



## **Analysis of Arabic Language Learning Achievement of 7<sup>th</sup> Grade Students of Muhammadiyah 3 Junior High School Yogyakarta**

**Novela Gibyana Widayat<sup>a,1,\*</sup>, Ana Taqwa Wati<sup>b,2</sup>, Erma  
Febriani<sup>c,3</sup>**

<sup>a,b)</sup> Muhammadiyah University of Yogyakarta, <sup>c)</sup> University Sains Islam Malaysia

<sup>1</sup> novela.gibyana.fpb21@mail.umy.ac.id, <sup>2</sup> ana\_tw@umy.ac.id,

<sup>3</sup> febrianidonny@raudah.usim.edu.my

<sup>\*</sup> *Corresponding author*

### **Abstract**

This research is motivated by the number of Arabic language scores of 7<sup>th</sup> grade students of Muhammadiyah 3 Junior High School Yogyakarta in the academic year 2023/2024, which remain below the Minimum Mastery Criteria (KKM) index of 75. This study aims to analyze the achievement of Arabic learning outcomes of 7<sup>th</sup> grade students of Muhammadiyah 3 Junior High School Yogyakarta compared with the Arabic achievement index of Muhammadiyah Junior High School in Yogyakarta. This study uses a quantitative descriptive research method, and the data collection technique uses documentation. The sample in this study is 7<sup>th</sup> grade students of Muhammadiyah 3 Junior High School Yogyakarta 2023/2024 period, which totals thirty students. In this study, the researcher uses a random sampling method, and the data analysis technique used is one sample t-test. Based on the data collected and tested using SPSS version 25, it shows that the independent sample t-test produces a T-Count value of  $-12,961 < 1.984217$ . Most students have not reached the Minimum Completion Criteria (KKM) set at 75, so it can be concluded that Arabic language learning needs to be evaluated and improved, both in terms of teaching methods, learning media, and student learning motivation.

**Keywords:** *Arabic Language Learning, Achievement, Modern Arabic, Social Media, Vocabulary Development.*

## تحليل التحصيل الدراسي في تعلم اللغة العربية لطلاب الصف السابع بالمدرسة العالية المحمدية ٣ يوكياكرتا

نوقيل جيبانا ويديات<sup>١-\*</sup>، أنا تقوى واتي<sup>٢-</sup>، إيرما فبرياني<sup>٣-ع</sup>

أ.ب.١ جامعة محمديّة يوكياكرتا، ع. جامعة العلوم الإسلامية ماليزيا

ana\_tw@umy.ac.id<sup>٢</sup>، novela.gibyana.fpb21@mail.umy.ac.id<sup>١</sup>

febrianidanny@raudah.edu.my<sup>٣</sup>

المسؤول لمراسلة البحث<sup>\*</sup>

### المستخلص

كان الدافع وراء هذه الدراسة هو عدد نتائج العربية لطلاب الصف السابع بالمدرسة العالية المحمدية 3 يوكياكرتا الإعدادية في العام الدراسي ٢٠٢٣/٢٠٢٤ في يوكياكرتا والتي لا تزال أقل من مؤشر KKM البالغ ٧٥، لذلك تهدف هذه الدراسة إلى تحليل تحصيل نتائج تعلم اللغة العربية لطلاب الصف السابع في مدرسة المحمدية ٣ الابتدائية في يوكياكرتا مقارنة بمؤشر تحصيل اللغة العربية في مدرسة المحمدية الإعدادية في يوكياكرتا. المدخل المستخدم في هذا البحث المستخدم هو المدخل البحث الكمي الوصفي، ويستخدم أسلوب أخذ العينات في هذه الدراسة أسلوب أخذ العينات العشوائية، وعينة هذه الدراسة هي طلاب الصف السابع في المدرسة المحمدية الإعدادية المحمدية ٣ يوكياكرتا في عام ٢٠٢٣/٢٠٢٤، وبلغ عددهم ٣٠ طالبًا. وكان أسلوب جمع البيانات المستخدم هو توثيق درجات الطلاب. استنادًا إلى نتائج تحليل البيانات باستخدام SPSS الإصدار ٢٥ من برنامج ، يظهر أن one sample t-test ينتج عنه T-count العدد -١٢,٩٦١ ١,٩٨٤٢١. لم يصل معظم الطلاب إلى الحد الأدنى من مستوى معايير الإكمال المحدد ٧٥، لذا يمكن استنتاج أن تعلم اللغة العربية يحتاج إلى تقييم وتحسين سواء من حيث طرق التدريس أو وسائط التعلم أو دافعية التعلم لدى الطلاب.

الكلمات الرئيسية: تعليم اللغة العربية، نتائج التعليم، العربية المعاصرة، الوسائل الاتصالية، تطوير المفردات.

