The Utilization of the Animiz Application as a Media for Arabic Language Learning on Students

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ABSTRACT

The lack of comprehension and interest of students in the material being taught is still felt today. Therefore, a breakthrough was created in the form of procurement of educational technology in the form of an applicative media called *Animiz Animaker*, especially in the realm of learning Arabic. The purpose of this research is to increase students' interest in learning Arabic by utilizing the *Animiz Animaker application*. Arabic, which is often considered difficult by many people, may become a subject that is considered fun after the application of the *Animiz Animaker* application. The form this research methodology is to use quantitative methods using an instrument in the form of research questionnaires distributed to schools that are the object of research. The population in this study were students of Islamic Elementery, and then the sample was selected using a random sampling technique or where the sample was chosen at random. The sample size was found to be 30 students. The results of this study indicate that there is an increase in students' interest in learning Arabic by utilizing the *Animiz application* at Islamic Elementery. Based on the results of this study, it is known that the use of the *Animiz application* in learning Arabic can be applied, so it is highly expected that the patience of the educators to prepare this as well as possible.

Keywords: *Animiz Application, Arabic Learning, Islamic Elementery*

INTRODUCTION

Education is the biggest key in a country (American Diabetes Association, 2020). Because with this education, all aspects of human life can be completed to the fullest defines education as a system that can influence soul participant to educate so that he

capable Act in accordance with the competence he has. Education also works in completing various types of problems in life somebody (Ritonga dkk., 2020). Education also crisis bad morals in Indonesia, such as existence dishonesty, act crime, and also human rights violations can be minimized According to education also plays a role in increasing power competitiveness, good that politics, economics, law, and culture. Need our line down that education is something that has very important role big in life nation and patriotic.

Besides education that is general, there is education that is religious or more known as Islamic education. Islamic education is necessary organized to create Muslims who have character Islamic in every action taken (YiĞiT & Işik, 2020). Besides, applied Islamic education can create personality generation and virtuous sublime in accordance with religious guidance Then we also know the name education character. President who declared education character was Suliso Bambang Yudhoyono, that is in May 2010 In fact, the character of somebody will be strong and formed alone if there is encouragement from the environment, especially family What was made based on education character is philosophy (Lalmuanawma dkk., 2020), humanism, progressivism, and reconstruction Formerly education characters entered only into the two eye lesson just that is eye lesson religious and Education Citizen State (PKN).

In fact, talking about education does not mean only being stuck on gift something Theory by the teacher to students, but behind it, all the readiness of a teacher and source power need to be taken into account because this will impact the result will be obtained (Szczepek Reed dkk., 2020). The failure that happens in an educational program no could say only caused by students, however also caused by the teacher, because not seldom our find on the moment now this is the teacher doing things outside fairness like abuse sexual (Zhang dkk., 2019). In general, action abuse sexual done by somebody by not direct they have to violate moral, social, and religious norms.

Two-component always important accompany education, namely study and learning. According to (Dahou dkk., 2019), learning and learning is an event where the interaction between teachers and students (Althagafi dkk., 2021). A teacher is highly required to carry out his professional duties, one of which is understanding students while studying What is meant is that study is a process carried out to change the Act behavior of someone whose nature is functional While what is meant by learning is a conscious effort made by a teacher to achieve learning goals.

The current state of the world is in an unsafe condition. Since the beginning of 2020, the world has been attacked by a very dangerous virus outbreak. This virus is known as COVID-19. In the last two years, the learning process has been forced to shift into a virtual form. So this condition must involve learning media as a tool to convey the material (Courtiol dkk., 2019). This happens at all levels of education, from Islamic Elementery, Islamic Junior School, Islamic Senior High School, and even universities. However, what is currently being discussed is Islamic Elementery (Z. Li dkk., 2019). Islamic Elementery is an elementary-level madrasa (Ting dkk., 2019). In Islamic Elementery, one of the most difficult subjects for students to learn on their own is

Arabic. Therefore, teachers must be able to create media that allows them to understand even without direct guidance.

