Integrating Arabic Fun Video Media with Round Table Learning Model on Students' Outcomes in Arabic Lessons

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Abstract

This study aimed to examine the effect of integrating Arabic Fun Video learning media with the Round Table teaching model on students' vocabulary comprehension in Arabic language lessons at Madrasah Diniyyah Mafaza Lubuk Linggau. Arabic is one of the compulsory subjects at the institution; however, the learning process still encounters several challenges. Students exhibit limited understanding of Arabic language materials, and the lack of instructional media has contributed to a decline in their engagement during lessons. To address these issues, it is essential for teachers to employ innovative and interactive media, along with effective learning models, to foster a conducive and focused classroom environment. Research in educational psychology underscores that creative and interactive learning tools can enhance student motivation, engagement, and academic achievement. This study employed a quantitative approach with a quasi-experimental design, specifically a non-equivalent group design. The sample consisted of 30 students, selected through purposive sampling. The research instrument was a vocabulary test that had undergone validity and reliability testing. Validity was assessed using Pearson's Product Moment correlation, while reliability was measured with Cronbach's Alpha coefficient. Data were analyzed using an independent samples t-test, as the data met the assumptions of normality and

homogeneity. The findings revealed that the integration of Arabic Fun Video media with the Round Table model significantly enhanced students' learning outcomes in Arabic. Statistical analysis indicated a significant difference between the experimental and control groups (t-test, Sig. 0.020 < 0.05).

Keywords: Arabic Language, Arabic Learning Outcomes, Arabic Fun Video Learning Media, Round Table Learning Model.

Introduction

Learning is a process where teachers provide knowledge to students through direct interaction, and it happens continuously. [1]. Meanwhile, the goal of student learning is to achieve overall development, including cognitive, emotional, and physical aspects. To reach these goals, students engage in learning activities, and teachers carry out the teaching process [2]. Teachers play a crucial role in structuring the learning process, which includes planning instruction, delivering content, managing the classroom environment, and conducting evaluations and assessments. Simultaneously, students engage in active learning through receiving information, practicing skills, participating in social and collaborative interactions, as well as reflecting on and evaluating their learning experiences. These two things must be done actively and synergistically in order to achieve the desired results and educational goals are completed properly[3].

Arabic is is a scientific[4] and international language and is widely studied in countries where it is not the primary language, such as Indonesia[5]. Many educational institutions in Indonesia, especially Islamic schools, make Arabic a compulsory subject for their students [6]. In both the national and Islamic education curricula, Arabic is integrated as a component of Islamic studies, serving to

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[1] Muh Sain Hanafy, "Konsep Belajar Dan Pembelajaran," *Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan* 17, no. 1 (June 18, 2014): 66–79, https://doi.org/10.24252/lp.2014v17n1a5.

[2] Aini Nazura Paimin et al., "A Study of Resilience Profile of Firstyear Students During Hybrid Learning," in *2024 9th International STEM Education Conference (iSTEM-Ed)*, 2024, 1–4, https://doi.org/10.1109/iSTEM-Ed62750.2024.10663185.

[3] Aenullael Mukarromah and Meyyana Andriana, "Peranan Guru Dalam Mengembangkan Media Pembelajaran," *Journal of Science and Education Research* 1, no. 1 (February 16, 2022): 43–50, https://doi.org/10.62759/jser.v1i1.7.

[4] Noza Aflisia and Renti Yasmar, "Upaya Meningkatkan Kemampuan Bahasa Arab Dosen Non Pendidikan Bahasa Arab," *Ihayul Arabiyah* 2, no. 2 (2018): 157–71, http://jurnal.uinsu.ac.id/index.php/ihya/article/view/3281.

[5] Sofyan Sauri, "Sejarah Perkembangan Bahasa Arab Dan Lembaga Islam Di Indonesia," *Insancita* 5, no. 1 (2020): 73–88.

[6] Talqis Nurdianto and Noor Azizi bin Ismail, "Pembelajaran Bahasa Arab Berbasis Common European Framework Of Reference For Language (CEFR) Di Indonesia," *Al Mahara: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (June 24, 2020): 1–22, https://doi.org/10.14421/almahara.2020.061.01.

enhance students' intellectual development across elementary, junior high, and senior high school levels. Seeing the growing importance of learning Arabic, the challenges often become significant obstacles, especially in certain aspects of mastering the Arabic language material.

In learning Arabic, students must master four skills, namely listening, speaking, reading, and writing[7]. Vocabulary is an essential aspect of Arabic because it carries meaning and is used to communicate messages from the speaker to the listener [8]. A person's language ability improves as their vocabulary increases because vocabulary plays a key role in enhancing language skills. The greater a person's Arabic vocabulary, the more proficient they become in the four language skills: speaking, listening, reading, and writing[9]. Therefore, vocabulary mastery is one of the main ways to improve language skills, as it involves continuously expanding and studying the meaning and use of words in different contexts[10].

