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The Influence of Learning Methods and Media on the Teaching Effectiveness of Arabic Language Teachers

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ABSTRACT

This study investigated the influence of teaching methods and media on the effectiveness of Arabic language instruction by teachers in Kampar District. A quantitative correlational research design was employed, conducted in Kampar in 2022. The participants were 39 Arabic language teachers in the district. Data was collected through questionnaires, observations, and document analysis. SPSS version 26 used to analyze the data. The findings revealed a significant positive correlation between the combined use of effective teaching methods and media and the overall effectiveness of Arabic language teaching. Based on these results, it was recommended that schools provide teachers with training on strategies to enhance teaching effectiveness. Additionally, teachers should be encouraged to explore and implement innovative teaching methods and media to improve their instructional practices.

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Keyword

Method; Media; Effective Education; Teacher; Arabic Language.

مستخلص البحث

إن استخدام الطريقة ووسائل التعليم له دور مهم في تعليم اللغة العربية الفعالة. وهدف هذا البحث هو لمعرفة تأثير الطرق ووسائل التعليم على فعالية تعليم اللغة العربية من قبل المعلمين في منطقة كمبار. هذا البحث باستخدام المنهج الكمي الارتباطي. يقع هذا البحث في منطقة كمبار عام ٢٠٢٢. وموضوع هذا البحث معلموا اللغة العربية في منطقة كمبار. فإن موضوع هذا البحث هو التعليم الفعال. وكان مجتمع هذا البحث ٣٩ معلماً. فأما تقنيات جمع البيانات فهي الاستبيان والملاحظة والوثائق. تقنية تحليل البيانات باستخدام برنامج SPSS الإصدار ٢٦. وقد دلت نتائج هذا البحث أن تطبيق الطريقة واستخدام وسائل معاً لهما تأثير كبير على التعليم الفعال للمعلم. وأوصى هذا البحث بأن تقوم المدارس بإشراك المعلمين في التدريب المتعلق بالجهود المبذولة لتحسين التعليم الفعال للمعلمين، ويكون المعلمون أكثر إبداعاً في توفير الطرق والوسائل المبتكرة في التعليم.

الطريقة; الوسيلة; التعليم الفعال; المعلم; اللغة العربية

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INTRODUCTION

A deep understanding of different learning methods and media has a significant impact on teachers' ability to teach, we can identify the most effective approaches to improve students' understanding and skills in Arabic (Fauzi & Anindiati, 2021; Husein et al., 2023). Education is currently required to develop learning approaches to the dynamics of education and technological developments (Muhammad & Nurdyansyah, 2015). The expected education can accommodate the needs of students (Rapanta et al., 2021). In the future, education will persist as a challenge, adapting and evolving in accordance with the advancements in science and technology (Siska et al., 2021).

Technological advances have a positive impact on the progress of education, especially technology provides many opportunities for the world of education to support the learning process more easily and interestingly. Therefore, education can influence human development in all aspects of personality (Nurdyansyah & Fitriyani, 2018). The development of science and technology also affects the quality of the learning system in schools (Almaiah et al., 2020). Technology is certainly present in Arabic language learning media, which requires learning innovations that are expected to attract students' attention so that language learning becomes more interesting, easy, and enjoyable with the help of methods and media.

There are two types of language learning, the first is the *naturalistic type*, natural, learn to be independent, and accidentally. The second type, which is *formal*, takes place in the classroom, with the teacher, materials, and learning aids that have been prepared (Zalyana, 2010). Similarly, learning Arabic can be done formally or non-formally (Noor et al., 2023). The teacher holds the responsibility to conduct effective teaching to ensure that learning objectives are met (Huang et al., 2024; Sumiyani et al., 2024). A good and effective learning process involves the active involvement of students using different learning methods (Al Farobi et al., 2023).

If learning facilities and infrastructure are sufficient, teachers employ engaging teaching methods, and students actively participate in the learning process, they can effectively grasp the material without feeling bored or fatigued during classroom sessions (Hanaysha et al., 2023). Technological advancements play a crucial role in creating a conducive learning environment where various stakeholders are involved, ensuring that students feel at ease throughout the learning process (Nurdyasnyah & Andiek, 2015). The use of learning strategies and methods, the design of learning materials, the use of learning media, the assessment of learning, and the teaching style are important aspects that affect learning effectiveness (Sanjaya, 2011).

