Implementation of Digital Story Telling (DST) Strategy in Arabic Learning (Case Study at Arrifaie Gondanglegi Middle School, Malang)

[1]Burhan Lukman Syah*, [2]Muhammad Safari, [3]Reiza Aufa Ulwan

[1]2210090012@student.uinsgd.ac.id, [2]safarimuhammad053@gmail.com, [3]reiza.aufa@live.iium.edu.my
[1]Sunan Gunung Djati State Islamic University Bandung, Indonesia, [2]Maulana Malik Ibrahim State Islamic University Malang, Indonesia, [3]International Islamic University Malaysia

A R T I C L E   I N F O

A B S T R A C T

Today technology is growing rapidly. This makes us (humans) become digital natives so not only adults but teenagers have now spread to consume technology, especially social media. The world of video editing is no longer a stranger to teenagers, especially the students of Al-Rifa'ie Gondanglegi Modern Junior High School Malang. So, in this case the researcher implements a learning strategy that combines maharah al-kalam learning with today's technological advances, namely digital storytelling (DST). This strategy makes students want to practice maharah al-kalam but in a more contemporary way, which is packaged via video. The purpose of this research is to find out the application of digital storytelling strategy (DST) in learning maharah al-kalam and also to know some problems in its application. The research method used in this research is descriptive qualitative. The results of the research are that this method is a method that combines many student skills ranging from speaking skills, writing skills, presentation skills (performing) and skills in using technology. And the problem that occurs when learning is the lack of students' mastery of Arabic vocabulary so that in the preparation of the script it is a bit hampered and the limited use of laptop / cellphone media because the majority of students are students who live in Islamic boarding schools so that the time in the video editing process is a bit long. The advantages of this strategy are that it is interesting to use in a variety of student learning styles, arouses student interest, attention and motivation in the classroom, makes digital storytelling (DST) based on students' own creative talents, digital storytelling (DST) as a tool to create a creative learning and can increase students' self-confidence.

1. Introduction

The development of technology has made many people "digital natives". In addition, the development of technology also requires humans to keep up with the times, including in the realm

of education. The most visible evidence of today's technological developments is the rise of social media. Where people can express themselves and increase creativity on social media in the form of video content. This makes many people, especially teenagers today, who are involved in social media to be used as an opportunity to make money, or what is now called AdSense.

Advances in technology have now affected all aspects of human life, including education. Technology in education can change the conventional way of learning to be non-conventional. The development of science and technology is the result of human productivity, both of which have broad implications for human life. With the collaboration of science and technology, humans are expected to be able to take advantage the maximum possible benefits and reduce the negative impacts that arise (Zubaidi et al., 2021).

Not only among teenagers in general, teenagers who are currently attending Islamic boarding schools have now also started to engage in many video editing worlds. The same thing happened at Al-Rifaie Gondanglegi Modern Middle School, Malang. From the observations made by the researchers, the ability to operate social media is very active in influencing the realm of students. Many of the students can edit videos and upload them on social media. As a result, it got a lot of viewers and not a few who gave appreciation for the work. This ability would be better if it was directed at learning. Besides being able to develop the creativity of students as well as learning to develop the ability of *maharah al-kalam* in the classroom, with student ability to making videos students are trained in improving Arabic speaking skills *(Hasil Observasi Tentang Maraknya Siswa SMP Modern Al-Rifaie Gondanglegi Di Usia Remaja Yang Mempunyai Keahlian Di Bidang Editing Video*, 2022)*.

On the other hand, there are some things that are unfortunate. The number of students who are less enthusiastic in learning Arabic activities. This is evidenced by the number of students who are weak and sleepy in learning activities. In addition, in learning Arabic, especially during *maharah al-kalam*, many students feel shy in speaking Arabic, and nervous. This is because students are not used to speaking Arabic everyday *(Hasil Observasi Tentang Maraknya Siswa SMP Modern Al-Rifaie Gondanglegi Di Usia Remaja Yang Mempunyai Keahlian Di Bidang Editing Video Berbasis Media Sosial Menggunakan Aplikasi Tiktok*, 2021)*.

