



Integrated 6C Skills of the 21st Century with Animation Video Media for Arabic Speaking Material Design

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Abstract: This research aims to design a model of animated video-based Arabic language teaching materials that are integrated with 6C skills to face challenges in the 21st-century era. This research used a mixed approach using the Research & Development method. This research used the Borg and Gall model as an analysis procedure. This research was carried out in the 2022-2023 academic year at the Arabic Language Education Study Program at Jakarta State University. The participants were teachers, experts (Arabic language materials, curriculum), and students. Data collection techniques used observation, questionnaires, documents, interviews, and tests. Data analysis techniques used qualitative data from assessment experts and peer reviewers. Data was presented through statistical descriptions using percentages and means. The quantitative data was taken from the test result in the model's large trial test to determine the product's worthiness. It was done to determine the student's achievement in Arabic speaking skills. It used the t-test. The research results showed that students need classroom teaching materials to learn to speak Arabic, which involves the development of digital technology, namely animated videos. The topics used in the Arabic-speaking teaching material model were related to the achievement of 6C skills, which are relevant to character education values and appear in learning instructions. The content of teaching materials was also combined with reading skills as a source of information for students in carrying out speaking practice in class. Various forms of speaking practice refer to the concept of an oral test. Meanwhile, the use of animated videos is in the instructions for carrying out exercises so that students can use the videos as a reference for speaking practice. These findings also provided an understanding of the demands for the quality of educators' digital competence in designing class materials.

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Introduction

The success of the educational process through teaching and learning activities in the classroom is influenced by many factors, whether from students, lecturers or educational institutions. Student existence arises through the student's internal and external factors (Mirhadizadeh, 2016). Other research concludes that students studying foreign languages are influenced by (1) family and community factors, (2) institutional influences, and (3) individual factors (Liando, 2012). The factor of community existence and the influence of educational institutions leads to the presence of lecturers. They have an essential role in achieving learning goals. Teachers are required to be people who have a professional level that is capable of carrying out teaching and learning (Bakkenes et al., 2010; Czerniawski, 2013; De Vries et al., 2013; Erlia, 2021; Janssen et al., 2012; Kaur, 2019; Opfer & Pedder,

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2011). Changes occur continuously in the daily context of teachers or changes in policy and innovation in the field of Education as well as global demands (Admiraal et al., 2016; Louws et al., 2017). One of the most essential parts of a teacher's presence in the learning and teaching process is preparing teaching materials appropriate to student needs and current developments in the 21st-century era.

Especially in the era of rapid development of science and technology, the need to provide teaching materials is also influenced by the existence of technology, which has been widely used in Education (Lase, 2019). Information technology is providing rapid changes in the world of work, classrooms, and educational needs, which have shifted from a focus on static skills to the ability to learn in a dynamic environment. The 21st-century technological environment directly impacts Education (Stuchlikova, 2016). Thus, the process of providing Education must be rethought regarding the challenges of Education in the 21st Century (Kowalczyk-Walêdziak et al., 2019). One of the challenges faced by educators is specific effective learning methods that support the development of 4C skills as well as challenges in developing students' self-confidence and activeness (Nur, Septiyanti, Yustika, & Fajriah, 2021; Khawarizmi et al., 2021). So, educators must have a readiness strategy for teaching in the era of Industrial Revolution 4.0 and facing millennial students and supported by 21st-century skills so that students can compete in the current global age (Purwanto, 2021; Nababan, Purba, & Siburian, 2020). However, currently, 4C (critical thinking, creativity, collaboration, and communication) skills have shifted to 6C (communication, citizenship, critical thinking, collaboration, creativity, and character) skills. Thus, the teaching materials provided by teachers must be able to achieve the 6C skills in the 21st-century era. This opinion is in line with demands for the quality of graduates (Setiyowati et al., 2023). Therefore, the Arabic Language Education Study Program at one of the State Universities in Jakarta must prepare graduates who can face global needs and challenges.

