

# Application of Spinner Media in Improving Arabic Learning Outcomes of Madrasah Tsanawiyah Students

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## Artikel History:

**Received:** April 3, 2026; **Revised:** April 3, 2026; **Accepted:** April 26, 2026; **Available online:** June 6, 2026

**Abstract:** This study aims to examine the effectiveness of spinner media in improving Arabic language learning outcomes of Grade VII A students at MTs Muallimin Muhammadiyah Makassar. A Classroom Action Research (CAR) design following the Kemmis and McTaggart model was employed across two cycles, each comprising four stages: planning, action, observation, and reflection. The research was motivated by low student achievement and limited motivation resulting from conventional, teacher-centered instruction. Results demonstrate consistent improvement across each phase. In the pre-cycle stage, only 22% of students met the minimum passing standard (KKM), with a class mean score of 57. Following spinner media implementation in Cycle I, the completeness rate rose to 48% with a mean of 74. In Cycle II, results surpassed the KKM of 75, reaching 85% completeness and a mean score of 85. Student activity scores improved from "sufficient" (2.4) in Cycle I to "good" (3.7) in Cycle II. The spinner media effectively enhanced student enthusiasm, active participation, and vocabulary (mufrodat) mastery. The study concludes that spinner media is an innovative and practical instructional solution for Arabic language learning in madrasah settings.

**Keywords:** Spinner Learning Media, Classroom Action Research, Arabic Language Learning.

## How to Cite?

Arham, S. M., Malla, A. B., Ningsih, R., Nurjannah, & Zainal, A. Q. (2026). Penerapan Media Spinner dalam Meningkatkan Hasil Belajar Bahasa Arab Siswa Madrasah Tsanawiyah. *Journal of Digital Arabic Language Education*, 2(1), 1–17. <https://doi.org/10.33096/e3cssg98>.

## 1. Introduction

Education is a consciously planned process for forming character and developing human potential as a whole (Utami & Ningsih, 2025). Through education, individuals experience a process of self-maturity that supports decision-making and strengthens a sense of responsibility in facing various life challenges (Amaliyah & Rahmat, 2021). Education not only inherits cultural values, but also encourages all stakeholders—teachers, students,

managers, and researchers—to be actively involved in the educational process (Abdullah, 2022).

One of the crucial aspects of education is language mastery. Arabic, as the language of the Qur'an and one of the international languages, has high spiritual and cultural value because it is used in Islamic religious texts (Makinuddin, 2023). Allah SWT emphasizes the importance of Arabic in His words Q.S. Yusuf: 2:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

"Indeed, We have sent it down as the Qur'an in Arabic so that you may understand it."

Learning Arabic includes four main skills: maharah istima' (listening), maharah kalam (speaking), maharah qira'ah (reading), and maharah kitabah (writing) (Baroroh & Rahmawati, 2020). These four skills must be mastered optimally to ensure the effectiveness of learning (Ghofur & Riski, 2024). However, on-the-ground evidence shows that many students find Arabic difficult, which is influenced by difficulties concentrating for long periods and variations in catching power among individuals (Fauziah et al., 2024).

The low learning outcomes of Arabic are influenced by internal factors—lack of motivation, interest, and vocabulary mastery—as well as external factors, namely the use of conventional and less varied learning media (Fernando et al., 2024). This condition causes students to tend to be passive during the learning process. Therefore, in the current digital-visual era, interesting learning media and direct student activities are needed to increase engagement and learning outcomes (Hasan et al., 2021).

Various studies have examined the use of innovative media in learning Arabic and other subjects. Famalia & Wardono (2023) demonstrate that the use of spinner media can improve learning outcomes for Indonesian active and passive sentence material among grade II elementary school students. Mauliyadi (2023) also demonstrated the effectiveness of the Smart Spinner media in increasing students' interest in learning Islamic History. Inayah & Prayogo (2023) reported an improvement in the science learning outcomes of MI students through the application of the Spin Roda Berrat game, with significant improvements in completeness. In the realm of Arabic, Arivia (n.d.) examined the influence of the spinner-based Talking Stick method on the speaking skills of MI students, with results showing a significant improvement. Risnawati et al. (2024) also found that Smart Citizen Spinner media increased the learning interest of grade VII students in Pancasila history material. More broadly, Rusmiyati (2020) demonstrated in experimental research that the Spiderman Game Media (spinner-based) is effective in improving students' learning outcomes in sociology.

