



## **The Implementation of Semester Learning Plan (RPS) on *Maharah Istima'* Course by Using Cartoon Story Maker**

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### **ENGLISH ABSTRACT**

*This is a descriptive qualitative research which aims to describe the implementation of Semester Learning Plan (RPS) on Maharah Istima' Course by Using Cartoon Story Maker and its distinct characteristics from the previous RPS. The subject of this research is the Arabic language lecturers of IAIN Palangka Raya who teach Maharah Istima' course. It uses observations, interviews, and documentations for the data collection techniques, and is validated using triangulation method. The results showed that there were nine learning activities of the implementation of Cartoon Story Maker based semester learning plan, namely; (1) Providing information to the students about the course's learning objectives. (2) Giving apperception about the learning material. (3) Preparing and displaying Cartoon Story Maker media. (4) Students listen and prepare their stationeries (5) Students mention the main and supporting ideas. (6) Providing responses and corrections (7) Reminding the students to write the new vocabulary obtained. (8) Students make conclusions (9) Providing an explanation or summary about the material. The specification of this RPS with the previous one is that it is designed and clearly described the assessment indicators which include a series of more innovative activities, where learning is more centred on students and lecturers only act as facilitators and monitor the learning objectives. Lecturers only provide learning resources by creating Cartoon Story Maker as an interesting and effective learning media.*

**Keywords:** *RPS, Mahara Istima', Cartoon Story Maker*

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## INDONESIAN ABSTRACT

Penelitian ini merupakan penelitian kualitatif deksriptif yang bertujuan untuk mendeksripsikan implementasi rencana pembelajaran semester mata kuliah *Mahârah Istimâ'* berbasis media *Cartoon Story Maker* dan karakteristik yang membedakan RPS ini dengan RPS sebelumnya. Subjek penelitian ini adalah Dosen PBA IAIN Palangka Raya yang mengajar mata kuliah *Mahârah Istimâ'*. Teknik pengumpulan data menggunakan instrument penelitian berupa observasi, wawancara dan dokumentasi. Dan kemudian diabsahkan dengan menggunakan triangulasi. Dari hasil penelitian ini maka diketahui bahwa ada Sembilan langkah kegiatan pembelajaran yang merupakan bentuk implementasi rencana pembelajaran semester berbasis media *Cartoon Story Maker* yaitu; (1) Memberikan informasi kepada seluruh peserta didik mengenai tujuan pembelajaran mata kuliah. (2) Memberikan apersepsi mengenai materi pembelajaran yang akan di pelajari. (3) Menyiapkan dan menayangkan media *Cartoon Story Maker*. (4) Mahasiswa menyimak dan menyiapkan alat tulis (5) Mahasiswa menyebutkan ide utama dan ide penunjang. (6) Memberikan tanggapan dan mengoreksi (7) Mengingatkan mahasiswa untuk mencatat kosakata baru yang didapat. (8) Mahasiswa membuat kesimpulan (9) Memberikan penjelasan ataupun ringkasan tentang materi yang telah dipelajari. Adapun spesifikasi RPS ini dengan yang terdahulu adalah RPS ini dirancang dan dideksripsikan dengan jelas mengenai indicator penilaian yang mencakup rangkaian kegiatan yang lebih inovatif, dimana pembelajaran lebih dipusatkan kepada mahasiswa dan dosen hanya sebagai fasilitator dan monitor tujuan pembelajaran. Dosen hanya membantu menyediakan sumber pembelajaran dengan membuat media *Cartoon Story Maker* sebagai sarana pembelajaran yang menarik dan efektif.

**Kata Kunci:** RPS, Mahara Istima', Cartoon Story Maker

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## Introduction

Education at each levels and types is organized based on the national curriculum standard. In the regulation of the Minister of Research, Technology and Higher Education (Permenristekdikti No.44 of 2015, concerning the National Standards of Higher Education). The curriculum is interpreted as a set of plans and arrangements regarding the graduate's learning outcomes, learning materials, learning processes and assessments which are used as the study program guidelines. In conducting the lectures, lecturers arrange lecturing units (SAP) according to the course's semester learning plan (Sitepu & Lestari, 2018). Later, the higher education curriculum is developed into a semester learning plan (RPS).

