Implementation of Visual Auditory Kinesthetic Learning Model in Mastering Arabic Vocabulary at MTsN 5 Pandeglang

Implementasi Model Pembelajaran Visual Auditory Kinestetik dalam Penguasaan *Mufradāt* di MTsN 5 Pandeglang

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Abstract

This paper discusses the importance of education as a conscious and planned effort to create an effective learning environment, enabling students to develop their spiritual, intellectual, and linguistic potential. One of the challenges in learning foreign languages, particularly Arabic, lies in mastering vocabulary. The research focuses on implementing the Visual, Auditory, and Kinesthetic (VAK) learning model to address this issue, which integrates visual, auditory, and physical engagement in the learning process at State Junior High School 5 Pandeglang Banten. Researchers use quantitative-experimental research, Pre-Experimental with a Pretest-Posttest Group Design approach, and researchers use the Probability Sampling method. Using random sampling techniques, researchers chose a sample size of 20% from 200 students. The methods used to collect data are tests and documentation. The data analysis method in this study used the non-parametric Mann-Whitney t-test with the help of SPSS 25. The U or Mann-Whitney value is 0.000, and the Wilcoxon W value is 2296.00. The Z value is -6.709 with a significant Asymtop value of 0.000. Because the considerable value is less than 0.005 (0.000<0.005), Ha is accepted, and Ho is rejected. So, it can be concluded that using the VAK Learning Model influences the mastery of Arabic vocabulary at MTs Negeri 5 Pandeglang, Banten. With the results of this research, the researcher decided to make the following suggestion for all teachers to develop student learning efficiency, especially in mastering Arabic vocabulary with good models. Hopefully, this research will become a reference for future researchers, completing deficiencies and expanding knowledge.

Keywords: *Arabic Learning, Learning Model, Visual Auditory and Kinesthetic, Vocabulary Mastery*

Abstrak

Penelitian ini membahas pentingnya pendidikan sebagai upaya yang sadar dan terencana untuk menciptakan lingkungan pembelajaran yang efektif, yang memungkinkan siswa untuk mengembangkan potensi spiritual, intelektual, dan linguistik mereka. Salah satu tantangan dalam mempelajari bahasa asing, khususnya bahasa Arab terletak pada penguasaan kosakata. Penelitian ini berfokus pada penerapan model pembelajaran Visual, Auditori, dan Kinestetik (VAK) untuk mengatasi masalah ini, yang mengintegrasikan keterlibatan visual, auditori, dan kinestetik dalam proses pembelajaran di SMP Negeri 5 Pandeglang, Banten. Peneliti menggunakan metode penelitian kuantitatif-eksperimental, dengan desain Pre-Experimental menggunakan pendekatan Pretest-Posttest Group Design, dan menggunakan metode Probability Sampling. Dengan teknik random sampling, peneliti memilih sampel sebesar 20% dari 200 siswa. Metode yang digunakan untuk mengumpulkan data adalah tes dan dokumentasi. Metode analisis data dalam penelitian ini menggunakan uji non-parametrik Mann-Whitney t-test dengan bantuan SPSS 25. Nilai U atau Mann-Whitney adalah 0.000, dan nilai Wilcoxon W adalah 2296.00. Nilai Z adalah -6.709 dengan nilai Asymtop yang signifikan sebesar 0.000. Karena nilai signifikan lebih kecil dari 0.005 (0.000<0.005), maka Ha diterima dan Ho ditolak. Dengan demikian, dapat disimpulkan bahwa penggunaan Model Pembelajaran VAK berpengaruh terhadap penguasaan kosakata bahasa Arab di MTs Negeri 5 Pandeglang Banten. Berdasarkan hasil penelitian ini, peneliti menyarankan agar semua guru mengembangkan efisiensi pembelajaran siswa, terutama dalam menguasai kosakata bahasa Arab dengan model yang baik. Diharapkan penelitian ini dapat menjadi referensi bagi peneliti di masa depan, untuk melengkapi kekurangan dan memperluas pengetahuan.

