

The Use of KineMaster Video Media in Learning Maharatul Kalam for Grade IX Students at Al-Azhar 32 Islamic Junior High School Padang

Sri Jomila Oktari¹, Muhammad Fadhil Hadziq², Bulqis³

^{1,2,3}Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia

Email : tarisrijomila@gmail.com¹, muhammadfadhillhadziq9658@gmail.com²,

bulqis02@gmail.com³

DOI: 10.38073/lahjatuna.v5i2.4283

Received: March 26

Accepted: April 26

Published: April 26

Abstract

This study aims to analyze the use of KineMaster video media in the teaching of maharatul kalam (Arabic speaking skills) among ninth-grade students at SMP Islam Al-Azhar 32 Padang. The background of the research is the low interest and speaking ability of students due to conventional, monotonous teaching methods and a lack of innovative media. The study employs Classroom Action Research (CAR) with a descriptive qualitative approach. The research subjects were 20 ninth-grade students, and data were collected through observation, interviews, questionnaires, documentation, and speaking skill tests. The results show that the use of KineMaster video media can improve students' learning motivation, fluency of pronunciation (lahjah), and learning independence. As many as 80% of students felt motivated to learn, 70% demonstrated fluency in pronunciation, and 65% were able to learn independently using video media. KineMaster video media also made learning more interactive, creative, and enjoyable. However, some technical challenges were found in the creation and utilization of video media, indicating the need for teacher training and school facility support. Overall, KineMaster video media is effective in enhancing students' maharatul kalam skills and can be an innovative solution for Arabic language learning in the digital era. This study recommends the continuous integration of digital media in the learning process.

Keywords: Video, KineMaster, Speaking Skills.

Introduction

In today's digital era, the utilization of technology in education is a must to increase the effectiveness of learning¹. In Arabic language learning, it is very important to create

¹ Amrina Rosyada et al., 'Ibtikar Tiknulujjiya Adz-Dzaka' Al-Ishtina' iyy Fi Wajibati Ath-Thalabah Bi Al-Lughah Al-Arabiyyah: ابتكار تكنولوجيا الذكاء الاصطناعي في واجبات الطلبة باللغة العربية', *Proceeding*

effective, communicative, efficient, fun, innovative, joyful and weighty learning ². One of the important skills in Arabic language learning is Maharatul Kalam (speaking skills), which requires students to be active and confident in communicating because this skill allows students to express ideas, feelings, and opinions clearly and effectively ³. However, Maharatul Kalam learning often faces challenges, such as the lack of interactive media that can motivate students to actively speak and make the learning process more interesting and not stimulate students' learning situations⁴. In addition, students also assume that for them learning Arabic (maharatul kalam) is not a native language, of course there are various other obstacles ⁵. And students were not used to speaking Arabic, ever daily or basic Arabic ⁶.

So that in a learning process, strategies, methods and media that support the teaching and learning process are needed in order to create effectiveness and innovation in learning. Especially in learning Arabic, an educator must be able to use learning tools provided by the school, including media. Learning media is one of the important components in learning ⁷. Learning media is a tool that serves to convey learning messages. Communication will not run without the help of a means of conveying messages or media. Learning media is one of the means to improve learning activities. The position of teaching media is a tool for teaching ⁸. Media are forms of communication both literal and audio-visual and their equipment according to NEA (National Education Association) ⁹. Audiovisual media is media that contains elements of sound and images that can be

International Conference on Education, 2025, 1–15.

² Syaiful Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif* (UIN Maliki Press, 2011).

³ Nuril Mufidah et al., 'Peran Pemahaman Maharah Kalam Pada Pembelajaran Bahasa Arab Di Madrasah Aliyah Keagamaan (Mak)', *Proceeding International Conference on Islamic Education 7* (2022): 700–708.

⁴ Sri Jomila Oktari et al., 'The Effect of the Humanistic Model on Arabic Learning Outcomes of Students at MTs Al-Falah Nipa Ambalawi', *Al-Muhawaroh: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2026): 23–30.

⁵ Wildatul Muyasaroh et al., 'Analisis Penerapan Metode Pembelajaran Bahasa Arab Kelas IX Madrasah Tsanawiyah Ali Maksu Krapyak', *Arabia: Jurnal Pendidikan Bahasa Arab* 16, no. 1 (2024): 1–16.

⁶ Khabibi Muhammad Luthfi et al., 'Arabic Speaking Skills Training Through Role-Playing Method for Al- Hadi Islamic Junior High School Students', *Arabia: Jurnal Pendidikan Bahasa Arab* 16, no. 1 (2024): 123–36.

⁷ Najmawati et al., 'Penggunaan Media Video Bahasa Arab Dalam Meningkatkan Maharah Al-Istima' Siswa', *Sipakainge: Inovasi Penelitian, Karya Ilmiah Dan Pengembangan (Islamic Science)* 2, no. 5 (2024): 53–61.

⁸ Nana Sudjana and Ahmad Rivai, *Media Pengajaran* (Sinar Baru Algesindo, 2017).

⁹ Abdul Wahab Rosyidi and Mamlu'atul Ni'mah, *Media Pembelajaran Bahasa Arab* (UIN Maliki Press, 2018).

seen, such as videos, films and slides that are given sound ¹⁰. The ability of audio-visual media is considered better and more interesting because it contains both elements of media types, namely audio and visual ¹¹.