Digital storytelling strategy is a practice that combines personal narration/story with multimedia (images, audio and text) (M. Banaszewski, 2005). In the University of Houston's website it is said that learning using digital storytelling can improve some of the skills of students, namely research skills, writing skills, skills using technology, presentation skills, interviewing skills, interpersonal skills, problem solving skills and skills in assessing something. In addition, Maratul Azizah (2014) explained that using a digital storytelling strategy (DST) in learning was proven to have significantly improved student learning outcomes (Azizah, 2014).

From the explanation above, the writer takes a problem related to the application of DST (digital storytelling) learning strategy, the problems in that strategy and how the advantages of applying DST (digital storytelling) strategy in learning speaking skills at Al-Rifa'ie Modern Middle School Gondanglegi Malang.

2. Method

The method used in this research is descriptive qualitative research. The data obtained from three things, namely observation, interviews and documentation. Things that will be known from the observations are: (1) the behavior of students who appear in the classroom related to the application of the digital storytelling method, (2) teacher activities in developing character telling skills using digital storytelling (DST) strategies, and (3) all activities in developing character telling skills. The documentation is obtained from the DST results that have been made by students and interviews addressed to students and teachers to complete data from observations that have been made.

To ensure the validity of the data, this research will be analyzed descriptively qualitatively. Arikunto explains that qualitative data analysis aims at the process of transferring meaning, describing, explaining, and placing data in their respective contexts. This data analysis activity has six processes to be carried out, namely: (1) reducing data, (2) displaying the data, (3) interpreting the data, (4) concluding and verifying, (5) increasing the validity of the results, and (6) narration of analysis results(Arikunto, 2010).

3. Results and Discussion

3.1. Strategi DST (Digital Story Telling)

Digital Stortelling (DST) is the development of storytelling activities that are supported by creativity in combining multimedia with the stories conveyed. Or it can also be called an improvisation of ancient art in modern expression in the field of storytelling or storytelling accompanied by creativity in terms of multimedia (Azizah, 2014). This strategy can combine several skills as well as the use of technology. So it can be said that this strategy is a strategy of using digital in making stories digitally by creating language skills and technological sophistication.

This DST strategy can use a variety of applications. Starting from applications from smartphones and laptops. Among these applications are Ms Powerpoint, digital camera, Canva, or directly from several social media which now have video editing features such as Instagram reels, youtube short videos and titktok. The purpose of this DST strategy is to make students more creative (Sa'diyah et al., 2019). The reason is that students are directed to go through a process

that is not instant but through several processes ranging from making a script or essay then preparing an essay outline, making a video, unifying the essay and video and adding sound. The results are presented as best as possible through the editing process so that the results are maximized.

In its implementation in the classroom, this strategy consists of several procedures, namely: theme selection, research or observation searches, scenario writing and then script development into a story (Sa'diyah et al., 2019).

3.2. Speaking Skills (Maharah Al-Kalam)

Humans are social creatures, the first and most important action in social action is communication. Communication is a medium for exchanging experiences, expressing and receiving thoughts, expressing feelings to each other, or expressing and agreeing to an opinion or belief (Rahmaini, 2015).

Humans are social creatures, the first and most important action in social action is communication. Communication is a medium for changing experiences, expressing and receiving thoughts, expressing feelings to each other, or expressing and agreeing to an opinion or belief (Thoyibah, Rachmatuth., 2021).

Language skills vary, some are in the form of spoken and written. Some are receptive, listening and reading, and some are productive in speaking and writing (Effendy, 2009). Speaking skill as a productive ability serves as a transmitter and disseminator of information orally (Fachrurrozi & Mahyuddin, 2011). As a form of language use, speaking is an important language activity in everyday life. As speaking is an active and productive activity, speaking skills require mastery of several aspects and rules of language use (Wassid, Iskandar, and Dadang Sunendar, 2011).

