

## Innovating Arabic Learning Media Through Gender-Responsive Educational Videos

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### Abstract:

This study examines the development of Arabic learning video media that integrates gender equality values for students at the vocational or high school level. So far, gender representation in Arabic learning media tends to be biased, with stereotypical role visualizations between men and women. The focus of this research is to design and evaluate gender-responsive learning videos, especially in conversation materials in Arabic. This research uses a qualitative approach with phenomenological methods and interpretivism paradigms. Data was collected through observation, interviews, and documentation, and tested for validity using source triangulation. The results of the study show that there are four values of gender equality that have been successfully integrated in video media, namely: control, access, benefits, and participation. The developed videos not only improve Arabic comprehension, but also provide an equal and inclusive learning experience for both male and female students. This study contributes to enriching value-based foreign language learning media innovations, as well as providing an initial model for the development of gender-fair learning media.

**Keywords:** *Arabic Learning Media, Gender-Responsive, Educational Videos.*

### Introduction

This research focuses on the integration of gender equality values in Arabic learning videos and their impact on the perception and learning experience of students at SMK Plus Bustanul Ma'arif Gumukmas, Jember. The main objective of this study is to develop learning media that is not only pedagogically effective, but also sensitive to social issues, especially related to gender representation and relations in the teaching and learning process.

The development of information technology has had a great influence on the world of education.<sup>1</sup> One of the positive impacts is the emergence of various innovative learning media that can improve the quality of learning.<sup>2</sup> Among these various forms of media, learning videos are one of the most potential options because they are able to present a combination of visual and audio,

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<sup>1</sup> Ahmad Junaedy Abu Huraerah, Abdurrahman Wahid Abdullah, and Alimuddin Rivai, "The Influence of Information and Communication Technology on Indonesian Education," *Journal of Islamic Education Policy* 8, no. 2 (2024).

<sup>2</sup> Rizal Faturrokhman, "Interactive Learning Media Increases Student Engagement and Understanding in Vocational Development Schools," *JIP: Journal of Education* 2, no. 4 (2024): 713–21.



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making it easier for students to understand.<sup>3</sup> This is especially relevant in learning Arabic which is known to have complexity in terms of grammar, phonology, and vocabulary.<sup>4</sup>

However, the effectiveness of learning media does not only depend on technical aspects or the delivery of material alone. The values contained in the media, especially those related to social justice such as gender equality, also play an important role in shaping the character and perspective of students.<sup>5</sup> Gender equality in education requires fair and equal treatment for all students, regardless of gender, both in terms of access, participation, and learning outcomes.<sup>6</sup> Unfortunately, in practice, the representation of roles in learning materials, including videos, still often reinforces unbalanced gender stereotypes.

Previous research has shown that the use of video can increase the effectiveness of Arabic language learning, as shown by Khoir<sup>7</sup> and Khalisah<sup>8</sup>. Meanwhile, the importance of integrating gender values in education has also been discussed by Panggabean<sup>9</sup> and Sari<sup>10</sup>. However, research that combines these two aspects specifically—i.e., the integration of gender equality values in Arabic learning video media—is still very limited.

SMK Plus Bustanul Ma'arif Gumukmas was chosen as the location of the research because the school has a diversity of student backgrounds and shows openness to innovative and value-based learning approaches. This context provides an opportunity to test how learning videos designed with gender equality in mind are acceptable and impact learners.

Thus, this study not only seeks to develop more inclusive and contextual learning media, but also contributes to broadening insights into the importance of social responsiveness in education, particularly through media-based approaches relevant to the needs and challenges of modern education.

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3 Asy'arie, Aliya, Asmah Amir, and A. Suharman. "Analysis of the Utilization of Audio-Visual Media and Its Impact on Students' Learning Interests at SDN 110 Lura." *Scientific Journal of Mandalika (JSM)* e-ISSN 2745-5955 | p-ISSN 2809-0543 6.3 (2025): 517-524.

4 Sulaiman, Edy. "Grounding Arabic Early in Life (Analysis of Difficulties and Challenges in Learning Arabic for Beginners)." *Edu Journal Innovation in learning and education* 1.2 (2023): 142-151.

