

The Influence of Using Visual Media Images on Arabic Language Learning Outcomes in Grade IV Students at Al-Irsyad Elementary School

Ahmad Adil Ihsan¹, Santi Lisnawati¹, Muhammad Fahri¹

¹Ibn Khaldun University.

Jl. Sholeh Iskandar, RT.01/RW.10, Kedung Badak, Tanah Sareal District, Bogor City, West Java 16162

E-mail: Ahmad.adil.ihsan@gmail.com; Santilisnawati@uika-bogor.ac.id; Fahri@fai.uika-bogor.ac.id

Abstract

This research was motivated by the low level of Arabic language learning outcomes for fourth-grade students at Al Irsyad Elementary School, Bogor City. This research aims to determine the influence of visual image media on Arabic language learning outcomes. This type of research is quasi-experimental research. The population of this study was all students in Al Irsyad Elementary School, Bogor City, totaling 348 students. The sample for this research was 58 grade IV students at Al Irsyad Elementary School, Bogor City. The data collection method was carried out using a test method, namely an objective test instrument (multiple choice). The data obtained were analyzed using descriptive and inferential statistical analysis techniques, namely the t-test. The results of this research show a significant influence of visual image media on the Arabic language learning outcomes of class IV students at Al Irsyad Elementary School, Bogor City based on the t-test that the Sig. (2-tailed) $0.039 < 0.05$, which means that there is an influence of the use of visual image media on Arabic language learning outcomes. This can also be seen from the average score of experimental class students using visual image media, namely 86, and the average score of control group students, namely 73. So there is a significant influence of the use of visual image media on Arabic language learning outcomes for fourth-grade elementary school students. Al Irsyad, Bogor City, Academic Year 2023/2024.

Keywords: Arabic, Learning Outcomes; Image Visuals.

Abstrak

Penelitian ini dilatar belakangi oleh rendah nya hasil belajar Bahasa arab pada siswa kelas IV di SD Al Irsyad kota bogor, Penelitian ini bertujuan untuk mengetahui pengaruh media visual gambar terhadap hasil belajar Bahasa arab. Jenis penelitian ini adalah penelitian Quasi eksperimen. Populasi penelitian ini adalah seluruh siswa kelas SD Al Irsyad kota bogor yang berjumlah 348 siswa. Sampel penelitian ini yaitu siswa kelas IV SD Al Irsyad kota bogor yang berjumlah 58 orang. Metode pengumpulan data dilakukan dengan metode tes yaitu dengan instrumen tes objektif (pilihan ganda). Data yang diperoleh dianalisis dengan menggunakan teknik analisis statistik deskriptif dan teknik analisis statistik inferensial yaitu uji-t. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh yang signifikan penggunaan media visual gambar terhadap hasil belajar Bahasa arab siswa kelas IV di SD Al Irsyad kota bogor berdasarkan uji-t bahwa nilai Sig. (2-tailed) $0,039 < 0,05$ yang berarti terdapat pengaruh penggunaan media visual gambar terhadap hasil belajar bahasa arab. Hal juga ini dapat dilihat dari skor rata-rata siswa kelas eksperimen dengan menggunakan media visual gambar yaitu 86 dan skor rata-rata siswa kelompok kontrol yaitu 73. Jadi terdapat pengaruh yang signifikan penggunaan media visual gambar terhadap hasil belajar Bahasa arab pada siswa kelas IV SD Al Irsyad kota bogor Tahun Pelajaran 2023/2024.

Kata Kunci : Bahasa Arab, Hasil Belajar, Visual Gambar.

Introduction

Education is a learning process that aims to create humans who have skills, attitudes, knowledge, and comprehensive synthesis abilities. Education is very important in the development of a nation, to produce a superior and intelligent young generation. By using the abilities of a competent young generation, they can effectively navigate and solve the challenges that exist in life. This decision has the potential to produce answers and benefits that contribute to a more promising future (Fadil et al., 2024). Education is about how to improve students' learning outcomes. This case will continue in order to the future generations can grow and have competitiveness. Education is one of the important things and plays a role in human life. Education teaches humans to know and utilize the resources to their full potential so as able to survive. Education is a conscious and planned effort to actualize the learning process actively in order that students can develop their potential. The purpose of education based on Pancasila has the aim to increase piety towards God, intelligence, skills, enhance character, strengthen personalities thus they can build themselves and be jointly responsible for the national development (Tohir & Mashari, 2020).