Proficiency in speaking is one type of language ability to be achieved in modern language teaching, including teaching speaking Arabic. Speaking activities in language classes have aspects of two-way communication, namely between speakers and listeners reciprocally. Thus the practice of speaking Arabic must first be based on: (1) listening skills, (2) speaking skills, and (3) mastery (relatively) of vocabulary and expressions that enable students to communicate their intentions/thoughts (M. Nazri, 2010). So speaking skill is the standard of success in Arabic after other skills, namely listening, reading and writing.

Maharah al-Kalam is linguistically commensurate with the term speaking skill in English which can be interpreted as speaking skills. Speaking is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas, and feelings. In addition, speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and

linguistic factors so extensively, widely that it can be considered as the most important human tool for social control.

Therefore, language skills (Maharah al-Kalam) are a person's ability to pronounce certain articulations of Arabic sounds (ashwath 'arabiyyah) or words with linguistic rules (qawa'id nahwiyyah wa sharfiyyah) to convey ideas. and feelings. Therefore, teaching Arabic for non-Arabs at an early stage aims, among other things, so that students can pronounce Arabic sounds correctly (especially those that have no equivalent in other languages) and with the right intonation, can pronounce sounds. adjacent letters, able to distinguish the pronunciation of long and short vowels, able to express ideas in complete sentences under various conditions, able to speak in simple sentences with appropriate tone and intonation, able to speak in formal situations with a series of simple and short sentences, and able to speak fluently about general topics (Fachrurrozi & Mahyuddin, 2011).

3.3. Implementation of DST (Digital Story Telling) Strategy at MTs Arrifaie Gondanglegi

In the process of implementing this digital storytelling (DST) strategy, researchers took several steps to collect research data. Among the steps of collecting research data are, 1). Make observations, 2). Conduct interviews (teachers and students).

First, based on observation the researcher found that the Al-Rifa'ie Modern Junior High School unit is one of the school institutions that was established under the auspices of the Al-Rifa'ie Modern Pondok Foundation 2. As an Islamic boarding school-based educational institution, there are various kinds of subjects both in terms of general and religious subjects. The lessons generally refer to the Ministry of Education and Culture textbooks while the religious lessons such as fiqh, aqidah akhlah and Arabic lessons refer to the 2019 Ministry of Religion curriculum package books. In the syllabus, Al-Rifa'ie Modern Middle School always strives for teachers to provide innovative and fun learning to students. students, in order to realize quality and quality education. There are various grade levels in Al-Rifa'ie Modern Middle School, starting from grades 7, 8 and 9. We as researchers took research data in grade 8 on Arabic subjects.

One of the subjects in Al-Rifa'ie Modern Junior High School is Arabic Language Learning using the printed package book of the Ministry of Religion of the 2019 curriculum. Referring to the learning objectives, namely in order to prepare for the achievement of basic language competencies, it can be said that the learning contained in this book includes four language skills (*maharatu al-lughah*) are taught in an integrated manner, including: listening skills (*maharatu al-istima'*), speaking skills (*maharatu al-kalam*), reading skills (*maharatu al-qira'ah*), and writing skills (*maharatu al-kitabah*). However, at the basic education level (*ibtida'*) the emphasis is on listening skills (*maharatu al-istima'*) and speaking skills (*maharatu al-kalam*) as the basis of language.

This Arabic textbook is mandatory for every student and is used in two odd and even semesters. The hours of lessons taught by each Arabic subject teacher are various hours that have been determined by the waka of the school curriculum. Meanwhile, the 8th grade Arabic JP (lesson hours) totals 4 JP per week if the total in a month becomes 16 JP, on Mondays and Tuesdays at 3, 4, 1 and 2.

