



EFFECTIVENESS OF USING ANIMATION MEDIA ON UNDERSTANDING MEANING THROUGH THE IMPLEMENTATION OF CONTEXTUAL LEARNING

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Abstract

This study aims to examine the effectiveness of using animated media on the understanding of meaning through the implementation of contextual learning. This research uses a mix method design with a quantitative approach to test the effectiveness of Arabic language learning using animated media, while a qualitative approach to analyze the meaning analysis produced by students from animated media based on contextual learning. The data used are the scores of 35 students of Arabic language and literature study program of UIN Imam Bonjol Padang. The quantitative analysis technique is t-test with SPSS 16.00 and Milles and Hubberman for qualitative data analysis. The results showed that the use of animated media towards understanding meaning through the implementation of contextual learning was effective in improving students' grades, while in the process of understanding denotative and connotative meanings amounted to 15 sentences. The research findings show that the use of animation media can provide opportunities for students to analyze meaning contextually and creatively in determining the object of study. This study is limited to the use of samples, so the researcher recommends further research to use research designs with more varied objects and samples.

Keywords: *Contextual learning; Meaning; Animation*

Abstrak

Penelitian ini bertujuan untuk menguji efektivitas penggunaan media animasi terhadap pemahaman makna melalui implementasi pembelajaran kontekstual. Penelitian ini menggunakan desain mix method dengan pendekatan kuantitatif untuk menguji efektivitas pembelajaran bahasa Arab menggunakan media animasi, sedangkan pendekatan kualitatif untuk menganalisis telaah makna yang dihasilkan mahasiswa dari media animasi berbasis pembelajaran kontekstual. Data yang digunakan berupa nilai 35 mahasiswa program studi bahasa dan sastra arab UIN Imam Bonjol Padang. Teknik analisis kuantitatif berupa uji-t dengan SPSS 16.00 dan Milles dan Hubberman untuk analisis data kualitatif. Hasil penelitian menunjukkan bahwa penggunaan media animasi terhadap pemahaman makna melalui implementasi pembelajaran kontekstual efektif dalam peningkatan nilai mahasiswa, sedangkan dalam proses pemahaman makna denotatif dan konotatif berjumlah 15 kalimat. Temuan penelitian menunjukkan bahwa penggunaan media animasi dapat memberikan kesempatan mahasiswa untuk menganalisis makna secara kontekstual dan kreatif dalam menentukan objek kajiannya. Penelitian ini terbatas pada penggunaan sampel, sehingga peneliti merekomendasikan penelitian lanjutan untuk menggunakan desain penelitian dengan objek dan sampel yang lebih variatif.

Kata Kunci: *Pembelajaran Kontekstual; Makna, Animasi*

INTRODUCTION

Technology-based learning media is increasingly developing rapidly and sophisticatedly. These technological advances have a direct impact on the learning process from elementary to tertiary levels. The use of technology also makes a positive contribution to the teaching and learning process and evaluation of Arabic language learning. The presence of technology can also make learning Arabic, which previously seemed boring, more interactive. Apart from making learning more interactive, the use of technology in learning Arabic also improves Arabic learning outcomes. Teachers can also innovate in the teaching and learning process by using technology with extraordinary and interesting results for students.

One of the media technologies that is often used in learning Arabic is animation technology. Animation media is a learning medium that utilizes the visualization of animated characters to create experiences that have a positive impact and are easy to remember. According to animation media in the form of videos, it can also improve students' Arabic language skills. Animation media that displays visuals can also attract students' attention and influence students' interest in learning. The process of watching animated media can also improve a person's foreign language skills even though the animated video has subtitles in the mother tongue.

Game-based digital animation media is effective in increasing vocabulary mastery as well as enhancing students' learning experience. Mastery of vocabulary is very important in the process of learning Arabic. Students who do not master the vocabulary when learning Arabic will also not understand the meaning and their language proficiency will tend to be low. Apart from that, students' lack of vocabulary mastery also makes their Arabic language learning outcomes tend to be low. This shows the importance of vocabulary to improve students' Arabic language skills and improve students' Arabic learning outcomes.