One of the indicators of a nation's progress is through Education. In Law No. 20 of 2003 Article I, "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state" then in the Education factor, the first thing that must be considered is the school, teachers, students, and the school environment.

Teachers are an important factor in the development of a student because when a teacher can transform a science, then a nation advances, it is called Education if the teaching carried out is a way of changing ethics and behavior by individuals or society to realize independence to mature or mature humans through education, learning, guidance, and coaching. To achieve optimal learning goals, active interaction between educators and students is very important. The use of appropriate learning approaches, strategies, and methods plays an important role in ensuring the success of the teaching and learning process (Pratiwi et al., 2024).

In learning, there is one component that plays an important role namely the element of learning media. The use of media should be part of every learning activity that requires the attention of teachers as facilitators because the media is a place where education takes place which is a vehicle for the ongoing process where education discusses, exemplifies, or assigns students to gain perceptions or experiences about a material discussed according to the needs and plans that have been set. Therefore, all educators must learn how to determine learning media in such a way that learning objectives can be achieved effectively in the teaching and learning process.

In this study, the researcher used visual image learning media. Learning with image media is learning with media that can be seen by students. Visual tools can convey understanding or information in a more concrete or more real way than spoken words can convey (Anwar, 2016). Learning media is anything that can convey and channel messages from a source in a planned manner so that a conducive learning environment is created where the recipient can carry out the learning process effectively and efficiently (Munadi, 2013). Media is very important in learning, especially teaching Arabic in Indonesia, which has not shown satisfactory success, and even Arabic language material tends to be disliked by many students (Iqbal Hasan, Misbahuddin, 2013). This gives the impression that Arabic is difficult to learn, although it is not that difficult, especially for Indonesians who are predominantly Muslim. The objectives of language teaching include listening, speaking, reading, and writing skills.

In terms of terminology, Arabic is a language used by a group of people who live in the Sahara Desert, the Arabian Peninsula (Andriani, 2015). Arabic is the unifying language of Muslims throughout the world, so it is appropriate to learn Arabic to understand Islamic teachings, worship, and read the Koran to maintain the faith of Muslims (Sugirma, 2019). Arabic language teachers greatly influence their perceptions. Teachers need to implement various innovations that can facilitate students' understanding of learning Arabic so that they can straighten out students' perceptions. (Arifin, 2017).

Learning is a process of making changes in students by interacting with the environment to make changes in cognitive, affective, and psychomotor aspects. Learning is done to try to change behavior in individuals who learn. Changes in behavior are the results of learning (Selamet, 2020). According to Nana Sudjana, learning outcomes are competencies or skills that can be achieved by students after going through learning activities designed and implemented by teachers in a particular school and class. Learning outcomes are results given to students in the form of assessments after following the learning process by assessing knowledge, attitudes, and skills in students with changes in behavior (Nurrita, 2018).

A teacher in Arabic language subjects must change teaching techniques by using appropriate and efficient media to help him convey messages to students so that the objectives of learning Arabic can be achieved. One of the efforts that teachers can make is to utilize learning media as one of the sources, models, or tools in learning Arabic, namely by changing the learning method that has so far only been with theory into a concept that can guide students to be integrated into Arabic language subjects taught in an educational institution.

The problems that occur, especially the proficiency in mastering Arabic vocabulary of fourth-grade students at Al Irsyad Elementary School, Bogor City, so the author feels the need to improve Arabic vocabulary skills through the use of improved visual media so that student learning outcomes are better and because there are still many students who have not been able to memorize and master vocabulary in Arabic, the author still sees Arabic teachers only using the lecture method to improve students' Arabic learning outcomes in mastering Arabic vocabulary.

