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Effectiveness of Arabic Video Animation in  
Improving the Mastery of Arabic Vocabulary

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**Abstract:** *This study was to determine the effectiveness of the KineMaster-based animated video to improve the vocabulary mastery of Arabic for eighth grade students at MTs. Nurul Huda Ketambul, Tuban, East Java.. This research used an associative quantitative approach. The population in this study was class VIII MTs Nurul Huda Ketambul, Tuban, which consisted of one class. The sample of this research was class VIII with a total of 21 students, and this study used a quota sample that only used one class in the study. While the research data collection was a test (pre test and post test) and a questionnaire. Analysis of the data used in this study aimed to determine the significant results of the instruments used. The results of the research on the effectiveness of the KineMaster-based animation video to improve the vocabulary mastery of Arabic for eighth grade students of MTs Nurul Huda Ketambul, Tuban, were effective in improving students' mastery of Arabic vocabulary, even though it was included in the medium category 56.60%. The categorization is based on Archambault's normalized Gain criteria table. This shows a significant value for the KineMaster-based animated video to improve students' mastery of Arabic vocabulary which proved to be quite effective.*

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## A. INTRODUCTION

In the current era of globalization, the presence of technology can improve and improve the quality of education quality. Basically, education encourages humans to develop the potential that exists in humans themselves in order to deal with changes that occur due to advances in technology and science. In the world of education, the utilization of information and communication technology is one of the most influential revolutions for student learning achievement.<sup>1</sup>

Improving the quality of education starts from teachers as educators and teachers, because teachers are the focal point of attention in implementing learning activities. This is because teachers are part of the education component that is directly related to the condition of their students, so that teachers become an important component in improving the quality of education.

Arabic has a special feature compared to other languages, because of the high quality of literary value for those who are proficient in it and Arabic is also destined to be the language of the Al-Qur'an that communicates the word of Allah. Because in it there is an amazing language *uslub* for humans and no one is able to match it<sup>2</sup>. Arabic as a religious language means that understanding religious teachings correctly is a must for its adherents.<sup>3</sup>

Arabic and the Al-Qur'an are also an inseparable unity between the two, the reason is that when learning the Al-Qur'an, one of the first steps that must be learned and mastered is Arabic. Arabic is also a language at the international level and is recognized by the whole world, therefore it is not an exaggeration if learning Arabic also needs to get encouragement and attention from elementary to tertiary level to be taught and developed according to the level of ability and understanding of the participants. students. The purpose of learning Arabic is to master the knowledge of language and Arabic language proficiency, such as *muthâla'ah*, *muhâdatsah*, *insyâ'*,

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<sup>1</sup> Fauzi M. F, Anindiati I, E-Learning Pembelajaran Bahasa Arab, UMM Press (Malang:2020), 25

<sup>2</sup>Hidayat, N. S. (2012). Problematika Pembelajaran Bahasa Arab. *An-Nida'*, 37(1), 82-88.

<sup>3</sup>Septiani, V. (2017). *Penerapan Metode Bernyanyi Dalam Pembelajaran Bahasa Arab Di Mts Al-Hidayah Purwokerto Barat*. IAIN

*nahwu* and *sharaf*, so as to obtain four aspects of language proficiency, namely: listening proficiency, reading proficiency.<sup>4</sup>

One of the factors that causes the unsuccessfulness of learning Arabic is the media that does not support students to learn Arabic.<sup>5</sup> As for the problems of learning Arabic, especially at MTs Nurul Huda Tuban, according to the results of observations made by researchers, several learning problems were found including: 1) the lack of understanding of students in learning Arabic subjects because the majority of students are graduates from public elementary schools so that students find it difficult to learn Arabic, 2) Students are not ready to participate in Arabic learning due to the complexity of the material that makes student learning motivation low, 3) students think that learning Arabic is a difficult thing and makes students become bored, 4) learning still uses conventional learning techniques or methods, meaning that learning still tends to be monotonous and teachers dominate the learning activities more.

