



THE ADVANTAGES OF USING YOUTUBE ANIMATION VIDEOS IN LEARNING ARABIC VOCABULARY FOR GRADE IV STUDENTS AT MIS BINA SANTRI MEDAN

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Abstract

The study investigates the use of video animation on YouTube as an educational medium to improve Arabic vocabulary among fourth-grade students at MIS Bina Santri Medan. Recognizing the crucial function of media in promoting learning success and achieving desired objectives, it highlights the importance of teachers completely integrating media as a vital component of the madrasah education system. To fully realize its potential, educators must devote special attention to this feature. The study took a descriptive qualitative approach, with data gathered through interviews, observations, and documentation of fourth-grade teachers at MIS Bina Santri Medan. Data analysis is followed by the Miles and Huberman technique, which consists of data reduction, data presentation, and conclusion drafting. According to the findings, learning materials may be provided considerably more easily via YouTube animated clips, which also make lessons more dynamic, interactive, and engaging. This strategy increases student motivation and engagement, resulting in better vocabulary mastery. Furthermore, audio-visual media is extremely beneficial at the MI level because it promotes cognitive development while also stimulating psychomotor abilities.

Keywords: Animated Video, YouTube, Arabic Vocabulary

Abstrak

Penelitian ini meneliti penggunaan video YouTube sebagai media pembelajaran dan bagaimana video tersebut dapat digunakan untuk meningkatkan kinerja siswa bahasa Arab di kelas IV di MIS Bina Santri Medan. Mengingat pentingnya media dalam membantu peningkatan proses dan hasil pembelajaran, para guru harus memahami hal ini sebagai bagian integral dari proses pembelajaran di madrasah dan sebagai salah satu tujuan guru. Pendekatan dalam penelitian ini adalah pendekatan kualitatif deskriptif. Pengumpulan data dilakukan melalui observasi dan dokumentasi oleh guru kelas IV MIS Bina Santri Medan. Analisis data dilakukan dengan menggunakan metode Miles dan Huberman, yaitu reduksi data, penyimpanan data, dan penarikan kesimpulan. Hasil penelitian menunjukkan menggunakan video animasi youtube dalam pembelajaran kosakata memudahkan guru dalam menyampaikan materi kepada siswa. Kegiatan pembelajaran menjadi lebih aktif, menarik dan interaktif sehingga menumbuhkan motivasi dan minat siswa dalam belajar dan memberikan dampak positif dalam penguasaan kosakata siswa. Media audio visual sangat efektif digunakan dalam pembelajaran pada jenjang MI karena selain untuk kognitif juga menjadi stimulus bagi psikomotorik siswa.

Kata kunci: Video Animasi, Youtube, Kosakata Arab



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INTRODUCTION

Technological advancements in the age of technology can significantly impact the evolution of media and information. To be more readily accepted by all societal segments in the twenty-first century, education must be more modern and up to date.¹ The field of education has benefited greatly from the growth of information technology. Information and technological advancements also affect teaching and learning methods.²

Teachers should thoroughly comprehend this as an essential component of the learning process in madrasas and one of the factors that they must be concerned with, given the significant role that media play in supporting the process' success and the achievement of intended learning outcomes.³

The using of electronic media in language learning is widely applied to Arabic language learning.⁴ This is because it is easy to access and understand because it is visual. Arabic language learning always undergoes a process of development due to adjusting to educational needs.⁵ The use of electronic media in Arabic language learning has been implemented in a variety of ways that take advantage of advances in information and technology, such as multimedia learning, the development of electronic-based modules, and the creation of electronic-based questions to aid in Arabic language acquisition.⁶

YouTube is an online site that provides a variety of information and a place for everyone to share videos online with others.⁷ YouTube wasn't initially an educational website, but as it gained popularity in March 2009, it started to offer a range of educational video services. YouTube evolved into a video library service that helps teachers foster autonomous and innovative learning.⁸ YouTube evolved become a video library tool available for teachers to create autonomous and creative learning

¹ Muncera Muftah, "Impact of Social Media on Learning English Language during the COVID-19 Pandemic," *PSU Research Review* 8, no. 1 (January 21, 2022): 211–26, <https://doi.org/10.1108/PRR-10-2021-0060>.

