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THE IMPACT OF USING ANIMATED VIDEOS ON STUDENTS' LISTENING SKILLS IN ARABIC LANGUAGE LEARNING

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Abstract:

This study addresses one of the key challenges in Arabic listening (istima') instruction, where students often face difficulties in understanding implied meanings within conversations. Traditional teaching methods have contributed to a lack of student interest, highlighting the need for innovation in teaching media. This research aims to explore the impact of using animated videos as a medium in listening instruction from a qualitative perspective. Utilizing a qualitative research approach, the study focused on first-semester students in the Arabic Language Education Department at UIN Sunan Kalijaga. Data collection was conducted through classroom observations, in-depth interviews with students, and reflective feedback sessions, allowing the researcher to capture the experiences and perceptions of students in detail. The data was then analyzed thematically, revealing patterns of increased student engagement, motivation, and comprehension. The findings show that animated videos helped students better understand complex concepts in listening activities by providing visual support that complemented the audio elements. Many students reported that the combination of visual and auditory information made the content more accessible and engaging. Furthermore, students expressed that the videos helped bridge the gap between theoretical instruction and real-world application, making the learning experience more meaningful. Despite some challenges, such as limited technological resources, students' feedback and observations demonstrated that animated videos effectively contributed to improving their listening skills. This study underscores the potential of animated media to enhance the learning experience by fostering deeper understanding and engagement in Arabic listening instruction.

Keywords: Arabic listening instruction; Animated videos; Qualitative research; Student engagement; Listening skills.

الملخص

تتناول هذه الدراسة أحد التحديات الرئيسية في تعليم مهارة الاستماع (الاستماع) في اللغة العربية، حيث غالباً ما يواجه الطلاب صعوبات في فهم المعاني الضمنية في المحادثات. وقد ساهمت أساليب التدريس التقليدية في قلة اهتمام الطلاب، مما يبرز الحاجة إلى الابتكار في وسائل التدريس. تهدف هذه الدراسة إلى استكشاف تأثير استخدام مقاطع الفيديو المتحركة كوسيلة تعليمية في تدريس مهارة الاستماع من منظور نوعي باستخدام نهج البحث النوعي، ركزت الدراسة على طلاب الفصل الدراسي الأول في قسم تعليم اللغة العربية في جامعة إسلام نيجري سونان كاليجاكا. تم جمع البيانات من خلال ملاحظات الفصول الدراسية، والمقابلات المتعمقة مع الطلاب، وجلسات التغذية الراجعة العاكسة، مما أتاح للباحث التقاط تجارب الطلاب وتصوراتهم بالتفصيل. ثم تم تحليل البيانات موضوعياً، مما كشف عن أنماط لزيادة تفاعل الطلاب، وتحفيزهم، وفهمهم تشير النتائج إلى أن مقاطع الفيديو المتحركة ساعدت الطلاب في فهم المفاهيم المعقدة في أنشطة الاستماع من خلال توفير دعم بصري يكمل العناصر السمعية. أبلغ العديد من الطلاب أن الجمع بين المعلومات البصرية والسمعية جعل المحتوى أكثر قابلية للفهم وجاذبية. علاوة على ذلك، أعرب الطلاب عن أن مقاطع الفيديو ساعدت في سد الفجوة بين التعليم النظري والتطبيق الواقعي، مما جعل تجربة التعلم أكثر مغزى على الرغم من بعض التحديات، مثل محدودية الموارد التكنولوجية، أظهرت تغذية الطلاب الراجعة والملاحظات أن مقاطع الفيديو المتحركة ساهمت بفعالية في تحسين مهارات الاستماع لديهم. تؤكد هذه الدراسة على إمكانات وسائل الإعلام المتحركة لتعزيز تجربة التعلم من خلال تعزيز الفهم العميق وزيادة التفاعل في تعليم مهارة الاستماع باللغة العربية.

الكلمات المفتاحية: تعليم الاستماع باللغة العربية؛ الفيديوهات المتحركة؛ البحث النوعي؛ مشاركة الطلاب؛ مهارات الاستماع.