In this case, the learning carried out by the Arabic teacher is still not able to build the potential of students and increase their mastery of Arabic subjects, because the learning process goes in one direction making it difficult to create creative, innovative and fun learning for students. Teacher-centered learning activities cannot give students the opportunity to explore their potential or their learning abilities. Therefore, in improving the quality of learning, creative, innovative learning is needed by the teacher to arouse students' enthusiasm for learning in participating in classroom learning because the learning process goes in one direction making it difficult to create creative, innovative and fun learning for students.

Teacher-centered learning activities cannot give students the opportunity to explore their potential or their learning abilities. Therefore, in improving the quality of learning, creative, innovative learning is needed by the teacher to arouse students' enthusiasm for learning in participating in classroom learning. The learning process goes in one direction, making it difficult to create creative, innovative and fun learning

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<sup>4</sup>Ridwan, R., & Awaluddin, A. F. (2019). Penerapan Metode Bernyanyi Dalam Meningkatkan Penguasaan Mufradat Dalam Pembelajaran Bahasa Arab Di Raodhatul Athfal. *Didaktika: Jurnal Kependidikan*, 13(1), 56-67. doi: 10.30863/didaktika.v13i1.252

<sup>5</sup>Fahrurrozi, A. (2014). Pembelajaran Bahasa Arab: Problematika dan Solusinya. *Arabiyat*, 1(2), 162. doi: 10.15408/a.v1i2.1137

for students. Teacher-centered learning activities cannot give students the opportunity to explore their potential or their learning abilities. Therefore, in improving the quality of learning, creative, innovative learning is needed by the teacher to arouse students' enthusiasm for learning in participating in classroom learning.

To improve the quality of teacher learning as educators as well as teachers, teachers are required to be able to create learning in class that is as interesting as possible so that students can concentrate and be interested in the learning process. In the learning process a teacher must be able to present the material in an interesting form, because many students consider the lesson to be a scourge for him, so students are very lazy to follow the eyes of this learning.<sup>6</sup> As said by Bambang, et al<sup>7</sup> that teaching skills and skills are problems in the pedagogy realm that are often found in learning activities. The use of learning media in the classroom can help teachers to foster interest in learning and make it easier for students to understand the material presented. The use of learning media in the classroom can make students more easily aroused and learning media is also able to provide a clear picture to students about the material they are learning.

Along with the development of the times and technology, human rights in every educational activity utilize technology as its main tool to support the effectiveness of learning activities.<sup>8</sup> One element of learning media that can provide stimulation for both student learning activities and student learning outcomes is video media. In the video media, there are a series of activities so that it indirectly encourages students to follow and practice the activity process independently. Learning by using video will have a positive impact on students in carrying out learning activities independently because when the media is used indirectly the students' senses will find it easier to catch and respond to the content or material displayed from the video media.

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<sup>6</sup> Rahmawaty, F. (2013). *Penggunaan Metode Menyanyi Dalam Rangka Meningkatkan Motivasi Belajar Pada Pembelajaran Bahasa Arab Bagi Siswa Kelas I SD Ta'mirul Islam Surakarta*. Universitas Muhammadiyah Surakarta,

<sup>7</sup> Riyanta B., et al., Pembelajaran Daring PTMA (2020), 84

<sup>8</sup> Fauzi, M. F., Fatoni, A., & Anindiati, I. J. T. A. (2020). Pelatihan Peningkatan Kualitas Evaluasi Pembelajaran Bahasa Arab Berbasis Information Dan Communication Technology (Ict) Untuk Pengajar Bahasa Arab. 5(2), 173-181.

The use of technology for educational purposes will have a positive impact on the learning outcomes of students.<sup>9</sup> By utilizing technology and then developing it as varied and innovative as possible, it will make the learning atmosphere more enjoyable so that students can easily understand the material presented by the teacher, especially in mastering Arabic vocabulary. To be able to improve mastery of Arabic vocabulary, researchers developed a video in the form of an animated video by utilizing an editor application software in the form of a KineMaster which is expected to make it easier for students to master the material presented in the form of Arabic vocabulary developed in the form of an animated video that can make learning become interactive, innovative and fun for students at MTs Nurul Huda Ketambul, Tuban.

