



The Effect of Interactive Video Learning Media on the Motivation of Arabic Language Learning of Class VIII Students of Mts Al-Khairat Paguyaman

Zeindri Mou¹, Damhuri², Muhammad Nur iman³
1,2,3 Jurusan PBA, IAIN Sultan Amai Gorontalo, Indonesia

Email: zeindrimou@gmail.com damhuri@iaingorontalo.ac.id muhnuriman@iaingorontalo.ac.id

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Abstract:

In the learning process, teachers are required to be able to choose the right learning media in delivering teaching materials to students, so that students more easily understand and recall the teaching materials delivered by the teacher, and make an appeal to students to be more active in following the learning process, video media is one of the media that can convey teaching materials well and interestingly. In this study aims to determine how student learning motivation before and after using interactive video learning media in Arabic language subjects. This type of research is experimental research and uses the One- Group Pretest-Posttest Design research design, which can compare the situation before and after being treated. The results of the research that the author did, namely, that video learning media has an influence on student learning motivation in Arabic language subjects, based on the results of the analysis that there is an influence of video learning media on student learning motivation in Arabic language subjects, this can be seen in the Paired 1 Statistical test obtained Sig value. (2-tailed) of 0.000 0.05 and the analysis of the average score on the pre-test gets an average score of 46.93 and on the post-test gets an average score of 54.17.

Keywords: Interactive video media; Learning motivation

Abstrak:

Dalam proses pembelajaran, guru dituntut untuk mampu memilih media pembelajaran yang tepat dalam menyampaikan bahan ajar kepada siswa, sehingga siswa lebih mudah memahami dan mengingat kembali bahan ajar yang disampaikan oleh guru, dan membuat daya tarik kepada siswa untuk lebih aktif dalam mengikuti proses pembelajaran, Media video merupakan salah satu media yang dapat menyampaikan bahan ajar dengan baik dan menarik. Dalam penelitian ini bertujuan untuk mengetahui bagaimana motivasi belajar siswa sebelum dan sesudah menggunakan media pembelajaran video interaktif pada mata pelajaran Bahasa Arab. Jenis penelitian ini adalah penelitian eksperimen dan menggunakan design penelitian *One- Group Pretest-Posttest Design*, yaitu dapat membandingkan dengan keadaan sebelum dan setelah diperlakukan. Hasil dari penelitian yang penulis lakukan ini yaitu, bahwa media pembelajaran video mempunyai pengaruh terhadap motivasi belajar siswa pada mata pelajaran Bahasa Arab, Berdasarkan hasil analisis bahwa ada pengaruh media pembelajaran video terhadap motivasi belajar siswa pada mata pelajaran Bahasa arab hal ini dapat dilihat pada uji Statistik Paired 1 diperoleh nilai Sig. (2-tailed) sebesar 0,000 0,05 dan analisis rata rata nilai pada pre test mendapatkan skor rata-rata 46,93 dan pada postes mendapatkan nilai rata-rata 54,17.

Kata Kunci: Media video interaktif; Motivasi belajar



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INTRODUCTION

According to Law of the Republic of Indonesia Number 20 of 2003 Article 1 "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state".¹

Based on the Law of the Republic of Indonesia Number 20 of 2003 above, one of the objectives of education is to develop students' potential and skills so that students' potential and skills are also growing. With the development of students' potential and skills, various fields in life are also developing. The world of information is one of the fastest growing and most influential fields in various aspects of people's lives, including aspects of education. Currently, there are many modern technologies that are often used by the community. Be it television, radio, tape recorder, VCD, even LCD and computer. At first, technologies such as VCDs, LCDs, computers were luxury items that were rarely owned by the community, but nowadays they have become common items to be used. Not only used for personal consumption, entertainment or used by corporate offices, now modern technology products have also penetrated the world of education.

From the definition of education, it is clear that the implementation of education in general is to develop the quality and potential of human resources to build a more advanced nation. The development of science and technology will also affect the quality of the learning system in schools. This means that with the presence of modern technology, schools are required to be more creative in making learning interesting and effective, both in the learning process and learning media so that students will be happy and not bored during the learning process and obtain maximum learning outcomes.

