

## Research Article

# Microlearning-based Tourism Arabic Teaching Material Model for Tourism Awareness Groups in Tourism Villages

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## Abstract.

The present imperative for members of the tourism awareness group (Pokdarwis) in the tourist village is to acquire proficiency in Arabic communication skills. This study aims to provide instructional materials for teaching Arabic language skills to members of the tourism village Pokdarwis, with a specific focus on the field of tourism. To achieve this, a micro-learning technique was employed. The study primarily addressed the constraints of the problem, which pertained to the absence of tourist Arabic teaching materials specifically designed for members of the tourism village Pokdarwis. The study also aimed to explore the process of developing these materials. The research employed the methodology of development research, commonly referred to as R&D. The development paradigm employed in this study is Thiagarajan's 4D model, comprising four distinct stages: definition, design, development, and dissemination. The research methodology employed in this study encompassed the utilization of questionnaires and unstructured interviews as the primary instruments. The research was conducted on 30 individuals who were members of the tourism town of Pokdarwis. Based on the research results, it was evident that the individuals affiliated with the Pokdarwis tourist village required Arabic language competency to facilitate the growth and advancement of tourist villages. Hence, there is a necessity for the development of Arabic instructional resources tailored specifically for the aim of facilitating tourism in tourist villages, with an emphasis on the incorporation of micro-learning principles characterized by brevity and technology-driven approaches. The design of the teaching materials developed aligns with the learning style of prospective users, as indicated by the assessment results from learning design experts and learning media experts. Additionally, the design of the teaching materials adheres to the principles of micro-learning-based instructional materials.

**Keywords:** Arabic, microlearning, teaching, materials, tourism

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## 1. Introduction

Village tourism is now a growing tourism sector. Village tourism is a tourism concept that involves tourists directly in the life of a village community [1]. Village tourism is a tourism model that offers an authentic rural experience, both in the form of socio-economic life, socio-culture, customs, daily life, building architecture, and typical spatial structures [2]. The development of tourist villages has attracted the attention of foreign tourists, including tourists from the Middle East. One of them is the Cisaat Tourism Village in Subang Regency, West Java Province. In August, Middle Eastern tourists frequently visit this tourist village. Unfortunately, the number of tourist visits is not increasing and is actually trending down. One of the reasons for this is the limited ability to speak Arabic in the tourism awareness group (Pokdarwis) in the tourist village. This state of affairs is unfortunate considering that the tourist village is a model of community-based tourism (CBT), a development model that provides maximum opportunities for rural communities to participate in tourism development [3]. In this case, tourism awareness groups (pokdarwis) have a vital role in tourism village development efforts.

The ability of Pokdarwis to master foreign languages is indeed an obstacle to tourism development in Indonesia. Susanti et al. [4] stated that the limitations of human resources trained in foreign languages are indeed a problem that always arises in efforts to develop tourist villages. Another opinion from Misran [5] said that the low ability of Arabic tour managers has often been complained about by tourists. This is in accordance with the findings of Tamsil [6] that the main problems faced by tourism managers are knowledge, history, and Arabic language skills, especially when dealing with tourists from the Middle East. Efforts to provide foreign language training for Pokdarwis have been made by various parties. Ishak and Simanihuruk [7] have conducted English language training for Pokdarwis of Sukajadi Tourism Village, Bogor Regency. Wahyuningtyas et al. [8] have also conducted similar training for the Pokdarwis of Kemloko Tourism Village, Blitar Regency. The researchers themselves have provided Arabic language training for the Pokdarwis of Cisaat tourist village in Subang Regency [9]. Providing these trainings is certainly not enough, even though the participants gave a positive impression. There needs to be continuous and controlled learning, but the Pokdarwis themselves cannot be forced to follow long-term classical learning. Therefore, a sustainable Arabic language learning model is needed that can be implemented flexibly and efficiently.

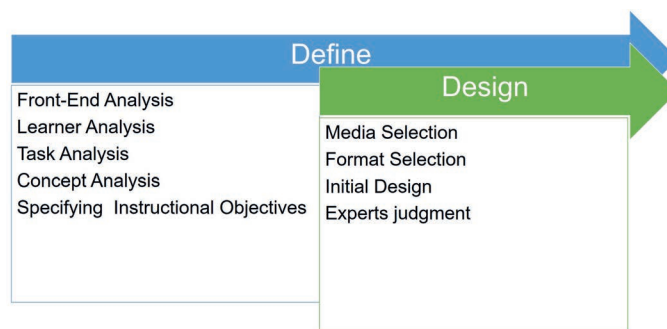
Microlearning is considered to represent the efficient and flexible nature needed by Pokdarwis. Leong et al. [10] stated that microlearning is one of the solutions to learning by learning directly anytime and anywhere. This assumption is not an exaggeration,

considering that microlearning itself is defined as small chunks of learning content that can allow learners to access information on the internet more easily and quickly [11]. Quantitatively defined as learning content that can be accessed in no more than five minutes [12]. Meanwhile, according to Torgerson and Iannone [13], the common thread of all microlearning definitions is that it can be consumed quickly.