Teaching methods are a level of program planning that is comprehensive and closely related to the steps for procedurally delivering the lesson material and are not in conflict with each other (Hermawan, 2018). However, it's important to acknowledge that teachers' perspectives on teaching methods are greatly shaped by their context, which encompasses their institution and the students they teach (Wesely et al., 2024). However, the choice of this method needs to be carefully planned by the learning designer and also the teacher (Honebein & Honebein, 2015). Apart from applying methods, it would be good if learning is varied by using media so that there is no watching and no boredom during the learning process (Nufus, 2019). Educational media serves as a valuable tool in facilitating the teaching and the process of learning, aiding in the comprehension of the teacher's message and ultimately enhancing the attainment of learning objectives (Wani et al., 2023).

Relevant research on methods and media has been studied by previous researchers who found that there is a positive and significant influence of teachers' teaching methods and learning media on students' learning motivation (Khasanah, 2014), there is a significant influence between the use of learning methods and students' achievement in learning English (Setyowati et al., 2020), The teaching methods used by teachers and the availability of learning facilities influence learning outcomes (Afifatusholihah, 2022). Many students are unable to speak Arabic well due to lecturers' lack of competence in selecting appropriate learning methods (Bahruddin, Uril; Halomoan; Sahid, 2020). Thus, it can be concluded that the right learning method has a positive influence on motivation, learning outcomes, and interests. However, the influence of learning methods and media simultaneously on effective Arabic language teaching has never been studied.

Based on the researcher's initial interviews with Arabic language teachers in Kampar District, the majority reported using learning methods such as question-and-answer and discussion, along with media like pictures and flashcards to teach Arabic vocabulary. However, this did not contribute positively to the teachers' effective teaching of Arabic language learning. This can be seen from the fact that students' enthusiasm for the learning material is still low, students' motivation and activity in learning is not optimal, so that learning seems boring (Iqbal, 2022).

The research problem formulated in this study is: Do learning methods and tools influence the effectiveness of Arabic language teachers' instruction in Kampar district? Accordingly, the objective of this research is to examine the impact of learning methods and media on the effectiveness of Arabic language teachers' instruction in Kampar district. Based on the background provided by the researcher, it can be concluded that investigating the influence of learning

methods and media on the effective teaching of Arabic language teachers in Kampar district is both relevant and essential.