To develop the potential of students, innovation in learning is also needed so that it can attract the attention of students. Many things can be done to make students interested in participating in the learning process, for example by using learning media that is in accordance with the subject matter. The process of learning activities will take place well if supported by adequate learning media and appropriate use.

The role of the teacher as corrector, inspirator, informant, organizer, motivator, initiator, facilitator, guide, demonstrator, class manager, mediator, supervisor,

¹ Badan penelitian dan pengembangan Depdiknas, *Undang-Undang Sistem Pendidikan Nasional*, ed. Sinar Grafika, cet 6 (Jakarta: sinar grafika, 2014).

evaluator.² Teachers in carrying out their role in the learning process need tools that can convey information to students. According to Hamalik in Arsyad, the use of learning media in the learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even have psychological effects on students.³

In accordance with the times and technological developments, the learning process requires students to be more active, so computers can be used as one of the media to assist in the learning process. Many ways can be developed in learning to involve active students through video media stimulus.

Video media can help students in the learning process of Arabic language subjects. Arabic is the language of the Koran, because the Koran was revealed using Arabic, which is required by every Muslim to read and understand the contents of the Koran⁴. The Quran, as the highest reference in standard Arabic, contains signs that can be referred to the concept of human language..⁵ Arabic is a subject that has four skills that must be mastered, learning Arabic is very important, because learning it can increase the sharpness of reasoning power⁶. This makes learning Arabic a little difficult to learn so it must require interesting methods, strategies, and media. This media allows students to be more active in participating in learning, besides that students do not feel bored by displaying the form of moving images and also varied sounds. With the use of video learning media in the form of moving images and varied sounds, students can be motivated in following the learning process.

Motivation is the power that drives someone to do something to achieve a goal, this power is stimulated by various needs. ⁷ Someone who has the motivation to do something tends to give greater attention to the object. However, if the object does not cause pleasure then someone will not have motivation for the object.

According to Hamalik, motivation is a change in energy within (personal) a person characterized by the emergence of feelings and reactions to achieve goals. ⁸ Motivation is a trait that is relatively stable in a person. This motivation has a huge

² Syaiful Bahri djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif*, ed. Rineka Cipta, cet 3 (jakarta: rineka cipta, 2010).

³ Azhar Arsyad, *Media Pembelajaran*, ed. Rajawali Pers, cet 17 (jakarta: Rajawali pers, 2014).

⁴ IBNU RAWANDHY, “A Jamiy: Jurnal Bahasa Dan Sastra Arab” 10, no. 2 (2021): 360–70.

⁵ Jurnal Bahasa Arab, “Nady Al-Adab :” 18, no. 2 (2021): 84–101.

⁶ Suharia Sarif, Sastra Arab, and A Pendahuluan, “A Jamiy,” 06, no. 1 (2017): 72–93.

⁷ Nyayu Khodijah, *Pskilogi Pendidikan*, 2nd ed. (jakarta: Rajawali pers, 2014).

⁸ Oemar Hamalik, *Proses Belajar Mengajar*, ed. Bumi Aksara, cet 8 (Jakarta: Bumi aksara, 2008).

influence on the learning process because with motivation someone will do something he likes. But if without motivation someone will not do something well.

Motivation is a factor that affects success in the learning process. If a student has a great learning motivation, the student will quickly understand and remember it. Motivation is also the main factor that determines student involvement in learning. After the learning process is carried out, it can be seen how the student's learning motivation is.

Based on the results of observations conducted on May 22 to May 24, 2023 at Mts Al-khairat Paguyaman, researchers observed class VIII students and found several problems, namely as follows:

The learning that takes place still uses student and teacher book sheets only, the learning media used are less varied, the lack of enthusiasm of students in learning, students often chat with their classmates outside the material being taught, students often go in and out of class with the excuse of going to the bathroom, and students also find it difficult to understand the material presented by the teacher, students have not been able to read material in the form of mufrodat text given by the teacher, the use of learning media used by teachers and students can make learning and mastery of material faster and easier with the content and objectives of learning material that has been adapted to the media and the results obtained are more optimal.⁹

During an interview with the Arabic language teacher at Mts Al-khairat Paguyaman, the teacher had never used video media. This is because they have never received training on the utilization and use of electronic-based learning media. This causes teachers to prefer to use makeshift media at school such as whiteboards, picture media or just using books. As a result, during the learning process students look less enthusiastic and less active. Not many students want to ask the teacher, and when doing group work from the LKS, many students play alone.

