



Analysis Of The Use Of Smart TV as A Media For Arabic Learning At Insan Amanah Junior High School

Received :	26 th June 2024	Revised :	3 th September 2024	Accepted :	29 th Octpober 2024
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Alvian Izzul Fikri¹
Nur Hasaniyah²
Abdul Muntaqim Al-Anshory³

Email: 1230104210077@student.uin-malang.ac.id, 2hasaniyah@bsa.uin-malang.ac.id,
3abdulmuntaqim@bsa.uin-malang.ac.id

^{1,2,3}Universitas Islam Negeri Maulana Malik Ibrahim Malang
Indonesia

Abstract

The purpose of this study is to analyze the use of Smart TV as a learning tool for the Arabic language at Insan Amanah Junior High School Malang. The research method used is qualitative, employing a case study approach. In the era of Industry 5.0, it's crucial to integrate technology into the learning process to facilitate interaction between teachers and students. Smart TVs, being modern technological devices, offer various interactive features that can be leveraged to support Arabic language learning. Data for this study was collected through direct observation, interviews with teachers and students, and analysis of documentation related to the use of Smart TV in teaching and learning activities. The study results indicate that using Smart TV can enhance student motivation and participation in learning Arabic. Features such as educational applications, learning videos, and internet access provide convenience in delivering material and enriching learning resources. Additionally, the study found that the success of using Smart TV as a learning tool is greatly influenced by the clarity of the purpose of use, user familiarity with the technology, and clear guidelines for its use. Therefore, Smart TV is an effective and efficient medium for improving the quality of Arabic language learning in the digital era.

Keywords: *Smart Tv, Media, Arabic Learning*

Introduction

The education sector is currently experiencing a major transformation thanks to rapid advances in technology, especially in supporting the learning process.¹ The use of educational multimedia as a learning medium has made learning more effective and efficient. This is due to the need to convey more and more information from teachers to students. Digital technology media has a significant impact on student learning, and multimedia provides opportunities for teachers to improve their teaching techniques, so that learning outcomes can meet expectations.²

Globalization and rapid technological developments have changed the educational paradigm. Today's educational institutions must collaborate with technology in teaching and learning activities. According to As'ari, technology and information that continues to develop provides various software that makes it easier for teachers to develop learning media that can be applied in the classroom and in evaluations.³ Conventional learning methods are often the cause of failure in learning, exacerbated by the lack of use of media and infrastructure, as well as the limited ability of teachers to optimize media use.⁴

Learning Arabic at Insan Amanah Junior High School Malang faces a number of significant challenges. One of the main obstacles is the limited learning time in the classroom. Students only get a limited amount of time to learn Arabic, which is not enough to master the language skills thoroughly. These restrictions lead to a lack of opportunities to practice and deepen the material, resulting in students experiencing difficulties in achieving the expected competencies. In addition, the

¹ Pasambo. Analisis pengaruh multimedia sebagai media pembelajaran terhadap hasil belajar matematika siswa sekolah dasar. *Jurnal Basicedu*, 3257(3267).

² Martini Kahfi, d.. Penerapan Multimedia Interaktif Untuk Meningkatkan Motivasi Belajar Siswa Pada Pembelajaran IPA. PETIK. 2021.

³ Diah Rahmawati As'ari. (2017). Pemanfaatan Wordshare Quiz Creator dalam Pembuatan Soal-Soal Bahasa Arab. *Arabi: Journal of Arabic Studies*, 2(1), 38–46. <https://doi.org/http://dx.doi.org/10.24865/ajas.v2i1.24>

⁴ Dadan Mardani, Nugraha Suharto, dan S. (2022). Hasil Belajar Bahasa Arab Berbasis Komputer dan Konvensional di Madrasah Tsanawiyah. *Basicedu*, 6(3), 4470–4479. <https://doi.org/https://dx.doi.org/10.31004/basicedu.v6i3.2804>

busy class schedule with other subjects makes the time allocation for Arabic even more limited.

In addition to the problem of time, the monotonous Arabic teaching method is a challenge in itself. Many teachers still rely on conventional methods such as lectures and memorization without involving varied and interactive media. This approach often makes students get bored quickly and are less motivated to learn. Non-interactive learning reduces students' chances of practicing speaking and listening in Arabic, which is essential for language mastery. As a result, student learning outcomes are not optimal and many find it difficult to understand and use Arabic effectively.

