Are Cartoon Movies Necessary for Junior High School Students to Learn Arabic Language?

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Abstract: In the current digital era, educational methodologies are evolving at an unprecedented pace, making it crucial to explore innovative teaching tools. Cartoons, with their engaging and interactive nature, present a compelling medium for Arabic language learning, particularly for young children. This research aims to describe the need for Arabic language education development by exploring learning media using cartoons. The method utilized in this study is systematic literature review, employing meta-synthesis procedures. The research findings indicate that the use of cartoons in Arabic language learning in the digital era positively impacts student engagement and understanding of learning materials. Overall, this study underscores the significance of integrating cartoons into Arabic language education to cater to the needs of elementary school children in today's digital age.

INTRODUCTION

In the current digital era, education is rapidly advancing due to technological progress, benefiting not only adults but also elementary school children. This digital transformation poses a complex and vital challenge in adapting to a society increasingly connected with technology.[1] Utilizing technology in education serves as a means to facilitate interaction between educators and students, enhancing human work effectiveness, efficiency, ease, and speed.[2] This phenomenon creates a distinct educational environment, where teaching methods and access to information undergo drastic changes[3]. The digital revolution's influence extends beyond general education to impact

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[1] M W Dariyadi, "Pembelajaran Bahasa Arab Di Era Digital 4.0," *Prosiding Konferensi Nasional Bahasa Arab*, 2019, http://prosiding.arab-um.com/index.php/konasbara/article/view/514.

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[3] Unik Hanifah et al. Salsabila, "Peran Teknologi Pendidikan Dalam Internalisasi Nilai-Nilai Pendidikan Islam Di Masa Pandemi" 2, no. 1 (2021): 127–37.

language education[4], including Arabic language education.[5] However, despite the potential of digital technology to enhance Arabic language teaching and learning[6], there is still a need to delve deeper into how Arabic language education develops in this digital era[7].

In practice, Arabic language learning aims to develop students' language proficiency and skills[8], particularly in oral and written communication[9]. These language skills are acquired through language learning and acquisition processes[10]. Fundamentally, the teaching-learning process is a communication process involving three crucial components: the message conveyed, represented by the curriculum; the teacher as the communicator; and the students as the recipients[11]. To ensure smooth and effective communication, instructional media, also known as learning media, plays a vital role[12].

In the educational perspective, media are innovative instruments that determine the success of the learning process[13]. Several important aspects of learning for students include utilizing technology as an aid, developing a curriculum that is relevant to current conditions, and using teaching methods that suit the characteristics of students in the digital era[14]. This is because teachers today must adopt a more interactive approach and use technology as a learning tool. It is hoped that students will be helped to understand the constructs of the Arabic language comprehensively and develop an interest in learning Arabic[15].

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[4] Aulia Nursyifa, "Transformasi Pendidikan Ilmu Pengetahuan Sosial Dalam Menghadapi Era Revolusi Industri 4.0," *Jurnal Pendidikan Kewarganegaraan* 6, no. 1 (2019): 51, https://doi.org/10.32493/jpkn.v6i1.y2019.p51-64.

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[10] Amadi Aunur, "Perkembangan Pendidikan Bahasa Arab Di Era Digital : Sistematic Literature Review Perkembangan Pendidikan Bahasa Arab Di Era Digital :"

[11] Dumaris E. Silalahi et al., *Literasi Digital Dalam Lingkugan Sekolah (Teori, Praktek, Dan Penerapannya), Padang*, 2022.

[12] Khairurrijal Fahmi, "Reviewing Listening Arabic Skill Using the Quizalize Application," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 1 (2023): 77–90, https://doi.org/10.22219/jiz.v6i1.25261.

[13] Aden Faris Akram Alrasydin, "Penggunaan Media Digital Dalam Meningkatkan Efektifitas Pembelajaran Pada Mata Pelajaran PAI Di Alkaffah Batam," 2023, 28.

[14] Suleiman, "Digital Education: Opportunities, Threats and Challenges," *Jurnal Evaluasi Pendidikan* 11 (2020): 78–83.

[15] dkk. Evi Nurus, "Perkembangan Bahasa Arab Di Indonesia," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2021): 60–69, https://doi.org/10.51339/muhad.v3i1.302.

