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The Effect Of Spinning Wheel Media On Motivation To Learn Arabic For Grade IV Students MI Hidayatus Shibyan Cirebon

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article info	abstract
<p>Article history: Received: 10 04 2025 Accepted: 14 04 2025 Published: 30 04 2025</p> <p>Keywords: Spinning wheel, Motivation, Arabic Learn</p>	<p>This research is based on the low motivation and enthusiasm of students in participating in Arabic language learning. This study aims to determine the influence of spinning wheel media on students' motivation to learn Arabic. This type of research is quantitative research with experimental methods. The research design used is a pre-experimental one group pretest-posttest design. The population and sample from the study consisted of 32 students of MI Hidayatus Shibyan class IV. Data collection techniques use observation, questionnaires (warm). Data analysis used validity tests, reliability tests, normality tests, homogeneity tests, hypothesis tests, and n-gains. The results of the study showed that the use of Spinning Wheel learning media from the results of the observation sheets obtained was 100% with the category of very good. From the results of the questionnaire calculation on the motivation to learn Arabic, grade IV students obtained 85% results which were very strong. There is an influence of the use of Spinning Wheel learning media on the motivation to learn Arabic of fourth grade students of MI Hidayatus Shibyan, Cirebon Regency, this is seen from the results of the Paired T Test hypothesis test, which is $0.000 < 0.05$ which means that H_a is accepted and H_0 is rejected. It can be concluded that there is an influence between spinning wheel media on the learning motivation of fourth grade students of MI Hidayatus Shibyan, Cirebon Regency.</p>

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<p>Riwayat artikel: Diterima untuk direview: 10 04 2025 Diterima: 14 04 2025 Diterbitkan: 30 04 2025</p> <p>Keywords: Spinning Wheel, Motivasi, Pembelajaran Arab</p>	<p>Penelitian ini didasarkan pada rendahnya motivasi dan semangat siswa dalam mengikuti pembelajaran bahasa Arab. Penelitian ini bertujuan untuk mengetahui pengaruh media roda berputar terhadap motivasi siswa untuk belajar bahasa Arab. Jenis penelitian ini adalah penelitian kuantitatif dengan metode eksperimental. Desain penelitian yang digunakan adalah desain pretest-posttest satu kelompok pra-eksperimental. Populasi dan sampel dari penelitian terdiri dari 32 siswa MI Hidayatus Shibyan kelas IV. Teknik pengumpulan data menggunakan observasi, kuesioner (hangat). Analisis data menggunakan uji validitas, uji keandalan, uji normalitas, uji homogenitas, uji hipotesis, dan n-gain. Hasil penelitian menunjukkan bahwa penggunaan media pembelajaran Spinning Wheel dari hasil lembar observasi yang diperoleh adalah 100% dengan kategori sangat baik. Dari hasil perhitungan kuesioner tentang motivasi belajar bahasa Arab, siswa kelas IV memperoleh hasil 85% yang sangat kuat. Ada pengaruh penggunaan media pembelajaran Spinning Wheel terhadap motivasi belajar bahasa Arab siswa kelas IV MI Hidayatus Shibyan, Kabupaten Cirebon, hal ini terlihat dari hasil uji hipotesis Tes T Berpasangan, yaitu $0,000 < 0,05$ yang berarti H_a diterima dan H_0 ditolak. Dapat disimpulkan bahwa terdapat pengaruh antara media roda berputar terhadap motivasi belajar siswa kelas IV MI Hidayatus Shibyan, Kabupaten Cirebon.</p>

INTRODUCTION

According to Mardiana and Sumiyatun, improving the quality of learning is the core of education reform in any country. Improving the quality of national education depends on the quality of learning. However, improving the quality of learning is very contextual, greatly influenced by the social and cultural conditions of schools and their environment. So education that is said to be of quality if it continues to improve in terms of the quality of learning which is adjusted to the set curriculum (Wahyuni, 2022).

According to the Spiritual (in Mudlofir & Rusyidiyah, 2017) said that learning media is an educational tool used as an intermediary, by using a performer in the teaching and learning process to increase the effectiveness and efficiency of achieving instructional goals. Learning media includes teaching aids, such as pictures, demonstrations, cards, and the like. So learning media is everything that is used to convey messages, so that it can stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning goals.