5 Sulistyowati, Yuni. "Gender equality in the scope of education and social order." *Ijous: Indonesian Journal of Gender Studies* 1.2 (2020): 1-14.

6 Sidik, Sangputri, et al. "The Concept of Gender Justice Education in the Indonesian Education System." *JiIP-Scientific Journal of Education* 6 (2023): 2845-2859.

7 Language Learning in Early Childhood," *Journal of Education and Teaching Review (JRPP)* 7, no. 3 (2024): 12002–8.

8 Nurul Khalisah and Abd Rahman, "Arabic Teachers' Teaching Skills in Increasing Students' Learning Interest in Elementary School Santi Witya Serong School Thailand," *Journal of Imperative Syntax: Journal of Social and Education Sciences* 5, no. 4 (2024): 598–605.

9 Theresia Panggabean et al., "Building Gender Awareness Through Education and Science," *Scholars: Journal of Education and Teaching* 2, no. 5 (2024): 399–403.

10 Riana Lutvia Sari et al., "Building Gender Equality Through Civic Education: Roles and Challenges in the Era of Globalization," *Integrated Multidisciplinary Scientific Journal* 8, no. 5 (2024), <https://sejurnal.com/1/index.php/jimt/article/view/1583>.

## Methods

This research uses a qualitative approach with an interpretivist paradigm and case study methods. This approach is based on the view that social reality is formed through the subjective experience of individuals, so the understanding of a phenomenon must be seen from the perspective of the people who experience it directly. In this context, a phenomenological approach is used to explore the subjective meanings experienced by students related to the use of Arabic learning videos that contain the values of gender equality.

Data were collected through three main techniques, namely in-depth interviews, participatory observations, and documentation studies. Interviews were conducted with Arabic teachers and students at SMK Plus Bustanul Ma'arif Gumukmas, Jember, while observations were carried out during the learning process to see firsthand the interaction and response of students to learning media. Documentation is used to complete data in the form of school records, teaching materials, and student evaluation results.

To ensure the validity of the data, this study applied source triangulation, namely by comparing data obtained from various informants and collection methods. The data analysis was carried out thematically, with steps of data reduction, data presentation, and conclusion drawn, in order to find patterns of meaning related to students' perception of gender equality in Arabic language learning.

## Results and Discussion

### Integration of Gender Equality Indicators in Arabic Learning Videos

Building sustainable social relationships requires the principle of equal relations between men and women.<sup>11</sup> Gender is a social construct about the division of roles between men and women.<sup>12</sup> The effort made by gender is to make differences in roles, behaviors, mentalities, and emotional characteristics between men and women.<sup>13</sup> The dichotomy on social roles will give birth to gender injustice, where one gender is identified with a specific job or role. Meanwhile, the concept that refers to a situation in which men and women have equal rights and obligations is

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<sup>11</sup> Fritz Hotman Syahmahita Damanik and Saliman, "Instilling the Value of Gender Equality in Dating Relationships through Sociology Learning at the Senior High School Level," *Didactics: Journal of Education* 13, no. 1 (February 11, 2024): 771–78, <https://doi.org/10.58230/27454312.376>.

<sup>12</sup> Arlina Alfiani Chandra, Y.A. Wahyuddin, and Kurnia Zulhandayani Rizki, "The Efforts of the Government of Iceland in Improving Gender Equality (Case Study: The Phenomenon of Gender Pay Gap in the World of Work)," *Indonesian Journal of Global Discourse* 5, no. 1 (February 28, 2024): 1–22, <https://doi.org/10.29303/ijgd.v5i1.81>.

<sup>13</sup> Nasaruddin Umar, *Argument for Gender Equality Perspective of the Qur'an*, II (South Jakarta: PARAMADINA, 2001).

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called gender equality.<sup>14</sup> Allah swt in assessing the quality of a person's piety is not based on gender.<sup>15</sup> Gender differences exist because they are formed, socialized, strengthened, and even constructed by society.<sup>16</sup> Therefore, abandoning gender injustice and moving towards gender equality can be pursued, one of which is through learning media.

