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Pre-service Arabic Language Teachers' Readiness in Digital Media Based on European Profiling Grid

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Abstract

This study measures the readiness of Pre-service Arabic teachers to digital media based on the European Profiling Grid (EPG). Using the descriptive qualitative method, this study took data from 57 students of the Arabic Education Study Program. The results describe 98% was in the first development stage which is: can download resources from websites. While the lowest readiness with a percentage of 16% is in the third stage with indicators: can design blended learning modules using a learning management system. Therefore, it can be concluded that Pre-service Arabic teachers have a high readiness to use and implement digital media in teaching the Arabic language. However, there needs to be an effort to increase their readiness to use and implement the Learning Management System in their teaching practice. In addition, the results of this study are expected to be useful for mapping the stages of readiness of Pre-service Arabic language teachers to digital media, so that Pre-service Arabic language teachers know their strengths and weaknesses in utilizing digital media in their teaching, and it can also motivate them to develop their potential especially in the use of the digital media.

Keywords: Digital Media; Pre-Service Arabic Teacher; European Profiling Grid

Abstrak

Penelitian ini mengukur kesiapan guru Bahasa Arab Prajabatan terhadap media digital berbasis European Profiling Grid (EPG). Dengan menggunakan metode deskriptif kualitatif, penelitian ini mengambil data dari 57 mahasiswa Program Studi Pendidikan Bahasa Arab. Hasilnya menggambarkan 98% berada pada tahap pengembangan pertama yaitu: dapat mengunduh sumber daya dari situs web. Sedangkan kesiapan terendah dengan persentase 16% berada pada tahap ketiga dengan indikator: dapat merancang modul blended learning menggunakan learning management system. Oleh karena itu, dapat disimpulkan bahwa guru bahasa Arab Prajabatan memiliki kesiapan yang tinggi untuk menggunakan dan mengimplementasikan media digital dalam pengajaran bahasa Arab. Namun, perlu ada upaya untuk meningkatkan kesiapan mereka untuk menggunakan dan menerapkan Sistem Manajemen Pembelajaran dalam praktik mengajar mereka. Selain itu, hasil penelitian ini diharapkan bermanfaat untuk memetakan tahapan kesiapan guru bahasa Arab Prajabatan terhadap media digital, sehingga guru bahasa Arab Prajabatan mengetahui kelebihan dan kekurangannya dalam memanfaatkan media digital dalam pengajarannya, dan juga dapat memotivasi mereka untuk mengembangkan potensinya terutama dalam penggunaan media digital.

Kata kunci : *Media Digital; Guru Bahasa Arab Prajabatan; European Profiling Grid*

Introduction

The University provides pre-service teachers with some experiences, and this is an opportunity to prepare them for a functioning ICT-based education. While their mindset influences how much they can achieve in terms of competences, methods, and approaches, actual practice is required to improve their ability to manage technology in the classroom. Additionally, Taha (2017: 269) confirmed that Teachers who have not only mastered the subject matter, i.e., the topic they teach, but also have a variety of pedagogies and approaches to ensure that learning occurs, are expected to graduate from quality teacher training programs. The use of technology as a learning medium has actually been started by the Association for Educational Communications and Technology (AECT), which is one of the oldest professional educational technology organizations. In the 1920s, the organization focused on the effective use of technology in teaching.(Ubaidillah 2020, 46)

Balajadia (2015) explains that the term "readiness" has a lot of different meanings. For an individual to be regarded "ready," they must achieve several criteria. The preparedness of the mind, heart, and physical body - the cognitive, emotional, and psychomotor domains, respectively – is referred to as holistic readiness. When pre-service teachers have the necessary information and knowledge of teaching strategies (cognitive), a positive attitude to keep their interest in moving forward (affective), and consistent manual skills and practices (psychomotor) in doing all these ICT tasks in teaching and personal development, they can be considered ready.

The need for the use of ICT in learning is crucial in today's world of education. Especially during the COVID-19 pandemic, the world of education must adapt to these challenges. The world of education is required to continue to carry out distance learning with all the limitations of space. The use of technology in the learning process is a way out in the world of education in carrying out its role, one of which is the use of digital media.

