Use of Visual Media (Images) to Improve Students' Abilities in Arabic Language Lessons Tarkib Material Dhamir

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Abstract: *This research is action research with data collection techniques through observation, tests, and documentation using a spiral model through 4 (four) stages or procedures, namely planning, implementing actions, observation and reflection. The analysis technique is data in the form of quantitative data and qualitative data consisting of pre-cyclical test results, cycles I and II. The source of data from this research is class X students. 10 Madrasah Aliyah Negeri Pinrang for the 2022/2023 academic year totaling 16 people which will be held for 3 (three) months in August, September to October 2022. From the results of the study, it can be concluded that learning Arabic on tarkib dhamir material using visual media (images) can improve the results and enthusiasm for learning of class X students. 10 Madrasah Aliyah Negeri Pinrang. This can be seen from the pre-cycle data with an average of 69.6, cycle I with an average of 73.8, and cycle II which is increasingly increasing with an average of 80.2.*

Keywords: *Visual Media (pictured), Arabic, tarkib dhamir*

Abstrak: Penelitian ini merupakan penelitian tindakan dengan teknik pengumpulan data melalui observasi, tes, dan dokumentasi dengan menggunakan model spiral melalui 4 (empat) tahapan atau prosedur, yaitu perencanaan, pelaksanaan tindakan, observasi dan refleksi. Teknik analisis data berupa data kuantitatif dan data kualitatif yang terdiri dari hasil tes prasiklus, siklus I dan siklus II. Sumber data dari penelitian ini adalah siswa kelas X 10 Madrasah Aliyah Negeri Pinrang tahun pelajaran 2022/2023 yang berjumlah 16 orang yang dilaksanakan selama 3 (tiga) bulan yaitu pada bulan Agustus, September sampai dengan Oktober 2022. Dari hasil penelitian dapat disimpulkan bahwa pembelajaran bahasa Arab pada materi tarkib dhamir dengan menggunakan media visual (gambar) dapat meningkatkan hasil dan semangat belajar siswa kelas X 10 Madrasah Aliyah Negeri Pinrang. Hal ini dapat dilihat dari data pra siklus dengan rata-rata 69,6, siklus I dengan rata-rata 73,8, dan siklus II yang semakin meningkat dengan rata-rata 80,2.

Kata kunci: *Media Visual (gambar), bahasa Arab, tarkib dhamir*

INTRODUCTION

Arabic is one of the international languages that language learners are beginning to learn. According to Zainur Rijal et al. (2020) Arabic has been officially recognized and declared as a valid language spoken by the United Nations (UN) since 1973 and the organizations under it such as WHO, UNESCO, and others. In this regard, the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 2 of 2008 concerning Graduate Competency Standards and Content Standards for Islamic Religious Education and Arabic in Madrasah. This indicates that national education policy has advocated that Arabic be taught in madrasah.[1, p. h. 23]

Arabic language learning is always related to four language skills, namely listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). Language skills are important for everyone to master. Everyone is interconnected with others through communication. It is undeniable that language skills are one of the important elements that determine whether they are successful in communicating.[2] In addition, it is expected to activate all the five senses of the protégé, the tongue must be trained with the conversation, the eyes and hearing are trained to read and the hands are trained to write and compose, as well as attach importance to sentences that contain understanding and meaning.[3]

To achieve the goal of learning Arabic, teachers are required to be able to use the tools used. In addition, teachers are also required to be able to develop learning media to be used, because media is an integral part of the teaching and learning process, to achieve learning objectives. [4]

Hamalik (1986: 19) suggests that the use of learning media in the teaching and learning process can arouse new desires and interests, generate motivation and stimulation of learning activities and even bring psychological influences on students. The use of teaching and learning media in the teaching labelerorientation stage will greatly help the effectiveness of the learning process and the delivery of the message of the lesson content at that time. [5, p. h.17]

There are many kinds of learning media that can be used in the teaching and learning process, one of which is image media, where representation image media including visual media serves to channel messages from the source to the recipient of the message, where the message is poured through symbols or symbols of visual communication. These symbols must be understood correctly so that the messaging process can be successful and efficient.[6]