Based on studies of previous studies, spinner media has been widely used in general subjects such as Bahasa Indonesia, Science, Social Studies, and PJOK. However, research specifically examining the application of spinner media in Arabic language learning—especially in the context of mufrodah and in improving the learning outcomes of madrasah students through PTK—remains very limited. Existing research has not comprehensively integrated student activity observation data (scoring rubric) with pre-

test, cycle I, and cycle II score data in a single study of Arabic PTK. This gap justifies the need for this research.

This study aims to: (1) describe the application of spinner media in Arabic language learning in grade VII A students of MTs Muallimin Muhammadiyah Makassar; and (2) analyze the improvement of students' Arabic learning outcomes through the application of spinner media in two cycles of PTK.

This research provides empirical contributions in the form of evidence of the effectiveness of spinner media in improving learning outcomes and student activities in Arabic subjects at the tsanawiyah madrasah level. The findings of this study enrich the body of literature on the innovation of interactive game-based Arabic learning media, while providing a replicable model for educators to integrate creative media to improve the quality of Arabic language learning in Islamic schools.

## 2. Method

This study uses the Classroom Action Research (CAR) design, which involves research conducted directly in the classroom, emphasizing the practical and reflective solution of learning problems (Utomo et al., 2024). PTK was chosen because it is able to produce continuous learning improvements through repeated cycles (Ramadhan & Nadhira, 2022; Latief, 2008).

The research design adopts the Kemmis and McTaggart model which consists of four stages in each cycle: (1) planning—compiling lesson plans, preparing spinner media, and observation instruments; (2) implementation (action)—implementing learning using spinner media; (3) observation—observing student activities with structured observation sheets; and (4) reflection—analyzing the results of observations and tests as the basis for planning the next cycle.

**Subject and Location of Research.** The subjects of the study were 27 students of class VII A at MTs Muallimin Muhammadiyah Makassar, comprising male and female students. The research was conducted during the odd semester of the 2025/2026 school year, from September to October 2025.

**Data Collection Techniques.** Data was collected through: (1) tests (pre-test and post-test each cycle) to measure student learning outcomes; (2) structured observation using a scale of student activity assessment rubrics on a scale of 1–4 on six aspects of observation; and (3) documentation in the form of photos of learning activities (Alhamid & Anufia, 2019; Makbul, 2021)

**Data Analysis Techniques.** The data was analyzed descriptively and quantitatively. The average value of the class is calculated by the formula:

$$M = \frac{\sum X}{N}$$

where **M** is the average score, **∑X** is the sum of the total student scores, and **N** is the number of students (Sudijono, 2005). The percentage of learning completeness is calculated by:

$$P = \frac{\text{Accomplished students}}{N} \times 100\%$$

## Overall students

The indicator of research success is determined if  $\geq 75\%$  of students achieve the set KKM of 75 (Magdalena et al., 2021; Irawati et al., 2021). The student activity score was calculated by dividing the number of scores obtained by the number of observation items, then interpreted into categories: 1.0–1.9 (poor), 2.0–2.9 (adequate), 3.0–3.9 (good), and 4.0 (very good).

### 3. Results and Discussion

The research was carried out in two cycles using the Kemmis and McTaggart PTK models, each cycle consisted of two meetings. Each cycle includes stages of planning, implementation of actions, observation, and reflection.

#### 3.1. Pre-Test

The pre-test will be held on September 22, 2025 to measure students' initial ability in ta'aruf (introduction) material. The results of the pre-test show that the initial ability of students is still low. Of the 27 students, only 6 people (22%) have reached the KKM, while 21 students (78%) have not completed. The average grade of the class is obtained as follows:



**Figure 1** Researcher performs Pretest

**Table 1. Pre Test Assessment Results**

No.	Student's Name	Value	Remarks	
			Tuntas	Incomplete
1.	Raisyah Syulaika	94	√	
2.	Cayla Fatina Risal	61		√
3.	Maulina	44		√
4.	Nur Aini	100	√	
5.	Adnan Al Fatih	100	√	
6.	Azis Makkalo	28		√
7.	Aulia Sumayya Azhra	50		√
8.	Muh. Nur Iksan	28		√
9.	Muh. Robby Zidni	61		√

