



## **Development of Vocabulary Learning Videos to Improve Students' Motivation and Understanding of Arabic Vocabulary**

**Ida Latifatul Umroh**

Darul 'Ulum Islamic University Lamongan, Indonesia  
idalatifatul@unisda.ac.id

**Ellina Dwi Faning Zun**

University of Muhammadiyah Surabaya, Indonesia  
ellinadwi92@gmail.com

**Nurotun Mustaqimah**

Darul 'Ulum Islamic University Lamongan, Indonesia  
nurotun.2023@mhs.unisda.ac.id

---

### **ENGLISH ABSTRACT**

This research is motivated by the low motivation to learn Arabic and understand vocabulary at the elementary level. This study aims to produce a product in the form of vocabulary learning videos and describe its feasibility in increasing learning motivation and understanding of Arabic vocabulary. The type of research is research and development. The research data from the results of the validation of material and media experts, limited field tests assessing the language learning motivation, and effectiveness of Arabic vocabulary learning videos. The data collection technique uses observation and questionnaires. The results of the research are: (1) the product was developed in the form of learning video media to increase learning motivation and understanding of Arabic vocabulary at the beginner level. This product contains images that symbolize the meaning of words. This product presents one learning theme, natural scenery, consisting of nine vocabularies. This product also contains exercises to help students understand Arabic vocabulary. (2) The product feasibility from both material and media experts is good. The results of limited field tests of the product use are excellent, while the pilot test for student motivation is high. Therefore, this medium is valuable and should be used in learning.

**Keywords:** Learning Videos, Arabic Vocabulary, Students' Motivation

### **INDONESIAN ABSTRACT**

*Penelitian ini dilatarbelakangi oleh rendahnya motivasi belajar bahasa Arab dan pemahaman kosakata di tingkat dasar. Tujuan dari penelitian ini adalah untuk menghasilkan produk berupa video pembelajaran kosakata dan mendeskripsikan kelayakannya dalam meningkatkan motivasi belajar dan pemahaman kosakata bahasa*

---

*Arab. Penelitian ini merupakan jenis penelitian dan pengembangan. Data penelitian dari hasil validasi ahli materi, ahli media, uji lapangan motivasi belajar, dan uji lapangan terbatas pada penerapan video pembelajaran kosakata bahasa Arab. Teknik pengumpulan data menggunakan observasi dan kuesioner. Hasil penelitian adalah: (1) produk yang dikembangkan dalam bentuk media video pembelajaran untuk meningkatkan motivasi belajar dan pemahaman kosakata bahasa Arab pada tingkat pemula. Produk ini berisi gambar yang melambangkan arti kata. Produk ini menyajikan satu tema pembelajaran, yaitu pemandangan alam, yang terdiri dari sembilan kosakata. Produk ini juga berisi latihan untuk mengetahui pemahaman siswa tentang kosakata bahasa Arab. (2) Hasil kelayakan produk dari ahli materi sangat baik dan hasil kelayakan dari ahli media baik. Hasil uji lapangan terbatas pada penerapan produk yang sangat baik, sedangkan uji produk untuk motivasi belajar adalah tinggi. Dengan demikian, media video pembelajaran kosakata layak digunakan dalam pembelajaran*

***Kata Kunci:*** Video Pembelajaran, Kosakata Bahasa Arab, Motivasi Siswa

---

## **Introduction**

Vocabulary plays a role in determining the quality of students' language skills. The more vocabulary a student masters, the easier it will be for them to use Arabic on all aspects of skills (Rahmawati & Hikmah, 2022). Learning Arabic vocabulary is very necessary to be used as a basis for developing Arabic language skills (Cholis et al., 2020). Learning a language without mastering a wide range of vocabulary may prevent students from being able to communicate effectively.

To acquire a good understanding of vocabulary, ideal vocabulary teaching techniques are needed. The techniques or stages of vocabulary teaching are: *first*, listening, this is an important thing in language learning, because translation errors will result in writing and pronunciation errors. *Second*, allowing students to say the vocabulary they have listened to. *Third*, to get the meaning of the word, the teacher must pay attention to the accuracy/correctness of the student's pronunciation. In the last stage, teachers must pay attention to giving the meaning of words to students, as much as possible teachers avoid direct translation so that the meaning is not quickly forgotten by students (Muna, 2011). Visuals and context in sentences can effectively clarify the meaning of words, making this technique important in teaching discussion (Guinibert, 2020). Giving meaning can be done by giving context, and simple definitions, showing the original object, the using images, synonyms, antonyms, demonstrations, and others.