According to (Gao dkk., 2020), research defines learning media as learning aids to stimulate the mind, skills, and ability of students. In perspective education, the existence of this media is very important because the media follow determine success in the learning process teach (Levine dkk., 2020). In the world, media education plays a role as a means of increasing the efficiency and effectiveness of learning (Gultom dkk., 2022; Hendra dkk., 2022; Susanto dkk., 2022). Need is known that not all learning media can be used in every eye lesson. One of the subjects that only certain media can use is Arabic because it contains various skills (listening, writing, reading, and speaking) (Guellil, 2021). Most of the media created can only display material such as powerpoints that are familiar to use in any school.

Especially for Arabic subjects, the suitable learning media is Animiz Animaker. The Animiz Animaker application is an interactive-based application that contains complete templates such as animation, audio, and other editing features. The use of this application is very easy (Bruggeman dkk., 2021). For Arabic subjects, teachers are expected to be able to design learning media as well as possible so that students are more enthusiastic about learning and that learning is fun (Chengaiyan dkk., 2020). For example, in the delivery of mufradat material, the teacher can display the mufradat accompanied by pictures, writing, and sound. Because in the application Animiz Animaker all those templates are already available. In this study, several advantages of this application are described, namely as follows: 1) the application can be downloaded for free on the play store (Botero dkk., 2021), 2) accessing it is very easy to do, 3) equipped with complete features ranging from infographics, typography and various dimensions consisting of 2 dimensions or 2.5 dimensions (Züst dkk., 2019), 4) videos can be produced in long duration, and the limit can be up to 30 minutes, 5) the quality of the video varies such as full HD, HD or SD and the results can be downloaded on the devices we use.

RESEARCH METHODOLOGY

The method is referred to as an accurate step taken by someone, the purpose of which is to obtain significant data (Hwangbo dkk., 2019). KBBI explains that strategy has identification to provide convenience when carrying out a job and facilitate implementation in order to be able to achieve the expected results (Aubrey dkk., 2022). A technique can take place in the presence of a variety of important components that can improve and accelerate the process of sustainability of a job (Hirsch, 2018). The research method becomes a strategy that can trigger researchers to go directly to the field that is the object of their research (Chengaiyan dkk., 2020). While in this study, researchers used a questionnaire as a form of data analysis so that researchers did not have to go directly to where the object of research was located (Tlili dkk., 2022). However, with the use of smartphones only from the object of research, this research can be carried out (Rashwan, 2023). This study was conducted to find out how the use

of the Animiz application for learning Arabic for students of Islamic Elementery. This form of research is carried out using a quantitative approach by studying various problems in the field (Giordano dkk., 2019). Data collection techniques used questionnaires in the form of distributing several questions and statements to respondents by choosing several answer options that have been provided (Ferjan Ramírez dkk., 2020). Responses in the form of statements are presented in the form of multiple choices consisting of two, three and four statements, both as positive and negative perceptions (Antony-Newman, 2019). Respondents to the question are referred to as positive statements if the statements that have been made support the ideas in the literature (Ribeiro dkk., 2021), while the pattern of negative statements is contrary to the previous statement.

RESULT AND DISCUSSION

Islamic Elementery is also referred to as a religious-based elementary school that uses and emphasizes more on the formation of Islamic character or morality. Al-Quran is used as a basic guide for students, so he wants from an early age to memorize and learn it (Pinquart & Ebeling, 2020). So it is not uncommon for educators and students to apply Arabic learning in it. Because learning Arabic can help make it easier for students to memorize, understand and understand the meaning of the verses of the Qur'an, and it is known that the Qur'an will not be understood if students are not proficient in Arabic. Islamic Elementery, has made every effort to learn and apply it. In applying Arabic learning in this School, the teacher uses the mubasyarah technique. In which teaching materials are delivered by educators, then students listen to what has been conveyed, if there are doubts from students, they will be allowed to ask questions, and the teacher will respond to them (C. Li dkk., 2019). An update in this research is the use of an application in the form of interactive media, namely Animiz Animeker, in the learning process of teaching the Arabic language (Alnahdi, 2019). In this way, hopefully, it can improve students' knowledge competence of teaching materials related to learning Arabic (Zhu dkk., 2019). In addition, the use of media can attract sympathy and enthusiasm of students to be more active in learning activities.

