



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

Persistent underachievement in Arabic language learning particularly within post-COVID-19 online learning environments remains a critical concern. This study explores the impact of Kinemaster-based audiovisual media on improving Arabic learning outcomes among seventh-grade students at Al-Irsyad Junior High School in Banyuwangi, East Java. Positioned within the growing discourse on technology-integrated pedagogy, the research evaluates how digital media tools influence student engagement and academic success. Employing a quantitative associative design with pretest-posttest methodology, data were gathered from 23 students through observations, tests, questionnaires, and documentation. Statistical analysis via SPSS, including normality tests, paired sample T-tests, and N-Gain calculations, indicated a significant performance increase from a total posttest score of 1424 to 1882 with a significance value of 0.001. The N-Gain score of 52.28 categorized the improvement as moderately effective. These results affirm the pedagogical potential of Kinemaster-based audiovisual media in Arabic instruction, offering promising implications for fostering student-centered, multimedia-enhanced learning. Further investigations are recommended to assess scalability and the mediating role of individual learner characteristics.

Keywords: *Kinemaster, Audiovisual Media, Arabic Learning, Educational Technology, Learning Outcomes.*

Abstrak

Capaian belajar yang rendah dalam pembelajaran Bahasa Arab tetap menjadi permasalahan signifikan, khususnya dalam konteks pembelajaran daring pasca pandemi COVID-19. Penelitian ini mengevaluasi pengaruh media audiovisual berbasis Kinemaster terhadap peningkatan hasil belajar Bahasa Arab pada siswa kelas VII di SMP Al-Irsyad Banyuwangi, Jawa Timur. Dalam kerangka pedagogi berbasis

teknologi, studi ini mengkaji sejauh mana pemanfaatan media digital dapat mendorong keterlibatan belajar dan keberhasilan akademik. Dengan menggunakan metode kuantitatif asosiatif dan desain pretest-posttest, data dikumpulkan dari 23 siswa melalui observasi, tes, angket, dan dokumentasi. Analisis statistik menggunakan SPSS meliputi uji normalitas, uji T sampel berpasangan, dan uji N-Gain menunjukkan peningkatan skor posttest dari 1424 menjadi 1882, dengan nilai signifikansi 0,001. Skor N-Gain sebesar 52,28 menunjukkan efektivitas pada kategori sedang. Hasil ini menegaskan nilai pedagogis media audiovisual berbasis Kinemaster dalam pembelajaran Bahasa Arab serta potensinya untuk menciptakan pembelajaran yang lebih dinamis dan berpusat pada siswa. Penelitian lanjutan disarankan untuk menelusuri aspek skalabilitas dan peran karakteristik siswa dalam memengaruhi hasil pembelajaran.

Kata Kunci: *Kinemaster, Media Audiovisual, Pembelajaran Bahasa Arab, Teknologi Pendidikan, Hasil Belajar.*

INTRODUCTION

Educational media plays a central role in the learning process, shaping both engagement and academic performance. Rooted in the Latin term *medium*, meaning intermediary, media refers to any channel that facilitates the transmission of instructional content.¹ In Arabic, the term *wa-sā'ī-la* similarly denotes a means of communication between sender and receiver. According to the Association for Educational Communications and Technology (AECT), educational media encompasses all formats used to deliver learning materials.² In the broader instructional framework, media serves as a conduit between teacher and student, enabling the effective delivery of content. For Arabic instruction, Abdul Alim Ibrahim has emphasized that well-designed media can create a classroom atmosphere that is both stimulating and motivating.³ Particularly through visual engagement, such media enhance retention and deepen comprehension.⁴

The COVID-19 pandemic catalyzed an abrupt shift to online learning, compelling educators to adopt digital strategies to maintain continuity. This shift posed particular challenges for Arabic language instruction, which involves complex grammar, semantic depth, and religious significance as the language of the Qur'an. Traditional pedagogies have often struggled to sustain student interest in this context. To meet these demands, educators must now design environments that foster

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, <https://doi.org/10.15575/jpba.v5i1.11351>.

