



INCREASING INTEREST IN LEARNING ARABIC THROUGH THE APPLICATION OF THE NEARPOD APPLICATION

¹Khaeratul Mar'ah, ^{2*}Abd. Rahman, ³Nur Fadilah Amin

^{1,2,3}Universitas Muhammadiyah Makassar

Email : ¹maddah1707@gmail.com; ^{2*}abd.rahman@unismuh.ac.id;

³nurfadilahamin@unismuh.ac.id

تجريد

الهدف من هذا البحث هو لمعرفة ترقية اهتمام الطلاب الصف الثامن المدرسة المتوسطة المحمدية بتببالا منطقة بانتاينج باستخدام برنامج *Nearpod* في تعليم اللغة العربية. النوع من هذا البحث هو بحث إجرائي في الفصل الذي يتكون من دورتين. مراحل إجراء البحث تبدأ من التخطيط، والتنفيذ، والملاحظة و . تقنيات جمع البيانات هي الملاحظة، الاستبانة و التوثيق. وتحليل البيانات باستخدام تحليل الوصفي النوعي أما البيانات الكمي باستخدام تحليل الوصفي الكمي. نتائج هذا البحث أن استخدام برنامج *Nearpod* على الطلاب الصف الثامن المدرسة المتوسطة المحمدية بتببالا منطقة بانتاينج في تعليم اللغة العربية فعالة. في الدورة الأولى، لمؤشر الشعور بالسعادة بلغت نسبة 34.12%، ومؤشر الاهتمام 34.73%، ومؤشر الاهتمام 21.74%، ومؤشر القبول 43.48%. ثم كان متوسط القيمة في الدورة الأولى 26.08 ثم ارتفع في الدورة الثانية إلى 60.86 بمتوسط نسبة زيادة 34.78.

الكلمات الأساسية: الإهتمام بالتعلم؛ برنامج *Nearpod*؛ تعليم اللغة العربية

Abstract

The aim of this research is to determine the increase in students' interest in learning by using the Nearpod learning application in Arabic language learning in Class VIII SMPS Muhammadiyah Bateballa, Bantaeng Regency. This type of research is classroom action research which consists of two cycles where each cycle is carried out in one meeting. Research procedures include planning, observation, action implementation, and reflection. The data collection techniques used are observation, questionnaires and documentation. The research process data was analyzed using qualitative descriptive techniques, while the student questionnaire data were analyzed using quantitative descriptive techniques. From the results of the Classroom Action Research, it was concluded that the learning interest of class VIII students at SMPS Muhammadiyah Bateballa in learning Arabic, there had been an increase in learning interest while implementing the Nearpod learning application on each indicator. In cycle I, the percentage increase for the happy feeling indikator was 34.12%, the attention indikator was 34.73%, the interest indikator was 21.74%, and the acceptance indikator was 43.48%. Then the average value in Cycle I was 26.08 then increased in Cycle II to 60.86 with an average percentage increase of 34.78.

Keywords: Interest in Learning; Nearpod Application; Arabic Language Lessons



INTRODUCTION

Education is the foundation for the development of a nation. No great country without good education. We must prioritize the aspect of education in this country.¹ It's not just maintenance that's being taken into account, but the quality of education, quality of educators, and other things that support the success or failure of education. Quality education is one of the 17 goals of the Sustainable Development Goals (SDGs) on the fourth point, which aims to guarantee quality education that is inclusive and equally promotes lifelong learning opportunities for all.²

According to the Act No. 20 of 2003 concerning the National Education System in section 3, the objective of national education is to develop the potential of the pupils to be believing and fearful of the One God, noble, knowledgeable, healthy, creative, competent, independent, and democratic and responsible citizens of the State³.

According to the 2022 United Nations Educational, Scientific and Cultural Organization (UNESCO) Survey on the quality of education in developing countries in Asia and the Pacific, Indonesia ranks 10th out of 14 countries. What is happening in the world of education today, especially at the level of Primary Secondary School (SMP) is the low interest of pupils in learning⁴. One factor that is causing a low interest in learning for students is the use of gadgets. The development of technology in the age of society 5.0 has increasingly lacked the space and meaningful time to acquire science in the various applications created to facilitate human life⁵. The era society 5.0 for the child generation of millennials preferred the use of advanced technologies such as mobile phones to be fun, especially for children. The very negative impact when the existence of the use of gadgets

¹ Jawade Hafids, "Karakteristik Kebijakan Pendidikan Tinggi Hukum Indonesia Berdasarkan Pancasila Dan Undang-Undang Dasar Negara Republik Indonesia Tahun 1945," *Kertha Wicaksana* 12, no. 1 (2018), <https://doi.org/10.22225/kw.12.1.420.22-37>.

