



## Modern vs Traditional: Comparative Study of Efficacious Arabic Language Learning Methods

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**Abstract:** Ineffective use of learning methods in the conditions and circumstances of students caused the obtained learning objective not achieved or below the standard. This case was determined to be the background for this research. This article described and analyzed the comparative of efficacious methods, modern and traditional learning methods, in Arabic learning. This type of research was an experimental research with a descriptive quantitative approach. The population of this study were fourth-grade students in class IV-A, IV-B and IV-C at MI Al-Ma'had An-Nur Bantul Yogyakarta. Meanwhile, the sample for this research was class IV-A and IV-B with each class consisting of 21 students. The sample in this research was selected with purposive sampling technique. Data collection were obtained through tests, observations, interviews and documentation. Hypothesis testing in this study used a paired sample t-test calculated using the SPSS version 25 application. The results of this study showed that there was a difference in success between modern learning methods of 84.05 and traditional learning methods of 64.05 in accordance with the results of the paired sample test (t-test). Hence, it can be concluded that the results after modern learning methods implementation are considered more effective to apply in the Arabic language learning process. It was expected that the results of this research could be a reference for teachers in determining suitable learning methods for students in the teaching and learning process.

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## Introduction

The application of traditional learning methods needs to be reviewed because traditional learning often fails to achieve learning objectives.<sup>1</sup> This is in accordance with the findings discovered during the observations in MI Al-Ma'had An-Nur which applied traditional learning methods with a lecturing method which was less effective in the

learning process. It was shown from the lack of student response and understanding in material during the learning process which caused low learning outcomes. In traditional method, even though the teaching and learning process is carried out inside the classroom, the implementation of the practical material is outside the classroom. This objective is difficult to be achieved without the guidance of the teacher.<sup>2</sup> Therefore, the learning process requires an effective method that is suitable for the students based on their needs and the objective they must achieve.<sup>3</sup> In a research by Alessa,<sup>4</sup> it was stated that to improve the quality of Arabic language learning, teachers must use appropriate learning methods for students. This is increasingly important in this modern era that requires the teachers to always keep up with the learning developments in this digital era.

In this digital era, the use of modern learning methods is relevant to the conditions and circumstances of students because modern learning methods use more innovative methods by combining various effective learning methods for students.<sup>5</sup> However, the fact showed that Arabic learning in several formal institutions still tend to use traditional learning methods such as lecturing and memorization models.<sup>6</sup> This fact is in accordance with statement explained by Ara<sup>7</sup> that the problems of language learning are divided into three points, and one of them is methodological.

The success of learning cannot be separated from the use of effective learning methods. The effective learning method provides efficient learning process.<sup>8</sup> Apart from that, the learning method also functions to simplify the learning process for teachers and

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<sup>1</sup> Muhammad Imam Syafi'i, "Analisis Konseptual Dasar Ilmu Pendidikan dalam Teori Pembelajaran Modern," *Jurnal Ilmu Pendidikan & Sosial (Sinova)* 1, no. 3 (2023): 117-122.

<sup>2</sup> Farhan Uddin Raja, "Comparing Traditional Teaching Method and Experiential Teaching Method Using Experimental Research," *Journal of Education and Educational Development* 5, no. 2 (2018): 276-288.

<sup>3</sup> Muhammad A'inul Haq, Slamet Mulyani and Ahmad Sholeh, "Paradigma Pembelajaran Bahasa Arab (Analisis Kontrasif Metode Pembelajaran Konvensional dan Kontemporer)," *Takuana: Jurnal Pendidikan, Sains, dan Humaniora* 2, no. 1 (2023): 63-75.

<sup>4</sup> Inas Abbad Alessa and Susan Hussein, "Using Traditional and Modern Teaching Methods on the Teaching Process from Teachers'own Perspective," *Journal Route Educational and Social Science* 10, no. 2 (2023): 65-92.

<sup>5</sup> Erni Ratna Dewi, "Metode Pembelajaran Modern dan Konvensional pada Sekolah Menengah Atas," *Pembelajar: Jurnal Ilmu Pendidikan, Keguruan, dan Pembelajaran* 2, no. 1 (2018): 44-52.

<sup>6</sup> Muhammad Imam Syafi'i, "Analisis Konseptual Dasar Ilmu Pendidikan dalam Teori Pembelajaran Modern," *Jurnal Ilmu Pendidikan & Sosial (Sinova)* 1, no. 3 (2023): 117-122.

<sup>7</sup> Nusrat Ara Begum, "Traditional Methods versus Modern Strategies of Educational Instructions," *Texila International Journal of Psychology* 3, no. 1 (2018): 1-11.