The existence of visual or image-based media will make students feel motivated and more excited about learning Arabic, especially speaking skills. Based on the description that has been revealed, researchers are interested in researching "The Use of Visual Media (Images) to Improve Students' Abilities in Arabic Lessons Tarkib Dhomir Material" Class X.10 Madrasah Aliyah Negeri Pinrang Academic Year 2022/2023.[7]

METODE

The method used is action research with data collection techniques through observation, tests, and documentation using a spiral model which is carried out in 2 cycles. The provision of action in cycle I am based on the results of the initial reflection (procyclical). Based on initial reflection, class action research (PTK) is carried out through 4 (four) stages or procedures, namely planning, implementing actions, observation and reflection. [8, p. h.117] It is followed by replanning, observation, and reflection for the next cycle, and so on and so on that, it forms a spiral.

Image 1. Procedure PTK Model Spiral
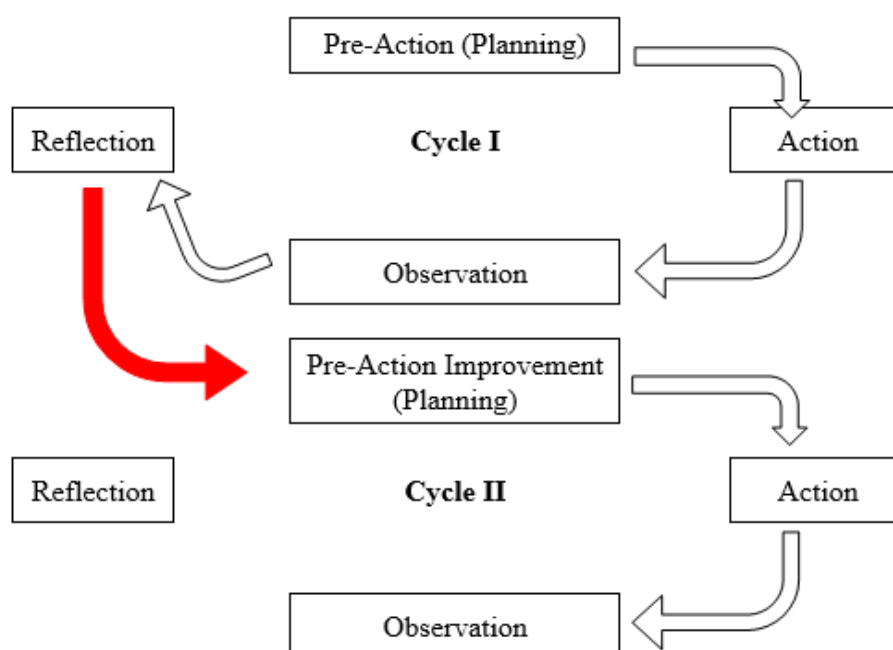
The data collected are quantitative and qualitative data consisting of the results of procyclical tests, cycles I and II which are used to determine the improvement of student learning outcomes, and the results of observations on the implementation of learning whose source of data from this research is class X students. 10 Madrasah Aliyah Negeri Pinrang totaling 16 people. The implementation of this study is said to be successful if the average student learning outcomes have improved and the student's learning

completion criteria meet the classically determined target of 75% and obtain a score of ≥75.

RESULTS AND DISCUSSION

Learning is the process of interaction of learners with educators and learning resources in a learning environment. Learning is an assistance provided by educators so that there can be a process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students. In other words, learning is the process of helping learners to learn well. [9, p. h.34]

In the context of education, teachers teach so that students can learn and master the content of the lesson until they achieve something objective determined (cognitive aspects), can also influence changes in attitudes (affective aspects), as well as the skills (psychomotor aspects) of a student. Teaching gives the impression of only being the work of one party, that is, the work of the teacher alone. Meanwhile, learning also implies interaction between teachers and students. Learning is a complex process with various complicated phenomena so it is not surprising that this can have different meanings for everyone, one of which is in Arabic learning.[10]

