PPJKBA
INDONESIA

Using Film Media in Tarjamah Learning to Understand the Meaning of Sentences based on Bloom's Taxonomy Theory

Suci Ramadhanti Febriani[1], Sri Indah Lestari[2], Meidias Abror Wicaksono[3]

[1,2]UIN Imam Bonjol Padang, Indonesia
[3] Institut Pesantren Mathali'ul Falah
E-mail: suci.ramadhanti@uinib.ac.id

Abstract: Variations in media in learning play a role in making it easier for students to understand teaching material. The use of film media sourced from YouTube is an alternative for increasing students' understanding in tarjamah learning, one of which is to understand the meaning of sentences. On that basis, this research aims to analyze tarjamah learning to understand the meaning of sentences based on Bloom's Taxonomy Theory. This research uses a qualitative research design with a case study research design on Arabic Language and Literature students at UIN Imam Bonjol Padang. Data collection techniques include interviews, observation and documentation. The research data is in the form of tarjamah learning results and the implementation of learning activities using films. The data analysis technique uses four stages, namely data collection, data condensation, data presentation and conclusion drawing. The results of the research show that the use of film media in tarjamah learning in understanding the meaning of sentences is still classified as applied learning which shows in the C5 domain (evaluating types of meaning), while the classification of meaning obtained from one of the films and student assignments shows 16 denotative and connotative meanings, 10 types of idioms and two sentence forms, namely ismiyyah and fi'liyyah. On that basis, researchers recommend testing its effectiveness quantitatively.

Keywords: *Translation, Bloom's Taksonomy, Media*

Introduction

The existence and development of the Arabic language has undergone transformation over time. Arabic is the language of the Qur'an and the language of worship of Muslims, so Arabic is widely studied both in education and non-education (Habibii, 2017). The role of educators is very important in conveying Arabic in a pleasant manner so that non-Arab students do not think that Arabic is a difficult language to learn. One way is by using fun media (Tungkagi et al., 2022).

One of the success factors in the learning process is the use of appropriate media. because media is a tool or intermediary and an inseparable part of the educational process in higher education (Sehra, 2022). Arabic language educators in their teaching often use the lecture method in delivering learning material that is quite complicated and identical to the method of memorizing vocabulary (Salsabila et al., 2020). An Arabic language educator should be required to master

the effective and efficient use of media in the learning process to achieve the specified goals. By selecting, using media and good teaching, it is a way to achieve learning objectives and make the learning process more effective, efficient and not boring (Yusri, 2020).

Media is one component that can stimulate the learning process in students so that it can encourage the teaching and learning process. The role of media in the learning process is to assist educators in teaching and delivering material easily (Meinawati, 2020). Several factors that hinder the success of learning Arabic include a lack of media and facilities that support Arabic language learning, as well as a lack of ability to teach Arabic verbally (Mahmudah, 2018). On the other hand, if Arabic language teaching becomes more interesting, students will accept the lesson more easily because they will enjoy learning Therefore, educators must choose appropriate learning media to achieve student goals.

During the learning process, there is always interaction between the teacher, students and the learning media used. This media is used as a teaching aid and also sends messages to students (Meinawati, 2020). With the right media, the learning process will be more interesting and interactive, and students will learn faster without having to go through a long process. As a result, the quality of all lessons can be improved, and learning can take place whenever and wherever desired (Gunarti, 2020).

Media is very important in the learning process. The importance of media in the learning process is based on the theory that most of a person's knowledge, skills and attitudes can only be conveyed through the sense of sight and direct experience of doing it themselves, while most of the others can be conveyed through the sense of hearing and other senses. Film is a medium used during the learning process. Through a series of images projected rapidly onto a screen, films are an important component of the country's cultural output. This series of images will give the illusion of orderly, fluid, and continuous movement that comes from true and fictional stories (Vidya & Revisi, n.d.).

For years, films have been used in human life as entertainment that displays history, politics, and environmental advertising. Today, films are also used as an educational medium, engaging students in a unique way (Marada, 2015), without them realizing its value. and they are better able to accept the goals and materials stored within them more freely. Information can be a number of knowledge or skills that students must have during the learning process (Mahmudah, 2018). The learning media used by educators can improve communication and interaction between educators and students. The learning media used by educators is very helpful in understanding the meaning of sentences when teaching students to translate in Arabic (Evi, 2020).