The learning process in the classroom is a series of organized activities and interactions between teachers and students aimed at achieving learning goals[11]. This process has several stages that teachers need to prepare for, including planning, implementation, and evaluation. Teachers must be capable of creating a positive and conducive learning environment while effectively employing appropriate methods, media, strategies, and instructional models to support students in developing their full potential[12]. A positive and supportive learning environment will support the teaching and learning process, where students feel comfortable, safe and motivated in the learning process so that it can form students' character and increase students' academic achievement [13].

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[7] Kamarulzaman Abd. Ghani et al., "Development of a Learning Module on Arabic Language Skills Outside of the Classroom," *Procedia - Social and Behavioral Sciences*, Kongres Pengajaran dan Pembelajaran UKM, 2010, 18 (January 1, 2011): 154–62, https://doi.org/10.1016/j.sbspro.2011.05.023.

[8] Barbara Bakker, "Teaching and Learning Arabic Vocabulary," *Conference Proceedings. Innovation in Language Learning 2019*, November 15, 2019, https://conference.pixel-online.net/library_scheda.php?id_abs=4175.

[9] Yoni Marlius, Bambang Bambang, and Metsra Wirman, "The Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation: A Study of Phenomenology," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (June 1, 2021): 35–48, https://doi.org/10.23971/altarib.v9i1.2585.

[10] Norbert Schmitt and Diane Schmitt, *Vocabulary in Language Teaching* (Cambridge University Press, 2020).

[11] Rafael Ibán Segundo Marcos et al., "Promoting Children's Creative Thinking through Reading and Writing in a Cooperative Learning Classroom," *Thinking Skills and Creativity* 36 (June 1, 2020): 100663, https://doi.org/10.1016/j.tsc.2020.100663.

[12] Sueraya Che Haron et al., "Understanding Arabic-Speaking Skill Learning Strategies among Selected Malay Learners: A Case-Study at the International Islamic University Malaysia (IIUM)," *Contemporary Issues in Education Research* 3, no. 8 (August 2010): 9–20.

[13] Faizal Pikri, "The Role of the Language Environment in Improving Arabic Learning Abilities," *International Journal of Science and Society* 4, no. 2 (July 12, 2022): 346–54, https://doi.org/10.54783/ijsoc.v4i2.478.

Madrasah Diniyyah Pondok Pesantren Mafaza Lubuk Linggau is one of the schools that teaches Arabic; this madrasah has 3 class levels, namely *'Aam*, *Mutawasit*, and *Khos* class. After the researcher observed the *Mutawasit* class at *Madrasah Diniyyah*, several learning problems were identified. When the teacher explained the material, the students did not fully pay attention, which led to a lack of understanding in learning Arabic. This was evident when the teacher asked random questions, and several students were unable to answer them.

After observing the classroom, the researcher interviewed one of the Arabic language teachers at *Madrasah Diniyyah* Mafaza and found that the teacher only used the direct method. This made students feel bored, and the teacher did not use any learning aids, which led to a decrease in student's interest during the lesson. As a result, there was a decline in student's daily grades in Arabic. In response to the decreasing interest and motivation among students in learning Arabic, the researcher seeks to contribute meaningfully by utilizing engaging Arabic video learning media in combination with the round table instructional model. The researcher hopes that this media and model will make Arabic language learning more active, innovative, creative, and enjoyable.

Learning media can be defined as tools that create information or messages to help deliver material to students during the learning process [14]. They are teaching aids or learning tools that serve as illustrations to clarify the main lesson and convey messages or act as intermediaries for the message[15,16]. These media or learning aids can be used to convey information, concepts and ideas to students and can convey messages with predetermined objectives[17,18]. Learning aids enhance teaching effectiveness and help clarify instructional concepts by serving as visual tools that represent and illustrate specific ideas more concretely[19]. In the world of education, some examples of "aids" or "learning aids" are books, audio

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[14] Hamzah Pagarra et al., *MEDIA PEMBELAJARAN*, vol. 1 (Makassar: Badan Penerbit UNM, Makassar., 2022), https://eprints.unm.ac.id/25438/.

[15] Asep Sopian, *Pembelajaran Bahasa Arab Di Era Revoludi Industri 4.0* (Bandung: UPI Press, 2022).

[16] Ramli Abdullah, "Pembelajaran Dalam Perspektif Kreativitas Guru Dalam Pemanfaatan Media Pembelajaran," *Lantanida Journal* 4, no. 1 (2017): 35–49.

[17] Durrotul Hikmah, Garik Petoukhoff, and Jessica Papaioannou, "The Utilization Of The Animiz Application As A Media For Arabic Language Learning On Students," *Journal International of Lingua and Technology* 1, no. 2 (August 13, 2022): 157–71, https://doi.org/10.55849/jiltech.v1i2.84.

[18] Fauziah Fauziah and Asep Sopian, "Model Assure Dalam Pemanfaatan Media Pembelajaran Bahasa Arab Kelas Vii Di Mtss Istiqlal Jakarta," *Al-Af'idah Jurnal Pendidikan Dan Pengajaran Bahasa Arab* 8, no. 1 (2024): 348–64.