The use of vocabulary is a form of expression (Rahmawati & Hikmah, 2022). Where vocabulary must be presented according to the linguistic context so that it can be

imitated and understood by students. Vocabulary is not only about memorizing its meaning but also understanding its use in written texts or dialogues. Many Arabic vocabulary words have varying meanings depending on the context in which they are used. For example, the word "عملية التعلّم" means "learning process", while the word "عملية جراحية" means "operation". The word "عملية" has a variety of meanings depending on the context in which it is applied. Arabic vocabulary also has synonyms, where two or more words have similar meanings. For example, the words "العطش", "الظمأ", "الصدى", "الأوام", and "الجيام", all five words have a similar meaning, namely "thirst". However, all words cannot be used in the same context because each word has a different context of use.

Teaching vocabularies must take into account the theory of meaning as teaching a language essentially involves teaching the meaning of words in the target language. So, understanding the theories of meaning is needed as a basis for thinking in language teaching. There are two types of meanings, namely lexical and grammatical meanings. Lexical meaning is often interpreted as a meaning that is usually found in dictionaries. Meanwhile, grammatical meaning is a meaning that depends on the context of the sentence or the situation (Kurniawan et al., 2023). By drawing on the theory of meaning, language teachers, particularly in the vocabulary aspect, will be able to determine methods, strategies, and media that are suitable for vocabulary learning.

In the teaching and learning process, media is needed in delivering material. Media is not only limited to physical objects such as textbooks, modules, and worksheets, which results in a time-consuming, high-cost, and paper-intensive process (Azhar et al., 2023). Therefore, teachers are required to take advantage of information technology-based learning media that is increasingly widespread and can be used by many groups (Kesuma et al., 2021).

In this era, students are used to using information technology and generally already know how to access it. Although many of them still do not use information technology effectively, such as utilizing it to harness their critical thinking skills (Ilmiani & Miolo, 2021). The learning habits of students, which are increasingly shaped by information technology, require a shift towards integrating technology-based learning. Elaish said, digital gaming technologies, especially mobile games, are emerging as the best way to create enthusiasm for learning new languages (Elaish, 2019).

In the context of learning Arabic vocabulary, it means providing access to resources that connect them to the world that has significantly shaped their lifestyle. By bringing students closer to information technology, it will affect their motivation to learn, because it can develop their cognitive abilities through media that facilitates the learning process. Cholis et al. said that motivation is also one of the important factors that determine students' learning success in the fields of education, skills, and values (Cholis et al., 2020).

Learning outcomes are the results that are to be achieved from teaching and learning activities by the educational goals themselves (Purwanto, 2019). Learning outcomes can be seen from behavioral changes after participating in teaching and learning activities. In psychological behavior, three domains can be educated and changed in behavior, namely cognitive, affective, and psychomotor. For learning goals to be achieved, students are encouraged to the level of *creating* in the cognitive domain, able to behave and behave both in the classroom and outside the classroom honestly in the affective domain and have a tough and strong physique in the psychomotor domain (Nafiati, 2021).

The use of information technology media to increase motivation to learn Arabic and learning outcomes is an effective approach. Where the choice of information technology-based media that can be used is very diverse, more interesting, easy, and practical to use during learning. Among the technologies that can be used are learning videos.

According to *the Great Indonesian Dictionary* (2006), a video is a moving image accompanied by sound. Videos belong to the category of audio-visual teaching materials. This teaching material combines two materials, namely visual and auditory (Prastowo, 2012). Visual materials stimulate the sense of sight and auditory materials are used to stimulate the sense of sight. Through these two senses, teachers can create more effective learning.

Many applications are used in making learning videos, including the Plotagon Story, the Inshot, the Animiz, etc. The interesting aspect of the video lies in the presentation of teaching materials in the form of audio and visuals (Sanusi & Fahmi Yahya Abdil Haq, 2021), which is not found in textbooks. Students will find it easier to remember and understand lessons. This is according to the words of Confucius (the

great Chinese philosopher), "What I hear, I forget. What I saw, I remember. What I do, I understand" (Prastowo, 2012).