This needs to be given more attention by every teacher, so that they always try to create a conducive, interesting and not boring classroom atmosphere for students so that students become more enthusiastic and active in learning. One way is to use video learning media. With video media, teachers can utilize it in the learning process to attract students' attention and make it easier to convey material to students. One of the

⁹ Fadilah Belanisa, Fachrur Razi Amir, and Desky Halim Sudjani, "E-Modul Interaktif Sebagai Media Pembelajaran Bahasa Arab Untuk Meningkatkan Motivasi Siswa," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 1–12, <https://doi.org/10.30997/tjpb.v3i1.4754>.

materials taught in Arabic language subjects in class VIII is about Mufrodah Riyadhoh.

METHODS

Research type and research approach

1. Type of research

Quantitative research is research that uses theory and numbers. This quantitative research has three characteristics that are faced in researching the field, namely research from beginning to end is fixed and this quantitative research uses numbers.

2. Research approach

This type of research uses experimental method research, experimental research methods are research methods used to seek the effect of certain treatments on those used to seek the effect of certain treatments on others under controlled conditions.¹⁰ To find out how much influence the use of interactive video learning media has on student learning motivation, it must compare before and after using interactive video learning media.

The experimental design used in this research is Pre-experimental design with the form One-Group Pretest-Posttest Design. According to Sugiyono, this design can compare with the situation before being treated.

$$O_1 \quad X \quad O_2$$

O_1 = Pretest Score (before treatment)

O_2 = Posttest score (after treatment)

RESULTS AND DISCUSSION

1. Descriptive Analysis of Research Results

To determine the level of significance and the effect of Interactive Video Media on Class VIII Arabic Language Learning Motivation at MTs Alkhairaat Paguyaman, the researcher will measure the learning motivation variable through treatment (experiment) teaching using interactive video media and measure it using pre-test and post-test instruments totaling 20 questions and distributed to 30 respondents who are class VIII students at MTs Alkhairaat Paguyaman.

¹⁰ Sugiyono.

a. Pretest Results

Researchers conducted a pre-test directly with students on June 12, 2023, researchers used 20 questionnaire statements. The pre-test was conducted to measure students' abilities before applying the treatment (interactive video media). Before being implemented on the sample, researchers tested the validity and reliability tests on 20 students. The tests used are valid and reliable, because based on the validity test provisions, the value of r recalculated r table = valid. The value of r table with $N = 20$ at 5% significance.

Before giving the pre-test, the researcher first explained what the purpose of the pre-test was and how to fill out the test. There are 20 statements covering variable indicators. The researcher gave 30 minutes to do the pre-test. The teacher gave 20 statements to measure learning motivation. After that, the students submitted the results. After getting the pre-test results, the researcher analyzed and assessed the results. Based on the data obtained after the pre-test of 30 students consisting of 8th grade students of MTs Alkhairaat Paguyaman. The pre-test results can be seen in the following figure:

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
Pre-Test	30	20	39	59	46.93	.866	4.741	22.478
Pos-Test	30	13	47	60	54.17	.697	3.815	14.557
Valid N (listwise)	30							

The results of the calculation with the SPSS for windows version 26 application, the pre-test results of the experimental class were the average score = 46.93, standard deviation = 4.741, minimum value = 39, maximum value = 59.

