

The Edutainment Approach in Teaching Arabic Language

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Abstract

This study was conducted to examine the edutainment approach from the aspects of teachers' level of knowledge, implementation skill and attitude in Arabic language teaching. It adopted the survey research design where the research data were collected through surveys. The sample of this study comprised 66 randomly selected primary Arabic language teachers from 6 schools. The findings of the study indicate that teachers have high knowledge of the edutainment approach and high skills in implementing the edutainment approach. Furthermore, in terms of attitude, teachers also show a high attitude towards implementing the edutainment approach in teaching Arabic. This shows that primary Arabic teachers have a high level of readiness to implement the edutainment approach in teaching. This is in line with the current push for teachers to adapt to changes and face the era of globalization and 21st-century learning.

Keywords: Arabic Language, Edutainment, Knowledge, Implementation Skill, Teachers' Attitude

Introduction

Arabic is offered as a third language option in schools competing with Mandarin, Tamil, German, Japanese and several other optional languages. Such competition between these language options causes some students to not enroll in Arabic classes. Therefore, Arabic teachers need to play a role in attracting students to learn Arabic as their preferred language. The application of creative elements in teaching and learning can create an interactive

momentum to attract students' interest and, in turn, create a basis for realizing students' academic excellence (Al-Majd & Belton, 2024).

The Ministry of Education has outlined various teaching approaches requiring students' interactive participation and can be adopted in teaching and learning. One of these approaches is the Edutainment Approach. Edutainment is a teaching and learning approach that provides students with the opportunity to integrate relaxing or fun elements in the delivery of teaching content. The use of the edutainment approach will increase the interactivity of the teaching and learning process, making it more student-centered (Al-Abbas & Haider, 2023).

Examples of edutainment elements that can be implemented in teaching and learning sessions include singing, role play, multimedia language games and storytelling. (Nurreha 2018). In this regard, integrating learning with edutainment learning elements will make teaching more interesting and anticipated by students (Nor, Rizwan & Rosli, 2023). This can help create an active and conducive learning environment.

The edutainment approach can be implemented through assimilation by focusing on activities like comprehending lyrics through songs or singing, exposing students to literary language through storytelling, and the use of techniques like body language through role-play. The intended absorption is the process of assimilating various fields of knowledge, virtues and value-added skills learned during teaching and learning. Undoubtedly, teachers' creative and systematic adoption of the edutainment approach can help provide more effective changes in learning (Al-Rousan & Haider, 2022). Therefore, Arabic language teachers need to examine and determine the best and most interesting techniques to improve students' Arabic proficiency.

In addition, a teacher's knowledge in diversifying various teaching techniques and skills affects students greatly. This is because each student has different abilities and ways of comprehending knowledge during the learning process. Hence, it is unreasonable to assume that all students can adapt to the teaching process in the same way (Ramlah, Nor Afini, & Siti Fatimah 2016).

The edutainment approach strongly prioritizes students' full involvement of students in all activities. Students' full involvement in these activities will encourage them to take on their respective responsibilities and roles. This approach will certainly breathe new life into learning Arabic (Nurreha 2018).

In terms of knowledge, teachers must possess pedagogical knowledge that they can apply in applying the approach in their teaching (Ottogalli & Bermudez 2024). Quality learning occurs when teachers have extensive pedagogical knowledge about teaching techniques or methods that can be used in the classroom. Therefore, approach.

Teachers' pedagogical knowledge of the edutainment approach will help improve students' aptitude (Putra & Setyaningrum 2020). A teacher's failure r in mastering the

pedagogical knowledge of the edutainment approach will have an impact on teaching. Pedagogical knowledge is also a measure of a teacher's professionalism.

Once a teacher acquires the required pedagogical knowledge, he needs to master the skills to implement the edutainment approach. Implementation skills include reference skills and planning skills according to the subject syllabus. Hence, planning skills are a must-have skill for all teachers (Schmitz 2024). Planning skills are the main factor for teaching effectiveness.