Many previous studies have investigated the use of learning video media to enhance learning motivation and understanding of Arabic vocabulary. As done by Atika Rahmawati, Khizanatul Hikmah with the title "Development of Arabic Vocabulary Learning Media Based on Plotagon Story at SMP Muhammadiyah 8 Tanggulangin Sidoarjo". The result of this study is that the Plotagon Story Application was developed as a medium for learning Arabic vocabulary which aims to help make it easier for students to learn Arabic vocabulary. The result of this research is that the Plotagon Story application is effective in learning Arabic vocabulary (Rahmawati & Hikmah, 2022).

Durrotul Hikmah, Garik Petoukhoff, Jessica Papaioannou with the title "The Utilization of the Animiz Application as a Media for Arabic Language Learning on Students". The result of this study is that the Animiz application is very effective in learning Arabic. The app has many attractive display features and can visualize abstract shapes into real shapes. Furthermore, educators can use moving text displays that are complemented by funny images. Teachers can also choose the desired background color. This can attract students' sympathy and enthusiasm to study in class. The app is easy to use, so teachers can quickly understand how the system works (Hikmah et al., 2022).

The research was conducted by Kurniawan Hamidi, Wan Jamaluddin, Koderi, and Erlina with the title "Development of Arabic Language Learning Media Based on Interactive Animation Videos for Madrasah Aliyah Students". This research produces a product in the form of interactive animation video media to train students' Arabic language skills. Based on the validation results, interactive animation video media is suitable for use as an Arabic language learning medium. Based on the effectiveness test, it is stated that interactive animated video media is effectively used in learning speaking skills (Hamidi et al., 2023).

The purpose of vocabulary learning is receptive and productive (Matsna, 2012), namely vocabulary learning to understand and use vocabulary. These two goals have not been maximally achieved in learning Arabic vocabulary, especially at the elementary school level. Based on the initial observations made by the researcher, the underlying problem that has not achieved this goal is the delivery of vocabulary meanings that still use translation techniques. Theoretically, this technique accelerates students to forget

the meaning of language vocabulary. This, results in low motivation to learn and master the Arabic vocabulary of students.

Another problem in schools is related to the use of information technology-based learning media. Very few Arabic teachers in the Lamongan area develop and use information technology-based media in the learning process. This is based on the observations of researchers in several elementary schools in Lamongan. Therefore, the researcher proposed a solution by developing vocabulary learning media in the form of learning video media to increase learning motivation and understanding of Arabic vocabulary.

Based on the above background, the formulation of the problem in this study is: (1) what is the form of the products developed to increase learning motivation and understanding of Arabic vocabulary? (2) How feasible is the product developed to increase motivation to learn and understand Arabic vocabulary? The objectives of this study are: (1) to produce products developed to increase learning motivation and understanding of Arabic vocabulary. (2) to determine the feasibility of the product developed to increase learning motivation and understanding of Arabic vocabulary

## **Methods**

The research with the title Development of Learning Videos to Increase Motivation and Understanding of Arabic Vocabulary Students uses qualitative and quantitative descriptive research approaches. As for the type of research, it is in the form of research and development. This study uses the Hannafin and Peck development model which includes three stages of development: needs assessment, design, and development/implementation (Hannafin and Peck, 1988).

The data of this study are the results of the validation (argue that the product is valid) of material experts and media experts, the results of product observation and limited field tests related to the motivation to learn Arabic in 12 students, and the results of the field test questionnaire are limited to the application of Arabic vocabulary learning videos.

This study uses data collection techniques in the form of observations and questionnaires. This study uses data collection techniques in the form of observations and questionnaires. Observation techniques were used to obtain data on students'

motivation to learn Arabic using learning video media. Meanwhile, the questionnaire technique was used to obtain validation data of material and media experts, and the effectiveness of media use. Instruments used are observation sheets and questionnaire sheets filled out by material experts, media experts, and students.

Research data derived from observation sheets are used to determine students' learning motivation. The indicators are as follows: (1) In the teaching and learning process, students pay attention to every instruction from the teacher, (2) Students learn with enthusiasm and order in class, (3) Students ask friends or teachers if they feel they do not understand the material or encounter difficulties, (4) Students do their assignments well and do not complain, (5) Students have confidence in the results of their work (Sardiman, 2019).

