Spinning Wheels of Knowledge: Elevating Arabic Language Learning Through Innovative Teaching Methods

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ARTICLE INFO	ABSTRACT
	This research explains the application of the Spinning Wheel media or learning tools in English in Arabic language learning, namely as an innovative teaching method to improve students' ability to understand Arabic language material. Teaching media: The Spinning Wheel This is in the shape of a circle and contains an image that then rotates and moves until it stops at one part of the image, which shows the content of the message or information in the form of the subject to be conveyed. This research aims to increase students' understanding of the vocabulary in the material and also improve student learning outcomes. In this research, students were divided into four groups and given the task of answering the questions listed on the spinning wheel, such as vocabulary questions and texts taken from the material. From the application results, researchers have found that this history-spinning wheel teaching media can increase student activity and learning outcomes. Apart from that, this media makes the class come alive, and students are enthusiastic about participating in learning, with various elements and interesting variations in this media. However, this research also identified several challenges in planning and implementation, such as designing and following instructions appropriate to learning and updating assessment evaluations. Nevertheless, the findings from this research provide the basis for considering the use of the historical rotating wheel teaching media as a creative, orderly, neat, and reasonable approach to improving Arabic language learning outcomes.

1. Introduction

In the ever-evolving field of education, the selection of effective learning media is a pivotal consideration, crucial to the process of knowledge dissemination and acquisition. Within this landscape, innovative and unconventional teaching methods have emerged, each offering unique opportunities to engage and inspire learners. One such method that recently garnered attention is "Spinning Wheel Media" in education[1].

While the term "Spinning Wheel Media" may not be a commonly recognized concept in educational discourse, it represents a distinctive approach that has the potential to transform the way

we engage learners. This article embarks on an exploration of Spinning Wheel Media as a novel learning medium, uncovering its historical context, applications, and pedagogical principles that make it a promising tool for education[2].

The origins of the spinning wheel are rooted in the textile industry, where it played a revolutionary role in converting fibers into thread, ushering in a new era of mechanized production. However, our focus transcends its industrial history to delve into its adaptation as a dynamic learning medium. We examine the versatility of the spinning wheel concept in educational contexts, exploring its potential to captivate and empower learners.

Throughout this article, we will navigate the historical trajectory of the spinning wheel, tracing its evolution from a mechanical apparatus to an innovative educational tool. We will also investigate the various forms of spinning wheels and the importance of mastering the intricate ratios involved in the learning process. Furthermore, we will spotlight available resources and courses that guide educators in harnessing the full potential of Spinning Wheel Media to enhance the educational experience. By embarking on this journey, we aim to illuminate the untapped promise of this unconventional learning medium and its contributions to the ever-changing landscape of modern education.

In an era marked by rapid technological advancement and a growing emphasis on digital learning, Spinning Wheel Media stands out as a unique and tangible tool, inviting us to reevaluate our teaching methodologies. Its unconventional nature challenges the conventional wisdom of modern education, prompting us to consider the value of hands-on, interactive learning experiences[3].

As we navigate this exploration, we will delve into the rich history of the spinning wheel, tracing its transformation from an industrial device to a dynamic medium for learning. We will discuss the various forms of spinning wheels and their potential applications in diverse educational settings. This journey will also lead us to a critical discussion on the pedagogical principles that underlie Spinning Wheel Media, emphasizing its capacity to engage learners in innovative ways.

Moreover, we will examine the importance of understanding and adjusting ratios within the context of this unique learning medium, as well as the resources and courses available for educators seeking to incorporate Spinning Wheel Media into their teaching arsenal. By the article's conclusion, we hope to shed light on the untapped potential of this unconventional learning tool and its contributions to the modern educational landscape, offering new perspectives on how we can engage and inspire learners in a rapidly changing world.

As we delve into using Spinning Wheel Media in Arabic language learning, we aim to address several key aspects. These include investigating the effectiveness of this unconventional teaching tool and its impact on learner motivation, retention, and language proficiency in Arabic language education. By examining these areas, we intend to shed light on the potential of Spinning Wheel Media to revolutionize the teaching and learning of the Arabic language.