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 (September 1, 2018): 41, <https://doi.org/10.26737/jpipi.v3i2.1012>.

³ Nia Rindah Fatimah, Murdiono Murdiono, and Anisatu Thoyyibah, "The Effectiveness of the Cooperative Think Pair Share Learning Model in Improving Arabic Writing Skills," *Aphorisme: Journal of Arabic Language, Literature, and Education* 5, no. 1 (2024): 1–13, <https://doi.org/10.37680/aphorisme.v5i1.4682>.

⁴ Azhari Azhari, "Peran Media Pendidikan dalam Meningkatkan Kemampuan Bahasa Arab Siswa Madrasah," *Jurnal Ilmiah Didaktika* 16, no. 1 (2015): 43, <https://doi.org/10.22373/jid.v16i1.586>.

sustained engagement and cognitive participation.⁵ Interactive and visually rich tools have thus become essential for effective instruction—especially within remote or hybrid settings.

Field observations at Al-Irsyad Junior High School in Banyuwangi highlighted several pressing issues. Students exhibited low motivation and poor performance in Arabic, especially during online sessions. Teachers reported difficulty conveying materials effectively due to the lack of engaging media, indicating a mismatch between instructional delivery and student needs.⁶ To address these concerns, the use of Kinemaster-based audiovisual media was proposed. Kinemaster offers customizable and visually engaging content, making it well-suited to diverse learning preferences. The researchers hypothesize that such tools can stimulate more active learning behaviors and lead to improved academic outcomes.

This study rests on the premise that audiovisual media can enrich the learning experience by activating multiple cognitive pathways. By combining verbal explanations with visual representations, tools like Kinemaster support dual coding and multimedia learning theories.⁷ These approaches help students internalize abstract linguistic concepts more efficiently by building interconnected mental schemas. Additionally, enabling students to create their own content can promote autonomy and creativity key traits in contemporary language learning environments.

The primary objective of this study is to assess the effectiveness of Kinemaster-based audiovisual media in enhancing Arabic language learning outcomes among seventh-grade students. This focus directly addresses the limited availability of innovative instructional tools for Arabic language education in Indonesian junior high schools. Specifically, the research examines whether the use of audiovisual media leads to significant improvements in post-test scores in Arabic proficiency when compared with conventional teaching methods. It also aims to provide empirical evidence that can inform educators in reimagining Arabic pedagogy to better align with the needs of 21st-century learners. In doing so, the study contributes to broader educational reform efforts that advocate for improved learning outcomes through the integration of digital technologies.

This research operates on the hypothesis that incorporating Kinemaster into the instructional process meaningfully improves students' Arabic learning outcomes. It assumes that the combination

⁵ Ahmad Fujiyanto, Asep Kurnia Jayadinata, and Dadang Kurnia, "The Use of Audio Visual Media to Improve Student Learning Outcomes in Material Relationships between Living Creatures," *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 (April 25, 2017): 9–20, <https://doi.org/10.53400/mimbar-sd.v4i1.5227>.

⁷ Darnawati Darnawati, Irawaty Irawaty, dan 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, <https://doi.org/10.26877/e-dimas.v12i1.7204>.

of visual and auditory stimuli with intentional pedagogical design can enhance student motivation, comprehension, and performance.⁸ This hypothesis is supported by findings indicating that learners tend to retain about 50% of information presented through both visual and auditory modes, compared to only 20% when instruction is delivered solely through auditory channels. Observational data from preliminary classroom sessions further suggest that student engagement increases markedly when lessons are supported by rich, interactive media. The study also considers variation in outcomes based on gender and prior proficiency levels.