<sup>8</sup> Evita Evita, Ahmad Syahid, and Nurdin Nurdin, "Understanding Students' Learning Outcomes Differences Through the Application of the Market Place Activity Type of Cooperative Learning Model and the Application of Conventional Learning Models," *International Journal of Contemporary Islamic Education* 1, no. 1 (2019): 67-85.

students,<sup>9</sup> so that students can understand and master the Arabic learning material better.<sup>10</sup> The learning method is an accumulation of teaching and learning activity. These two things become a combination of the learning concept which involves many aspects such as teachers, students, materials, media and facilities.<sup>11</sup> The application of modern methods in Arabic learning will produce good results in achieving the expected results optimally in accordance with the learning objectives that have been set.<sup>12</sup>

From the statement above, it was known that there is the importance of learning methods in the classroom learning process, both modern learning methods and traditional learning methods.<sup>13</sup> Modern learning methods aim to produce positive changes in the learning process.<sup>14</sup> Meanwhile, traditional learning methods are methods used based on tendencies that make teachers and students passive in learning process.<sup>15</sup>

In the previous research conducted by Subakir<sup>16</sup> entitled "The Effectiveness of Arabic Learning Materials to Improve Students' Listening Skills at Darussalam Islamic Boarding School", it has significant relevance to this research which focused on increasing the effectiveness of Arabic language learning, but with a different scope. Subakir examined the use of learning materials to improve listening skills in Islamic boarding schools, providing a strong basis for understanding traditional methods. Meanwhile, this research expanded the scope by comparing traditional and modern methods in a comprehensive manner, covering various language skills and educational contexts. The main relevance lies in the focus on the effectiveness of Arabic language learning and analysis of learning methods. Key differences or novelty include a

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<sup>9</sup> Xhevahire Karanezi, Edmond Rapti, and Gentiana Halimi, "Traditional and Modern Teaching Methodologies: Which One is More Successful and What are the Challenges," *Academic Journal of Interdisciplinary Studies* 4, no. 2 (2015): 311–315.

<sup>10</sup> Meta Paramita Nur Azizah, Anas Ahmadi, and Yuniseffendri Yuniseffendri, "Kombinasi Media Pembelajaran Modern dan Tradisional dalam Pembelajaran Bahasa Indonesia di MTs Darul Ulum Petiyin," *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)* 3, no. 2 (2023): 218–230.

<sup>11</sup> Patrick Mthethwa, "A Comparative Use of Traditional and Multimedia Modes of Teaching Curriculum Studies in English," *Tesol and Technology Studies* 3, no. 1 (2022): 1–14.

<sup>12</sup> Tarmizi Ninoersy, ZA.Tabrani, and Najmul Wathan, "Manajemen Perencanaan Pembelajaran Bahasa Arab Berbasis Kurikulum 2013 pada SMAN 1 Aceh Barat," *Fitrah: Jurnal Kajian Ilmu-Ilmu Keislaman* 5, no. 1 (2020): 83–102.

<sup>13</sup> Nusrat Ara Begum, "Traditional Methods versus Modern Strategies of Educational Instructions," *Texila International Journal of Psychology* 3, no. 1 (2018): 1–11.

<sup>14</sup> Erni Ratna Dewi, "Metode Pembelajaran Modern dan Konvensional pada Sekolah Menengah Atas," *Pembelajar: Jurnal Ilmu Pendidikan, Keguruan, dan Pembelajaran* 2, no. 1 (2018): 44–52.

<sup>15</sup> Patrick Mthethwa, "A Comparative Use of Traditional and Multimedia Modes of Teaching Curriculum Studies in English," *Tesol and Technology Studies* 3, no. 1 (2022): 1–14.

<sup>16</sup> Fairuz Subakir, et al., "The Effectiveness of Arabic Learning Materials to Improve Students' Listening Skills at Darussalam Islamic Boarding School," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (2023): 173–191.

comparison of traditional vs modern methods, the inclusive language skills, and analysis of additional factors such as the role of technology. Meanwhile, a research by Makruf<sup>17</sup> entitled "*Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran Bahasa Arab di Madrasah Aliyah*" (The Use of Information and Communication Technology in Arabic Language Learning at Islamic High School) has strong relevance to this research. Makruf investigated the use of ICT in Arabic language learning, reflecting the modern aspects that are the focus of the research. This study provided insight into the implementation of technology-based methods in the context of Islamic education. The relevance lies in the analysis of modern learning methods, which is in line with the traditional vs modern comparison in this study. However, this study has more inclusive scope by directly comparing the effectiveness of modern and traditional methods, inclusive educational contexts, and analyzing broader aspects of learning success.