Translation is the process of transferring a message from one language to another. This is very important because it allows people from a community to learn about other people's cultures, civilizations, and thoughts (Fahmi, 2016). Translation includes all human activities in transferring a set of messages or information, both verbal and nonverbal, from source to destination (Supriatna, 2018).

Meaning is the word "meaning" is defined as its most basic meaning. Meaning is how the sound symbol relates to its referent (Pidata, 2009). Since the

purpose of language is to convey meaning, meaning is a very important area of language study. A new concept in the world of education was introduced in 1956 by Benjamin Samuel Bloom and colleagues. This concept comes into the framework of the concept of thinking which consists of a structure of levels of human intelligence competence. There are three dimensions, namely cognitive, psychomotor, and affective. Each domain is divided into several categories and subcategories in hierarchical order, starting from the simplest behavior to the most complex (Magdalena et al., 2020).

Intellectual division in this framework of thinking is important for students to master and has a better impact on student development. Bloom's Taxonomy can show skills from the lowest level to the highest level. Because each level has a different correlation, a person must master the skills at the lowest level before they can reach the highest level. Conceptually, Bloom's taxonomy divides it into three domains: cognitive domain, affective domain, and psychomotor domain (Bloom, 1942).

The cognitive domain orders skills based on expected goals. In this cognitive field, the thinking process consists of six stages of thinking that students must learn so that they can apply theory into action. These stages include not knowing (knowledge), comprehensive (understanding), application or application, analysis or decomposition, synthesis or integration, evaluation or assessment (Nafiati, 2021).

Mastery of students' cognitive domain includes students' behavior as demonstrated by intellectual elements such as knowledge and thinking skills, as well as students' thinking memory which can store new knowledge and skills. For example, new students learn about the definition and staging of theatrical drama, and they can also develop their own theories.

Moral aspects, which are shown by feelings, can be used to assess students' mastery of the affective domain. In general, students have less control over the affective domain. This is proven by the level of violence in schools. This certainly contradicts paragraph 2 of article 28 b of the 1945 Law, which states that "every child has the right to continued life, growth and development and has the right to protection from ideas and distribution." However, it is unfortunate that many students in schools engage in unethical activities.(Bloom, 1942)

The psychomotor domain can be examined by looking at aspects of students' skills, which are the result of teaching and learning activities carried out by students in class. Not only memorizing the definition of theory, but students also have to apply abstract theory to the real world. This will determine whether comprehensive historical knowledge can truly be applied.(Bloom, 1942)

Bloom's taxonomy theory is a hierarchical structure that identifies thinking skills from low level to high level. It has 6 steps, namely C1 knowledge remembering, C2 understanding understanding, C3 application applying, C4 analysis analyzing, C5 synthesis evaluating, C6 evaluation creating. The advantage of Bloom's taxonomy theory is that understanding the cognitive levels described in Bloom's taxonomy of education can design tests that cover various levels of student thinking. Bloom's taxonomy is very important for determining the cognitive level in determining concept mapping material in learning content in e-learning (Magdalena et al., 2020).

This research aims to analyze tarjamah learning to understand the meaning of sentences based on Bloom's Taxonomy Theory. There are several and even many problems in understanding the meaning of sentences in tarjamah learning in Arabic language learning, such as placing meaning between the target language and the source language. Based on these problems, this research proposes the use of film media in tarjamah learning to understand the meaning of sentences based on Bloom's Taxonomy theory. Many similar studies have been carried out, including those stated by Salwa and Widya Hanum Sari P that the use of films can increase students' pragmatic competence and also increase students' learning motivation in studying pragmatics. This finding was confirmed by Heri Susanto et al who explained that documentary film media had a very significant effect on students' critical thinking skills (Susanto et al., 2021) strengthened by Sunarko and Rahman's research that students' mastery of Arabic vocabulary using animated film media (Sunarko & Rahman, 2022). Evi Nurus Suroiyah's research found that learning Arabic using film media was carried out in a fun way as evidenced by students' happy responses when using film media.. (Evi Nurus Suroiyah, 2020)

Method

This research uses a qualitative research design with a case study method. Researchers used a sample of 35 students in one tarjamah learning class. Data collection techniques include interviews, observation and documentation. Data analysis stages were obtained through Milles and Hubberman's theory which identified four stages; (1) researchers collect data in the form of study results of tarjamah learning to understand the denotative and connotative meaning; (2) the researchers condense the data obtained from three data collection techniques; (3) the researchers present data in the form of identification of denotative meanings, idioms and classification of sentences in film media as well as analytical descriptions based on Bloom's taxonomy theory, (4) the researchers draw conclusions based on the findings and study of Bloom's taxonomy theory.

