

Effectiveness of Quantum Learning-Based Speech Skills Learning Using Flipbook Media

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Abstract:

Mastery of Arabic speaking skills (*maharah kalam*) poses a significant challenge for students, particularly in the context of primary education where exposure to the language is limited. Previous research has examined the use of Quantum Learning and digital media in language learning, but few have examined the impact of the combination of the two methods, particularly in teaching Arabic speaking skills. This study aims to examine the effectiveness of Quantum Learning-based *maharah kalam* learning using flipbook media at MI Al-Ishlah Palembang. Using a mixed method approach, this study combines quantitative data obtained from pre-test and post-test scores with qualitative interviews and observations. The data analysis process included descriptive statistics, t-test, and thematic analysis to evaluate both the effectiveness of the method and the student experience. The results showed a significant improvement in students' speaking skills, with an average increase from 72.92 in the pre-test to 89.17 in the post-test. In addition, students reported higher levels of engagement and motivation during learning. This study concludes that the integration of Quantum Learning and flipbook media is an effective strategy in improving Arabic speaking skills and can provide a more dynamic and interesting learning environment for students.

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Introduction

Arabic language learning, especially speaking skills (*maharah kalam*), is a challenge for students at various levels of education (Abdun & Arifin, 2022; Hidayah, 2019). The ability to speak in Arabic not only requires an understanding of grammar and vocabulary, but also skills in applying language communicatively (Bruzd-Olszewska et al., 2020; Santoso & Fitriansyah, 2017). In the context of learning, the Quantum Learning method offers an innovative approach by integrating active and fun learning techniques so that students are more motivated in developing speaking skills (Abdun & Arifin, 2022; Yuniar et al., 2019). Along with the development of technology, digital media such as flipbooks are one of the alternatives that can be used to support *maharah kalam* learning (Azizah et al., 2023; Imron et al., 2023).

Therefore, this study aims to examine the effectiveness of Quantum Learning-based *maharah kalam* learning using flipbook media, especially in the context of learning at MI Al-Ishlah Palembang.

Various previous studies have examined the application of Quantum Learning in language learning, including Arabic (Haironi et al., 2021; Saadah & Maskud, 2022). This method is claimed to be able to increase learner engagement through strategies that activate various learning styles (Purbayani et al., 2022; Wasilah et al., 2023). Some studies have also shown that the use of digital media in language learning can improve comprehension and communication skills (Hidayah et al., 2023; Makkar & Chadha, 2024). For example, research on the use of flipbooks in learning has revealed that this media can clarify concepts, enrich learning experiences, and increase student motivation. However, most of the existing studies are still limited to cognitive aspects and lack of highlighting how the combination of Quantum Learning and flipbook media can directly contribute to the improvement of Arabic speaking skills at the basic education level (Rohayati et al., 2024; Wulandari et al., 2023; Yuniar et al., 2019).

Although there have been many studies that discuss the effectiveness of Quantum Learning and the utilization of flipbook media separately, there is still a gap in research that examines the synergy between the two in learning *maharah kalam* (Imron et al., 2023). Some previous studies tend to focus more on theoretical aspects or only measure effectiveness in the short term (Irmansyah et al., 2023; Lei et al., 2024). In addition, research on technology-based *maharah kalam* learning in elementary schools, especially in MI Al-Ishlah Palembang, is still very limited. Therefore, this study is present to fill the gap by providing an empirical analysis of the effectiveness of the flipbook-based Quantum Learning approach in improving students' Arabic speaking skills (Nurani, 2022b).

This research has a high urgency considering the importance of mastering Arabic (Hidayah, 2015), especially in the context of Islamic education. In today's digital era, innovation in language learning is needed so that learners can learn more effectively and interestingly (Prasetyo, 2019). In addition, the effectiveness of the learning methods used also needs to be evaluated on an ongoing basis to ensure that the approaches applied really have a positive impact on students' language skills (Desriwita et al., 2022; Rustan & Ajiegoena, 2023;

Yuniar, 2018). Thus, this research is expected to make a real contribution in the development of more innovative and technology-based learning models, especially in the context of Arabic language learning in elementary schools (Mas et al., 2024).

Based on the background and gap analysis that has been described, this study aims to determine the effectiveness of learning *maharah kalam* based on Quantum Learning using flipbook media at MI Al-Ishlah Palembang. Specifically, this study will measure the difference in student learning outcomes before and after using this method as well as explore students' experiences in implementing Quantum Learning-based learning with flipbook media. With a mixed method approach, this research will not only provide quantitative data regarding the effectiveness of this method, but also qualitative insights that can be used to improve future learning practices (Zidan et al., n.d.).