One way to improve students' vocabulary understanding is with contextual-based learning. Contextual Teaching Learning (CTL) is a learning model that assumes that students will experience meaningful learning when the learning environment is created naturally so that students do not just receive the transfer of knowledge but also experience what they learn. With the presence of animation media, students will learn naturally from the animation material presented by the teacher. With the help of animation media, students feel as if they are in the natural world of learning Arabic. adding that watching films can improve a person's language skills. The more often the teacher presents Arabic films, the students' Arabic language skills will also improve, especially their listening and speaking skills. Apart from that, as students watch films more often, their vocabulary will also increase and increase. So that learning outcomes will also increase along with increasing mastery of vocabulary.



This research focuses on the effectiveness of using animation media on understanding meaning through the implementation of contextual learning. Several previous studies have discussed the effectiveness of using animation media or cartoon films in learning Arabic. Research shows that the use of cartoon film media is effective in improving students' speaking skills. also confirms that Levidio-based animation media can improve Arabic language skills. Thus, this research is entitled The effectiveness of using animation media on understanding meaning through the implementation of contextual learning. This research aims to reveal the effectiveness of animation media on students' mastery of understanding meaning through contextual learning.

METHOD

This research uses a mix method research design, namely a quantitative approach which aims to test the effectiveness of animation media in improving the ability to study the meaning of Arabic in Arabic Language and Literature students at UIN Imam Bonjol Padang, while the qualitative approach aims to identify the study of meaning obtained in animation media in form connotative and denotative meanings using a contextual-based approach. Meanwhile, the quantitative research method takes the form of experimental research with data collection techniques in the form of tests in the form of projects about studying the meaning of Arabic. Meanwhile, qualitative-based research takes the form of a project content analysis study related to student work.

Researchers used data in the form of students' work totaling one study of meaning in animated films as a sample. This student is a fourth semester student studying denotative and connotative meaning studies. Apart from that, researchers also used meaning tests to test their improvement to determine the effectiveness of using animation media on understanding meaning in Arabic. Data collection techniques include meaning study project tests and observation of Arabic meaning study activities in class during the learning process.

The data analysis used was the t test with SPSS 16.00 as a determination of the experimental method using the concept of animation media and data triangulation for a qualitative approach. The research steps taken included: 1) the researcher tested the concept of Arabic animated films in classroom learning; 2) The researcher gave a project assignment in the form of studying the meaning of Arabic and its classification in the form of denotative and connotative meaning; 3) Researchers make observations when working on project assignments in the form of studying meaning; 4) Researchers test students' abilities by examining the meaning of the text provided by conducting a written test; 5) Researchers collect and analyze quantitative data first and continue with qualitative analysis in the form of identifying writing structures in 3 categories such as denotative, connotative, idiom and sentence division.

RESULTS AND DISCUSSION

In the learning process of studying meaning, several steps used by teachers are as follows. First, the teacher explains the nature of denotative and connotative meaning theoretically. Second, the teacher provides concrete examples in animated films as examples. Third, the teacher instructs students to freely choose animated films on YouTube considering ease of access in studying the desired meaning. Fourth, the teacher provides important points about what is needed to understand meaning such as word recognition, idioms and collocations. Fifth, students analyze the meaning of the animated film they have chosen. Sixth, students collect the project assignment and finally, the teacher provides feedback on the assignment they have completed.

In this step, teachers can implement learning contextually. This is marked by the practice of understanding meaning in animated media in the form of Arabic language films. Learners can practice their theoretical understanding in understanding practical meaning. Some identification of animated films as samples are as follows. One of the animated films used is a film with the title صلاح الدين البطل الأسطورة (الحلقة ١). The producers of this film are Mahmud Arfali and Amal Usman, while the researchers took the film from the [jctv.net/Al-Jazeera Children's Channel](https://jctv.net/Al-Jazeera-Children's-Channel) which is a historical fantasy drama film and uses Arabic. This film lasts 25 minutes in one episode. The URL that can be accessed is <https://youtube.com/watch?v=cAHgXjdjUvA&feature=shared>. One of the animated film trailers can be seen in the following image.



