

Address : Tuesday Block No. 76 Rt/Rw
01/003 Jatitengah Village, Jatitujuh
District, Majalengka Regency, West Java


Email : arjijournal@gmail.com

Contact : 0821-4250-1527


Available at:

<https://journal.nahnuinisiatif.com/index.php/ARJI>

Volume 7 Number 4 Year 2025

 DOI : 10.61227

 E-ISSN : 2775-0787

 P-ISSN : 2774-9290



3264– 3274

The Implementation of Animated Video Media in Improving Arabic Vocabulary Mastery of Students at Madrasah Aliyah Ibadurrahman Stabat Langkat

Articles Submitted :

2025-11-09

Articles received :


2025-11-13

Published Articles :

2025-11-24

 Atzally Maharani Irtin^{1*}, Zahrodin Fanani², Joko Ariyanto³

 ^{1,2,3} Sekolah Tinggi Islam Al-Mukmin Ngruki Surakarta

 Email Correspondence : atzallymaharani@gmail.com

Kata Kunci:

Media video, penguasaan kosakata bahasa arab, belajar bahasa

Abstrak: Penelitian ini bertujuan untuk mengetahui implementasi media video animasi dalam meningkatkan penguasaan kosakata bahasa Arab pada siswa Madrasah Aliyah Ibadurrahman Stabat Langkat. Latar belakang penelitian ini berangkat dari permasalahan rendahnya penguasaan kosakata bahasa Arab yang berdampak pada keterampilan berbahasa siswa. Penggunaan metode pembelajaran konvensional yang cenderung monoton menyebabkan kurangnya motivasi dan antusiasme siswa dalam mengikuti proses belajar. Oleh karena itu, media video animasi diterapkan sebagai alternatif pembelajaran yang lebih menarik dan interaktif. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui observasi dan wawancara terhadap guru dan siswa. Hasil penelitian menunjukkan bahwa penerapan media video animasi dapat meningkatkan minat dan keterlibatan siswa dalam proses pembelajaran bahasa Arab. Visualisasi dan unsur audio dalam video animasi membantu siswa memahami makna kosakata secara kontekstual sehingga proses penguasaan kosakata menjadi lebih efektif. Selain itu, guru menjadi lebih inovatif dalam merancang pembelajaran berbasis teknologi yang sesuai dengan karakteristik peserta didik. Namun demikian, penelitian ini juga menemukan adanya hambatan berupa ketergantungan terhadap perangkat teknologi seperti proyektor, laptop, dan jaringan internet. Kendala teknis tersebut dapat mempengaruhi kelancaran proses pembelajaran apabila tidak diantisipasi dengan baik. Secara keseluruhan, penggunaan media video animasi terbukti efektif dalam meningkatkan penguasaan kosakata bahasa Arab serta mendorong

motivasi belajar siswa untuk berpartisipasi aktif dalam kegiatan pembelajaran.

Keywords:

video media, Arabic vocabulary mastery, language learning

Abstract: *This study aims to examine the implementation of animated video media in improving students' mastery of Arabic vocabulary at Madrasah Aliyah Ibadurrahman Stabat Langkat. The background of this research stems from the low level of Arabic vocabulary mastery, which affects students' overall language skills. Conventional teaching methods, which tend to be monotonous and text-based, often result in a lack of motivation and enthusiasm among students. Therefore, animated video media was introduced as an innovative and interactive alternative to enhance the effectiveness of Arabic language learning. This study employed a descriptive qualitative method with data collected through observation and interviews involving teachers and students. The findings indicate that the use of animated video media significantly increases students' interest and engagement during Arabic lessons. The integration of visual and auditory elements helps students understand vocabulary meanings in a contextual manner, making the learning process more effective. Furthermore, teachers become more creative and adaptive in designing technology-based learning activities suited to students' characteristics and learning styles. However, the study also found several challenges, including dependence on technological tools such as projectors, laptops, and internet connectivity. These technical constraints may hinder the learning process if not properly managed. Overall, the use of animated video media has proven to be an effective strategy for improving Arabic vocabulary mastery and fostering students' motivation to actively participate in language learning activities.*