Research data consists of student assignments, interview results and also the process of observing tarjamah learning activities in class. The data sources are primary and secondary data. Primary data sources are documents related to learning and assignment of sentence meanings, interview techniques and classroom observation. The secondary data sources are written sources originating from journal articles and reading materials related to research variables used to understand the meaning of sentences and are related to Bloom's taxonomy theory.

Result and Discussion

The process of identifying meaning in tarjamah learning is a form of assignment for tarjamah learners. One of the film samples is entitled "From The Ashes". Cast: Alshaima'a Tayeb, Khairia Abu Laban, Adwa Fahad, Darin Al Bayed, Aesha Al Refai, while the language used is Arabic. Before students identify and select meanings, the tarjamah learning process also receives direction and discussion by the teacher as shown in the following picture.
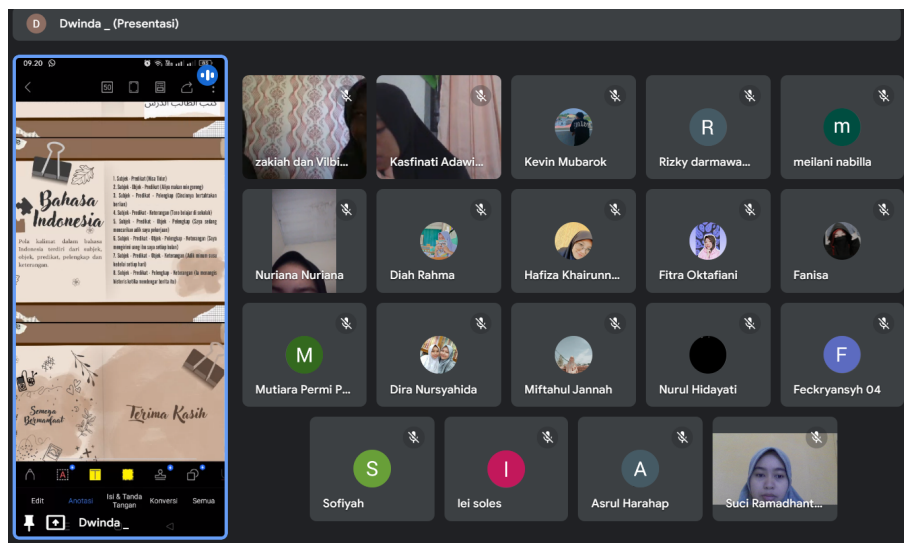
Figure 1. Learning Process

After the researcher observes the activity, the results of the student assignment can be seen in the following table.

Table 1. Classification of Denotative and Connotative Meanings

Time	Dialog	Denotational Meaning	Connotative Meaning
1:29:32	اتغطي , اتغطي , اتغطي يا بنت	Tutupi, tutupi, tutupilah nak	Menyuruh anak Perempuan (Siswi) untuk menutupi auratnya.
1:28:15	الطالبة المثالية لهذا الشهر "أميرة سعيد".	Siswi terbaik bulan ini adalah "amira sa'id"	Pengumuman pemenang siswi terbaik disekolah
1:26:41	وريني اظافرك اقولك!	Ibu bilang tunjukkan kukumu	Ibu 'afaf menyuruh mana (Nama siswi) menunjukkan kukunya.
1:25:24	أ ول شي أوقفي زي الناس	Pertama berdiri seperti manusia	Pertama berdiri tegak. Ibu 'afaf menyuruh hebah (Nama siswi) untuk berdiri tegak
1:24:18	فمن حابة تشارك؟	Siapa yang mau ikut?	Ibu guru menanyakan kepada muridnya siapa yang mau ikut lomba pidato
1:18:27	الدنيا كلها مشاكل	Dunia tiap-tiapnya adalah masalah	Dunia penuh masalah. Perkataan ibu Kapala sekolah kepada ibu Seham
1:14:54	احشري لسانك جوة فمك	Masukkanlah lidahmu kedalam mulutmu	Simpan omonganmu itu

