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Improvement of Learning Arabic Interest by Using Animation Video in Students' Junior High School

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Abstract

Learning interest plays important role in studying. Low interest may affect students' learning success. Author used animated videos as Arabic learning platform to determine the use of animated video in learning Arabic; and determine the supporting and inhibiting factors in the use of it in MTs Almaarif 02 Singosari Malang. This study employs qualitative descriptive method with data collection techniques through observation, interviews, questionnaires, and documentation. The sample is 28 students. The data analysis techniques are data reduction, data presentation, and drawing conclusions. The study results are: (1) this platform can increase students' interest in learning Arabic; (2) the supporting factors include: stimulating students' enthusiasm and motivation; assisting students to learn and memorize; and assisting teachers to present the material; (3) the inhibiting factors are: insufficient student network and internet limitations; not all material can be presented in the form of animated videos; and making animated videos requires sufficient skills.

Keywords: Animated Videos; Arabic; Learning Interest

Abstrak

Minat belajar memegang peranan penting dalam pembelajaran. Minat yang rendah dapat mempengaruhi keberhasilan belajar siswa. Penulis menggunakan video animasi sebagai platform pembelajaran bahasa Arab untuk menentukan penggunaan video animasi dalam pembelajaran bahasa Arab; serta mengetahui faktor pendukung dan penghambat dalam pemanfaatannya di MTs Almaarif 02 Singosari Malang. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, angket, dan dokumentasi. Sampelnya adalah 28 siswa. Teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian adalah: (1) platform ini dapat meningkatkan minat belajar bahasa Arab siswa; (2) faktor pendukung antara lain: merangsang semangat dan motivasi siswa; membantu siswa untuk belajar dan menghafal; dan membantu guru untuk mempresentasikan materi; (3) faktor penghambatnya adalah: jaringan mahasiswa yang tidak mencukupi dan keterbatasan internet; tidak semua materi dapat disajikan dalam bentuk video animasi; dan membuat video animasi membutuhkan keterampilan yang cukup.

Kata Kunci: *Video Animasi, Bahasa Arab, Minat Belajar*

A. Introduction

Language is a mental and physical phenomenon that only exists in humans. Humans are given a gift by God in the form of reason that can produce language as a tool to communicate using their body parts. Language is a common characteristic possessed by humans because language is useful as a tool in conveying information, feelings, ideas as well as expressions. With the development of the era, human languages are increasingly diverse, even if one country has more than one language. Based on this, several languages have been chosen by the United Nations as international languages for business, education, science, and diplomacy (Wicaksono, 2016). Mastery of foreign languages is a fundamental requirement needed to be able to face tough competition in the international world that covers these various fields. This is the reason behind the realization of foreign language learning in schools in Indonesia, one of which is learning Arabic.

Arabic is a subject that develops student's communication skills both orally and in writing. There are four language skills in learning Arabic, including listening skills (*mahārah al-istimā'*), speaking skills (*mahārah al-kalām*), reading skills (*mahārah al-qirā'ah*), and writing skills (*mahārah al-kitābah*). In addition to these four skills, there is also grammar (Nahwu) and Arabic morphology (Sharaf). Interest in learning is an important factor in the student learning process. If students feel that an activity is interesting, then they will pay attention to it, keep themselves busy and spend more time in the activity (Tavoosy & Jelveh, 2019). Interest in learning is an important factor in the student learning process. If students feel that an activity is interesting, then they will pay attention to it, keep themselves busy and spend more time in the activity (Lestari, 2015). Interest can also make students learn happily to get high satisfaction, students are able to study hard with full awareness and pleasant feelings (Sunarsih, 2019).

Based on observations made by researchers, not all students at MTs Almaarif 02 Singosari Malang have an interest in learning Arabic. This is indicated by the number of students showing symptoms that are contrary to the indicators of learning interest. Among the indicators of interest in learning are: interest, attention to learning, enthusiasm, feelings of pleasure, and student participation (Liu & Elms, 2019). The majority of students did not follow the whole lesson, did not do the assignments given by the teacher, were late for online classes, and were passive in learning.

