The Use of Interactive Animation Media in Understanding Arabic Phrases at Nurul Haq Islamic Boarding School Semurup Kerinci Jambi

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Abstrak

Sebelum bisa berkomunikasi secara aktif dalam Bahasa Arab, terlebih dahulu siswa harus menguasai setidaknya 200 kosakata aktif dan beberapa aturan gramatikal bahasa. Berdasarkan observasi awal yang dilakukan di Pondok Pesantren Nurul Haq Semurup, siswa di sekolah tersebut belum memiliki pemahaman yang baik tentang pembelajaran bahasa Arab dan jumlah kata yang dipelajari oleh siswa hanya sedikit. Salah satu upaya untuk meningkatkan aktivitas dan hasil belajar adalah media pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh media animasi interaktif terhadap pemahaman bahasa Arab siswa. Penelitian ini termasuk penelitian kuantitatif deskriptif. Analisis data dalam penelitian ini menggunakan uji statistik non-parametrik, yaitu uji Wilcoxon. Hasil penelitian menunjukan Nilai sig. 0,000 < 0,05, maka hipotesis H0 ditolak, artinya "Terdapat perbedaan pemahaman istilah bahasa Arab sebelum dan sebelum menerapkan pembelajaran dengan menggunakan media animasi interaktif" pada 5%. Media animasi interaktif membuat pembelajaran menjadi menyenangkan dan menarik, sehingga berdampak positif pada kemampuan bahasa Arab siswa. Jadi kesimpulan penelitian adalah adanya pengaruh yang signifikan penggunaan media animasi interaktif terhadap pemahaman bahasa Arab siswa di Pondok Pesantren Nurul Haq Semurup.
Kata Kunci: Pembelajaran Bahasa Arab, Pemahaman Ungkapan Bahasa Arab, Media Pembelajaran, Media Animasi Interaktif.

Abstract

Before communicating actively in Arabic, students must first master at least 200 active vocabulary and some grammatical rules. Based on initial observations made at the Nurul Haq Semurup Islamic Boarding School, students still needed to understand better learning Arabic, and the number of words learned by students was only minor. One of the efforts to increase activity and learning outcomes is learning media. This study aims to determine the effect of interactive animation media on students' understanding of Arabic. This research includes descriptive quantitative research. Data analysis in this study used a non-parametric statistical test, namely the Wilcoxon test. The results showed the value of sig. 0.000 < 0.05, then the H0 hypothesis is rejected, meaning "There is a difference in understanding Arabic terms before and before applying to learn using interactive animation media" at 5%. Interactive animation media makes learning fun and interesting, so it positively impacts students' Arabic language skills. So the study concludes that interactive animation media has a significant effect on students' understanding of Arabic at the Nurul Haq Semurup Islamic Boarding School.
Keywords: Arabic Learning, Understanding Arabic Expressions, Learning Media, Interactive Animation Media.

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PRELIMINARY

Education is an effort to prepare humans to be independent and become influential members of society to participate in nation-building. The National Education System Law No. 20 of 2003 concerning the National Education System states, "National education functions to develop capabilities and shape the character and civilization of a dignified nation to educate the nation's life. Education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, creative, independent, capable, and become democratic and responsible citizens.

Learning is a series of activities that involve educators and students. Media, methods, and equipment can be used in the learning process to convey information. These activities are carried out in a planned manner and have a final goal, and the learning is completed. Learning is also the primary process held in school life. Educators make learning an effort to help students receive the knowledge provided and help facilitate the achievement of learning objectives (Wati, D., 2013: 53).

