017), and the effectiveness of media use in Arabic language learning (Abna & Nawawi, 2018; Latuconsina, 2018). However, Systematic Literature Review, which is one of the research methods, has not been used by researchers to discuss Arabic language learning media.

Based on these facts, the researchers are interested in conducting this research by focusing on the following four issues:

1. What is the trend of the distribution of research publications on Arabic language learning media in Sinta 2, 3, and 4 journals in the last five years (2019-2023)?
2. What is the trend of research publication topics on Arabic language learning media in Sinta 2, 3, and 4 journals in the last five years (2019-2023)?
3. What is the trend of methods used by researchers in research publications on Arabic language learning media in Sinta 2, 3, and 4 journals in the last five years (2019-2023)?
4. How do research publications on Arabic language learning media in Sinta 2, 3, and 4 journals in the last five years (2019-2023) contribute to the development of science?

From this research, it is expected to obtain a map of the development of research on Arabic language learning media in Indonesia which can be used as a reference for Arabic language learning researchers.

2. Method

This study uses the systematic literature review (SLR) method, which is a method for identifying, assessing, and interpreting findings on interesting research topics to answer predetermined or relevant research questions (Aliyah & Mulawarman, 2020; Triandini et al., 2019).

The SLR stages in this study adopt the steps/stages of Denyer dan Tranfield (2009) as illustrated in Figure 1 below:

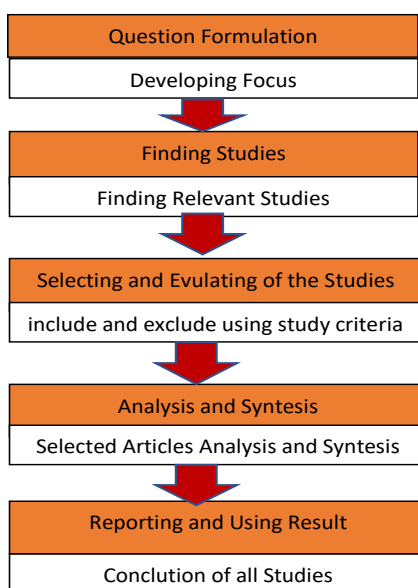


Figure 1. SLR stages adopted from Denyer and Tranfield (2009)

Operationally, this SLR is carried out through the following stages:

Stage 1: Question Formulation (Developing Focus)

At this stage, the researcher determines the scope that will be the focus of the research. In this case, the research questions are formulated as follows:

1. What is the trend in the distribution of research publications on Arabic language learning media in Sinta 2, 3, and 4 journals in the last five years (2019-2023)?
2. What is the trend in research publication topics on Arabic language learning media in Sinta 2, 3, and 4 journals in the last five years (2019-2023)?
3. What is the trend in the methods used by researchers in research publications on Arabic language learning media in Sinta 2, 3, and 4 journals in the last five years (2019-2023)?
4. How do research publications on Arabic language learning media in Sinta 2, 3, and 4 journals in the last five years (2019-2023) contribute to the development of science?

Stage 2: Finding Studies (Finding Relevant Studies)

At this stage, researchers conduct searches to find, assess, select, and determine relevant research publications to answer the questions in the problem formulation above.

The search was conducted using Google Scholar on the page <https://scholar.google.com> with the keyword "Arabic Language Learning Media" published in 2019-2023. The data obtained in the form of PDF files were then synchronized into Mendely.

Stage 3: Selection and Evaluation of the Study

At this stage, the researcher selects and evaluates the data obtained to ensure that the data obtained is suitable for use in the SLR study. In this case, the researcher determines the following criteria:

1. The data obtained are articles published in the last five years (2019 - 2023)
2. The data obtained are full paper articles in journals that can be accessed.
3. The article is published in indexed journals Sinta 2, 3, 4, and 5.