² Ahmad Mukhlisin, D I Era, and Revolusi Industri, "Kepemimpinan Pendidikan Di Era Revolusi Industri 4.0," *Jurnal Tawadhu* 3, no. 1 (2019): 674–92.

³ Silviana Devi Lestari and Binti Maunah, "Dasar - Dasar Yuridis Sistem Pendidikan Nasional," *Jurnal Ilmu Pendidikan Sekolah Dasar* 9, no. 3 (2022), <https://doi.org/10.19184/jipsd.v9i3.31876>.

⁴ Helga Merilla Zafirah Widad Widad et al., "Bimbingan Belajar Dalam Meningkatkan Minat Belajar Siswa Sekolah Dasar Di Desa Batukuwung," *Bantenese : Jurnal Pengabdian Masyarakat* 4, no. 1 (2022), <https://doi.org/10.30656/ps2pm.v4i1.4484>.

⁵ Fatmawati, "Analisis Kompetensi Sosial Guru Bahasa Arab Dalam Meningkatkan Minat Belajar Siswa Bahasa Arab Pada Masa Pandemi Covid-19 Di Sma Muhammadiyah 1 Unismuh Makassar Said Mahasiswa Prodi Pendidikan Bahasa Arab Fakultas Agama Islam Sulaeman Masnan," *Jurnal Pendidikan Bahasa Arab*, 2019, 1–17.

as a media of information for pupils is not properly supervised by parents. Indonesia itself is a country with a variety of languages, languages are the key to human life in the world, because with languages people can interact with their neighbors and language is a resource for social life⁶. Languages can be used if they understand each other or are closely related to the use of language resources. We can understand the meaning and purpose of other people's language or speech if we listen carefully to what is said.⁷

The international languages defined by the United Nations (UN) in addition to English, French, Chinese, Russian and Spanish are Arabic taught in various specialized educational institutions in Indonesia, ranging from primary education to higher education, both public and private⁸. Historically, one factor in the existence of Arabic throughout this time is that Arabic is the language of the Qur'an and language of religion (in prayer, thought and prayer) besides that many educational institutions, especially those that breathe Islam, make Arabic a foreign language priority to be mastered by students.⁹

The Arabic is part of the foreign language, but it is no more a foreign language to be heard, for every Muslim has heard it from his birth into the world¹⁰. When a Muslim is born into the world, he will be defiled or defiled by his parents. In fact, adzan and iqomah speak Arabic, a language spoken by more than two billion users and has been thousands of years old and has spread all over the world.¹¹

Arabic is used in religious rituals to Allah SWT, Arabic also is a language of science and technology which is made as one of the international languages because it has a very special and considered position¹². Besides, Arabic is also the language of the Muslims, and

⁶ "Dampak Perkembangan Teknologi Komunikasi Terhadap Bahasa Indonesia," *Jurnal Interaksi : Jurnal Ilmu Komunikasi* 5, no. 2 (2021), <https://doi.org/10.30596/interaksi.v5i2.7539>.

⁷ Oktafiani Oktafiani and Mujazi Mujazi, "Pengaruh Media Pembelajaran Nearpod Terhadap Motivasi Belajar Pada Mata Pelajaran Matematika," *JPGI (Jurnal Penelitian Guru Indonesia)* 7, no. 1 (August 14, 2022): 124, <https://doi.org/10.29210/022033jpgi0005>.

⁸ Syamsul Hadi, *Kata-Kata Arab Dalam Bahasa Indonesia, Kata-Kata Arab Dalam Bahasa Indonesia*, 2015.

⁹ Pardosi, A. S. (2021). Mengantar Bahasa Indonesia Menjadi Bahasa Internasional. internasionalisasi bahasa indonesia Perspektif Lintas Negara, hal 28.

¹⁰ Diah Sabarotin, "Pemerolehan Bahasa Arab Menurut Ahmad Abdul Karim Al-Khulli," 2021, 1–62.

¹¹ Megawati, "Efektivitas Penerapan Metode Qawaid Wa Tarjamah Dalam Meningkatkan Maharah Qira'ah Siswa Kelas Viii-B Mts Muallimin Muhammadiyah Makassar," *Al-Maraji': Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2022): 97.

¹² Atabik and M. Slamet Yahya, *Pembelajaran Bahasa Arab Studi Apikatif Di Kampung Arab Kebumen*, 2020.



in order to understand Islam correctly, as a true Muslim he must understand and understand Arabic well¹³. Many of the books of Islamic science are in Arabic, whether it be the Tauhid, the Fiqih, the Muamalah, the Faraid, and others. All of them are from the Arabic books, therefore learning Arabic with a proper understanding of Arabic is an absolute and necessary thing.

This is confirmed in the Word of God.:¹⁴

نَعْمَلُونَ لَكُمْ عَرَبِيًّا قُرْآنًا أَنْزَلْنَاهُ إِنَّا

Translation:

“We have revealed it in Arabic, so that you may understand”.

