

Innovation Management Arabic Language Learning Based on Multimedia Audio Visual Animation Increase Learning Class VIII MTs N4 North Padang Lawas

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Abstract: *Animated audio-visual media is a learning media that can help increase the interest in learning students of Class VIII MTs. N 4 North Padang Lawas in following the teaching and learning process in the classroom. Eliminate the saturation of student learning, especially in Arabic subjects who have only used classical learning methods such as: lecture methods. Therefore, this animation media can display audio visual animation learning in Arabic not only for entertainment alone for students. This media can also provide information about Arabic language learning and display animated videos containing Arabic learning in accordance with grade VIII student level material. Making this animaton media using the plotagon application, the creation of this animation media has been explained in chapter two and the image in in the documentatio setion. This research uses a type of qualitative research with an experimental approach and ADDIE research and development which must produce a product in learning. There are stages of research carried out as follows: 1) stages of analysis, 2) stages of design, 3) stages of development, 4) stages of implementation, 5) stages of evaluation. Research has been assessed by validators who are active in digital learning media.*

Keywords: *Learning; Media Innovation; Audio Visual Animation; Arabic Language*

INTRODUCTION

The learning model in the current era no longer places the teacher as the most domineering figure in the classroom. The teacher is just a facilitator, a study buddy. Although as a learning companion, teachers have a role in designing and determining how students can obtain knowledge transfer and also produce new knowledge. Learning must be able to produce new knowledge for students. The pupil must be placed as a subject, no longer an object of learning. The culture and development of learners who are close to technology must be circumvented with learning methods and strategies that suit them. The independent curriculum initiated by Nadiem Makarim tries to bridge how the development of our children's trends that are attached to technology and social media with learning that is integrated with technology. Judging from Research Linda Setiawati, His article entitled The Application of Animation Media as an Innovation in learning whose object of research is in Ciledug 2 elementary school, Ngamprah District, West Bandung Regency, the results of the study

stated that Animation is one of the main attractions in an interactive multimedia program. Not only is it able to explain a concept or process that is difficult to explain with other media, animation also has aesthetic appeal so that an attractive and eye-catching appearance will motivate users to engage in the learning process. Can increase student motivation and improve the quality of the teaching and learning process in daily activities. To find out it can be seen through several indicators such as; Tests of learning outcomes, psychomotor abilities of student involvement and readiness of educators, clarify the presentation of messages (Setiawati, 2016) . Then the research conducted by A. Dewi, et al entitled "the influence of the inquiry learning model assisted by animation media on the competence of science knowledge" in his writing resulted that learning activities were learned using the Inquiry learning model assisted by animation media. The inquiry learning model is a model in learning activities that involve the maximum of all students' abilities to search and investigate something systematically, critically, and logically so that they can formulate their own discoveries with confidence. And animation media is a display that combines text, graphics and sound media in a movement activity. The movement of the image is formed by displaying a sequence of images that change little by little at a high speed, resulting in a static image object that can move like life. The inquiry learning model assisted by animation media is a learning model that is very suitable for use in the teaching and learning process in the classroom (Dewi, 2018).

From the two writings above, that learning which if assisted by animation media will produce learning that attracts students to be more tips in following the learning process carried out in the classroom. Therefore, in this discussion regarding learning that tends to listen, it will feel boring, it would be better if Arabic learning is used with the help of animated audio-visual media to attract students' interest and enthusiasm in the learning process.

With the passage of time and dynamic technological developments, the world of education has also experienced innovations in the way of delivering subject matter, try to compare the way of delivering subject matter between 10 years ago and today. Since the last few years teachers have begun to use slides to explain the material, not forgetting to play videos related to the material to be studied. This video can be played at the beginning of the lesson as a bridge to enter the core of the lesson or on the sidelines of the teaching and learning process. One trend that will continue Explained in an animated video. You can easily explain complex processes and explanations according to your needs with videos more energy and time efficient with animated videos, material that is difficult to explain verbally will be represented straightforwardly and easily understood. The development of educational models and future learning

interactions does lead to project and product-based learning. Children in the era of digitalization and in the era of technology like now must be invited and educated to produce works. An era full of competition and challenges must require our students to be able to create not just as users (Yudistira, 2022).

