Utilization of Android-Based Animation Video Learning Media to Increase Student Motivation for Learning Arabic in Higher Education

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Abstract

Carrying out the duties of an educator in the 21st century, particularly at the higher education level, requires the ability to develop educational skills in conjunction with advanced technological products in the form of digital applications to support learning activities. One such application is the Android-based animation video application, Plotagon Story. This study aims to determine the level of student motivation in learning Arabic using the Plotagon application. The research method used is qualitative, utilizing questionnaires distributed to respondents. The results of this study indicate that Android-based animation videos using the Plotagon Story application can provide motivation and enthusiasm for students in learning Arabic. The implications of these findings are that the Plotagon application can increase student motivation in learning Arabic and enhance their creativity and ability to meet the challenges of mastering technology-based learning media integrated with good language proficiency.

Keywords: Android-Based Animation, Learning Arabic, Student Motivation

Abstrak

Melaksanakan tugas sebagai seorang pendidik di abad 21 khususnya pada tingkat perguruan tinggi dituntut untuk mampu mengembangkan keterampilan ilmu pendidikan yang dikolaborasikan dengan produk teknologi yang canggih dalam bentuk aplikasi digital untuk mendukung kegiatan pembelajaran. Salah satu aplikasi yang dapat digunakan adalah aplikasi video animasi berbasis android yaitu Plotagon Story. Penelitian ini bertujuan untuk mengetahui tingkat motivasi mahasiswa dalam belajar bahasa Arab menggunakan aplikasi plotagon. Metode penelitian yang digunakan adalah penelitian kualitatif berbentuk kuesioner yang kemudian disebarakan kepada responden. Hasil dari penelitian ini menunjukkan bahwa video animasi berbasis Android dengan menggunakan aplikasi Plotagon Story dapat memberikan motivasi dan semangat siswa dalam belajar bahasa Arab. Implikasi dari hasil penelitian ini adalah aplikasi plotagon dapat meningkatkan motivasi mahasiswa dalam mempelajari Bahasa Arab dan menambah kreatifitas
INTRODUCTION

Motivation has a significant contribution to growing learner interest. Likewise, motivation plays a vital role in language learning in various ways (Mubarak et al., 2023). The role of motivation in learning a foreign language is a complex issue, considering that language is always correlated with social and cultural contexts and is, therefore, slightly different from other studies. More specifically, mastering a foreign language is also a social event that is always accompanied by cultural elements from the foreign language itself. Low interest and motivation to learn are some of the challenges in developing Arabic language education (Muhammad et al., 2015). Based on the research results conducted shows that the cause of difficulties in learning Arabic is not entirely the substance or material of the Arabic language but rather the lack of interest (100%), not having a background in learning Arabic (87%), college material/curriculum (83%), difficulty understanding Arabic language material (57%), and a non-conducive classroom environment (50%) (Muhbib Abdul Wahab, 2008).

Education is the most crucial thing in building a national civilization. With education in the living environment, there will also be young generations with abilities in various fields of expertise (Abdi, 2018). Indonesia is a country that is rich in natural resource diversity and has a significant human resource pool. However, compared to other countries, it is deplorable that education in Indonesia is still relatively low. The quality of Indonesian education is below the average of other developing countries worldwide. It is based on the World Competitive Yearbook survey results in 1997-2007. The survey results said that Indonesia was in 39th place out of 39 countries surveyed, and in 1997, the quality of Indonesian education was in 46th place. Three years later, of the 49 countries surveyed, Indonesia was in 47th place, and in the next five years, in 2007, of the 55 countries surveyed, Indonesia was in 53rd place (Musdholifah & Hartono, 2016). We are in the 21st century, where all aspects of life are transforming and revolutionizing. Education is no exception because education is something dynamic that can change with the times (Ellis et al., 2020). Twenty-first-century education integrates knowledge, skills, attitudes, and mastery of technology (Prayogi, 2020). It applies not only to educators but to all elements involved in education in the 21st century. In education, progress in science and technology requires special and serious attention because the world of education is the most effective means of disseminating science and technology. In response to this, educators, as the main actors, are urgently required to be able to utilize and collaborate with sophisticated technology. Today’s educators must be more innovative and more intelligent than students, in addition to the realization of teachers at Gugu and also imitated because educators are the leaders of education who will lead the direction of the development of education itself. Learning benchmarks can be seen in students’ learning outcomes (Supriadi & Hignasari, 2019).
These learning outcomes can be used as parameters to assess the success of an educator in learning activities at school and to measure the extent of the educator's performance during the learning process. Educators, as the main actors, must make efforts to improve student learning outcomes by being able to choose learning methods and models (Sulfiani, 2016) that will be taught to students. Also, educators must be careful when choosing learning media that suit the students' character and learning content. The educators needed in the 21st century are creative in creating learning media that will be used to support learning. Of course, the learning media used is in accordance with students' needs and is in line with the learning content. The learning media used must be in accordance with the cognitive capacities of students and must also be able to stimulate student activity. Effective learning media is learning media that makes students more active, critical, and independent in the learning process (A.B. Susilo, 2012).

