

Implementation of Cartoon Puppetry Learning Media on Student Interest in Grade 5 Arabic Language Teaching at MI Al-Hidayah GUPPI Kota Cirebon

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Abstrak: This research is motivated by the low interest of students in learning Arabic in the 5th grade of MI Al-Hidayah GUPPI, Cirebon City. The aim of this study is to implement the "Wayang Kartun" (Cartoon Puppetry) learning media to enhance students' interest in learning Arabic in the 5th grade at MI Al-Hidayah GUPPI, Cirebon City. This research follows a qualitative descriptive approach. The research subjects are the 5th-grade students, and the data sources include the Arabic language teacher and the 5th-grade students. Data collection techniques involve observation, interviews, and documentation. The research findings reveal that: 1) There is a significant difference in the learning process and the students' interest in learning when using the "Wayang Kartun" media compared to not using it; 2) Students' interest in learning Arabic has improved through the use of the "Wayang Kartun" media. They show greater enthusiasm in learning Arabic and find it easier to understand due to the assistance of the cartoon puppetry media, which significantly aids in Arabic language learning; 3) The supporting factors and obstacles in using the "Wayang Kartun" media are as follows: The supporting factors include the ease with which students can memorize Arabic vocabulary and how the cartoon puppetry media enhances students' motivation and interest in memorizing more Arabic vocabulary. The inhibiting factor stems from the students' initial lack of interest in learning the Arabic language.

Keywords: Cartoon Puppetry Media and Student Interest

INTRODUCTION

Education is a field that enhances the quality of oneself and one's human status. This aligns with Ahmad Patoni's statement that "Education is the key to all progress and improvement, as human education can reach its maximum potential both directly and within society" (Patoni, 2004).

Learning is a process of thinking and feeling. The activities of thinking and feeling cannot be observed by others but can be experienced by the learner themselves. A teacher cannot see a student's thinking and emotional activities directly, but they can observe their manifestations, which are the student's activities resulting from their thinking and feeling (Winataputra, 2005).

In the modern education system today, students are not just passive recipients of information; they also act as communicators or conveyors of messages. In such a scenario, what occurs is known as two-way communication, and even multi-directional communication. In educational communication, learning media are essential to enhance the effectiveness of

achieving learning objectives. This implies that the learning process takes place when there is communication between the message recipient and the source or sender of the message through the media (Nurseto, 2011).

According to Ibrahim (Zaenah, 2015), "Learning media can be used to convey messages and learning materials to stimulate students' attention, interest, thoughts, and emotions in learning activities aimed at achieving specific learning objectives. The learning media used must be able to capture children's attention for intensive learning."

One of the simple learning media that is ready to be implemented and can facilitate students' learning interest is "Wayang Kartun" (Cartoon Puppetry). In Javanese, the term "Wayang" means "shadow," referring to a form of theatrical storytelling that uses shadow techniques and light effects, accompanied by gamelan music. In a broader sense, "wayang" can refer to images, human-like puppet replicas made from leather, cardboard, or other materials, as well as flat or three-dimensional wooden puppets. "Kartun" (Cartoon in English) originates from the Italian word "cartone," meaning paper. In the Indonesian dictionary, "kartun" is defined as a picture with a funny appearance related to the ongoing situation. "Wayang Kartun" consists of pieces of paper attached to a stick (Sukmawati, Affandi, & Setiawan, 2022).

Arabic language is a subject that is not highly favored by the majority of students. This is proven by field observations conducted by the researcher and by several previous studies. However, Arabic is a part of the curriculum structure in madrasahs at the elementary, junior high, and high school levels. Even in Islamic boarding schools, Arabic is often a compulsory daily subject. In the process of learning Arabic, various issues remain unaddressed seriously, impacting the Arabic language learning activities that fail to meet expectations and make students engaged and interested in learning. One of the problems arising from the researcher's observation at MI Al-Hidayah GUPPI, Cirebon City is that Arabic language lessons are perceived as difficult, hard to comprehend, and the learning process is dull, leading to students feeling sleepy during Arabic classes.

Based on the above explanations, the author is interested in further examining the implementation of "Wayang Kartun" media in the learning process to enhance students' interest in the history of Islamic culture subject. Therefore, the author is inclined to conduct research with the title "Implementation of Cartoon Puppetry Learning Media to Enhance Student Interest in Arabic Language Learning for the 5th Grade at MI Al-Hidayah GUPPI, Cirebon City." This research aims to: 1) understand the implementation of "Wayang Kartun" media in Arabic language lessons for the 5th grade at MI Al-Hidayah GUPPI, Cirebon City; 2) determine students' interest in Arabic language lessons for the 5th grade at MI Al-Hidayah GUPPI, Cirebon City; 3) identify the supporting and inhibiting factors of "Wayang Kartun" media on students' interest in Arabic language learning for the 5th grade at MI Al-Hidayah GUPPI, Cirebon City.