Method

This study uses a quantitative approach. And uses the Quasi experiment method. The two groups that became respondents in this study were the experimental class and the control class. The group that used conventional media was in the control class, while the experimental class used visual image media. The population in this study were all students of Al Irsayad Elementary School, Bogor City, totaling 348. The sampling technique used was Purposive Sampling, namely sampling with certain considerations. In this study, class IV A with 28 students as the experimental class, and IV B with 28 students as the control class. The instrument in this study was through a test in the form of a pretest and posttest conducted in the experimental class and the control class with the same material and questions after learning. The data analysis technique used in this study was a normality test, a homogeneity test, and a hypothesis test to see the effect of using the media provided.

Results and Discussion

Data analysis is a form of activity of reviewing, grouping, systematic, interpreting, and verifying data so that a phenomenon has social, academic, and scientific value. Data analysis aims to understand existing data by summarizing it (Siyoto & Sodik, 2015).

In Arabic language learning, fourth-grade students of Al Irsayad Elementary School, Bogor City are given material about what they are looking for and electronic equipment. The meeting was held twice, the first meeting before the learning was carried out, the control and

experimental class students were given a test in the form of a pre-test and then continued learning with the same material, the experimental class was given treatment in the form of visual image media and the control class was not given treatment with visual image media, at the second meeting, learning was carried out again with the same material and at the end of the learning a test was given in the form of a post-test.

From the pretest results, the control class got an average of 55, the lowest score during the pretest was 15 and the highest score was 85. Meanwhile, the pretest for the experimental class got an average of 48, the lowest score during the pretest was 20 and the highest score was 75. The following is a table of the pretests for the experimental and control classes:

Table 1. Pretest Experimental and Control Classes

| class | Average | Lowest value | The highest score |
|--------------------|---------|--------------|-------------------|
| Experimental class | 48 | 20 | 75 |
| Control class | 55 | 15 | 85 |

After being given treatment, a second test was conducted to see the results of the experimental and control classes. From the posttest results, the control class got an average of 73, the lowest score at the time of the posttest was 30 and the highest score was 100. Meanwhile, the posttest of the experimental class got an average score of 86, the lowest score at the time of the posttest was 35 and the highest score was 100. The following is a table of the posttest of the experimental and control classes:

Table 2. Posttest Experimental Class and Control Classes

| class | Average | Lowest value | The highest score |
|--------------------|---------|--------------|-------------------|
| Experimental class | 86 | 35 | 100 |
| Control class | 73 | 30 | 100 |

1. Normality Test

Data normality tests are carried out to show that the sample data comes from a normally distributed population. (Ghozali, 2021). A normality test is done with SPSS using the Kolmogorov-Smirnov test. The basis of decision-making in the normality test is, that if the significance value is greater than 0.05 then the data is normally distributed. Conversely, if the significance is less than 0.05 then the data is not normally distributed. Here is the table of normality test results:

Table 3. Normality Test Results

| | | Tests of Normality | | | | | |
|-------------------|----------------------|---------------------|----|--------------|------------|----|------|
| | | Kolmogorov-Smirnova | | Shapiro Wilk | | | |
| class | | Statistics | df | Sig. | Statistics | df | Sig. |
| Learning outcomes | Pre-test experiment | .154 | 29 | .076 | .939 | 29 | .094 |
| | Post-test experiment | .154 | 29 | .076 | .933 | 29 | .065 |
| | Pret-test Control | .143 | 29 | .133 | .949 | 29 | .173 |
| | Post-test Control | .149 | 29 | .098 | .975 | 29 | .699 |

a. Lilliefors Significance Correction

Based on the results of the normality test, it is known that the significance value of the posttest and pretest of the control class and the experimental class is greater than 0.05, so it can be concluded that the residual value is normally distributed.

2. Homogeneity Test

The homogeneity test is used to determine whether several population variants are the same or not. This test is carried out as a prerequisite in the analysis of independent sample t-tests and ANOVA. The decision-making criteria are if the significance is more than 0.05 then it can be said to be homogeneous (Usmadi, 2020). In this homogeneity test, the researcher used the help of the SPSS program.