² Muhammad Aspi and Syahrani Syahrani, "Profesional Guru Dalam Menghadapi Tantangan Perkembangan Teknologi Pendidikan," *Adiba : Journal Of Education* 2, no. 1 (March 12, 2022): 64–73.

³ Winarto Winarto, Ahmad Syahid, and Fatimah Saguni, "Effectiveness the Use of Audio Visual Media in Teaching Islamic Religious Education," *INTERNATIONAL JOURNAL OF CONTEMPORARY ISLAMIC EDUCATION* 2, no. 1 (August 1, 2020): 81–107, <https://doi.org/10.24239/ijcied.Vol2.Iss1.14>.

⁴ Depi Kurniati, "Penggunaan Media Sosial Dalam Pembelajaran Bahasa Arab Dengan Model Blended Learning," *Ta'limi | Journal of Arabic Education and Arabic Studies* 1, no. 2 (2022): 119–38.

⁵ Rabiatul Munawarah and Aulia Mustika Ilmiani, "Factors of Difficulties in Learning the Arabic Language for Students," *Journal Of Foreign Language Learning and Teaching* 4, no. 1 (July 23, 2024): 55–63, <https://doi.org/10.23971/jfltl.v4i1.8810>.

⁶ Luluk Humairo Pimada and Muhammad Afif Amrulloh, "Penerapan Media Elektronik Pada Pembelajaran Bahasa Arab," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 2 (2020): 120–28.

⁷ Taruni Suningsih et al., "Pemanfaatan Media Digital Youtube Pada Anak Usia 4-6 Tahun Dalam Pembelajaran Bahasa Inggris," *Jurnal Inovasi Pendidikan* 13, no. 1 (November 1, 2023): 50–55.

⁸ Alfi Latifah and Andi Prastowo, "Analisis Pembelajaran Daring Model Website Dan M-Learning Melalui Youtube Pada Mata Pelajaran Pai Kelas 2 SD/MI," *Limas Pendidikan Guru Madrasah Ibtidaiyah* 1, no. 1 (December 31, 2020): 69–78, https://doi.org/10.19109/limas_pgmi.v1i01.7304.

environments.⁹ YouTube has been shown to be a useful alternative tool for the learning process in the current technology era, with notable effects in student learning.¹⁰

YouTube is a popular learning tool since it offers a variety of learning resources, including Arabic language training. YouTube allows children to learn language through songs and animated flicks.¹¹

One way for teachers to overcome students' boredom in participating in the learning process is by developing learning materials by utilizing information and communication technology, such as digital teaching materials that make learning more interesting.¹² Teachers use YouTube video animation with the goal of increasing students' mastery of Arabic vocabulary, by being creative and innovative in using learning strategies and media to achieve effective learning goals.¹³ This seeks to make learning more active, and kids are excited to learn. The medium utilized by instructors for Arabic language study in class IV MIS Bina Santri is a YouTube animation film that uses a singing method to help you master Arabic language.

Previous research that examines the same research is an article from Sri Handayani (2022) entitled "Utilization of Youtube Animated Videos to Improve the Development of Arabic Maharah Istima". This study looks at how Arabic language learning media can help improve maharah istima's capacity. The target of this study is a YouTube animated video, which, in today's modern world, requires innovation in learning, one of which is the use of media.

Research from Hikmah Rahmasari (2020) with the title "Use of Youtube Media as a Media Solution for Arabic Language Learning during the Pandemic". The purpose of this study is to determine whether YouTube is the best media resource for learning Arabic in the event of a pandemic. According to the research, the media is the best option for learning Arabic, as seen by the poll findings, which reveal positive results with 80.4% of students highly agreeing.¹⁴

According to the review of earlier studies, more study is required to confirm that using YouTube as a learning tool for Arabic can offer a more diverse learning

⁹ Herminingsih Herminingsih, Nurdin Nurdin, and Fatimah Saguni, "Pengaruh Youtube Sebagai Media Pembelajaran Dalam Perkembangan Kognitif, Afektif Dan Psikomotor Siswa," *Prosiding Kajian Islam Dan Integrasi Ilmu Di Era Society (KIIIES) 5.0* 1, no. 1 (August 3, 2022): 79–84.