Digital media refers to media that is encoded in a machine-readable format. Digital media can be created, viewed, communicated, modified, and stored on digital electronic devices such as software, digital images, videos, web pages, websites, social media, digital data, digital audio, and e-books (Abraham, 2020). Digital media combined with the internet and personal computing have shaped innovations, one of which is in the field of education.

The influence of digital media in education is very much felt in the current COVID-19 pandemic circumstances that apply to online learning. In the implementation of online

learning, of course, it cannot be separated from the role of technology. Technology can facilitate all needs in the teaching and learning process. Along with the development of the technological era, there are currently many digital media platforms that can help implement online learning such as e-learning, Google Classroom, Moodle, learning houses, and even more platforms in the form of video conferencing such as Google meet, Zoom, and Visco Webex. Rogantina (2017) also explains that technology plays a very important role in improving the quality of education, besides the role of technology can increase the effectiveness and efficiency of the teaching and learning process so that it can make it easier to achieve educational goals.

Various studies suggest that teachers do not feel and perceive themselves as being able to use digital media in their classrooms and do not use them in innovative teaching strategies (Bardakci, 2013; Tondeur et al, 2017). Among the thousands of pre-service teachers who graduate from the faculties of education in Indonesia every year, many pre-service teachers can easily use digital media for personal purposes but do not know how to implement it into the teaching and learning process. It has been argued that although the new generation of teachers may be skilled in the personal use of technology, they still need training and support on the use of digital media related to education (Russell, M., Bebell, D., O'Dwyer, L., & O'Connor, 2003). Doering, A., Hughes, J., & Huffman (2003) state that based on various studies, that teacher candidates are not adequately prepared about educational technology. Koehler and Mishra (2009) in (Ottestad, 2014). further state that teachers do not have sufficient experience on the use of digital technology in the educational process due to social and contextual factors that complicate the relationship between teaching and technology, and which do not support technology integration initiatives.

Even though there are many important components to successful technology integration in education, the process of teacher education is likely the most crucial, as well as the least recognized. The quality of a teacher has a significant impact on a student's ability to succeed. Teachers are crucial to the successful integration of technology into teaching and learning. The implementer is teachers, and success is directly related to their relevant competence and performance, regardless of how easy the components of integration may be, from technical infrastructure to legal and administrative concerns (Cuhadar, 2018).

This research is important to measure the readiness of pre-service Arabic language teachers in using digital media. The readiness of the pre-service Arabic teachers is needed to make Arabic learning more effective, fun and provide good learning outcomes. The tools that used in this research is The European Profiling Grid (EPG). The EPG is a tool to measure the competence of teachers and pre-service language teachers. This EPG consists of several stages of development to describe the competence of teachers and pre-service teachers which are divided into several aspects, one of which is digital media competence. As described by Rossner (2013) The EPG, on the other hand, is a tool that was developed to assist in the assessment and self-assessment of language teaching competencies among practicing language instructors with varied levels of experience ranging from a few weeks as trainees to several years in the classroom.

Rossner (2013) states that The EPG is primarily in the form of "can do" statements and contains the following key areas: 1) qualifications and experience: proficiency in the target language, educational qualification, teaching qualifications, and teaching experience. 2) key teaching competencies: methodology – knowledge & skills, planning, interaction management & monitoring, and assessment. 3) enabling competences: intercultural competence, language awareness, and use of digital media. 4) professionalism: professional conduct, including participation in professional development, contributions to the institution, collegiality etc, and dealing with administrative tasks.

The EPG is used for several sectors. Language instructors, trainers, mentors who work with language teachers, and coordinators or directors of language departments are the three primary groups of intended users for the EPG. The EPG's primary aim is to assist professional development, but it also has a function to play in quality monitoring and determining whether a teacher training/development program's requirements have been achieved (Rossner, 2013).

Based on that, it can be observed that digital media is one part of EPG development that pre-service teachers should be aware of. Digital media competence can be broadly defined as the skills, knowledge, creativity, and attitudes that everyone needs to use digital media. Digital media competence is more than just the ability to use digital media but involves cognitive and motor skills. Krumsvik (2008) defines digital media competence as the ability of teachers to use ICT with a good pedagogical-didactic understanding of ICT. This means that teachers must make decisions about what types of digital tools should be

used, how they should be used, and why they should be used. Tømte, Kårstein, and Olsen (2013) in Ottestad (2014) state that there is only some explicit written literature related to the competence of digital media teachers in courses and curricula of educational institutions, although there have been many examples of the use of ICT in teacher education.

