



Learning Arabic with Animaker-Based Learning Videos for Elementary School Students

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Article Information:

Received November 10, 2023

Revised November 19, 2023

Accepted December 1, 2023

ABSTRACT

The development of technology in this era means that teachers are increasingly required to create a pleasant learning atmosphere, no longer monotonous by using thick textbooks. The pleasure of learning can certainly make students more interested in the lesson and easily digest the lesson. The aim of this research is to prove that animaker-based learning videos can make learning Arabic fun and also make it easier for teachers in the teaching and learning process. The method used in this research is descriptive qualitative by referring to reliable research. This research found that by using the Animaker application, learning Arabic for elementary school students will not feel difficult and will be more fun because of the interesting videos.

Keywords: *Animaker application, Development of technology, Monotonous*

Journal Homepage

<https://journal.vpidathu.or.id/index.php/lingeduca>

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How to cite:

Rafi, R, M. (2023). Learning Arabic with Animaker-Based Learning Videos for Elementary School Students. *Lingeduca: Journal of Language and Education Studies*, 2(3). <https://doi.org/10.55849/lingeduca.v2i3.586>

Published by:

Yayasan Pendidikan Islam Daarut Thufulah

INTRODUCTION

The world is currently experiencing various changes and developments, both in terms of offices, social, community, and even in terms of education which has led to progress in line with technological developments (Mustafiyanti dkk., 2023). These changes and developments not only produce negative influences, but also have many positive impacts on the current state of the world. Especially in terms of education nowadays, progress is very visible (Auliani dkk., 2023). Education is an activity that is really needed in today's world (Wanti dkk., 2023). In the Ministry of National Education (2003) it is explained that education is a human effort that is carried out consciously and planned to create an atmosphere and learning process so that students

can actively participate in and develop the potential and skills that exist within them (Mulyasari dkk., 2023). Studying and learning are two things that are closely related to education, because the success of an education is determined by the success of the learning process carried out. In essence, learning is a regulatory process, so that these rules can encourage students to carry out the teaching and learning process (Noer dkk., 2023). Learning is a process or activity with one's own experience whose aim is to change behavior or attitudes (Al Maarif dkk., 2023). Learning is a process of development within humans where this development will be realized in the form of behavior in order to improve human qualities, such as skills, habits, understanding, thinking power and other abilities (Utami dkk., 2023). According to Slameto, learning is an effort that a person makes to achieve a complete change in actions and behavior, as a result of his own observations in interacting with his environment (Emda, 2018). Then, learning is any or all activities that discuss ways to help an individual get to know and understand new things or new values.

As Muslims, it is of course highly recommended for us as educators to teach Arabic to students. Because remembering that Arabic is the language of the Koran and is the holy book for Muslims. To understand the holy book in Arabic, it is fitting for us as someone who adheres to Islam to learn Arabic (Pamuji & Limei, 2023). Arabic is an important subject for students. Most students today tend to be weak in remembering the mufrodats that have been memorized, in other words, they often forget the mufrodats. Not only that, Arabic lessons also seem to be an enemy for students, because they are known for their difficulties. Therefore, the students have deeply invested it mind set They think Arabic lessons are difficult and are lazy to learn them, and even tend to take them for granted because they were not interested from the start. The most likely cause of this is that the books used by students tend to be monotonous and have no variation. So the book becomes uninteresting and difficult for students to remember. That is why it is very necessary for teachers to be able to utilize technology to make it easier for teachers to teach Arabic. Technological progress will be felt if it is accompanied by adequate capabilities to manage, utilize and use it (Fiqih dkk., 2023). If not, then technological development and progress will only be in vain. Educational progress will also be felt if accompanied by technology.

It cannot be denied that technological developments have had a major influence on the world of education. What is meant by technological development is the increasing sophistication of technology from time to time (Alharizeh & Khasawneh, 2022). This development is of course influenced by human creativity and innovation. So, it can be said that education and technology are very closely related. Technological progress produces modernity characterized by economic growth, education, social mobility, cultural expansion or expansion (Marginson, 2018). Where through advances in communication technology it is also becoming more sophisticated and cheaper. Regardless of the benefits for human life, apparently there are still many who do not understand the meaning of technological development itself. Technology itself is an extension of humans, which means technology really helps humans in living their lives.