Furthermore, our research endeavors to uncover the pedagogical principles underpinning the integration of Spinning Wheel Media in Arabic language instruction, aligning it with contemporary language learning theories. We will explore its adaptability to diverse learning environments, including formal classrooms, language institutes, and online platforms. This comprehensive examination will provide educators and language learners with valuable insights into the possibilities that Spinning Wheel Media offers for Arabic language education[4].

Our investigation also extends to addressing the unique challenges faced by Arabic language learners, such as mastering the complex Arabic script and pronunciation. We seek to identify best practices and strategies for seamlessly incorporating Spinning Wheel Media into Arabic language curricula and lesson planning, thereby offering practical guidance to educators.

Through evaluating learner feedback and perceptions, we will gauge the acceptance and impact of Spinning Wheel Media on the Arabic language learning experience. Additionally, we will explore the role of digital technologies and multimedia resources in enhancing the effectiveness of Spinning Wheel Media as an innovative tool in Arabic language learning.

Ultimately, our research aspires to contribute to the ongoing discourse on innovative pedagogical approaches in Arabic language education. By understanding the potential of Spinning Wheel Media and its capacity to address the evolving needs of Arabic language learners in various global contexts, we aim to offer new perspectives on how the Arabic language can be taught and learned in a rapidly changing world. Through this exploration, we aim to enrich the educational landscape and inspire educators and learners.

2. Method

The appropriate research method for exploring the utilization of Spinning Wheel Media in Arabic language learning involves several balanced stages[5]. Firstly, comprehensive literature research will serve as a crucial initial step, where we will conduct comprehensive literature research to understand the basic concepts, educational theories that support it, and relevant previous studies. Next, we will conduct case studies and observations in various Arabic language learning environments, including formal schools and informal education, to document practical experiences of using Spinning Wheel Media and understand its impact on Arabic language learning. Additionally, we will collect data through questionnaires and interviews with teachers, students, and participants of Arabic language courses who have used Spinning Wheel Media. This data will be analyzed qualitatively to evaluate the impact and effectiveness of Spinning Wheel Media, as well as to identify strengths and weaknesses in the context of Arabic language learning[6].

Furthermore, we will develop modules or teaching materials based on the research findings, which can serve as a guide for educators who wish to implement this method in their teaching[7]. The modules will be tested and evaluated, and their results will be statistically analyzed if necessary. Finally, the research findings will be summarized in a report detailing the findings, recommendations, and implications in Arabic language learning. With this method, we hope to contribute to understanding the potential of Spinning Wheel Media in Arabic language learning and how it can enhance student learning achievement[8].

3. Results and Discussion

3.1. Benefits of Spinning Wheel Media

The learning tool on wheels provides students with a diverse range of creative options, simplifying their problem-selection process[9]. This variety allows for personalized problem-solving and encourages engagement with the learning material. Using the wheel learning tool sparks students' interest and enthusiasm, making problem-solving an engaging and dynamic experience, ultimately reducing the likelihood of boredom. This tool integrates seamlessly into the learning process, ensuring it does not overburden students. Despite its modern effectiveness, the tool retains a traditional charm, crafted by hand, offering a unique blend of tradition and innovation in education[10].

3.2. Principles of Learning with Spinning Wheel Media

Based on the existing classification, historical rotating wheel media is a learning media that is categorized as visual media; why is this because rotating wheel media applies the principles contained in visual media, media that can be seen, and media that can be used directly by students? In this historical rotating wheel media, there is more use of colors and numbers, so it is clear that its use requires the sense of sight, namely the eyes, which theoretically can be said that this historical rotating wheel media is appropriate if it is classified as a visual media[11].

