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# Advancing Educational Practice: Plotagon Story Media Implementation in Arabic Language Learning

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**Abstract**

Listening skills are the main skills that students must master in learning Arabic before mastering other skills. This requires educators to be more creative in choosing and using learning media to achieve good learning outcomes. One of the media in improving listening skills that can be used is Plotagon Story-based animation media. This study aims to determine the effectiveness of using Plotagon Story-based animation media in improving listening skills. This study uses quantitative research methods with the type of Quasi Experimental Design with Non-Equivalent Control Group Design. The results of the analysis show that there is an effectiveness of using plotagon story-based animation media in improving listening skills, which is in the moderate category. The benefit of this research is to provide an overview of how animated media can overcome challenges in learning Arabic, especially in listening skills. The results of this study are expected to be a reference for educators in designing learning media that are more effective and innovative, and make a positive contribution to increasing student competence in learning Arabic listening skills.

## INTRODUCTION

Arabic is not only studied in boarding schools, but school institutions such as Madrasah Ibtidaiyah, Madrasah Tsanawiyah and Madrasah Aliyah are also familiar with Arabic subjects. In teaching and learning activities, there are components that interact and influence each other to achieve a learning goal (Gemilang & Listiana, 2020). Learning media is anything that can be used to convey messages from senders to recipients to stimulate the thoughts, feelings, emotions, and interests of students so that the learning process takes place optimally (Handayani et al., 2024). In a learning environment, media has the remarkable ability to clarify material that may be vague or poorly understood by learners. This allows students to more easily understand the concepts being taught. In addition, the advantages of learning media are also seen in its ability to arouse interest, motivation, and enthusiasm in the learning process (Hidayat & Khotimah, 2019).

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The need for media in the learning process is useful in supporting the learning and teaching process so that the material provided can be conveyed effectively and easily accepted by students without making students feel bored (Meifitri, 2020). This is because the teaching and learning process is not monotonous, so that it will improve mastery of material on Arabic language proficiency, provide a sense of enthusiasm, and stimulate students to learn new things (Nufus, 2015). Learning media has a very important function in teaching and learning activities. However, we often find that schools do not facilitate the media needed by teachers and some teachers are still not creative in making media that will be used in Arabic learning activities in the classroom so that in delivering lessons teachers find it (Hikmah, 2020).

In the current reality, not all schools have adequate teaching media, and not all teachers have creativity in using teaching media. There are a number of schools that lack teaching media, and there are also teachers who are less capable and less creative in using the available teaching media (Ramli et al., 2020). If the media used by the teacher is not innovative, then students will not be interested in the learning that will be discussed (Belinda et al., 2024).

In the current reality, not all schools have adequate teaching media, and not all teachers have creativity in using teaching media. There are a number of schools that lack teaching media, and there are also teachers who are less capable and less creative in using the available teaching media If the media used by the teacher is not innovative, then students will not be interested in the learning that will be discussed. Therefore, innovative technology-based learning media are needed to support student learning in the classroom.

Currently, the utilization of electronic-based learning media, e-learning or applications is needed and becomes a necessity as a response to the times and the lifestyle of the community, especially students. It is undeniable that digital technology has become an integral part of daily life and has changed the way we search for information, communicate with each other. The development of learning media influenced by the development of information technology can be integrated into various learning models, both formal and informal (Bahruddin et al., 2021).

Arabic language learning with technological media has now been widely proven to be able to increase student learning motivation. This is certainly supported by professional and creative teaching staff who can present learning that is fun for students (Fitria, 2023; Purnamasari & Mubarok, 2024; Rasyidin & Harahap, 2024; Syagif, 2023). The existence of media is very helpful for teachers in delivering learning materials, because by using learning media, teachers do not have to repeat explanations about the contents of the lesson. In addition to relieving the teacher, it also makes it easier for students to understand and remember the material taught (Putri, 2017).

One of the learning media that can be used to help the teaching and learning process is the Plotagon application. Plotagon media is one of the right solutions for a number of educators to create interesting learning for students. Plotagon application can create animated videos easily so that it will produce quite innovative videos because only with the help of the storyline written on the platform, the script user can immediately know the exact storyline that is being written. In some studies, it was found that Plotagon animation made it easier for students to understand the material and was able to increase the enthusiasm and motivation of students (Rejeki, 2022). Creating an animated video with Plotagon does not require any special animation skills, it just takes a few moments to create an interesting animated video (Alwasilah, 2019). The

Plotagon app offers two methods for producing animated videos: choosing from available characters or creating custom characters when needed. Furthermore, users can manage dialog and character movements as desired in the application (Rini et al., 2023).

In this study Zulhelmi & Mahidin, (2017). stated that interactive learning media such as animation can have an influence on improving critical thinking skills in students because this interactive learning media has the aim of clarifying the delivery of learning material. In research (Amrina et al., 2022). stated that the use of teaching and learning media not only facilitates educators in providing material to students, but also helps increase student motivation to learn more interactively and more actively in class by providing feedback, both to educators and to students. The use of animated media based on plotagon stories has a positive impact on the learning process including; introduction of information and communication technology devices to students, providing new and enjoyable experiences for both teachers and students, fun learning methods can increase learning motivation, catch up with knowledge about science and technology in the field of education, keep up with the development of science and technology (Thohir et al., 2021).