METHODS

This research employs a qualitative approach. Qualitative research is a procedure in which descriptive data in the form of written or spoken words from observed behaviors of individuals are generated (Moleong, 2014). This study aims to obtain an in-depth understanding of the Implementation of Cartoon Puppetry Media on Students' Learning Interest in Arabic Language Learning for the 5th Grade at MI Al-Hidayah GUPPI. The research was conducted at MI Al-Hidayah GUPPI, Cirebon City, located at Jalan Situgangga No. 165 Harjanukti, Cirebon City, West Java Province. The research subjects are the 5th-grade students. The data sources or informants involved in the study are the Arabic language teacher and the 5th-grade students.

The data collection techniques employed by the researcher include observation, interviews, and documentation. Observation is a data collection method involving the observation and focused attention on the object.

Data validity is ensured through the researcher's presence in the field, rigorous observation, triangulation (using various sources, methodologies, researchers, and theories), discussions with peers, checking for conformity, and peer review for reliability. To prove the obtained data's validity, the researcher employs triangulation. This means acquiring data or information from one source and corroborating it with data from other sources—second, third, and fourth parties—to verify its accuracy. This process continues using different methods. The goal is to compare information about the same topic obtained from various sources to avoid research bias (Moleong, 2014).

RESULT AND DISCUSSION

1. Implementation of Cartoon Puppetry Media in Arabic Language Subject for 5th Grade at MI Al-Hidayah GUPPI, Cirebon City

Based on the data collected by the researcher, the use of Cartoon Puppetry Media in Arabic language learning aims to achieve various objectives in the learning process. These include helping students easily comprehend the conveyed materials, increasing student engagement in learning, fostering creativity among students, generating a greater interest in continuous learning, improving learning outcomes, and reducing student boredom during the learning process. Furthermore, this approach can ultimately lead to achieving students' competencies effectively within the learning activities. The utilization of the cartoon puppetry media is suitable when the material involves depiction or description.

The use of cartoon puppetry media presents a viable solution to these challenges due to its cost-effectiveness in production. Additionally, the choice of cartoon puppetry media is based on its simple production process, making it adaptable for use at the elementary school level (SD/MI). Cartoon puppetry, made from paper and wood, results in lightweight puppets that are easy to manipulate. Its straightforward creation process, coupled with attractive colors and designs that can be tailored to fit the teacher's needs, adds to its appeal. The integration of cartoon puppetry media in the learning process is expected to captivate students' interest and attention (Panggabean, 2022).

a. Initial Activities of Arabic Language Learning

Based on the observation and monitoring of Arabic language learning activities on the day, it can be discerned that the initial activities of Arabic language learning always commence with a collective prayer led by the class leader and accompanied by the teacher. Following the communal prayer, prior to commencing the lesson, there is a habitual practice of memorizing short chapters (surahs) from the Quran, specifically from Surah Al-Ikhlas to Surah At-Takathur, guided by the teacher.

Subsequently, before the actual learning begins, the teacher engages in an "apresepsi," which involves posing questions related to the material taught in the previous week, specifically about "Khabar Muqaddam" and "Mubtada' Muakhkhar." This is followed by a warm-up activity where both the students and the teacher engage in physical movements together.

Once the teacher has provided motivational "apresepsi," they articulate the learning objectives clearly, outlining what will be achieved during the Arabic language learning session.

b. Core Activities of Arabic Language Learning

Based on the observation of Arabic language learning activities in class 5A on Tuesday, March 8, 2022, the teacher conducted the lesson in alignment with the intended learning objectives. During the lesson, as the teacher explained the material, the students paid attention to the teacher's explanations and grasped the conveyed content.

The teacher's method of teaching vocabulary in Arabic involved asking students about the topic to be discussed, which was "في المقصف" (in the cafeteria). The teacher inquired about what items were present in the cafeteria, and the students collectively listed everything found in the cafeteria. Subsequently, the teacher posed questions related to the meanings of Arabic vocabulary. For example, "What's present in the cafeteria?" The response included various types of food. After the students answered, the teacher inquired if any of them knew the Arabic terms for the different foods. If none of the students knew, the teacher provided the Arabic terms and guided the students to repeat them together. The teacher then individually pointed to students and had them repeat the terms. If a student struggled with pronunciation, the teacher asked them to listen to their classmates and then encouraged them to repeat the terms.

Once all the Arabic vocabulary had been covered and memorized collectively with the teacher's guidance, a writing activity followed. The teacher allotted several minutes for the students to write down the Arabic vocabulary. Afterward, when all students had finished writing, the teacher prompted them to collectively recite the vocabulary they had written and allowed them five minutes to individually review and memorize the vocabulary. Then, using prepared cartoon puppetry media, students were given the opportunity to recite the vocabulary in front of the class.