The table of material classification in this book is as follows:

Table 1. Semester I (Odd)

No	Subject matter	JP (Lesson Hours)
1	*Maharah al-Istima'*	2 JP
2	*Maharah al-Kalam*	2 JP
3	*Maharah al-Qira'ah*	2 JP
4	*Maharah al-Kitabah*	2 JP

Table 2. Semester II (Even)

No	Subject matter	JP (Lesson Hours)
1	*Maharah al-Istima'*	2 JP
2	*Maharah al-Kalam*	2 JP
3	*Maharah al-Qira'ah*	2 JP
4	*Maharah al-Kitabah*	2 JP

In the process of implementing this strategy, it is carried out in several stages, namely, 1). Students are given the opportunity to choose a theme that will be applied with a digital storytelling strategy (DST), 2). Students do some research/observations related to the chosen theme, 3). Students write scenarios/story concepts that will be applied using a digital storytelling (DST) strategy, and finally 4). Students develop the script into a complete story that will be applied with a digital storytelling (DST) strategy.

In the implementation of this digital storytelling (DST) strategy, students are required to be able to improve their communication skills, together with their peers. Students convey story material that has been received to explain the elements of the story that will be delivered. Question and answer activities are carried out during learning activities and all students can answer questions. This activity is useful for creating a pleasant learning atmosphere. There are two actors in implementing this digital storytelling (DST) strategy namely, first as a storyteller. Students who become storytellers are required to tell stories well. Second as an audience. Students who act as audiences are people who listen to the story told by the storyteller.

With a digital storytelling strategy (DST) can make the classroom atmosphere real such as exchanging information, negotiating meaning or other activities that are real, the role of students in learning with a digital storytelling strategy (DST) is as a giver and receiver, negotiator and interactor so that students master not only the forms of language, but also the forms and meanings in relation to the context of use.

Second, based on the results of interviews with the Al-Rifa'ie Modern Middle School teacher, Mr. Riski Janu as the Arabic language teacher, he revealed that *(Hasil Wawancara Bersama Pak Riski Janu Sebagai Guru Pengampu Mata Pelajaran Bahasa Arab Mengenai "Penerapan Strategi Digital Storytelling (DST))*.

> "The application of this strategy really affects learning outcomes in Arabic subjects, especially in the maharah kalam material, because with its students get the impression that speaking out in front of many people requires good courage. And with this strategy too, students are trained to be creative in making a story, of course, to train students in maharah kitabah."

From the results of interviews with Arabic language teachers, researchers can conclude that the application of this digital storytelling (DST) strategy makes students bolder to appear in front of many people. Making students more innovative in making a series of stories. And make effective learning outcomes.

Interview result *(Hasil Wawancara Bersama Salah Satu Peserta Didik Bernama Dewi Ayu Mengenai "Penerapan Strategi Digital Storytelling (DST)*, 2021) not only done to teachers, but to students named Dewi Ayu. He revealed that:

> "Learning on maharah kalam using a digital storytelling (DST) strategy has made me more optimal in learning Arabic. Because when the teacher applies this strategy, I as a student am really required to be creative in making a story and train myself to dare to speak in front of many people. And the implementation of this strategy motivates me to always develop my maharah kalam and maharah kitabah skills."

From the results of an interview with one of the 8A grade students, the researcher can conclude that the application of this digital storytelling (DST) strategy makes students more motivated in learning Arabic, especially in the maharah kalam material. And through the implementation of this strategy, students can prepare more when appearing in front of many people.

3.4. Problems in the Implementation of DST (Digital Story Telling) Strategy at MTs Arrifaie Gondanglegi

Learning Arabic for non-Arabs is something that cannot be avoided, this is because the urgency for Muslim and non-Muslim communities is very high. This is indicated by the existence

of Arabic language learning institutions in various countries. There are many reasons why non-Arabs study Arabic, as stated by Rusydi Ahmad Thu'aimah, among others: (1) religious motivation, especially Islam, because the holy book of Islam is the Qur'an which is in Arabic. This is to explore scientific studies contained in the Qur'an or Arabic-language books. Automatically this must be preceded by understanding Arabic; (2) non-Muslims will feel foreign when visiting an Arab country that usually communicates in Arabic, both fusha and 'amiyah; (3) many works of classical scholars who speak Arabic in various disciplines that have a very high scientific quality (Sarif Hidayat, 2012).

