Used Learning at Al-Irsyad Bulaan Kamba Islamic Boarding School

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ABSTRACT

In today's modern era, technological developments are very influential in education. The activity of using digital applications in media learning for al-Irsyad Islamic boarding school students is carried out with the aim of increasing student interest in learning because with the mixpad application students can channel their talents in sound editing. The mixpad application is expected to be a means of introduction and learning about the use of the mixpad application. Given the current era, not everyone also understands the use of technology. This study aims to determine the effectiveness of using the mixpad application as a medium for learning Arabic in al-Irsyad Islamic boarding school. The research method used is descriptive qualitative research. In the world of education, the media used is the mixpad application. This media is software that serves to hone students' skills in speaking foreign languages, especially Arabic. How to use this application by installing on a laptop or computer, after we are allowed to use this media, input the recording or it can be recorded directly on the recorder, and finally to remix different recording inputs so that the resulting sound looks interesting. The results of this study indicate that students can increase their interest in learning Arabic through audio that is heard by the teacher.

Keywords: *Arabic Language Learning, Mixpad Application, Technological*

INTRODUCTION

Knowledge is one of the most important elements for every human being that is a central part in creating the origin of human empowerment to be of quality. Teaching must be done properly so that individuals become useful people in one's activities in

carrying out daily life, both in nation and state. The national teaching technique in article 1 of Law number 20 of 2003 states that learning is an activity carried out by a person in order to create a comfortable learning situation so that the teaching and learning process can effectively improve the ability of students to actively obtain their potential to gain the power of religious diversity, self-supervision, disposition, intelligence, good personality and noble character as well as skills needed for dirnyai, family, as well as society in general(Adi & Kusumadewi, 2011). In a dynamic society, learning is an act of perpetuating and turning and transforming the habitual qualities of each part of its variety for the next generation because it has the right to decide the existence and change in humans. Teaching is our way of exploring knowledge or obtaining something that we did not know before either from someone or something like the internet media or something else(B.Abduljabar, 2001). education according to the inside is the conscious effort of adults for those whom most human beings perceive towards those who are considered immature. Learning is a modification of experience, habits and results that increase from the first batch so that it can be changed for the next generation. In that knowledge, teaching not only provides knowledge, but also exists in the regions, habits and results that increase in a large audience. Learning on in this sense, which has a very much scope of the definition that it constitutes the transfer of (Meilisa Pitriasasmita, 2019). Because science is a method that exists, it can only be focused on one source with various materials, such as culture, etc. Cultural habits have been constructed by a person and in the present discussion have a connection with learning. When orienting a culture for the good and development of society, namely through education in a broad context(Uci sanusi, 2018). Therefore, education not only conveys cultural values, teachings and experiences from the outside provided through teaching and exemplary, but also by exploring, awakening and improving the talents and interests that students have through the process of learning, orientation or training. So it can be concluded that the concept of education in general is to humanize human beings, it can also be defined as the provision of knowledge from teachers to students.(Sapriyah, 2019)

Two important components that always accompany education, namely learning and learning. Learning is something that is inviting or rather said to be a method used in the continuity of learning. In simple terms, learning can be understood as an effort that affects the stability of human anger, mentality, and spiritual levels so that the interest in learning is of the individual's willingness (Ritonga et al., 2016). Thus, the teaching process will occur as well as the growth of religious morality, activities, and expertise of students using various communication as well as learning experiences. This teaching is not similar to principle. Teaching focuses on student activities, but focuses on the lives of learners. Nasution said that learning is as good as organizing or regulating the environment when connecting it with students until an effective and efficient learning process can be carried out. Ada argues that the essence of learning is a plan designed as an effort to teach students. Activities carried out during learning are an important obligation of educators so that learning can be understood as an action aimed at teaching students. Teaching is aimed at creating circumstances that allow students to study. Two important parts were found, namely learning outcomes in the form of changing attitudes and behaviors in students, as well as the learning outcome process in the form of a series of experiences in an important learning activity, namely learning outcomes in the form of changes in behavior in students and the learning outcome process in the form of a series of intelligence, emotional and physical experiences in students. Learning can

also be interpreted as improving cognitive abilities, namely thinking, affective, namely behavioral skills and psychomotor is the talent of students, these skills develop together with the learning experience obtained. Therefore, learning can be understood as an example for students who are judged by changes in behavior and the growth of knowledge and experience in students (Fathurrohman & Sulistyorini, 2012).