At the same time, the report suggests the need to develop digital competency definitions related to different types of academic or occupational fields (e.g. seafarers, nurses, receptionists, and teachers). For teachers, the definition of digital media competence or digital literacy is defined as the ability to use ICT in preparing educational programs, use ICT in teaching, administrative work, evaluation, and research. Therefore, this study reveals the readiness of pre-service Arabic language teachers to digital media based on the stages of development of the European Profiling Grid.

Method

This study uses a descriptive qualitative method. this study took data from respondents who were Pre-service Arabic teachers, students of the Arabic Education Study Program, State University of Jakarta, who have taken a Teaching Competency Development course as many as 57 people. Respondents answered a questionnaire that was compiled based on the European Profiling Grid theory, then the data was strengthened by using deep questions to criticize the readiness of Pre-service Arabic teachers for these stages of development.

Result and Discussion

EPG is a tool used to describe the competence of language teachers. The competence of language teachers is described based on six stages of development. The aim of the EPG is to support language teachers in their professional development. The distribution of the readiness of prospective Arabic language teachers to digital media is as follows:

In the first stage of digital media development:

Table 1: the result of first stage digital media development

Develpoment Phase	**Indicator**	**Result**	
1.1	a. can use word-processing software to write a worksheet, following standard conventions	53	93%

	b. can search for potential teaching material on the internet	44	77%
	c. can download resources from websites	56	98%
1.2	a. can create lessons with downloaded texts, pictures, graphics, etc.	35	61%
	b. can organize computer files in logically ordered folders	38	67%

Based on the results of Respondent's' answers, it can be seen that in the competence of using digital media in the first development stage, each indicator is more than 50% of respondents stated that they are able to use it. The highest indicator is at 1.1 indicator c, which is being able to download material from the website, as much as 98%.

The significance of teacher skills in establishing learning strategies is related to the stage of development of the ability to use digital media. This is in line with what has been stated by Sanusi et al. (2020) highlighted that to improve education, teachers must be able to carry out the teaching and learning process as effectively as possible. teachers must be able to combine technology with pedagogy and construct active courses to foster cooperative contact in the digital age. Teachers must maintain professional standards by mastering instructional materials and tactics that motivate pupils to work hard in the classroom.

In accordance to this, the researcher applied a detailed questionnaire to back up their findings, which obtained the following results: The search engine that is widely used is Google as many as 57 people or 100% say they use Google as their search engine. 6 people use bing and 2 people use yahoo. In addition, to type text, 55 people answered using MS Word and 26 people used WPS Office. To change the paper size from A4 to quarto or vice versa, 89.5% said they were able and 10.5% said they were unable. The deep question given in the first stage is explaining the steps to save images, text and videos: 16 people answered very clearly, 34 people answered clearly and 6 people answered unclearly. Among the very clear student answers regarding the steps to download images, videos and text from the internet are:

Tabel 2: The Respondent's answer about their ability to use the internet resources

Respondent 1	*1. jika kita mengunduh gambar dari web (google, yahoo, dsb) kita dapat mengetik hal yang ingin kita cari dalam tabel pencarian - arahkan kursor pada gambar yang*