The ideal Arabic language learning standard should include the use of methods and media that are interactive and relevant to the needs of students. According to Anderson and Krathwohl,⁵ effective learning must involve various aspects of language skills such as listening, speaking, reading, and writing. The use of technology in learning, such as Smart TVs, can provide a more engaging and interactive learning experience. This is supported by research from Al-Mekhlafi⁶ which shows that technology can improve student motivation and learning outcomes in language learning.

The implementation of technology in learning Arabic must also be adjusted to the existing curriculum. Learning standards must include the use of media that is able to accommodate various learning styles of students. For example, the use of learning videos, interactive applications, and other digital resources that can be accessed through Smart TVs. Based on research from Hamidah, the integration of technology in foreign language learning has been proven to be effective in improving students' language skills. Therefore, the use of Smart TV as a learning medium should be an integral part of the Arabic language learning standards in this school.

⁵ Lorin W. Anderson, ed., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Abridged ed., [Nachdr.] (New York Munich: Longman, 2009).

⁶ Abdurrahman Ghaleb Almekhlafi and Farouq Ahmad Almeqdadi, "Teachers' Perceptions of Technology Integration in the United Arab Emirates School Classrooms," n.d.

Technology-based learning, which in this research is focused on Using Android TV makes it easier to compose or design learning content without requiring a programming process. This makes it possible to create teaching materials which can be used offline or online, and can continue to be developed accordingly need.⁷

Insan Amanah Junior High School Malang has a uniqueness in the use of Smart TV as a medium for learning Arabic. Smart TVs are integrated into the learning process to provide access to a wide range of educational apps, learning videos, and online resources that can be accessed directly in the classroom. The use of Smart TVs allows for more dynamic interaction between teachers and students and between students and learning content. This innovation shows the school's commitment to adopting the latest technology to support learning, which is different from other schools in the area.

The implications of using this Smart TV are quite significant. Early observations show increased student participation and enthusiasm in learning Arabic. Teachers also feel helped in delivering material in a more varied and interesting way. In addition, the use of Smart TVs opens up opportunities for the application of more innovative and technology-based learning methods, which are in line with the demands of the Industry 5.0 era. This has a positive impact not only on improving learning outcomes, but also on the development of students' technology skills that are in high demand in the future.

The use of Smart TVs in learning also allows for variations in teaching methods. For example, teachers can use interactive videos to explain difficult concepts or use language learning apps specifically designed to improve students' language skills. According to research conducted by Mayer,⁸ the use of multimedia in learning can increase student understanding and retention. This shows that the integration of technology such as Smart TV can make a positive contribution to the quality of Arabic language learning at SMP Insan Amanah Malang.

⁷ Khasanah, Maulana Muhlas, dan L. M. (2020). Development of E-Learning Smart Apps Creator (SAC) Learning Media for Selling Employees on Paid TV. *Akademika: Jurnal Teknologi Pendidikan*, 9(2), 129–142. <https://doi.org/10.34005/akademika.v9i02.819>.

⁸ Richard E. Mayer, *Multimedia Learning*, 2nd ed. (Cambridge University Press, 2009), <https://doi.org/10.1017/CBO9780511811678>.

The urgency of this research lies in the need to find an effective solution in overcoming the obstacles to learning Arabic at Insan Amanah Junior High School Malang. By analyzing the use of Smart TV as a learning medium, it is hoped that strategies that can be adopted to improve the quality of Arabic language learning can be found. The results of this study are expected to be not only useful for SMP Insan Amanah Malang, but also can be a reference for other schools that face similar challenges in learning Arabic. This research is important to ensure that the use of technology in education provides optimal results and is relevant to the needs of students.

