Effectiveness of Using Benime Video Media to Improve Vocabulary Comprehension of Class VII Students of MTsN 2 Padang

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis efektivitas penggunaan media video Benime dalam meningkatkan pemahaman arabic vocabulary siswa kelas VII di MTsN 2 Padang. Latar belakang penelitian ini didasari oleh rendahnya penguasaan kosakata bahasa Arab siswa yang disebabkan oleh penggunaan metode pembelajaran konvensional yang kurang menarik. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen semu (quasi-experimental design), yang melibatkan dua kelompok: kelas eksperimen yang menggunakan media video Benime dan kelas kontrol yang menggunakan metode konvensional. Data dikumpulkan melalui observasi, pre-test, dan post-test, serta dianalisis menggunakan uji t. Hasil penelitian menunjukkan bahwa siswa pada kelas eksperimen memiliki perhatian, partisipasi, dan pemahaman arabic vocabulary yang lebih tinggi dibandingkan kelas kontrol. Uji t menunjukkan adanya perbedaan signifikan antara nilai post-test kedua kelompok, dengan nilai signifikansi 0,00 < 0,05 dan t hitung lebih besar dari t tabel. Temuan ini membuktikan bahwa media video Benime efektif dalam meningkatkan pemahaman kosakata bahasa Arab. Oleh karena itu, penggunaan media audiovisual interaktif seperti Benime direkomendasikan sebagai alternatif inovatif dalam pembelajaran bahasa Arab di tingkat madrasah. Penelitian ini juga memberikan kontribusi empiris terhadap pengembangan media pembelajaran berbasis teknologi di lingkungan pendidikan.

Keywords:
Video; Benime; Arabic Vocabulary

ABSTRACT

This study aims to analyze the effectiveness of using Benime video media in improving the understanding of arabic vocabulary of seventh grade students at MTsN 2 Padang. The background of this study is based on the low mastery of students' Arabic vocabulary caused by the use of conventional learning methods that are less interesting. This study used a quantitative approach with a quasi-experimental design, involving two groups: an experimental class using Benime video media and a control class using conventional methods. Data were collected through observation, pre-test, and post-test, and analyzed using t-test. The results showed that students in the experimental class had higher attention, participation, and understanding of arabic vocabulary than the control class. The t-test showed a significant difference between the post-test scores of the two groups, with a significance value of 0.00 < 0.05 and t count greater than t table. This finding proves that Benime video media is effective in improving Arabic vocabulary comprehension. Therefore, the use of interactive audiovisual media such as Benime is recommended as an innovative alternative in Arabic language learning at the madrasah level. This

| | research also provides an empirical contribution to the development of technology-based learning media in the educational environment.. |

INTRODUCTION

Arabic is one of the most widely spoken languages internationally. The influence of Arabic is very strong in various fields, such as education, religion, business and entertainment around the world.[1] Arabic language learning at the madrasah level, especially in the aspect of mastering arabic vocabulary (mufradat), is still a major challenge for students. Low mastery of arabic vocabulary often causes students difficulty in understanding Arabic material as a whole, so that learning objectives are not achieved optimally. One of the factors causing this is the use of learning media that is still conventional and less interesting, such as blackboards and textbooks, so that students are less motivated and feel bored in the learning process.[2] This causes low understanding of the vocabulary taught.[3] The use of learning media is a method that can help teachers achieve learning objectives and increase student attention and activeness in learning.[4] Media is an intermediary used to convey material to students using certain tools so that students can understand quickly and receive knowledge from the teacher.[5] Therefore, learning media innovations are needed that can increase student motivation and understanding, one of which is by utilizing technology-based media.