Meanwhile, learning essentially shows activities that are thought of as a change. When learning, it is not only discussing what is involved in it, but the place and in accordance with what is conveyed. This is more focused on learning outcomes. Many changes are felt by students after carrying out the learning process. The word learning is often heard by not even a few people discussing it, but it is not yet thoroughly known the meaning of the word that is actually found in the process of learning itself (Azis, 2019)**.** Hudojo's opinion is that learning is an activity for all human beings. Knowledge of skills, attitudes of a person formed and human behavior, developed and modified in the midst of learning (Kusuma, 2019). Therefore, a person is called learning if it can be felt in his person, is a series of activities that result in changes in attitudes and behaviors. Sadiman defines learning as a perfect process that has happened to everyone and continues until the end of life from childhood to old age or the end of life. A sign that someone has learned about something is that there is a change in attitude in someone. Based on the learning definitions described, it can be concluded that there are actually three elements in the activity when learning, namely something learned, learning activities and the results. The three components mentioned must be present in the teaching and learning process.

Arabic has four language skills, namely speaking skills, and writing skills. These skills are divided into receptive and productive, receptive skills are the process of understanding the words of others and reading comprehension, while productive skills are communication tools that are carried out orally and in writing in proficiency. As is well known, listening ability is to know a person's proficiency and talent in analyzing words and sentences addressed by the speaker to the listener or interlocutor to certain means (Nurani et al., 2018). This ability can actually be achieved by regular practice to listen to the differences in the sound of verbal elements with other elements depending on where the letters come out well and directly from the actual speaker or through the recording. The ability to listen plays an indispensable role in arabic language skills, because (Fathoni, 2018)*istima'* is the first tool for acquiring the next language. In this method a student can obtain sources from various media that they listen to. From (Jennah, 2009)*istima'* students can mention what has been listened to by speaking, reading and writing. It *is also from istima'* that one can get to know *vocabulary,* and *conversation* with the aim of fully supporting the subsequent language proficiency. Therefore, the author will explain about learning listening skills(Fathoni, 2018)**.**

Budiman's opinion (2017) the level of education is closely related to the quality of educators and their learning, the improvement of learning is not clearly fundamental to the growth of rational quality of education, so it is hoped that with changes in technological progress, it will also support progress and changes to the positive side in education(Nurhidayati et al., 2019)**.** Therefore, educators must have the ability when placing the use and utilization of learning media. In other words, learning and media alike using technology really help students to learn actively. In learning, it involves tools in the form of learning media in delivering material (Syairi, 2013). One of the learning components that plays an important role in teaching and learning activities is learning media. The accuracy of the use of learning devices can affect the quality of the

process and the results achieved. Munadi defines learning media as everything that can convey and channel messages from a source in a planned manner to create a learning environment that is appropriate and suitable for use where students can carry out the learning process correctly and precisely. Meanwhile, Arsyad explained more specifically, namely that the definition of media in the teaching and learning process is more likely to be interpreted as a graphic tool, photographic media, or electronic media to capture, process, and reorganize real or natural information. In conclusion, media is a tool that serves to convey or convey learning messages.(Suyanto et al., 2020)(Ekayani, 2017)

Meanwhile, Nurhayati Yusuf defines learning tools as everything that can convey messages, can affect the human mind, students' feelings and security, so as to encourage the realization of processes in him. Kustandi & Sutjipto interestingly concludes that learning media is a tool that is able to help in the teaching and learning process and is useful as clarifying the meaning conveyed through messages, so as to be able to achieve learning goals better and of course perfectly. So, it can be understood that learning tools are everything that can be used to channel messages from a teacher to students should be able to stimulate the thinking, feelings, attention and desires and interests of students, until the learning process occurs. Among the many applications one of the tools used in learning media includes the application of audacity, mixpad, wavepad, and others. Among the media that can be used to learn Arabic is the use of the MIXPAD application. The MIXPAD app is an all-in-one app that allows creating your own mix recorders. (Nurdyansyah, 2019)(Jennah, 2009)

RESEARCH METHODOLOGY

The approach used by the author in this study is quality or qualitative descriptive research, which is research that uses the natural environment with the intention of interpreting events that occur and applying various existing methods. David William also argues that the qualitative approach is the collection of data on the situation using natural methods.and is carried out by a person or a naturally related investigator. And qualitative research methods are often also often called naturalistic research methods because the research is carried out in natural conditions . Therefore, the information collection techniques used in this study are as follows:(Busiri, 2020)

1.   Observation

        An activity carried out by the researcher in the collection of resources by observing objects directly or while going down to the field and sequentially recording the observed causes. Nasution's position, meanwhile, is that which is the principle of all sciences. Experts can only work on databases, that is, facts about the real world obtained through observation obtained through observation.