Creating an engaging learning medium that arouses students' interest is the task of a teacher.<sup>17</sup> One of the innovations carried out in grade XI of SMK Bustanul Ma'arif is the use of learning videos that are integrated with gender equality indicators. In the innovation of Arabic learning videos at SMK Bustanul Ma'arif, there are four main indicators of gender equality: access, participation, control, and benefits.<sup>18</sup> The integration of gender equality indicators in Arabic learning videos can be done through steps: 1) analysis and identification of previous learning media, 2) determining functions and objectives, 3) determining gender equality indicators, 4) determining criteria and teaching materials, 5) developing a gender equality-based learning video design.<sup>19</sup> Through these steps, Arabic learning video media innovations are obtained as follows:

*First*, access indicators are conditions where men and women get equal opportunities in obtaining information, detailed explanations, knowledge, ownership, human resources, and the environment. The Arabic learning video visualizes a sister-in-law who is complaining about the further education of her two children who are not supported equally by her husband (Ahmad). Ainun as a boy received full support from Ahmad to continue his education because it was considered that he would bear the obligation to provide for his wife. Meanwhile, Aira as a girl is not supported because she does not bear these obligations. The sister-in-law explained that both of them have the right to continue their education for three reasons. 1) Pursuing higher education should not be used as a goal of earning income or earning a living. Rather, it is to seek knowledge and the pleasure of Allah. 2) Seeking knowledge is the obligation of all Muslims, as the hadith of the Prophet Muhammad (saw) said, "Seeking knowledge is mandatory for all Muslims." 3) A child who is pious and sholihah is a big investment for his parents, to become sholih/sholihah a person

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<sup>14</sup> Khoirunnisa et al., "Gender Equality in the Perspective of the Fifth Precept of Pancasila," *PACIVIC: Journal of Pancasila Education and Citizenship* 4, no. 1 (April 28, 2024): 21–27, <https://doi.org/10.36456/p.v4i1.8486>.

<sup>15</sup> Tutik Hamidah, *Fiqh of Women with a Gender Justice Perspective* (Malang: UIN-MALIKI PRESS, 2011).

<sup>16</sup> Siti Rokhimah, "Patriarchism and Gender Injustice," *Muwazab* 6, no. 1 (2014): 132–45.

<sup>17</sup> Erna Hernawati et al., "The Effectiveness of the Use of Number Card Media in Learning Local Content in English Summing Materials 1-10," *MURABBI* 2, no. 2 (December 30, 2023): 59–66, <https://doi.org/10.69630/jm.v2i2.28>.

<sup>18</sup> "Gender Equality Indicators And Their Meaning - Google Search," accessed February 9, 2025.

<sup>19</sup> Dini Annisha, "Integration of the Use of Local Wisdom in the Learning Process in the Concept of the Independent Learning Curriculum," *Basicedu Journal* 8, no. 3 (June 13, 2024): 2108–15, <https://doi.org/10.31004/basicedu.v8i3.7706>.

needs to be knowledgeable. The video ends with the sister-in-law's willingness to give understanding to her sister (Ahmad).



*Second*, the participation indicator is a condition where there is involvement and cooperation between men and women in obtaining resources. In the learning video, it is visualized



with the cooperation of husband and wife in the kitchen to meet basic human needs.

*Third*, *control* indicators are conditions in which men and women are equally involved in decision-making, in order to produce gender-responsive policies or work programs. In the video, it is visualized with a discussion between Abi and Umi (the caretaker of the Islamic boarding school) in evaluating and redeciding the method of reciting the book that will be used in the next semester to be more humane.

*Fourth*, a benefit indicator is a condition in which men and women derive equal benefits from development, public facilities, and organizational development. From the learning video, it was visualized through a conversation between the guard and the public toilet user. Where in the women's public toilet, plastic bags and trash cans have been provided for the disposal of sanitary napkins.