The rapid development of digital technology means that the world of education must remain dynamic in order to produce adaptive and capable generations. The world of education is now attached to digital even when teaching and learning activities that take place offline digital assistance is still needed, the opportunity for virtual world innovations such as the metaverse in supporting teaching and learning activities is increasingly wide open in the future (Suranto, 2022). Learning media is very influential for students in understanding a material. Without media, learning will not go as desired. As a teacher, you must be able to make something from anything into a material that can be used as a medium. In this day and age most teachers only use books as media materials, so if other media are not used or low demand when used (Fisika, 2018). Learning media is defined as anything It can be used to guide messages and learning materials and stimulate students' attention, interest, thoughts and emotions in the learning process to achieve learning goals. Without learning media that are relevant to teaching and learning, students find it difficult to understand the material, quickly become bored and lose interest in learning. This implies the necessary role of learning media in the teaching and learning process (Murtini, 2022).

In today's global phenomenon (modern times), it must be able to harmonize the development of languages that occur, especially Arabic. It is inevitable that researchers must see the development of the population, how active they are to learn this Arabic language. In order to see how persistent young people are now to learn Arabic, Arabic material will be learned either in their school environment or it could be in their social community.

The process of learning Arabic is a process of knowledge transformation for those around you. Whether it is a scientific/intellectual, intellectual, or benevolent change of behavior, it should be professionally and professionally demanded and used towards a specific goal. It can be achieved effectively and efficiently if it is based on a mission and clear deeds dedicated solely to development. The vision and mission are based on strategies, methods, media or a product that is appropriate and relevant so as to produce optimal and satisfying *output* for educators and easily understood by students, and their social communities. An effective and efficient learning process requires the right learning strategy a teacher must be able to design and implement good learning so as to be able to achieve the goals set. To be able to design and implement learning requires an understanding of teaching strategies and mastery of

teaching media (Purnasari & Sadewo, 2020). Learning is entirely delivered through internet technology. Neither participants nor instructors need to access learning materials at the same time (Hastini et al., 2020). The development of information and communication technology has influenced the world of education, especially in the learning process. Technological developments have given rise to innovative and creative learning models in the learning process (Effendi & Wahidy, 2019). In implementing a plan, an optimal vision and mission must have supporters from the educational institution and the surrounding community in order to implement the optimal vision and mission. This research we use the experiential learning method, which is not only a teaching method but also a way of thinking, because other methods can be used in the experiment, from graphing the data to drawing conclusions. An experimental method is a form of education in which students experiment through their own experiences and demonstrations of what they have learned (Salmaa, 2023). This experimental method can complete the results of the teaching and learning process conducted in the classroom. Whether the results are satisfactory or not, it will be an experience for researchers to deepen audiovisual learning media in the form of animated media.

Sukmadinata (2008) *R&D* is the research approach used to develop new products or perfect existing ones, while R&D methods are research methods used to develop specific products and test their effectiveness. (Saputro, 2011). Method *research and development* Research and development comes from two words, namely research (*research*) and development (*development*) This phrase is a combination of two verbs that have the purpose of activity. Research *research* This is a mechanism or scientific activity by following the rules or norms of research that have been universally recognized standards while development *development* means an activity that refers to addition, increase, both in terms of quantity and quality of an activity or object that becomes an activity (M.Askari, 2020). The purpose of this study is to improve the quality of the teaching and learning process in the classroom. Then, to eliminate student boredom in following classical learning methods that have been used in delivering special learning materials in the field of Arabic.

The use of digital technology in learning can be interpreted as a digital management system that encourages active learning, builds knowledge, provides opportunities for students for self-exploration, and allows remote interaction and data sharing between teachers and students during learning (Materi, 2023). Teaching is not only understood as a transfer of knowledge, but more than that, teaching must also be able to develop the potential of students. This needs to be understood considering that education is the process of discovering and developing the potential possessed by humans (Khairunnisa & Jiwandono,

2020). Effective learning and Fun becomes a must as part of the implementation of quality education in schools. Quality education is the birthplace of quality human resources (Rahmatullah et al., 2020). The application of Knowledge and Technology in education will certainly produce technology-oriented learning systems, especially learning media. Learning media is a channel or intermediary that can be used to channel messages (learning materials) so that it can stimulate the attention, interest, thoughts, and feelings of learners (students) in learning activities to achieve certain learning goals (Wisada et al., 2019).