The teacher's role is considered to have a very large impact on student learning success. The teacher is not only tasked with delivering lessons, but the teacher also serves as a motivator and generator of student learning interest (Hasanah, 2018). Teachers in the learning process need the right strategies and methods (Albrecht et al., 2018). In addition to strategies and methods, teachers also need learning media that are by the Distance Learning (PJJ) system so that learning can be carried out effectively and efficiently. According to observations made by researchers, researchers found that teachers only use Whatsapp and Student Worksheets (LKS)

2013 curriculum as media, this has a direct impact on students' lack of motivation and interest in Arabic.

In addition, as has been suggested by the government regarding learning during the pandemic, school teaching and learning activities had to be transferred to PJJ. This is supported by the Government Regulation of the Republic of Indonesia regarding Large-Scale Social Restrictions (PSBB) in the context of accelerating the handling of Covid-19 (Peraturan Pemerintah Republik Indonesia No 21, 2020) and the Circular of the Minister of Education and Culture regarding education policies in the emergency period of the spread of Covid-19 (Surat Edaran Mendikbud No. 4, 2020). The existence of this new learning system causes many students still have to adapt.

Regarding the problems that have been mentioned, the use of more innovative learning media is needed to increase student's interest in learning Arabic. One of the media that can be applied in learning Arabic is animated video. Teacher creativity in planning and implementing learning in the form of media selection and skillful use of media can attract student's attention and interest (Darmadi, 2017). It is also able to have a good impact in the form of student enthusiasm during learning activities. The interest shown by students can cause feelings of pleasure and interest. Students show an attentive and positive attitude so that it can affect student achievement (Albrecht et al., 2018).

Animated video media can be a solution to overcome the problem of interest in learning with effectiveness of 8.13% compared to conventional media (Kurniawan, 2015). Learning with conventional nature feels less fun and monotonous if learning is centered on teachers and books only (Negara et al., 2019). Animated video media encourages students senses to be more active and develop their imagination. In addition, animated video media also teaches students how to interact using foreign languages properly and correctly (Ariffin & Samsudin, 2017).

Animation in the form of processing images and sounds that are combined to cause the effect of moving following a predetermined path every time (Istiqlal, 2017). Each of these images gives meaning to us as viewers. Animated video is multimedia in the form of a combination of images and sound so that it can be used for learning various topics or discussion themes (Akhmetshin, 2018). Judging from the needs of students in understanding Arabic material, animated video media is considered suitable to support the Arabic learning process (Hidi & Ainley, n.d.).

One of the characteristics of animated videos is the appearance of animated characters or objects that seem to live in a conversation or oral speech (Fariṣṭa & M, 2018). With the impression of life, learning Arabic with animated videos can attract students' focus so that learning activities feel more fun (Aburezeq & Ishtaiwa, 2013). Animated videos can be an appropriate learning media to increase student interest in learning because they can help simplify the process of receiving messages and can attract students' attention (Liu & Elms, 2019).

In making animated videos, researchers use the Plotagon application. The Plotagon application can be easily accessed for free via mobile phones, does not require special training, that is, it is enough to choose the character and the setting, make a conversation, and choose the appropriate expression below (Salma, 2018). Based on the situation of students who are not interested in learning Arabic during the Covid-19 pandemic and the selection of learning media that is not appropriate, researchers hope that the use of innovative media in the form of animated videos can motivate and increase students' interest in learning Arabic.

B. Method

This study was conducted with the aim of knowing the use of animated video as a medium for learning Arabic as well as to find out what factors support and hinder the use of animated video media. The approach used is qualitative with descriptive qualitative research. The data presented are in

the form of words, written and oral sources obtained from primary data and secondary data (Rijali, 2019).

This study uses a qualitative approach with a descriptive type. The method of data collection using observation, interviews, questionnaires, and documentation (Nassaji, 2015). Observations were made as an effort to determine students' interest in learning before and after using animated video media. Interviews were used to find out the information of the Arabic language teacher for class VIII MTs Almaarif 02 Singosari Malang about how the factors that support and inhibit the use of animated video media in learning Arabic. The questionnaire was conducted to determine the level of student interest in learning which includes concentration, activity, and feelings of pleasure of students. Documentation is used to complement and strengthen data that has been collected late. The data analysis process goes through several steps, starting from data reduction, data presentation, to concluding (Abdolghader Assarroudi, Fatemeh Heshmati Nabavi & Armat, 2018). Data reduction is useful for filtering the data to be processed. The presentation of data is useful for displaying and explaining the results of processed data. After the data is presented, the researcher concludes the data.