The integration of the first indicator (access) is emphasized in the sister-in-law's efforts to explain that her nephews, both male and female, have the same right to access knowledge and

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education. His ability to explain to Ahmad, his younger brother, is a condition in which the brother-in-law interprets that Ahmad as a man (husband) is also entitled to a more detailed explanation. That's how he explained it to Ahmad's sister-in-law (Ahmad's wife). The integration of participation indicators can be seen in Abi's efforts to help Umi cook in the kitchen, it shows that both men and women are responsible for the fulfillment of resources, and refutes the social construct that the kitchen is only the role of women. The control indicator in the third picture can be seen when Abi opens a discussion room with Umi and makes Umi's opinion as a basis for consideration in determining pesantren policies in terms of book recitation. This emphasizes that women also have the right to be involved in policy-making, in fulfilling these rights, awareness is needed for men to open a space for discussion. Finally, the benefit indicator, both men and women need to benefit from public facilities in public spaces, according to their respective biological conditions. In the video, the women's public toilet has been provided with plastic as a place to dispose of sanitary pads, this is needed by women because of their biological condition that they have to experience menstruation.

The results and discussion above show that gender equality indicators are integrated in Arabic learning videos in two forms. *First*, innovation of conversation teaching materials (content) based on gender equality. The content of the conversation is equality in access to education, equality in participation in making food a basic human need, equality in the control of the method of reciting the book, and equality in receiving benefits from public facilities. *Second*, it is integrated through the ability of video media to present sound and moving images.<sup>20</sup> Visual learning can be easily understood by children, because audio and visual factors can stimulate the cognitive side of children in learning.<sup>21</sup> There is a visualization of a wife and husband working together in the kitchen to cook fried rice.

### Student Experience After Using Learning Videos

Prastowo in Nur Asiah<sup>22</sup> explained several benefits of video media, including: 1) Students get unexpected experiences. 2) Something that was initially impossible to see, presented in real terms. 3) Analyze changes in a given period. 4) Providing experience for students to feel a certain

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<sup>20</sup> Drs Daryanto, "Learning Media Plays a Very Important Role in Achieving Learning Goals," *Gava Media* 1 (2013).

<sup>21</sup> Mukaromah, Mutia Rahmi Pratiwi, and Egja Rosi Subhiyanto, "Training on Making Learning Videos as a School Publication Media through YouTube Media," *Society : Journal of Community Service and Empowerment* 3, no. 1 (October 28, 2022): 15–22, <https://doi.org/10.37802/society.v3i1.217>.

<sup>22</sup> Nur Asiah, "Improving Pie Learning Outcomes by Using Video Tutorial Media on the Competency of Prayer Practice in Class III Sdn 92/IV Telanaipura District, Jambi City for the 2018/2019 Academic Year," in *Journal of Teacher Education*, vol. 1, 2020, <https://doi.org/10.47783/jurpendigu.v1i1.69>.

situation. 5) Showcase real-life case studies that can spark student discussion.<sup>23</sup> The benefits of video media also affect the perception and experience of grade XI students of SMK Bustanul Ma'arif Gumukmas Jember when using learning videos that are integrated with gender equality indicators.

**First**, the access indicator, Ahmad Maulidani<sup>24</sup> understands that so far women have not had the right to access education, because women do not have the responsibility to earn.

"Apparently, educated women are not only about income. However, the importance of access to education for women is also due to their involvement in decision-making. Women need to be educated to be able to make the right decisions as needed."

**Second**, the indicator of participation, Rofi'atul Muzayyanah<sup>25</sup> explained that previously she understood that work in the kitchen is only the task of a wife/mother.

"I received my education from my family, I was always told by my mother that a woman must be skilled in the kitchen. In addition, since I was in school, what I got from the media of learning a foreign language (Arabic or discussing English) is an identified visualization. Like the vocabulary of cooking, what is depicted is a girl who is cooking in the kitchen. Meanwhile, if the vocabulary is in the form of playing football, then the visualization is a group of boys who are playing football. All this time I understand that women are always in the kitchen and at home, while men play football and outside. However, after seeing the video I gained new views and experiences. The kitchen does not only belong to women, but belongs to all human beings who want life to continue."

The same thing is felt by Andina Qurrota 'Aini<sup>26</sup> who has been understanding that the kitchen only belongs to her mother.

