



ENHANCING STUDENTS' ARABIC LEARNING OUTCOMES USING KINEMASTER-BASED AUDIOVISUAL MEDIA: A CASE IN AL-IRSYAD JUNIOR HIGH SCHOOL BANYUWANGI EAST JAVA

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Abstract

Low achievement in Arabic language learning among students remains a critical issue despite various teaching methods. This study investigates the effectiveness of Kinemaster-based audiovisual media in enhancing Arabic learning outcomes and assesses the improvement post-implementation. An associative quantitative approach with pretest and posttest design was employed, involving a sample of 23 students. Data were gathered through observation, written tests, questionnaires, and documentation. Analysis techniques included normality tests, paired sample T-tests, and the N-Gain test. Results revealed a significant improvement from a pretest score of 1424 to a posttest score of 1882. Normality testing using SPSS indicated a significance value of 0.200, confirming normal distribution. The paired sample T-test yielded a sig (2-tailed) value of 0.001, denoting a significant difference between pretest and posttest scores. Consequently, Kinemaster-based audiovisual media significantly enhances Arabic learning outcomes among seventh-grade students at Al Irsyad Junior High School Banyuwangi.

Keywords: Audio Visual Media, Kinemaster-based Application, Learning Outcomes.

Abstrak

Rendahnya pencapaian dalam pembelajaran bahasa Arab di kalangan siswa tetap menjadi masalah penting meskipun berbagai metode pengajaran telah diterapkan. Penelitian ini menyelidiki efektivitas media audiovisual berbasis Kinemaster dalam meningkatkan hasil pembelajaran bahasa Arab dan menilai peningkatan pasca implementasi. Pendekatan kuantitatif asosiatif dengan desain pretest dan posttest digunakan, dengan melibatkan sampel sebanyak 23 siswa. Data dikumpulkan melalui observasi, tes tertulis, kuesioner, dan dokumentasi. Teknik analisis data yang digunakan adalah uji normalitas, uji-t sampel berpasangan, dan uji N-Gain. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dari skor pretest 1424

menjadi skor posttest 1882. Uji normalitas menggunakan SPSS menunjukkan nilai signifikansi sebesar 0,200, yang mengkonfirmasi distribusi normal. Uji-t sampel berpasangan menghasilkan nilai sig (2-tailed) sebesar 0,001, yang menunjukkan perbedaan yang signifikan antara skor pretest dan posttest. Dengan demikian, media audiovisual berbasis Kinemaster secara signifikan meningkatkan hasil belajar bahasa Arab di antara siswa kelas tujuh di SMP Al Irsyad Banyuwangi.

Kata Kunci: *Media Audio Visual, Aplikasi berbasis Kinemaster, Hasil Belajar.*

INTRODUCTION

Educational media is a strategic instrument in the teaching and learning process, directly influencing students' dynamics. Media serves as a vehicle for delivering learning information or messages, originating from the Latin word "medium," meaning intermediary.¹ In Arabic, media comes from the word " *wa-sā- 'i-la*," meaning an introduction to messages from the sender to the recipient. According to the Association of Education and Communication Technology (AECT), media encompasses all forms or channels needed to convey a message or information. The Didactic Scientific Journal further explains that media plays a mediating role in every teaching system, serving as a place for delivering or sending teaching notes.² Learning media is crucial in fostering motivation and creating a stimulus for continuous learning. Abdul Alim Ibrahim, cited in the Al-Munzir journal, states that Arabic learning media can enhance a comfortable and enjoyable learning atmosphere for students, revitalize their spirit, and increase their enthusiasm for school.³ It can also strengthen knowledge retention and maximize lessons, as the use of media often involves movement and activity. Effective learning media can help students absorb material more easily without causing boredom. Azhar Arsyad notes that a significant percentage of knowledge, skills, and attitudes are acquired through visual experiences and self-discovery, with the rest coming from auditory senses and other means.⁴

Since the implementation of the Ministry of Education's policy to prevent COVID-19, online learning has become a primary method for schools to conduct teaching and learning activities. Schools have made various efforts to ensure that students receive a good understanding and mastery

¹ Kudsiyah Kudsiyah, Lailatul Mauludiyah, and Murdiono Murdiono, "Arabic Video Lyric Untuk Meningkatkan Pemahaman Kosakata Bahasa Arab Siswa," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 5, no. 1 (2021): 52–60.