Copyright © 2025, Authors

This is an open-access article under the CC BY-NC-SA 4.0



This work is licenced under a [Creative Commons Attribution-nonCommercial-shareAlike 4.0 International Licence](https://creativecommons.org/licenses/by-nc-sa/4.0/)

INTRODUCTION

Arabic is one of the essential subjects taught in Islamic educational institutions, including *madrasahs* from *Madrasah Ibtidaiyah* (elementary level) to *Madrasah Aliyah* (senior secondary level). Arabic is not merely a formal subject but serves as the primary linguistic medium for understanding Islamic teachings as embodied in the Qur'an and Hadith. Therefore, mastery of the Arabic language plays a fundamental role in shaping students' religious, intellectual, and cultural competencies.

According to (Setyowati & Anwar, 2023), Arabic language learning encompasses four key language skills: *maharah istima'* (listening comprehension), *maharah kalam* (speaking), *maharah qira'ah* (reading), and *maharah kitabah* (writing). These four skills are interrelated and depend heavily on a solid foundation of vocabulary mastery. As noted by (Habibillah & Fahyuni, 2024), the goal of Arabic learning is to enable students to interact, read, write, and comprehend the language in an active and communicative manner.

Vocabulary plays a central role in supporting these language skills. Naser (2022) emphasized that a strong vocabulary enables students to understand texts, listen effectively, and communicate more fluently. This aligns with the view of Humayro et al. (2022), who stated that sufficient vocabulary mastery is the key to effective language performance, encompassing both receptive (listening and reading) and productive (speaking and writing) aspects. (Meilizia et al., 2025)

However, in practice, Arabic vocabulary learning is often perceived as challenging and monotonous by students. Conventional teaching methods such as rote memorization or text explanation without engaging mediators tend to lower students' motivation to learn. This situation underscores the crucial role of teachers in selecting innovative and adaptive teaching methods and media that correspond to students' learning characteristics. (Susetiyo, 2022)

One of the most effective media in modern education is animated video-based learning media. This medium dynamically integrates visual and auditory elements to create engaging and interactive learning experiences. (Hasanah et al., 2024) found that animated videos can present information in a more vivid and contextual manner, thereby facilitating students' understanding of abstract material. Moreover, visually appealing animation enhances focus and memory retention of new vocabulary. (Bakker, 2020)

In addition, animated video media aligns with (Mayer, 2014) Cognitive Theory of Multimedia Learning, which asserts that learning becomes more effective when information is presented through a combination of text, images, and sounds. This dual-channel processing verbal and visual enhances learners' cognitive engagement and comprehension. Consequently, animation is not only aesthetically appealing but also supports cognitive processes that underlie effective learning.

Asserted that animated videos assist teachers in delivering material more efficiently while increasing student engagement during learning activities (Lestari et al.,

2023). Similarly, Unusa and Aquariza (2020) revealed that visual elements can motivate students and strengthen their memory retention of learning materials. Furthermore, (Liza et al., 2021) (Ashari & Zulherman, 2022), discovered that using *Kinemaster*-based animated videos significantly improved the Arabic vocabulary mastery of eighth-grade students.

Based on the foregoing discussion, it can be concluded that the use of animated video media in Arabic language instruction holds great potential to enhance students' vocabulary mastery. This medium not only assists learners in understanding words contextually but also fosters an enjoyable and meaningful learning environment. By integrating elements of play (*learning by playing*) and captivating visualization, students become more motivated and active participants in the learning process.

Therefore, this study, entitled "The Implementation of Animated Video Media to Enhance Arabic Vocabulary Mastery among Students of Madrasah Aliyah Ibadurrahman Stabat Langkat," aims to investigate the effectiveness of animated video media in improving students' Arabic vocabulary mastery and to analyze its implications for students' motivation and learning outcomes.