C. Result and Discussion

Researchers will present research data obtained from the findings of observations, interviews, questionnaires, and documentation that have been carried out at MTs Almaarif 02 Singosari from February 28, 2021, to March 1, 2021. After going through the presentation, all data acquisition will be discussed in-depth and in detail in order to achieve research purposes.

The results of the implementation of animated videos used as learning media for Arabic class VIII A MTs Almaarif 02 Singosari Malang in the form of several scenes including:



Picture 1. Display the initial scene of the animated video

Picture 1 shows the Arabic language sub-chapter along with the video title. Sub-chapter of written material related to speaking skills (maharah al-kalam) with the title Al-Hiwaru bayna Aisyah wa Hafshah. This initial scene is accompanied by music and movement in the detailed animative decorations in the background. Researchers use background details with various colors to stimulate students' attention and interest in the material to be delivered through animated videos.



Picture 2. Character recognition display

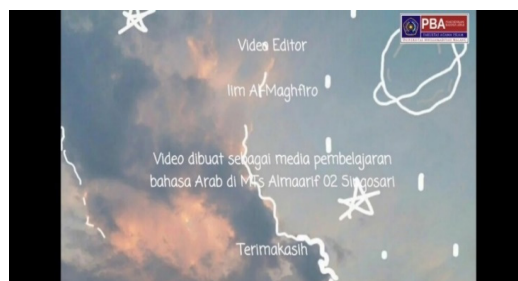
In the character recognition scene, the researcher displays the face and name of each character in the animated video. As shown in picture 2, a character named Aisyah is shown. This is intended so that students first understand who the characters are in the video so that when a conversation or monologue narration is delivered students are able to focus on the main material presented. The choice of monochrome color in the character introduction scene aims to make students understand that the scene is not included in the main material.



Picture 3. Conversation view in animated video

The conversation of the characters as shown in picture 3 is the main material that is delivered with animated video media. In this section, character talks, expressions, and body movements are shown, as well as taking pictures from different angles with place settings that match the theme of the material. The characters conversations are also displayed in the form of subtitles so that students can easily read them.

Character talks accompanied by expressions and gestures can give a lively effect to the characters in animated videos. This is intended so that animated videos can provide learning enjoyment and stimulate students' emotions in the form of feelings of pleasure and enthusiasm. The use of the background is adjusted to the material discussed, as well as taking backgrounds with various points of view aims to make it easier for students to understand the storyline and motivate students to understand the message conveyed.



Picture 4. Cover view in animated video

The closing part of the animated video in picture 4 shows ending credits in the form of voice actors' names, source of video scripts, video editors, thank you notes, and the logo of the University of Muhammadiyah

Malang..

Next, the researcher interviewed Mr. Affandi, S.Ag. as an Arabic teacher at MTs Almaarif 02 Singosari Malang. Data collection techniques in the form of interviews were taken to obtain data related to student interest in learning, teacher efforts in increasing student interest in learning, as well as supporting and inhibiting factors in the use of animated videos in increasing students' interest in learning Arabic. Regarding this, he explained:

“Students here seem to be bored with online learning, that's why some of the kids sometimes come in just to be absent, often late when collecting assignments, even some of the students have to call me one by one so they want to come in (Results of an interview with Mr. Affandi, S.Ag.).

Based on the answers from the Arabic language teacher above, the researcher assessed that the student's interest in learning Arabic during the PJJ process was low. This can be seen from the attitude of students who are contrary to the indicators of interest in learning. Then related to the factors that cause students' low interest in learning, respondents explained that:

“If I look around so far, maybe because this is the first time our school has PJJ, our children still feel foreign to both the online method and the media used. Yes, the learning feels less than optimal, sis” (Results of an interview with Mr. Affandi, S.Ag.).