## Introduction

Education is a systematic and organized process in which teachers and students share knowledge and values from generation to generation.<sup>1</sup> Education is closely related to learning. Learning usually occurs in formal and informal places. Formal education occurs in schools, universities, and colleges, but non-formal learning occurs in families, communities, and daily life. The end of this process is to produce future educators who are knowledgeable, beneficial to their environment, and have strong moral principles to make a meaningful contribution to the educational process. Ki Hajar Dewantara, the father of Indonesian national education, described education as "a demand in the life of growing children."<sup>2</sup> Its purpose is to develop the natural potential of children to create future generations who are successful and can achieve success, safety, and happiness. Schools play a significant role in achieving national education goals. National education aims to provide students with the ability to comprehend and apply science to real-world situations swiftly.

Education plays an important role in shaping students' character and linguistic insights, including in learning Arabic. In the

---

<sup>1</sup> Aysha Aulia Amril, Siska Yulia Defitri, and Nidia Anggreni Das, 'Pengaruh Asimetri Informasi Dan Kesesuaian Kompensasi Serta Ketaatan Aturan Akuntansi Terhadap Kecurangan Akuntansi (Studi Empiris Pada Opd Kabupaten Tanah Datar)', *OPTIMAL Jurnal Ekonomi Dan Manajemen*, 2.3 (2022), pp. 239–60, doi:10.55606/optimal.v2i3.507.

<sup>2</sup> Dwi Annisa, 'Jurnal Pendidikan Dan Konseling', *Jurnal Pendidikan Dan Konseling*, 4.1980 (2022), pp. 1349–58.

Arabic language learning process, students' mastery of knowledge about *tarkib* (sentence structure), *mufradat* (vocabulary), daily conversation, and *tadrib* is the result of Arabic language learning. The Arabic language learning encompasses four core skill such as reading, speaking, listening, and writing. As a result, listening is considered the most foundational skill because the listening process is key to developing students' skills. When students master the skill of listening, it will encourage them to think critically about what they hear, speak in Arabic *fusha*, and write clearly.<sup>3</sup> At the end of the learning process, teachers can use learning outcome tests to measure students' understanding of the material that has been taught and their success in learning Arabic. The purpose of this test is to show that Arabic learning outcomes have improved or been achieved. The test can be an exercise, homework, or presentation.<sup>4</sup>

The problem of Arabic language teaching at Muhammadiyah 3 Junior High School, Yogyakarta, includes the low readiness of students to take part in this lesson. Many students are not actively engaged in participating in teaching and learning activities at the beginning of the learning process and have low learning outcomes, as seen in final semester exam scores of students

---

<sup>3</sup> Muh Sabilar Rosyad, Uril Bahrudin, and Faishol Mahmoud Adam Ibrahim, 'The Reality of Learning Arabic Listening Skills at Pesantren-Based Universities from the Perspective of Teaching Materials', *LISHANUDHAD: Jurnal, Bahasa, Pembelajaran Dan Sastra Arab*, 10.2 (2023), pp. 92–120.

<sup>4</sup> Hanifal Fauzy AH, Zainal Abidin Arief, and Muhyani Muhyani, 'Strategi Motivasi Belajar Dan Minat Belajar Dengan Hasil Belajar Bahasa Arab', *Tawazun: Jurnal Pendidikan Islam*, 12.1 (2019), p. 112, doi:10.32832/tawazun.v12i1.1843.

fall below the KKM. In the background of students, some students have previously attended public or general elementary schools, where they have never studied Arabic at all. Some students have a school background in a madrasah ibtida'iyyah before, where Arabic language learning is available. The lesson teaching method are often perceived as monotonous, so there are still many students who do not pay attention, and many students think that Arabic lessons are difficult to understand. Therefore, it is necessary to conduct evaluation to measure the extent of student achievement by considering the above problems.

Assessment is necessary to gauge achievement in schooling. Evaluation is one of the three essential components of educational performance: instructional objectives, instructional execution, and assessment of educational outcomes. Learning achievement is understanding, mastery, and application of the knowledge obtained during the learning process.<sup>5</sup> In Arabic language learning, learning achievement reflects the level of students' ability to master language skills such as listening, speaking, reading, and writing,<sup>6</sup> as well as understanding aspects of grammar (*nahwu* and *sharaf*) and

---

<sup>5</sup> Endah Octaningrum Wahani Sejati and Djamilah Bondan Widjajanti, 'Pembelajaran Kooperatif Dalam Pendekatan Penemuan Terbimbing Ditinjau Dari Prestasi Belajar, Kemampuan Berpikir Kritis, Dan Kepercayaan Diri', *Pythagoras: Jurnal Pendidikan Matematika*, 14.2 (2019), pp. 150–62, doi:10.21831/pg.v14i2.26420.

<sup>6</sup> Rika Lutfiana Utami, Universitas Islam, and Negeri Sunan, 'Konsep Pembelajaran Bahasa Arab Dengan Pendekatan Komunikatif Di Kelas Vii Smp Muhammadiyah 1 Depok', 8.1 (2020), pp. 64–74, doi:10.24252/saa.v8i1.12270. *Jurnal Lisanudhad*

vocabulary.<sup>7</sup> Evaluation is needed to measure success in education. However, evaluation is one of the three components of learning and teaching performance: teaching purpose, teaching implementation, and evaluation of teaching results.