METHOD

This study employs a qualitative descriptive research method, which aims to provide a comprehensive and in-depth understanding of the observed phenomenon. According to (Creswell, 2017), qualitative research is an approach used to explore and understand the meaning that individuals or groups ascribe to a social or human problem. It emphasizes interpretation, contextual analysis, and the subjective experiences of participants. Similarly, (Miles et al., 2014) explain that descriptive qualitative research allows researchers to analyze data inductively while focusing on the richness of meaning rather than numerical generalization.

In this research, the qualitative descriptive method is applied to describe and interpret the implementation of animated video media in improving Arabic vocabulary mastery among students. The purpose of using this method is to obtain an in-depth description of the instructional process, learning experiences, and perceived effects of animated video media on students' vocabulary development.

Research Focus and Setting

This study focuses on the students of Madrasah Aliyah Ibadurrahman Stabat Langkat, an Islamic senior high school where Arabic is one of the core subjects. The research explores how animated video media influences students' motivation and comprehension in mastering Arabic vocabulary. The study emphasizes not only linguistic outcomes but also students' affective engagement during the learning process.

Participants and Sampling Technique

The participants in this study consist of students and Arabic language teachers at *Madrasah Aliyah Ibadurrahman Stabat Langkat*. The sampling technique used is

purposive sampling, where participants are selected based on specific criteria relevant to the research objectives (Sugiyono,2019) .The criteria include students who actively participate in Arabic classes using animated video media and teachers who have experience applying multimedia-based instructional strategies. This method ensures that data collected are representative of the research focus.

Data Collection Techniques

The primary data were collected through observation, interviews, and documentation.

1. Observation

Observations were conducted in Arabic learning sessions that utilized animated video media. The researcher observed the interaction between teacher and students, classroom engagement, and students' responses to the use of video animation. Emphasizes, observation allows the researcher to capture real-life behaviors and contextual dynamics that may not emerge through verbal responses.

2. Interviews

Semi-structured interviews were conducted with both teachers and students. This type of interview provides flexibility, allowing participants to express their experiences freely while enabling the researcher to probe further into key aspects (Brinkmann & Kvale, 2015) The interviews aimed to explore how animated videos affected students' interest, vocabulary retention, and motivation in learning Arabic.

3. Documentation

Supporting documents such as lesson plans, learning materials, and students' work samples were analyzed to strengthen the triangulation of data. Document analysis serves as a complementary technique to corroborate findings obtained from observations and interviews.

Data Analysis Technique

Data analysis in this research follows the interactive , consisting of three concurrent activities:

1. Data reduction, where data are selected, simplified, and categorized according to research themes;
2. Data display, involving the organization of data into descriptive narratives; and
3. Conclusion drawing and verification, where emerging patterns are interpreted and verified for validity.

To ensure the credibility of the findings, triangulation was employed by cross-verifying data from different sources and methods(Denzin (ed) & Lincoln, 2005) .The

researcher also used member checking by confirming findings with participants to enhance the trustworthiness and accuracy of interpretation.

Expected Outcomes

Through this methodological approach, the study aims to reveal the extent to which animated video media contribute to improving students' Arabic vocabulary mastery. The method also allows for understanding students' affective and cognitive responses, thereby providing valuable insights into effective Arabic language teaching strategies within Islamic educational contexts.

DISCUSSION

In the process of improving students' Arabic vocabulary mastery, teachers are required to carry out several essential preparatory steps before the learning implementation. These include preparing the instructional materials, selecting appropriate teaching strategies, and developing animated video media that align with the learning objectives. According to Arsyad (2020), the selection and preparation of learning media should be guided by pedagogical relevance, student characteristics, and the nature of the learning material. Well-designed instructional media not only serve as a teaching aid but also function as a cognitive tool that facilitates students' understanding of abstract linguistic concepts.

In preparing for Arabic language learning, the teacher plays a crucial role as a learning designer who integrates technology with pedagogy. As stated by (Mishra & Koehler, 2006) through the Technological Pedagogical Content Knowledge (TPACK) framework, effective integration of technology in teaching requires an understanding of the interplay between technology, pedagogy, and content knowledge. Therefore, in designing animated video materials, the teacher must ensure that the content corresponds with the students' learning needs and that the animation elements (visuals, narration, and text) support comprehension rather than distract from it.