As an Arabic teacher, he realizes that student's interest in learning is important in supporting the success of the teaching and learning process. Based on observations made by respondents, the low interest in student learning is influenced by internal factors in the form of student readiness in undergoing the PJJ process. In addition to internal factors, student interest is also influenced by external factors in the form of changes in learning methods and media.

As for the relationship with the media and the efforts that have been made by the teacher of related subjects, he revealed that:

"So far, we have only used WA as a medium of learning as well as communication with students, all students have WA. For learning, you still use LKS, so the material is fixed. If someone doesn't come in or doesn't collect assignments, I'll chat on the WA group or call. We have also never tried using media other than WA and LKS, sis, there are no other supporting media" (Results of an interview with Mr. Affandi, S.Ag.).

Based on the explanation given, the effort he made as a subject teacher if a student was indicated to be late, absent, or not doing his assignment was to be contacted via Whatsapp media. Teachers do not use media other than Whatsapp and LKS, so students feel uninterested and often ignore Arabic subjects.

After the animated video media that the researchers applied to learning Arabic, the following respondents related to the use of animated video media:

"I am very happy with this animated video, learning feels more fun. Students can access videos anytime and anywhere, this is very helpful. The material that is packaged also feels light with the depiction in the video." (Results of an interview with Mr. Affandi, S.Ag.).

Meanwhile, related to the factors supporting the use of animated videos as a medium for learning Arabic, he emphasized that:

"This pandemic condition makes PJJ a solution so that learning continues. Students who usually use gadgets just to play are now required to study. This animated video is easy to digest, can be repeated, so students don't get bored quickly. In addition, the material is easier to memorize." (Results of an interview with Mr. Affandi, S.Ag.).

On the other hand, the responses obtained regarding the factors that hinder the use of animated video media are:

"This media is very good, but we cannot equate all students' conditions. Some of them live in areas with poor signal, some have limited internet quota. Not all materials can also be used as videos, right, Ms. Besides

that, I also still need to learn more to be able to make something like that.” (Results of an interview with Mr. Affandi, S.Ag.).

From the statement above, the researcher concludes that the student's interest in learning Arabic in grade VIII A MTs Almaarif 02 is low due to the student's unpreparedness for the PJJ system that is applied. In addition, the learning media used are considered less interactive and interesting so that students tend to feel bored and do not pay attention during the learning process.

While the efforts made were only in the form of warnings that did not change the level of student interest in learning. Researchers found that learning Arabic online requires the existence of supporting media that can increase students' interest in learning.

Animated video media used by researchers can help increase student interest in learning. This is indicated by the easy delivery of material through the depiction of life-like characters and the flexible nature of the video. Not only that, but animated videos can also motivate and stimulate students' interest in learning and make it easier for teachers to deliver subject matter.

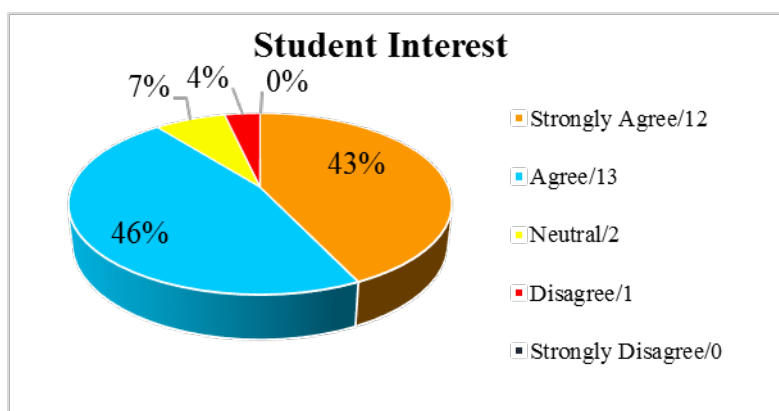
Several factors can be an obstacle in the use of animated videos, namely not all students have a good internet network, some students have a limited internet quota. In addition, not all materials can be presented in the form of animated videos and teachers do not have adequate skills in making animated video media.