Arabic language learning is any formal activity carried out by students to gain experience in the form of certain language skills, as well as constructive direction.[11] Arabic is a foreign language if it is associated with the existence of Islam and culture. Arabic in Indonesia is a foreign language or a second language because in society Arabic is not a language that is used daily both in learning and in society. This can be used as an indicator of his familiarity in schools where Arabic is mostly not used as the language of instruction, but as a subject matter.[12, p. h. 28] The importance of learning Arabic from an early age is in the intervention of both parents, meaning that the role of parents is very influential in fostering the child's interest and curiosity.[13]

The virtues of Arabic are very clear because Arabic is the language of the Qur'an Alkarim, so this is the big reason why we should learn Arabic. The importance of learning the Arab language includes: a) Arabic has strong ties in the science of Religion, b) Arab language is known to be rich in vocabulary, the richness of Arabic is not limited to words, but includes wealth in letters.[14] A letter has many meanings and functions that distinguish Arabic from other languages. c) Arabic has its own special feature, namely, the existence of i'rab lughawi which means to explain and explain and change. While according to the term means the change at the end of the world because of the change in the sentence. [15, p. h. 5]

Learning media is everything that is used as an intermediary or liaison from the informer, namely the teacher to the recipient of information or students who aim to stimulate students to be motivated and able to follow the learning process as a whole and meaningfully.[16] There are five components in the definition of learning media, namely First, as an intermediary for messages or materials in the learning process.[17] Second, as a learning resource. Third, as a tool to stimulate student motivation in learning. Fourth, as an effective tool to achieve complete and meaningful learning outcomes. Fifth, tools for acquiring and improving skills. The five components collaborating well will have implications for the achievement of learning following the expected targets. [18, p. h.45]

As it is known that the success of learning, especially Arabic, many factors influence, not only teachers but there are also learning media and teaching methods. In Arabic learning, learning media also plays an important role so it is necessary to know what teaching media should be applied and how it affects student learning achievement.[19]

Based on some of the opinions above, it can be concluded that learning media is a tool used as a channel to convey messages or information from sources (teachers) to the recipient (students) so that students can obtain knowledge, skills, or attitudes and teaching goals can be achieved.[20]

According to Levie and Lentz, four functions of learning media in the teaching and learning process, especially visual media, namely 1) the function of attention, namely attracting and directing students' attention to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the text of the subject matter, (2) affective function can be seen from the level of enjoyment of students when learning (or reading) illustrated texts, 3) cognitive functions can be seen from research findings that reveal that visual symbols or images facilitate the achievement of goals to understand and remember the information or messages contained in the image, and 4) compensatory functions It can be seen from the results of the study that visual media that provide context for understanding texts helps students who are weak in reading to organize the information in the text and recall it.[5]

In other words, learning media serves to accommodate students who are weak and slow to accept and understand the content of the lesson presented with the text or presented verbally.[21]

In general, learning media has the following benefits: a) Clarifying the presentation of messages so that they are not too verbal s s (d the nature of the form of written words), b) Increasing the attention of students, increasing the excitement of

learning, increase more direct interaction between students with the environment and reality, c) Laying the foundations is important for the development of learning, therefore making the lesson more stable, d) Providing a real experience to foster self-trying activities among students according to their abilities and interests, e) Cultivating regular and continuous thinking, it is contained in living images, and e) Overcoming the limitations of space, time and sensory power.[22]

The practical benefits of the use of learning media in the teaching and learning process are as follows: 1) learning media can clarify the presentation of messages and information, 2) learning media can improve and direct children's attention, 3) learning media can overcome the limitations of senses, space, and time, 4) learning media can provide students with similar experiences about events in their environment.[23]

Based on the Indonesian Dictionary, the medium of an image is an imitation of something painted on paper or canvas. An image is a two-dimensional visual medium over a non-transparent plane. Teachers can use images to give an idea of something so that the explanation is more concrete than when described in words. Through images, teachers can translate abstract ideas into a more realistic form.[24]

Subana and Sunarti understand the benefits of image media in learning are as follows: a) cause attraction to students, b) facilitate the understanding/understanding of students, c) facilitate abstract explanations so that students more easily understand what is meant, d) clarify important parts, and e) shorten a description. [25, p. h. 202] In the use of image media, you should pay attention to the use of these images, so that the images used can be useful for students in teaching and learning activities.[26]