Learning evaluations should be conducted to assess student learning outcomes as they go through the school-based curriculum. Continuous assessment of learning helps assess student comprehension of a lesson.<sup>8</sup> A well-executed and consistent assessment method may improve the efficacy of students and instructors while carrying out teaching and learning activities.<sup>9</sup> Teachers at educational institutions must conduct a comprehensive and accurate evaluation procedure.<sup>10</sup> Teachers at academic institutions must conduct a diversified and precise assessment method. Evaluating learning is critical in developing an educational

---

<sup>7</sup> Amy Fitriani Siregar and others, 'Test Analysis of Durūs Al-Lughah Al-Arabiyyah Volume 1 by Imam Zarkasyi and Imam Syubani', *Lisanudhad: Jurnal Bahasa, Pembelajaran, Dan Sastra Arab*, 11.01 (2024), pp. 153–75, doi:10.21111/lisanudhad.v11i01.11427.

<sup>8</sup> Muhammad Imran, Saman Hina, and Mirza Mahmood Baig, 'Analysis of Learner's Sentiments to Evaluate Sustainability of Online Education System during COVID-19 Pandemic', *Sustainability (Switzerland)*, 14.8 (2022), pp. 1–18, doi:10.3390/su14084529.

<sup>9</sup> Amna Asif and others, 'An Approach for Pronunciation Classification of Classical Arabic Phonemes Using Deep Learning', *Applied Sciences (Switzerland)*, 12.1 (2022), doi:10.3390/app12010238.

<sup>10</sup> T Hamid and others, 'A Review on Artificial Intelligence in Orthopaedics', in *2022 9th International Conference on Computing for Sustainable Global Development (INDIACom)*, 2022, pp. 365–69, doi:10.23919/INDIACom54597.2022.9763178.

institution since it determines teacher effectiveness and student achievement.<sup>11</sup>

The research of Muslim Mubarak (2022) is titled “Analisis Penerapan Metode Pembelajaran Bahasa Arab Kelas IV”. This research uses qualitative research methods with a case study type of research from data sources from teachers, students, and the learning process. The results showed that the Arabic language learning process only applied two learning methods, namely grammar translation and audiolingual, with a ratio of >75%:<25%.<sup>12</sup>

According to Farid (2022), in an article entitled “Analisis Kesulitan Belajar Bahasa Arab Siswa Kelas IX Di SMP IT Insan Cendikia Makassar,” This research aims to find out how 9th-grade students face difficulties in learning Arabic, aims to find out how SMPIT Insan Cendikia Makassar deals with Arabic learning problems. The type of research used in this article is qualitative research with teacher and student research subjects, and data collection methods in this study using interviews, observation, and documentation methods. The results of this study found that there

---

<sup>11</sup> Omar M.K. Al-Mahasneh and others, ‘Favorite Methods of Teaching and Evaluation among Students in University Colleges’, *International Journal of Education and Practice*, 8.2 (2020), pp. 365–78, doi:10.18488/journal.61.2020.82.365.378.

<sup>12</sup> Muslim Mubarak, Mokhammad Nizam, and Fitriani Fitriani, ‘Analisis Penerapan Metode Pembelajaran Bahasa Arab Kelas IV’, *Academicus: Journal of Teaching and Learning*, 1.1 (2022), pp. 1–10, doi:10.59373/academicus.v1i1.2.

are several forms of learning difficulties in the Arabic among the students.<sup>13</sup>

Sirajuddin Saleh's research, entitled "Analysis of Student Learning Achievement of General High School Graduates and Vocational High Schools"<sup>14</sup>, this research aims to find out the differences in student achievement of General High School and Vocational High School graduates, as well as identify factors that support and hinder student achievement. Data collection using observation, interview, and documentation techniques, in this study using a quantitative approach. The results showed that: 1) The learning achievement of General High School students averaged 3.72 and Vocational High School students averaged 3.77; 2) There is no significant difference in achievement between General High School and Vocational High School students; 3) Factors that support learning achievement include learning motivation, intelligence, concentration, goals to be achieved, diligence in attending classes and doing assignments, and academic activeness.

Referring to the previous research above, the researcher found a difference. This study is more specific to analyze student learning outcomes on PAS 2023/2024 scores as a form of researcher contribution in improving and evaluating student learning

---

<sup>13</sup> Muhammad Farid, Abdul Wahab, and Ansar Ansar, 'Analisis Kesulitan Belajar Bahasa Arab Siswa Kelas IX Di SMP IT Insan Cendikia Makassar', *Education and Learning Journal*, 3.1 (2022), p. 36, doi:10.33096/eljour.v3i1.138.

<sup>14</sup> Ahmad Saeroji, Rizka Andriyati, and Muhsin Muhsin, 'Analisis Prestasi Belajar Mahasiswa Lulusan Sekolah Menengah Umum Dan Sekolah Menengan Kejuruan', *Prodi P.ADP FF UNY*, 18.1 (2021), pp. 1–14.



outcomes. The following are the results of the analysis that researchers will explain in the results section of this study.