Time			
1:12:23	ولا واحد عجبني	Tidak ada satupun yang aku suka	Dia tidak menyukai satupun pria yang ada di foto itu
1:10:36	لو كنتي مذاكرة من قبلك، كان سوتي احسن من كدا	Kalau kau belajar lebih keras, nilaimu pasti bagus	Ibunya berharap agar dia belajar lebih giat sehingga nilainya lebih bagus
1:04:08	اخلاء! في حريق يا بنات. اخلاء! في حريق	Evakuasi! Ada api wahai anak anak. Evakuasi! Ada api!	Ibu guru menyuruh semua anak muridnya untuk evakuasi karena ada kebakaran
50:08	لما بلغتك الوكيلة بالحرييق، ايش الاجراء اللي اتخذتيه؟	Saat dia memberitahumu tentang kebakaran itu, Tindakan apa yang ia ambil?	Pertanyaan polisi ketika menginterogasi kepala sekolah tentang kebakaran disekolah
43:34	أنا قررت ما في الطلبة تخرج من فصلها من غير معلمتها	Aku memutuskan bahwa tidak ada murid (Perempuan) yang boleh keluar kelas tanpa didampingi gurunya	Keputusan kepala sekolah (Hayat) setelah terjadi kebakaran disekolah itu
41:30	طبعت المحادسة وهادي ملفات البنات	Aku mencetak percakapan itu dan ini adalah file anak-anak itu	Ibu siham memberikan file anak-anak yang nakal disekolah kepada kepala sekolah
32:15	خلاص، ما في كلام بيننا انتهي الكلام	Sudah, tidak ada yang perlu dibicarakan lagi diantara kita, pembicaraan selesai	Jawaban dari kepala sekolah (hayat) ketika diajak berbicara oleh mantan suaminya
26:22	انا زعلت في ساعاتها	Aku kesal pada jam itu	Aku kesal pada saat itu
19:19		Masya'il (nama siswi) disampingnya teman bernama Sa'ad	Masya'il mempunyai pacar bernama Sa'ad. Hebah mengadukan Masya'il kepada kepala sekolah

Table 3. Types of words, idioms in the source language and target language

Time	Word	Types of Words	Meaning
1:31:48	او	Huruf	Atau
1:28:22	الأهم	Isim	Terpenting
1:27:55	الشهر	Isim	Bulan
1:27:32	ام	Huruf	Atau

Time	Source Language		Target Language
1:26:57	على	Huruf	Atas
1:25:13	في	Huruf	Pada
1:25:15	احسن	Fiil	Lebih Baik
1:25:12	الطابور	Isim	Barisan
1:20:42	قماش	Isim	Kain
1:20:03	الدين	Isim	Agama
1:18:58	تكتب	Fiil	Menulis
1:18:32	عن	Huruf	Tentang/Dari
1:12:23	لا	Huruf	Tidak
1:12:18	الباقين	Isim	Sisanya
54:22	تسعل	Fiil	Dia batuk
49:09	تقول	Fiil	Dia berkata
49:04	نخرج	Fiil	Kami keluar
43:32	قررت	Fiil	Aku memutuskan
42:32	من	Huruf	Dari
31:43	المحاكم	Isim	Pengadilan
19:37	منافقة	Isim	Munafik
19:16	السنة	Isim	Tahun
19:15	صاحب	Isim	Teman
18:58	المشكلة	Isim	Masalah
18:28	تخافون	Fiil	Mereka takut/khawatir

Table 4. Idiom

Time	Source Language	Target Language
1:17:18	بنت المديرة	Anak kepala sekolah
1:11:27	يطلع من المستشفى اليوم	Dia keluar rumah sakit hari ini
1:08:31	الانسان اللي يعيش بحياته بدون شغف، تراه مثل الجسد اللي بلا روح	Orang yang hidup tanpa semangat, ibarat sebuah tubuh tanpa jiwa
50:12	المديرة	Kepala sekolah (Perempuan)
50:12	اتصلت على المديرة	Aku sudah menelpon kepala sekolah (Perempuan
48:40	انزل من الدرج	Aku turun dari tangga
48:33	تمر من النار	Dia melewati api

35:14	نكلم بلجوال	Kami berbicara lewat telpon
21:47	طلعت من الفصل	Dia meninggalkan kelas
15:45	بنت الفرا	Anak petugas kebersihan