The quantitative limitation of microlearning, which only provides a duration of about 5 minutes, as well as the ease of access via the internet, will make it easier for learners to understand the material presented. Research results [14] found that when learners used microlearning as a learning method, their learning ability increased by 18% compared to the traditional approach. Another research result from Lee et al. [15] showed that mobile-based microlearning proved to be effective and efficient in supporting learning and attractive to learners. Based on the above background, researchers are encouraged to design Arabic teaching materials for tourism groups through a micro-learning approach. Research related to the development of Arabic tourism teaching materials aimed at Pokdarwis itself has never been done before, especially if the development of teaching materials is associated with a micro-learning approach.

## 2. Material and Methods

This research applied R&D (research and development) design and adopted Thiagarajan's 4D model. The 4D modeling process consists of four phases. define, design, develop, and disseminate. For this research in particular, the researchers have only completed the design phase [16]. In detail, the process of developing tourism Arabic teaching materials for tourism awareness groups is shown in Figure 1.



**Figure 1:** Steps in the research. Source: Author's own work.

Thirty Pokdarwis members and four experts participated in this study, which was conducted at Cisaat Tourism Village in Subang Regency, West Java. Both primary and secondary data were used in this study. Pokdarwis members and their coordinators

collected primary data. This study collected secondary data from articles, books, and journals. Unstructured interviews and the distribution of questionnaires were used as data collection methods. Descriptive statistics were used as the data analysis method in this developmental research.

The expert assessment technique used in this developmental research also uses descriptive statistics. The assessment is carried out after data collection from the results of the questionnaire distributed to the experts. After that, the experts process the data to determine the average value, which includes the following information:

$$\text{Average score} = ((\text{Total score})/(\text{Number of items}))$$

The scores obtained from the expert reviews are quantitative data, which are then interpreted into qualitative data by referring to the qualifications of the review area as follows:

- 3.26 - 4.00 = Very good
- 2.51 - 3.25 = Good
- 1.76 - 2.50 = Less Good
- 1.00 - 1.75 = Not Good

### 3. Results

As already mentioned, the 4D model medium was used in this research. This expert research only requires completing two phases: defining and designing. The steps for each phase are described below:

#### 3.1. Define stage

During the definition phase, data were collected from five analyses: learner analysis, concept analysis, task analysis, and learning goal analysis. In the front-end analysis, the researcher conducted interviews with three coordinators and distributed questionnaires to Pokdarwis members. The results of the surveys and interviews show that Cisaat Village is currently a popular destination for visitors from the Middle East. Pokdawis must therefore be fluent in Arabic communication in Cisaat. Unfortunately, they have never had Arabic lessons specifically tailored to tourism before. Materials for Pokdarwis to improve their communication skills. In order to improve their Arabic skills, the Pokdarwis

in the village of Cisaat hope that special teaching materials will be provided. Table 1 shows the results of the needs questionnaire.

TABLE 1: Needs analysis questionnaire results.

No.	Statement	Answer				
		SA	A	U	DA	SDA
1	Arabic communication skills are essential for <i>Pokdarwis</i> .	83%	17%	-	-	-
2	I can communicate in Arabic at a basic level.	-	17%	-	67%	16%
3	I've previously taken Arabic classes.	-	33%	-	40%	27%
4	I've acquired or read a travel guide written in Arabic with <i>Pokdarwis</i> in mind.	-	17%	-	16%	67%
5	If there were <i>Pokdarwis</i> -specific tourism Arabic teaching materials, my communication skills would advance.	86%	14%	-	-	-

SA= strongly agree; A= agree; U= undecided; DA= disagree; SDA= strongly disagree.  
Source: Author's own work.

When conducting the learner analysis, the researchers used information from the learner learning style questionnaire. According to the survey results, the majority of *Pokdarwis* members have combined visual and auditory learning styles. Table 2 shows the preferred learning methods of *Pokdarwis*.