Based on the problem formulation above, the researcher is interested in conducting research with the title “Analysis of Arabic language learning achievement of 7<sup>th</sup> grade students of SMP Muhammadiyah 3 Yogyakarta”. In this study, researchers focused on the results of Arabic language learning achievement at Muhammadiyah 3 Junior High School in Yogyakarta. Researchers analyzed the achievement of Arabic language learning of 7<sup>th</sup> grade students at Muhammadiyah 3 Junior High School Yogyakarta, compared to the Arabic language learning achievement index of Muhammadiyah Junior High School in Yogyakarta, as a contribution of researchers in the world of education, especially at Muhammadiyah 3 Junior High School Yogyakarta, because there has been no research that discusses this issue.

## **Method**

The research method used in this study is a quantitative descriptive method. According to Imam Gunawan and Hasyim Hasanah <sup>15</sup> Quantitative research focuses on symptoms that have certain characteristics in human life, called variables. Based on the period of philosophy, quantitative research is suitable for quantifiable phenomena. Quantitative research aims to describe a

---

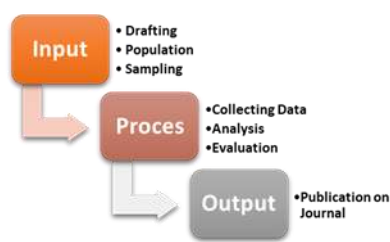
<sup>15</sup> Imam Gunawan and Hasyim Hasanah, ‘Kuantitatif Imam Gunawan’, *At-Taqaddum*, 8.1 (2019), p. 29.

phenomenon or measurably understand its pattern.<sup>16</sup> This research was condusted at Muhammadiyah 3 Junior High School Yogyakarta, which is located at Jl. Captain Piere Tendean No.19, Wirobrajan, Yogyakarta City, Special Region of Yogyakarta. The implementation time for observation in the first semester (odd) of the 2023/2024 period began in December 2023, precisely after the PAS (Final Semester Assessment) odd semester. The following flow chart depicts the main steps:

Figure 1. The Main Steps of Research



Figure 2: Three Steps in Research Processing and Completion



In the drafting stage, the data collection technique uses documentation. Data documentation that studies data in writing and recorded by the school, and documents data related to the problem

<sup>16</sup> Djoko Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, Penerbit Alfabeta, 2010.

being studied.<sup>17</sup> The documentation data in this study are the results of the PAS answer sheet for the Arabic subject in the odd semester of Muhammadiyah 3 Junior High School Yogyakarta for the 2023/2024 period.

A population is all members of a group of people, animals, events, or objects that live together in a planned place to conclude the study.<sup>18</sup> The population is not only human but also organizations, animals, human works, and other natural objects. The population in this study is 7<sup>th</sup> grade students of Muhammadiyah 3 Junior High School Yogyakarta for the 2023/2024 period, which totals two hundred and thirty six students in one population.

The sample is part of the population, or it can be considered as part of the population that is the source of the research data.<sup>19</sup> and according to Sugiyono in the journal<sup>20</sup> A sample is a representative part of the population. The sample used in this study was a random sampling method, selecting 30 students out of 236. Random sampling is used to facilitate efficient data management.

<sup>17</sup> Ardiansyah and others, *Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah* (3 July 2023) <<http://ejournal.yayasanpendidikandzurriyatulquran.id/index.php/ihsan>>.

<sup>18</sup> Nur Fadilah Amin, Sabaruddin Garancang, and Kamaluddin Abunawas, 'Konsep Umum Populasi Dan Sampel Dalam Penelitian', *Jurnal Kajian Islam Kontemporer*, 14 (2023).

<sup>19</sup> FW Mamonto and others, 'Analysis Of Marketing Mixed Factors (4p) On Purchase Decisions At Podomoro Poigar Eating House In New Normal Era', 9.2 (2021), pp. 110–21.

<sup>20</sup> Deri Oktaviano, Berlintina Permatasari, and Yusra Fernando, *Pengaruh Faktor Psikologis Dan Sosiologis Terhadap Pengambilan Keputusan Pembelian Mobil (Studi Pada Konsumen Mobil Avanza Di Provinsi Lampung)*, 2022, II <<http://jim.teknokrat.ac.id/index.php/smart/issue/archive>>.

So that the data obtained becomes more organized and representative and can be analyzed more efficiently.

## Results and Discussion

From the results of the observations made by the researcher, the researcher saw the lack of effectiveness in Arabic language learning at Muhammadiyah 3 Junior High School Yogyakarta such as the use of classical methods such as lecture and *qiroah* methods that make students bored, learning media that are less interactive in a language environment that are not supportive. To support the success of learning, it is necessary to have a structured and directed framework, in the sense that the learning process must be carried out with effective methods,<sup>21</sup> and interactive media.<sup>22</sup>

In improving students' Arabic language skills, things that include reading, writing, speaking, and listening skills need to be done to support language success to improve learning outcomes.<sup>23</sup> When compared with the Arabic language learning achievement index of Muhammadiyah Junior High Schools in Yogyakarta, students of Muhammadiyah 3 Junior High School Yogyakarta tend

---

<sup>21</sup> Ana Taqwa Wati and Sri Wahyuni, 'Effectiveness of the Teams Games Tournament (TGT) Cooperative Learning Method towards the Arabic Language Learning Achievement of Students at SMP Muhammadiyah 2 Kalasan', *Maharaat: Jurnal Pendidikan Bahasa Arab*, 6.1 (2024), pp. 10–25, doi:10.18196/mht.v6i1.20543.

