

The Effect of Uno Stacko Media on Student Interest and Learning Outcomes in Arabic Language Subjects Class IV MI Taman Pemuda Islam Keramat Banjarmasin

Gusti Nurmalasari^{1*}, Khairunnisa², Ismi 'Afifah Ism³, Raihanatul Jannah⁴

^{1,2} PGMI Study Program, UIN Antasari Banjarmasin, Indonesia

ARTICLE INFO

Article history:

01 Maret 2026

Received in revised form

01 April 2026

Accepted 20 June 2026

Available online 25 June 2026

Kata Kunci:

Bahasa Arab, media Uno Stacko, minat belajar, hasil belajar

Keywords:

Arabic, uno stacko media, interest in learning, learning outcomes

DOI:

ABSTRAK

Media pembelajaran memiliki potensi untuk melibatkan pikiran, emosi, dan perhatian siswa sehingga mendorong keterlibatan aktif mereka dalam proses pembelajaran. Penelitian ini bertujuan untuk mengkaji pengaruh media Uno Stacko terhadap minat belajar dan hasil belajar siswa kelas IV di MI TPI Keramat Banjarmasin. Penelitian ini merupakan penelitian lapangan dengan menggunakan pendekatan kuasi eksperimen. Populasi penelitian berjumlah 62 siswa, dengan teknik pengambilan sampel menggunakan purposive sampling. Pengumpulan data dilakukan melalui angket, tes, wawancara, dan dokumentasi, sedangkan analisis data menggunakan teknik statistik deskriptif. Pengujian hipotesis dilakukan dengan analisis komparatif menggunakan uji Paired Sample T-Test yang dibantu oleh program SPSS versi 26. Hasil penelitian menunjukkan bahwa minat belajar bahasa Arab siswa berada pada kategori "Sangat Tinggi" dengan nilai rata-rata sebesar 52,85, sedangkan hasil belajar bahasa Arab siswa berada pada kategori "Sangat Baik" dengan nilai rata-rata sebesar 80,00. Berdasarkan hasil uji t terhadap skor minat belajar dan posttest diperoleh nilai signifikansi sebesar $0,000 < 0,05$ sehingga H_a diterima. Dengan demikian, dapat disimpulkan bahwa penggunaan media Uno Stacko berpengaruh signifikan terhadap minat belajar dan hasil belajar bahasa Arab siswa kelas IV di MI TPI Keramat Banjarmasin.

ABSTRACT

Learning media have the potential to engage students' thoughts, emotions, and focus, encouraging their active involvement in learning. This study investigates the impact of Uno Stacko media on the interest and learning outcomes of fourth-grade students at MI TPI Keramat Banjarmasin. The research is field-based, utilizing a quasi-experimental approach. The study population included 62 students, with purposive sampling applied. Data collection methods comprised questionnaires, tests, interviews, and documentation, while data analysis employed descriptive statistical techniques. Hypothesis testing was conducted using comparative analysis with the paired sample T-Test, assisted by SPSS version 26. The findings indicate that students' interest in learning Arabic falls into the "Very High" category, with an average score of 52.85, and their Arabic learning outcomes also reached the "Very Good" category, averaging 80.00. Based on the T-test results for interest and posttest scores, a significance value of $0.000 < 0.05$ led to the acceptance of H_a . Thus, it can be concluded that the use of Uno Stacko media has a significant effect on Arabic learning interest and outcomes for fourth-grade students at MI TPI Keramat Banjarmasin.

1. INTRODUCTION

Learning is a process designed to promote active participation in the classroom (Kurniawan, 2019). It also involves students discovering new knowledge through interaction with their environment and constantly available information (Santoso, 2018). To support this process, various models, methods, strategies, and media are essential to help teachers achieve the intended learning goals. Generally, learning media are tools that aid the instructional process, encompassing anything that stimulates students' minds to absorb information from the teacher. This aligns with Dwyer's theory, which emphasizes that the way information is communicated influences how well students retain it. Communication can occur through spoken language or visual media (Ekayani, 2021).