Kata Kunci: Pembelajaran Bahasa Arab, Model Pembelajaran, Visual Auditory Kinestetik, Penguasaan Kosa Kata

Introduction

Education is a conscious and planned effort to create an educational atmosphere and learning process such that students actively develop their potential to acquire the spiritual strength, religion, self-control, intelligence, noble character, and skills they need for themselves, society, nation, and state. Learning a foreign language is difficult for students, but language is the primary tool humans use to communicate.[1] To master it, students must practice listening, reading, or pronunciation daily to memorize the vocabulary quickly. Learning Arabic is also one of the subjects that requires classroom management strategies.[2]

Teachers need to understand each student's learning style to design this strategy. If students find their learning styles in class, they will be able to understand the lesson more,

[1] Fairuz Subakir and Rizki Amalia, 'Implementation of the Learning Media" Arabic Fusha" to Improve the Results of the Durūsu al-Lughah al-Arabiyah Subject at UNIDA Gontor,' *Alsuna: Journal of Arabic and English Language*, 5.2 (2022), pp. 167–83.

[2] St Y. Slamet, 'Pembelajaran Bahasa Dan Sastra Indonesia Di Kelas Rendah Dan Kelas Tinggi Sekolah Dasar' (Surakarta: UNS Press, 2017), p. 11.

and those who find the Arabic language difficult will become easier.[3] Every student has one type of learning style or can have a range of learning styles. We usually see this in relatively young children. Students will apply the best learning method when they know their learning style.[4]

According to Tarigan, the implementation of language learning is learning to communicate. Therefore, comprehension of the four language skills taught in Arabic language lessons should be more directed toward educational goals. Vocabulary becomes the most essential language element in learning a foreign language. Complete vocabulary supports someone in communicating or understanding what is being conveyed in that language. Therefore, suitable media, strategies, or methods are needed to achieve mastery of Arabic vocabulary.[5]

According to Al-Fawzani (2011), vocabulary learning goals encompass several aspects. These include ensuring students can accurately perceive and articulate word sounds, comprehend the meanings of studied words, grasp word derivations, articulate meanings using proper language structures, and effectively employ learned words within appropriate sentence contexts.[6]

The meaning of comprehension is ability. In language, it means use. Thus, comprehension is the skill and understanding of science or language.[7] MacTurck and Morgan stated, "Comprehension is a great skill and knowledge of a subject or activity." A person is proficient when he has good knowledge and can apply that knowledge in the form of activities.

Learning vocabulary requires "deep experience" and can be done by learning vocabulary that students like or need. Therefore, learning methods and media must create an educational atmosphere to help students comprehend vocabulary. Vocabulary is not taught

[3] Tira Nur Fitria, 'Implementation of English Language Teaching (ELT) Through Understanding Non-EFL Students' Learning Styles,' *Education and Human Development Journal*, 8.1 (2023), pp. 10–25.

[4] Nehemia Kristia and Krismiyati Krismiyati, 'Analysis of Learning Styles of Students Majoring in Computer and Network Engineering,' *International Journal of Active Learning*, 8.2 (2023), pp. 76–86.

[5] Pengchong Zhang and Suzanne Graham, 'Learning Vocabulary Through Listening: The Role of Vocabulary Knowledge and Listening Proficiency,' *Language Learning*, 70.4 (2020), pp. 1017–53, doi:10.1111/lang.12411.

[6]Helmi Kamal, 'The Influence of Online Game on the Learners' Arabic Vocabulary Achievement,' *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 13.1 (2021), pp. 16–31.

[7]Sarbaitinil and others, *Buku Ajar Teori Belajar Dan Pembelajaran* (Jambi: PT. Sonpedia Publishing Indonesia, 2024), p. 51.

only through pronunciation or understanding meaning; the criterion of ability in teaching vocabulary is how students can use words according to the circumstances.[8]

State Junior High School 5 Pandeglang Banten is one of the schools located on Cening Main Road, No. 9, Cikedal, Pendeglang, Banten 42262. The facts obtained in this area, especially in State Junior High School 5 Pandeglang Banten, show that learning the Arabic language begins in the seventh grade, from simple stages of vocabulary to Arabic conversation. The teacher has an essential role in developing learning models in schools. If the teacher's application of innovative learning is practical, creative students can grow and develop. As innovation rises, students' motivation increases, positively impacting their learning process.