[19] Eddy Yunus et al., *ACHITS 2019: Proceedings of the 1st Asian Conference on Humanities, Industry, and Technology for Society, ACHITS 2019, 30-31 July 2019, Surabaya, Indonesia* (European Alliance for Innovation, 2019).

recorders, cassettes, videos, cameras, television, cards, films, and pictures can be said to be learning aids [20].

Based on the definitions above, learning media, when understood broadly, refers to people, materials, and tools that help students gain knowledge, skills, and new experiences in learning. It can be concluded that teachers, textbooks, and the school environment are all forms of media that convey information in the learning process, guiding messages and making it easier for teachers to help students understand the material being taught.

The learning model used is the round table cooperative learning model [21]. The cooperative learning model is defined as a learning model using a grouping system between four to six people with different academic ability backgrounds, gender, race or ethnicity which are usually called heterogeneous. The assessment system is carried out on groups [22]. The cooperative learning model consists of structured group activities that incorporate key elements, including active participation of group members, clearly defined rules, individual learning responsibilities, and shared objectives to be accomplished throughout the learning process[23]. In cooperative learning, student cooperation in learning activities is prioritized, and this learning refers to the learning process in which students work together in small groups and help each other learn [24].

The learning media used is Arabic fun video learning media integrated with the Round Table learning model. The researcher chose this media and model because they believe it can have a significant impact on Arabic learning for students at *Madrasah Diniyyah*. This approach is also considered effective in addressing students' learning challenges, fostering greater enthusiasm for learning, and offering students opportunities to articulate their thoughts and ideas. Media and learning models are used in the classroom by displaying learning tools in the form of videos related to the theme of the Arabic language material. After that, small groups are formed in the round table, so the students can discuss and express their ideas related to the subjects that have been displayed and discussed in small groups.

Based on several previous studies, research related to the round table learning model and learning media shows an impact on improving Arabic

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[20] Lufeyo Chitondo, "Influence of Teaching and Learning Aids on Language Learning in Four Selected Schools of Mwense District in Luapula Province, Zambia," *International Journal of Scientific and Management Research* 05, no. 01 (2022): 165–82, https://doi.org/10.37502/IJSMR.2022.5110.

[21] Steven G. McCafferty, *Cooperative Learning and Second Language Teaching* (Cambridge University Press, 2006).

[22] Andi Sulistio and Nik Haryanti, *Model Pembelajaran Kooperatif (Cooperative Learning Model)* (Eureka Media Aksara, 2022), https://repository.penerbiteureka.com/pt/publications/408751/.

[23] Lola Amalia et al., *Model Pembelajaran Kooperatif* (Cahya Ghani Recovery, 2023).

[24] Dolors Cañabate et al., "Cooperative Learning to Reduce Inequalities: Instructional Approaches and Dimensions," *Sustainability* 13, no. 18 (January 2021): 10234, https://doi.org/10.3390/su131810234.

language learning, including a study by Amalia Agustina, examine "Penerapan Model Pembelajaran Kooperatif Tipe Round Table Berbantuan Media Gambar Seri Dalam Meningkatkan Kemampuan Menulis Cerita Pendek Pada Siswa Sekolah Dasar". The findings show that the learning model assisted by serial image media can improve students' writing skills [25]. Next, research by Melina Jianti, examine "Efektivitas Model Pembelajaran Kooperatif Tipe Round Table Dengan Media Gambar Dalam Pembelajaran Kanji Dasar". This research uses a pure experimental method, and the learning model assisted by image media is effective when applied to learning Japanese sentence patterns [26]. Hence, research by Puspitarini, examine "Using Learning Media to Increase Learning Motivation in Elementary School", This qualitative research will analyze the learning process in schools that use conventional methods. At the end of the study, the researcher will provide suggestions for combining didactic or conventional methods with ICT learning media [27].

Based on a search conducted using Publish or Perish through the Scopus and Google Scholar databases, the researcher reviewed numerous prior studies on the round table learning model, including those that integrated it with instructional media such as images or videos, which have been extensively explored. However, there are still some gaps and limitations in the research. This study aims to fill the gap by examining the effect of using Arabic fun video learning media combined with the Round Table learning model, specifically in Arabic language learning in the *Mutawasit* class at *Madrasah Diniyyah* Mafaza. The novelty of this study is in the use of Arabic Fun Video learning media. The videos used will be in accordance with the topics taught in class, and teachers can create and modify videos that will be shown in class. The videos were made using PowerPoint. This innovation is expected to have a positive influence on student learning. It can provide a more comprehensive solution to bridge the gap in student's Arabic language learning outcomes that are hampered by the lack of effective teaching methods.

This research was conducted using a quantitative research method in the form of a quasi-experiment with non-equivalent control groups design to address the research problem[28]. It aims to test the influence of two variables: the

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[25] Hamelia Agustina, "Penerapan Model Pembelajaran Kooperatif Tipe Roundtable Berbantuan Media Gambar Seri Dalam Meningkatkan Kemampuan Menulis Cerita Pendek Pada Siswa Sekolah Dasar," *Jurnal Gentala Pendidikan Dasar* 5, no. 1 (June 1, 2020): 78–90, https://doi.org/10.22437/gentala.v5i1.9424.