The development of digital technology offers great opportunities to overcome these obstacles. The use of video-based learning media, especially video editing applications. Video media can help students understand the material visually and audibly, increase learning motivation, and provide opportunities to practice speaking repeatedly ¹². One of the media in the form of video (audio visual) that can be used is KineMaster. KineMaster is a full-featured and professional video editing application for iOS and Android devices. It supports multiple layers of video, audio, images, text, and effects equipped with a variety of tools that allow teachers to create high-quality videos ¹³. The use of video media, especially the KineMaster application, in learning maharatu kalam (speaking skills) allows teachers to present learning materials in a more interesting, interactive and accessible way for students. This is relevant along with the increasing need for innovative and interactive digital learning media, especially in foreign language learning that demands productive skills such as speaking ¹⁴.

Looking at the conditions that occur at Al-Azhar Islamic Junior High School 32 Padang, it is known that students' ability to maharatu kalam is still very lacking. The school expects teachers or educators to be able to provide learning that can support students to speak Arabic well. The condition of Arabic language teaching at Al-Azhar Islamic Junior High School 32 Padang faces many obstacles and barriers. Students think that Arabic is difficult, besides that Arabic teaching is monotonous and less varied which makes students less interested and less interested in learning Arabic. Seeing the phenomenon that occurred, the Arabic teacher there used KineMaster-based video media. This media is expected to facilitate students in improving speaking and how to make students able to use the foreign language they are learning.

Video media can enhance students' motivation, interest, and confidence in learning

¹⁰ Ilyas Ismail, *Teknologi Pembelajaran Sebagai Media Pembelajaran* (Cendekia Publisher, 2020).

¹¹ Wina Sanjaya, *Perencanaan Dan Desain Sistem Pembelajaran* (Kencana Prenada Media Group, 2010).

¹² Bani Amin, 'Konsep Pengajaran Maharatu Kalam Pada Tingkat Pemula', *Jurnal Seumubeuet: Jurnal Pendidikan Islam* 2, no. 1 (2023): 35–48, <https://doi.org/10.23971/altarib.v9i1.2585>.

¹³ Khaira Hafizatul, 'Pemanfaatan Aplikasi Kinemaster Sebagai Media Pembelajaran Berbasis ICT', *Prosiding Seminar Nasional*, 2020, 43.

¹⁴ Rikzi Hasan, 'Pengaruh Implementasi Video Pembelajaran Kinemaster Terhadap Peningkatan Minat Belajar Bahasa Arab Siswa Kelas Vii Mts Darul „Ulum 2 Sinar Melati Sleman Yogyakarta Tahun Ajaran 2021/2022', *Braz Dent J.* 33, no. 1 (2021): 1–12.

maharah kalam¹⁵. In the context of speaking skills, video media provide models of dialogue, pronunciation, intonation, and communicative expressions that students can directly observe and imitate, thereby helping them develop fluency and accuracy in speaking. Moreover, various empirical studies indicate that the use of video media in teaching maharah kalam significantly improves students' speaking abilities. For example, a study conducted by Aida¹⁶ found that the use of interactive video in Arabic language instruction significantly enhanced students' maharah kalam in terms of vocabulary, sentence structure, and speaking fluency. Similarly, Rosyada et al¹⁷ reported a significant increase in students' speaking performance scores following the implementation of contextual-based interactive video in the learning process. Another study by Ristiyani¹⁸ also demonstrated that the use of digital platform-based video media in maharah kalam instruction had a positive and significant effect on improving the speaking skills of seventh-grade students.

Therefore, video media can be regarded as an effective tool for enhancing maharah kalam, as they provide authentic communicative contexts while simultaneously encouraging active and structured speaking practice.

The importance of this research is based on the theory that the use of video-based learning media can increase students' motivation, interest and learning outcomes, especially in language learning. This research is also important considering that maharatul kalam is one of the core skills in Arabic language learning that is often difficult for students to master due to monotonous and less interactive learning methods. KineMaster video media offers an innovative solution by presenting learning that is more visual, contextual, and accessible, so that it can increase student participation and learning outcomes¹⁹.

Rizki's study (2021) showed that the application of KineMaster-based learning videos significantly increased MTs students' interest in learning Arabic, with better results than

¹⁵ Fitri Khairunnisa et al., 'Development of Kinemaster-Based Animated Video Media to Improve The Mufrodlat of Class IV Students of Madrasah Ibtidaiyah', *Insyirah: Jurnal Ilmu Bahasa Arab Dan Studi Islam* 6, no. 2 (2024): 256–68, <https://doi.org/10.26555/insyirah.v6i2.9671>.

¹⁶ Izzah Nur Aida et al., 'The Implementation of 3D Media and Interactive Video to Improve Maharah Kalam in Arabic Learning at Madrasah Tsanawiyah', *IJIE International Journal of Islamic Education* 4, no. 1 (2025): 13–22.

¹⁷ Maula Rosyada et al., 'Efektivitas Media Pembelajaran Maharah Kalam Melalui Video Interaktif Berbasis Kontekstual', *JlIP-Jurnal Ilmiah Ilmu Pendidikan* 8, no. 6 (2025): 5600–5607.

¹⁸ Rina Ristiyani et al., 'Motivasi Belajar Maharah Kalam Dalam Pembelajaran Bahasa Arab Digital Di Mas Tahfidz Rokan Hulu', *An Najah (Jurnal Pendidikan Islam Dan Sosial Keagamaan)* 4, no. 4 (2025): 268–77.