Based on the results of observations at State Junior High School 5 Pandeglang Banten, information was obtained from the Arabic language teacher that the students' Arabic vocabulary comprehension is still shallow. This is evidenced by observing students' grades when giving a vocabulary assessment in the previous subject. Students are asked to put certain vocabulary words into sentences by associating them with pictures. Even if it has been discussed before, students still find it challenging to recall previous material.[9]

The researcher observed that the internal factors behind students' lack of interest in learning the Arabic language are teachers' lack of creativity in using methods, media, and learning strategies. Teaching is conducted only orally, making it difficult for students to learn Arabic. The learning model that many teachers undertake is traditional.[10]

The correct method needs to be used to improve students' vocabulary comprehension. The visual-audio-kinetic learning model assumes that learning will be effective by paying attention to three things: vision, hearing, and movement. This will create a better, more interesting, and enjoyable learning atmosphere. In other words, we tap into students' potential through training and development.[11]

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[8]Nik Mohd Rahimi, Nurfarahin Nasri, and Siti Samihah, 'Promoting Digital Learning Environment in Arabic Language Education: The Use of Animated Video (AV) for Vocabulary Acquisition among Primary School Students,' *Ijaz Arabi Journal of Arabic Learning*, 4.3 (2021) <http://ejournal.uin-malang.ac.id/index.php/ijazarabi/article/view/12941> [accessed 15 October 2024].

[9]Fairuz Subakir and Nur Fera Khalifah, 'Efektifitas Strategi Project Based Learning (PBL) Terhadap Hasil Belajar Muthola'ah Di KMI Nurussalam', *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 5.1 (2023), pp. 559–67.

[10]Andi Sulistio and Nik Haryanti, 'Model Pembelajaran Kooperatif (Cooperative Learning Model)', 2022, p. 168.

[11]Mukhlishoh Mukhlishoh and others, 'Ṣu'ūbātu Ta'allumi al-Ta'bīr at-Tahrīrī Ladā Ṭālibāti al-I'dādi al-Lughawī Bi Jāmi'ati Ar-Rāyah Sukabumi', *Lisanudhad: Jurnal Bahasa, Pembelajaran, Dan Sastra Arab*, 11.01 (2024), pp. 89–110, doi:10.21111/lisanudhad.v11i01.10981.

According to DePorter et al., Visual, Auditory, and Kinesthetic learning focus on providing direct and engaging learning experiences. Learn by seeing (visual), learning by hearing (auditory), and learning by movement and emotion (kinesthetic). Furthermore, DePorter and others revealed that humans possess three modalities of audio-visual kinesthesia. These three methods are then known as learning styles.[12]

Bobbi DePorter and Mike Harnacki are looking for a child who learns with a visual learning style. These children are elegant and organized, speak quickly and accurately, are good proofreaders who can see the actual words in their minds, remember what is seen compared to what they hear, and are fast and diligent readers. They can usually imagine in class and enjoy seeing and remembering quickly. The way to teach a child with these characteristics is at the forefront. Everything he sees should be clear.

There are advantages and disadvantages to using the visual, auditory, and kinesthetic learning model.[13] There are advantages and disadvantages to using the visual, auditory, and kinesthetic learning model. One significant benefit is that learning becomes more effective as it incorporates three primary learning styles, catering to diverse student needs. Additionally, this model helps train and develop students' competencies more effectively. It also creates a more exciting and beneficial learning atmosphere, engaging students in various ways. However, there are potential drawbacks to consider. For instance, students with differing learning preferences may not receive an optimal learning experience. Furthermore, improper implementation could lead to disruptions in the learning process. Nonetheless, students can actively discover and understand concepts by participating in physical activities such as demonstrations, observations, and discussions, which can enhance their comprehension.