Learning media is divided into 3, namely audio, visual and audio-visual media. In this study, namely using audio visual media. Audiovisual media is media that contains elements of sound and images that can be seen, such as videos, movies and slides that are given sound. [6] The ability of audio-visual media is considered better and more interesting because it contains both elements of media types, namely audio and visual.[7] The advantages of using audio visual media, especially video media, are that it can save time and recordings can be played repeatedly, the loudness of the sound can be adjusted, and it can attract students' attention because there are images accompanied by sound. [8]

The theory that video media affects learning outcomes, especially in vocabulary acquisition, can be linked to the effectiveness of video media in education. One of the

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[1] Namiyah Fitriani and Muhaiban, "تحسين تعلم اللغة العربية: تقييمكتاب"تعليماللغةالعربية"للصف العاشرفي سياق K-13," *Akademika: Jurnal Keagamaan Dan Penddikan* 20, no. 2 (2024): 204–17.

[2] Amrina Amrina, Adam Mudinillah, and Zahra Syurfa, "UTILIZATION OF BENIME APPLICATION AS A SUPPORT OF MUFRODAT LEARNING FOR CLASS VII MTsN PASIR LAWAS," *Jurnal Teknologi Pendidikan* 11, no. 1 (2022): 98–110, http://ejournal.uika-bogor.ac.id/index.php/TEK.

[3] E. Sutrisno, *Inovasi Pembelajaran Bahasa Arab.* (Bandung: Remaja Rosdakarya, 2016).

[4] Imam Naufal Ardra and Fatma Yulia, " تأثير وسائل تعليم اليف ايدوكاتيون على النتائج الدراسية لطلبة اللغة العربية في الصف الثامن في المدرسة الثنوية الحكومية 1 ديلي سيرداج," *Al-Uslub: Journal of Arabic Linguistic and Literature* 8, no. 1 (2024): 83–101.

[5] Andrew Fernando Pakpahan and Dkk, *Pengembangan Media Pembelajaran* (Medan: Yayasan Kita Menulis, 2020).

[6] Ilyas Ismail, *Teknologi Pembelajaran Sebagai Media Pembelajaran* (Makassar: Cendekia Publisher, 2020).

[7] Wina Sanjaya, *Perencanaan Dan Desain Sistem Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2010).

[8] Nurhapsari Pradnya Paramitha, "Pembelajaran Mufrodat Menggunakan Media Audio Visual," *Ihtimam Jurnal Pendidikan Bahasa Arab* 1, no. 2 (2018): 2.

relevant theories is the Sociocultural theory developed by Lev Vygotsky. Vygotsky emphasized the importance of tools and symbols in the learning process, where media such as video serves as a tool to convey information in an interesting and easy-to-understand way for students. [9] One application that can be used to develop video learning media is Benime which is based on Android. [10]

This research topic is important to study because arabic vocabulary is a key element in mastering foreign languages, including Arabic. According to language learning theory, vocabulary mastery is the main foundation for understanding and using language actively in communication. Previous studies have shown that the use of innovative learning media, such as audiovisual media, can significantly increase student interest, motivation, and learning outcomes. [11] In addition, according to Aini, the use of benime application is considered quite effective because it attracts the attention of students.[12] Therefore, research is needed that examines the effectiveness of benime video media in improving arabic vocabulary understanding.

In MTsN 2 Padang, the process of learning arabic vocabulary still uses the traditional method, where the teacher writes vocabulary on the blackboard and asks students to record and memorize it. The results of interviews with Arabic language teachers show that students find it difficult to memorize vocabulary, lack of enthusiasm, and the average score of students' vocabulary comprehension is still low. Students also tend to forget the vocabulary they have learned and are unable to use it in daily communication.

This study specifically discusses the effectiveness of using Benime video media, a whiteboard animation video maker application to improve the understanding of arabic vocabulary of seventh grade students at MTsN 2 Padang. The focus of the research lies on how Benime video media can help students understand, memorize, and use arabic vocabulary better than conventional methods.[13]

This research needs to be conducted because Benime video media offers advantages in the form of animation, sound, and interactivity that can attract students' attention and increase their involvement in learning. The use of this media is expected to overcome the problem of low interest and understanding of arabic vocabulary that has been experienced by students, so that learning becomes more effective and enjoyable.[14] In addition, this research can provide an empirical contribution regarding the application of technology in Arabic language learning in madrasah.