Referring to previous research that in this case the same research was conducted by Adkhar<sup>10</sup> the study used animated videos on its learning activities, the same research was conducted by Jamilah<sup>11</sup> that in learning activities also require learning media in order to make an impact on learning activities, especially Arabic vocabulary. The same research was conducted by Munandar<sup>12</sup> that in this study use video editors to improve students' understanding of specific subjects. The same research was conducted by Hasan and Baroroh<sup>13</sup> in developing a product to provide an easier understanding of Arabic lessons this researcher uses video editor. In this case, this research is expected to be contribute in the world of education in general and in students in particular, and students in this case with this medium are expected to easily understand the Arabic vocabulary. Because basically this medium is an instrument that can help and facilitate students in understanding vocabulary effectively, so that in the end students do not just stop in memorizing conventionally that it does not impact massif in understanding

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<sup>9</sup>Dariyadi, M. W. (2018). Penggunaan Software "Sparkol Videoscribe" sebagai Media Pembelajaran Bahasa Arab Berbasis ICT. *Prosiding Konfererensi Nasional Bahasa Arab*, 4(4), 272-282.

<sup>10</sup> Adkhar, B. I. (2015). *Pengembangan Media Video Animasi Pembelajaran Berbasis Powtoon pada Kelas 2 Mata Pelajaran Ilmu Pengetahuan Alam Disd Labschool Unnes*. Universitas Negeri Semarang,

<sup>11</sup> Jamilah, N. (2019). Pengembangan Media Pembelajaran Power Point Ispring Presenter Pada Materi Kosakata Bahasa Arab Peserta Didik Kelas V MI Tarbiyatul Athfal Lampung Timur. *al Mahāra: Jurnal Pendidikan Bahasa Arab*, 5(1), 141-150. doi:<https://doi.org/10.14421/almahara.2019.051-08>

<sup>12</sup> Munandar, Y. (2018). *Pengembangan Media Pembelajaran Berbasis Sparkol Videoscribe pada Mata Pelajaran Akidah Akhlak di MTSN 02 Raman Utara Kabupaten Lampung Timur*. UIN Raden Intan Lampung,

<sup>13</sup> Hasan, A. A., & Baroroh, U. (2020b). PENGEMBANGAN MEDIA PEMBELAJARAN BAHASA ARAB MELALUI APLIKASI VIDEOSCRIBE DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA. *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab dan Pembelajarannya*, 9(2), 140-155. doi:<http://dx.doi.org/10.22373/lis.v9i2.6738>

Arabic. The background problems described above, the problem that solved by the researcher is the effectiveness of KineMaster-based animated videos to improve the vocabulary mastery of Arabic for eighth grade students of MTs Nurul Huda Ketambul, Tuban.

## **B. METHODS**

This study used a quantitative approach. The method used in quantitative research was used to examine certain populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing predetermined hypotheses. The type used in this research was associative quantitative research that was used to see the effect or causal relationship between two or more variables. This study used a population, namely all students of class VIII MTs Nurul Huda Tuban totaling 21 students. And the sample taken in this study was class VIII A, that consisted of 21 students. This type of sampling using Quota Sample. Techniques in collecting data in this study were to use tests and non-tests.

### **a. Test**

Regarding the test, there are various forms of tests used in measuring student ability as a form of evaluation of learning both individually and in groups, which are used to collect data by researchers. For data collection, researchers used a test in the form of an achievement test or achievement test.

For the test technique, the type of test used to measure the level of vocabulary mastery was a multiple choice objective test with five alternative answers. To collect the processed data, students were given a questionnaire, a test of mastery of Arabic vocabulary. The test material was adjusted to the material taught in schools and the curriculum used in schools.

### **b. Questionnaire**

To find out the results of the research, the researcher used the questionnaire method, the questionnaire itself was used to measure students' interest in the animated video developed and to what extent the success rate of the learning

process took place by presenting an audiovisual-based Arabic learning video learning display in class VIII MTs Nurul Huda Ketambul, Tuban.