Speaking ability is one of the Arabic language skills that has an essential influence on the communication process. In syllabus design of speaking ability in study program study show that there are two Arabic lessons, Fusha (standard) and Amiyah (slang). In the linguistic aspect, it is known that fusha (standard) and amiyah (slang) have significant differences both in the aspect of the sound pronunciation system (ashwat) due to changes in pronunciation, the absence of Arabic and uslub grammar systems that are different from fusha and the use of vocabulary (mufrodat) different. For example, the sentence 'ayna tadzhab? (Where are you going?), pronounced 'masyi wain?' in the Amiyah dialect. These differences affect students. Therefore, materials must be available with learning media, global context, student needs, and technological devices.

The results of observations in Arabic-speaking classes at one of the state universities in Jakarta are as follows: 1) psychologically, students fear speaking. Hence, they have difficulty expressing ideas because of the difference between standard language and Amiyah Arabic. 2) Students' pronunciation still has various errors, and 3) digital learning media has not been utilized optimally. Apart from that, the results of the analysis of the materials used in class so far have not met students' needs and Amiyah's learning objectives, and she still uses conventional teaching materials or various technological applications. It impacts the level of interest and a less exciting learning atmosphere. Moreover, the process of learning to speak Arabic requires the concept of developing material that can build students' reasoning and critical thinking. It can help students develop analytical skills regarding a condition or event. Providing teaching materials that use animated videos that can meet the 6C skill requirements is one solution to improving students' Arabic speaking skills.



This research wants to present a novelty that is different from previous research that has been carried out. This research is oriented towards designing Arabic-speaking teaching materials based on animated videos and achieving 6C skills. In the face of 21st-century Education, the 6 C concept is increasingly popular among educators. Schools now strive to educate their students to acquire critical thinking competencies, solve real-world problems, communicate, elaborate, respect culture, develop creativity, and utilize connectivity (Anugerahwati, 2019; Inganah et al., 2023). Other research also shows digital innovation from mastering the 6C competencies and learning becomes more meaningful (Shah & Kamaruddin, 2022). This research shows that digital technology can be in harmony with providing teaching materials for Arabic-speaking classes.

This research explains the emerging gaps in the design of Arabic language teaching materials using integrated animated videos to achieve 6C skills. This teaching material uses animated videos that have value in mastering the 6C skills. The animated videos used can provide stimulation for students to attain 6C skills. Thus, students' mastery of Arabic is oriented towards their ability to speak Arabic and has educational values implemented in the 6C skills. It is hoped that this will be an achievement for students in facing the challenges of human resource quality in the current global era. So, this research aims to design a model of Arabic language teaching materials based on animated videos integrated with 6C skills to face challenges in the 21st-century era. The results of the research can contribute to the development of Arabic-speaking teaching materials that can be in line with current developments and changes in current human resource quality demands.

Research Method

The study used a mixed approach using the R and D method. It used the Borg and Gall model as a procedure of analysis. A mixed research approach combines quantitative and qualitative research, collecting data from the qualitative and quantitative methods (Creswell & Creswell, 2018). It was conducted during the 2022-2023 academic year at Arabic Education Program Studies at State Universitas in Jakarta. Participants were teachers (to do the peer assessment of the product / n = 3), experts (Arabic materials, curriculum / n = 2), and students (to get the needs analysis / n = 100). As described below, data collection techniques include;

- 1) Observations were conducted to identify problems in initial research related to the need for teaching materials and the development of technology applications or the use of technology in the teaching and learning process.
- 2) Questionnaires are used to identify the need to design Arabic-speaking teaching materials using animated video media that is integrated with 6C skills. It is given to the teachers and students. Component of needs analysis to design Arabic-speaking teaching materials using animated video media that is integrated with 6C skills, namely material content, learning strategy, form of video animation, and 6C skills in learning.
- 3) Tests are used to test the final results of the design of Arabic-speaking teaching materials using animated video media integrated with 6C skills. It used oral tests that were done in the class. The Arabic speaking test is assessed using five speaking test assessment components, namely grammar, vocabulary, fluency, comprehension and pronunciation.
- 4) Documents are taken from teaching material documents, syllabi and learning media that are currently being used.
- 5) Interviews were conducted with teachers (peer assessment) and experts to test the validity and feasibility of the model that has been designed.