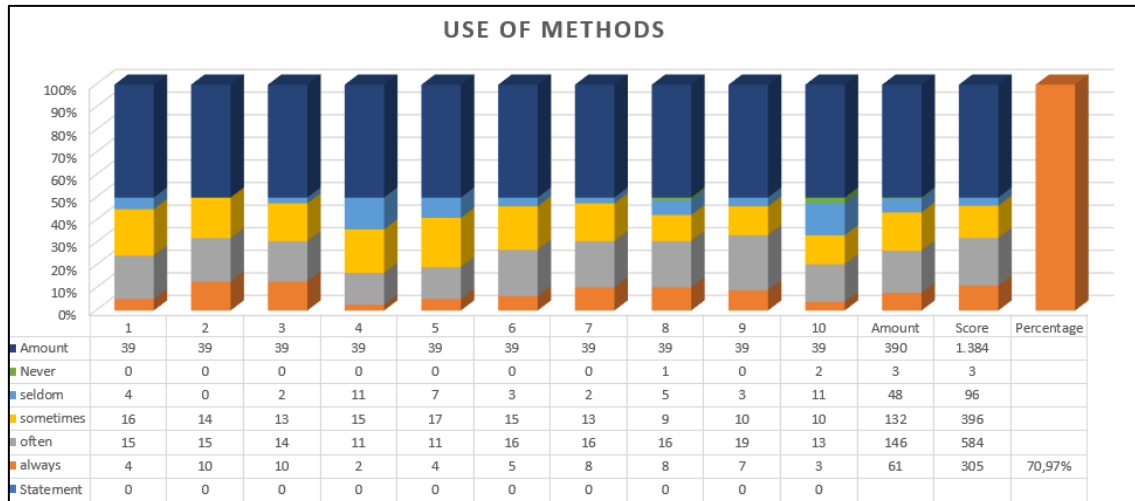
METHOD

This study employed correlational quantitative research method, which involves collecting data using research instruments and analyzing it statistically to test predefined hypotheses. (Azwar, 2014; Sugiyono, 2016). Quantitative correlational research aims to ascertain whether a relationship exists between two or more variables (Arikunto, 2005). This research conducted in Kampar District in 2022. The subject of this research was Arabic language teachers in Kampar District, while the object of research is Active Teaching. The population of this study were all 39 *Madrasah Tsanawiyah* (Islamic junior high school) Arabic Language teachers in Kampar District. Data collection techniques in this study included questionnaires, observation, and documentation. The data analysis used SPSS software version 26 to measure all variables, utilizing the Product Moment and reliability testing with Cronbach's Alpha formula (Arikunto, 2010), while data analysis techniques perform the Prerequisite Analysis Test, Normality Test, Linearity Test, Multicollinearity Test, Heteroscedasticity Test, Autocorrelation Test (Sudana & Setianto, 2018). Inferential statistical analysis involves the Coefficient of Determination Test and the Individual Parameter Significance Test (t-test). If the calculated t-value exceeds the t-table value or the probability is below the significance level ($\text{Sig} < 0.05$), this indicates that H_a is accepted and H_o is rejected, meaning the independent variable affects the dependent variable. Conversely, if the calculated t-value is less than the t-table value or the probability exceeds the significance level ($\text{Sig} < 0.05$), H_a is rejected and H_o is accepted, indicating that the independent variable does not affect the dependent variable.

RESULTS & DISCUSSION

Use of Methods

The data that has been obtained is as follows:



The graph above presents data from a questionnaire on the use of learning methods for 39 respondents. The responses were categorized into five frequency levels: always, often, sometimes, seldom, and never. Based on the results from 10 questionnaire statements, 61 responses were marked as 'always', 146 as 'often', 132 as 'sometimes', 48 as 'seldom', and 3 as 'never'. From the questionnaire data, a total score of 1,384 was obtained with a percentage of 70.97%. This shows that most respondents reported the frequent use of learning methods.

Based on the calculation results, the application of the method variable scored 70.79%, which falls within the 60%–79.99% range and is categorized as 'good' (Black & Wiliam, 2009). It means that the application of the learner method is good. This is evident from the fact that most respondents fall into the 'often' and 'sometimes' categories. The 'never' category has a minimal count (only 3), indicating that only a small portion of respondents are dissatisfied. Overall, the evaluation shows that the implementation of this method has achieved positive results, falling into the 'good' category, although there is still room for improvement based on the number of respondents in the lower category. Teaching performance assessment involving student input is important (Darling-Hammond, 2000), where it also needs to be done in and good evaluation provides clear information about where students' strengths and weaknesses are (Blannin et al., 2024), effective learning requires regular evaluation through student responses effective learning requires regular evaluation through student responses (Karunaratne et al., 2024; Williams, 2024), and that student satisfaction and response are important indicators of the success of teaching methods (Tinto, 2015; Zhu & Li, 2024).