Humans will not be able to improve their welfare without using technology (Hermansyah dkk., 2023). According to Philip Spurt Technology is a body of knowledge that is structured in an organized way systematic based on scientific discovery through experimentation, or simply based on years of practice successful ones, which enable the practical production of a particular object or service (Nicholas dkk., 2023). With technology, work that was previously heavy will become lighter, difficult work will also become easier. So, according to Bharata Technology is the science of ways of working in the industrial sector the science which deals with industrial arts (Peres dkk., 2020). Heavy industrial work for humans will be greatly facilitated by With technology, production in an industry becomes faster, easier and more efficient without draining human energy. There is also according to Paul B. Wesz, he said that technology is the application of scientific discoveries purely for practical purposes, a product that is ready to be sold or ready for public consumption (Spiegel dkk., 2018). And not much different from what Paul B. Wesz expressed, Harahap Felino believes that technology is practical industrial knowledge, systematic knowledge about industrial capabilities (Torres & De-la-Torre, 2021).

From the things above, it can be concluded that technology is really needed in every aspect of humans and It has even developed and influenced the smooth running of life itself. In the world of education, for example, technology is like a new light that is getting brighter. Because technology provides convenience and ease to study. To keep up with this increasingly developing technology, teacher skills are needed adequate so that technology can be utilized properly (Azizah dkk., 2022). Especially for teachers who teaches Arabic, remembering that Arabic is seen as a difficult subject for students. Because Therefore, it is necessary to update and look for things that make students happier and more interesting in learning Arabic. Therefore, as a manifestation of technological progress, so that students have interest and enjoy learning Arabic, the researcher offers or explains here a learning media that can be used by teachers in teaching Arabic to learners or students.

Learning media is a tool used to assist in the learning process which can be used by a teacher to improve student learning achievement (Putri dkk., 2023). The mufrad form of the word media is medium, which means intermediary or introduction as something used to communicate (Vicky dkk., 2023). Media is a facility for distributing a message or learning information that will be conveyed by the sender of the message to the recipient or destination of the message (Winarto dkk., 2020). According to Santyasa, learning media is a tool that aims to stimulate an individual's interest or desires by channeling messages in the form of learning materials (Holly dkk., 2023). The learning media here is very useful for stimulating students' thoughts, feelings and skills or abilities so that they are encouraged to follow the existing learning (Levan's dkk., 2022). According to Oemar Hamalik, learning media is a method and technique used to make interaction and communication between educators and students more effective in carrying out educational and teaching activities in the school environment (Saputra dkk., 2022). Learning media is an important component in determining whether the

learning is successful or not (Liam dkk., 2023). Therefore, it occupies a quite important position in the world of education.

The learning media that can be used in teaching Arabic is in the form of learning videos. What is meant by learning video is a media that uses audio and visuals as its main features and contains learning material by combining various concepts, principles, theories and procedures (Saskia dkk., 2023). The aim of this learning video is not only to help students understand the subject matter being taught, but it will also make it easier for teachers to convey the subject matter (Rasmitadila dkk., 2020). Moreover, education in Indonesia currently uses the 2013 curriculum. This curriculum requires students' independence to learn, formulate and think for themselves about existing materials, no longer with long teacher explanations (Fathia dkk., 2022). In other words, the teacher explains all the material from the beginning to the end of the learning process. The development of the 2013 curriculum is based on thinking about future challenges, people's understanding of knowledge and pedagogy, future abilities and emerging negative phenomena (Maryati dkk., 2022). The curriculum is one element that can make a significant contribution to the process of developing the potential quality of students among the many elements of educational resources (Madani, 2019). Soedijarto believes that the curriculum is a series of planned activities with the aim of achieving the learning objectives of an educational institution (Madani, 2019). With a curriculum, the learning process in an educational institution can be more focused and conceptualized. The function of this curriculum is as a tool to achieve educational goals (Azzahra dkk., 2023).