However, in the learning process there must be some problems found in the classroom. The term problematic is taken from English, namely problems that have problems or problems. Meanwhile, in Indonesian, problems have the meaning of things that have not been solved, in other words, a problem is a gap between reality and something that is expected to be optimally achieved (Rosihuddin, 2012). In addition, Syukir argues that problematic is a gap between expectations and reality which is expected to be completed or can be needed (Syukir, 1983).

From some of the explanations of the problems above, problems in learning can be understood as a factor that can hinder and slow down the implementation of the teaching and learning process in the field of Arabic language studies.

The problems obtained from this study are the first from the results of observations. The data obtained is (1) not all students have good tools or media to support learning. considering that this learning needs to use a computer or laptop or cellphone that can be used for the video editing process; (2) because the system used in implementing this strategy is a group, there are some group members who do not take part in the learning process. some students prefer to rely on other group members.

As for these two problems, it can be concluded. Students who do not have the tools used for the editing process make them not have enthusiasm in the teaching and learning process. In addition, MTs Arrifaie is a *pesantren*-based school. Where students or those who usually get the nickname "*santri*" will be more limited in the use of electronic devices such as laptops, cellphones, etc. and only rely on their friends who have adequate media.

The second result is obtained from the interview. The results of this interview researchers took from the teachers and students. The response from one of the Arabic language teachers, Mr. Riski Janu, said (R. Janu, 2022):

> "Learning with a strategy like this is quite well implemented. This makes children better at learning. In addition to learning in terms of speaking skills or maharah kalam, learning with this strategy can also practice writing skills or maharah kalam. Apart from skills, learning with this strategy can improve students' skills in terms of making videos,

starting with the art of writing scripts and continuing with video editing. But maybe what's a little hindering, this is the name of a cottage child, sis, so it's a bit difficult to edit. Because it's like a cellphone, it's usually held by a room supervisor and if a laptop or computer is used it is very limited."

From the results of the interview with the teacher above, it can be concluded that there are problems with the application of the DST (Digital Storytelling) strategy that from the Arabic teacher named Mr. Riski Janu that there are a few obstacles that can hinder the course of this learning, namely in terms of the tools used in the editing process. videos. Students are students who live in Islamic boarding schools where there are several regulations that limit and even prohibit the excessive use of electronic objects. Electronic objects that are commonly used are none other than cellphones or cellphones that are used to contact parents at home. Therefore, it can become a problem that arises when the DST (Digital Storytelling) strategy is implemented.

Apart from the teacher, there is a student named Anik Zakiyah. The results of the interviews are as follows (R. Janu, 2022) :

"Learning Arabic in this way is more fun. I am one of those people who have a hobby of editing like this. Moreover, it is combined with writing your own script and translating it yourself. Honestly, the problem is because we feel we have not mastered many mufradat. So, writing this script takes the longest. What should have been given one meeting time had to do it in two days by painstakingly opening a dictionary. Besides that, many friends also don't have a laptop or cellphone for editing. So, you have to borrow or replace it with a friend who has a laptop or cellphone."

From the results of an interview with one of the 8A grade students, it can be concluded that learning using the DST (Digital Storytelling) strategy is fun. In addition to learning Arabic, students can also develop a hobby in the field of video editing. But there are some obstacles where students find it difficult to make scripts. This is due to the lack of understanding and mastery of students' mufradat. Besides that, another obstacle is that many students do not have cellphones, computers or laptops that can be used for editing tools.

3.5. Advantages of applying Digital Storytelling (DST) in Maharah Al-Kalam Learning at Al-Rifa'ie Gondanglegi Modern Middle School Malang

Each learning strategy has an advantage in its application in the classroom. Excess according to the Indonesian Dictionary is a condition that exceeds the usual or can be interpreted as an advantage. From some of the explanations above, it can be seen that the advantages of a learning strategy can be interpreted as an advantage that is highlighted in a learning strategy.

Like with other learning strategies. This strategy has advantages including several things including creativity and innovation in learning, the creation of oral and written communication

and collaboration as well as sharpening critical thinking and problem solving (Sa'diyah et al., 2019).