Arabic is the language of the Holy Quran. Arabic has a broad and complete meaning and has perfect grammar. Therefore, Arabic subjects are one of the subjects that should be understood by students, especially those who are Muslim. So that the benefit of learning Arabic for students is that it can support other subjects such as the Koran and Hadith, fiqh, and moral creed. In addition, Arabic is also learned to increase language skills so that it is easier to communicate. Likewise, in learning Arabic, capital is needed for students to communicate actively and speak Arabic by mastering Arabic mufradat (vocabulary) as much as possible. Before being able to communicate actively, they must first master at least 200 active vocabulary and some grammatical rules of the target language (Azis, 2020: 11). Students should continue to add new vocabulary because the quality of one's language skills depends on the quantity and quality of the vocabulary they have. The more vocabulary you have, the greater the possibility of being skilled in the language.

Based on initial observations made at the Nurul Haq Semurup Islamic Boarding School, Kerinci Jambi, students needed a better understanding of learning Arabic, and the number of vocabulary mastered by students was only minor. This is caused by several factors, including many students needing help understanding what their teachers teach and the lack of media or teacher methods for learning Arabic. However, the facts in the field, as found in the Nurul Haq Islamic Boarding School, still need to be more effective in learning the Arabic language mastery process. They have yet to be able to utilize learning media still and adequately use conventional methods student interest in learning Arabic is reduced (Supriadi & Haslinda, 2022: 47).

The low involvement of students in the learning process, such as less enthusiasm about listening to the teacher's explanation, less active in asking questions, lack of response to teacher questions, then a less pleasant learning atmosphere, students looking bored in class, lazy in following the learning process, fun playing with friends, and still the low absorption of students, shows that participants are less interested in the material presented by the teacher, this will affect the understanding of students, resulting in low student learning outcomes in Arabic subjects (Yasmar, 2017: 202). Therefore, one of the efforts made so that the existing learning process at the Nurul Haq Semurup Islamic Boarding School, Kerinci Jambi, can increase activity and learning outcomes to the maximum is the use of media that can make it easier for students to remember, understand, and convey back that is by using animated image media.

The teaching and learning process cannot be separated from the role of the media in it because learning media is an integral part of the educational process in schools (Hamalik, 1989: 1). In conveying information, of course, using media that can facilitate the process of delivering information, both in the form of living and non-living objects (Handayani & Shafi'i, 2022: 107). In addition, learning media is an intermediary in delivering messages that have an essential role in learning to help understand more easily (Husna & Suryana, 2022: 15).

The teaching media's position is in the teaching and learning process component as an effort to enhance the interaction between teachers and students and the interaction of students with their environment. For example, the problem of students who find it difficult in a language learning is caused by the absence of learning media, which reduces students' creativity (Khaerotin, 2019: 1). The teaching and learning process is essentially a communication process, namely the process of delivering messages from the source of the message through certain channels/media to the recipient of the message. The message to be communicated is the content of teaching or education in the curriculum (Sadiman, A., 1990: 12).

To develop students' Arabic skills, teachers need to be creative and innovative in using learning strategies or media to achieve learning objectives (Handayani & Syafi'i, 2022: 107; Dariyadi, 2018: 282). One of the learning media that is widely used in language learning is engaging interactive animation media. Animation is a visual form that can be used in the world of education and acts as a learning medium (Setyorini & Sofica, 2015: 86).

METHOD

This research includes descriptive quantitative research. The population in this study were students of class VIII MTS Nurul Haq Semurup, while the samples in this study were students of class VIII A of MTS Nurul Haq Semurup, totalling 22 students. This study aims to determine whether there is an increase in the understanding of Arabic expressions in the Nurul Haq Semurup Islamic Boarding School Kerinci Jambi before and after using animated images in the learning process.

Data were collected by giving tests on understanding Arabic expressions to students before (pre-test) and after (post-test) treatment (learning Arabic using animated pictures. Data analysis in this study used non-parametric statistical tests because the research sample was small and the data were not normally distributed. The non-parametric statistical test is a statistical test that does not require assumptions about the distribution of population data. This statistical test is also known as distribution-free statistics. Non-parametric statistics do not require the shape of the population parameter distribution to be normally distributed. Non-parametric statistics can be used to analyze nominal or ordinal scale data because nominal and ordinal data are generally not normally distributed (Riadi, 2016).

