

Development of Animated Videos Based on the CapCut application to Improve Mastery of Vocabulary in Maharah Istima' at SDN 7 Banda Aceh

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ABSTRACT

This study aims to improve the abilities of 6th grade students at SDN 7 Banda Aceh in mastering Arabic vocabulary through Maharah Istima' (listening skills) by developing animated video media using the CapCut application, because CapCut is an application that is easy to operate and produces good animated videos. The research method used is R&D research, with the ADDIE model, which has 5 stages, namely analysis, design, development, implementation, and evaluation. The results of this study are that animated videos can improve students' Maharah Istima' in mastering vocabulary. This can be seen from the ease with which students understand the material. Initially, 80% of students were unable to understand the vocabulary they heard correctly and had difficulty remembering the vocabulary; however, after the researchers used this media, students were able to easily remember and understand it. This was evident from the post-test results, which showed that 80% of students were able to answer the questions correctly, while the pre-test showed that 20% of students were unable to understand or remember the questions. In addition, in applying the media, the researcher provided sufficient opportunities for each student to actively participate in pronouncing vocabulary and listening to the correct sounds of the vocabulary. As a result, students experience significant progress, from difficulty understanding vocabulary to ease of understanding, and from difficulty remembering meaning to ease of remembering. Furthermore, students become very enthusiastic about learning.

Keywords: Animated Video Media, Vocabulary Learning, Listening Skills

INTRODUCTION

One of the materials studied by students in Islamic elementary schools is Arabic language learning. (Firda et al., 2023) And among the Arabic language skills or abilities that must be mastered by students is the ability of *istima'*, because this is the initial skill that must be mastered from the four skill areas, namely, listening skills (*maharah istima'*), speaking skills (*maharah kalam*), reading skills (*maharah qiroah*), and writing skills (*maharah kitabah*). (Rizka Sari & Anwar Sidik, 2025) Based on observations made by researchers at 6th grade students at school SDN 7 Banda Aceh, As many as 80% of students have difficulty remembering vocabulary and do not know the meaning of the vocabulary, because when the teacher teaches, the vocabulary is not pronounced or practiced repeatedly by the students; the teacher only writes on the board without reading to the students how to express it correctly, so many vocabulary words are mispronounced because of the students' lack of listening. Therefore, this requires alternatives that can improve students' "*istima'*" abilities.

Listening skills play a crucial role in learning and teaching Arabic. The first skill introduced and learned in class is the *Maharah Istima'*. (Afifah, 2021) Listening (*istima'*) is a crucial skill that must be mastered to learn any language. Listening is the activity of giving meaning to what one hears. Listening is the process of attentively paying attention, understanding, interpreting, and listening to spoken language, as well as recognizing and comprehending the meaning of communication that cannot be conveyed verbally. (Handayani & Syafi'i, 2022)

To develop listening skills, teachers are required to be creative and innovative in using learning strategies and media to achieve learning objectives. (Siregar et al., 2024) Teachers who are able to integrate technology effectively into their teaching can create more engaging and effective learning experiences for students. (Course et al., n.d.) One such approach is animated video-based learning media. Animated video-based learning utilizes animated character visualizations that combine sound and image elements to create a positive and memorable experience. Animated videos combine moving audio-visual media. Audio-visual media relies on the senses of hearing and sight. Elementary school children generally learn 50% from what they hear and see. Therefore, students understand learning better from what they see and hear. (Hapsari & Zulherman, 2021) This learning media allows students to utilize both senses simultaneously: hearing and sight. Therefore, this media will help students remember easily and create an effective and efficient learning environment. (Muhammad et al., 2023)

With the development of technology, animated videos are highly suitable for use because they offer several benefits, including making the learning process clearer and more engaging; making the learning process more interactive; improving the quality of learning outcomes; shifting the teacher's role to a more positive and productive direction; and making learning methods more varied and enjoyable. (Andrasari et al., 2022) here fore, it can be concluded that animated video media can be used to improve students' listening skills. This aligns with the results of research conducted by Maryam Nur Annisa et al., which found that through this learning medium, teachers can present learning materials in a more engaging and interactive manner, directly capturing students' interest and attention. Furthermore, the use of animated video-based learning media also increases students' motivation to learn and speak Arabic. (Muhammad et al., 2023)