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[9] Maula Nurul Subekti and Siswandari Siswandari, "Pengaruh Media Video Dan Motivasi Belajar Terhadap Hasil Belajar Kognitif Dan Psikomotorik Spreadsheet," *Edukatif : Jurnal Ilmu Pendidikan* 6, no. 3 (2024): 2531–44, https://doi.org/10.31004/edukatif.v6i3.6868.

[10] Muhammad Naharuddin Arsyad, Debi Setiawati, and Faizah Ulumi Firdausi, "Pengembangan Media Pembelajaran Video Berbasis Benime Pada Matakuliah Sejarah Perekonomian Dunia," *Jurnal Ilmiah Wahana Pendidikan, Februari* 9, no. 4 (2023): 632–39, https://doi.org/10.5281/zenodo.7635658.

[11] Amrina Amrina, Adam Mudinillah, and Fadilatu Ulya, "Pemanfaatan Aplikasi Benime Untuk Pembelajaran Mufradat Siswa Kelas 1 Di MIN 1 Solok," *Arabia* 13, no. 2 (2021): 191, https://doi.org/10.21043/arabia.v13i2.12510.

[12] Ulvia Nur Aini, "Pemanfaatan Media Pembelajaran Berbasis Video Menggunakan Aplikasi Benime Dalam Meningkatkan Pemahaman Pada Mata Pelajaran Pendidikan Agama Islam Dan Budi Pekerti (PAIBP) Siswa SMP," *Edudeena : Journal of Islamic Religious Education* 6, no. 1 (2022): 57–65, https://doi.org/10.30762/ed.v6i1.117.

[13] Amrina, Mudinillah, and Ulya, "Pemanfaatan Aplikasi Benime Untuk Pembelajaran Mufradat Siswa Kelas 1 Di MIN 1 Solok."

[14] Amrina, Mudinillah, and Syurfa, "UTILIZATION OF BENIME APPLICATION AS A SUPPORT OF MUFRODAT LEARNING FOR CLASS VII MTsN PASIR LAWAS."

Several studies have proven the effectiveness of video media and Benime applications in learning arabic vocabulary. Amrina et al. (2021) showed that the Benime application is able to present arabic vocabulary in the form of interesting animated videos, making it easier for students to memorize and understand vocabulary.[15] Nurul Dewi Asriani's research (2021) also proves the effectiveness of animated media in improving the mastery of arabic vocabulary of VII grade students of MTs Ma'arif NU 2 Cilongok with statistically significant results, which show that animated media can significantly increase students' motivation and arabic vocabulary learning outcomes.[16] Furthermore, the development of learning media using the Benime application has been shown to be effective in improving students' material understanding achievement, as found in research at MINU Ngingas Waru Sidoarjo, where the use of this media showed a significant increase in students' pretest and posttest scores.[17] Another study also concluded that video media is effective in improving the mastery of arabic vocabulary and obtaining positive responses from students.[18] However, these studies are generally still limited to the introduction of the application or have not specifically measured its effectiveness in the context of learning in madrasah.

Previous research has not deeply examined the effectiveness of Benime video media in the context of arabic vocabulary learning at the MTs level, especially at MTsN 2 Padang. Most studies are limited to the introduction of the application or have not measured the empirical impact on improving students' understanding of arabic vocabulary. In addition, there have not been many studies that compare the use of Benime media with conventional methods in madrasah settings, so there are methodological and practical gaps that need to be answered by this study.[19]

The main purpose of this study is to determine and analyze the effectiveness of the use of Benime video media in improving the understanding of arabic vocabulary of class VII students of MTsN 2 Padang. This research is expected to provide empirical evidence regarding the superiority of Benime video media over traditional learning methods, as well as provide practical recommendations for teachers in choosing innovative and effective learning media to improve Arabic language learning outcomes in madrasah.[20]

METHOD

The type of research that researchers use is field research, quantitative research approach with experimental methods. Quantitative research is a research method based on the philosophy of positivism, used to research on certain populations and samples, data collection using research instruments, quantitative / statistical data analysis, with

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[15] Amrina, Mudinillah, and Ulya, "Pemanfaatan Aplikasi Benime Untuk Pembelajaran Mufradat Siswa Kelas 1 Di MIN 1 Solok."