a. Treatment Results

- 1) In the first meeting, learning was conducted in one meeting with a duration of 2x40 minutes (2 lesson hours). The material presented was Mufrodat. In the planning stage, researchers carried out several activities, including preparing a Learning Implementation Plan (RPP) which included learning guidelines and preparing a learning motivation questionnaire. In addition, researchers also prepared materials related to the material to be taught, such as markers, erasers, and learning support books. In the first meeting, the learning process lasted for 2x40 minutes (2 lesson hours), starting at 13.20-14.30. The following is a description of activities in the learning process at the first meeting: The teacher gives greetings and prays together after that the teacher checks attendance, the teacher also motivates students with light activities, such as motivational stories, and Shalawat. Then the teacher also

provides information about the objectives and benefits of this Mufrodat material. The teacher conducts Appreciation by asking the material taught previously which is related to today's learning material, then the teacher divides the group and asks students to observe pictures related to mufrodat material, the teacher provides a stimulus for students to ask questions related to this material, students ask questions about mufrodat themed Hobbies then after that discuss it, each group records the information obtained from the results of other group discussions, students analyze information about mufrodat hobbies, and conclude it and present it back in front of the class, the teacher or researcher gives reinforcement to the results of student discussions, after that the teacher distributes questionnaires to students. Based on the questionnaire of learning motivation distributed by students, students get obtained In the next stage, namely closing, the teacher provides information about the next lesson, followed by the sentence Hamdalah together. Based on observations of student activities in the Arabic language learning process before using video learning media still needs to be improved. This is because there are still many students who are less active in participating in Arabic language learning. Students are often noisy in the classroom, some of them are involved in conversations with their classmates. They also often go in and out of the class with the excuse of going to the bathroom, and lack focus in paying attention to the material taught by the teacher. Based on the learning process at the first meeting, many obstacles occurred in the process of teaching and learning activities, the obstacles came from the students themselves and from the media used. The obstacles arising from students are that students sometimes do not focus on understanding the material being taught, and the obstacles from the media are that they only use media or learning tools in a makeshift manner such as only using a blackboard and printed books as a tool in learning.

- 2) In the second meeting, learning activities lasted for 2x40 minutes (2 lesson hours), starting at 13.20-14.30. The description of the learning process at the second meeting is as follows: The learning process begins with the teacher greeting and starting the learning by saying basmalah then praying together; the teacher checks attendance, neatness of dress, seating position adjusted to learning activities; the teacher motivates students with light activities, such as motivational stories, brain gymnastics or prayer; the teacher provides information about the objectives and benefits of learning about Mufrodat Ar-riyadoh; the teacher asks about the material that has been taught before

which is related to today's teaching material. After that the teacher asks students to listen and watch a video about Mufrodat Ar-riyadoh; the teacher provides a stimulus for students to ask questions related to the learning material; students ask about mufrodat arriyadoh; students discuss and look for the meaning of mufrodat arriyado then record each meaning of the mufrodat they meet after that students present / convey their findings about the mufrodat arriyadoh; the teacher gives reinforcement to the students' findings; then the teacher distributes questionnaires to students. In the next stage, the closing stage. In this stage the teacher and students reflect on the learning that has been carried out such as the teacher asks about the material about Mufrodat Ar-riyadoh and those who can answer it will get a prize, then the teacher and students together close the lesson by praying.

b. Posttest Results

After the students were given treatment, the researcher conducted a post-test where this test was carried out after the treatment or learning process using interactive videos as learning media in accordance with what the researcher learned. Researchers conducted the post-test directly with students on June 18, 2023. In this post-test, the implementation remains the same as during the pre-test where students are given 20 statements to measure student learning motivation. Researchers gave 30 minutes to complete the test. This test was conducted to determine student scores after treatment whether the post-test results were better than the pre-test or not. After getting the students' post-test, the researcher analyzed and assessed the results. Based on the data obtained after the post-test of 30 students of class VIII MTs Alkhairaat Paguyaman. The post-test results can be seen in the following figure:

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
Pre-Test	30	20	39	59	46.93	.866	4.741	22.478
Pos-Test	30	13	47	60	54.17	.697	3.815	14.557
Valid N (listwise)	30							

The results of the calculation with the SPSS for windows version 26 application, obtained the experimental class post-test results are the average score = 54.17, standard deviation = 3.815, minimum value = 47, maximum value = 60.

