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IMPLEMENTING ARABIC SONG VIDEOS TO IMPROVE STUDENT LEARNING OUTCOMES AT MI PLUS AL MUNJIYAT KEDIRI

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Abstract: This study aimed to describe the process of implementing Arabic song videos and find out their impact on student learning outcomes at MI Plus Al Munjiyat Kediri City. The researcher conducted Classroom Action Research (CAR) on 15 students in Grade VI. In the learning process, students were invited to learn Arabic while singing vocabulary and sentences through videos, so that learning became more creative, fun, and easy to understand. The researcher used tests, observations, and documentation to collect data, then analyzed the differences in average learning outcomes before and after the video was implemented. The results showed a significant increase in the average student score, from 42.7 in the pre-test to 87.9 in the post-test. This occurred because the use of videos and songs made students more active, enthusiastic, and able to understand the material more easily. In addition to the cognitive aspect, the motivational and student participation aspects also improved. Thus, the use of Arabic song videos proved to be a creative and useful learning medium, not only for achieving learning goals but also for creating a lively, fun, and meaningful learning atmosphere for students.

INTRODUCTION | مقدمة | PENDAHULUAN

Education is the light that guides the human journey. In the learning process, students not only learn to read and write, but also learn to understand, think, and feel the meaning of what they learn (Darvin & Norton, 2023). This is an important foundation, why learning must be able to present a lively, creative atmosphere, and according to students' needs (Hutson et al., 2022). In the process of learning Arabic in elementary madrasahs, the challenges that occur are not only in the aspects of mastering vocabulary, grammar, and communicative skills, but also in how to make students enthusiastic about learning and able to use Arabic creatively, not just memorizing and understanding (Atabik et al., 2023).

Apart from the cognitive aspect, learning a language also involves the emotional and motivational aspects of students (Li et al., 2022). This is a problem that is currently occurring at MI Plus Al Munjiyat Kediri City, where the researcher conducted the learning. In the learning process at the madrasah, students still seem to have difficulty understanding Arabic language material. This is reflected in the low average learning outcomes of students during the pre-test, which is 42.7. This situation does not occur because students are unable to learn, but rather because the learning approach and media are still conventional and less in accordance with the character of student learning. This is what then becomes an important and urgent problem to immediately find a solution.

In addition to the problem of low learning outcomes, students also seem less interested and motivated to learn Arabic. This happens because the approach applied still relies on lectures and one-way explanations. Students are more often passive listeners and not active learners.

This makes the learning process monotonous and less enjoyable, so that students have difficulty understanding the material and learning feels like a boring obligation.

In addition to the learning approach, the use of media is also an important issue that contributes to learning obstacles. In the learning process, media is not only a tool, but also a bridge that can bring learning materials closer to students (Khofifah et al., 2023). The use of creative and appropriate media can make students understand the material more easily, be more enthusiastic, and be more active in learning (Alfiyani & Darmawan, 2023). This is what then becomes an important point, namely finding suitable and creative media in order to achieve the goal of learning Arabic in elementary madrasahs.

Based on the problems that occurred, the researcher then looked for an appropriate approach and media, namely Arabic song videos. The use of videos and songs can not only be a variation, but can also touch the emotional aspects of students, foster learning motivation, and make learning more alive (Vigl et al., 2023). In the video, students can listen, see, and sing Arabic vocabulary and sentences directly. This is in accordance with the principle of multimedia learning, namely that learning occurs more optimally when students use more than one learning channel, namely audio and visual (Ceken & Taşkın, 2022). In this way, students can more easily understand and remember the material taught.

Apart from the cognitive aspect, the use of videos and songs can also be a humane approach, according to student needs, and can be widely accepted among madrasah students (Kumar et al., 2022). This happens because videos and music are close to the world of students, easy to understand, and able to present a pleasant learning atmosphere (Benitez-Galbraith & Galbraith, 2021). In the learning process, students do not only learn passively, but also actively sing and understand the meaning of the vocabulary and sentences spoken. This is important in order to achieve broader learning goals, namely not only understanding, but also being able to use Arabic creatively.