1. Introduction

The skill of 'istima' (listening) in learning Arabic is one of the key components that is very important for students (Baroroh & Rahmawati, 2020). This ability not only helps them understand spoken language in everyday conversation, but also becomes a key cornerstone in an academic context. In various situations, students are required to be able to grasp the meaning of Arabic quickly and accurately. Unfortunately, many students still face difficulties in understanding the implied meaning, especially if the material is presented through monotonous conventional learning methods. In some schools, especially in Arabic language study programs, students often face difficulties in understanding the implicit meanings in Arabic conversations. This problem is exacerbated by the use of monotonous and less innovative teaching methods, which leads to a lack of interest and motivation among students in participating in learning. One of the problems found in the field is that many students feel bored with conventional audio-based methods only, which often do not provide a clear picture of the context in the conversation. This results in low levels of active participation of students in class discussions and an inability to understand the nuances of more complex languages. This difficulty is often caused by the limited variety of media used, which is not enough to stimulate students' interest or motivation to learn (Tampubolon & Haq, 2022). Therefore, the effectiveness of the 'istima'

learning process tends to decrease, causing a low understanding of the Arabic language as a whole. In facing this challenge, there is a need for more interactive and interesting learning media innovations to increase student engagement (Rahman et al., 2024). This innovation is expected to be able to provide alternatives that are more relevant to the current learning style of students. Thus, istima' learning can be carried out more effectively, and students can more easily understand the material being taught.

According to the observation of researchers at UIN Sunan Kalijaga Yogyakarta, students have difficulty understanding the implicit meaning in Arabic conversations. Monotonous conventional teaching methods often lead to a lack of interest and motivation in learning. Therefore, this research focuses on the use of animated videos as an innovative alternative to improve listening skills. One of the innovations that is currently being applied in istima' learning is the use of animated videos. This media is considered to be able to combine dynamic audio and visual elements, thus creating a more interactive learning experience (Nurbaiti, 2024). The use of animated videos also allows students to more easily understand the context of conversations in Arabic, as they not only listen, but also see visualizations of the conversations (Fahrunnisa, 2020). In addition, the visual elements in the animation help explain meanings that are difficult to understand only through audio (Azhara & Syarifah, 2024). This combination has a positive impact on students' motivation to learn, because they feel more directly involved in the learning process. In addition to improving understanding, animated videos can also reduce the boredom that students often experience in monotonous learning methods. Therefore, animated videos are a very effective tool in supporting istima' learning, which not only helps in language mastery, but also increases students' interest and motivation.

Various studies have shown that visual media, including animated videos, has great potential in improving student motivation and learning outcomes. One of the studies conducted by Melati revealed that animated videos can facilitate understanding of complex concepts in the learning process (Melati et al., 2023). This happens because the visualization provided helps students to more easily understand abstract material through concrete representation. In addition, dynamic visual elements make the learning process more engaging and interactive (Alga et al., 2024). Another positive impact is the increase in student cognitive engagement during learning. This visualization also helps them remember information better because it is combined with supportive audio elements (Nur Majid et al., 2020). Therefore, visual media such as animated videos are considered an effective tool to improve the quality of learning.

Another study conducted by Cholikh and Umaroh also found that the use of animation media makes students more active and interested in the learning process (Cholikh & Umaroh, 2023). This study shows that students are more motivated when learning content is presented through interactive and colorful media. Animated videos allow them to more easily capture the meaning of the material conveyed because of the clear and engaging audio-visual combination. However, although the benefits of visual media have been widely revealed in various studies, the use of animated videos, especially in istima' learning at the student level, is still not widely explored. The limitations of this study show the need to conduct a more in-depth study on the effectiveness of animated videos in improving listening skills. Thus, further research is needed to further explore the role of animation media in istima' learning.

Based on a literature review, the use of animated videos in istima' skill learning has shown promising results, but in-depth research on its effectiveness in the Arabic context is still limited (Handayani & Syafi'i, 2022). Several previous studies have tested various media and methods, but the application of animated videos specifically in developing Arabic listening skills has not been widely discussed. This creates a research gap that must be explored further to understand how this media innovation can affect student learning outcomes. While visual media such as animated videos are believed to be able to increase student engagement and make it easier to understand complex concepts, more in-depth research is needed to evaluate their impact on istima' learning (Saleh et al., 2024). This research is also important to find out whether animated videos are able to overcome the obstacles often faced in conventional teaching, such as boredom and lack of motivation to learn. By filling this gap, this article seeks to provide new insights into the potential and effectiveness of animated videos in improving the listening skills of Arabic language students.