The procedure of study is described below;

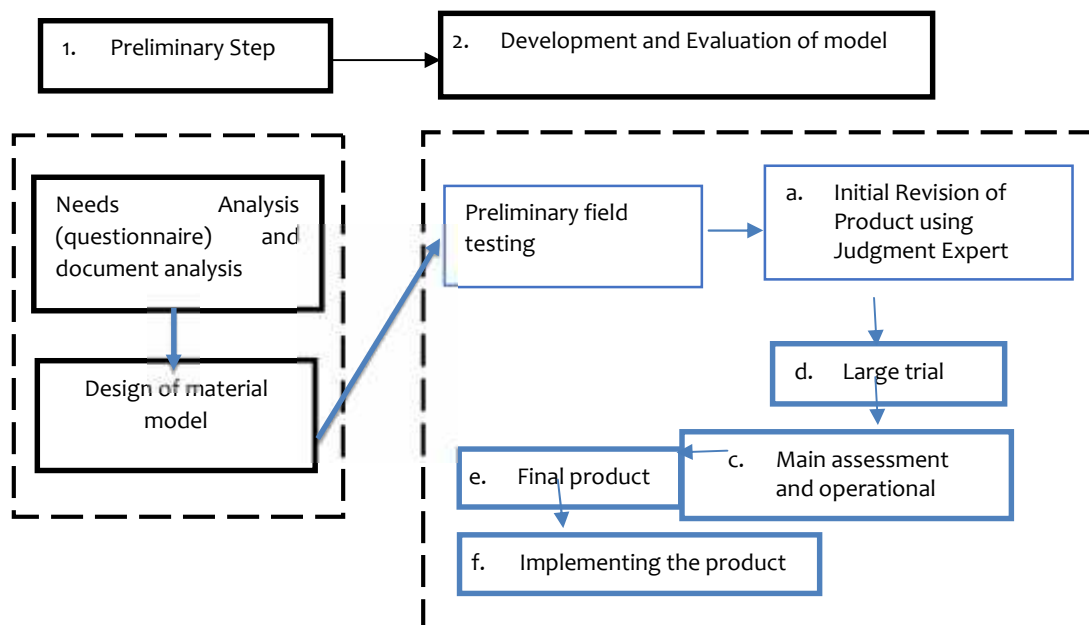


Figure 1. Procedure Study Adapted Borg and Gall Model

The data analysis techniques used qualitative data from the peer assessment and judgment experts. The data was presented through the statistical description using percentages and mean. The quantitative data was taken from the test result in the model's large trial test to determine the product's worthiness. It was done to determine the student's achievement in Arabic speaking skills. It used the t-test. The test was given before and after a large trial.

Results and Discussion

1) Preliminary Steps (Needs Analysis, Document Analysis (Textbook), and Design of Product)

The needs analysis was taken from the teacher's and students' perception of Arabic-speaking teaching materials based on animated videos that are integrated with 6C skills in facing challenges in the 21st-century era. It is presented in the following table using percentages and averages.

Table 1. Teachers and Students Needs Analysis

Component		Statement of Needs Analysis for Arabic Speaking Material Using Animation Video	Teacher		Students	
			Average	%	Average	%
Material Content	1	Material is appropriate with the syllabus and current issues in Arabic Learning	0,67	67%	0,50	50%
	2	The topic of material are;				
		a. Introductory Phrases	0,33	33%	0,40	40 %
		b. Residence	0,67	67%	0,73	73%
		c. Family members	0,67	67%	0,43	43%
		d. Hobbies and Dreams	0,33	33%	0,38	38%
		e. On campus	0,67	67%	0,88	88%
		f. At Restaurant	0,67	67%	0,68	68%
		g. In the hospital	0,67	67%	0,70	70%
		h. At the hotel	0,67	67%	0,82	82%
		i. Port Air	0,67	67%	0,90	90%
		j. Tourist attraction	0,67	67%	0,90	90%
k. Social media	0,67	67%	0,87	87%		
l. Holiday	0,67	67%	0,80	80%		

