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Multimedia PowerPoint-Based Arabic Learning and its Effect to Students' Learning Motivation: A treatment by level designs experimental study

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The use of multimedia in Arabic learning has high urgency in improving students' learning motivation. Meanwhile, learning motivation is essentially needed by students in achieving success the learning process. Therefore, this research aims to prove the level of students' learning motivation by using multimedia in Arabic learning and without using multimedia in one of State Madrasah Aliyah at Gorontalo Regency. This research is experimental research with the Treatment by the level design approach. The samples used in this research were students in grade $VIII_2$ which consisted of 35 students as the experimental class and grade $VIII_3$ which consisted of 35 students as the control class by using the technique of cluster random sampling. The technique of data collecting used test, questionnaire, and documentation. The technique of data analysis implemented a descriptive statistic and referential statistic with the two non-similar cell paths and the Scheffe Method'. The result of this research shows that the students who were taught using multimedia PowerPoint in the Arabic learning had high learning motivation and students who were taught without using multimedia had low learning motivation. It shows that Arabic teachers should be able to utilize the learning multimedia to improve students' learning motivation so the learning purpose can be after achieved, because it is proved that the using of multimedia in the Arabic learning can successfully improve students' learning motivation.

Keywords: arabic, learning motivation, multimedia, treatment by level designs, learning

INTRODUCTION

Arabic is an important subject in school, especially in the state or private Islamic education institution in every level and certain program. Arabic is a must subject to be

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taught to students. Considering that Arabic is a part of Islamic knowledge, even its position is a medium to understand the main knowledge in Islam, but Arabic has important role among *wasilah* knowledge**,** so many *ulama* frequently pay attention to arabic, because Arabic is a dynamic language, a rich language with grammar, structure, and vocabulary (Al-Atsary & Hamzah, 2007). Arabic is a language of religion which supposed to be mastered well by all Muslim, because Al-Qur'an and *Sunnah* are written in Arabic to ease the delivery of substantial matters so those can be well understood, so Arabic supposed to be understood by all Muslims (Andriani, 2015; Salim, 2015; Nasution, 2017, 26). Therefore, Arabic is essential to be learned at *madrasah*, but the reality shows that in Arabic learning still faces many problems.

Fakhrurrozi & Mahyudin (2012, 6) state that there are two problems faced in Arabic learning, those are language problem and non-language problem. However, the most crucial problem in Arabic learning is a non-language problem (*musykilât ghair lughawiyyah*). That is the problems which have no direct relationship with the language learned by students but have a dominant role in affecting the level of achievements from the Arabic learning. That problem is the motivation (*dawâfi'*). It shows that motivation is essential in Arabic learning, while the motivation of students is still low.

Many researches about students' motivation in Arabic learning have been conducted. One of them is a research conducted by Islam (2015) which found that the low motivation of students in Arabic learning is influenced by some factors: 1) the complexity of Arabic; 2) material and method; 3) learning facility; 4) personality of teachers. Those factors should be well noticed to make Arabic learning can be more interesting for students. Similar to what is stated by Hizbullah & Mardiah (2015) that the problem in Arabic learning lies on the learning motivation problem. Besides that, the unstandardized competence of the teacher also becomes an obstacle in the learning process. A research conducted by Ritonga, Nazir, & Wahyuni (2016) founds that Arabic learners face some difficulties such as in expressing sentences, practicing expressions and answering the questions in the worksheet. Students are difficult to do assignments and answer questions. A research conducted by Putri (2017) based on the observation of Arabic learning process in favourite class VII MTs. It is obviously can be seen when the teacher explains the learning material in class, students seem to lack of attention. Most of them have no motivation to join the class and busy with their own activity. When teacher ask questions, most the students did not answer. In line with research conducted by Muhammad, Rahadian, & Safitri (2017) which states that the basic problem in Arabic learning is the lack of enthusiasm of students. It causes the learning process becomes not optimal.

Therefore, to handle and solve the problem above, it is essential to improve students' learning motivation. One way to improve students' motivation is by using interesting learning media based on multimedia. Multimedia can be stated as the utilization of computer to make and combine text, graphic, audio, video and animation and combining them with link and tool (Sari, Tresnawati, & Hakim, 2015). It is in accordance following the research conducted by Firmansyah (2015) which states that by using multimedia-based learning media will make learning process becoming more interesting and fun.

Through the use of multimedia in the learning process, students can obtain more useful information provided by interesting learning media accompanying text, graphic, audio, video and animation (Leow & Neo, 2014). A research conducted by Sman & Lee (2014) has shown that animation and simulation using ICT can help students to visualize the learning material and improve their understanding of abstract learning materials. Multimedia can improve learning experience or achievements of students (Davies & Cormican, 2013). According to Chusna (2012) multimedia as a form of the advance of technology provides much easiness in the learning activity, especially in the learning of Arabic. With modern facilities developed, Arabic learning can be easier and more enjoyable. For mastering materials and for training the language skill, students should not have to study in the class with conventional way accompanied by teacher with the teacher, they can learn independently by utilizing various kinds of multimedia.