¹⁹ Hasan, 'Pengaruh Implementasi Video Pembelajaran Kinemaster Terhadap Peningkatan Minat Belajar Bahasa Arab Siswa Kelas Vii Mts Darul „Ulum 2 Sinar Melati Sleman Yogyakarta Tahun Ajaran 2021/2022'.

conventional media such as PowerPoint²⁰. In addition, Kartika emphasized that learning videos developed with KineMaster are able to comprehensively improve student learning outcomes in the cognitive, psychomotor, and affective domains²¹. This is in line with the findings of Nelvia Azzura who stated that KineMaster-based learning videos are very feasible to use in learning because they can help students understand abstract material²². In addition, Asbarin at MTs Al-Irsyad Tenggara 7 Batu City also showed that video-based learning models can significantly improve students' *Maharatul Kalam* skills²³.

However, based on a concise mapping of previous studies, it can be identified that research on video media in Arabic language learning generally falls into three main trends: (1) studies highlighting the effectiveness of video media in general without focusing on a specific platform; (2) studies examining the use of KineMaster at the MTs or senior high school level using quantitative-experimental approaches; and (3) studies oriented toward improving overall learning outcomes rather than specifically focusing on productive skills such as *Maharatul Kalam* within a particular classroom context. To date, no study has systematically focused on the implementation of KineMaster in *Maharatul Kalam* learning at the junior high school level using a contextual-qualitative approach that deeply explores the learning process, classroom dynamics, and students' responses comprehensively.

Thus, the state of the art of this research lies in its effort to provide an in-depth analysis of the implementation of KineMaster-based video media in *Maharatul Kalam* learning for Grade IX students at Al-Azhar 32 Islamic Junior High School in Padang through a contextual approach. This study does not merely measure learning outcomes but also examines the learning process, teacher-student interactions, and how the media facilitates more participatory speaking practices. The novelty of this research lies in integrating the study of digital media effectiveness with a specific focus on speaking skills (*Maharatul Kalam*) within an institutional context that has not previously been examined.

The focus of this research is on how this media can facilitate a more interactive learning

²⁰ Hasan, 'Pengaruh Implementasi Video Pembelajaran Kinemaster Terhadap Peningkatan Minat Belajar Bahasa Arab Siswa Kelas Vii Mts Darul „Ulum 2 Sinar Melati Sleman Yogyakarta Tahun Ajaran 2021/2022'.

²¹ Kartika, *Pemanfaatan Media Kinemaster Dalam Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti Kelas Xi Di Sma Negeri 8 Jenepono*, 75, no. 17 (2021): 399–405.

²² Nelvia Azzura, *Pengembangan Video Pembelajaran Berbasis Aplikasi Kinemaster Pada Materi Momentum dan Impuls di SMA/MA*, 13, no. 1 (2023): 104–16.

²³ Asbarin Asbarin et al., 'Pengaruh Model Video Based Learning Dalam Pembelajaran *Maharah Kalam* Pada Santri Mts Di Kota Malang', *Al-Waraqah Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2023): 19–31, <https://doi.org/10.30863/awrq.v4i2.4370>.

process and improve students' Arabic speaking skills. The objectives of this study are: (1) to examine how KineMaster video media are used in Maharatul Kalam learning for Grade IX students at Al-Azhar 32 Islamic Junior High School in Padang; and (2) to determine the extent of the effectiveness of KineMaster video media in Maharatul Kalam learning for Grade IX students at Al-Azhar 32 Islamic Junior High School in Padang. This research is expected to contribute new insights for educators in integrating technology, particularly video media, into Arabic language learning to enhance students' speaking skills.

Method

This research uses the Classroom Action Research (PTK) method with a descriptive qualitative approach. This method was chosen because this method is very appropriate to overcome learning problems directly in the classroom and aims to improve the quality of learning through cycles of planning, implementation, observation, and reflection²⁴. PTK allows researchers as teachers as well as actors of action to make continuous improvements in learning maharatul kalam with KineMaster video media.

The PTK method was chosen because it is suitable for systematically identifying, analyzing, and solving learning problems that occur in the classroom. With this approach, researchers can intervene directly through the application of KineMaster video media and observe its impact on students' speaking skills (Maharatul Kalam). The descriptive qualitative approach allows researchers to understand the phenomenon in depth and contextually²⁵.

The research was conducted at Al-Azhar Islamic Junior High School 32 Padang, with the research subjects being ninth grade students who participated in Arabic language learning, especially speaking skills (maharatul kalam). The respondents consisted of one class of 20 students, who were selected because they were a group that experienced difficulties in speaking skills and were targeted to use video media as a learning innovation. The study was conducted over two cycles, (Kemendikbud, 2005). Each cycle consisted of planning, action, observation, and reflection to evaluate and improve the learning process²⁶.

²⁴ Syaifudin, 'Penelitian Tindakan Kelas (Teori Dan Aplikasinya Pada Pembelajaran Bahasa Arab)', *Borneo: Journal of Islamic Studies* 1, no. 2 (2021): 1-17.

²⁵ Khoerul Mukarom, *Penggunaan Media Film Dalam Pembelajaran Mahāra Tul Istimā ' Santri Kelas 5 Ibtida ' Pondok Pesantren Al Ikhsan Beji Kedungbanteng Banyumas, 2024.*

²⁶ Ulis Sa'adah, 'Peningkatkan Minat Belajar Bahasa Arab Dalam Mendemonstrasikan Ungkapan

To collect relevant data, several instruments and techniques were used as follows: 1) Observation: Conducted to observe students' activities during the learning process using KineMaster video media, including their participation, enthusiasm, and interaction. 2). Interview and questionnaire: Conducted with Arabic language teachers and some students to get in-depth information regarding their perceptions and experiences towards the use of video media in learning ²⁷. 3). Documentation: Includes data collection in the form of photos, videos, and student work during the learning process. 4). Speaking Ability Test: Conducted before and after the application of KineMaster video media to measure the improvement of students' Maharatul Kalam skills ²⁸.