The difference between this study and the one above lies only in the skills to be achieved. This study focuses on speaking skills, while the study above focuses on listening skills. The similarity lies in the fact that both focus on animated video-based learning media. Based on the above problems, the researcher will develop media to improve students' listening skills. The researcher believes that animated videos are very appropriate for improving their listening skills. Therefore, to determine the development of animated video media in this study, the

researcher will develop media in the form of animated videos to improve the listening skills of students at 6th grade students at SDN 7 Banda Aceh.

METHOD

The research method used in this study is the research and development (R&D) method. The development model used is the ADDIE model. The ADDIE model (Analysis, Design, Development, Implementation, Evaluation) is a model with five stages of development procedures: analysis, design, development, implementation, and evaluation.

The population and sample were students at 6th grade students at SDN 7 Banda Aceh. The research instruments used were field observation sheets, product assessment sheets by experts, and a final test after the product was implemented on students.

FINDINGS AND DISCUSSION

Animated Videos

Understanding Animated Videos

In learning activities, a supporter is needed to carry out a learning process, one of which is digital-based learning media, namely animated video media whose appearance consists of images and sounds combined so that it can attract students' attention. Video media is a medium that presents information in the form of sound and visuals. (Chakra Setiawan et al., 2022) Video is an electronic media that is able to combine audio-visual technology together to produce a dynamic and interesting display. So, videos can attract students' attention, especially if the video can be made as creative as possible by educators, such as adding an animation for learning in elementary schools. (Caella & Yulianto, 2024) Animated videos are the movement of one frame with another frame that is different in a predetermined time duration so as to create the impression of movement and there is also sound that supports the movement of the image, for example the sound of conversation or dialogues. In addition, animated video media is a tool that can be used as an aid in the teaching and learning process, can stimulate the thoughts, feelings, motivation of students through moving image illustrations accompanied by narrative sound and serves to clarify the meaning of the message to be conveyed so that it can achieve learning objectives better and more perfectly. (Andrasari et al., 2022)

Animated videos are a combination of moving audio-visual media. Audio-visual media relies on the senses of hearing and sight. Elementary school children generally learn 50% from what they hear and see. Therefore, students understand a lesson better from what they see and hear. (Hapsari & Zulherman, 2021) Therefore, it can be concluded that animated video media is a combination of audio and visual media, making it easier for students to understand the lesson.

Advantages and Disadvantages of Animated Videos

Some of the advantages of animated videos are: (Kholikhin et al., 2020)

- Children's memory of learning materials can significantly improve due to their initial information acquisition process through hearing and sight.
- Repetition of specific topics can be done/repeated.
- Videos can explain processes and events in a realistic manner.
- Durable and low-risk of damage.
- Attractive displays can increase student enthusiasm. (Fadhilah et al., 2025)
- Uses language that is easy for students to understand.
- Motivates students to be more enthusiastic about learning. (Irmayu et al., 2024)
- Makes it easier for students to remember material because of animated audio.

Some of the disadvantages of animated videos are: (Dewayanti et al., 2021)

- Requires a large amount of storage space and a stable internet connection to download animated videos.
- Lack of knowledge in creating animated videos.
- Takes a long time to create.

Stages in Making Animated Videos with CapCut Application

- Download the CapCut app
- Download the desired animation/image
- Download blinking eyes and moving mouths from YouTube.

Then, open the CapCut app, click the + button, and you'll be presented with a selection of images to use as backgrounds or covers (select the downloaded image), then select "add." After that, you'll be presented with the CapCut menus. Then, select "ratio" to adjust the image size.