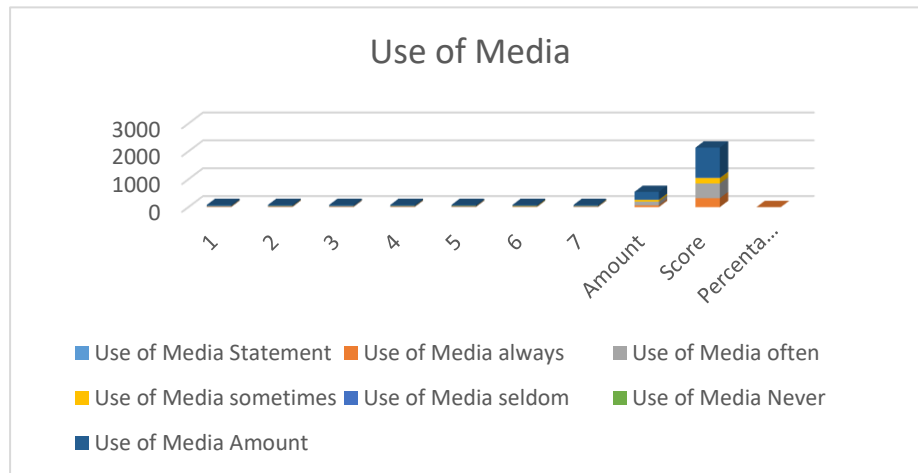


Figure 1. Graph of using learning media

The graph above presents data from a questionnaire on the use of learning media among 39 respondents. The data is categorized based on five frequency levels: always, often, sometimes, seldom, and never. Based on the questionnaire consisting of 7 statements, data was obtained that 64 respondents chose 'always', 132 respondents chose 'often', 66 respondents chose 'sometimes', 11 respondents chose 'seldom', and 0 chose 'never'. From the questionnaire data, a total score of 1,068 was obtained with a percentage of 78.24%. The results of the questionnaire indicate that the use of media in learning is extensive and perceived as effective in enhancing the teaching and learning process.

Based on the outcome of the calculations, the acquisition value of the media usage variable is 78.24% which lies in the range of 60% - 79.99% in the good category. This means that the use of learning media is good. The use of media in learning is a very important (Sanulita et al., 2024), In particular, media also has a very significant influence on the effectiveness of learning (Stanciulescu et al., 2024)

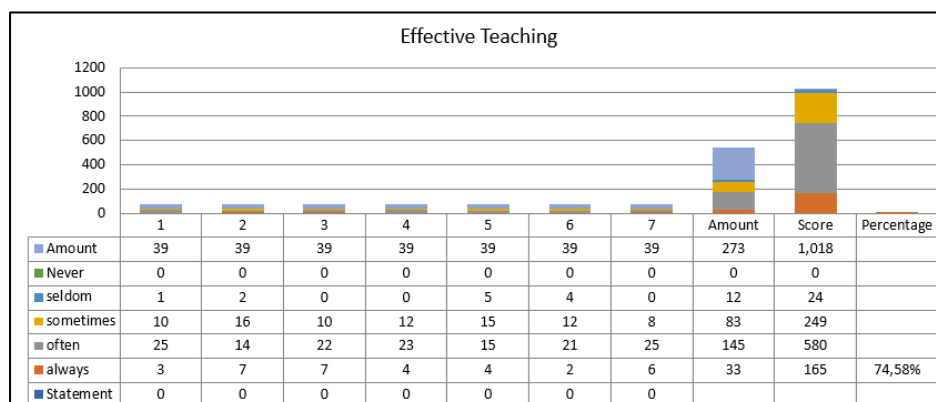


Figure 2. Graph of Effective Teaching

The graph above presents data from a teaching effectiveness questionnaire on 39 respondents. In presenting the data, an assessment was made based on five frequency categories, namely always, often, sometimes, seldom, and never. Based on the questionnaire consisting of 7 statements, data was obtained that 33 respondents chose 'always', 145 respondents chose 'often', 83 respondents chose 'sometimes', 12 respondents chose 'seldom', and 0 chose 'never'. From the questionnaire data, a total score of 1,018 was obtained with a percentage of 74.58%. The results of the questionnaire indicate that the teaching carried out is quite effective with the use of methods and media that support the teaching and learning process.

Based on the outcome of the calculations, the acquisition value of the teacher's effective teaching variable is 74.58% which lies in the range of 60% - 79.99% in the good category. This means that the teacher's effective teaching is good, where linguistically responsive teachers will implement lessons that strongly support learning (Flynn et al., 2024).