However, teachers should not be careless in making these learning videos. There are also several aspects that teachers must pay attention to when making these videos, such as appropriate delivery techniques, presentation of material must be correct, making videos with optimal quality, and skill a teacher in making videos must also be appropriate to current developments (Andriyani & Suniasih, 2021). Apart from that, there are also several aspects that teachers must pay attention to regarding the teaching in the video, such as stating learning objectives, presenting interesting, stimulating material, providing feedback and outside of class hours, teachers should provide tutoring services for their students (Halim dkk., 2023). Teachers as providers of knowledge must be able to act as facilitators in learning activities so that learning activities become more effective and meaningful (Rapanta dkk., 2020). For this reason, a teacher should be able to create a pleasant and interesting teaching and learning atmosphere for students (Roberts dkk., 2018). As has been explained, learning that is fun for students can be done by learning using videos (Andriyani & Suniasih, 2021). Learning videos that are needed to support Arabic learning so that elementary school students are interested and enjoy learning Arabic can be created using the Animaker application.

Various studies on the benefits and effectiveness of Animaker on the quality of learning processes and outcomes in schools the basics have been done a lot. The use of Animaker as a learning medium in elementary schools has been empirically proven has

a positive influence on students' learning motivation and students' interest in reading, increasing learning activities, students' scientific attitudes and critical thinking skills (Lin & Wu, 2021). The positive influence of using Animaker is deep

learning process which will then lead to improved student learning outcomes in elementary schools several subjects, as explained in various research results (Fitria dkk., 2023). Syarifuddin (2014) stated that the Animaker development phenomenon has indeed spread to all corners community life in a fast time (Krismanto, 2018).

As the name suggests, the Animaker application is free software that is useful for creating various videos attractive animation (Niswatin dkk., 2023). In this application there are various features that will support it making animated videos. This animaker application was first launched in Open Beta version 2014 (Dorathy & Chandrasekaran, 2018). In February 2015, this Animaker application was officially launched based on a freemium model which allows users to enjoy the application for free. Since its launch in 2014, this Animaker application is equipped with attractive characters and templates so that users can use this application easily. Animaker itself is a combination of words (portmanteau) from "animation" and "maker" (Winarto dkk., 2020). So it can be exported to Facebook, YouTube or downloaded as a video mp4, animaker uses HTML5 and Adobe Flash to create the animation. This animaker application developed at a company founded by RS Raghavan by SaaS video-based Animaker, Inc (Schwendicke dkk., 2020). This software is also available in the Chrome Web store as a Chrome Extension File (Guess dkk., 2020). By using this application, it can make students interested in taking lessons, because it exists interesting videos. The teacher's job is also of course easier, because the teacher no longer explains clearly overall, but the teacher only needs to show the video and explain a little to the students based on it the video. Animaker has a product named animaker whiteboard, background and characters what is needed also already exists (Sallam, 2023).

Based on the explanation above, it can be concluded that the aim of this research is to see effectiveness Animaker application to make it easier for teachers to present lessons and help students understand the material lessons taught. The benefits of this research are that it makes it easier for students to understand the material, because videos will provide a fun experience for students so they are interested and like them in learning Arabic, then this research will also improve teachers' abilities with videos interesting animated learning. For schools, this research will provide a new breakthrough increasing students' Arabic learning outcomes. And finally, for the researchers themselves, this research will add insight and knowledge by practicing the theory obtained.

RESEARCH METHODOLOGY

In this research, researchers used qualitative descriptive methods. Which in this method is human is the main instrument and the results of this research are conveyed in words or statements according to existing circumstances, in other words what actually happened (Seixas dkk., 2017). The qualitative descriptive method is a research method

based on the philosophy of postpositivism which is used to research the conditions of natural objects, and not experiments (Crawford & Serhal, 2020). In this research, the researcher acts as the key instrument, then the data collection technique is carried out using triangulation (combination), and the data analysis is inductive/qualitative, and the results of this research place more emphasis on meaning. In other words, research

Qualitative descriptive is the use of a method that utilizes qualitative data and then explains it descriptively later. This research was conducted at SD IT Mutiara Hati Payakumbuh on 23 May – 1 July 2022. Researchers collected data by means of interviews, observation and practice or also called triangulation (combination). Interviews were carried out by asking questions to teachers in order to obtain a lot of information about learning Arabic and what methods and learning outcomes using the methods used in elementary schools are (Jailani dkk., 2021). Then the researcher continued the research using observation, namely by witnessing directly how the teaching and learning process occurred using this method. Then later the researcher will practice the learning method that the researcher proposes, namely by using animaker-based learning videos. Finally, the researcher will analyze the data and results that have been obtained to obtain conclusions for this research.

