



Development of Animated Video-Based Arabic Language Learning Media for 12th-Grade Students at MAS Darunna'im Pontianak

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ABSTRACT

Arabic language instruction for Grade XII students at the Darunna'im Private Madrasah Aliyah in Pontianak remains dominated by the use of textbooks and lecture based methods, consequently, instruction tends to be teacher-centered, student engagement is limited, and comprehension of the material particularly vocabulary mufradat and reading qirā'ah is suboptimal. This situation highlights the need for instructional media that are more engaging, interactive, and aligned with the characteristics of students in the digital era. This study aims to develop animated video-based Arabic language instructional media tailored to the needs of Grade XII students at the Darunna'im Private Madrasah Aliyah in Pontianak. The study employs the R&D method using the ADDIE. Data were gathered through observation, interviews, documentation, validation by subject matter and media experts, and feedback from teachers and students. The results indicate that the developed media integrates text, images, animation, audio, and content covering vocabulary and practice exercises into a systematic instructional tool. Validation results confirm that the media meets standards regarding content, presentation, language, and visual design, deeming it suitable for implementation. Implementation demonstrated that the use of animated videos made lessons more interactive, captured student attention, boosted active participation and learning enthusiasm, and assisted teachers in delivering material more systematically. In conclusion, the animated video based Arabic language instructional media is suitable for use as an alternative learning tool for Grade XII classes. The implications are that this media can support more interactive learning and foster student engagement.

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INTRODUCTION

The development of science and technology in the digital era has brought significant changes in the world of education, including in the learning process

in schools (Kami & Artika, 2024). Teachers no longer only act as informants, but also as facilitators who are able to utilize technology to create interesting, interactive, and student-centered learning (Fricticarani, 2023). The use of technology-based learning media is one of the efforts to improve the quality of learning because the media is able to present material in a more concrete way, attract students' attention, and make it easier for them to understand the concepts learned (Sakdiah & Sihombing, 2023).

Arabic language learning has a very important role in the world of education, especially in madrassas (Jumadil, 2024). Arabic is one of the subjects that has special characteristics because students are required to master four language skills, namely listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*), as well as understanding vocabulary (*mufradāt*) and grammatical rules (*qawā'id*) (Hamzah & Mudlofir, 2025). The complexity of the material often causes students to experience difficulties if the learning process only uses lecture methods and conventional media (Sadriani & Arifin, 2022). This condition has an impact on declining learning motivation, low student activity, and learning outcomes that have not achieved the expected goals (Sakdiah & Sihombing, 2023).

Animation video-based learning media is considered to be able to answer these challenges. Animated videos combine elements of images, text, sound, and motion so that they are able to present material in a more interesting and easy-to-understand way (Jamaludin, 2023). Presentation of material through animation can also increase students' attention, interest, and motivation to learn because they get a more interactive learning experience than just reading a textbook or listening to the teacher's explanation (Amalia, 2023).

The results of various studies show that the development of learning media has a positive impact on the learning process and outcomes of students. Literature review shows that learning media is one of the learning facilities that is able to improve material mastery, thinking skills, motivation, and student learning outcomes. Various media such as modules, multimedia, worksheets, textbooks, and digital media have been developed to support more effective learning. Based on the results of initial observations at Madrasah Aliyah Private Darunna'im Pontianak, the Arabic language learning process is still dominated by the use of books and lecture methods. The use of technology-based media, especially animated videos, is still very limited, so learning tends to take place in one direction (Asrullah, 2023). This condition causes some students to be less active in learning, have difficulty understanding the material, especially in mastering vocabulary and understanding texts, and show suboptimal learning motivation.

Students' habits in using digital devices in daily life open up opportunities for teachers to develop learning media that are in accordance with the characteristics of the digital generation (Afrilia, 2022). The development of animated video-based learning media is expected to be able to present Arabic material in a more interesting way, facilitate concept understanding, increase learning motivation, and create a more active and fun learning atmosphere (Mubarokah, 2023).