Meanwhile, a research by Hamidi and Jamaluddin<sup>18</sup> entitled "*Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Interaktif untuk Siswa Madrasah Aliyah*" (The Development of Arabic Language Learning Media Based on Interactive Animation Videos for Islamic High School Students) has a prominent relevance to this study. That research focused on developing modern learning media in the form of interactive animated videos represents innovation in Arabic language learning methods which is part of the comparison in this research. Its relevance includes the use of modern technology, the context of Islamic education in Indonesia, and efforts to increase the effectiveness of learning through new approaches. Meanwhile, the research conducted by Hamidi and Jamaluddin focused on developing specific media, this research broadened the scope by comparing the effectiveness of modern methods with traditional methods in a more comprehensive manner. An article by Dhia<sup>19</sup> entitled "*Pemanfaatan Platform Instagram Sebagai Media*" (Using the Instagram Platform as a Media") is relevant to this study regarding the comparison of modern and traditional Arabic language learning methods. Dhian explored the use of Instagram as a learning

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<sup>17</sup> Imam Makruf, "Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran Bahasa Arab di Madrasah Aliyah Kabupaten Sukoharjo," *Arabi: Journal of Arabic Studies* 5, no. 1 (2020): 79–90.

<sup>18</sup> Kurniawan Hamidi, et al., "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Interaktif untuk Siswa Madrasah Aliyah," *Journal on Education* 5, no. 2 (2023): 5289–5296.

<sup>19</sup> Husin, Hisana Zahran Dhia and Luthfia Khoiriyatunnisa, "Pemanfaatan Platform Instagram Sebagai Media Pembelajaran Bahasa Arab untuk Pemula," *Prosiding Konferensi Nasional Bahasa Arab 7* (2021): 543–554.

tool and representing a modern approach to language education. Its relevance lies in the use of digital technology and social media in learning, which is an important aspect of the modern methods. Meanwhile, this research broadened the scope by comparing the effectiveness of various modern methods with traditional approaches. By considering their findings, this article can provide more comprehensive insight into the impact of the integration of technology and social media on the success of Arabic language learning compared to conventional methods.

According to Wang<sup>20</sup> in his research stated "that from a macro point of view, the advantages of modern-day learning strategies are extra, but instructors ought to compare and choose which teaching approach to apply in line with the scholar's situation, coaching desires, and barriers". Wang concluded that modern learning methods have a greater impact compared to traditional learning methods in achieving learning goals.<sup>21</sup> Therefore, the article above served as a supporting reason for this research to review the comparative perspective of which method has a significant influence in achieving learning objectives between modern learning methods and traditional learning methods. So the point of the comparison of perspectives lead to a comparison of the perspectives of teachers and students.

Based on the explanation above, the researcher was motivated to conduct research on comparative analysis between the success of modern learning methods and traditional learning methods<sup>22</sup> in order to find solutions to learning problems for teachers and students in order to achieve learning goals.<sup>23</sup> To be more focused, the problem of this article was limited to the comparison between two methods for its efficacious or success learning methods, modern learning methods and traditional learning methods.<sup>24</sup> Apart from that, this article was also oriented towards several objectives, including exploring

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<sup>20</sup> Yuemeng Wang, "A Comparative Study on the Effectiveness of Traditional and Modern Teaching Methods," *2022 5th International Conference on Humanities Education and Social Sciences (ICHESS 2022)* (2022): 270–277.

<sup>21</sup> Yuemeng Wang, "A Comparative Study on the Effectiveness of Traditional and Modern Teaching Methods," *2022 5th International Conference on Humanities Education and Social Sciences (ICHESS 2022)* (2022): 270–277.

<sup>22</sup> Mashudi Mashudi, "Pembelajaran Modern: Membekali Peserta Didik Keterampilan Abad ke-21," *Al-Mudarris (Jurnal Ilmiah Pendidikan Islam)* 4, no. 1 (2021): 93–114.

<sup>23</sup> Pariang Sonang Siregar, Lia Wardani, and Rindi Genesa Hatika, "Penerapan Pendekatan Pembelajaran Aktif Inovatif Kreatif Efektif dan Menyenangkan (Paikem) pada Pembelajaran Matematika Kelas IV SD Negeri 010 Rambah," *Jurnal Pemikiran dan Pengembangan Sekolah Dasar (JP2SD)* 5, no. 2 (2017): 743-749.

the paradigms and characteristics of modern learning methods and traditional learning methods to find appropriate learning methods in Arabic learning to overcome problems and become solutions in learning Arabic. This research was expected to provide an inclusive insight and understanding regarding the comparison of modern learning methods and traditional learning methods.<sup>25</sup> However, this article was expected to be a reference for future teachers to concern on the suitable learning methods for students in order to improve the quality of Arabic language learning.<sup>26</sup>

## Methods

A quantitative approach was applied in this research. Quantitative approach is an approach that is based on the philosophy of positivism<sup>27</sup> which is used to investigate certain population or samples, obtain the data with the research instrument, and examine statistical information with the intention of answering distinctive research hypotheses.<sup>28</sup> Experimental studies aimed to examine the causal relationships with manipulating one or two variables in one experimental group or more and comparing the result with a control group that do not receive the treatment<sup>29</sup> The research design used was quasi-experimental, which is a non-equivalent organization layout because the topics have been not randomly determined, both for the experimental class and control class.<sup>30</sup> In this research, the modern learning method applied in the experimental class collaborated technology-based learning with gamification-based learning. Meanwhile, the traditional learning method technique applied was the lecturing method.