Before students practiced with the cartoon puppetry media, the teacher first demonstrated how to use the media, ensuring active student engagement to make the most of the resource.

Memorizing Arabic vocabulary using cartoon puppetry media generated interest among the students to learn and memorize more vocabulary. This approach, combining learning with play, created an enjoyable classroom atmosphere.

c. Closing Activity

Based on direct observation, the closing activity of Arabic language learning involves a reciprocal interaction between students. The teacher conducts a lesson summary that engages the students. Following this, an evaluation takes place where the teacher poses questions to individual students based on the material covered.

2. Interest in Learning of 5th Grade Students at MI Al-Hidayah GUPPI, Cirebon City Before and When Using Cartoon Puppetry Media

Based on the data obtained by the researcher, prior to the use of cartoon puppetry media, the students exhibited certain behaviors during Arabic language learning sessions. The observations revealed that students had relatively low attention during the teacher's explanations, tended to be passive and hesitant to ask questions, and struggled with answering questions correctly. In problem-solving, some students were reliant on their peers or the teacher for assistance.

The level of students' interest in learning is not solely determined by their internal motivations but is also influenced by the teacher's role. The teacher plays a pivotal role in enhancing students' interest, abilities, and achievements within the realm of education and learning (Jamaluddin, 2016).

Consequently, the researcher concluded that interest is crucial as it facilitates the achievement of learning goals. However, intrinsic interest doesn't always develop spontaneously, as external factors also have an impact on an individual's interest growth.

Recognizing the importance of external factors in fostering interest, teachers should adopt strategies, methods, media, or approaches to stimulate students' interest and direct it towards the desired goals.

Individuals who learn with genuine interest tend to engage attentively and exhibit a high level of enthusiasm. They consistently motivate themselves to be intrigued by the material being studied, ultimately resulting in improved learning outcomes (Pratiwi & Meilani, 2018).

In conclusion, students with high levels of interest tend to achieve better learning outcomes compared to those with lower interest. When students are genuinely interested, they dedicate their full attention and enthusiasm, expressing a preference for the subject matter.

Before implementing cartoon puppetry media, the observation results depicted relatively low engagement levels during the Arabic learning activities, including: a) Class Participation: Students were consistently present and engaged with varying degrees of preparation. Some were punctual and enthusiastic (5 students), while others were punctual without prior preparation (5 students), and some were present without preparation (3 students). There were also instances of tardiness and requesting permission to leave the class (5 students). b) Asking Questions: Some students always asked questions when facing difficulties related to the subject (3 students), some occasionally did so (4 students), some asked unrelated questions (5 students), and some remained silent when facing difficulties (6 students). c) Attention to Teacher and Media: Some students were focused on the teacher (4 students), others focused on the teacher and media (4 students), some combined attention with other tasks (5 students), and some engaged in conversations (5 students). d) Answering Questions: Some students correctly and accurately answered the teacher's questions (4 students), some answered correctly but not accurately (4 students), some answered incorrectly and inaccurately (5 students), and some couldn't answer at all (5 students). e) Independent Problem-Solving: Some students consistently solved problems accurately without external help (4 students), some did so with occasional assistance (3 students), some solved problems with assistance (5 students), and some resorted to copying (6 students).

In summary, the students' interest in learning Arabic was relatively low when conventional teaching methods were employed, characterized by disengagement, lack of focus, and limited participation. The students' disinterest could be attributed to the perceived monotony of the teaching methods, which primarily involved writing on the chalkboard and using textbooks.

However, after incorporating cartoon puppetry media, there was a noticeable increase in students' interest, as evident from the observation results: a) Class Participation: Students were consistently present, punctual, and enthusiastic with varying levels of preparation (7 students), punctual without prior preparation (6 students), present without preparation (4 students), and instances of tardiness with permission (1 student). b) Asking Questions: Some students always asked questions when facing difficulties related to the subject (6 students), some occasionally did so (6 students), some asked unrelated questions (5 students), and some remained silent when facing difficulties (1 student). c) Attention to Teacher and Media: Some students were focused on the teacher (6 students), others focused on both the teacher and media (5 students), some combined attention with other tasks (5 students), and some engaged in conversations (2 students). d) Answering Questions: Some students correctly and accurately answered the teacher's questions (6 students), some answered correctly but not accurately (6 students), some answered incorrectly and inaccurately (4 students), and some couldn't answer at all (2 students). e) Independent Problem-Solving: Some students consistently solved problems accurately without external help (8 students), some did so with

occasional assistance (5 students), some solved problems with assistance (3 students), and some resorted to copying (2 students).