[16] Nurul Dewi Asriani, "Efektivitas Penggunaan Media Animasi Terhadap Penguasaan Mufrodat Siswa Kelas VII MTS Ma'arif NU 2 Cilongok Tahun Pelajaran 2020/2021," *Skripsi Fakultas Ilmu Tarbiyah UIN Purwokerto*, 2021, 1–83, http://repository.uinsaizu.ac.id/12373/1/NURUL DEWI ASRIANI_EFEKTIVITAS PENGGUNAAN MEDIA ANIMASI TERHADAP PENGUASAAN MUFRODAT SISWA KELAS VII MTs MA%27ARIF NU 2 CILONGOK TAHUN PELAJARAN 2020-2021.pdf.

[17] Tahfatul Khalidiyah, "PENGEMBANGAN MEDIA PEMBELAJARAN MENGGUNAKAN APLIKASI BENIME DALAM MENINGKATKAN PRESTASI PEMAHAMAN MATERI AL-QURAN HADITS DI MINU NGINGAS WARU SIDOARJO" 9 (2022): 356–63.

[18] TPA Nurul Huda Durian Kawan)," 2021. دراسة تجريبية بـ)إحي الدنك, "تأثير وسيلة الفيديو على سيطرة المفردات

[19] Amrina, Mudinillah, and Syurfa, "UTILIZATION OF BENIME APPLICATION AS A SUPPORT OF MUFRODAT LEARNING FOR CLASS VII MTsN PASIR LAWAS."

[20] Amrina, Mudinillah, and Syurfa.

the aim of testing predetermined hypotheses.[21] Quantitative research as the name implies, is widely required to use numbers, starting from data collection, interpretation of the data, and appearance of the results. [22]

Experimental research is a research method used to seek the effect of certain treatments on others under controlled conditions.[23] In experimental research, researchers can manipulate conditions by providing treatment or creating conditions / stimuli on the subjects they study. [24] This study aims to determine the effect of using benime video media to improve the understanding of arabic vocabulary of class VII students of MTsN 2 Padang. Researchers used a Quasi Experimental Design research design with a type of unequal control group design. (Nonequivalent Control Group Design), in which in this design the experimental group and control group were not randomly selected. Both groups were subjected to pretest and posttest. [25]

The Quasi Experimental Design approach was chosen because this study aims to examine the effect of using Benime video media in improving the understanding of arabic vocabulary of class VII students of MTsN 2 Padang, with conditions where full randomization of subjects is not possible. The design used is nonequivalent control group design, where there are two groups, namely the experimental group that gets treatment in the form of using Benime video media and the control group that uses conventional learning methods. [26] Where in this researcher 2 classes were selected, namely VII.4 and VII.5, the experimental class was class VII.4 and the control class was class VII. 5. And inferential analysis will be carried out to test the research hypothesis. The analysis technique used in this study is the t-test, namely the independent sample t-test to compare the average between two groups (t-test to compare posttest scores between experimental and control classes).

The research population is the entire research subject or group of individuals handled by the researcher in this study. The population in this study were seventh grade students of MTsN 2 Padang with a total of 225 students. The samples used were two classes in grade seven, consisting of an experimental class (class VII.4) and a control class (class VII.5). The experimental class consisted of 23 people and the control class consisted of 23 people.

