

**The Effect of Animated Video Media on Improving the Listening Skills of Fifth-Grade Students at SDIT As-Sakinah in Tanjungpinang**

**\*Salsabila Rama Husniah<sup>1</sup>, Amirah<sup>2</sup>, Moralista Nur Hidayati<sup>3</sup>, Eka Melati Putri<sup>4</sup>, Addina Silmi Khairun Nisa<sup>5</sup>, Wahyu Widyanto<sup>6</sup>**

Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman Kepulauan Riau, Bintan, Indonesia<sup>123456</sup>

**\*Correspondence Address :** [salsabilasrh27527@gmail.com](mailto:salsabilasrh27527@gmail.com)

**Citation**

Chicago Manual of Style 17<sup>th</sup> Edition

Salsabila Rama Husniah et al., "The Effect of Animated Video Media on Improving the Listening Skills of Fifth-Grade Students at SDIT As-Sakinah in Tanjungpinang," *Al-Jawhar*, 3(1), 12-24.

**Abstract**

While listening is the absolute foundation of language acquisition, conventional, teacher-centered methods are quietly paralyzing young learners' ability to comprehend spoken Arabic, turning a vibrant living language into a dry, stagnant subject. This study aims to analyse the effect of using animated video media on listening skills in Arabic language learning among fifth-grade students at SDIT As-Sakinah in Tanjungpinang. This study employs a quantitative, quasi-experimental design with a nonequivalent control group. The study sample consists of two classes: Class V Khartoum, the experimental class, and Class V Grozny, the control class, each comprising 28 students. Data collection was conducted through tests, observations, and documentation. The main instrument was a multiple-choice test consisting of 10 items that had passed validity and reliability tests. Data analysis was performed using descriptive statistics, the Kolmogorov–Smirnov normality test, the Levene homogeneity test, and the paired-samples t-test in SPSS version 26. The study found that the experimental class's average score increased from 66.43 on the pretest to 89.64 on the posttest, while the control class's average score increased from 70.71 to 86.07. The results of the hypothesis test showed a significance value of  $0.000 < 0.05$ , indicating a significant difference between the scores before and after the treatment. These findings indicate that animated video media has a positive effect on improving students' Arabic listening skills. This study confirms that animated videos can serve as an interactive, engaging, and effective alternative learning medium to support the development of maharah al-istimā' in Arabic language instruction at the elementary school level.

**Keywords :** Listening Comprehension, Arabic Language Learning, Elementary School, Quasi-Experimental Study, Animated Video

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## A. Introduction

Arabic plays a significant role in Islamic education in Indonesia, not only as a subject but also as a medium for understanding Islamic texts and developing students' communicative skills. In learning Arabic as a foreign language, listening skills (maharah al-istimā') are one of the most fundamental receptive skills because they serve as the initial gateway for students to recognise language sounds, understand vocabulary, grasp the meaning of utterances, and build readiness for other language skills. In the context of modern learning, oral and receptive skills are increasingly viewed as essential components of meaningful learning participation, particularly in digital environments that require students to process information multimodally.<sup>1</sup>

Nevertheless, listening skills often receive inadequate attention in language teaching practices.<sup>2</sup> In many foreign languages learning contexts, learning activities still tend to be dominated by teacher-led explanations, memorisation, and text-centred exercises, leaving students with limited opportunities to practice understanding language through engaging and varied oral input. In Arabic language learning, this situation can result in students' limited ability to grasp the meaning of speech, distinguish pronunciation, and understand vocabulary in context.<sup>3</sup> A study by Handayani and Syafi'i confirms that animated videos are one alternative medium that can aid in the development of listening skills (maharah al-istimā') because they are dynamic, engaging, and easily accessible to both teachers and students.<sup>4</sup>

As learning technology evolves, the use of digital media, multimedia, and gamification is increasingly seen as a promising approach to enhancing the quality of language learning. Abdeen and Albiladi assert that technology-based learning can enhance students' learning experiences, motivation, and engagement in language learning. In a more specific context,<sup>5</sup> Bashori et al. demonstrate that web-based learning environments can help students overcome affective barriers to language learning, particularly when the learning process is designed to be

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<sup>1</sup> Jamie Atkins and Marion Heron, "Oracy Skills in a Digital Environment: What Do Foreign Language Undergraduate Students Need?," *The Language Learning Journal* 52, no. 5 (September 2024): 585–96, <https://doi.org/10.1080/09571736.2024.2342339>.