<sup>22</sup> Ansar Ansar and others, 'Pembelajaran Bahasa Arab Berbasis Multimedia', *Mujaddid: Jurnal Penelitian Dan Pengkajian Islam*, 1.1 (2023), p. 29, doi:10.33096/mujaddid.v1i1.235.

<sup>23</sup> Muhammad Syaifullah and Nailul Izzah, 'Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab', *Arabiyyatuna : Jurnal Bahasa Arab*, 3.1 (2019), p. 127, doi:10.29240/jba.v3i1.764.

to have scores below the index/KKM, which is 75. There are only three students who get scores above KKM 75. This needs to be an evaluation material for 7<sup>th</sup> grade Arabic language teachers at Muhammadiyah 3 Yogyakarta Junior High School in the 2023/2024 school period.

From the input that the researcher provided through the documentation of the student answers that were inputted through Microsoft Excel, researchers processed data through the SPSS version 25 application using the homogeneity test, normality test, and one sample t-test. From the data that researchers obtained from the 2023/2024 PAS (End of Semester Research) score document, there were only three students who scored above the KKM, while there were 27 students who scored below the KKM. Of these, it is very minimal for students who get scores above the KKM.

After the research data is collected, the next step is data processing, which includes several main stages, such as homogeneity tests, normality tests, and data analysis using the SPSS program.

#### Data Analysis

Data analysis is the process of simplifying data into a more straightforward format to read and process.<sup>24</sup> One of the objectives of data analysis is to simplify research data, and data is collected, grouped, and tabulated based on each variable. In this study, the data analysis technique used is the one-sample t-test.

---

<sup>24</sup> Muhammad Rizal Pahleviannur and Saringatun Mudrikah, *Penelitian Tindakan Kelas, Pradina Pustaka*, 2022.  
*Jurnal Lisanudhad*

Data that can be tested with a one sample t-test are data that have the following criteria: The data used is quantitative, numerical data that can be counted, measured, or given a numerical value, and the data is usually distributed is the most common type of distribution assumed in technical analysis. As for this research, it uses the one sample t-test research formula and the research hypothesis as follows:

Form of T test formula for one sample:

$$t = \frac{\bar{x} - \mu}{\frac{s}{\sqrt{n}}}$$

X	: Sample mean
M <sub>0</sub>	: Hypothesized population mean
s	: Sample Standard Deviation
n	: Sample size

Hypotheses in quantitative research are temporary statements that are researchers' presumptions about research problems. So that the hypothesis in this research can be formulated as follows, H0: The average score of class 7 is higher than the KKM (75) and H1: The average score of class 7 is lower than the KKM (75), which is used as a benchmark in concluding this research.

Homogeneity Test

A homogeneity test is a test to determine whether two or more groups of sample data originate from populations with the same or homogeneous variance.<sup>25</sup> This test is a prerequisite before performing, such as the t-test and ANOVA. The purpose of this test is to ensure that the data group comes from a population with the

<sup>25</sup> Usmani, 'Pengujian Persyaratan Analisis (Uji Homogenitas Dan Uji Normalitas)', *Inovasi Pendidikan*, 7.1 (2020), pp. 50–62, doi:10.31869/ip.v7i1.2281.

same or homogeneous variance. If the significance value is less than 0.05, then the data distribution is not homogeneous or abnormal. <sup>26</sup>

Figure 3. Result of Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Bahasa Arab	Based on Mean	1,580	6	22	0,200
	Based on Median	0,358	6	22	0,898
	Based on Median and with adjusted df	0,358	6	11,098	0,891
	Based on trimmed mean	1,346	6	22	0,280

Description:

Based on this statistical output, it is known that the Significance value for the Arabic learning outcomes variable is 0.200. It can be concluded that the sig value  $0.200 > 0.05$ , then the data of Arabic learning outcomes of 7<sup>th</sup> grade students of Muhammadiyah 3 Junior High School Yogyakarta is homogeneous or normally distributed.

Normality Test

The normality test is one of the prerequisite tests that must be carried out as a condition for conducting statistical analysis<sup>27</sup>. The normality test is carried out to determine whether the data is normally distributed. If the significance value is more than 0.05, the data is considered to have a normal distribution; If the value is less than 0.05, the data is considered not normally distributed.

<sup>26</sup> Abdul Nasar and others, ‘Uji Prasyarat Analisis’, *JEBI: Jurnal Ekonomi Dan Bisnis*, 2.6 (2024), pp. 786–99.

<sup>27</sup> Muhammad Haikal Abror, ‘Self-Regulated Learning Terhadap Hasil Belajar Matematika Siswa’, *Plusminus: Jurnal Pendidikan Matematika*, 2.2 (2022), pp. 233–42, doi:10.31980/plusminus.v2i2.1676.

