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Implementation of Interactive Multimedia to Improve Understanding of Arabic Rules in Jar and Athaf Letters

Muhammad Yusuf[1] (✉) Madrasah Aliyah al-Ashriyah Polewali Mandar, Indonesia[1]
youlia8286@gmail.com[1]
Muh. Arif[2]
muharif@iaingorontalo.ac.id[2] IAIN Sultan Amai Gorontalo, Indonesia[2]

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Corresponding Author: ✉ Muhammad Yusuf

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ABSTRACT

Background: Along with the main task of teachers, namely teaching, in the teaching and learning process that takes place at school, teachers are not only required to be able to convey subject matter, but are required to be able to guide and encourage students to learn more actively.
Purpose: The purpose of this study was to improve students' understanding and enthusiasm in learning Arabic on the material of jar and athaf letters by using interactive multimedia methods.
Method: This study used classroom action research method.
Results and Discussion: Interactive multimedia methods can improve students' activeness and learning outcomes. This can be seen from the learning activeness of students in Arabic language subjects on the subject of Jar letters and Athaf letters from the pre-cycle only obtained an average of 54.25 with a qualitative index (D) "Less" increased in cycle I by 65 with an index (C) "Enough" and increased significantly in cycle II to 84.12% with a qualitative index (A) "Excellent". Likewise, the completeness of learning outcomes in Arabic language subject matter of Jar and Athaf letters continues to increase from the pre-cycle of only 23.07% (3 students) with an average score of 61.15, then increased in cycle I to 53.83% (7 students) with an average score of 67.69. While the completeness of student learning in cycle II can reach 84.59% (11 students) with an average score of 82.30.
Conclusion and Implication: Based on the results of data analysis of classroom action research, it can be concluded that the implementation of Arabic language learning on the material of Jar and Athaf letters using interactive multimedia methods has been successful for this Classroom Action Research (PTK).

Keywords: *Interactive Multimedia, Jar, and Athaf;*

ABSTRAK

Latar belakang: Seiring dengan tugas pokok guru yaitu mengajar, dalam proses belajar mengajar yang berlangsung di sekolah, guru tidak hanya dituntut untuk dapat menyampaikan materi pelajaran, tetapi dituntut untuk dapat membimbing dan mendorong siswa untuk belajar lebih giat.
Tujuan: Tujuan penelitian ini adalah untuk meningkatkan pemahaman dan antusiasme siswa dalam belajar bahasa Arab pada materi huruf jar dan athaf dengan menggunakan metode multimedia interaktif.
Metode: Penelitian ini menggunakan metode penelitian tindakan kelas.
Hasil dan Pembahasan: metode multimedia interaktif dapat meningkatkan keaktifan dan hasil belajar peserta didik. Hal ini dapat dilihat dari keaktifan belajar peserta didik pada mata pelajaran bahasa Arab pokok bahasan huruf Jar dan huruf Athaf dari prasiklus hanya memperoleh rata-rata 54,25 dengan indeks kualitatif (D) "Kurang" mengalami

peningkatan pada siklus I sebesar 65 dengan indeks (C) "Cukup" dan meningkat secara signifikan pada siklus II menjadi 84,12 % dengan indeks kualitatif (A) "Baik Sekali". Begitu juga dengan ketuntasan hasil belajar mata pelajaran Bahasa Arab materi huruf Jar dan Athaf terus mengalami peningkatan dari pra siklus hanya sebesar 23,07% (3 siswa) dengan nilai rata-rata 61,15, kemudian meningkat pada siklus I menjadi 53,83% (7 siswa) dengan nilai rata-rata 67,69. Sedangkan ketuntasan belajar siswa siklus II dapat mencapai 84,59% (11 siswa) dengan nilai rata-rata 82,30.

Kesimpulan dan Implikasi: Berdasarkan hasil analisis data penelitian tindakan kelas dapat disimpulkan bahwa pelaksanaan pembelajaran bahasa Arab pada materi huruf Jar dan Athaf dengan menggunakan metode multimedia interaktif telah berhasil untuk diadakannya Penelitian Tindakan Kelas (PTK) ini.