Meanwhile, the use of the edutainment approach, especially through the singing model, can help the mastery of pronunciation. Past experimental studies have shown that the treatment group who underwent singing activities demonstrated better than the control group (Hamilton, Schulz, Chalmers, Murphy 2024). In the context of Arabic speaking skills, the use of the edutainment learning approach through role-play has been found to improve speaking skills in Arabic. (Nurreha 2018). Teachers' skills and knowledge in choosing interesting and engaging strategies can make role activities suitable to solve the difficulties faced by students.

In this regard, teachers' understanding is very important to ensure edutainment-based activities can be implemented smoothly in the classrooms. Teachers are encouraged to use a variety of approaches that are appropriate to the student's self, ability, capability, talent and interest (Hidayat, Basthomi & Afrilyasanti 2024). Teachers' knowledge and implementation skills are very critical to ensure that this approach can improve the quality of Arabic teaching and learning.

Research Methodology

This study outlined three objectives, namely, to identify the level of teachers' knowledge of the edutainment approach, the level of teachers' skills in implementing the edutainment approach, and the level of teachers' attitude towards the edutainment approach. Therefore, the survey research design fits these objectives, and a questionnaire was used to collect the research data. A total of 66 Arabic Language teachers from 6 primary schools were selected using simple random sampling. All teachers have several years of experience teaching Arabic at the primary school level. The study's instrument comprised a questionnaire adopted from a previous study (Norhaya 2015).

This questionnaire contains four parts: A, B, C and D. Part A is related to the respondents' demographics (Arabic language teachers in primary schools). Part B contains 13 items on their knowledge of the edutainment approach. Part C contains 11 items on their skills in implementing the edutainment approach, and part D contains 10 items on their attitude towards the edutainment approach in teaching Arabic.

Research Findings

A total of 13 items were posted regarding the Knowledge of the Edutainment Approach to teaching Arabic. The findings indicated a high mean score of 3.97 for the 13 items on the level

of knowledge of the Edutainment Approach. The overall mean score value is presented in Table 1.

Table 1

The overall mean for the level of knowledge of the edutainment approach in teaching Arabic

	Number of Items	Mean
Overall	13 items	3.97

Table 2 shows the two items with the lowest and highest mean scores. The item with the highest mean score is “Students are free to speak but under control,” which recorded a mean score of 4.17. The item with the lowest mean score is “Understanding the Definition of Edutainment approach,” which recorded a mean score of 3.55. This shows that even if the teachers have a high knowledge of edutainment, they still need more exposure to a clearer definition of the edutainment approach.

Table 2

Items with the highest and lowest mean scores for the level of knowledge of the edutainment approach in teaching Arabic

	Statement	Mean	Level
Lowest	Understanding the definition of the Edutainment Approach	3.55	Moderate
Highest	Students are free to speak but under control	4.17	High

For the implementation skills of the fun learning approach, a total of 11 items were posted. The findings show that the teachers’ overall skill in implementing the edutainment approach is at a high level, with a mean score of 3.90, as presented in Table 3. This shows that Arabic teachers possess the skills to implement the edutainment approach. They might acquire these Skills from courses and workshops offered to them while in service.

Table 3

The overall mean for the level of skill in implementing the fun learning approach in teaching Arabic

	Number of Items	Mean
Overall	13 items	3.90

Table 4 shows two out of the eleven items on Edutainment Approach Implementation Skills, with the lowest and highest mean scores. The item with the lowest mean score is “choosing a topic that is difficult for students to understand,” with 3.44, while “making a lesson plan suitable to the student's level” scored the highest mean score of 4.20. These findings indicate that teachers first plan lessons according to students’ level to implement the Edutainment Approach in the Arabic language class.

Table 4

Items with the lowest and highest mean scores for the level of skills in implementing the edutainment approach in teaching Arabic

	Statement	Mean
Lowest	choosing a topic that is difficult for students to understand	3.44
Highest	making a lesson plan suitable to the student's level	4.20

A total of 10 items were posted in the questionnaire regarding teachers' attitudes toward the edutainment approach in teaching Arabic. Table 5 shows the overall mean score, which is 4.31. The mean score shows that the attitude towards the edutainment approach is at a high level. This shows that teachers are ready to implement the Edutainment Approach in teaching Arabic.