The selection and evaluation process of the study can be seen in the following image:

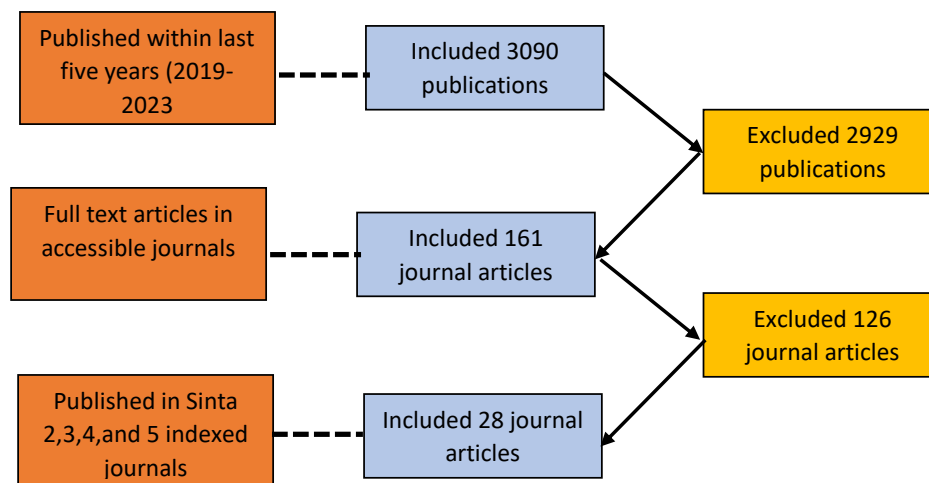


Figure 2. Review process for study selection

From a search through Google Scholar using the above criteria, data was obtained that publications related to Arabic language learning media published between 2019 - 2023 were 3090 publications in journals, books, proceedings, and repositories. After selection with the second criterion, data was obtained that publications with full text published in journals were 161 articles, so 2929 publications had to be removed. Furthermore, through selection with the third criterion, data was obtained that articles published in journals indexed by Sinta 2,3,4, and 5 were 28 articles. Thus, 28 articles will be used as research material with the SLR method.

Stage 4: Analysis and Synthesis

At this stage, the researcher analyzed 28 selected articles according to the objectives intended in this study.

Stage 5: Reporting and Using Results

At this stage, the researcher reported the results of his analysis of 28 selected articles according to the objectives of the study.

3. Results and Discussion

3.1 Result

As mentioned above, the articles used as the object of study in this study are articles with the topic of learning media published in the journal Sinta 2,3,4, and 5, which were published in 2019-2023 as many as 28 articles.

From the review of these articles, the following results were obtained:

1. Trend of Distribution of Arabic Language Learning Media Research Publications in the Journal Sinta2,3,4 and 5
Related to the trend of distribution of Arabic language learning media research publications in the journal Sinta 2,3,4, and 5 in 2019 - 2023, the results were obtained as in the following table:

Table 1
Distribution of Arabic Language Learning Media Research Publications
In Sinta Journal 2,3,4, and 5 in 2019-2023

No	Sinta Journal	Amount	Referece
1	Sinta Journal 2	6	Putri & Billah, 2019; Ilmiani, Aulia Mustika, et al, 2020;Mustofa, 2020;Rambe, 2019; Albantani, 2019; Gazali & Saefuloh, 2019.
2	Sinta Journal 3	1	Jamilah, 2019
3	Sinta Journal 4	15	Ilhami, 2019; Furoidah, 2020; HS & Suriningsih, 2021; Isnaini & Huda, 2020; Firdausia et al., 2020; Thityn Ayu Nengrum, 2020; Sulhadi, 2020; Novita & Munawir, 2022; HS & Suriningsih, 2021; Zulpina, 2022; Rahmasari, 2021; Usamah, Asep dan Fajri Lutfi, 2022; Pimada & Muhammad Afif Amrulloh, 2020; Amrini Shofiyani, 2021; Hijriyah et al., 2022; Amri, 2023.
4	Sinta Journal 5	6	Hamidi et al., 2023; Fawzani et al., 2022; Paramita & Setiawan, 2022; Hasyim et al., 2021; Kusuma et al., 2019; Puspa Putri, 2019.
Total Number		28	

From the table above, it can be seen that the publication of Arabic language learning media research is spread across all Sinta indexed journals starting from Sinta 2 to Sinta 5. Only the level of distribution varies. In terms of the number of publications, the Sinta 4 journal is the one that publishes the most about Arabic language learning media, namely 15 articles (53.57%), followed by the Sinta 2 journal and the Sinta 5 journal, each with six articles (21.42%), and the least is the Sinta 3 journal, namely only one article (3.57%).