Figure 4. Ruselt of Nomality Test

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai	0,173	30	0,023	0,914	30	0,019
a. Lilliefors Significance Correction						

Description:

Based on the results of the SPSS output tests of normality in the shaapiro-wilk test section, the sig value is 0.019. Because the normality test results value  $0.019 > 0.05$ , it can be concluded that the data presented is usually distributed. One sample t-test is used to determine whether there is a difference between the mean of the population or previous research data and the mean of the research sample.<sup>28</sup>

Figure 4. First Output (One Sample Statistics)

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Nilai	30	49,6667	15,27751	2,78928

Description:

Based on the table statistics above, N = 30 means that the number of samples used is 30 students. Mean = 49.666 means the calculated average value is 49.666, the standard deviation is 15.277, and the standard error is 2.789.

<sup>28</sup> H Mustafidah, A Imantoyo, and S Suwarsito, *Pengembangan Aplikasi Uji-t Satu Sampel Berbasis Web (Development of Web-Based One-Sample t-Test Application)*, 2020, VIII.



Figure 5. One Sample Test Second Output

One-Sample Test						
	Test Value = 75					
	t	df	Sig. (2-tailed)	Mean Difference	Interval of the	
					Lower	Upper
Nilai	-9,082	29	0,000	-25,33333	-31,0380	-19,6286

Description:

Based on the table one-sample statistics above, it is known that the t value (t count) is -9.082, the degree of freedom is 29, and the Sig. (2-tailed) or the significance value with a two sided test is 0.000.

Basis for Making One Sample Test Decision Based on Hypothesis:

**H<sup>0</sup>**: The average score of class 7 is higher than the KKM (75)

**H<sup>1</sup>**: The average score of class 7 is lower than the KKM (75)

Based on t-count  $-9.082 > 1.984217$ , it can be concluded that hypothesis **H<sup>0</sup>** is rejected and **H<sup>1</sup>** is accepted, meaning that the average value of the class 7 score is lower than the KKM (75).

At the end of this article, The results of the data analysis of statistical tests that the researchers have carried out, it can be concluded that the 7<sup>th</sup> grade Arabic language scores of Muhammadiyah 3 Junior High School Yogyakarta are below the KKM (75), and the results of the scores are not comparable to the Arabic achievement index of Muhammadiyah junior high school in Yogyakarta, because the scores are still below the KKM (75). So, it is necessary to evaluate teachers and students to achieve the target of success in learning Arabic by utilizing school facilities for the continuity of the learning process and creating a bilingual environment to improve foreign language skills.

Students, teachers, and educational environments must work together to improve Arabic language learning. Teachers can use creative and diverse approaches, such as conversation simulations, the use of audio-visual media, or digital application-based learning, or provide additional motivation to students through programs such as Arabic language competitions, awards for outstanding students, or cultural visits to environments that support Arabic language mastery. Arabic language learning that uses interactive media, such as audiovisual and applications, should be a common thing used in learning. The use of Quizizz learning media applied in learning Nahwu to facilitate student understanding and making the learning process more engaging and enjoyable.<sup>29</sup>

With this effort, it is expected that students can master Arabic well. Learning achievement shows the results of interaction between teachers, students, curriculum, and the learning environment during the learning process. These results can be measured through tests, test scores, or other performance evaluations, showing how well students achieve learning goals.<sup>30</sup> It can be measured through several indicators, such as the ability to understand and use the vocabulary that has been given, grammatical

---

<sup>29</sup> Diana Nur Al Azmi Fadilah, Muassomah, Amalia Nabila Nailil, 'The Use of Quizizz as Inductive-Based Nahwu Learning Media in the Digital Age', *Lisanudhad*, 10.1 (2025), pp. 5–16 <[https://www.silpa-mag.com/history/article\\_22383](https://www.silpa-mag.com/history/article_22383)>.

<sup>30</sup> Adisna Nadia Phafiandita and others, 'Urgensi Evaluasi Pembelajaran Di Kelas', *JIRA: Jurnal Inovasi Dan Riset Akademik*, 3.2 (2022), pp. 111–21, doi:10.47387/jira.v3i2.262.

understanding of reading and writing skills, and the ability to communicate in Arabic.

### **Conclusion**

The results of statistical test data analysis show that the Arabic language scores of 7<sup>th</sup> grade students of Muhammadiyah 3 Junior High School Yogyakarta<sup>7</sup> students at Muhammadiyah 3 Junior High School Yogyakarta are below the KKM (75) and do not align with the Arabic language achievement index of Muhammadiyah Junior High School in Yogyakarta. This indicates that the student's scores are not in line with the expected standard, so there is a need for a thorough evaluation of the Arabic language teachers at Muhammadiyah 3 Junior High School Yogyakarta. This evaluation process is crucial to understand the factors that may cause low grades or student learning outcomes in Arabic subjects. To improve learning, teachers should use technology and additional resources, and where necessary, training for professional to make the learning process more effective or enhance the effectiveness and quality.