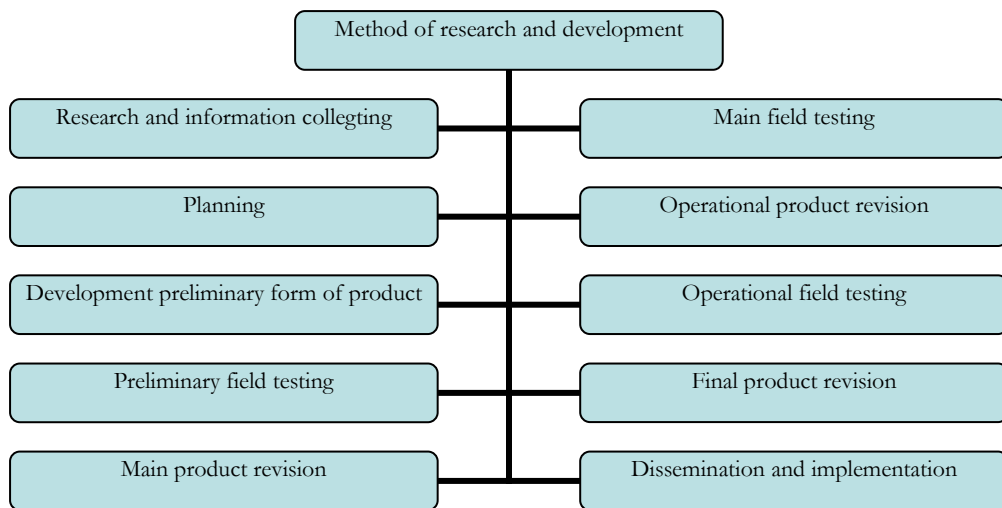
It can be concluded that in this case, science and technological development are very rapidly developing today. If, learning is not accompanied by existing technology, the learning process cannot be said to be optimal in carrying it out. Because, students today are very closely related to technology such as gadgets, android. However, in this school there is still a lack of support from parents in following the development of existing technology due to the lack of material in this regard. In principle, in teaching, the formulation of goals is the main thing and every teaching process is always directed to achieve the goals that have been set. For this reason, the teaching process must be planned (Airlanda, 2021). In order to achieve optimal learning success, it is necessary to synchronize between three main aspects of learning, namely teachers, students and learning media (Handayani & Rahayu, 2020). The learning that supports the implementation of effective learning is student-centered learning (Batubara, 2020).

Changes that occur in the world of education require an educator to further explore his ability to educate and educate the nation's children (Japar, 2020). The world of education certainly uses learning media which is a channel or bridge of learning messages delivered by resource persons to message recipients (Trisiana, 2020). Information Technology is a technology that helps humans to create, process, store, and disseminate information. Information technology consists of hardware, software and communication (Suriadi & Mursidin, 2020). The author concludes that in this case, there are three aspects that must be in line, namely: professional educators (innovative), student participation, and creative learning media to be implemented in an effective and efficient learning process. Therefore, if the learning method is carried out in accordance with the current development, make sure to get optimal results and produce students who are highly participating in following the Arabic learning process.

RESEARCH METHOD

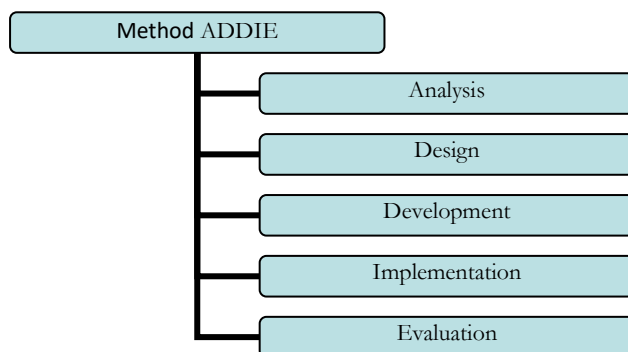
According to (Borg & Gall, 1983) this development model uses waterfall grooves (waterfall) at the development stage. The Borg and Gall

development model has relatively long stages because there are 10 implementation steps: (1) research and data collection (research and information collecting), (2) planning, (3) product draft development (develop preliminary form of product), (4) field testing (preliminary field testing), (5) initial product revision, (6) field testing (main field testing), (7) improving the product results of field tests (operational product revision), (8) field implementation tests (operational field testing), (9) final product revision, and (10) dissemination and implementation (dissemination and implementation) The table overview is as follows (Maydiantoro, 2020):