<sup>2</sup> Nur Wahyuni et al., "Implementasi Video Pembelajaran Menggunakan Aplikasi CapCut Berbasis Problem-Based Learning Dalam Pembelajaran Istima' Di SD Islam Cendikia Faiha Palembang," *Borneo Journal of Language and Education* 5, no. 1 SE-Articles (April 13, 2025), <https://doi.org/10.21093/benjole.v5i1.10232>.

<sup>3</sup> Ayu Miranda et al., "Experimental Study on the DRTA Strategy : Improving Arabic Reading Activeness in Madrasah Tsanawiyah Batu," *Benjole* 5, no. 1 (2025): 80–92, <https://doi.org/https://doi.org/10.21093/benjole.v5i1.9556>; Vikria Tahta Alvina et al., "Development of Comic-Based Learning for Maharah Qira'ah Using Canva in Madrasah Tsanawiyah Shirothul Fuqoha' Malang," *Borneo Journal of Language and Education* 5, no. 1 SE-Articles (March 24, 2025), <https://doi.org/10.21093/benjole.v5i1.9802>.

<sup>4</sup> Sri Handayani and Syafi'i, "Pemanfaatan Video Animasi Youtube Untuk Meningkatkan Pengembangan Maharah Istima' Bahasa Arab," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (July 2022): 104–15, <https://doi.org/10.30997/tjpb.v3i2.6138>.

<sup>5</sup> Fahad H Abdeen and Waheeb Albiladi, "Gamification and Technology-Based Learning: Uncovering the Potential of Using Games in Language Teaching and Learning," *Journal of Studies in Education* 11, no. 2 (April 2021): 62, <https://doi.org/10.5296/jse.v11i2.18339>.

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more interactive and to support active participation.<sup>6</sup> These findings indicate that the integration of technology in language learning is no longer merely an adjunct but an essential component of pedagogical strategies that can strengthen the learning process.

One relevant form of media in this context is animated video. This medium allows for the simultaneous integration of visual, textual, auditory, and kinetic elements, making learning more concrete, engaging, and easier for students to understand. In Arabic language learning, animated videos can help students listen to speech in a more vivid context, understand meaning through visual support, and maintain attention throughout the learning process. Hasyim and Syafei (2024) demonstrate that the use of Arabic animated videos has a positive impact on improving students' listening and speaking skills.<sup>7</sup> In line with this, Ni'mah et al. (2024) found that the development of Canva-based animated videos for Arabic language learning was able to increase student engagement and motivation.<sup>8</sup> These two findings demonstrate that animated videos have the potential to be an effective medium for strengthening the Arabic language learning process, particularly regarding skills based on oral input.

In addition to animated videos, several recent studies also indicate that interactive digital media in general contribute positively to Arabic language learning outcomes. Nurjamilah and Fahyuni, for example, found that the web-based platform Genially positively influences Arabic vocabulary learning outcomes through more engaging instructional delivery that is no longer entirely teacher-centred.<sup>9</sup> This finding reinforces the assumption that interactive digital media can increase student engagement in learning. However, upon closer examination, many of these studies still focus primarily on general learning outcomes, motivation, or vocabulary mastery, while research specifically examining the impact of animated videos on Arabic listening skills at the elementary school level remains relatively limited. This inference is evident from the tendency of previous studies to highlight vocabulary, speaking skills, or media development. However, they have not yet specifically provided empirical evidence regarding the listening skills of elementary school students in Islamic schools.