Table 5. Sentence Patterns

Time	Dialog	Sentence Patterns	Meaning
1:20:28	النساء تفتن الرجال	Jumlah Ismiyah	Perempuan mempesona (godaan) bagi pria
1:15:39	هي تروح تخلص شغلها في المحاكم	Jumlah Ismiyah	Dia pergi untuk urusan pengadilan
1:12:53	تعالي يا بنتي	Jumlah Fi'liyah	Masuklah wahai anakku
1:11:55	تحسبي الشوفة ببلاش؟	Jumlah Fi'liyah	Apakah kamu pikIr itu gratis?
1:09:06	تجهد نفسك في المرسم كل يوم	Jumlah Fi'liyah	Kamu bekerja sendiri di studio ini setiap hari
1:08:59	هي عيد ميلاد بعد اسبوع	Jumlah Ismiyah	Dia ulang tahun seminggu lagi
1:03:35	احتاج التعميم الحين	Jumlah Fi'liyah	Aku membutuhkan izin sekarang
57:27	ضرب الباب بقوة	Jumlah Fi'liyah	Memukul pintu dengan kuat
47:25	احسن مديرة مرت علينا	Jumlah Fi'liyah	Kepala sekolah terbaik yang kami miliki
43:44	الحريقة خسرتنا مربية عظيمة	Jumlah Ismiyah	Kebakaran (Api) merenggut teman kalian yang hebat
37:20	اميرة هاتي واجب الرياضيات	Jumlah Ismiyah	Amira berikan tugas matematika
21:42	دخلت المستودع	Jumlah Fi'liyah	Dia memasuki gudang
11:04	اميرة انحبست في المستودع	Jumlah Ismiyah	Amira terjebak digudang

Based on the research findings above, the researchers identified tarjamah learning techniques using film media as being in the evaluating category (C5). This is characterized by an evaluative process from students regarding the analysis of the meaning contained in the selected film. This process is supported by strengthening the stages of Bloom's theory in the following image.
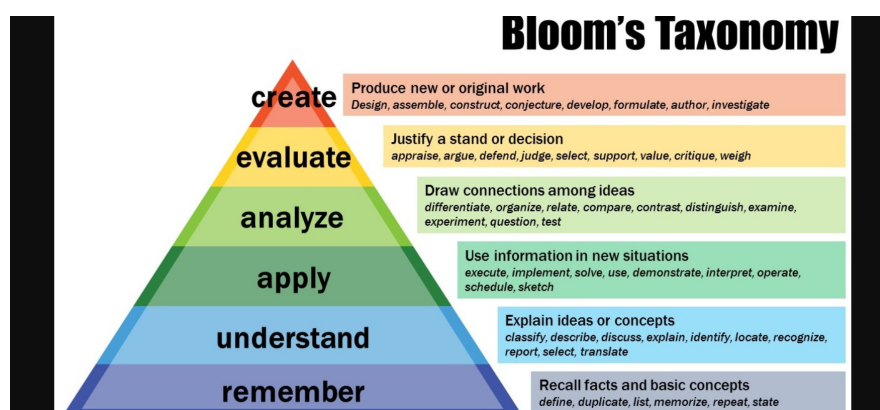
Figure 2. Bloom's Taxonomy

Based on the picture above, the researcher identified that the students' thinking process in evaluating and analyzing meaning shows that there is a selection process used by selecting sentences as evaluative material for their meaning, categorizing and mapping the differences between connotative, denotative meanings or the availability of idioms in the films being studied.

Several informant statements indicate that the use of film media can give them the opportunity to contextually criticize sentences used in conversations. Several statements can be described in the following data.

Informan 1st	**I like this learning system, because it doesn't just focus on the material but its application in understanding the theory being studied (Az)**
Informan 2nd	Learning becomes fun with project assignments to differentiate meaning. I can classify the meaning practically (Rn)
Informan 3rd	This kind of learning system encourages me to think critically, starting from choosing films, determining the meaning and criticizing them according to existing theories (Dw)
Informan 4th	I understand better if I am directly given concrete examples of understanding connotative and denotative meaning, such as project assignments given by lecturers. Apart from that, the demand is to identify various meanings and requires carefulness in choosing the right meaning (Rw).

Based on the statements of several informants, the task-based learning system shows a positive encouragement for students to criticize in depth before they confirm the classification of the meaning contained in the film being studied. Another demand is identifying learner creativity in determining the meaning of sentences. This is described in the following data group.

Informant 5th	**The first step, I determined the film whose meaning would be studied, then listened and observed the film presented, after that I wrote it in several columns distinguishing between connotative and denotative meanings. In choosing a film, I am required to be able to dig up clear information in order to correctly classify its meaning**
Informant 6th	The process of determining meaning has several stages. I chose the film being studied, then watched it several times because I needed

	to identify the exact meaning of the conversation between the film actors. After that I noted the categories of denotative and connotative meaning. Finally, I wrote down and reported the results of the analysis in written form.
Informant 7th	When watching this film, I need a lot of imagination to determine the correct meaning and match what the actors in the film want.
Informant 8th	To identify the meaning of a film, I need to understand the theory of denotative and connotative meaning well. After that I decide which film to watch. The next stage, I watch it several times, sometimes I repeat it so I understand the context of the conversation. After that, I analyzed it in the form of a table description and reported it in written form for the assignment.