Table 1. Validity Test

Variable	Statement	r hitung	r table	Decision
Application of the Method	P1	0,749	0,316	Valid
	P2	0,853	0,316	Valid
	P3	0,710	0,316	Valid
	P4	0,620	0,316	Valid
	P5	0,641	0,316	Valid
	P6	0,718	0,316	Valid
	P7	0,746	0,316	Valid
	P8	0,751	0,316	Valid
	P9	0,657	0,316	Valid
	P10	0,671	0,316	Valid
Media Use	P11	0,766	0,316	Valid
	P12	0,843	0,316	Valid
	P13	0,791	0,316	Valid
	P14	0,852	0,316	Valid
	P15	0,738	0,316	Valid
	P16	0,777	0,316	Valid
	P17	0,691	0,316	Valid
Effective Teaching Teachers	P18	0,579	0,316	Valid
	P19	0,814	0,316	Valid
	P20	0,646	0,316	Valid
	P21	0,576	0,316	Valid
	P22	0,677	0,316	Valid
	P23	0,668	0,316	Valid
	P24	0,695	0,316	Valid

If $r_{hitung} \geq r_{table}$, then the statement items are considered valid. The r_{table} value can be found in the r_{table} using the formula $N-2=39-2=37$, resulting in $r=0.316$ (refer to the r_{table}). From the table above, it is shown that the r_{hitung} value for all statements exceeds r_{table}

(0.316). This indicates that the instrument used to measure the direct method variable is valid.

Table 2. Reliability Test

Variable	Cronbach's Alpha	Measure Value	Decision
Application of the Method	0,888	0,6	Reliable
Media Use	0,890	0,6	Reliable
Effective Teaching Teachers	0,790	0,6	Reliable

When the reliability value falls below 0.6, the measuring instrument utilized is considered unreliable. The table shows that the Cronbach's Alpha values for each variable are 0.888, 0.890, and 0.790, all exceeding 0.6. This indicates that the measuring instrument employed to gauge the direct method variable is reliable.

Table 3. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Effective Teaching Teacher * Implementation of the method	Between Groups	(Combined)	312.090	19	16.426	2.850	.014
		Linearity	215.241	1	215.241	37.348	.000
		Deviation from Linearity	96.849	18	5.380	.934	.556
	Within Groups		109.500	19	5.763		
	Total		421.590	38			
Effective Teaching Teacher * using media	Between Groups	(Combined)	289.723	15	19.315	3.369	.004
		Linearity	171.166	1	171.166	29.855	.000
		Deviation from Linearity	118.557	14	8.468	1.477	.197
	Within Groups		131.867	23	5.733		
	Total		421.590	38			

From the table above, the significance value that indicates the deviation from linearity between each independent variable and the dependent variable is 0.556 and 0.197 > 0.05. Thus, it can be interpreted that the variables fulfill the linearity assumption.

Table 4. Heteroscedasticity Test

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.635	1.393		-1.174	.248
	Penerapan Metode	.055	.038	.268	1.454	.155
	Penggunaan Media	.049	.056	.162	.876	.387

a. Dependent Variable: Abs. Res

The significance value obtained from the **Gleiser** test for the independent variable and the absolute residual is 0.155 and $0.387 > 0.05$. Therefore, it can be concluded that there is no heteroscedasticity present in the regression model of this study.

Table 5. Test Of Correlation Coefficient (R) and Determination (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.772 ^a	.596	.574	2.17424

a. Predictors: (Constant), Penggunaan Media, Penerapan Metode
b. Dependent Variable: Effective Teaching Guru

The correlation coefficient (R) reflecting the significance of the relationship between the independent variable and the dependent variable is 0.772, which falls within the range of 0.600 to 0.799, indicating a strong association. This implies that there is a robust relationship between the application of methods and the use of media in relation to effective teaching by teachers.

The coefficient of determination (R²) is 0.596, indicating that 59.6% of the effectiveness of teachers' instruction is influenced by the application of methods and the use of media. Conversely, the remaining 40.4% is due to other variables that are not included in this regression model.

Table 6. Simultaneous Test (F Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	251.406	2	125.703	26.591	.000 ^b
	Residual	170.184	36	4.727		
	Total	421.590	38			

a. Dependent Variable: Effective Teaching Guru
b. Predictors: (Constant), Penggunaan Media, Penerapan Metode

Based on the table provided, the computed F value is 26.591, with a significance level of 0.000. Conversely, the critical F value at a 5% significance level. Thus, the results obtained $F_{\text{count}} (26.591) > F_{\text{table}} (3.259)$ or significance $(0.000) < 0.05$. Thus, it can be seen that the application of methods and the use of media together have a significant effect on teachers' teaching effectiveness.