10.	Fadhel Dwi Zainal	50	√
11.	Abdul Aksan	39	√
12.	Faiz Luthfi	45	√
13.	Muh. Aslam Usman	67	√
14.	Muh. Sawal	56	√
15.	Muh. Nizar	50	√
16.	Muh. Saldy	50	√
17.	Muh. Anwar	45	√
18.	Muh. Dava	78	√
19.	Muh. Azizul Ashar	89	√
20.	Muh. Aufar Yusuf Ilham	39	√
21.	Muh. Farhan	28	√
22.	Al Kautsar	61	√
23.	Muh. Adriansyah	28	√
24.	Geril	67	√
25.	Muh. Tufa'il	78	√
26.	Muh. Lias	50	√
27.	Muh. Ilham	39	√
<b>Total</b>		<b>1525</b>	
<b>Average</b>		<b>57</b>	
<b>Percentage of Completeness</b>		<b>22%</b>	
<b>Incomplete Percentage</b>		<b>78%</b>	

From the data table 4.9, the average value can be calculated by using the formula to find the average:

$$M = \frac{X}{N}$$

Description :

M : Average student score

X : Total student scores

N : Number of all students

$$M = \frac{1525}{27}$$

$$= 56,5$$

This condition underscores the need for learning interventions using more innovative and engaging media (Fernando et al., 2024; Hasan et al., 2021).

Meanwhile, to calculate the level of student learning completeness, the researcher uses the following percentage formula:

$$P = \frac{\text{Accomplished students}}{\text{Overall students}} \times 100\%$$

$$P = \frac{6}{27} \times 100\%$$

$$P = 22\%$$

Based on this description, students' initial knowledge from *the pre-test* in Arabic language learning is still low, with an average score of 56.5 and a learning completion percentage of only 22% (6 students complete). As many as 78% of students (21 people) have not achieved complete scores.

### 3.2. Cycle 1

**a. Planning.** In the planning stage, the researcher prepared a media spinner-based lesson plan with school equipment materials (*al-adawat al-madrasiyyah*), prepared a media spinner containing 24 Arabic vocabulary words (see Table 2), and compiled an observation sheet of student activities.

**Table. 2 Vocabulary in Arabic on Media Spinner – cycle 1**

Kosakata Arab	Kosakata Arab
مِمْسَحَةٌ (papan tulis)	كُرْسِيٌّ (kursi)
قَلَمٌ (pulpen)	سَاعَةٌ (jam)
قَلَمٌ رِصَاصٍ (pensil)	مِمْحَاةٌ (penghapus)
مَقْلَمَةٌ (tempat pensil)	حَاسُوبٌ (komputer)
مِمْصٌ (gunting)	سَبُورَةٌ (papan tulis)
حَبْرٌ (tinta)	مِمْرَاةٌ (rautan)
قِرْطَاسٌ (kertas)	مِمْفَتَاحٌ (kunci)
مِمْعْجَمٌ (kamus)	كِتَابٌ (buku)
مِمْرِسْمٌ (studio/pensil warna)	مِمْسَطْرَةٌ (penggaris)
حَقِيبَةٌ (tas)	خَرِيطَةٌ (peta)
فِرْجَاوٌ (jangka)	مِمْكْتَبٌ (meja)
دِفْطَرٌ (buku tulis)	لِاصِقٌ (lem)

**b. Implementation.** Cycle I was held in two meetings: the first meeting on September 29, 2025 and the second meeting the following week, each lasting 80 minutes (160 minutes in total). At the first meeting, the researcher introduced a spinner media as a test. At the second meeting, students began to interact more actively with the media (Sari et al., 2023).