Table 5

The overall mean level of attitude towards the edutainment approach in teaching Arabic

	Number of Items	Mean
Overall	10 item	4.31

Table 6 presents two out of the ten items on attitude toward the Edutainment Approach with the lowest and highest mean scores. The item with the highest mean score is "*the Edutainment Approach is effective when implemented in a planned manner*," with a mean score of 4.47. The item with the lowest mean score of 4.08 is "*the Edutainment Approach does not add burden to the task*." Although this item has the lowest mean score, this score is still considered high, which is between mean=3.67 to mean=5.0. This shows that the Edutainment Approach does not really burden the teacher.

Table 6

Items with the lowest and highest mean score for the level of attitude towards the edutainment approach in teaching Arabic

	Statement	Mean
Lowest	The Edutainment Approach is effective when implemented in a planned manner	3.44
Highest	The Edutainment Approach does not add a burden to the task	4.20

Discussion

The study's findings show that the mean score for knowledge of the Edutainment Approach is at a high level. This finding is in line with a previous study on the Edutainment Approach in teaching Malay, which found that the knowledge level of the edutainment Approach in teaching Malay is at a high level (Owing, Azhar & Shamsudin 2018).

One of the items on the knowledge level, '*Understanding the Definition of edutainment*', scored a moderate mean score. This finding is in line with the finding in of Knowledge of Edutainment in the teaching of Malay, which reported that the knowledge level related to the '*Understanding the Definition of Edutainment*' is at a moderate level (Raffar & Tahar 2022). This shows that teachers still need exposure to obtain a clearer definition of edutainment. However, this matter is not concerning as other items on knowledge of the edutainment approach scored high mean scores.

In general, high knowledge of the Edutainment approach can help teachers achieve their goals in teaching Arabic. In this regard, teachers choosing to implement this teaching approach should possess adequate knowledge of it. (Pelzer, Hoffman & Hajer 2024). Notably, teachers cannot implement the approach well without sufficient knowledge of it.

Regarding the implementation skills of the education approach, the findings of this study, as a whole, show that it is at a high level. This highlights the need for teachers to master a variety of skills, including the skills to implement the approach used during teaching (Rosmadi & Hafizhah 2020). Teachers' mastery of implementation skills is very important because it is an important basis for delivering the content of the lesson to students. Implementation skills also help teachers to assess students during the teaching process. Their mastery allows teachers to plan and adjust the teaching strategies to improve students' understanding. (Al-Majid & Belton 2024).

Next, the study found that teachers have a high and positive attitude towards the edutainment approach. All 10 items in the questionnaire obtained high mean scores. This finding is in line with the findings in the study of the Edutainment Approach in Malay Language which shows teachers' high and positive attitude towards it. (Owing, Azhar & Shamsudin 2018). This shows that these Arabic teachers accept the edutainment approach to teaching Arabic well.

Teachers' positive attitude towards the edutainment approach is very important. This is because a positive attitude can help achieve teaching objectives and ensure the smooth progression of the teaching process. (Saed, Haider, Abu Tair & Darwish 2024). Teachers' positive attitude towards their profession will help them to perform their duties diligently and constantly improve their knowledge and skills. This is because the teacher is a planner, evaluator and facilitator to facilitate the learning and teaching process inside and outside the classroom.

Based on the discussion in this study, it can be concluded that all aspects studied, namely teachers' knowledge, implementation skills and teachers' attitudes, are at a high level. Teachers' knowledge and implementation skills can be further improved by more exposure through courses, seminars, workshops or knowledge-sharing sessions to expand the use of edutainment in a planned manner. Likewise, with attitude, a teacher with a positive attitude towards himself and his profession will be able to perform his duties more diligently.

Conclusion

In an effort to improve teachers' professionalism as a planner and implementers of the education policy and curriculum, they must possess a high level of knowledge and a positive attitude to apply the edutainment approach. Implementation skills also play an important role in ensuring that the teaching and learning process runs smoothly. Therefore, this study recommends that interested parties such as the school, the Curriculum Development Division (BPK), the District Education Office (PPD) and the State Department of Religious Education should ensure that all Arabic language teachers are given wider exposure to the Edutainment approach through courses, seminars and workshops. Such exposure will ensure that teachers gain more in-depth knowledge and acquire higher skills in the implementation of the edutainment approach.

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