## **C. RESULT AND DISCUSSION**

### **1. Research result**

#### **a. Test (related samples)**

Paired sample T test is used to see if there is an average difference between two variables that are paired or related. In this case the association with this study researchers wanted to know if there is an influence of animated videos on the mastery of Arabic vocabulary of grade VIII students? Furthermore, to determine whether or not the influence exists, the teacher performs two tests with the aim of knowing the student's learning outcomes. By conducting two tests, the teacher has two student learning results namely pretest and posttest (this is called a paired sample).

In this study, the distribution of research instruments in the form of questionnaires and tests was carried out twice, namely the pretest and posttest. The purpose of distributing questionnaires is to find out how students respond to learning using learning media in the form of animated videos. Meanwhile, the purpose of distributing the test (pre-test and post-test) is to see the significant level of success in learning Arabic vocabulary before and after showing the animated video to students. the implementation of animated videos on student learning was carried out after the questionnaire was distributed by the researcher.

The distribution of the questionnaire was not carried out face-to-face but by using a Google Form questionnaire, and the link was distributed by researchers on August 18, 2020, the distribution of this questionnaire was carried out with the intention of taking data before the study. And the distribution of the second questionnaire was carried out after the distribution of animated videos by researchers through teachers in online teaching and learning activities on September 8, 2020, the distribution was carried out with the intention of retrieving data after research on student responses or responses to learning media in the form of animated videos.

**Paired Samples Test**

	Paired Differences							
	Mean	Std. Deviation	Std. Mean Error	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 pre - post	24,524	12,440	2,715	30,187	18,861	9,034	20	,000

The table above explains that the t-count of the test value is 9.034, whose value is greater than the t-table 1.73406, whose probability value is >0.05, the result is proven to be true.

**b. Effectiveness Test**

To calculate the level of effectiveness of the development of animated videos in increasing mastery of Arabic vocabulary, it can be calculated using the N-Gain effectiveness formula as follows:

Gain index criteria:

Score	Category
(g) > 0.70	Category high
0.30 < (g) < 0.70	in moderate category
(g) < 0.30	low category

The effectiveness test in this study uses data obtained from pre-test and post-test data distributed to students, in which case the results obtained in this effectiveness test are 50,60% . In this case, the effectiveness test of the development of animated videos for students' mastery of Arabic vocabulary is effective in the medium category, namely 56.60% (score 0.30 < (g) < 0.70). The categorization is based on a table of Gain criteria according to Archambault. This demonstrates significant value for KineMaster-based animated videos to improve the mastery of students' Arabic vocabulary proven to be quite effective.



## 2. Discussion

Media has influenced various aspects of life, especially in today's world of education and its presence is considered to be applied in learning activities<sup>14</sup> learning media is a channel vehicle or learning message container. Learning media can be distinguished according to its ability to generate stimuli in the senses of vision, hearing, taste, smell and taste, so that in general the characteristics of the learning media is that the media can be bathed, heard and observed by the five senses.<sup>15</sup> As for the Nurseto<sup>16</sup> statement submitting the Association for Education and Communication Technology (AECT) gives the term media that is all forms used for informational discography.

The media is also a supporting factor in the achievement of the purpose of learning activities. Something that can provide stimulus, draw attention to, feelings and thoughts of students during the teaching process is mentioned with the learning media<sup>17</sup>. As for the understanding of media described by Susilana, Si, and Riyana is a third parent (the teacher is a second parent). Thus a teacher can focus on other tasks that are more likely to lead the role as a teacher for example on activities that are of the nature of individual guidance or counseling to students in learning activities. In learning activities, the use of video is very appropriate to use in any learning, especially in the development of Arabic language.