Based on the problems that occur in the field, this study aims to describe the impact of video use on student learning outcomes. In addition to clear problems and objectives, this study is also expected to provide novelty. In Arabic language learning in elementary madrasahs, the use of videos and songs is still rarely applied. Researchers want to provide a creative and innovative approach, namely learning Arabic while singing and watching videos. With this approach, students are expected to be more enthusiastic about learning and can achieve maximum learning outcomes, according to learning objectives. This can also later be a reference and inspiration for educators and other researchers who are looking for creative and innovative approaches to improve the quality of learning.

Apart from the aspect of novelty, this research is also relevant and important for achieving the vision of a superior, creative and modern madrasah (Anas et al., 2023). In an era of technology that continues to develop, learning must be able to align itself, find appropriate approaches, and use creative media (Shonfeld et al., 2021). The use of video and technology does not mean that learning becomes instant, but learning becomes more humane, fun, and according to students' learning needs.

In relation to the approaches and media applied, several experts and previous researchers have also found that the use of videos and creative media can improve the quality of learning. In a study by (Alshraideh, 2021), the use of videos in language learning can help students understand vocabulary, grammar, and sentence usage more easily in practice. This is also in line with research by (Sutikno et al., 2024) who found that learning while singing can increase

motivation and make students more active, creative, and passionate about learning. This happens because the learning process occurs multi-sensorily, namely audio, visual, and kinesthetic, so that students can more easily absorb and understand the material.

Apart from videos and songs, creative and multimedia approaches are becoming a trend and necessity in today's world of learning (Nicolaou, 2021). This is in accordance with the multimedia learning theory of (Mayer, 2024), which states that learning occurs more optimally when students use more than one learning channel. In language learning, the use of videos and songs can be creative and humane media, because they are in accordance with the character of student learning, namely learning while playing and having fun.

Apart from the theoretical aspect, the approach of using videos and songs is also in accordance with the learning conditions of students in elementary madrasahs. Students are still at a learning age who like to play, sing, and learn while moving. By singing Arabic vocabulary and sentences, students learn without realizing they are learning, so that the learning process becomes more enjoyable and in-depth (Munir et al., 2023).

Based on the problems, objectives, novelty, and available theoretical basis, the researcher then conducted Classroom Action Research (CAR) at MI Plus Al Munjiyat, Kediri City. In the learning process, videos and songs were applied in a planned manner, then observed and evaluated. Student learning outcomes before and after the implementation of videos and songs were then analyzed and compared to see how much they had improved. This will later become a measure of the effectiveness of using Arabic videos and songs on student learning outcomes.

The hope of this research will be useful theoretically and practically. The researcher hopes that the creative approach applied can be a reference and inspiration for teachers, practitioners, and other researchers, in order to create Arabic language learning that is more humane, creative, and according to students' needs. With the use of videos and songs, learning Arabic can be a fun activity, no longer an obligation that is considered difficult and boring.

METHOD | منهج | METODE

The research method applied in this study is Classroom Action Research (CAR), which is an approach that is useful not only for understanding learning problems, but also for finding creative and practical solutions to problems that occur in the classroom (Semathong, 2023). This is in accordance with Kurt Lewin's opinion as quoted by (Mertler, 2024), states that Classroom Action Research is a cyclical process, in which researchers are directly involved, designing, implementing, and then reflecting on the actions implemented to improve learning. In this study, researchers chose Classroom Action Research because the problems that occurred did occur directly in the classroom, namely the low learning outcomes of students in Arabic language subjects. Researchers are also teachers who carry out learning, so they can understand the problem in depth and then find the most appropriate solution. In the research process, the subjects involved were students of Class VI MI Plus Al Munjiyat Kediri City, which is an elementary madrasah that is struggling to find a creative approach to improve the quality of learning for its students. The students who were the subjects of this study numbered 15 people, consisting of boys and girls, and all of them were actively learning Arabic at the madrasah. In an effort to understand the problem and document the improvement process, researchers used data collection techniques in the form of tests, observations, and documentation. Tests were used to measure differences in student learning outcomes before and after being given treatment, namely learning Arabic using videos and songs. Observations were applied to obtain qualitative data regarding the