The research that the researcher did at Islamic Elementery was by using research methods with a quantitative approach (Rosowsky, 2019). Quantitative research is research that aims to reveal facts, events, circumstances, and actual phenomena that occurred when the research took place with what actually happened in the field. And also, this qualitative descriptive research can be a guide for researchers when they are going to do research and in line with problem formulation and problem identification by determining how we process and analyze the results related to research. In order for this research to be validated, the researcher must prepare instruments in research techniques. Instruments to be prepared in this study (Mowbray dkk., 2020), namely in the form of questionnaires and questionnaires about questions in the form of the use of the Animiz application in Arabic language learning that the researchers will give to students who will be tested before going out into the field (Serevina & Hamidah, 2022). This post is

also interactive learning media because it is a learning method that involves students more actively in learning by using and combining the question and answer method (Toivonen dkk., 2019), quiz games, assignments, discussions and others that are packaged by applying supporting media in learning.

In this study, the instrument that the author uses is in the form of questionnaires and questionnaires (Sharif Matthews & López, 2019). The questionnaire or questionnaire used summarizes all the questions in which the purpose of this question is to collect information from students or respondents who will be tested (Ghani dkk., 2019). The reason the researcher uses the questionnaire is that it is relatively easy and fast, and the researcher does not need to be present when the respondent fills out the quiz (Amin & Badreddine, 2020). However, this instrument also has drawbacks such as respondents cheating, such as imitating friends' answers and not according to their opinions and can also use the internet as a tool to provide answers that are not in accordance with the perception of the use of the Animiz application in learning Arabic at the School (Karlsson dkk., 2020). Because the author does not directly go down to the field of observation or the place of the research school, and the author uses the Google Form application in the form of a question where the question concerns the use of the Animiz application in learning Arabic for School students which will be filled in by the respondent (Abdrakhmanova dkk., 2021). Google Form is an application that can be used to create questions such as creating questionnaires, forms, opinions (quick count) and many more functions that are obtained using google forms (Yoon dkk., 2020). In using this google form, the author only uses short answer options from the questions that will be asked in the question. In sending the google form link, the research provides a limit for filling out the questionnaire so that researchers can process the data generated by the questionnaires more quickly (Deiri, 2023). This questionnaire makes it easier for researchers to conduct research, because it does not need to be adjusted to the hours of the student's Arabic learning activities, just by clicking and accessing the g-form link anytime anywhere according to the time limit that has been set.

The results of this analysis related to the use of the Animiz application in Arabic lessons (Chekroud dkk., 2021). It was measured by 30 respondents from Islamic Elementery students with eight questions, and the authors found data through a questionnaire that had been filled out as follows:

Figure 1 . Applicative media support academic achievement
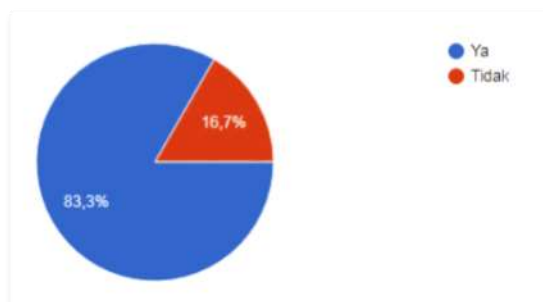
Based on the schematic above, it relates to the use of applicative media that can support the academic achievement of students (Abbas dkk., 2021). With the number of first responders frequency of 83.3% of students perceives that the use of the Animiz application in Arabic learning can support students' academic achievement and 16.7% of students perceive that the use of the Animiz application in Arabic learning cannot support and improve their academic achievement. Media is a tool that can direct someone to obtain information. It is also referred to as a material that can help students acquire knowledge and can improve their competence related to a field of science (Saada & Gross, 2019). Learning media is a tool to meet the teaching and learning activities in a school. Procurement of applicative media that inspires educators to be one of the remedies for problems that often occur in schools. Applicative learning media consists of various types, both for students' skills in mastering maharah istima', maharah kalam, maharah qira'ah and maharah kitabah. There is such a thing as Audacity, Canva, Benime, Lecture Maker, Animiz Animakers and so on. However, in this study, the researchers focused more on the use of the Animiz Animaker application in learning Arabic for the students of Islamic Elementery. Learning using the Animiz Animaker application for Islamic Elementery students is very easy to apply. Moreover, as we all know, the elementary school period is more about learning by playing, so there must be variations in learning activities by combining teaching materials with several games or interactive displays that are adapted to the teaching materials at that time. The use of the Animiz Animaker application is one of the strategies for this student learning system. In the Animiz Animaker software, several interesting displays are presented in the form of video presentations that can be edited with funny pictures, interesting sounds and writings related to what mufradat will be taught to these students so that they can be more active and in terms of evaluation there is an improvement. Will be an academic in Arabic learning activities. While the facts are on the ground at Islamic Elementery, there is still no use for this applicative media.