2.   Interview

        This method is done by two parties, namely the interviewer or commonly called the person who asks the question and the interviewer can be said to be the person who gives the response to the questioner.

3.   Documentation

        Documentation from the origin of the word document meaning goods is written. Documents can also take the form of writings, drawings, or monumental works of a person. Researchers use documentation that is useful for collecting important information such as school data, teacher data, student data, and others.

Qualitative data analysis is used as a way of working with data, organizing data, choosing it into manageable units, arranging it in order, searching and then finding patterns, getting what is considered useful what is learned, and deciding what can be explained for a person. Observations like this are carried out aimed at answering research problems or to examine temporary conjectures obtained by previously stated researchers(Busiri, 2020)**.** Thus, in the research researchers used inductive data analysis to process data that was related to the use of listening methods in Arabic learning.

RESULT AND DISCUSSION

The purpose of the Results and Discussion is to state your findings and make interpretations and/or opinions, explain the implications of your findings, and make suggestions for future research. Its main function is to answer the questions posed in the Introduction, explain how the results support the answers and, how the answers fit in with existing knowledge on the topic. The Discussion is considered the heart of the paper and usually requires several writing attempts.The discussion will always connect to the introduction by way of the research questions or hypotheses you posed and the literature you reviewed, but it does not simply repeat or rearrange the introduction; the discussion should always explain how your study has moved the reader's understanding of the research problem forward from where you left them at the end of the introduction. To make your message clear, the discussion should be kept as short as possible while clearly and fully stating, supporting, explaining, and defending your answers and discussing other important and directly relevant issues. Care must be taken to provide commentary and not a reiteration of the results. Side issues should not be included, as these tend to obscure the message.

Tips:

1. State the Major Findings of the Study;
2. Explain the Meaning of the Findings and Why the Findings Are Important;
3. Support the answers with the results. Explain how your results relate to expectations and to the literature, clearly stating why they are acceptable and how they are consistent or fit in with previously published knowledge on the topic;
4. Relate the Findings to Those of Similar Studies;
5. Consider Alternative Explanations of the Findings;
6. Implications of the study;
7. Acknowledge the Study's Limitations,

It is easy to inflate the interpretation of the results. Be careful that your interpretation of the results does not go beyond what is supported by the data. The data are the data: nothing more, nothing less. Please avoid and makeover interpretation of the results, unwarranted speculation, inflating the importance of the findings, tangential issues or over-emphasize the impact of your research.

Work with Graphic:

Figures and tables are the most effective way to present results. Captions should be able to stand alone, such that the figures and tables are understandable without the need to read the entire manuscript. Besides that, the data represented should be easy to interpret. Tips:

1. The graphic should be simple, but informative;
2. The use of color is encouraged;
3. The graphic should uphold the standards of a scholarly, professional publication;
4. The graphic must be entirely original, unpublished artwork created by one of the co-authors;
5. The graphic should not include a photograph, drawing, or caricature of any person, living or deceased;
6. Do not include postage stamps or currency from any country, or trademarked items (company logos, images, and products), and;
7. Avoid choosing a graphic that already appears within the text of the manuscript.

CONCLUSION

1. Learning and learning

In order to fully understand the basic concepts of learning, it is first necessary to study how psychology and educators learn to interpret the concepts. The opinions of both experts or groups are very important because learning attitudes are the field studied whether scientific language is the otology of the two scientific fields(Winataputra, 2003)**.** Often learning and learning are summed up as two terms that are always related in order for learning to take place, there must be learners who learn and teaching staff who act as designers, implementers, who facilitate, guide, and evaluate processes that can ultimately become learning outcomes. For this reason, in order to better understand the meaning and nature of learning, see and pay attention to the definition of learning as follows (Jufri, 2013)

a. Cronbach revealed that learning activities are indicated by various behavioral changes as a result of experiencing learning, manifesting itself as a change in behavior a result of experience.
b. Spears defines learning as the activity of looking directly at a location, reading, wanting, trying something, listening, and following instructions.
c. Geoch argues that learning is a change in students' abilities and skills as a result of what has happened and can be proven and that what learning has already done is a change in performance at subsequent exercises.
d. Skinner, defines learning as a process that goes into by modifying or controlling behavior with the demands of the environment.
e. Still with Sagne in he believed that learning is a cognitive process capable of changing the nature of environmental stimuli, transforming information into new matches, for example in the form of skills, as well as the level of understanding, attitudes and values. He concluded, that the emergence of new abilities constitutes as:(Suardi, 2018)
   a. excitation originating from the surrounding environment

b.   The process of activity carried out by individuals

From the definitions described above, it can certainly be concluded that learning includes the development of knowledge, and student behavior as a result of observing, listening, imitating and demonstrating directly an activity.