Various theories regarding learning principles put forward by experts have similarities and differences. From these principles, several relative principles can be used as a basis in the learning

process, both educators and students, to improve the implementation of learning. The principles are attention and motivation, activeness, direct involvement, repetition, challenge, and individual differences. The explanation is as follows:

1. Attention to students and providing motivation

Attention or caring is a vital role in implementing learning activities. Without attention or a sense of concern for students, the lessons students receive from teachers will be in vain. In the study of learning theory, it was revealed that without attention and concern, it is impossible for learning to occur according to plan. Apart from attention, motivation or advice also has a vital role in teaching and learning activities. Gage and Berlin argue that motivation or advice to continue learning for students is one of the forces that invites and directs all activities within a person. Moreover, motivation can also be a comparison with the engine and driver in the car.

2. Students' activeness or enthusiasm in learning

Learning activities are one of the actions or behaviors of a quality student. The quality of learning can also be viewed in terms of two subjects, namely, from students and teachers. Viewed from the student's perspective, learning is a process; they will feel directly mentally learning and dealing with teaching material. Then, seen from the teacher's perspective, when teaching the teaching material, it will be seen more as a learning behavior regarding this matter. So, in this case, it refers to the tendency towards adult characteristics and psychology, which considers that children are active creatures, where children have a strong urge to do something and have their own will and desires. Opinion Dimyati and Mudjiono believe that "learning activities are only experienced by the students themselves; they are the determinants of whether or not continuity of learning occurs[6].

3. Direct involvement in the learning process

An experience within a student allows much potential to develop because the student's potential will develop toward positive and optimal goals if directed and have the opportunity to experience it for themselves. In the opinion of Edgar Dale in Oemar Hamalik, learning is an activity that has an excellent influence through direct experience.

4. Review the lesson or repeat it.

Reviewing or repeating teaching material that has been taught is something related to the learning process, which is an action that is an exercise carried out repeatedly by students to finalize and strengthen the memory of the material given to students. Stabilization itself here means continuous efforts to improve and expand, which are carried out through repetition or repetition.

Ahmad Zayadi and Abdul Majid think that reinforcing material or reviewing material repeatedly is an encouragement for students as well as guidance carried out in several learning treatments so that it can improve existing abilities in a student's behavior. This is material to make it easier for students to repeat themselves in studying the subject matter repeatedly.

5. Challenge

In education, if a teacher hopes and hopes that his students will develop and always try to achieve the goals that have been set, educators must provide a challenge in learning activities. The challenge referred to here is created in learning activities that can be realized through activity. In his opinion, Kurt Lewin's field theory (Field Theory) that the participant's learning conditions are in a psychological field or terrain. In a learning process, students will face a goal they want to achieve. However, there are several obstacles in studying teaching materials, so from there, strategies or motifs, media, and creativity in learning[12], [13].

6. Individual Differences

Generally, in an individual, a person is a unity of other things, differentiating one thing from another. Therefore, nothing is the same in terms of physical or non-physical. In Dimiyati and Mudiono's opinion, "students are unique individuals, which means that no two or more people participate the same students, each student will have their character and personality and also have differences between one another. Differences are also found in the characteristics of physical, nature, and personality[14].

3.3. Practice of Implementing Learning with Spinning Wheel Media

The technical implementation of the Spinning Wheel in Arabic language learning can be outlined in several steps. Firstly, the teacher explains the learning material to the students, setting the

stage for the upcoming activity. Then, the teacher divides the students into groups of 4-5 individuals each. Each group is instructed to choose a representative to come forward. After all the representatives are ready, the teacher directs them to take turns spinning the wheel. As the wheel stops, the selected representative must read out the question displayed on the wheel. The quest is to find a "treasure" associated with the lesson content. Once the treasure is found containing signs or symbols related to the learning material, the teacher provides an opportunity for the students to discuss the lessons learned.

Following this, the teacher invites the representative students to sit down again to discuss the answers to the questions they obtained collectively. Each group reads their answers aloud. The teacher confirms each answer and allocates points. Each question carries one point, and the group with the highest total points among all the groups is declared the winner. This is an engaging and interactive method of reviewing the lesson material, turning it into an enjoyable and competitive learning experience.