Semester learning plan (RPS) is a projection of activities to be done by lecturers and students in the learning process / lectures in the classroom. Therefore, semester learning plan (RPS) is an integral part that cannot be separated from "learning / lectures".

Lesson planning is considered as an important process to professionalize the teachers (Ruys et al., 2012). It means, that every lecturer who will teach (lecture) must create the semester learning plan (RPS) first (Nurdin, 2018). The planning of learning process has psychological, pedagogical, and continuity impacts. Lincy and Warner mentioned that with proper planning, instructors can distinguish effective instructions to meet the needs of various students (Lynch & Warner, 2008). Teachers need to rethink the planning and structuring lessons so that all students achieve better results (Causton-Theoharis et al., 2008).

A lecturer who is skilled at lesson planning will have the confidence. Arranging lesson plan will educate the lecturers to be discipline and try to improve their knowledge. Similar to this, Setiawan (Setiawan, 2017) stated that every educator in the education unit is obliged to prepare a comprehensive and systematic lesson plan so the learning process can be interactive; inspiring; fun; challenging; efficient, motivate students to actively participate, and provide sufficient space for initiative; creativity; talent independency; interests; physical; and psychological development of students.

Lesson planning is an important part in the implementation of education because with a good lesson plan, lecturers will be more easy to teach the learning process and will help the students more in learning. A study proves that the lack of teacher's competency in lesson planning is a major critical issue that needs attention (Khuzwayo & Mashiya, 2015). According to Andriana (Andriana, 2015), teaching preparation is essentially a short-term plan to estimate or project what will be done. Correspondingly, Ernawati (Ernawati, 2018) also revealed that planning has a very important role for a teacher or lecturer. Learning activity will be more optimal when a teacher prepares a lesson plan. As quoted from Johnson, "Good teaching does not happen by accident. A careful planning is needed to create an effective learning and to enhance the learning process" (Johnson, 2000). Therefore, teachers are also expected to be more creative and innovative in representing lesson plans that have been made into learning activities.

Being a creative and innovative teacher is a demand as well as a challenge for Arabic language teachers or lecturers. Hence, the lesson planning model is constantly progressing along with the developments that occur in the disciplines of linguistics, education, and current developments. Moreover, the research result in the field of language teaching also contributed to the emergence of new approach of method and

media in language teaching. In their writings, Ritonga et al. (Ritonga et al., 2016) acknowledged that a large part of the learning development took place in English learning as the world's most studied language today. While learning Arabic acts more as an adopter, it is often one step behind compared to learning English.

There are many applicable learning components that teachers can use in their teaching and learning process. One of the components that has a big impact is the learning media used by instructors. Angelina and Hamdun (Angelina & Hamdun, 2019) argue that for teachers, learning media is a means to support an interesting learning process. Through learning media, students can understand lessons easily. The results showed that teaching and learning activities would be more effective and easier if assisted by visual aids, where 11% of what was learned occurred through hearing, while 83% through the sense of sight. We can only remember 20% of what we hear, but can remember 50% of what is seen and heard. Quoted from Ahmadi in his writing, he stated that modern education experts, Bobbi de Porter and Mike Hernacki, also explained the importance of media in learning and suggested the teacher to choose media which includes the aspects of vision (visual), hearing (audio) and motion (motor) in order to ease the learning process and to instil concepts to students (Ahmadi, 2014). The more senses and movements of children involved in the learning process, the easier it will be for children to get a meaningful learning.

Arabic learning at IAIN Palangka Raya, especially in *Maharah Istima'* course, is one of the lecturing activities that focuses on using instructional media its semester learning plan. Met directly by the researchers at the learning location, one of the IAIN Palangka Raya lecturers, who has handled *Mahârah Istimâ'* for 3 years in a row, gave an explanation that lately he used a lesson plan based on innovative learning media which was adapted from English language learning, Cartoon Story Maker. He did this to handle the students' boredom towards the monotonous *Maharah Istima'* learning pattern which formerly used Audio as the learning resources. Later, he made a special semester learning plan for *Maharah Istima'* course by integrating the course with Cartoon Story Maker media. Thus, he used Cartoon Story Maker as a media as well as a learning resource during *Maharah Istima'* course. This learning process attracted the researchers to examine deeper on how

the implementation of Cartoon Story Maker Media in *Maharah Istima'* semester learning plan (RPS), and what distinguishes it from the previous *Maharah Istima'* RPS.