Based on the results of interviews conducted at MTs Almaarif 02 Singosari Malang, it was found that there are supporting factors that influence the use of animated video media. Animated videos as Arabic learning media can make it easier for students to learn because they are used to using gadgets, the material in this form does not burden students and is more fun. In addition, animated videos can make it easier for students to remember and repeat the material, this is because the material can be accessed repeatedly so that it can arouse students' motivation and enthusiasm for learning.

Then from the side of the supporting teacher, animated videos can make it easier for teachers to present the material. The presentation of the material becomes shorter, can be used repeatedly, and the learning process is not only focused on the teacher.

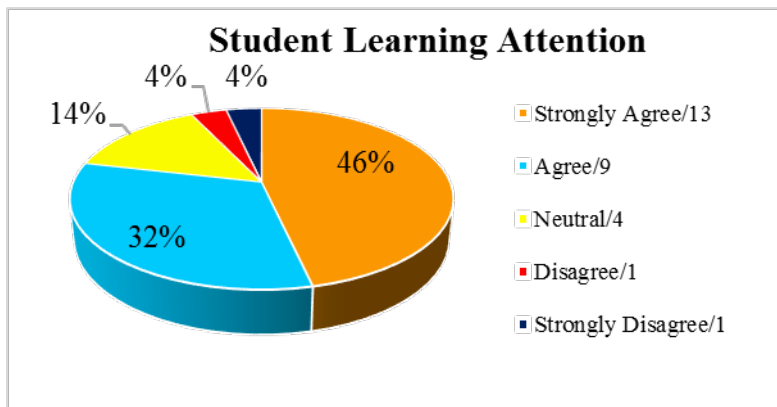
While the factors that can be an obstacle in the use of animated videos are that not all students have sufficient internet quota or a good internet network. Not all material in Arabic subjects can be presented in the form of animated video media. Teachers do not have sufficient skills to be able to create animated video media.

In addition to data obtained from interviews, researchers also used a questionnaire as a data collection technique. The following is processed data from the results of the questionnaire that has been distributed to students at MTs Almaarif 02 Singosari Malang on March 17, 2021. In the questionnaire, there are 10 question points that include 5 indicators of student interest in learning. The indicators are in the form of student interest, students' attention to learning, students' feelings of pleasure, student enthusiasm, and student participation. The data will be displayed in the form of a pie chart:



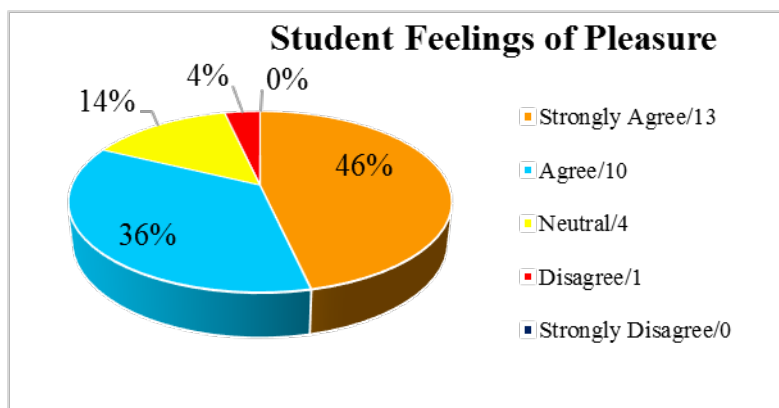
Picture 5. Student interest pie chart

Picture 5 displays data in the form of the percentage of student interest in the form of student interest in Arabic subjects and student participation in all learning until the time ends. The data obtained with responses strongly agree as much as 43% and agree as much as 46%, while disagreeing as much as 7%, disagree 4%, and strongly disagree 0%. Based on the diagram above, the majority of students are interested in learning Arabic.