According to Sadirman, in addition to having several advantages, image media also has disadvantages. The excesses of the image media are: a) The nature of concrete more realistic shows the subject matter compared to verbal images alone; b) Images can overcome the constraints of time and space; c) Images can overcome the limitations of our observations; d) Can clarify a problem of misunderstanding in any field to prevent or correct misunderstandings; and e) Cheap in price and easy to get and use without the need for special equipment. Image media include: a) Merely a visual medium; b) Image size is often not appropriate for teaching in large groups; c) Requires the availability of sources of skills and foresight of teachers to be able to take advantage of them; d) Merely emphasize the sense perception of the eye; and e) Images of objects that are too complex, less effective for learning activities. [27, p. h. 21]

Based on the description above, it can be concluded that image media has the advantages of being easy to get and use, cheap, clear, and can activate students.

Meanwhile, the drawbacks are that the image size is limited, emphasizes the senses of the eye, is too complex and less effective, and requires the teacher's foresight in finding resources and skills that can be utilized.[28]

To get good quality learning media to have a significant influence on the teaching and learning process, it is necessary to choose a good and appropriate learning media use plan. The selection of the right learning media makes learning media effective to use and not in vain if applied.[29, p. h. 23]

Some of the criteria that need to be considered in the selection of good learning media are as follows: a) Following the learning objectives; b) Learning media that is practical, flexible, and can be used continuously; c) Able and easy to apply in the teaching and learning process; d) Must be adapted to the conditions and circumstances of the learner; and e) Availability of easily available media.[30]

As a result of the identification of the problem, it was found that the results of learning Arabic in tarkib dhamir of Class X students. The 10 Madrasah Aliyah Negeri Pinrang was previously said to be still low or had not reached the Minimum Completion Criteria (KKM), which is a value of 75. This is known from the number of 1 6 completed students only 5 children or 31.25% and the remaining 1 1 child or 68.75% of students have not completed. More details can be seen on the following el tab:

Table 1. Achievements in learning Arabic material Tarkib Dhamir
Siswa Class X. 10 Madrasah Aliyah Negeri Pinrang

Value	Number of Students	Percentage (%)
<75	11	68,75%
>75	5	31,25%
Sum	16	100%

Minimum Completion Criteria (KKM) = 75

Based on the data above, to improve Arabic learning outcomes, visual media is used to improve students' abilities in talking dhamir which is carried out in two cycles.

Description of Cycle I

After the action of did acknowledge the following activities: a) Make a lesson implementation plan using the technique "visual media (image)", b) Carry out the learning procedure by applying the technique "visual media (image)", c) Observing effectiveness using the "visual media (image)" technique carried out by researchers, teachers who become abusers in increasing motivation and learning outcomes of students in the learning process, d) Giving rewards to students during the learning process and after

learning, e)   Analyzing learning outcomes data obtained from learning outcomes to plan improvement actions at a later stage, f) Conducting cycle I reflection activities to improve and design learning using the "visual media (image)" technique for implementation in cycle II.

Cycle I will be held on Monday, September 23, 2022, in Class X. 10 with a total of 16 students and teachers have given special actions to students, namely: using RPP 3, providing formative test questions, and using supporting teaching tools including observation sheets of teacher and student activities and getting the following results:

Table 2. Hasil Learning Cycle I Class X students. Madrasah Aliyah Negeri Pinrang

Value	Number of Students	Percentage (%)
<75	9	56,25%
>75	7	43,75%
Sum	16	100%

Minimum Completion Criteria (KKM) = 75

Based on the data from the research above, it can be compared before and after the implementation of this action research, namely as follows:

Table 3. of ComparativeBefore and After Action Research Class X students. Madrasah Aliyah Negeri Pinrang

No	Description	Pre Cycle	Cycle I
1	The average score of the formative test	69,6	73,8
2	Number of completed students	5	7
3	Number of students who have not yet completed	11	9
4	Percentage of learning completion	31,25%	43,75%

Based on the table mentioned above, it can be seen that before the action, namely pre-cycle and cycle I, there is an increase in student learning outcomes. In the pre-cycle, the average learning outcome was 69.6 and in the first cycle, it increased to 73.8. Similarly, the percentage of learning completion from the pre-cycle is 31.25% and in the first cycle it increases to 43.75% but there are still shortcomings, so there need to be nyes revisions to be carried out in the next cycle.