RESULT AND DISCUSSION

In this sophisticated era, where technology has improved and all sectors of life in general have used and utilized technological sophistication, the education sector must not be inferior to other sectors (Jones-Jang dkk., 2021). In fact, it should be the education sector that should be at the forefront by relying on existing technology. A situation that allows students to gain knowledge, intelligence and attitudes is a learning medium, including teachers, books and the environment (Diani dkk., 2018). An educator today must be creative and be able to master existing technology so that the learning process runs smoothly (Frederix dkk., 2019). Especially in using applications that can be used as learning media. Learning media is a very important instrument because it plays a role in determining the success or failure of a teaching and learning process (Deuflhard dkk., 2019). In this modern era, students often use something related to technology, both for learning and playing, the most important thing for them is that it is interesting. So, technology can now be used to attract students' interest in learning so that the teaching and learning process occurs effectively and can achieve the desired results (Simamora, 2020).

To get maximum learning results, especially in learning Arabic, educators must try to find learning methods or media that can make students more enthusiastic and interested in learning Arabic (Tangcharoensathien dkk., 2020). Researchers have proposed here a learning medium that can be used by educators, namely the Animaker application. This application is believed to be able to make students more interested and happy in learning Arabic because it will make it easier for students to understand the material (Falloon, 2020). In essence, students as young as children who are still in elementary school will like various animated videos (Priyono dkk., 2020). That is why

researchers strongly recommend using animaker for learning Arabic at the elementary school level. However, this does not exclude that the competence of educators must also be in accordance with current developments in making animated videos. In other words, educators must strive to create interesting videos and learning objectives can also be achieved using this method. As explained, this research will produce video media for learning Arabic.

The use of learning videos using the Animaker application in Arabic language learning for fifth grade SD IT Mutiara Hati students through several procedures such as defining, designing, developing and disseminating. The first stage, namely the definition stage, is carried out by analyzing needs. Based on interviews with Arabic teachers at SD IT Mutiara Hati, it was found that the source of students' learning was only through the books provided at school. Teachers do not provide media to support learning so that students are less enthusiastic and unmotivated in the learning process. That is a problem that needs to be addressed. The next step is to determine competency standards and learning indicators that need to be better understood by students based on a learning needs analysis. The aim is that the media developed can help teachers teach students according to the demands of competency in learning (Syakur dkk., 2020). Then proceed to practice, first the researcher designs the design plan and components that will be used to learn with the Animaker application. The first thing the researcher does is collect learning material or understand the material that will be taught to students and that way it will be easy for the researcher to design what kind of video to make. After that, the researcher will continue by making Arabic learning videos using the Animaker application. This video will later become a result that can be utilized by SD IT Mutiara Hati to become a benchmark and reference for better videos in the future.