In the ever-evolving digital era, cartoon films have become an engaging learning medium in the context of teaching Arabic[16]. Cartoon films offer a creative and interactive approach to understanding Arabic language constructs. The use of visuals, dialogues, and interesting stories in cartoons can help students gain a deeper understanding of vocabulary, grammar, and the context of everyday Arabic usage[17]. The advantage of using cartoon films as a medium for Arabic language learning in the digital era lies in their ability to create an entertaining yet informative learning environment[18]. In this context, cartoon films not only serve as a teaching tool but also stimulate students' interest in delving deeper into and appreciating Arabic as part of cultural and linguistic richness[19].

There is a research gap in involving aspects of creativity, interactivity, and student engagement in Arabic language learning through cartoon films. Although the comparison between conventional learning and digital learning employs different methods[20], as demonstrated by Ulya[21], the findings of her research contribute to the understanding of factors that influence student learning[22] outcomes in the context of Arabic language learning[23]. Furthermore, Wahyuningsih[24] explored a humanistic approach through educational language games in Arabic language learning using the library research method. Another study, Taufiq Wijayanto [25] conducted an analysis of education in the digital era. Taufiq focused his research on the integration of information and communication technology in education in the digital era. His findings show that advancements

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[16] Alrasydin, "Penggunaan Media Digital Dalam Meningkatkan Efektifitas Pembelajaran Pada Mata Pelajaran PAI Di Alkaffah Batam."

[17] Miatin Rachmawati, "Pembentukan Lingkungan Bahasa Arab Berbasis 'Bi'Ah Lughowiyyah' Mahasiswa Pba (Pendidikan Bahasa Arab) Uhamka Jakarta (Strategi Dan Implementasi)," *Al-Fakkaar* 2, no. 2 (2021): 62–81, https://doi.org/10.52166/alf.v2i2.2632.

[18] Alrasydin, "Penggunaan Media Digital Dalam Meningkatkan Efektifitas Pembelajaran Pada Mata Pelajaran PAI Di Alkaffah Batam."

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[22] A H B Abdullah, A A B Sulaiman, and ..., "Faktor-Faktor Yang Mempengaruhi Motivasi Terhadap Pembelajaran Bahasa Arab," *Jurnal Islam Dan …* (journal.unisza.edu.my, 2015), https://journal.unisza.edu.my/jimk/index.php/jimk/article/view/112.

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[25] Taufiq Wijayanto, "Pendidikan Di Era Digital," *Prosiding Seminar Nasional Pendidikan Program Pasca Sarjana Universitas PGRI Palembang* 2 (2019): 628–38, https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/3093.

in information and communication technology have had a significant impact on the field of education.

Previous research comparing conventional and digital learning, as well as efforts to integrate information and communication technology in Arabic language education, still lacks a deep understanding of the impact of using cartoon films as a learning medium in the context of Arabic language. Therefore, this research entails a systematic literature review on the use of cartoon films as a learning medium in the digital era, providing a deeper understanding of how Arabic language education is evolving in this context. Consequently, this study has the potential to make a positive contribution to improving the quality of Arabic language learning amid the ongoing digital transformation.

METHOD

This research employs a qualitative method, namely the systematic literature review approach. This method involves the identification, evaluation, and interpretation of all relevant research findings related to the research questions, specific topics, or phenomena of interest[26]. The study is conducted by identifying, reviewing, and drawing conclusions based on research findings obtained through systematically selected sources from Google Scholar and Publish or Perish. The systematic literature review technique is conducted in five steps: (1) formulating research questions, (2) mapping and searching for articles relevant to the research questions, (3) inclusion and exclusion criteria to select the collected articles, (4) data presentation and analysis, and (5) interpreting the findings of the articles, leading to drawing conclusions[27].