Ibn Katsir explains that the Arabic language is the most fluent, the clearest, the broadest, and the most rewarding. Therefore, this Book (the Qur'an) has been revealed in the most glorious language. (yakni bahasa Arab)¹⁵.

It convinces us that it is appropriate for students to love, learn and strive to master Arabic¹⁶. In reality, what is happening to students nowadays is that they are less interested in studying Arabic because they think Arabic is an ancient language that is only suitable for those who live in Arabic, so the students have no interest in learning Arabic. The same is true of the students of Private Primary High School (SMPS) Muhammadiyah Bateballa Kab Bantaeng.¹⁷

¹³ Kamil Oensyar, *Metodologi Pembelajaran Bahasa Arab, Telaah Problematika Pembelajaran Bahasa Arab*, 2015.

¹⁴ Al-Quran Al-Karim dan Terjemahannya. (2014). Departemen Agama RI Surabaya: Halim 12:2. (QS. Yusuf ayat 2)

¹⁵ Alex Kusmardani, Mohamad Athoilah, and Mohamad Sar'an, "Tafsir Ayat Ahkam Dalam Perspektif Dilalah Manthuq Dan Mafhum," *Jurnal Syntax Transformation* 3, no. 02 (2022), <https://doi.org/10.46799/jst.v3i2.509>.

¹⁶ R. Umi Baroroh and Syindi Oktaviani R Tolinggi, "Arabic Learning Base On A Communicative Approach In Non-Pesantren School/ Pembelajaran Bahasa Arab Berbasis Pendekatan Komunikatif Di Madrasah Non-Pesantren," *Ijaz Arabi Journal of Arabic Learning* 3, no. 1 (2020), <https://doi.org/10.18860/ijazarabi.v3i1.8387>.

¹⁷ Moh. Fery Fauzi, Ahmad Fatoni, and Irma Anindiati, "Pelatihan Peningkatan Kualitas Evaluasi Pembelajaran Bahasa Arab Berbasis Information Dan Communication Technology (Ict) Untuk Pengajar Bahasa Arab," *Jurnal Terapan Abdimas* 5, no. 2 (2020), <https://doi.org/10.25273/jta.v5i2.5620>.

Progress in education, especially in science and technology, has influenced the learning process in schools¹⁸. Based on what's happening nowadays, children play more games than mainly primary high school students (SMP), thus influencing a decreasing interest in learning.¹⁹ This is also the case of high school students in Bateballa district of Bantaeng. Students spend more time with gadgets than with learning. This leads to a low interest in learning that students have in particular in Arabic language lessons because according to them, Arabic lessons are only suitable to be learned by children sitting at the gymnasium, for it is necessary a suitable learning medium to increase student interest and motivation so that it can be achieved a good learning success for students. The use of appropriate media in the learning process can help students in understanding learning so that students can be motivated and grow learning interest.²⁰

Based on observations of the Arabic language learning process carried out at SMPS Muhammadiyah Bateballa Kab. Bantaeng, it is known at the time of learning students less attention to the teacher's explanation, this is seen when the teacher asks questions, most of them do not answer²¹. At the time the teacher explains the learning material in front of the classroom, most students pay more attention to cell phones than teachers' explanations. Thus, focusing attention and arousing students' interest in learning Arabic is an urgent task for teachers in the learning process. One way to arouse interest in learning is by using an attractive learning medium. Previously, learning has never been applied using the Nearpod learning app, which is why, researchers feel challenged and interested to know the role of the media in increasing student learning interest in learning Arabic.

One of the learning media is interactive multimedia which is an attempt to meet the learning support facilities in realizing the quality of learning with the collaboration of

¹⁸ Amin Akbar and Nia Noviani, "Tantangan Dan Solusi Dalam Perkembangan Teknologi Pendidikan Di Indonesia," *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas Pgris Palembang* 2, no. 1 (2019).

¹⁹ Lisnawati Soapatty, "Pengaruh Sistem Sekolah Sehari Penuh (Full Day School) Terhadap Prestasi Akademik Siswa Smp Jati Agung Sidoarjo," *E-Journal UNESA* 2, no. 2 (2014).

²⁰ Muammar Muammar and Suhartina Suhartina, "Media Pembelajaran Berbasis Teknologi Informasi Dalam Meningkatkan Minat Belajar Akidah Akhlak," *Kuriositas: Media Komunikasi Sosial Dan Keagamaan* 11, no. 2 (2018), <https://doi.org/10.35905/kur.v11i2.728>.