[26] Melina Jianti, "Efektivitas Model Pembelajaran Kooperatif Tipe Round Table Dengan Media Gambar Dalam Pembelajaran Kanji Dasar" 1, no. 1 (2017).

[27] Yanuari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School.," *Anatolian Journal of Education* 4, no. 2 (October 2019): 53–60.

[28] Christopher J. Miller, Shawna N. Smith, and Marianne Pugatch, "Experimental and Quasi-Experimental Designs in Implementation Research," *Psychiatry Research* 283 (January 2020): 112452, https://doi.org/10.1016/j.psychres.2019.06.027.

independent variable and the dependent variable. This study uses the independent variable, which is the "Arabic fun video" learning media combined with the cooperative learning model "round table," referred to as variable X. The dependent variable, which is influenced, is the Arabic language learning outcomes, referred to as variable Y. Quantitative research is research that is used to investigate the effect of one treatment on another treatment under controlled conditions[29]. Quantitative research is designed to gather and analyze numerical data systematically. In contrast, experimental research focuses on examining the relationships between two or more variables and determining the effect of one variable on another[30].

This research is a quantitative-research using an experimental method with a quasi-experimental research design in the form of a non-equivalent group design[31]. In this design, the researcher used two groups, which were selected through purposive sampling techniques, namely the experimental group and the control group[32]. The experimental group received instruction through the use of Arabic fun video learning media combined with the round table learning model, while the control group continued to be taught using the conventional classroom approach, specifically the direct method. Therefore, the results of the treatment can be known because the experimental group and the control group can be compared. The design model of this study can be described as follows:

R	O_1	X_1	O_2
R	O_3		O_4

Figure 1. Research design

Remarks:
R = select a sample in a random manner
X_1= the treatment that is given to the experiment class
O_1 = pre-test of experiment class
O_2 = post-test of experiment class
O_3 = pre-test of control class
O_4 = post-test of control class[33]

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[29] I. Made Laut Mertha Jaya, *Metode Penelitian Kuantitatif dan Kualitatif: Teori, Penerapan, dan Riset Nyata* (Anak Hebat Indonesia, 2020).

[30] Diana Widhi Rachmawati et al., *TEORI & KONSEP PEDAGOGIK* (Penerbit Insania, 2021).

[31] John Rogers and Andrea Revesz, "Experimental and Quasi-Experimental Designs," in *The Routledge Handbook of Research Methods in Applied Linguistics* (Routledge, 2019), 133–43.

[32] Bagus Sumargo, *TEKNIK SAMPLING* (UNJ PRESS, 2020).

[33] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Penerbit ALFABETA, 2020).

In this study, the research hypothesis used is:

H_0: There is no significant influence of the Arabic Fun Video Learning Media and the Round Table Learning Model on Arabic language learning outcomes.

H_a: There is a significant influence of the Arabic Fun Video Learning Media and the Round Table Learning Model on Arabic language learning outcomes.

Participant (Subject) Characteristics

The population in this study were students of *Madrasah Diniyyah Mafaza* class *Mutawasit* in Lubuk Linggau, South Sumatra. Data collection techniques in this study used tests, interviews, observations and documentation. Interviews with teachers and observations were conducted to find out the picture of Arabic language learning in the classroom and to find out whether Arabic language teaching in this *madrasah* was difficult or not. The sampling technique used was purposive sampling. The population in this study were all students of the *Mutawasit* class at *Madrasah Diniyyah* Mafaza, totaling 44 people. They are students who participate in teaching and learning activities, especially in Arabic subjects. The number of this population is the basis for determining the research sample. After the population number is known, the researcher conducted a sample selection process by applying inclusion and exclusion criteria. The sample inclusion criteria include active students in the M*utawasit* class, regularly participating in Arabic subjects, being willing to participate in the entire series of activities from beginning to end, and having basic reading and writing skills. Exclusion criteria include students who have low attendance rates or often do not participate in Arabic learning consistently, are not willing to participate in the entire series of activities from beginning to end, do not yet have basic reading and writing skills in Arabic, and are involved in school activities that interfere with participation in the study.

After determining the inclusion and exclusion criteria, the researcher determined that the students to be used as research samples consisted of two classes, Mutawasit A and Mutawasit B, with a total of 30 people. The number of 30 people can be chosen because it is the minimum size generally considered appropriate in quantitative research to support the implementation of statistical analysis, both parametric and non-parametric[34]. In addition, the selection of this number also refers to the principle of the Central Limit Theorem, which states that the sample distribution will approach a normal distribution if the number of samples is sufficient, namely a minimum of 30 people[35]. One review noted that testing an approach can generally be done with an average sample size of around

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[34] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D.* (Bandung: Alfabeta, 2011).

[35] Sang Gyu Kwak and Jong Hae Kim, "Central Limit Theorem: The Cornerstone of Modern Statistics," *Korean Journal of Anesthesiology* 70, no. 2 (2017): 144, https://doi.org/10.4097/kjae.2017.70.2.144.

30 participants, especially in simultaneous-based educational research[36,37]. Therefore, the selected sample size is adequate for obtaining valid and reliable results in assessing the effectiveness of learning media on student learning outcomes. Data were collected using test instruments in the form of pretests and posttests. The pretest was administered prior to the treatment, while the posttest was conducted following the implementation of the treatment.