The non-parametric statistical test used is the Wilcoxon Sign Rank test, a comparison test on one paired sample (two observations) that compares two observations from one sample. The principle is to test whether there is a difference in the effect or impact of the two treatments (Hidayat, 2021: 64). This test is a form of refinement of the paired data t-test (t-paired). Wilcoxon test is used to test the difference between two correlated samples but does not meet the normality assumption. Assuming normality is met, Paired Test is used. The use of Paired Test requires normality in both data. If one or both are not normal, use the Wilcoxon test (Siregar, 2017: 320).

RESULTS AND DISCUSSION

Results

The results of the assessment of understanding Arabic expressions in this study before learning with interactive animation media (pre-test) and after learning with interactive animation media (post-test) can be seen in table 1 below.

Table 1. Results of Understanding Arabic Phrases

No	Name	Pre-test	Post-test
1	Abrar Muhammad F	50	77
2	Aditya Putra Pratama	60	75
3	Alifah Raudatul Janah	60	80
4	Arya Abdi Pangestu	60	80
5	Chess Aidil Putra	50	75
6	Dafa Rezi Putra	55	80
7	Elvando Rizki Yanto	55	77
8	Ismail Yahya	67	80
9	Jatari Princess H	65	80
10	Laura Shinta Bella	65	80
11	M. Chelsea Milano	50	77
12	M. Fadhil Rizky	60	75
13	Nisya Miftahul Jannah	60	80
14	Pandu Herlambang	50	75
15	Yelsa Hudanah R	65	80
16	Yusi Princess Maharani	66	90
17	Aditya Putra P	60	90
18	Aidil Setiawan	68	90
19	Andika Putra	66	90
20	Anisa flower	68	90
21	Dava Nur Qhoiri	50	88
22	Nabila Prima Celista	60	88

The data in table 1 above will be used in testing to draw research conclusions.

Descriptive Test

Table 2. Test Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	mean	Std. Deviation
PRE-TEST	22	50	68	59.55	6,434
POST-TEST	22	75	90	81.68	5,744
Valid N (listwise)	22				

From the output in table 2 above, it can be concluded that:
1. In the pre-test, the maximum score of students is 68, and the minimum score is 50, meaning that all students need to meet the KKM, which is 70.
2. In the post-test score, the maximum score of students is 90, and the minimum score is 75, meaning that all students meet the KKM and all have scores above 70.
3. The average pre-test score of students is 59.55, while the average post-test score is 81.68.

From the output in table 2, it can be concluded that students' scores on understanding Arabic expressions were still low before being given interactive animation media in the learning process. This is because all students need to meet the KKM score. Meanwhile, after being given interactive animation media in the learning process, students' scores on understanding Arabic expressions improved with all students meeting the KKM, that is, all students scored above 70.

Normality test

Before the normality test is carried out, the researcher determines the test hypothesis first, namely:

H0: The population value of variable X is normally distributed

H1: The population value of variable X is not normally distributed

With the conditions of acceptance of the hypothesis:

If the value of sig < (0.05), then H0 is rejected, and H1 is accepted

If the value of sig > (0.05), then H0 is accepted, and H1 is rejected

The output of the test normality can be seen in table 3 below.

Table 3. Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
BEFORE	,210	22	0.013	,873	22	,009
AFTER	,297	22	,000	,817	22	.001
a. Lilliefors Significance Correction						

According to (Riadi, 2016: 123), the purpose of the output in the table above is:

1. The output above shows the before data using the Kolmogorov-Smirnov test, the value of sig. 0.013 < 0.05, then H0 is rejected, and H1 is accepted.
2. The output above shows the sig value with the before data with the Shapiro-Wilk test. 0.009 < 0.05, then H0 is rejected, and H1 is accepted.
3. The output above shows the after data with the Kolmogorov-Smirnov test, the value of sig. 0.000 < 0.05, then H0 is rejected, and H1 is accepted.
4. The output above shows the after data with the Shapiro-Wilk test and the sig value. 0.001 < 0.05, then H0 is rejected, and H1 is accepted.