Research Method

This study uses a qualitative research method with a case study approach. The qualitative method was chosen because it allowed the researcher to dig deeper into the experiences, perceptions, and views of teachers and students regarding the use of Smart TVs in Arabic language learning. The case study, as part of a qualitative method, allows researchers to focus on a specific phenomenon in a specific context, namely the use of Smart TV at Insan Amanah Junior High School Malang. This approach is perfect for gaining an in-depth understanding of how the technology is applied and its impact on the learning process.⁹ The study also involves direct observation and interaction with participants to obtain rich and contextual data.¹⁰

The data collection techniques in this study include in-depth interviews, participatory observations, and document analysis. In-depth interviews were conducted with teachers and students to get their perspectives on the use of Smart TVs in Arabic language learning. Participatory observation was carried out by attending several learning sessions to observe firsthand how Smart TVs are used in the teaching and learning process. Document analysis includes a review of

⁹ Robert K. Yin, *Case Study Research and Applications: Design and Methods* (SAGE Publications, 2017).

¹⁰ "Qualitative Research: A Guide to Design and Implementation - Sharan B. Merriam - Google Buku," accessed June 26, 2024, https://books.google.co.id/books/about/Qualitative_Research.html?id=tvFICrgcuSIC&redir_esc=y.

learning materials, student academic records, and evaluation reports.¹¹ The data collected is then analyzed using thematic analysis techniques, which involve encoding the data, identifying key themes, and in-depth interpretation to understand emerging patterns.¹² This approach allows researchers to identify the successes, challenges, and implications of using Smart TVs in Arabic language learning.

Results and Discussions

The successes of using Smart TVs in Arabic language learning

The use of technology in education, including Smart TV, is increasingly important in the Society 5.0 era. prioritizing the integration of technology into all aspects of life, including education. This era aims to create a society that can take advantage of technological advances to improve the overall quality of life, including in the education sector. At SMP Insan Amanah Malang, the use of Smart TV has been implemented as one of the innovations in learning Arabic. This study shows that the use of Smart TV at Insan Amanah Junior High School Malang can significantly improve students' Arabic language skills. These results are consistent with previous research that suggests that technology can facilitate language learning by making it more interactive and engaging.¹³

With Smart TV, teachers can display various multimedia content that can enrich the teaching and learning process. Students can view videos, listen to audio, and interact with learning apps that can all be accessed through the large screen of Smart TVs. This technology also allows for more dynamic and responsive learning to student needs. For example, teachers can play videos that are relevant to the material being taught, or use interactive apps to practice

¹¹ Creswell, J. W., *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (Sage Publications., n.d.).

¹² Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (January 2006): 77–101, <https://doi.org/10.1191/1478088706qp063oa>.

¹³ Yao-Ting Sung, Kuo-En Chang, and Tzu-Chien Liu, "The Effects of Integrating Mobile Devices with Teaching and Learning on Students' Learning Performance: A Meta-Analysis and Research Synthesis," *Computers & Education* 94 (March 2016): 252–75, <https://doi.org/10.1016/j.compedu.2015.11.008>.

students' speaking and listening skills. This not only makes learning more enjoyable, but also helps students understand the material better.

In addition, Smart TVs also support collaborative learning. Students can work in groups to complete tasks or projects displayed on the screen, which can improve their social skills and cooperation. The technology also allows access to global educational resources, so students can learn from content created by experts around the world. Thus, the use of Smart TVs not only improves students' Arabic language skills but also broadens their horizons and improves critical thinking skills.

Overall, the integration of Smart TV in Arabic language learning at Insan Amanah Junior High School Malang is an important step forward in facing educational challenges in the Society 5.0 era. By utilizing these advanced technologies, schools can provide a richer and more varied learning experience, which in turn can improve student motivation and learning outcomes. This research confirms that technology can be a very effective tool in supporting the educational process, as long as it is integrated in the right way and supported by adequate infrastructure and appropriate training for teachers.

One of the main findings of the study was a significant improvement in students' Arabic language skills after the use of Smart TVs in learning. Research conducted by *Wiena Safitri* shows that Smart TV has great potential as an Arabic language learning medium and has proven to be effective in increasing interest in learning Arabic among students. Students' self-assessment indicates an increase in confidence in using Arabic. In addition, final exam scores have also increased. These findings underscore that the integration of technology, such as Smart TV, can enrich students' learning experience and improve their academic outcomes.¹⁴

Furthermore, the use of Smart TVs not only improves language skills but also strengthens students' critical and collaborative skills. Through interactive

¹⁴ Wiena Safitri et al., "Potensi dan Efektivitas Pemanfaatan Smart TV dalam Meningkatkan Minat Belajar Bahasa Arab Siswa," *EDUKATIF: JURNAL ILMU PENDIDIKAN* 5, no. 2 (May 13, 2023): 944–52, <https://doi.org/10.31004/edukatif.v5i2.4725>.

multimedia content, students can be more actively involved in the teaching and learning process, which in turn increases their motivation and participation. For example, learning videos and interactive apps displayed through Smart TVs can make learning more engaging and easy to understand. Thus, Smart TV is not only a visual aid but also a platform that enriches traditional teaching methods, helping students achieve a deeper understanding and better results in Arabic lessons.