Further, Cartoon Story Maker Media software used by *Maharah Istima'* lecturer at IAIN Palangka Raya is produced by the Department of Education and Training of the State Government of Victoria, Australia (<http://www.education.vic.gov.au>) (Riwanto & Wulandari, 2019). Cartoon Story Maker is designed for the implementation of language learning. This software is easy to use with simple controls. The software produces 2D simple cartoons drawing series that illustrate a number of conversations between the characters in the story. The story frames can be viewed one by one using PowerPoint slides or printed and it allows students to be creative. One of the advantages of Cartoon Story Maker is that it has unlimited characters and background libraries and it can be made in the form of recordings.

Some research results mention that Cartoon Story Maker media can effectively improve student's activities and understanding in learning. As a research conducted by Tampi, entitled *The Implementation Of Cartoon Story Maker Media With Direct Learning Models To Improve Reading Comprehension Of Students Class IXA SMPN 1 Tamiang Layang*". The results of his research shows an increase in students' reading comprehension competency after using Cartoon Story Maker media and direct learning models in learning English narrative text material at class IXA SMPN 1 Tamiang Layang, East Barito (Tampi, n.d.). The improvement is occurred in the learning process and result. The increase of English learning process on narrative text material using Cartoon Story Maker media and direct learning models has moved to a better direction, namely learning attention, learning enthusiasm, active discussion, active working on assignment, group cooperation, and mutual respect among students. Other than reading skill, Cartoon Story Maker is also proven to improve the student's speaking and writing abilities effectively.

Research conducted by Andi Widdaya Sofyana (Sofyana, 2015) entitled *"Task Based Language Teaching In Improving Students' Speaking Skills Through Cartoon Story Maker (A Car Of The 10 Th Grade Students Of MAN Temanggung)"* states that the application of TBLT through Cartoon Story Maker can improve the speaking skill proven by the data derived from this study. There is an increase of 21.73 points in the students' average score; 16 points from the post-test I results and 5.73 points from the post-test II after applying TBLT through Cartoon Story Maker. Further, research by Hakim et al,

entitled "Using Cartoon Story Maker (CSM) Through Project Based Learning In Teaching Creative Writing" shows a significant difference in creative writing achievement between students who uses Cartoon Story Maker and students who uses Project Based Learning in teaching creative writing (Hakim et al., nd).

Correspondingly, Cartoon Story Maker is also effectives for learning Science as mentioned in the study conducted by Riwanto and Wulandari entitled "The Effectiveness of Using Digital Comic Media (Cartoon Story Maker) in Energy Preservation Subject". The results of his research states that the use of digital comic media can increase the effectiveness of learning. It can be seen from the students' responses who are more enthusiastic in learning because students can read and see the cartoon characters. Students become more focused and attentive. The result of data calculation shows that the Sig Paired Samples Statistics of 0,000 and the correlation value of 0.766. While the results of the Paired Samples Test Sig 2-tailed = 0,000. It shows that the use of digital comic media has a significant influence on the learning process (Riwanto & Wulandari, 2019). Similar finding on development-based research was also conducted by Ismawan et al (Ismawan et al., 2018), entitled "Cartoon Story Maker As The Developed Learning Media in Writing Descriptive Text". The result of his research shows that Cartoon Story Maker products / media in the form of videos containing audio-visual media, which has been validated by the experts, can effectively improve students' writing ability in mastering descriptive text writing.

From the research results above, it can be concluded that the use of Cartoon Story Maker media in the learning process, especially in language learning, has proven to be effective and can provide an increase in positive learning outcomes on speaking, reading, and writing ability. However, so far there has been no research that focuses on the implementation of Cartoon Story Maker media on semester learning plan. The implementation referred in this study is a fully prepared and detailed action or implementation of a plan. In addition, the focus of this study is the implementation in learning *Maharah Istima'*, while in the previous research, it only explores on learning *Maharah Kalam* and *Maharah Qiraah*. The implementation is usually done after the planning is considered as perfect. According to Usman, the implementation leads to the activities, actions, or mechanisms of a system. Thus, the implementation is not only a

written activity contained in the lesson plan, but also a planned activity that is carried out seriously to achieve the objectives (Ustman, 2002). Therefore, this study aims to understand and describe clearly and in detail the implementation of Cartoon Story Maker media-based RPS conducted by the Arabic lecturers of IAIN Palangka Raya and its characteristics compared to the previous RPS.