Based on the meaning study carried out, the researcher identified connotative and denotative meanings which are spread in the following table.

Time	Statement	Denotative Meaning	Konotative Meaning
01.23	أَجَلْ، دَعْنِي وَ شَانِي	Ya, biarkan aku ini urusanku	Ya, tinggalkan aku sendiri



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03.13	بَلْ هِيَ إِقْتِرَاضٍ لِلْأَبَدِ	Tetapi, dia meminjam untuk selama-lamanya	Tetapi, dia mencuri
03.18	وَبَعْدَ هَذَا ابْتَعِدْ عَن طَرِيقِي	Setelah ini, menjauhlah dari jalanku	Setelah ini, jangan ikuti aku lagi!
03.43	يَا أَهْلَ الشَّامِ، انْتَبَهُوا الْفَرَنْجِيَّةَ يَفْقَرُونَ	Wahai penduduk Syam, berhati-hatilah, bangsa Eropa sedang mendekat	Hai, penduduk Syam, menjauhlah! Bangsa Eropa segera tiba
03.47	فَيَحْمِلُ الشَّبَابُ وَالرِّجَالُ السِّلَاحَ	Maka membawa para pemuda dan laki-laki itu senjata	Maka bekalilah pemuda dan laki-laki dengan senjata
04.51	بَلْ سَبَقَ أَنْ وَصَلُوا	Bahkan mereka telah dahulu dan sampai	Bangsa Eropa telah datang dan sampai.
05.01	هَذَا السَّيْفُ وَالِدِي لِسَنَوَاتٍ طَوِيلَةٍ	Ini pedang ayahku dari tahun-tahun yang panjang	Ini pedang warisan leluhur yang telah bertahun-tahun lamanya
07.26	الصَّخْرَاءُ بَلَا ذَاكِرَةٌ	Gurun itu tidak ada pengingat	Gurun itu tidak memiliki kenangan/Sejarah
08.18	حِيلَةُ النَّاكِرَةِ يَا صَغِيرَةَ	Tipu daya yang tidak tahu berterimakasih, wahai anak kecil!	Kelakuan yang buruk, wahai anak kecil!
08.22	فَتَى مُشَاكَشُ	Pemuda yang memiliki masalah	Pemuda yang nakal
08.53	وَلَكِنْ أَحْفِضْ صَوْتَكَ	Akan tetapi, kurangi suaramu!	Tetapi, pelankan suaramu!
08.59	سَنَسْتَرِيحُ مِنَ الْقَلْقِ	Kita akan beristirahat dari kekhawatiran	Kita akan aman dari ketakutan
09.14	لَقَدْ رَسَمَ حَيَاتِي كُلَّهَا	Sungguh dia telah melukiskan kehidupanku seluruhnya	Dia (ayahnya) telah memberi bayangan untuk kehidupanku seluruhnya
09.16	يُرِيدُ أَنْ أَدْخَلَ الْجَيْشِ	Dia ingin agar aku masuk tentara	Ayahku menginginkanku menjad prajurit perang
10.09	وَمَاذَ فِي ذَلِكَ	Dan mengapa pada itu?	Memang ada apa?

a. Idiom

No.	Language Sources	Language Target
1.	فَارِسٌ عَظِيمٌ	Kesatria / Pahlawan
2.	بِالْمَنَاسِبَةِ	Ngomong- Ngomong
3.	أَكْبَرُ السِّنِّ	Dewasa