Data collection tools in this study used several techniques in accordance with the characteristics of experimental quantitative research with a quasi-experimental design. First, structured observation, used in quantitative research where researchers make observations based on predetermined criteria.[27] Observations were carried out systematically to observe the learning process before and after the application of Benime video media, noting the changes that occurred in students' understanding of arabic

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[21] Sugiyono, *Metode Penelitian, Kuantitatif, Kualtatif Dan R&D* (Bandung: Alfabeta, 2017).

[22] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2013).

[23] Sugiyono, *Metode Penelitian, Kuantitatif, Kualtatif Dan R&D*.

[24] Bambang Prasetyo and Lina Miftahul Jannah, *Metode Penelitian Kuantitatif Teori Dan Aplikasi* (Jakarta: PT. Raja Grafindo Persada, 2006).

[25] Abdul Halim Hanafi and Remiswal, *Metodologi Penelitian Berparadigma Positivistik* (Bandung: Hakim Publishing, 2020).

[26] Gisela Anantasia and Sulastri Rini Rindrayani, "Metodologi Penelitian Quasi Eksperimen," *ADIBA: JOURNAL OF EDUCATION* 5, no. 2 (2025): 183–92.

[27] J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage Publications, 2014).

vocabulary. This observation aims to obtain objective data regarding students' activities and responses during the learning process. [28]

Second, tests as the main tool for quantitative data collection were used in the form of pre-test and post-test. The pre-test was given before treatment to determine the initial level of students' understanding of arabic vocabulary, while the post-test was given after treatment to measure the increase in understanding after using Benime video media. This test is a written instrument that has been systematically designed to measure students' abilities quantitatively and statistically analyzed to determine the effectiveness of the media used.[29]

With the combination of these data collection tools, this study was able to collect valid and reliable data to test the hypothesis regarding the effect of using Benime video media in improving the understanding of arabic vocabulary of class VII students of MTsN 2 Padang.

RESULT AND DISCUSSION
Results of Observation (Observation) During the Learning Process

To support the analysis of the effectiveness of using Benime video media in improving the understanding of arabic vocabulary of class VII students of MTsN 2 Padang, researchers used observation sheets. This observation aims to observe students' activities, involvement, and responses during the arabic vocabulary learning process, both in the experimental group (which uses Benime media) and the control group (which uses conventional methods). Observations were conducted directly in the classroom in accordance with the observation guidelines to measure the effectiveness of the use of Benime video media, along with eight main observation aspects covering the cognitive, affective, and psychomotor dimensions of students.

Table 1
Student Activity and Response Observation Sheet

No	Aspects Observed	Assessment Indicator	Score (1-4)	
			Experiment	Control
1.	Student attention	Students focus on listening to videos and arabic vocabulary materials	4	2
2.	Interest in learning media	Students show interest when Benime video media is displayed	4	2
3.	Active participation	Students actively answer questions, discuss, or follow teacher instructions related to the video	3	2

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[28] Ardiansyah, Risnita, and M. Syahran Jailani, "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif," *Jurnal IHSAN : Jurnal Pendidikan Islam* 1, no. 2 (2023): 1–9, https://doi.org/10.61104/ihsan.v1i2.57.

[29] Ardiansyah, Risnita, and Jailani.

4.	Initial understanding of arabic vocabulary (during learning)	Students are able to explain again the vocabulary or meaning of arabic vocabulary conveyed through the video	3	2
5.	Ability to remember arabic vocabulary	Students are able to repeat the vocabulary after the learning takes place	3	1
6.	Use of arabic vocabulary in simple context	Students try to use arabic vocabulary in simple sentence or context after watching the video	3	2
7.	Students' emotional response (enthusiasm/pleasure)	Students seem enthusiastic, happy, or smiling during the learning process with Benime video media	4	2
8.	Cooperation with friends	Students cooperate during pair/group discussions in activities to understand or memorize arabic vocabulary	3	2

Rating Scale Description:

Skor	Kriteria
1	Not visible (not active)
2	Seen occasionally (less active)
3	Seen often (moderately active)
4	Seen dominantly (very active)