Thinking framework 1.1: Method of Research and Development

In this study researchers used ADDIE-based research, the frame of mind in the implementation of this research is as follows (Satriawan, n.d.):



Thinking Framework 1.2: Design of ADDIE Research Method Development Model

Guided by the above framework, here are the stages of implementing the framework that has been implemented in the field researchers using ADDIE research procedures, namely methods (analysis, design, implementation, development and evaluation). The above method is a research method used by researchers in carrying out research in the field. The following explanation of this ADDIE method is as follows:

1. Analysis stage

At this analysis stage, it is further divided into two parts that must be analyzed, namely: content analysis and analysis of students, learners, and the needs of instructional results. The point is that the content analysis stage is a stage that develops study materials that are feasible for the continuity of research related to animated audio-visual media in listening skills to Arabic language learning. This is done, to obtain the basics teoritis which supports development in determining whether the research has a solid foundation.

While the analysis stage on the part of students, learners, and instructional needs is an actual information search process that really occurs in the field. Consists of information on student abilities, paradigms carried out by students and understanding student attitudes, learner needs. So, the instrument in this stage is as a learning interview. In this stage the aspects that need to be studied are about learning problems, student characteristics, learning objectives, learning processes and outcomes.

2. Design stage

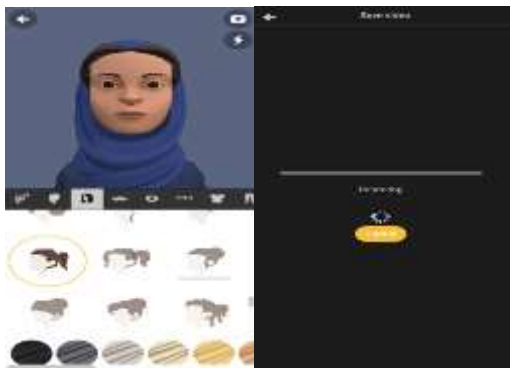
In this stage, researchers must know what they want to do in the study. In this case, researchers have made an animation media design that is useful for attracting the enthusiasm of students in listening to Arabic learning material. Making this animation media design is in accordance with the level of students. The animation media created in it there are cartoons that are explaining about everyday life using Arabic. Which is worth listening to the class students? Usually the use of technology in schools is only used during practicum or exams, but for now technology is used as a mandatory tool in the learning process for example mobile phones and laptops. Mobile phones and laptops are two technologies that are always used in the learning process. Without these two technologies, students will have difficulty in learning because they do not have learning facilities (Gunawan & Amaludin, 2021). While the development of Android-based learning multimedia is a platform that is quite relevant to be developed today. Therefore, educators need to improve technological literacy and develop innovation and creativity to face the era of globalization which is developing very rapidly, and always prepare to face the challenges and demands of 21st century learning (Riani et al., 2021).

After that, researchers carry out the animation video design process such as the following animation design activities:

- a. Open the Plotagon app, then it will appear as shown below.



- b. After the video design process has been selected, all animated videos will be put together. And in click *video rendering*



At this design stage, researchers have made videos with several designs such as:

- 1) Selection of decent cartoons for students in the class.
- 2) Material selection
- 3) Backsound creation behind animation
- 4) *Animation dubbing* loading
- 5) Video merging (animation editing).

Today's media that is very interesting is picture media that can move or animation media, according to Suheri animation media has the ability to expose something that is runit or complex or difficult to explain with just pictures or words. According to Suheri the plotagon application is a very easy application to edit moving animations from this application we do not need to bother making

the player and also the appropriate movements, we only need a little tutorial deep. There are several ways to apply it in the context of Arabic conversational learning animation video media, here are the steps (Rufah, 2021):

- a) Open the plotagon application that has been downloaded from the playstore.
- b) Select the camera logo below, it is located in the middle.
- c) After clicking there will be 2 choices between *plots* and characters, select *characters* first to create animated players in our video.
- d) After successfully creating a character, click on the *plots section*.
- e) Then click + *create new plot*.
- f) Click the *acting* logo (the logo located in the first part of the left direction).
- g) Click *the scene text*.
- h) Choose *the scenes* that we make the *background* or place in the shooting of our animated video.
- i) Select the character we want to make a player in our animated video.
- j) Once the character is selected, click the camera logo to set up activities in the animated video.
- k) Then according to the planned flow.
- l) To add a voice in Arabic please click the microphone logo and record your own voice.

