

Elevating Reading Skill with Spinning Wheel Media at MTsN 2 Muaro Bungo

Nabila Fakhrunnisa¹, Renni Hasibuan²

¹ Madrasah Ibtidaiyyah Raudhatul Ma'arif Bungo Jambi

² Universitas Islam Negeri Maulana Malik Ibrahim Malang

Info Artikel :

Diterima 01 April, 2024

Direvisi 15 April 2024

Dipublikasikan 30 April 2024

Kata Kunci:

Keterampilan Membaca
Pembelajaran Bahasa Arab
Media Spinning Wheel

Keywords:

Arabic Learning
Reading Skill
Spinning Wheel Media

Abstrak

Penggunaan media dalam proses pembelajaran sangat penting karena dapat meningkatkan keterlibatan siswa, mempermudah pemahaman materi, serta menciptakan pengalaman pembelajaran yang interaktif dan menarik. Oleh karena itu, penelitian ini bertujuan untuk mengukur efektivitas penggunaan media roda putar dalam meningkatkan keterampilan membaca siswa MTsN 2 Muaro Bungo. Penelitian ini menggunakan pendekatan kuantitatif dengan menerapkan desain semu eksperimen. Prosedur pengumpulan data melibatkan pemberian pretest dan posttest kepada kedua kelompok kontrol dan eksperimen. Data yang terkumpul kemudian dianalisis menggunakan uji statistik deskriptif, dilakukan penilaian untuk normalitas data menggunakan uji Kolmogorov-Smirnov, serta dilakukan uji t independen. Hasil penelitian menunjukkan bahwa penggunaan media roda putar memberikan dampak positif yang signifikan terhadap peningkatan kemampuan membaca siswa. Hasil uji perbedaan yang signifikan menunjukkan adanya disparitas statistik yang kuat antara kelompok yang menggunakan media roda putar dan kelompok kontrol tanpa menggunakan media tersebut dalam pembelajaran keterampilan membaca. Oleh karena itu, penelitian ini memberikan wawasan berharga bagi para pendidik dan lembaga pendidikan untuk mempertimbangkan integrasi media spinning wheel ke dalam strategi pengajaran bahasa Arab guna meningkatkan kualitas dan hasil pembelajaran siswa secara keseluruhan.

Abstract

The use of media in the learning process is crucial as it can enhance student engagement, facilitate material comprehension, and create interactive and engaging learning experiences. Therefore, this study aims to measure the effectiveness of using a spinning wheel media in improving the reading skills of students at MTsN 2 Muaro Bungo. This research employs a quantitative approach utilizing a quasi-experimental design. Data collection procedures involve administering pretests and posttests to both control and experimental groups. The collected data are then analyzed using descriptive statistical tests, assessments for data normality using the Kolmogorov-Smirnov test, and independent t-tests. The results of the study indicate that the use of spinning wheel media has a significantly positive impact on enhancing students' reading abilities. The significant difference test results demonstrate a strong statistical disparity between the group using spinning wheel media and the control group without using this media in reading skill learning. Therefore, this research provides valuable insights for educators and educational institutions to consider integrating spinning wheel media into Arabic language teaching strategies to enhance the overall quality and outcomes of student learning.



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2019 by author.

Koresponden:

Nabila Fakhrunnisa,
Email: nabilafakhrunnisa9339@gmail.com

Introduction

Arabic is one of the most important languages in educational and religious contexts in many countries.¹ Arabic reading skills play a crucial role in broadening the understanding of classical texts, the Qur'an, hadith, and other religious literature². However, Arabic language learning is often faced with various challenges, especially in attracting students' interest and increasing learning effectiveness³. Nevertheless, efforts continue to be made to develop interesting and effective learning methods for learning Arabic, including the use of technology in education⁴. This aims to expand accessibility and motivate students to understand and master Arabic better.

Maharah qira'ah learning (reading skill) in Arabic is an integral part of the overall Arabic language learning process⁵. In *Maharah qira'ah* learning, students are not only taught to recognize letters and words, but also invited to understand and interpret Arabic texts in depth⁶. Teachers guide students in pronouncing texts correctly and fluently, and teach strategies to overcome difficulties in reading⁷. Through effective learning of *maharah qira'ah*, it is hoped that students can develop good reading skills in Arabic, so as to better understand various Arabic texts and broaden their horizons of Arabic culture and scholarship.⁸

In addition, the importance of media in the learning process cannot be ignored because media has a crucial role in facilitating understanding and increasing student engagement⁹.

¹ Sugiyono, *Metode Penelitian Kuantitatif* (Yogyakarta: Alfabeta, 2021).

² Abdurrahman Abdurrahman, "Bahasa Arab: Keistimewaan, Urgensi Dan Hukum Mempelajarinya," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 8, no. 2 (January 22, 2020): 1–15, <https://doi.org/10.24042/albayan.v8i2.361>.

