



Development Of Interactive Animation Media to Improve the Vocabulary of New Students in Arabic Language Matriculation

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Abstract

This study aims to develop interactive animation media as a means of learning vocabulary for new students in the Arabic language matriculation program at IAI Badrus Sholeh Kediri. The background of this study is based on the low mastery of basic vocabulary among new students, which has an impact on their difficulty in following advanced lectures. This study uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. Data collection instruments include observation, interviews, expert validation questionnaires on material and media, and vocabulary mastery tests for students. The results of the study show that the interactive animation media developed is considered very suitable for use based on the assessments of subject matter experts and media experts, with an average validation score in the very good category. The implementation of this media in matriculation has proven to be effective in improving students' vocabulary mastery as demonstrated by the increase in test scores before and after using the media. In addition, students' responses to this interactive animated media were also very positive, as they felt more motivated and assisted in understanding new vocabulary an enjoyable manner.

Keywords: Development, Interactive Animation, Vocabulary, Matriculation Arabic Language.

INTRODUCTION

Arabic language learning in higher education, especially in new student matriculation programs, plays an important role in equipping students with basic skills that will support their further studies (Uliyah & Isnawati, 2019). One of the fundamental aspects that forms the basis of language proficiency is vocabulary (mufrodlat) (Setiawan et al., 2019). Adequate vocabulary mastery will make it easier for students to understand texts, construct sentences, and develop comprehensive language skills (Wahyuni, 2021). However, the reality in the field shows that many new students face difficulties in mastering Arabic vocabulary due to differences in educational backgrounds, limited attractive learning media, and a lack of motivation to learn (Kotimah, 2024).

the digital age and the 5.0 Industrial Revolution, Arabic language learning in higher education is required to be increasingly adaptive, innovative, and responsive to student needs (Ginayah et al., 2024). One of the basic needs of new students in Arabic language matriculation programs is vocabulary mastery (*mufradāt*) as a foundation for understanding other language skills, such as reading, writing, listening, and speaking (Rizqoh & Taufik, 2024). However, the reality on the ground shows that many new students still have difficulty memorizing, understanding, and using vocabulary contextually (Andarwati et al., 2023). This is not only due to their limited previous experience in learning Arabic, but also because the available learning media are not yet fully capable of attracting their attention and motivating them (Yusvida, 2020).

The development of digital technology presents a great opportunity for educators to design learning media that is more engaging, interactive, and suited to the learning styles of the younger generation (Zebua et al., 2024). Interactive animation media is becoming an increasingly relevant solution because it can combine visual, audio, and interactive elements simultaneously (Fardiyah & Hayati, 2024). This medium can provide a more dynamic and enjoyable learning experience, allowing students to understand vocabulary through visual contexts and situations that resemble real life. Thus, students not only memorize vocabulary mechanically, but also internalize its meaning and usage more effectively (Kholisoh et al., 2024).

Digital based learning media has provided great opportunities for teachers to present material in innovative ways. Interactive animation media is one alternative that can provide a more enjoyable, communicative, and easy to understand learning experience. Animation not only presents text and images visually, but also incorporates audio, movement, and interactivity that encourage students to be more active in the learning process (Sae & Radia, 2023). This is in line with multimedia learning theory, which emphasizes the importance of integrating text, images, and sound to improve knowledge retention (Hayati & Harianto, 2017). The use of interactive animation media in Arabic vocabulary learning is considered capable of overcoming the limitations of conventional methods, which tend to be monotonous (Nifary et al., 2025). With interactive animation, students can practice pronouncing vocabulary, associate meanings with concrete visualizations, and receive immediate feedback from the system (Bahri et al., 2024). This learning process is expected to increase motivation, strengthen vocabulary retention, and build student independence in learning (Astuti et al., 2020).

In higher education, especially in matriculation programs, the development of learning media that suits the characteristics of new students is greatly needed (Frisna Septian Renaldi & Nazhifatul Ulfah, 2025). Students at this stage still need to adapt to both learning methods and the academic environment (Ramadhan et al., 2025). Therefore, interactive animation media can

be an effective means of bridging the gap in new students' Arabic language skills while enriching their learning experience. The urgency of this research lies in the need for innovative learning media that can significantly improve students' vocabulary (Zuhriyah & Muhaimin, 2025). A number of previous studies have shown that technology-based media has a positive contribution to foreign language learning, including Arabic (Asy'ari et al., 2021). However, the development of interactive animation media specifically for vocabulary learning in matriculation programs is still rare (Fahri et al., 2023). Thus, this study is expected to make a real contribution to developing a learning media model that suits the needs of new students (Umroh & Tamaji, 2022).