Learning media are tools utilized by teachers to create engaging and enjoyable learning experiences in the classroom (Fitriyah et al., 2024). Learning media play a crucial role in the learning process, as their absence can make lessons feel monotonous and unengaging. By using

learning media, students' thoughts, emotions, and attention are stimulated, motivating them to take an active role in the learning experience (Jannah & Khairunnisa, 2024). With the use of learning media, the material presented becomes more engaging and targeted, allowing learning objectives to be effectively achieved (Admin & Amirudin, 2017). Effective learning media are those that teachers and students can interact with directly—media that can be touched, seen, and used in a hands-on way. Uno Stacko is one such tool that supports the learning process, as it allows students to learn actively through play (Angelina & Hamdun, 2019).

Arabic language learning consists of four skills, namely the skill of listening to Arabic texts that are voiced or expressed carefully (*al-istima'*), the skill of speaking Arabic (*al-kalam*), the skill of understanding an Arabic text by reading it (*al-qira'ah*), and the last is the skill of expressing ideas or writing themselves using Arabic through writing (*al-kitabah*) (Huda, 2020). In Arabic language instruction, teachers need a solid grasp of linguistics, cultural knowledge, and professional skills to successfully meet the varied needs of their students (Al-Faouri & Abu Amshah, 2005). This also includes awareness of students' psychological and social characteristics. In addition, Arabic language learning has principles that are prioritized in the delivery of learning materials, namely 1) teaching, listening, and speaking before reading and writing, 2) teaching sentences before teaching words, and 3) using words that are often encountered in everyday life before teaching as Arabic speakers (Awalia Rahmawati et al., 2021).

Arabic language learning at the Islamic elementary level primarily aims to equip students with the ability to recognize letter sounds and words, as well as to comprehend the meanings of words or sentences from basic conversations. This means students listen to readings, spoken words, or sentences and then mentally process them to grasp their meaning and understand the intended message. In this way, the learning process helps students identify sounds of letters and words and interpret messages from spoken language in a straightforward manner.

Several factors influence the success of Arabic language learning objectives in Islamic elementary schools. These include low student interest and limited teacher efforts in utilizing learning media for Arabic instruction, which negatively affects student learning outcomes. Addressing these challenges in Arabic language learning is essential to improve the quality of instruction and make it more appealing to students.

The results of an interview conducted by the researcher with a teacher at MI Taman Pemuda Islam Keramat revealed several challenges in the Arabic language learning process at the school. These included low student interest in the teacher's explanations and a lack of student engagement during lessons, which resulted in poor learning interest and unsatisfactory Arabic learning outcomes. Nearly 80% of students scored below the KKM, meaning most students scored below 75.

The low student interest and learning outcomes are attributed to the limited use of Arabic learning media, caused by several factors. These include teachers not having enough time for field observations, a shortage of time and skills to create learning media, and the underutilization of available materials from the surrounding environment as teaching aids.

Media play a crucial role in the educational process, as their use makes teaching and learning more focused, structured, supervised, and aligned with educational goals (Indriyani, 2019). Uno Stacko is one of the games that can serve as an effective Arabic learning media. According to Ain, Uno Stacko is a game that stimulates the brain, encourages perseverance, and increases excitement. It is typically played in groups or with multiple players, which helps strengthen social bonds. To play Uno Stacko, players arrange the blocks and carefully pick them one by one, aiming to prevent the structure from collapsing. This game is a cost-effective learning tool that can be used repeatedly, suitable for various educational levels and subjects

by adjusting the content to the topic being taught. Additionally, Uno Stacko media can make students more engaged and motivated to answer evaluation questions (Quratu Ain, 2023).

Uno Stacko learning media can help create a more engaging learning environment. In this game, players are required to stack blocks to build a tower, and it is typically played with multiple participants. Uno Stacko media follows the constructivism principle by promoting active student participation in the classroom's teaching and learning process. Here's how to use Uno Stacko (Grebler & Eveloff, 2004) :

- a. Uno Stacko is neatly arranged into a building.
- b. Students are grouped into two groups.
- c. Each group representative observes and selects a Uno Stacko block that has a problem and then picks up the Uno Stacko block carefully so that the building does not fall. If during the retrieval of the block, another block falls, it will be asked about *mufradat* (lessons that have been learned before).
- d. The problem is then solved alternately by group members. Group members cooperate if one of them has difficulty in solving the problem.

Answers are corrected, then students and teacher conclude the lesson.