Table
Experimental Class Pre-Test and Post-Test Results

Test	Respondent	Mean
Pre Test	30	46,93
Post Test	30	54,17

Based on the table above, it can be seen that the mean value of the pre-test is 46.93 while the mean value of the post-test is 54.17. Therefore, it can be concluded that there is a significant difference between the pre-test and post-test. The data results were obtained from the pre-test and post-test by 30 students or respondents, the data collection was done by test. This study obtained two kinds of data pre-test scores and post-test scores. The pre-test was conducted before the learning treatment using interactive video media, while the post-test was conducted after using interactive video media.

1. Normality Test

The normality test is used to determine whether the data under study has a normal distribution or not. The normality test in this study used Shapiro Wilk and Kolmogorov Smirnov. With a significance value of 5% or 0.05, if the value of the significance test results is more than 0.05 then the data is normally distributed. However, if the significance test result is less than 0.05 then the data is not normally distributed. For the normality test, researchers used the IBM SPSS 26 Statistic for windows computer program application. The test results can be seen in the following normality test results:

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil PreTest Eksperimen	.095	30	.200 [*]	.969	30	.509
PosTest Eksperimen	.153	30	.071	.944	30	.116

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the output above, it is known that the significance value (Sig.) for all data both in the Kolmogorov-Smirnov test and the Shapiro-Wilk test > 0.05 . So it can be concluded that the research data is NORMALLY distributed. Because the research data

is normally distributed, we can use parametric statistics (paired sample t-test) to analyze the research data.

2. Homogeneity Test

The homogeneity test is conducted to see whether the variances of two or more distributions are equal. Homogeneity test is usually used as a requirement for parametric statistics (paired sample t-test). The homogeneity test in this study used Oneway Anova. With a significance value of 5% or 0.05, if the value of the significance test results is more than 0.05 then the data is homogeneously distributed. However, if the significance test result is less than 0.05 then the data is not homogeneously distributed. For the homogeneity test, researchers used the IBM SPSS 26 Statistic for windows computer program application. The test results can be seen in the following homogeneity test results:

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.712	1	58	.402
	Based on Median	.898	1	58	.347
	Based on Median and with adjusted df	.898	1	55.688	.347
	Based on trimmed mean	.801	1	58	.374

Based on the output above, it is known that the significance value (Sig.) for all data $\bar{0}.05$. So it can be concluded that the research data is HOMOGEN distributed. Because the research data is homogeneously distributed, we can use parametric statistics (paired sample t-test) to analyze the research data.

3. Hypothesis Test

Statistical hypotheses are needed to test whether the research hypothesis tested with sample data can be applied to the population or not, in this proof the term significance will appear, or the error rate or confidence of the tester.

The paired sample t-test test is used to determine whether there is a difference in the average of two paired samples. The requirement in the paired sample t-test test is that the data is normally distributed. Based on the normality test results in Figure 4.6, it concludes that the research data is normally distributed. The paired sample t-test test in the study was used to answer the problem formulation "Is there an effect of interactive video media on the motivation to learn Arabic language of class VIII students at MTs Alkhairaat Paguyaman?". To answer the formulation of the problem, the paired sample t-test test was conducted on the experimental class Pre-test data with the experimental class Pos-test. For the paired sample t-test test, researchers used the IBM SPSS 26

Statistic for windows computer program application. The test results can be seen in the following paired sample t-test results:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	46.93	30	4.741	.866
	Pos-Test	54.17	30	3.815	.697

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Pos-Test	-7.233	4.561	.833	-8.937	-5.530	-8.686	29	.000

Based on the Pair 1 output, the Sig value is obtained. (2-tailed) of 0.000 <math>\bar{0.05</math>. So it can be concluded that there is a difference in the average student learning outcomes for the experimental class pre-test and the experimental class post-test. Based on the discussion of pair 1 output, it can be concluded that Interactive Video Media has an effect on the motivation of learning Arabic language of class VIII students at MTs Alkhairaat Paguyaman.