"My father has only focused on working in the rice fields. It seems like there is already role mapping. So the image I got about a woman's future is like her mother. I never thought that men were entitled to participation in activities in the kitchen."

**Third**, the indicator of benefits, Andina Qurrota 'Aini<sup>27</sup> also explained the change in her understanding of women's rights in public facilities.

"In addition, I have also never had a problem if there are no crackers in public toilets to dispose of sanitary pads. However, after using the learning video, I realized that public facilities also have to adapt to the biological conditions of women."

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<sup>23</sup> Suntory Ummar, "The Application of Video Media to Increase Students' Learning Interest in Class X SMK Negeri Pertanian 1 Sukaraja," *Utile: Journal of Education* 9, no. 2 (December 28, 2023): 92–96, <https://doi.org/10.37150/jut.v9i2.2235>.

<sup>24</sup> Ahmad Maulidani (Grade XI student of SMK Bustanul Ma'arif), Student Experience After Using Learning Videos, January 3, 2025.

<sup>25</sup> Rofi'atul Muzayyanah (grade XI student of SMK Bustanul M'arif), Students' experience after using learning videos, January 3, 2025.

<sup>26</sup> Andina Qurrota 'Aini (Grade XI student of SMK Bustanul Ma'arif), Students' Experience After Using Learning Videos, January 3, 2025.

<sup>27</sup> Andina Qurrota 'Aini (Grade XI student of SMK Bustanul Ma'arif).

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*Fourth, the* control indicator, Ahmad Maulidani<sup>28</sup> explained that he has been gaining insight into any policy in the household is the full authority of a husband/father.

"So far, you have made decisions about my education and my future, therefore I also have the view that education is also only important for men. Because they think that it is the duty of men to make policies in the household requires sufficient knowledge. But after watching the learning video, I realized that a wife has the right to be involved in decision-making."

The results above show that the students' experiences after using learning videos are integrated with gender equality indicators as follows: 1) Women and men need to collaborate with each other to create a humane and harmonious life. 2) The kitchen does not only belong to women, but belongs to all human beings who want life to continue. 3) Women with biological characteristics have the right to public facilities that are responsive to their conditions. 4) A wife has the right to be involved in policy-making related to the welfare and sustainability of family members. 5) Access to education is also important for women because of their involvement in policy-making.

The integration of gender equality indicators in Arabic learning videos and descriptions of students' experiences after using them are relevant when read using Jazk Mazirow's transformative learning theory. He said that learning is the process of reinterpreting an experience or the act of renewing or revising previously acquired understanding.<sup>29</sup> So, this Arabic learning video contributes to revising students' gender-biased views.

### Conclusion

Gender equality indicators are integrated in Arabic learning videos in two ways. *First*, teaching materials or conversation content based on gender equality: equality in access to education, equality in participation in making food as a basic human need, equality in the control of the method of reading the book, and equality in receiving benefits from public facilities. *Second*, it is integrated through the ability of video media to present sound and moving images. There is a visualization of wives and husbands working together in the kitchen to meet basic human needs.

Students' experiences after using learning videos that are integrated with gender equality indicators are as follows: 1) *Access*, education is also important for women because of their involvement in policy-making. Women and men need to collaborate with each other to create a humane and harmonious life. 2) *Participation*, the kitchen does not only belong to women, but belongs to all

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<sup>28</sup> Ahmad Maulidani (Grade XI student of SMK Bustanul Ma'arif), Students' Experience After Using Learning Videos.

<sup>29</sup> Yusuf Falaq et al., "Transformative Learning Theory in Social Studies Education," *Harmony: Journal of Social Studies and PKN Learning* 7, no. 2 (December 6, 2022): 90–97, <https://doi.org/10.15294/harmony.v7i2.61711>.



human beings who want the continuation of life. 3) *Benefits*, women with their biological peculiarities have the right to public facilities that are responsive to their conditions. 4) *Control*, a wife has the right to be involved in policy-making related to the welfare and sustainability of family members. The results of this study contribute to providing insight into the steps and forms of integration of gender equality indicators in Arabic learning videos, as well as providing insight into the impact obtained from these media innovations. This can be a reference for academics and researchers in learning media innovation based on gender equality.

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