³ Renni Hasibuan, "فعالية تطبيق مباراة لعبة الفرق بوسيلة الكلمات المتقاطعة في تعليم البلاغة لطلبة جامعة الإمام بنونجول الإسلامية الحكومية بادانج" (masters, Universitas Islam Negeri Maulana Malik Ibrahim, 2023), <http://etheses.uin-malang.ac.id/59687/>.

⁴ Lijia Chen, Pingping Chen, and Zhijian Lin, "Artificial Intelligence in Education: A Review," *IEEE Access* 8 (2020): 75264–78, <https://doi.org/10.1109/ACCESS.2020.2988510>; Anwar Habibi Siregar, Renni Hasibuan, and Muhammad Jundi, "Exploring the Characteristics of Arabic Learning Content on Tiktok and Instagram: A Qualitative Analysis," *INTERNATIONAL CONFERENCE ON EDUCATIONAL THEORIES, PRACTICES, AND RESEARCH* 1, no. 01 (October 18, 2023): 11–27, <https://conferences.uinsyahada.ac.id/index.php/english/article/view/8>.

⁵ Dian Ekawati, "المدخل في الاختبار اللغوي," *An Nabighoh* 16, no. 1 (March 21, 2017): 88–99; Renni Hasibuan, Laily Fitriani, and Abdul Aziz, "Application of Jigsaw Strategy with Crossword Puzzle Media in Reading Skill Learning," *Al-Uslub: Journal of Arabic Linguistic and Literature* 7, no. 02 (July 8, 2023): 207–18, <https://doi.org/10.30631/al-uslub.v7i02.152>.

⁶ Anwar Senen et al., "The Use of Photo Comics Media: Changing Reading Interest and Learning Outcomes in Elementary Social Studies Subjects," *Cypriot Journal of Educational Sciences* 16, no. 5 (2021): 2300–2312.

⁷ Mehrdad Moradi Yousefabadi, Toktam Ghasemnezhad, and Yasaman Akbarie, "The Effect of Anxiety, Motivation and Self-Confidence in Language Learners' Reading Proficiency," *NeuroQuantology* 20, no. 16 (2022): 4966–76.

⁸ Renni Hasibuan, Ira Safira Haerullah, and Umi Machmudah, "TPACK dalam Pembelajaran Bahasa Arab (Studi Implementasi dan Efektivitas)," *Islamic Manuscript of Linguistics and Humanity* 5, no. 1 (October 6, 2023): 23–34, <https://ejournal.uinib.ac.id/jurnal/index.php/imlah/article/view/7103>.

⁹ J. Matthew Helm et al., "Machine Learning and Artificial Intelligence: Definitions, Applications, and Future Directions," *Current Reviews in Musculoskeletal Medicine* 13, no. 1 (February 1, 2020): 69–76, <https://doi.org/10.1007/s12178-020-09600-8>.

Media, whether in visual, audio or interactive form, is able to convey information in a more interesting way and makes it easier to understand complex concepts¹⁰. With media, teachers can present learning material in more diverse and creative ways, thus enabling students to learn more effectively¹¹. Apart from that, the use of media can also activate students in the learning process, trigger curiosity, and increase learning motivation¹². Thus, media has a very important role in creating a stimulative and effective learning environment for students.¹³

Based on the results of observations at MTsN 2 Muara Bungo, it was found that students faced a number of obstacles in learning Arabic. One of them is the lack of students' ability to read Arabic texts and the low level of student involvement in the learning process. This is mainly due to the lack of activities that can attract students' interest and the dominance of the use of less diverse learning methods. Even though efforts have been made to use Arabic books, the level of student engagement in learning is still a problem that needs to be addressed. Therefore, a more interactive and varied learning approach is needed to improve students' reading skills in Arabic

Based on the existing problems, it is clear that an alternative way is needed to overcome the problem of students' lack of ability to read Arabic and the lack of interesting media for Arabic language learning. One alternative way that can be done is to maximize the use of media in the Arabic language learning process. In this case, the researcher wants to apply media in the form of a spinning wheel because with this, a teacher will certainly be greatly helped in achieving learning goals, where the spinning wheel media has a very important role and function in the learning process because this media can function as a message channel.

Spinning wheel media is one approach that attracts attention in learning Arabic. This media uses interactive and visual principles to facilitate learning. The spinning wheel concept, which generates words in Arabic with varying contexts and certain levels of difficulty, can increase student involvement in the reading learning process¹⁴. Thus, it is hoped that the use of spinning wheel media can be an effective tool for improving students' Arabic reading skills.

Several studies have been conducted on the application of the spinning wheel media in learning. One study, conducted by Rifdah, demonstrated that the use of spinning wheel media is effective in enhancing the learning outcomes of Islamic Education among students¹⁵. Additionally, research by Rohmatul Ulfa and colleagues found that students responded very

¹⁰ Erfan Karyadiputra et al., "DIVERSIFIKASI MEDIA PEMBELAJARAN INOVATIF UNTUK MENINGKATKAN KOMPETENSI LITERASI NUMERASI PADA SDN TABING RIMBAH 1," *Community Development Journal: Jurnal Pengabdian Masyarakat* 4, no. 3 (August 30, 2023): 6709–15, <https://doi.org/10.31004/cdj.v4i3.18132>.