**Table 1:** Achievement Indicators of Student Motivation Research

Achievement	Criterion
75%-100%	High
51%-74%	Medium
25%-50%	Low
0%-24%	Very Low

The assessment of the student learning motivation observation sheet is calculated through the following formula (Thoifah, 2015):

$$\text{Motivation score for each indicator} = \frac{\text{The frequency of students meets the indicator}}{\text{Total number of students}} \times 100$$

Meanwhile, the formula for motivation achievement in one class is as follows:

$$\text{Motivation achievement} = \frac{\text{The number or motivation score for each indicator}}{5}$$

Meanwhile, the data obtained from the questionnaire was analyzed quantitatively. The quantitative data comes from the analysis:

For expert validation, researchers use conversions 1 to 5. Then calculate the percentage using the formula:

$$\text{Media validation score percentage} = \frac{\text{Number of validation score}}{\text{Maximum score}} \times 100$$

The student questionnaire instrument for each indicator uses a Likert scale measurement with a positive statement converted to a value of 5 to 1, as shown in the following table:

**Table 2:** Likert Scale

Positive Statement		
Strongly Agree	SS	5
Agree	S	4
Neutral	N	3
Disagree	TS	2
Strongly disagree	STS	1

The criteria for interpreting the questionnaire score are as follows (Thoifah, 2015):

**Table 3:** Score Interpretation Criteria

0% - 20 %	Very Bad
21% - 40 %	Bad
41% - 60 %	Enough
61 % - 80%	Good
81% - 100%	Excellent

### Developed Products

The product developed to address the problem of learning Arabic at the basic level is a learning video focused on increasing motivation to learn Arabic and understanding Arabic vocabulary. This video was developed using *the kinemaster* application, in which there are images accompanied by Arabic texts and audio according to the displayed images. The images used are modified cartoon versions, not the original photographs.

The product developed is very simple. Using pictures, voice recordings, and Arabic vocabulary writing, vocabulary learning videos can be created as an efficient learning tool. This product presents one theme, natural scenery, consisting of nine vocabularies. The presentation of the order of vocabulary is grouped based on its meaning, starting from vocabulary related to plants, water, and mountains. In addition, vocabulary learning video products also contain exercises to find out students' understanding of Arabic vocabulary.

The use of this video in learning vocabulary is very easy. Teachers only play videos through laptops/computers and are displayed in class through LCD or TV. Meanwhile, students see and listen to the video and imitate the vocabulary sounded through the video. The video can be played over and over again until the student has an understanding of the Arabic vocabulary learned. Learning videos can also be viewed by



students at home via cell phones or laptops. The form of the video developed can be described as follows:



**Picture 1:** The Form of the Video Developed

The learning videos developed are a type of audio-visual media, so in their application, they function for the senses of sight and hearing. This media has several characteristics, namely: images accompanied by sound elements, can be used to learn anytime and anywhere, according to the psychology of elementary level students, and can be played repeatedly. Seeing the characters in the video media can provide a different learning sensation, considering that video media involves two senses at once.

There are several shortcomings in the development of this video media, namely:  
 1) The material displayed is still incomplete. 2) Vocabulary exercises are less varied. 3) The sound in videos is less clear.

## Product Eligibility

### *Expert Validation Results*

To prove the feasibility of the product, the researcher conducted a validity test on two validators, namely material experts and media experts. Validation activities on the products that have been made are carried out in the form of filling out a questionnaire for validating Arabic vocabulary learning video media. The description of the results of the closed questionnaire is presented in the following table:

**Table 4:** Material Expert Test Questionnaire

Number	Indicator	Score
1	The media developed contains materials that are by the learning objectives to be achieved	4
2	The media developed contains learning Arabic vocabulary that is adapted to the theme, namely: natural scenery	5
3	The media developed contains Arabic vocabulary equipped with images	5
4	Systematics of material delivery based on word meaning groups	4
5	The media developed has clarity in the material delivered	3,5
6	The media developed has the efficiency of presenting material	4
7	The media developed has the correct use of the Arabic font style	5
8	The media developed has ease in reading vocabulary	4
<b>Sum</b>		<b>34,5</b>

Based on the results of the calculation of the table above, the calculation of the percentage of material validation scores is as follows:

$$\text{Percentage of material validation score} = \frac{34,5}{40} \times 100 = 86,25\%$$

The result of the calculation of the percentage of material validation score is 86.25%. Thus, the material in the learning video media is classified as very good.