During learning at school, teachers can create an interesting learning atmosphere through innovative, creative, and varied learning media. So that it can optimize the learning process and learning achievement in students. In the Qur'an there is an explanation of the basis for the use of learning media in the teaching and learning process. The words of Allah in surah An-Nahl verse 44, namely:

وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ يَتَفَكَّرُونَ ٤٤

Meaning: (We sent them) with clear proofs and books. We have sent down az-Zikr (the Qur'an) to you so that you may explain to people what has been revealed to them and for them to think.

Similarly, when facing the problem of using learning media, teachers must pay attention to the development of students' religious spirit, because this factor is the purpose of learning media. Without considering and understanding the child's mental development or the student's level of thinking ability, it is difficult for teachers to expect success.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ١٢٥

125. Call (people) to the way of your Lord with wisdom and good teaching, and argue with them in a better way.

The use of media in learning must be considered, namely the aspect of the message that is to be conveyed to students, including the use of polite and positive language. And the teacher must explain it in logical language so that students can receive the message well. Thus, the media here means that spoken language is the delivery of messages (Pito, 2018)

According to Hamzah, Utami, & Zulkarnain in (Fransis Kurnianingsih & Amelia, 2023) Learning media Spinning Wheels Or commonly known as rotating wheel learning media is a medium in the form of a pictorial circle that is rotated, moving on its axis so that it stops at one part of the image.

According to Wakhidati Nurrohmah, Putri Arabic is one of the subjects that occupies a very important position in the world of education. Especially Islamic educational institutions, both public schools and private schools at certain levels and programs, Arabic is a must to be taught to students. The scope of Arabic language learning includes: linguistic elements, language skills, and cultural aspects. Where linguistic elements consist of grammar (qawaidu al-lughah), vocabulary (mufradat), pronunciation and spelling (ashwat arabiyyah). Meanwhile, language skills include listening skills (maharatu al-istima), speaking skills (maharatu al-kalam), reading skills (maharatu al-qira'ah) and writing skills (maharatu al-kitabah). Cultural aspects are the meanings contained in oral and written texts (Putri, 2017).

According to Kumala (2018) The main reason Arabic teaching is held at MI is to provide knowledge of vocabulary mastery so that if students continue their education to a higher level, they will not experience difficulties. Therefore, the main focus in teaching Arabic is vocabulary mastery. By mastering a lot of vocabulary, students can easily master other language skills. These Arabic skills include listening skills (Istima'), speaking (alkalamu), reading (Iqra'), and writing (al-kitabatu).

Motivation has a very important role in the teaching and learning process, both for teachers and students. For teachers, knowing the learning motivation of students is very necessary to maintain and increase students' enthusiasm for learning. For students, learning motivation can foster the spirit of learning so that students are encouraged to do learning acts. Students do learning activities happily because they are motivated by motivation.

According to (Efendi Damanik, Irawan, Saifullah, et al., 2022) Motivation can be interpreted as a driving force that has become active. The motive becomes active at any given moment, especially when the need to achieve the goal is strongly felt or urgent. Strong motivation will foster passion, enthusiasm, and a feeling of pleasure to learn. A person will show interest, attention, full concentration, high perseverance, and performance-oriented without feeling bored when he has the motivation to learn.

Previous research was conducted by wakhidati Nurromah Putri (Putri, 2017) There are/found that learning media has a positive influence on students' motivation to learn Arabic, where if in learning teachers use learning media to the maximum, then motivation in learning is high. On the other hand, if the use of media is minimal, then the motivation will be low. The subjects of the research are all students of the flagship class of MTS N located in Plupuh Sragen which totals 94 students.

Based on the problems in the field, it can be concluded that the researcher found a symptom that the researcher saw a less interesting Arabic learning atmosphere, during the learning process it was known that the teacher was still using the method of lectures, asking questions, and ending assignments so that students were not fully involved in the learning. In addition, teachers never use learning media when teaching. So this study discusses the lack of motivation and enthusiasm in learning Arabic so that the researcher discusses the influence of spinning wheel media on the motivation to learn Arabic of fourth grade students of MI Hidayatus Shibyan.