This article focuses on efforts to answer this gap by specifically investigating the use of animated videos in increasing students' motivation to learn and understanding istima' learning. One of the important reasons to explore this method is because animated videos can offer a more engaging and interactive audio-visual combination than conventional learning methods. This combination is expected to be able to facilitate better understanding of the material and increase students' interest in the learning process. This study also aims to identify key factors that can affect the effectiveness of animated videos in istima' learning. By conducting in-depth investigation, it is hoped that this article can make a significant contribution to the development of more innovative istima' teaching strategies. In addition, this study also seeks to show how

this approach can be applied practically in the context of Arabic language education in the future.

This study aims to evaluate the effectiveness of the use of animated videos in istima' learning, with the hope of making a meaningful contribution to the development of Arabic teaching methods. Through this approach, it is hoped that literature on learning Arabic can be enriched with a more interactive and fun method for students. One of the main advantages of animated videos is their ability to combine visual and audio elements, which can significantly increase student engagement in the learning process (Mazaimi & Sary, 2023). This media not only makes learning more interesting, but also helps students understand the material more easily and deeply. The main contribution of this research is to introduce innovative approaches that can improve listening skills through the use of more attractive media. In addition, the use of animated videos is expected to be able to overcome boredom that often arises with conventional methods. Thus, this research can provide new insights into effective strategies in teaching istima'.

This article begins with an introduction to the importance of istima' skills in learning Arabic and the challenges students face in capturing implicit meanings. The role of the media, especially animated videos, in improving istima' skills was also discussed. The literature review includes research related to the use of visual media in language learning, highlighting its effectiveness in improving student motivation and understanding. The research methodology uses a qualitative approach with a case study method on students of the S1 Arabic Language Education Study Program at UIN Sunan Kalijaga. Data was collected through classroom observation, in-depth interviews, and documentation. Researchers act as passive observers in the learning process. The results of the study were analyzed thematically to identify the influence of animated videos on student motivation, engagement, and understanding. The discussion explored the challenges in the application of this media in the classroom. The conclusion highlights the potential of animated videos as an innovative medium in istima' learning and the challenges faced. Recommendations focus on more effective media development and further research related to media-based learning strategies.

2. Methods

This study uses a qualitative approach with a case study method. Data was collected through classroom observations, in-depth interviews with students, and documentation. Although there is a literature review, this research focuses on students' direct experience in

learning. The qualitative method of case study is a research approach used to deeply understand a phenomenon in a specific context, through a detailed analysis of one or more relevant cases (Sugiyono, 2021). This research aims to explore rich and in-depth information about experiences, perceptions, and factors that affect the phenomenon being studied, without relying on statistical generalizations (Hardani, 2020). In this method, data is obtained through various data collection techniques, such as interviews, observations, and documentation, which are then analyzed descriptively and thematically to find patterns or themes that arise from the case being studied (Creswell, 2020).

This study uses a qualitative approach with a case study method to explore students' experiences in learning Arabic through animated video media. This study uses a literature study method to analyze various literature and theories relevant to the use of animated videos in istima' learning. In addition, this research is also equipped with classroom observation and in-depth interviews to collect empirical data from students. This literature study aims to combine theoretical findings from the literature with field data, so that it can provide a more comprehensive picture related to the effectiveness of animated videos in improving students' skills.

The main focus of this research is to understand the meaning of students' use of the media and its impact on istima' skills. The research sample consisted of 34 students of the S1 Arabic Language Education Study Program at UIN Sunan Kalijaga Yogyakarta, who were selected purposively. Data was collected through observation, in-depth interviews, and documentation. The researcher observed learning in the classroom without intervention, recording classroom dynamics and student interaction. The interview was conducted to understand students' views on animated videos, their benefits, and obstacles in understanding istima' material, as well as their impact on learning interest and motivation. The data was analyzed in a qualitative descriptive manner with thematic analysis techniques, categorizing the data based on the themes that emerged. The researcher acts as a passive observer, and the validity of the data is obtained through triangulation by comparing the results of observations, interviews, and documentation (Creswell, 2020). This research is expected to provide insight into the effectiveness and challenges of using animated videos in learning Arabic, especially istima' skills.