2. Discussion

Data analysis showed a significant increase in students' Arabic learning motivation after using interactive video media. The pretest results showed an average learning motivation score of 46.93, while the posttest results showed an average learning motivation score of 54.17. The difference was proven significant based on the results of the paired sample t-test statistical test obtained Sig. (2-tailed) of 0.000 <math>\bar{0.05</math>, which shows that the use of interactive video media has a positive effect on the learning motivation of Class VIII MTs Alkhairaat Paguyaman students in learning Arabic. The observed increase in learning motivation can be explained by several factors. The use of interactive video media provides a more interesting, visual and interactive learning experience for students. This can increase students' interest and involvement in learning, thus directly impacting on their learning motivation. In addition, interactive video media can also help students understand Arabic concepts better through visualization, simulation, and direct interaction with learning materials.

The use of interactive video media can increase students' learning motivation and improve the quality of learning. Therefore, it is recommended that Arabic language teachers in Madrasah Tsanawiyah consider using interactive video media as one of the learning strategies. Teachers also need to integrate this media well in their lesson plans

and ensure that the media content is relevant to the learning materials and students' needs. In addition, it is necessary to pay attention to the development and selection of quality interactive video media that are suitable for the characteristics of Madrasah Tsanawiyah students. The media should be well-designed, engaging and consider the diversity of students' learning styles. Teachers need to be involved in training and developing skills in the use of interactive video media so that they can optimize learning potential. The use of interactive video media in Arabic language learning in Madrasah Tsanawiyah can have positive implications in increasing students' learning motivation and improving the overall quality of learning. By paying attention to important aspects such as the selection of relevant content, diversification of learning strategies, and development of teachers' skills in the use of interactive video media, the potential of Arabic language learning can be optimized.

In the context of students' learning motivation, the use of interactive video media can provide a more interesting and interactive learning experience. This can increase students' interest in learning Arabic and motivate them to be actively involved in the learning process. With high motivation, students tend to have deeper engagement and greater willingness to learn. In addition, the use of interactive video media can also improve the overall quality of learning. This media is able to present learning materials in a visual and fun way, thus helping students understand Arabic concepts better. Direct interaction with the material through interactive video media can also strengthen students' understanding and improve information retention.

Through the diversification of learning strategies, the use of interactive video media can provide variations in Arabic teaching methods in Madrasah Tsanawiyah. By integrating this media with other learning methods, teachers can create diverse learning experiences that suit students' needs. This can help students with different learning styles to more easily digest and assimilate learning materials. It is important for Arabic teachers to develop skills in the use of interactive video media. Training and development of these skills will enable teachers to select and design media content relevant to the learning materials as well as utilize interactive video media effectively in their lesson plans. By improving teachers' competence in the use of this media, the potential of Arabic language learning can be optimized to achieve better learning outcomes. Overall, the use of interactive video media in Arabic language learning at Madrasah Tsanawiyah has positive implications in increasing students' learning motivation and improving learning quality. By paying attention to important aspects such as selection of relevant content, diversification of learning strategies, and development of teacher skills, the potential of interactive video media can be optimized to support effective and enjoyable Arabic language learning.

CONCLUSION

Based on the results of research that has been conducted by researchers, it can be concluded as follows:

1. Student learning motivation before using video learning media in Arabic language subjects in class VIII MTs Al-khairat Paguyaman obtained an average score = 46.93, standard deviation = 4.741, minimum score = 39, maximum score = 59.
2. Student learning motivation after using video learning media in Arabic language subjects VIII MTs Al-khairat Paguyaman obtained the experimental class post-test score is the average score = 54.17, standard deviation = 3.815, minimum value = 47, maximum value = 60.
3. Based on the results of the analysis that there is an effect of video learning media on student learning motivation in Arabic language subjects, this can be seen in the Paired 1 Statistical test obtained a Sig value. (2-tailed) of 0.000 $\bar{0.05}$ and the analysis of the average score on the pre-test gets an average score of 46.93 and on the post-test gets an average score of 54.17. So it can be concluded that there is an average difference in student learning outcomes for the experimental class pre-test with the experimental class post-test.

Thus, the alternative hypothesis H_a is accepted and H_0 is rejected, which means that there is an effect of video learning media on student learning motivation in Arabic language subjects in Class VIII MTs Al-Khairat Paguyaman.

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