This gap is important to address because at the elementary school level, students need media that is not only visually engaging but also helps them focus their attention, understand language sounds, connect speech to context, and build a strong foundation in listening skills. Animated videos are particularly relevant

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<sup>6</sup> Muzakki Bashori et al., "Web-Based Language Learning and Speaking Anxiety," *Computer Assisted Language Learning* 35, no. 5-6 (July 2022): 1058-89, <https://doi.org/10.1080/09588221.2020.1770293>.

<sup>7</sup> Ainun Hasyim and Isuf Syafei, "Peningkatan Keterampilan Menyimak Dan Berbicara Dalam Pembelajaran Bahasa Arab Melalui Penggunaan Video Animasi Bahasa Arab," *Mauriduna: Journal of Islamic Studies* 5, no. 2 (December 2024): 863-72, <https://doi.org/10.37274/mauriduna.v5i2.1299>.

<sup>8</sup> Khoirotnun Ni'mah et al., "Development of Animated Videos Based on the Canva Application as a Learning Media for Arabic Listening Skills Students of Darul 'Ulum Lamongan Islamic University," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 7, no. 2 (October 2024): 450-64, <https://doi.org/10.17509/alsuniyat.v7i2.72193>.

<sup>9</sup> Siti Nurjamilah and Eni Fariyatul Fahyuni, "Penerapan Media Pembelajaran Berbasis Web 'Genially' Terhadap Hasil Belajar Siswa Pada Materi Mufradât Bahasa Arab," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 7, no. 2 (September 2024): 700, <https://doi.org/10.35931/am.v7i2.3862>.

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because they align with the characteristics of elementary-aged students, who tend to respond well to concrete and engaging audiovisual media. In general, educational studies, animated videos have also been reported to enhance students' attention, motivation, and active participation in learning.<sup>10</sup> Thus, research on the use of animated videos in Arabic language learning, particularly regarding listening skills, holds strong theoretical and practical significance.

Based on the above discussion, this study aims to analyse the effect of using animated video media on listening skills in Arabic language learning among fifth-grade students at SDIT As-Sakinah in Tanjungpinang. This study is expected to provide practical contributions to Arabic language teachers in selecting more effective learning media, while also enriching academic research on the integration of audiovisual media in the development of maharah al-istimā' within the context of Arabic language learning in elementary schools.

### B. Method

This study employs a quantitative, quasi-experimental design with a nonequivalent control group. This design involves two groups: an experimental class that received the treatment—the use of animated video media in Arabic language instruction—and a control class that followed conventional instruction without such media. Both groups were administered a pretest before the treatment and a posttest after the treatment to measure changes in students' listening skills. See Table 1 below:

**Table 1. Research Design**

Group	Pretest	Perlakuan	Posttest
Experiment	$O_1$	X	$O_2$
Control	$O_3$	-	$O_4$

Note:

- $O_1$  : *Pretest* Experimental Group
- X : *Treatment*
- $O_2$  : *Posttest* Experimental Group
- $O_3$  : *Pretest* Control Group
- $O_4$  : *Posttest* Control Group

The study was conducted at SDIT As-Sakinah Tanjungpinang during the second semester of 2024. The research population consisted of all 56 fifth-grade students. The research sample comprised two classes: Class V Khartoum, the experimental class, and Class V Grozny, the control class, each with 28 students. The sample was determined based on the classes available in the research setting. Data collection was conducted through tests, observations, and documentation. Tests were used to assess students' listening skills before and after the intervention, using pretests and posttests. Observations were used to monitor school conditions and the learning process during the study. Documentation was used to supplement research data on the implementation of activities and the conditions at the research site. The primary instrument of this study was a multiple-choice test comprising 10 items, administered in the pretest

<sup>10</sup> Apriliana Nurulita Nur Fauzi et al., "Utilization of Animated Videos in Stimulating Listening and Speaking Skills in Early Childhood," *Jurnal Pendidikan Progresif* 14, no. 3 (2024): 1847–58, <https://doi.org/10.23960/jpp.v14.i3.2024125>.