3. Implementation stage

At this stage of implementation, the products that have been produced are products whose validity, feasibility can be measured and tested, as follows:

a. Test validators

This validator test is a media expert and material expert, who tests the appropriateness of the media we choose to be displayed in front of students. In the media expert section, the validator sees, assesses the media that we have created. While the validator of the material expert section, which analyzes the material we design according to the abilities of students. Standardization of the feasibility of Arabic learning media for class VIII MTs.N 4 North Padang Lawas is carried out to standardizers, namely expert lecturers of digital-based learning media mediators. And class VIII students with a total of 20 respondents consisting of 1 Arabic language learning mediator expert with an S2 educational background and involved in digital-based media teaching at one of the

universities, namely the State Polytechnic of Media Works Medan North Sumatra.

Table 1. Media and Material Expert Validation Results

Assessment Indicators	Statement	Assessment alternatives				
		Very good	Good	Enough	Not Enough	Less Once
Physical Media	1) Sound quality used			√		
	2) Animations are safe to show				√	
Materi	1) Presented material simply		√			
	2) suitability of the material to the media used			√		
	3) The material is easy to understand			√		
Color	1) Color Attractiveness		√			
	2) Compatibility of color combinations		√			
Use	1) Conformity of the rules of use with the characteristics of students			√		
	2) suitability of difficulty level with students				√	
	3) The use of media is able to focus students' attention			√		

Each subject analyzed was given a checklist response (√) in the order of assessment, namely: 1= very poor, 2= less good, 3= sufficient, 4= good, 5= very good. Based on the results of data tabulation, standardization results are obtained with a validation range of 1 to 5. After the data is collected and calculated, a validation value is obtained. This validation value concludes whether or not a media is feasible to be displayed to students of grade VIII MTs.N 4 North Padang Lawas. The following is a description of the validation values for learning media: (1) 4.11- 5.00= very valid does not need media revision, (2) 3.26- 4.10= valid and does not need revision, (3) 2.51-3.25= quite valid, (4) 1, 76- 2.50= less valid some contents need to be revised, (5) 1.75= invalid and need total revision. With the information of the value that has been determined by the researcher, the validity value of this animated audio-visual media has a validity value of 33.5 which means that the animated audio-visual media is declared valid and does not need to be revised.



Figure 1. Animated media characters before revision



Figure 2. Animated media characters after revision

The first character description: not worthy to be shown, because the actor in the video is too excessive in his makeup so that it does not match the level of grade VIII MTs.N 4 North Padang Lawas students. So, it needs to be revised according to the age character of grade VIII students. After getting the results of the validator assessment, then the animated audio-visual media was tested in the field in the classroom of grade VIII MTs.N 4 North Padang Lawas students.

b. Field test

After getting the validity results from the validator, the media must be tested in the field. And can be carried out in class VIII MTs. N 4 North Padang Lawas. To find out the ability of class VIII students. With the number of learners is 11 students from class VIII 5 and the number of learners from class VIII 6 is 9 students. So. The total number of students who have been tested in the field is 20 students in grade VIII. The total number of class VIII students is 40 students, which have been tested in the field is still partial. Due to the current pandemic situation. Some students are required to study online or online. Therefore, researchers can only find a limited number of students per class.

Table 2. *Pre-test* and *Post-test* Results

No	Learners	<i>Pre-test</i>	<i>Post-test</i>
1.	Aguna Tasya Harahap	40	80
2.	Arsad Muda Siregar	60	90
3.	Deli Khairani Siregar	45	70
4.	Hotima Harahap	60	80
5.	Elpita Harahap	30	80
6.	Egi Hasibuan	60	90
7.	Fazlina Siregar	80	100
8.	Juliana Siregar	80	100
9.	Juli Oktavia	50	80
10.	Muhammad Satria Siregar	80	80
11.	Masrianun Siregar	30	80
12.	Lomsa Hari	50	80
13.	Rina Siregar	80	100
14.	Risnatul Hidayah Siregar	70	90
15.	Putrid Rukiah Hasibuan	80	80
16.	Rahma Afrilia	40	80
17.	Yuli Harahap	80	90
18.	Yogi Sahputra	65	80
19.	Wilna	30	70
20.	Zaskia Amanda Harahap	60	80
Total		55, 65	84