Based on the several expressions above, identifying meaning requires high understanding and critical power. This aims to classify and criticize the meaning of sentences, determine idioms and analyze the various sentences contained in the film. Through the facts above, the learning process using film media can foster learners' imagination in determining the correct meaning. So researchers determine that this process belongs to the learner's ability to evaluate and select meaning in accordance with the theory of denotative and connotative meaning.

Tarjamah learning is a learning process that transfers understanding of a meaning from the source language to the target language while maintaining the accuracy of both languages in detail. (Hidayati & Jailani, 2023). Tarjamah learning in the field of Arabic has a very vital role in the Arabic language learning process. Translation skills are basic level knowledge in learning Arabic as a foreign language. Apart from that, translation skills also provide knowledge and practice for graduates of Arabic language education study programs, one of which is as a translator. (Hanifah, n.d.) reinforces this opinion that translation skills must be taught at Islamic universities in Indonesia with the aim of equipping students with knowledge of translation theory and providing space for students' experience in translating various types of texts, such as religious, scientific, literary, economic and cultural texts with various levels of difficulty. Tarjamah learning is very important to teach Arabic language students considering that students experience difficulties when translating texts from the source language to the target language. (Niswah et al., n.d.) explained several difficulties faced by students as beginner translators in translating, including weak language mastery such as mastery of vocabulary and writing skills.. (Hidayah & Syamsuddin, n.d.) adding that in the process of learning to translate texts, students experience two factors of difficulty. The first is internal factors which include experience learning Arabic, interest in learning Arabic and low motivation to learn. Second are external factors which include the student environment, facilities, lecturers, and exercise books.

To achieve the desired learning objectives, the tarjamah teaching and learning process requires learning media. One of the media that can be used in tarjamah learning is film media which consists of audio-visual elements (Husnaeni et al., 2021). Film media was developed further by integrating words, color, sound and movement. Learning with film media that combines audio-visual elements will involve the senses of hearing and sight through the media of text, still visuals,

moving visuals and audio. (Intan Nurhasana, 2021). In the language learning process, film media is quite effective in improving students' mastery of Arabic vocabulary (Hana et al., 2022). Apart from that, the habit of watching films also has a good impact on improving the language skills of someone who is learning a language (Megawati et al., 2021). On the other hand, the use of media technology in the form of films can also increase learning participation and increase students' interest in learning (Nur, 2019).

In the tarjamah learning process, the use of media really helps students in learning to translate words and understand sentences from the source language to the target language as well as improving their translation results. (Yuxiu, 2024). Apart from that, according to (Kaibao & Afzaal, 2024) The use of applications such as corpus-based teaching platforms really helps teachers in the teaching and learning process of tarjamah and trains students in translating. However, before using media in the tarjamah learning process, the author suggests that the tarjamah learning process at the beginner level focus on mastering the concept of translating words from the source language to the target language. This is in line with opinion (Sultan et al., 2021) that the variation of translation practice that is most often carried out in tarjamah learning is a variety of literal methods that translate word for word and idioms. This translation variation emphasizes aspects of mastery of the source language such as word for word and semantics and also emphasizes mastery of the target language such as adaptation, idiomatic and communicative.

In the tarjamah learning process, the use of film media is very relevant for the learning process of identifying the meaning of vocabulary in sentences. Film media containing audio and visual elements can train students' sensitivity and sensory stimulation to understand and practice translating words from the source language to the target language. (Akbar et al., 2023).

Apart from that, the audio elements that appear from a film are able to train students' sense of hearing to remember the words they hear (Intan Nurhasana, 2021). Meanwhile, film media that uses subtitles in the source language which students can visually see when watching them does not have a significant effect on the tarjamah learning process. (Pannatier & Béntrancourt, 2024). In fact, no relationship was found between subtitle format and foreign language skill level. However, the thing that has a very significant influence when watching films in the process of learning a foreign language is improving foreign language skills themselves.