**Figure 1** Implementation of Cycle I of the First Meeting



**Figure 2** Implementation of Cycle I of the Second Meeting

**c. Observation.** The results of observation of student activities in Cycle I are presented in Table 3.

Table 3. Results of Observation of Student Activities Cycle I

No.	Aspek yang Diamati	Skor (1–4)
1	Memperhatikan penjelasan guru saat media spinner digunakan	3
2	Antusias mengikuti pembelajaran dengan media spinner	4
3	Kemampuan memahami materi yang disampaikan melalui spinner	3
4	Keberanian menjawab pertanyaan berdasarkan media spinner	4
5	Ketertiban dan fokus selama pembelajaran berlangsung	3
6	Partisipasi dalam kegiatan pembelajaran menggunakan spinner	3
<b>Total Skor</b>		<b>20</b>

Student activity scores are calculated as follows:

$$P = \frac{20}{9} = 2.4 \text{ (Category: Sufficient)}$$

**d. Cycle I Test.** The results of the first cycle post-test show an increase from the pre-cycle, but have not met the set success indicators (Cahyani, 2023).

**Table 4** Assessment Results of Cycle I

No.	Student's Name	Value	Remarks	
			Tuntas	Incomplete
1.	Raisyah Syulaika	60		√
2.	Cayla Fatina Risal	90	√	
3.	Maulina	75	√	
4.	Nur Aini	60		√

5.	Adnan Al Fatih	75	√	
6.	Azis Makkalo	70		√
7.	Aulia Sumayya Azhra	30		√
8.	Muh. Nur Iksan	70		√
9.	Muh. Robby Zidni	100	√	
10.	Fadhel Dwi Zainal	50		√
11.	Abdul Aksan	40		√
12.	Faiz Luthfi	60		√
13.	Muh. Aslam Usman	90	√	
14.	Muh. Sawal	78	√	
15.	Muh. Nizar	30		√
16.	Muh. Saldy	78	√	
17.	Muh. Anwar	20		√
18.	Muh. Dava	50		√
19.	Muh. Azizul Ashar	90	√	
20.	Muh. Aufar Yusuf Ilham	75	√	
21.	Muh. Farhan	50		√
22.	Al Kautsar	40		√
23.	Muh. Adriansyah	80	√	
24.	Geril	80	√	
25.	Muh. Tufa'il	100	√	
26.	Muh. Lias	80	√	
27.	Muh. Ilham	50		√
<b>Total</b>		<b>1.986</b>		
<b>Average</b>		<b>74</b>		
<b>Percentage of Completeness</b>		<b>48%</b>		
<b>Incomplete Percentage</b>		<b>52%</b>		

From the data in table 4.12, the average value can be calculated by using the formula to find the average:

$$M = \frac{X}{N}$$

Description :

M : Average student score

X : Total student scores

N : Number of all students

$$M = \frac{1986}{27}$$

$$= 73,5$$

Meanwhile, to calculate the level of student learning completeness, the researcher uses the following percentage formula:

$$P = \frac{\text{Students who complete their studies}}{\text{Overall Students}} \times 100\%$$

$$P = \frac{13}{27} \times 100\%$$

$$P = 48.14 \%$$

Based on the description, the Arabic language learning results in the first cycle test are still low, with an average score of 73.5 and a completion percentage of 48.14% (13 students completed, 14 students have not completed).

**e. Reflection Cycle I.** Because the completeness of 48% has not reached the success indicator of 75%, the researcher and teachers agreed to continue to Cycle II with more intensive mentoring for passive and less focused students (Yuwalina & Lestari, 2025).

### 3.3. Cycle 2

**a. Planning.** Based on the results of the reflection of Cycle I, the researcher increased the intensity of individual guidance, expanded the vocabulary material, and enriched the variation in the use of spinner media by adding sentence patterns (number of mufidah) as follows (Table 5).

**Table. 5 Learning Materials in Cycle 2**

Material	Explanation
<b>Introductory Sentences (adjectives)</b>	Kata benda mudzakkar: هَذَا قَلَمٌ (Ini adalah pulpen); Kata benda mu'annats: هَذِهِ دَفْتَرٌ (Ini adalah buku tulis)
<b>Place Sentence</b>	Menggunakan عَلَى / فِي / عَلَى (Pulpen ada di tempat pensil); الْكِتَابُ عَلَى الْمَكْتَبِ (Buku itu di atas meja)
<b>Ownership Sentence</b>	عِنْدِي = "Aku memiliki" (kepemilikan fisik); لِي = "Milikku" (kepemilikan umum/abstrak)
<b>Question Sentence</b>	مَنْ صَاحِبُ الْقَلَمِ؟ (Di mana buku itu?); مَنْ - أَيْنَ الْكِتَابُ؟ (Siapa pemilik pulpen itu?)