		m. Transportation	0,67	67%	0,76	76%
	3	Time to practice pronunciation of Arabic letter sounds twice in a week	0,67	67%	0,85	85%
	4	The material is equipped with the concept of sound pronunciation	0,1	100%	0,90	90%
	5	The material is equipped with grammatical concepts	0,1	100%	0,90	90%
	6	Arabic speaking material integrated with another language skills	0,1	100%	0,90	90%
	7	The material has attractive and clear illustrations	0,1	100%	0,93	93%
	8	Evaluation of learning is done orally	0,1	100%	0,95	95%
	9	The exercises presented are varied and according to the current level of need	0,1	100%	0,83	83%
	10	Teaching materials are presented mostly in video form	0,1	100%	0,95	95%
Learning Strategy	1	Memorize dialogue	0,1	100%	0,88	88%
	2	Designing dialogue	0,1	100%	0,80	80%
	3	Story Telling	0,1	100%	0,77	77%
	4	Discussing and debating	0,1	100%	0,80	80%
	5	Integrated learning	0,1	100%	0,75	75%
Form of Animation Video	1	Animation 2D	0,33	33%	0,48	48%
	2	Animation 3D	0,1	100%	0,78	78%
	3	Motion stop and graphic	0,33	33%	0,50	50%
	4	Anime video	0,1	100%	0,88	88%
	5	Video game	0,1	100%	0,80	80%
	6	Character video from YouTube	0,1	100%	0,77	77%
6C Skills in Learning	1	Communication	0,1	100%	0,88	88%
	2	Collaboration	0,1	100%	0,80	80%
	3	Critical thinking	0,1	100%	0,95	95%
	4	Creativity	0,1	100%	0,83	83%
	5	Citizenship/Culture	0,1	100%	0,83	83%
	6	Character/compassion	0,1	100%	0,95	95%

The results of the analysis on thickness 3 found several conclusions, namely;

- 1) The material content component shows that the design of teaching materials must be by the syllabus and curriculum framework to achieve teaching and learning objectives.
- 2) The topics offered for learning to speak Arabic are ten issues that are needed and are in line with the concept of achieving 6C skills, including residence, on campus, at restaurants, in the hospital, at the hotel, port air, tourist attractions, social media, holidays, and transportation. From the results of the needs analysis, it can be concluded that the choice of topics needed by students is related to social interaction so that they can build 6C skill values relevant to achieving current learning goals.
- 3) From the concept of learning required, more pronunciation practice activities should be done twice a week.
- 4) Learning should also be complemented by integrated grammatical knowledge with other Arabic language skills, such as reading and writing.
- 5) The presentation of teaching materials in animated videos is adapted to the level of technological progress, such as attractive and colorful illustrations and equipped with 3D videos, games or video games, anime videos and character videos that can be taken from YouTube.
- 6) The form of training is adjusted to the level of achievement that students must achieve and takes the form of an oral test determined to achieve 6C skills. Moreover, many learning resources currently use technology applications.

7) The learning strategy component required is integrated learning, which can enrich vocabulary through memorized dialogue. Apart from that, to improve speaking skills, learning in class is also directed at practicing dialogue, storytelling, discussion, and debate to develop students' critical thinking processes.

The results of the analysis of material, syllabi and learning media documents used in class are as follows;

- 1) The textbooks used do not meet the desired learning objectives in the syllabus and have not led to the implementation of independent learning on independent campuses.
- 2) The teaching materials used do not fully lead to the achievement of 6C skills that are relevant to current conditions.
- 3) The teaching materials used are monotonous and conventional because they do not involve many videos to stimulate students' motivation to learn to speak.
- 4) The presentation of learning design and management tends to take the form of repetition of the same activities, namely the teacher explaining and the students doing practice or exercises, so the use of various video learning media which vary speaking activities and speaking learning concepts is not visible, which is not wholly student-centered.
- 5) This textbook only consists of one book, which does not vary and is based on student needs or current technological developments.
- 6) The discussion topics in the teaching materials emphasize issues related to general situations and are not closely related to the context of daily interactions or are relevant to achieving 6C skills.
- 7) This teaching material is considered to lack a coherent teaching system with technological developments and curriculum use.
- 8) The types of training provided are not varied and are not integrated with other Arabic language skills.

The following is the initial model design according to the results of the needs analysis and material documents.