¹¹ Hasibuan, Fitriani, and Aziz, "Application of Jigsaw Strategy with Crossword Puzzle Media in Reading Skill Learning."

¹² Muhammad Amirul Amin, Renni Hasibuan, and Muhammad Jundi, "OPTIMIZING STUDENT'S READING SKILL: AN EXPERIMENTAL STUDY ON THE INFLUENCE OF COMIC MEDIA ON ARABIC LANGUAGE LEARNING," *El-Mahara* 1, no. 2 (December 29, 2023): 55–68, <https://doi.org/10.62086/ej.v1i2.500>.

¹³ Titi Fitri and Renni Hasibuan, "TRANSFORMASI PEMBELAJARAN BAHASA ARAB DI SEKOLAH DASAR ISLAM TERPADU ALAM TALAGO: PENDEKATAN KURIKULUM BERBASIS TEKNOLOGI," *Journal in Teaching and Education Area* 1, no. 1 (February 29, 2024): 113–29.

¹⁴ Anthony F Botelho et al., "Developing Early Detectors of Student Attrition and Wheel Spinning Using Deep Learning," *IEEE Transactions on Learning Technologies* 12, no. 2 (2019): 158–70.

¹⁵ Rifdah Khoirunnida, "Pengaruh Penerapan Media Spinning Wheel Terhadap Hasil Belajar Siswa Kelas IX SMP Negeri 2 Brebes Pada Mata Pelajaran Pendidikan Agama Islam" (bachelorThesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta, 2022), <https://repository.uinjkt.ac.id/dspace/handle/123456789/66125>.

positively to the use of spinning wheel media in learning¹⁶. Lastly, research by Huda showed that the use of spinning wheel media can improve the learning outcomes of Nahwu (Arabic grammar) among students.

Previous research has provided insights into the positive impact of spinning wheel media on learning outcomes. However, this study diverges from prior research by focusing specifically on beginner-level Arabic language reading skills. While past studies have explored its efficacy in various subjects such as Islamic Education and Nahwu, this research aims to contribute to the existing literature by examining the effectiveness of spinning wheel media in enhancing reading proficiency in Arabic among novice learners. This focus on a specific skill set within a particular language context offers a nuanced perspective on the potential benefits of spinning wheel media in educational settings.

Method

This research uses a quantitative, quasi-experimental approach with a pretest-posttest control group design. The data collection technique was carried out by giving tests to the control and experimental groups before applying spinning wheel media in learning reading skills¹⁷. Next, the researcher gave treatment to the experimental group by applying the spinning wheel media method in learning reading skills. After that, the test was given again to both groups, namely the control and experimental groups¹⁸. Before giving tests to students, researchers tested the validity and reliability of the test questions¹⁹. The data obtained were analyzed using descriptive statistical tests, normality tests, homogeneity tests, and independent sample t-test²⁰.

This research was carried out at Madrasah Tsanawiyah Negeri 2 Muaro Bungo, with a population of all class VIII students of Madrasah Tsanawiyah Negeri 2 Muaro Bungo Jambi. Researchers used random sampling techniques to select two groups, namely the control and experimental groups²¹. The total sample was 66 students, with 33 students as the experimental group and 33 students as the control group. The test instrument for this research is a multiple choice objective test with 10 questions and a 5 question essay related to the Ziyārat fī al-mustashfā material.

Findings and Discussion

Spinning wheel media is applied in teaching reading skills through structured and comprehensive learning steps, divided into three main categories: introductory activities, main activities, and closing activities. In the introductory activities, the teacher begins by greeting and saluting the students and offering prayers, creating a conducive learning atmosphere. Next, the teacher ensures the students' presence and revisits previously taught material, reinforcing their understanding.

The main activity consists of four steps that focus on teaching and understanding the material. Starting from observation, the teacher asks students to pay attention to the text presented in rotating media and asks questions related to the text to explore students'

¹⁶ Siti Romatul Ulfa et al., "Analisis Respon Peserta Didik Penggunaan Media Spinning Wheel Nembang Kelas 1 SD | JIIP - Jurnal Ilmiah Ilmu Pendidikan," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 7 (July 10, 2023): 4800–4803, <https://doi.org/10.54371/jiip.v6i7.2349>.

¹⁷ John Rogers Révész Andrea, "Experimental and Quasi-Experimental Designs," in *The Routledge Handbook of Research Methods in Applied Linguistics* (Routledge, 2019).

¹⁸ Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi-Experimental Designs for Research* (Ravenio Books, 2015).

¹⁹ S. M. Davis et al., *Remote Sensing: The Quantitative Approach*, New York, 1978, <https://ui.adsabs.harvard.edu/abs/1978mhi..book.....D>.