Learning should emphasize the importance of social interaction and cooperation in learning. This means that learning is an active process where students construct knowledge through interaction with the environment and others (Sudirman, 2024). The researcher used *Uno Stacko* as a learning media to give students the opportunity to actively participate in the learning process. This media helps students become better at interacting and socializing with peers. In addition, the use of this media can stimulate positive responses from students and improve learning outcomes (Bajko, 2016). Researchers are interested in examining the extent to which the use of *Uno Stacko* media affects student interest and learning outcomes. *Uno Stacko* media is very appropriate to be applied because it has the concept of learning while playing, this activity encourages students to be active and creative in the learning process.

2. METHOD

This type of research is quasi-experimental research. This research is included in field research, namely the type of research where researchers interact directly into the field. This research uses a quantitative approach with a *Pretest-Posttest Control Group Design* research design. *Pretest* determines the initial ability of students, and *posttest* determines the final ability. There are two groups in this study, namely the control class and the experimental class. Before being given treatment, what must be done is determining the group that will be used as the experimental class and the class that will be used as the control class.

The experimental class will be treated with *Uno Stacko* learning media, while the control class is given a different treatment with snakes and ladders media. The population in this study amounted to 67 students, class IV at MI TPI Keramat banjarmasin amounted to 3 classes. The sampling technique in this study used *purposive sampling*. The sample in this study is divided into 2, namely class IVA totaling 21 students as an experimental class that will receive treatment with Uno Stacko media and class IVB totaling 21 students as a control class given treatment with snakes and ladders media. Data collection techniques using questionnaires, descriptive tests, interview, and documentation. Technical data analysis using normality test and homogeneity test, for hypothesis testing using *paired sample t-Test*.

3. DISCUSSION

Researchers collected data to test the results of the hypothesis by carrying out control and experimental class learning with the theme *fil baiti*. Uno Stacko media was used in the

experimental class and snakes and ladders media was used in the control class. Student learning interest in the control class was classified as "sufficient" with an average score of 42. While student learning interest in the experimental class was in the "very good" category with an average score of 52.85. The distribution of student interest can be seen in the following figure.

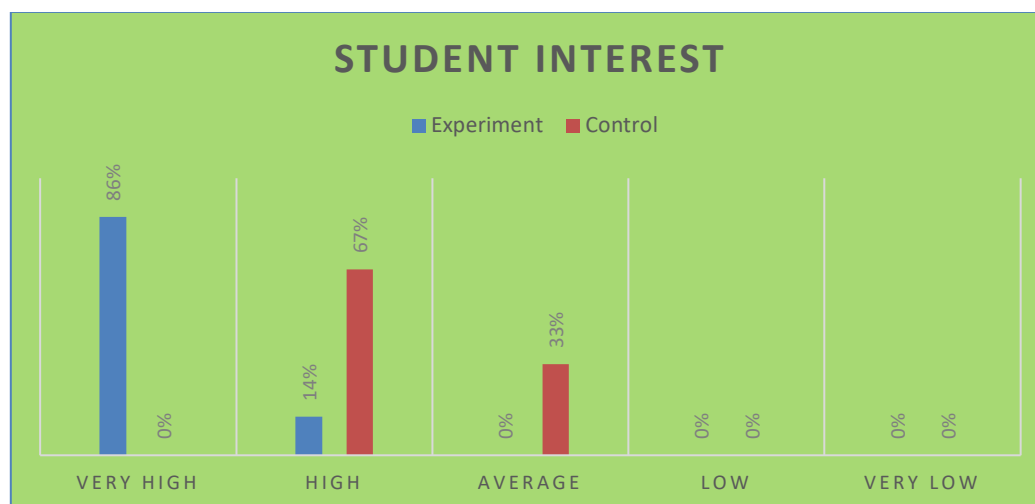


Figure 1. Student interest after treatment

The figure above shows that student interest in learning after learning using uno Stacko media is in the very high category with a percentage of 86% and a high category of 14% while in the control class with snakes and ladders media student interest is in the high category 67% and medium category 33%. The use of UNO Stacko as a learning media can improve fine motor skills, social skills, and patience among students. It also helps in improving memory and logical thinking as students engage in the game (Ayu Kumala et al., 2020). Games can provide feelings of success and satisfaction. These feelings can increase perseverance in completing learning tasks, especially for students (Hanson-Smith, 2016). To ascertain the effect of using uno Stacko media on students' interest, the following statistical test calculations were conducted.

