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Improving Self-Confidence, Enthusiasm, And Learning Satisfaction With mE-Book *Practical Arabic Syntax* And ARIAS Learning Model

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ABSTRACT

This study aimed to determine the level of effectiveness of mE-Book *practical Arabic syntax* with the ARIAS learning model in increasing self-confidence, enthusiasm for learning, learning satisfaction, and student learning outcomes. The research method used is a quantitative approach with a one group pretest-posttest design model with data collection techniques in the form of observations, questionnaires, tests, and documentation. Data analysis techniques are obtained from the distribution of normality, hypothesis testing and n-gain. This research was conducted at ma'had Nurul Furqon Malang in grade X of high school with a total of 20 students. The results of the study prove that the use of mE-Book practical Arabic syntax with the ARIAS learning model can effectively increase self-confidence, student enthusiasm, learning satisfaction, and student learning outcomes.

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Keyword

ARIAS, mE-Book, Practical Arabic Syntax

مستخلص البحث

يتعاون هذا البحث بين الوسائط التعليمية المتعددة mE-Book practical Arabic syntax ونموذج التعليم ARIAS. يهدف هذا البحث إلى تحديد مستوى فعالية الوسائط التعليمية المتعددة mE-Book practical Arabic syntax مع نموذج التعليم ARIAS، وذلك بهدف زيادة الثقة بالنفس والحماسة ورضا الطلاب في التعلم ونتائج تعلم الطلاب. طريقة البحث المستخدمة هي منهج الكمي مع نموذج one group pretest-posttest design مع طرق جمع البيانات ويكون بالملاحظة والاستبانة والاختبارات والوثائق. أما أساليب تحليل البيانات تكون بالتوزيع الطبيعي واختبار الفرضية وn-gain. تم إجراء هذا البحث في معهد نور الفرقان مالانج لطلاب الصف العاشر في المدرسة الثانوية مع عدد ٢٠ طالباً. أثبتت نتائج الدراسة أن استخدام mE-Book practical Arabic syntax مع نموذج التعليم ARIAS يمكن أن يزيد بشكل فعال من الثقة بالنفس والحماسة ورضا الطلاب في التعلم، ونتائج تعلم الطلاب.

ARIAS, mE-Book, Practical Arabic Syntax

كلمات أساسية

INTRODUCTION

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Practical Arabic syntax by Samir from Tikrit University is a science that teaches about the rules of properly and correctly compiling Arabic. According to him, by studying the syntax, one can easily find errors that generally occur by language users (Samir & Ahmed, 2019). Practical Arabic syntax can be interpreted as one of the branches of Arabic linguistics that studies the rules of the Arabic language, with which one can form phrases. With phrases, one can form sentences.

The purpose of learning *practical Arabic syntax* is to understand Arabic and its sentence structure properly and correctly. However, the reality is that until now, many students still think that practical Arabic syntax is an elusive lesson. It can be seen in a number of studies proving that there are still many problems that occur in students when learning practical Arabic syntax. One of the studies is the inadequate understanding of students in practical Arabic syntax lessons in SMA / MA (Nasution, 2021).

Multimedia Electronic Book, commonly known as mE-Book, is the right solution for many teachers to convert print-based teaching materials into digital/online (Fitria, 2019). ME-Book can present complete features such as text, images, video, and audio, which, of course, as the mE-Book evolves, can provide effective learning and can help many teachers achieve learning goals (Liao et al., 2021).

The ARIAS (*Assurance, Relevance, Interest, Assessment, Satisfaction*) model is the first attempt at learning activities to instill confidence in students; besides, this model makes learning activities that have relevance to student life and seeks to attract student interest/attention and student satisfaction (Aminah et al., 2022). This model consists of five components, namely Assurance, Relevance (according to student life), Interest (student interest and attention), Assessment (evaluation), and Satisfaction (strengthening) (Noviana, 2020).