The weakness of the visual, auditory, and kinesthetic learning model lies in the inability of some teachers to combine the three learning methods and focus only on one dominant teaching method. First, research by Daris Deva shows that using various teaching methods, including the VAK model, can improve student learning outcomes. His study

[12]Adevia Indah Kusuma and Diana Pramesti, 'Students Perception About Entrepreneurship Course Using Quantum Learning Model,' in *The 5th Progressive and Fun Education International Conference (PFEIC 2020)* (Atlantis Press, 2020), pp. 11–16.

[13]Etika Kusumawarti and Slamet Subiyantoro, 'The Effectiveness of Visualization, Auditory, Kinesthetic (VAK) Model toward Writing Narrative: Linguistic Intelligence Perspective.', *International Journal of Instruction*, 13.4 (2020), pp. 677–94.

emphasizes that combining methods can help students better understand the material and make learning more engaging.[14]

Second, Hermansyah et al., in their research on the impact of the VAK learning model on student learning outcomes, found that students taught using the VAK model achieved better results than those trained with a single method. The VAK model is effectively implemented to improve the students' vocabulary achievement, and the students are highly interested in visual, auditory, and kinesthetic learning styles in teaching English vocabulary.[15]

Third, research conducted by Permatasari et al. also found that improved learning outcomes indicate that the VAK learning model effectively enhances students' writing skills. The VAK model emphasizes the writing process based on the various stages of writing, providing opportunities for students to interact with teachers and peers actively. Furthermore, this study allows students to integrate their learning styles early on, facilitating knowledge construction through visual, auditory, and kinesthetic means.[16]

Fourth, Rahmawati et al.'s research on using the SAVI learning model in the classroom found that students receiving instruction through this approach are more motivated and interested in learning. Based on the study's results, the SAVI model can improve students' cognitive abilities.[17] Fifth, research by Abbas Pourhossein Gilakjani shows that implementing the VAK learning model improves students' overall learning results, increases motivation and efficiency, and enables a positive attitude toward the language being learned. Learning styles are used to find the best way for both students.

Based on the importance of the learning model in the teaching and learning process And previous research has proven the success of using the VAK model in improving vocabulary mastery and even in other subjects, the researcher was encouraged to conduct research on the Arabic language learning model on "Implementation of the Visual Auditory Kinesthetic Learning model in mastering Arabic vocabulary for non-Arab speakers at State

[14]Wiwid Suryono, Ariyono Setiawan, and Yuyun Suprapto, 'Test of VAK Learning Style on Student Learning Outcomes Using Single-Test Reliability,' *Technium Soc. Sci. J.*, 24 (2021), p. 165.

[15]Sam Hermansyah and others, 'Rectifying Students' Reading Skill Through Visual Auditory Kinesthetic (VAK) Method At English Classroom,' *La Ogi: English Language Journal*, 8.1 (2022), pp. 60–72.

[16]Dian Permatasari, Ridwan Ridwan, and Taqwim Almustaqim, 'The Effectiveness Of Visual, Auditory, Kinesthetic (VAK) Model In Teaching Writing On Procedure Text For The Seventh Grade Students At SMP Muhammadiyah 2 Tarakan', *Borneo Journal of English Language Education*, 4.1 (2022).

[17]Rahmawati Rahmawati and Kasriman Kasriman, 'Pengaruh Model Pembelajaran SAVI (Somatic, Auditory, Visual, Intelectual) Berbantuan Media Power Point Terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas IV', *Jurnal Basicedu*, 6.3 (2022), pp. 4574–81.

Junior High School 5 Pandeglang Banten." This research aims to provide insights into how different learning styles can enhance vocabulary acquisition, specifically for students who are not native Arabic speakers. The benefits of this study include the potential for improved teaching strategies that cater to diverse learning preferences, leading to better engagement and vocabulary retention among students.