Research related to plotagon story-based animation media has been widely discussed by previous researchers such as (Febriani et al., 2023; Kurnia et al., 2023; Rokhani et al., 2024). However, the researchers above only focused generally on the problem of using and applying animated media based on plotagon stories in learning Arabic. Meanwhile, this study will specifically discuss the effectiveness of using plotagon story-based animation media to improve listening skills.

## METHODS

The type of research used is quantitative research. This research uses quantitative data in the form of data that shows numbers or amounts such as post-test results after the use of animated media based on plotagon stories (Aini et al., 2019). The experimental research design used in this research is quasi experimental design. In this design there are two groups or classes that are not randomly selected, then given a pre-test to determine the initial state and a posttest to determine the final state after being treated (Sugiyono, 2020). This study was conducted to determine the effectiveness of the use of learning media applied in improving listening skills. The way to find out is to compare the learning outcomes between the experimental group and the control group (Adnot et al., 2017). In the experimental group using animated media based on plotagon stories in learning listening skills, while in the control group learning listening skills using a conventional model, where the implementation of learning focuses a lot on the teacher, and the teacher uses the lecture method and only reads the text in front of the students then the students listen (Asril et al., 2023; Iskandar et al., 2023; Muslan et al., 2023; Engkizar et al., 2024; Permadani et al., 2025; Sepriasa et al., 2020).

The population in this study were all seventy-two students. To determine the number of samples to be taken, researchers used purposive sampling technique, which is a technique carried out using a smaller sample and homogeneous population. Independent variables are variables that affect or cause changes in the dependent variable (Zhang et al., 2018; Engkizar et al., 2023). The independent variable in this study is plotagon story-based animation media. The dependent variable is the variable that is influenced or the result of the independent variable (Asril et al., 2023; Engkizar et al., 2018; Iskandar, Hendra, et al., 2023; Mardiana et al., 2022; Munawaroh et al., 2022;

Saputri et al., 2021). The dependent variable in this study is listening skills. Meanwhile, the control variable is a variable that is controlled so that the effect of the independent variable on the dependent variable is not influenced by external factors that are not studied. In this study, control variables include the same number of students, the same classroom conditions, the same grade level and the same teaching materials used (Nurfadhilah et al., 2024). In this study, researchers used data collection techniques through observation and tests. The data analysis techniques that researchers use are normality test, homogeneity test, and hypothesis testing including T-test and N-Gain test (Dwi et al., 2017).

## RESULT AND DISCUSSION

Based on research that has been conducted on the control class and experimental class. Data obtained through pretest and posttest. Based on the test scores obtained, then look for the highest value, lowest value, average value and standard deviation. The conclusion of the calculation results can be seen as follows:

**Table 1. Data on pretest and posttest results of experimental and control classes**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Control group pre-test | 27 | 30 | 90 | 57,41 | 15,589 |
| Control group post-test | 27 | 40 | 100 | 62,59 | 16,075 |
| Experiment group pre-test | 27 | 30 | 80 | 56,67 | 14,412 |
| Experiment group post-test | 27 | 50 | 100 | 79,26 | 13,566 |
| Valid N (listwise) | 27 | | | | |

From the table above, it can be seen that the pretest value of the experimental group shows an average of 56.67, while after the treatment and posttest there is a significant increase, namely to 79.26. The standard deviation was 14.412 before treatment and 13.566 after treatment. In the control class, the average test value before treatment was 57.41 and increased to 62.59 using conventional media. The standard deviation was 15.586 before treatment and 16.075 after treatment with conventional media.

**Table 2. Results of normality test analysis for experimental and control classes**

| Tests of normality | | | | | | |
|---|---|---|---|---|---|---|
| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Control group pre-test | ,159 | 27 | ,079 | ,953 | 27 | ,252 |
| Control group post-test | ,154 | 27 | ,101 | ,941 | 27 | ,126 |
| Experiment group pre-test | ,147 | 27 | ,140 | ,943 | 27 | ,145 |
| Experiment group post-test | ,151 | 27 | ,114 | ,939 | 27 | ,116 |

From the table above, it is known that the Kolmogrov-Smirnov normality test value for the experimental group pre-test is (0.140) and the experimental group post-test is (0.114). Because the Sig. pre-test and post-test values are greater (>) than (0.05). Therefore, the data is normally distributed. In the control class, the Kolmogrov-Smirnov normality test value for the

control group pre-test was (0.079) and the control group post-test was (0.101). Because the Sig. value of pre-test and post-test is greater (>) than (0.05). Therefore, the data is normally distributed. For more details about the normality test of this research data using a histogram, the following is an illustration.

The results of the homogeneity test from the research results that have been carried out using SPSS 22.