3. Result and Discussion

3.1. Practical Experience in Using Animated Videos in the Classroom

The observation results showed that after the use of animated videos, 80% of students reported an increase in understanding of the material presented. They stated that the visualization offered by the animation helped them understand the context of the conversation in Arabic better, especially to understand non-verbal cues such as facial expressions and body movements. In addition, based on in-depth interviews, students revealed that animated videos make the learning process more fun and interactive, thus increasing their motivation in participating in istima' learning. Some students also reported that their ability to capture implicit meaning in conversation improved after using this medium. Observations showed an increase in active participation in class discussions. The results of the study show that students become more active and involved in the learning process. The use of animated videos not only improves students' understanding, but also reduces boredom that often occurs in conventional teaching methods. This is in line with the theory of multimedia learning which states that the combination of visual and audio elements can increase student engagement.

The findings of this study reinforce the theory of multimedia in learning, which states that the combination of visual and audio elements can increase students' cognitive and affective engagement (Melati et al., 2023). The improvement in students' understanding after using animated videos is in line with these findings, where the visualization of conversations helps them more easily understand implicit meanings and non-verbal contexts that are usually difficult to understand through conventional audio methods. From a practical perspective, these results show that teachers can adopt the use of animated videos as a strategy to overcome the limitations of traditional istima' learning methods, which are often monotonous and less interactive. With dynamic visualization, students are not only able to capture verbal meanings, but also relevant expressions and gestures in Arabic, so that their istima' skills improve overall.

In addition, the implementation of animated videos in the classroom has been proven to not only improve students' understanding, but also increase their motivation and active participation. This is important because learning motivation is one of the key factors in the success of language learning (Cholik & Umaroh, 2023). Therefore, the integration of visual media such as animated videos can be a relevant innovation to increase the effectiveness of teaching listening skills, especially in Arabic study programs.

Before the use of animated videos in istima' learning, researchers often found that students were less responsive and passive during listening sessions. When material is delivered through traditional audio recordings, many students struggle to understand the nuances of conversations, especially when it involves idiomatic expressions and complex verbal expressions. This leads to low levels of participation in discussions and a lack of courage for students to interact in Arabic.

However, when researchers started using animated videos, there was a significant change in student learning outcomes. One example occurred at the second meeting at the beginning of the semester. When researchers used animated videos that showed everyday conversations in the context of social life in the Arab world, they saw immediate changes in students' attitudes. Before the use of video, they only passively listened to audio, and many of them were unable to answer conversation-related questions. After using animated videos, students become more active in listening and trying to understand every detail of the conversation, from non-verbal contexts such as hand gestures to the intonation used by native speakers in the video.

In this study, the researcher also noted an increase in students' understanding of istima' material based on observations during the learning process. Through direct observation and in-depth interviews, it was revealed that students showed improvement in listening skills, especially in their ability to recognize keywords and understand conversational context. Before the use of animated videos, some students admitted that they often had difficulty in capturing the implied meaning of conversations. However, after two weeks of applying animated video media in learning, students reported that they felt more helped by the visualizations presented, making it easier to understand the conversations presented.

In interviews, some students stated that animated videos help them visualize conversational situations, which previously they could hardly imagine only through text or audio. This allows them to focus more on keywords and context, which then improves their understanding. The researcher also noted an increase in active student involvement during the learning process, where students were more enthusiastic in participating in listening activities and more often participated in class discussions. This narrative reinforces the finding that the use of animated videos not only facilitates increased understanding of istima', but also creates a more interactive and enjoyable learning environment.

Another change is an increase in confidence in using Arabic. Students who were previously reluctant to speak or express opinions in Arabic, began to be more daring to imitate the pronunciation and sentence structure they heard in the video. I also saw an increase in student interest in discussing after the dining session. They are more enthusiastic about asking questions related to conversations in videos, even relating to their personal experiences. The use of animated videos not only improves learning outcomes, but also creates a more interactive and fun learning atmosphere. Students seem to be more enthusiastic about participating in istima' sessions, and this can be seen from their increased participation and desire to continue learning Arabic outside of the classroom.

After several weeks of using animated videos in istima' learning, the researchers collected feedback from students through open discussions and short surveys. In general, the majority of students said that this media helped them understand the material better. One student said, "Animated videos make it easier for me to understand the context of the conversation. I can see facial expressions and body movements, so I understand the meaning of every word that is spoken." This feedback shows that visualization in animated videos helps students make connections between what they hear and what they see. Other students also revealed that this method makes the learning process more interesting and fun. "Previously, just listening to audio recordings felt boring, but with animated videos, I feel more focused and motivated to follow the lessons," said one of the students. This feedback illustrates the important role of visual media in increasing interest in learning and extending the duration of their attention during the learning process.