Implications of using Smart TVs in Arabic language learning

The implication of use Smart TVs allows for better interaction between teachers and students as well as between students. Interactive features on Smart TVs, such as touchscreens and learning apps, allow students to be more engaged in the learning process. This is in line with constructivist theory which states that active and collaborative learning can improve student understanding and retention.¹⁵ With Smart TVs, teachers can create a dynamic learning environment where students can directly participate in learning activities, for example through interactive discussions, simulations, and educational games. Additionally, Smart TVs allow for quick access to a variety of digital resources, such as educational videos, images, and presentations that can be tailored to learning needs.

The use of this technology also supports differentiated learning, where teachers can adjust teaching materials and methods according to each student's ability level and learning style. As such, Smart TVs not only serve as visual aids but also as platforms that enrich learning experiences, increase student engagement, and reinforce social interaction in the context of learning. The ideal Arabic language learning standard includes balanced listening, speaking, reading, and writing skills. Smart TVs can be used to meet this standard by providing diverse multimedia content. For example, learning videos can aid in listening and speaking skills, while interactive apps can support reading and writing skills. This

¹⁵ L. S. Vygotsky, *Mind in Society: Development of Higher Psychological Processes*, ed. Michael Cole et al. (Harvard University Press, 1980), <https://doi.org/10.2307/j.ctvjf9vz4>.

is in line with the standards set by the 2013 Curriculum in Indonesia which emphasizes a holistic approach to language learning.¹⁶

The integration of Smart TV in the Arabic language curriculum at Insan Amanah Junior High School Malang requires careful planning. Teachers must be trained to use this technology effectively. In addition, the learning content must be adjusted to the existing curriculum. Research shows that the success of technology integration in education is highly dependent on teacher readiness and support.¹⁷ With the right support, teachers can take advantage of the interactive features of Smart TVs to create a more engaging and effective learning environment, which in turn can improve student motivation and learning outcomes. This planning also involves adjusting teaching materials so that they are more in line with interactive technology-based learning methods.

The uniqueness of this research lies in its focus on the use of Smart TV in Arabic language learning at the junior high school level. Many previous studies have focused on the use of technology in English language learning or other subjects. Therefore, this research makes a unique contribution by exploring how technology can be used for learning Arabic.¹⁸ By highlighting specific aspects of Arabic language learning, this research adds to the understanding of how technology can be applied in different contexts and how it can provide special benefits in improving Arabic language skills among students.



Image: The process of learning Arabic using smart Tv

¹⁶ “Kurikulum 2013 | Sistem Informasi Kurikulum Nasional,” accessed June 26, 2024, <https://kurikulum.kemdikbud.go.id/kurikulum-2013>.

¹⁷ Peggy Ertmer et al., “Teacher Beliefs and Technology Integration Practices: A Critical Relationship,” *Computers & Education* 59 (September 1, 2012): 423–35, <https://doi.org/10.1016/j.compedu.2012.02.001>.

¹⁸ Almekhlafi and Almeqdadi, “Teachers’ Perceptions of Technology Integration in the United Arab Emirates School Classrooms.”

The use of Smart TVs at Insan Amanah Junior High School Malang also shows how technology can be adapted in a local context. The school has managed to integrate this technology despite the limited resources available. This shows that technology can be adapted and applied in various educational contexts, including in areas that may have limited access to advanced technology.¹⁹ This success proves that with creativity and dedication, even schools with limited resources can leverage technology to improve the quality of education, provide students with richer learning experiences, and prepare them for a more digital future.