Several studies related to the use of the ARIAS learning model with learning media have proven effective in learning. One of them is research conducted by Nurdianty (2021) proving that there is an influence in the use of vlog media with the ARIAS learning model on students' verbal communication skills in social science learning. Furthermore, the research conducted by Hardani (2019) proves that the development of the ARIAS learning model assisted by documentary film media can be used as an alternative learning model in learning to write exposition texts. Almost the same research was conducted by Margawati (2021), proving that the ARIAS learning model through picture cards can effectively improve rhyme writing skills.

METHOD

This research is an effort made by researchers to measure the level of effectiveness of using *mE-Book* on a wider scale by adding the ARIAS learning method, where previous researchers had developed *mE-Book practical Arabic syntax* by measuring the feasibility of products at Surya Buana Malang High School (Anisatin et al., 2021).

This research used a quantitative approach with the type of research – Group Pretest-Posttest Design (Hayat, 2021). *One Group Pretest-Posttest Design* is a research activity that provides a pretest before treatment, after treatment, then the posttest. This research was conducted at Ma'had Nurul Furqon Malang in class X, the odd semester of the 2022/2023 school year, which numbered 20 students. The data collection techniques used are observation, questionnaire, test, and documentation.

The analytical techniques used in this study are (1) Normality test with formula *One-Sample Kolmogorov-Smirnov Test* to test whether the data used has been normally distributed or vice versa (Khatun, 2021). (2) hypothesis test aimed to determine the effectiveness of teaching materials and learning models applied through the paired sample test to find out the influence and average value on students, and the effectiveness test to determine the level of effectiveness of using *mE-Book practical Arabic syntax* with the ARIAS learning model (Emmert & Dehmer, 2019).

The following is the distribution of data on the normality of questionnaires and questions, intending to determine whether the distribution of data is normally distributed.

Table 1. Distribution of data on the normality

		Unstandardized Residual	Unstandardized Residual	Unstandardized Residual
		Student confidence	Student Enthusiasm	Learning Satisfaction
N		20	20	20
Normal Parameters	Mean	.0000000	.0000000	.0000000
	Std. Deviation	7.02037729	6.87296803	7.02037729
Most Extreme Differences	Absolute	.179	.114	.179
	Positive	.105	.114	.105
	Negative	-.179	-.085	-.179
Kolmogorov-Smirnov Z		.784	.802	.509
Asymp. Sig. (2-tailed)		.571	.541	.958

The Table 1 shows the results of the normality test significance of the confidence questionnaire of $0.571 > 0.05$, which means that the student confidence questionnaire is normally distributed. Furthermore, the student enthusiasm questionnaire obtained a score of 0.541, which means that the value is greater than 0.05, so the student enthusiasm questionnaire is said to be normally distributed. Furthermore, the student satisfaction questionnaire for learning obtained a result of 0.985, which means that the value is greater than 0.05, so it can be said that the student satisfaction questionnaire is normally distributed. The last hypothesis test, which is related to students' scores in doing pretest and posttest questions, obtained a score of 0.957, which means that the value is greater than 0.05, so it can be said that the question instrument is normally distributed.

RESULTS & DISCUSSION

The multimedia e-book teaching materials with the ARIAS learning model is a learning collaboration assisted by learning media and learning models. The media used is multimedia e-book teaching materials; meanwhile the learning model used is a form of the ARIAS cooperative learning model, which with both is expected to be student trust, student enthusiasm for learning, student satisfaction, and the value of students to increase in practical Arabic syntax learning. The material presented is as follows:

الجملة المفيدة المبتدأ والخبر الحرف الجر النكرة و المعرفة المضاف اليه

The Figure 1 is an overview of multimedia teaching materials for practical Arabic syntax e-books.