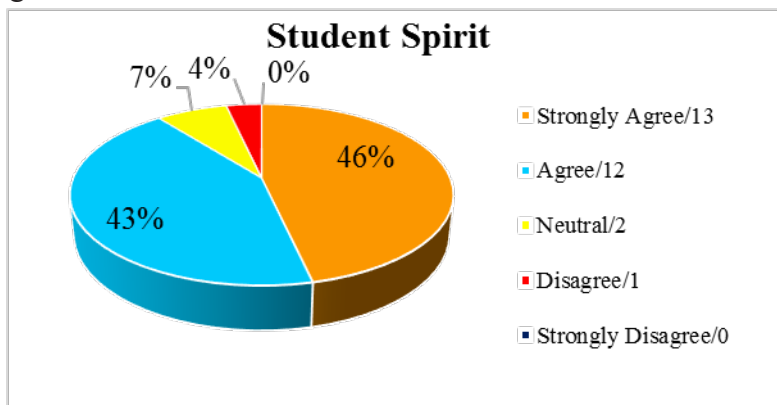
Picture 6. Student learning concern pie chart

The data displayed in the form of a pie chart in picture 6 presents the percentage of student learning attention in the form of student attendance before learning begins and student readiness before the subject matter is delivered by the teacher. Based on the data presented, the number of responses strongly agree as much as 46% and agree as much as 32%. While the number of responses disagreed 14%, disagreed 4%, and strongly disagreed 4%. This shows that most students always have a high learning interest.



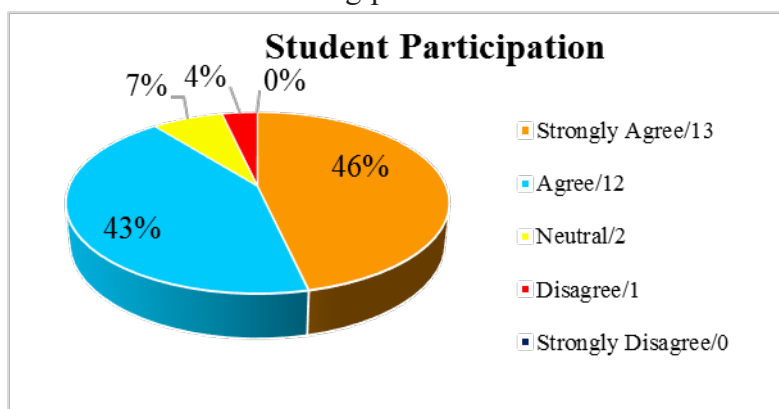
Picture 7. Pie chart of student's feelings of pleasure

The data shown in the pie chart in picture 7 shows whether students feel happy with learning Arabic in the form of students' efforts to get good grades in Arabic subjects and students' feelings of pleasure in reviewing the subject matter at home. According to data obtained from student responses, it can be seen that the number of responses strongly agree as much as 46% and agree as much as 36%. The number of responses that do not agree is 14%, and the response is 4% disagree and strongly disagree as much as 0%. Then, when observed, the majority of students tend to feel happy about learning Arabic.



Picture 8. Student spirit pie chart

The pie chart in picture 8 shows the spirit data in students in the form of student readiness when the teacher points to reading or answering questions and students' concerns if they are left behind in learning. Based on the data displayed, the number of responses strongly agree is 46% and agree 43%. The number of responses disagreed was 7%, disagreed 4%, and strongly disagreed 0%. So based on the most responses, students tend to be enthusiastic in the Arabic learning process.



Picture 9 Student participation pie chart

Picture 9 shows data in the form of the percentage of student activity in asking friends or teachers for material that is not understood and in doing the tasks given by the teacher as a form of student participation in learning Arabic. Data obtained from students with responses strongly agree as much as 39% and agree as much as 36%. Then the data in the form of responses disagree as much as 21%, disagree 4%, and strongly disagree as much as 0%. These data indicate that students actively participate in learning activities.

Based on the results of the questionnaire data analysis that the researchers distributed to the students of class VIII A MTs Almaarif 02 Singosari, the researchers found that there was a high interest in learning Arabic using animated video media. This is found from the sense of interest, pleasure, and enthusiasm felt by students during the learning process. In

addition, students pay high attention to the material presented and try to actively participate in teaching and learning activities.