The results of media validation can be seen in the following table:

**Table 5: Media Questionnaire**

No	Indicator	Score
1	The media developed has clear learning instructions	3
2	The developed media is interesting to use	4
3	Media developed according to the character of students	4
4	Image quality on developed media	4
5	The developed media can be run with a computer/cellphone	5
6	Developed media works well	4,5
7	The sound in the learning video media is heard clearly	3,5
8	The developed learning video media is easy and practical to use during learning	4
9	The developed media has a clear font size and is proportional to the screen display	4
10	The media developed has a suitability for color combinations	4
<b>Total</b>		<b>40</b>

Based on the results of the calculation of the table above, the calculation of the percentage of media validation scores is as follows:

$$\text{Percentage of material validation score} = \frac{40,5}{50} \times 100 = 80\%$$

The result of the calculation of the percentage of media validation score is 80%. Thus, the Arabic vocabulary learning video media developed is classified as very good.

### **Limited Field Test Results**

A limited field test was conducted by the researcher on 12 grade II elementary school students. This field test was used to determine the level of students' learning motivation towards Arabic and the validity of the applicability of learning videos. To find out the level of student motivation, the researcher used an observation technique. The results of observations during the application of the media are as follows:

**Table 6: Observation Sheet Results**

Indicator	Frequency	In %
In the teaching and learning process, students pay attention to every instruction from the teacher	10	83,33
Students learn with enthusiasm	9	75

and order in class		
Students ask their friends or teachers if they feel they don't understand the material or are having difficulties.	10	83,33
Students do the assignment well and do not complain	9	75
Students have confidence in the results of their work	8	66,67
Average score of learning motivation		76,67%

This observation was carried out using an observation guideline. The researcher observed learning activities and student activities during learning using video media. The results of the calculation of the observation sheet on the motivation to learn Arabic were obtained with high criteria based on Table 1, namely with an average learning motivation of 76.67%. The value of each indicator is as follows: (1) in the teaching and learning process, students pay attention to every instruction from the teacher and get a result of 83.33%. (2) Students who learn with enthusiasm and order in class get 75% results. (3) Students asked their friends or teachers if they felt that they did not understand the material or encountered difficulties, the result was 83.33%. (4) Students do their assignments well and do not complain as much as 75%. (5) Students have confidence in the results of their work obtained as much as 66.67%.

The effectiveness of the implementation of learning videos is known from a questionnaire distributed to 12 students after the implementation of learning video media. The results of the questionnaire are as follows:

**Table 7:** Questionnaire Results

Number	Statement	Value Conversion					Total Score	Presented
		5	4	3	2	1		
1	Learning videos make it easier for me to memorize Arabic vocabulary	7	4	1			52	86,67%
2	Easy-to-play learning videos	6	4	2			52	86,67%
3	I can use the learning videos anytime and anywhere because they can be played on handphone	5	4	3			53	83,33
4	There are instructions for using learning videos	5	2	5			52	80%

5	The images in the video are very clear so that it makes it easier for me to remember vocabulary	6	2	4	53	83,33%
6	The voice in the video is clear in the delivery of vocabulary	5	5	2	51	85%
7	The vocabulary writing in the video is clear to read	7	2	3	52	86,67
8	The material shown in the video corresponds to the book	8	3	1	55	91,67
9	Learn to use video media more interesting	8	3	1	55	91,67%
10	Learning videos can be used independently and in groups	6	4	2	52	86,67%
<b>Total</b>					<b>527</b>	<b>87,83%</b>

The results of the calculation of the questionnaire sheet on the applicability of the product to 12 students obtained an average result of 87.83%.

### **Discussion of the Developed Product: Enhancing Learning Motivation and Improving Understanding of Arabic Vocabulary**

The product produced in this research and development is a learning video media that is used to increase learning motivation and understanding of Arabic vocabulary at the beginner level. According to education experts, student motivation is an important factor in the success of the teaching and learning process, the higher the motivation of students, the higher the success (Hamid & Husein, 2022). Ryan said, the importance of intrinsic motivation and the role of the learning environment in encouraging students to achieve academic success (Ryan, 2020).