Realizing the benefits obtained by the multimedia-based learning above, so in solving the problems of students' low motivation in Arabic learning should use multimedia. According to Hidayat (2012) recently Arabic learning is unsuccessful caused by many significant factors, those are: teacher only emphasizes the theory and language knowledge, learning materials are irrelevant with students' need and also less applicative which the learning process mostly dominated by the teacher, and they are fewer opportunities of students to be active in the learning process. Meanwhile, according to Sahrir & Alias (2012) state that based on personal experience for over than 10 years of becoming an Arabic teacher, averagely Arabic teachers are still not optimal in using and utilizing technology. In line with Wibawanto (2017: 3) the problem occurs in the field shows that many teachers cannot optimally utilize technology to support the technology-based learning media, it causes the utilization of learning media in the Arabic learning becoming less optimal.

Therefore, Arabic learning activity should develop learning media which can work with the development of technology by combining text, graphic, audio, video and animation with link and tool which possibly make students interact while the learning process, one of them is by utilizing multimedia PowerPoint for presentation. Arabic learning using multimedia is expected to ease the presentation of learning material so it can significantly improve students' learning motivation. Therefore, the empirical proving is urgent to be conducted to compare students' motivation taught by multimedia and students' motivation taught by conventional media.

METHOD

Research Design

This research is an experimental research using a quasi experimental design with *The Matching Static Group Comparison*. The reason for researchers in using quasi experiment in this research because researchers cannot control all variables. The design selected was *Treatment by Levels Designs* 2x2 to test: 1) the main effect of experiment variable (A) towards the related variable without considering the effect of experiment variable (B); 2) the main effect of experiment variable (B) towards the related variable without considering experiment variable (A), 3) the effect of interaction among

experiment variables (A) and the experiment variable (B) towards the related variable; 4) simple effect of treatment A_1 towards each level of experiment variable B_n (B_1 and B_2); 5) *simple effect* of treatment A_2 towards each level of experiment variable B_n (B_1 and B_2). Independent variable is the learning media (A) which consists of PowerPoint (A1) and printed media (A2). That variable is the motivation (B) which consists of high motivation (B1) and low motivation (B2). Independent variable is the learning output of students (Y) in Arabic learning. The design used is presented in table 1 below:

Table 1
The design of experimental research

Learning Motivation (B)	Learning Media	
	Presentation Multimedia (A_1)	Printed Media (A_2)
High Motivation (B_1)	A_1 B_1	A_2 B_1
Low Motivation (B_2)	A_1 B_2	A_2 B_2

Explanation :
A_1 = the group of stduents who study using PowerPoint
A_2 = the group of students who study using printed media
B_1 = the group of students with high motivation
B_2 = the group of students with low motivation
A_1 B_1 = the group of students who study using PowerPoint and have high motivation
A_2 B_1 = the group of students who study using printed media and have high motivation
A_1 B_2 = the group of students who study using PowerPoint and have low motivation
A_2 B_2 = the group of students who study using printed media and have low motivation

Data

The technique of collecting data uses the questionnaire with 4 alternative answers, those are 4=Always, 3=Often, 2=Sometimes dan 1=Never. Operationally, students' learning motivation in this research consists of intrinsic motivation and extrinsic motivation. Learning motivation is the score obtained from students' answer toward the learning motivation scale referred to indicators which measure intrinsic and extrinsic motivation such as 1) intrinsic motivation measured by some indicators: (a) goals; (b) learning interest; (c) willingness to try; (d) curiosity; 2) extrinsic motivation measured by some indicators: (a) praise and present; (b) reproach and punishment; (c) parents' care; (d) teachers' care. Therefore the indicator of students' Learning motivation can be seen from the outlines of questionnaire instrument in table 2:

Table 2
Outlines of questionnaire instrument of learning motivation

Aspect	Indicator	Positive Item	Negative Item	Total
Intrinsic Motivation	a. Goals	1, 2, 3, 5, 6	4, 9,10	23
	b. Learning interest	7, 8, 11	14,15, 17	
	c. Willingness to try	12, 13, 16	21, 22	
	d. Curiosity	18, 19, 20, 23		
Extrinsic Motivation	a. Compliment and reward	24, 26	25, 33,	12
	b. Punishment	27, 28, 29, 30, 31, 32,	35	
	c. Parents' care	34		
	d. Teachers' care			
Total		24	11	35

Participant

The research subjects are two classes comprising two classes. Class $VIII_2$ comprising 35 students as experiment class and class $VIII_3$ comprising 35 students as control class.