It can be concluded that all tests on all data accept the H1 hypothesis, meaning that the population of variable X values is not normally distributed.

Because the data are not normally distributed, the next test uses a non-parametric test, namely the Wilcoxon test. This test is a form of refinement of the paired data t-test (t-paired). Wilcoxon test is used to test the difference between two correlated samples but does not meet the assumption of normality. Assuming normality is met, Paired Test is used. The use of Paired Test requires normality in both data. If one or both are not normal, use the Wilcoxon test (Siregar, 2017: 320).

Wilcoxon Signed Ranks Test

Prior to the Wilcoxon test, the researchers determined the test hypotheses first, namely:

H0: There is no difference in the ability to understand Arabic expressions before and after applying to learn using interactive animation media

H1: There are differences in the ability to understand Arabic expressions before and after applying to learn using interactive animation media

With the conditions of acceptance of the hypothesis:

If the value of sig < (0.05), then H0 is rejected, and H1 is accepted

If the value of sig > (0.05), then H0 is accepted, and H1 is rejected

The output of the Wilcoxon test can be seen in the data in table 4 below.

Table 4. Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
POST-TEST - PRE-TEST	**Negative Ranks**	0a	,00	,00
	Positive Ranks	22b	11.50	253.00
	Ties	0c		
	Total	22		
a. POST TEST < PRE TEST				
b. POST TEST > PRE TEST				
c. POST-TEST = PRE-TEST				

Table 5. Test Statistics

Test Statistics	
POST-TEST - PRE-TEST	
Z	-4.116b
asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks	

According to (Riadi, 2016: 334), the purpose of the output in the table above is:

The pen explanation for the results in table 4 is as follows:

1. There are no students who get a negative rank. That is, no students get the value of understanding Arabic expressions before using interactive animation media is lower than after using interactive animation media.
2. 22 students get a positive rank. That is, 22 students experienced an increase in the value of the results of understanding Arabic expressions before using interactive animation media and after using interactive animation media.
3. No students were ignored. This means that students need to get the exact value of understanding Arabic expressions before using interactive animation media and after using interactive animation media.

Then, the explanation for the results in table 5 is as follows:

Sig value. $0.000 < 0.05$, then the hypothesis H_0 rejected, meaning "There is a difference in the ability to understand Arabic expressions before and after applying learning using interactive animation media" at alpha 5%.

Discussion

Initial Conditions of Learning Arabic at the Nurul Haq Islamic Boarding School Semurup Kerinci Jambi

Based on research on the teaching and learning process of Arabic language subjects for class VIII at the Nurul Haq Semurup Islamic Boarding School, Kerinci Jambi, it needs to be more compelling. Teachers use conventional methods in learning. Before learning begins, the teacher greets them and then asks students about the subject matter taught last week. The teacher explains the learning material, and students listen well, and the teacher uses writing aids, namely a blackboard, when there is material to be learned—explained using the blackboard.

Before the Arabic language, learning was carried out using animation media at the Nurul Haq Semurup Islamic Boarding School Kerinci Jambi. However, the learning process was only teacher-centred, so students did not participate actively. This was due to several factors; teachers needed to be more varied in using learning methods that could stimulate student activity. As a result, students need to be more optimal in utilizing learning media to support the learning process. If in the past, the teacher was the centre of teaching

and passive learners, now the role of the teacher has shifted to being a facilitator, and students have a more