Figure 2. Learning with Animiz Animaker is fun
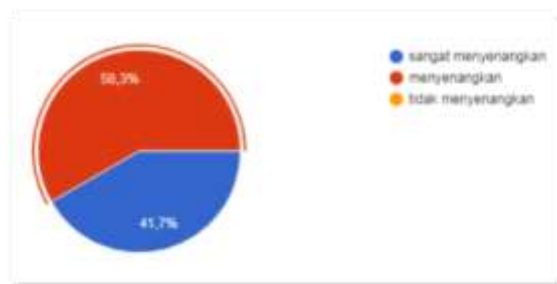
Based on the schematic picture above related to learning with Animiz Animeker media, it is fun for students of Islamic Elementery. With the number of respondents consisting 58.3% of students thought that learning using the Animiz Animaker application was fun for them, then 41.7% of students perceived that the use of the Animiz Animaker application in learning Arabic was very fun and could support the academic achievement of students in Arabic. Islamic Elementery and 0% of students think learning Arabic using the Animiz Animaker application is not fun. Based on the

data obtained, it can be stated that the use of the Animiz Animaker application is fun for students because, in the previous learning pattern, they still used handbook media in mastering Arabic learning materials. However, this time software appeared that has a variety of attractive and well-presented displays so that it is considered innovative for students to increase their level of learning related to teaching materials that have previously been presented by educators. In addition, the Animiz Animaker application is not only profitable and makes it easier for students but also for the educators at the School. Indeed, preparing teaching materials with animation based on Animiz is quite time-consuming, especially since he has other activities that he also has to do. A teacher must design teaching and learning materials so that he is said to be a facilitator in learning activities. Furthermore, he also acts as an administrator who distributes knowledge to his students. Using the Animiz application in the learning process can make it easier for the teacher because he no longer needs to explain the whole of the material he will teach. He simply displays the results of his edits related to the material from the theme topic that day. Then after carrying out learning activities in the classroom, the teacher still has another role, namely as an evaluator of student learning, namely in the form of evaluating the level of competence of the students. With this application and moreover, the students think that the use of the Animiz Animaker application in learning Arabic can improve the quality level of the learning objectives desired by the school.

Figure 3. Animiz Animaker media improves students' Arabic competence
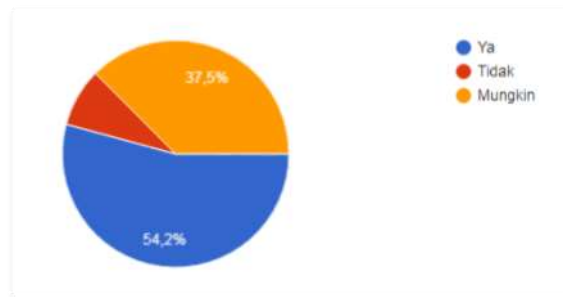
Based on the schematic above related to the use of the Animiz Animaker application media, it can improve students' Arabic competence in students of Islamic Elementery. With the frequency of respondents with data of 54.2% of students perceive that the presence of Animiz Animaker media improves students' Arabic competence, then 37.5% of students say that the use of the Animiz Animeker application in learning may be able to improve students' Arabic competence and about 8.3% of students think that the Animiz Animaker media in learning is not able to improve the Arabic language competence of students at the Islamic Elementery. From the results of these data, it was found that the data was dominated by student responses that the use of the Animiz Animaker media application in learning can improve students' Arabic competence. The thing that might cause many students to choose these options is that this application is a renewal that he feels, especially in its application. The application is very interesting and fun to use in the teaching and learning process. Now with the statements listed

earlier, it is known that students find the application interesting and fun and automatically like students. If students are interested in the media used, of course, they will always be provoked to follow the teaching and learning process continuously and by always participating in active learning in learning, diligently asking if there are things that are in doubt and, in essence, he always participates in the ongoing activities, it is certain that he can achieve satisfactory evaluation scores later and good academic competence.