Based on these calculations, it can be concluded that before the initial observation, the average score of grade VIII students was very low. The average listening skills of grade VIII students in the *pre-test* was 55.65. After being given with animated audio-visual media containing material that is in accordance with the activities carried out by students every day. Students' listening skills improved to 84. From the average calculation results obtained above, it is known that there is an increase from *pre-test* to *post-test*. The difference between the average score of the *pre-test* and *post-test* was 28.35 points. Thus, this shows that teaching using animated audio-visual media with material about students' daily activities is more effective in improving Arabic learning skills. Because, if the material displayed is related to the daily activities of students, it will be easier to capture the material presented in the video. And it is easier to understand by students of grade VIII MTs.N 4 North Padang Lawas.

4. Evaluation phase

This evaluation stage can be done after the above stages have been passed. At During this phase, the animation media evaluation phase took place. This phase marks the completion of the study design. Research and Development Methodology or in English Research and Development is a research method used to manufacture a particular product and test its effectiveness of these products. To manufacture specific products, we conduct a needs analysis to test the effectiveness of those products and make them work in the wider community. The research and development steps are shown below chart (Sugiyono, 2014):

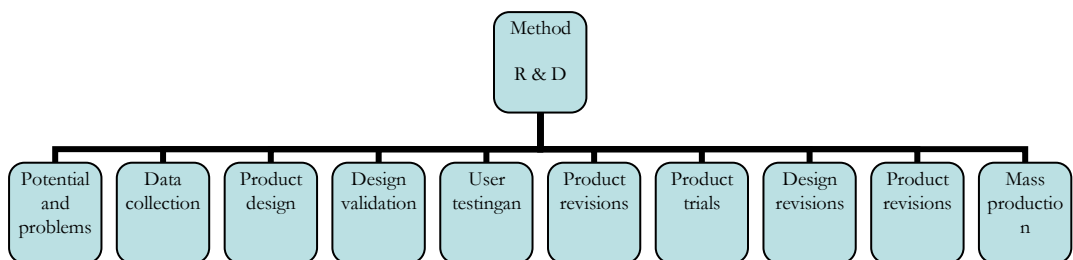


Chart 1.1: Research Method Steps R & D

In this case, the researcher uses the *Research and Development* research method according to the chart above. This research is a mechanism or scientific activity by following the rules or norms of research that have been universally recognized while development *development* means an activity that refers to addition, improvement, both in terms of quantity and quality of an activity or object that becomes an activity (M. Askari, 2020).

RESULT AND DISCUSSION

Discussion

Educational innovations are deliberate attempts to improve the ability to achieve educational goals and to solve educational problems that are qualitatively different from previous ones either in ideas, practices, methods, or purposes. This is an educational update (Yusup & Marzani, 2018). The author concludes that the implementation of learning innovations carried out can support students' learning interests in the classroom. Especially in carrying out the Arabic learning process that can drain the minds of students, thus audio-visual media-based learning is very relevant to be applied in the school to make the learning of Arabic subjects run optimally and continuous innovation and creativity are carried out in accordance with the development of Education and Educational technology in this era. In relation to educational management

innovation, educators are more aimed at efforts to improve their professional quality as educators and teachers in the classroom. Among others, by increasing their competence in designing and managing learning that is truly effective, learning and educating students to become students who have Islamic spiritual intelligence and master basic religious skills according to their age level and mental development (Yusup & Marzani, 2018). Through learning management innovations that are morally and religiously oriented, children can recognize, understand and love Islam as their religion, as well as imprint an attitude of tolerance and respect for the differences around them (Syukri, 2021). It can be concluded that the innovation carried out in terms of learning aims to attract students' interest and enthusiasm in the learning process. In this case, the author will use a learning innovation related to Arabic language learning at the school institution.