¹⁰ Hening Kusumaningrum et al., "Optimalisasi Media Youtube Sebagai Media Pembelajaran Daring," *SALIHA: Jurnal Pendidikan Islam* 5, no. 1 (January 31, 2022): 92–114, <https://doi.org/10.54396/saliha.v5i1.223>.

¹¹ Nurin Salma Ramdani, Hafsa Nugraha, and Angga Hadiapurwa, "Potensi Pemanfaatan Media Sosial Tiktok Sebagai Media Pembelajaran Dalam Pembelajaran Daring," *Akademika: Jurnal Teknologi Pendidikan* 10, no. 02 (December 26, 2021): 425–36, <https://doi.org/10.34005/akademika.v10i02.1406>.

¹² Abid Haleem et al., "Understanding the Role of Digital Technologies in Education: A Review," *Sustainable Operations and Computers* 3 (January 1, 2022): 275–85, <https://doi.org/10.1016/j.susoc.2022.05.004>.

¹³ Maryam Nur Annisa et al., "Tekhnologi Media Pembelajaran Berbasis Video Animasi Untuk Meningkatkan Kemampuan Berbicara Bahasa Arab Siswa Di Madrasah Ibtidaiyah Negeri 2 Kabupaten Gorontalo," *Sustainable Jurnal Kajian Mutu Pendidikan* 6, no. 2 (December 11, 2023): 378–88.

¹⁴ Hikmah Rahmasari, "Penggunaan Media Youtube Sebagai Solusi Media Pembelajaran Bahasa Arab Di Masa Pandemi," *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2020): 23–41, <https://doi.org/10.18196/mht.v3i1.11362>.



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environment that significantly improves vocabulary mastery. This essay aims to explain the advantages of using YouTube animation films for fourth-grade pupils at MIS Bina Santri Medan to improve their vocabulary in Arabic. It is intended that this study will shed light on the advantages of using YouTube animated movies as teaching tools for students' vocabulary acquisition of Arabic.

RESEARCH METHODS

This article used in the descriptive qualitative approach. Descriptive research is a study that describes or observes problems systematically and accurately about a certain fact or nature of the object. Descriptive research is shown to describe and describe facts based on a certain perspective or framework.¹⁵ Interviews, observations, and documentation were used to obtain data from class IV instructors at MIS Bina Santri Medan. The researchers interviewed one homeroom teacher and one Arabic language subject instructor from class IV at MIS Bina Santri Medan. The conversation focused on the benefits of using YouTube animation films to acquire Arabic language for grade IV students at MIS Bina Santri Medan. The Miles and Huberman approach was used to analyze the data, which included data reduction, presentation, and drawing of conclusions.¹⁶ Researchers conducted interviews on May 20-25, 2024.

FINDINGS AND DISCUSSION

Youtube Animated Videos as Learning Media

Tafonao underlined that learning media is an important component of the educational process for accomplishing learning objectives.¹⁷ The media plays an important part in the learning process. It is a tool that helps professors successfully deliver material to their students. Teachers can use learning media to increase student interest and involvement during the learning process.¹⁸ Learning media encompasses both hardware and software components. Hardware includes devices used to deliver messages, such as LCD screens, projectors, computers, and radios. On the other hand, software refers to the content of programs, which may consist of information in files, books, or other printed materials.¹⁹

¹⁵ Louise Doyle et al., "An Overview of the Qualitative Descriptive Design within Nursing Research," *Journal of Research in Nursing* 25, no. 5 (August 1, 2020): 443–55, <https://doi.org/10.1177/1744987119880234>.

¹⁶ Ali Muhdlorul Huda and Mauhibur Rokhman, "The Strategy of the Principal in Improving the Quality of Institutional Education," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 2 (November 5, 2021): 72–80, <https://doi.org/10.54069/attadrib.v4i2.142>.

¹⁷ Desi Setiyadi, Dewi Fortuna, and Anggy Bagas Ramadhan, "Pemanfaatan Video Kreatif Dan Media Sosial Youtube Sebagai Media Pembelajaran Matematika Kelas Tinggi," *Dawuh Guru: Jurnal Pendidikan MI/SD* 2, no. 1 (February 25, 2022): 31–42, <https://doi.org/10.35878/guru.v2i1.344>.