²⁰ Matthew L. Maciejewski, "Quasi-Experimental Design," *Biostatistics & Epidemiology* 4, no. 1 (January 1, 2020): 38–47, <https://doi.org/10.1080/24709360.2018.1477468>.

²¹ Sugiyono, *Metode Penelitian Kuantitatif*.

understanding. Next, in the question step, students are invited to actively participate by answering questions about the text, expanding their understanding.

In the core learning activity, the teacher uses spinning wheel media to improve students' reading skills. First, the teacher introduces the text that will be read through the rotating media, focusing on the title and content of the text related to Ziyārat fī al-mustashfā. Next, the teacher asks students to pay close attention to how the text is displayed on rotating media and provides instructions on how to read correctly, including emphasis on intonation and correct pronunciation of words. Students are then asked to take turns reading the text displayed on the spinning wheel media, ensuring that they understand and are able to interpret each word correctly. Through the use of this media, students can be actively involved in learning, improve their reading skills, and gain a deeper understanding of the texts presented.

The closing activities encompass a series of steps to reinforce learning and conclude the session effectively. The teacher requests students to read the text once more as a wrap-up, providing feedback and outlining the learning plan for the next meeting. This is followed by the reading of prayers and salutations, creating a positive impression of the learning experience. By incorporating these structured steps, the learning process is not only initiated with a conducive atmosphere but also concludes with a thoughtful reflection and preparation for future learning, ensuring a comprehensive and fulfilling educational experience for the students.

Furthermore, the impact of implementing the media spinning wheel on reading skills learning is tested using descriptive statistical analysis and normality tests with Kolmogorov-Smirnov, as well as independent sample t-tests calculated using SPSS software. This rigorous methodology aims to assess the effectiveness of the media spinning wheel approach in enhancing reading skills acquisition and comprehension. Through statistical analysis, any significant differences in reading performance between the experimental group, exposed to the media spinning wheel method, and the control group, using traditional teaching methods, can be identified. By employing SPSS software for data analysis, the study aims to provide empirical evidence supporting the efficacy of the media spinning wheel technique in improving reading abilities, thereby contributing valuable insights to educational practice and pedagogy²².

Before the spinning wheel media was applied, the researcher gave a pretest to both control and experimental groups to determine the students' initial abilities related to the Ziyārat fī al-mustashfā theme. The related pretest results are presented in the following table.

Table 1. Pretest Descriptive Statistics of Reading Skill with Spinning Wheel Media

	N	Min	Max	Modus	Mean	Std. Deviation
Pretest Eksperimen	33	44	81	65	62,57	14,2
Pretest Kontrol	33	44	81	70	63,15	18

The table above presents the descriptive statistics of pretest scores for both the experimental and control groups in a study evaluating the effectiveness of the media spinning wheel approach versus traditional teaching methods in improving reading skills. For the experimental group, consisting of 33 participants, pretest scores ranged from 44 to 81, with a mode of 65, a mean of 62.57, and a standard deviation of 14.2. Similarly, the control group, also comprising 33 participants, exhibited pretest scores ranging from 44 to 81, with a mode of 70, a mean of 63.15, and a standard deviation of 18. These statistics provide insights into the distribution and central tendencies of pretest scores, serving as a baseline for further comparative analysis between the two groups to determine the impact of instructional methods on reading skill acquisition.

Table 2. Posttest Descriptive Statistics of Reading Skill with Spinning Wheel Media

	N	Min	Max	Modus	Mean	Std. Deviation
Posttest Eksperimen	33	50	100	85	78,48	9
Posttest Kontrol	33	50	94	70	69	12,5

²² Maciejewski, "Quasi-Experimental Design."

The provided table displays the descriptive statistics of posttest scores for both the experimental and control groups in a study evaluating the efficacy of the media spinning wheel approach compared to traditional teaching methods in enhancing reading skills. For the experimental group comprising 33 participants, posttest scores ranged from 50 to 100, with a mode of 85, a mean of 78.48, and a standard deviation of 9. In contrast, the control group, also consisting of 33 participants, exhibited posttest scores ranging from 50 to 94, with a mode of 70, a mean of 69, and a standard deviation of 12.5. These statistics provide valuable insights into the distribution and central tendencies of posttest scores, serving as crucial indicators to assess the effectiveness of instructional approaches in improving reading proficiency. Further comparative analysis between the two groups based on these statistics will enable a comprehensive evaluation of the impact of instructional methods on reading skill development.