² Arsyad Arsyad and Wahyu Bagja Sulfemi, "Metode Role Playing Berbantu Media Audio Visual Pendidikan Dalam Meningkatkan Belajar Ips," *Jurnal PIPSI (Jurnal Pendidikan IPS Indonesia)* 3, no. 2 (2018): 41.

³ N R Fatimah, M Murdiono, and Anisatu Thoyyibah, "The Effectiveness of the Cooperative Think Pair Share Learning Model in Improving Arabic Writing Skills," *Aphorisme: Journal of Arabic Language, Literatur, and Education* 5, no. 1 (2024): 1–13, <https://ejournal.insuriponorogo.ac.id/index.php/Aphorisme/article/view/4682%0Ahttps://ejournal.insuriponorogo.ac.id/index.php/Aphorisme/article/download/4682/2530>.

⁴ Azhari Azhari, "Peran Media Pendidikan Dalam Meningkatkan Kemampuan Bahasa Arab Siswa Madrasah," *Jurnal Ilmiah Didaktika* 16, no. 1 (2015): 43.

of the material, similar to in-person learning. One such effort is the creation of engaging learning media to be presented online, preventing students from becoming lazy and bored while learning. Learning media poses a challenge for teachers, especially Arabic language teachers, during the current pandemic. Arabic has unique features compared to other languages, with its high literary value and its status as the language of the Quran, communicating the word of God in an unmatched linguistic style. In language teaching, numerous problems and obstacles arise, and Arabic is no exception. Educators cannot rely solely on response-based learning systems; they must provide various examples to help students grasp Arabic learning. Additionally, educators must create an atmosphere that keeps students focused on lessons, ensuring learning objectives are achieved.⁵ The most decisive factor in improving student learning outcomes is the use of effective online learning media. Arabic is considered a difficult subject for students, including those at Al Irsyad Junior High School Banyuwangi. Therefore, effective, efficient, and engaging learning media are essential to prevent students from feeling overwhelmed and to support the mastery of material and learning outcomes.⁶

Based on observations during teaching, researchers identified several problems experienced by seventh-grade students at Al Irsyad Junior High School Banyuwangi during online learning. These problems include low learning outcomes, lack of student engagement during Arabic learning activities, and monotonous teaching methods that lead to boredom and laziness. Students perceive Arabic as a difficult subject, resulting in suboptimal learning outcomes and low grades. To address these issues, researchers aim to change students' perceptions of Arabic learning by implementing more engaging audio-visual learning media. The use of Kinemaster, a video editing application, is proposed to create a fun and interesting learning atmosphere, facilitating students' understanding of the subject matter and improving learning outcomes.⁷ The reason for choosing audio-visual learning media is that it creates a conducive learning environment that supports the growth of new cognitive structures, adopting a variety of new information. The current use of audio-visual media by teachers is often less effective and monotonous, leading to student boredom and low engagement, particularly in Arabic subjects. Research has shown that learning activities are more effective when supported by visual aids. People remember only 20% of what they hear but can recall 50% of what

⁵ Ahmad Fujiyanto, Asep Kurnia Jayadinata, and Dadang Kurnia, "Penggunaan Media Audio Visual untuk Meningkatkan Hasil Belajar Siswa pada Materi Hubungan Antar makhluk Hidup," *Jurnal Pena Ilmiah* 1, no. 1 (2016): 841–850, <https://ejournal.upi.edu/index.php/penailmiah/article/download/3576/pdf>.

⁶ Arya Adittia, "Penggunaan Media Pembelajaran Audio Visual Untuk Meningkatkan Hasil Belajar Ips Pada Siswa Kelas Iv Sd," *Mimbar Sekolah Dasar* 4, no. 1 (2017): 9–20.