In addition, this study explicitly determined the criteria of success for the classroom action. The action was considered successful if: (1) at least 75% of students achieved the Minimum Mastery Criterion (KKM) score of ≥ 75 in the speaking test; (2) there was an increase of at least 15% in the class average score between the pre-cycle and the second cycle; and (3) at least 70% of students showed active participation during speaking practice based on the observation sheet. These criteria were used as benchmarks in the reflection stage to determine whether the cycle needed to be continued or stopped.

To ensure objective assessment, a Maharatul Kalam assessment rubric was developed. The rubric consisted of four main aspects: (1) Pronunciation (Lahjah and Makharij al-Huruf), (2) Fluency, (3) Vocabulary and Sentence Structure (Mufradat and Tarkib), and (4) Confidence and Expression. Each aspect was scored on a scale of 1–4, with the following criteria:

1. Score 4 (Very Good): Pronunciation is clear and accurate, fluent delivery with minimal pauses, appropriate and varied vocabulary and correct sentence structure, confident performance with expressive gestures.
2. Score 3 (Good): Minor pronunciation errors that do not interfere with meaning, fairly fluent with few pauses, adequate vocabulary and generally correct structure, fairly confident.
3. Score 2 (Fair): Frequent pronunciation errors that slightly disturb

Sederhana Sesuai Topik Melalui Metode Student Team – Achievement Division Siswa Kelas VII.A Madrasah Tsanawiyah Negeri 3 Ponorogo Tahun Pelajaran 2018/2019', *Jurnal Pendidikan Tambusai* 7, no. 1 (2023): 3242–52.

²⁷ Khoirul Anwar, 'Peningkatan Hasil Belajar Bahasa Arab Siswa Melalui Media Game Interaktif', *Tazkiya: Jurnal Pendidikan Islam* 12, no. 1 (2023): 1–12.

²⁸ Mukarom, *Penggunaan Media Film Dalam Pembelajaran Mahāra Tul Istimā ' Santri Kelas 5 Ibtida ' Pondok Pesantren Al Ikhsan Beji Kedungbanteng Banyumas*.

meaning, hesitant delivery with noticeable pauses, limited vocabulary and several structural errors, less confident.

4. Score 1 (Poor): Many pronunciation errors that hinder understanding, very halting speech, very limited vocabulary and incorrect structure, lack of confidence.

The final speaking score was calculated by summing all four aspects (maximum score 16) and then converting it into a scale of 100 using the formula: $(\text{Total Score} \div 16) \times 100$. For example, if a student obtained the following scores: Pronunciation = 3, Fluency = 3, Vocabulary and Structure = 2, Confidence = 3, the total score would be 11. The converted score would be $(11 \div 16) \times 100 = 68.75$. This score would then be compared with the KKM (≥ 75) to determine mastery.

The data obtained were analyzed through several stages: 1). Data Reduction: Selecting and simplifying data that is relevant to the research focus. 2). Data Presentation: Organizing data in narrative and tabular form to facilitate interpretation. 3). Drawing Conclusions: Conducted on an ongoing basis with reference to the objectives and focus of the study to ensure the validity of the interpretation²⁹. Interpreting data to determine the effectiveness of using KineMaster video media in improving students' Maharatul Kalam.

This analysis technique refers to the model proposed by Miles and Huberman, which emphasizes the importance of the process of reduction, presentation, and conclusion drawing in qualitative data analysis³⁰.

Result and Discussion

Initial Description of Maharah Kalam Learning Conditions

The teaching of maharatul kalam or Arabic speaking skills at Al-Azhar 32 Islamic Junior High School in Padang in the early stages has not used innovative and creative learning media. Learning that takes place is still dominated by conventional methods such as lectures, questions and answers, and direct oral practice without adequate audio-visual media support. This causes the learning process to be less interesting and less able to motivate students to actively participate in speaking Arabic

²⁹ M. B. Miles et al., *Qualitative Data Analysis: A Methods Sourcebook (3rd Ed.)* (Sage Publications, 2014).

³⁰ M. B. Miles and A. M. Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (Sage Publications, 1994).

communicatively. According to language learning theory, the use of varied and innovative media is very important to increase the effectiveness of learning, especially in speaking skills which require audio and visual stimulation so that students can imitate intonation, expression, and real communication situations ³¹. Without supportive media, learning maharatul kalam tends to be monotonous and less able to meet the diverse learning needs of students, thus hindering the development of their speaking skills.

The obstacles that arise at Al-Azhar 32 Islamic Junior High School in Padang include students' lack of confidence in speaking Arabic, because they rarely get enough practice opportunities and a less supportive learning atmosphere. Speaking is closely related to the process of verbal communication with other parties as partners ³². The method used by the teacher is still one-way and does not involve students actively, so students feel bored and less motivated to practice speaking optimally ³³. In addition, the lack of utilization of interactive learning media is also an inhibiting factor. The existing learning media are usually textbooks and simple props such as whiteboards or static images, without any audio-visual media that can provide a real picture of the use of Arabic in everyday contexts. In fact, interactive media such as videos can provide a more vivid learning experience and help students understand the context of the conversation better ³⁴.