In addition, some students revealed that they felt more confident in following istima' lessons after using animated videos. "I'm usually confused by quick conversations, but with animated videos, I can understand pronunciation and intonation better," said another student. This shows that animated videos not only help in comprehension, but also in improving students' overall listening skills.

3.2. The Impact of the Use of Animated Videos on Student Learning Interest

At the beginning of semester 1 in the Arabic Language Education Study Program of UIN Sunan Kalijaga, researchers began to apply animation video media as an innovation in teaching istima' skills. Previously, researchers used conventional methods in the form of audio and text recordings, which often made students less enthusiastic about participating in lessons.

However, after the use of animated videos, researchers saw significant changes in students' attitudes and involvement in the learning process.

1st semester students looked more enthusiastic when the animation video began to be used. They showed greater interest in listening to the material presented because the animation not only presented audio, but also dynamic and engaging visuals. This is very helpful in maintaining the attention of students who tend to be easily distracted when monotonous teaching methods are used. With the visualization of conversations, students can understand the context more thoroughly, which previously was difficult for them to capture only from audio recordings.

One of the concrete examples that researchers observed is when students are invited to listen to a conversation in Arabic with the context of daily life. When using conventional media, many students have difficulty understanding the nuances of sentences and the meaning of certain expressions. However, with animated videos that show the body movements and facial expressions of the characters in the video, they are quicker to capture the intent of the conversation. This is very helpful in bridging the gap between the theory they learn in class and the real practice in the use of Arabic.

Not only that, student involvement in class discussions has also increased. After watching the video, they were more excited to ask questions and discuss the details of the conversation presented. They are also more daring in imitating correct intonation and pronunciation, which previously tended to be avoided due to a lack of confidence. In several meetings, researchers also observed that students who are usually passive begin to be more actively involved in the learning process, both through discussions and istima' exercises. From these observations, it can be evidence that the use of animated videos in istima' learning not only increases students' interest in learning, but also accelerates their understanding of the material taught. This media has proven to be effective in overcoming the challenges faced by 1st semester students in listening skills, especially in capturing implicit meanings and understanding the context of the conversation better.

This study shows that the use of animated videos in learning is able to increase students' interest and motivation in learning. This is because animated videos offer a more fun and interactive learning experience than traditional methods (Rochmania & Restian, 2022). Students feel more emotionally and cognitively engaged when they learn through media that

combines visual and audio elements. This increases their active involvement in the learning process, which ultimately has an impact on better learning outcomes.

In addition, the variety in teaching methods offered by animated videos helps reduce the saturation that often arises in conventional learning methods. Students who study with attractive visual media tend to have a more positive view of the subject matter, including istima' lessons which are often considered difficult and boring. Thus, animated videos not only serve as learning aids, but also as a medium to increase students' motivation and enthusiasm in learning Arabic.

3.3. Definition of Animation Video Media in Istima' Learning

Animated video media in istima' learning is an innovation that utilizes visual technology to help students learn Arabic listening skills (Hamidi et al., 2023). As a learning aid, animated videos present content in the form of moving images that are interactive and more interesting compared to conventional methods. In language learning, especially listening skills, this medium allows students to listen to realistic and contextual conversations, so that they can learn how the language is used in everyday life (Irawan Anugrah, 2022). This is important because listening skills require a deep understanding of not only verbal speech, but also non-verbal contexts such as facial expressions and intonation (Hita et al., 2021). Through animation, students can see firsthand how native speakers use the language, which makes it easier for them to understand the nuances of the language being taught.

In addition, animated video media offers clear and dynamic visualizations, which help students understand the learning context more thoroughly. In the process of listening, non-verbal elements such as body movements, facial expressions, and intonation have an important role in conveying deeper meaning (Mahbub & Khusnul, 2022). With the medium of animation, students can see firsthand how these elements are used in real communication, which is often difficult to capture only through audio or written text. Another advantage is the ability to animate complex learning situations, which can be difficult or expensive to realize in real situations (Handayani & Syafi'i, 2022). Therefore, this media enriches istima' learning by providing a deeper understanding of the context of the conversation.