The implementation of Smart TV in learning requires adequate infrastructure and resource support. Insan Amanah Junior High School Malang has provided the needed infrastructure, such as a stable internet network and adequate hardware. In addition, support from school management and the active participation of teachers are also important factors in the success of this implementation.²⁰ With a strong infrastructure and ongoing support, schools can ensure that the technology is used to the fullest extent to support the learning process and help students reach their full potential.

Teachers' readiness to use technology is the key to the success of Smart TV implementation. Teachers at Insan Amanah Junior High School Malang have received adequate training to use Smart TVs in learning. This allows them to utilize this technology effectively and increase interactivity in the classroom.²¹ With the knowledge and skills they gain from training, teachers can integrate the interactive features of Smart TVs, such as learning apps and touchscreens, to create a more engaging and dynamic learning experience for students. This is in line with a constructivist approach that emphasizes active and collaborative

¹⁹ Insung Jung, "ICT-Pedagogy Integration in Teacher Training: Application Cases Worldwide," *Educational Technology & Society* 8 (January 1, 2005): 94–101.

²⁰ W.J Pelgrum, "Obstacles to the Integration of ICT in Education: Results from a Worldwide Educational Assessment," *Computers & Education* 37 (September 1, 2001): 163–78, [https://doi.org/10.1016/S0360-1315\(01\)00045-8](https://doi.org/10.1016/S0360-1315(01)00045-8).

²¹ Peggy Ertmer and Anne Ottenbreit-Leftwich, "Teacher Technology Change: How Knowledge, Beliefs, and Culture Intersect," *Journal of Research on Technology in Education* 42 (March 1, 2010): 255–84, <https://doi.org/10.1080/15391523.2010.10782551>.

learning, where technology plays a role as a means to increase student engagement in the learning process.

Students and teachers gave positive feedback on the use of Smart TVs in learning Arabic. Students feel more motivated and interested in learning, while teachers feel that this technology helps them in delivering material more effectively. This is in line with research that shows that technology can increase student motivation and engagement in learning.²² With a more dynamic interaction between teachers and students through technology, students can more easily understand Arabic concepts and apply them in relevant contexts. This positive feedback also reflects the successful adoption of technology in the learning environment, where students experience the immediate benefits of using Smart TVs in improving their understanding of Arabic.

Challenges of using Smart TVs in Arabic language learning

Although the results are positive, there are some challenges in the implementation of Smart TV. One of them is technical problems that sometimes arise, such as an unstable internet connection. In addition, some teachers find it difficult to adjust to this new technology. Therefore, there is a need for continuous technical support and ongoing training to address these challenges.²³ Consistent technical support and structured training will help teachers overcome technical barriers and improve their ability to use Smart TVs effectively. In addition, good management of technology infrastructure is also important to ensure that the use of Smart TVs can run smoothly and efficiently in the learning process.

Qualitative data analysis shows that the use of Smart TVs can improve the quality of Arabic language learning. Data obtained from interviews, observations, and document analysis showed that students were more active and motivated in

²² Steven Higgins, ZhiMin Xiao, and Maria Katsipataki, "The Impact of Digital Technology on Learning: A Summary for the Education Endowment Foundation. Full Report," *Education Endowment Foundation* (Education Endowment Foundation, November 2012), <https://eric.ed.gov/?id=ED612174>.

²³ Kimberly A. Lawless and James W. Pellegrino, "Professional Development in Integrating Technology Into Teaching and Learning: Knowns, Unknowns, and Ways to Pursue Better Questions and Answers," *Review of Educational Research* 77, no. 4 (December 1, 2007): 575–614, <https://doi.org/10.3102/0034654307309921>.

learning. This shows that technology can be an effective tool in supporting the learning process.²⁴ By leveraging Smart TV's interactive features, such as learning videos and interactive apps, teachers can create a more engaging and relevant learning experience for students. This not only improves students' understanding of the Arabic language, but also increases their involvement in the learning process, thus creating a more dynamic and effective learning environment overall.

Multimedia content provided by Smart TVs, such as learning videos and interactive apps, helps students understand the material better. The use of multimedia in language learning has been proven to be effective in improving student understanding and retention.²⁵ Through visual videos and interactive apps, students can experience more dynamic and engaging learning, which helps them to understand Arabic concepts in a more in-depth and relevant way. These interactive features also encourage students to be more actively involved in the learning process, increasing their motivation to learn.