4.	كأَمواج تتكسر علي السخور سقط فرنجة عند أسور المدينة	Seperi ombak yang memecah batu, bangsa Eropa telah berguguran di samping dinding kota
5.	من برك في الطريق	Dari genangan air di jalan
6.	كفُّ اليَدِ	Telapak tangan
7.	أعود الى البيت	Pulang (kembali ke rumah)
8.	في الواقع	Yang pasti
9.	تتمّ العماليّة	Selesai pekerjaan
10.	لأ تُستويانِ أكثرُ من براغيث ههب الريح	Kalian tidak lebih <u>seperi kutu di atas angina</u>
11.	سمعت به عن صديقتي	Aku mengetahuinya dari temanku
12.	السَّارِقَةُ فقاعة في الهواء	Pencuri (pr) itu <u>menghilang secara cepat</u>
13.	يَحْرُصُ كلُّ علي أن يكون ابن البلاد باسق الاخلاق	Setiap pemuda sangat ingin menjadi <u>pribumi</u> yang baik
14.	ذهب بصديقة الى المصر	Ia (darwis) <u>menemani</u> temannya <u>ke mesir</u>
15.	الأخ الصَّعِيرُ	Adik laki-laki
16.	تُفاصيل الصغيرة	Perkara kecil
17.	مهب الريح	Angin yang bertiup
18.	عديم الفائدة	Percuma (tidak berfaedah)

b. Identification of Words

1) Noun

Terjemahan	Word	Terjemahan	Word	Terjemahan	Word
Tahun	عَامٌ	Tawaran	العَرْضُ	Pagi	الصَّبَاحُ
Damaskus	دِمَسْقَ	Masalah	مُشْكِلَةٌ	Jalan	الطَّارِقُ
Tempat	المكان	Ragu/ Pesimis	مُتَشَائِمٌ	Pencuri	اللِّصَّةُ
Selamat datang	مَرْحَبًا	Tubuh	الجَسَدُ	Tempat sampah	القَمَامَةُ
Pengecut	الجَبَانُ	Hidup	الحَيَاةُ	Pemuda	فَتَى
Lezat	لَذِيذٌ	Tanah arab	الجَزِيرَةُ	Permata	جَوْهَرَةٌ
Segar	طاري	Seni yang indah	رَائِعَةٌ	Mutiara	جَمَّةٌ



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Angin	الرِّيح	Besok	غَدًا	Paling mahal	أَعْلَى
Pasir	الرَّمَال	Sebentar	لِحِظَةٍ	Menarik	مُتَشَبِّهٌ
Batu-batu	السُّخُور	Mustahil	مُسْتَحِيلٌ	Prajurit	الْجَيْشُ
Dinding	أَسْوَارٌ	Kebiasaan	عَادَةٌ	Ceroboh	الْمُتَهَوِّرُ
Kota	الْمَدِينَةُ	Kebakaran	الْحَرِيقُ	Barang-barang	بَضَائِعُ
Genangan	بَرَكٌ	Mengerikan	الْمُرُوع	Mahal	عَالِيَةٌ
Tajam	حَادَةٌ	Drum	الْبِرَامِيلُ	Pemikiran	تَفَكِيرَةٌ
Kemerdekaan	أَحْرَارٌ	Tipu daya	حِيلَةٌ	Pedagang	تَاجِرٌ
Negeri	الْبِلَادُ	Pedang	السَّيْفُ	Kesempatan	فُرْصَةٌ

2) Verb

<i>Terjemahan</i>	<i>Kata</i>	<i>Terjemahan</i>	<i>Kata</i>	<i>Terjemahan</i>	<i>Kata</i>
Mereka minum	شَرِبُوا	Mencari	تَبَحَثُ	Memulai	تَبَدَأَ
Mungkin	يُمْكِنُ	Melarikan	يَهْرَبُ	Lawanlah	أَحْرَبْ
Menginginkan	يَخْرِصُ	Mengawal	يُرَافِقُ	Lepaskan aku	أُتْرِكْنِي
Seharusnya	يَجِبُ عَلَى	Kami membawa	نَحْمِلُ	Kamu bersembunyi	تَحْتَسِبِينَ
Aku lupa	نَسِيتُ	Aku tetap	بَقِيتُ	Kau telah mencuri	سَرَقْتَ
Sampai	يَصِلُ	Menggunakan	تَمَثَّلُ	Memecah	تَتَكْسِرُ
Mengetuk	يَطْرُقُ	Aku yakin	أَعْتَقِدُ	Cukup	يَكْفِي
Meminjam	اِقْتَرِاضَ	Menolak	رَفَضَ	Pelankan	أَخْفِضُ
Memecah	سَقَطَ	Kembali	يَعُودُ	Aku mendengar	سَمِعْتُ