According to Suryani Nunuk (2018: 2), learning is the totality of educational efforts by organizing regular learning activities for students. In this case it can be interpreted that there is a clear relationship between the teacher, the learner, and the subject. The taught . Bahri Djamarah said that learning is essentially a process of organizing, organizing the environment around students in order to improve themselves and support students in the learning process. In the process of tutoring or helping students learn one of the things that can help students in learning. The role of the educator as a mentor is inversely proportional to the number of students who experience difficulties. In learning, of course, there are many differences, such as students who can understand the subject matter, there are also students who are slow in understanding the subject matter. These two differences allow educators to establish learning strategies tailored to the circumstances of each learner. Therefore, it can be concluded that the nature of learning is change, just as the essence of learning is regulation .(Prananingrum et al., 2020)(Pade, 2017)

The national education figure Ki Hajar Dewantoro (1908) put forward three principles of teaching *in ngarso sung tulodo* , namely being a leader or teacher, being an example for his students, *ing madyo mangun karso* by learning to build student ideas with activities to form student knowledge, with *tut wuri handayani* being a facilitator of student activities in growing skills or abilities so as to become independent individuals. (Erman, 2008)

Learning is a two-way process, in which instruction is given by the educator as a guide, while learning is provided by the student. A learner teaches learners using basic education and learning theory, which are the main determinants of academic success. The term learning is better known and better known and more appropriate than motivating learners so that they can find their own way of learning. Philosophically, the learning process states that they fish and teach them fishing and not give them something that can be utilized. Finally, students must be able to discover and build their own knowledge here. Therefore learning is closely related to various traits, and the nature of learning and learning outcomes as a systematic and systemic effort to facilitate, and develop learning processes and learning activities.(Hermawan, 2014)

2. Arabic Learning Media

Media are all objects that can be manipulated, seen, heard, read, and discussed as well as the tools used for such activities. The word media comes from the Latin *medius* which literally means middle, intermediate or introductory(Aminudin, 1964) **.** Meanwhile, Umar Hamalik's understanding provides an understanding that media is a method used to facilitate communication between educators and students in the teaching and learning process in schools(Umar, 2014)**.** Learning is the teacher's effort to help students complete a teaching and learning activity. explanations from figures related to the understanding of learning media between other:(Aminudin, 1964)

a.   According to Berlach and Ely define that the means of the learning process are usually understood as tools of graphic, photographic or electronic recording, processing and reorganization of information and revising information, visual or verbal.

b. According to Heinich, et al define learning media as a means of conveying messages or information intended to teach or include learning.

c. Martin and Briggs suggest that the learning medium contains all the resources necessary to communicate with students. It can be both hardware and software used.

d. According to H. Malik, learning media is everything that can be used to channel messages to increase the attention, interest, thoughts and feelings of learners who learn in teaching and learning activities. (Mustafa Abi Hami 2016)

Thus, it can be concluded that a device in learning is a set of learning activities or tools prepared by an educator to explain the true meaning of the message with learning materials and tools and means as an educational resource on the attention and interest of learning students on learning materials.

The usefulness of Learning Media in the following is explained as follows:(Nugrawiyati, 2018)

1. **Media as an instrument**

The media as an instrument in the teaching and learning process is an indisputable fact. Because it is the teacher who wants him to assist the teacher in his task of conveying the message of the subject matter given by the educator to the learners. The role of the media as an instrument is to pave the way to achieve educational goals. This is based on the belief that the learning process through the media increases student learning activities over a long period of time.

2. **Media as a learning resource**

Learning resources are everything that can be used as a place to provide educational material or from where a person learns. Udin Saripudin and Winataputra group teaching materials into five criteria, namely books or libraries, mass media, the natural environment, and educational and human facilities. Teaching aids are known as hearing, visual and audiovisual aids. At that time, technical devices were already everywhere to achieve this goal. Technology has been used in a variety of ways. The technology agreed upon as a medium is not only as a didactic tool in the learning process.