	kita inginkan - klik kanan - plih save image as - beri nama file sesuai keinginan - pilih lokasi penyimpanan file - klik save *2. jika kita mengunduh teks dari web (google, yahoo,dbs) kita dapat mengetik hal yang ingin kita cari dalam tabel pencarian - arahkan kursor pada teks yang kita inginkan - klik kiri - jika file benbentuk pdf kita bisa pilih menu download & jika teks langsung terdapat pada web, kita dapat copy teks dan paste di ms word - beri nama file sesuai keinginan - pilih lokasi penyimpanan - klik save as* *3. Jika kita mengunduh video dari youtube, kita dapat mengetik hal yang kita cari dalam tabel pencarian - arahkan kursor pada video yang kita inginkan - klik kiri - copy url pada kolom percarian di atas - buka tab baru - ketik" youtube converter - paste url pada kolom yang tersedia - pilih untuk mengunduh dalam bentuk mp4/mp3/Mv - klik download - beri nama file sesuai keinginan - pilih lokasi penyimpanan - klik save as*
Respondent 2	*Langkah-langkah menyimpan gambar dari google :* *1. Pilih gambar yang akan disimpan* *2. Tekan gambar selama beberapa detik hingga muncul opsi* *3. Klik download image* *4. Pilih lokasi penyimpanan gambar dan klik save (jika di PC / laptop)* *5. Gambar telah disimpan* *Langkah-langkah menyimpan teks atau dokumen dari google scholar :* *1. Pilih teks atau dokumen yang akan disimpan* *2. Klik tampilan pdf* *3. Setelah muncul tampilan pdf, klik titik tiga di kanan atas* *4. Klik download* *5. Pilih lokasi penyimpanan dokumen dan klik save (jika di PC / laptop)* *Langkah-langkah menyimpan video dari YouTube :* *1. Buka YouTube melalui google* *2. Pilih video yang akan disimpan* *3. Salin link url video tersebut* *4. Buka web savefrom.net* *5. Paste link url video hingga muncul video yang akan disimpan* *6. Pilih ukuran video yang dinginkan*

	7. Klik download *8. Video telah di download*
Respondent 3	*gambar : klik kanan pada gambar, kemudian save as* *teks : highlight teks yang dimaksud, copy kemudian paste ke dokumen ms word dan semacamnya, sesuaikan format tulisan dengan yang diinginkan* *video : menggunakan situs penyedia jasa download video pihak ke 3 (misal savefrom.net) sebelumnya, copy link video lalu paste pada kotak yang tersedia, klik download jika sudah muncul video*
Respondent 4	*Gambar : Klik gambar, klik kanan, pilih 'save image as' , pilih folder penyimpanan, beri nama file, pilih format gambar (JPEG/PNG), klik 'save'* *Teks : Apabila teks berbentuk PDF, download file* *Video (apabila dr youtube) : Buka savefrom.net , copy url video youtube, paste di savefrom.net , pilih format video (MP4 720/360), download*
Respondent 5	*Klik kanan pada gambar yg akan disimpan, klik opsi save imageas, pilih lokasu penyimpanan gambar klik tombol save.* *untuk menyimpan video terutama dari youtobe* *1. Ke aplikasi Uc mini* *2. Cari dan klik youtobe* *3.klik link video yang ingin di download* *4.tambahkan huruf ss pada link video yg akan di di download(ditambahkan sebelum kata youtobe)* *5.kemudain pilihi resolusi yg diinginkan* *6.Video terdownload dan tersimpan di galeri*

The respondent's answer is the original answer of the pre-service Arabic teachers regarding the steps they know to access learning resources from the internet. Based on this, the Pre-service Arabic teachers, Universitas Negeri Jakarta, have a good understanding and can understand how to access resources from the internet.

In relation to the utilization of a variety of educational resources, Ramadhan et al. (2019) mentioned that in the classroom, emphasizing education that is rich in media literacy can lead to students learning at a greater level of understanding. As a result, teachers must be capable of selecting and implementing media in learning that is adapted to the

requirements of pupils. Teachers must also be technologically literate, able to use information and communication technology to communicate knowledge and serve as role models for the effective use of technical resources.

Based on the deep question, information was obtained that the image provider applications that are widely used by prospective Arabic language teachers are Google (31 Respondents), Pinterest (23 Respondents) and others, while websites or applications that provide power point templates are Slidego (31 Respondents) and Slidego. carnival. In the first development stage of the second part, in-depth questions were asked to determine the respondent's understanding of how to arrange images and text in word. In addition, respondents were also asked about the creation of a new folder in addition to the folders available on windows. The results obtained were 53 respondents answered that they knew how to arrange pictures, and 4 people answered that they did not know. While 21 respondents answered that they understood how to create a new folder in Windons, which was used for various purposes such as college assignments, organizations, hobbies and other personal needs. While 36 respondents answered that they never created a new folder in word.