Table 3. Normality Test Results

		Tests of Normality					
Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Stat	Df	Sig.	Statistic	df	Sig.
		istic			ic		
Outcome	Pre-Eksperimen	,126	33	,200*	,939	33	,169
	Post-Eksperimen	,116	33	,200	,969	33	,458
	Pre-Kontrol	,145	33	,076	,953	33	,167
	Post-Kontrol	,120	33	,200*	,957	33	,213

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above presents the results of tests of normality conducted using Kolmogorov-Smirnov and Shapiro-Wilk tests for both pretest and posttest scores in the experimental and control groups. For the pretest scores, the Kolmogorov-Smirnov statistic ranges from 0.116 to 0.145, with corresponding significance levels indicating normal distribution. Similarly, the Shapiro-Wilk statistic for pretest scores ranges from 0.939 to 0.969, with non-significant p-values, suggesting normality. In contrast, for posttest scores, Kolmogorov-Smirnov statistics range from 0.116 to 0.120, with non-significant p-values, indicating normal distribution. Additionally, Shapiro-Wilk statistics for posttest scores range from 0.458 to 0.213, with non-significant p-values. These results suggest that both pretest and posttest scores in both experimental and control groups follow a normal distribution, meeting the assumption for parametric statistical analysis.

The next stage is hypothesis testing, because the prerequisite tests have been met. The hypothesis of this research is as follows: H_0 = The application of spinning wheel media is not effective in improving students' reading skill. H_a = The application of spinning wheel media is effective in improving students' reading skill. Then, the Independent Sample T-test was carried out with the aim of evaluating whether there was a significant difference between the post-test results of students in the experimental group and the control group. In the context of this research, it is to find out that the intervention or treatment given to the experimental group had a different effect in terms of improving post-test results compared to the control group which did not receive similar treatment. The results of the hypothesis test calculations carried out are in the following table:

Table 4. Independent Sample T-Test Results

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
Student Learning Outcomes	Equal variances assumed	1,584	,157	1,417	66	,000	6,146	2,543	1,054	11,239
	Equal variances not assumed			2,245	56,154	,017	6,146	2,514	1,113	11,182

The table provides the results of Levene's test for equality of variances and the t-test for equality of means conducted to compare student learning outcomes between two groups. Initially, Levene's test was employed to assess whether the assumption of equal variances between the groups is met. The test yielded an F-statistic of 1.584 with a corresponding p-value of 0.157, indicating that the assumption of equal variances is not violated as the p-value is greater than the typical significance level of 0.05. Subsequently, the t-test for equality of means was conducted assuming equal variances, resulting in a t-statistic of 1.417 with 66 degrees of freedom. The associated p-value was found to be significant at 0.000, suggesting a statistically significant difference in mean student learning outcomes between the two groups. The mean difference was calculated as 6.146, with a standard error of 2.543, and a 95% confidence interval of the difference ranging from 1.054 to 11.239.

Furthermore, to ensure the robustness of the analysis, a t-test for equality of means was performed without assuming equal variances. In this case, the test resulted in a t-statistic of 2.245 with 56.154 degrees of freedom and a significant p-value of 0.017. This outcome reaffirms the existence of a statistically significant difference in mean student learning outcomes between the two groups. The mean difference remained the same at 6.146, but the standard error slightly changed to 2.514. The 95% confidence interval of the difference, ranging from 1.113 to 11.182, indicates that the true difference in means falls within this interval with 95% confidence. Overall, these findings suggest a significant disparity in student learning outcomes between the experimental with using spinning wheel media and control groups without using spinning wheel media.

The decisions based on the findings of the independent sample t-test in this study adhere to predefined criteria: if the statistical significance (2-tailed) value exceeds 0.05, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected; conversely, if the statistical significance (2-tailed) value is less than 0.05, H_a is accepted, and H_0 is rejected. The results of the unpaired average difference test, reflected in significance values of 0.000 and 0.017, demonstrate a statistically significant disparity between the two groups, compellingly refuting H_0 in favor of H_a . Hence, it can be confidently asserted that the spinning wheel media exerts a discernible influence on bolstering students' reading skill. Overall, these findings suggest a significant disparity in student learning outcomes between the experimental with using spinning wheel media and control groups without using spinning wheel media in reading skill learning.

The findings of this research are reinforced by several studies affirming the positive impact of the spinning wheel media in various learning processes, particularly in the context of Arabic language education. The spinning wheel media has been applied in various aspects of learning, ranging from expanding vocabulary, developing speaking skills, to mastering the rules of the Arabic language²³. These studies note that the use of spinning wheel media can significantly

²³ Muhammad Khoerul Hadist, Ana Ratnasari, and Hidjanah, "THE USE OF SPINNING WHEEL AS A MEDIA IN LEARNING SPEAKING ABILITY," *JELLi Journal* 1, no. 1 (September 5, 2018): 1-13; Nisa Fahmi Huda, "Penggunaan Media Pembelajaran Spinning Wheel Dalam Pembelajaran Qawariyah Nahwu," *Lisanan*

enhance students' learning achievements. Additionally, this media has proven effective in reducing students' boredom and fatigue during the learning process. Thus, it can be concluded that the spinning wheel media has the potential to create a dynamic and interactive learning environment for students.

The implementation of spinning wheel media in Arabic language education is becoming increasingly relevant due to its advantages in enhancing student engagement and enriching the learning process. With this media, students can actively participate in learning, whether through games to enrich vocabulary, speaking skill exercises, or mastering Arabic language rules. The positive impact observed in various studies indicates that the use of spinning wheel media can create a more enjoyable and effective learning environment²⁴. Therefore, it is important for educators and educational institutions to consider integrating spinning wheel media into Arabic language teaching strategies to enhance the overall quality and outcomes of student learning.