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and posttest. The instrument was developed based on listening skill indicators in Arabic language learning. Before use, the instrument's validity and reliability were first tested. The validity test results indicated that all items were valid, while the reliability test using the Spearman-Brown formula yielded a reliability coefficient of 0.940, which falls into the high category.

The data were analysed using descriptive and inferential statistics. Descriptive statistics were used to describe the mean, maximum, minimum, and frequency distribution of the pretest and posttest results. Inferential statistics were performed using the Kolmogorov-Smirnov normality test, the Levene homogeneity test, and the paired-samples t-test, with the assistance of SPSS version 26. The hypothesis testing criterion was set at a significance level of 0.05. If the significance value Sig. (2-tailed) < 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted.

### C. Findings and Discussion

#### Findings

This study aims to determine the effect of using animated video media on listening skills in Arabic language learning among fifth-grade students at SDIT As-Sakinah in Tanjungpinang. The study was conducted in two classes: Class V Khartoum as the experimental class and Class V Grozny as the control class, each consisting of 28 students. The experimental class received instruction via animated videos, while the control class followed conventional instruction using module books and a blackboard.

The descriptive analysis showed that before treatment, the average pretest score in the experimental class was 66.43, while in the control class it was 70.71. After the intervention was administered, the average posttest score for the experimental class increased to 89.64, while that of the control class increased to 86.07. In the experimental class, the highest score increased from 100 on the pretest to 100 on the posttest, and the lowest score increased from 30 on the pretest to 60 on the posttest. As for the control class, the highest score remained 100, while the lowest score changed from 20 on the pretest to 20 on the posttest. These data indicate that both classes showed improvement, but the improvement in the experimental class was greater than that in the control class. See Table 2 below:

**Table 2. Pretest and Posttest Scores for the Experimental and Control Classes**

NO	Experimental Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
1	90	80	60	70
2	60	90	80	100
3	80	80	60	20
4	40	80	80	100
5	70	80	100	100
6	60	60	60	80
7	60	90	20	90
8	60	90	80	100

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9	70	100	60	80
10	60	70	70	100
11	30	90	100	100
12	80	100	60	80
13	100	100	80	100
14	50	80	100	100
15	60	100	70	80
16	80	90	70	80
17	70	100	80	100
18	90	90	60	90
19	80	90	50	90
20	90	100	80	80
21	70	90	60	80
22	90	100	80	70
23	60	100	80	70
24	80	100	60	90
25	30	100	70	90
26	30	70	80	90
27	50	90	50	90
28	70	100	80	90

Table 2 shows the pre-test and post-test scores for the experimental and control classes, which are then described using descriptive statistics in Figure 1 below:

**Table 3. Descriptive Statistics**

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest Eksperiment	28	70	30	100	66.43	19.093
Posttest Eksperiment	28	40	60	100	89.64	11.049
Pretest Kontrol	28	80	20	100	70.71	16.981
Posttest Kontrol	28	80	20	100	86.07	16.407
Valid N (listwise)	28					

In terms of distribution, the pretest scores in the experimental class were most frequently found at 60, with 7 students, while in the control class, scores of 60 were also the most common, with 10 students. After the intervention, the distribution of posttest scores in the experimental class shifted to higher categories, with 11 students achieving a score of 100. In the control class, 9 students scored 100. This shift in distribution indicates that the use of animated videos is associated with a higher proportion of students achieving higher learning outcomes in Arabic listening skills.