learning process, student attitudes, and their responses to the use of videos and songs. Documentation is useful for recording learning activities, storing lists of grades, and presenting physical evidence of the learning process that occurs. After the data is collected, the researcher then analyzes the data descriptively, namely by finding the average and difference between the pre-test and post-test scores, then describing the learning process and the differences that occur based on observations and documentation. This descriptive analysis is in accordance with Sugiyono's opinion, which states that the descriptive approach is useful for providing a detailed description of what is happening, how the learning process is going, and what differences occur before and after an approach is implemented. In this way, researchers can find and understand in depth how the use of videos and songs can be a creative and humane approach to achieving the goal of learning Arabic in elementary madrasas.

RESULTS | نتائج | TEMUAN

Results should be clear and concise. The results should summarize (scientific) findings rather than provide data in great detail. Highlight the differences between the results or findings and the previous publications by other researchers.

The results of the study obtained from the learning process of Class VI students of MI Plus Al Munjiyat Kediri City provide a fairly detailed description of how the use of Arabic videos and songs can be a creative approach to achieving learning goals. The researcher found that there was a significant difference between student learning outcomes before the video was implemented and after the creative approach was implemented.

Based on the collected data, the average score of students during the pre-test only reached 42.7. This happened because students still had difficulty understanding vocabulary, sentence structure, and the meaning of Arabic sentences. In the learning process, students seemed passive, less enthusiastic, and more often struggled with memorization problems, not on creative and communicative aspects.

In addition to the cognitive aspect, problems also appear in the affective aspect. This can be observed from the attitude of students who tend to be indifferent, less enthusiastic, and seem to have difficulty finding the joy of learning. In the learning process before the implementation of videos and songs, students more often wait for instructions from the teacher, rarely ask questions, and prefer to engage in passive activities.

Through the use of Arabic videos and songs, there is a significant transformation in the student learning process. In learning, students appear more active, enthusiastic, and confident when singing Arabic vocabulary and sentences. This happens because videos and songs are in accordance with the character of student learning, namely learning while playing and having fun.

In addition to cognitive and affective aspects, psychomotor aspects also change. In the learning process, students more often imitate the vocabulary and sentences that are sung, then pronounce them independently. This happens because the creative approach applied is able to involve students directly, not only listening, but also speaking, singing, and moving to the rhythm.

Based on the research that has been conducted, students appear more enthusiastic when learning. This is proven by the activeness of students, namely more than 80% of students sing, imitate, and dance to the rhythm. In the learning process, there is a lively, creative, and fun learning atmosphere, so that students can more easily absorb Arabic language materials.

From the cognitive learning aspect, there was a significant increase in the post-test results. After the implementation of the video and song, the average student score increased to 87.9. This means that there was an average increase of 45.2 from the pre-test. In the learning process, students are better able to understand vocabulary, sentences, and the meaning of the material being taught, not only memorizing, but also being able to use the vocabulary creatively.

In addition to the cognitive aspect, the affective aspect also experienced improvements. This can be seen from the attitude of students who are more enthusiastic, more confident, and more active in learning. In observations, 90% of students appeared emotionally involved, happy, and motivated to learn Arabic.

From the psychomotor aspect, students are also better able to pronounce Arabic vocabulary and sentences correctly, according to intonation, and according to the makhraj of the letters. This happens because learning while singing provides a broad stimulus, namely audio, visual, and kinesthetic, so that students can absorb and imitate more easily.

In addition to cognitive, affective, and psychomotor aspects, based on documentation and observation, students are also more creative and independent. This is evident when given the freedom to sing vocabulary and sentences, students can compose sentences according to the available vocabulary, then sing the sentences in front of their friends.

Data processing was done by conducting a post-test which also showed a significant difference. This can be seen in the following comparison table:

Table 1. Pre-Test and Post Test Data

No	Student Name Initials	Pre-Test	Post-Test
1	WHAT	32.5	85
2	ARF	42.5	85
3	AZ	30	85
4	A A	67.5	90
5	AI	25	85
6	EG	75	93
7	FZ	25	85
8	FD	55	89
9	BL	20	85
10	ND	75	93
11	RTH	25	85
12	SH	40	92
13	STR	20	85
14	STI	50	89
15	SYA	55	88

From the data, it appears that there has been a significant increase in each student. This is because the learning approach applied is in accordance with the character of the students and meets the needs of learning language creatively and enjoyably.