### **Research Methodology**

This is a descriptive qualitative research which directly entangled with the complex phenomena of daily activities (Hellaluddin, 2019). This study aims to observe the learning process of *Maharah Istima'* course taught by the Arabic lecturers of IAIN Palangka Raya. Another definition by Strauss and Corbin, qualitative research is a research which does not use statistical procedure to obtain the data (Emzir, 2010). In line with this definition, the researchers emphasize that this research will capture daily experiences which is also the method to examine and answer the question on "how, where, what, when, and why an individual behaves in certain way on specific issue. The research objectives are to understand the implementation of Cartoon Story Maker Media-Based semester learning plan on *Maharah Istima'* course carried out by Arabic lecturers of IAIN Palangka Raya towards the 2<sup>nd</sup> semester students who joined *Maharah Istima'* course. The data collection method done by the researchers are observation, interview, and documentation.

The researchers collected the data from eight observations on *Maharah Istima'* course using Cartoon Story Maker media. It included the preliminary stage done by the Arabic lecturer, the activity procedures, and the learning results. The researchers observed the learning process directly. From the interview with Arabic lecturer as the object of research, it is found that the learning process or activity procedures were planned thoroughly in the semester learning plan. The researcher also had the chance to interview some students as the informants who gave the information on Cartoon Story Maker-based teaching and learning process. Through the documentation phase, the researchers also collected the previous *Maharah Istima'* RPS and also the new version of *Maharah Istima'* RPS using Cartoon Story Maker, pictures of learning activities, and specific notes written by Arabic Lecturers regarding the activities.

The researchers obtained the data by filtering the raw data such as the observation result, interview, and documentation using a predetermined time scale. From here, there was a data reduction from the previous researcher after a confirmation and overall comparison between the result of interview, observation, and documentation. After getting the valid data in the data analysis process, it is then to be validated using the Triangulation method. Triangulation is essentially a multimethod approach conducted by researchers when collecting and analysing data. The basic idea is that the phenomenon can be well understood if it is obtained from various perspectives. Therefore, it will give a reliable result. Thus, triangulation is used to check the reliability of data or information obtained by the researchers from different perspectives by reducing as much as possible bias that occurs during data collection and analysis. This is based on the opinion of Norman K. Denkin who defines triangulation as a combination of various methods used to study interrelated phenomena from different perspectives and point of views (Mudjia Rahardjo, 2020).

### **The Implementation of Cartoon Story Maker Media-Based Semester Learning Plan on *Maharah Istima'* Course**

The components of the Semester Learning Plan used by Arabic language lecturers of IAIN Palangka Raya in *Maharah Istima'* course consist of: (1) Learning objectives, which includes two components, namely The Objective of Study Program and the Course Objectives. (2) Description of *Maharah Istima'* course. (3) Description of study material or subject. (4) Reference or bibliography, both primary and supporting resources (5) Learning methods and learning media. (6) Assessment. For a more detail data, the following is the written semester learning plan arranged by *Maharah Istima'* lecturers of Arabic Language Education Study Program at IAIN Palangka Raya.

**Table 1.** Cartoon Story Maker Based Semester Learning Plan of *Maharah Istima'* Course

	<p><b>STATE INSTITUTE OF ISLAMIC STUDIES PALANGKA RAYA</b>  <b>FACULTY OF TARBIYAH AND TEACHERS TRAINING</b>  <b>EDUCATION</b>  <b>DEPARTMENT OF LANGUAGE EDUCATION</b>  <b>ARABIC LANGUAGE EDUCATION STUDY PROGRAM</b>  <b>SEMESTER LEARNING PLAN</b></p>
<b>Course</b>	<b><i>Mahârah Istimâ'</i></b>