Kata Kunci *Multimedia Interaktif, Jar, and Athaf;*

INTRODUCTION

In the learning process, many things must be prepared both by the teacher and by the learners. Several interrelated elements become a unit in learning so that learning goes as expected. Among the essential aspects are teaching methods and media.[1] These two things will affect students' responses during and after the learning process. However, what is a review of the discussion in this paper is the learning media itself. One of the main functions of the press is as a teaching aid that also affects the climate, conditions, and learning environment that is organized and created by teachers. [2] Moreover, media is significant for learners whose language is a foreign language. So, whoever wants to learn a foreign language (Arabic) means must be aware with all the might of the effort to form a habit.

Based on the preceding, it can be understood that the learning process is a communication that the teacher does to convey messages to his students. The message can be in the form of easy-to-understand information or abstract information that makes it difficult to understand. This is where the role of the media is the solution to abstract messaging. Media is a tool or material used to convey a learning message. With the help of media, students can better understand the material that the five senses cannot capture.[3], [4]

Using media in the learning process can help students increase their understanding of the material provided by the teacher. Besides the use of media in learning can improve students' understanding, the use of learning media can also arouse new desires and interests, increase motivation and stimulation learning activities and even bring psychological influences on students[5], [6], [7]. In other words, the use of media in learning will significantly help the effectiveness of the learning process and the delivery of messages and the content of the subject matter to students.[2]

This is following what is mentioned in the purpose of education, namely to develop the ability and shape the character and civilization of a dignified nation to educate the nation's life, aiming to create the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.[8]

In the learning process, it is very demanding that there be similarities between theory and practice in the field so that national education goals can be realized. Still, in fact, in the area, it is not as expected. As the researcher/author found in the initial observation (September 22, 2022) in class XI of social studies MA Al-Ashriyah Bunga-Bunga, Matakali District, Polewali Mandar Regency, West Sulawesi Province, the motivation of students in learning Arabic is very lacking, as

well as the learning outcomes of students. One of the causes is that Arabic is less attractive to learners as a result of the teacher's inattention to the formation of an enjoyable learning atmosphere for learners; among the causes is the lack of variety of methods and the infrequent use of media at the time of the Arabic learning process. Teachers only rely on the lecture method and use textbooks alone, so the learning results are not in line with expectations. As explained, learning must pay attention to the principles of environment, cooperation, effectiveness, and efficiency, as well as globalization and games and entertainment.[9]

Among the methods teachers use most in learning Arabic is the lecture method with the addition of makeshift media.[10], [11] As explained by Helma Hidayati, the lecture method is one of the traditional teaching methods that has been used the longest in the learning process from the most basic level to higher education which is carried out with direct and one-way explanations of students.[12]

In addition, there are several previous studies that seek to apply several methods and media in Arabic learning that require development to improve results, including: first; Research that uses the mubasyarah (demonstration) method is actually better research than just using the lecture method, but this method has weaknesses in the process of delivering material, because teachers mostly use Arabic in providing material, so this will undoubtedly make it difficult for students who still lack vocabulary to understand the material presented by the teacher. [13] Then the second; Research that uses the game method (game) in the learning process, directly students look more enthusiastic and not quickly bored in the learning process, but this method is also not efficient because learning activities are still dominated by teachers such as still reading a lot of material to be played, then after that students are required to understand the material or reading; thus, students will get difficulties and require a lot time. [14] Third study; that is, learning that uses the medium of picture cards. This media is indeed more interesting for students because students do not feel burdened in the learning process and master the material faster, but this media in its application is still rigid and one-way; namely, students only learn languages from one aspect, for example, Arabic-Indonesian or Indonesian-Arabic.[15]

Based on some of the results of previous research and problems that arise in the process of learning Arabic in students, the author offers a medium, namely interactive multimedia, with the hope of helping teachers and students in improving the learning outcomes and motivation of students, mainly Arabic with the material of Jar and Athaf letters by the title of the research conducted by the author, which has always seemed quite tricky and saturating for most students. Using a medium in learning is not perfunctory but has specific things to achieve. Media serves specifically to help an educator or messenger source to attain particular targets in education.[16] The offer is strengthened by several theoretical studies explaining that with the use of media, in this case, interactive multimedia, students will be motivated, and the learning process will be more enjoyable. Some of the things that support the statement are as follows.