²¹ Khaeratul Mar'ah, Observasi Awal, Kepala Sekolah SMPS Muhammadiyah Bateballa, 18 Oktober 2023, di Kantor SMPS Muhammadiyah bateballa



several media that raises a two-way relationship.²² Interactive multimedia provides impact that can be applied directly in the media by providing information effectively and accurately and can enhance student learning passion with the presence of interactive multimedia.²³ Learning media that includes interactive multimedia is Nearpod-based learning media that can be used by students at any time independently. Applications on Nearpod provide a wide range of features for integrating presentation documents, virtual reality (VR) display examples, inserting PDFs, etc..²⁴

This research is supported by several previous relevant studies, namely: (1) research that obtained learning results using Nearpods can make learning interactive, effective, innovative and can also improve the motivation of learners in learning.²⁵ (2) Research has found that the use of technology-based interactive learning media (ICT) in the learning process is highly needed as a supporting medium for learning processes.²⁶ (3) research that obtained results that learning Indonesian language works optimally using learning media based on the Nearpod application²⁷

Based on this description, it is clear that interactive learning media are needed to increase student interest in Arabic subjects. Previously conducted research by Raudhatul Aslami, in this study, the Nearpod application can be utilized for Indonesian language learning media because it can create interactive learning through innovative and educational features. The difference between this research and the previous research assesses the extent to which the use of Nearpod can improve the quality of Indonesian

²² Nuril Taufiq Akbar, "Tersedia Secara Online EISSN: 2502-471X Pengembangan Multimedia Interaktif Ipa Berorientasi Guided Inquiry Pada Materi Sistem Pernapasan Manusia Kelas V Sdn Kebonsari 3 Malang," *Pengembangan Multimedia Interaktif Ipa Berorientasi Guided Inquiry Pada Materi Sistem Pernapasan Manusia Kelas V Sdn Kebonsari 3 Malang*, 2016, 1120–26, <http://journal.um.ac.id/index.php/jptpp/article/view/6456/2737>.

²³ wardatul Mawaddah Et Al., "Uji Kelayakan Multimedia Interaktif Berbasis Powerpoint Disertai Permainan Jeopardy Terhadap Motivasi Belajar Siswa," *Natural Science Education Research* 2, no. 2 (2019), <https://doi.org/10.21107/nser.v2i2.6254>.

²⁴ Raudhatul Aslami Ami, "Optimalisasi Pembelajaran Bahasa Indonesia Menggunakan Media Pembelajaran Berbasis Aplikasi Nearpod," *Bahtera Indonesia; Jurnal Penelitian Bahasa Dan Sastra Indonesia* 6, no. 2 (2021), <https://doi.org/10.31943/bi.v6i2.105>.

²⁵ Nurmasita Nurmasita et al., "Penerapan Pembelajaran Nearpod Pada Mata Pelajaran PPKn Di MTsN 2 Mataram," *Manazhim* 4, no. 2 (2022): 308–18, <https://doi.org/10.36088/manazhim.v4i2.1805>.

²⁶ Alkhadad Feri and Zulherman Zulherman, "Analisis Kebutuhan Pengembangan Media Pembelajaran IPA Berbasis Nearpod," *Jurnal Imiah Pendidikan Dan Pembelajaran* 5, no. 3 (2021), <https://doi.org/10.23887/jipp.v5i3.33127>.

²⁷ Ami, "Optimalisasi Pembelajaran Bahasa Indonesia Menggunakan Media Pembelajaran Berbasis Aplikasi Nearpod."

language teaching and learning outcomes, focusing on the content and delivery methods, while the research to be carried out is to assess changes in the motivation and interests of students in learning Arabic with a focus on the psychological and emotional factors influenced by Nearpod use. Based on the background, the researchers wanted to conduct a classroom action study with a class teacher as an executive under the title “Enhancing Interest in Learning Arabic Through Nearpod Applications”.

The advantages of using nearpod media can be implemented through online and face-to-face learning and the attractive features will create an active class in the classroom. there is content in ready-to-use learning materials which consists of several material contents that are ready to be used so just adjust the material to various learning content features, there are several features that support media in learning activities in the form of visual, audio and audio and interesting features that act creates interactive in the classroom, integrated with other supporting media, this media can be combined with other media so it is easy to combine nearpod media with other media such as using YouTube on the media then it can be adjusted because it is integrated, creates interactive when learning, because there are interesting features and creating active students in class.

RESEARCH METHODS

This research is a type of classroom action research with stages of implementation that include observation, planning, action, and reflection²⁸. This class action research is planned to be carried out over two cycles of which one cycle is carried on during one meeting with the application of learning using Nearpod media. The research of this class action will be conducted at the SMPS Muhammadiyah Bateballa district of Bantaeng, which is located in the Dusun Bateballa Village Lumpangang Kec. Pa'jukukang Kab. Bantaieng, with the object of research is learning interests of students of the eighth grade using the Nearpod application. The population in this study is a student of Class VIII SMPS Muhammadiyah Bateballa Kab. Bantaeng as many as 23 people. The sample in this research is a pupil of class VIII SMPs Muhammadiyah bateballa as much as 23 persons with the sampling technique is purposive Sampling.