Introduction to Various Features in Animaker

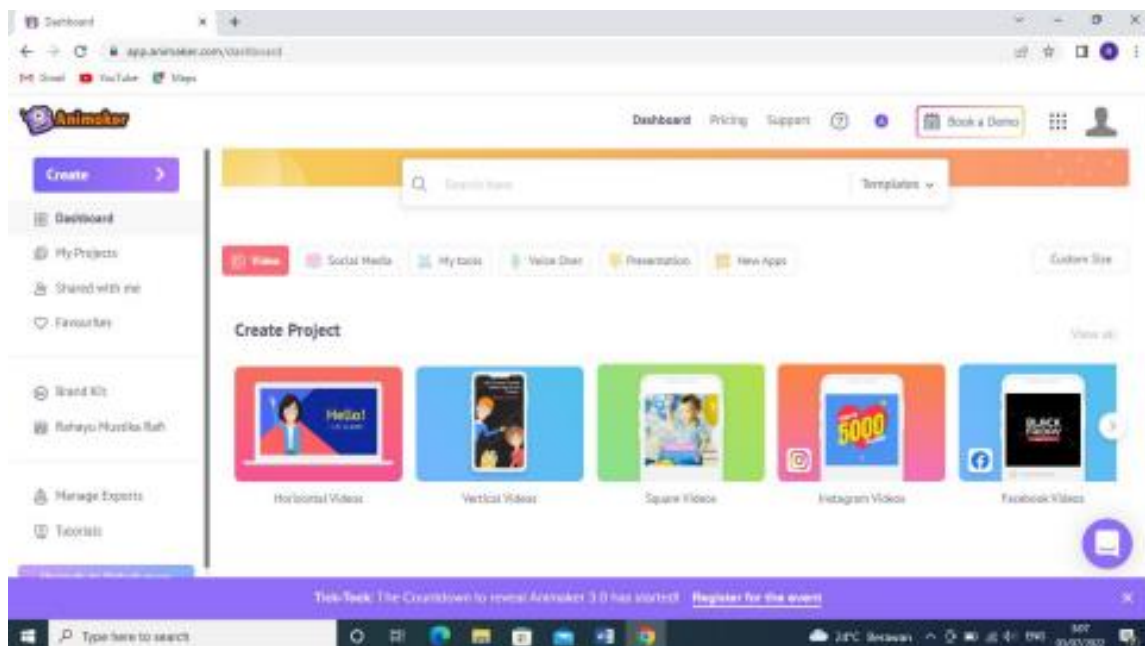


Figure 1.Animaker Utama Display

On the main display of Animaker, users will be presented with various menus and interesting features. First, users must log in first before using this application. Researchers use a website to open this application to make it easier. In the top menu, users are presented with a search feature, so that users can search for the model or type of video they want without having to search by looking at them one by one. Then, under the search feature, users will be given a classification of what kind of editing the user wants to make it easier, such as videos for social media, my tools to cut or crop video, voice over to edit sound, presentation for editing videos in the form of presentations and there are also new apps which includes various menus for editing videos, photos, sound and so on. Then, in part create project The form of video that will be used is further classified, such as horizontal videos, vertical videos, square videos, Instagram videos and Facebook videos.

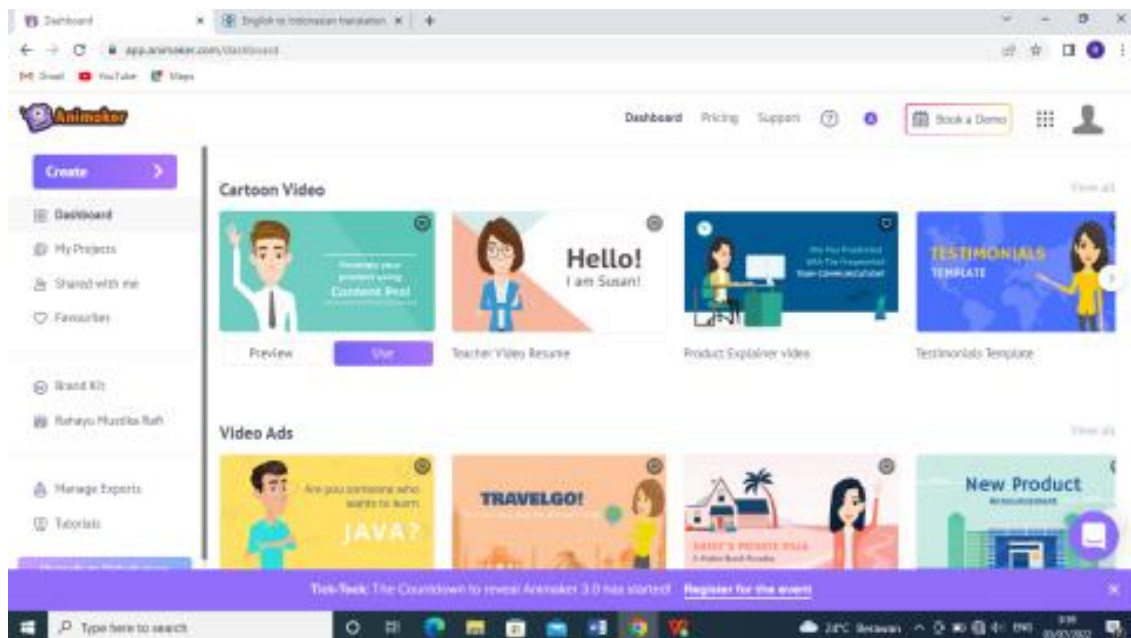


Figure 2.Video model selection

Animaker also provides features preview. This feature aims to see the details in each video before the user decides to choose the video model they like or want (Blake dkk., 2020) Besides features preview there are also features use which can be selected if the user has decided to choose the video model.