⁷ Darnawati Darnawati, Irawaty Irawaty, and Waode Ade Sarasmita Uke, "Pelatihan Pembuatan Video Pembelajaran Daring Dengan Menggunakan Aplikasi Kinemaster Dan Screencast O Matic," *E-Dimas: Jurnal Pengabdian kepada Masyarakat* 12, no. 1 (2021): 100–105.

they see and hear. This highlights the importance of using appropriate learning media to achieve desired learning outcomes.

The school is located at Basuki Rahmat Street No. 79, Singotrunan, Banyuwangi, near the Boom Beach tourist area and the market. Researchers chose this school because teachers face challenges in teaching Arabic, and no previous research has applied Kinemaster-based audio-visual learning media to improve Arabic learning outcomes for seventh-grade students at Al Irsyad Junior High School Banyuwangi. Based on the above description, researchers aim to implement solutions to these problems using interesting Kinemaster-based audio-visual media in the teaching and learning process, hoping to improve learning outcomes for seventh-grade students, especially in Arabic subjects.

The implementation of Kinemaster-based audio-visual learning media aims to create a more engaging and effective learning environment. Kinemaster, a user-friendly video editing application, allows educators to produce high-quality, interactive videos that can capture students' attention and enhance their understanding of Arabic. By incorporating visual and auditory elements, Kinemaster videos can make complex concepts more accessible and memorable for students. The expected outcomes of this research include improved student engagement, higher motivation, and better learning outcomes in Arabic. Students are anticipated to find the lessons more enjoyable and less monotonous, which will encourage active participation and consistent effort in learning. Additionally, the interactive nature of audio-visual media can cater to different learning styles, ensuring that all students can benefit from the lessons.⁸

Previous studies related to Arabic language learning have highlighted the use of various educational media such as images, videos, and digital technologies to enhance students' understanding and motivation. For instance, research by Azhar Arsyad demonstrated the effectiveness of visual media in improving retention and comprehension of learning materials. Additionally, Abdul Alim Ibrahim in the Al-Munzir journal emphasized that interactive media can enhance students' learning motivation in the context of Arabic language education. However, prior studies have not specifically examined the use of the Kinemaster application as an audio-visual learning media in Arabic language education. This creates a research gap that needs to be addressed to explore Kinemaster's potential to create a more engaging and effective learning environment for students, particularly at SMP Al Irsyad Banyuwangi. Therefore, this research aims to contribute

⁸ Rizki Ananda, "Penggunaan Media Audio Visual Untuk Meningkatkan Hasil Belajar Pendidikan Kewarganegaraan Siswa Kelas IV SD Negeri 016 Bangkinang Kota," *Jurnal Basicedu* 1, no. 1 (2017): 21–30.

new insights into Arabic language teaching methods by leveraging the Kinemaster application, which has been underexplored in this context.

In conclusion, the use of educational media, particularly audio-visual media like Kinemaster, is a strategic approach to enhancing the teaching and learning process. The transition to online learning due to the COVID-19 pandemic has highlighted the need for effective and engaging learning tools. By addressing the challenges faced by students and educators, this research aims to improve the Arabic learning outcomes for seventh-grade students at Al Irsyad Junior High School Banyuwangi. The successful implementation of Kinemaster-based audio-visual learning media is expected to create a positive and conducive learning environment, ultimately leading to better educational achievements for the students.

METHOD

This study employs quantitative methods, characterized by random sampling, data collection using research instruments, and quantitative/statistical data analysis to test the established hypotheses. Specifically, the type of research used is quantitative associative research, which aims to determine the effect and cause-and-effect relationships between two or more variables.⁹ The population for this study comprises the seventh-grade students of Al Irsyad Junior High School Banyuwangi. The sample selected for the study is Class VII C, consisting of 23 students. Class VII C was specifically chosen to ensure a focused and detailed examination of the impact of Kinemaster-based audio-visual learning media on the Arabic language learning outcomes. By concentrating on one class, the study can closely monitor the progress and responses of the students within a controlled environment, providing deeper insights into the effectiveness of the intervention. While broader sampling across various grade levels could provide a more comprehensive view, focusing on a single class allows for a more intensive analysis and enables researchers to delve into specific dynamics and challenges unique to that particular group. This targeted approach ensures that the findings are specific and applicable to the context of seventh-grade Arabic language education at Al Irsyad Junior High School Banyuwangi.