The use of Smart TVs also helps in improving students' language skills. Learning videos and interactive apps allow students to practice listening, speaking, reading, and writing in Arabic.²⁶ A communicative approach to language learning emphasizes the importance of developing language skills holistically, and Smart TVs provide an effective platform to achieve this goal. Direct interaction with multimedia content enriches the learning experience of students, allowing them to learn Arabic in a more natural and integrated way.

Feedback from students and teachers shows that the use of Smart TVs is well received and provides significant benefits in learning Arabic. Teachers revealed that this technology helps them deliver material more effectively and manage classes better.²⁷ Students also respond positively to the use of this technology, feeling more motivated and involved in the learning process. Constant

²⁴ Creswell, J. W., *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*.

²⁵ Mayer, *Multimedia Learning*.

²⁶ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, 2nd ed. (Cambridge University Press, 2001), <https://doi.org/10.1017/CBO9780511667305>.

²⁷ D. Randy Garrison and Norman D. Vaughan, *Blended Learning in Higher Education: Framework, Principles, and Guidelines*, 1st ed. (Wiley, 2007), <https://doi.org/10.1002/9781118269558>.

evaluation of the use of Smart TVs is carried out to ensure that the benefits can be maintained and improved over time.

Smart TV can be integrated with the Arabic curriculum at SMP Insan Amanah Malang. Learning content can be adjusted to national curriculum standards and student needs.²⁸ The flexibility of this technology allows for easy adaptation to various learning contexts, so that it can provide a relevant and effective learning experience for students. Good integration between technology and curriculum helps create a dynamic and responsive learning environment to educational and technological developments.

The role of teachers is very important in technology-based learning. Teachers not only act as material presenters, but also as facilitators who help students use technology effectively. Research shows that teachers who are competent in technology can improve student learning outcomes.²⁹

Student motivation and engagement increased with the use of Smart TVs in Arabic language learning. Students feel more interested and motivated to learn because learning becomes more interactive and engaging. Motivational theories such as those proposed by Deci & Ryan³⁰ show that engaging learning can significantly increase students' motivation to learn. With interactive features on Smart TVs, such as learning videos and apps that support direct interaction, students can be more actively involved in the learning process, improving their understanding of the Arabic language.

During the COVID-19 pandemic, the use of technology such as Smart TVs became more relevant as it enabled effective distance learning. This technology

²⁸ Khe Hew and Thomas Brush, "Integrating Technology into K-12 Teaching and Learning: Current Knowledge Gaps and Recommendations for Future Research," *Educational Technology Research and Development* 55 (May 3, 2006): 223–52, <https://doi.org/10.1007/s11423-006-9022-5>.

²⁹ Jo Tondeur et al., "Understanding the Relationship between Teachers' Pedagogical Beliefs and Technology Use in Education: A Systematic Review of Qualitative Evidence," *Educational Technology Research and Development* 65, no. 3 (June 2017): 555–75, <https://doi.org/10.1007/s11423-016-9481-2>.

³⁰ Edward L. Deci and Richard M. Ryan, "The 'What' and 'Why' of Goal Pursuits: Human Needs and the Self-Determination of Behavior," *Psychological Inquiry*, October 1, 2000, https://doi.org/10.1207/S15327965PLI1104_01.

allows students to stay connected with their learning materials and teachers without having to be in a physical classroom.³¹ This shows the flexibility of technology in supporting the learning process in emergency situations or unusual conditions, such as pandemics, where access to physical schools is limited.

This study shows that the use of Smart TV has a significant positive impact on student learning outcomes. The results of the study showed a consistent improvement in final exam scores and student self-assessment after the implementation of this technology.³² The integration of technology in Arabic language learning at Insan Amanah Junior High School Malang provides evidence that technology can improve students' overall academic outcomes.

Although the results were positive, the study had some limitations that need to be noted. One of them is the limited number of samples, which can affect the generalization of the findings. To validate and generalize the results of this study more broadly, follow-up research with a larger and more diverse sample is highly recommended. In addition, further research is also needed to explore more deeply about how Smart TV technology can be optimized in various learning contexts and to understand its impact in more depth.