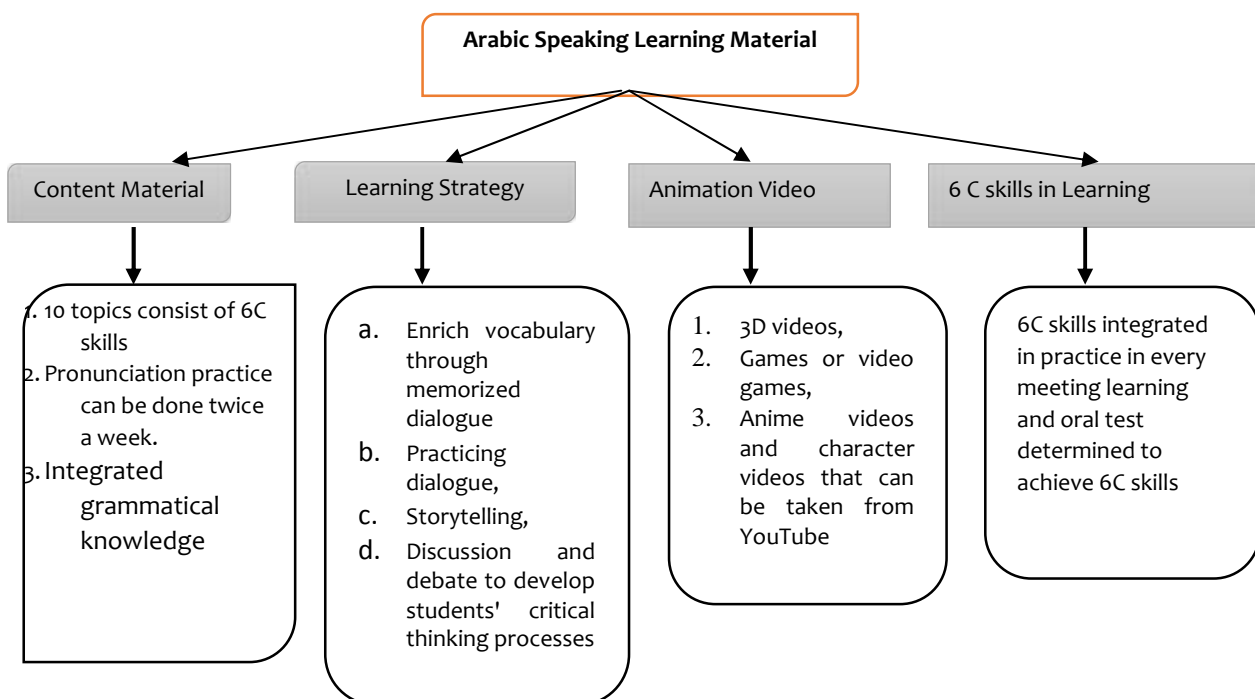


Figure 1. Draft 1 of Arabic Speaking Material Model

2) Development and Evaluation Model

a) Initial Product Revision Using Judgment Expert and Peer Assessment

The peer and expert assessment process is carried out through discussions and interviews. The interviews conducted were open so that answers were given by experts and colleagues. The input results that have been analyzed;

- 1) The suitability of teaching materials to needs is by the results of the needs analysis
- 2) The topics of teaching materials are varied and have touched on aspects of achieving 6C skills
- 3) Appropriate vocabulary and grammar must be added as a part that enriches understanding for each learning topic.
- 4) The allocation of teaching time is appropriate.
- 5) Exercises are appropriate with the use of animated videos
- 6) The animated videos used are also varied which can stimulate student motivation.
- 7) There should be a combination of other Arabic language skills assigned to certain discussion topics.
- 8) Combine the 6C skills plan you want to achieve with the character education values contained in the syllabus

So, changes to the initial product assessment results by experts and peers include different vocabulary and grammar for each meeting topic, clarifying the character education value to be achieved in each 6C skill that has been determined for each learning meeting, and reading skills can be skills combined with learning to speak Arabic. So, the second product design is as follows:

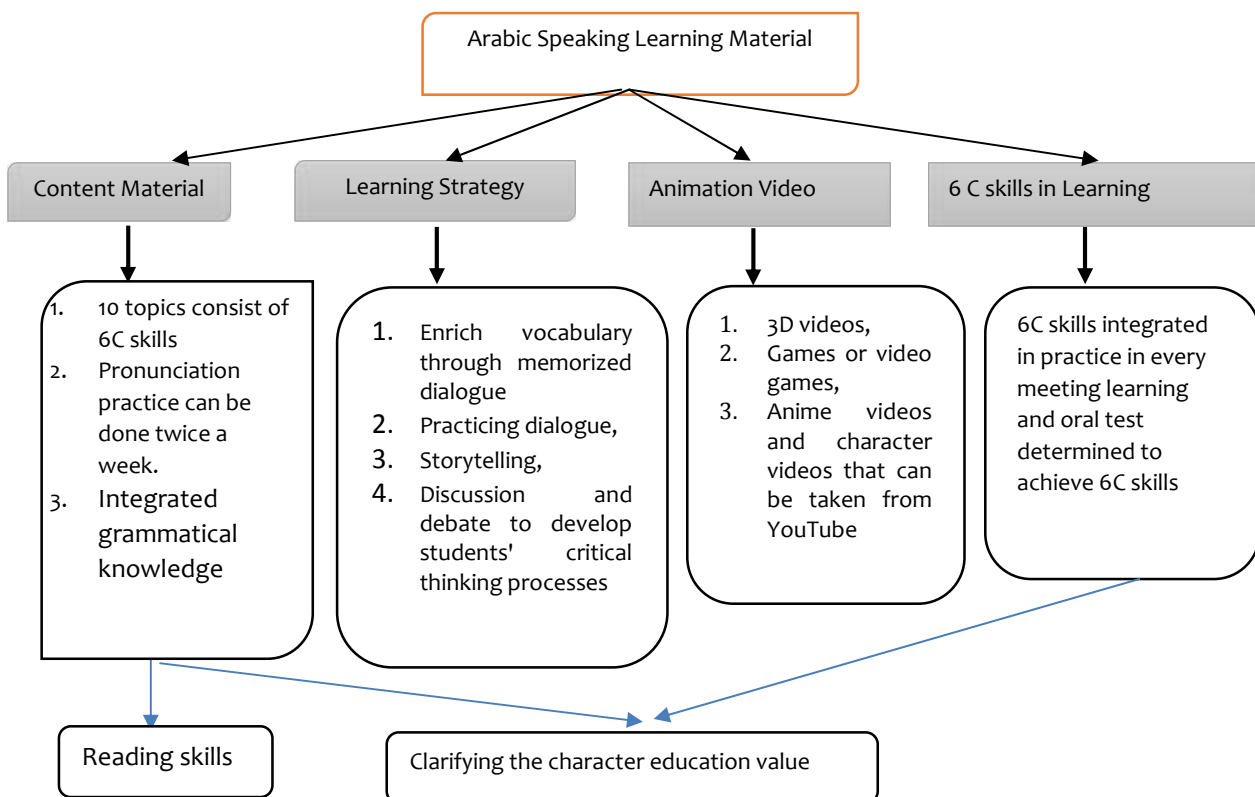


Figure 2. Draft 2 of Arabic Speaking Material Model

b) Large Trial of Product

From the results of large group trials, two data were taken, namely tests and student perceptions of the products that had been tested. The test results can be displayed as follows.

Table 2. The result of the t-test in the Large Trial

	\bar{x}	dk	s^2	t_{hitung}	t_{tabel}	
					=0,05	=0,01
Pre-test	70,62	24	12,51	4,32*	2,01	2,68
Post-test	87,56	24	15,88			

Table 2 shows that the t-count = 4.32, more significant than the t-table, with a significance level of 0.01 and a t-table value = 2.68. Thus, the average post-test and pre-test scores significantly differ from the results of implementing draft two teaching language products in Arabic-speaking classes. Therefore, the draft two teaching material model is quite effective when implemented in the classroom, and the 6C skills desired in the learning objectives can be achieved. The results of interviews with students at the end of the lesson to find out the students' views on applying this teaching material model concluded that using animated videos in this teaching material created a different and quite enjoyable learning atmosphere. Students also feel that the varied learning activities impact more active speaking practice. Meanwhile, the results of the expert assessment on draft 2 concluded that draft 2 was based on student needs and current developments in digital technology.