In addition, it is very important to create a supportive bilingual environment, which can be achieved by encouraging students to use Arabic or foreign languages in communication in the classroom or beyond, and teachers can use creative and diverse approaches, such as conversation simulation, the use of audio-visual media, or digital application-based learning. With these efforts, it is expected that students' language skills will improve significantly as well as improve students' Arabic learning achievement at

Muhammadiyah 3 Junior High School Yogyakarta and ensure that they can achieve the expected standards.

## References

- Abror, Muhammad Haikal, 'Self-Regulated Learning Terhadap Hasil Belajar Matematika Siswa', *Plusminus: Jurnal Pendidikan Matematika*, 2.2 (2022), pp. 233–42, doi:10.31980/plusminus.v2i2.1676
- AH, Hanifal Fauzy, Zainal Abidin Arief, and Muhyani Muhyani, 'Strategi Motivasi Belajar Dan Minat Belajar Dengan Hasil Belajar Bahasa Arab', *Tawazun: Jurnal Pendidikan Islam*, 12.1 (2019), p. 112, doi:10.32832/tawazun.v12i1.1843
- Al-Mahasneh, Omar M.K., Mohammad N.M. Ayasrah, Shima M.S. Yahyaa, Raed A. Al-Kriemeen, and Ali S. Al-Swalha, 'Favorite Methods of Teaching and Evaluation among Students in University Colleges', *International Journal of Education and Practice*, 8.2 (2020), pp. 365–78, doi:10.18488/journal.61.2020.82.365.378
- Amin, Nur Fadilah, Sabaruddin Garancang, and Kamaluddin Abunawas, 'Konsep Umum Populasi Dan Sampel Dalam Penelitian', *Jurnal Kajian Islam Kontemporer*, 14 (2023)
- Amril, Aysha Aulia, Siska Yulia Defitri, and Nidia Anggreni Das, 'Pengaruh Asimetri Informasi Dan Kesesuaian Kompensasi Serta Ketaatan Aturan Akuntansi Terhadap Kecurangan Akuntansi (Studi Empiris Pada Opd Kabupaten Tanah Datar)', *OPTIMAL Jurnal Ekonomi Dan Manajemen*, 2.3 (2022), pp. 239–60, doi:10.55606/optimal.v2i3.507
- Annisa, Dwi, 'Jurnal Pendidikan Dan Konseling', *Jurnal*
- Vol. 12 No. 01, June 2025

*Pendidikan Dan Konseling*, 4.1980 (2022), pp. 1349–58

Ansar, Ansar, Isnaeni S. Isnaeni S., Julia Julia, and Nur Hafida, 'Pembelajaran Bahasa Arab Berbasis Multimedia', *Mujaddid: Jurnal Penelitian Dan Pengkajian Islam*, 1.1 (2023), p. 29, doi:10.33096/mujaddid.v1i1.235

Ardiansyah, MSyahrani Jailani, Sma Negeri, Bungo Provinsi Jambi, and Uin Sulthan Thaha Saifuddin Jambi, *Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah* (3 July 2023) <<http://ejournal.yayasanpendidikandzurriyatulquran.id/index.php/ihsan>>

Asif, Amna, Hamid Mukhtar, Fatimah Alqadheeb, Hafiz Farooq Ahmad, and Abdulaziz Alhumam, 'An Approach for Pronunciation Classification of Classical Arabic Phonemes Using Deep Learning', *Applied Sciences (Switzerland)*, 12.1 (2022), doi:10.3390/app12010238

Al Azmi Fadilah, Muassomah, Amalia Nabila Nailil, Diana Nur, 'The Use of Quizizz as Inductive-Based Nahwu Learning Media in the Digital Age', *Lisanudhad*, 10.1 (2025), pp. 5–16 <[https://www.silpa-mag.com/history/article\\_22383](https://www.silpa-mag.com/history/article_22383)>

Dr. Abdul Muhid, M.S, 'Analisis Statistik 5 Langkah Praktis Analisis Statistik Dengan SPSS for Windows', 2019

Farid, Muhammad, Abdul Wahab, and Ansar Ansar, 'Analisis Kesulitan Belajar Bahasa Arab Siswa Kelas IX Di SMP IT Insan Cendikia Makassar', *Education and Learning Journal*, 3.1 (2022), p. 36, doi:10.33096/eljour.v3i1.138