Table 1. Normality Test of Student Learning Interest Questionnaire

<i>Saphiro Wilk</i>			
Questionnaire	Statistic	df	Sig.
Control group pretest results	0,922	21	0,096
Control group posttest results	0,375	21	0,375
Experiment group pretest results	0,820	21	0,820
Experiment group posttest result	0,397	21	0,397

The table above shows that all significant values are greater than 0.05, which means the data is normally distributed.

Table 2. Homogeneity Test of Student Learning Interest Questionnaire

Based on Mean			
<i>Levene's Statistic</i>	df1	df2	Sig.
1,335	3	80	0,269

Based on the table above, the Sig value. *Based on Mean* by using the *Levene Statistic* test is 0.269 (> 0.05), so the data can be concluded that the questionnaire data in this study is homogeneous. Furthermore, to determine the effect of using Uno Stacko media on student interest in learning, paired t-test calculations are used with the following results.

Table 3. Paired T- Test of Student Learning Interest

t	df	Sig. (2-tailed)
-12.598	20	0,000

Based on the table above, the Sig. (2-tailed) is 0.000 which means it is smaller than 0.05, so H_0 is rejected H_a is accepted, which means that there is a significant effect of using Uno Stacko media on the learning interest of fourth grade students of MI TPI Keramat Banjarmasin.

Uno Stacko media influences learning interest because it has the concept of learning while playing and is new to students, high student enthusiasm during the learning process so that student interest in learning increases. Games, like Uno Stacko, enhance student engagement and interest by integrating play with learning, fostering enthusiasm and active participation in the educational process (Bajko, 2016). Based on the results of the student learning interest questionnaire, it shows that in the experimental class students are enthusiastic and active in learning by using Uno Stacko media because students get learning experiences and work on evaluation questions while playing which students have never seen before.

The use of media in the language teaching for children largely determines the success of teaching (Muharom Albantani, 2018). Uno Stacko is a valuable learning resource that can improve students' Arabic language skills (Anggraeni et al., 2023). The learning outcomes of students in the control class who were treated with snakes and ladders received an average score of 69.52 classified in the "Fair" category. While the learning outcomes of students in the experimental class treated with uno Stacko media received an average score of 80.00. Student learning outcomes in the experimental class are classified in the "Very Good" category.

Table 4. Normality Test of Student Learning Outcomes

<i>Saphiro Wilk</i>			
Result	Statistic	Df	Sig.
Control group pretest results	0,929	21	0,129
Control group posttest results	0,944	21	0,267
Experiment group pretest results	0,969	21	0,721
Experiment group posttest result	0,925	21	0,109

Student learning outcomes in experimental and control classes are normally distributed with a significant value greater than 0.05. Likewise, the homogeneity test value is greater than 0.05, namely 0.340. meaning that student learning outcomes in the experimental and control classes are homogeneous.

Table 5 Homogeneity Test of Student Learning Outcomes

<i>Based on Mean</i>			
<i>Levene's Statistic</i>	df1	df2	Sig.
1,135	3	80	0,340

Researchers conducted paired t-test calculations to prove the hypothesis set, namely that there is a significant effect of using Uno Stacko media on student learning outcomes in Arabic language subjects in class IV MI Taman Pemuda Islam Keramat Banjarmasin. The test results are as follows.

Table 2 Paired T- Test of Student Learning Outcomes

t	df	Sig. (2-tailed)
-4.174	20	0,000

Based on the table above, the sig. value is 0.000 which means <0.05 , so H_0 is rejected and H_a is accepted. So, it can be concluded that uno Stacko media has a significant influence on student learning outcomes in Arabic language subjects in class IV MI TPI Keramat Banjarmasin. Uno Stacko media affects student learning outcomes because it has the concept of learning while playing and working together, high student enthusiasm during the learning process so that student interest in learning increases and has an impact on student learning outcomes that increase. According to Cooney and Darcy collaborative learning involves small groups of students working together to achieve a shared learning goal (Cooney & Darcy, 2020).

The results showed that the use of Uno Stacko media for Arabic language learning has a positive impact on students' interest and learning outcomes. This is because uno Stacko media is practical and interesting to use (Syaharani & Syihabuddin, 2022). In addition, the clear delivery of material can also improve students' understanding of what they are learning. Teachers can utilize games as a more relaxed method for students to demonstrate their knowledge, skills and understanding of a topic. By reducing pressure, learners will have a more positive view of their learning environment, as well as provide a more accurate picture of their learning progress (Kamal, 2021).