These findings also provide an important note that the use of media in the learning process has a very important role in helping teachers transfer knowledge to students. With media, teachers can enliven learning and make the material taught easier to understand and interesting for students²⁵. Media such as visual, audio and interactive can strengthen teacher teaching by providing concrete illustrations and making abstract concepts more real for students²⁶. Apart from that, the use of media can also help create a more dynamic learning atmosphere and trigger students' interest and motivation to learn.

Apart from facilitating the transfer of knowledge, the use of media in learning also allows teachers to utilize various learning methods that are more varied and effective²⁷. Through media, teachers can integrate project-based, cooperative, or student-centered learning approaches, which can enrich students' overall learning experience²⁸. Media also allows teachers to provide more direct feedback and present material more interactively, thereby helping students to be more actively involved in the learning process and increasing their understanding of the material being taught.²⁹ Thus, the use of media in learning not only facilitates the transfer of knowledge, but also allows teachers to create more enjoyable, meaningful and effective learning experiences for students.

Arabiya: Jurnal Pendidikan Bahasa Arab 4, no. 2 (December 29, 2020): 155–74, <https://doi.org/10.32699/liar.v4i2.1495>; Maulinasari Nur Laila, Ahmad Ridho Rojabi, and Moch Imam Machfudi, "Engaging Secondary School Learners in a Vocabulary Course through a Spinning Wheel Game," *Pioneer: Journal of Language and Literature* 15, no. 2 (December 31, 2023): 304–21, <https://doi.org/10.36841/pioneer.v15i2.3880>.

²⁴ Fahria Rachmaida and Mutiarani Mutiarani, "The Use of Spinning Wheel Games to Improve Students' Writing Procedural Texts," *Journal of Languages and Language Teaching* 10, no. 4 (2022): 530–40; Chris Styles and Jules Goddard, "Spinning the Wheel of Strategic Innovation," *Business Strategy Review* 25, no. 4 (2014): 76–80; Chuankai Zhang et al., "Early Detection of Wheel Spinning: Comparison across Tutors, Models, Features, and Operationalizations," *International Educational Data Mining Society*, 2019.

²⁵ Tadjibaeva and Xurvaliyev, "THE ESSENCE OF MEDIA LITERACY IN LEARNING PROCESS," *Теория и Практика Современной Науки*, no. 6 (60) (2020): 35–37.

²⁶ Amirul Amin, Hasibuan, and Jundi, "OPTIMIZING STUDENT'S READING SKILL"; Renni Hasibuan, Mamluatul Hasanah, and Faisol, "Improving Balaghah Mastery Through Teams Games Tournaments with Crossword Puzzle Media in Higher Education," *Al-Lisan: Jurnal Bahasa (e-Journal)* 9, no. 1 (February 29, 2024): 33–50, <https://doi.org/10.30603/al.v9i1.4520>.

²⁷ Renni Hasibuan and Laily Fitriani, "Innovative Approach to Reading Skill Development: Jigsaw Strategy and Crossword Puzzle Media," *Journal of Arabic Language Learning and Teaching (JALLT)* 1, no. 2 (December 12, 2023), <https://doi.org/10.23971/jallt.v1i2.98>.

²⁸ Devita Kurniawati et al., "Meta-Analysis of Teams Games Tournament Learning Model with Spinning Wheel Media-Based on Local Wisdom Toward Students' Learning Outcomes," *Journal of Education Research and Evaluation* 4, no. 3 (August 30, 2020): 296–302, <https://doi.org/10.23887/jere.v4i3.28183>.

²⁹ Ranita Sari et al., "Exploring the Arabic Learning Strategies at Senior High School," *IJECA (International Journal of Education and Curriculum Application)* 7, no. 1 (April 16, 2024): 39–50, <https://doi.org/10.31764/ijeca.v7i1.22287>.

Kesimpulan

Based on the results and discussions above, it can be concluded that the use of spinning wheel media has a significant positive impact on improving students' reading skills. The significant difference test results indicate a strong statistical disparity between the group using spinning wheel media and the control group without using this media in reading skill learning. These findings are supported by a series of previous studies affirming the positive benefits of spinning wheel media in the learning process, particularly in the context of Arabic language education. Thus, this research offers valuable insights for educators and educational institutions to consider integrating spinning wheel media into Arabic language teaching strategies to enhance the overall quality and outcomes of student learning.