In addition to visualization, animated videos also allow students to learn at their own pace and rhythm, which is one of the main advantages of this medium (Pulungan & Padila, 2021). In traditional istima' learning, students often do not have the opportunity to repeat material that is difficult to understand. With animation, students can repeat specific parts of the

video, paying attention to small details that may have been missed in one review (Febriani et al., 2022). This allows students to focus more on specific aspects of the conversation, such as the use of sentence structure, new vocabulary, and correct pronunciation and intonation. In addition, students can also be more flexible in managing their study time, because animated video media can be accessed at any time according to their needs.

The importance of using animated videos in istima' learning also lies in its ability to connect theory with practice. In class, students usually learn basic Arabic theories such as grammar and vocabulary, but are often not given the opportunity to see how these theories are applied in real contexts (Setyowati & Anwar, 2024). Using animated videos, students can see firsthand how these theories are applied in everyday conversations by native speakers. This media bridges the gap between the theory learned in the classroom and the real practice in the use of Arabic, which is crucial in improving the students' istima' competencies (Takdir, 2020).

In addition to supporting the academic learning process, animated video media also has a positive impact on student motivation and interest in learning (Febriani et al., 2022). Many students feel bored with conventional learning methods that tend to be monotonous and boring. However, with interactive animations and attractive visuals, students are more motivated to be actively involved in the learning process. They are also more enthusiastic in listening to the conversations presented, as animation provides an element of entertainment that not only makes learning more enjoyable, but also effective (Mazaimi & Sary, 2023). Thus, this media functions as an important motivator in increasing students' interest in learning in listening skills.

Animated video media can have a significant impact on improving the quality of istima' learning as a whole. The use of technology in language learning is not just an innovation, but also a strategy that supports the achievement of better learning outcomes (Azhar et al., 2023). With richer visualizations, flexible repetition of material, and the application of theory in real practice, animated videos offer a more comprehensive approach to teaching listening skills (Hasanah et al., 2024). Thus, this media makes a contribution that not only improves students' listening skills, but also enriches their overall learning experience, which ultimately supports more effective and efficient learning of Arabic.

3.4. Advantages of Using Animated Videos in Istima' Learning

The use of animated videos in istima' learning has become one of the important innovations that has a positive impact on the Arabic learning process (Asnawati, & Sutiah, 2023). The advantage of this media lies in its ability to provide a more interactive, engaging, and effective learning experience for students. In istima' skills, where the comprehension of spoken language is greatly influenced by many factors such as intonation, context, and non-verbal expressions, animated videos are able to provide visualizations that support overall learning. The use of animation also allows students to practice listening in a fun way, while making it easier for them to understand the material being taught (Satria et al., 2023). Here are some of the main advantages of using animated videos in istima' learning (Zein Rismala & Nuroh, 2023):

1. Increasing Attraction and Motivation to Learn

One of the main advantages of animated video media is its ability to increase the appeal of learning. The colorful visual elements and dynamic movements of animated videos can easily grab the attention of college students. This interest will affect their motivation to learn. Conventional methods that rely solely on audio recordings are often less able to maintain students' attention over a long period of time. On the contrary, visualization through animation makes the listening process more interesting and entertaining, so that students are more encouraged to actively follow the material.

2. Facilitate Material Understanding

In istima' learning, understanding the context of a conversation in Arabic is the main challenge faced by students. Animated videos are able to present a visual context that supports oral explanations, so that students can more easily grasp the meaning of the conversation being listened to. Animations not only feature the words spoken, but also provide an illustration of who is speaking, where the conversation is taking place, and what the atmosphere or expressions that accompany it are. This helps to significantly increase students' understanding of the material.

3. Simplifying Complex Materials

Animated videos have the advantage of simplifying complex material, making it easier for students to understand. Many students have difficulty learning idiomatic phrases, new vocabulary, or complex sentence structures. Through animated videos, explanations of difficult material can be presented in a simpler and more digestible way. For example, animation can

show how a conversation situation unfolds in real life, making it easier for students to relate context to the vocabulary and structure of the language they are learning.

4. Facilitate Independent Learning

Animated video media provides flexibility that is very beneficial for students in the context of independent learning. Students can access learning videos at any time, both inside and outside the classroom, according to their needs and convenience. The ability to repeat videos multiple times allows students to learn at a pace that suits their own understanding. In istima' learning, where repetition of listening is key, this ability is very important to strengthen students' listening skills.