¹⁸ Teni Nurrita, "Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa," *MISYKAT: Jurnal Ilmu-ilmu Al-Quran, Hadist, Syari'ah dan Tarbiyah* 3, no. 1 (June 27, 2018): 171, <https://doi.org/10.33511/misykat.v3n1.171>.

¹⁹ Guntur Cahyono, "Pemanfaatan Media Youtube Dakwah Ustadz Adi Hidayat Dalam Pengembangan Materi Fikih Madrasah Ibtidaiyah," *At-Tarbawi: Jurnal Kajian Kependidikan Islam* 4, no. 1 (June 30, 2019): 78–78, <https://doi.org/10.22515/attarbawi.v4i1.1474>.

When more deeply examined, YouTube offers numerous advantages whose outputs can be used as learning media, including potential, because YouTube is now well known and accessed by the public; Practical, because YouTube allows all groups to easily use it; Informative, because YouTube gives a lot of news and training on numerous topics; Interactive, since YouTube gives tools for debating or conducting questions and responses via its comment column; shareable, because YouTube offers a sharing function via many social media accounts; economical, since YouTube does not charge for its use.²⁰

According to Jones and Kristen Cuthrell's findings, teachers can use YouTube in Arabic language instruction in a variety of ways, while still checking the veracity and evaluating the quality of the video.²¹

The rapid advancement of technology requires educators at all levels, from RA to university, to be technologically literate. YouTube has become a widely used learning medium for teachers to implement and deliver instructional materials, particularly for teaching Arabic vocabulary. The most effective learning media for MI students are those that align with their characteristics, such as a preference for play, singing, visual aids, movement, and imitation.

The developmental period of children from 7 to 11 years old according to Piaget is a period where they are able to think logically and think concretely. Learning media that is audio-visual in nature which includes images and sounds simultaneously makes MI students easier to understand the content of learning materials because it simultaneously activates students' senses of hearing and vision.²²

YouTube animation serves as an effective learning medium for teaching Arabic. Animated videos offer an engaging and interactive approach, particularly suited for MI-level students, making it easier for them to grasp learning materials, especially Arabic vocabulary.

The purpose of teachers using YouTube animated song videos is so that the learning material delivered by the teacher is more easily absorbed and remembered by students, increasing student interest and motivation to learn, videos help students understand the meaning and correct pronunciation of Arabic vocabulary.²³ YouTube

²⁰ Suwanto Suwanto, Ahmad Muzaki, and Muhtarom Muhtarom, "Pemanfaatan Media YouTube Sebagai Media Pembelajaran Pada Siswa Kelas XII MIPA Di SMA Negeri 1 Tawang Sari," *Media Penelitian Pendidikan : Jurnal Penelitian Dalam Bidang Pendidikan Dan Pengajaran* 15, no. 1 (June 30, 2021): 26–30, <https://doi.org/10.26877/mpp.v15i1.7531>.

²¹ Hamidah Hamidah and Marsiah Marsiah, "Pembelajaran Maharah Al-Istima' dengan Memanfaatkan Media Youtube: Problematika dan Solusi," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 8, no. 2 (December 2, 2020): 147–60, <https://doi.org/10.23971/altarib.v8i2.2282>.

²² Latifah and Prastowo, "Analisis Pembelajaran Daring Model Website Dan M-Learning Melalui Youtube Pada Mata Pelajaran Pai Kelas 2 SD/MI," 60.

²³ Ni Komang Prasetyani Laksmi, I Kadek Anggardana Yasa, and Kadek Ayu Mas Mirayani, "The Use Of Animation Video As Learning Media For Young Learners To Improve Efl Students' Motivation In Learning English," *Lingua* 17, no. 1 (June 29, 2021): 42–52, <https://doi.org/10.34005/lingua.v17i1.1378>.



animated song video is one of the media that aims to make learning fun and effective to improve students' vocabulary mastery at MIS Bina Santri Medan.