<b>Code</b>	<b>PBA. 01.01</b>
<b>Specification</b>	<b>Study Program</b>
<b>Credit</b>	<b>2 Credits</b>
<b>Semester</b>	<b>II (Second)</b>
<b>Learning Objectives</b>	<p>Study program:</p> <p>a. Attitude</p> <ol style="list-style-type: none"> <li>1) Fear of God the Almighty and be able to show a religious attitude.</li> <li>2) Uphold the value of humanity in carrying out duties based on religion, morals, and ethics;</li> <li>3) Contribute on the improvement of life quality in the society, nation, and the advancement of civilization based on Pancasila;</li> <li>4) Have a pride, nationalism, and a sense of responsibility as citizens of the country.</li> <li>5) Respect the diversity of cultures, views, religions, and beliefs, as well as other people's original opinions or findings;</li> <li>6) Cooperate and have social sensitivity, and care for the community and the environment;</li> <li>7) Obey the law and be discipline in community and nation;</li> <li>8) Internalize academic values, norms and ethics;</li> <li>9) Show an attitude of responsibility in the work of expertise independently; and</li> <li>10) Internalize the spirit of independence, struggle, and entrepreneurship</li> </ol> <p>b. Knowledge</p> <p>Mastering the theoretical concepts of a particular field of knowledge and skills in general, and the theoretical concepts of a specific knowledge and skills in depth.</p> <p>c. Skills</p> <ol style="list-style-type: none"> <li>1) General Skills: <ul style="list-style-type: none"> <li>- Able to develop student's comprehension</li> <li>- Able to develop student's understanding competencies in comprehending conversations with interlocutors</li> <li>- Able to listen and interact with the speaker by showing positive attitudes and behaviours seriously and interactively.</li> </ul> </li> <li>2) Specific Skills: <ul style="list-style-type: none"> <li>- Able to examine the overall information in Arabic discourse in oral form and to answer questions correctly</li> <li>- Able to conclude the played material and express it verbally</li> <li>- Able to classify spoken material either directly or indirectly</li> </ul> </li> </ol> <p><b>Courses:</b></p>

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	<ol style="list-style-type: none"><li>a. Students are able to show devotion and religious attitudes as Muslims, believers, and muhsin;</li><li>b. Students are able to recognize new information that has not been studied before</li><li>c. Students are able to understand the information contained in the discourse or conversational text in the form of words, phrases and sentences that are played either directly or through audio lingual media.</li><li>d. Students are able to interpret the information contained in the discourse or conversational text in the form of words, phrases and sentences that are played either directly or through audio lingual media.</li><li>e. Students are able to keep the main ideas of the speaker in his mind from the discourse or the conversational text in the form of words, phrases and sentences that are played either directly or through audio lingual media.</li></ol>
<b>Description</b>	The description of this course provides students with the knowledge to develop their ability to understand information conveyed either directly or through audio lingual media and able to express ideas contained in discourse or conversational texts with good and correct lafadz in accordance with the specified themes.
<b>Study Materials and Topics</b>	Texts, discourses or conversations about daily activities in the form of Audio that are played through Cartoon Story Maker media Subject: <ol style="list-style-type: none"><li>a. Introduction</li><li>b. Family</li><li>c. Home and residence</li><li>d. Daily life</li><li>e. Foods and Drinks</li><li>f. Prayer</li><li>g. Lesson</li><li>h. Profession</li><li>i. Market</li><li>j. Weather</li><li>k. Hobby</li><li>l. Travel</li><li>m. Health</li><li>n. Holiday</li></ol>
<b>References</b>	الفوزان، عبد الرحمن إبراهيم، ٢٠٠٥، العربية بين يديك كتاب الطالب (١) الرياض، المملكة العربية السعودية
<b>Learning Media Assessment</b>	<i>Cartoon Story Maker</i> Student's learning completeness is measured based on the scales of each learning component assessment as follows:

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- a. Presence
  - b. Practice (individual and group)
  - c. Activity and participation in the classroom learning process
  - d. Mid-term exam
  - e. Final exam
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The learning activities in the form of assessment indicators, assessment criteria and forms, learning methods and student assignments, and learning material are explained further in the table below:

**Table 2.** Learning Activities in Cartoon Story Maker Based Semester Learning Plan of *Maharah Istima'* Course

<b>Week</b>	<b>Sub of Learning Objectives</b>	<b>Rating Indicators</b>	<b>Form of Assessment Criteria</b>	<b>Learning Method</b>
1.	Introduction	Translating words, phrases or sentences about "Introduction" from discourse or conversational text that is played either directly or through Cartoon Story Maker media	Process: Question and Answer, classically and individually	Audiolingual method and Question and Answer method
2.	Family	<ul style="list-style-type: none"> <li>a. Translating words, phrases or sentences about "Family" from discourse or conversational text that is played either directly or through Cartoon Story Maker media</li> <li>b. Distinguishing between fact or fiction material about "Family" from discourse or conversational texts that are played either directly or through Cartoon Story Maker media.</li> </ul>	Process: Question and Answer. and problem solving	Audiolingual method, Question and Answer method, Drilling method