إن استخدام ال - ADDIN CSL_CITATION {"citationItems":[{"id":"ITEM-1","itemData":{"abstract":"Abstrak ا الر اهن .ينفك عنها عصر االتصاالت ال اللغة العر بية تعد من الضرور ايت اليت (يف عملية تعليم وتعلم multi media) وسائل املتعددة على اجملال االتصايل و اجملال اإلعالمي و اليت تثري على ثور ات أخرى يف لتحو الت الكبرية اليت طر أت ينصب حمور هذا البحث حول ت إلجر اء من وسائل كوسيلة أن تستخدم (soft ware) للعقل اإللكرتوين بر امج إمكانية جمال تعليم وتعلم اللغة العر بية .كما ير كز البحث على "author":[{"dropping-particle":"","family":"Banuso","given":"Yusring التعليم و التعلم بطر يقة تفاعلية أو. "بادلية",Sanusi","non-dropping-particle":"","parse-names":false,"suffix":""}],"container-title":"يدان M ETI":"di","األدب-1","issue":"2","issued":{"date-parts":[["2008"]]},"page":"48-54","title":"Penggunaan Multimedia Interaktif dalam Pembelajaran Bahasa Arab","type":"article-journal","volume":"5"},"uris":["http://www.mendeley.com/documents/?uuid=75a6e6ac-17cb-4469-aea7-f4a75da696fe"]}],"mendeley":{"formattedCitation":"(Banuso, 2008)","manualFormatting":"(Banuso, 2008:50)","plainTextFormattedCitation":"(Banuso, 2008)","previouslyFormattedCitation":"(Banuso, 2008)"},"properties":{"noteIndex":0},"schema":"https://github.com/citation-style-

The process of teaching and learning Arabic at the Nurul Haq Semurup Islamic Boarding School in Kerinci Jambi is generally no different from other public schools, from the method to the media used. In general, the media used in the teaching and learning process is quite simple; the use of these media or tools is commonly used in the teaching and learning process in any school; here are the media in question:

1. Use of the Whiteboard

The blackboard is a medium used to write the material taught in the teaching and learning process in the classroom; the media is very commonly used in any school to support the teaching and learning process. In its use, the teacher usually writes the material taught on the board, then the teacher explains it or vice versa, and often done simultaneously.

2. Package Book Usage

In the teaching and learning at the Nurul Haq Semurup Islamic Boarding School, Kerinci Jambi, especially in Arabic language studies, also uses textbooks. Initially, the school provided these textbooks, which were widely available in libraries but recently, these package books were not maximized in the teaching and learning process due to many were lost because students who borrowed did not return them after borrowing the books, besides that the books were not well maintained so that many were also damaged.

From the explanation above, so far in learning Arabic, the media used is still relatively simple, using only textbooks, blackboards, and markers. Teachers often need help presenting learning materials to students reasonably and engagingly, making it easier to understand and effective in the learning process. For this reason, we need a method and media for learning Arabic that is appropriate, appropriate, and fun. We can maximize the function of the human brain by combining the right brain and left brain so that learning Arabic can achieve its goals, giving students a sense of pleasure (Yasmar, 2017: 202). The teaching and learning process uses only whiteboards, books, dictation, and others. Using these conventional tools has yet to achieve the goal optimally. To improve the quality of learning outcomes, educational application software is needed with multimedia content that is more communicative and interactive. Information that uses images and animations is more accessible to users than information created by other means (Tresnawati & Rizqi, 2015: 315).

The Process of Using Interactive Animation Media at the Nurul Haq Islamic Boarding School Semurup Kerinci Jambi

There are so many media in the surrounding environment that can be used in the Arabic learning process. For that, we need to choose. This selection is essential so that learning Arabic allows a constructive

learning process (Rukimin, 2015: 108). In learning Arabic, using relevant media is essential in influencing or determining the lesson's success (Jamilah et al., 2019: 144).

In learning Arabic, learning media are included in learning resources that can help the teaching and learning process. Learning media is needed in teaching and learning so students can absorb learning materials well. Arabic teachers must utilize information and communication technology in learning(Sanusi & Fahmi Yahya Abdil Haq, 2021: 1-2). Abstract Arabic subject matter often makes students not know the material's meaning, intent, and purpose; with technology-literate 21st-century learning, educators should be creative in designing learning (Mudinillah, 2019: 256).