Method

Learning *maharah kalam* in Arabic is often a challenge for students, especially at the primary level, due to the limited Arabic-speaking environment as well as less interactive

teaching methods (Nurani, 2022a). The Quantum Learning method offers a more dynamic approach by utilizing various active learning strategies, while flipbook media can increase student engagement through attractive visual displays (Wahyuliani, 2016). The combination of the two is believed to increase the effectiveness of *maharah kalam* learning. Therefore, this study focused on the effectiveness of the implementation of flipbook-based Quantum Learning at MI Al-Ishlah Palembang. The selection of this issue is based on the need for an innovative learning model that can help students in improving Arabic speaking skills more effectively and fun.

This research uses a mixed method approach that combines quantitative and qualitative methods to gain a deeper understanding of the effectiveness of learning (Leavy, 2022; Waruwu, 2023). Quantitative data was obtained through pre-test and post-test to measure the improvement of students' speaking skills before and after the implementation of this method (Blackham, 2024; Leavy, 2022). Meanwhile, qualitative data was collected through interviews and observations to explore students' and teachers' experiences in using flipbook-based Quantum Learning (Hidayah et al., 2021; Umamah et al., 2020). The research subjects were MI Al-Ishlah Palembang students who were selected using purposive sampling technique, taking into account the variation of Arabic comprehension level to make the research results more representative.

Data collection techniques were conducted through tests, observations, interviews, and documentation. Pre-test and post-test tests were used to measure the effectiveness of the method applied (Nurkamariah & Zakiyah, 2021). Observations were made during the learning process to see how students interacted with the Quantum Learning method and flipbook media. Interviews with students and teachers aimed to gain a deeper understanding of the advantages and challenges in applying this method. Quantitative data were analyzed using descriptive statistics and t-test to determine the significance of improving student learning outcomes. Meanwhile, qualitative data was analyzed using thematic analysis techniques to identify patterns of findings that emerged from interviews and observations. With this approach, the research can provide a more comprehensive picture of the effectiveness of learning *maharah kalam* based on Quantum Learning using flipbook media.

Results and Discussion

Result

After completing research on the effectiveness of learning *maharah kalam* based on Quantum Learning using flipbook media at MI Al-Ishlah Palembang, researchers obtained data on learning outcomes obtained through the following methods:

Observation

Picture 1: Application of Flip Book Media to Arabic Language Learning



Based on the results of observations made on Thursday, November 14, 2024, learning *maharah kalam* at MI Al-Ishlah Palembang is carried out in a duration of 45 minutes during Arabic special class hours. During learning, teachers use flipbook media as a tool in teaching speaking skills (*maharah kalam*). Learning takes place with the Quantum Learning approach, which prioritizes a fun, interactive, and real experience-based learning atmosphere.

Students seemed more active in speaking compared to the conventional method. They are more confident in expressing Arabic sentences, especially because of the visual support from the flipbook which helps them understand the context of the conversation. In addition, learning strategies such as group discussion and simulation of real situations are also applied to encourage communication in Arabic.

Interview

Figure 1. interview with the Arabic language teacher at Mi Al Ishlah



In an interview with an Arabic teacher at MI Al-Ishlah Palembang, he stated that the use of flipbook media in Quantum Learning had a positive impact on students' speaking skills. The teacher explained: "This method makes students more motivated to speak in Arabic. With the interesting visuals from the flipbook, they find it easier to understand and remember vocabulary and sentence structure. In addition, the classroom atmosphere becomes more lively, so they are more courageous to speak without fear of being wrong."

In addition, some of the students interviewed also said that they felt more comfortable and understood the material more easily when using flipbooks compared to the previous method which relied more on memorization and text reading without interesting visualizations.

Tes

Researchers obtained data on student learning outcomes in the form of pre-test and post-test scores which were used to measure the effectiveness of Quantum Learning learning based on flipbook media. The following are the results of the comparison of pre-test and post-test scores obtained:

Table 1. Value Result

	Pre Test	Post Test
Average Value	72.92	89.17

This result shows an increase of 16.25 points, which indicates that Quantum Learning-based learning with flipbook media has a positive influence on students' speaking skills.

Statistical Test

To ensure the validity of this upgrade, the following statistical tests were conducted:

1. Normality Test

To declare a data is considered as normally distributed data, it is necessary to test it first. With the help of the SPSS application, Normality testing will be carried out with the Kolmogorov- Smirnov model with the following criteria:

- a) If Sig Value > 0.05 then the data is normally distributed.
- b) If the Sig value is <0.05, then the data is not normally distributed.