The animated videos used in this study were developed to visualize basic Arabic vocabulary through everyday contexts. For instance, vocabulary related to daily activities, school environments, and Islamic expressions was presented using visual storytelling, background sounds, and Arabic narration to promote multi-sensory learning. According to (Mayer, 2014) Cognitive Theory of Multimedia Learning, such a multimodal approach enhances comprehension and memory retention because learners process information through dual channels verbal and visual.

Before the implementation of the media, the researcher conducted preliminary interviews with both teachers and students to explore their perceptions and experiences regarding Arabic vocabulary learning. The interviews provided valuable insights into the challenges faced by learners and the expectations toward the use of animated video media in improving vocabulary acquisition.

Based on the interview findings with students of *Madrasah Aliyah Ibadurrahman Stabat Langkat*, several key points emerged:

1. Limited Understanding of Arabic Vocabulary

Students reported difficulties in understanding Arabic vocabulary because it is considered a foreign language that is rarely used in their daily communication (Respondent MS). This aligns with Nation (2013), who emphasizes that foreign language learners often struggle with vocabulary retention due to limited exposure and contextual practice.

2. Lack of Motivation Due to Conventional Teaching Methods

Students expressed low enthusiasm for learning activities since the teaching approach primarily relied on textbook reading and rote memorization (Respondent AR). According to Dörnyei (2001), monotonous teaching strategies can weaken intrinsic motivation, particularly in second-language acquisition contexts.

3. Preference for Visual and Interactive Learning Media

Students indicated that they found it easier to understand lessons when teachers used visual or interactive media such as pictures or videos (Respondent AR). Visuals help establish mental connections between words and their meanings, supporting Paivio's (Paivio, 1991) which states that information processed through both verbal and visual channels is more effectively stored in long-term memory.

4. Positive Response to Animated Video Learning

Students expressed greater enthusiasm and concentration when learning through animated videos compared to conventional text-based lessons (Respondent MS). The visual movements, audio narration, and contextual illustrations provided through animation created a more enjoyable and engaging learning atmosphere. This finding supports (Wulandari, 2024), who found that animation-based learning increases student motivation and attention, particularly in language instruction.

The interviews with Arabic language teachers also revealed that they faced several challenges in maintaining student engagement during vocabulary learning sessions. Teachers admitted that while traditional methods such as drilling and translation exercises were useful for structure, they often failed to sustain students' interest. The teachers therefore acknowledged the potential of animated video media as an innovative instructional tool to transform vocabulary learning into a more dynamic, contextual, and student-centered experience.

Overall, the interview data highlight the gap between traditional and technology-enhanced learning approaches in Arabic instruction. The responses suggest that integrating animated video media into vocabulary learning can address motivational issues, enhance understanding, and promote more active student participation. These findings serve as the foundation for analyzing the impact of animated video

implementation on vocabulary mastery, which is further discussed in the subsequent section.

Figure 1.

No	Name	Score	information
1	MS	50	Not Passed
2	AR	40	Not Passed
3	PY	50	Not Passed
4	RZ	40	Not Passed
5	BD	40	Not Passed
6	NA	50	Not Passed
7	HI	50	Not Passed
8	RT	40	Not Passed
9	YY	40	Not Passed
10	AD	40	Not Passed

The results of the preliminary observation conducted before the implementation of animated video media showed that all ten students had not yet achieved a deep understanding of the Arabic vocabulary being taught. The application of animated video media, however, made students more enthusiastic and attentive in listening to the teacher's explanations. After the implementation of animated video media in the learning process, a second observation was carried out to assess the extent of improvement in students' Arabic vocabulary mastery.

Figure 2.