Based on the calculation, the average pre-test was 42.7, while the average post-test reached 87.9. Thus there was an increase in the average of 45.2. This not only happened to students who were indeed superior, but also to students who were previously low, so that there was a widespread distribution and improvement of learning.

In addition to the quantitative aspect, there has also been improvement in the qualitative aspect. This is evident from the documentation that shows students are more active, more enthusiastic, and more confident. In the learning process, students appear to understand vocabulary and sentences more easily, then are able to sing and use the vocabulary creatively.



Figure 1. Arabic Song Video Learning

From this learning, students also work together more often, study in groups, and help each other when they find difficult vocabulary. This happens because the creative approach applied is able to foster cooperation, concern, and an attitude of mutual support among students.

From a theoretical aspect, this finding is in accordance with the opinion (Ginting, 2021) And (Putri et al., 2024) which states that learning occurs more optimally when students are directly and actively involved. This is also in accordance with Mayer's multimedia approach, namely that learning occurs more widely when students use more than one learning channel, namely audio, visual, and kinesthetic (Mayer, 2024).

Based on the data collected, the use of Arabic videos and songs also helps students understand vocabulary and sentences contextually. This happens because students learn while singing and see directly the meaning of the vocabulary spoken, so that a broader and deeper learning process occurs.

In addition to the cognitive aspect, the use of videos and songs also involves the emotional aspect of students. This is seen when students are happy, laughing, and looking at each other while learning. This is in accordance with the holistic approach, namely learning does not only occur in the thinking aspect, but also the feelings and attitudes of students (Iksal et al., 2024).

In the Arabic Song Video Learning Implementation Process, students appear more creative in singing Arabic vocabulary and sentences, then composing sentences according to their respective creativity. This happens because the creative approach does provide a wide space for students to express themselves and learn according to their respective characters.



Figure 2. Arabic Song Video Learning

In addition to the creative aspect, the use of videos and songs is also useful as a stimulus for independent learning. This is seen when students, without being asked, sing Arabic vocabulary and sentences outside of class hours, on the madrasah terrace, or on the way home. This is an indicator that learning is no longer an obligation, but a necessity and a pleasure.

From a methodological aspect, the Classroom Action Research (CAR) approach applied is indeed appropriate and relevant. This happens because researchers can find problems directly, then find creative solutions, apply them, and ultimately measure the difference based on the

collected data.

In addition to academic aspects, the use of videos and songs also supports the vision of the madrasah, namely to become a superior, creative, and modern madrasah. This happens because the learning approach applied is able to develop students' potential widely, not only cognitive aspects, but also emotional, creative, and psychomotor aspects.

Based on these findings, it can be concluded that the use of Arabic videos and songs is a creative approach that can be widely applied in elementary madrasas. This is because the creative approach is able to improve student learning outcomes, make the learning process more lively and exciting, and at the same time support the vision of the madrasah to create students who are superior, creative, and superior holistically.

DISCUSSION | مناقشة | DISKUSI

The findings of this study provide a broad picture of the effectiveness of using Arabic videos and songs as a creative approach to improve student learning outcomes at MI Plus Al Munjiyat Kediri City. The researcher found that the creative learning approach, namely the use of videos and songs, is not only cognitively useful, but also touches on the emotional and psychomotor aspects of students. This is in accordance with the multimedia learning theory of (Mayer, 2024), which states that learning occurs more optimally when students learn through more than one channel, namely audio, visual, and kinesthetic.

Based on the problems that occur in the field, namely low student learning outcomes and lack of learning motivation, the use of Arabic videos and songs can be considered a creative and humane solution. This happens because a creative approach is able to bring teaching materials closer to students, make learning more alive, and in accordance with the learning needs of students who are at the age of playing and learning while having fun.