3) Huruf

<i>Terjemahan</i>	<i>Kata</i>	<i>Terjemahan</i>	<i>Kata</i>	<i>Terjemahan</i>	<i>Kata</i>
Siapa	مَا	Kepada	إِلَى	Dan	وَ
Apakah	أَ	Jangan	لَا	Bahwa	أَنَّ
Dimana	أَيْنَ	Akan	سَ	Dengan	بِ
Seperti	كَ	Dengan	لِ	Atas	عَلَى

Apabila	إِذَا	Kecuali	إِلَّا	Dari	مِن
Sehingga	حَتَّى	Bahkan	بَلْ	Pada	فِي
Kemudian	ثُمَّ	Mengapa	لِمَاذَا	Tidak	لَمْ

1. Sentence patterns that exist in the source language and target language

a. Jumlah Fi'liyyah

No.	Bahasa Sumber	Bahasa Sasaran
1.	كان زمانُ الصراعات	Pada masa pertengahan
2.	أَحْرَبْ أَيُّهَا الْجَبَانُ	Lawanlah, wahai pengecut
3.	سنَضْطَرُّ الى قَطْعِهَا	Kami akan memotongnya
4.	انتبهوا الفرنجة يقتربون	Hati-hatilah!, bangsa Eropa yang sedang mendekat
5.	أُرِيدُ أَنْ أَتِي معكم	Aku ingin bersama kalian
6.	سَتَكُونُ المعركة قَدْ انتهي	Peperangan itu akan berakhir
7.	أَخْبِرْنِي لماذا نفعل ذلك	Katakan kepadaku mengapa kamu melakukan itu
8.	ستوصلها الى مصطفى	Kita akan sampaikan kepada Musthofa
9.	ستستريحُ من القلق	Kita akan aman dari ketakutan
10.	يريد أن ادخل الجيش	Dia ingin aku masuk jadi prajurit
11.	نحمل بضائع غاليةً جدَّ	Kami membawa barang-barang yang sangat mahal
12.	يجب لا أشكُّ	Seharusnya aku tidak meragukanmu
13.	يَحْرُصُ كلُّ علي أن يكون ابن البلاد باسق الاخلاق	Setiap pemuda sangat ingin menjadi pribumi yang baik
14.	ذهب بصديقة الى المصر	Dia (laki-laki) dengan temannya pergi ke Mesir
15.	سمعت به عن صديقتي	Aku mendengar dengannya dari temanku
16.	أعود الى البيت	Aku kembali ke rumah
17.	يُرِيدُ أَنْ أَدْخَلَ الجيش	Dia (laki-laki) ingin aku masuk tentara
18.	أخفِضْ صَوْتَكَ	Pelankan suaramu!

b. Jumlah Ismiyyah

No.	Bahasa Sasaran	Bahasa Sumber
1.	هَذِهِ أَوَامِرُ السُّلْطَانِ	Ini adalah perintah raja
2.	الفرنجة قَادِمُونَ	Bangsa Eropa akan datang