The task analysis and the concept analysis of its application are carried out to define the knowledge that the learners must have in order to facilitate the formulation of the tasks to be completed in the process. The use of the materials is intended to make it easier for students to complete the tasks necessary for the learning process. By looking at documents from previous research results and specialist books on (foreign) Arabic for tourism purposes, it is possible to formulate the knowledge and skills to be included. The competencies were determined both through document analysis and through interviews with various *Pokdarwis* members. Based on documents and interviews, seven Arabic communication topics were identified, including: 1) greetings and introductions; 2) asking the direction; 3) around town 4) homestay services; 5) offering a variety of foods; 6) Planning a trip; and 7) executing purchase and sale transactions.

In order to make it easier to create microlearning learning scenarios, learning topics are broken down into learning outcomes and even memos. The results of the description are shown in Table 3.

By categorizing the learning objectives of the designed and established teaching materials based on task analysis and concept analysis, the researchers arrived at the teaching objectives at the end of the definition phase.

TABLE 2: Pokdarwis learning style questionnaire results.

No.	Statement	5		4		3		2		1		Mean
		f	%	f	%	f	%	f	%	f	%	
1	I retain more information when I read what the teacher writes on the board.	9	30%	10	33%	2	7%	8	27%	1	3%	3,60
2	When I read, I use different colored highlights to make the text stand out.	12	40%	6	20%	2	7%	6	20%	4	13%	3,53
3	When I read instructions or information, my understanding improves.	12	40%	10	33%	3	10%	5	17%	0	0%	3,97
4	For me, reading is more effective than listening to other people talk.	13	43%	7	23%	1	3%	3	10%	6	20%	3,60
5	I learn more from reading textbooks than from listening to lectures.	13	43%	7	23%	1	3%	3	10%	6	20%	3,60
Mean of Auditory Style												3,71
6	I can understand instructions better if the teacher explains them to me.	11	37%	7	23%	4	13%	5	17%	3	10%	3,60
7	I learn more effectively in class when I receive instructions from someone.	11	37%	7	23%	2	7%	6	20%	4	13%	3,50
8	I remember what I heard better than what I read	13	43%	7	23%	1	3%	3	10%	6	20%	3,60
9	Listening to the lecture in class is my preference.	11	37%	11	37%	3	10%	5	17%	0	0%	3,93
10	When I observe someone in class instead of participating in it, I learn more.	14	47%	7	23%	2	7%	4	13%	3	10%	3,83
Mean of Visual Style												3,69
11	I enjoy taking part in active learning in class.	6	20%	7	23%	2	7%	8	27%	7	23%	2,90
12	When I move, I can concentrate better (e.g. or by tapping my feet).	8	27%	5	17%	3	10%	8	27%	6	20%	3,03

TABLE 2: Pokdarwis learning style questionnaire results.

No.	Statement	5		4		3		2		1		Mean
		f	%	f	%	f	%	f	%	f	%	
13	To learn more effectively, I prefer practical exercises (e.g. examinations, etc.).	5	17%	6	20%	2	7%	9	30%	8	27%	2,70
14	When I participate in role play in class, I understand concepts better.	5	17%	4	13%	3	10%	8	27%	10	33%	2,53
15	To express myself better when speaking, I often rotate my hands.	6	20%	6	20%	4	13%	8	27%	6	20%	2,93
Mean of Kinesthetic Style											2,82	

Source: Author's own work

### 3.2. Design stage

The design phase consists of three steps: initial design, media selection, and format selection. In order to make it easier for learners (pokdarwis) to independently learn Arabic communication skills, e-audio books were initially selected for the media selection and presented as learning materials. The audio e-book's title, "اللغة العربية للقرية السياحية" or Arabic for The Tourist Village, was selected by the researchers as the format. A4 paper size and Sakkal Majjala, Noto Kufi Arabic, and Times New Roman fonts are also used in the design of this teaching material. The audio e-book for the framework was created by the researchers in accordance with the standards for the development of digital teaching materials set by the Ministry of Education and Culture. The framework includes the cover, introduction (learning outcomes, a brief description of e-modules, and instructions for using teaching materials), learning activities (objectives, material descriptions, summaries, exercises, tasks, and self-assessment), assessment and answer keys, a glossary, a bibliography, and a CV. To create the cover for the teaching materials, the researchers used the Canva application. To further clarify the information, the researchers also added audio recordings. The conversation text and vocabulary pronunciation examples were presented as audio files. In addition, the researchers used Microsoft Word to design the prototype of the teaching materials before developing the format of .doc to .pdf and finally converting it into a flip book on the Heyzine platform. Finally, using Heyzine's features, the researcher created the teaching materials by including a cover, some supporting images, and links to the tasks.

TABLE 3: Description of learning topics into learning outcomes up to the microlearning object medium.