Data Analysis

The technique of data analysis uses descriptive statistic and inferential statistic using Anava test not same two-cell line and *Scheffe'* method. Before the experiment, both of experimental groups and one control group are tested the average balances**.** It aims to produce the valid result of the experiment from the treatment conducted. The balance test is used to examine the averages of experiment class and control class. With the assumption that the sample comes from the population which is normally and homogeneously distributed.

FINDINGS

Learning motivation in this study is an encouragement that comes from internal or external factors of students and can affect learning activities that are characterized by the desire, effort, and students' enthusiasm in learning Arabic. In describing students' motivation who learn with a multimedia presentation and conventional media (print) in learning the Arabic language. The data were obtained from the answers of Class VIII of students in one of *Madrasah Tsanawiyah* (MTs) in Gorontalo through the questionnaire containing 35 questions.

The processing of data in this research was conducted through the selection and classification of data. Data that had been collected through the distribution of questionnaires were grouped based on the group of students taught by multimedia presentation and group of students taught by conventional media. That step was conducted to ensure the data meeting the requirements and can be processed further. The criteria used to select the instrument are a) filling in the questionnaire instrument following the instructions listed on the instrument questionnaire sheet; b) all questions in each questionnaire are filled out and none are blank; c) the questionnaire instrument sheet is intact and no sheets are lost or damaged.

In this research, total subjects were 70 students consisting of experimental group and control. The experimental group consisted of 35 students taught using multimedia presentation and control group consisted of 35 students taught using conventional media. The motivational questionnaire instruments used in this research were 35 copies for each group. All questionnaires were successfully collected again, so the number of motivational questionnaire instruments that could be processed for further analysis were 35 copies for each group.

Students' Motivation in Learning Using Multimedia Presentation

The data of students' motivation taught by multimedia presentation were obtained from the experimental group after the class. Based on the answers of the questionnaire from 35 questions given, all of them were processed and analysed and then obtained

descriptive statistical output presented in the form of frequency distribution table 3 and figure 1:

Table 3
The distribution of frequency of students' learning motivation using multimedia presentation in experiment class

Score Interval	Frequency	Percentage
169-175	6	17%
163-168	7	20%
157-162	16	46%
151-156	4	11%
145-150	1	3%
138-144	1	3%
Total	35	100%

Table 3 shows that the highest score in this research is 175 and the lowest score is 138. The scores of students who learn with the multimedia presentation are ranging from 157-162 with the highest frequency of 16 or 46% of the total number of students. Otherwise, the lowest distribution of motivation scores of students is in the interval 138-144 and 145-150, each with a frequency of 1 or 3%. The frequency of the scores of students' learning motivation is included in figure 1 as follows:

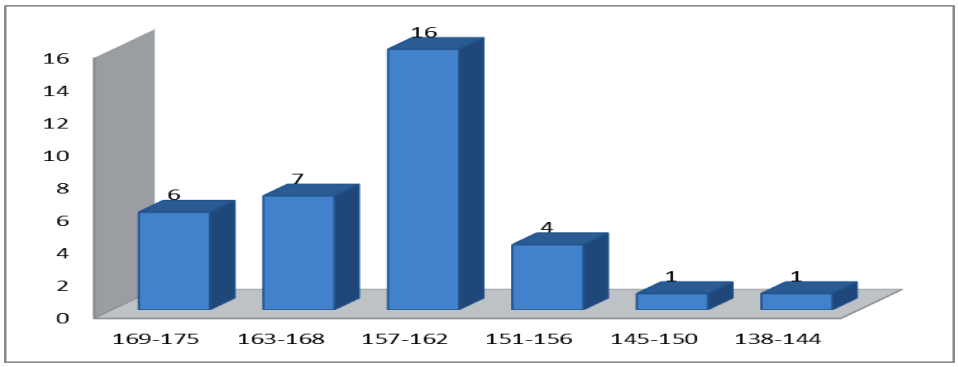

Figure 1
The histogram of frequency distribution of students' learning motivation using multimedia presentation in experiment class

The frequency description of students' motivation scores who learn with multimedia presentation analyzed statistically obtained the output of descriptions that has average score 161.54, the standard deviation 6.933 with the lowest score of 138 and the highest score of 175. The median obtained is 162. The highest score or the mode value is 162. The diversity of data is indicated by the variance of 48,079. Furthermore, student's motivation scores who learn with the multimedia presentation in this study are grouped into two categories, namely students with high motivation and students with low motivation. The grouping is based on the results of the calculation of descriptive statistics. For descriptive statistics, the concentration value is measured by finding the

ideal maximum score, ideal minimum score, ideal mean (Mi) and ideal standard deviation (SDi). The formula used to find the ideal average (Mi) is ½ (ideal maximum score + ideal minimum score) to obtain Mi = ½ (175 + 138) = 157 and to find the Ideal Standard Deviation the 1/6 formula is used (ideal maximum score - ideal minimum score) is SDi = 1/6 (175 - 138) = 6. Furthermore, the ideal standard deviation (SDi) and the ideal mean (Mi) are converted into 5 (five) tendency score categories with the criteria grouped become a group of students who have high motivation taken from the frequency of students' scores with some criteria as follow: very high and high. The group of students with low motivation is taken from the frequency of students' scores with some criteria as follow: medium, low and very low for more details are presented in the following table.4:

Table 4
The category of the tendency of students' learning motivation using presentation media in experimental class

Score Interval	Frequency (f)	Percentage (%)	Criteria	Motivation Group		
				(f)	(%)	Criteria
166-175	9	26%	Very High	24	69%	High
160-165	15	43%	High			
154-159	9	26%	Medium	11	31%	Low
148-153	1	3%	Low			
138-147	1	3%	Very Low			
Total	35	100%		35	100%	

Table 4 shows that the tendency of students' motivation score who learn with a multimedia presentation by category is very high with a score interval of 166-175 comprising 9 people or 26%, a high category with an interval score of 160-165 has a frequency of 15 people or 43%, the medium category with a score interval of 154-159 comprising 9 people or 26%, then the low category with a score interval of 148-153 comprising 1 person or 3%, so the category of very low with an interval score of 138-147 comprising 1 person or 3%. From those categories, the tendency of motivation scores of students who learn with multimedia presentations is grouped into 2 (two) groups, namely groups of students who have high motivation taken from the frequency of students' scores with criteria: very high and high that is obtained comprising 24 people or 69% and groups of students who have low motivation are taken from the frequency of students' scores with criteria: moderate, low and very low, which is obtained comprising 11 people or 31%. Therefore, it can be concluded that the average motivation score of students who learn with multimedia presentations is included in the high category.

Based on the grouping of the motivation of students who learn with a multimedia presentation, there are groups of students with high motivation comprising 24 students (n = 24) and a group of students with low motivation totalling 11 students (n = 11). In the group of students with high motivation (n = 24) obtained descriptive statistical output of a minimum score which is 160 and a maximum score which is 175, then the data are presented in the form of a frequency distribution table 5 and a figure as follows:

Table 5
The distribution of frequency of students with high motivation in the experiment class

Score Interval	Frequency	Percentage
172-175	1	4%
169-171	5	21%
166-168	3	13%
163-165	4	17%
160-162	11	46%
Total	24	100%

Table 5 shows that the highest score is 175 and the lowest score is 160, most groups of students who have high motivation are in the range of scores 160-162 comprising 11 people or 46% of the total students. Conversely, the group of students who have high motivation with the lowest score is in the interval 172-175 comprising 1 people or 4%. The frequency of learning motivation scores is presented in the histogram as follows.

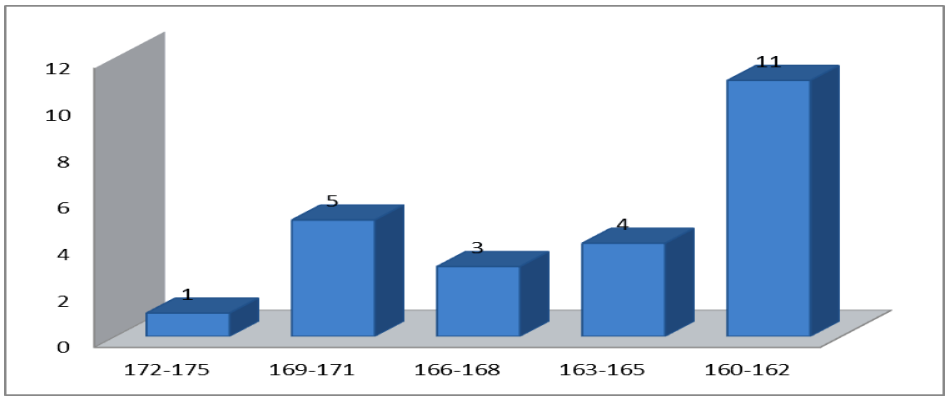

Figure 2
The histogram of frequency distribution of students with low motivation in the experiment class

The conclusion of the analysis of the description of the frequency scores of high motivation groups of students was analyzed using SPSS using descriptive statistics obtained an average output score of 164.83, a standard deviation of 4,228 with the lowest score of 160 and the highest score of 175. The median obtained was 163. The highest score or mode value is 162. The diversity of data is indicated by the variance of 17,884. Furthermore, the group of students who have low motivation with total n = 11 data obtained a minimum score of 138 and a maximum score of 159 which are presented in the following frequency distribution table.6:

Table 6
Frequency distribution of students with low motivation in experiment class

Score Interval	Frequency	Percentage
154-159	8	73%
149-153	1	9%
144-148	1	9%
138-143	1	9%
Total	11	100%

Table 6 shows that the highest score is 159 and the lowest score is 143, most groups of students who have low motivation are in the range of scores 154-159 with the highest comprising 8 people or 73% of the total students with low motivation. Conversely, the group of students with low motivation are at least found at intervals 138-143, intervals 144-148, intervals 149-153 each have a frequency of 1 person or 9%. The frequency of learning motivation scores is presented in the histogram as follows.