According to the results of interviews with ummi teacher Meliarti, S.pd as a class IV teacher at MIS Bina Santri Medan:

“There are several factors that contribute to students' lack of mastery of Arabic vocabulary (mufradat), including the fact that Arabic is a language that they only learn in school; the second factor is teachers who are sometimes too monotonous in language learning, making students less interested in learning Arabic. One type of innovation is using learning media that is interesting and in agreement with the learning objectives to be attained, namely with YouTube animation movies.”

Based on the interview result, it is also conveyed how the steps in using YouTube video animation media in learning, namely the teacher prepares animated video material that wants to be displayed in learning and other devices needed such as laptops and speakers. Before that the teacher has adjusted the learning material that is being studied with the animated video that will be displayed, such as: family theme.

The next step is for students to listen carefully to the animated video displayed on the laptop, then the teacher repeats the material presented in the video and if there is a lack of vocabulary in the animated video, the teacher conveys the material so that students master all the vocabulary contained in the learning material, the material displayed is in the form of an animated video in the form of a song, the teacher then sings the material again by paying attention to the pronunciation of good and correct vocabulary after several times displayed. The last step the teacher repeats several times until the students completely memorize the tones and lyrics contained in the Youtube animation video until finally the teacher and students sing and memorize the vocabulary simultaneously so that it is easier for students to memorize.

Advantages and Challenges of Animated Video as Learning Media

Of course, there are benefits, drawbacks, and problems to using any learning medium. When using YouTube as a learning medium, teachers must consider the advantages and challenges of using the media, the feasibility and effectiveness of time spent accessing the internet, and student approval of learning media that will be used in learning.²⁴

²⁴ Achmad Baihaqi, Amaliya Mufarroha, and A. Ilham Tsabit Imani, “Youtube Sebagai Media Pembelajaran Pendidikan Agama Islam Efektif Di SMK Nurul Yaqin Sampang,” *EDUSIANA Jurnal Manajemen Dan Pendidikan Islam* 7, no. 1 (March 31, 2020): 74–88, <https://doi.org/10.47077/edusiana.v7i1.19>.

YouTube as a learning medium offers several advantages in teaching Arabic at MIS Bina Santri, including: 1) enhancing students' motivation by making the learning process more engaging; 2) facilitating the delivery and comprehension of learning materials, thereby helping achieve learning objectives; and 3) encouraging students to become more independent and active by engaging in activities such as listening, observing, and directly demonstrating the material.

In addition to the advantages of employing animated YouTube videos as educational resources. There are drawbacks to adopting technology for media, such as the quantity of YouTube video that adults should watch, necessitating intensive teacher supervision and monitoring.²⁵

A teacher's method for helping pupils meet learning goals is the choice of technology-based instructional materials. In learning activities, the teacher's role in using the media is still crucial. Of course, despite the benefits of YouTube animated movies as instructional materials, teachers still have difficulties. One of these is that they need to be adept at incorporating laptops into the classroom so that learning is dynamic and engaging. Ample technology facilities, like computers, LCDs, and speakers, are also necessary to ensure steady internet during the learning process.

CONCLUSIONS

The goal of this study is to better understand Arabic vocabulary mastery among fourth-grade students at MIS Bina Santri Medan by examining the use of YouTube animated films as a language learning tool. The findings demonstrate how teachers can effectively teach vocabulary by using YouTube animated films into their lessons. This method increases students' motivation and interest in studying while simultaneously enhancing their vocabulary acquisition by making class more dynamic, interesting, and participatory. At the MI level, audio-visual materials are very effective since they enhance students' psychomotor skills in addition to fostering cognitive development. The advantages of using YouTube as a learning tool for Arabic instruction at MIS Bina Santri are as follows: 1) encouraging students to become more independent and proactive through activities like listening, observing, and directly demonstrating material; 2) making it easier to deliver and comprehend materials, enabling students to accomplish learning objectives more quickly; and 3) raising learning motivation by offering a more engaging learning experience.

²⁵ Abdulhadi Shoufan and Fatma Mohamed, "YouTube and Education: A Scoping Review," *IEEE Access* 10 (2022): 125576–99, <https://doi.org/10.1109/ACCESS.2022.3225419>.



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