**Table 3. Results of posttest homogeneity test analysis of experimental classes and control classes**

| Test of Homogeneity of Variance | | | | | |
|---|---|---|---|---|---|
| | | Levene Statistic | df 1 | df2 | Sig. |
| Posttest of experimental and control class | Based on Mean | 1,353 | 1 | 52 | ,250 |
| | Based on Median | 1,108 | 1 | 52 | ,297 |
| | Based on Median and with adjusted df | 1,108 | 1 | 51,383 | ,297 |
| | Based on trimmed mean | 1,322 | 1 | 52 | ,256 |

Based on the table above, the sig value based on the mean is 0.250> 0.05, so it can be concluded that the variance of the experimental class and control class data is the same or homogeneous. Based on the above results, it can be concluded that the posttest data of the experimental and control classes have normal data and homogeneous variances, so that the hypothesis can be tested. After the t-test analysis, namely the independent sample t-test using the SPSS version 22 program, the following results were obtained.

**Table 4. Results of hypothesis test analysis for experimental and control classes**

| Independent Samples Test | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Post-test of control and experimental groups | Equal variances assumed | 1,353 | ,250 | -4,117 | 52 | ,000 | -16,667 | 4,048 | -24,790 | -8,544 |
| | Equal variances not assumed | | | -4,117 | 50,572 | ,000 | -16,667 | 4,048 | -24,795 | -8,538 |

Based on the test analysis with SPSS version 22, the two-way α sig value or sig (2-tailed) = 0.000 is obtained, so it can be concluded that (0.000 <0.05). This means that Ho which states that there is no difference in learning listening skills by using animated media based on plotagon stories is rejected and Ha is

accepted. This means that there is a significant difference between the posttest of the control group and the experimental group in learning listening skills, there is an effect of plotagon story-based animation media with those that do not use plotagon story-based animation media, so it can be concluded that learning listening skills using plotagon story-based animation media is better than learning listening skills that do not use plotagon story-based animation. The results of the N-Gain test to determine how effective plotagon story-based animation media is in improving listening skills that have been carried out using SPSS version 22.

**Table 5. N-Gain Effectiveness Test of Experimental and Control Classes**

| Descriptive | | | | | |
|---|---|---|---|---|---|
| | Class | | | Statistic | Std. Error |
| NGain_Persen | Experiment | Mean | | 56,8430 | 4,55025 |
| | | 95% Confidence Interval for Mean | Lower Bound | 47,4899 | |
| | | | Upper Bound | 66,1962 | |
| | | 5% Trimmed Mean | | 56,4202 | |
| | | Median | | 50,0000 | |
| | | Variance | | 559,029 | |
| | | Std. Deviation | | 23,6438 0 | |
| | | Minimum | | 20,00 | |
| | | Maximum | | 100,00 | |
| | | Range | | 80,00 | |
| | | Interquartile Range | | 35,00 | |
| | | Skewness | | ,576 | ,448 |
| | | Kurtosis | | -,455 | ,872 |
| | Control | Mean | | 15,9083 | 5,39346 |
| | | 95% Confidence Interval for Mean | Lower Bound | 4,8219 | |
| | | | Upper Bound | 26,9947 | |
| | | 5% Trimmed Mean | | 15,1382 | |
| | | Median | | 16,6667 | |
| | | Variance | | 785,414 | |
| | | Std. Deviation | | 28,0252 3 | |
| | | Minimum | | -50,00 | |
| | | Maximum | | 100,00 | |
| | | Range | | 150,00 | |
| | | Interquartile Range | | 28,57 | |
| | | Skewness | | ,585 | ,448 |
| | | Kurtosis | | 3,093 | ,872 |

From the table, the average (mean) N-Gain value for the experimental group shows (56.84%), and based on the table of N-Gain value effectiveness categories (%), it can be concluded that the use of Plotagon Story-based animated media to improve listening skills is quite effective, which is in the N-Gain percentage category of 56-75%. The following is the category of interpretation of the effectiveness of N-Gain (Sukarelawa, 2024).

**Table 6. Categories of interpretation of N-Gain effectiveness**

| Precentage (%) | Interpretation |
|---|---|
| <40 | Not Effective |
| 40 – 55 | Less Effective |
| 56 – 75 | Moderately Effective |
| >76 | Effective |

From the explanation above, it is concluded that the use of plotagon story-based animation media is effective in improving listening skills. This is reinforced by relevant research, namely Alfin Khoiri Zulfanuria's research entitled "Development of listening skills learning materials using plotagon story media". Where the results showed H0 was rejected and Ha was accepted, this was evidenced by the results of the Paired Sample T-Test test obtained a value (Sig (2-tailed)) <0.005 which indicates that the alternative hypothesis (Ha) is accepted. While the N-Gain test results show a score of 64.2 in the moderately effective category.

## CONCLUSION

The results showed that there was an effectiveness of using plotagon story-based animated media in improving listening skills, which was in the category of quite effective with a percentage of (56.84%), and based on the table of effectiveness categories of N-Gain values (%), it can be concluded that the use of Plotagon Story-based animated media to improve listening skills is quite effective. So it can be concluded that the use of plotagon story-based animation media in learning listening skills is better than using conventional media. For further researchers, it is hoped that this research can be a reference and development material for the use of plotagon story-based animation media in learning Arabic.

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