Based on these in-depth questions, it can be concluded that the respondents, prospective Arabic language teachers have mastered the first developmental stages of using digital media based on EPG. This can be seen from the way they explain the details of these indicators. it relates to basic skills in using the internet, simple Microsoft applications used to write text, using sources from the internet. These skills are important to be mastered by prospective Arabic language teachers. Because learning Arabic in general is inseparable from the basic needs of digital media.

This is in keeping with Richards' assertion that teachers must know technology because it allows them to be more creative and the use of technology in a school is no longer an option but is a core requirement of today's schools. Teachers are expected to be technologically literate just as quality schools are expected to make effective use of the resources technology makes available. language learners learn and consequently is playing an increasingly central role in curriculum implementation. Computers and interactive whiteboards are increasingly common in schools worldwide and the speed with which schools can connect to each other and to the world constantly increases. For teachers and students' technology is now mobile, and laptop computers, tablet devices, and smartphones

are a normal part of the teaching and learning context in many schools. More and more teachers and school administrators accept the role that digital resources and the internet can play in raising levels of motivation and engagement in learners, supporting learners with different learning styles, and helping improve the quality of teaching and learning (Richards, 2015).

Second stage of digital media development. At this stage, pre-service teachers are expected to be able to measure their skills in using technological tools or media used in learning activities.

Table 3: the result of second stage digital media development

Develpoment Phase	Indicator	Result	
2.1	a. can use software for handling images, DVDs, and sound files	30	53%
	b. can use any standard Windows/Mac software, including media players	43	75%
	c. can recommend appropriate online materials to students and colleagues	38	67%
	d. can use a data projector for lessons involving the internet, a DVD etc	41	72%
2.2	a. can set and supervise on-line work for learners	41	72%
	b. can use software for handling images, DVDs, and sound files	26	46%

The deep question used to confirm the respondent's answer related to the second stage of development consists of the respondent's understanding of how to edit images, videos, audio, as well as insight into using projectors and also the use of youtube in learning. The following are the results of these in-depth questions: 28 respondents answered using picart to edit images, 29 respondents answered using Canva, 2 people answered they did not know. In addition, there are also respondents who answer using adobe, snapseed Instagram and the default application from mobile phones. Kinemaster is the most widely used application by Respondents in editing videos. A total of 49% answered using Kinemaster. 18% use inshoot, 30% use other applications and 4% answer don't know. In contrast to editing images and videos, audio editing is still not mastered by the respondents. This is known from 35% of respondents who answered that they did not know how to edit audio. However, for the use of an audio editor application that is familiar to Respondents is audacity. As many as 23% answered using audacity to edit audio and

42% answered using other applications such as audio editor, Timbre, super sound and others.

Meanwhile, the use of youtube and websites as learning resources has been mastered by the respondents. This can be seen from 84% of respondents who answered that they could mention the source of the website or youtube channel used as a learning resource, such as: BISA Foundation, Arabic Blooms, Learn with Zakaria, while the websites used such as Google Scholar, Brainly, Al-Jazeera, Arabic New, Yufid Edu and others. However, there are still 16% of respondents who answered that they did not know the source of learning from the website or youtube channel.

Furthermore, the ease with which information may be accessed via the internet must be tempered with awareness and alertness regarding its harmful consequences. Such as ideas or sources of information that are incompatible with pupils' social, cultural, or religious beliefs. As a result, a teacher must be able to comprehend and critique the sources that will be used in their students' learning. This is consistent with Matos el all (2016) that schools' attempts to supplement and integrate digital media as educational tools have not been accompanied by comparable investments (politics, economics, and education) in providing the space and time for media integration as study and reflection objects. However, the advancement of digital technology, as well as the potential access to information, communication, and creation that it provides, necessitates a focus on the need to improve teachers' and students' abilities in the informed, critical, safe, and socially responsible use of digital media.

In addition, the second stage of the EPG digital media mentions the use of projectors in learning. 65% of respondents answered that they understood the function of the projector VGA cable while 35% answered that they did not know. Meanwhile, 70% of respondents answered that they understood the HDMI function on the projector and 30% of respondents answered that they did not know.