<div align="center">Table 1. Sample</div>

Number	Class	Sample
1	Experiment Class	15
2	Control Class	15
Total		30

Findings and Discussion

This research was conducted at *Madrasah Diniyyah* Mafaza in the *Mutawasit* class in Lubuk Linggau City, South Sumatra. There were two classes used for this study, namely the experimental class and the control class. The experimental class used the Arabic Fun Video learning media integrated with the round table learning model. In contrast, the control class used the direct method, which is a learning method commonly used in the classroom. The research was conducted smoothly in both classes in accordance with the planned instructional procedures. Prior to implementing the learning media and models in the control and experimental groups, the teacher administered a pretest to the students to assess their initial competencies. After the results of the pre-test were obtained, both classes were given treatment. After that a post-test was given, which later the results of the pre-test and post-test would be used for data analysis and hypothesis testing.

Before the evaluation was conducted, the researcher validated the instrument. A trial was conducted to ensure the validity of the instrument. A test instrument is effective as a measuring tool if it meets specific criteria, including having high validity and reliability. Based on the validity test results, out of the 15 questions administered, seven were deemed valid as their r-count coefficients exceeded the r-table value. Conversely, eight questions were considered invalid because their r-count values fell below the r-table threshold. It is known that the r-table in this study is 0.532. The seven valid instruments have met all the

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[36] Smruti Besekar, Sangita Jogdand, and Waqar Naqvi, "Sample Size in Educational Research: A Rapid Synthesis," *F1000Research* 12 (October 9, 2023): 1291, https://doi.org/10.12688/f1000research.141173.1.

[37] Smruti Besekar, Sangita Jogdand, and Waqar Naqvi, "Navigating Sample Size Determination in Educational Research: A Rapid Review Unveiling Strategies, Challenges, and Recommendations.," *F1000Research* 12 (February 23, 2024): 1291, https://doi.org/10.12688/f1000research.141173.2.

established indicators and have been tested for reliability. The researcher identified seven valid instruments, namely numbers 1, 3, 5, 10, 11, 14, and 15. The invalid instruments were numbers 2, 4, 6, 7, 8, 9, 10, and 13. The validity of each question is as follows: Instrument 1 (0.575 > 0.532), instrument 2 (0.163 < 0.532), instrument 3 (0.568 > 0.532), instrument 4 (0.147 < 0.532), instrument 5 (0.642 > 0.532), instrument 6 (0.320 < 0.532), instrument 7 (0.330 < 0.532), instrument 8 (-0.053 < 0.532), instrument 9 (-0.039 < 0.532), instrument 10 (0.546 > 0.532), instrument 11 (0.575 > 0.532), instrument 12 (0.010 < 0.532), instrument 13 (-0.171 < 0.532), instrument 14 (0.711 > 0.532), instrument 15 (0.568 > 0.532). Furthermore, the researcher conducted a reliability test on valid question items because an instrument is said to be reliable if Cronbach's Alpha reliability coefficient exceeds 0.70.[38]. The results of the reliability test of the test instrument are as follows.

Table 2. Reliability Statistic

Reliability Statistics

Cronbach's Alpha	N of Items
.780	7

(Source: IBM SPSS Statistic 27)

In general, the use of learning media in the classroom can help students in various aspects, both in the learning process itself and in their skills[39]. The use of learning media provides various benefits, including enhancing understanding of the material, increasing active participation among students, strengthening learning motivation, supporting independent learning, fostering creativity, improving students' skills in using technology and digital tools, offering timely and accurate feedback, and helping students retain information for longer periods.[40]

By using media learning, the learning process will be more active, effective and creative. The atmosphere in the classroom will be able to avoid boredom, because it is not monotonous[41]. The teacher's ability to use various forms of learning aids can determine success in learning, whereas, in this era, students are

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[38] Keith S Taber, "The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education," *Research in Science Education* 48, no. 6 (December 2018): 1273–96, https://doi.org/10.1007/s11165-016-9602-2.

[39] Fanny Rahmatina Rahim et al., "Interactive Design of Physics Learning Media: The Role of Teachers and Students in a Teaching Innovation," *Journal of Physics: Conference Series* 2309, no. 1 (July 2022): 012075, https://doi.org/10.1088/1742-6596/2309/1/012075.

[40] Siti Mahmudah, "Media Pembelajaran Bahasa Arab," *An Nabighoh* 20, no. 01 (2018): 129–38.

[41] Ifni Oktiani, "Kreativitas Guru Dalam Meningkatkan Motivasi Belajar Peserta Didik," *Jurnal Kependidikan* 5, no. 2 (November 24, 2017): 216–32, https://doi.org/10.24090/jk.v5i2.1939.

more open to multiple types of technology[42]. The limited tools in some educational institutions are not a major obstacle as long as teachers, as the main source of learning and teaching, are able to use the simple tools available to achieve optimal learning in the educational process and success in learning Arabic.[43]

The round table cooperative learning model involves organizing students into small groups, where each group gathers around a table composed of members with diverse or heterogeneous abilities. Each group gets the opportunity to express their ideas and listen to ideas from other groups[44] The round table cooperative learning model makes students work together and actively contribute to help find opinions or ideas for their group[45]. This model creates interaction in each member and makes learning active and fun. The advantages of the round table cooperative learning model are improving the quality of learning and academic achievement of students, improving students' memory skills, improving students' verbal communication skills, developing students' social skills, and fostering students' self-confidence to express their opinions. The disadvantages of this model are that it takes a lot of time, and some students will depend on their friends [46].