The research was conducted from July to August 2021, either in person or online due to the spread of the COVID-19 virus.¹⁰ Data collection methods in this study include observation, tests, and questionnaires. Observations were conducted to directly examine the learning methods, previously used media and the enthusiasm, activeness, and concentration of students during the

⁹ Adittia, "Penggunaan Media Pembelajaran Audio Visual Untuk Meningkatkan Hasil Belajar Ips Pada Siswa Kelas Iv Sd," *Mimbar Sekolah Dasar* 4, no. 1 (2017): 9-20.

¹⁰ P Sukardi, *Metodelogi Penelitian Pendidikan* (PT. Bumi Aksara, 2003), 30.

teaching and learning activities. The test component of the study involved written tests administered before (pretest) and after (posttest) the use of audio-visual media to measure students' knowledge, abilities, skills, and talents. The questionnaire was used to gather data on student learning outcomes in relation to the application of Kinemaster-based audio-visual media. Lastly, documentation was employed to complement and strengthen the data collected through other methods. The data analysis in this study was conducted using quantitative/statistical methods. This included normality tests to determine if the data were normally distributed, paired sample T-tests to compare pretest and posttest scores, and N-Gain effectiveness tests to measure the impact of the Kinemaster-based audio-visual media on student learning outcomes.

RESULT AND DISCUSSION

The data collected through the pretest and posttest questionnaires were processed using IBM SPSS 25 to test the validity and reliability of the instruments used in this study. The validity test was performed to ensure that the questionnaire items accurately measure the intended learning outcomes. The results of the validity test for the pretest and posttest are presented in Table 1.

Table 1. Preliminary Validity Test Results for Questionnaire Instrument

Variable	Item	R _{table}	R _{count}	Sig.	Description
KineMaster Media	1-8	0,413	0,5798	0,0145	Valid
Variable	Items	R _{table}	R _{count}	Sig	Description
Learning outcomes	1-7	0,413	0,5462	0,0119	Valid

Table 2. Post-Validity Test Results for Questionnaire Instrument

Variable	Items	R _{table}	R _{count}	Sig	Description
KineMaster Media	1-7	0,413	0,6794	0,006	Valid
Variable	Items	Rtable	Rcount	Sig	Description
Learning outcomes	1-8	0,413	0,5926	0,014	Valid

The calculation results presented in Tables 1 and 2 demonstrate that all 15 items tested in the questionnaire were valid. This was determined by comparing the rcount of each item with the rtable value. If the rcount is greater than the rtable, the item is considered valid. In this study, the rcount for each item exceeded the rtable, confirming the validity of all 15 question items. Therefore, it can be concluded that the questionnaire instrument is valid and suitable for use in data collection for this research. The reliability of the questionnaire was measured using the Cronbach Alpha formula. Reliability analysis is crucial to ensure consistency in the responses across different items within the

same questionnaire. The reliability analysis was performed using IBM SPSS 25, and the results are shown in the table below.

Table 3. Preliminary Reliability Test Results for Questionnaire Instruments

Variable	Alpha Value	The calculation results Cronbach's Alpha	Description
Learning outcomes Arabic Students	0,6	0,777	Reliable

Table 4. Post-Reliability Test Results for Questionnaire Instruments

Variable	Alpha Value	The calculation results Cronbach's Alpha	Description
Learning outcomes Arabic Students	0,6	0,821	Reliable

Based on the results of the calculation of the Cronbach Alpha reliability test in the table above the results of the questionnaire instrument reliability test before and after using the IBM SPSS 25 obtained the reliability coefficient value greater than 0.6, namely 0.777 and 0.821, then the two results that have been tested with the reliability test can be concluded that the questionnaire instrument is reliable and can be used as research data retrieval. The elaboration of this data was carried out to provide a general description of the questionnaire before and before being given treatment to class VII C students. Data on Arabic learning outcomes was obtained from a questionnaire conducted by researchers on class VII C students respondents totaling 23 students with question items related to students' Arabic learning outcomes before and after the implementation of kinemaster-based audiovisual media. Then the number of items used in the questionnaire is 15 question items.