²⁸ Rizqon Halal Syah Aji, “Penelitian Tindakan Kelas,” *Jurnal Pendidikan Akuntansi Indonesia Vol. VI No. 1 – Tahun 2008 Hal. 87 - 93 Penelitian VI*, no. 1 (2021).



This class action research planning is planned using 2 cycles with each cycle consisting of 1 meeting, each meeting there is planning, implementation, observation, reflection, and will be continued to the 3rd cycle if the indicator of success is not reached. The data obtained from the observation sheet is qualitatively analyzed, while the data from the raised results is quantitatively analysed using descriptive statistics. Descriptive stats are statistics that serve to describe or give an overview of the characteristics of the object being studied.

Nearpod is a learning media specifically to make students active in ongoing learning activities. Nearpod is an animated media that attracts students to stimulate curiosity about the subject matter. Nearpod media is media used by educators to create classes that achieve learning goals, one of which is fostering a focused attitude towards learning. The rapid development of iPhone Operating System (iOS) and Android applications which are available for free and the increase in collaboration, presentation and assessment features are complete and usable. Educators can use it optimally because there are hundreds of materials as references that can be used for free.

Educators can also be more creative in creating their own learning plans with the various features provided. Nearpod presents a variety of active learning in the classroom by encouraging students in the learning process to get feedback that gives the impression of student satisfaction with learning. This media also provides hundreds of the best learning materials in the form of modules, videos, moving animations and others.

There are nearpod application features which are divided into learning materials and learning activities as follows:

a. Slide Material

The slides for explaining this material are the same as PowerPoint, but this advantage can be combined with other content. This combination of slides can also include images and sounds as well as slide backgrounds with interesting choices.

b. Video Library

There is input of video teaching materials as support in explaining the prepared material. Utilizing this video only uses a video link such as YouTube so it is not

burdensome to upload. What's even more amazing is that there are video sources provided by nearpod with many types of material

c. Matching Pairs

This feature allows students to be active because it is in the form of a game that increases students' understanding in connecting the system by connecting the exact same boxes so that students can solve problems based on a command.

d. Time to Climb

A feature in the form of a quiz with animations like the real world in the form of a competition where students have to pass challenges by answering questions in the form of a quiz

e. Memory Test

This feature provides benefits to students to improve students' memory in remembering material taught by the teacher.

f. Fill in the blanks

This feature provides benefits to students to improve students' ability to answer multiple choice questions

RESULTS AND DISCUSSION

Results of research the action of this class is to analyze using descriptive analysis. Descriptive analyses are intended to obtain a general overview of research data. The descriptive analysis is carried out against cycles I and II. Descriptive analyses include: total value, maximum value, minimum value, average value, standard deviation, and range. These statistical values are expected to give a general picture of the student's learning interest in cycle I and cycle II.

Table 4.1 Descriptive Statistic Results of Data Analysis Filling Angket Cycle I and Cycle II in Students of Class VIII SMPS Muhammadiyah Bateballa Kab. Bantaeng

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Cycle	23	52	120	87.04	19.375
Cycle II	23	78	144	107.48	18.571
Valid N (listwise)	23				

Source: Research Results



From the table above it can be concluded that:

- 1) For cycle I of 23 people the sample obtained a total maximum score of 120, a minimum score of 52, an average of 87,04, with a standard deviation result of 19,375.
- 2) For the second cycle of 23 people the sample obtained a maximum total of 144, a minimum score of 78, an average of 107.48, with a standard deviation result of 18,571.

b. Normality Test

Analyzing the research data is that the data should follow the normal spread (normal distribution). To find out if the data of the student's interest in learning of the 8th grade SMPS Muhammadiyah Bateballa is distributed normally, then perform the normality test using the wilk Shapiro test. The results of the normality test can be seen on the following tables:

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Students' learning interests	Cycle 1	.178	23	.058	.916	23	.056
	Cycle 2	.183	23	.044	.944	23	.217

a. Lilliefors Significance Correction

Source: Research Results

Based on table 4.2 above, then the normality test of the data using the Shapiro Wilk test showed the following results:

- a. for cycle 1 with the number of samples of 23 people have statistics = 0,916 with a value of significance >0,05 is 0.56 then it can be said that the data are normally distributed.