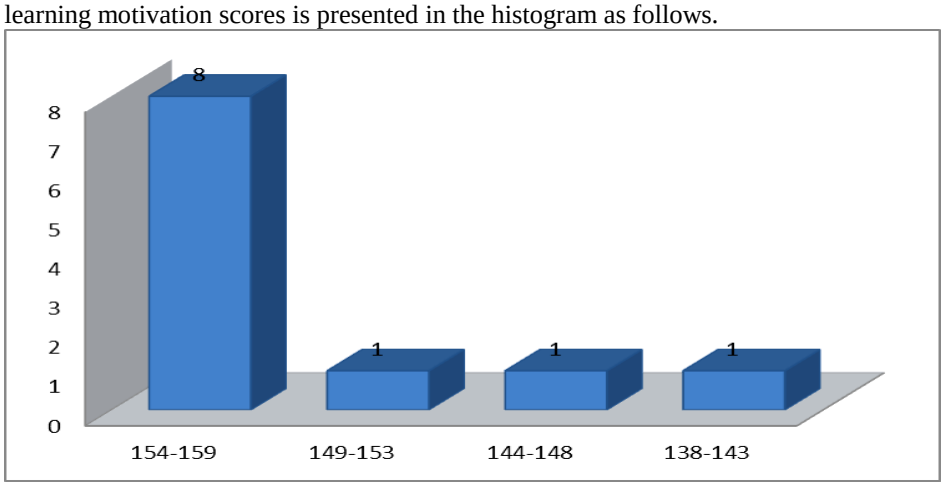

Figure 3
The histogram of frequency distribution of students with low motivation in experiment class

The research showed that the group of students with low motivation was analyzed using SPSS with descriptive statistic obtained an average output score of 154.36, a standard deviation of 6,297 with the lowest score of 138 and the highest score of 159. The median obtained was 156. The highest score or mode value is 159. The diversity of data is indicated by the variance of 39,655.

Based on research findings related to students' motivation with multimedia presentation in Arabic learning, it can be concluded that the average motivation score of students who learn with multimedia presentations is included in the high category with details of groups of students with high motivation has the most comprising 24 people or 69% of 35 students in the experimental group. The rest groups of students who have low motivation comprising 11 people or 31% of the 35 students in the experimental group.

The Motivation of Students Taught by Conventional Media

Data on the motivation of students learning with conventional media were obtained from the control group or the group without treatment. Based on the minimum and maximum frequency of students' motivation with conventional media in the control group with the total n = 35 data obtained a minimum score of 122 and a maximum score of 172 as presented in the form of frequency distribution tables and histograms as follows.

Table 7
Frequency distribution of students' learning motivation using conventional media in the control class

Score Interval	Frequency	Percentage
162-172	5	14%
154-161	8	23%
146-153	5	14%
138-145	6	17%
130-137	9	26%
122-129	2	6%
Total	35	100%

Table 7 shows that the highest score is 172 and the lowest score is 122, the majority of students who study with conventional media are in the range of scores 130-137 with the highest frequency comprising 9 people or 26% of the total control class students. Conversely, the distribution of the lowest motivation scores of students at intervals of 122-129 comprising 2 people or 6%. The frequency of learning motivation scores is presented in the histogram as follows.

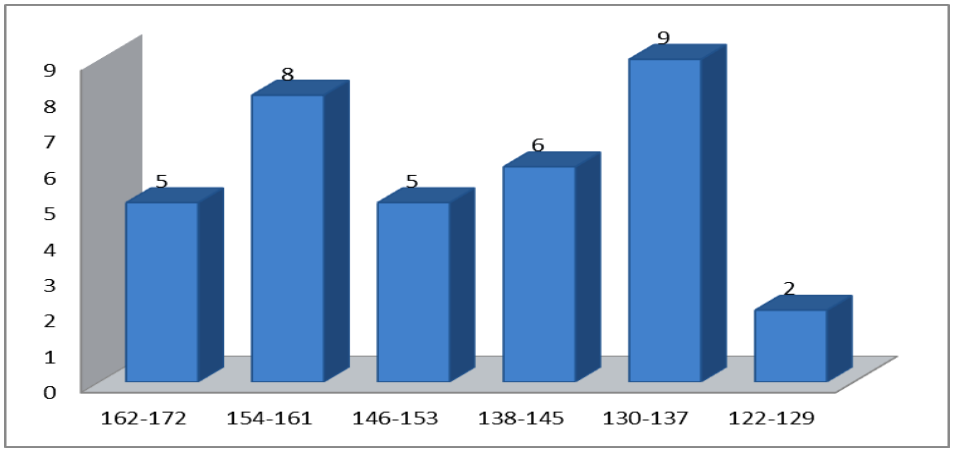

Figure 4
The histogram of frequency distribution of students' learning motivation using conventional media in the control class