The data sources in this research who provided the information to obtain data related to this research were the school principal and staff, Arabic language subject

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<sup>24</sup> Isai Amuthan Krishnan, et al., "Challenges of Learning English in 21st Century: Online vs Traditional During Covid-19," *Malaysian Journal of Social Sciences and Humanities (MJSSH)* 5, no. 9 (2020): 1–15.

<sup>25</sup> Sahkholid Nasution and Zulheddi Zulheddi, "Pengembangan Model Pembelajaran Bahasa Arab Berbasis Teori Konstruktivisme di Perguruan Tinggi," *Arabi: Journal of Arabic Studies* 3, no. 2 (2018): 121-144.

<sup>26</sup> Batmang, "Direct Method dalam Pembelajaran Bahasa Arab di Pesantren Modern," *al-Ta'dib* 6, no. 2 (2013): 170–178.

<sup>27</sup> Murjani, "Prosedur Penelitian Kuantitatif," *Cross-Border* 5, no. 1 (2022): 688–713.

<sup>28</sup> Lestari Lusia Nainggolan, et al., "Analisis Metode Eksperimen Sains Melalui Kegiatan Pencampuran Warna pada Anak Usia 5-6 Tahun di TK Taruna Andalan Kecamatan Kerinci T.A 2020/2021," *Jurnal Usia Dini* 8, no. 1 (2022): 1-8.

<sup>29</sup> A. Eko Setyanto, "Memperkenalkan Kembali Metode Eksperimen dalam Kajian Komunikasi," *Jurnal Ilmu Komunikasi* 3, no. 1 (2006): 37–48.

teachers and fourth grade students at MI Al-Ma'had An-Nur Bantul Yogyakarta. In the data source, there was a population and a research sample, population is a popular definition of objects or subjects which have certain traits which can be taken to study or research and then draw conclusions.<sup>31</sup> Meanwhile, the sample was part of the number or characteristic of the population.<sup>32</sup> To acquire a pattern that represents the traits of the present population and does not cause bias within the studies effects, non-probability sampling was used, it is a sampling approach that is not offering the same possibility for the population to become a sample.<sup>33</sup> Hence, purposive sampling was applied through deliberately choosing samples in line with the research objectives.<sup>34</sup> In this example, the class IV-A was chosen as the experimental class with 21 students and class IV-B as the control class with 21 students.

The data was obtained from primary and secondary sources. The data collecting techniques aimed to acquire the data needed in this research.<sup>35</sup> In this case, observation, interviews, documentation and tests (pretest and posttest) were used to obtain the data.<sup>36</sup> Meanwhile, the instruments were used to measure the research variables.<sup>37</sup> These instruments contained observation guidelines, interview guidelines and a grid of pretest and posttest questions<sup>38</sup> and were validated by Nurhapsari Paradnya Paramita, M.Pd.I, a lecturer in Arabic Education Study Program of State Islamic University of Sunan Kalijaga.

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<sup>30</sup> Nur Fajriani Irwan Lolo, *Pengaruh Model Pembelajaran Round Club Terhadap Keterampilan berbicara siswa kelas V SD 223 Inpres Tangkuru Kabupaten Maros*, (Dissertation: Universitas Negeri Makassar, 2023).

<sup>31</sup> Dedi Susanto and M. Syahrani Jailani, "Teknik Pemeriksaan Keabsahan Data dalam Penelitian Ilmiah," *Jurnal Qosim : Jurnal Pendidikan, Sosial & Humaniora* 1, no. 1 (2023): 53–61.

<sup>32</sup> Deri Firmansyah, "Teknik Pengambilan Sampel Umum dalam Metodologi Penelitian: Literature Review," *Jurnal Ilmiah Pendidikan Holistik (JIPH)* 1, no. 2 (2022): 85–114.

<sup>33</sup> Asrulla, et al., "Populasi dan Sampling (Kuantitatif), Serta Pemilihan Informan Kunci (Kualitatif) dalam Pendekatan Praktis," *Jurnal Pendidikan Tambusai* 7, no. 3 (2023): 26320–2332.