Additionally, the teacher initiates the game with a group prayer, fostering a positive and collaborative environment. The teacher explains the game's procedures to the students, ensuring they understand the flow of the activity. One student at a time spins the wheel, and when the wheel stops, they must answer the vocabulary meaning and the questions within the envelope. If students cannot answer, they are invited to sit down, and another student is called forward. This process continues until all the questions are answered. This game-based approach makes Arabic language learning more enjoyable and less intimidating, particularly for subjects that students might find challenging.

Incorporating games like this not only makes learning fun but also alleviates the pressure often associated with language learning. It adds vibrancy and engagement to the Arabic language learning model, fostering an active and interactive learning atmosphere.

By implementing the Spinning Wheel game in Arabic language learning, the educational process becomes significantly more enjoyable and dynamic. This approach not only mitigates the fear that some students may associate with learning Arabic but also enhances the overall learning experience.

Through the technical steps outlined, students actively playfully engage with the learning material. The competitive element of earning points creates a sense of excitement and motivates students to participate actively in the game. Moreover, the game format encourages collaboration among students, as they can assist one another in answering questions if needed, fostering a cooperative learning environment.

The use of symbols or signs as "treasures" related to the lesson content adds an element of discovery and intrigue, further capturing the students' interest. This game-based approach makes Arabic language learning not only accessible but also enjoyable, allowing students to grasp complex concepts while having fun.

Furthermore, group prayers at the beginning and end of the game underscores the significance of unity and spirituality in the learning process, aligning with cultural values associated with the Arabic language and education.

In conclusion, the Spinning Wheel game creates a dynamic and engaging atmosphere for learning Arabic. It transforms the traditional classroom into a place of interactive exploration where students actively participate in the learning process. By merging education and entertainment, this approach paves the way for a more effective and enjoyable method of language acquisition.

3.1. Weakness and strength

The utilization of the Spinning Wheel method in Arabic language learning presents both strengths and weaknesses. The advantages of this rotating wheel learning tool are as follows:

1. Enhanced Student Participation: The Spinning Wheel learning tool serves as an engaging and interactive resource that encourages active student participation[15].
2. Challenging and Engaging: It incorporates an element of challenge and excitement similar to television game shows, making the learning process highly engaging.
3. Adequate Exam Preparation: The tool is particularly effective for exam preparation, enabling students to review and reinforce their knowledge.
4. Problem-Solving Skills: By using the rotating wheel, students develop problem-solving skills, which subsequently lead to improved learning outcomes.
5. Variety and Visual Appeal: The tool is adorned with various captivating variations, including colors and historical illustrations, making it visually appealing.
6. Enhanced Understanding: It guides students in gaining a better understanding of the material provided by the teacher.
7. Flexibility: The tool is highly flexible and adaptable, allowing modifications to suit different teaching materials and subjects.
8. Active Learning: It promotes active learning, as students directly engage with the Spinning Wheel tool.
9. Ongoing Feedback: The tool provides continuous feedback, facilitating regular and efficient learning.

Despite these strengths, there are also notable weaknesses in the Spinning Wheel method, as identified by Aulia (2016):

1. Time-Consuming: Implementation of the Spinning Wheel method can be time-consuming when used during lessons, which may affect the overall pace of the class.
2. Resource and Energy Intensive: Teachers may require additional infrastructure, energy, and time for effective implementation, especially when manually creating and using the spinning wheel.
3. Infrastructure and Cost: Successful use of the Spinning Wheel method necessitates adequate infrastructure and financial resources to ensure a smooth and efficient learning process.

In conclusion, the Spinning Wheel method in Arabic language learning offers numerous advantages, such as increased student engagement, improved problem-solving skills, and flexibility in adapting to various teaching materials. However, it comes with potential drawbacks, including the consumption of class time, resource and energy requirements, and the need for suitable infrastructure and funding. A balanced consideration of these strengths and weaknesses is essential for educators when deciding whether to implement the Spinning Wheel method in their teaching approach.