Studies on animation video-based learning media have been carried out extensively. Most of the research focuses on general subjects or is carried out at different levels of education and student characteristics. Research that specifically develops Arabic language learning media based on animated videos in grade XII students of Madrasah Aliyah Private Darunna'im Pontianak is still very limited. This condition shows a novelty in this study because the learning media products developed are adjusted to the characteristics of Arabic materials and the needs of students at the research site.

RESEARCH METHOD

This research uses *the Research and Development (R&D)* method with a development model ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). The ADDIE model was chosen because it has systematic and appropriate stages to develop technology-based learning media (Arofah & Cahyadi, 2021). The product developed in this study is in the form of Arabic language learning media based on animated videos intended for grade XII students of Madrasah Aliyah Private Darunna'im Pontianak.

Product Rating Criteria

1. The assessment of learning media is carried out based on three aspects, namely.
2. Validity was obtained from the results of the assessment of material experts and media experts.
3. Practicality, obtained from the questionnaire of teacher and student responses after using the media.
4. Effectiveness, obtained from student learning outcomes through tests before and after the use of media or based on improving learning outcomes using appropriate analysis.

RESULT AND DISCUSSION

Analysis

The results of the needs analysis show that the Arabic language learning process at Madrasah Aliyah Private Darunna'im Pontianak is still dominated by

the lecture method and the use of books as the main learning resource. This condition causes learning to tend to be teacher-centered, So that the opportunity for students to actively participate in the learning process is still limited (Treve, 2024). In fact, learning Arabic not only requires mastery of concepts, but also language skills which include listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*). Therefore, the use of learning media that is able to present material visually and interactively is very important so that the learning process is more effective and able to increase student involvement.

Based on the results of the interview, the teacher said that some Arabic materials, especially the mastery of *mufradāt*, and *qirā'ah*, require more interesting learning media so that students can understand the material more easily. The teacher also revealed that there is no animation video-based learning media that is developed according to the material and characteristics of students in grade XII. On the other hand, the results of observations showed that students had a higher interest when learning using visual and digital media. This condition shows the need for learning media that is able to integrate elements of images, text, audio, and animation so that Arabic material can be delivered in a more interesting and easy to understand manner.

Based on the results of the needs analysis, it can be concluded that the development of Arabic learning media based on animated videos is needed as an innovative alternative media to support the learning process in grade XII of Madrasah Aliyah Private Darunna'im Pontianak. The media developed is expected to increase learning motivation, help students understand the material more effectively, and create more interactive and student-centered learning. The results of this needs analysis are the basis for determining the materials, designs, and features that will be developed at the media design stage in accordance with the development model ADDIE (Spatioti & Kazanidis, 2022).

Design

The design stage is carried out after the needs analysis process is completed. This stage aims to prepare a design of Arabic learning media based on animated videos that are in accordance with the needs of teachers and the characteristics of grade XII students of Madrasah Aliyah Private Darunna'im Pontianak. The design begins by determining learning objectives based on Learning Outcomes (CP) and Learning Objectives (TP) of Arabic subjects in grade XII. Furthermore, the researcher compiles the material that will be presented in the media, including the introduction of *mufradāt* (vocabulary), *ḥiwār* (conversation), *qirā'ah* (reading), and practice questions as an evaluation of students' understanding. The preparation of material is carried out

systematically so that the delivery flow is easy to understand and in accordance with the level of student development (Salsabila & Lutfi, 2023).

At this stage, a storyboard is also prepared as a guideline in the process of making an animated video. The storyboard contains the order in which each scene appears, the narration, the illustrations, the animations, and the duration of the presentation of the material (Maulana, 2022). The media design begins with an opening page containing the identity of the subject and the learning objectives, followed by the presentation of material using animated illustrations, Arabic and Indonesian texts, audio vocabulary pronunciation, conversation examples, and interactive practice questions (Syifa, 2025). Each section is designed to be interconnected to form a flowing learning flow that is engaging, engaging, and easy for students to follow.