Figure 1. mE-Book Practical Arabic Syntax Teaching Materials

Table 2. Learning steps with mE-Book and the ARIAS (Putri et al., 2019):

Early Activities	The teacher greets the students with greetings
	The teacher begins the lesson and invites students to pray first
	The teacher reads out the student's attendance list
	The teacher performs apperceptions related to the material
	Teachers motivate the students to raise their enthusias
Core Activities	Students are divided into four groups
	Each group is provided one laptop
	Students read, listen to and understand material on multimedia e-book teaching materials in groups on a laptop
	The teacher explains the instructions for filling out student worksheets
	Students are asked to do the assignment in groups
	Each group is asked to come forward and read out the results of the discussion and explain the material to the other groups
	The other groups assess the results of the discussion of the group in question and refute if there are errors in the work.
	The teacher asks things that the students do not know yet
	The teacher and the students do a question and answer straightening out the material to avoid misconceptions by the students.
	The teacher asks things that the students do not know yet
Cover Learning	Students and teachers conclude the material that has been discussed together
	The teacher assigns homework and informs the material to be discussed at the next meeting.
	The teacher closes the lesson

At the end of the meeting, the teacher gave an award certificate containing the value of student achievement in practical Arabic syntax learning. It aimed to provide learning satisfaction to students. Figure 2 is an example of a certificate of appreciation given at the end of the meeting.



Figure 2. Examples of Award Certificates

The Table 3 is the results of the practical Arabic syntax learning hypothesis test with mE-Book and the ARIAS learning model. The results obtained are measured with a significance level of 5% (0.5), namely if the value of Sig. (2-tailed) < 0.05, then it is said that there is a difference from before and after the implementation of the mE-Book product and the ARIAS learning model. Conversely, if the value of Sig. (2-tailed) > 0.05, then it is said that the absence of influence or the absence of any difference between before it was applied and after it was applied.

Table 3. Paired Samples Test

Pair	Variable	Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Student confidence	-12.500	7.127	1.594	-15.835	-9.165	-7.844	19	.000
Pair 2	Student Enthusiasm	-11.900	9.199	2.057	-16.205	-7.595	-5.785	19	.000
Pair 3	Learning Satisfaction	-17.500	9.333	2.087	-21.868	-13.132	-8.386	19	.000

According to the t-test calculation, it is known that in all questionnaires obtained, a Sig. value (2-tailed) is 0.000, which means $0.000 < 0.05$. This shows the student's confident attitude. Enthusiasm for learning, student satisfaction in learning, and student scores increased after the implementation of teaching material products and the ARIAS learning model. Thus, there are differences or influences in the use of multimedia E-Book with the ARIAS learning model on the achievement of each instrument.

Furthermore, the n-gain test is required. The following is the result of the calculation of the n-gain test to measure the improvement of students' confidence skills, student enthusiasm for learning, student satisfaction, and student cognitive learning outcomes before and after the implementation of multimedia e-book teaching materials with the ARIAS learning model. To determine the level of effectiveness of using multimedia e-books with the ARIAS learning model by measuring the value of n-gain with the following table of thermological gain criteria

discussing (Wati et al., 2020). The effectiveness of mE-Book with the ARIAS learning model can be described by the findings of Keller's theory as follows

Table 6. N-Gain Calculation Results

Student confidence	Student Enthusiasm	Learning Satisfaction
50,40 (Medium)	50,42 (Medium)	71,13 (High)

Based on the calculation results, it is known that the student's confident n-gain score is 50.40, then the student's learning spirit n-gain score is 50.42, and the n-gain score of learning outcomes is 65.47. By adjusting to the table of nolicmatic gain criteria, it can be concluded that the use of multimedia e-book teaching materials with the ARIAS learning model in increasing student confidence, student enthusiasm for learning, and student learning ability occupies a moderate level of effectiveness ($30 \leq n\text{-gain} \leq 70$). While the n-gain score on student learning satisfaction was obtained a score of 71.13 with a high level of effectiveness ($n\text{-gain} > 70$), in this case proving that students were satisfied with the mE-Book material or satisfied with the awarding in the form of an award certificate.

The effectiveness of the above learning is inseparable from the influence of the ARIAS learning model, which Sopah has developed. The ARIAS learning model consists of five components: assurance, relevance, interest, assessment, and satisfaction. The components of assurance are related to an attitude of trust, confidence in success, or the hope of success (Nurjanah et al., 2020). The relevance component relates to the student's life in the form of either present or existing experiences. Interest component, which is related to student interest/attention. Assessment component, which is associated with the assessment or evaluation of students. Compensatory satisfaction is reinforcement that can give students a sense of pride and satisfaction for what they have achieved. Therefore, through this learning model, students are required to be active in learning, such as being confident, doing questions and answers, and discussing (Wati et al., 2020). The effectiveness of the mE-Book with the ARIAS learning model can be described by the findings of Keller's theory which looks at personal input and environmental input where the output of these dual things is effort, performance, and consequence. The stages in detail can be seen in the [Figure 3](#) (Chang et al., 2021).