No	Name	Score	information
1	MS	80	Lulus
2	AR	90	Lulus
3	PY	80	Lulus
4	RZ	80	Lulus
5	BD	80	Lulus
6	NA	80	Lulus
7	HI	80	Lulus
8	RT	90	Lulus
9	YY	90	Lulus
10	AD	80	Lulus

The findings of this study reveal that the integration of animated video media in Arabic vocabulary learning significantly contributes to improving students' language mastery. The incorporation of animation-based visual materials transforms the traditional classroom into a more dynamic and engaging learning environment. This medium allows teachers to adopt a more innovative and student-centered teaching

approach, enabling them to explore a wide range of digital learning resources and audiovisual tools to enhance pedagogical effectiveness. As stated by (Mayer, 2014) the multimedia learning principle supports the idea that combining visual and auditory channels in instruction can strengthen students' cognitive processing, retention, and comprehension.

For students, the use of animated video media provides substantial benefits in understanding and memorizing new vocabulary. The visual representations, movement, and contextual audio narration help learners connect words with their meanings more concretely. This aligns with Paivio's Dual Coding Theory (1986), which explains that information presented through both verbal and visual modalities enhances memory recall and comprehension. Consequently, students experience a more enjoyable and meaningful learning process, as they are not only exposed to abstract linguistic elements but also to contextualized visual stimuli that reinforce understanding.

Furthermore, the presence of visual storytelling and narrative context in the animated videos encourages emotional engagement and curiosity. These affective factors are crucial in sustaining motivation, especially when learning a foreign language such as Arabic, which many students perceive as difficult or distant from their daily communication (Rahman & Alhawiti, 2022). The novelty of animated video-based instruction also stimulates students' intrinsic motivation and helps reduce learning anxiety a common barrier in second language acquisition

However, despite these promising advantages, several challenges were identified during implementation. The use of animated video media inherently increases technological dependency among teachers and students. The learning process requires stable access to electricity, laptops, projectors, and internet connectivity. In cases of power outages or unstable networks, the continuity of learning activities can be disrupted, leading to reduced instructional effectiveness. Additionally, overreliance on video-based content can shift classroom dynamics from active to passive learning if not balanced with teacher-student interaction. When students primarily focus on the audiovisual presentation, opportunities for oral communication, questioning, and feedback may decrease, which could result in less interactive and dialogic learning experiences.

To mitigate these challenges, teachers are encouraged to apply blended learning strategies, combining animated videos with interactive discussions, vocabulary games, and peer collaboration. Such integration can maintain the engaging qualities of digital media while preserving essential communicative and social aspects of language learning. The results of this study thus highlight that animated video media, when used strategically, not only improves vocabulary acquisition but also promotes multi-sensory learning, emotional engagement, and cognitive development, making it a valuable pedagogical innovation for Arabic language education in the 21st century.

CONCLUSION

The conclusion drawn from this study is that the use of animated video media in the learning process presents a new challenge as well as an opportunity for teachers to create a more engaging and dynamic classroom atmosphere, particularly for students. The integration of this media encourages teachers to design lessons that are both interactive and visually stimulating. Moreover, the introduction of this innovative learning method is expected to enhance students' enthusiasm and motivation in acquiring new knowledge, thereby improving their mastery of Arabic vocabulary. The use of animated videos proves to be an attractive and effective approach to making Arabic language learning more enjoyable and meaningful. For teachers, it is recommended to combine animated video media with other instructional strategies to avoid monotony and maintain students' engagement throughout the learning process. Blending animation-based instruction with complementary methods such as discussions, individual practice, and collaborative activities can foster deeper student participation and comprehension. For students, it is suggested to continue developing their Arabic vocabulary knowledge through a variety of sources, including reading materials, digital media, and online resources. By doing so, students can maximize the benefits of animated video learning and further strengthen their vocabulary acquisition and overall Arabic language proficiency.