The conclusion from the exposure to the questionnaire data on learning interest that the researchers shared was that the use of animated videos as a medium for learning Arabic was able to increase student interest in learning at MTs Almaarif 02 Singosari Malang. All aspects of the indicators of interest in learning are found in most students. These indicator aspects are the reference for the high interest in student learning.

Interest in learning is something that is needed in learning. Interest in learning can help students focus fully on learning (Tavoosy & Jelveh, 2019). In addition, students who have a high interest in learning will tend to be active during the learning process so that interest in learning can have an influence on student learning success (Hasnah, 2015). This can be seen from the indicators of interest in learning in the form of a tendency to focus and remember what is being studied continuously, feelings of love and pleasure towards the subjects of interest. There is a sense of pride and satisfaction, more interest in things that are of interest than other things, enthusiasm in doing what they are interested in, then manifested in the form of active participation in learning activities (Pratiwi, 2015).

Conversely, students who have low interest in learning will tend to feel bored with what they are learning. Students become passive in learning, and can affect student learning outcomes (Achru, 2019). The phenomenon of low student interest in learning appears in students of MTs Almaarif 02 Singosari Malang in learning Arabic. Symptoms related to low interest in learning will result in low student learning outcomes or not achieving learning objectives.

The level of student interest in learning can be influenced by internal and external factors (Hat et al., 2017). Based on the findings of the researcher, the low interest in learning of students at MTs Almaarif 02 Singosari Malang towards learning Arabic is triggered by internal and external factors of students. Internal factors are students who are not

ready to face the PJJ system during the pandemic. While external factors come from less innovative media and less than optimal teacher efforts in increasing student interest in learning.

The researcher found that learning media also had a big contribution to learning, especially to the level of student interest in learning. This is because the learning media plays an important function in explaining the meaning of the message conveyed to achieve the learning objectives properly (Widiyanto, 2018). It can be observed from the increase in students' interest in learning during the use of animated videos as a medium for learning Arabic that learning media has an effect on interest in learning.

The pace of civilization and the rise of advanced technology have had a major impact on the world of education (Kurniawan, 2015). In addition, the existence of PJJ as a new education system requires the completeness of physical and non-physical learning, both in the form of skills in terms of technology and the availability of adequate supporting infrastructure. So learning in these conditions requires a more innovative model, and utilizes information technology as a learning medium (Andarwati, 2019).

Researchers chose animated videos as Arabic learning media for students at MTs Almaarif 02 Singosari Malang as long as the PJJ system was implemented. The use of animated videos is supported by the characteristics contained in animated video media where animated videos can translate messages from certain ideas essentially, are simple, but can attract attention and give a strong impression. Animated videos are very suitable to be used as an explanation of a process and skill. In addition, animated videos can penetrate space and time, and can display images that exist in the past or the future (Astuti, 2015).

Then, animated video media has three functions that can increase students' interest in learning. The three functions are affective, cognitive, and compensatory functions. The affective function is able to generate interest and attention in students, the cognitive function can help make it easier for students to remember and memorize, while the compensatory

function can help students who are slow in digesting information (Johari et al., 2016). Supported by the characteristics and functions of the animated video, the researchers applied animated video as a medium for learning Arabic at MTs Almaarif 02 Singosari Malang.

The animated video displays several scenes, including the first scene in the form of an opening. In the opening of the animated video, some sub-chapters will be discussed and the title of the material is accompanied by animative decoration on a colorful and moving background to stimulate students' motivation and curiosity about the animated video material. Then in the second scene, there is a character introduction scene. Visuals and names of characters who play a role in monologue or dialogue narrative stories are displayed before entering the main material so that students recognize the animated video characters first and not be fooled or confused when entering the main material scene.

In the main material scene, a monologue narrative story or dialogue between the characters is displayed accompanied by Arabic subtitles. The material is packed with facial expressions and body movements of the characters to give a lively effect. Then in the last scene, an animated video cover is shown in the form of ending credits, thanks, and the logo of the University of Muhammadiyah Malang. The choice of colors, music, place settings and shooting angles are adjusted to the context of the material so that students' attention is not distracted.

Learning animation videos are shared online via the Youtube platform link. The link will be shared through the class's Whatsapp group for students to have access. Students can access learning materials repeatedly, making it easier for them to learn and memorize.