The resulting product contains images that represent the meaning of words. By associating vocabulary with these pictures, students are encouraged to infer and understand the meanings of words more effectively. This product has several characteristics, namely images accompanied by sound elements, accessible for learning anytime and anywhere, designed according to the psychological needs of elementary-level students, and supported repeated use for learning. The video characters developed

are in accordance with the characteristics of learning videos expressed by Hujair AH in (Atminingsih et al., 2019), namely: 1) Moving images accompanied by sound elements, 2) Can be used for distance schooling, and 3) Have a *slow motion* device to slow down the process or event that takes place.

The development of video media is based on the theory of vocabulary teaching. As expressed by Muna, vocabulary teaching starts with students listening, students saying the vocabulary they have listened to and the way teachers convey the meaning of words to students (Muna, 2011). Vocabulary learning videos are applied by listening to vocabulary sounds, then students imitate them, and students get the meaning of vocabulary through the images displayed instead of understanding the meaning directly given by the teachers.

The development of learning video media to introduce Arabic vocabulary to students makes learning easy. Through this learning video, it can help students' cognitive development. Where the pictures presented are representations of the meaning of the vocabulary that is written and sounded, so students must think so that the understanding of meaning through pictures is not wrong. In addition, learning videos are more efficient because they can be used anytime and anywhere. The results of this study are in line with the research conducted by Dini Maharani et al. in "Development of Learning Videos for Early Childhood Arabic Vocabulary Recognition Based on Inshot Application" (Maharani & Warmansyah, 2022). In the study, it was found that learning video media products using the short application for the introduction of Arabic vocabulary in children looks very valid and very practical.

Another research that supports this research was carried out by Atika Rahmawati et al. who argued that the use of technology in learning media aims to increase students' learning styles, not limit students' learning time and place, and provide space for students to use technology for education (Rahmawati & Hikmah, 2022). This is also expressed by Mell Silberman, that adding visuals to lessons can increase memory from 14% to 38%. This study shows that there is an improvement of up to 200% when vocabulary is taught using visual tools. The time it takes to convey a concept is reduced by 40% when visuals are used to increase verbal presence (Prastowo, 2012).

The development of media in the form of videos for vocabulary learning is based on the theory of referential meaning. Where this theory says that meaning depends on

the reference/object indicated by the word/sentence (Taufiqurrohman, 2008). Learning video media for understanding Arabic vocabulary is developed by appearing images as a representation of the meaning sounded. Learning vocabulary using this video is also by the principles of learning Arabic for beginners. Asy'ari said that the explanation of the meaning of words and sentences for beginners should start with concrete things, such as using visual media, objects around, real activities/events, and others (Asy'ari, 2019).

Learning using video media can also increase students' motivation to learn. This is because the appeal of videos is greater than textbooks. Where the video contains images that can move, emit sound, and color, and can be played repeatedly. Meanwhile, textbooks are only visual media that cannot make a sound. Students' motivation to learn when learning using video media can be seen in the student's activeness and enthusiasm for learning. This is in line with research conducted by Arifin et al. who said that offline and online learning by utilizing video media packaged in the PowerPoint application can increase student learning motivation (Arifin & Abduh, 2021). Salahuddin also said kinemaster-based animation videos can improve students' mastery of Arabic vocabulary which has proven to be quite effective (Salahuddin, 2020).

### **Feasibility of Developed Products in Enhancing Learning Motivation and Understanding of Arabic Vocabulary**

The feasibility test of video media products is carried out by expert validity tests and limited field tests. The expert validity test was carried out on two experts, namely material experts and media experts. These two experts were selected based on their expertise in the field of Arabic language materials and learning media design for beginners. The subject matter expert is an Arabic language education lecturer who has been teaching for approximately nine years. He has also completed his doctoral education in Arabic. Meanwhile, media experts are lecturers in the learning media course at the PGMI program study.

Product feasibility test by experts through questionnaire techniques, by providing a questionnaire sheet containing 8 statements for material experts and 10 statements for media experts, then given a score on a scale of 5 to 1. Based on the calculations, the percentage of material validation scores was 86.25%. Through these results, the material contained in the learning video media is classified as very good.

Meanwhile, the results of the score calculation from media experts amounted to 80%. Thus, the Arabic vocabulary learning video media developed is quite good. Thus, the resulting product is suitable for vocabulary learning according to expert validation. According to research conducted by Fahiroh, animated videos can improve students' ability to understand, remember, and use Arabic vocabulary (Fahiroh, 2021).