The development of digital technology opens up great opportunities to improve this situation. The use of video editing applications such as KineMaster allows teachers to create learning media that are interesting, creative, and easily accessible to students at any time. Video media can present dialog, conversations, and communication situations visually and audibly, which is very effective in practicing speaking skills ³⁵. However, at Al-Azhar 32 Islamic Junior High School Padang, the utilization of this technology is still very limited. Teachers have not optimally used video media as a means of learning maharatul kalam, so the potential of digital technology has not been utilized to improve the quality of Arabic language learning. This shows the urgent need for learning media innovations that are more creative and adaptive to the times.

³¹ H. Douglas. Brown, *Principles of Language Learning and Teaching* (2007).

³² Acep Hermawan, *Pembelajaran Keterampilan Berbahasa Arab Dengan Pendekatan Komunikatif-Interaktif* (Alfabeta, 2018).

³³ Hilmi, 'Metode Inovatif Pembelajaran Maharah Kalam', *Jurnal Intelektualita* 10, no. 1 (2021): 180-92.

³⁴ Richard E. Mayer, *Multimedia Learning* (2012).

³⁵ Putri and Dewi, *Pemanfaatan Media Video KineMaster* (2020).

According to Aulia, varied learning strategies and the use of appropriate media greatly affect the success of learning maharatu kalam. Video media developed with applications such as KineMaster can facilitate students to practice speaking independently and repeatedly, thus significantly increasing their confidence and speaking skills³⁶. In addition, constructivist learning theory asserts that students learn more effectively if they actively construct knowledge through direct experience and meaningful interaction³⁷. Interactive video media allows students to experience real conversation simulation, which can strengthen the learning process of maharatu kalam compared to the traditional passive lecture method.

With these conditions, it is clear that the early stages of maharatu kalam learning at Al-Azhar 32 Islamic Junior High School in Padang still face great challenges in terms of learning media innovation. The absence of creative and interactive learning media causes the learning process to be less than optimal and has not been able to maximize students' potential in mastering Arabic speaking skills effectively. Therefore, strategic steps are needed to integrate application-based video media such as KineMaster into the learning process of maharatu kalam at Al-Azhar 32 Islamic Junior High School in Padang. This is expected to overcome existing obstacles, increase student motivation and activeness, and produce more enjoyable and meaningful Arabic language learning in accordance with the demands of 21st century learning³⁸.

The Use of KineMaster Video Media in Maharatu Kalam Learning

Based on the observations of researchers in the teaching process carried out by teachers when teaching maharatu kalam with KineMaster-based video media, there are several steps, namely:

1. Introductory Activities (Apperception and Motivation)

- a. The teacher says greetings.
- b. The teacher asks the class leader to lead the prayer together.
- c. The teacher takes students' attendance and provides motivation.
- d. The teacher asks about the material that has been learned previously.
- e. The teacher explains to the students the material to be learned.

³⁶ Muhammad Rizqi Aulia, *Strategi Pembelajaran Mahārah Al-Kalām Di Kelas Takhassus Pon.Pes. At-Taujīh Al-Islamy 2 Leler, Randegan, Kebasen, Banyumas* (IAIN Purwokerto, 2021).

³⁷ L. S. Vygotsky, *Mind in Society*, 1978.

³⁸ Aulia, *Strategi Pembelajaran Mahārah Al-Kalām Di Kelas Takhassus Pon.Pes. At-Taujīh Al-Islamy 2 Leler, Randegan, Kebasen, Banyumas*.

- f. The teacher explains the activities that the students will do to complete the task, such as watching a video, imitating a conversation, or creating their own conversation. (Explanation of Learning Objectives and Activities)

2. Core Activities

- a. Presentation of Materials)
 - 1) The teacher displays the material in the form of a video containing an Arabic conversation in accordance with the learning theme (العيدان في الإسلام).
 - 2) The teacher asks the students to watch and listen to the video carefully.
 - 3) The teacher adds text in the video to help students' understanding in imitating or pronouncing the examples of expressions or conversations that are listened to.
 - 4) The teacher replays the video 2-3 times if needed, adding brief explanations on certain parts to clarify the material and asking students to take notes on the hiwar (conversation).
- b. Interaction and Comprehension
 - 1) The teacher asks the students randomly to express their opinions from the listened conversation to check their understanding of the content.
 - 2) The teacher practices the conversation directly according to the video shown for the students' reference.
- c. Speaking Practice and Exercises
 - 1) The teacher instructs the students to pair up according to the order of attendance to practice the conversation (hiwar) in front of the class (the conversation that has been listened to before).
 - 2) The teacher observes and assesses the students' performance according to the assessment format provided.
 - 3) The teacher provides feedback in the form of corrections or additional information about the activity of taking turns performing in front of the class.

3. Closing Activity

- a. The teacher summarizes the material from the video as a conclusion of the learning that has been done.
- b. The teacher presents the learning plan for the next meeting.
- c. The teacher closes the lesson by saying greetings and motivating students to continue practicing maharah kalam.

Development of Maharatul Kalam Students After the Use of KineMaster Media

Based on the results of the questionnaire distributed to students after the use of KineMaster video media in learning Maharah Kalam, several important findings were obtained related to whether or not students' learning motivation was increased, whether or not there were pronunciation errors (lahjah) and whether video media could / did not facilitate students for independent learning.