The questionnaire distributed in this study used a Likert scale model of 5 alternative answers. On positive questions, the answer choices include strongly agree (SS) with a score is 5, Agree (S) with a score is 4, Doubtful (RG) with a score is 3, Disagree (TS) with a score is 2, and Strongly Disagree (STS), with a score is 1. Meanwhile, for negative questions, the score is the opposite of positive questions, such as a score of 5 for Strongly Disagree (STS) answers. a score of 4 for the answer Disagree (TS), a score of 3 for the answer Doubtful (RG), a score of 2 for the answer Agree (S) and the answer Strongly Agree (SS) given a score of 1. This research was conducted by giving a different treatment from the previous learning taught by the Arabic language teacher.¹¹ The results

¹¹ Mutia Fauzia, Ade Nandang Slamet, and Heri Gunawan, "Penggunaan Teknik Permainan Berburu Tarkib Terhadap Kemampuan Siswa Dalam Pembelajaran Bahasa Arab Materi Tarkib," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 3, no. 1 (2020): 1–13.

of the observations showed that class VII C Al Irsyad Junior High School Banyuwangi who had been given treatment in the form of applying kinemaster-based audio-visual media on learning Arabic in the material (هَذَا) الدَّرْسُ الْأَوَّلُ show self-confidence, interest, enthusiasm for learning, and enthusiasm in participating in teaching and learning activities. The effectiveness of the application of kinemaster-based audiovisual media to increase enthusiasm for learning, especially in students' Arabic learning outcomes can be seen by comparing the pretest and posttest scores of class VII students taught before the application of kinemaster-based audio-visual media and after being taught by applying kinemaster-based audio-visual media.¹²

Before analyzing the data, then the results of the questionnaire must be presented in the form of learning Arabic before and after. The following is the total score of answers obtained for use in research.

Table 5. Total Score of Questionnaire Answers

Respondent	Before	After
Respondent 1	70	100
Respondent 2	40	80
Respondent 3	70	96
Respondent 4	80	92
Respondent 5	92	72
Respondent 6	20	76
Respondent 7	72	92
Respondent 8	20	96
Respondent 9	40	76
Respondent 10	20	80
Respondent 11	90	60
Respondent 12	76	80
Respondent 13	90	74
Respondent 14	72	100
Respondent 15	24	60
Respondent 16	70	80

¹² Ayu Fitria, "Penggunaan Media Audio Visual Dalam Proses Pembelajaran," *Cakrawala Dini* 5, no. 2 (2014): 61.

Respondent	Before	After
Respondent 17	56	100
Respondent 18	32	56
Respondent 19	70	80
Respondent 20	90	92
Respondent 21	90	76
Respondent 22	80	92
Respondent 23	60	72
Amount	1424	1882

The table above is the total score of the students' Arabic learning outcomes questionnaire answers before and after the application of kinemaster-based audiovisual media from 23 respondents which will be processed to determine the application of kinemaster-based audio-visual media in improving Arabic learning outcomes for class VII C students at Al Irsyad Junior High School Banyuwangi.

The following are the results of the calculation of the normality test using the Kolmogorov-Smirnov test through the SPSS program.

Table 6. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
	Unstandardized Residual	
	N	23
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	12.94358984
Most Extreme Differences	Absolute	.114
	Positive	.085
	Negative	-.114
Test Statistic		.114
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the table above shows the results of the normality test significance of 0.200 which means it is greater than the 0.05 significance level, then the pretest and post-test data on Arabic learning outcomes for class VII C students were normally distributed.

The following is the result of the calculation of the related sample T-test using SPSS.