Animated videos provide many benefits in improving the quality of istima' learning. By combining visual and audio elements effectively, animated videos not only make the learning process more interesting, but also help students understand and absorb the material better (Wahyu Primadani et al., 2022). The flexibility in self-paced learning, the ability to simplify complex material, and its high visual appeal make this medium one of the best options for teaching Arabic, especially in listening skills (Nuraeni et al., 2023). Thus, the use of animated videos can contribute significantly to producing better and more effective learning outcomes for students.

3.5. Challenges in the Use of Animated Videos and Recommendations

The use of animated videos in learning has been proven to have a positive impact on students' interest in learning. Research shows that this media is able to increase student motivation by offering a more fun and interactive learning experience than conventional methods. Animated videos combine compelling visual and audio elements, which are able to capture students' attention better than material delivered through text or audio alone. This encourages students' cognitive and emotional involvement during the learning process, where they are more active in listening to and understanding the material. By increasing students' interest in learning, animated videos create a more conducive learning atmosphere to achieve better learning outcomes.

In addition, the emotional and cognitive involvement of students resulting from the use of animated videos also has an effect on increasing active participation in the learning process. Students who are actively involved tend to have a deeper understanding of the subject matter they are learning. This is because animated videos are able to present real situations and

scenarios that are relevant to daily life, making it easier for students to understand how the material is applied in the actual context. Thus, this media not only facilitates theoretical understanding, but also encourages students to better understand the practical application of the material studied, especially in istima' lessons that require a good contextual understanding.

Animated videos also play an important role in reducing the boredom that often arises in traditional learning methods. Students often feel bored with monotonous teaching methods, such as lectures or only using reading texts, especially in learning istima' skills that require high concentration. By using animated videos, learning materials are presented in a more varied and dynamic manner, which helps to create a more enjoyable learning experience. This makes students more interested in being involved in the learning process, as well as extending their attention span during learning. Therefore, this media not only presents relevant content, but also enriches the overall student learning experience.

Furthermore, the use of animated videos also has a positive impact on students' perception of subject matter, especially in lessons that are considered difficult such as istima'. With visualization that supports audio content, students can more easily understand the intent and context of the conversation they hear. This is especially important in istima' learning, where understanding spoken language depends not only on words, but also on context, intonation, and non-verbal expressions. Students who initially find it difficult to understand istima' material often show an increase in learning motivation after using animated videos as a tool. Thus, this media plays a role in changing students' perceptions that were initially negative to more positive towards the subject matter.

Overall, animated videos make a significant contribution in increasing students' motivation and interest in learning Arabic, especially in istima' skills. The incorporation of engaging visual and audio elements not only makes learning more enjoyable, but also facilitates a deeper understanding of the material. By creating a more interactive learning atmosphere, animated videos encourage students to be more active in the learning process, which ultimately has an impact on better learning outcomes. In addition, variations in the presentation of material also help reduce learning boredom, so that students remain motivated to learn enthusiastically. Therefore, the use of animated videos in learning is an innovative step that is very effective in improving the quality of Arabic language learning, especially in listening skills.

4. Conclusion

This research aims to improve students' istima' skills and learning motivation in learning Arabic. The results of the study show that this goal is achieved, where the use of animated videos is proven to improve students' understanding of Arabic conversations and motivate them to be more active in the learning process. These findings support a multimedia learning theory that combines visual and audio elements, which significantly improves istima' learning outcomes. The incorporation of visual and audio elements in animated videos helps students capture a broader context of conversation, including non-verbal elements such as facial expressions and body movements, which are essential in understanding Arabic conversations.

In addition, animated videos also increase students' motivation and active participation in learning, which has a direct impact on improving istima' skills. Thus, animated videos are an effective and innovative learning medium to improve the quality of Arabic language learning, especially in istima' skills. To ensure the effectiveness of the use of animated videos, it is recommended that teachers provide easy access to these learning videos, either through online learning platforms or social media that are often accessed by students. Teachers can also hold small trainings or workshops on how to utilize animated videos to improve istima' skills independently. Thus, students can use this media outside of formal study hours to deepen their understanding of the material. Further research is also needed to explore the use of animated videos in other language skills, as well as to overcome the obstacles to the implementation of this technology, such as limited infrastructure in various educational institutions. The integration of this media into the wider curriculum can make a significant contribution to the development of Arabic language learning strategies in the future.

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