Miftahul Hasna explained that interactive multimedia has a role as a connecting rope for teachers to convey lesson materials to students so that interactive multimedia is systematically designed to increase the interest, results, and motivation of students so that the quality and quality of learning are more advanced and more active to participate in learning activities. [17] Then Nandi added that by using interactive multimedia methods in education, it could involve students directly and interactively, the student experience will be more increased, and students will not be fixated on the material in the textbook. Still, they can choose according to their needs and abilities through conditions different from traditional classroom learning.[18]

Interactive multimedia is a new technology with enormous potential to change the way of learning, the method of getting information, and the way to entertain. In other words, interactive multimedia is a new way to learn the most popular multimedia learning. The learning process is

fundamental because learning is an approach that can develop students' knowledge and skills and foster their social spirit toward friends and the environment around them.[19], [20], [21], [22], [23]

This study's subject was class XI social studies students of Madrasah Aliyah al-Ashriyah Bunga-Bunga, Kec. Matakali, Polewali Mandar Regency, West Sulawesi, in Arabic subjects' subject matter of Jar and Athaf letter rules. Grammar material or rules of the letters Jar and Athaf is one of the Arabic subject matters at the MA level, precisely in class XI Odd Semester. Generally, the material of rules or grammar in Arabic is a material or lesson that is difficult to understand for some students because the problems discussed in Arabic rules or grammar are closely related to (Nahwu Science and Sharaf Science), which is a science that takes a long time to master, because of the large number of chapters and sharf topics, where each issue has specific rules that sometimes take time and make it difficult. While in general, students at the MA level lack basic knowledge of Arabic, so it isn't easy to understand. Because Arabic rules or grammar are classified as the most challenging material in Arabic subjects, so many teachers find it difficult to illustrate or explain the material in question to students so that students do not understand the material presented by the teacher, which results in Arabic rules or grammar material, especially the Jar and Athaf letter rules material, becoming a subject that tends to be boring for students. Of the 13 students, there are still low learning outcomes. This impacts student learning outcomes where out of 13 students, there are still 8 (61.52%) students whose scores are below the predetermined KKM of 70.

Based on the description above, researchers are interested in researching the problem with the title "Implementation of Interactive Multimedia to Improve Understanding of Arabic Rules of Jar and Athaf Letter Materials in Students of Madrasah Aliyah al-Ashriyah Bunga-Bunga Class XI IPS, Matakali District, Polewali Mandar Regency, Academic Year 2022/2023".

LITERATURE REVIEW

Interactive multimedia, which encompasses the use of text, images, video, audio, and interactivity, has revolutionized language learning.[24], [25] The integration of these elements into educational contexts has been proven to enhance learner engagement, motivation, and comprehension. In language education, particularly for complex grammatical structures, multimedia offers opportunities for dynamic learning experiences that traditional methods may not provide.

Arabic, known for its rich morphology and syntax, poses challenges for learners, especially non-native speakers. The complexity of rules governing the use of Jar and Athaf letters requires not only rote memorization but also a deep understanding of their application in different contexts. Traditional methods, which often rely on textual explanation and repetitive exercises, may not sufficiently address the diverse learning needs of students.

Several studies have highlighted the benefits of using interactive multimedia in teaching Arabic grammar. The multimedia approach allows for a more engaging and interactive experience, enabling students to visualize grammatical concepts, hear correct pronunciations, and receive immediate feedback. For instance, Al-Jarf found that students using multimedia tools demonstrated significant improvement in their understanding of complex grammatical rules compared to those using traditional methods.