3.	Home and residence	<p>c. Answering questions related to discourse or conversational texts that are played either directly or through Cartoon Story Maker media, about "Family".</p>	<p>Process: Individual question and answer, solving exercises</p>	<p>Question and answer method, and drilling method</p>
		<p>a. Translating words, phrases or sentences about "Home and residence" through Cartoon Story Maker media.</p>		
		<p>b. Categorizing the main and supporting ideas about "Home and residence" through Cartoon Story Maker media.</p>		
		<p>c. Summing up the substance or material of a discourse or conversational text that is played either directly or through audio lingual media, about "Home and residence" through Cartoon Story Maker media.</p>		
4.	Daily life	<p>a. Translating words, phrases or sentences about "Daily life" through Cartoon Story Maker media.</p>	<p>Process: Individual question and answer and solving exercises</p>	<p>Question and answer method and drilling method</p>
		<p>b. Categorizing the main ideas, secondary ideas and supporting information about "Daily life" through Cartoon Story Maker media.</p>		
		<p>c. Answering questions related to discourse or conversational</p>		

			texts that are played either directly or through Cartoon Story Maker media about "Daily life"		
5.	Food and drinks		<ul style="list-style-type: none"> <li>a. Translating words, phrases or sentences about "foods and drinks" through Cartoon Story Maker media.</li> <li>b. Categorizing the main and supporting ideas about "Food and drink" through media Cartoon Story Maker.</li> <li>c. Summing up the substance or material of discussion through Cartoon Story Maker media, about "Food and drink"</li> </ul>	Process: Individual and group direct translation and solving exercises	Method: Audiolingual and Direct method
6.	Prayer		<ul style="list-style-type: none"> <li>a. Translating words, phrases or sentences about "Prayer" through Cartoon Story Maker media.</li> <li>b. Categorizing the main and supporting ideas about "Prayer" from the discourse or text through Cartoon Story Maker media.</li> <li>c. Summing up the substance of discourse or conversational text that is played either directly or through Cartoon Story Maker media about "Prayer"</li> </ul>	Process: Solving question and Question and Answer	Drilling method and direct method
7.	Lesson		<ul style="list-style-type: none"> <li>a. Translating words, phrases or sentences about "Lessons" through Cartoon Story Maker media.</li> </ul>	Individual and group direct translation	Direct method, drilling method, and Question and answer method

- b. Distinguishing between fact or fiction material about "Lessons" through Cartoon Story Maker media.
- c. Answering questions related to discourse or conversational texts that are played either directly or through Cartoon Story Maker media about "Lessons"

The documentation data above is part of the semester learning plan of *Maharah Istima'* course arranged by Arabic lecturers from the first to the seventh meeting. The steps for the Implementation of Cartoon Story Media-based Semester Learning Plan (RPS) on *Maharah Istima'* course conducted by Arabic Lecturer at IAIN Palangka Raya are as follows:

*First*, the lecturer starts the learning activity by giving information to students about the learning objectives of the course in the first meeting and classifying the learning activities. Likewise in the second meeting, from the observation results collected by the researchers, the lecturer of *Maharah Istima'* course gives an explanation of *Maharah Istima'*s learning objectives about "Family" material and the assessment indicators as a series of activities, as follows; students can translate words, phrases or sentences, students can distinguish facts or fiction text, and answer questions related to discourse or conversational text about "Family" that are played directly or through Cartoon Story Maker media.

*Second*, the lecturer starts the learning process by giving apperception about the learning material that will be studied as the observation results made by researchers in the *Maharah Istima'* classroom learning process. Arabic lecturer provides stimulus by describing the learning material to the students. As in the fourth meeting, the learning material is "daily life", so here Arabic lecturer asks the students about their daily activities, then the students give their responses and some of them adding their opinion. Arabic lecturer also establishes communication by asking *mufradât* or any Arabic vocabulary

related to "Daily life". Here, Arabic lecturer aims to make the students to get an overview in advance about the audio to be played.