The conclusion of the research of analysis of students' motivation scores taught by conventional media was analyzed using SPSS with descriptive statistics obtained an

average output score of 146.37, a standard deviation of 12,647 with the lowest score of 122 and the highest score of 172. The median obtained was 146 and the highest score or mode value is 131. The diversity of data is indicated by the variance of 159,946. Furthermore, motivation scores of students who learn with conventional media with high motivation and students with low motivation obtained Mi = ½ (172 + 122) = 147 and to find the Ideal Standard Deviation used the formula 1/6 (ideal maximum score - ideal minimum score) is SDi = 1/6 (172 - 122) = 8. Furthermore, the ideal standard deviation (SDi) and ideal mean (Mi) are converted into 5 (five) tendency score categories with the following criteria.

Table 8
The category of the tendency of students' learning motivation using conventional media in control class

Score Interval	Frequency (f)	Percentage (%)	Criteria	Motivation Group		
				(f)	(%)	Criteria
159 – 172	6	17%	Very High	14	40%	High
151 – 158	8	23%	High			
143 – 150	5	14%	Medium	21	60%	Low
135 – 142	9	26%	Low			
122 – 143	7	20%	Very Low			
Total	35	100%		35	100%	

Table 8 shows that the tendency of students' motivation scores with conventional media is very high with interval scores of 159 - 172 comprising 6 people or 17%, a high category with interval scores of 15-158 comprising 8 people or 23%, the medium category with a score interval of 143-150 comprising 5 people or 14%, then the low category with a score interval of 135–142 comprising 9 people or 26%, for the very low category with a score interval of 122-143 comprising 7 people or 20%. From this category, the tendency of students' motivation scores with conventional media is grouped into 2 (two) groups: students with high motivation and students with low motivation. The group of students with high motivation was taken from the frequency of students' scores with criteria: very high and high obtained consisting of 14 people or 40%. Then, the group of students with low motivation is taken from the frequency of students' scores with criteria: moderate, low and very low obtained consisting of 21 people or 60%. Therefore, it can be concluded that the average motivation score of students who study with conventional media is included in the low category. This is also proven by the results of observations during the learning process students in participating in learning seem less interested in learning with conventional media. This disinterest is evident both in the preparation of learning and when learning takes place.

Furthermore, the motivation of students who study with conventional media is grouped into the groups of the student with high motivation and the group of students with low motivation in the control class based on the results of analysis obtained descriptive statistical output with the data obtained n = 14 with a minimum score of 153 and a maximum score 172, then the data is presented in the form of a frequency distribution table and a histogram as follows.

Table 9
Frequency distribution of students with high motivation in the control class

Score Interval	Frequency	Percentage
169-172	1	7%
165-168	1	7%
161-164	3	21%
157-160	5	36%
153-156	4	29%
Total	14	100%

Table 9 shows that the highest score is 172 and the lowest score is 153, most groups of students who have high motivation are in the range of 157-160 with the highest frequency of 5 people or 36% of the total students in the control class. Conversely, the group of students who have high motivation with the lowest scores are in the interval of 165-168 and 169-172, with a score of each is 1 or 7%. The frequency of learning motivation scores is presented in the following histogram.

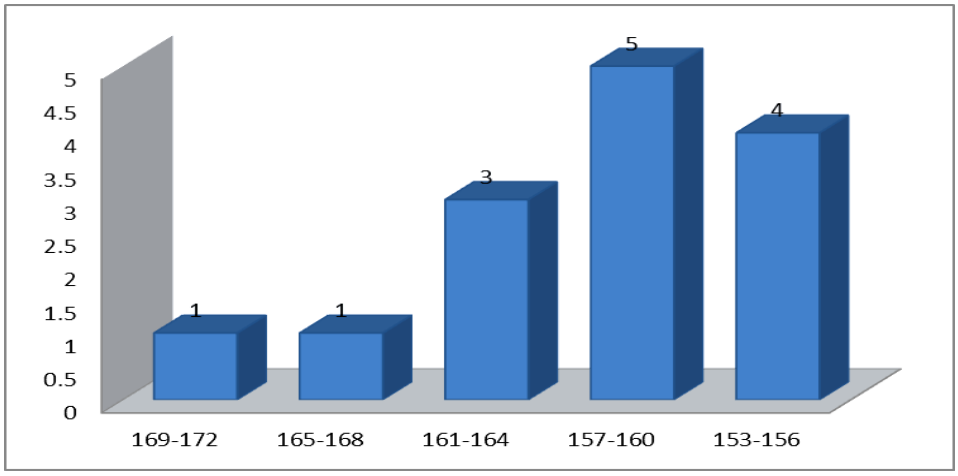

Figure 5
The histogram of frequency distribution of students with high motivation in control class