Furthermore, the findings could serve as a valuable reference for educators in developing more effective Arabic language curricula. The researcher hopes that this study will contribute to the broader field of language education by highlighting the importance of incorporating varied learning models, thus fostering a more inclusive and effective learning environment for all students. Through this research, the author aspires to encourage further exploration and innovation in Arabic language teaching methodologies, ultimately enriching the body of knowledge in the field.

Research on learning styles suggests that students benefit from understanding and applying their preferred learning methods. According to Bobbi DePorter and Mike Harnacki, visual learners process information through images and written text, auditory learners retain information through listening, and kinesthetic learners grasp concepts through movement and hands-on activities.[18] Combining these learning styles within the VAK model allows students to engage with the material in multiple ways, improving their retention and understanding.

Previous studies have demonstrated the effectiveness of the VAK model in language learning. For instance, a study by Brown (2015) revealed that incorporating multimodal learning strategies significantly improved vocabulary retention among foreign language learners.[19] Similarly, Etika found that students using the VAK model exhibited greater motivation and engagement than those taught using traditional methods.

Despite its advantages, the VAK model presents challenges for teachers who may struggle to balance the three learning modalities. This limitation underscores the need for

[18]NADIA NOPITA, 'The Influence Of Using Visualization, Auditory And Kinesthetic (Vak) Model Learning Towards Students'writing Ability In Procedure Text At The Second Semester At The Eighth Grade Of Mts Al Fatah Natar In The Academic Year Of 2020/2021' (unpublished PhD Thesis, UIN RADEN INTAN LAMPUNG, 2022) <http://repository.radenintan.ac.id/19079/> [accessed 15 October 2024].

[19] Elena Salamanti and others, 'The Efficacy of Collaborative and Multimodal Learning Strategies in Enhancing English Language Proficiency Among ESL/EFL Learners: A Quantitative Analysis,' *Research Studies in English Language Teaching and Learning*, 1.2 (2023), pp. 78–89.

proper teacher training to implement the model effectively in the classroom. All of this pertains to the discussion on research methodology:

1. **Research Approach:** The study employs a **quantitative-experimental** approach, specifically using a **Pre-Experimental with Pretest-Posttest One Group Design**. This design allows for measuring students' vocabulary comprehension before and after implementing the VAK learning model.
2. **Sampling Method:** The study uses a **Probability Sampling** method, where a sample size of 20% is selected from a population of 200 students using random sampling techniques. This provides a representative sample for evaluating the effectiveness of the VAK model.
3. **Data Collection Instruments:** The instruments used for data collection include vocabulary tests and documentation. The vocabulary tests are administered as pre-tests and post-tests to assess the student's level of comprehension before and after the intervention.
4. **Data Analysis:** Data analysis uses the **non-parametric Mann-Whitney U test** with **SPSS 25**. The study reveals a Mann-Whitney U value of 0.000, a Wilcoxon W value of 2296.00, and a Z value of -6.709, with a significance value 0.000. Since the significance value is less than 0.005 (0.000 < 0.005), the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. This indicates that the VAK learning model statistically affects the student's mastery of Arabic vocabulary.

Results and Discussion

After several actions, the researcher gets the scores from the pre-test and post-test as follows. Then, it will be examined through descriptive tests, homogeneity normality, and paid sample tests after getting the results from these two tests.

Table 1. Pre-Test and Post-Test results of the 7th grade at MTsN 5 Pandeglang

No	Name	Pre-Test	Post-Test
1	Agita Selsiana	4	6
2	Ahmad Suyuthi	6	9
3	Alwi F.H	6	8
4	Anisa Herlina	6	8
5	Annisa	6	8
6	Apriyanti	6	9
7	Aruni	6	8
8	Asri Tazkia	7	8
9	Asyifa Saputri	7	8
10	Asyila Ramdhani	2	6