In conclusion, this research addresses a significant gap in the field of Arabic language education by offering a systematic evaluation of Kinemaster-based media within a real-world classroom setting. It contributes to the discourse on pedagogical innovation by proposing a scalable and practical model for enhancing language instruction through digital media. By responding to the shortcomings of traditional approaches and emphasizing the cognitive benefits of audiovisual learning, the study offers concrete recommendations for educators, curriculum developers, and policymakers. Ultimately, it reinforces the need to align teaching strategies with the evolving characteristics of today’s learners to promote lasting success in Arabic language acquisition.

METHOD

The focus of this study centers on seventh-grade students at Al-Irsyad Junior High School in Banyuwangi, specifically those in class VII C, who served as the primary participants in the intervention. This group was selected due to recurring challenges observed in their Arabic language learning, such as low engagement, poor academic performance, and reliance on conventional teaching methods that lacked interactive media. These issues are emblematic of wider pedagogical concerns within Arabic instruction, particularly in light of the ongoing digital transformation of education in the post-pandemic era. By concentrating on this classroom, the study aims to reflect a microcosm of broader instructional challenges, thereby offering findings that may be applicable to similarly situated schools. This targeted approach seeks to generate practical insights for improving Arabic language learning outcomes at the junior secondary level.

The research employed a quantitative associative design with a pretest-posttest experimental framework to explore the causal relationship between the use of Kinemaster-based audiovisual media and student learning outcomes. This design is well-suited for examining the relationship between independent and dependent variables, providing a basis for verifying the measurable

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, <https://doi.org/10.31004/basicedu.v1i1.149>.

effects of the intervention.⁹ The pretest-posttest structure facilitated a direct comparison of student performance before and after the implementation of the media, offering concrete evidence of the instructional impact. Class VII C functioned as a controlled environment for this purpose, preserving internal validity while enabling in-depth contextual analysis of the intervention's effectiveness.

Data were gathered from both primary and secondary sources to ensure a comprehensive and triangulated understanding of the intervention's impact. Primary data included student test scores, responses to structured questionnaires, and classroom observations. Secondary data were drawn from academic records and supporting documentation related to Arabic instruction. The combination of these sources was intentional, designed to capture a nuanced view of students' learning behaviors, engagement, and academic development. Observations were used to track student interaction and attentiveness during lessons, while questionnaires offered insights into their perceptions of the audiovisual media. This multi-source approach enriched the analysis and reinforced the reliability of the study's conclusions.

To support the validity of findings, several data collection instruments were utilized, including structured classroom observation, standardized pretests and posttests, and student self-report questionnaires all conducted during the July–August 2021 period. Observations focused on instructional delivery, student participation, and how the audiovisual tools were integrated into the learning environment. Pretests established a baseline of student understanding, while posttests captured learning gains following the media intervention. Questionnaires provided additional context by collecting student feedback on the clarity, appeal, and perceived usefulness of the Kinemaster-based content. Although the research was conducted during a hybrid learning phase due to pandemic restrictions, the instruments were adapted to maintain consistency and ensure the reliability of results.

Quantitative statistical analysis was employed to assess the intervention's effectiveness. Normality tests were conducted using SPSS to confirm the suitability of the data for parametric procedures. A paired sample T-test was then performed to compare pretest and posttest scores, yielding a significance value (two-tailed) of 0.001 indicating a statistically significant improvement in student performance. The N-Gain test was also applied to determine the degree of learning gain attributable to the media, further validating the positive impact of the intervention. This analytical process enabled a rigorous interpretation of the data and ensured that findings were both reliable and replicable. By grounding the analysis in empirical evidence, the study reinforces the

⁹ Adittia, "Penggunaan Media Pembelajaran Audio Visual Untuk Meningkatkan Hasil Belajar," 15.

instructional value of Kinemaster-based audiovisual media and contributes meaningfully to current discourse on digital Arabic language pedagogy.

RESULTS AND DISCUSSION

The data gathered from pretest and posttest questionnaires were processed using IBM SPSS 25 to evaluate the validity and reliability of the research instruments. The validity test aimed to determine whether the questionnaire items accurately measured the intended learning outcomes. Results from the validity analysis for both pretest and posttest instruments are presented in Table 1.

