

THE EFFECTIVENESS OF USING ARABIC ANIMATED VIDEO MEDIA ON STUDENTS ' *MUFRADĀT* ABILITY AT MTs BINAUL MUHAJIRIN

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Abstract

This research is motivated by the low mastery of *mufradāt* among students due to the lack of use of interesting learning models and media, plus the background of students who generally have never studied Arabic in elementary school. This study aims to determine the vocabulary skills of class VII A students of MTs Bina'ul Muhajirin before and after learning using Arabic animated videos, as well as the effectiveness of this media in improving vocabulary skills. This study uses a single-group pretest-posttest design and a quantitative experimental research design. Population in study This is all over student Class VII A MTs Bina'ul Muhajirin numbering 30 people . Data collected through test choice double before and after learning using animated videos speak Arabic, then analyzed with the Wilcoxon test via SPSS. Findings study show that , with average score 55.67, ability vocabulary student before learn animated video content Arabic speaking is in category enough . And with score 92.33, average level vocabulary student after learn animated video content Arabic speaking is in category very high . Then results end show that learning using animated video media Arabic is used effectively For increase ability *vocabulary* student Class VII A MTs Bina'ul Muhajirin . The significance value in the Wilcoxon Test table illustrates this . (2-tailed) is at 0.00 <0.05 which indicates that learning using animated video media speak Arabic effectively .

Keywords: Effectiveness , Animated Video Media , Vocabulary

INTRODUCTION

In Arabic language learning, there are four language skills that students must have, namely; listening skills (*maharah al-istima'*), speaking (*maharah al-kalam*), reading (*maharah al-qira'ah*) and writing (*maharah al-kitabah*). In addition to these four language skills, there are also language elements that are no less important for every Arabic language learner to master, one of which is the element of *mufradāt* (vocabulary). As explained by Radliyah Zaenudin et al., that *mufradāt* (vocabulary) is the most basic part in learning a language because the essence of language is a group of *mufradāt* (vocabulary). (Syaiful Mustafa, 2020)

Vocabulary is one of the important elements in learning Arabic, the more Arabic vocabulary you master, the greater your chance of mastering all Arabic language skills, such as listening skills, speaking skills, writing skills, and reading skills. (Dwita, 2023)

A sufficient vocabulary in Arabic can certainly support someone to communicate or understand what is conveyed in this language. Therefore, expanding vocabulary, or *mufradāt*, is very important for language learning and for improving language skills that have been mastered. (Gowa, 2019)

Teaching media is a very important learning tool in conducting learning activities. Media comes from the Latin word 'medius' which literally means 'middle', 'intermediary' or 'introduction'. (Astuti, A. D., & Prestiadi, 2020) To meet the need for vocabulary acquisition, appropriate models and media are needed in the process of learning Arabic vocabulary. Animated films made in Arabic are one example of this learning approach.

Media plays an important role in education and is not only influenced by the conditional elements of the students . But influenced by factors external which includes factor family , environment schools , facilities and infrastructure , teacher strategies in teaching , models , methods and learning media used by teachers convey material . The role of media in the learning

process is also One unity that is not can separated from the world of education . Learning media can used For convey message from sender to recipient , stimulate thoughts , feelings , attention and interests Study students . (Talizaro Tafonao, t.t.). Therefore, teachers can use various kinds of audio and visual media to attract students' attention and increase their motivation to learn. Audio media is tools that can increase senses hearing through material recorded learning .

Visual media is defined as a medium that only can seen with eyes .. Of two understanding said , can concluded that audio visual media is more good and able interesting attention students . Because broadcast media can be enjoyed by the senses of hearing and sight with the naked eye, media that has advantages in both aspects is learning video media, one of which is animated video, because through this media, lesson material can be delivered in its entirety. (Abrilla, N., & Amini, 2021)

As for what is meant with animated video media is A object or a number of objects that appear move crossing the stage or changed shape , change size , change color , change turns and changes rounds others . (Sunandar, 2020) Animated video is a combination of moving audio-visual media. Audio visual media relies on sight and hearing . Children Study half from what is heard and seen . (Hikmah & Purnamasari, 2017) Animation is a visual that combines text, graphics, and sound in moving activities . Technology animation can make a still image becomes move so that seen as if they live , move , act and say . Animation used in multimedia for simulate difficult task done with video with use computer For make movement in various layers . (Pagarra H & Syawaludin, 2022)

Animation For help Study can come in various form , such as animation with voice story , animation with text explainer , animation without stories and animations with text explanation . Presentation learning in the form of picture motion and text will very burdensome visual processor in brain learners However audio processor no used .