After observing and participating in the activities, the learning process takes place. Then, as for the efforts that researchers can make, namely using methods or methods to make students at the Nurul Haq Semurup Islamic Boarding School Kerinci Jambi active in speaking and expressing their opinions, namely using animated images during the learning process by using animated images installed on the screen. Monitors using infocus, students pay attention to the images on the infocus screen and listen carefully to greeting expressions in Arabic as well as the translation of greeting expressions in Arabic. The description of the form of interactive animation media can be seen in Figure 1 below.

Figure Examples of Arabic Learning Animated Images

During the learning process, the researcher asked the students about greeting expressions in Arabic and their meanings, and the students were more active in expressing them. The learning process used animated images the researchers applied in 4 meetings.

The steps in the use of animated image media are as follows:
1. Initial activity

   Learning activities are carried out, starting with greetings and praying together. Then the teacher introduces himself first; after introducing himself, the teacher gets used to inviting students to open the lesson by saying basmalah, and then the teacher checks the attendance list of students. After that, the

teacher does conditioning by motivating students to provide learning readiness. Finally, the teacher starts the lesson by providing an overview of the material to be delivered and explaining the media used.

2. Core activities

The core activity consists of observing, asking, exploring, associating, and communicating the teacher asks students to observe the greeting expressions on the infocus screen. Next, the teacher asks what they get from the results of reading and observing. Finally, the teacher gives an explanation accompanied by a playing learning video after the animated image is finished playing, the teacher repeats greeting expressions to students.

3. End activities

The teacher and students make conclusions on the material that has been studied, and the teacher makes it a habit to invite students to end the lesson by saying hamdalah. Finally, the teacher closes the lesson by saying greetings.

The obstacles faced when using interactive animation are:
1. First, teachers need to be proficient in making learning videos.
2. Second, learning video media facilities still need to be improved.
3. Third, teachers need help managing time during the learning process.
4. Objects or content in learning videos must sometimes match the environment and students' character.
5. Fourth, teachers sometimes need help preparing for learning video media tools.
6. Finally, the teacher had difficulty conditioning the students when the learning video began to be shown and played.

Student Conditions During the Teaching and Learning Process Using Animated Image Media

During the teaching and learning process in this study, the authors tried to give something the best and make the learning atmosphere so enjoyable, marked by the use of animated picture media, considering that at the Nurul Haq Semurup Islamic Boarding School, Kerinci Jambi, before the application of this animated picture media, students did not understand learning about Arabic, especially about greeting expressions in Arabic, this is because the media used by the teacher is still monotonous. The students look bored and less active. During the use of this animated image media, the results obtained by the researchers were that it was easier for students to understand the material being taught, and students were more active when the teaching and learning process took place. With these modern technological facilities, learning Arabic has become more accessible and enjoyable (Chusna, 2012: 290). The use of technology results in education as part of educational technology. With the development of computer technology that can access the internet, the limitations of learning resources, information, and language recognition can begin to be overcome (Huda, 2017: 287).

One of the media that can be used in learning Arabic is interactive animation media. The advantages of using interactive media, especially in learning Arabic, are that it is more exciting and interactive, the quality of student learning can be further improved, and the learning process can be done anywhere and anytime. (Irsyad, 2020:106). Animation is a movement that is produced by the visual manipulation process. Animation is an image that changes over time. In the process of making animation, several basic principles must be recognized, including pose-to-pose action and in-between, timing, secondary movement, motion acceleration, anticipation, closing movements and differences in motion time, curved movements, dramatic motion, elastic, placement in the field, image, character attraction, and role spirit (Putra & Haris, 2020: 146).