REFERENCES

- Ashari, H. M. W., & Zulherman, Z. (2022). The Effect of Using The Kinemaster Video Application Among Elementary School Students: Extending The TAM Model. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), 5573–5586. <https://doi.org/10.35445/alishlah.v14i4.2046>
- Bakker, B. (2020). Learning Arabic Vocabulary: The Effectiveness of Teaching Vocabulary and Vocabulary Learning Strategies. *Journal of Higher Education Theory and Practice*, 20(10). <https://doi.org/10.33423/jhetp.v20i10.3662>
- Brinkmann, S., & Kvale, S. (2015). *InterViews: Learning the Craft of Qualitative Research Interviewing*. SAGE Publications. <https://uk.sagepub.com/en-gb/eur/interviews/book239402>
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Denzin (ed), N. K., & Lincoln, Y. S. (2005). *The SAGE Handbook of Qualitative Research*. SAGE.
- Habibillah, E., & Fahyuni, E. F. (2024). IMPLEMENTASI MEDIA GAMBAR DALAM PENGUASAAN KOSAKATA BAHASA ARAB UNTUK MENINGKATKAN HASIL BELAJAR SISWA SEKOLAH DASAR. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 9(04), 529–542. <https://doi.org/10.23969/jp.v9i04.17903>
- Hasanah, S. I., Masruchah, S., & Junaidi, M. R. (2024). PENGGUNAAN MEDIA VIDEO ANIMASI KARTUN UNTUK MENINGKATKAN PENGUASAAN KOSAKATA BAHASA ARAB PADA SISWA KELAS 5 DI MADRASAH IBTIDAIYAH MAMBAUL ULUM TEGAL

- GONDO MALANG. AR RAID, 1(2).
<https://jim.unisma.ac.id/index.php/ARRAID/article/view/25527>
- Lestari, D. A. P., Permata, S. D., & Mashuri, A. (2023). Membangun Karakter Religius Siswa Sekolah Dasar Melalui Pembiasaan Tadarus Al-Qur'an. *Primary: Jurnal Keilmuan Dan Kependidikan Dasar*, 15(1), 67–82.
- Liza, F., Rachmawati, M., & Shahrour, A. (2021). Fun Learning Arabic Speaking Skills Using Kinemaster Video. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 4(3), 363–372. <https://doi.org/10.22219/jiz.v4i3.17851>
- Mayer, R. E. (2014). Cognitive theory of multimedia learning. In *The Cambridge handbook of multimedia learning, 2nd ed* (pp. 43–71). Cambridge University Press. <https://doi.org/10.1017/CBO9781139547369.005>
- Meilizia, D. R., Yul, W., & Andrian, R. (2025). Immersive Learning through Audio-Visual Media: Reconstructing Arabic Language Teaching for the Digital Generation. *Lughawiyat: Jurnal Pendidikan Bahasa Dan Sastra Arab*, 8(2), 319–335.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis*. SAGE.
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108(6), 1017–1054. <https://doi.org/10.1111/j.1467-9620.2006.00684.x>
- Paivio, A. (1991). Dual coding theory: Retrospect and current status. *Canadian Journal of Psychology / Revue Canadienne de Psychologie*, 45(3), 255–287. <https://doi.org/10.1037/h0084295>
- Setyowati, D., & Anwar, N. (2023). Peningkatan Keterampilan Menulis dengan Menggunakan Media Video Animasi pada Siswa Kelas II di Madrasah Ibtidaiyah Bilingual Al Ikhlas Kepanjen. *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 4(4), 21–21. <https://doi.org/10.47134/emergent.v2i2.23>
- Sugiyono. (2019). *Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D*. Alfabeta.
- Susetiyo, A. (2022). Peningkatan Hasil Belajar Sejarah Kebudayaan Islam Menggunakan Model Discovery Learning. *EduBase : Journal of Basic Education*, 3(2), 170–178.
- Wulandari, R. F. A. (2024). *Implementasi Model Pembelajaran AIR (Auditory, Intellectually, Repetition) Pada Mata Pelajaran SKI di MA Syekh Abdurrahman Rabah Kecamatan Pademawu Kabupaten Pamekasan* [PhD Thesis, INSTITUT AGAMA ISLAM NEGERI MADURA]. <http://etheses.iainmadura.ac.id/7909/>