Referensi

- Abdurrahman, Abdurrahman. "Bahasa Arab: Keistimewaan, Urgensi Dan Hukum Mempelajarinya." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 8, no. 2 (January 22, 2020): 1–15. <https://doi.org/10.24042/albayan.v8i2.361>.
- Amirul Amin, Muhammad, Renni Hasibuan, and Muhammad Jundi. "OPTIMIZING STUDENT'S READING SKILL: AN EXPERIMENTAL STUDY ON THE INFLUENCE OF COMIC MEDIA ON ARABIC LANGUAGE LEARNING." *El-Mahara* 1, no. 2 (December 29, 2023): 55–68. <https://doi.org/10.62086/ej.v1i2.500>.
- Botelho, Anthony F, Ashvini Varatharaj, Thanaporn Patikorn, Diana Doherty, Seth A Adjei, and Joseph E Beck. "Developing Early Detectors of Student Attrition and Wheel Spinning Using Deep Learning." *IEEE Transactions on Learning Technologies* 12, no. 2 (2019): 158–70.
- Campbell, Donald T., and Julian C. Stanley. *Experimental and Quasi-Experimental Designs for Research*. Ravenio Books, 2015.
- Chen, Lijia, Pingping Chen, and Zhijian Lin. "Artificial Intelligence in Education: A Review." *IEEE Access* 8 (2020): 75264–78. <https://doi.org/10.1109/ACCESS.2020.2988510>.
- Davis, S. M., D. A. Landgrebe, T. L. Phillips, P. H. Swain, R. M. Hoffer, J. C. Lindenlaub, and L. F. Silva. *Remote Sensing: The Quantitative Approach*. New York, 1978. <https://ui.adsabs.harvard.edu/abs/1978mhi..book.....D>.
- Ekawati, Dian. "المدخل في الاختبار اللغوي." *An Nabighoh* 16, no. 1 (March 21, 2017): 88–99.
- Fitri, Titi, and Renni Hasibuan. "TRANSFORMASI PEMBELAJARAN BAHASA ARAB DI SEKOLAH DASAR ISLAM TERPADU ALAM TALAGO: PENDEKATAN KURIKULUM BERBASIS TEKNOLOGI." *Journal in Teaching and Education Area* 1, no. 1 (February 29, 2024): 113–29.
- Hadist, Muhammad Khoerul, Ana Ratnasari, and Hidjanah. "THE USE OF SPINNING WHEEL AS A MEDIA IN LEARNING SPEAKING ABILITY." *JELLi Journal* 1, no. 1 (September 5, 2018): 1–13.
- Hasibuan, Renni. "فعالية تطبيق مباراة لعبة الفرق بوسيلة الكلمات المتقاطعة في تعليم البلاغة لطلبة جامعة إمام بنونجول الإسلامية الحكومية بادانج." Masters, Universitas Islam Negeri Maulana Malik Ibrahim, 2023. <http://etheses.uin-malang.ac.id/59687/>.
- Hasibuan, Renni, and Laily Fitriani. "Innovative Approach to Reading Skill Development: Jigsaw Strategy and Crossword Puzzle Media." *Journal of Arabic Language Learning and Teaching (JALLT)* 1, no. 2 (December 12, 2023). <https://doi.org/10.23971/jallt.v1i2.98>.
- Hasibuan, Renni, Laily Fitriani, and Abdul Aziz. "Application of Jigsaw Strategy with Crossword Puzzle Media in Reading Skill Learning." *Al-Uslub: Journal of Arabic Linguistic and Literature* 7, no. 02 (July 8, 2023): 207–18. <https://doi.org/10.30631/al-uslub.v7i02.152>.
- Hasibuan, Renni, Ira Safira Haerullah, and Umi Machmudah. "TPACK dalam Pembelajaran Bahasa Arab (Studi Implementasi dan Efektivitas)." *Islamic Manuscript of Linguistics and Humanity* 5, no. 1 (October 6, 2023): 23–34. <https://ejournal.uinib.ac.id/jurnal/index.php/imlah/article/view/7103>.
- Hasibuan, Renni, Mamlatul Hasanah, and Faisol. "Improving Balaghah Mastery Through Teams Games Tournaments with Crossword Puzzle Media in Higher Education." *Al-Lisan: Jurnal Bahasa (e-Journal)* 9, no. 1 (February 29, 2024): 33–50. <https://doi.org/10.30603/al.v9i1.4520>.
- Helm, J. Matthew, Andrew M. Swiergosz, Heather S. Haeberle, Jaret M. Karnuta, Jonathan L. Schaffer, Viktor E. Krebs, Andrew I. Spitzer, and Prem N. Ramkumar. "Machine Learning and Artificial Intelligence: Definitions, Applications, and Future Directions." *Current Reviews in Musculoskeletal Medicine* 13, no. 1 (February 1, 2020): 69–76. <https://doi.org/10.1007/s12178-020-09600-8>.