Research relevant to this study in recent years is a research conducted by Amrina et al. entitled Utilization of the Plotagon Application as a Class X MAN Arabic Learning Media Utilization of the Plotagon Application as an Arabic Learning Media that students are very fond of learning Arabic so that students do not feel lazy and tired in the learning process. In this application, researchers motivate students to learn because it is based on animated films that students like. This application can also spark students’ creativity by designing notable films and themes. Challenging project-based learning will be felt when students are asked to make videos according to the teaching material. Students will also better understand the material with this interesting plotagon application (Amrina et al., 2022). The research by Fini Adila Kurnia and friends with the title Utilization Of Interactive Learning Media Based On The Plotagon Application In Learning Arabic Speaking Skills aims to make a significant contribution to achieving the ability to speak Arabic by utilizing interactive learning media through the Plotagon application for UIN Maulana Malik Ibrahim Malang students. The results of this research are that digital-based learning media through animated videos created with the Plotagon application as a medium for learning Arabic speaking skills has a positive and significant impact where learning in class becomes communicative, and students are more active in practicing speaking with their fellow students. Plotagon application-based learning media in Arabic speaking skills with positive and effective achievements. This media can support Maharah al-kalam's learning objectives, as evidenced by their ability to communicate, express simple sentences, and engage in active and creative learning to achieve learning objectives optimally. Moving on from that, the researcher wants to conduct similar research by utilizing animated videos as a learning medium, namely by using the Android-based Plotagon Story application with different objects, namely at the student level, to increase motivation to learn Arabic (Kurnia et al., 2023). The research by Nilla Shefia and friends with the title Development of Interactive Media for Listening Skill and Speaking Skills Assisted by Lectora Inspire and Plotagon Story is
conducted the success of learning must be connected to the role of the media, especially in language learning that requires interactive media so that students can actively participate in the learning process. The result of the development of this media is in the form of an android application that contains learning materials for listening skills and speaking skills by taking material about al-mihnah (profession). The results showed that this interactive media is very suitable for use when learning, as evidenced by the average value of expert tests of 81% and user tests of 92.4%, categorized as "Very Good" media. It shows that students are interested in using this interactive media as a supporting medium for listening and speaking skills during learning (Shefia & Ahsanuddin, 2023).

Moving on from that, the researcher wants to conduct similar research by utilizing animated videos as a learning medium, namely by using the Android-based Plotagon Story application with different objects, namely at the student level, to increase motivation to learn Arabic. The Plotagon Story application is a platform used to display animations with a white background and can be downloaded for free on the Play Store. Using applications that are easy to understand will be very suitable for educators when creating learning media. This application also provides built-in features or assets like a moving handwriting board that can be added to the video with music or sound. Educators can also export videos in MP4 format so they are easy to share with students. Learning media that can be used outside the classroom means that Arabic language learning can be learned anywhere, so it is not just limited to the classroom. Learning outside the classroom effectively provides an understanding of the learning material (Richard et al., 2023). Undeniably, digital technologies have become indispensable to our everyday lives and have changed how we look for information and communicate (Orsi Koch Delgado et al., 2020).