The following is the homogeneity test for the Experimental and Control Pretest:

Table 4. Homogeneity test of Pretest Experiment and Control

| Test of Homogeneity of Variance | | Levene Statistics | df1 | df2 | Sig. |
|---------------------------------|--|-------------------|-----|--------|-------|
| Learning outcomes | Based on Mean | .036 | 1 | 56 | .850 |
| | Based on Median | .000 | 1 | 56 | 1,000 |
| | Based on the Median and with adjusted df | .000 | 1 | 54,363 | 1,000 |
| | Based on trimmed mean | .013 | 1 | 56 | .908 |

Based on the table of data homogeneity test results above, it is known that the results of the pretest of the experimental and control groups have a significance of 0.850 or $0.850 > 0.05$ so that it can be concluded that the experimental group and the control group have the same or homogeneous variance.

The following is the homogeneity test for the Experimental and Control Posttest:

Table 5. Homogeneity Test of Experimental and Control Posttest

| Test of Homogeneity of Variance | | Levene Statistics | df1 | df2 | Sig. |
|---------------------------------|--|-------------------|-----|--------|------|
| Learning outcomes | Based on Mean | .083 | 1 | 56 | .774 |
| | Based on Median | .034 | 1 | 56 | .854 |
| | Based on the Median and with adjusted df | .034 | 1 | 55,636 | .854 |
| | Based on trimmed mean | .055 | 1 | 56 | .816 |

3. Hypothesis Testing

The hypothesis is a statement or assumption that is temporary in nature regarding a research problem whose truth is still weak so it must be tested empirically. A statistical hypothesis is a hypothesis that is made or used to test research hypotheses (Iqbal Hasan, Misbahuddin, 2013). This hypothesis test uses the Independent Sample T-Test formula with the help of SPSS 26. The criteria for hypothesis testing are if significant (2-tailed) < 0.05 then H_0 is rejected, and H_a is accepted where there is an influence of variable X on variable Y which can be seen in the following table:

Table 6. Independent Simple T-Test Results

| Levene's Test for Equality of Variances | t-test for Equality of Means |
|---|------------------------------|
|---|------------------------------|

| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
|-------------------|----------------------------------|-------|------|-------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | | | | | | | | Lower | Upper |
| Learning outcomes | Equal variances assumed | 1.214 | .275 | 2.113 | 56 | .039 | 6,034 | 2,857 | .312 | 11,757 |
| | Equal variances are not assumed. | | | 2.113 | 53,487 | .039 | 6,034 | 2,857 | .306 | 11,763 |

Based on the test conducted with the SPSS program, the results obtained were that the Sig. (2-tailed) value was $0.039 < 0.05$, which means that there is an influence of the use of visual image media on the learning outcomes of the Arabic language in grade IV at SD Al Irsyad, Bogor City.

This research was conducted at SD Al Irsyad Al Islamiyyah Bogor with the title "The Effect of Using Visual Media Images on Arabic Language Learning Outcomes in Grade IV Students at SD Al Irsyad Bogor City" In this study the class that became the experimental class was class IV A while the class that became the control class was class IV B.

In the experimental class during the study, learning was given using visual media images while in the control class, on the contrary, or not given learning using visual media images. Based on the results of the study conducted, there was an influence in the use of visual media images, this can be seen from the average results of the posttest of the experimental class and the control class. The average result of the pretest value of the experimental class was 48 while for the control class, the average pretest was 55. while after being given learning using visual media images, the average posttest value of the experimental class increased to 86 while the average posttest value of the control class was 73, so the experimental class was superior or there was an influence of the use of visual media images on learning outcomes.

Meanwhile, from the results of the t-test, the results obtained were that the Sig. Value (2-tailed) $0.039 < 0.05$, so it is significant (2-tailed) < 0.05 , H_0 rejected and H_a accepted, which means there is an influence, so it can be concluded that there is an influence of the use of visual image media on student learning outcomes in Arabic language subjects for grade IV students at SD Al Irsyad, Bogor City.

Conclusion

The results of learning Arabic in grade IV at SD Al Irsyad Al-Islamiyyah Bogor, with an average pretest score of the experimental class being 48 while for the control class, the average pretest was 55. Meanwhile, after being given learning using visual media, the average posttest score of the experimental class increased to 86 while the average posttest score of the control class was 73 out of 58 students.