1. Aspects of students' learning motivation

Out of 20 students in the class, 16 students (80%) were motivated to learn maharah kalam with the use of KineMaster videos because of the interesting visualization of the material, 1 student (5%) who was less motivated 3 students (15%) stated that they were not motivated to learn maharah kalam. This data shows that the use of KineMaster video media in learning maharah kalam that has been implemented has succeeded in arousing students' motivation to be more enthusiastic in learning Arabic, especially in practicing their ability to speak (maharah kalam). This is in line with the theory that motivation is an important factor in learning Arabic, especially maharah kalam (speaking skills), widely supported by research and studies in educational psychology. One of them is the need theory from McClelland (1961) which suggests that learning motivation acts as the main driver in the learning process, including in mastering a second language such as Arabic ³⁹. Therefore, the development of learning strategies that can increase student motivation, such as the use of innovative learning media, is highly recommended in the context of learning maharah kalam ⁴⁰.

2. Aspect of fluency in pronunciation (lahjah)

From the data of 20 students, there are 14 students (70%) fluent in the pronunciation of hiwar practiced, 3 students (15%) less fluent and 3 students who are not fluent (15%). This data shows that the majority of students are able to pronounce Arabic dialog well after using KineMaster video media as a learning tool. Fluency of pronunciation (lahjah) is one of the important indicators in Arabic speaking skills. According to language learning theory, speaking fluency is influenced by the frequency and quality of practice students do in a supportive

³⁹ Ulill Albab, 'Motivasi Dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing', *Tamaddun: Jurnal Kebudayaan Dan Sastra Islam* 19, no. 1 (2019): 38-51.

⁴⁰ Nurizkiyah et al., 'Analisis Motivasi Siswa Terhadap Pembelajaran Bahasa Arab Di MTs Miftahul Ulum Pondoklabu Menurut Teori MC Clelland', *Muhibbul Arabiyah: Jurnal Pendidikan Bahasa Arab Himpunan* 4, no. 1 (2024).

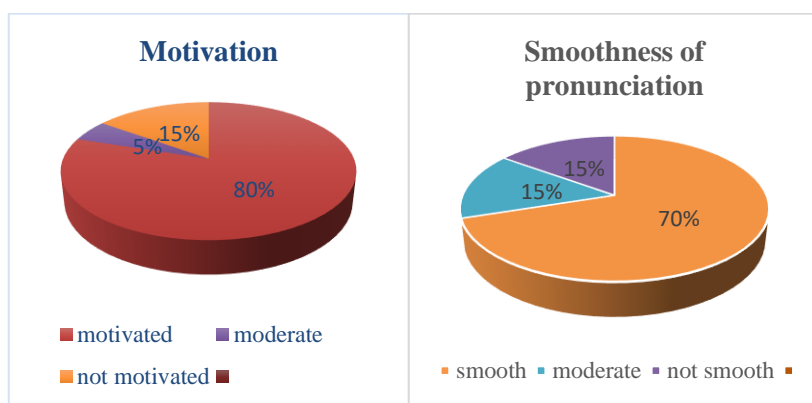
context, including the use of appropriate media ⁴¹. Video media such as those created with KineMaster provide audio-visual stimulation that allows students to hear the correct pronunciation repeatedly, thus helping them to better imitate the intonation, rhythm and pronunciation of words.

3. Aspects of student independence

Out of 20 students, 13 students (65%) were able to learn independently by using KineMaster video media, 5 students (25%) were not able to learn independently and 2 students (10%) doubted their ability to learn independently. This shows that the majority of students have good learning independence when supported by interactive and easily accessible learning media such as KineMaster videos.

According to self-learning theory, the self-learning process requires students to be subjects who design, organize, and control their learning activities responsibly ⁴². Interactive video media provides opportunities for students to learn flexibly, repeat material, and manage learning time according to their needs, thus supporting the development of learning independence.

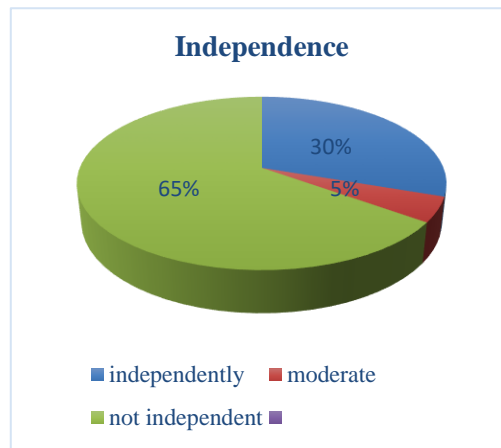
Furthermore, constructivism theory states that student-centered learning and providing space for them to actively build knowledge independently will increase motivation and learning outcomes ⁴³. KineMaster video media that allows students to access materials at any time and practice repeatedly encourages students to take more initiative in learning, thus increasing learning independence.



⁴¹ Brown, *Principles of Language Learning and Teaching*.

⁴² Maimunah, 'Pembelajaran Bahasa Arab Berbasis Humanistik', *Medina-Te: Jurnal Studi Islam* 14, no. 1 (2016): 125.

⁴³ Sakholid Nasution and Zulheddi, 'Pengembangan Model Pembelajaran Bahasa Arab Berbasis Teori Konstruktivisme Di Perguruan Tinggi', *Arabi: Journal of Arabic Studies* 3, no. 2 (2018): 121-44, <https://doi.org/10.24865/ajas.v3i2.96>.