First, the questions are, what is the dynamics of Arabic language education at the junior high school level? (first question), and what is the role of cartoon films in Arabic language learning at the junior high school level? (second question). Second, journal articles are searched in the Google Scholar database using Publish or Perish. The keywords used are "The use of cartoon films in Arabic language learning at the junior high school level" with articles from 2019 to 2024, with the population being articles focusing on the main researched topic. Third, the literature review search criteria are applied using inclusion and exclusion. This resulted in 200 articles, with 26 articles meeting the predetermined criteria. Subsequently, from the included articles, 4 articles are selected by the researcher for review, analysis, and detailed re-examination related to the researched theme. Below is the flowchart of the steps taken by the

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[26] Barbara Kitchenham, Lech Madeyski, and Pearl Brereton, "Meta-Analysis for Families of Experiments in Software Engineering: A Systematic Review and Reproducibility and Validity Assessment," *Empirical Software Engineering* 25, no. 1 (2004): 353–401, https://doi.org/10.1007/s10664-019-09747-0.

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researcher in conducting the systematic literature review study via Publish or Perish.

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┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│   IDENTIFICATION    │ ──▶  │     SCREENING       │ ──▶  │   DEEP ANALYSIS     │
│ Articles were       │      │ Screened articles   │      │ Articles were       │
│ identified from the │      │ (n=26)              │      │ analyzed by reading │
│ google scholar      │      └─────────────────────┘      │ the abstract        │
│ database through    │                                   │ section. The        │
│ Publish or Perish   │                                   │ articles used are   │
│ with the keyword    │      ┌─────────────────────┐      │ in accordance with  │
│ "The Use of Cartoon │      │ Articles excluded   │      │ the keywords that   │
│ Movies in Arabic    │      │ (n=174)             │      │ have been           │
│ Language Learning   │      │ 24 - irrelevant     │      │ determined.         │
│ at the Junior High  │      │ topic (discussion   │      └─────────────────────┘
│ School Level" in    │      │ of PAI, MTK, etc.)  │
│ 2013-2023 (n-200).  │      │ 98 - not            │
└─────────────────────┘      │ quantitative        │
                             │ (qualitative, PTK,  │
                             │ RnD)                │
                             │ 16 - other than     │
                             │ junior high school  │
                             │ (elementary, high   │
                             │ school)             │
                             │ 15 - not an article │
                             │ (book, thesis)      │
                             │ 21 - not accessible │
                             └─────────────────────┘
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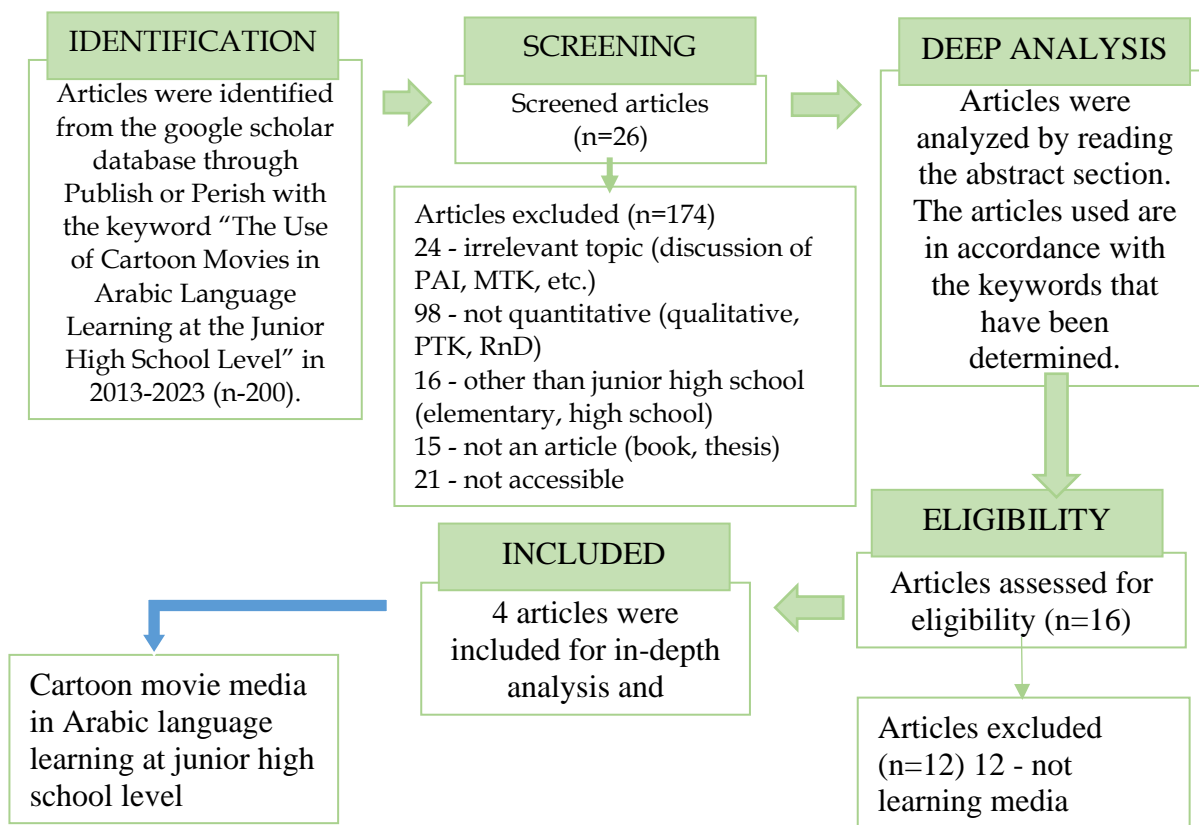
Figure 1. Flowchart of the process of excluding and including articles in the systematic literature review stage (n = number of articles)