Cognitive Load Theory (CLT) suggests that the human brain has a limited capacity for processing information.[26], [27] Interactive multimedia, by presenting information in multiple formats (visual, auditory, kinesthetic), can help reduce cognitive load by distributing the learning process across different sensory modalities. This is particularly relevant in learning Jar and Athaf letters, where students must simultaneously understand the rules and their application in sentence construction.

Numerous case studies have explored the implementation of interactive multimedia in Arabic language education. A study by Saeed and Al-Omari demonstrated that students who used multimedia resources to learn Arabic grammar showed a marked improvement in both retention and application of grammatical rules. The study also emphasized the importance of interactive elements, such as quizzes and instant feedback, in reinforcing learning.

While the advantages of interactive multimedia are clear, challenges remain in its implementation. The development of high-quality multimedia resources requires significant time, expertise, and financial investment. Additionally, educators must be adequately trained to integrate these tools into their teaching effectively. It is also crucial to ensure that multimedia content is culturally appropriate and aligns with the linguistic proficiency levels of the students.

METHOD

This study used classroom action research procedures.[28], [29] Classroom action research (PTK) is a study whose root problems arise in the classroom and are felt directly by the teacher concerned. By implementing PTK, the teachers, educators, and researchers involved will get the correct method built by themselves through actions tested for efficacy in the learning process so that the teacher becomes the theorizing practitioner. The stages of class action research, as stated by Suharsimi Arikunto, can be described as follows: 1. Planning actions, two; executing Actions, 3. Observation, and 4. Reflection (Reflection).[30], [31], [32], [33]

As for the class action research procedure in detail, it can be described as follows:

This Class Action Research was carried out at MA Al-Ashriyah Bunga-bunga, located in Dusun III, Bunga-bunga Village, Matakali District, Polewali Mandar Regency, West Sulawesi Province, in the odd semester 2022/2023 academic year, with the subject of class XI social studies research. There are two data sources in this study, namely:

a. Primary Data Sources

The primary data source is the first source from which data is generated. (Burhan Bungin 2008). The primary data source in this study is students of class XI social studies at Madrasah Aliyah al-Ashriyah Bunga-bunga Kec. Matakali Kabupten Polewali Mandar, West Sulawesi Province. The learners taken as subjects were 13 learners.

b. Secondary Data Sources

The squander data source is the second source after the primary data source.[34] The secondary data types used in this study are student and teacher activities and documentation/archives. Primary and secondary data sources are expected to play a role in helping to reveal the desired data.

Data collection techniques used in this action research include:

a. Observations

Observation and recording of objects at the place where events occurred or took place. Two types of observations are made: (a) Direct observation, which is the observation made where the observer is with the object being investigated, and (b) Indirect observation, that is, observation or observation made not at the time of the event to be studied. Observation is carried out when students take part in learning using interactive multimedia methods to find out how enthusiastic students are in learning.

b. Test

The test technique is used to obtain data on students' learning achievements in Arabic subjects with material on rules / grammar about the letters Jar and Athaf. This test is administered

at the end of each cycle. The test result scores will be used to evaluate the learning achievements of students on the Jar and Athaf letter rules as a benchmark for success in this study.

The implementation of the study begins with Precyclical as a comparison material, then enters cycle I. I am if it is known where the success and obstacles of the actions carried out in the process are. The researcher determines the design for cycle II as an additional improvement from the previous step, and if it has not reached the target of the study can be continued with cycle III.

RESULT AND DISCUSSION

Description of Pre-Research Data (Pracycle)

From the results of pre-cycle research on the process of learning Arabic with the subject matter of الصِّحّة with the material of the rules of Jar letters and Athaf letters, in class XI MA Al-Ashriyah Bunga-bunga, Kec. Matakali, Kab. Polewali Mandar can be seen in table 1 below.