There is a significant influence of the use of visual media images on the learning outcomes of Arabic language class IV at SD Al Irsyad Al-Islamiyyah Bogor based on the results of the hypothesis that has been carried out with the t-test, the results obtained are that the Sig. Value (2-tailed) $0.039 < 0.05$ significant (2-tailed) < 0.05 then H_0 rejected and H_a accepted, which means there is an influence, so it can be concluded that there is an influence of the use of visual image media on student learning outcomes in Arabic language subjects for grade IV students at SD Al Irsyad, Bogor City.

The influence of visual media images has a significant influence on student learning outcomes. Therefore, visual media images have a significant influence on the learning outcomes of grade IV students at SD Al Irsyad Kota Bogor in the Arabic language subject. Thus it can be interpreted that the role of media in the learning process also affects student understanding so that it affects student learning outcomes. With varied learning media can improve student learning outcomes.

References

- Andriani, A. (2015). Urgensi Pembelajaran Bahasa Arab dalam Pendidikan Islam. *Ta'allum: Jurnal Pendidikan Islam*, 3(1), 39–56. <https://doi.org/10.21274/taalum.2015.3.1.39-56>
- Anwar, H. zaina. (2016). Efektivitas Penggunaan Media Gambar dalam Pembelajaran Bahasa Arab. *Lantanida Journal*, 4(2), 131.
- Arifin, A. (2017). *Peranan Permainan Bahasa Dalam Proses Kegiatan Belajar Mengajar Mata Pelajaran Bahasa Arab*. 19(02), 302–318.
- Dr. Sandu Siyoto, SKM, M. K., & M. Ali Sodik, M. a. (2015). Dasar Metodologi Penelitian Dr. Sandu Siyoto, SKM, M.Kes M. Ali Sodik, M.A. 1. *Dasar Metodologi Penelitian*, 1–109.
- Fadil, K., Ikhtiono, G., & Nurhalimah, N. (2024). Perbedaan Rencana Pelaksanaan Pembelajaran (RPP) antara Kurikulum 2013 dengan Kurikulum Merdeka Belajar. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 4(1), 224–238. <https://doi.org/10.53299/jppi.v4i1.472>
- Ghozali, I. (2021). *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 26 Edisi 10*. Badan Penerbit Universitas Diponegoro.
- Iqbal Hasan, Misbahuddin. (2013). *Analisis Data Penelitian dengan Statistik* (Suryani, Ed.; 1st ed.). Bumi aksara.
- Munadi, Y. (2013). *Media Pembelajaran*. Referensi.
- Nurrita, T. (2018). *Kata Kunci: Media Pembelajaran dan Hasil Belajar Siswa*. 03, 171–187.
- Pratiwi, R. A., Ikhtiono, G., & Fadil, K. (2024). Pengaruh Metode Pembelajaran Diskusi terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam. *Jurnal Pendidik Indonesia*, 5(1), 33–39. <https://doi.org/10.61291/jpi.v5i1.71>
- Selamet, I. K. (2020). Penggunaan Media Visual Untuk Meningkatkan Hasil Belajarmata Pelajaran Ips Siswa Kelas V Sd Inpres Tumpu Jaya II. *SELL Journal*, 5(1), 55.
- Sugirma, S. (2019). Peran Khalifah Ali Bin Abi Thalib Dalam Meletakkan Dasar-Dasar Ilmu Nahwu. *Foramadiahi: Jurnal Kajian Pendidikan Dan Keislaman*, 11(1), 158. <https://doi.org/10.46339/foramadiahi.v11i1.153>
- Tohir, A., & Mashari, A. (2020). Efektivitas model pembelajaran inkuiri dalam meningkatkan hasil belajar siswa kelas IV SDN 27 Tegineneng. *Jurnal Ilmiah Sekolah Dasar*, 4(1).
- Usmadi, U. (2020). Pengujian Persyaratan Analisis (Uji Homogenitas Dan Uji Normalitas). *Inovasi Pendidikan*, 7(1), 50–62. <https://doi.org/10.31869/ip.v7i1.2281>