There are several related researches taken from different sources in this research. The first is research from (Satria et al., 2022) the title Development Of Interactive Animation Media Using Scratch Programming To Introduce Computational Thinking Skills, The results of the research from interactive animation media developed based on the assessment of material experts obtained an average score of 84,6% which was in the good category and for the results of the assessment of media experts obtained an average score of 81.1% which was categorized as very good. For the results of student and teacher responses obtained an average score of 86.0 in the good category. Based on the research data it can be concluded that the development of interactive animation media using block programming with the Scratch application for science material can be used as a learning medium in elementary school. The similarity between these two studies is that both studies developed interactive animation media as a learning tool. The difference is that the first study used general interactive animation media (based on multimedia or digital learning applications), while the second study specifically utilized Scratch, a popular block-based visual programming platform for coding learning.

This study aims to develop interactive animated media that can improve the vocabulary mastery of new students in Arabic matriculation programs at universities and provide alternative innovations in Arabic language learning media based on digital technology that can be implemented sustainably in higher education institutions. It is hoped that the results of this study will not only provide innovative solutions to vocabulary mastery problems, but also inspire the development of Arabic learning media that is more creative and adaptive to technological developments.

METHOD

This study uses a Research and Development (R&D) approach with the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Afaria et al., 2022).

1. Analysis: at this stage, an analysis of new students' needs was conducted in relation to

their difficulties in mastering basic Arabic vocabulary. Data was obtained through observation of matriculation activities, interviews with lecturers, and distribution of questionnaires to new students.

2. Design: based on the analysis results, researchers designed interactive animation media by determining the basic competencies, achievement indicators, and vocabulary material to be developed.
3. Development: interactive animation media is produced using animation design software. The product is then validated by subject matter experts (to assess the accuracy and appropriateness of the content) and media experts.
4. Implementation: The validated interactive animation media was then tested on new students in the Arabic language matriculation program. The trial was conducted on a limited basis in matriculation classes with a specific number of subjects.
5. Evaluation: Evaluations are conducted formatively at each stage of development and summatively after implementation.

The research subjects consisted of new students in the Arabic language matriculation program at IAI Badrus Sholeh Kediri. The research instruments included observation sheets, expert validation questionnaires, student response questionnaires and vocabulary mastery test questions. data collection methods through observation, interviews, documentation, questionnaires, and tests

RESULTS AND DISCUSSION

RESULTS

Based on the research and development process of interactive animation media, several important findings were obtained, as follows:

1. New students' needs for learning media is the results of observations and needs surveys show that the majority of new students at IAI Badrus Sholeh Kediri have difficulty understanding and remembering basic Arabic vocabulary. They stated that they need learning media that is more visual, interactive, and enjoyable than conventional methods such as lectures and memorization alone. Students also emphasized the importance of learning media that can provide a visual, interactive, and enjoyable learning experience. Visualization is considered important because it helps them connect vocabulary with real images or illustrations, making it easier to understand contextually.
2. Product feasibility from expert validation is the result of validation by subject matter experts with a very feasible category. The assessment covers aspects of vocabulary

suitability, accuracy of meaning, and context of use. Validation by media experts with a very good rating, particularly in terms of graphic design, animation, interactivity and ease of use. This confirms that the interactive animated media developed meets eligibility standards in terms of both content and technical aspects.

3. Improvement in vocabulary mastery a limited trial using a one-group pre-test post-test design showed a significant improvement in students' vocabulary mastery. The average pre-test and post-test scores of students improved. The T score test results showed a high category of improvement, proving that interactive animation media is effective in helping new students enrich their Arabic vocabulary.
4. Positive response from students responded very positively to the use of media. They felt more motivated, interested, and active during the learning process. Interactive animated media was also considered helpful in enabling them to understand vocabulary in a more realistic and practical context.

DISCUSSION

The development this research is the ADDIE model. The results development of interactive animation media to improve the vocabulary of new students are as follows:

1. Analysis

The initial stage in the research and development of interactive animation media is to conduct a needs analysis. Needs analysis plays an important role because it will form the basis for determining the direction of product design in line with the conditions of new students at IAI Badrus Sholeh Kediri. The analysis process was carried out through field observations, interviews with lecturers teaching Arabic, and the distribution of questionnaires to new students participating in the matriculation program.

The results of the analysis show that most new students face serious obstacles in mastering Arabic vocabulary. Vocabulary is a fundamental component of language skills, because without adequate vocabulary mastery, students will have difficulty understanding texts, constructing sentences, and communicating orally. This problem arises because of the students' diverse educational backgrounds. Some come from Islamic boarding schools with intensive Arabic language learning, but many come from public schools or madrasas with limited Arabic language instruction. As a result, there is a considerable gap in ability among new students, especially in terms of vocabulary mastery (Rahmawati et al., 2022).