METHODS

This study applies a quantitative approach with the type of experimental research using a research design Pre-Experimental One-Group Pretest-Posttest Design (One Pre-Postes Group). In this design, there is a Pretest before being treated. Thus, the results of treatment can be known more accurately, because they can compare with the situation before being given treatment (Kurniawan, 2017:15). The research site is at MI Hidayatus Shibyan, Cirebon Regency. The population and sample are all grade IV students of MI Hidayatus Shibyan, Cirebon Regency consisting of 32 students consisting of 17 males and 15 females. Data collection techniques are in the form of Observation and Questionnaire. The observation technique was carried out by observing teachers' activities using learning media Spinning Wheels during the learning process and to find out if the experimental method by using the media Spinning Wheels can increase students' motivation to learn. A questionnaire is a list that contains a series of questions about a problem to be researched. This technique is used to obtain information from respondents regarding students' learning motivation. The research instrument uses a check-list method with a choice of answers that have been provided by the researcher. Data analysis used validity test, reliability test, questionnaire data analysis, normality test, homogeneity test, hypothesis test and n-gain.

RESULTS AND DISCUSSION

Results of Analysis on the Use of *Spinning Wheel Media* for Grade IV Students of MI Hidayatus Shibyan, Cirebon Regency

This observation data was taken from observations of teacher activities in learning activities in grade IV MI Hidayatus Shibyan, Cirebon Regency: The Use of *Spinning Wheel Media* in Arabic Language Learning. The teacher's activity observation sheet is filled in by observers during learning.

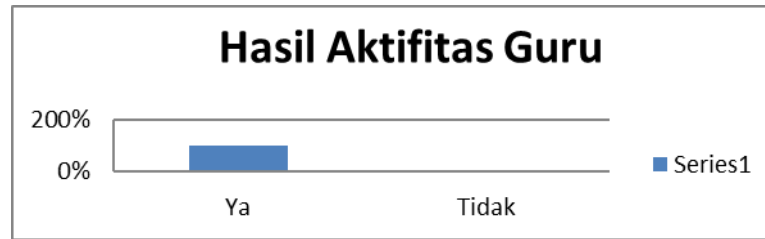


Figure 1. Results of Teacher Activity

Based on the table above, it can be seen that in the observation of the use of spinning wheels media, a total score of 10 was obtained. The use of spinning wheel media, teachers can carry out everything according to the indicators of the use of spinning wheel media. From this data, the percentage obtained is 100% with the category of very good.

Results of Analysis of Arabic Learning Motivation of Grade IV Students at MI Hidayatus Shibyan, Cirebon Regency

The calculation for this questionnaire sheet uses the *Likert Scale* with four alternative answers, namely in a positive statement a value of 4 for the always-answer, a value of 3 for the answer often, a value of 2 for the answer sometimes, a value of 1 for the never-ending answer. On the other hand, in negative statements i.e. the value used is a value of 1 for the answer always, a value of 2 for the answer often, a value of 3 for the answer sometimes, a value of 4 for the answer never.

Below is an overview of the Pretest Posttest score results of each student:

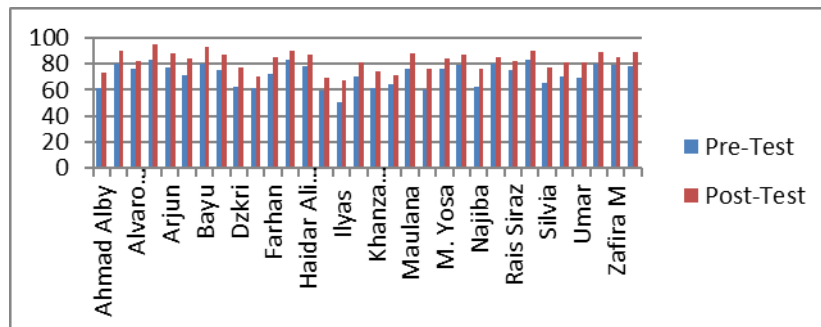


Figure 2. Pretest Posttest Score

From the graph above, it can be seen that in the activity before being given the treatment (Pretest), the lowest score was 51 and the highest score was 83. Meanwhile, after being given treatment (Posttest), the lowest score was 67 and the highest score was 95. The following is the average value of the pretest score:

$$\text{Rata - rata} = \frac{\text{Total Skor}}{\text{Jumlah Siswa}}$$

$$\text{Rata - rata} = \frac{2296}{32}$$

$$\text{Average} = 71.75$$

Based on the calculation above, the average score before being given treatment (pretest) is 71.75. Meanwhile, the average posttest score is:

$$\begin{aligned} \text{Rata - rata} &= \frac{\text{Total Skor}}{\text{Jumlah Siswa}} \\ \text{Rata - rata} &= \frac{2633}{32} \\ \text{Average} &= 82.28 \end{aligned}$$

Results of Analysis on the Influence of *Spinning Wheel Media* on the Motivation to Learn Arabic for Grade 4 Students of Mi Hidayatus Shibyan, Cirebon Regency

Table 1. Result

No.	Statistics	Result
1.	Normality Test	$0.857 > 0.05$
2.	Homogeneity Test	$0.207 > 0.05$
3.	Hypothesis Test	$0.000 < 0.05$

Based on the table above, it can be seen that the significant value of the Kolmogorov-Smirnov Test in the questionnaire data is stated to be normally distributed. This can be found based on the results of the data normality test of 0.857 exceeding alpha 0.05. Therefore, it can be concluded that the data used in this study are normally distributed.

Based on the table above, it can be seen that the homogeneity test of the questionnaire data obtained a significance value based on mean of 0.207 using the level of significance ($\alpha = 0.05$), then it can be found that $0.207 > 0.05$. Thus, it can be concluded that the student learning motivation questionnaire has the same or homogeneous variance. Based on these criteria, $\text{Sig} < \alpha$ is obtained, which is $0.000 < 0.05$, so that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant influence between spinning wheels media on student learning motivation.

Based on the analysis above, it shows that one way to increase student learning motivation is to apply good and interesting learning media. Learning media is one of the factors that can trigger student learning motivation, namely extrinsic factors. Learning media is very helpful to convey learning materials so that students will easily understand the material that will be delivered by the teacher. The more interesting the learning media that will be used by teachers, the more enthusiastic students will be in following the learning process.

The results of this research are strengthened by the results of research conducted by Wakhidai Nurrohmah Putri (Putri, 2017) The results of this study show that there is a significant influence between learning media on students' motivation to learn in Arabic. Research conducted by Dewi Astuti Prilia Linda Astuti Ibrahim (2021) (Maisaroh et al., 2019) The results showed that the use of learning media had a positive influence on students' learning motivation and the two variables had a moderate relationship. Learning media has an influence of 33.7%, while 66.3% is influenced by other factors.

CONCLUSION

Media use Spinning Wheel fourth grade student of MI Hidayatus Shibyan, Cirebon Regency. Implementation of learning using learning media Spinning Wheel In Arabic

subjects, teachers and students interact with each other. Based on the results of the teacher's observation using the media Spinning Wheel obtained a very good category because judging from the observed aspects, it was obtained 10 according to the statement item, so that it can be known that the percentage of teachers' activities in carrying out media Spinning Wheel 100% is included in the very good criteria. Based on the results of the score, it can be concluded that the motivation to learn Arabic for grade IV students at MI Hidayatus Shibyan is included in the very strong category. Average pretest = 71.75 and Average posttest = 82.28.

There is an influence on the use of media Spinning Wheel regarding the learning motivation of fourth grade students of MI Hidayatus Shibyan, Cirebon Regency, this is seen from the normality test, a Sig > value was produced, which is $0.857 > 0.05$, so that the data is distributed normally. The results of the homogeneity of Sig. > are $0.207 > 0.05$, so the data has a homogeneous variant. Based on the results of the hypothesis test α Paired T Test obtained a Sig. < value which is $0.000 < 0.05$ which means H_0 accepted and H_1 rejected. So it can be concluded that there is an influence between the media Spinning Wheel on the learning motivation of fourth grade students of MI Hidayatus Shibyan, Cirebon Regency.

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