The conclusion of the analysis of high motivation in the group of students was analyzed using SPSS with descriptive statistics and obtained an average output score of 159.50, a standard deviation of 5,215 with the lowest score of 153 and the highest score of 172. The median obtained was 158. The highest score or mode value is 158. The diversity of data is indicated by the variance of 27,192. Furthermore, the group of students with low motivation in the control class also obtained from the questionnaire answer scores. Furthermore, it was obtained descriptive statistical output with the data taken n = 21 minimum score of 122 and a maximum score of 150, then the data are presented in the form of the following frequency distribution table.9:

Table 10
Frequency distribution of students with low motivation in control class

Score Interval	Frequency (F)	Percentage (%)
146-152	4	19%
140-145	5	24%
134-139	5	24%
128-133	6	29%
122-127	1	5%
Total	21	100%

Table 10 shows that the highest score is 152 and the lowest score is 122, most groups of students who have low motivation in the control class are in the range of scores 128-133 with the highest frequency of 6 people or 29% of the total students who have low motivation in the control class. Conversely, the group of students who have low motivation with the lowest score is in the interval 122-127 with a frequency of 1 or 5%. The frequency of acquisition scores is presented in the following histogram.

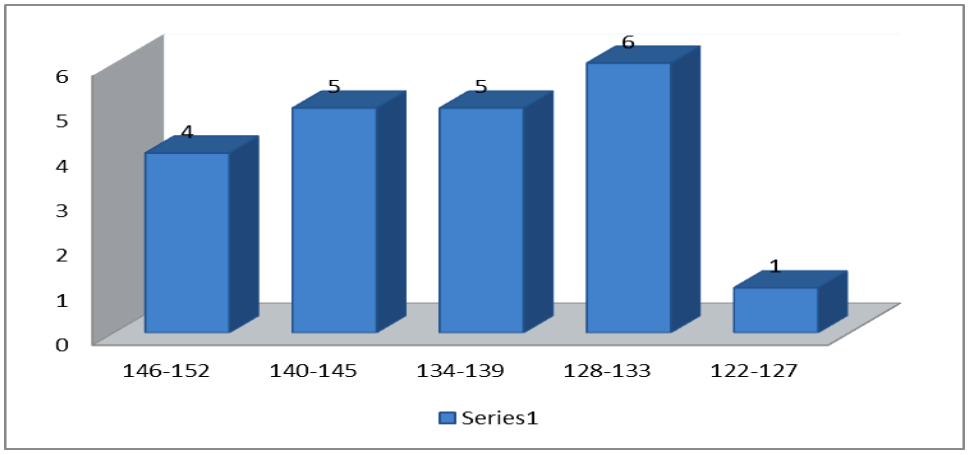

Figure 6
The histogram of frequency distribution of students with low motivation in control class

The conclusion from the analysis of students who have low motivation was analyzed using SPSS with descriptive statistics and obtained an average output score of 137.62, a standard deviation of 7.29 with the lowest score of 122 and the highest score of 150. The median obtained was 137 and the highest score or mode score is 131. The diversity of data is indicated by the variance of 53,148.

Based on research finding related to the motivation of students who learn with conventional media in learning Arabic in Class VIII, it can be concluded that the average motivation score of students who study with conventional media is included in the low category specifically comprising 14 students or 40% of 35 students in the control class. The rest of the group of students who have low motivation is 21 people or 60% of the 35 students in the control class.

The findings of this study broadly concluded that the motivation of students in learning Arabic in Class VIII shows that the motivation scores of students who learn with multimedia presentation have an average of 161.54 of the maximum total score of 175. The average is higher compared to the average motivation score of students who study with conventional media is 146.37. This means that the motivation of students who learn with multimedia presentations is higher than the motivation of students who learn using conventional media. Based on the hypothesis testing, it is obtained that the results of hypothesis testing between students who have high and low motivation obtained FB = 11.315. With a significance level of 5%, the numerator dk = 1 and the denominator dk = 66 obtained Ftable = 3,988. Thus FB = 11.315> 3,988 = Ftable, H0B is rejected and H1B is accepted, which means it is not true that motivation has the same effect on learning outcomes. Therefore, it can be concluded that students who are taught by using multimedia presentation have a higher learning motivation compared to the group of students who are taught by using conventional media in learning Arabic.