- b. b. For cycle II with a number of sample 23 people has a statistic = 0,944, with the value of significantity >0.05 is 0.217 then it is possible to say the data is distributed normally.

c. Linear test

A hypothesis put forward in this study needs to be tested and proven through empirical data obtained in the field through testing and measurement of the entire variable studied. Because the data of this study follows the normal spread, then to test the hypothesis of this research used statistical analysis parametric statistics using linearity analysis. Linearity analysis aims to determine whether there is a significantly linear or non-linear relationship between independent variables and dependent variables. One of the requirements of a data is said to be linear when the P value is greater than 0.05 ($P \text{ value} > 0.05$). As for the result of linearity between variables in this study is as follows:

ANOVA Tabel

			Sum of		Mean		
			Squares	df	Square	F	Sig.
Application	Between	(Combined)	7010.290	19	368.963	.886	.637
Nearod *	Groups	Linearity	298.321	1	298.321	.717	.459
Learning		Deviation	6711.968	18	372.887	.896	.631
Interests		from					
		Linearity					
	Within Groups		1248.667	3	416.222		
	Total		8258.957	22			

Source: Research Results

The conclusion from the table above is that the value of F (defiation from linearity) Application Nearpod (X) versus learning interest (Y) is 0.896 at significance (Sig) 0.63 > 0.05 then it can be concluded that there is a significantly linear relationship between the application variable Nearpod(X) and the learning interest variable. (Y).

d. (Test-t) Couple



Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Cycle 1	87.04	23	19.375	4.040
	Cycle 2	107.48	23	18.571	3.872

The output on the Paired Samples Statistics table obtained an average expected value of Cycle I = 87,04 with a default depreciation of 19,375 and an average expectative value of Post test = 107,48 with the default value of 18,571.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Siklus1 & Siklus2	23	.190	.385

Output on table Paired samples correlations obtained large correlation Application Nearpod cycles I and I cycles = -0.1690 with a p value = 0.385

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Cycle 1 - Cycle2	-20.435	24.156	5.037	-30.881	-9.989	-4.057	22	.001

The output on the Paired samples test table obtained t count value = -4.057 with Sig (2-tailed) or p=0.001. This value is less than 0.05(p=0.001<0.05), this indicates an increase from cycle 1 to cycle II. So it can be concluded that there is an increased interest in learning Arabic after using the Nearpod application in the students of the eighth grade SMPS Muahmmadiyah Bateballa Kab. Bantaeng.

Based on the above SPSS test, it was concluded that the student's interest in learning increased from cycle 1 to cycle II based on four indicators: pleasure, attention, interest and

acceptance. This can be determined by the number of differences in presentation increases from cycle 1 to cycle 2, which can be identified by the following formula:

$$\text{Increase Presentation} = P_1 - P_2$$

Description=

P_1 = Previous Presentation

P_2 = Presentation After

Table 4.7 Students' increased interest in learning

No	Indicator	P ₁	P ₂	Sort Presentation
1	Feelings Of Pleasure	26,08%	65,21%	34,12%
2	Attention	26,08 %	60,86%	34,73%
3	Interest	30,43 %	52,17%	21,74%
4	Acceptance	21,73 %	65,21%	43,48%

Source: The Researchers

Based on the above table, it can be concluded that there is an increase in interest in learning four indicators of each cycle, in the presentation of the increase in the interest of learning on the indicator of feeling happy in cycle 1 is 26,08% then increased to cycle 2 to 65,21%, so it may be conclude that there has been an increase of interest in studying on indicator feeling happy by 34, 12%.

At the attention indicator in cycle 1 was 26,08% then increased to cycle 2 to 60,86%, so it can be concluded that there was an increase in learning interest in the attention indikator by 34.73%.

On the indicator of interest in cycle 1 that is 30.43% then increased to cycle 2 to 52.17%, so it can be concluded that there was an increase in learning interest in the attention indikator by 21.74%.

On the reception indicator in cycle 1 that is 21.73% then increased to cycle 2 to 65.21%, so it can be concluded that there was an increase in learning interest in the attention indikator by 43.48%.

Based on the Class Action and Discourse Research Results that have been shown that the student's interest in learning 8th grade SMPS Muhammadiyah Bateballa in learning Arabic that there is a difference during the implementation of the Nearpod learning application that works well in the learning process of teaching in the classroom. In line with the learning process plan (RPP) and there has been an increased interest in learning in every

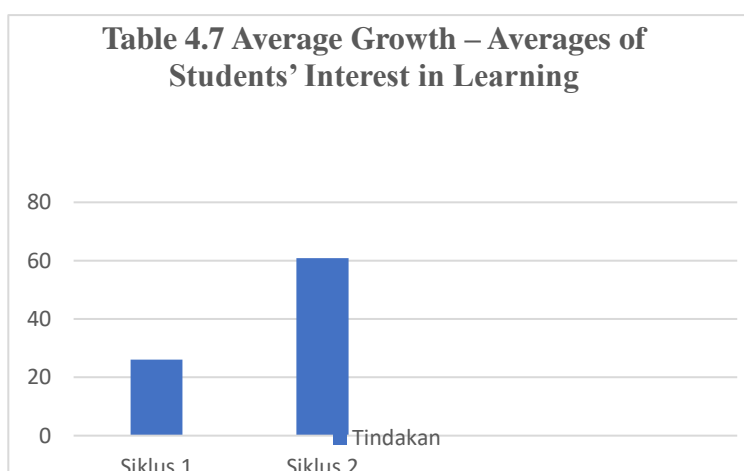


aspect of the feeling of pleasure, involvement, interest, and attention. Cycles 1 and 2 during the learning process with increased interest in learning on Cycle I to Cycle 2 based on learning interest aspects.