The use of animated videos as a practical learning medium is applied to the learning process, especially for elementary school students, because characteristics of elementary school students are imitating, observing, and being very interested in animated cartoons that present stories in attractive colors. Video as a learning medium has a positive contribution to student learning outcomes. The ease of presenting videos that can be repeated during the learning process makes it easier for students to understand the content of the video. Additionally, presenting structured material makes it easier for students to understand the material, especially concepts (Maulidiyah, 2022). One of the learning media that wants to give students hope and desire to learn is the Plotagon application. Plotagon Animation is an application that allows the creation of animated films from any screenplay or component. This application makes it easier for animated filmmakers to be more innovative because stories on the platform allow screenwriters to immediately know what story they are writing in real time. Every scene that appears will be adapted to what the author describes in the story.
Scriptwriters can edit films in detail, starting from the dialogue, animation appearance, and other aspects (Sholihatin, 2020). Making animated videos with Plotagon does not require special animation skills; creating stunning animated videos only takes a moment. The Plotagon application offers two methods for producing animated videos: selecting from existing available characters or generating custom characters when required. Subsequently, users can manage character dialogues and movements within the application (Alwasilah, 2019).

Using Plotagon as an Arabic language learning medium has been proven effective for designing Arabic language learning media (Rahmawati & Hikmah, 2022). The research shows a positive and significant effect on students' attitudes towards using learning media through videos (REJEKI, 2022). Students can study the content of films presented through the Plotagon Animation application. They can participate enthusiastically in teaching and learning. They can easily download the Plotagon animation app from the Play Store. Students' creativity can also be honed by designing notable films and topics. When students are asked to create videos about topics that are relevant to the material, it is a challenging activity for students. Apart from that, it will be enjoyable when students can compete with each other to create backgrounds, characters, voices, and even movements for each character they want. Fun media makes it easier for students to accept learning topics (Amrina et al., 2022).

METHOD

Research Design

The research method used is qualitative research, namely the interview method for data collection, which is carried out as a questionnaire and then distributed to respondents (Sugiyono, 2014). The research was conducted on students at the tertiary level, namely at the UIN Mahmud Yunus Batusangkar campus, who were students in the Arabic Language Education study program. The object of the research is 20 students starting from September to December 2023. In this research, the researcher used interview media with students in the Arabic language study program. In the research, researchers showed animated videos made using the Plotagon application.

Data Collecting and Analysis Technique

In collecting this data, the author goes directly to the research object to obtain valid data. Hence, the researcher uses the observation method or observation, which can be interpreted as systematically observing and recording the symptoms that appear on the research object. This observation uses participant observation, where the researcher is directly involved with the student's daily activities being observed or used as a research data source. In this direct observation, the researcher, apart from acting as a full observer who can observe symptoms or processes that occur in actual situations the observer
directly observes, is also an actor or participant who takes part in carrying out the teaching and learning process in the classroom (Elma Sari et al., 2019).

Data collection techniques will be used for this research, such as a questionnaire, a short essay, and interviews. This essay is completed by asking students to write down short notes on student motivation in learning the language of Arabic and the reasons for choosing the PBA (Pendidikan Bahasa Arab/Arabic Education) study program.

RESULTS AND DISCUSSION

The research was carried out on students in the PBA study program at UIN Mahmud Yunus Batusangkar. During the observation, the teacher-researcher in the PBA study program, who teaches language proficiency courses, invited students to learn how to use the Plotagon Story application to help students develop their skills. Researchers held a tutorial on using this application to see students' initial motivation to create animation-based learning videos when given learning media.

After the tutorial process on how to use this application was carried out, the researcher invited students to install the application on their respective smartphones, then directed them to try using the application by making videos of conversations in Arabic by recording their voices while having conversations in Arabic fluently. After making the animated video successfully, students show the video for the evaluation process. Based on the results of interviews with researchers and questionnaires to 20 students, the researchers received information that the use of animated video applications with the Plotagon application can increase their motivation to learn Arabic because the media used is very innovative and makes it easier for them to practice their skills. Speaking Arabic has been considered difficult, especially in terms of speaking skills.

The interview process is carried out after the learning has taken place. Education conducts in-depth interviews with students about their enthusiasm and motivation for learning Arabic using Android-based animated videos using the Plotagon Story application after completing the learning. The results of the interviews showed that students' interest and motivation significantly increased after learning was carried out using Android-based animated videos using the Plotagon Story application.
Picture 1.
Using and Creating Video Animation in Plotagon Story

Based on the results of observations and interviews with students regarding using animated videos based on the Plotagon application to increase students' learning motivation, this application-based animated video can increase students' learning motivation. It can be proven by students' enthusiasm when studying the application process, starting from the installation process to using the features available to create an animated conversational video in Arabic, which can increase motivation to learn the language. Thus, it can be stated that this research strongly supports relevant research by Fini Adila Kurnia and friends, which states that digital-based learning media through animated videos created with the Plotagon application as a medium for learning Arabic speaking skills has a positive and significant impact where learning in class becomes communicative, and students are more active in practicing speaking with their fellow students. Plotagon application-based learning media in Arabic speaking skills with positive and effective achievements. This media can support the achievement of Maharah Al-kalam learning objectives as evidenced by their ability to communicate, express simple sentences, and create active and creative learning so that the learning objectives can be achieved optimally.