It can be concluded based on the results of observations about the effectiveness of using Benime Video Media to Improve Arabic vocabulary Understanding as follows:

1. Student Attention

Students in the experimental class showed a very high level of attention (score 4) when listening to the Benime video, while students in the control class only occasionally paid attention (score 2). This finding shows that the moving visual elements, narration, and animation in Benime effectively attract students' attention better than the conventional lecture method. Previous research confirms that

animation media is able to increase students' learning focus in Arabic language learning due to its visual and auditory appeal.[30]

2. **Interest in Learning Media**

Students' interest in learning media in the experimental class was very high (score 4), seen from the enthusiasm and positive gestures when the video was played, in contrast to the control class which tended to be passive (score 2). Benime media arouses students' intrinsic interest through fun and interactive visual presentation, in accordance with the findings that animation can foster learning motivation through a more interesting learning experience.[31] In addition, Amrina's research states that interactive learning media can significantly increase student interest and involvement.[32]

3. **Active Participation**

Active participation of students in the experimental class was quite high (score 3), both when answering questions and group discussions, compared to the control class (score 2). The use of Benime media not only stimulates visualization, but also encourages interaction and communication between students. This is in line with the results of research showing that animated video-based learning significantly increases student engagement and participation. [33]

4. **Initial Understanding of Arabic vocabulary**

The experimental class showed a better understanding of arabic vocabulary (score 3) than the control (score 2). Students were able to re-explain the meaning of the words conveyed through the video, indicating the effectiveness of Benime in visualizing the meaning of vocabulary so that it is easier to understand. Another study also proved that educational animation accelerates the understanding of arabic vocabulary meaning through concrete visual representation.[34]

5. **Ability to Remember Arabic vocabulary**

Students' arabic vocabulary recall ability in the experimental class was higher (score 3) than the control (score 1). Visual and auditory memory reinforcement in Benime is proven to help the information retention process. This is supported by Mayer's Multimedia Learning theory, which states that presenting material with images and sounds significantly improves student memory. [35] Khalidiyah's research (2022) that audiovisual media plays an important role in strengthening long-term memory of Arabic vocabulary.[36]

6. **Use of Arabic vocabulary in Simple Contexts**

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[30] Maryam Nur Annisa et al., "Tekhnologi Media Pembelajaran Berbasis Video Animasi Untuk Meningkatkan Kemampuan Berbicara Bahasa Arab Siswa Di Madrasah Ibtidaiyah Negeri 2 Kabupaten Gorontalo," *Jurnal Sustainable* 6, no. 2 (2023): 378–88.

[31] Qurrotul Aini and Khizanatul Hikmah, "The Effectiveness of Animation Learning Media in Improving Mastery of Arabic Vocabulary at Madrasah Ibtidaiyah Through Limited Face-to-Face," *Indonesian Journal of Islamic Studies* 10 (2022): 6–11, https://doi.org/10.21070/ijis.v10i0.1634.

[32] D. Amrina, E. Siregar, and Yusri, "Pengaruh Media Pembelajaran Interaktif Terhadap Minat Belajar Siswa," *Jurnal Teknologi Pendidikan* 23, no. 2 (2021): 115–24.

[33] Amrina, Mudinillah, and Ulya, "Pemanfaatan Aplikasi Benime Untuk Pembelajaran Mufradat Siswa Kelas 1 Di MIN 1 Solok."

[34] Nurul Dewi Asriani, "Efektivitas Penggunaan Media Animasi Terhadap Penguasaan Mufrodat Siswa Kelas VII MTS Ma'arif NU 2 Cilongok Tahun Pelajaran 2020/2021."

[35] Annisa et al., "Tekhnologi Media Pembelajaran Berbasis Video Animasi Untuk Meningkatkan Kemampuan Berbicara Bahasa Arab Siswa Di Madrasah Ibtidaiyah Negeri 2 Kabupaten Gorontalo."