Product feasibility tests are also carried out with limited field tests. This test was carried out on 12 grade 2 elementary school students. This trial was carried out using a questionnaire technique, which consisted of 10 statements. Students are asked to answer with the codes Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). Then the answer is converted to a value of 5 to 1, as in the theory of the Likert scale.

The results of the product feasibility test in the field test were limited to the application of the product in the field, with an average result of 87.83%. Based on the score interpretation criteria, the application of learning video media was declared very good. In this study, the researcher also conducted a product test for the level of student learning motivation. The data collection technique carried out is observation during the learning process with video media. Through the observation sheet instrument, the researcher observed the teaching and learning process and got students who participated in carrying out their learning tasks on average as much as 76.67%. From these results, it can be stated that students' motivation to learn Arabic by using learning video media is high. From here, intrinsic motivational elements such as curiosity, interaction, and competition can be obtained from digital game-based learning (Tuki & Asbulah, 2023).

## **Conclusion**

The results of research and development are: (1) the resulting product is in the form of a video containing images, vocabulary writing, and sound. The image in the video is a representation of the meaning of the vocabulary. Through these pictures, students are required to think about understanding the meaning of the vocabulary. (2) The results of product feasibility are seen from the validation of material and media experts. The results of material experts amounted to 86.25%, and the results of media experts accounted for 80%. Thus, the Arabic vocabulary learning video media developed



is quite good. Limited field tests on the applicability of the product were obtained from grade 2 students with an average of 87.83%, which means very good. Meanwhile, the product test for the level of learning motivation received a score of 76.67%, which means a high category. Thus, vocabulary learning video media is worthy of being used in learning.

Based on research and development, weaknesses in media development were found. Therefore, some suggestions for further development improvements are: The material delivered to students through video media is more complete, and exercises for understanding Arabic vocabulary are multiplied and more varied. It is also possible to practice Arabic vocabulary displayed with Arabic games, and vocabulary sounds to make them clearer

## References

- Adiawaty, S., Oci, M., Siminto, S., & Ermindyawati, L. (2023). Adaptive strategies for 21st century learning: Digital literacy and learning outcomes in contemporary Indonesian higher education. *International Journal of Teaching and Learning*, 1(2), 115-127.
- Arifin, M., & Abduh, M. (2021). Jurnal basicedu. *Jurnal Basicedu*, 5(4), 2339-2347. <https://doi.org/https://doi.org/10.31004/basicedu.v5i4.1201> PENDAHULUAN
- Asy'ari, M. (2019). Metode, Sistem dan Prinsip Pembelajaran Bahasa Arab yang Inovatif. *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab*, 20(02), 288. <https://doi.org/10.32332/an-nabighoh.v20i02.1465>
- Atminingsih, D., Wijayanti, A., & Ardiyanto, A. (2019). Keefektifan Model Pembelajaran PBL Media Audio Visual Terhadap Hasil Belajar IPA Kelas III SDN Baturagung. *Mimbar PGSD Universitas Pendidikan Ganesha*, 7(2), 141-148.
- Azhar, M., Wahyudi, H., Promadi, & Masrun. (2023). Penggunaan Teknologi Dalam Pembelajaran Bahasa Arab Di Indonesia. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 6(4), 3160-3168.
- Cholis, A. N., Ningsih, M. L. W., Zein, A. K. A., & Syifaussakinah, S. (2020). Media Berbasis Powerpoint untuk Pembelajaran Kosakata Bahasa Arab bagi Pemula dalam Menghadapi Tantangan di Era Industri 4.0. *Konferensi Nasional Bahasa Arab VI (KONASBARA) 2020*, 12, 365-377. <https://prosiding.arab-um.com/index.php/konasbara/article/view/724>
- Elaish, M. M., Ghani, N. A., Shuib, L., & Al-Haiqi, A. (2019). Development of a mobile game application to boost students' motivation in learning English vocabulary. *IEEE Access*, 7, 13326-13337.
- Fahiroh, S. Z., Sudjani, D. H., & Rachma, F. M. (2021). The influence of animation video media on the Arabic vocabulary mastery of grade VIII students of MTs