Figure 4. Students like learning media with Animiz Animaker
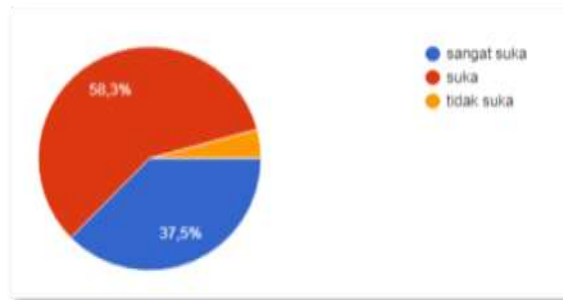
Based on the schematic above related to the perception of students liking learning media with the Animiz Animeker application at Islamic Elementery. It was found that as many as 58.3% of students thought that they liked the Animiz Animaker application media in learning Arabic at their School, then followed by the acquisition of around 37.5% of the students who really liked the Animiz Animaker application media in the process. Learning Arabic and the last response was 4.2% of students did not like the application and use of applicative media in the form of Animiz Animaker in teaching and learning Arabic in their classrooms. From the data obtained, it can be stated that the majority of students think that they like the use of the Animiz Animaker application in teaching and learning activities. The thing that might be behind them choosing this option is the appearance of this application which looks funny and pleasing to the eye with a variety of good and innovative animations so that it attracts the wishes of the students and can take their sympathy in the ongoing learning activities. What do we know that animation is a striking thing from the use of this Animiz Animeker application, and it is this animation that always makes students at Islamic Elementery like and enjoys learning Arabic, both in terms of listening, reading, writing and actualization skills in the form of speaking and practicing it. In their daily life. Animation can be categorized as a medium similar to cartoons on television. Now, this is related to the lives of students usually, as we all know that cartoons on television are always watched by students after coming home from school (García-Ruiz, 2018). He thinks that learning is not based on material. In fact, they think they are learning while watching like at home and playing as they usually do so that they are not awkward, let alone feel afraid in the ongoing teaching process in their class.

Figure 5. Animiz Animaker media helps the Arabic learning process
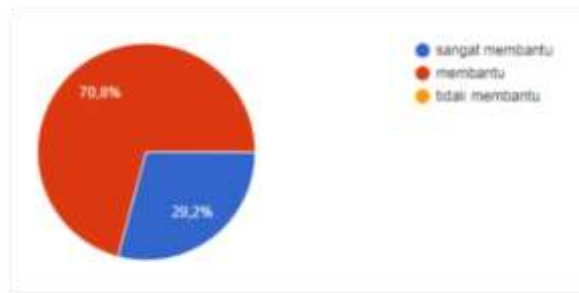
Based on the schematic above related to the use of Animiz Animeker media, it can help the continuity of the Arabic language learning process for students at Islamic Elementery. In this question, there are three respondents that can be chosen by students, namely optional, very helpful, then helpful, and the last is not helpful. This research has shown the results with the first respondent frequency of 70.8% of students choosing and assuming that Animiz Animaker media can help the continuation of learning activities to beat Arabic in their School, then followed by data acquisition of 29.2% of the participants. Students choose and perceive that the Animiz Animaker media is very helpful for the continuity of Arabic teaching and learning activities, and the final respondent with a magnitude of 0% of students think and do not choose that the presence of Animiz Animaker media in Arabic learning activities can not help at all. Based on the data that has been described, the results are dominated by getting the most with the perception that Animiz Animaker media students can help the continuity of Arabic learning at the Islamic Elementery. The reason for students to choose and think like that is the application of media in the form of Animiz Animaker as a communication link between students and educators and makes it easier for them to carry out interaction. With the Animiz Animaker media, students do not feel bored with learning methods like those used before, and educators are not overwhelmed with explaining the teaching materials anymore.