3.	هَذَا السَّيْفُ كَانَ سَيْفُ وَالِدِي	Ini Pedang adalah pedang leluhur
4.	الصَّخْرَاءُ بِلَا ذَاكِرَةٍ	Gurun itu tidak memiliki kenangan
5.	الْيَوْمُ الْعَاشِرُ نَفَذَ مَخْزُورُ الْمِيَاهِ	Pada hari ke-10 air mulai habis
6.	مَثِيرٌ لِلْإِهْتِمَامِ	Menarik untuk jadi perhatian
7.	الْوَدَاعُ يَا عُمَرَ	Selamata tinggal, ya Umar
8.	السَّلْطَانُ يَحْتَاجُ إِلَيْكَ	Raja membutuhkanmu
9.	النَّاسُ يَحْتَاجُ إِلَيْكَ	Manusia membutuhkanmu
10.	أَحْوَكُ كَانَ بَطْلًا	Kakakmu seorang pahlawan
11.	القُوَّةُ وَالْعَقْلُ لَا يَفْشِلُ أَبَدًا	Kekuatan dan pikiran tidak akan pernah gagal
12.	أَنَا الَّذِي أُصِيبُ فِي رَأْسِهِ	Aku yang terluka kepalanya
13.	الْمُهْمُ أَنْ نَلْفَنَهُ دَرَسًا	Yang penting kita memberikannya pelajaran
14.	أَنَا مُتَسَائِمٌ جِدًّا	Aku pesimis (ragu) sekali
15.	السَّارِقَةُ فَفَاقَعَةُ فِي الْهَوَاءِ	Pencuri (pr) itu menghilag dengan cepat

After identifying the results of the meaning study, the teacher tests the effectiveness of learning using animated films. The data is obtained as in the following table.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	67.51	35	12.519	2.116
	Posttest	77.91	35	8.490	1.435

Based on the data processing above, it is known that learning outcomes using mind maps can increase students' writing creativity with a post test average of 77.91. Meanwhile, there was an increase in scores based on the pre-test before using mind map media. On that basis, the use of mind maps can provide significant value for their creativity in writing narratives with varied themes. Effectiveness calculations based on SPSS trials can be seen in the following table.

Tabel 2. Uji Efektivitas Hasil Belajar

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	35	.825	.000

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	Pretest - Posttest	-10.40	7.313	1.236	-12.9	-7.888	-8.41	34	.000

After testing the person product moment correlation, it was discovered that the significance value was 0.00. This value is greater than 0.05, meaning that as a basis for taking the correlation test, if the significance value is greater than 0.05 then there is no relationship between the pre-test and post-test scores.

Basis for decision making:

1. If Two-Sided Significance $p < 0.05$ then there is a significant difference between student learning outcomes in the pretest and post-test.

2. If Two-Sided Significance $p > 0.05$ then there is a significant difference between student learning outcomes in the pretest and post-test.

From the table above, it is known that based on the calculation of the paired sample t test using SPSS 24 for Windows, a significance value of Two-Sided $P < 0.001 < 0.05$ is obtained, so it can be concluded that there is a significant relationship. or significant differences between learning outcomes.

Based on the sources of findings produced, animated films are still an alternative medium for learning Arabic, including understanding denotative and connotative meanings. Animated film media can present sound and image models which are sources for learning Arabic. This is supported by the tendency of people's learning processes to integrate audiovisual media. Students can access Arabic learning materials easily and with great flexibility from various social media platforms such as YouTube. According to



(Haghverdi, 2015) watching films can improve students' contextualised understanding of vocabulary meaning.

In achieving the desired learning objectives, the teachers must first convey the learning objectives to be achieved, in this case in a meaning study. As explained above, first the teacher explains the nature of denotative and connotative meaning theoretically. denotative meaning according to the Big Indonesian Dictionary denotation is the firm (clear) meaning of a word; actual meaning (not figurative meaning or additional meaning) Denotational meaning is the actual meaning or initial meaning, the normal meaning, the appropriate meaning as it is. Meanwhile, the connotative meaning is the idhofi meaning or meaning contained in the word, the meaning of the expression of certain taste values, and the encouragement of certain feelings which are also varied and unpredictable. This is in line with Chaer's opinion in the quote which states that the difference between denotative and connotative meanings is based on whether they exist or not. there is a "taste value" in a word. In other words, denotative meaning is a general meaning, while connotative meaning is more specific and personal.