- Asnawiyah. *LADU: Journal of Languages and Education*, 1(6), 247-255.
- Guinibert, M. (2020). Learn from your environment: A visual literacy learning model. *Australasian Journal of Educational Technology*, 36(4), 173-188.
- Hamid, M. A., & Husein, S. (2022). *Desain Bahan Ajar Bahasa Arab Berbasis Digital Teori dan Praktik*. Mojokerto: Insight Mediatama.
- Hamidi, K., Jamaluddin, W., Koderi, K., & Erlina, E. (2023). Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Interaktif untuk Siswa Madrasah Aliyah. *Journal on Education*, 5(2), 5289-5296. <https://doi.org/10.31004/joe.v5i2.1098>
- Hikmah, D., Petoukhoff, G., & Papaioannou, J. (2022). The Utilization Of The Animiz Application As A Media For Arabic Language Learning On Students. *Journal International of Lingua and Technology*, 1(2), 157-171. <https://doi.org/10.55849/jiltech.v1i2.84>
- Ilmiani, A. M., & Miolo, M. I. (2021). Digital literacy: exploration of social media-based Arabic language learning. *Journal of Applied Studies in Language*, 5(2), 215-221. <https://doi.org/10.31940/jasl.v5i2.215-221>
- Kesuma, M. el-K., Kesuma, G. C., & Saputra, D. (2021). Rancangan Media Pembelajaran Kosa Kata (Mufrodat) Bahasa Arab Berbasis Game Android. *Jurnal SIENNA*, 2(1), 32-42.
- Kurniawan, A., Muhammadiyah, M., Damanik, B. A. R., Sudaryati, S., Dalle, A., Juniati, S., Nurfauziah, A. N., & Suryanti. (2023). Semantik. In *Revista Mexicana de Sociología* (Vol. 37, Issue 4). Padang: PT. Global Eksekutif Teknologi. <https://doi.org/10.2307/3539870>
- Maharani, D., & Warmansyah, J. (2022). Pengembangan Video Pembelajaran Untuk Pengenalan Kosa Kata Bahasa Arab Anak Usia Dini Berbasis Aplikasi Inshot. *JOSTECH: Journal of Science and Technology*, 2(1), 61-74. <https://doi.org/10.15548/jostech.v2i1.3806>
- Matsna, M. (2012). *Pengembangan Evaluasi dan Tes Bahasa Arab*. Tangerang: Alkitabiah.
- Muna, W. (2011). *Metodologi Pembelajaran Bahasa Arab*. Yogyakarta: Teras.
- Nafiati, D. A. (2021). Revisi taksonomi Bloom: Kognitif, afektif, dan psikomotorik. *Humanika*, 21(2), 151-172. <https://doi.org/10.21831/hum.v21i2.29252>
- Prastowo, A. (2012). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Jogjakarta: Diva Press.
- Purwanto, N. (2019). Tujuan Pendidikan Dan Hasil Belajar: Domain Dan Taksonomi. *Jurnal Teknodik*, 146-164. <https://doi.org/10.32550/teknodik.v0i0.541>
- Rahmawati, A., & Hikmah, K. (2022). Pengembangan Media Pembelajaran Kosakata Bahasa Arab Berbasis Plotagon Story Di SMP Muhammadiyah 8 Tanggulangin Sidoarjo. *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 6(2), 225-241. <https://doi.org/10.32699/liar.v6i2.3489>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.

- Salahuddin, H., Fauzi, M. F., & Mauludiyah, L. (2020). Effectiveness of Arabic video animation in improving the mastery of Arabic vocabulary for students of Islamic Junior School. *International Journal of Arabic Language Teaching*, 2(02), 149-161.
- Sanusi, A., & Fahmi Yahya Abdil Haq. (2021). Pembelajaran Bahasa Arab Melalui Penggunaan Media Adobe Animate CC di Sekolah. *Al-Ma'Rifah*, 18(1), 1-14. <https://doi.org/10.21009/almakrifah.18.01.01>
- Taufiqurrohman. (2008). *Leksikologi Bahasa Arab*. UIN-Malang Press.
- Thoifah, I. (2015). *Statistika Pendidikan dan Metode Penelitiab Kuantitatif*. Malang: Madani.
- Tuki, N. H., Zailani, S., & Asbulah, A. H. (2023). Elevating Arabic Vocabulary Learning: A Dive into Digital Gaming Applications. *International Journal of Academic Research in Progressive Education and Development*, 12(4).