In addition to the cognitive aspect, the creative approach also helps improve the affective aspect of students. This can be seen from the attitude of students who are more enthusiastic, more active, and more confident when learning. In the learning process, students are no longer passive recipients, but become active, creative, and joyful learning subjects. This is in accordance with Kurt Lewin's opinion as quoted by (Eder & Dignath, 2022) states that learning occurs when students are emotionally and actively involved.

The findings are also relevant when associated with a holistic approach, namely an approach that believes that learning does not only occur in the cognitive aspect, but also in the emotional and psychomotor aspects. In a holistic approach, students learn holistically, namely learning with their hearts, minds, and actions (Husni et al., 2022). This is what happened to MI Plus Al Munjiyat students, where the use of videos and songs was able to touch cognitive, affective and psychomotor aspects together.

From the cognitive aspect, there was a significant increase in the average learning outcomes of students. This is because a creative approach can help students understand vocabulary, sentences, and grammar more easily and enjoyably. This is in accordance with Piaget's constructivism learning theory, which states that learning occurs when students actively seek meaning and understand material based on their knowledge and experience (Zhang, 2022).

From the affective aspect, students appear more enthusiastic and motivated to learn Arabic. This is because the use of videos and songs is in accordance with the learning character of students who are learning while playing and having fun. This is in accordance with Rogers'

humanistic approach, which states that learning occurs when students are given freedom, pleasure, and satisfaction in learning, so that intrinsic motivation can grow naturally (Sein et al., 2025).

From the psychomotor aspect, students are more active in singing, imitating, and then using Arabic vocabulary and sentences independently. This happens because the creative approach provides space for students to learn while moving, singing, and imitating, so that learning is no longer a passive process, but creative and dynamic (Reinoso & Elizabeth, 2023).

If we look at it more broadly, the creative approach that is applied is also appropriate and relevant to the vision of the madrasah, namely to become a superior, creative madrasah that is in line with the needs of the times (Anas et al., 2023). This happens because the approach applied is able to meet the learning needs of students, according to their character, and according to the vision of the madrasah which is struggling to find a creative and humane learning approach.

Apart from being in accordance with the vision of the madrasah, the creative approach is also relevant to the vision of the Independent Curriculum, namely providing creative and independent space for students (Nuryana & Nugraha, 2025). This happens because the use of videos and songs does provide space for students to learn according to their style, not based on one-way instructions. This is in accordance with the principles of the Independent Curriculum which emphasizes the process, not just the learning product.

If we apply it to the findings that occurred, the creative approach is also in accordance with Vygotsky's learning theory, namely that learning occurs through interaction, dialogue and collaborative learning processes (Yang, 2023). In Arabic language learning, students learn vocabulary and sentences in groups, sing together, and then take turns performing in front of their friends. This is also an important aspect, namely that learning occurs socially, not individually.

Apart from the theoretical aspect, the creative approach is also in line with and supports previous research reports, for example research by (Yu et al., 2021) And (Tang et al., 2022), which found that the use of creative media can improve student motivation, learning outcomes, and cooperation. In this study, the creative approach was also proven to achieve similar results, namely a significant difference between before and after the implementation of the creative approach.

Based on the available data, there was an average increase from 42.7 in the pre-test to 87.9 in the post-test. This happened to almost all students, without exception. This happened not because students studied harder, but because the approach applied was in accordance with the character, needs, and learning style of the students.

In addition to the cognitive aspect, there is a significant difference in the affective and psychomotor aspects of students. This is seen when students are more enthusiastic about learning, more active in singing vocabulary, and more creative in composing Arabic sentences. This happens because the creative approach is able to touch the emotional and motor aspects of students, not just the cognitive aspect alone.

If applied to the problem raised in the introduction, namely low learning outcomes and student learning motivation, the creative approach applied is proven to be able to be a solution. This happens because the creative approach is in accordance with the character of the students and learning needs, so that students learn more easily and are more enthusiastic about learning Arabic.

In addition to the learning aspect, the creative approach also helps improve student cooperation and interaction. In the learning process, students hold hands, sing, and learn together, so that there is wider cooperation and communication among students. This is in accordance with Vygotsky's learning theory, namely learning occurs through interaction and cooperation.