Video is one of the most effective media for use in the learning process, whether it's individual, or group and bulk learning.<sup>18</sup> Video is an audio visual medium that has been circulating in the community and is in demand from students in learning activities, ranging from entertainment video types, knowledge, information, music,

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<sup>14</sup> Putri, W. N. (2017). Pengaruh Media Pembelajaran terhadap Motivasi Belajar Bahasa Arab Siswa Madrasah Tsanawiyah. *Lisania: Journal of Arabic Education and Literature*, 1(1), 5. doi:<http://dx.doi.org/10.18326/lisania.v1i1.1-16>

<sup>15</sup> Rismurdiyati, Suhendri, H., Leonard, & Supardi. (2016). Pengaruh Media Pembelajaran dan Minat Belajar terhadap Hasil Belajar Fisika. *Jurnal Formatif*, 2(1), 75.

<sup>16</sup> Nurseto, T. (2011). Membuat media pembelajaran yang menarik. *Jurnal Ekonomi dan pendidikan*, 8(1).

<sup>17</sup> Imamah, N. (2012). Peningkatan hasil belajar IPA melalui pembelajaran kooperatif berbasis konstruktivisme dipadukan dengan video animasi materi sistem kehidupan tumbuhan. *Jurnal Pendidikan IPA Indonesia*, 1(1). doi:<https://doi.org/10.15294/jpii.v1i1.2010>

<sup>18</sup> Busyaeri, A., Udin, T., & Zaenudin, A. (2016). Pengaruh penggunaan video pembelajaran terhadap peningkatan hasil belajar mapel IPA di MIN Kroya Cirebon. *Al Ibtida: Jurnal Pendidikan Guru MI*, 3(1). doi:DOI: 10.24235/al.ibtida.snj.v3i1.584

and historical stories can be easily witnessed.<sup>19</sup> Video has a variety of roles other than as a form of entertainment, video can also be functioned as a learning medium. So learning by using video will have a positive impact on students in conducting learning activities independently because at the time the media is used indirectly the student's sense tool will be easier to capture and respond to the content or material displayed from the video media. In this case many options for using video editor software but researchers chose KineMaster application in the creation of animated video.

Animation is a series of images formed and designed into a moving image.<sup>20</sup> An animated cartoon is a film that is hand-drawn or drawn with the help of a computer and is given motion effects or shape-changing effects that occur for some time to be shown on a cinema, television, or computer screen that has a specific storyline. According to the statement Utami (2011)<sup>21</sup> animation has 3 main features: (1) image-animation is a depiction; (b) movements-animations depicting a movement; (c) simulations-animations consist of objects created by drawing or other simulation methods.

Learning *mufradat* is very important for novice foreign learners because *mufradat* is the initial stage for learning Arabic and urgent for the four language skills namely listening, speaking, reading and writing.<sup>22</sup> In the process of learning a foreign language, vocabulary is an important aspect of all aspects of a foreign language that a protegee must to master it. Mastery or knowledge of vocabulary (*mufrodad*) has very important benefits, because mastery of vocabulary is beneficial for people who want to write or fabricate even learn Arabic<sup>23</sup>. Vocabulary is one of the elements of language that must be possessed by foreign language learners including Arabic. An adequate treasury of Arabic vocabulary can support a person in communicating and writing

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<sup>19</sup> Arsyad, A. (2011). Media pembelajaran. In: Jakarta: PT Raja Grafindo Persada.

<sup>20</sup> Adkhar, B. I. (2015). *Pengembangan Media Video Animasi Pembelajaran Berbasis Powtoon pada Kelas 2 Mata Pelajaran Ilmu Pengetahuan Alam Disd Labschool Unnes*. Universitas Negeri Semarang,

<sup>21</sup> Utami, D. (2011). Animasi dalam pembelajaran. *Majalah Ilmiah Pembelajaran*, 7(1).

<sup>22</sup> Afifah, N., Sunarto, S., Fauzi, M. F., Anindiati, I., & Nurdianto, T. J. J. A. B. J. J. P. B. A. (2020). The Implementation of Mimicry Memorization Method for Novice Students in Learning Arabic Mufradat. *12(2)*, 263-280.