[36] Tahfatul Khalidiyah, "Pengaruh Media Audiovisual Terhadap Daya Ingat Kosakata Bahasa Arab," *Jurnal Al-Lughah* 14, no. 1 (2022): 45–56.

The experimental class students were able to apply the new vocabulary into simple sentences (score 3), while the control class was still limited (score 2). Benime media not only helps memorization, but also contextual understanding, in accordance with the communicative approach in language teaching which emphasizes the use of language in real contexts.

7. Emotional Response (Enthusiasm and Enjoyment)

Students' emotional response in the experimental class was very positive (score 4), seen from the expression of pleasure and enthusiasm when watching the video, while the control class was less excited (score 2). This positive emotional response is an indicator of fun and meaningful learning, in accordance with Krashen's Affective Filter theory which states that a good mood increases the effectiveness of language learning. [37]

8. Cooperation with Friends

Student cooperation in groups was more active in the experimental class (score 3) than the control (score 2). The use of Benime media sparked collaboration and strengthened social learning, supporting Vygotsky's theory that social interaction is important in cognitive development and language acquisition.[38]

Test Results (Pre Test and Post Test)

To measure the effect of using this media quantitatively, a arabic vocabulary proficiency test was given to both the experimental class (which used Benime video media) and the control class (which used conventional methods without video media). The test consisted of multiple-choice questions covering aspects of vocabulary mastery (arabic vocabulary), understanding of meaning, and the use of arabic vocabulary in simple contexts. This test was given in two stages, namely the pre-test before the treatment (learning with video media) and the post-test after the treatment was carried out. The results of these two tests were then compared to see the difference in ability improvement between the two groups.

The pre-test aims to determine the students' initial level of ability in understanding arabic vocabulary before the application of Benime video learning media, while the post-test is used to evaluate the development of students' abilities after the learning process takes place. Analysis of the results of this test is used as a basis for determining the extent to which Benime video media has a significant effect in improving students' understanding of arabic vocabulary, and to answer the formulation of the problem and test the hypothesis that has been set in this study. But before that, normality and homogeneity tests were carried out first.

Normality test is a statistical procedure used to determine whether the data obtained comes from a normally distributed population.[39] The normality test method used is Shapiro-Wilk, because Shapiro-Wilk is known to be effective for small samples.[40] Decision making in the normality test is based on the probability value. If the p value is greater than the significance level of 0.05, then the data is considered normally

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[37] Annisa et al., "Tekhnologi Media Pembelajaran Berbasis Video Animasi Untuk Meningkatkan Kemampuan Berbicara Bahasa Arab Siswa Di Madrasah Ibtidaiyah Negeri 2 Kabupaten Gorontalo."

[38] Subekti and Siswandari, "Pengaruh Media Video Dan Motivasi Belajar Terhadap Hasil Belajar Kognitif Dan Psikomotorik Spreadsheet."

[39] Nuryadi et al., *Buku Ajar Dasar-Dasar Statistik Penelitian*, *Sibuku Media*, 2017.

[40] Akbar Nasrum, *Uji Normalitas Data Untuk Penelitian*, *Jayapangus Press* (Bali: Jayapangus Press, 2018).

distributed (fail to reject H0). Conversely, if the p value is smaller, the normality hypothesis is rejected.[41]

Meanwhile, the homogeneity test is a statistical procedure used to test whether two or more sample groups come from populations with the same or homogeneous variance.[42] Commonly used homogeneity test methods include the Levene test. The test decision is based on the significance value (p-value): if $p \geq 0.05$ then the variance is considered homogeneous, and if $p < 0.05$ then the variance is not homogeneous.

Table 2
Test of Normality

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre Test Eksperimen	.152	23	.178	.959	23	.452
	Post Test Eksperimen	.136	23	.200*	.908	23	.037
	Pre Test Kontrol	.119	23	.200*	.960	23	.458
	Post Test Kontrol	.159	23	.139	.941	23	.193
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table above Shapiro-Wilk, the sig value in the experimental class is 0.452 and 0.037 and the sig value in the control class is 0.458 and 0.193, where the sig value is greater than 0.05. So it can be said that the data is normally distributed and meets the requirements.