From a practical aspect, the use of videos and songs is also easy to implement, cheap, and appropriate to the conditions of the madrasah. With the available media and technology, namely LCD, speakers, and downloaded videos, the learning process can be more creative and enjoyable without high costs.

In addition to the practical aspect, the creative approach also contributes to strengthening students' characters, namely cooperation, self-confidence, creativity, and independence. This happens because students learn while having fun, learn from friends, and learn according to their respective characters.

If stated in the vision of the madrasah, the creative approach is indeed appropriate and relevant. This is because the madrasah is looking for an approach that can make learning more humane, creative, and in accordance with the needs of the times, namely learning that is no longer one-way, but multi-directional, creative, and based on student needs.

In addition to the vision of the madrasah, the creative approach is also relevant and in accordance with the vision of the Merdeka Curriculum, namely prestigious, creative learning, and according to students' learning needs. In the creative approach, students are given space and freedom to learn according to their style, so that learning becomes more meaningful.

If applied to the condition of students, the creative approach is indeed appropriate, because students are still learning while playing. This happens because the creative approach is able to align the learning process with the character of the students, namely learning while having fun, dancing, and singing, not learning that is rigid and one-way.

In addition to the practical aspect, the creative approach also provides theoretical contributions, namely that learning occurs when students are given appropriate stimuli. In language learning, appropriate stimuli are the use of videos and songs, namely creative and humane audio-visual stimuli.

If applied to the learning approach, the use of videos and songs is indeed in accordance with the multimedia and holistic approach. This happens because learning occurs when students use more than one sense, namely hearing, seeing, singing, and moving, so that learning becomes broader, more creative, and more humane.

In addition to the aspects that appear in students, creative approaches are also useful in the aspect of teacher professionalism. In the learning process, teachers learn to find creative approaches and media that suit students' needs, so that there is an improvement in the quality of learning and the quality of teaching.

If applied to a long-term vision, a creative approach can be a superior learning model in madrasas. This happens because the creative approach is in accordance with the vision of the madrasa, the vision of the Independent Curriculum, and the vision of the nation, namely producing students who are superior, creative, humane, and able to learn independently (Rohmah et al., 2023).

Based on the findings and discussions, it can be concluded that the use of Arabic videos

and songs is not only useful for cognitive aspects, but also affective, psychomotor, and creative students. This happens because the creative approach is in accordance with learning needs, madrasah vision, and curriculum vision. With a creative approach, learning Arabic can be a living, humane process, and in accordance with students' learning needs.

CONCLUSIONS | خاتمة | SIMPULAN

This research was conducted for the purpose to be achieved, namely to understand and prove that the use of Arabic videos and songs can be a creative and humane approach to improve the learning outcomes of MI Plus Al Munjiyat students in Kediri City, not only in the cognitive aspect, but also in the affective and psychomotor aspects, so that learning is no longer a frightening obligation, but a fun and meaningful journey; these findings also provide theoretical contributions, namely supporting and developing Mayer's multimedia approach, Rogers' holistic approach, and Vygotsky's constructivist learning, as well as providing practical contributions, namely becoming a model and reference for madrasas and other educators who are looking for creative approaches to improve the quality of learning; the use of videos and songs is also widely useful, inexpensive, and according to student needs, so that it can be applied to other subjects in order to create humane, creative, and relevant learning; at the same time, this creative approach is also useful methodologically, namely the Classroom Action Research (CAR) that is applied is able to find problems in detail, find creative solutions, and then document the differences, so that it can be a reference and practical reference; for the sake of strengthening and development, it is suggested that further researchers can apply a broader creative approach, for example combining videos, games, and technology, or applied to other levels and madrasas, in order to achieve broad improvements in learning quality; in the end, this creative approach is not only a learning approach, but also a humane and relevant step, in accordance with the vision of the madrasa, the vision of the Merdeka Curriculum, and the needs of the times, so that learning can be a prestigious, creative, humane, and useful process for the future of students, madrasas, and the nation.

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