Table 1 Observation Sheet of Student Learning Activities on Learning Arabic Material Jar and Athaf (Pracyclical)

Number	NAME	OBSERVATION ASPECTS								
		Visual	Oral	Listen	Write	Ask	Answer	Mental	Emotional	Sum
1.	Abd. Rahman	12,5	12,5	12,5	12,5		12,5		12,5	75
2.	Alisah		12,5		12,5	12,5		12,5		50
3.	Fadel	12,5		12,5		12,5			12,5	50
4.	Irfan	12,5		12,5	12,5			12,5		50
5.	Mawaddah	12,5	12,5		12,5			12,5		50
6.	Masita	12,5		12,5	12,5	12,5			12,5	62,5
7.	Masdar. K			12,5	12,5			12,5	12,5	50
8.	Muhammad Risal			12,5	12,5				12,5	37,5
9.	Nirma			12,5	12,5			12,5	12,5	50
10.	Nurdiana Fatma Junita	12,5		12,5			12,5	12,5		50

11.	Salsabila		12,5		12,5			12,5		37,5
12.	Sutantri	12,5		12,5	12,5	12,5			12,5	62,5
13.	Syarib	12,5	12,5	12,5		12,5	12,5	12,5	12,5	87,5
Number of Aspects		8	5	10	10	5	3	8	8	7,12
Number of Aspect Values		100	62,5	125	125	62,5	37,5	100	100	89,06
Percentage of Liveliness (%)		61	38	76	76	38	23	61	61	54,25

Formula Description:

$$\text{Finding percentages} = \frac{\text{Number of Earnings Learners}}{\text{Max Number of Scores}} \times 100$$

Category Description:

A = 80 – 100	= Excellent	D = 40 – 55	= Less
B = 66 – 79	= Good	E = 0 - 39	=Very Less
C = 56 – 65	= Enough		

In this pre-cycle stage, teachers still use printed book media and whiteboards in delivering Jar and Athaf letter materials; in this pre-cycle, student activities are still considered minimal, or the student's response to learning is almost passive. Half of the learners still dominate verbal, questioning, and answering activities. As a result, students do not understand the learning material that the teacher has delivered. They ultimately also have an impact on the inability of students to answer pre-cycle test questions correctly.

The scores obtained by students from the results of the pre-cycle test on the Jar and Athaf letters are generally below the minimum completion standard. From the results of these observations, it can be seen that the ability of students to understand the learning material has not been completed. This is seen from the absolute number of students who have 13 students, but only three (23.07%) whose scores reach KKM, and there are still ten students (76.9%) whose scores have not earned KKM. The data can be observed in the following table 3:

Table 2. Procyclical/Initial Test Results

No.	Learner's Name	L/P	Value	Information
1.	Abd. Rahman	L	65	Incomplete
2.	Alisah	P	60	Incomplete
3.	Fadel	L	55	Incomplete
4.	Irfan	L	50	Incomplete
5.	Mawaddah	P	65	Incomplete
6.	Masita	P	65	Incomplete
7.	Masdar. K	L	50	Incomplete
8.	Muhammad Risal	L	55	Incomplete
9.	Nirma	P	75	Complete

10.	Nurdiana Fatma Junita	P	75	Complete
11.	Salsabila	P	50	Incomplete
12.	Sutantri	L	50	Incomplete
13.	Syarib	L	80	Complete
Number of Values			795	
Grade Point Average			61,15	

Based on the data from Table 3 of the pre-cycle test results / initial tests above, it can be recapitulated in the following pre-cycle test result completion value recapitulation table.

Table 3.

Recapitulation of Pre-Cycle Test Results Completion Value

Success	Number of Learners	Percentage (%)	KKM	Average Value
Complete	3	23,07	70	
Incomplete	10	76,9	70	
Sum	13	99,97	140	
Average	-	-	70	61,15

Table 4 shows that the completion of learning scores was 3 students (23.07%), namely Nirma, Nurdiana Fatma Junita, and Syarib. Meanwhile, the incomplete ones were 10 students (76.9%), namely Abd. Rahman, Alisah, Fadel, Irfan, mawaddah, Masita, Masdar K, Muhammad Risal, Salsabila and Sutantri.