- To write words, click on the text section and type the desired text.
- To add an image, select the "overlay" menu, then select the downloaded image.
- If you want to remove color from an image, select the "Crop" menu. This will bring up several menus. Then, select "Chroma Key," center the color you want to remove. Then, select "Intensity" and adjust the brightness to remove the unwanted color. Then, click the "□" icon.
- If you want to add audio, click the "Audio" menu, then select "Sound" or "Record." If you select "Sound," make sure the sound you want to select has been recorded first.
- If you want to add music, click the "Audio" menu, which will bring up the "Extracted" and "From Device" options. Then, select "From Device," and select the desired music. To adjust the volume, click the "Volume" menu.

Listening Skills

Understanding of Listening Skills

Listening can be defined as an activity that includes hearing the sounds of language, identifying, observing, and reacting to the meaning contained in the listening material. (Amaliah & Baroroh, 2025; Tyagi, 2013) The listening process requires serious attention from students. It is different from hearing or listening. According to Tarigan (Tarigan, 1994) in the listening activity, the listener may not understand what is heard. In the listening activity, there is an element of intention, but it is not followed by an element of understanding because it is not yet the goal. Listening activities include hearing, listening, and accompanied by an effort to understand the listening material. (Nemtchinova, 2013) Therefore, in the listening activity there are elements of intention, attention, and understanding, which are the main elements in every listening event. Assessment is always present in the listening event, even more than the element of attention.

Listening Skills Objectives

The main aim of listening is for the listener to gain perfect and in-depth knowledge, but there are other aims in *istima'*, namely: (Fathoni, 2018)

- Developing good listening skills
- Learning how to listen
- Cultivating critical thinking skills for what you hear
- Cultivating differentiating between different utterances
- Cultivating the ability to follow texts and understand what is being said
- Recognizing the importance of words and their role in different meanings

- Acquiring the ability to understand speakers and the meaning of their words
- Developing the ability to ask questions and discuss what you hear
- Developing detailed listening skills
- Developing quick thinking skills
- Developing the ability to distinguish between main ideas and supporting ideas
- Developing the ability to recognize the place, time, and environment for good listening

Development of animated video media

The research findings discuss the development of animated video media to improve *istima'* skills, using the topic "العطلة" and the ADDIE model. The development phase involved several processes, starting with problem and needs analysis and ending with evaluation. The explanations are as follows:

Analysis Stage

In this analysis stage, the researcher analyzed the problems and needs of students. Based on observations conducted by researchers at 6th grade students at SDN 7 Banda Aceh, it was found that as many as 80% of students have difficulty remembering vocabulary and do not know the meaning of the vocabulary. This was because the teacher did not listen to the vocabulary and practice it repeatedly with the students; the teacher only wrote it on the blackboard without teaching the students how to express it correctly. Many students don't understand the meaning of vocabulary when they hear it because they haven't been trained to listen. Therefore, alternative media are needed to help students improve their listening skills. Therefore, the researcher offers one solution that can be used, namely animated video media; thus, the researcher developed media that can help students in the form of animated videos to improve their listening skills.

Design Stage

The second stage of this research is the design stage, which involves designing a product that meets the students' needs, in accordance with the problem analysis above. Therefore, in this study, the media designed is an animated video. There are several steps to consider in designing a product, namely:

Determine the material

Before designing a product, the first thing to consider is determining the material the students will learn. In this study, the researchers chose the topic "العطلة."

Determine the name of the media being designed

After determining the material, the next step is to design media that meets the students' needs. Animated video is a suitable medium to address the aforementioned issues. By using animated videos in learning, students not only hear text but also see images, making it easier for them to remember the material. The steps for designing an animated video using the CapCut application are the following:

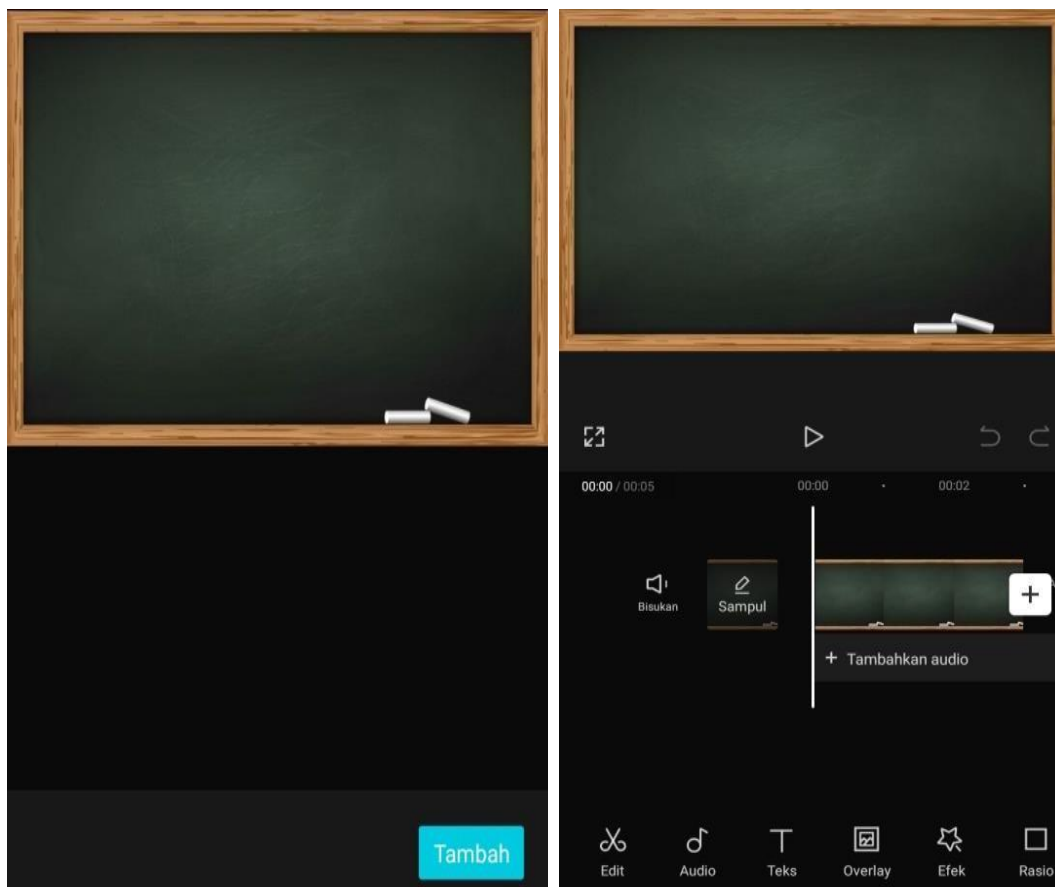
- Download the CapCut application, as well as the animation you want to edit, then open the application and click the + sign.

Figure 1
Open The CapCut Application



- Select the downloaded image and click "add," then set the desired size in the “ratio” menu and click on the “text” display that you want to write.