Table 3
Test of Homogeneity

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	1.280	1	44	.264
	Based on Median	1.023	1	44	.317
	Based on Median and with adjusted df	1.023	1	36.620	.318
	Based on trimmed mean	1.440	1	44	.237

Based on the homogeneity test table above, based on the levene test method, it is known that the sig value based on mean is 0, 264. So it is concluded that the experimental and control class data is homogeneous or the sample comes from a population with the same variance or homogeneous.

The t-test

The t test is a statistical method used to test whether there is a significant difference between the means of two groups of data or between the sample mean and the population mean. This test is often used in research to test hypotheses about the effect or difference of treatments on two groups that are tested partially or in pairs. The t-test decision is based on the significance value (p-value). If $p < 0.05$, then the average difference is considered significant and the null hypothesis (Ho) is rejected; if $p > 0.05$, the null

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[41] Rebina Putri Sonjaya, Farrel Rahma Aliyya, and Syahandika Naufal, "Pengujian Prasyarat Analisis Data Nilai Kelas : Uji Normalitas Dan Uji Homogenitas" 9 (2025): 1627–39.

[42] Rektor Sianturi, "Uji Homogenitas Sebagai Syarat Pengujian Analisis," *Jurnal Pendidikan, Sains Sosial, Dan Agama* 8, no. 1 (2022): 386–97, https://doi.org/10.53565/pssa.v8i1.507.

hypothesis (Ho) is accepted which means there is no significant difference. And if t count> t table, then the null hypothesis (H0) is rejected, meaning that there is a significant difference or influence between the groups or variables tested, and vice versa if t count < t table, then the null hypothesis is accepted, meaning that there is no significant difference or influence.

Table 4

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post Test	Equal variances assumed	1.280	.264	-4.523	44	.000	-13.478	2.980	-19.484	-7.472
	Equal variances not assumed			-4.523	39.577	.000	-13.478	2.980	-19.503	-7.453

Based on the t-test table above, it is known that the sig value (2-tailed) 0.00 is smaller than 0.05, which means that the average difference is considered significant. T count from the table is 4.523 and t table is 1.71714, which means Ho is rejected and Ha is accepted, which means that Benime video media is effectively used to improve the understanding of arabic vocabulary class VII students MTsN 2 Padang.

So it can be concluded that the use of Benime video media has a positive and significant effect on increasing the understanding of arabic vocabulary of seventh grade students at MTsN 2 Padang. This media is proven to be able to increase post-test scores substantially compared to traditional learning methods. In other words, the use of interactive visual media such as Benime can help students more easily understand and remember vocabulary (arabic vocabulary) in learning Arabic, so it is worth recommending as an effective alternative learning media.

CONCLUSION

Based on the results of the study, the use of Benime video media proved to be effective in improving the understanding of arabic vocabulary of class VII students of MTsN 2 Padang. Through observation, it was seen that students in the experimental class showed better attention, interest, active participation, and emotional response than students in the control class who used conventional methods. Benime media that combines audio and visual elements proved to be able to attract students' attention and strengthen their memory of Arabic vocabulary. In addition, students are also able to use arabic vocabulary in simple contexts and cooperate actively during the learning process.

Quantitatively, the results of the t-test analysis showed a significant difference between the post-test results of the experimental and control classes. The significance

value that is smaller than 0.05 and the comparison of t count that is greater than t table indicate that Benime video media has a positive and significant effect on students' understanding of arabic vocabulary. This finding supports multimedia-based learning theory as well as Vygotsky's sociocultural approach that emphasizes the importance of visual aids in the learning process. Therefore, the use of video media such as Benime is highly recommended to be applied in Arabic language learning to improve students' motivation, engagement and learning outcomes.

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