Figure 3. Display the video to be edited

After deciding on the video model, users just click on the menuuse which is on the right sidepreview. Then, the user will be directed to the display for editing the video, as in Figure 3. There are several menus that can be used, on the left side there is a menucharacter that the user can use, it dependscharacter like what will be used. Then, on the right side there isscene-scene which can be used as a shortcut for users to viewscene-scene certain. Then, at the bottom there is a video duration table, through this the user can cut or lengthen it according to the desired video duration. Finally, to edit the writings you want to convey, users just click on the part of the writing, then replace it by typing according to the writing or purpose of the material you want to convey.



Figure 4. Writing Changes

Writing changes can be made by clicking the menu on the right, then the user can select the desired writing form. Changing the size of the letters can also be done by changing the numbers in the text menu.

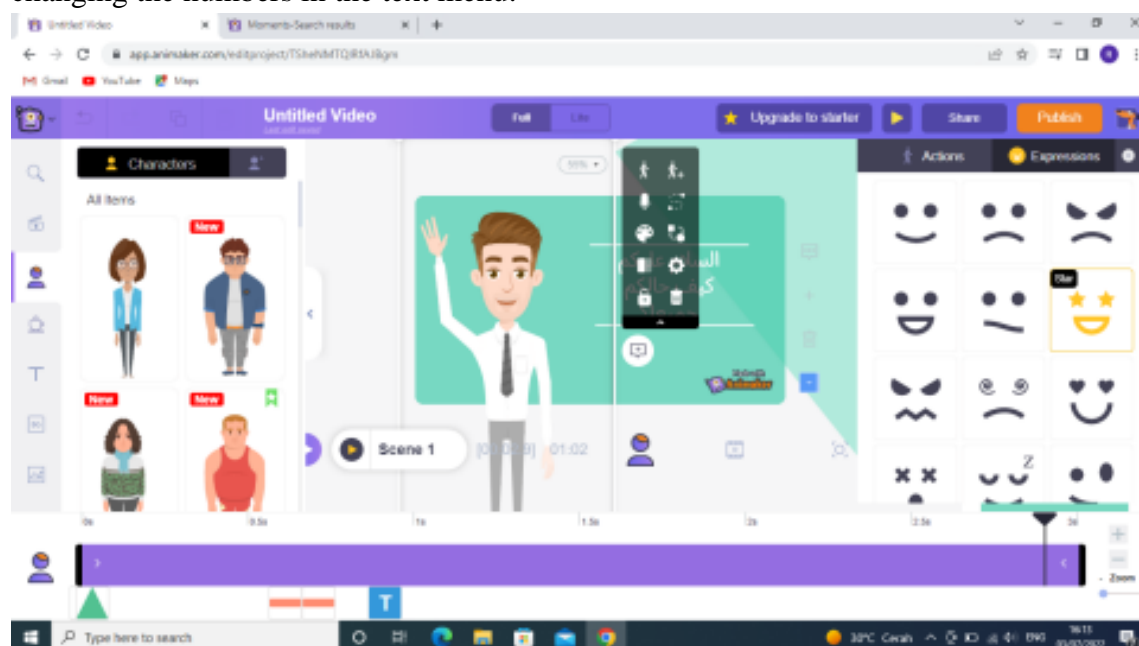


Figure 5.Expression Change

Expression character What the user chooses can also be changed according to the context of the word or video being edited. This feature is located on the right side with the name expressions, then there is also a menu actions which will show various states or movements that the user wants.