Table 7. Partial Regression Coefficient Test (t-Test)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.718	2.478		3.518	.001
	Penerapan Metode	.276	.067	.522	4.120	.000
	Penggunaan Media	.277	.100	.350	2.766	.009

a. Dependent Variable: Effective Teaching Guru

The critical t-value is determined at a 5% significance level (two-tailed) using the following equation, $t_{table} = 2.028$ (see t table with $df = 36$ and level of significance 0.025). Application of the method, Obtained $t_{value} (4.120) > t_{table} (2.028)$ or Sig. (0,000) < 0,05. This means that the variable application of methods has a significant effect on teachers' effective teaching. Use of media, Obtained $t_{value} (2.766) > t_{table} (2.028)$ or Sig. (0,009) < 0,05. This means that the media use variable has a significant effect on teachers' effective teaching.

The Result of Multiple Regression Equation is $Y = 8.718 + 0.276 X_1 + 0.277X_2 + e$. The significance of the numbers in the regression equation provided: The constant value (a) is 8.718. This indicates that when the variables of method application and media use are presumed to be zero (0), the teacher's effective teaching score is 8.718, the regression coefficient for the method application variable is 0.276. This indicates that for each one-unit increase in method application, the effective teaching score of the teachers will increase by 0.276, assuming that all other variables remain constant, and the regression coefficient for the media usage variable is 0.277. This means that for each one-unit increase in media usage, the effective teaching score of the teachers will rise by 0.277, assuming all other variables remain constant, and the standard error (e) is a stochastic variable with a probability distribution that includes all factors influencing teachers' effective teaching that are not accounted for in the equation.

Overall, the findings of this study are consistent with existing theories and previous research indicating that both the use of diverse learning methods and effective use of media significantly contribute to the perception of teaching effectiveness. The relatively high scores across all variables validate the theoretical frameworks suggesting that teaching strategies must be varied and media-enhanced to meet the diverse learning needs of students (Black & Wiliam, 2009; Flynn et al., 2024). Furthermore, the correlation and regression analysis results, which show that method application and media use together explain 59.6% of teaching effectiveness, reinforce the multifactorial model of instructional success where no single strategy suffices but an integrated approach produces better outcomes. This is in line with the findings of Darling-Hammond (Darling-Hammond, 2000a) and Zhu & Li (Zhu & Li, 2024), who argue that successful teaching is built upon comprehensive instructional planning, student-centered strategies, and continuous formative feedback based on student responses. Thus, the empirical findings of this study substantiate and expand prior theories by providing quantitative confirmation of the substantial impact of teaching practices and media usage on instructional effectiveness

CONCLUSIONS

Based on the data analysis and discussion provided, it can be concluded that learning methods and media have a significant impact on the effective teaching of teachers in Kampar District. This is evident from the F-test results, where the F_{count} (26.591) $>$ F_{table} (3.259), with a significance level (0.000) $<$ 0.05. Therefore, the combined application of methods and media significantly impacts effective teaching. The coefficient of determination (R^2) value of 0.596 indicates that 59.6% of the variation in teachers' effective teaching can be attributed to the application of methods and media. The remaining 40.4% is affected by additional variables not accounted for in this regression model, and the method application yielded a t-value (4.120) $>$ t table (2.028) or Sig. (0,000) $<$ 0,05. This means that the variable application of methods has a significant effect on effective teaching. While the use of media obtained the value of t count (2.766) $>$ t table (2.028) or Sig. (0,009) $<$ 0,05, This means that the variable of media use has a significant effect on teachers' effective teaching. Thus, it is schools are expected to provide or include teachers in training related to efforts to improve teachers' effective teaching. Teachers are expected to provide appropriate methods and media to students to improve teachers' effective teaching, teachers are expected be more creative in providing innovative methods and media so as to keep students engaged, teachers use effective teaching systems to students so that learning can take place properly. This study suggests that further research examines the development of learning methods and media so that the combination of the two is appropriate.

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