The results of this study have important implications for educational practice, especially in the context of the use of technology in Arabic language learning. The integration of Smart TV in the curriculum at Insan Amanah Junior High School Malang has been proven to improve the quality of learning and academic outcomes of students. Research shows that technology can provide a more interactive and engaging learning experience for students, which in turn increases their motivation and engagement in the learning process.³³ These implications could serve as a basis for other schools in Indonesia to consider

³¹ Charles Hodges et al., "The Difference Between Emergency Remote Teaching and Online Learning," March 27, 2020.

³² Rana M. Tamim et al., "What Forty Years of Research Says About the Impact of Technology on Learning: A Second-Order Meta-Analysis and Validation Study," *Review of Educational Research* 81, no. 1 (March 2011): 4–28, <https://doi.org/10.3102/0034654310393361>.

³³ An Tudy and Robert Kozma, "Technology and Classroom Practices," *Journal of Research on Technology in Education* 36 (September 1, 2003), <https://doi.org/10.1080/15391523.2003.10782399>.

adopting similar technologies in an effort to improve the effectiveness of learning Arabic and other subjects.

This study concluded that the use of Smart TV in learning Arabic at Insan Amanah Junior High School Malang has a significant positive impact. Students not only become more motivated to learn, but also record a noticeable improvement in their learning outcomes. Therefore, recommendations are given to other schools to adopt this technology as part of their learning strategies.³⁴ Additionally, it is important to provide ongoing training for teachers so that they can develop skills in utilizing technology effectively in their daily teaching.

This research is important because it highlights the potential of technology in improving Arabic language learning, a subject that is often considered difficult. By providing empirical evidence on the effectiveness of Smart TV in improving student learning outcomes, this study provides a strong foundation for the development of more innovative and technology-based education policies in Indonesia.³⁵ This underscores the importance of providing adequate support to teachers through appropriate training so that they can effectively integrate technology in learning Arabic and other subjects.

The study emphasizes the importance of incorporating technology in education, especially in challenging times like the COVID-19 pandemic. For instance, Smart TVs offer solutions to facilitate effective distance learning, ensuring that education continues even in unconventional circumstances. This demonstrates how adaptable technology is in supporting learning across different scenarios, highlighting the necessity of investing in technology infrastructure and providing training for educators to fully utilize its potential.

Conclusion

³⁴ Michael Fullan, *The New Meaning of Educational Change* (Teachers College Press, 2015).

³⁵ Marko Teräs, "Education and Technology: Key Issues and Debates: Neil Selwyn. Bloomsbury Academic, London and New York, 2022, 3rd Edition, 222 Pp. ISBN 978-1-3501-4554-2 (Hbk), ISBN 978-1-3501-4555-9 (Pbk), ISBN 978-1-3501-4553-5 (ePDF), ISBN 978-1-3501-4556-6 (eBook)," *International Review of Education* 68, no. 4 (August 2022): 635–36, <https://doi.org/10.1007/s11159-022-09971-9>.

The use of Smart TV for learning Arabic at Insan Amanah Junior High School in Malang has had a significant positive impact. Research indicates that integrating technology into the curriculum can improve students' learning motivation and academic outcomes. By using interactive features such as learning videos and interactive apps, students can be more actively involved in the learning process, ultimately enhancing their language comprehension and skills. This approach aligns with constructivist principles, emphasizing the importance of active, student-centered learning to improve outcomes.

Additionally, the study identifies challenges in implementing Smart TV, including technical issues and the need for ongoing teacher training.³⁶ However, feedback from students and teachers has been generally positive, indicating that this technology offers tangible benefits in Arabic language learning. It's crucial to regularly evaluate the use of this technology to ensure that its benefits can be sustained in the long term and adapted to evolving technological needs.³⁷

Furthermore, the study's findings have implications for education policy development in Indonesia. Integrating technology into education can effectively improve the quality of learning, especially in challenging subjects like Arabic. It's essential for the government, schools, and other stakeholders to provide proper support to successfully implement this technology and maximize its benefits for future generations' education. This research contributes to understanding how technology can drive positive change in Arabic language learning and education in Indonesia as a whole.

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³⁶ Lawless and Pellegrino, "Professional Development in Integrating Technology Into Teaching and Learning."

³⁷ Garrison and Vaughan, *Blended Learning in Higher Education*.

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