Courses Learning Outcomes	Lesson Learning Outcomes	Materials	Learning Activity	Indicators	Microlearning Materials	Medium Microlearning Objects (Memo)
Have oral communication skills about introduction.	Demonstrate an introductory sentence.	Text for the introduction (التعارف).	Listen to the dialogue text	Able to present dialogue texts as an introduction.	Basic phrases for introductions.	Audio recording
	Memorize introductory vocabulary.	Vocabulary for introduction (التعارف).	Watch animated images.	The student is able to name vocabulary for the introduction.	Vocabulary for introduction	Infographic
Have oral communication skills to give instructions.	Demonstrate a speech text about Showing directions	Dialog about direction (الاتجاهات)	Watching video	Able to demonstrate dialogue text Showing directions	Expressions of how to indicate directions.	Expertise video
	Memorizing vocabulary about Showing directions.	Vocabulary about direction (الاتجاهات)	Observing images	Able to mention vocabulary about around the Village	Vocabulary about around the Village	Infographic
Have oral communication skills about Around the Village (In the village)	Demonstrate a text of speech about Around the Village	Dialog Around the Village In (في) the village (القرية)	Watching video	Able to demonstrate dialogue texts Around the Village	Expressions of how to indicate directions.	Expertise video
	Memorizing vocabulary about Around the Village	Vocabulary about In the village (في) (القرية)	Observing images	Able to mention vocabulary about Around the Village	Vocabulary about Around the Village (In the village)	Infographic
Have oral communication skills about homestay.	Demonstrate homestay speech text.	Text about homestay (الضيافة)	Listen to dialogue text	Able to demonstrate dialogue texts about homestay	Phrases on how to offer a homestay.	Audio recording
	Memorizing vocabulary about homestay (in hospitality)	Vocabulary about homestay (الضيافة)	Observing images	Able to mention vocabulary about homestay	Vocabulary about homestays	Infographic
Have oral communication skills about food	Demonstrate speech texts about food	Text about food (الطعام)	Listen to dialogue text	Able to demonstrate dialogue texts about food	Phrases of how to offer food	Audio Recording
	Memorizing vocabulary about food (Food)	Vocabulary about food (الطعام)	Observing images	Able to mention vocabulary about food.	Vocabulary about food (Food)	Poster
Have oral communication skills about travel	Demonstrate speech texts about travel	Dialog about the trip (الرحلة)	Watching video	Able to demonstrate dialogue texts about travel	Phrases on how to inquire about travel plans	Expertise video



TABLE 3: Continued.

Courses Learning Outcomes	Lesson Learning Outcomes	Materials	Learning Activity	Indicators	Microlearning Materials	Medium Microlearning Objects (Memo)
	Memorizing vocabulary about travel	Vocabulary about travel (الرحلة)	Observing images	Able to mention vocabulary about travel	Vocabulary about travel (Journey)	Infographic
Have oral communication skills about buying and selling transactions	Demonstrate speech text about buying and selling transactions	Text about transactions (التسوق)	Listen to dialogue text	Able to demonstrate dialogue texts about buying and selling transactions	Phrases on how to inquire about travel plans.	Audio Recording
	Memorize vocabulary about buying and selling transactions	Vocabulary about transactions (التسوق)	Observing images	Able to mention vocabulary about buying and selling transactions	Vocabulary about buying and selling transactions	Infographic

Source: Author's own work

Once published online, the learning materials can be accessed via various browser platforms. Figure 2 shows the results of the design of the teaching materials.

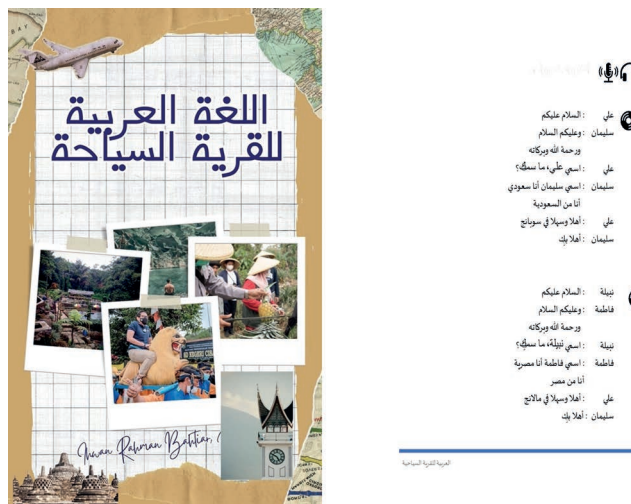


Figure 2: Material teaching design. Source: Author's own work.