Before hypothesis testing, the data were tested for normality and homogeneity. The results of the Kolmogorov–Smirnov normality test showed a significance value of  $0.200 > 0.05$ , indicating that the data are normally

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distributed. Furthermore, the results of Levene's test for homogeneity showed a p-value of 0.092 ( $> 0.05$ ), indicating that the data have homogeneous variances. Thus, the data meet the requirements to proceed to the hypothesis testing. See Tables 3 and 4 below:

**Table 4. Results of the Normality Test**

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		28
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	16.84434225
Most Extreme Differences	Absolute	.095
	Positive	.055
	Negative	-.095
Test Statistic		.095
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

**Table 5. Homogeneity Test Results**

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	2.205	3	108	.092
	Based on Median	2.000	3	108	.118
	Based on Median and with adjusted df	2.000	3	95.088	.119
	Based on trimmed mean	2.209	3	108	.091

The results of the paired-sample t-test showed that the experimental class yielded a p-value of  $0.000 < 0.05$ , indicating a significant difference between the pretest and posttest scores. In the control class, a significance value of  $0.000 < 0.05$  was also obtained, indicating a difference between the pretest and posttest scores. Although both classes showed improvement, the experimental class's final average score was higher than that of the control class, indicating that the use of animated video media positively affects students' listening skills in Arabic language learning. See Table 5 below:

**Table 6. Results of the Paired-Sample T-Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Eksperimen - Posttest Eksperimen	-23.214	18.867	3.565	-30.530	-15.899	-6.511	27	.000
Pair 2	Pretest Kontrol - Posttest Kontrol	-15.357	19.717	3.726	-23.003	-7.712	-4.121	27	.000

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## Discussion

The results of the study indicate that the use of animated video media has a positive impact on Arabic listening skills among fifth-grade students at SDIT As-Sakinah in Tanjungpinang. This is evident in the increase in the experimental class's average score from 66.43 on the pretest to 89.64 on the posttest, while the control class increased from 70.71 to 86.07. Although both classes experienced an increase, the higher final achievement of the experimental class indicates that learning with animated videos provides additional support in acquiring Arabic oral input. This finding aligns with the research by Handayani and Syafi'i (2022), which showed that YouTube animated videos can support the development of listening skills by presenting material in a more engaging, contextual, and easy-to-follow manner for students.<sup>11</sup> Similar results were also reported by Irwan (2024), who found that the use of Arabic video media significantly improved students' listening skills after the intervention was administered.<sup>12</sup> Furthermore, Hidayat et al. also demonstrated through an experimental design that utilizing video media with authentic Arabic speakers provides a statistically significant positive effect on students' comprehension and listening performance.<sup>13</sup>

From a pedagogical perspective, animated videos function not merely as visual aids but as a medium that facilitates multimodal learning experiences. In this study, students in the experimental class listened to Arabic language material through a combination of sound, moving images, Arabic text, and conversational context. This combination helped students grasp the meaning of utterances more concretely compared to conventional learning, which relies heavily on teacher explanations and textbook modules. This argument aligns with findings indicating that Arabic animated videos can enhance listening and speaking skills because students receive language input in a more vivid and easily understandable form.<sup>14</sup> Similar support is evident in studies showing that animated videos for Arabic listening instruction can increase student engagement and motivation.<sup>15</sup> Thus, the results of this study reinforce the view that listening

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<sup>11</sup> Handayani and Syafi'i, "Pemanfaatan Video Animasi Youtube Untuk Meningkatkan Pengembangan Maharah Istima' Bahasa Arab."

<sup>12</sup> Muhammad Irwan, "Penggunaan Media Video Bahasa Arab Dalam Meningkatkan Maharah Al-Istima'Siswa," *Sipakainge: Inovasi Penelitian, Karya Ilmiah, Dan Pengembangan (Islamic Science)* 2, no. 5 (2024): 53–61.

<sup>13</sup> Khairy Abusyairy et al., "Pengaruh Media Video Berbahasa Arab Terhadap Keterampilan Mendengar Dalam Pembelajaran Bahasa Arab," *Borneo Journal of Primary Education* 2, no. 3 (October 3, 2022): 125–37, <https://doi.org/10.21093/BJPE.V2I3.5588>.