11	Aulia Azzahra	5	8
12	Aura Azka Faiha	4	6
13	Azam	5	7
14	Daima	6	7
15	Deni Alpiana	6	8
16	Devita Putri	4	8
17	Dini Nurpadilah	6	8
18	Halim	6	9
19	Havizah	6	9
20	Kevin Sulist	7	8
21	Melinda Sari	5	8
22	Multi Rasalina	8	8
23	Muhammad Fahri Fahriza	4	8
24	Muhammad Fathurrahman	6	9
25	Muhammad Ridho	6	8
26	Neng Elisa	4	8
27	Nur Azkiya Azzahra	6	9
28	Nurlis Auliya	7	8
29	Nurmita Sari	6	9
30	Ririn Suminar	6	8
31	Rita Ropiah	5	8
32	Salsa Zelinda	7	8
33	Salsabilah	7	8
34	Shofiyatunnisa	8	10
35	Sindi Wulandari	6	8
36	Siti Hanifah	4	8
37	Siti Kusniawati	5	8
38	Titi Nuryati	7	9
39	Tufiq Hidayat	6	8
40	Vino Gustian	9	10
	TOTAL	**194**	**282**
	AVERAGE	**6**	**8**

Table 1 shows the pre-test and post-test results of 40 students at State Junior High School 5 Pandeglang Banten who participated in the research on applying the Visual, Auditory, and Kinesthetic (VAK) learning model to improve their mastery of Arabic vocabulary. The pre-test results indicated an average score of 6, while the post-test average increased to 8. Most students experienced an improvement in their scores after applying the VAK learning model. The lowest pre-test score was 2, and the highest was 9. After the post-test, the lowest score rose to 6, while the highest increased to 10. This indicates a significant improvement in students' vocabulary mastery after using this learning model. Overall, there was a substantial increase in students' abilities. The total pre-test score was 194, which increased to 282 in the

post-test, demonstrating the effectiveness of the VAK learning model in enhancing Arabic vocabulary mastery.

After completing the descriptive, conditional, and hypothetical test, the researcher will analyze the results from the inferred data to clarify the statement of the objectives determined from the implementation of the visual-audio-kinesthetic learning model (Visual, Auditory, Kinesthetic) on comprehending Arabic vocabulary for seventh-grade students in State Junior High School 5 Pandeglang Banten as well.

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	40	2	9	5.82	1.318
Post-test	40	6	10	8.10	.871
Valid N (listwise)	40				

Table 2 shows the descriptive statistic of the result of the test, the pre-test obtained a minimum score of 2, a maximum score of 9, and a mean score of 5.82. In the post-test, the minimum score was 6, the maximum score was 10, and the average score was 8.10. Improvement appeared in the results before and after using the visual, auditory, and kinesthetic learning model to comprehend Arabic language vocabulary for the State Junior High School 5 Pandeglang Banten students.

Table 3. Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Ujian	Statistic	Df	Sig.	Statistic	df	Sig.
Hasil	1 (Pre-test)	.329	40	.000	.804	40	.000
	2 (Post-test)	.253	40	.000	.916	40	.006
a. Lilliefors Significance Correction							

The existing Output of the Normality Test in table 3 shows that the pre-test's significance value is 0.000>0.005; therefore, the pre-test data is abnormal. However, a significance value of 0.005<0.006 was shown in the post-test, and it was stated that the post-test value was average.

Table 4. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	4.912	1	78	.030
	Based on Median	3.758	1	78	.056

Based on the Median and with adjusted df	3.758	1	70.968	.057
Based on trimmed mean	4.692	1	78	.033

The homogeneity test result was that the value (Sig) of the average results (Based on Mean) in the table 4 is 0.30 > 0.005, so the distribution is that the pre-test and post-test in the experimental semester are homogeneous. This is evidence that implementing visual, auditory, and kinesthetic learning models can improve students' mastery of Arabic vocabulary in State Junior High School 5 Pandeglang Banten.