In this case, the meaning of denotation and connotation is often found, both in Indonesian and Arabic, because the meaning of denotation and connotation is often applied in Arabic translations, where much is implied. As in one of the animated films presented above.

From what is described above, as in the following expression:

وَبَعْدَ هَذَا ابْتَعدَ عَن طَرِيقِي After this, stay away from my path After this, don't follow me anymore!

يا أهل الشام، انتبهُوا الفرنجة يفتُرُونَ O people of Syria, be careful, the Europeans are approaching Hey, people of Syria, stay away! The Europeans soon arrived

From these expressions, there is a clear difference in terms of meaning, both in terms of denotative and connotative. Each denotative side provides emphasis or confirmation of the meaning of the text and the connotative side provides an expression of a certain meaning.

In line with this, to support learning in class, teachers need learning media that adapts the material being taught. Media is a means (of communication) such as newspapers, magazines, radio, television, films, posters and banners. Meanwhile, learning is a process, method, action that makes people learn. So, learning media is a tool or means of communication that is used as an intermediary in the learning process.

According to media, it is a plural form of medium, namely a means of communication. This term means "between" in Latin, which refers to anything that

contains information between the source and the recipient of the information. According to states that the media is an intermediary between resources (sources) and receivers (message recipients). Media plays an important role in effectively bridging the process of conveying information between senders and recipients of messages. Based on these two definitions, there is no contradiction in the origins of the word media which comes from Greek. There are two directions that play a role in the media, namely the communicator (al-mursil) and the communicant (al-mustaqbil). So the media acts as an intermediary who conveys messages from the sender (al-mursil) to the recipient (almustaqbil).

In learning Arabic, a teacher can play a film recording and then discuss the contents with students so that they can review students' understanding of the film they are watching. Maybe we are familiar with the term multimedia laboratory which was born due to the development of computer and digital technology. Very rapid developments in the digital world enable users to access information and knowledge quickly from various sources. states that this multimedia program can be used to communicate messages through integrated text, sound, video, animation and hyperlink displays. The learning experience provided by multimedia programs becomes more realistic because it is able to combine text, audio, visual and video elements simultaneously. According to (Szita dkk., 2024) after watching a film, learners' experiences such as emotional engagement, empathy, and contextualisation of vocabulary use are enhanced.

Animated films are an effective medium in assisting the learning process. Animated films can add a new dimension to learning to study meaning by conveying contextual learning. Agnew and Kellerman define film as a digital medium that shows the arrangement or sequence of images and provides illusions, images and fantasies in moving images. Film can also be said to be a combination of still images that are read sequentially at a certain time at a certain speed. Meanwhile, Munir defines animation as an image that contains objects that appear to be alive, caused by a collection of images that change regularly and are displayed alternately. Objects in the image can be writing, object shapes, colors or special effects.

In line with this, Afifah explained that the use of animation in learning media is based on two reasons. First, to attract students' attention and strengthen motivation. This type of animation usually takes the form of moving writing or images, funny or strange animations that will attract students' attention. This animation usually has nothing to do with the material that students will be given. Meanwhile, the second reason is as a means to provide students with an understanding of the material that will be given.

Therefore, the use of animated videos in meaning study learning at UIN Imam Bonjol Padang can help students better remember the material presented and make it easier to understand the material, especially in understanding the meaning of the text. Then in this activity students receive material not only through listening but also seeing the objects or animated images displayed. So by using animated learning media students do not just learn auditorily but audiovisually. Apart from that, by using animated video



learning media, children can record the material being studied for a longer period of time compared to children recording material presented using monotonous textual book media.

CONCLUSION

Based on the research findings, the researcher concluded that the use of animation media to understand meaning through the implementation of contextual learning was effective in increasing students' grades, while in the process of understanding denotative and connotative meaning there were 15 sentences. Research findings show that the use of animation media can provide students with the opportunity to analyze meaning contextually and creatively in determining the object of study. This research is limited to the use of samples, so researchers recommend further research to use research designs with more varied objects and samples.

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