Indriastuti and Abidin's research found that the use of Uno Stacko media in learning affects students' desire to learn (Nur Indriastuti & Abidin, 2022). Learning that becomes a pleasant and memorable experience for students will remain in their memories. Islamic elementary students are at the concrete operational stage in Piaget's theory with an age range of 7-12 years (Anditiasari & Rachmani Dewi, 2021). At this stage, children can use their logic, but only for objects that are real or can be seen and played directly. The existence of Uno Stacko media in the learning process will make it easier for students to understand the material that has been explained by their teacher.

Learning media can provide students with a common experience of events in their environment, as well as enable direct interaction with teachers, society, and the environment. In addition, learning media can help the student learning process, stimulating students to react physically and emotionally (Dereh, 2019). The Uno Stacko media can also make the classroom atmosphere not only fun but also interesting because students can see it directly. This helps students understand what they are learning and encourages them to participate more actively in the learning process, which will improve their interest and learning outcomes.

4. CONCLUSION

The use of Uno Stacko media in Arabic language learning at the Islamic elementary level has a positive influence on student interest and learning outcomes. This media helps create a more interesting and interactive learning atmosphere, incorporates the concept of playing while learning, and encourages students to actively participate. Based on the research, classes that used Uno Stacko media showed a significant increase in both student interest and learning outcomes. Uno Stacko not only simplifies the delivery of material but also strengthens students'

understanding through a fun and collaborative learning experience. The results of this study can be used as an alternative for teachers to organize interesting collaborative-based learning so as not to rely solely on textbooks. The use of this media is not only limited to Arabic subjects, but can also be applied to other subjects with material adjustments.

5. REFERENCE

- Admin, A., & Amirudin, N. (2017). Problematics of Arabic Language Learning. *Tamaddun: Journal of Education and Religious Thought*, 1–12. <https://doi.org/10.30587/tamaddun.v0i0.66>
- Al-Faouri, A., & Abu Amshah, K. (2005). Teaching Arabic as a Second Language: Problems and Solutions, University of Jordan as a Model. *Dirasat: Human and Social Sciences*, 32(3). <https://archives.ju.edu.jo/index.php/hum/article/view/1756>
- Anditiasari, N., & Rachmani Dewi, N. (2021). Analysis of Piaget's Cognitive Development Theory in 11-Year-Old Children in Brebes. *Journal of Mathematics and Mathematics Education*, 6(1), 97–108. <https://doi.org/10.31943/mathline.v6i1.177>
- Angelina, M., & Hamdun, D. (2019). Pengembangan Media Pembelajaran Ta'bīr Berbasis Permainan Uno Stacko pada Siswa MA Ibnul Qoyyim Putra Yogyakarta. *Development of Ta'bīr Al Mahāra: Journal of Arabic Language Education*, 5(2), 207–230. <https://doi.org/10.14421/almahara.2019.052.04>
- Anggraeni, A., Alfian, M., & Rani, N. (2023). The Impact of Utilizing Uno Stacko on Arabic Learning Vocabulary Acquisition. *Ta'lim al- 'Arabiyyah: Journal of Arabic Language & Linguistics Education*, 7(2), 261–277. <https://doi.org/10.15575/jpba.v7i2.29740>
- Awalia Rahmawati, F., Rodifah Nur, I., & Taqiyuddin, M. (2021). Creative Language Games for Enjoyable Arabic Teaching 1 Al-Al'ab al-Lughawiyyah al-Ibda'iyyah Li Ta'lim al-Lughah al-'Arabiyyah al-Mumtī'ah. *Al Bayan Journal: Journal of the Department of Arabic Language Education*, 13(1), 108–128. <https://doi.org/10.24042/albayan.v13i1.6917>
- Ayu Kumala, S., Asep Sumarni, R., & Widiyatun, F. (2020). Development of Learning Media Using Uno Stacko on Grade X Physics Material. *Navigation Physics: Journal of Physics Education*, 2(1), 14–20. <https://doi.org/10.30998/npjpe.v2i1.269>
- Bajko, R. (2016). *Edu Gamifying Media Studies: Student Engagement, Enjoyment, and Interest in Two Multimedia and So-Cial Media Undergraduate Classrooms*. 14(6), 55–72.
- Cooney, A., & Darcy, E. (2020). “It Was Fun”: Exploring the Pedagogical Value of Collaborative Educational Games. *Journal of University Teaching and Learning Practice*, 17(3). <https://doi.org/10.53761/1.17.3.4>
- Dereh, N. (2019). BIPA Learning Media: Management and Problems. *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture*, 3(1), 44–48. <https://doi.org/10.17977/um006v3i12019p044>
- Ekayani, N. L. P. (2021). The Importance of Using Learning Media to Improve Student Learning Achievement. *The Importance of Using Learning Media to Improve Student Learning Achievement*, 1–16.
- Fitriyah, R., Hilmiyati, F., & Juhji, J. (2024). Effectiveness of Canva-Based Interactive Animation Media in Enhancing Learning Interest of Second-Grade Madrasah Ibtidaiyah Students. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 14, 135–150. <https://doi.org/10.18592/aladzkapgmi.v14i2.13896>
- Grebler, R., & Eveloff, P. (2004). Stacking Block Game. *United States Patent*. <https://patentimages.storage.googleapis.com/84/f7/5c/97fa7a7cef5fd5/US6702291.pdf>
- Hanson-Smith, E. (2016). Games, Gaming, and Gamification: Some Aspects of Motivation. *TESOL Journal*, 7(1), 227–232. <https://doi.org/10.1002/tesj.233>