Media are part of communication, messengers from communicator to communicator. Based on this definition, media can be described as intermediaries that connect messages from senders to receivers (Ayu Fitria, 2014). Learning media consists of visual, audio, and audiovisual media. Visual media is media that can only be seen. Audio media is media that can only be heard. Audio Visual media is a combination of audiovisual media, commonly referred to as listening view media. Audiovisual media is a combination of audiovisual and visual media. Audiovisual media are more interesting than using audio media alone or visual media alone. Students are more motivated to focus on learning when the learning media used by the teacher is interesting (Nugraheni, 2017). In the current era of globalization, technology is widely used in the field of education. The use of technology in the field of education today is in the form of multimedia, which is a media that has covered all types of media. Multimedia learning media combines several components such as color, text, animation, images/graphics, sound and video that support in meeting the learning needs of students who have different cognitive abilities (Khasanah & Pratiwi, 2018). Multimedia requires two main components. First, a multimedia PC capable of handling a variety of information formats including video (animation, graphics, still, or moving), audio (music, sound effects) and speech processing (speaker detection, text-to-speech converter). Second, a distribution method that is able to combine different types of data and present them in one view remotely (Sari, 2013).

The scope of educational technology is vast. One of them is technology is education as a field of cultivation which includes the areas of design, development, utilization, management, and assessment. In addition, the role of educational technology is multifaceted. Starting from the role in general as a facilitator to improve the quality of education by making learning in education

more effective and efficient (Anggraeny et al., 2020). Based on the scope of technology above, the author concludes that in the current era technology is very necessary in terms of supporting the progress of education, both for the learning process to be more interesting and for other purposes.

Successful teaching and learning processes are characterized by changes in student behavior and attitudes toward a subject. Using the right learning media is essential for successful learning. All learning media have different characteristics. The use of audio media in learning to understand short stories can actually enhance teaching and learning activities. Audio media enable students to actively participate in teaching and learning. This activity is because the audio media contains new learning elements (Wicaksono, 2017). The purpose of using audiovisual media is to develop cognitive abilities by stimulating, conveying messages, and influencing attitudes and emotions in the form of video and sound (Nurfadhillah et al., 2021). The purpose of this multimedia learning media is to increase student interest in learning, especially for students who feel bored exploring the field of Arabic subjects. According to Sanaky, the purpose of learning media as a learning aid is as follows (Ayu Fitria, 2014):

1. To facilitate classroom learning.
2. Improve learning efficiency.
3. Maintain relevance between learning materials, learning objectives.
4. Helps learners concentrate in the learning process.

So the purpose of using learning media is to make it easier for teachers to deliver a subject matter, so as to streamline the learning process and help students in receiving a concept or teaching material. The benefits in using audiovisual media skills are as follows: (ICES, 2021):

- a. Make it easier to convey and receive learning or information and can avoid misunderstandings.
- b. Encouraging the desire to know more is because the interesting audiovisual nature with images that are made as interesting as possible makes children interested and has the desire to know more.
- c. Introduce the understanding obtained, because in addition to being able to display images, graphs, diagrams or stories. So that introducing the notion of learning that is absorbed through vision (visual) as well as hearing (audio) can accelerate the absorption of students in understanding the lessons delivered.

- d. Not boring, the point is that because of its varied nature, students in learning do not feel bored, because of its religious nature, films, three-dimensional or four-dimensional, documentaries and others this can create something varied not boring students.

Most important is the teacher's ability to use all forms of media to support the success of the teaching and learning process. Educational media play an important role in foreign language learning, including learning Arabic. Learning media are good not only for children, but also for adult learners. Unfortunately, although there are many studies demonstrating the effectiveness of using media in learning a foreign language (Arabic), using learning media as one of the supporting elements of the language learning process (Arabic) That is not the case for many teachers. Providing learning media costs teachers a lot of money and time (Mahmuda, 2018). Educational technology is the research and practice of supporting learning processes and improving performance through the creation, use, and management of appropriate technological processes and resources (Iswanto, 2017).