One-Sample Kolmogorov-Smirnov Test		
	Unstandardized Residual	
N		24
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.10993360
Most Extreme Differences	Absolute	.136
	Positive	.136
	Negative	-.133
Test Statistic		.136
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The normality test results show that the data is normally distributed with Asymp. Sig. (2-tailed) of 0.200, which is greater than 0.05. This means that the research data fulfills the assumption of normality, so that the statistical analysis used can be carried out validly.

2. Homogeneity Test

The next step is data homogeneity testing which aims to ensure that a number of populations to be measured are homogeneous. Testing is done with the criteria as below.

- 1) If the Sig value > 0.05 then the data is declared homogeneous
- 2) If the Sig value < 0.05, then the data is declared in homogeneous

Test of Homogeneity of Variances			
Pre test			
Levene Statistic	df1	df2	Sig.
2.979	1	21	.099

The homogeneity test results show that the data has a Sig. value of 0.99, which is greater than 0.05. This means that the variance of the pre-test and post-test data is homogeneous, so that comparisons can be made objectively.

3. Paired Sample t-Test

After testing the normality and homogeneity of the data from the pre-test and post-test scores. Then it is allowed to carry out the paired sample test stage which aims to see if there is a difference in the average of two paired samples, namely the pre-test and post-test learning values when taught to students in Arabic language learning, this test will also be assisted by the SPSS application with the following criteria.

- a) If the Sig value <0.05 , then there is a significant difference between the learning outcomes in the pre-test and post-test data
- b) If the significance value of Sig > 0.05 , then there is no significant difference between the learning outcomes in the pre-test and post-test data

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test - Pos test	-26.667	19.035	3.885	-34.704	-18.629	-6.863	23	.000

The paired t-test results show that there is a significant difference between the pre-test and post-test with a Sig value. (2-tailed) of 0.000 (smaller than 0.05). Thus, it can be concluded that the Quantum Learning method with flipbook media significantly improves students' speaking skills.

The results of this study showed a significant increase in students' Arabic speaking skills after the application of Quantum Learning-based *maharah kalam* learning with flipbook media. Table 1 shows that the average score of students' pre-tests was 72.92, while after the application of this method, the average score of the post-test increased to 89.17. This figure illustrates a significant increase, which indicates that Quantum Learning-based learning with flipbook media is effective in improving students' speaking skills in Arabic. In addition, the results of interviews and observations also showed that students became more active and enthusiastic in participating in the learning process.

Factors that influence these results include an experiential and interaction-based learning approach, as well as the use of flipbook media that presents material in a more interesting and understandable way (Nazarmanto, 2019). Quantum Learning which emphasizes active and fun learning makes students feel more comfortable and engaged in learning. The flipbook media also allows students to see visual images of the vocabulary and sentences being learned, which accelerates their comprehension. However, despite the significant improvement, some students still face challenges in pronunciation and proper use of vocabulary, especially for those who have a lower Arabic foundation (Irmansyah, 2019).

The implications of these findings show that the use of flipbook-based Quantum Learning methods can have a transformative positive impact in learning *maharah kalam* (Munir Munir, 2018). The application of this method not only improves student learning outcomes, but can also change the way students perceive Arabic learning (Hidayah, 2021), making it more interesting and relevant. More active and experiential learning makes students more motivated to continue learning and speaking in Arabic. Therefore, the application of this method can be a solution to the challenges faced in learning Arabic at the primary level.

Discussion

The results of this study indicate that the application of Quantum Learning based on flipbook media in learning *maharah kalam* at MI Al-Ishlah Palembang has a positive impact on improving students' speaking skills. Quantitative data from the pre-test and post-test showed a significant improvement in students' speaking skills after using this method (Mukmin, M., Hidayah, N., Yusuf, M., & Siska, 2025). In addition, qualitative data from observations and

interviews show that students are more active, motivated, and confident in speaking Arabic (Hidayah et al., 2023). This is in line with Quantum Learning theory which emphasizes active, fun, and experiential learning (DePorter, B., & Hernacki, 2000). The use of flipbooks is also proven to help students in understanding language concepts better through visual support. However, although the results showed significant improvement, some students still faced challenges in terms of pronunciation and vocabulary selection.

The positive outcomes in students' speaking skills can be attributed to the interactive, engaging, and supportive characteristics of Quantum Learning combined with flipbook media. Flipbooks provided visual stimulation and structured content, making abstract Arabic language concepts more concrete and easier to understand, while also enabling students to review material at their own pace, thereby reinforcing retention and comprehension. Additionally, the principles of Quantum Learning—which emphasize joyful learning, emotional involvement, and experiential activities—helped reduce learners' anxiety and increased their willingness to participate actively in speaking tasks. These factors collectively contributed to the observed improvement in students' *maharah kalam*. When compared to previous studies, these findings show both similarities and distinctions. Most prior research on Quantum Learning and media use in Arabic language education also reported gains in speaking proficiency (Rohayati Enok, 2018). However, this study is distinct in its integration of flipbook media with Quantum Learning—an approach not widely examined in earlier works. For instance, Oktaviana (2021) focused more on the use of general digital applications, whereas this study highlights the effectiveness of digital flipbooks as interactive learning tools. Moreover, the findings reinforce Mayer's Multimedia Learning Theory (2009), which asserts that learning becomes more effective when text, images, and audio are combined—further supported by recent studies (Maj, 2024; Wasilah, 2022).