3.2. Direct Method-based Spin Wheel Media Learning Design

In this learning media wheel, each group will also get a part to spin the wheel of history. This media can also be made using materials such as cardboard or cardboard, and next to the wheels, there is a square box; inside it, there are Arabic numbers and the contents of the material. By using the history wheel learning aids, students will become more active in following the lesson. If this is done, students will become more enthusiastic about learning and make the class atmosphere active and not boring.

It is viewed from the perspective of assessing the suitability of media or history wheel learning tools as a tool developed to improve and develop students' understanding and ability to understand the language used for vocabulary, which will then be used as a theoretical study regarding the criteria when selecting media according to several experts. Some of the feasibility assessments are carried out at the validator stage and are submitted to experts in the media field. There are also several criteria in selecting the media in question as follows: the media or learning tools chosen are by the learning objectives, the media or learning tools chosen are in accordance with needs, the media or learning tools chosen are long-lasting when the presentation is elegant,

In this lesson, the history wheel learning tool is used twice, namely when learning takes place and when reflecting. The following is the learning design used when learning takes place:

1. The teacher enters the class bringing learning media that is ready to be used when explaining the material to be presented

2. The teacher says hello and then greets the students

3. The teacher starts the lesson by reading *Bismillah*

4. The teacher begins to explain the material from one sentence to the next (little by little)

5. After the teacher explains the material, students are asked to understand the material for 5 minutes to look for vocabulary that they do not understand.

6. Next, the teacher prepares some vocabulary along with the answers, which are put into a tube; on the right side of the tube, in the form of answers, and on the left side, the tube is in the form of vocabulary.

7. After that, the teacher starts the historical spin wheel media game by randomly selecting students in the class,

8. Selected students will come forward and then take one piece of paper containing vocabulary they do not yet understand, which is in the tube.

9. Then, students will find the answer to the vocabulary by turning the wheel 1x round; if one of the colors and numbers stops precisely parallel to the needle, then students must take the answer that matches the color that stops in the tube on the right side of the media. If the answer found is still wrong, then the teacher will ask another student a question, "Man ta'rif al-mana min hadzihil mufrodat." that is where the students will be active and enthusiastic in answering the question; if an answer has not been found, then the teacher will make sentences (number of mufidah) to stimulate students' thinking power.

Next, the learning design during reflection is:

1. After the teacher explains the material, students are asked to understand the material for 5 minutes

2. Next, the teacher prepares some materials in the tube

3. After that, the teacher started the historical spin wheel media game by randomly selecting students in the class

4. The teacher divides into 4 groups consisting of group 1: 5 people, group 2: 5 people, group 3: 6 people, group 4: 6 people.

5. One representative from each group will come to the front and then start the game by spinning the wheel once. If one of the numbers stops right in line with the needle, the students are asked to take the material in the tube that corresponds to what they have spun; then, the students are asked to explain the material in the tube.

6. Then, the teacher discusses it with all students in class. If the material has been explained well and correctly so that all students can understand the material, then the material is considered forfeited. On the other hand, if the material needs to be explained properly and correctly, the material is returned so that other students can try to explain the material again.

4. Conclusion

The Spinning Wheel method in Arabic language learning is a creative and interactive approach that can address the challenges often associated with learning a language considered problematic by some students. The use of the spinning wheel creates a fun learning environment and reduces the fear or pressure that students may feel when learning Arabic. The main advantages of this method include

increased student participation, the development of problem-solving skills, and flexibility in adapting various teaching materials. It also facilitates student interaction and provides continuous feedback, making the learning process dynamic and efficient. On the other hand, there are some disadvantages, such as the potential for consuming more class time and the need for adequate infrastructure and resources. However, with careful planning, these weaknesses can be overcome. By understanding the strengths and weaknesses of the Spinning Wheel method, educators can decide whether it is suitable for teaching Arabic to their students. Despite its drawbacks, this method can create a colorful and enjoyable learning experience, enhancing students' Arabic language skills engagingly and interactively.

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