The process of learning Arabic tarjamah at the tertiary level is different from that at the tsanawiyah and aliyah levels. Even though they both translate Arabic texts from the source language to the target language and vice versa, at the tertiary level students are required to be able to understand the content of the text critically and in depth. This is in accordance with the classification of learning outcomes proposed by Bloom in his taxonomy (Maulana, 2022). The results of the researchers' findings in the field show that the use of films in tarjamah learning is included in the applicable tarjamah learning process. When these learning outcomes are classified using Bloom's taxonomy, they indicate domain C5, namely evaluating meaning (Nafiati, 2021).

Conclusion

The results of the research show that the use of film media in tarjamah learning in understanding the meaning of sentences is still classified as applied learning which shows in the C5 domain (evaluating types of meaning), while the classification of meaning obtained from one of the films and student assignments shows 16 denotative and connotative meanings, 10 types of idioms and two sentence forms, namely ismiyyah and fi'liyyah. On that basis, researchers recommend testing its effectiveness quantitatively.

References

Akbar, A. K., Wardani, A. L., & Salsabila, N. R. (2023). Efektivitas Media Animasi Berbasis Levidio Terhadap Hasil Belajar Bahasa Arab Di MI Nurussalam Dadung Pendahuluan. Jurnal Sinestesia, 13(2), 1100–1107.

Evi Nurus Suroiyah. (2020). Efektivitas Penggunaan Media Film Dalam Pembelajaran Bahasa Arab Di Tpq Sunan Muria Bendo Jabung Malang. Muhadasah: Jurnal Pendidikan Bahasa Arab, 2(2), 241–254. Https://Doi.Org/10.51339/Muhad.V2i2.210

Fahmi, A. K. (2016). Analisis Kesalahan Gramatikal Teks Terjemah (Indonesia-Arab) Dalam Pendidikan Bahasa Arab. Kordinat: Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam, 15(1), 105–116. Https://Doi.Org/10.15408/Kordinat.V15i1.6311

Gunarti, T. T. (2020). Pengembangan Media Pembelajaran Bahasa Arab Berbasis Audio Visual Untuk Meningkatkan Maharah Istima' Pada Siswa-Siswi Madrasah Ibtidaiyah. Awwaliyah Jurnal PGMI, 3(2), 122–129.

Hana, L. N., Sunarko, N., & Rahman, A. A. (2022). Penggunaan Media Film Animasi Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab. Jurnal Al-Qalam, 23(1), 8–14. Https://Ojs.Unsiq.Ac.Id/Index.Php/Al-Qalam

Hidayah, N., & Syamsuddin, M. B. (N.D.). Faktor-Faktor Kesulitan Menerjemahkan Teks Bahasa Arab. 110–114.

Hidayati, A., & Jailani, M. (2023). Urgensi Pembelajaran Menerjemah Arab Indonesia Sebagai Aset Dalam Dunia Bahasa Arab. 1(01), 90–105.

Husnaeni, H., Akmal, A., & AR, A. (2021). Pemanfaatan Media Audio Visual (Film Berbahasa Arab) Dalam Meningkatkan Istima' Mahasiswa Pendidikan Bahasa Arab. Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab, 3(2), 69–78. Https://Doi.Org/10.47435/Naskhi.V3i2.675

Intan Nurhasana. (2021). Penggunaan Media Audio-Visual Pada Mata Pelajaran Bahasa Arab. Al-Fikru : Jurnal Pendidikan Dan Sains, 2(2), 217–229. Https://Doi.Org/10.55210/Al-Fikru.V2i2.573

Kaibao, H., & Afzaal, M. (2024). The Translation Teaching Platform Based On Multilingual Corpora Of Xi Jinping: The Governance Of China: Design, Resources And Applications. Acta Psychologica, 242(December 2023), 104110. Https://Doi.Org/10.1016/J.Actpsy.2023.104110

Made Pidata. (2009). Landasan Kependidikan Stimulus Ilmu Pendidikan Bercorak Indonesia. In Jakarta: Rineka Cipta.

Magdalena, I., Fajriyati Islami, N., Rasid, E. A., & Diasty, N. T. (2020). Tiga Ranah Taksonomi Bloom Dalam Pendidikan. EDISI : Jurnal Edukasi Dan Sains, 2(1), 132–139.

Mahmudah, M. (2018). Pengaruh Media Audio Terhadap Keterampilan Menyimak Dan Berbicara Bahasa Arab. Jurnal Tarbiyah : Jurnal Ilmiah Kependidikan, 7(2), 75–85. Https://Doi.Org/10.18592/Tarbiyah.V7i2.2219

Mahmudah, S. (2018). Media Pembelajaran Bahasa Arab. An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab, 20(01), 129.