<sup>34</sup> Deri Firmansyah, "Teknik Pengambilan Sampel Umum dalam Metodologi Penelitian: Literature Review," *Jurnal Ilmiah Pendidikan Holistik (JIPH)* 1, no. 2 (2022): 85–114.

<sup>35</sup> Marinu Waruwu, "Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method)," *Jurnal Pendidikan Tambusai* 7, no. 1 (2023): 2896–2910.

<sup>36</sup> Asep Abdul Aziz, et al., "Model Analisis Kebijakan Pendidikan," *Tapis: Jurnal Pendidikan Ilmiah* 4, no. 2 (2020): 192–201.

<sup>37</sup> Marinu Waruwu, "Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method)," *Jurnal Pendidikan Tambusai* 7, no. 1 (2023): 2896–2910.

<sup>38</sup> Job Shipululo Amupanda, *Diamond Warriors in Colonial Namibia: Diamond Smuggling, Migrant Workers and Development in Ovamboland*, (Basler Afrika Bibliographien, 2023).

The data analysis on this research included descriptive analysis and paired sample t-test with SPSS model 25 application. Paired sample t-test is a test to compare between two paired samples. Paired samples are different objects that received the different treatments.<sup>39</sup> Paired pattern t-test was used to find out whether there is a significant difference in the paired samples before and after receiving treatment.<sup>40</sup>

## Results and Discussion

According to Makruf,<sup>41</sup> the use of video as a modern learning media has a positive impact to improve students' motivation and confidence to communicate in Arabic. Teachers provide various media and learning sources for each learning process which function as learning materials for students.<sup>42</sup> It allows students to utilize them to complete the assignment given by the teacher so the students are able to improve their best potential. Modern learning methods provide the students in learning Arabic. Moreover, students are also able to expand their critical and logical thinking skills.<sup>43</sup>

The validity test was used to determine how far a measurement (test) is able to accurately reveal the condition of the object being studied, in other words the test must be in accordance with the capabilities of the object.<sup>44</sup> This validity test was carried out before conducting the pretest and posttest in the experimental class and in the control class. Thus, this validity test was carried out in class IV-C on Monday, February 20 2024.

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<sup>39</sup> Naila Sidiqia, et al., "An Experimental Study to Identify the Effect of Assistive Technology on Academic Achievement of Visually Impaired Students," *Pakistan Social Sciences Review* 6, no. 2 (2022): 866–879.

<sup>40</sup> Kholifatur Rosidah and Agung Purwono, "Pengaruh Pembelajaran Inkuiri Berbantuan Media Word Search Puzzle Terhadap Hasil Belajar Siswa Kelas IV Muatan IPA Materi Siklus Hidup di MI Setia Bhakti Trawas," *Jurnal Riset Madrasah Ibtidaiyah* 2, no. 2 (2022): 191–199.

<sup>41</sup> Imam Makruf, "Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran Bahasa Arab di Madrasah Aliyah Kabupaten Sukoharjo," *Arabi: Journal of Arabic Studies* 5, no. 1 (2020): 79–90.

<sup>42</sup> Fairuz Subakir, et al., "The Effectiveness of Arabic Learning Materials to Improve Students' Listening Skills at Darussalam Islamic Boarding School," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (2023): 173–191.

<sup>43</sup> Fairuz Subakir, et al., "The Effectiveness of Arabic Learning Materials to Improve Students' Listening Skills at Darussalam Islamic Boarding School," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (2023): 173–191.

<sup>44</sup> Muhammad Fakhri Ramadhan, Rusydi A. Siroj, and Muhammad Win Afgani, "Validitas and Reliabilitas," *Journal on Education* 6, no. 2 (2024): 10967–10975.



The validity test is considered valid if the  $r_{count} > 0.433$  ( $r_{table}$ ) or the sign value  $< 0.05$ . Meanwhile, if  $r_{count} < r_{table}$  or sign value  $> 0.05$ , the test is invalid.<sup>45</sup>

Below is the result of the validity test with SPSS:

**Table 1.** Validity Test

Question	r Count > 0.433 (r Table)	Sig value. < 0.05	Information
Question 1	0,531 > 0,433	0,013 < 0,05	Valid
Question 2	0,444 > 0,433	0,044 < 0,05	Valid
Question 3	0,467 > 0,433	0,033 < 0,05	Valid
Question 4	0,630 > 0,433	0,022 < 0,05	Valid
Question 5	0,671 > 0,433	0,001 < 0,05	Valid
Question 6	0,556 > 0,433	0,009 < 0,05	Valid
Question 7	0,612 > 0,433	0,003 < 0,05	Valid
Question 8	0,646 > 0,433	0,002 < 0,05	Valid
Question 9	0,623 > 0,433	0,003 < 0,05	Valid
Question 10	0,671 > 0,433	0,001 < 0,05	Valid
Question 11	0,645 > 0,433	0,002 < 0,05	Valid
Question 12	0,444 > 0,433	0,044 < 0,05	Valid
Question 13	0,510 > 0,433	0,018 < 0,05	Valid
Question 14	0,477 > 0,433	0,029 < 0,05	Valid
Question 15	0,695 > 0,433	0,000 < 0,05	Valid
Question 16	0,533 > 0,433	0,013 < 0,05	Valid
Question 17	0,623 > 0,433	0,003 < 0,05	Valid
Question 18	0,685 > 0,433	0,001 < 0,05	Valid
Question 19	0,435 > 0,433	0,049 < 0,05	Valid
Question 20	0,530 > 0,433	0,013 < 0,05	Valid

Based on the table above, it can be seen each question has higher validity coefficient,  $r_{count} > 0.433$  ( $r_{table}$ ) or sign.value  $< 0.05$  then all tests are valid. Hence, each question is valid and all the questions are feasible to be used as the test instrument in this research.

Reliability test is a test that shows relatively similar measurement results from the same subject, as long as the aspect being measured does not change or how consistent the measurement results are.<sup>46</sup> The data is reliable if the  $r_{count}$  (Cronbach alpha)  $> r_{table}$  (0.433), below is the result of the reliability test by using SPSS:

<sup>45</sup> Gebby Gusniarti Resiwi, M. Taheri Akbar, and Mega Prasrihammi, "Pengaruh Model Pembelajaran Course Review Horay Terhadap Keterampilan Berbicara Siswa pada Pembelajaran Bahasa Indonesia Kelas IV SDN 27 Gelumbang," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 8, no. 2 (2023): 1026–1035.

<sup>46</sup> Muhammad Rizqie Ridhowy, et al., *Evaluasi Pembelajaran Pendidikan Agama Islam: Sebuah Konsep, Pengembangan, Teori Beserta Implementasinya* (Malang: CV. Nakomu, 2022).

**Table 2. Reliability Test  
Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Question 1	13.62	23.948	.455	.885
Question 2	13.43	24.657	.372	.887
Question 13	13.43	24.557	.396	.886
Question 4	13.52	23.562	.569	.881
Question 5	13.38	23.848	.624	.880
Question 6	13.43	24.157	.493	.883
Question 7	13.33	24.333	.565	.882
Question 8	13.38	23.948	.597	.881
Question 9	13.43	23.857	.566	.881
Question 10	13.52	23.362	.614	.880
Question 11	13.43	23.757	.591	.881
Question 12	13.48	24.562	.367	.887
Question 13	13.52	24.162	.435	.885
Question 14	13.71	24.214	.394	.887
Question 15	13.38	23.748	.651	.879
Question 16	13.43	24.257	.469	.884
Question 17	13.43	23.857	.566	.881
Question 18	13.62	23.148	.627	.879
Question 19	13.62	24.448	.350	.888
Question 20	13.52	24.062	.457	.885

From the reliability test above, it could be concluded that the reliability test result for question 1 – 20 with Cronbach Alpha value is  $> 0.433$ . It means the reliability test above are consistent at 800. Thus, below is the reliability result of the questions:

**Table 3. Reliability Test  
Reliability Statistics**

Cronbach's	
Alpha	N of Items
.888	20

From the results of the reliability test by using SPSS, it could be concluded that the Cronbach Alpha value is  $0.888 > 0.433$ , so it could be concluded that the questions from numbers 1-20 are reliable (constant). It is based on Alfiatunnisa's statement that was stated that Cronbach Alpha value is  $0.888 > 0.433$  is considered reliable.<sup>47</sup> After processing the data in both classes, descriptive statistical data was obtained. Descriptive statistical facts that has been processed by using SPSS application obtains facts on maximum, minimum and average values as well as preferred deviation and variance. The data that had been processed and obtained in both classes by using SPSS program was

treated in the experimental class with modern learning methods. Meanwhile, in the control class, traditional learning method was applied. To find out the learning outcomes in both classes, a posttest was given after the two classes received the different treatment. This was intended to compare and find out the results of the differences that have been given to the experimental class and the control class. The following are the results of descriptive statistical analysis of pretest and posttest in the experimental class and control class as follows:

**Table 4.** Descriptive Test Statistics

		Preeks	Posteks	Prekntnl	Postkntnl
N	Valid	21	21	21	21
	Missing	0	0	0	0
Mean		63.33	84.05	52.38	64.05
Std. Error Of Mean		4.043	2.642	3.836	3.426
Median		65.00	85.00	55.00	65.00
Mode		70	85	65	85
Std. Deviation		18.529	12.106	17.580	15.702
Variance		343.333	146.548	309.048	246.548
Range		65	45	55	55
Minimum		30	55	25	30
Maximum		95	100	80	85
Sum		1330	1765	1100	1345