Animated videos are chosen because they have a setting, characters, and the demands of events or events. The existing graphic elements also make the storyline experienced by the characters in it more extensive and interesting. Some of the advantages of this animation medium are that it can be used as a medium for improving various skills. Because of its attractive appearance , it is easy to understand. used , and can used many times, animated media very suitable For used in learning . (Pratama dkk., 2018)

One of the challenges faced in learning Arabic is how an educator is able to present material that can be optimally absorbed by his students (Amadi & Sholikha, Based on the results of initial observations, problems were found in class VII MTs Bina'ul Muhajirin in learning Arabic, because the background of the average student is not from Madrasah Ibtidaiyah (MI) or Islamic boarding school, of course this is a problem that must be studied because in Elementary School (SD) they do not study Arabic, so they do not have any knowledge at all about Arabic *vocabulary* . Meanwhile in learning Arabic in MTs is already enter a different level . To chase backwardness said , then required existence a model and media in learning Arabic

METHOD

Study This use use type study experiment with approach quantitative research quantitative is methods that can used in test theories through connection between variables that can measured with instrument study based on procedure statistics . (Adhi Kusumastuti dkk, 2020)

The research design used is *pre - experimental design* . Shape *pre - experimental* researcher 's design use is *One-Group Pretest-Posttest Design* . Study quantitative with design experiment (*One-Group Pretest-Posttest Design*) is the approach used For measure influence something treatment to One group subject . In design this , the same group given test initial (*pretest*) before treatment , then given treatment or *treatment* , and after That done test back (*posttest*) for know whether happen improvement or change after treatment given , design This aim For see effectiveness the treatment applied . (Dkk, 2020)

This design very suitable For used in study education , especially when evaluate impact direct something method or learning media to results Study students . One example is the application of Arabic animated video media to improve *the vocabulary skills* of seventh-grade students at MTs Bina'ul Muhajirin. In this case, students were given *a pretest* to measure *vocabulary mastery* before learning, then given learning using animated video media, and then *a posttest was conducted*. *The difference between the pretest and posttest scores* became the basis for determining whether the treatment had a significant effect.

Non- parametric statistical tests such as the Wilcoxon Signed-Rank test can used For analyze the collected data from both pretest and posttest. This test is used when the data is not normally distributed or ordinal scale, and is suitable for seeing significant differences between two measurements from the same group. The results of the analysis This used as base For make conclusion about success or effectiveness treatment . Approach quantitative like This make study more systematic , can measured , and can accountable in a way academic . (Sahid Raharjo, t.t.)

In an attempt obtain related data research , then researchers use a number of technique data collection as following . Observation : Observation and documentation facts needed by researchers called observation . Observation is base knowledge knowledge , because scientists Work based on data, namely fact about the resulting world of reality through activity observation . (Abubakar, 2021)Test: Test is method evaluation involving a series questions , statements , or tasks to be done done or answered by participants . (Rahim, 2020) In research this , test following done : test beginning aim For measure understanding student about material Arabic before teaching use of animated media speak Arabic against ability *mufradāt* . T es at the end action , with objective For know understanding and achievement Study student to material taught with learning using animated video media speak Arabic against ability *mufradāt* . Documentation: Documentation techniques is method collect data through review source written like books , reports , minutes meeting , notes daily and so on which contains data or required information researcher . (Abubakar, 2021) Compared with method other data collection methods This more easy . Data collection techniques with documentation collect data through document .

The analysis technique is the *Wilcoxon* test . *Wilcoxon* test frequently used as alternative from the *paired sample t test* . This is is not wrong, because if the research data You No normally distributed (through normality test) then the data considered No fulfil condition in testing statistics parametric especially the *paired sample t test* . Therefore that , it is necessary existence actions that must be taken done researchers so that the research data collected Still still can be tested or analyzed , namely with method do method statistics *non -parametric* .