Maulana, R. (2022). Analisis Capaian Pembelajaran Bahasa Arab Dengan Taksonomi Bloom Edisi Revisi. 8(2), 85–96.

Megawati, M., Harimurti, E. R., Nurwiatin, N., & Nurhasanah, N. (2021). Hubungan Antara Kebiasaan Menonton Film Berbahasa Inggris Menggunakan English Subtitle Dan Kemampuan Berbicara Bahasa Inggris. Research And Development Journal Of Education, 7(2), 363. Https://Doi.Org/10.30998/Rdje.V7i2.8594

Meinawati, K. L. (2020). Pemanfaatan Youtube Dalam Meningkatkan Kompetensi Tutor Bimbel Edu Private. Comm-Edu (Community Education Journal), 3(1), 19. Https://Doi.Org/10.22460/Comm-Edu.V3i1.3697

Nafiati, D. A. (2021). Revisi Taksonomi Bloom : Kognitif , Afektif , Dan Psikomotorik. 21(2), 151–172. Https://Doi.Org/10.21831/Hum.V21i2.29252.

Niswah, N., Tengah, J., Muzayin, A., & Tengah, J. (N.D.). Permasalahan Penerjemahan Arab-Indonesia Yang Dihadapi Mahasiswa Sebagai Penerjemah Pemula. 13(1), 69–92.

Nur, C. (2019). Efektivitas Penggunaan Media Film Kartun Terhadap Peningkatan Maharah Al-Kalam Peserta Didik. DIWAN : Jurnal Bahasa Arab Dan Sastra Arab, 5(1), 92–105.

Pannatier, M., & Béntrancourt, M. (2024). Learning From Academic Video With Subtitles: When Foreign Language Proficiency Matters. Learning And Instruction, 90(November 2023). Https://Doi.Org/10.1016/J.Learninstruc.2023.101863

Salsabila, U. H., Habiba, I. S., Amanah, I. L., Istiqomah, N. A., & Difany, S. (2020). Pemanfaatan Aplikasi Quizizz Sebagai Media Pembelajaran Ditengah Pandemi Pada Siswa SMA. Jurnal Ilmiah Ilmu Terapan Universitas Jambi|JIITUJ|, 4(2), 163–173. Https://Doi.Org/10.22437/Jiituj.V4i2.11605

Sehra, A. S. (2022). Problematika latar belakang pendidikan mahasiswa dan implikasinya dalam pembelajaran bahasa arab intensif. El-Tsaqafah : Jurnal Jurusan PBA, 20(2), 209–224. Https://Doi.Org/10.20414/Tsaqafah.V20i2.3827

Sultan, U. I. N., Hasanuddin, M., & Wicaksono, M. A. (2021). Uktub : Journal Of Arabic Studies Metode Pengajaran Pe Ner Jamahan Bahasa Arab. 1(1).

Sunarko, N., & Rahman, A. A. (2022). Penggunaan Media Film Animasi Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab. Jurnal Al-Qalam, 23(1), 8–14.

Supriatna, A. (2018). "As-Sittä«Na Masâ€Tmalahâ€ Kitab Fikih Abad Pertengahan Karya Syekh Abu Al-Â€˜Abbas Ahmad Zahid. Jurnal Lektur Keagamaan. Https://Doi.Org/10.31291/Jlk.V16i2.561

Susanto, H., Irmawati, I., Akmal, H., & Abbas, E. W. (2021). Media Film Dokumenter Dan Pengaruhnya Terhadap Keterampilan Berpikir Kritis Siswa. HISTORIA: Jurnal Program Studi Pendidikan Sejarah, 9(1), 65. Https://Doi.Org/10.24127/Hj.V9i1.2980

Tungkagi, F. M., Ali, I., & Kasan, Y. (2022). Problematika Pembelajaran Bahasa Arab Pada Mahasiswa Lulusan Non-Madrasah Di Prodi Pendidikan Bahasa

Arab Iain Sultan Amai Gorontalo. Al-Fakkaar, 3(1), 1–16. Https://Doi.Org/10.52166/Alf.V3i1.2854

Vidya, N., & Revisi, P. (N.D.). Arabic Studies Title : Language Variation In Arabic Animated Film Al-Fatih Sociolinguistic Analisys.

Yuxiu, Y. (2024). Application Of Translation Technology Based On AI In Translation Teaching. Systems And Soft Computing, 6(January), 200072. Https://Doi.Org/10.1016/J.Sasc.2024.200072