Gunawan, Imam, and Hasyim Hasanah, 'Kuantitatif Imam

- Gunawan', *At-Taqaddum*, 8.1 (2019), p. 29
- Hamid, T, M Chhabra, K Ravulakollu, P Singh, S Dalal, and R Dewan, 'A Review on Artificial Intelligence in Orthopaedics', in *2022 9th International Conference on Computing for Sustainable Global Development (INDIACom)*, 2022, pp. 365–69, doi:10.23919/INDIACom54597.2022.9763178
- Imran, Muhammad, Saman Hina, and Mirza Mahmood Baig, 'Analysis of Learner's Sentiments to Evaluate Sustainability of Online Education System during COVID-19 Pandemic', *Sustainability (Switzerland)*, 14.8 (2022), pp. 1–18, doi:10.3390/su14084529
- Mamonto, FW, Wjfa Tumbuan, MH Rogi, Felisa Windy Mamonto, Willem JFA Tumbuan, Mirah H Rogi, and others, 'Analysis Of Marketing Mixed Factors (4p) On Purchase Decisions At Podomoro Poigar Eating House In New Normal Era', 9.2 (2021), pp. 110–21
- Mubarok, Muslim, Mokhammad Nizam, and Fitriani Fitriani, 'Analisis Penerapan Metode Pembelajaran Bahasa Arab Kelas IV', *Academicus: Journal of Teaching and Learning*, 1.1 (2022), pp. 1–10, doi:10.59373/academicus.v1i1.2
- Mustafidah, H, A Imantoyo, and S Suwarsito, *Pengembangan Aplikasi Uji-t Satu Sampel Berbasis Web (Development of Web-Based One-Sample t-Test Application)*, 2020, VIII
- Nasar, Abdul, Dimas Hadi Saputra, Mochammad Rifan Arkaan, Muhammad Bimo Ferlyando, Muhammad Teguh Andriansyah, and Putra Dena Pangestu, 'Uji Prasyarat Analisis', *JEBI: Jurnal Ekonomi Dan Bisnis*, 2.6 (2024), pp. 786–99

- Oktaviano, Deri, Berlentina Permatasari, and Yusra Fernando, *Pengaruh Faktor Psikologis Dan Sosiologis Terhadap Pengambilan Keputusan Pembelian Mobil (Studi Pada Konsumen Mobil Avanza Di Provinsi Lampung)*, 2022, II <<http://jim.teknokrat.ac.id/index.php/smart/issue/archive>>
- Pahleviannur, Muhammad Rizal, and Saringatun Mudrikah, *Penelitian Tindakan Kelas, Pradina Pustaka*, 2022
- Phafiandita, Adisna Nadia, Ayu Permadani, Alsa Sukma Pradani, and M. Iqbal Wahyudi, ‘Urgensi Evaluasi Pembelajaran Di Kelas’, *JIRA: Jurnal Inovasi Dan Riset Akademik*, 3.2 (2022), pp. 111–21, doi:10.47387/jira.v3i2.262
- Rosyad, Muh Sabilar, Uril Bahrudin, and Faishol Mahmoud Adam Ibrahim, ‘The Reality of Learning Arabic Listening Skills at Pesantren-Based Universities from the Perspective of Teaching Materials’, *LISHANUDHAD: Jurnal, Bahasa, Pembelajaran Dan Sastra Arab*, 10.2 (2023), pp. 92–120
- Saeroji, Ahmad, Rizka Andriyati, and Muhsin Muhsin, ‘Analisis Prestasi Belajar Mahasiswa Lulusan Sekolah Menengah Umum Dan Sekolah Menengan Kejuruan’, *Prodi P.ADP FF UNY*, 18.1 (2021), pp. 1–14
- Sejati, Endah Octaningrum Wahani, and Djamilah Bondan Widjajanti, ‘Pembelajaran Kooperatif Dalam Pendekatan Penemuan Terbimbing Ditinjau Dari Prestasi Belajar, Kemampuan Berpikir Kritis, Dan Kepercayaan Diri’, *Pythagoras: Jurnal Pendidikan Matematika*, 14.2 (2019), pp. 150–62, doi:10.21831/pg.v14i2.26420

- Siregar, Amy Fitriani, Siti Nurhasana Mokodompit, Muhajir Muhajir, and Nila Alfiroh, 'Test Analysis of Durūs Al-Lughah Al-Arabiyyah Volume 1 by Imam Zarkasyi and Imam Syubani', *Lisanudhad: Jurnal Bahasa, Pembelajaran, Dan Sastra Arab*, 11.01 (2024), pp. 153–75, doi:10.21111/lisanudhad.v11i01.11427
- Sugiyono, Djoko, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, Penerbit Alfabeta, 2010
- Syaifulallah, Muhammad, and Nailul Izzah, 'Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab', *Arabiyatuna : Jurnal Bahasa Arab*, 3.1 (2019), p. 127, doi:10.29240/jba.v3i1.764
- Usmadi, 'Pengujian Persyaratan Analisis (Uji Homogenitas Dan Uji Normalitas)', *Inovasi Pendidikan*, 7.1 (2020), pp. 50–62, doi:10.31869/ip.v7i1.2281
- Utami, Rika Lutfiana, Universitas Islam, and Negeri Sunan, 'Konsep Pembelajaran Bahasa Arab Dengan Pendekatan Komunikatif Di Kelas Vii Smp Muhammadiyah 1 Depok', 8.1 (2020), pp. 64–74, doi:10.24252/saa.v8i1.12270
- Wati, Ana Taqwa, and Sri Wahyuni, 'Effectiveness of the Teams Games Tournament (TGT) Cooperative Learning Method towards the Arabic Language Learning Achievement of Students at SMP Muhammadiyah 2 Kalasan', *Maharaat: Jurnal Pendidikan Bahasa Arab*, 6.1 (2024), pp. 10–25, doi:10.18196/mht.v6i1.20543