Language teaching methods that have been developed based on structural schools advice language teachers to choose their teaching materials based on grammatical considerations. They select grammatical elements and present them in an order in their overall teaching plan. Evaluation of learning and the learning process is also based on grammatical matters. Therefore, the evaluation material is grammatically oriented (Takdir, 2020). This position has an impact on students' interest in low Arabic, they are less proud to learn Arabic, they feel they do not benefit when learning Arabic. Related to this, positioning Arabic by madrassas as a reinforcement of the vision and mission of madrassas needs to be done. Electronic media that can be used for Arabic language learning such as tape recorders, language laboratories, and other multi-media. In this era of information technology, teachers can develop web-based learning media with various program options, such as the swish max, adobe flash and adobe dream weaver Mx programs. Meanwhile, non-electronic media that can be used for Arabic learning are single or serial images, charts, original objects, or artificial objects, word cards, sentence cards, and other relevant types of media (Ainin, 2010).

With the development of information technology, learning Arabic as part of the national educational process requires continuous updating of methodologies, improvement of teaching materials, improvement of infrastructure including educational institutions and learning media, and improvement of the quality of teachers. Needs improvement is required. professional, innovative and competitive (Azzuhri, 1970). One of the learning media that can be used is an Arabic animated video; this video is generated from

an application, namely Plotagon. The Plotagon app is a fun and creative tool that lets you let your imagination run wild, creating all those 3D movies with pretty many characters and every setting imaginable. Of course, the whole thing about the film can be edited, modified, or started from scratch, so you can make your own short or feature film. Just need to follow a few easy steps. In the application Plotagon, in making animated videos has two events, namely, characters are predetermined and create characters one by one when needed. Next, set the movement and conversation of the character (Sholihatin, 2020). Multimedia is widely used for various fields of activity ranging from activities for entertainment to learning. In an effort to utilize multimedia technology related to the field of education, new innovations are needed to help deliver information in the learning process. Learning media is media to help the learning delivery process, which is made to help humans achieve learning goals. There are groups of media that can be used in learning including: visual, audio, and multimedia media. Learning techniques packaged in multimedia-based applications will facilitate the way of delivering information to students or because it is interesting and practical (Fatimah et al., 2020).

Arabic learning media technology is a work of a combination of knowledge and skills that act as intermediaries who deliver teaching materials to encourage student enthusiasm and motivation in learning the selection of learning media technology is a step that must be passed before using media technology in the classroom. The selection of learning media must pay attention to several things, including objectives, accuracy, condition of students, availability of media facilities and infrastructure (Sholihah et al., 2019). Good learning media that is relevant to technological developments can help the learning process effectively and efficiently. Given that the use of learning media that is relevant to technological developments will help the learning process be good and efficient and learning seems varied, not monotonous and boring for students, especially the material taught is Arabic (Foreign). In the process of learning Arabic, the media has a very important role because it will help the learning process become more varied and not boring. From that, it is necessary to develop audio-visual technology as a medium in learning Arabic, or using learning media that is in accordance with the material and learning situation. The use of technology-based media is very necessary in today's technological era, especially for foreign language learning, one of which is Arabic. Thus, the learning process and outcomes are more effective and efficient and the Arabic learners have increased learning motivation. The scope of this very wide technology can be utilized in Arabic language learning. The development of audio-visual technology is one of the scopes in the field of technology that can support the success of Arabic language learning (Raudatussolihah, 2022).

The learning process is the process of delivering information or the process of communication. Often a teacher experiences problems in communicating in the learning process. Therefore, in the learning process, tools or media are needed to convey information. Given the limitations of conventional tools, it is time for teachers to switch to using computer-designed tools. The use of computer multimedia in Arabic language learning will greatly help the methodology of teaching Arabic so that teachers can act as facilitators in the learning process (Yasmar, 2017). Learning is a process in which there are learning and teaching activities and with everything that complements the process, such as: teachers, students, materials, media, situation methods and others (Alfaini, 2021; Ardinal, 2017).

CONCLUSION

The results of the trial of Arabic learning animation media for grade VIII MTs.N students have optimal results. However, before the animation media was displayed, researchers discussed with the teacher of the Arabic study field. Students of grade VIII MTs N 4 Padang Lawas Utara are very difficult in following learning related to Arabic. Because the lesson is difficult for students to understand, some students feel bored. With some of these difficulties, researchers confirm with teachers in their fields of study to display the media that researchers have created. With these animation media, some of the difficulties above can be overcome easily. Therefore, the animation media is very influential for the continuity of student interest to increase the interest in learning of grade VIII students, especially in MTs.N 4 North Padang Lawas in the field of Arabic subjects.

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