c) Main Assessment and Operational Revision

At this stage, researchers revised the product according to the results of large group tests and expert assessments. This is done to improve the results of developing teaching material models that suit student needs. Meanwhile, the results of product readability as assessed by experts are presented in Table 3 below:

Table 3. Judgment Experts Result

No.	Components	Average
1	Eligibility of Teaching Materials	0,67
2	Language	0,1
3	Material presentation	0,1
4	Graphics, layout, illustration, picture, photo, video, and color	0,67

Overall, this teaching material model has a good feasibility level and is shown by an average value of 0.67. Meanwhile, the clarity of the language used is also very good, with an average value of 0.1. The language used in this teaching material is simple, clear, and easy to understand, as seen from the instructions for each exercise. Meanwhile, the presentation of the material is also quite interesting, equipped with animated videos and directing students to achieve the 6C skills. The layout, illustrations, images, photos, videos, and colors are also clear for graphics.

d) Final Product

The following is the final model of Arabic Speaking Material that has been revised. The final product adapted to the effects of field trials, peer assessment and expert assessment is described in Figure 3.

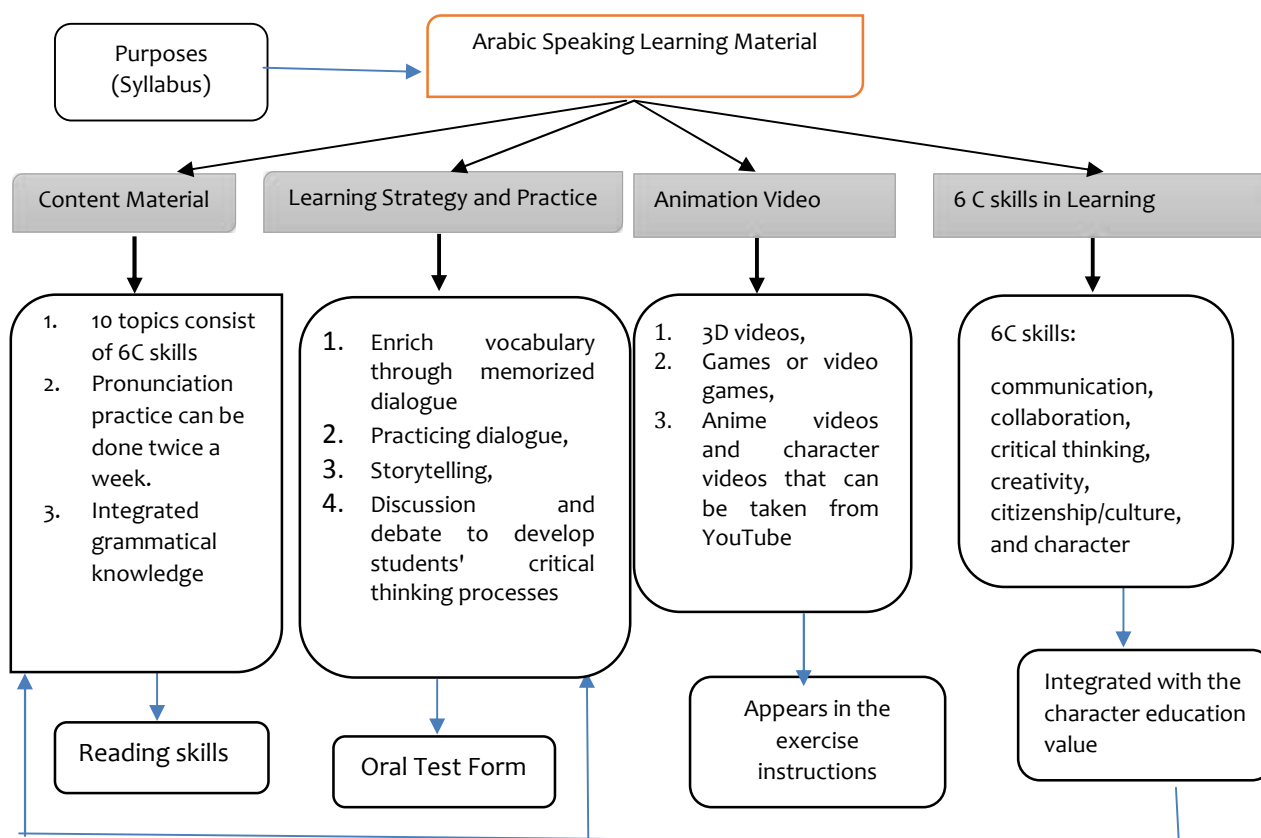


Figure 3. Final Draft of Arabic Speaking Material Model

The study results show that students need classroom teaching materials for learning to speak Arabic that involve developing digital technology, namely animated videos. The model created is to achieve learning objectives in Arabic speaking skills and improve 6C skills relevant to graduates' quality demands. 6C skills are combined with character education values that appear in learning instructions in every form of training or practice speaking Arabic. Moreover, the rapid development of science and technology requires educators to develop teaching materials creatively (Farani & Winarni, 2018). Apart from that, educators are also contributors to student performance in mastering 21st-century skills consisting of 4C: i) creativity, ii) communication, iii) collaboration and v) critical thinking skills (Rusdin, 2018).

In the era of society 5.0, universities have an essential responsibility to produce competent graduates. To increase the number of qualified graduates, the educational process in higher Education must be implemented based on 21st-century competencies (Arsanti et al., 2021). Thus, designing teaching materials to improve 6C skills relevant to the demands of providing 21st-century Education emphasizes several indicators that must be fully understood by teachers, students, parents and other educational stakeholders (Menggo et al., 2022). Educators must be able to bring students to authentic learning experiences that are closely related to their lives, creative and collaborative. In this way, students become graduates who are innovators in the future (Alismail & McGuire, 2015).