This is a problem that classroom actions in teaching must solve and learning poses to improve learning outcomes. Because the learning completion criteria for class XI social studies students MA Al-Ashriyah The flowers on the material of the rules of Jar letters and Athaf letters are still below 75%.

Description of Data from Cycle I Research Results

The first cycle of research was conducted on September 23, 2022, and what was taught was the material of Jar letters and Athaf letters. From the implementation of the first cycle, the following research data were obtained:

Table 4

Observation Sheets of Student Learning Activities in Arabic Language Learning Cycle I

NO	NAME	OBSERVATION ASPECTS								
		Visual	Oral	Listen	Write	Ask	Answer	Mental	Emotional	Sum
1.	Abd. Rahman	12,5	12,5	12,5	12,5	12,5	12,5		12,5	87,5
2.	Alisah		12,5	12,5	12,5	12,5				50
3.	Fadel	12,5		12,5		12,5	12,5		12,5	62,5

4.	Irfan	12,5		12,5	12,5		12,5			50
5.	Mawaddah	12,5	12,5		12,5			12,5	12,5	62,5
6.	Masita	12,5		12,5	12,5	12,5	12,5		12,5	75
7.	Masdar. K		12,5	12,5	12,5			12,5	12,5	62,5
8.	Muhammad Risal	12,5		12,5	12,5	12,5	12,5		12,5	75
9.	Nirma	12,5			12,5		12,5	12,5	12,5	62,5
10.	Nurdiana Fatma Junita	12,5		12,5	12,5		12,5	12,5		62,5
11.	Salsabila	12,5	12,5		12,5		12,5	12,5		62,5
12.	Sutantri	12,5		12,5	12,5				12,5	50
13.	Syarib	12,5	12,5	12,5		12,5	12,5	12,5	12,5	87,5
	Jumlah Aspek	11	6	10	11	6	9	6	9	8,5
	Jumlah Nilai Aspek	137,5	75	125	137,5	75	112,5	75	112,5	106,25
	Persentase Keaktifan (%)	84	46	76	84	46	69	46	69	65

In this first cycle, students who are usually busy with something that they think is more pleasant than having to listen, pay attention, and observe the material described by the teacher has begun to decrease because students prefer to see the presentation of the material in PowerPoint slides, images, and videos displayed in the projector. In this cycle, students who are not yet active are possible because students are still in the process of adapting to the Interactive Multimedia display used by teachers in the learning process. From the table of 6 student activity observation sheets above, it can be recapitulated the categories of each of the eight student activities in table 7 below:

Table 5

Recapitulation of Data from Observations of Student Activities

Aspects of Observation	Score Acquisition (%)	Category	Interpretation/ Meaning
Visual	84	A	Excellent
Oral	46	D	Less
Listen	76	B	Good
Write	84	A	Excellent

Ask	46	D	Less
Answer	69	B	Good
Mental	46	D	Less
Emotional	69	B	Good
Sum	**520**		
Average	**65**	**C**	**Enough**

Table 7 above shows that the average student activity reaches 65 and is still sufficient. In this cycle, students who are not yet active are possible because students are still in the process of adapting to the Interactive Multimedia display used by teachers in the learning process.

The learning outcomes test obtained in the first cycle can be concluded that it has begun to increase but has not reached the target of this research, namely 75% of graduation, because of the 13 students of class XI IPS MA Al-Ashriyah Bunga-Bunga only 7 students (53.83%) were completed. In comparison, 6 students (46.14%) were not complete. This shows the need for learning improvement for all students of class XI social studies MA Al-Ashriyah Bunga-bunga, Matakali District, Polewali Mandar Regency, to achieve a KKM value of ≥ 70. It can be observed in table 8 below:

Table 6

Cycle I Test Results

No.	Learner's Name	L/P	Value	Information
1.	Abd. Rahman	L	80	Complete
2.	Alisah	P	50	Incomplete
3.	Fadel	L	80	Complete
4.	Irfan	L	50	Incomplete
5.	Mawaddah	P	60	Incomplete
6.	Masita	P	50	Incomplete
7.	Masdar. K	L	60	Incomplete
8.	Muhammad Risal	L	70	Complete
9.	Nirma	P	80	Complete
10.	Nurdiana Fatma Junita	P	80	Complete
11.	Salsabila	P	50	Incomplete
12.	Sutantri	L	80	Complete
13.	Syarib	L	90	Complete
Number of Values			880	
Grade Point Average			67,69	

From table 8 of the first cycle test result data above, it can be recapitulated the percentage of student learning outcomes data that has been completed and has not been completed in table 9 below:

Tabel 7

Recapitulation of Student Learning Outcomes Data Cycle I

Success	Number of Learners	Percentage (%)	KKM	Average Value
Complete	7	53,83	70	

Incomplete	6	46,14	70	
Sum	13	99,97	140	
Average	-	-	70	67,69

Table 9 shows that student learning completion was 53.83% and incomplete was 46.14%. This problem must be solved by corrective actions in the subsequent learning process to improve learning outcomes. Because the minimum completion criteria for students (70) class XI social studies MA Al-Ashriyah The flowers on the material of Jar letters and Athaf letters are still below 75% of the number of students.

Based on the evaluation of student learning outcomes, it can be seen that they have not achieved a minimum classical success indicator of 75%, which is only 53.83% (7 students); that is, research through learning Arabic subjects' material on the rules of Jar letters and Athaf letters using the Interactive Multimedia method is considered unsuccessful. And based on these results, researchers and observers agreed to carry out learning improvements in cycle II.

Description of Data from Cycle II Research Results

The second research cycle was conducted on Tuesday, October 4, 2022. The material taught is jar letters and Athaf letters. From the implementation of cycle II, the following research data were obtained:

Table 8

Observation Sheets of Student Learning Activities in Learning Cycle II Arabic

Number	Name	Aspects of Observation								
		Visual	Oral	Listen	Write	Ask	Answer	Mental	Emotional	Sum
1.	Abd. Rahman	12,5	12,5	12,5	12,5	12,5	12,5	12,5	12,5	100
2.	Alisah	12,5	12,5	12,5	12,5	12,5	12,5	12,5		87,5
3.	Fadel	12,5	12,5	12,5		12,5	12,5	12,5	12,5	87,5
4.	Irfan	12,5		12,5	12,5	12,5	12,5	12,5		75
5.	Mawaddah	12,5	12,5	12,5	12,5	12,5	12,5	12,5	12,5	100
6.	Masita	12,5	12,5	12,5	12,5	12,5	12,5	12,5	12,5	100
7.	Masdar. K		12,5	12,5	12,5	12,5		12,5	12,5	75
8.	Muhammad Risal	12,5	12,5		12,5	12,5	12,5			62,5

9.	Nirma	12,5	12,5	12,5	12,5	12,5	12,5	12,5	12,5	100
10.	Nurdiana Fatma Junita	12,5	12,5	12,5	12,5	12,5	12,5	12,5		87,5
11.	Salsabila	12,5	12,5	12,5	12,5	12,5	12,5	12,5		87,5
12.	Sutantri	12,5		12,5	12,5		12,5		12,5	62,5
13.	Syarib	12,5	12,5	12,5	12,5	12,5	12,5	12,5	12,5	100
Aspect Value		12	11	12	11	11	12	10	9	11
Number of Aspect Values		150	137,5	150	137,5	137,5	150	125	112,5	137,5
Percentage of Liveliness (%)		92	84	92	84	84	92	76	69	84,12

Formula Description:

$$\text{Finding Percentages} = \frac{\text{Number of Earnings Learners}}{\text{Max Number of Scores}} \times 100$$

Category Description:

A = 80 – 100	= Excellent	D = 40 – 55	= Less
B = 66 – 79	= Good	E = 0 - 39	= Very Less
C = 56 – 65	= Enough		