After using the animated image media, the conditions of the students of the Nurul Haq Semurup Islamic Boarding School Kerinci Jambi are as follows:

1. The students seemed happy, enthusiastic, and enthusiastic during the learning process. They listened to and recorded material on greeting expressions in Arabic which were presented with animated pictures.
2. Student assessment results are better or improved than the results they got before. This can be seen from the learning outcomes applied by the teacher by not using animated image media, with the results obtained by researchers using animated image media.
3. Qualitative evidence can be explained from the results of interviews conducted by researchers with several respondents, namely students and teachers, and observations of attitudes in the third grade of the learning process. Most of them expressed pleasure and enthusiasm in participating in learning activities by applying animated image media that concretely displayed material so that it was easy to understand, especially in Arabic subjects, students easily remembered and mastered greeting expressions taught by the teacher,

Results of Student Understanding at the Nurul Haq Islamic Boarding School Semurup Kerinci Jambi on Arabic Greeting Expressions. After researching animated image media, researchers have obtained data from understanding greeting expressions in Arabic at the Nurul Haq Semurup Islamic Boarding School, Kerinci Jambi. That is, data obtained directly from the teacher in the field of Arabic studies before using animated image media and data obtained from researchers after using animated image media. Then, researchers tried to compare the data obtained from these data. As a result, students felt more understanding and easier to understand Arabic greeting expressions after using animated images at the Nurul Haq Semurup Islamic Boarding School in Kerinci Jambi (Putra & Haris, 2020: 153-154).

Changes also follow improved test results in behaviour and motivation. Motivation in a person can be raised in several ways, one of which is in learning with the learning media used or applied. Motivation in language learning plays an essential role, considering the differences between the mother tongue and the second language studied. Giving motivation from the teacher or arising from oneself in learning Arabic, in this case, will affect students' attitudes, interests, and learning outcomes (Sukmarini et al., 2021: 118). Learning media can increase and direct children's attention to lead to learning motivation, more direct interaction between students and their environment, and the possibility of students learning independently according to their abilities and interests (Syaripudin et al., 2012: 131). Students learning difficulties in the form of low motivation and negative attitudes toward learning can be overcome using video animation technology. The use of video animation technology in education has made it easier for students in the learning process. The reason is that video animation technology provides a learning space with entertainment for students. Using entertaining animated videos has created a sense of fun and stimulated students' curiosity (Bella Kartika Sari et al., 2021).

Based on the research done using image media, it is more fun and makes learning easier for students. This is evidenced by the test results of students who understand expressions through animated images that students learn through animated images are fun and not tense. As a result, students become freer to express themselves and are not afraid to make mistakes.

Conditions before implementing Arabic language learning using animation because the learning process is only teacher-centred, so students do not participate actively. This is due to several factors; namely, teachers need to be more varied in using learning methods that can stimulate student activity and are less optimal in utilizing media. Learning that can support the learning process. Interactive learning media requires the readiness of students to carry out learning with new media independently so that students can obtain maximum learning outcomes when applying interactive learning media to the maximum. In addition, interactive learning media allow students to develop their creativity and be more active in the learning process (Aribowo & Rudjiono, 2012).

In planning to learn using the animated image method, it is necessary to have a design or learning design. Related to this, before the implementation of learning, the researchers prepared several things related to the material to be taught. Then, in implementing learning by applying animated image media, the researcher delivered the material in the form of animated video images about greeting expressions in Arabic, which were displayed on a monitor screen.

CONCLUSION

Using animated image media can improve learning outcomes of Arabic subjects for students at the Nurul Haq Semurup Islamic Boarding School, Kerinci Jambi. The learning activities of students increased by using the animated image method. Students also began actively asking for learning materials for Arabic subjects.

From the output of the descriptive test, students' scores on understanding Arabic expressions were still low before being given interactive animation media in the learning process. All students did not meet the KKM scores. Meanwhile, after being given interactive animation media in the learning process, students' scores on understanding Arabic expressions improved with all students meeting the KKM, that is, all students scored above 70.

In the Wilcoxon test results, sig value. $0.000 < 0.05$, hypothesis H0 is rejected, meaning "There is a difference in the ability to understand Arabic expressions before and after applying to learn using interactive animation media" at alpha 5%.

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