Table 5. Ranks

	Ujian	N	Mean Rank	Sum of Ranks
Hasil	1 (Pre-test)	40	57.40	2296.00
	2 (Posttest)	40	23.60	944.00
	Total	80		

Test Statistics

	Hasil
Mann-Whitney U	124.000
Wilcoxon W	944.000
Z	-6.709
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Ujian	

From the Mann-Whitney test in the table 5, the significance value (Sig 2-tailed) is 0.000<0.005, Ha is accepted, and Ho is rejected. Therefore, implementing visual, auditory, and kinesthetic learning models can improve students' mastery of Arabic vocabulary for the students in State Junior High School 5 Pandeglang Banten.[20]

Parametric statistics used to test a hypothesis comparing the means of two samples are usually data in the form of intervals or proportions, using a t-test.[21]

Table 6. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	5.83	40	1.318	.208
	Post-test	8.10	40	.871	.138

[20]Sugiyono, "Cara Mudah belajar SPSS dan Lisrel, teori dan aplikasi untuk analisis data penelitian" penerbit Alfabeta, Februasi 2015, p.170

[21]Sugiyono, "*Cara Mudah belajar SPSS dan Lisrel, teroi dan aplikasi untuk analisis data penelitian*" penerbit Alfabeta, Februasi 2015, p.170

Among the results of the pre-test, the mean was 5.83, the standard deviation (Std. Deviation) was 1.318, the average standard error (Std. Error Mean) was 0.208, the number of cases (N) that were completed was 40, and the results of the post-test obtained an average 8.10, standard deviation 0.871, mean standard error 0.138. The number of continuous cases is 40. The correlation between the pre-test and post-test scores is 0.641, with a significance of 0.000. Therefore, Ha is accepted, and Ho is rejected, so there is an effect of using the visual, auditory, and kinesthetic learning model in the comprehension of Arabic language vocabulary by the seventh-grade students of Secondary School 5 Pandeglang.

If the coefficients are consulted at an error level of 5% with N = 40, the table r is 0.312. Ha, will be accepted if the calculated r exceeds the table r (0,641>0.312). So, using the visual, auditory, and kinesthetic learning model affects comprehension of Arabic vocabulary in the seventh grade of Secondary School 5 Pandeglang.

Table 7. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	40	.641	.000

The paired sample test below is the result of further analysis. The pre-test and post-test mean is 2.85, with a mean standard error of 0.132 and a standard deviation of 0.834. The T number is -21.623, with 39 degrees of freedom at a 5% error level or 95% confidence level. In the binary test (Sig.), the significance is 0.000. This means that the importance is less than 0.005, the alternative hypothesis is accepted, and the null hypothesis is rejected. Therefore, it can be concluded that there are differences before and after using the visual, auditory, and kinesthetic learning model in comprehending Arabic language vocabulary for the seventh grade in Secondary School 5 Pandeglang.

Table 8. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-2.275	1.012	.160	-2.599	-1.951	-14.212	39	.000

To know whether the hypothesis is accepted or rejected, the t value is calculated by comparing the table. The price table is based on degrees of freedom whose size is n-1 (40-1=39), with an error of 5%, and the t-table is 2.042.

The calculated t value exceeds the t table (14,212>2.042). It can be concluded that Ha is accepted and Ho is rejected (importance less than or equal to 0.005 is accepted). Therefore, there is a statistically significant effect before and after using the visual, auditory, and kinesthetic learning model in comprehending Arabic language vocabulary in the seventh grade of Secondary School 5 Pandeglang.

The descriptive statistics analysis results were conducted using the audio-visual, visual learning model with 40 students and several 34 questions, including multiple testing, comparison, and image translation. The most miniature score on the pre-test is 2, and the most significant score is 9. The largest score on the post-test is 6, and the most considerable score is 10. The difference in scores before and after using the visual, auditory, and kinesthetic learning model is visible, from a pre-test average of 5.82 and a post-test average of 5.82. 8,53. This means there is improvement after using the learning model. Regarding standard deviation, the pre-test score was 1.813, and the post-test score was 0.871, meaning there was no drastic decrease after using the learning model.