Description of Cycle II

This cycle II action planning is a follow-up activity to the implementation of the cycle I and will be carried out on October 0 3, 2022. At this stage, the teacher provides

actions using the revised results of cycle I such as being more skilled in motivating students, being clearer in conveying learning objectives, and inviting students to be directly involved in every activity to be carried out, using RPP 3, providing formative test questions II and using   Supportive teaching tools include observation sheets of teacher and student activities and obtain the following results:

Table 4. Hasil Learning Cycle II Class X students.
Madrasah Aliyah Negeri Pinrang

Value	Number of Students	Percentage (%)
<75	3	18,75%
>75	13	81,25%
Sum	16	100%

Minimum Completion Criteria (KKM) = 75

Based on the data from the research above, it can be compared before and after the implementation of this action research, namely as follows:

Table 5. Pcomparison of Before and After Research Actions on Class X students.
Madrasah Aliyah Negeri Pinrang

No	Description	Cycle I	Cycle II
1	The average score of the formative test	73,8	80,2
2	Number of completed students	7	13
3	Number of students who have not yet completed	9	3
4	Percentage of learning completion	43,75%	81,25%

Based on the table mentioned above, it can be known that before the action, namely cycle I and cycle II, there was an increase in student learning outcomes. In cycle I the average is 73.8 and in cycle II it increases to 80.2. The implementation of teaching and learning activities in cycle II is already in the very good category. From the data obtained, it is stated that: a) During the learning process, the teacher has carried out all the learning properly following the lesson plan. Although some aspects are not perfect, the percentage of implementation for each aspect is quite large, b) Based on the observational data, it can be seen that students are active and enthusiastic for a long time the learning process lasts, c) Deficiencies in the previous cycle have improved and improved so that the results are better and student learning outcomes in cycle II have been completed. Then there is no need for too much revision but what needs to be considered

for the next action is to refine the existing shortcomings and maintain what has been achieved so that the learning objectives can be realized to the maximum.

Based on the analysis above, student activity is obtained in the Arabic learning process using visual media (images) the most dominant is the enthusiasm and enthusiasm of students in following the learning process and the life of the classroom atmosphere. Thus, it can be said that student activities can be categorized as actively participatory. Meanwhile, teachers during learning have carried out the steps of learning activities following the established plan by combining direct and contextual teaching models with an approach to the use of visual media (images).

Table 6. Pcomparison before and after-action research Class X students. Madrasah Aliyah Negeri Pinrang

No	Description	Pre Cycle	Cycle I	Cycle II
1	The average score of the formative test	69,6	73,8	80,2
2	Number of completed students	5	7	13
3	Number of students who have not yet completed	11	9	3
4	Percentage of learning completion	31,25%	43,75%	81,25%

Based on the table above, it can be seen that before the pre-cycle, cycle I, and cycle II there was an increase in student learning outcomes. In the pre-cycle the average learning outcome was 69.6, in cycle I it increased to 73.8 and in cycle II it increased, increasing to 80.2. Similarly, the percentage of learning completion from the pre-cycle was 31.25%, in the first cycle it increased to 43.75% and in the second cycle it increased to 81.25%. So there is no need to continue in the next cycle because the M KK and the percentage of completion are achieved.

CONCLUSION

Based on the results of research and discussion on the implementation of Class Action Research (PTK) for Class X students. 10 Madrasah Aliyah Negeri Pinrang can be concluded that the use of visual media (images) in Arabic learning on talking dhamir material in Class X. 10 Madrasah Aliyah Negeri Pinrang for the 2022-2023 school year is already very good and can achieve student learning achievements. This can be seen from the increasingly stable understanding of students in the material presented by the teacher. Learning completion increased from pre-cycle, cycle I, and cycle II, namely 31.25%,

43.75%, and 81.25%, respectively. In cycle II classical completion of learning has been achieved.

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