So, based on the results of the questionnaire distributed to students after the use of KineMaster video media in learning maharah kalam, it can be concluded that the use of this media has a positive impact on three main aspects, namely learning motivation, pronunciation fluency, and student learning independence. Overall, the use of KineMaster video media in learning maharah kalam proved to be effective in increasing students' learning motivation, pronunciation fluency, and learning independence. This media facilitates a more interesting, interactive learning process, and in accordance with the needs of students in the digital era, thus making a positive contribution to the achievement of Arabic speaking competence.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the use of KineMaster video media in learning maharatul kalam (Arabic speaking skills) at Al-Azhar 32 Islamic Junior High School Padang is able to have a positive and significant impact on improving students' speaking skills. KineMaster video media proved to make the learning process more creative, interactive, and participatory compared to the conventional method previously applied. Students became more active in speaking practice, more motivated, and showed a more positive attitude change towards Arabic lessons.

In addition, the use of KineMaster video media also helps overcome learning obstacles that have been faced, such as low self-confidence, lack of practice opportunities, and lack of variety and innovation in learning media. Through visually and audibly appealing videos, students can imitate pronunciation, intonation, and expression repeatedly, so that their fluency and confidence in speaking increase.

However, this study also found that there are technical challenges, both from the side of teachers and students, in making and utilizing video media. Therefore, technical training for teachers and students is needed so that the utilization of digital media such as KineMaster can run more optimally. Facility support from schools is also needed to support technology-based learning.

Overall, KineMaster video media is very feasible to be used as one of the innovative solutions in learning maharatu kalam at the junior high school level, especially at Al-Azhar 32 Islamic Junior High School in Padang. The use of this media not only improves students' speaking skills, but also encourages students to be more expressive, creative, fluent in speaking and learn independently according to the demands of 21st century learning.

References

- Aida, Izzah Nur, Annisa Eriska Wulandari Wima, and Adif Al Aly. 'The Implementation of 3D Media and Interactive Video to Improve Maharah Kalam in Arabic Learning at Madrasah Tsanawiyah'. *IJIE International Journal of Islamic Education* 4, no. 1 (2025): 13–22.
- Amin, Bani. 'Konsep Pengajaran Maharah Al Kalam Pada Tingkat Pemula'. *Jurnal Seumbeuet: Jurnal Pendidikan Islam* 2, no. 1 (2023): 35–48. <https://doi.org/10.23971/altarib.v9i1.2585>.
- Anwar, Khoirul. 'Peningkatan Hasil Belajar Bahasa Arab Siswa Melalui Media Game Interaktif'. *Tazkiya: Jurnal Pendidikan Islam* 12, no. 1 (2023): 1–12.
- Asbarin, Asbarin, Ibnu Hapiz, and Nabila Nailil Amalia. 'Pengaruh Model Video Based Learning Dalam Pembelajaran Maharah Kalam Pada Santri mts di Kota Malang'. *Al-waraqah Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2023): 19–31. <https://doi.org/10.30863/awrq.v4i2.4370>.
- Aulia, Muhammad Rizqi. *Strategi pembelajaran mahārah al-kalām di kelas takhassus pon.pes. At-taujeh al-islamy 2 leler, randegan, kebasen, banyumas*. IAIN Purwokerto, 2021.
- Azzura, Nelvia. *Pengembangan Video Pembelajaran Berbasis Aplikasi Kinemaster Pada Materi Momentum dan Impuls di SMA/MA*. 13, no. 1 (2023): 104–16.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. 2007.
- Hafizatul, Khaira. 'Pemanfaatan Aplikasi Kinemaster Sebagai Media Pembelajaran Berbasis ICT'. *Prosiding Seminar Nasional*, 2020, 43.
- Hasan, Rikzi. 'Pengaruh Implementasi Video Pembelajaran Kinemaster Terhadap Peningkatan Minat Belajar Bahasa Arab Siswa Kelas Vii Mts Darul „Ulum 2 Sinar Melati Sleman Yogyakarta Tahun Ajaran 2021/2022'. *Braz Dent J.* 33, no. 1 (2021): 1–12.
- Hermawan, Acep. *Pembelajaran Keterampilan Berbahasa Arab Dengan Pendekatan*