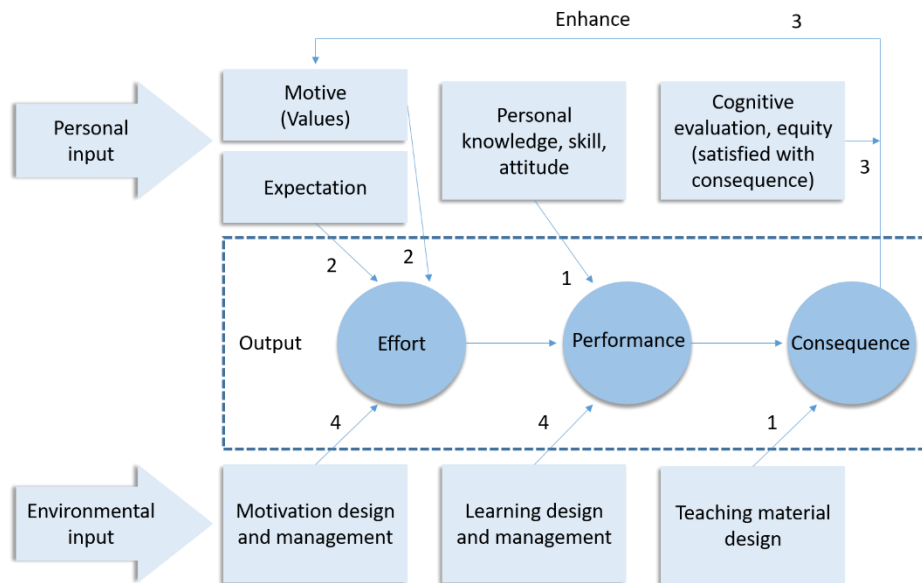


Figure 3. Keller's theory

The picture shows that four conjectures can be produced through mE-Book teaching materials and the ARIAS learning model with elaboration, namely: (1) Through mE-Book teaching materials, it is suspected that students' interest and enthusiasm for learning have increased. These results are proven in this study, namely the interest and enthusiasm for learning students increased after using multimedia teaching materials and e-book practical Arabic syntax, which can be seen through the scores in the hypothesis test that there is an influence on the interest and enthusiasm for learning students with sig values. $0.000 < 0.05$ and an n-gain value of 50.42 with moderate effectiveness (number 1 in the Figure 3). (2) Through mE-Book teaching materials, it is alleged that students' confidence increases. These results were proven in this study by looking at the value of increasing student confidence in the n-gain test of 50.40 with a moderate level of effectiveness and supported by a sig value in the hypothesis test of $0.000 < 0.05$, which means that there is an influence of mE-Book teaching materials on student self-confidence. The performance of students depends on the individual abilities of the students, which are clearly depicted in the picture above (number 2 in the Figure 3). (3) Through mE-Book teaching materials, it is suspected that student satisfaction will increase; this is based on the increase of student interest in learning the past. Student satisfaction can be improved as they focus on learning and satisfaction with the abilities possessed by the award certificates distributed to students. These results were proven from a fairly high n-gain value of 71.13 and a sig value in the hypothesis test of $0.000 < 0.05$, which means that there is an influence on the use of mE-Book in increasing student learning satisfaction (number 3 in the Figure 3). (4) Through mE-Book teaching materials,

students can learn independently repeatedly; in this case, it is suspected that increased student learning motivation can affect the increase of student learning outcomes (number 4 in the [Figure 3](#)).

Interaction with peers has a role in individual development compared to adults (teachers). This is because students consider adults (teachers) to be more experienced than their peers. In addition, adults are often the most accommodating in guiding students to master new tasks or procedures (Masyail, 2019). Therefore, through the use of the ARIAS learning model with multimedia e-books, interacting with peers is one of the factors that encourages students' self-confidence.