RESULTS AND DISCUSSION

The results of the research conducted at MTs Bina'ul Muhajirin are the abilities of class VII A students at MTs Bina'ul Muhajirin before learning using animated video media can be seen as follows:

Pretest Results Tab

Pretest					
		Freque ncy	Per cent	Val id Percent	Cumu lative Percent
Valid	Very Low	5	16.7	16.7	16.7
	Low	6	20.0	20.0	36.7
	Enough	3	10.0	10.0	46.7

Tall	14	46.7	46.7	93.3
Very high	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source : Processed SPSS 22 Output Data (2024)

Seen from the table above show that 5 student including in category very low , 6 student including in category low , three student including in category enough , 14 student including in category height , and 2 student including in category very high . Students Class VII A MTs Bina'ul Muhajirin own ability sufficient vocabulary before learning using animated video media in Arabic. Results ability pretest average student vocabulary used animated video speak Arabic as following :

Formula : F/N

F= Total number of values

N= Total respondents

$F/N = 1670/30 = 55.67$

Can concluded that average student grades before learning using animated video media Arabic speaking is 55.67.

Indicator Table Evaluation

M ark	Category	Completeness
0-20	Very Low	Not Completed
21-40	Low	Not Completed
41-60	Enough	Completed
61-80	Tall	Completed
81-100	Very high	Completed

Average pretest results student before learning using animated video media Arabic is 55.67. If you look at the table above , then is in the category Enough .

“ And the result *posttest* in class VII A was obtained average student grades Class VII A MTs Bina'ul Muhajirin after learning using animated video media can seen as as follows : ”

Posttest Results Tab

Posttest				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Enough	2	6.7	6.7	6.7
Tall	4	13.3	13.3	20.0
Very high	24	80.0	80.0	100.0
Total	30	100.0	100.0	

Source : Processed SPSS 22 Output Data (2024)

Judging from the table above posttest results show that there are 2 students is in the category enough , 4 students is in the category high , and 24 students is in the category very high . So students Class VII A MTs Bina'ul Muhajirin very proficient in vocabulary after Study using animation media speak Arabic. . ”

" Can known that the total overall than mark *posttest* totaled 2770. For find the average ability *vocabulary* student Class VII A MTs Bina'ul Muhajirin after learning using animated video media speak Arabic with method as as follows : "

Formula : F/N

F= Total number of values

N= Total respondents

$F/N = 2770/30 = 92.33$

Can concluded that average student grades after learning using animated video media Arabic is 92.33. If you look at the table above , then is in the category very tall .

So learning using Arabic language animated video media effectively in increase ability *vocabulary* to students Class VII A MTs Bina'ul Muhajirin . In hypothesis testing use of animated video media Arabic speaking researcher using the *Wilcoxon Signed Ranks Test* which can seen in the table following :

Wilcoxon Signed Ranks Test Results Table

<i>Test Statistics ^a</i>	
	<i>Posttest-Pretest</i>
<i>Z</i>	-4,559 ^b
<i>Asymp . Sig. (2-tailed)</i>	,000

Source : Processed SPSS 22 Output Data (2024)

The significance value (2-tailed) of 0.000 is calculated based on the test results in the Wilcoxon test results table above. Because the significance value is less than 0.05 ($0.000 < 0.05$), it can be said that the vocabulary skills of grade VII students are effective with the use of Arabic animation videos. MTs Bina'ul Muhajirin students.

CONCLUSION

Based on the description above, regarding the effectiveness of using Arabic animated video media on *the vocabulary ability* of class VII A students of MTs Bina 'ul Muhajirin, it can be concluded that the level of students' Arabic vocabulary *ability* before using Arabic animated video media for pretest calculations, class VII A students of MTs Bina'ul Muhajirin received an average score of 55.67, which is in the sufficient category. In addition, the Arabic vocabulary ability of students in class VII A MT Bina'ul Muhajirin increased after using Arabic animated videos for posttest calculations; students received an average score of 92.33, which is very high for their category . . As shown in *Wilcoxon Signed Ranks Test* output table , students Class VII A MTs Bina'ul Muhajirin effective and successful increase ability vocabulary they with using animated videos speak Arabic. Sig value. (2-tailed) is 0.00–0.05

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