In addition to compiling the content of the material, the researcher also designed the visual aspects of the media by considering the principles of learning design. The selection of colors, typefaces, icons, illustrations, and animations is adjusted to the characteristics of students so that the media has an attractive appearance without reducing the readability of the material. The use of a combination of text, images, audio, and animation is expected to increase attention and make it easier to understand Arabic concepts. The result of this design stage is in the form of a complete design of learning media which then becomes a reference at the development stage to produce animated video products that are ready to be validated and implemented in the learning process.

Development

The development stage is the realization stage of the media design that has been prepared in the previous stage. At this stage, Arabic learning media based on animated videos is developed into products that are ready to be used in the learning process (Rustandi, 2021). Media development is carried out by compiling materials in accordance with the Arabic Language Learning Outcomes (CP) class XII Madrasah Aliyah, then continued with the creation of storyboards as guidelines for the preparation of video flows. Each material is prepared systematically starting from the delivery of learning objectives, introduction of vocabulary (*mufradāt*), presentation of dialogue (*ḥiwār*), explanation of the material, practice questions, to closing as a form of strengthening the material.

The animation video production process is carried out using a digital media processing application that supports the creation of learning animations. The media is designed by combining various multimedia elements, such as animated illustrations, Arabic and Indonesian texts, voice narration,

background music, and interesting transitions so as to create a more interactive learning experience (Saleh & Uqba, 2023). The use of a combination of visual and audio aims to help students understand the pronunciation of vocabulary, sentence meaning, and content more easily. In addition, the selection of colors, typefaces, and animation appearances is adjusted to the characteristics of students so that the media looks attractive, easy to read, and does not cause saturation during the learning process.

The final product produced is an animated Arabic learning video that can be played using a computer, laptop, or smartphone. This media consists of several parts, namely the opening page, the identity of the material, the learning objectives, the delivery of the material accompanied by animated illustrations, examples of the use of vocabulary and dialogue, interactive practice questions, and the conclusion containing a summary of the material. After the development process is completed, the media is then submitted to material experts and media experts to obtain assessments and inputs as a basis for product improvement before being implemented to grade XII students of Madrasah Aliyah Private Darunna'im Pontianak. Thus, the media developed is expected to meet the aspects of validity, practicality, and effectiveness so that it is suitable for use as an Arabic learning medium.

Expert Validation Results

After the Arabic learning media based on animated videos is completed, the next stage is to validate the product. The validation aims to determine the level of media feasibility before it is implemented to grade XII students of Madrasah Aliyah Private Darunna'im Pontianak. The validation process is carried out by two validators, namely material experts and media experts. The subject matter expert is in charge of assessing the suitability of the content of the material with learning outcomes, the correctness of the concept, the use of language, and the presentation of the material. Meanwhile, media experts assessed the appearance aspects, animation quality, visual design, color selection, text readability, audio quality, ease of use, and other technical aspects.

Based on the validation results, the validator provides an assessment of each aspect that has been determined in the research instrument and provides several suggestions for media improvement. The input provided was related to improving the appearance of animations, adjusting the font size to make it easier to read, adjusting the duration of transfers between them, and adding examples of vocabulary use in the context of daily life. All of these suggestions are used as a basis for revising so that the developed media becomes more in line with the needs of learning Arabic.

After revision based on the input of the validators, the animation video-based learning media was declared feasible to be tested on grade XII students of Madrasah Aliyah Private Darunna'im Pontianak. The validation results show that the media has fulfilled the aspects of content, presentation, language, and display so that it can be used as an alternative media for learning Arabic. This validation stage is an important part of ensuring that the developed media is of good quality before being used in the learning process and evaluated at the implementation stage.