After the treatment was given, the researcher received the results of the pretest and posttest of both classes. The results for the control class are as follows: in the pretest, the highest score was 80 and the lowest was 30, with a total score of 800. In the posttest, the highest score increased to 90, while the lowest score dropped to 20, resulting in a total score of 910. The following are the results obtained by the experimental class: the highest pretest score was 80, while the lowest score was 10, had a total score of 760, while the highest posttest score was 90, and the lowest score was 50, had a total score of 1125. The following is a descriptive statistical table of the statement above.

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[42] Pagarra et al., *Media Pembelajaran*.

[43] Zulkifli Rusby, Najmi Hayati, and Indra Cahyadi, "Upaya Guru Mengembangkan Media Visual Dalam Proses Pembelajaran Fiqih Di MAN Kuok Bangkinang Kabupaten Kampar," *Jurnal Al-Hikmah* 14, no. 1 (April 2017): 18–37.

[44] Amin and Linda Yurike Susan Sumendap, *164 Model Pembelajaran Kontemporer* (Pusat Penerbitan LPPM, 2022).

[45] Erita Febri Lestari, Mohammad Zainuddin, and Budi Eko Soetjipto, "Peningkatan Keterampilan Sosial dan Hasil Belajar menggunakan Model Pembelajaran Kooperatif Roundtable dan Carousel Feedback," *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 4, no. 10 (October 11, 2019): 1304, https://doi.org/10.17977/jptpp.v4i10.12807.

[46] Ira Budayani, "Penerapan Metode Pembelajaran Round Table Untuk Meningkatkan Hasil Belajar Bahasa Inggris Pada Siswa Kelas Viii-5 Smp Negeri 30 Pekanbaru Tahun Pelajaran 2015/2016.," *Jurnal Ilmu Pendidikan Sosial* 1, no. 1 (2016): 43.

Table 3. Descriptive Statistic

Descriptive Statistics

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Mean Std. Error	Std. Deviation Statistic	Variance Statistic	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic	Kurtosis Std. Error
PretestControl	15	50	30	80	53.33	4.543	17.593	309.524	-.225	.580	-1.432	1.121
PretestEksperiment	15	70	10	80	50.67	4.415	17.099	292.381	-.316	.580	1.746	1.121
PosttestControl	15	70	20	90	60.67	4.925	19.074	363.810	-.608	.580	.243	1.121
PosttestEksperiment	15	40	50	90	75.00	3.047	11.802	139.286	-.602	.580	-.095	1.121
Valid N (listwise)	15											

(Source: IBM SPSS Statistic 27)

Before determining the statistical test used, researchers must conduct prerequisite tests, namely normality and homogeneity tests[47]. The normality test aims to determine whether the collected data are normally distributed. To assess this, the researcher employed the Shapiro-Wilk test using SPSS version 27 on both sample groups. With the rule that if the value of the normality test result is less than 0.05, the data is not normally distributed, and vice versa, if the result is greater than 0.05, the data can be said to be normally distributed[48]. The following are the results of the data normality test using SPSS 27:

Table 4. Tests of Normality

Tests of Normality

	Kolmogorov–Smirnov[a] Statistic	df	Sig.	Shapiro–Wilk Statistic	df	Sig.
PretestControl	.181	15	.200*	.883	15	.052
PretestEksperiment	.200	15	.110	.901	15	.099
PosttestControl	.155	15	.200*	.943	15	.417
PosttestEksperiment	.197	15	.120	.919	15	.185

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

a. Lilliefors Significance Correction

(Source: IBM SPSS Statistic 27)

From the table above, it can be seen that the significance value (sig) of the score on the control pretest values is 0.052. For the experimental pretest, 0.099 is greater than 0.05, so it can be said that the data on the control and experimental class pretest values are normally distributed. While the control class posttest value of 0.417 and the experimental class posttest 0.185 is greater than 0.05, it can be

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[47] Rifka Agustianti et al., *Metode Penelitian Kuantitatif Dan Kualitatif* (TOHAR MEDIA, 2022).
[48] Akbar Nasrum, "UJI NORMALITAS DATA UNTUK PENELITIAN," *Jayapangus Press Books*, February 28, 2018, 117.

said that the control class and experimental class posttest values are normally distributed. Thus, it can be concluded that all data collected in this study are normally distributed and exhibit homogeneity, as indicated by the Shapiro-Wilk test results, which yielded significance values greater than 0.05.