<sup>14</sup> Ulfah Nur Afifah, "Media Pembelajaran Maharah Istima'Berbasis Video Animasi Untuk Siswa Madrasah Ibtidaiyah," in *International Conference of Students on Arabic Language*, vol. 5, 2021, 181–88; Lia Dianti et al., "Penggunaan Video Animasi Bahasa Arab Fawwaz Dan Nuroh Dalam Meningkatkan Keterampilan Mendengar Peserta Didik MA Plus Nurul Islam Sekarbela," *Action Research Journal* 1, no. 3 (2024): 225–36; Hasyim and Syafei, "Peningkatan Keterampilan Menyimak Dan Berbicara Dalam Pembelajaran Bahasa Arab Melalui Penggunaan Video Animasi Bahasa Arab."

<sup>15</sup> Maryam Nur Annisa et al., "Teknologi Media Pembelajaran Berbasis Video Animasi Untuk Meningkatkan Kemampuan Berbicara Bahasa Arab Siswa Di Madrasah Ibtidaiyah Negeri 2 Kabupaten Gorontalo," *Jurnal Sustainable* 6, no. 2 (2023): 378–88; Segaf Baharun, Achmad Fauzi Hamzah, and Zainal Abidin, "Penggunaan Film Anime Untuk Meningkatkan Keterampilan Mendengar Dan Berbicara Bahasa Arab Di Madrasah Aliyah Darul Lughah Wa Da'wah Bangil, Pasuruan," *Tihamah: Jurnal Studi Islam* 2, no. 01 (2024): 43–59; Ni'mah et al., "Development of Animated Videos Based on the Canva Application as a Learning Media for Arabic Listening Skills Students of Darul 'Ulum Lamongan Islamic University."

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instruction is more effective when language input is presented through rich and structured audiovisual media.

Beyond cognitive aspects, the findings of this study can also be interpreted from an affective perspective. In the experimental class, students appeared more enthusiastic, active, and engaged in the learning process. This indicates that animated videos help create a more enjoyable and less stressful learning environment. In language learning, affective conditions such as attention, interest, and motivation significantly influence the quality of input reception. This is in line with contemporary findings indicating that the integration of engaging digital video applications in the modern era plays a crucial role in stimulating students' interest and learning engagement.<sup>16</sup> Hapsari and Zulherman emphasize that Canva-based animated videos can enhance students' motivation and academic achievement because their presentation is more engaging and aligned with learners' characteristics.<sup>17</sup> Findings from Ratu et al. also show that animated videos can improve students' listening skills because they make it easier for students to understand the content of the message, the meaning of words, and the information conveyed orally.<sup>18</sup> In other words, animated video media not only enriches information channels but also helps maintain students' focus and engagement throughout the learning process.

The findings of this study also indicate that improvements in listening skills are not solely determined by the material taught, but also by how it is presented. In the control class, conventional instruction still led to improved scores, indicating the learning process continued. However, the greater improvement in the experimental class indicates that animated video media provides added value beyond what conventional approaches achieve. This aligns with the research by Masfufah and Wibowo, who found that animated videos have a greater impact on listening skills compared to the control method because this medium enhances students' attention, engagement, and concentration.<sup>19</sup> In the context of Arabic language learning, these results also align with the study by Nurjamilah and Fahyuni, which confirms that interactive digital media makes Arabic language learning more engaging and no longer entirely teacher-centered.<sup>20</sup> Although the focus of that study was vocabulary, its pedagogical principles remain relevant: interactive media can strengthen student engagement and help achieve better learning outcomes.

When considered alongside previous research, this study's findings demonstrate that animated videos consistently hold potential for supporting

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<sup>16</sup> N Fauziyah et al., "Penggunaan Aplikasi Tiktok Sebagai Media Pembelajaran Untuk Meningkatkan Minat Belajar Peserta Didik Di Era Globalisasi Digital," *Jurnal Tarbiyah Dan ...*, 2022, <http://journal.uinsi.ac.id/index.php/JTIKBorneo/article/view/5925>.