Implementation Results

The implementation stage was carried out after the Arabic learning media based on animated videos was declared feasible based on the results of validation by material experts and media experts. At this stage, the media was tested in Arabic language learning activities for grade XII students of Madrasah Aliyah Private Darunna'im Pontianak. Teachers use animated video media as a support in delivering learning materials, while students participate in learning by paying attention to video shows, observing the illustrations displayed, listening to narratives, and doing exercises in the media.

During the implementation process, learning takes place more interactively than conventional learning. The use of animation, images, text, and audio in media is able to attract students' attention so that they are more active in the learning process. Students seemed more enthusiastic in paying attention to the delivery of the material, following the example of Arabic vocabulary pronunciation, and participating in the question and answer activities and exercises given. The teacher also said that animation video media helps explain the material more systematically so that the process of delivering the material becomes easier and more efficient.

After the learning activities are completed, data collection is carried out through a questionnaire of teacher and student responses as evaluation material for the developed media. In addition, the researcher documented the course of learning to determine the implementation of the use of media in the classroom. The results of the implementation show that animated video-based learning media can be used in the Arabic language learning process in accordance with the designed objectives. The findings at this implementation stage are the basis for evaluating and improving the media before being recommended as one of the alternative Arabic learning media at Madrasah Aliyah Private Darunna'im Pontianak.

Evaluation Results

The evaluation stage is the final stage in the ADDIE development model which aims to assess the quality of the Arabic language learning media based

on animated videos that have been developed. The evaluation is carried out thoroughly by considering the results of expert validation, implementation implementation, and input from teachers and students during the learning process. This stage aims to find out the advantages and disadvantages of the media so that improvements can be made before the media is used more widely.

Based on the results of validation and implementation, the animation video-based learning media is considered to be in accordance with the learning needs of Arabic in grade XII of Madrasah Aliyah Private Darunna'im Pontianak. However, validators and teachers provided several inputs to improve the quality of the media, such as improving the appearance of animations to make them more attractive, adjusting the size and font to make them easier to read, adjusting the speed of movement between them, and adding examples of using vocabulary and dialogue in the context of daily life. All of these inputs are used as a reference in revising the media so that the products produced are better in terms of content and appearance.

After revision, the animation video-based learning media is considered to have met the development objectives, which are to provide learning media that is interesting, easy to use, and in accordance with the characteristics of Arabic language learning. The evaluation in the final stage shows that the media has the potential to support a more interactive learning process, increase students' motivation to learn, and assist teachers in delivering material more effectively. Thus, the animated video-based learning media developed can be recommended as one of the alternative Arabic learning media at Madrasah Aliyah Private Darunna'im Pontianak, while still opening opportunities for further development according to future learning needs.

CONCLUSION

This research aims to develop Arabic language learning media based on animated videos for grade XII students of Madrasah Aliyah Private Darunna'im Pontianak using the ADDIE development model which includes the analysis, design, development, implementation, and evaluation stages. Based on the results of the needs analysis, it is known that the Arabic learning process still requires more innovative and interactive media to support the delivery of material and increase student involvement. Therefore, animated video-based learning media was developed that was designed according to the characteristics of the material and the needs of students.

The development process produces learning media that combines elements of text, images, animation, audio, and learning exercises in one

systematic unit. The media that has been developed is then through the validation stage by material experts and media experts, then revised based on the input provided before being implemented in the learning process. The implementation stage shows that media can be used as a support for Arabic learning and help teachers in delivering material in a more interesting and structured manner. The evaluation stage is also the basis for improving the media so that the products produced are in accordance with learning needs.

The Arabic language learning media based on animated videos developed has the potential to be an alternative learning media that supports the teaching and learning process at Madrasah Aliyah Private Darunna'im Pontianak. The development of this media is expected to improve the quality of Arabic language learning, facilitate the understanding of the material, and encourage the active participation of students in learning activities. Further research is suggested to test the effectiveness of media on a wider school scope so that the benefits of media can be known more comprehensively.

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