In this research, a different understanding was found from previous development research regarding teaching materials for speaking Arabic as a form of novelty that wanted to be linked to the creativity of educators. So, educators must have adequate skills related to digital competence to develop relevant teaching materials in the current global era. This



situation cannot be avoided, and educators must be involved in digital learning media. Moreover, digital technology provides changes in learning and Education (Alaboudi & Alharbi, 2021; Almås et al., 2021; Amankwah-Amoah et al., 2021). Digital learning infrastructure, teacher confidence and digital skills can create quality educational institutions by applying digital technology to the delivery of Education (Kim et al., 2021).

These findings also provide an understanding of the quality demands of educators' digital competence in designing classroom materials. Authentic teaching materials should be teaching materials that have been created by educators by the needs and personalities of students, as well as the learning objectives to be achieved, which are adapted to the use of the current curriculum and developments in globalization. This research also has implications for developing educational competencies that universities must pay attention to. The competencies that educators must have must also continue to be updated by developments in science and technology. Suppose teachers have competencies that are relevant to current developments in science and technology, of course. In that case, the quality of teaching and learning in the classroom can be adapted to the needs of globalization in terms of providing teaching materials, using multimedia technology as a learning medium, teaching and learning strategies, or teaching management. So, educators can achieve learning goals as set by the curriculum and produce students who can explore the potential that students have.

Conclusion

The results of the research conclude that the topics used in the Arabic-speaking teaching material model are related to the achievement of 6C skills, which are relevant to character education values and appear in learning instructions. The content of teaching materials is also combined with reading skills as a source of information for students in carrying out speaking practice in class. Various forms of speaking practice refer to the concept of an oral test. Meanwhile, the use of animated videos is in the instructions for carrying out exercises so that students can use the videos as a reference for speaking practice.

Recommendation

The results of this research are still limited to combining 6C skills in animated video learning media in the material content so that future researchers can still develop research on the use of teaching and learning approaches. For educators, the results of this research can be a reference for classroom learning resources that can be combined with various digital learning resources. It means that the teaching materials that have been developed become one of the learning resources in the classroom that can be researched again to become prototypes of digital teaching materials. So, the results of this development research can become digital teaching materials or Open Educational Resources (OER) in the future as an effort to enrich digital resources (teaching materials).

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