- Huda, Nisa Fahmi. "Penggunaan Media Pembelajaran Spinning Wheel Dalam Pembelajaran Qawa'id Nahwu." *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (December 29, 2020): 155–74. <https://doi.org/10.32699/liar.v4i2.1495>.
- Karyadiputra, Erfan, Agus Setiawan, Sari Kumala, Muhammad Rizal Abdi, and Renny Melanda Febriyanti. "DIVERSIFIKASI MEDIA PEMBELAJARAN INOVATIF UNTUK MENINGKATKAN KOMPETENSI LITERASI NUMERASI PADA SDN TABING RIMBAH 1." *Community Development Journal: Jurnal Pengabdian Masyarakat* 4, no. 3 (August 30, 2023): 6709–15. <https://doi.org/10.31004/cdj.v4i3.18132>.
- Khoirunnida, Rifdah. "Pengaruh Penerapan Media Spinning Wheel Terhadap Hasil Belajar Siswa Kelas IX SMP Negeri 2 Brebes Pada Mata Pelajaran Pendidikan Agama Islam." bachelorThesis, Jakarta : FITK UIN Syarif Hidayatullah Jakarta, 2022. <https://repository.uinjkt.ac.id/dspace/handle/123456789/66125>.
- Kurniawati, Devita, Mohammad Taufiq, Suharmono Kasiyun, and Naufi'ah Naufi'ah. "Meta-Analysis of Teams Games Tournament Learning Model with Spinning Wheel Media-Based on Local Wisdom Toward Students' Learning Outcomes." *Journal of Education Research and Evaluation* 4, no. 3 (August 30, 2020): 296–302. <https://doi.org/10.23887/jere.v4i3.28183>.
- Laila, Maulinasari Nur, Ahmad Ridho Rojabi, and Moch Imam Machfudi. "Engaging Secondary School Learners in a Vocabulary Course through a Spinning Wheel Game." *Pioneer: Journal of Language and Literature* 15, no. 2 (December 31, 2023): 304–21. <https://doi.org/10.36841/pioneer.v15i2.3880>.
- Maciejewski, Matthew L. "Quasi-Experimental Design." *Biostatistics & Epidemiology* 4, no. 1 (January 1, 2020): 38–47. <https://doi.org/10.1080/24709360.2018.1477468>.
- Rachmaida, Fahria, and Mutiarani Mutiarani. "The Use of Spinning Wheel Games to Improve Students' Writing Procedural Texts." *Journal of Languages and Language Teaching* 10, no. 4 (2022): 530–40.
- Révész, John Rogers, Andrea. "Experimental and Quasi-Experimental Designs." In *The Routledge Handbook of Research Methods in Applied Linguistics*. Routledge, 2019.
- Romatul Ulfa, Siti, Velylianai Purnamasari, Kartinah, and Ranto Nety Sofiati. "Analisis Respon Peserta Didik Penggunaan Media Spinning Wheel Nembang Kelas 1 SD | JIIP - Jurnal Ilmiah Ilmu Pendidikan." *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 7 (July 10, 2023): 4800–4803. <https://doi.org/10.54371/jiip.v6i7.2349>.
- Sari, Ranita, Renni Hasibuan, Titi Fitri, and Rafid Sibah At-Tamimi. "Exploring the Arabic Learning Strategies at Senior High School." *IJECA (International Journal of Education and Curriculum Application)* 7, no. 1 (April 16, 2024): 39–50. <https://doi.org/10.31764/ijeca.v7i1.22287>.
- Senen, Anwar, Yuni Puspita Sari, Herwin Herwin, Rasimin Rasimin, and Shakila Che Dahalan. "The Use of Photo Comics Media: Changing Reading Interest and Learning Outcomes in Elementary Social Studies Subjects." *Cypriot Journal of Educational Sciences* 16, no. 5 (2021): 2300–2312.
- Siregar, Anwar Habibi, Renni Hasibuan, and Muhammad Jundi. "Exploring the Characteristics of Arabic Learning Content on Tiktok and Instagram: A Qualitative Analysis." *INTERNATIONAL CONFERENCE ON EDUCATIONAL THEORIES, PRACTICES, AND RESEARCH* 1, no. 01 (October 18, 2023): 11–27. <https://conferences.uinsyahada.ac.id/index.php/english/article/view/8>.
- Styles, Chris, and Jules Goddard. "Spinning the Wheel of Strategic Innovation." *Business Strategy Review* 25, no. 4 (2014): 76–80.
- Sugiyono. *Metode Penelitian Kuantitatif*. Yogyakarta: Alfabeta, 2021.
- Tadjibaeva, and Xurvaliyev. "THE ESSENCE OF MEDIA LITERACY IN LEARNING PROCESS." *Теория и Практика Современной Науки*, no. 6 (60) (2020): 35–37.
- Yousefabadi, Mehrdad Moradi, Toktam Ghasemnezhad, and Yasaman Akbarie. "The Effect of Anxiety, Motivation and Self-Confidence in Language Learners' Reading Proficiency." *NeuroQuantology* 20, no. 16 (2022): 4966–76.
- Zhang, Chuankai, Yanzun Huang, Jingyu Wang, Dongyang Lu, Weiqi Fang, John Stamper, Stephen Fancsali, Kenneth Holstein, and Vincent Alevan. "Early Detection of Wheel Spinning: Comparison across Tutors, Models, Features, and Operationalizations." *International Educational Data Mining Society*, 2019.