The next step is to carry out a homogeneity test; the homogeneity test is a statistical test procedure that aims to show that the sample group in the research data is taken from a group that has the same variance[49]. This test is employed to determine the similarity between the control and experimental classes. To assess homogeneity in this study, the researcher utilized SPSS version 27. According to the testing criteria, if the significance value exceeds 0.05, the data distribution is considered homogeneous; otherwise, it is not. If the significance value is less than 0.05, then the data is non-homogeneous. The following are the results of the homogeneity test using SPSS 27:

Table 5. Test of Homogeneity of Variances

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	1.766	1	28	.195
	Based on Median	1.606	1	28	.216
	Based on Median and with adjusted df	1.606	1	25.383	.217
	Based on trimmed mean	1.910	1	28	.178

(Source: IBM SPSS Statistic 27)

From the table, the significance value (sig) of the control class and the experimental class has a value above 0.05, so the distribution of data in the two research groups is homogeneous.

The test that will be conducted after the pre-requisite test is performed is a statistical hypothesis test to see the effect of the application of the Arabic Fun Video learning media integrated with the Round Table learning model on students of the *Mutawasit* class at *Madrasah Diniyyah* Mafaza in Lubuk Linggau City. Based on the normality test and homogeneity test, the data in this study can be ascertained to be normally distributed and homogeneous, so researchers can use the t-test or independent sample test using SPSS 27. The null hypothesis (H0) states that there is no significant effect of the "Arabic Fun Video" Learning Media and the "Round Table" Learning Model on Arabic language learning outcomes.

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[49] Kenneth Stehlik-Barry and Anthony J. Babinec, *Data Analysis with IBM SPSS Statistics* (Packt Publishing Ltd, 2017).

The alternative hypothesis (Ha) states that there is a significant effect of the "Arabic Fun Video" Learning Media and the "Round Table" Learning Model on Arabic language learning outcomes. The following are the results of the t-test obtained using SPSS 27 software:

Table 6. T test results (Independent Samples Test)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar	Equal variances assumed	1.766	.195	-2.475	28	.020	-14.333	5.791	-26.196	-2.470
	Equal variances not assumed			-2.475	23.349	.021	-14.333	5.791	-26.304	-2.363

(Source: IBM SPSS Statistic 27)

The basis for decision-making:
1. If the significance level of 0.05 is greater than the significance value (2-tailed) obtained through the SPSS 27 test, then the hypothesis is accepted
2. If the significance level of 0.05 is smaller than the significance value (2-tailed) obtained, then the hypothesis, the hypothesis is rejected.

In the table above, it is known that the sig. The significance result (2-tailed) is 0.020, which means it is smaller than 0.05 and indicates that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Statistical data analysis shows that there is a difference between the Arabic language learning outcomes in the experimental class that applies Arabic Fun Video learning media integrated with the Round Table learning model in Arabic language subjects and the control class by using the direct method. This statement reflects the successful implementation of the media and learning models applied in the experimental class. It can be concluded that there is an influence on the application of Arabic Fun Video learning media integrated with the Round Table learning model on learning outcomes in Arabic language subjects for *Madrasah Diniyyah* students in the *Mutawasit* class in the 2024-2025 academic year.

The test results above show the importance of using innovative and interactive learning media and learning methods in the educational process. It is proven that Arabic fun video learning media and round table learning models can improve Arabic language learning outcomes and can also create a fun and meaningful learning environment. The round table learning model has demonstrated its effectiveness for students, as it encourages all members to engage in discussion, analysis, and the expression of ideas during group deliberations. Furthermore, to assess the extent to which video learning media and the round table model influence learning outcomes, the researcher will

conduct an analysis of the treatment's effect size. One of the techniques used is Cohen's d calculation, a statistical method commonly used to measure the level of impact of a treatment in experimental research. By calculating the effect size, researchers can provide more accurate information about the strength of the intervention carried out so that the research results become more in-depth and can be a reference for the development of learning methods in the future. The following are the results of Cohen's d calculation.

Cohen's d formula and working stages:

$$d_{pooled} = \frac{M_1 - M_2}{SD_{pooled}}$$

$$SD_{Pooled} = \sqrt{\frac{SD_1^2 + SD_2^2}{2}}$$

$$SD_{Pooled} = \sqrt{\frac{(19.072^2 + 11.802^2)}{2}} = \sqrt{\frac{(363.74 + 139.24)}{2}} = \sqrt{251.49}$$
$$= 15.85$$

$$d = \frac{75 - 60.6}{15.85} = \frac{14.4}{15.85} = 0.91$$

In its implementation, Cohen's d is calculated by subtracting the average value of the experimental and control groups and dividing it by the pooled standard deviation of the two groups. This calculation provides an overview of how big a difference is caused by the treatment, regardless of the statistical significance obtained from the t-test. The calculation results show a d value of 0.091, which is included in the large effect category according to Cohen's (1988) interpretation, where a d value of 0.2 is considered a small effect, 0.5 a medium effect, and 0.8 and above are included in a significant effect[50]. These findings suggest that the integration of media and cooperative learning models in this study has a relatively strong impact on enhancing students' proficiency in learning Arabic. Consequently, this instructional strategy is both practical and effective, making it a viable option for broader implementation in comparable educational settings.