Aspect Value

In this second cycle, students are generally already active in learning because students prefer to see the presentation of material in PowerPoint slides, images, and videos displayed on the projector. Based on table 11 or the observation sheet of student activities above, it can be recapitulated the categories of each of the eight student activities in the following table:

Table 9

Recapitulation of Data on Observations of Student Activities

Aspects of Observation	Score Acquisition (%)	Categories	Interpretation
Visual	92	A	Excellent
Oral	84	A	Excellent
Listen	92	A	Excellent
Write Write	84	A	Excellent
Ask	84	A	Excellent
Answer	92	A	Excellent
Mental	76	B	Good
Emotional	69	B	Good
Sum	**673**		
Average	**84,12**	**A**	Excellent

Based on Table 12 above, it is concluded that students' activeness has averaged 84.12 and is considered very good.

Then the learning outcomes test obtained in cycle II can be said to have reached ideal completion because of the 13 students of class XI IPS MA Al-Ashriyah Bunga-Bunga; only 15.38% (2 students) were not completed. In comparison, 84.59% (11 students) were completed. This shows an improvement in learning and an increase in student learning outcomes that have achieved ideal learning completion of 75% of the number of learners, and this can be observed in table 13 below:

Table 10 Cycle II Test Results

No.	Learner's Name	L/P	Value	Information
1.	Abd. Rahman	L	90	complete
2.	Alisah	P	80	complete
3.	Fadel	L	80	complete
4.	Irfan	L	70	complete
5.	Mawaddah	P	90	complete
6.	Masita	P	80	complete
7.	Masdar. K	L	80	complete
8.	Muhammad Risal	L	60	Incomplete
9.	Nirma	P	100	complete
10.	Nurdiana Fatma Junita	P	90	complete
11.	Salsabila	P	90	complete
12.	Sutantri	L	60	Incomplete
13.	Syarib	L	100	complete
Number of values			1070	
Grade Point Average			82,30	

From the data on the results of the second cycle test in table 13, it can be recapitulated the percentage of student data that has been completed and those that have not been conducted in table 14 below:

Table 11

Recapitulation of Student Learning Outcomes Data Cycle II Sum

Success	Number of Learners	Percentage (%)	KKM	Average Value
Complete	11	84,59	70	
Incomplete	2	15,38	70	
Sum	13	99,97	140	
Average Value	-	-	70	82,30

Table 14 shows that student learning completion was 84.59% and incomplete was 15.38%. The average score of the learning outcomes assessment in cycle 1I was 82.30, and 2 students were still below KKM = 70, namely Muhammad Risal (60) and Sutantri (60). Based on these data, in this second cycle, the research was stopped because students had reached the ideal completion criteria. After all, learning completeness was more than 75% of the specified completion limit. Meanwhile, the 2 students who have not yet completed will be given follow-up or exceptional knowledge.

CONCLUSION AND IMPLICATIONS

Based on the results of class action research data analysis, it can be concluded that the use of interactive multimedia methods in learning Arabic subjects with Jar letters and Athaf letters can increase the activeness and learning outcomes of class XI social studies students of Madrasah Aliyah al-Ashriyah Bunga-bunga, Matakali District, Polewali Mandar Regency, Sulawesi Province, Academic Year 2022/2023. This can be seen from the activeness of students' learning in Arabic subjects of the Jar letter and Athaf letters from the procyclical only obtained an average of 54.25 with a qualitative index (D) "Less" to increase in cycle I by 65 with an index (C) "Enough" and risen significantly in cycle II to 84.12% with a qualitative index (A) "Excellent." Likewise, the demand for learning outcomes in Arabic subjects of Jar and Athaf letters continued to increase from pre-cycle only by 23.07% (3 students) with an average score of 61.15, then raised in cycle I to 53.83% (7 students) with an average score of 67.69. Meanwhile, the learning completion of cycle II students can reach 84.59% (11 students) with an average score of 82.30. From these data, it can be concluded that the implementation of Arabic language learning on Jar and Athaf letters using interactive multimedia methods has been successful for holding this Class Action Research (PTK).

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