Whilelanguage is a tool for spreading the heart's content, thoughts can be communicated to others. Language is the most important means for humans to interact with others. As for how people judge learning Arabic, there are many heterogeneous points of view. There are many diverse views regarding the assessment of arabic language learning. Some argue that learning Arabic means learning the language of Islamic science. This view is also not wrong, because most of the Islamic sciences are related to Arabic(Iswanto, 2017)**.** Arabic is the world's main language spoken by more than 200,000,000 people (Arsyad, 2010:1). Arabic in Indonesia is one of the foreign languages studied in formal educational institutions and non-formal education, starting from the MI / SD, MTS / SMP, MA / SMA, to tertiary levels. Learning Arabic in schools encounters many obstacles in terms of methods, techniques, and teaching materials that seem monotonous and conventional. The most widely used learning in schools is the teaching method. The teacher gives the material and the learners only listen to what the educator says, there is no reciprocity of the learning system (Utomo, 2013)**.**

Thoha (2012) has shown that The Arabic language itself is one of the disciplines consisting of different aspects of language proficiency and the elements it contains.

Basically the four arabic language skills consist of 4 language skills the first is listening, the second is speaking, the third is reading, the fourth is writing(Khomsah & Imron, 2020) **.**

3. The same ones'

   a. Utilization of Istima'

      1) Hearing is a process in obtaining information when in the delivery of the language spoken by the reader can understand the content with full attention, understanding, passion, to obtain information. Listening can be interpreted as the activity of recognizing, observing, and responding to a sense contained in the reading material. the listening stage requires serious attention from the learner. It's different from listening. According to Tarigan, During listening activities, listeners may not understand what they are hearing. There is an element of intentionality in listening, because the element of understanding has not been followed properly. Therefore, in listening activities there are factors of intentionality, attention and understanding, which are the main elements of each subject when listening. evaluation must be present in auditory events, even overthrown, an element of attention(Fathoni, 2018) **.**

   b. Istima's Learning Objectives'

      1) The learning objectives of istima' according to in mentioning that there are several objectives of istima learning', namely:(Fathoni, 2018)

         a)   Get students used to reciting a new language.

         b)   Can understand it in order to be able to answer it.

         c)   Solve listening practice questions in the form of phrase perfection, sentence modification or something else.

         d)   Understand the reading that is listened to in detail and then can answer questions about the text.

         e)   Understand the main idea in the text being listened to, then summarize it.

         f)   look for important parts of the text being listened to, then rearrange them in writing.

         g)   Pick up the most important points that can help to present topics related to the text being listened to.

         h)   Discusses a theme.

         i)   Repeating the material of a material that has been described.

4. Types of Istima'

      There are two kinds of listening skills, namely intensive listening and extensive listening. Intensive listening skills are listening skills that are carried out through formal training and activities that are usually carried out under the guidance of educators. Deep listening can be divided into two parts. The first emphasizes training focused on understanding in detail. Secondly, it is devoted to the practice of listening to spoken language. The exercises center on understanding the meaning in detail which is carried out with the following various things:

   a.   Listening to clues. students listen to the instructions given and respond to them.

   b.   Answering comprehension questions. students listen to the questions asked and are then asked to identify the necessary answers.

c.   Hearing information. In this exercise students focus on certain parts of what they hear.

d.   Make a summary. Students listen to a reading and then make a summary of what they have heard.

e.   Troubleshooting. Students listen to a problem and then are invited to discuss together to solve the problem (Fathoni, 2018)

1.   The stages of *Istima's learning'*.

There are different stages in *istima'* learning and precisely :

a. Preliminary exercises

This activity is designed so that students can correctly recognize arabic sounds. The presentation of this listening lesson can be done orally, directly by the teacher, but the teacher must use a recorded type with the original Arabic voice. Recognition exercises can listen to distinguish Arabic phonemes or letters by comparing almost identical pairs of words.

b. Listening and imitation exercises

Although listening exercises are intended to train the ears, in practice they are always followed by training pronunciation and comprehension, but this understanding is also the initial purpose of listening activities. Then, once students recognize the Arabic voice through the expressions they hear, they can be trained to pronounce and understand its meaning and expression . similarly, istima's special courses also provide the basics of receptive and productive skills.

2.   Practice listening and understanding.

These listening exercises to understand can be done with a variety of techniques such as seeing and listening, reading and listening, listening and demonstrating. The next three types of exercises are preliminary experiments for the next type of training, namely comprehension education.