Figure 6. Application of Animiz Animaker in School
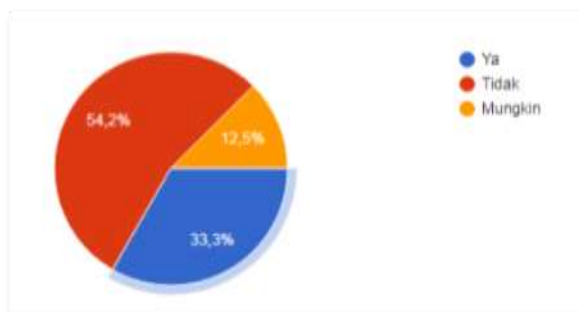
Based on the schematic above, it relates to the application of Animiz Animaker applicative media to students at Islamic Elementery. In the sixth question, three respondents were given which the students could choose which would be adjusted according to how they felt at that time, namely: optional yes then no and lastly possible. Based on the sigma image above, it can be explained that there are various frequencies of respondents from students, namely first with data acquisition of 54.2% of students choosing and assuming that there is no application of Animiz Animaker media in

learning Arabic in their School. Then the next data acquisition of 33.3% chose yes and thought that there had been some application of the teaching staff regarding the Animiz Animaker applicative media in learning Arabic at their School, and the last option was with the amount of data as much as 12.5% of the students chose maybe and assume that they are unsure whether there is an application of the Animiz Animaker application media or not in learning Arabic at the Islamic Elementery they are taking. This is very sad because the application of media in learning can support and improve the quality of education in schools at Islamic Elementery. It is possible that this is one of the causes of the lack of interest, interest and desire of students to learn and master Arabic at Islamic Elementery. It is hoped that the School will be able to make updates in terms of the learning media used, one of which is by applying the use of the Animiz Animaker application to students' Arabic learning at Islamic Elementery, which is the object of current research and does not rule out motivating the school authorities. Others do the same.

Figure 7. Student participation in learning
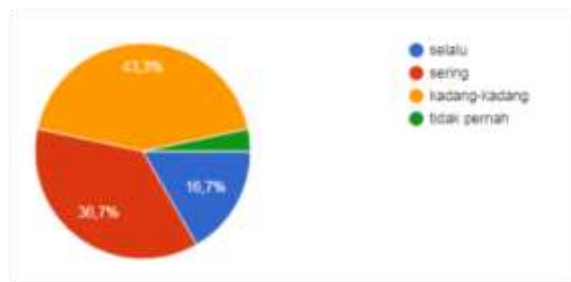
Based on the schematic above, it relates to the participation of students in learning Arabic for the students of Islamic Elementery. There are four responses that can be determined by the student. The study obtained data on the frequency of the first respondent dominated by optional responses, sometimes with a large frequency of 43.3%. In this case, we already know that the participation of students when participating in Arabic learning is very less participation due to the lazy attitude of the students, feeling the method used is very different. Given when learning Arabic is not appropriate and learning cannot be understood by students. There may be several factors that cause students to lack participation in learning, including a lack of confidence in speaking or asking questions in public, among which are self-confidence and self-confidence motivation is a high level of motivation that produces well in human identity. Self-confidence is very important in the soul of students. While someone who does not go to students. Self-confidence is very necessary because it will build self-ability will affect participation in learning and then the frequency of the second position, namely the frequent participation of students in learning Arabic in this questionnaire, the frequency is 36.7%, the next one who always chooses with The number of frequencies is 16.7%, in this case, students always participate in learning Arabic and then the fourth with a frequency of 0%, namely never participating when learning is taking place. To increase student participation in learning Arabic at Islamic Elementery, there are two supporting factors, namely: internal factors and external factors. Internal

factors can be in the form of the lazy attitude of the students. This is triggered by the teaching methods used being less attractive, and the ongoing learning cannot be understood by the students. External factors that cause students to participate less actively are: lack of supervision from teachers regarding the procession academic activities that were being carried out and the media used at that time were not appropriate to be applied. In addition, the lack of parental control over their children's learning and the incompetent environmental sector for the development of students' academic potential in learning Arabic at the Islamic Elementery.