The increased interest of SMPS 8th grade students Muhammadiyah Bateballa in learning Arabic using the Nearpod application can be seen in the diagram below: **Table**

4.7

Average Growth – Averages of Students’ Interest in Learning



Source: Researchers

Based on the above table, it can be concluded that the average increase in students' interest in learning using the Nearpod application at cycle 1 is 26,08, and increased in cycle 2 to 60,86

CONCLUSION

Based on the results of the class action research that has been carried out, it can be concluded that there is an increased interest in learning during the implementation of the Nearpod learning application so that there has been an increase in learning interest at each cycle during the learning process. With the presentation increased from cycle I to cycle II on the indicator of feeling happy 34.12%, attention indicator 34.73%, interest indicator 21.74%, and reception indicator 43.48%.

It is hoped that this research is able to improve the skills in using media or learning methods that make students feel comfortable and not bored as well as able to cultivate

student learning motivation. Learning Arabic through Nearpod learning media can be used as a solution to improve the quality of learning and interest in learning in schools especially in the eye of Arabic Teaching, because this application can be accessed using android so students can keep up with the developments of the times.



BIBLIOGRAPHY

- The Qur'an and its translation. (2014). Department of Religion RI Surabaya: Page 12:2. (QS. Yusuf ayat 2)
- Aji, Rizqon Halal Syah. "Penelitian Tindakan Kelas." *Jurnal Pendidikan Akuntansi Indonesia Vol. VI No. 1 – Tahun 2008 Hal. 87 - 93 Penelitian VI*, no. 1 (2021).
- Akbar, Amin, and Nia Noviani. "Tantangan Dan Solusi Dalam Perkembangan Teknologi Pendidikan Di Indonesia." *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas Pgris Palembang 2*, no. 1 (2019).
- Akbar, Nuril Taufiq. "Tersedia Secara Online EISSN: 2502-471X Pengembangan Multimedia Interaktif Ipa Berorientasi Guided Inquiry Pada Materi Sistem Pernapasan Manusia Kelas V SDN Kebonsari 3 Malang." *Pengembangan Multimedia Interaktif Ipa Berorientasi Guided Inquiry Pada Materi Sistem Pernapasan Manusia Kelas V Sdn Kebonsari 3 Malang*, 2016, 1120–26. <http://journal.um.ac.id/index.php/jptpp/article/view/6456/2737>.
- Ami, Raudhatul Aslami. "Optimalisasi Pembelajaran Bahasa Indonesia Menggunakan Media Pembelajaran Berbasis Aplikasi Nearpod." *Bahtera Indonesia; Jurnal Penelitian Bahasa Dan Sastra Indonesia* 6, no. 2 (2021). <https://doi.org/10.31943/bi.v6i2.105>.
- Atabik, and M. Slamet Yahya. *Pembelajaran Bahasa Arab Studi Apikatif Di Kampung Arab Kebumen*, 2020.
- Baroroh, R. Umi, and Syindi Oktaviani R Tolinggi. "Arabic Learning Base On A Communicative Approach In Non-Pesantren School/ Pembelajaran Bahasa Arab Berbasis Pendekatan Komunikatif Di Madrasah Non-Pesantren." *Ijaz Arabi Journal of Arabic Learning* 3, no. 1 (2020). <https://doi.org/10.18860/ijazarabi.v3i1.8387>.
- "Dampak Perkembangan Teknologi Komunikasi Terhadap Bahasa Indonesia." *Jurnal Interaksi : Jurnal Ilmu Komunikasi* 5, no. 2 (2021). <https://doi.org/10.30596/interaksi.v5i2.7539>.
- Fatmawati. "Analisis Kompetensi Sosial Guru Bahasa Arab Dalam Meningkatkan Minat Belajar Siswa Bahasa Arab Pada Masa Pandemi Covid-19 Di Sma Muhammadiyah 1 Unismuh Makassar Said Mahasiswa Prodi Pendidikan Bahasa Arab Fakultas Agama Islam Sulaeman Masnan." *Jurnal Pendidikan Bahasa Arab*, 2019, 1–17.
- Fauzi, Moh. Fery, Ahmad Fatoni, and Irma Anindiati. "Pelatihan Peningkatan Kualitas Evaluasi Pembelajaran Bahasa Arab Berbasis Information Dan Communication Technology (Ict) Untuk Pengajar Bahasa Arab." *Jurnal Terapan Abdimas* 5, no. 2 (2020). <https://doi.org/10.25273/jta.v5i2.5620>.
- Feri, Alkhadad, and Zulherman Zulherman. "Analisis Kebutuhan Pengembangan Media Pembelajaran IPA Berbasis Nearpod." *Jurnal Imiah Pendidikan Dan Pembelajaran* 5, no. 3 (2021). <https://doi.org/10.23887/jipp.v5i3.33127>.
- Hadi, Syamsul. *Kata-Kata Arab Dalam Bahasa Indonesia. Kata-Kata Arab Dalam Bahasa Indonesia*, 2015.
- Hafids, Jawade. "Karakteristik Kebijakan Pendidikan Tinggi Hukum Indonesia Berdasarkan Pancasila Dan Undang-Undang Dasar Negara Republik Indonesia Tahun 1945." *Kertha wicaksana* 12, no. 1 (2018). <https://doi.org/10.22225/kw.12.1.420.22-37>.
- Kusmardani, Alex, Mohamad Athoilah, and Mohamad Sar'an. "Tafsir Ayat Ahkam Dalam Perspektif Dilalah Manthuq Dan Mafhum." *Jurnal Syntax Transformation* 3, no. 02 (2022). <https://doi.org/10.46799/jst.v3i2.509>.