2. Trend of Arabic Language Learning Media Research Topics in Sinta2,3,4 and 5 Journals

Articles on Arabic language learning media published in Sinta2,3,4 and 5 journals have various topics. This can be seen in the following table:

Table 2
Trend of Arabic Language Learning Media Research Topics
in Sinta2,3,4 and 5 Journals

No	Topic	Amount	Reference
1	Development of Arabic Language Learning Media	12	Putri & Billah, 2019, Gazali & Saefuloh, 2019; Rambe, 2019; Jamilah, 2019; HS & Suriningsih, 2021; Isnaini & Huda, 2020; Firdausia et al., 2020; Usamah, Asep dan Fajri Lutfi, 2022; Hijriyah et al., 2022; Puspa Putri, 2019; Hamidi et al., 2023; Paramita & Setiawan, 2022.
2	Arabic Language Learning Media Concept	6	Albantani, 2019; Ilmiani, Aulia Mustika et al., 2020; Mustofa, 2020; Furoidah, 2020; Zulpina, 2022, Amri, 2023.
3	Effectiveness of Arabic Language Learning Media in Arabic language learning	3	Thityn Ayu Nengrum, 2020; Amrini Shofiyani, 2021; Kusuma et al., 2019.
4	Implementation of Arabic Language Learning Media	3	Pimada & Muhammad Afif Amrulloh, 2020; Hasyim et al., 2021; Rahmasari, 2021.
5	Utilization of Technology as a Medium for Learning Arabic	2	Novita & Munawir, 2022; Sulhadi, 2020.
6	The influence of Arabic language learning media on Arabic language learning	1	Fawzani et al., 2022

7	Perceptions of Arabic Language Learning Media	1	Ilhami, 2019.
Total Volume		28	

From the table above, it can be understood that the trend of Arabic language learning media research topics published in the journals Sinta2,3,4 and 5 are seven topics, namely: 1) Development of Arabic language learning media, 2) Concept of Arabic language learning media, 3) Effectiveness of Arabic language learning media, 4) Implementation of Arabic language learning media, 5) Utilization of technology as Arabic language learning media, 6) Influence of Arabic language learning media, and 7) Perception of Arabic language learning media. Of the seven trend topics, the topic of Arabic language learning media development is the most. This topic was published in 12 articles (42.85%). The next topic is the topic of the concept of Arabic language learning media which was published in five articles (17.85%), then the topic of the effectiveness of Arabic language learning media and the implementation of Arabic language learning media which were each published in three articles (10.71%), followed by the topic of the use of technology as an Arabic language learning media which was published in two articles (7.14%), and the last is the topic of the influence of Arabic language learning media and students' perceptions of Arabic language learning media which were each published in one article (3.57%).

3. Trends in Arabic Language Learning Media Research Methods in Sinta2,3,4 and 5 Journals

Related to the trend in research methods used in researching Arabic language learning media published in Sinta2,3,4 and 5 journals, it can be seen in the following table:

Table 3
Trends in Arabic Language Learning Media Research Methods
In Sinta2,3,4 and 5 Journals

No	Method	Amount	Reference
1	Reserch and Development	12	Putri & Billah, 2019, Gazali & Saefuloh, 2019; Rambe, 2019; Jamilah, 2019; HS & Suriningsih, 2021; Isnaini & Huda, 2020; Firdausia et al., 2020; Usamah, Asep dan Fajri Lutfi, 2022; Hijriyah et al., 2022; Puspa Putri, 2019; Hamidi et al., 2023; Paramita & Setiawan, 2022
2	Qualitative Descriptive	8	Albantani, 2019; Ilmiani, Aulia Mustika et al., 2020; Mustofa, 2020; Furoidah, 2020; Thityn Ayu Nengrum, 2020; Rahmasari, 2021; Pimada & Muhammad Afif Amrulloh, 2020; Hasyim et al., 2021; Rahmasari, 2021.
3	Case Study	5	Sulhadi, 2020; Novita & Munawir, 2022; Amri, 2023; Zulpina, 2022; Ilhami, 2019
4	Descriptive Quantitative	2	Fawzani et al., 2022; Kusuma et al., 2019;
5	Classroom Action Research	1	Amrini Shofiyani, 2021;
Total Number		28	

From the table above, it can be seen that the trend of research methods used in Arabic language learning media research is divided into five, namely 1) development research (R&D), 2) qualitative descriptive research, 3) case study research, 4) correlation research, and 5) classroom action research. Of these research methods, development research is the most widely used. This method was used in 12 studies (42.85%). The next method is qualitative descriptive which was used in eight studies (28.57%), case studies in five studies (17.85%), correlation in two studies (7.14%), and classroom action in one study (3.57%).