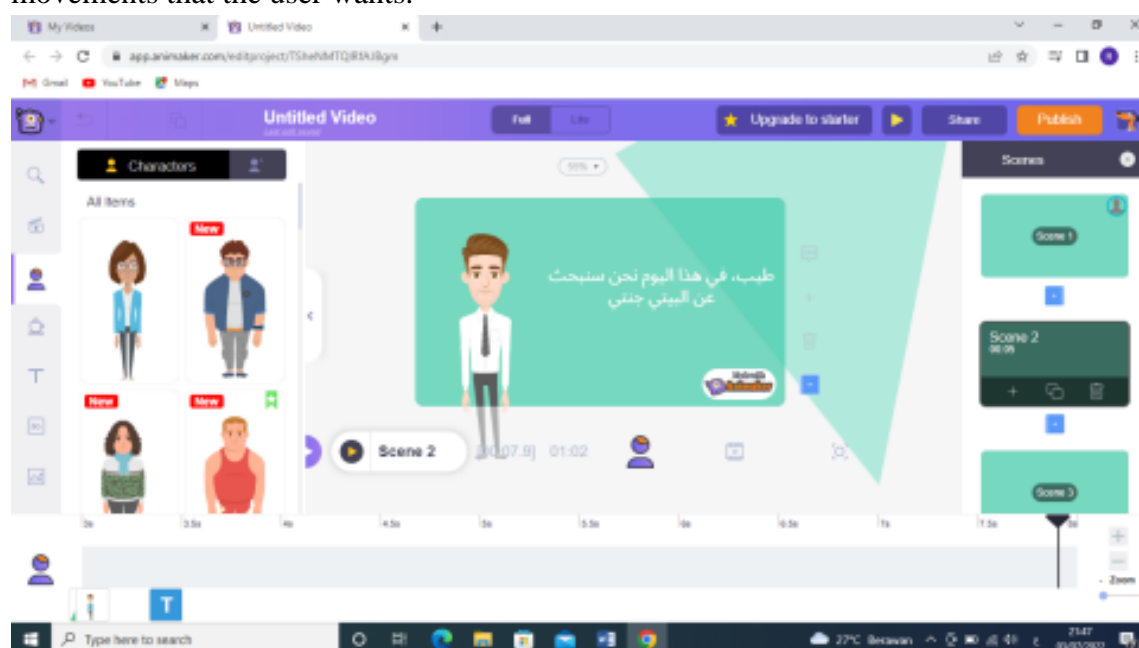


Figure 6.Continue Editing to the Next Stage

Users can continue editing for scene-scene further according to one's own wishes. With the many menus available, users can more easily edit videos according to their own wishes (Smith & Magnani, 2019).

CONCLUSION

Based on the data analysis that the researchers have carried out, it can be concluded that learning Arabic using animaker is quite effective because it makes it easier for educators and students to learn. For educators, this web-based animaker application can facilitate the learning process because educators can explain the material just by using edited videos, then educators can also increase their competency due to increased skill to edit various videos (Blake dkk., 2020). For students, learning Arabic using the Animaker application can increase the level of enthusiasm for studying (Alharizeh & Khasawneh, 2022). It is proven that videos have a big role in today's developments, considering that many children prefer watching rather than reading (Saurabh & Ranjan, 2020). Therefore, learning Arabic using videos is fun while eliminating the negative stigma of children who think learning Arabic is difficult and difficult to understand (Hulaihel dkk., 2023). This stigma has existed since ancient times, even though Arabic is the language of Muslims and the Muslim holy books were revealed in Arabic.

ACKNOWLEDGEMENT

The researcher would like to thank Mrs. Marnita Indra Daulay as the principal of SD IT Mutiara Hati who has given the opportunity and allowed the researcher to conduct research at SD IT Mutiara Hati. Then the researcher also expressed a thousand thanks to the teacher and supervisor in completing this research, namely Ustadz Adam Mudinillah, M. Pd. Not forgetting especially the family, Appa and Mother who have given an abundance of love so that researchers can complete this research. Lastly, the researcher would also like to thank his friends who always put a smile on his face. Hopefully this research can be useful for SD IT Mutiara Hati, UIN Mahmud Yunus Batusangkar, and all parties who can learn from this research. May we all always be under the protection of Allah 'Azza Wa Jalla. Thank you very much.

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