Based on the normality test, the value in the pre-test is 0.000<0.005, so the data was not standard. However, a significance value of 0.006>0.005 was shown in the post-test, and it was stated that the post-test value was average. As a result of the homogeneity test, it appeared that the significance value (Sig) of the average yield (Based Mean On) is 0.30 < 0.005. Hence, the pre-test and post-test distribution in the experimental semester is homogeneous.

The above statistical table is a table of quality analysis results. The U or Mann-Whitney value is 0.000, the Wilcoxon W value is 2296.00, and the Z value is -6.709. Asymtop is large at 0.000. Since the significant value is less than 0.005 (0.000<0.005), Ha is accepted, and Ho is rejected. Thus, there is a statistically significant effect before and after using the visual, auditory, and kinesthetic learning model in comprehending Arabic language vocabulary for State Junior High School 5 Pandeglang Banten students.

From the discussion above, we can conclude that implementing the visual-auditory kinesthetic learning model helps to increase students' vocabulary comprehension in State Junior High School 5 Pandeglang Banten. Apart from the evidence from the above SPSS test, we can take from Muhammad Arsyad in his title Effectiveness Methods (Visual, Auditory, Kinesthetic) for Skills Learning Speak Arabic Class Viii Islamic State Junior High School Al

Madina Semarang 2019/2020 that VAK is influential because it makes learning Arabic active and interactive and not dull.

This result also according to Muhammad Azam, Research title: "Application of the audio-visual kinesthetic approach in learning the Arabic language (Arabic language lessons), seventh grade, at the Islamic Institute of the Faithful, Naqouri, and the Reconstruction of Islam Institute, for the year 2016/2017." It is effectively used in learning Arabic language lessons in both institutes by teaching in an exciting way and according to the child's development and minimizing to the maximum extent the reason that disturbs the students' concentration.[22]

I also saw the results of Hidayatullah's article in Islamic Boarding School, Gunung Kidul, about implementation in class. This study effectively improved students' understanding of Arabic vocabulary by including various activities that made the lesson enjoyable.[23] Future studies should combine the VAK model with other technology or collaborative learning strategies to enhance student engagement. Lastly, investigating its effectiveness across different subjects could offer broader educational insights.

Conclusion

Data were analyzed based on the results presented above. This research aims to provide a realistic solution to overcome the problems of seventh-grade students' lack of understanding of Arabic vocabulary, lack of focus and interest, and lack of teachers' creativity in implementing the educational model, strategy, method, or tools. The visual, auditory, and kinesthetic learning model method was proven to be successful in increasing the Arabic vocabulary comprehension of students at State Junior High School 5 Pandeglang Banten. These findings provide valuable insight for education practitioners, teachers, and researchers in maximizing learning using various methods, models, media, or games that stimulate enthusiasm in memorizing Arabic vocabulary and learning Arabic in students. This study has some limitations. First, the sample size was relatively small and limited to a single school, which may reduce the generalizability of the findings. Additionally, the study only focused on short-term effects without considering the long-term impact of the VAK learning model

[22] Huda Faraj Ali Zawia and Othman Ahmed Omran AL-Darraji, 'Multimodality Approach in Translation Training: The Use of the Three Audio-visual (AV) Modes (Standard, Bimodal and No-Subtitling) in Interpretation Teaching for EFL Classroom,' *Majallah Jami'ah Sirte*, 14.1 (2024), pp. 244–231.

[23]Ahmad Hidayatullah Zarkasyi and others, 'Pelatihan Menyusun Bahan Ajar Untuk Pengembangan Bahasa Arab Hikmah Di Ponpes Al Hikmah Karangmojo Gunung Kidul', *Journal of Human and Education (JAHE)*, 1.1 (2021), pp. 18–23.

on students' Arabic language proficiency. These limitations suggest the need for more comprehensive research in the future. Hopefully, this research will become a reference for future researchers, completing deficiencies and expanding knowledge. I hope that further research can develop this learning model to provide a better influence for students. If there is any feedback or lack thereof, I hope further research can improve this research.

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