Based on the table above, it could be concluded that the results of the pretest before the implementation of modern knowledge in the experimental class with 95 as the maximum score and 30 as the minimum score. The average score is 63.33, the median is 65.00 and the mode is 70. The outcomes of the posttest for the experimental class before the implementation of modern knowledge in the experimental class with 100 as the maximum score and 55 as the minimum score. The average score is 84.05, the median score is 85.00 and the mode is 85. The result of the pretest in control class is 80 as the maximum score and 25 as the minimum score. The average score in control class is 52.38, the median is 55.00 and the mode is 65. The result of the posttest in control class is 85 as the maximum score and 30 as the minimum score. The average score is 64.05, the median is 65.00 and the mode is 85.

Afterwards, normality testing was conducted. Normality testing is used to determine whether the data follows a normal distribution or not.<sup>48</sup> A normal distribution

<sup>47</sup> Elsa Alfiatunnisa, et al., "Uji Validitas Dan Reliabilitas Terhadap Kemandirian Siswa Sekolah Dasar Kelas 1," *Jurnal Hurriah: Jurnal Evaluasi Pendidikan dan Penelitian* 3, no. 2 (2022): 29–36.

<sup>48</sup> Vuri Putri Yonatin, et al., "Analisis Penerapan Project Based Learning Terintegrasi Stem Terhadap Keterampilan Berpikir Kritis Siswa Sekolah Dasar," *Jurnal Ilmiah Pendidikan Dasar* 9, no. 1 (2024): 2274-2284.

data means the data is feasible to use. In this study, normality tests were conducted with Kolmogorov-Smirnov and Shapiro-Wilk tests. It is specified that if the data follows a normal distribution with significance value) >0.05, then the results of the normality test for the experimental class with modern learning methods and the control class with traditional learning methods can be seen in the following table:

**Table 5.** Normality Test

		<b>Tests Of Normality</b>					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Results	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
	Pre_Eks	.155	21	.200*	.958	21	.477
	Post_Eks	.150	21	.200*	.941	21	.231
	Pre_Kntrl	.145	21	.200*	.934	21	.169
	Post_Kntrl	.122	21	.200*	.953	21	.391

\*. This Is A Lower Bound Of The True Significance.

A. Lilliefors Significance Correction

Based on the SPSS output above, for all data from both the experimental and control classes, both pretest and posttest show that the significance values (sig) of Kolmogorov-Smirnov and Shapiro-Wilk tests are >0.05. Therefore, the conclusion drawn from this distribution is that the data in this research follow a normal distribution.

Paired Sample t-Test was then con, also known as a test for two paired samples, which means two samples (experimental class and control class) receive two different treatments. The paired sample t-test was conducted to examine whether there are differences between the pretest and posttest results in the experimental class and the pretest and posttest results in the control class. To determine the presence of differences, the significance value (2-tailed) should be < 0.05. This Paired Sample t-Test is used to address the hypothesis of this research. The following are the results of the Paired Sample t-Test:

**Table 6.** Paired Sample t-Test

		<b>Paired Samples Test</b>							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval Of The Difference		T	Df	Sig. (2-Tailed)
					Lower	Upper			
Pair 1	Preeks – Posteks	-20.714	12.776	2.788	-26.530	-14.899	-7.430	20	.000
Pair 2	Prekntrl – Postkntrl	-11.667	13.166	2.873	-17.660	-5.674	-4.061	20	.001

From the SPSS output results above, it can be concluded that: Based on Pair 1 output, a significance value (2-tailed) of  $0.000 < 0.05$  was obtained, indicating that there is a significant difference in the average student learning outcomes between the pretest and posttest in the experimental class (using modern learning methods). Based on Pair 2 output, a significance value (2-tailed) of  $0.001 < 0.05$  was obtained, indicating that there is a significant difference in the average student learning outcomes between the pretest and posttest in the control class (using traditional learning methods). To answer the hypothesis of this research, it can be concluded that: 1) If the significance value (sig)  $> 0.05$ , then  $H_0$  (null hypothesis) is accepted or  $H_a$  (alternative hypothesis) is rejected, indicating no significant difference in performance. 2) If the significance value (sig)  $< 0.05$ , then  $H_0$  is rejected or  $H_a$  is accepted, indicating a significant difference in performance.