There are three main aspects that underlie the need for the development of interactive animation media in vocabulary learning, there are differences in the backgrounds and

abilities of new students, which cause disparities (Muzakki et al., 2025), limited matriculation time, which requires more effective and efficient learning methods, and the characteristics of the student generation, who prefer digital technology-based learning.

2. Design

The interactive animation media design stage. This stage is an important part of research and development (R&D) because it determines the direction of the product to be created, in terms of content, visual design, and interactive features that support the learning process (Muhammad Fadhly et al., 2024). Interactive animation media is designed primarily to help new students learn Arabic vocabulary in an easier, more enjoyable, and effective way (Uliyah & Isnawati, 2019). Therefore, researchers integrate various learning elements such as text, images, sound and animation into a single media unit (Arani & Chapakia, 2024). The text displays Arabic vocabulary along with its meaning or equivalent in Indonesian. Images are used as visual representations of vocabulary, allowing students to associate words with real objects. Audio provides examples of the correct pronunciation of vocabulary according to Arabic phonetic rules, while animation is added to create interesting movements or storylines, so that learning is not static and monotonous. Media design also focuses on interface design. The media interface is designed to be simple, intuitive, and user friendly so that students can easily operate it without requiring intensive guidance (Rivaldi & Kurniawan, 2021). The colors used tend to be bright and contrasting to attract attention, but still take into account the readability of Arabic text.



Picture 1: interactive animation media

In the design process, researchers used the principle of multimodal learning as the main foundation. This principle emphasizes the importance of engaging more than one sense in the learning process. Students not only read texts or look at pictures, but also listen to sounds, watch animations, and interact directly with the media through the available features. The involvement of the senses of sight and hearing is expected to strengthen students' memory (retention) of new vocabulary, because information received through various sensory

channels tends to be easier to remember and understand.



Picture 2: desain interactive animation media

In addition to content, media design also focuses on interface design. The media interface is designed to be simple, intuitive, and user friendly so that students can easily operate it without intensive guidance. The colors used tend to be bright and contrasting to attract attention, but still take into account the readability of Arabic text. The font chosen is a standard Arabic font that is clearly legible, so that students do not have difficulty recognizing the shapes of the letters. Navigation is made interactive with familiar icons, such as “next”, ‘back’, or “play audio” buttons, so that students can control the learning process according to their individual needs and pace. Researchers also considered the flexibility of media use. Interactive animation media is designed to run on computers and mobile devices (smartphones/tablets), so that students can access it at any time, either in class with their lecturers or independently outside of class hours.

3. Development

The development stage is a follow up step after the needs of new students and the design of interactive animation media have been determined. At this stage, the conceptual design that has been prepared previously is realized in the form of a tangible product in the form of digital learning media. The main objective of this stage is to produce interactive animation media that is ready for testing, while ensuring that the content and design created are in accordance with Arabic language learning standards and the characteristics of new

students at IAI Badrus Sholeh Kediri. The development process began with the selection of software that supports the integration of Arabic text, animation, audio, and interactivity (Meizri Wahyuningsih & Dudung Hamdun, 2021). Researchers used authoring tools that are capable of displaying Arabic letters clearly, providing space for embedding audio pronunciation of mufrodat, and supporting interactive features such as quizzes

Learning content was collected and compiled. The vocabulary developed was tailored to the needs of new students in the matriculation program. Words were selected based on basic themes closely related to students' daily lives, such as introductions, family, campus, worship, and the surrounding environment. Each vocabulary word is presented with Arabic text, transliteration, Indonesian translation, representative images, and audio pronunciation. The goal is for students to understand vocabulary not only in terms of its written form, but also its meaning, visualization, and correct pronunciation (Nunik Zuhriyah et al., 2025). In this stage, animated elements are added to enrich the learning experience. For example, objects move in accordance with the vocabulary being introduced, or animated characters demonstrate the use of vocabulary in simple sentences. These elements are designed to increase student attention and reduce boredom in learning. Thus, learning becomes more lively, dynamic, and enjoyable.

Table 1: Expert media validation Result

No	Criteria	$\sum x$	$\sum x_i$	Description
1	Media reveals the nature of things in everyday life	5	5	Very Good
2	The appearance of the media cover attracts students' attention	5	5	Very Good
3	The relevance of the media to students' needs	4	5	Very Good
4	The images presented are clear and appealing	5	5	Very Good
5	Attractive placement of pictures and illustrations	5	5	Very Good
6	The media describes the contents/educational materials according to illustrations of everyday life	4	5	Very Good
7	Appropriateness of font/type size	4	5	Very Good
8	The color of the media title contrasts with the background color	4	5	Very Good
9	The media is easy to use	5	5	Very Good
	Attractive placement of pictures and illustrations	5	5	Very Good
10	The media presentation is able to	45	50	

develop students' interest in learning	
Total	90%
Average	Very
	Good

The development stage also involves expert validation before the product is tested. Subject matter experts (Arabic lecturers) assess the substance, accuracy of vocabulary, suitability for learning objectives, and correctness of audio pronunciation. Meanwhile, media experts (learning technology experts) evaluate the design, appearance, navigation, and clarity of animations. This validation is crucial to ensure that the developed media is not only visually appealing, but also academically and functionally correct. After validation, the assessment results and input from experts are used to make initial revisions there are improving the layout, replacing images that are not representative, adjusting colors to make them more pleasing to the eye, or improving audio pronunciation that is unclear. These revisions are made to ensure that the product is truly ready for use before entering the limited testing phase.