In the learning of fahmul masmu', various elements can be known, including:

a.   By encouraging students' ability to interpret the meaning of sentences through pressure and other parts of the sound.

b.   Students should be accustomed to being able to group the main ideas and distinguish them from the ideas of various conversational materials or texts they hear.

c.   When choosing an oral text, the teacher must take into account the age and interests of the student, the vocabulary of the student that the student has and the level of maturity and speed of the student in following the oral text.

3. Stages of *Istima'* Learning

According to Abdul Hamid, et al, (2008) in (Fathoni, 2018)*learning istima'* uses the following stages:

a. The opening of *the lesson istima'*.

The importance of the teacher is to open the delivery of the material in *the istima'* lesson and explain the character of the material to be explained to the learner, as well as limit the goals to be achieved or explain *the istima'* abilities to be developed such as the transfer of the main idea, the differentiation of the initial idea from secondary thinking, the series of events.

b. Provide a specific topic by using a method that is consistent with the purpose.

c. Let students understand a specific topic. If there are difficult sentences or terms that are not understood then the teacher will explain.

d. Learners can brainstorm material that has been read and completed when asking questions about the goals that have been set.

e. Have students who summarize the listened to from the words and verbally confirm their friends.

f. assessment of the performance of the learner by posing investigative issues.

1.   Utilization of *MIXPAD* Application in Arabic Language Learning

Advances in technology have been proven to affect the learning facilities that can be applied in schools. The positive impact of technology with various media developed can help improve students' understanding and skills in achieving the learning competencies to be achieved. Innovative, creative, and fun learning principles can be adapted to learning styles facilitated by audio, images, and kinesthetics. the development of technologies that continue to generate effective and efficient means of learning . (Aini, 2019)

The use of technology in the learning process is increasingly spurring innovation efforts. Teachers must be able to use the tools that can be provided by the school, and it is possible that the tools are in accordance with the development and demands of the times. The use of learning resources can increase students' interest in learning in the classroom which is very useful. when using learning media, the learner can easily stimulate his mind, allowing the means of learning to display a more detailed picture to the learner of the material being studied . Technological advances have given birth to many applications through the internet network. (Wahyudi, 2014)(Nurhidayati et al., 2019) *MIXPAD* application as a form of learning technology. *MIXPAD* is a free learning platform-based application. *Mixpad* application as an application that can create its own recordings. This application is how to use it both through android and on a computer.

Reporting from (http://bukanherbivora.blogspot.com) *MIXPAD* is a complete type of software that can be used to create mixes as desired. Later, this software is able to produce a multitrek recording that can be said to be almost perfect with edit settings that also offer various results that can be said to be quite perfect. Later this software can even give permission for you users to remix a number of audio tracks that are not even limited. So, later you will not have some restrictions when creating a song.

Functions and Features of *MIXPAD*

Figure 1. MIXPAD Looks

In using this software, it is given the freedom to add various sounds and other sound effects. Then, this software will also have a mixing process that has been even further improved. So, later this software can offer much more professional results than some other software. There are several interesting functions of this software where this software has a library in the form of multimedia that can make you to save some recordings, music, sound effects, sounds and also save a future project.

This Mixpad software has also been adjusted to its frequency, namely 6kHz and also 96kHz which also allows you to move to CD from the interface in a fairly short time. There are several functions of tools in *MIXPAD* that you should even know, including:

1. Function of Inserting Music

    You can press the open button on the upper left or you can select Ctrl + O then select the file we want to enter and the last step, enter the predefined file into the track

2. Some Existing Key Functions

Figure 2. MIXPAD feature function

1. Play is used to play an existing track.
2. Record is used to record sound.
3. Rewind used to go back a few seconds back
4. Stop is used to stop a track that is rotating
5. Go to home is used to return to the starting position of the track
6. Forward is used to forward a few seconds or is used to continue.

From the existing features, teachers can create learning media by making their own voice recordings or editing mp3s and existing voices so that learning can foster students' interest in understanding Arabic lessons.

CONCLUSION

MIXPAD application as a form of learning technology. *MIXPAD* is a free learning platform-based application. *Mixpad* application as an application that can create its own recordings. This application is how to use it by downloading both through android and on a computer / laptop. The *MIXPAD* application is one of the means for learning Arabic whose purpose is to hone foreign languages in listening skills. The *MIXPAD* application used for Arabic language learning is in *istima'* learning. By utilizing this *MIXPAD* application, learning Arabic can be more fun and can foster students' interest in learning Arabic. Utilizing this *MIXPAD* application, Learning Arabic can be more attractive and can increase the interest and talent of learners in learning it.

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