DISCUSSION

The motivation of students in learning Arabic is an important thing that is directly related to learning behavior and learning outcome. Students' learning motivation is related to their desire to take part in learning activities (Garavan, Carbery, O'Malley, & O'Donnell, 2010). The motivation of students can emerge both from within themselves as the fruit of positive learning experiences in the past and from outside themselves in the form of parents, family, school environment, community environment, and so on, so that the motivation of these students must always be grown and maintained so that participants students like Arabic and achieve good results from learning (Hizbullah & Mardiah, 2015). Motivation to learn in the context of behavior theory shows an intrinsic and extrinsic attitude variable, students who have intrinsic motivation will always involve themselves in learning to achieve satisfaction in learning and academic goals (Harandi, 2015).

The finding of this study empirically proves that students who are taught using multimedia presentations have a higher learning motivation compared to groups of students who are taught using conventional media in learning Arabic. Based on observations in class, students who have high motivation are more diligent, diligent and passionate in following the learning process so that in the learning process the material delivered is easily accepted and understood possible when at home students with high motivation have read the material to be taught at school because students who have high motivation have higher willingness and enthusiasm compared to students who have low motivation because usually students with low motivation only learn when at school and when at home students with low motivation lack there is a willingness to learn a lone . Whereas the existence of a motivation to learn will provide clear direction in learning activities, including the learning process of Arabic will be successful if accompanied by high motivation to learn from students, because to get maximum learning outcomes, students must have high learning motivation. This is in line with the results of research by Dörnyei and Chan (2013) which states that motivation has a positive and significant relationship on student achievement in language learning. This is also following the

research of Kurnia, Darmawan, & Maskur (2018) which states that the use of multimedia learning effectively increases the motivation and learning outcomes of students in Arabic subjects. However, these findings are different from the research results Nozari & Siamian (2015) which states that learning by using multimedia significantly increases Arabic learning outcomes, but the motivation of students who learn by using multimedia and students who learn by using a conventional method, showed no significant differences.

Furthermore, it can be said that there is an increase in learning motivation in learning Arabic through the use of multimedia, of course, caused by several factors including students discovering new things, which can increase curiosity. If their daily learning uses conventional media, then learning in research uses new media in the form of multimedia presentations. The combination of images, motion and sound increase students' interest in learning, while making students more enthusiastic in completing the given task. In also, teachers can foster student confidence, creative and optimistic attitudes of students by conducting productive learning processes, teachers are also able to generate students' interest in learning, so that they become more active compared to students who learn without using multimedia. This is in line a research conducted by Al-Saraj (2014) stating students might feel anxious in the initial phase of language learning, but the most important thing is to get students accustomed to trying to learn languages by providing information that makes it easier for them to learn, such as in high schools in Saudi Arabia. In there, students can become accustomed to learning languages by assigning them to give presentations using media

Teachers who always use technology in learning can increase student engagement, increase interaction and participation of students, improve communication, and enhance learning that is focussed on students as well as by the use of multimedia technology that can combine teaching materials with various forms of multimedia that vary simultaneously will able to stimulate the senses of students interested in learning (Aburezeq & Ishtaiwa, 2013; Chen, Chang, & Yen, 2012). According to Yueh, et.al (2012) that learning with multimedia has been proven to have the potential to create a high-quality learning environment, the results of his research indicate that students have a positive attitude and are active in learning assisted with multimedia. Therefore, according to Wahab (2014) it is time to develop ICT-based teaching materials and learning resources which are seen as able to support the communicative and interactive Arabic learning process: learning Arabic that is biased and accustomed, not silenced and boring. Through the use of sophisticated information and communication technology such as multimedia, it is expected to realize the existence and actualization of the role of Arabic in the reform of the Arabic language education system in an integrated, integral and sustainable manner, starting from elementary, secondary to tertiary levels, because it is proven that multimedia-based learning has contributed in increasing the activity and motivation of students in learning Arabic. Muttaqien (2017) stated that the use of appropriate learning media in learning can arouse new desires and interests, generate activity and encouragement in learning activities so that teachers are expected to dare to change the conventional learning paradigm that has been used and can design learning that can encourage participant involvement active students in learning. Therefore,

Dariyadi (2018) suggested that in the current digital era, teachers are required to have high creativity to design and implement creative and innovative learning, one of which is to utilize interesting media and be able to increase understanding of Arabic learning material. Thus these findings provide recommendations to Arabic language teachers and further researchers to utilize multimedia in increasing students' motivation to learn Arabic.

CONCLUSION

Based on the finding, some conclusions can be concluded as follow: 1) students who are taught using presentation multimedia have higher learning motivation than those are taught using conventional learning media, 2) students with high learning motivation have better learning result than students who have low motivation in conventional media-based learning. Therefore, the use of multimedia is essential to be used by the teacher to improve students' learning motivation.

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