Table 7. T-Test Related Samples (Paired Samples Test)

Paired Differences	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)
					Lower	Upper	
Pair 1: PRETEST – POSTTEST	-19.913	26.337	5.492	-31.302	-8.524	3.626	22

Based on the table of calculation results above using IBM SPSS 25 Ha is accepted and Ho is rejected sig. (2-tailed) $0.001 < 0.05$, which means that there is a difference in the average pretest and posttest learning outcomes after being given treatment to students so it can be said that the application of kinemaster audio-visual media can improve Arabic learning outcomes for class VII C students at Al Irsyad Junior High School Banyuwangi.

As for testing the level of effectiveness of data that can be calculated using the N-Gain¹³ formula as shown below:

$$\text{N-Gain} = \frac{\text{posttest score} - \text{Initial ability test scores}}{\text{Maximum score} - \text{Initial ability test scores}} \times 100$$

Description :

Posttest score = total posttest score of 30 respondents

Pretest score = total pretest score of 30 respondents

Maximum score = maximum score (100) x number of respondents

$$\text{N – Gain} = \frac{1882 - 1424}{2300 - 1424}$$

$$\text{N – Gain} = \frac{458}{876} \times 100$$

$$\text{N – Gain} = 0,5228 \times 100$$

$$\text{N – Gain} = 52,28$$

Based on the results of the calculation of the effectiveness test or N-Gain, the value obtained through the effectiveness test is 52.28. Furthermore, to determine the level of effectiveness of the application of Kinemaster audio-visual media in improving students' Arabic learning outcomes according to Archambault by using the following criteria:

¹³ Richard R. Hake, "Interactive-Engagement versus Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses," *American Journal of Physics* 66, no. 1 (1998): 64–74.

Table 8. Normalized Gain Criteria

Percentage	Classification
$N - \text{Gain} > 70$	High
$30 \leq N - \text{Gain} \leq 70$	Medium
$N - \text{Gain} < 30$	Low

In this case, according to Archambault's category of effectiveness, the value of the effectiveness test results is 52.28 which is located at 30 N – Gain 70 with a moderate classification level. So it can be concluded that the application of kinemaster audio-visual media in improving Arabic learning outcomes for class VII C students at Al Irsyad Junior High School Banyuwangi is considered effective in the medium category level, namely 52.28 (30 N – Gain 70). The general description of the application of audio-visual media based on the kinemaster application that is in the learning process the researcher applies audio-visual media where after learning begins the kinemaster-based audio-visual media will be shared through Google Classroom by sharing a video link for class VII learning. which is the learning video in the form of an interesting video and there are animated talking cartoons who act as teachers who explain the materials to be studied that day.¹⁴

Learning videos are a form of media that can bridge teachers so that learning is not conventional. The attractiveness of the developed media will provide attractiveness to students because in the video there is music, sound, and explanatory illustrations, as well as pictures taken from real conditions that are packaged as attractively as possible. So, the learning videos used in this study are to improve student learning outcomes and foster student enthusiasm for learning.

Then for its application, the researcher started by greeting them, asking how they were, and providing motivation to always be enthusiastic about learning. Next, ask students to fill in the attendance list and after that, the teacher (researcher) sends a learning video that has been edited previously into a more interesting video, so that students are more enthusiastic about participating in learning, and tend to be more active when learning takes place. With learning videos, it can help students understand the learning material presented. Learning videos can also be opened at any time for students if there is still material that has not been understood to improve learning outcomes for students. As for the next step, the teacher (researcher) provides opportunities for students to ask questions that are still not understood. Then continue to provide evaluations or practice questions to

¹⁴ Fujiyanto, "Penggunaan Media Audio Visual," 845.

measure how well they understand the material that has been given previously.¹⁵ and the last step, the teacher (researcher) reminds students to be absent and after that, the teacher (researcher) gives a little motivation to always learn and re-learn the material that has been given. Then close the lesson with greetings. As for ways to improve student learning outcomes, teachers can use the following methods, namely 1) Making students active in the learning process, 2) creating learning targets or goals, 3) creating a pleasant learning atmosphere, 4) conducting an assessment, and lastly 5) give praise for the child's achievements or give prizes for the achievements that have been achieved by students. Overall, these methods have been applied in the research process conducted by researchers to achieve learning objectives and can improve learning outcomes better than before.¹⁶ During the process of teaching and learning activities, the researcher gives a question about the material that has been explained or given to be answered, and then students who can answer the question with the right answer will be rewarded in the form of praise and additional points. As for students who have not been able to answer correctly or right, researchers motivate them to keep trying and be more active in learning. Furthermore, at the end of the lesson, researchers distribute student learning outcomes questionnaires by applying kinemaster-based audio-visual media, which the questionnaire contains 15 question items to be filled in according to the conditions of each student.