Also, the results of this research support the research that has been carried out by Amrina et al. entitled Utilization of the Plotagon Application as a Class X MAN Arabic Learning Media Utilization of the Plotagon Application as an Arabic Learning Media that students are very fond of learning Arabic so that students do not feel lazy and tired in the learning process. In this application, students are motivated to learn because it is based on animated films that students like. This application can also spark students' creativity by designing notable films and themes. Challenging project-based learning will be felt when students are asked to make videos according to the teaching material. Students will also better understand the material with this interesting Plotagon application.

Most experts understand linguistic abilities as a particular tendency to learn a foreign language (Kulakova et al., 2022). Educators' teaching styles or methods that are less attractive affect student learning. It happens, for example, because educators are less prepared and have not mastered the material. It needs to be
clarified what the attitude of educators is in teaching and presenting it. Tools, or what is known as complete and appropriate learning media, will facilitate the acceptance of learning materials given to students. If students easily accept lessons and master them, then their learning will become more active and more advanced. Several stages must be considered in selecting learning media, including determining learning media based on identifying learning objectives or competencies and characteristics of aspects of the subject matter to be studied (Nurrita, 2018). Identifying the characteristics of learning media which must be adjusted to the level students’ abilities, the teacher controls their use, they are available at school, they are easy to use, Design their use in the learning process, what are the stages of use so that it becomes a complete process in the learning process, Evaluate the use of learning media as a feedback material for the effectiveness and efficiency of learning media (Nursero, 2012).

One platform that can be used as a learning medium in this era of technological advances is the Plotagon Story application. Media in the form of animated videos is one of the choices educators can use to provide learning media that is interesting and exciting, of course, with the right learning content. In the cognitive aspect, videos can be used to study things related to students’ knowledge and intellect. In this case, video media helps the learning process effectively. Video is a medium that involves two senses, namely hearing and sight, because what the eyes see and the ears hear is quicker and easier to remember than what can only be read or heard. The benefits of video in increasing the effectiveness and essence of the learning process include overcoming distance and time limitations (Khasanah et al., 2021) can be repeated if necessary to add clarity, the message conveyed is quick and easy to remember Developing students’ thoughts and opinions, developing imagination, clarifying abstract things and providing a more realistic picture, has a strong emotional influence (Busyaeri et al., 2016) (Desrianti et al., 2012).

Animation in the world of education acts as an interesting learning medium. Animation is a moving visual that can explain material that is difficult to convey conventionally (Kurniawan et al., 2021). Animation can be integrated into other media, such as videos or presentations, making it suitable for explaining subject matter that is difficult to convey directly through books. Animation in education provides various benefits for educators and students. For students, animation can increase interest in learning and understanding a particular field of science (Azriah, 2018). For educators, animation can simplify the learning and teaching process of delivering material to students (Chodzirin, 2016).

Using animated videos to learn through the Plotagon Story platform is very effective. It can increase students’ motivation, especially in learning Arabic, because apart from presenting material related to learning, learning media using Plotagon Story can also be created creatively by educators. Educators distribute
Arabic learning materials with communicative learning titles or themes to students so they can understand and study together. After the material has been taught to students, the educators will show an Android-based animated video designed and adapted to the theme to make it easier for students to understand and motivate them to learn Arabic. In the evaluation process, educators direct students to practice the material taught to measure the extent of students' understanding and skills in learning Arabic.

CONCLUSION

Based on the research that has been carried out, it can be concluded that learning using Plotagon Story as a learning medium makes learning more accessible to transfer information in every condition because it can be accessed via Android. There are still many platforms that educators can use as learning media, but educators need to improve their skills in modifying platforms into engaging learning media. Even though many platforms can be used as learning media, all of them must be evaluated, considering that not all educators can use the same media. The point is to maximize educators' knowledge to increase students' interest in learning through various existing learning media platforms. This research still needs to be expanded because it still uses the Plotagon Story application, which needs improvement. The researcher hopes other researchers can conduct similar research using different Android-based applications.

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