The reflective factors identified—visual engagement, emotional involvement, and experiential learning—clearly impacted students' speaking performance. As a result, students became more fluent in expressing ideas in Arabic and showed increased confidence and motivation to participate in speaking activities. This indicates that the combination of Quantum Learning and flipbook media improves technical language skills and transforms students' attitudes and behaviors toward language learning (Haris & Munir, 2021). The classroom environment became more interactive and student-centered, enabling meaningful communication and collaboration. These findings align with the theory of Constructivist Learning developed by Piaget (1952) and Vygotsky (1978), emphasizing that direct experience and social interaction enhance language understanding and skills. Consequently, implementing Quantum Learning with flipbook media in *maharah kalam* learning marks a shift from static, teacher-centered methods to more dynamic and student-focused approaches. Beyond improving speaking proficiency, this method fosters emotional engagement, making students more enthusiastic and interested in learning Arabic (Wati & Zainurrakhmah, 2022).

Based on the results of the study, there are several recommendations for further development. First, in the conceptual aspect, there needs to be a deeper understanding of the importance of technology-based learning in language education. Second, from the method aspect, the use of interactive media such as flipbooks should be developed more widely to be more effective in improving students' speaking skills. In addition, training is needed for teachers on the application of Quantum Learning and the use of digital media to optimize the learning process. Third, in terms of education policy, schools need to support the integration of

technology in language learning by providing adequate facilities and infrastructure. Fourth, further research is needed to explore the combination of Quantum Learning with other interactive media, such as augmented reality (AR), virtual reality (VR), or artificial intelligence (AI) based applications.

Thus, this study not only proves the effectiveness of flipbook-based Quantum Learning in improving Arabic speaking skills, but also contributes to the development of more innovative, interactive, and technology-based learning methods. The results of this study are expected to be a reference for educators and curriculum developers in developing Arabic learning strategies that are more interesting and in accordance with the needs of students in the digital era. This research also confirms that technology integration in Arabic language learning is not just a trend, but a necessity in improving the quality of language education.

Conclusion

Based on the findings of this study, it can be concluded that the application of Quantum Learning-based Arabic speaking skills (maharah kalam) using flipbook media is effective in improving students' speaking abilities at MI Al-Ishlah Palembang. This effectiveness is evidenced by the significant improvement in students' pre-test and post-test scores, as well as observable behavioral changes. Students became more active, confident, and enthusiastic during Arabic speaking activities. The flipbook media provided visual and interactive content that facilitated better comprehension and retention of the material. Through a combination of visuals, clear explanations, and engaging activities, students were able to grasp new vocabulary and sentence structures more easily. The structured and student-centered nature of Quantum Learning also helped to create a more supportive learning environment. As a result, the learning process became more enjoyable, which encouraged students to participate more confidently in speaking exercises.

This study offers significant contributions in the field of Arabic language education, particularly in the enhancement of speaking skills through contemporary pedagogical approaches. The integration of Quantum Learning, which emphasizes meaningful and enjoyable experiences, has proven to be successful in increasing student engagement. Furthermore, the use of flipbook media as a digital tool enhances the visual learning aspect and supports the needs of different learning styles. From a methodological perspective, the study demonstrates how combining traditional language instruction with interactive digital media can create a more dynamic and effective learning atmosphere. The results provide valuable insight into how Arabic language instruction at the elementary level can adapt to the demands of modern education. Additionally, this research serves as an example of how digital innovation can be practically applied in Islamic education institutions without neglecting the core objectives of language acquisition.

Nevertheless, the study is not without limitations, which should be acknowledged for future research. One notable limitation is that some students still encountered difficulties in pronunciation and word selection, indicating that a stronger foundation in Arabic phonology and vocabulary is needed prior to implementing this method. The study was also limited to a single institution, which restricts the generalizability of the findings. Further research involving a broader sample across multiple schools and varying contexts would be beneficial to test the robustness of this approach. Moreover, future studies could explore additional factors that influence the success of Quantum Learning in Arabic instruction, including students' socio-

cultural backgrounds, levels of motivation, and psychological readiness. A more holistic understanding of these variables would help refine the approach and make it more adaptable to diverse learning environments.

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