4. Contribution of Each Research Result on Arabic Language Learning Media in Sinta2,3,4 and 5 Journals to the Development of Science

The research results on Arabic language learning media published in Sinta2,3,4 and 5 journals have provided several contributions to the development of science related to Arabic language learning. This can be seen in the following table:

Table 4
Contribution of Each Research Result on Arabic Language Learning Media in Sinta2,3,4 and 5 Journals to the Development of Science

No	Contribution	Reference
Tahun 2019		
1.	Producing Arabic language learning media products in the form of Android-based software called Arabic 1	Putri & Billah, 2019,
2.	Producing Arabic language learning model designs for Madrasah Aliyah students using the Flipped Classroom model based on e-learning	Gazali & Saefuloh, 2019.
3.	Producing Web-based Arabic language learning application products for Madrasah Ibtidaiyah students along with teaching tools in the form of syllabus, RPS, and assessments.	Rambe, 2019
4.	Producing Arabic language learning media products based on Power Point Inspring presenter for Madrasah Ibtidaiyah students	Jamilah, 2019
5.	Producing Arabic language learning application products based on Android for early childhood	Puspa Putri, 2019
6.	Confirming that YouTube, Instagram, and Facebook can be used as alternative Arabic language learning media	Albantani, 2019
7.	Confirming that the use of Google classroom is effective for Arabic language learning in higher education	Kusuma et al., 2019
8.	Confirming that students give a positive perception of the use of Kahoot media in Arabic language learning	Ilhami, 2019
Year 2020		
9.	Confirming that the use of interactive multimedia can help reduce the problems of learning Arabic, especially in terms of ease of delivering material and generating attraction and motivation	Ilmiani, Aulia Mustika et al., 2020
10.	Confirming that WA can be used as a medium for learning Arabic	Mustofa, 2020
11.	Confirming the importance of media in learning Arabic Affirming	Furoidah, 2020
12.	Confirming the importance of using learning media to increase Arabic vocabulary	Thityn Ayu Nengrum, 2020
13.	Producing vocabulary learning media in the form of the My Happy Route game for students of Madrasah Tsanawiyah	Isnaini & Huda, 2020
14.	Producing web-based Arabic learning media products for high school students	Firdausia et al., 2020
15.	Affirming that learning Arabic can be done by utilizing electronic media	Pimada & Muhammad Afif Amrulloh, 2020
16.	Affirming that the use of Android-based media applications can improve students' understanding in Nahwu lessons	Sulhadi, 2020
Year 2021		
17.	Affirming that Youtube can be an alternative media for learning Arabic during the pandemic	Rahmasari, 2021
18.	Producing electronic learning media products based on Roda Putar for vocabulary learning for kindergarten children	HS & Suriningsih, 2021
19.	Affirming that Augmented Reality Technology can be used as an alternative media for learning Arabic	Hasyim et al., 2021
20.	Affirming that the use of Snakes and Ladders media can improve students' Arabic learning outcomes	Amrini Shofiyani, 2021
Year 2022		
21.	Confirming that Song Media has a strong correlation with istima' skills	Fawzani et al., 2022
22.	Confirming that Quizizz can be an easy and effective learning media for learning Arabic	Zulpina, 2022
23.	Confirming that the use of Information and Communication Technology in learning Arabic can increase students' attraction to learning Arabic	Novita & Munawir, 2022
24.	Confirming that the use of interactive media based on Canva in learning Arabic can increase students' interest and attraction in learning	Usamah, Asep dan Fajri Lutfi, 2022

25.	Producing Android-based Arabic learning media products for Istima' learning for junior high school students	Hijriyah et al., 2022
26.	Producing Android-based Arabic learning media products using Power Point iSpring Presenter for MTs students	Paramita & Setiawan, 2022
Year 2023		
27.	Producing Arabic Learning Media products based on Interactive Animation Videos	Hamidi et al., 2023
28.	Confirming that the living environment of people who have Arabic cultural content can be used as an alternative media development Arabic language learning	Amri, 2023

By examining the table above, it can be seen that the contribution of the results of Arabic language learning media research published in the journal Sinta^{2,3,4} and 5 can be broadly grouped into two, namely in the form of Arabic language learning media products, and descriptions of Arabic language learning media.