- Huda, M. (2020). Problematics of Students' Listening Skills in Arabic Listening Learning. *Arabia*, 12(2), 171. <https://doi.org/10.21043/arabia.v12i2.8634>
- Indriyani, L. (2019). Utilization of Learning Media in the Learning Process to Improve Students' Cognitive Thinking Ability. *Prosiding Seminar Nasional Pendidikan FKIP UNTIRTA*, 2(1). https://jurnal.untirta.ac.id/index.php/psnp/article/view/5682?__cf_chl_tk=OesFM9rOeHlamErAqJFWdGI0IGVCWlAZc1itia350hM-1782275841-1.0.1.1-uQ84i2w2Sak2GxzLLfQ7PfXODkYwwvtJNj.JngY85HE
- Jannah, R., & Khairunnisa. (2024). Efektivitas Teknik Point-Counterpoint Berbantuan Media Kartu Pada Pembelajaran IPS Kelas 5 Di SDN 1 Satui Timur. *Jurnal Pendidikan Dasar Islam*, 2(1), 1–13. <https://doi.org/10.58540/jurpendis.v2i1.570>
- Kamal, H. (2021). The Influence of Online Games on the Learners' Arabic Vocabulary Achievement. *Al Bayan Journal: Journal of the Department of Arabic Language Education*, 13(2), 16–31. <https://doi.org/10.24042/albayan.v13i1.7339>
- Kurniawan, H. (2019). *Learning Creative Writing*. PT Remaja Rosdakarya.
- Muharom Albantani, A. (2018, July). Arabic Language Learning Strategies for Early-Aged Children: Language Recognition and Motivation Building. *IMLA (Ikatan Pengajar Bahasa Arab Se-Indonesia)*. Pertemuan Ilmiah Internasional Bahasa Arab (PINBA) XI. <https://repository.uinjkt.ac.id/dspace/handle/123456789/46356>
- Nur Indriastuti, A., & Abidin, Z. (2022). The Effect of Uno Stacko Game in Increasing Motivation to Learn Mathematics during Pandemic. *Basicedu Journal*, 6(1), 324–334. <https://doi.org/10.31004/basicedu.v6i1.1862>
- Quratu Ain, H. (2023). *The Effect of Uno Stacko Media on Social Studies Learning Outcomes of Class IX SMP Laboratorium STKIP Jambi City T.A 2022/2023*. <https://repository.unbari.ac.id/id/eprint/2902>
- Santoso, A. (2018). *Elementary Indonesian Language Materials and Learning*. Open University.
- Sudirman. (2024). *Theories of Learning and Learning: Neuroscience and Multiple Intelligence*. Pena Persada.
- Syahrani, J., & Syihabuddin, S. (2022). The Effectiveness of Uno Stacko Mission Game to Improve Students' Arabic Speaking Skills. *Scaffolding: Journal of Islamic Education and Multiculturalism*, 4(3), 397–407. <https://doi.org/10.37680/scaffolding.v4i3.2115>