Table 1. Preliminary Validity Test Results for Questionnaire Instrument

Variable	Items	R _{table}	R _{count}	Sig.	Description
KineMaster Media	1-8	.413	.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	R _{table}	R _{count}	Sig	Description
Learning outcomes	1-8	0.413	0.5926	0.014	Valid

The results presented in Tables 1 and 2 indicate that all 15 questionnaire items met the criteria for validity. This conclusion was based on a comparison between the calculated *r_{count}* values and the critical *r_{table}* value; items were deemed valid when *r_{count}* exceeded *r_{table}*. In this study, every item surpassed the threshold, thereby confirming the validity of the entire instrument. Consequently, the questionnaire was considered appropriate for data collection in this research. To assess the internal consistency of the instrument, a reliability analysis was conducted using the Cronbach's Alpha coefficient. Ensuring reliability is essential to confirm the consistency of responses across items within the same instrument. The analysis, performed using IBM SPSS 25, yielded the results summarized in the following table.

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 Cronbach's Alpha reliability test presented in the tables above, the reliability coefficients for the questionnaire calculated before and after the intervention using IBM SPSS 25 were 0.777 and 0.821, respectively. Both values exceed the commonly accepted threshold of 0.6, indicating that the questionnaire instrument demonstrates strong internal consistency and is therefore reliable for data collection in this study. This analysis was conducted to provide an overview of the questionnaire prior to and following the implementation of Kinemaster-based audiovisual media in class VII C. Data on students' Arabic learning outcomes were obtained from responses to a 15-item questionnaire administered to 23 student participants. The items were designed to capture changes in performance before and after the intervention.

The questionnaire employed a five-point Likert scale. For positively worded items, the response options ranged from *Strongly Agree (SS)* = 5, *Agree (S)* = 4, *Doubtful (RG)* = 3, *Disagree (TS)* = 2, to *Strongly Disagree (STS)* = 1. For negatively worded items, the scoring was reversed, assigning a score of 5 to *Strongly Disagree (STS)* and 1 to *Strongly Agree (SS)*. The research introduced a different instructional treatment than previously used by the Arabic language teacher,¹⁰ incorporating audiovisual media designed with the Kinemaster application. Observation results revealed that students in class VII C who received this intervention particularly for the material (الدَّرْسُ الْأَوَّلُ هَذَا) demonstrated increased confidence, interest, and enthusiasm for learning. Their active participation in classroom activities also improved noticeably.

The effectiveness of the Kinemaster-based audiovisual media in boosting students' engagement and Arabic learning outcomes was further supported by the comparison of pretest and posttest scores. This comparison illustrates the measurable impact of the intervention on students who were previously taught through conventional methods. Prior to statistical analysis, the total scores from the pretest and posttest questionnaires were compiled to provide a clearer picture of learning progress before and after the implementation of the audiovisual media.¹¹

¹⁰ Mutia Fauzia, Ade Nandang Slamet, dan 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, <https://doi.org/10.15575/jpba.v3i1.7444>.

¹¹ Ayu Fitria, "Penggunaan Media Audio Visual Dalam Proses Pembelajaran," *Cakrawala Dini* 5, no. 2 (2014): 61.

Prior to conducting statistical analysis, the questionnaire results were compiled to reflect students' Arabic learning outcomes before and after the implementation of Kinemaster-based audiovisual media. The total scores, collected from 23 students in class VII C, provide a comparative overview of learning progress across the two testing phases.

Table 5. Total Scores of Students' Arabic Learning Outcomes
 Before and After the Intervention

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
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 presents the cumulative scores from the Arabic learning outcomes questionnaire, gathered from 23 students in class VII C before and after the implementation of Kinemaster-based audiovisual media. These scores formed the basis for further statistical analysis to evaluate the effectiveness of the media intervention in enhancing students' Arabic language proficiency.

To determine whether the data met the assumptions for parametric testing, a normality test was conducted using the Kolmogorov-Smirnov method via the SPSS software.