- Lestari, Silviana Devi, and Binti Maunah. "Dasar - Dasar Yuridis Sistem Pendidikan Nasional." *Jurnal Ilmu Pendidikan Sekolah Dasar* 9, no. 3 (2022). <https://doi.org/10.19184/jipsd.v9i3.31876>.
- Mawaddah, Wardatul, Mochammad Ahied, Wiwin Puspita Hadi, and Ana Yuniasti Retno Wulandari. "Uji Kelayakan Multimedia Interaktif Berbasis Powerpoint Disertai Permainan Jeopardy Terhadap Motivasi Belajar Siswa." *Natural Science Education Research* 2, no. 2 (2019). <https://doi.org/10.21107/nser.v2i2.6254>.
- Megawati. "Efektivitas Penerapan Metode Qawaid Wa Tarjamah Dalam Meningkatkan Maharah Qira'ah Siswa Kelas Viii-B MTS Muallimin Muhammadiyah Makassar." *Al-Maraji': Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2022): 97.
- Muammar, Muammar, and Suhartina Suhartina. "Media Pembelajaran Berbasis Teknologi Informasi Dalam Meningkatkan Minat Belajar Akidah Akhlak." *KURIOSITAS: Media Komunikasi Sosial Dan Keagamaan* 11, no. 2 (2018). <https://doi.org/10.35905/kur.v11i2.728>.
- Mukhlisin, Ahmad, D I Era, and Revolusi Industri. "Kepemimpinan Pendidikan Di Era Revolusi Industri 4.0." *Jurnal Tawadhu* 3, no. 1 (2019): 674–92.
- Nurmasita, Nurmasita, M. Ismail, Ahmad Fauzan, and Edy Herianto. "Penerapan Pembelajaran Nearpod Pada Mata Pelajaran PPKn Di MTsN 2 Mataram." *Manazhim* 4, no. 2 (2022): 308–18. <https://doi.org/10.36088/manazhim.v4i2.1805>.
- Oensyar, Kamil. *Metodologi Pembelajaran Bahasa Arab, Telaah Problematika Pembelajaran Bahasa Arab*, 2015.
- Oktafiani, Oktafiani, and Mujazi Mujazi. "Pengaruh Media Pembelajaran Nearpod Terhadap Motivasi Belajar Pada Mata Pelajaran Matematika." *JPGI (Jurnal Penelitian Guru Indonesia)* 7, no. 1 (August 14, 2022): 124. <https://doi.org/10.29210/022033jpgi0005>.
- Sabarotin, Diah. "Pemerolehan Bahasa Arab Menurut Ahmad Abdul Karim Al-Khulli," 2021, 1–62.
- Soapatty, Lisnawati. "Pengaruh Sistem Sekolah Sehari Penuh (Full Day School) Terhadap Prestasi Akademik Siswa Smp Jati Agung Sidoarjo." *E-Journal UNESA* 2, no. 2 (2014).
- Widad, Helga Merilla Zafirah Widad, Ipah Ema Jumiati, Dinda Rizqi Amrinaa Rosyada, Mutiara Septiani, Raihan Fahrezi, Robby Sofian Gulantir, Yohanes Willy Bona Gabe, Khoerul Umam, and Ana Sajidah. "Bimbingan Belajar Dalam Meningkatkan Minat Belajar Siswa Sekolah Dasar Di Desa Batukuwung." *Bantenese : Jurnal Pengabdian Masyarakat* 4, no. 1 (2022). <https://doi.org/10.30656/ps2pm.v4i1.4484>.