Therefore, based on the output above, since the significance value (2-tailed)  $< 0.05$ , in accordance with Djonomiarjo's opinion,  $H_0$  (null hypothesis) is rejected and  $H_a$  (alternative hypothesis) is accepted, indicating a significant difference.<sup>49</sup> It can be concluded that there is a significant difference in the average scores after conducting pretests and posttests between the experimental class using modern learning methods compared to the control class using traditional learning methods. These results can be observed from the pretest and posttest scores of each class as follows:

**Table 7.** Paired Sample t-Test  
**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Preeks	63.33	21	18.529	4.043
	Posteks	84.05	21	12.106	2.642
Pair 2	Prekntrl	52.38	21	17.580	3.836
	Postkntrl	64.05	21	15.702	3.426

Based on the SPSS output above, it can be seen that the average pretest score for the experimental class was 63.33, and the posttest score was 84.05, indicating an increase of 21%. In contrast, for the control class, the average pretest score was 52.38, and the posttest score was 64.05, showing an increase of only 12%. Therefore, based on these results, it is concluded that the implementation of modern learning methods in the experimental class for teaching Arabic to fourth-grade students at MI Al-Ma'had An-Nur

<sup>49</sup> Triono Djonomiarjo, "Pengaruh Model Problem Based Learning Terhadap Hasil Belajar," *Aksara: Jurnal Ilmu Pendidikan Nonformal* 5, no. 1 (2020): 39–46.

Bantul, Yogyakarta, has a significant impact compared to the traditional learning methods used in the control class, which did not show a significant effect. Consequently, these findings suggest that modern learning methods are more effective to implement in classrooms compared to traditional methods.

Yuemeng Wang,<sup>50</sup> Fairuz Subakir,<sup>51</sup> Imam Makruf,<sup>52</sup> Kurniawan Hamidi,<sup>53</sup> and Husin<sup>54</sup> conducted previous research aimed to explain the success of teaching methods as instructional materials for teachers and students. However, this study differed from previous research in that focused on examining the comparative of the efficacious method between modern and traditional learning methods in enhancing students' understanding of Arabic language learning.

This article compared the effectiveness between modern and traditional learning methods. It was found that the application of modern learning methods is significantly more effective in the classroom compared to traditional methods for fourth-grade students at MI Al-Ma'had An-Nur Bantul, Yogyakarta. This can be seen from the improved learning outcomes with modern learning methods compared to their performance before adopting these methods. Therefore, it is expected that modern learning methods can be a reference for teachers in selecting instructional methods for students to implement in the classroom.

## Conclusion

The findings of this article indicated that the application of modern learning methods aligned with the needs of elementary school students with a playful world. Therefore, the modern learning method was applied in the experimental class, integrating technology-based learning with gamification-based learning. This approach aimed to make students more active and enthusiastic in the learning process, enabling them to

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<sup>50</sup> Yuemeng Wang, "A Comparative Study on the Effectiveness of Traditional and Modern Teaching Methods," *2022 5th International Conference on Humanities Education and Social Sciences (ICHESS 2022)* (2022): 270–277.

<sup>51</sup> Fairuz Subakir, et al., "The Effectiveness of Arabic Learning Materials to Improve Students' Listening Skills at Darussalam Islamic Boarding School," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (2023): 173–191.

<sup>52</sup> Imam Makruf, "Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran Bahasa Arab di Madrasah Aliyah Kabupaten Sukoharjo," *Arabi: Journal of Arabic Studies* 5, no. 1 (2020): 79–90.

<sup>53</sup> Kurniawan Hamidi, et al., "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Interaktif untuk Siswa Madrasah Aliyah," *Journal on Education* 5, no. 2 (2023): 5289–5296.

<sup>54</sup> Husin, Hisana Zahran Dhia and Luthfia Khoiriyatunnisa, "Pemanfaatan Platfrom Instagram Sebagai Media Pembelajaran Bahasa Arab untuk Pemula," *Prosiding Konferensi Nasional Bahasa Arab 7* (2021): 543–554.

better receive and understand the taught material. As discussed earlier with the SPSS data, the impact of these modern learning methods led to improved learning outcomes in Arabic language education. In contrast, the traditional lecture-based method applied by teachers in the control class tended to make students sleepy and disengaged during lessons. Consequently, students often did not pay attention to the material presented by the teacher. This situation was also reflected in the SPSS data mentioned earlier. Therefore, the use of modern learning methods in Arabic language education proved to be more effective and suitable for students' conditions compared to traditional methods, which have not adequately adapted to their needs. Consequently, it was expected that modern learning methods can be a reference for teachers in their teaching practices, aiming to optimize and achieve the set learning goals in the classrooms.

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### **Author Contributions Statement**

The first author (BP) was the first author in this article, while the second author (HK), the third author (BH) and (MA) were the fourth authors and (DA) helped the author a lot in writing and compiling this article.

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