There are also those who say that the digital storytelling (DST) strategy has advantages for both teachers and students. The advantages for teachers are that it is interesting to use in a variety of student learning styles, generates interest, attention and motivation of students in the classroom, makes digital storytelling (DST) with students' own creative talents, digital storytelling (DST) as a tool to create creative generations, and can increase students' self-confidence.

While the advantages for students are students can learn to use the internet, develop student communication skills, improve skills in running computers and can improve some student skills.

After seeing the theoretical explanation, the research results obtained from the data sources are as follows:

3.6. Observation

The results of observations obtained from research in the field regarding the advantages of implementing digital storytelling (DST) strategies are (Heriyana & Maureen, 2014): (1) students are more enthusiastic in learning, (2) students can develop their creativity in learning using digital storytelling (DST), (3) students can hone their communication skills, especially in *maharah al-kalam*.

From the results of the exposure of these observations, it can be concluded that the advantages obtained from the results of the study are quite the same as the theory that has been described. this is evident when students are more enthusiastic in learning Arabic, especially in *maharah al-kalam*, students are more creative in the field of video editing and also have better communication skills.

3.7. Interview

The results of the data in terms of interviews were taken from both parties, namely teachers and students. for the teacher, the researcher interviewed the Arabic teacher who teaches in the class named Pak Riski Janu. The results of the interview are:

> "Learning with a strategy like this is quite well implemented. This makes children better at learning. In addition to learning in terms of speaking skills or *maharah kalam*, learning with this strategy can also practice writing skills or *maharah kitabah*. Apart from skills, learning with this strategy can improve students' skills in terms of making videos, starting with the art of writing scripts and continuing with video editing. But maybe what's a little hindering, this is the name of a cottage child, sis, so it's a bit difficult to edit. Because it's like a cellphone, it's usually held by a room supervisor and if a laptop or computer is used it is very limited."

From the results of the interview, it can be concluded that according to the Arabic teacher himself, the results of the implementation of the digital storytelling strategy (DST) are quite good. This makes students not only learn in the field of speaking skills or commonly called *maharah al-kalam* but also in writing skills or *maharah al-kitabah*. In terms of other skills, students can also improve their skills in the art of script preparation, video editing to communicating with viewers.

The results of the second interview were taken from one of the students named Aqila Syahputra. The results of the interview are(A. Syahputra, personal communication, V):

> "By learning with a model like this it is more fun. Even though I'm not good at video editing, I know what applications can be used for video editing. In addition, learning Arabic in this way is more fun. Not boring as usual. The main thing is that because I am a bit shy when asked to speak in front of friends, I am freer to talk a lot in front of the camera even though I will not be PD when other friends see the video."

From the results of the interviews above, it can be concluded that students enjoy the implementation of these strategies in learning Arabic, especially in *maharah al-kalam*. In addition, it can make the learning atmosphere more lively and not boring and can train student communication. Some of these things when reviewed, the advantages of implementing a digital storytelling strategy (DST) are not far from some of the theories that have been described. it is like an invasion in learning so that students are happier in learning Arabic, especially in *maharah al-kalam*.

4. Conclusion

With the implementation of the Digital Storyelling (DST) strategy in the classroom, this strategy combines many skills. Starting from writing skills, communication skills, presentation skills and skills using technology. These skills can encourage students to be more motivated to follow Arabic learning. This is not easy to do because it takes a lot of effort. In addition, there are also problems that arise. This starts from the lack of mastery of Arabic vocabulary that students have so that it makes the script preparation process take longer. In addition, the limited use of electronic devices such as cellphones, laptops or other devices that become media for editing because most students are students who live in Islamic boarding schools. The advantages of this strategy are that it is interesting to use in a variety of student learning styles, generates interest, attention, and motivation of students in the classroom, makes digital storytelling (DST) with students' creative talents, digital storytelling (DST) as a tool to create creativity, and can improve student self-confidence.

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