Third stage of development. At this stage, Pre-service teachers should be able to assess their software abilities and develop out their ideas in the form of audio and video, as well as other learning applications.

Table 4: the result of third stage digital media development

Develpoment Phase	**Indicator**	**Result**

3.1	a. can train students to select and use on-line exercises appropriate to their individual needs	36	63%
	b. can edit and adapt sound and video files	29	51%
	c. can show colleagues how to use new software and hardware	18	32%
	d. can coordinate project work with digital media (using, for example, a camera, the internet, social networks)	45	79%
	e. can troubleshoot most problems with classroom digital equipment	17	30%
3.2	a. can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning	31	54%
	b. can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources	22	39%
	c. can design blended learning modules using a learning management system e.g. Moodle	9	16%

In-depth questions related to the development of the third stage are questions related to the respondent's experience in editing audio, video. Then the respondent's skills in maintaining electronic devices such as printers, scanners, and cameras. Likewise, the respondent's experience in applying learning media such as kahoot, quizzez and LMS.

Table 5: the result of respondent's ability in editing media

	Can do	**Can not do**
Picture editing	89 %	11 %
Video Editing	84 %	16 %
Audio editing	74 %	26 %

Regarding the skills to maintain electronic devices such as cameras, scanners and printers, 39% answered that they could do it, 33% answered doubtful because they were not very skilled in maintaining these tools. and 28% answered that they could not do so, because they did not have the tool. In addition, the skills to solve digital media constraints or equipment used in the classroom during learning. 49% of respondents said they could solve the problems of learning media constraints, while 51% said they could not overcome these obstacles.

Even though digital media has been very developed, however computers and technology are not meant to be replacements for teachers; rather, they are seen as

supplementary tools for improved teaching and learning. As a result, teachers must continue to expand their knowledge of digital media and technology that may be implemented in the classroom. This is validated by Ghavifekr and Rosdy (2015) that states that the goal of Integrating ict is to enhance and raise the quality, accessibility, and cost-efficiency of instruction delivery to students; it also refers to the benefits of networking learning communities to meet the problems of present globalization. Furthermore, ICT helps and complementary supports for both teachers and students when it comes to effective learning using computers as learning aids.

Understanding of using kahoot learning media, quizzis is included in the skills that have been mastered by prospective Arabic language teachers. This can be seen from 88% of respondents who understand and have used the application and are able to teach it to others. While 9% said they were able to use the application but could not teach it to others. And 4% said they had never used the application. In addition, the implementation of LMS in learning is also something that needs to be considered. 74% of respondents stated that they had used an LMS which on average used google classrom. Meanwhile, 26% stated that they had never used any type of LMS.

As we all know, the advancement of digital media is a must. Learning aids will not be limited to kahoot, quiziz, and other media. Pre-service teachers are required to develop their abilities and understanding of technology in order to achieve greater learning in the future. According to this, Dibella et al (2015) states that the preparation for teaching in technology-enhanced classrooms in the twenty-first century, pre-service teachers require increased exposure and varied opportunities to engage in hands-on learning. They must have time to investigate the different tools available and understand how to best apply such resources in cross-curricular contexts to improve student learning.

Conclusion

Based on the results of the questionnaires collected, it can be concluded that preservice Arabic language teachers, in this case students of Arabic Language Education Department, Universitas Negeri Jakarta, have high digital media readiness. This can be seen from the average EPG indicator whose value is more than 50%. However, there are still some indicators whose value is less than 50%, namely: 1) 16 % respondent can design mixed learning modules using a learning management system, such as: Moodle; 2) 30% respondent can solve a problems with classroom digital equipment, if there is a technical

problem with the digital equipment; 3) 32% respondent can explain and share knowledge to coworkers about new software and hardware; 4) 39% respondent can show colleagues how to take advantage of the teaching potential of available digital tools and internet-based resources; 5) 46 % respondent Highly capable of using software to handle image files, DVD and Audio files.

Thus, to improve the skills of prospective Arabic teachers in using digital media, based on the EPG, several things that can be done are: 1) create training on Moodle, or other LMS. 2) training on how to operate tools commonly used in class to facilitate learning. 3) prospective teachers should always update information about applications or other technologies and implement them in learning.

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