As for the responses from students, That is students become more active when answering questions given by the teacher. Students enthusiastically answered questions, Then students were no longer afraid to ask the researcher what they had not understood. Students also have the awareness to listen to the explanation of the material from the teacher.¹⁷ The above shows that the learning outcomes of Arabic students in grade VII C have increased from before. and the results of the study can also be seen from the answers to 15 question items distributed to students, most students answered that they felt more excited to learn Arabic after the implementation of learning videos using kinemaster-based audio-visual media, students find it easier to understand the subject matter after the introduction of kinemaster audio-visual media, students are more diligent in doing assignments after the application of kinemaster audio-visual media, students prefer the teaching and learning process using kinemaster audio-visual media and with the application of kinemaster-based audio-visual media, it can overcome boredom in student learning¹⁸.

¹⁵ Irdam Idrus and Sri Irawati, "Analisis Model Pembelajaran Discovery Learning Dalam Meningkatkan Hasil Belajar Ipa-Biologi," *Talanta Conference Series: Science and Technology (ST)* 2, no. 2 (2019).

¹⁶ S Haryoko, "Efektivitas Pemanfaatan Media Audio-Visual Sebagai Alternatif Optimalisasi Model Pembelajaran," *Jurnal Edukasi @ Elektro* 5, no. 1 (2009): 1-10.

¹⁷ F. Kristin, "Analisis Model Pembelajaran Discovery Learning Dalam Meningkatkan Hasil Belajar Siswa SD," *Jurnal Pendidikan Dasar Perkhasa* 2, no. 1 (2016): 92-93.

¹⁸ Ahmad Fadilah Khomsah and Muhammad Imron, "Pembelajaran Bahasa Arab Melalui Kolaborasi Metode Questioning Dan Media Kahoot," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 5, no. 1 (2020): 99-118.

The results of this study have also proven to be quite effective after the implementation of kinemaster-based audio-visual media, this can be seen from the output results which are known that the significant value for the application of kinemaster-based audiovisual media in improving the learning outcomes of Arabic students proved to be categorized as moderate. The categorization is based on the Archambault normalized gain criteria table. so it can be concluded that the application of kinemaster audio-visual media in improving Arabic learning outcomes for class VII C students at Al Irsyad Junior High School Banyuwangi is fairly effective in the medium category level, namely 52.28 (30 N – Gain 70).

CONCLUSION

Based on research at Al Irsyad Junior High School Banyuwangi, implementing Kinemaster-based audio-visual media significantly improved Arabic language learning outcomes for class VII C students. Posttest scores notably increased, validated by statistical tests (paired T-test and N-Gain) yielding a moderate score of 52.28. The paired T-test showed a significant difference between pretest and posttest scores (sig. $0.001 < 0.05$), affirming Kinemaster's effectiveness in enhancing student performance. This underscores the value of integrating modern media tools to boost student engagement and learning outcomes. Students responded with increased enthusiasm and satisfaction, reporting improved assignment completion rates and a more favorable learning environment with Kinemaster. They found the audio-visual materials engaging, enhancing their interest in Arabic language studies. This study's contribution lies in demonstrating Kinemaster's positive impact on seventh-grade Arabic language learning outcomes, suggesting its potential for educators to enhance engagement and academic performance in language studies. It also highlights the role of modern media tools in creating interactive learning environments that foster student motivation. However, this research is limited to one class at Al Irsyad Junior High School Banyuwangi, potentially limiting generalizability to other grades or contexts. Additionally, external factors like student characteristics and teaching methods not explored here could affect results differently elsewhere. Future research should consider expanding the sample size and involving multiple schools to validate and generalize findings across diverse educational settings.

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