RESULT AND DISCUSSION

The research data included in this literature review consists of analysis and summaries of articles related to the use of cartoon media in Arabic language learning at the junior high school level.

Table 1. Results of research on the use of cartoons in Arabic language learning at junior high school level.

Research and Year	Journal	Research Results
Lifya Nidaul 2022[28]	Al-Qalam Journal	The use of animated film media in Arabic vocabulary learning at MTs Plus Al Hidayah Kroya enhances students' vocabulary mastery. The gain test results indicate a significant increase in the experimental class (0.722) compared to the control class (0.224). There is a significant difference in vocabulary mastery between students who use animated film media and those who do not. Thus, the use of animated film media is effective in improving students' mastery of Arabic vocabulary.

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[28] Lifya Nidaul, "Penggunaan Media Film Animasi Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab," *Jurnal Al-Qalam* 23, no. 1 (2022): 8–14, https://ojs.unsiq.ac.id/index.php/al-qalam.

Dwita 2023[29]	Shawtul Arab	The research results indicate that the use of animated video media significantly affects the improvement of students' vocabulary mastery in the seventh grade at MTs Mathla'ul Anwar Cemplang. There is a significant difference before and after the treatment, with the t-value (10.949) > t-table (1.668) and significance of 0.000 < 0.05. Thus, it can be concluded that the use of animated videos is effective in enhancing Arabic vocabulary mastery in students.
Setiana 2024[30]	Scientific Journals and Student Works	The research findings indicate that the majority of students in the Arabic Language Education Study Program at Universitas Pendidikan Indonesia prefer the use of visual media, especially videos, in learning. They perceive the benefits of using visual media, such as increased learning motivation and better understanding of the material. Most respondents also feel assisted by the use of visual media, particularly animated videos, in learning Arabic. Although most respondents only occasionally use visual media in learning, the majority of them feel assisted and understand the material well.
Tini dan Sidiq 2023[31]	Al-Mi'yar : Scientific Journal of Arabic Language Learning and Linguistics	The research findings indicate that the implementation of Arabic language-based audiovisual media with animation can enhance students' listening skills. Through the use of this media, students become more enthusiastic and motivated in learning, facilitating their understanding of the material. Arabic language-based audiovisual media with animation yields positive results in improving students' motivation and academic achievement.

Based on the research findings from the four journals obtained, it is evident that the use of animated film media in Arabic language learning has a significant positive impact on students' vocabulary mastery and language skills. At MTs Plus Al Hidayah Kroya, the use of animated film media has proven effective in improving students' mastery of Arabic vocabulary. The gain test results show that the experimental class using animated film media experienced a much higher increase in vocabulary mastery (0.722) compared to the control class (0.224). This indicates that the use of animated media can make learning more engaging and help students remember new vocabulary more easily[32]

The research at MTs Mathla'ul Anwar Cemplang also yielded similar results, where the use of animated video media significantly influenced the improvement of seventh-grade students' vocabulary mastery. With a t-value of

[29] Lifya Nidaul.