Figure 8 . Learning methods attract the attention of students
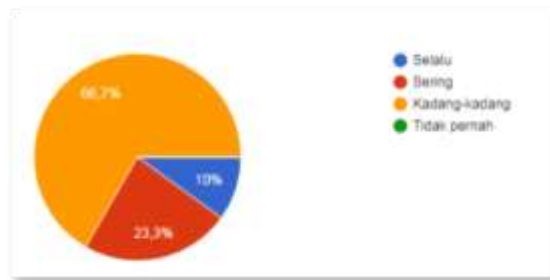
Based on the schematic picture above related to the learning method, it attracted the attention of students both before it was applied and research was carried out on the use of the Animiz Animaker application and after it was applied at Islamic Elementery. A method is a method that a person uses to achieve a goal. We can interpret the learning method with accurate tricks that are used to obtain information and news related to what we are doing and achieve the expected quality. The types of learning method are the directive method in the form of a lecture technique. In this method, the teacher gives more advice and advice to students related and in accordance with the topic of the day's language. Furthermore, the discussion technique of this discussion is carried out to foster the creativity and activeness of the students, and with that, the lecturer can see the extent of the potential abilities of the students. The experimental pattern is like a student is given a case, then he is given time to observe the field and conduct experiments so that the problems he is discovering can be handled carefully by the debate pattern. In this technique, the lecturer gives a topic to the students and then divides them into two groups, namely: the pro team and the contra team. After that, they are given time to present their respective arguments, and at the end of the learning, the lecturer describes and explains and mediates the differences between the students, mind mapping patterns. Students are asked to make a frame of mind in the form of a chart. Then after that, he explains the topic that is part of it based on the chart that has been prepared. He planned beforehand. At Islamic Elementery, the educators were more interested in the use of the lecture method. This was met by the thought of the educators that with the Animiz Animaker media, he was able to know the extent of the competence of students related to the themes that he had determined in the teaching materials. Sometimes there are some educators who feel they are still unable to choose the right method he teaches in a class. The solution to this problem can be for the lecturer to use various methods in the class, and each method he uses is evaluated in the form of an assessment. Well, in the

end, the educator can judge from the results of his recap based on the competency value of the student's academic achievement related to the method he is trying and with that, he can determine what method is suitable to be given in the class. From the frequency of respondents' answers, it was found that 66.7 % of people thought that they sometimes felt interested in the methods given by the lecturer, then 23.3 % of respondents perceived that they were often, he was interested in the method given, and the next response was with 10% for respondents always feel interested in teaching methods and then responding last 0% for students ' assumption that the learning method never attracts their attention.

CONCLUSION

Animiz is an application that can be used to create videos in the form of presentations in the form of animation. This Animiz software is one that can be downloaded in order to process teaching materials into an attractive device and can equip students' interest in learning. This application can create a variety of animations. Animation is a trick that can increase the motivation and interest of students. Researchers conducted a study related to the use of the Animiz application in learning Arabic for students at Islamic Elementery. After taking and processing the data, it is known that the use of the Animiz application in learning Arabic is very good to apply. Because this application has a lot of interesting display features. As in the use of Animiz, we can visualize abstract forms into tangible forms. Then in making learning media, educators can use moving text displays with additional funny photos and choose background colors according to the wishes of the educators. Teachers can create better teaching materials with a pleasing appearance. This can attract sympathy and enthusiasm from students in carrying out the teaching and learning process in the classroom. In terms of use, this application is not too difficult to operate, so educators can quickly understand how the application system works.

SUGGESTION

Based on the research that has been done regarding "Utilization of the Animiz application as a medium for learning Arabic for students of Islamic Elementery", it was found that there are various problems that are still growing and developing in the school, such as the lack of use of applicative media in the teaching and learning process and the lack of mastery in teaching and learning. The selection of learning techniques that will be used by the teaching staff in the ongoing learning. Due to this, there is a lack of mastery from students about the teaching materials presented, and they also feel boredom and some things that are felt to be lame in the activities carried out. Thus, the researcher suggests that the parties who play a role in the teaching and learning process at Islamic Elementery, such as one of the teachers, can be more observant, fast, responsive and alert in reading the condition of the study room which is their mandate, he must be able to create new breakthroughs that can support the learning competence of their students. In this case, the problem is in the media and teaching methods. So,

teachers must innovate various kinds of media and teaching strategies that are suitable for use by their students. So an educator must work hard to create an effective learning atmosphere and be able to retrain his competencies related to various electronic media and the formation of appropriate and applicable learning tricks. Why does a teacher have to work extra in preparing this lesson? Because in the realm of educational studies, he acts as a facilitator. Not only that, but he is also an administrator and evaluator in an educational institution.

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