In conclusion, the use of cartoon puppetry media during Arabic language learning significantly increased students' interest and engagement. Students found this approach novel and exciting, leading to enhanced motivation and enthusiasm to learn Arabic. On average, students were more attentive, focused, and found it easier to comprehend Arabic lessons when media were integrated into the teaching process.

3. Barriers and Supports for the Implementation of Cartoon Puppetry Media on Students' Learning Interest in Arabic Language Class for Grade 5 at MI Al-Hidayah GUPPI Cirebon City

In the realm of education, not everything proceeds smoothly without obstacles; sometimes, there are several challenges that hinder the teaching and learning process from going as anticipated. In the implementation of cartoon puppetry media by Arabic language teachers, certain factors come into play. Within these factors, teachers can exhibit greater creativity in delivering the subject matter to their students. Aside from the hindrances in Arabic language instruction, there are also supportive factors in the implementation of cartoon puppetry media.

As elucidated by Ms. Umi during the interview findings, the barriers to implementing cartoon puppetry media include:

a. Student Condition

The students' condition also significantly influences the learning process. If the classroom environment is not conducive, students may feel drowsy, inattentive to the teacher's explanations and demonstrations, lacking enthusiasm, and in such cases, the use of cartoon puppetry media to memorize vocabulary may not yield the desired impact. Student conditions are not solely dependent on their laziness or intelligence; they can also be affected by factors like whether they have had breakfast.

b. Media

Media used in Arabic language instruction is also a factor that can hinder the successful implementation of cartoon puppetry media. If the necessary equipment for the cartoon puppetry media is not complete, the process might not run smoothly. However, the implementation of cartoon puppetry media is not only hindered by such obstacles but is also supported by factors such as enhancing students' enthusiasm for memorizing Arabic vocabulary. Moreover, using cartoon puppetry media to visually depict the meanings of the vocabulary can facilitate students' memorization process.

Several factors contribute to the mastery of Arabic vocabulary. Firstly, the diligence of students in learning plays a pivotal role. For instance, when students revise what they've learned at school at home, it aids in the achievement of language mastery. Secondly, teachers also have a significant impact. A creative and knowledgeable Arabic language teacher can greatly influence students' vocabulary mastery. Thirdly, the availability of resources and facilities, including learning media, is crucial. These resources not only assist both teachers and students but also create an enjoyable learning atmosphere. Lastly, environmental factors encompass the family, school, and community. These factors are supported by the theory (Muchtar, 2018) that highlights the influences on vocabulary mastery.

c. Student Factor

Student habits, such as reviewing the material before and after class, strongly contribute to the mastery of the vocabulary learned.

d. Teacher Factor

In the teaching and learning process, teachers are key figures who significantly determine the success of the classroom, especially in the mastery of vocabulary. An Arabic language teacher should possess competence in the field of Arabic. Failure to meet this criterion might result in teaching and learning challenges, affecting both the students' ability and the teaching process itself, including vocabulary instruction, both orally and in writing.

e. Facilities and Resources Factor

Teaching facilities and resources are of paramount importance in aiding the teaching and learning process, including the instruction of vocabulary.

f. Environmental Factor

The environment also plays a role in influencing students' success in learning, including the study of Arabic. This environmental factor encompasses the family, school, and community settings.

CONCLUSIONS

From the research findings and discussions, the author concludes as follows: The implementation of cartoon puppetry media in Grade 5 of MI Al-Hidayah GUPPI Kota Cirebon involves the following steps: At the beginning of the class, the teacher guides students in a collective prayer, provides an introduction, and states the learning objectives. During the core activity, the teacher delivers the lesson content using cartoon puppetry media. The teaching process indicates that students are able to effectively utilize this media, leading to active participation in the learning process. The closing session involves student engagement, summarization, and evaluation through questioning.

The students' interest in learning Arabic Language has improved, manifesting in: a. Enhanced engagement in learning; b. Increased propensity to ask questions when encountering difficulties; c. Heightened focus on the teacher and media; d. Ability to respond to teacher questions and solve problems; e. Improved self-reliance in completing tasks.

Factors hindering and supporting the implementation of cartoon puppetry media for enhancing student interest in Grade 5 Arabic Language classes at MI Al-Hidayah GUPPI Kota Cirebon include the following: Obstacles encompass student conditions and the availability of media/tools. Additionally, in Arabic Language classes using cartoon puppetry media, the students' engagement can be hindered due to the waiting time for their turn, resulting in longer intervals for memorizing vocabulary using this method. On the other hand, supportive factors for cartoon puppetry media include using visual representations of Arabic vocabulary, which aids students in memorization, and the ability of this media to stimulate students' enthusiasm and interest in learning and memorizing more Arabic vocabulary.

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