<sup>23</sup> Nikmah, K. (2017). Penggunaan Teknik Bernyanyi untuk Meningkatkan Penguasaan Kosakata Bahasa Arab pada Anak Usia Dini. *Dar el-Ilmi: Jurnal Studi Keagamaan, Pendidikan, dan Humaniora*, 4(2), 173-187

with that language<sup>24</sup>. Thus, it can be said that speaking and writing which is the proficiency of language cannot be not, must be supported by the knowledge and mastery of a rich, productive and actual vocabulary. Therefore, researcher in this study used an animated video learning medium to improve the mastery of students' Arabic vocabulary in learning activities.

The implementation form of this research, as for the learning process, the researcher gave an animated video through the teaching teacher via the Google Drive link that had been distributed to students and not only that, because the learning was online, the teaching teacher instructed the students that the animated video was to be seen, studied and in understand and note what vocabulary is obtained in the learning video. After the distribution of the learning video, the researcher took the initiative to distribute an instrument in the form of questions, and the questions contained 20 questions that were adjusted to the material in the animated video.

This is also confirmed by the research conducted by Hasan and Baroroh (2020)<sup>25</sup> that this researcher uses the Sparkol Videoscribe software application to make learning media in the form of animated videos in increasing student learning motivation. To determine student learning motivation, researchers used pre-test and post-test in collecting and obtaining the research data. As according to Dian's theory, the objectives of learning Arabic vocabulary are: 1). Can introduce students to vocabulary that has never been heard. 2). Memorizing vocabulary is also able to provide training for students to pronounce Arabic letters properly according to the nature, as well as the way of issuing a letter. 3). With a lot of mastery of Arabic text(Dian, 2020)<sup>26</sup>. Overall, these three methods have been applied in the research process carried out by researchers. This is also supported by the statement Husna (2014)<sup>27</sup>that animation video learning media can improve students' Arabic vocabulary mastery in learning

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<sup>24</sup> Hijriyah, U. (2018). Analisis Pembelajaran Mufrodad dan Struktur Bahasa Arab di Madrasah Ibtidaiyah. In: CV. Gemilang Media Pradaban Gemilang.

<sup>25</sup>Hasan, A. A., & Baroroh, U. (2020). Pengembangan Media Pembelajaran Bahasa Arab Melalui Aplikasi Videoscribe Dalam Meningkatkan Motivasi Belajar Siswa. *لساننا (Lisanuna): Jurnal Ilmu Bahasa Arab dan Pembelajarannya*, 9(2), 140-155. doi: <http://dx.doi.org/10.22373/ls.v9i2.6738>

<sup>26</sup>Dian, R. (2020). *Metode Bernyanyi Dalam Meningkatkan Kemampuan Menghafal Mufrodad Bahasa Arab Pada Siswa Kelas Ii Mi Darul Hikmah Bantarsoka*. IAIN Purwokerto.

<sup>27</sup>Husna, N. (2014). *Penggunaan media audio visual kartun (Arab) untuk meningkatkan penguasaan kosakata bahasa arab siswa kelas VIII MTs AL-Khair Ambung Masbagik Timur Lombok Timur Tahun Pelajaran 2013/2014*. Universitas Islam Negeri Mataram.

activities. The results of the study can also be seen from the answers to the question items that were distributed, that students do not give up easily if they experience difficulties in learning Arabic vocabulary. In this case the animated video has a positive impact on vocabulary understanding in students.

#### D. CONCLUSIONS

The results of the research on the effectiveness of KineMaster-based animated videos to improve the vocabulary mastery of Arabic for VIII grade students of MTs Nurul Huda Ketambul, Tuban, were effective in improving students' mastery of Arabic vocabulary, even though it was included in the medium category, namely 56.60%. The categorization is based on Archambault's normalized Gain criteria table. This shows a significant value in learning media in the form of KineMaster-based animated videos to improve students' Arabic vocabulary mastery proved to be quite effective. Thus, this research contributes a considerable contribution to the problem of learning experienced by grade VIII students, one of which is conventional learning, by presenting a learning medium in the form of animated videos in hopes of being able to provide interactive learning especially in Arabic vocabulary learning. For researchers can further research and develop more interesting products by taking from some of the materials in the student handbook using different and more innovative applications.

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