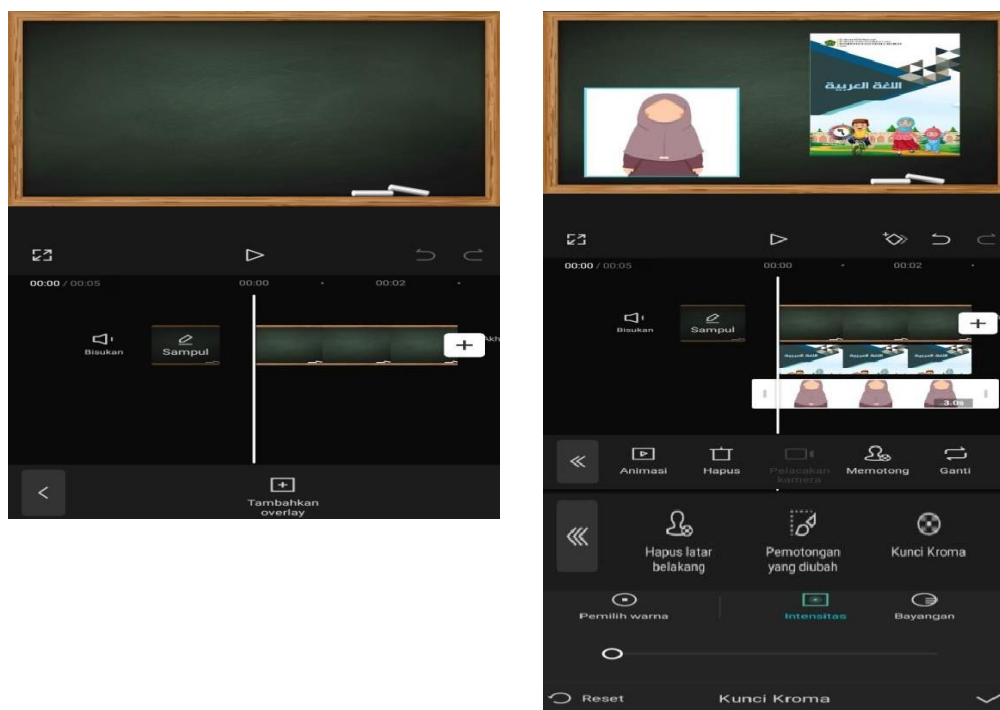
Figure 2
Input Images for Processing



- Click the "overlay" view if you want to add an image, and click the "crop" menu, then "chroma key" and "intensity" to remove unwanted background colors.

Figure 3

Edit images and remove unwanted backgrounds



- To add sound or music, click the "audio" menu, then "sound," then select "extracted" or "device." Select "from device" and add your previously recorded audio text. Then, adjust the settings as desired. To trim the sound, hold the white border and drag to trim. To increase the volume, click "volume."

Figure 4

inserting sound or songs and editing



- Once everything is finished, click download in the top right corner.

Figure 5

finished and downloaded



Development Stage

The processes at this development stage are:

Validation of Media and Material Products

The designed learning materials and media are preliminary designs, which will then be reviewed by expert validators. The validator team consists of a media validator and a material validator. After the media and materials have been reviewed by the two validators, the next step is to revise the product and materials. The videos can then be piloted on students to determine whether they are effective.

Product Revision

The results of the media expert validator that must be revised are:

- The sound used in the video is better to use the voice of a native speaker than to use your own voice.

The results of the expert validator's material that must be revised are:

- Arabic text must be marked with harakat
- Not translating the meaning of the *mufradat* because there is already a picture
- Direct explanation of the material
- Reading of text and vocabulary should be slowed down.

Figure 6
Before and after revision



Implementation Stage

At this stage, the animated video was tested with students. Initially, the researcher explained the benefits of this media, then showed the video, and the students listened to it. The students were then asked to repeat the vocabulary they heard. Afterward, the researcher asked each student to repeat what was read, ensuring they could truly read and understand the vocabulary. To determine whether students truly understood the *istima'* material, the researcher provided an evaluation in the form of two exercises. In the first exercise, students had to choose the correct image according to the instructions in the video. In the second exercise, students had to choose one correct spelling of a word (*mufradat*) from three words.

Based on the results of this product trial, students' listening skills improved. This was evident in the ease with which students understood and remembered the material. The pre-test results showed that only 20% of students were able to answer questions correctly, while the post-test results showed that 80% of students were able to answer questions correctly. Because the researcher not only listened to the video but also had students pronounce the vocabulary one by one, the researcher observed significant progress. Furthermore, students were very enthusiastic about the learning process.

Evaluation stage

After the implementation or product testing phase, the evaluation phase is the final stage of the ADDIE development model. At this stage, researchers must revise the product based on suggestions and feedback to improve and perfect the results.

CONCLUSION

Learning using animated videos can provide a more immersive learning experience for students, as they can see the material presented in an engaging manner and listen to the vocabulary in Arabic lessons. Elementary school children generally learn 50% from what they see and hear. This allows students to better understand what they see and hear.

This study also proves that animated video media is very effective in helping students learn vocabulary by training their listening skills so that the vocabulary can be understood and easily remembered by elementary school students.

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