- Komunikatif- Interaktif*. Alfabeta, 2018.
- Hilmi. 'Metode Inovatif Pembelajaran Maharah Kalam'. *Jurnal Intelektualita* 10, no. 1 (2021): 180–92.
- Ismail, Ilyas. *Teknologi Pembelajaran Sebagai Media Pembelajaran*. Cendekia Publisher, 2020.
- Kartika. *Pemanfaatan Media Kinemaster Dalam Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti Kelas Xi Di Sma Negeri 8 Jeneponto*. 75, no. 17 (2021): 399–405.
- Khairunnisa, Fitri, Koderi Koderi, and Erlina Erlina. 'Development of Kinemaster-Based Animated Video Media to Improve The Mufrodad of Class IV Students of Madrasah Ibtidaiyah'. *Insyirah: Jurnal Ilmu Bahasa Arab Dan Studi Islam* 6, no. 2 (2024): 256–68. <https://doi.org/10.26555/insyirah.v6i2.9671>.
- Luthfi, Khabibi Muhammad, Eva Farhah, Reza Sukma Nugraha, Muhammad Yunus Anis, Tri Yanti Nurul Hidayati, and Afnan Arummi. 'Arabic Speaking Skills Training Through Role-Playing Method for Al- Hadi Islamic Junior High School Students'. *Arabia: Jurnal Pendidikan Bahasa Arab* *Jurnal Pendidikan Bahasa Arab* 16, no. 1 (2024): 123–36.
- Maimunah. 'Pembelajaran Bahasa Arab Berbasis Humanistik'. *Medina-Te: Jurnal Studi Islam* 14, no. 1 (2016): 125.
- Mayer, Richard E. *Multimedia Learning*. 2012.
- Miles, M. B., and A. M. Huberman. *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publications, 1994.
- Miles, M. B., A. M. Huberman, and J. Saldaña. *Qualitative Data Analysis: A Methods Sourcebook (3rd Ed.)*. Sage Publications, 2014.
- Mufidah, Nuril, Khonsa Fillah Attaqi, and Hasyim Amrulloh. 'Peran Pemahaman Maharah Kalam Pada Pembelajaran Bahasa Arab Di Madrasah Aliyah Keagamaan (Mak)'. *Proceeding International Conference on Islamic Education* 7 (2022): 700–708.
- Mukarom, Khoerul. *Penggunaan Media Film Dalam Pembelajaran Mahāra Tul Istimā ' Santri Kelas 5 Ibtida ' Pondok Pesantren Al Ikhsan Beji Kedungbanteng Banyumas*. 2024.
- Mustofa, Syaiful. *Strategi Pembelajaran Bahasa Arab Inovatif*. UIN Maliki Press, 2011.
- Muyasaroh, Wildatul, Agung Setiyawan, and Wildatul Muyasiroh. 'Analisis Penerapan Metode Pembelajaran Bahasa Arab Kelas IX Madrasah Tsanawiyah Ali Maksum Krapyak'. *Arabia: Jurnal Pendidikan Bahasa Arab* 16, no. 1 (2024): 1–16.
- Najmawati, Kaharuddin, and M. Irwan. 'Penggunaan Media Video Bahasa Arab Dalam Meningkatkan Maharah Al-Istima' Siswa'. *Sipakainge: Inovasi Penelitian, Karya Ilmiah Dan Pengembangan (Islamic Science)* 2, no. 5 (2024): 53–61.
- Nasution, Sahkholid, and Zulheddi. 'Pengembangan Model Pembelajaran Bahasa Arab Berbasis Teori Konstruktivisme Di Perguruan Tinggi'. *Arabi : Journal of Arabic Studies* 3, no. 2 (2018): 121–44. <https://doi.org/10.24865/ajas.v3i2.96>.
- Nurizkiyah, Bambang Irawan, and Dewi Astutik. 'Analisis Motivasi Siswa Terhadap

- Pembelajaran Bahasa Arab Di MTs Miftahul Ulum Pondoklabu Menurut Teori MC Clelland'. *Muhibbul Arabiyah: Jurnal Pendidikan Bahasa Arab Himpunan* 4, no. 1 (2024).
- Oktari, Sri Jomila, Muhammad Fadhil Hadziq, and Fika Nurhumaidah. 'The Effect of the Humanistic Model on Arabic Learning Outcomes of Students at MTs Al-Falah Nipa Ambalawi'. *Al-Muhawaroh: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2026): 23–30.
- Putri, and Dewi. *Pemanfaatan Media Video KineMaster*. 2020.
- Ristiyani, Rina, Rizka Sari, and Siti Kholifah. 'Motivasi Belajar Maharah Kalam Dalam Pembelajaran Bahasa Arab Digital Di Mas Tahfidz Rokan Hulu'. *An Najah (Jurnal Pendidikan Islam Dan Sosial Keagamaan)* 4, no. 4 (2025): 268–77.
- Rosyada, Amrina, Muhammad Fadhil Hadziq, Nanda Dzikrillah Pelealu, and Muh Thahilal Jahidul Hasyb. 'Ibtikar Tiknulujiya Adz-Dzaka'Al-Ishtina'iyiy Fi Wajibati Ath-Thalabah Bi Al-Lughah Al-Arabiyyah: ابتكار تكنولوجيا الذكاء الاصطناعي في واجبات الطلبة باللغة العربية'. *Proceeding International Conference on Education, 2025*, 1–15.
- Rosyada, Maula, Kristina Imron, Irmansyah Irmansyah, and Tasya Putri. 'Efektivitas Media Pembelajaran Maharah Kalam Melalui Video Interaktif Berbasis Kontekstual'. *JIP-Jurnal Ilmiah Ilmu Pendidikan* 8, no. 6 (2025): 5600–5607.
- Rosyidi, Abdul Wahab, and Mamlu'atul Ni'mah. *Media Pembelajaran Bahasa Arab*. UIN Maliki Press, 2018.
- Sa'adah, Ulis. 'Peningkatkan Minat Belajar Bahasa Arab Dalam Mendemonstrasikan Ungkapan Sederhana Sesuai Topik Melalui Metode Student Team – Achievement Division Siswa Kelas VII.A Madrasah Tsanawiyah Negeri 3 Ponorogo Tahun Pelajaran 2018/2019'. *Jurnal Pendidikan Tambusai* 7, no. 1 (2023): 3242–52.
- Sanjaya, Wina. *Perencanaan Dan Desain Sistem Pembelajaran*. Kencana Prenada Media Group, 2010.
- Sudjana, Nana, and Ahmad Rivai. *Media Pengajaran*. Sinar Baru Algesindo, 2017.
- Syaifudin. 'Penelitian Tindakan Kelas (Teori Dan Aplikasinya Pada Pembelajaran Bahasa Arab)'. *Borneo: Journal of Islamic Studies* 1, no. 2 (2021): 1–17.
- Ulill Albab. 'Motivasi Dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing'. *Tamaddun: Jurnal Kebudayaan Dan Sastra Islam* 19, no. 1 (2019): 38–51.
- Vygotsky, L. S. *Mind in Society*. 1978.