Although the study's results above show significant influence and effects, several limitations need to be considered to maintain academic transparency and

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[50] Jacob Cohen, "The Effect Size. Statistical Power Analysis for the Behavioral Sciences," *Abingdon: Routledge*, 1988, 77–83.

become evaluation material for further research. First, of the 15 questions compiled as test instruments, only seven met the validity criteria. Although limited, these questions still reflect competency indicators by learning objectives. However, the small number can limit the scope of measurement and sensitivity to variations in student abilities. Second, the study was only conducted in one institution, *Madrasah Diniyyah* Mafaza, in the *Mutawasit* class, so the results cannot be generalized to a broader population or context. Third, there is the potential influence of external variables such as students' psychological conditions, family support, and extracurricular activities that cannot be fully controlled. Given these limitations, the findings of this study are interpreted with caution and presented with an awareness of the potential for further refinement. These constraints also present opportunities for future research by expanding the sample scope, employing more robust instruments, and utilizing research designs that better control for external variables.

This study's results align with the research written by Nurjannah, which shows that video-based Arabic language learning media can significantly improve students' maharah al-istima' and maharah al-kalam abilities. The average student score increased from 63.48 to 69.00 after using video media[51]. The findings in this study support and complement the study's findings by using Cohen's d to see the magnitude of the treatment effect applied. Furthermore, a study by Romadhoni shows that the Simultaneous Roundtable strategy is more effective than the teacher feedback strategy in improving students' descriptive writing skills[52]. These findings indicate that a collaborative approach, characterized by active student interaction, can enhance critical thinking abilities. This aligns with the results of the present study, which affirm the effectiveness of cooperative learning methods in fostering a more active and participatory learning environment, thereby supporting the comprehensive development of language skills.

Conclusion

This study provides a significant contribution to the learning process in the classroom, especially at *Madrasah Diniyyah Pondok Pesantren* Mafaza Lubuk Linggau. The learning process that took place in the school during this study was very orderly and in accordance with the learning process design that had been made by the researcher together with the Arabic language subject teacher. Throughout the implementation of the new media and learning model, several positive

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[51] Neneng Nurjannah, "Efektivitas Media Pembelajaran Bahasa Arab Berbasis Video Dalam Meningkatkan Kemampuan Maharah Al Istima' Dan Maharah Al Kalam Siswa Kelas Viii Mts Daarul Mustaqiem Pamijahan Bogor," *SHAWTUL 'ARAB* 3, no. 2 (April 29, 2024): 109–23, https://doi.org/10.51192/sa.v3i2.767.

[52] Mohammad Romadhoni, Yam Saroh, and Ani Asryan, "The Effectiveness Of Simultaneous Roundtable In Teaching Writing At Efl Setting," *JEELS (Journal of English Education and Linguistics Studies)* 9, no. 1 (August 23, 2022): 97–113, https://doi.org/10.30762/jeels.v9i1.4118.

developments were observed, including a shift in teaching approach, improved academic performance, effective integration of media in Arabic language instruction, increased student engagement in the learning process, and a noticeable rise in student motivation. Overall, the positive impact when the Arabic Fun Video learning media integrated with the Round Table learning model was implemented in the classroom can be seen clearly and is expected to have an impact on students' academic achievement continuously and in a broader educational context.

The findings in this study answer the research questions that have been raised in the introduction: whether the media and learning models used in this study have a significant effect and to what extent the use of interactive video learning media and the Round Table method affects improving Arabic language learning outcomes as evidenced by the results of data analysis that have gone through many stages of testing to using the Cohen's d effect test to see the extent of the influence of the media and methods used in this study. To address these questions, the study divided students into two groups: a control group and an experimental group. The posttest results of the experimental group surpassed those of the control group, indicating that the media and learning models employed in this research significantly enhanced Arabic language learning. These findings provide empirical evidence of the effectiveness and superiority of Arabic Fun Video learning media when integrated with the Round Table learning model. The results of this study can not only enrich the literature related to media and learning models in teaching Arabic. Still, they can also be a reference for educators to adopt these media and learning models in their teaching and learning practices.

However, although this study has findings that significantly influence learning outcomes, several limitations were still found and may affect the validity and generalization of the findings. This study was limited to a single educational institution with a relatively small sample size of 30 students; therefore, its findings may not be generalizable to a wider population. Moreover, external variables such as students' prior knowledge, learning motivation, and environmental influences outside the classroom were not fully controlled, which could also affect learning outcomes. In light of these limitations, future research is recommended to investigate the long-term effects of using engaging video-based learning media and the Round Table learning model on students' language skill development. In addition, the effectiveness of this approach needs to be tested in various educational contexts and with a larger and more diverse student population to increase the generalization of the findings.

Teacher creativity and flexibility are highly emphasized in the implementation of Arabic Fun Video learning media integrated with the Round Table learning model. Because this media and learning model are implemented simultaneously, teachers need to be able to manage class dynamics well so that learning objectives can be achieved effectively. After conducting this study, it is

seen that the effectiveness of this media and learning model depends on the teacher's ability to adapt and integrate it into a sweetened classroom environment.

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