[30] Marsaa Setiana et al., "Pengkajian Penggunaan Media Dalam Pembelajaran Bahasa Arab Oleh Mahasiswa Pendidikan Bahasa Arab 2023," *Jurnal Ilmiah Dan Karya Mahasiswa* 2, no. 1 (2024): 301–10, https://doi.org/10.54066/jikma.v2i1.1436.

[31] D Dwita, "Pengaruh Penggunaan Media Video Animasi Terhadap Peningkatan Penguasaan Mufrodat (Kosa Kata) Pembelajaran Bahasa Arab Peserta Didik Kelas VII Mts Mathla'ul Anwar Cemplang Tahun Pelajaran 2022/2023," *Shawtul Arab : Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2023): 20–34.

[32] Dwita.

10.949 greater than the t-table (1.668) and significance of 0.000 < 0.05, it is clear that the use of animated videos as a learning media is highly effective. Students demonstrated a significant increase in vocabulary mastery after receiving treatment in the form of learning with animated video media. This indicates that animated media not only captures students' attention but also enhances learning effectiveness[33].

Additionally, research at the Arabic Language Education Study Program of Universitas Pendidikan Indonesia shows that students prefer the use of visual media, especially videos, in Arabic language learning. Visual media such as animated videos not only enhance students' learning motivation but also help them understand the material better. Although the use of visual media is still irregular, the majority of students feel assisted and find it easier to understand Arabic language learning materials[34]. This indicates the significant potential of using animated media to improve the quality of learning at a higher level [35].

The implementation of Arabic language-based animated audiovisual media also shows positive results in improving students' listening skills[36]. By using this media, students become more enthusiastic and motivated in participating in learning activities, and they find it easier to understand the material presented. The use of animated audiovisual media not only enhances students' language skills but also their motivation and academic achievement. Motivated students tend to achieve better learning outcomes, thus the use of this media is highly recommended in Arabic language learning[37].

Overall, the synthesis of the four studies shows that the use of animated film media in Arabic language learning is very effective in improving vocabulary acquisition and other language skills. Cartoon movie media makes learning more interesting, increases student motivation, and facilitates understanding of the material. Therefore, it is recommended to educators to use cartoon film media more often in Arabic language learning to improve the quality of education and student learning outcomes.

An in-depth discussion of these findings is in line with previous research on the benefits of multimedia in language education. However, this study specifically highlights the effectiveness of animated films in Arabic language

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[33] Nur, "Efektivitas Penggunaan Media Film Kartun Terhadap Peningkatan Maharah Al-Kalam Peserta Didik."

[34] Sri Handayani and Syafi'i, "Pemanfaatan Video Animasi Youtube Untuk Meningkatkan Pengembangan Maharah Istima' Bahasa Arab," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2022): 104–15, https://doi.org/10.30997/tjpba.v3i2.6138.

[35] Norhayati, "Persepsi Pelajar Terhadap Penggunaan Animasi Dalam Pembelajaran Bahasa Arab."

[36] Handayani and Syafi'i, "Pemanfaatan Video Animasi Youtube Untuk Meningkatkan Pengembangan Maharah Istima' Bahasa Arab."

[37] Nur, "Efektivitas Penggunaan Media Film Kartun Terhadap Peningkatan Maharah Al-Kalam Peserta Didik."

learning at the secondary school level, in the aspects of creativity, interactivity, and learners' attraction to Arabic language learning through cartoon films. By demonstrating the effectiveness of cartoon film media in secondary schools, the novelty and importance of this study paves the way for future research and practical applications in diverse educational settings.

CONCLUSION

The advancing digital era brings numerous innovations across all aspects of life, including education. The presence of digital technology aids educators in developing ideas and creativity in the teaching and learning process through various educational media. Animated films are a learning tool used to keep up with the current advancements. The role of animated films in the learning process provides an attractive and effective alternative to address the challenges of education in the digital era. By wisely utilizing cartoons, educators can create dynamic and innovative learning environments that align with the demands of today's technological advancements. The use of technologically updated educational media greatly influences students' learning outcomes. Employing the appropriate educational media can facilitate students' understanding of the material and can be adjusted to meet the needs and changes of the current era.

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