The products of Arabic language learning media research include:

1. Android-based Arabic language learning media software.
2. Web-based Arabic language learning applications.
3. Arabic language learning media based on PowerPoint iSpring Presenter
4. Arabic language learning media based on the game My happy Route
5. Electronic learning media based on Roda Putar
6. Flipped classroom model design based on e-learning

While the descriptive ones broadly emphasize the following:

1. The importance of using learning media in the Arabic language learning process .
2. The importance of utilizing multimedia and other information and communication technologies in Arabic language learning
3. Students give a positive perception towards the use of contemporary learning media such as Kahoot in Arabic language learning
4. Social media such as YouTube, Instagram, Facebook, and WhatsApp can be alternative media for Arabic language learning today
5. Utilization of applications available on the internet can increase the effectiveness of Arabic language learning
6. Songs are one of the media that can improve listening skills.
7. The use of media can increase interest in learning and the effectiveness of learning.
8. An environment that has an Arabic nuance can be an alternative media for Arabic language learning

3.2 Discussion

As explained above, research on Arabic language learning media is still widely conducted by researchers and published in accredited journals and in unaccredited journals. This illustrates that research on Arabic language learning media is still an interesting issue to study because of its important role in increasing learning interest, student learning achievement, and learning quality. (Wahid, 2018; Sultan & Tirtayasa, 2019; Magdalena et al., 2021).

From the data contained in Table 1, it can be seen that the results of research on Arabic language learning media published in Sinta 2 to Sinta 5 in the last five years (2019-2023) were 28 articles, the most of which were published by Sinta 4 accredited journals, while only five articles were published by the Sinta 2 journal. This shows the need to improve the quality of articles so that they can be published in journals with higher indexes.

In relation to the trend of topics chosen by researchers in Arabic language learning media research, research on media development is the trend that is most in demand by researchers. This is understandable because the development of information and communication technology and digital today has provided enormous opportunities to be utilized in the world of education. The development of information and communication technology provides easy and abundant access to information for students, offers more interactive learning through educational application platforms and simulations available in cyberspace, and provides greater opportunities for communication and collaboration between teachers and students (Hasnida et al., 2024). Thus, innovation and creativity are needed in the current learning process based on information and communication technology that allows students to obtain more information outside the classroom (Afif, 1970). Several studies have shown that the use of technology such as video, WhatsApp, Google classroom, and other digital applications available in cyberspace can have a positive impact on the learning process and outcomes (Rista & Ubaydillah, 2021; Nurwinda et al., 2022; Suprpto et al., 2022; Mohamad Miftah & Nur Rokhman, 2022). This is certainly a great opportunity for Arabic language researchers to develop Arabic language learning media based on information and communication technology.

If we look at the trend of research topics on Arabic language learning methods which are dominated by the development of learning media, then it is only natural that the trend of methods used is more using the R & D (Research and Development) method. Research with the R & D method is intended to design, develop, and evaluate products that can be used for learning or others (W. Creswell, 2012). This kind of research is very relevant for the development of Arabic language learning media. However, other research methods are also used in this case which add to the variety of research results that strengthen each other in relation to Arabic language learning media.

From several studies on Arabic language learning media published in the journal Sinta 2,3,4 and 5 in the last five years, several studies have produced Arabic language learning media products based on technology that can be used by Arabic language teachers. In the recent era, teachers are required to be able to present a digital-based learning process and integrate technology in learning (Nur Al Fatah, 2022; Khalisatun Husna et al., 2023). The use of these media products will help teachers adapt their learning process to technology. In addition, the research results above provide additional information about media that are effectively used in learning Arabic, as well as show aspects that may still be the focus of further research.

4. Conclusion

From the description above, it can be concluded that research on Arabic language learning media in the last five years has been spread and published in the journals Sinta 2, 3, 4, and 5. However, the majority of articles are published by the journal Sinta 4. While the topic trends of the research were varied. Most of the publications focused on the topic of developing learning media. The method trends also were varied, but the most used R & D (Research and Development). Regarding the contribution of research to the development of science, the results of these studies contribute to the development of technology-based Arabic language learning media products, and emphasize the importance of learning media in the learning process, and show the effectiveness of learning media in increasing interest, motivation, and the quality of the learning process and results. There are still many gaps that can be utilized by other researchers to research the issue of Arabic language learning media both in terms of topics and methods. There are still many topics of ICT-based media development that have not been researched, such as the relationship between teachers and learning media in the digital era, learning media design to meet the demands of the independent curriculum, learning media development models for Generation Z, and the like are topics that can still be developed. The method that can still be developed is the phenomenological or experimental method which has not been widely used in research on Arabic language learning media.

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