The use of digital technology-based teaching materials is based on cybernetic theory. The cybernetic theory, according to Arifin et al. (2017), is a development of several theories of cognitive learning. Cybernetic theory is the most recent theory of learning compared to other theories of learning (Furaida, 2021). Cybernetic theory developed in line with the development of technology and information science. Therefore, in cybernetic theory, the most important thing is the "information system" of what students will learn, while the learning process is largely determined by the information system (Sriwati, 2020). In learning, this theory supports the continuity of learning by utilizing the development of information technology such as the internet and digitalization. Here is an overview of information processing in cybernetic theory.

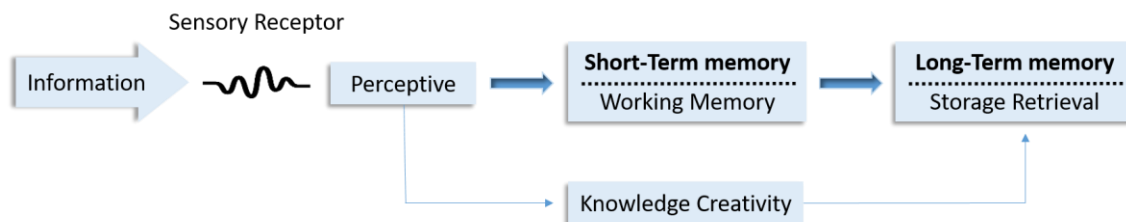


Figure 4. Information Processing Cybernetics Theory

This is in line with Lestari (2018), who posits that one of the most important challenges in the era of globalization is the quality of education. According to him, the biggest problem of globalization in the field of education is related to educational output, one of which is the competition for the development of information technology in education between countries. Therefore, it is appropriate in today's learning to take advantage of digital developments such as the use of electronic-based books, one of which is the use of multimedia e-books. Therefore, it is not surprising that the use of multimedia e-book teaching materials can attract students' attention to learning because of its minimal application in classroom learning.

Furthermore, this research is inseparable from the use of cooperative-based learning models. According to Vygotsky, the cooperative learning model can enable the creation of an interactive and collaborative classroom atmosphere (Erbil, 2020). This is based on cooperative learning that is social in nature, allowing students not only to interact with the teacher but also to establish social interaction relationships with more competent peers through teacher direction and guidance. Therefore, with the cooperative learning model, there are two forms of interaction, namely students with students and teachers with students, in an effort to find concepts or problem-solving in learning (Suci, 2018).

According to Putri et al. (2019), student learning outcomes are getting better after the application of the ARIAS learning model. In addition, research conducted by Kusuma (2019) proves that the ARIAS learning model can increase interest in learning and student learning outcomes. The study conducted by Molla (2019) confirms that applying the ARIAS learning model with the help of audiovisual media can effectively improve student learning outcomes by comparing the average score of the pretest (56.07) and the posttest (79.97). This research makes one of the foundations that applying the ARIAS learning model with mE-Book is effectively applied in practical Arabic syntax learning in high school as equals.

CONCLUSIONS

Based on the research and discussion results, applying the ARIAS learning model with multimedia e-book teaching materials in practical Arabic syntax can increase students' confidence, enthusiasm for learning, and student satisfaction. Moreover, the collaboration between learning models and learning media can improve student learning outcomes. This is as obtained in the hypothesis test and N-gain test values. As for the effectiveness of the questionnaire tool, the question can be seen in the table of validity, reliability, and normality. The increase in students' confidence can be described as students are able to explain the learning to their group and come to the front of the class to explain the material to their classmates.

Moreover, the enthusiasm for students' learning can be seen by discussing with each other, helping each other, and doing Q&A. Through this research, it is proven that students feel great satisfaction and pride when they are given an award, one of which is an award certificate in learning. The results show that in addition to these three components, students' learning scores also increased in learning. The difference in the average value before and after using the multimedia e-book teaching materials and the ARIAS learning models can be seen from the difference in the average value.

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