Table 6. Normality Test Results (One-Sample Kolmogorov-Smirnov Test)

	Unstandardized Residual
N	23
Mean	0.0000000
Std. Deviation	12.9436

Unstandardized Residual	
Most Extreme Differences	
Absolute	0.114
Positive	0.085
Negative	-0.114
Test Statistic	0.114

The significance value obtained was 0.200, which is greater than the threshold of 0.05. This indicates that the data were normally distributed, validating the use of parametric tests in subsequent analyses.

A paired sample T-test was then conducted to compare the pretest and posttest scores and to assess the statistical significance of any observed improvement.

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

The results of the T-test revealed a significance level of 0.001, which is well below the 0.05 threshold. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This confirms that there was a statistically significant improvement in students' Arabic learning outcomes following the use of Kinemaster-based audiovisual media in class VII C at Al-Irsyad Junior High School, Banyuwangi.

To assess the magnitude of the improvement, the level of effectiveness was further measured using the N-Gain formula,¹² as outlined below:

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

Description:

Posttest Score = total posttest score of 30 respondents

Pretest Score = total pretest score of 30 respondents

Maximum Score = maximum score (100) × number of respondents

¹² 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, <https://doi.org/10.1119/1.18809>.

$$N - Gain = \frac{1882 - 1424}{2300 - 1424} \times 100$$

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

$$N - Gain = 0.5228 \times 100$$

$$N - Gain = 52.28$$

Based on the results of the N-Gain effectiveness test, the score obtained was 52.28. To interpret this result, the study refers to Archambault's classification criteria for normalized gain:

Table 8. Normalized Gain Criteria

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

According to Archambault's scale, the N-Gain score of 52.28 falls within the medium category ($30 \leq N - Gain \leq 70$). This indicates that the implementation of Kinemaster-based audiovisual media in Arabic language instruction for class VII C students at Al-Irsyad Junior High School Banyuwangi can be considered moderately effective.

The instructional process involved the integration of audiovisual media produced with the Kinemaster application. After the lesson began, learning videos were shared via Google Classroom through video links specifically prepared for class VII. These videos were designed to be engaging and informative, featuring animated characters who acted as teachers delivering the lesson content.¹³ The multimedia elements such as music, narration, illustrations, and visuals based on real-life settings were carefully edited to enhance clarity and maintain student interest.

These learning videos served as an effective tool to support instructional delivery beyond traditional methods. Their engaging format helped bridge the gap between teacher and learner, making the learning experience less conventional and more interactive. By combining multiple sensory elements, the videos aimed to boost students' enthusiasm and motivation while supporting better understanding and retention of material.

The teacher (also the researcher) began each session by greeting students, checking their attendance, and offering motivational words to encourage active participation. Following this, students were given access to the edited learning video. The dynamic content contributed to higher levels of engagement and made students more responsive during the learning process. Importantly, these videos were accessible at any time, allowing students to revisit content that required further

¹³ Fujiyanto, Jayadinata, and Kurnia, "The Use of Audio Visual Media to Improve Student Learning Outcomes in Material Relationships between Living Creatures." 845.

clarification. Subsequent to viewing, students were encouraged to ask questions about any material they had not fully grasped. The teacher then administered evaluations and practice questions to assess their comprehension.¹⁴ Before closing the lesson, the teacher reminded students about attendance, delivered a final motivational message, and ended with a farewell. This structured routine contributed to fostering a positive learning environment.

Several pedagogical strategies were employed to reinforce student learning: (1) promoting active student participation, (2) setting clear learning goals, (3) creating an enjoyable classroom atmosphere, (4) conducting regular assessments, and (5) providing praise or rewards for academic achievements. These methods were consistently implemented throughout the study and contributed to improved learning outcomes.¹⁵

During instructional activities, the teacher posed review questions related to the lesson. Students who responded correctly were rewarded with praise and additional points, while those who answered incorrectly were encouraged to persevere and engage more actively. At the end of each lesson, a post-intervention questionnaire containing 15 items was distributed to evaluate the perceived effectiveness of the Kinemaster-based media.