<sup>17</sup> Gita Permata Puspita Hapsari and Zulherman Zulherman, "Pengembangan Media Video Animasi Berbasis Aplikasi Canva Untuk Meningkatkan Motivasi Dan Prestasi Belajar Siswa," *Jurnal Basicedu* 5, no. 4 (July 2021): 2384–94, <https://doi.org/10.31004/basicedu.v5i4.1237>.

<sup>18</sup> Yubellia Hildegardis Ratu, Endang Susilawati, and Urai Salam, "Improving Student's Listening Comprehension Skill Using Animation Video," *Journal of Education and Teaching (JET)* 5, no. 2 (July 2024): 187–200, <https://doi.org/10.51454/jet.v5i2.377>.

<sup>19</sup> Masfufah Masfufah and Setiawan Edi Wibowo, "Enhancing Listening Ability and Retelling Skills of Elementary School Students: Exploring the Impact of Nusantara Animated Videos," *Al-Ishlah: Jurnal Pendidikan* 16, no. 3 (2024): 3650–59.

<sup>20</sup> Nurjamilah and Fahyuni, "Penerapan Media Pembelajaran Berbasis Web 'Genially' Terhadap Hasil Belajar Siswa Pada Materi Mufradāt Bahasa Arab."

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language learning, particularly in motivation, comprehension, and listening skills. In the context of Arabic, these findings enrich the empirical evidence that animated video media are not only suitable for vocabulary acquisition or speaking skills but are also effective for maharah al-istimā'. An extensive review of Indonesian academic literature confirms that while research in Arabic language skills continues to evolve, experimental studies focusing on enhancing these foundational skills remain highly dominant and essential in driving effective pedagogy.<sup>21</sup> This is important because listening is the foundational step in foreign language learning; the quality of input students receive will influence the development of other language skills. Therefore, these findings reinforce the position of animated videos as a relevant medium for Arabic language learning in elementary schools, particularly because they align with the characteristics of elementary-aged students, who tend to be responsive to both visual and auditory stimuli simultaneously.

However, these findings should be interpreted with caution. The study was conducted at a single school with a limited sample size—two classes, each comprising 28 students—and over a relatively short intervention period. Additionally, the analysis in this paper focuses on the differences in pre- and post-intervention scores within each group. Therefore, the findings of this study are best understood as contextual empirical evidence that animated videos are effective for Arabic listening instruction in the classrooms studied, rather than as an absolute generalization applicable to all learning contexts. Nevertheless, in practice, the results of this study indicate that Arabic language teachers can use animated videos as a more interactive, engaging, and student-centred instructional strategy.

### D. Conclusion

This study shows that the use of animated video media has a positive effect on listening skills in Arabic language learning among fifth-grade students at SDIT As-Sakinah in Tanjungpinang. This is evident from the increase in the average score of the experimental class from 66.43 on the pretest to 89.64 on the posttest, while the control class's score increased from 70.71 to 86.07. The results of the paired-samples t-test also showed a p-value of  $0.000 < 0.05$ , indicating a significant difference between the pre- and post-treatment scores. Thus, animated video media can be considered an effective learning medium for improving students' listening skills. These findings imply that Arabic language teachers should use more interactive audiovisual media to create engaging, contextually relevant, and student-centred learning, particularly at the elementary school level. However, this study has limitations: it was conducted at a single school, involved only two classes, and lasted only a relatively short period. Therefore, the results of this study are best understood as contextual findings. Further research is recommended to test the use of animated videos across broader levels and contexts, with longer treatment durations, and to include other variables such as learning motivation, attention, and vocabulary

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<sup>21</sup> Ahmad Fadhel Syakir Hidayat et al., "Keterampilan Berbahasa Arab Dalam Literatur Akademik Indonesia: Tren Penelitian Dalam Jurnal Terakreditasi SINTA (2018-2022)," *Borneo Journal of Language and Education* 4, no. 1 (2024): 50–64.

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mastery to obtain a more comprehensive picture of the effectiveness of this medium in Arabic language learning.

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