### 3.3. Experts judgment

To ensure that the teaching material design is suitable for further development, expert assessment is carried out. Two learning design experts and two learning media experts were involved in this expert assessment. The results of the assessment by learning design experts and learning media experts can be seen in Tables 4 and 5.

TABLE 4: Recapitulation of learning design experts' assessment results.

No.	Aspects	Mean
1	Learning	3.6
2	Display	3.7
3	Language and communication	3.6
4	Principles of microlearning	3.5
	<b>Mean total</b>	<b>3,6</b>

Source: Author's own work

TABLE 5: Recapitulation of learning medium experts' assessment results.

No.	Aspects	Mean
1	Layout	3.5
2	Video presentation	3.7
3	Audio presentation	3.6
4	Infographic presentation	3.6
	<b>Mean total</b>	<b>3,6</b>

Source: Author's own work

The average overall score obtained from the reviews of learning design experts and learning media experts is 3.6. Based on this data, the design of the teaching materials developed is in the “very good” category.

## 4. Discussion

The needs analysis phase of this research was the first step. Needs analysis is typically the first step in R&D research, as in other models of development research. The purpose of the needs assessment is to determine the actual site conditions and academic requirements [17]. In order to determine the students' preferences regarding the skills to be learned and the requirements for the expected teaching materials, a needs analysis is also carried out [18]. The results of the needs analysis are important for deciding how to design the Arabic teaching materials [19].

Several findings from the needs analysis are incorporated into the creation of teaching materials. First, Pokdarwis members learn best through a combination of visual and auditory elements. One learning strategy that takes advantage of the sense of sight is the visual learning style. When the learning process occurs for each individual learner by directly seeing pictures, maps, tables, blurs, and learning materials, students who learn with this learning style can learn and remember well. The tendency to learn information and skills visually is called visual learning style [20]. The auditory learning style, on the other hand, relies on listening to understand and remember something.

Due to the characteristics of this type of learning model, listening becomes the main method of absorbing information or knowledge. In other words, in order to remember and understand the information we receive, we must first listen [21].

This combination of visual-auditory learning preferences motivates researchers to create educational materials in the form of e-audiobooks that combine audiobooks and e-books. Numerous studies demonstrating how giving students' simultaneous access to audiobooks and electronic books can help them read books using various senses support the choice of this model. The importance of reading and listening simultaneously has been emphasized, especially for students who have difficulty concentrating on reading activities [22-25]. In addition to taking learning styles into account, the decision to use a digital teaching aid model is also based on the results of interviews, which show that potential users want the teaching aids produced to be useful and accessible via smartphones. In order to produce a product that is perfectly tailored to the needs of the market, it is important to take into account the preferences of potential users during development research [26].

When creating teaching materials, the outcomes of the needs analysis have an impact on the selection of learning topics. The topics covered in the teaching materials relate to living conditions in dormitories and popular tourist destinations. When selecting the topics, several studies and the results of the interviews were taken into account. According to Misran [5] research, the ability to speak Arabic is related to tourism areas that include specific scenarios and places where the traveler will ultimately work (target situation). Zin et al. [27] concluded from their research that situational talking points in the areas of transportation, hotels (accommodation), and transaction locations (markets) are necessary when creating Arabic teaching materials for the tourism industry. These topics of conversation were taken into account when compiling the teaching materials.

The training materials were prepared using the utilization of a micro-learning approach. In addition to being grounded in a needs analysis, which indicates that potential users of instructional materials desire concise and readily accessible resources, the incorporation of a micro-learning approach in the development of instructional materials also takes into account research findings that demonstrate the beneficial effects of micro-learning on the learning process. According to Ghafar et al. [28], microlearning has been demonstrated to be an efficient and expedient method for acquiring new knowledge. According to Dolasinski and Reynolds [29], microlearning not only facilitates the development of learners' thinking skills, but also offers an engaging approach to learning and enhances their comprehension of the subject matter. According to Lee et al. [15], other research findings indicate that individuals who engage in microlearning

see a notable enhancement in their information acquisition, augmented self-assurance in making practical decisions, and greater confidence in executing various tasks.

## 5. Conclusion

The primary objective of this study is to address the requirements and progress of Arabic tourism instructional resources for individuals affiliated with the pokdarwis tourism village. According to the findings of the needs analysis, it is evident that the members of Pokdarwis have a requirement for Arabic training materials that use micro-learning approaches. During the design phase, the teaching content is developed as an e-audio book that is tailored to accommodate the individual learning styles of its users. The design of the teaching materials generated has been evaluated by learning design experts and learning media specialists, and it has been determined that the materials adhere to the principles of micro-learning.

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