**Figure 3** Implementation of Cycle II of the Third Meeting



**Figure 4** Implementation of Cycle II of the Fourth Meeting

**b. Implementation.** Cycle II was held in two meetings: the third meeting on October 13, 2025 and the fourth meeting the following week. Students who were previously passive received more attention, so that the learning process became more effective and participatory (Wardani & Nursyahidah, 2024).

**c. Observation.** The results of observation of student activities in Cycle II showed a significant increase compared to Cycle I (Table 6).

**Table 6. Results of Observation of Cycle II Students' Activities**

No.	Aspects observed	Research score			
		1	2	3	4
1	Memerhatikan penjelasan guru saat media spinner digunakan			√	
2	Antusias mengikuti pembelajaran dengan media spinner				√
3	Kemampuan memahami materi yang disampaikan melalui spinner			√	
4	Keberanian menjawab pertanyaan berdasarkan media <i>spinner</i>				√
5	Ketertiban dan fokus selama pembelajaran berlangsung			√	
6	Partisipasi dalam kegiatan pembelajaran menggunakan <i>spinner</i>			√	
<b>Jumlah perolehan skor</b>				<b>12</b>	<b>8</b>
<b>Total skor</b>				<b>20</b>	

Based on the results of the observation of students following the learning process of material using *talk or dare card media* in cycle II can be calculated with the formula:

$$P = \frac{\text{Total Score}}{\text{Number of Observations}}$$

$$P = \frac{34}{9}$$

$$P = 3.7$$

Based on the analysis of student activity data that reached a score of 3.7, it can be concluded that the level of student activity in learning using spinner media is included in the good category.

**d. Cycle II Test.** The results of the second cycle post-test show a significant improvement and have met the success indicators (Sugiantara et al., 2024).

$$M = \frac{2.285}{27} = 84,6$$

$$P = \frac{23}{27} \times 100\% = 85\%$$

**Table 7. Results of Cycle II Assessment**

No	Nama Anak didik	Nilai	Keterangan	
			Tuntas	Tidak Tuntas
1.	Raisyah Syulaika	90	√	
2.	Cayla Fatina Risal	100	√	
3.	Maulina	100	√	
4.	Nur Aini	100	√	
5.	Adnan Al Fatih	85	√	
6.	Azis Makkalo	90	√	
7.	Aulia Sumayya Azhra	90	√	
8.	Muh. Nur Iksan	50		√
9.	Muh. Robby Zidni	100	√	
10.	Fadhel Dwi Zainal	100	√	
11.	Abdul Aksan	80	√	
12.	Faiz Luthfi	40		√
13.	Muh. Aslam Usman	90	√	
14.	Muh. Sawal	80	√	
15.	Muh. Nizar	100	√	
16.	Muh. Saldy	80	√	
17.	Muh. Anwar	75	√	
18.	Muh. Dava	50		√
19.	Muh. Azizul Ashar	90	√	
20.	Muh. Aufar Yusuf Ilham	100	√	
21.	Muh. Farhan	90	√	
22.	Al Kautsar	80	√	
23.	Muh. Adriansyah	90	√	
24.	Geril	90	√	
25.	Muh. Tufa'il	100	√	
26.	Muh. Lias	90	√	
27.	Muh. Ilham	55		√
<b>Total</b>		<b>2.285</b>		
<b>Average</b>		<b>85</b>		

<b>Percentage of Completeness</b>	<b>85%</b>
<b>Incomplete Percentage</b>	<b>15%</b>

From the data of table 4.15 the average value can be calculated by using the formula to find the average:

$$M = \frac{X}{N}$$

Description :

M : Average student score

X : Total student scores

N : Number of all students

$$M = \frac{2.285}{27} \\ = 84.6$$

Meanwhile, to calculate the level of student learning completeness, the researcher uses the following percentage formula:

$$P = \frac{\text{Students who complete their studies}}{\text{Overall Students}} \times 100\%$$

$$P = \frac{23}{27} \times 100\% \\ P = 85\%$$

Based on this description, the results of the posttest test showed that the knowledge of Arabic students had met the KKM, with the average score achieved and the percentage of learning completeness reaching 84.6% (according to the 80% completeness standard).