Student feedback further confirmed the effectiveness of the intervention. Learners became more active in class discussions and responded more confidently to questions. They showed greater initiative in seeking clarification and demonstrated increased attentiveness during lessons.¹⁶ Most students reported feeling more enthusiastic about learning Arabic, found the material easier to understand, became more diligent in completing assignments, and expressed a preference for lessons that incorporated Kinemaster-based audiovisual content. Importantly, many students also noted that the videos helped alleviate feelings of boredom often associated with traditional instruction.¹⁷

Overall, the findings of this study demonstrate that the use of Kinemaster-based audiovisual media in Arabic language instruction had a positive and measurable impact on student learning. The moderate N-Gain score of 52.28, supported by both statistical evidence and student feedback,

¹⁴ Irdam Idrus and Sri Irawati, "Analisis Model Pembelajaran Discovery Learning Dalam Meningkatkan Hasil Belajar Ipa-Biologi," *Talenta Conference Series: Science and Technology (ST)* 2, no. 2 (2019), <https://doi.org/10.32734/st.v2i2.532>.

¹⁵ Sapto Haryoko, "Efektivitas Pemanfaatan Media Audio-Visual Sebagai Alternatif Optimalisasi Model Pembelajaran," *Jurnal Edukasi@Elektro* 5, no. 1 (2009): 1–10,

¹⁶ Kristin, "Analisis Model Pembelajaran Discovery Learning Dalam Meningkatkan Hasil Belajar Siswa SD." *Jurnal Pendidikan Dasar Perkhasa* 2, no. 1 (2016): 92–93.

¹⁷ 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, <https://doi.org/10.55187/tarjpi.v5i1.3867>.

confirms that this approach is a viable and effective strategy for enhancing Arabic learning outcomes in a junior high school setting.

CONCLUSION

The findings of this study confirm that the integration of Kinemaster-based audiovisual media significantly enhances Arabic language learning outcomes among seventh-grade students at Al-Irsyad Junior High School in Banyuwangi. Posttest scores showed a substantial increase, rising from 1,424 to 1,882. Statistical analysis namely the paired sample T-test (significance level $0.001 < 0.05$) and the N-Gain test (52.28%) indicated a moderate but meaningful improvement in student performance. These results demonstrate that Kinemaster, as a visually engaging and interactive media platform, effectively facilitates student comprehension of complex Arabic material, particularly in contexts where traditional methods fail to sustain attention and motivation. The consistent use of audiovisual content through this medium has led to increased student engagement, as reflected in both improved test results and more active participation in the classroom.

This research contributes to the growing body of scholarship highlighting the role of multimedia in foreign language education, especially in the context of less commonly taught languages such as Arabic. The practical implications are significant: educators may consider integrating similar digital tools to enhance classroom dynamics, especially in environments where students exhibit low engagement. Kinemaster functions not only as a medium for content delivery but also as a means of transforming students' perceptions of Arabic learning from a rigid and tedious subject into a more engaging and participatory experience. The study's contribution lies in its contextual implementation of Kinemaster within an Indonesian junior high school, offering empirical evidence of its instructional benefits and supporting its wider adoption in Arabic language curricula across comparable educational settings.

At the same time, this study acknowledges certain limitations. The sample was confined to a single classroom, which may limit the generalizability of the findings. Variables such as individual learning differences, students' prior exposure to Arabic, and instructor effectiveness were not controlled, and these factors could have influenced the results. Accordingly, future studies are encouraged to broaden the sample to include multiple schools and diverse student populations in order to enhance external validity. Longitudinal research would also be beneficial to evaluate the sustained impact of audiovisual media on language acquisition and knowledge retention. Additionally, comparative analyses involving different multimedia platforms could offer further insights into which digital tools are most effective for supporting Arabic language instruction across varied learning contexts.

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