4. Implementation

The implementation stage is an important phase in research and development after interactive animation media has been designed and validated by experts. At this stage, the developed media began to be used in real learning activities, particularly in the Arabic language matriculation program at IAI Badrus Sholeh Kediri. The purpose of implementation was to determine the effectiveness of interactive animation media in improving new students' vocabulary mastery, as well as to assess the practicality and user acceptance (both lecturers and students). The implementation was carried out by integrating interactive animation media into the Arabic vocabulary learning process during matriculation. This media does not replace the role of lecturers, but rather supports a more interesting and interactive learning strategy. Lecturers act as facilitators, while the media is used as the main tool for presenting vocabulary material, exercises, and simple evaluations. Students are encouraged to actively participate in each session, both individually and in groups.

The implementation process began with socializing the use of media to lecturers and students. Students were introduced to how to operate the media, such as navigating pages, playing audio, watching animations, and doing interactive exercises (Awalia & Mustofa, 2023). This stage was important to ensure that students could use the media smoothly, given their varying levels of technological proficiency. This

implementation also enables blended learning. Interactive animation media is not only used in classrooms with lecturers, but can also be accessed independently via students' laptops and smartphones. Thus, students can review the material outside of formal learning hours. This facility has proven to help students who need more time to understand certain vocabulary, while also accelerating the progress of highly motivated students.

To measure effectiveness, learning outcome tests were conducted in the form of pre-tests before using the media and post-tests after learning with interactive animation media. The comparison results showed a significant increase in the mastery of vocabulary among new students. This increase indicates that the implementation of interactive animation media successfully supported the learning objectives, namely accelerating the mastery of basic Arabic vocabulary within a limited matriculation period. The implementation stage proved that interactive animation media is not only feasible to use, but also effective in improving vocabulary mastery. In addition, the implementation also showed that this media is flexible, practical, and suitable for the characteristics of digital generation students. This also confirms that the application of technology in Arabic language learning at IAI Badrus Sholeh Kediri is able to create a more innovative learning atmosphere.

5. Evaluation

The evaluation stage is the final phase in research and development (R&D) that aims to assess the level of success of interactive animation media that has been implemented in Arabic matriculation learning at IAI Badrus Sholeh Kediri. The evaluation was conducted to determine the extent to which this media is effective in improving new students' vocabulary mastery, as well as to assess the suitability of the product in terms of material quality, media design, ease of use, and user acceptance.

The evaluation was conducted in two forms, there are formative evaluation and summative evaluation. Formative evaluation was carried out throughout the development process until implementation, including material expert validation, media expert validation, and limited trials on a small group of students. The results of the formative evaluation are used to improve the media in terms of content, appearance, and technical aspects. For example, improvements were made to the audio quality of vocabulary pronunciation, the selection of more representative images, and the simplification of navigation to make it easier to use. the evaluation also identified the strengths and weaknesses of the media. Its strengths lie in its attractive design, high interactivity, and

flexibility of use both in class and independently.

CONCLUSION

Based on the results of research and development (R&D) conducted, it can be concluded that the interactive animation media developed has proven to be effective and feasible for use in improving the vocabulary mastery of new students in the Arabic language matriculation program at IAI Badrus Sholeh Kediri. *First*, the needs analysis shows that new students face significant obstacles in mastering vocabulary due to differences in educational backgrounds and limited matriculation time. This requires innovative, efficient learning media that is tailored to the characteristics of the digital generation. *Second*, interactive animated media designed by integrating text, images, audio, and animation, and enriched with interactive exercises (quizzes, matching), can provide a more engaging, enjoyable, and meaningful learning experience. The multimodal learning principle used has successfully strengthened students' vocabulary retention. *Third*, the results of the implementation showed a significant increase in students' vocabulary mastery, as evidenced by a comparison of pre-test and post-test scores. Student responses were also very positive, as this medium was considered easy to use, flexible, and able to increase learning motivation. Lecturers also felt the benefits in managing vocabulary learning more effectively. *Fourth*, the evaluation results confirm that interactive animation media not only improves learning outcomes but also encourages active student participation and creates a more interactive learning environment. However, there are still challenges in the form of the need for digital devices and stable internet access for independent use outside the classroom.

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