### 3.4. Results of the Application of Spinner Media

Based on the results of the study, the use of spinner media has been shown to improve the learning outcomes of Arabic students in grade VII A at MTs Muallimin Muhammadiyah Makassar, as evidenced by the increase in grades from pre-cycle to cycle II. In the pre-cycle, the mastery of mufrodats was still low with only 6 students (22%) completing and an average score of 57, so researchers and teachers agreed to improve learning.

In cycle I, the spinner media begins to be used; The enthusiasm of the students increased even though there were still some that were difficult to manage and lacked focus, and the post-test results showed that 13 students (52%) completed with an average score of 74. Because the target has not been met, learning continues into cycle II with more intensive assistance for passive students, so that the learning process becomes more effective and mastery of the material increases.

At the end of cycle II, 23 students (85%) achieved completion and only 4 students (15%) were incomplete, with the average score increasing to 85. Thus, spinner media can be concluded as an effective alternative to improve the Arabic learning outcomes of grade VII A students at MTs Muallimin Muhammadiyah Makassar.

Tabel 8. Hasil Belajar Bahasa Arab

No	Rating	Total Completeness		Percentage		Average
		Tuntas	Belum Tuntas	Tuntas	Belum Tuntas	
1.	Pra siklus	6	21	22%	78%	57
2.	Siklus I	13	14	48%	52%	74
3.	Siklus II	23	4	85%	15%	85

From table 4.17, it can be seen that 23 students have completed and 4 students have not completed it, where from the overall average class score 85% is obtained while the KKM set for Arabic subjects is 75.

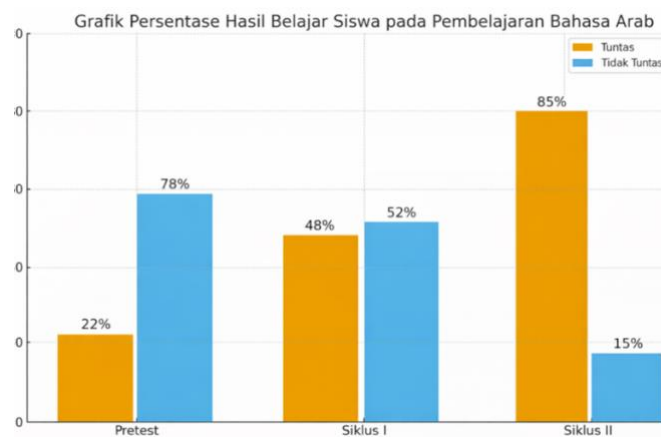
Table. 9 Improvement of learning outcomes Pre-cycle, Cycle I, Cycle II  
Peningkatan KKM = 75

Pra Siklus ke Siklus I (25,8%)

Siklus I ke Siklus II (37,1%)

As seen in table 4.18, the increase in student learning outcomes from pre-cycle to cycle I increased by 25.8%, then from cycle I to cycle II by 37.1%.

Graph 1. Graph of Learning Outcomes of Pre-Cycle, Cycle I and Cycle II Students.



Based on the table and graph, it is understood that before the implementation of spinner media, the value of students' learning outcomes was still low, this is evidenced by preliminary data with the number of students of 27 people, 6 people completed (22%) and 21 people did not complete (78%).

#### 4. Conclusion

The application of spinner media in Arabic language learning has proven to be effective in significantly and sustainably improving the learning outcomes of grade VII A students of MTs Muallimin Muhammadiyah Makassar, with the percentage of completeness increasing from 22% (pre-cycle) to 48% (cycle I) and reaching 85% (cycle II), exceeding the KKM set by 75.

**Students' learning activities** increased from the "adequate" category (average score of 2.4 in cycle I) to "good" (average score of 3.7 in cycle II), reflecting an increase in active participation, enthusiasm, and ability to understand Arabic mufrodat material.

**Media spinners** have proven to be able to overcome the main obstacles to learning Arabic, namely low intrinsic motivation, lack of vocabulary mastery, and limitations of conventional media, by creating a fun, interactive, and student-centered learning atmosphere.

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