However, of course, each type of learning media has its strengths and weaknesses. Teachers as users of learning media are required to sort out learning media according to the learning objectives, the level of students' abilities, and the material to be discussed (Heronimus Delu Pingge, 2016). In making animated videos, teachers also need to be careful in using

animative decorations so as not to distract students so that students cannot receive messages from animated videos properly.

Student learning success can also be influenced by learning media. Animated video media need to be designed to support student learning (Fauzi et al., 2020). So, please note that animated video media also has its advantages and disadvantages. This is intended so that animated video users can take full advantage of the advantages of animated videos and try to avoid weaknesses in animated videos so that learning becomes effective and efficient.

The advantages of animated video media are that animated videos can reduce the physical size of larger objects and vice versa. Animated videos also make it easier for teachers to present information related to complex processes by utilizing more than one convergent media through combined audio and visual elements. Animated videos are interactive so they can accommodate student responses, another trait is independence, making it easier for users to absorb information without the guidance of others. Through animated videos, students' attention can be focused and learning becomes simpler and more fun. Moreover, animated videos can be used for a long time if the content of animated videos is still relevant to the material (Johari et al., 2016).

The weakness of animated videos as learning media is that animated videos require creativity and special skills in making animated videos that can be used as effective learning media. Animated videos also require time in the manufacturing process, limited items are also an obstacle during the manufacturing process. In the process of accessing videos during the online process, students need internet quota and depend on the presence of speakers and projectors (Lin, 2018).

The results of the use of animated videos in the form of increasing student interest in learning are shown by processed data derived from interviews and student learning interest questionnaires which show students' interest in learning Arabic, high student learning attention, and feelings

of pleasure and enthusiasm for students during the learning process. In addition, students also actively participate in the process of learning Arabic.

The use of animated video learning media is inseparable from the supporting factors. These supporting factors play a very important role in the success of animated video learning media in increasing student interest in learning (Ubaidillah, 2020).

Among these supporting factors is that animated videos can facilitate student learning because they are accustomed to using gadgets, make it easier for students to remember and repeat material, and make student learning activities feel fun to arouse students' motivation and enthusiasm for learning. In addition, animated videos make it easier for teachers to present material.

Meanwhile, about the inhibiting factors in the use of animated videos as learning media, not all students have sufficient internet quota or a good internet network, not all material in Arabic subjects can be presented in the form of animated video media, and teachers do not yet have the necessary skills. enough to be able to create animated video media.

Thus, the use of animated videos as a medium for learning Arabic at MTs Almaarif 02 Singosari Malang cannot be separated from its advantages and disadvantages. Therefore, teachers are expected to be active in mastering the skills of using learning media by the learning system, and schools are responsible for providing learning facilities as students' rights to facilitate the learning process so that learning objectives can be achieved properly.

D. Conclusion

The use of animated video as a medium for learning Arabic consists of several scenes. The first scene displays the title and sub-chapter to be discussed. After that, there is a character introduction scene in the form of visuals and the names of the characters in the material. The third scene is in the form of the main material which contains a monologue narrative or conversation of the characters. Through facial expressions, body movements of characters, the use of backgrounds that are by the context of the material, as well as taking pictures from various angles, they can present a lively effect. The closing scene is in the form of ending credits accompanied by the university logo. Based on questionnaires and interviews, it can be concluded that student interest in learning at MTs Almaarif 02 Singosari Malang has increased with the use of animated video media in learning Arabic which is indicated by the high indicators of student interest in learning in the form of interest, attention to learning, feelings of pleasure, enthusiasm, and participation. student.

The supporting factors that can support the learning process are that animated video media can facilitate student learning, increase student motivation and enthusiasm, and make it easier for teachers to present learning materials. Factors that hinder the use of animated videos include inadequate internet networks and quotas and the lack of teacher skills in processing animated videos.

Then related to further research, the researcher hopes that other researchers will examine more references related to interest in learning and animated videos as learning media. Further researchers are also expected to better prepare themselves and ensure the completeness of the instruments or tools needed in the research process in the field so that they can be carried out better.

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