*Third*, Arabic lecturer plays Cartoon Story Maker media on smart TV available in the classroom which contains audio conversation about "Home and residence" as the result from the third observation.



**Picture 1.** The students are practicing the conversation that they hear from Cartoon Story Maker Media

In this process, the lecturer plays a conversation about "Home and residence" from Cartoon Story Maker media. After listening for a while, the lecturer asks two volunteers to recite and translate the sentence that they have heard from Cartoon Story Maker.

*Fourth*, the lecturer asks students to listen and prepare their stationeries, then he replays the audio from Cartoon Story Maker media. From the audio, the lecturer asks students to write the main and supporting ideas that they can understand after listening to the audio from Cartoon Story Maker media.

*Fifth*, the lecturer asks students randomly to mention the main and supporting ideas that they have written after listening to the audio from Cartoon Story Maker media.



**Picture 2.** Students are mentioning the main and supporting ideas

*Sixth*, the lecturer gives responses and corrects the vocabulary usage or wrong pronunciation.

*Seventh*, the lecturer reminds the students to write the new vocabularies obtained from Cartoon Story Maker audio.

*Eighth*, the lecturer asks one of the students to draw conclusion from Cartoon Story Maker audio.

*Ninth*, the lecturer ends the learning by giving an explanation or summary about material that has been learned.

### **The Characteristics of Cartoon Story Maker Based-Semester Learning Plan (RPS) on *Maharah Istima'* Course**

The most fundamental difference from the previous semester learning plan of *Maharah Istima'* with Cartoon Story Maker based semester learning plan is that the former RPS is used to be more general and is not accompanied by learning resources or another media, whereas the new RPS used by Arabic lecturers give more emphasis on the usage of Cartoon Story Maker media as the learning resource. Here is the documentation of the former lesson plan:

**Table 3.** The Previous Lesson Plan of *Maharah Istima'* Course

**THE SEMESTER LEARNING PLAN OF ARABIC LANGUAGE EDUCATION STUDY  
PROGRAM  
STAIN PALANGKA RAYA**

	المادّة : الاستماع الأول
	رمز المادة : MKBP 09.1
	الفصل : ١
	نظام الإئتمان : ٢
معيّار الكفاءة : فهم الشئ المسموع من الناطقين بالعربية فهما جيّدا	
وصف المادّة : هذه المادة تبحث عن التحية والتعارف، الأسرة، السكن، الحياة اليومية، الطعام والشراب، الدراسة، العمل، التسوق، الناس والأماكن، الهواية، الصحة، العطلة	

المرجع	الأوقات	المؤشّرات	الكفاءات الأساسيات المادّة	النمرة
-٧-٦-١ ١٢-١٠	١X	- استماع النص أو الحوار عن التحية والتعارف - ترجمة النص أو الحوار مُجملا - تعبير المحتويات من النص أو الحوار عن التحية والتعارف بالكتابة	فهم الشئ المسموع من الناطقين الذى يتعلّق بال نص أو الحوار التحية والتعارف	١
-٧-٦-١ ١٠-٩	١X	- استماع النص أو الحوار عن الأسرة - ترجمة النص أو الحوار مُجملا - تعبير المحتويات من النص أو الحوار عن الأسرة بالكتابة	فهم الشئ المسموع من الناطقين الذى يتعلّق بالنص أو الحوار الأسرة	٢
١٢-٧-١	١X	- استماع النص أو الحوار عن السكن - ترجمة النص أو الحوار مُجملا - تعبير المحتويات من النص أو الحوار عن السكن بالكتابة	فهم الشئ المسموع من الناطقين الذى يتعلّق بالنص أو الحوار السكن	٣

١١-٣-١	١X	- استماع النص أو الحوار عن الحياة اليومية - ترجمة النص أو الحوار مُجملاً - تعبير المحتويات من النص أو الحوار عن الحياة اليومية بالكتابة	فهم الشيء المسموع من الحياة الناطقين الذى يتعلّق اليومية بالنص أو الحوار	٤
-٦-٥-١ -١٠-٧ ١٢-١١	١X	- استماع النص أو الحوار عن الطعام والشراب - ترجمة النص أو الحوار مُجملاً - تعبير المحتويات من النص أو الحوار عن الطعام والشراب بالكتابة	فهم الشيء المسموع من الطعام الناطقين الذى يتعلّق والشراب بالنص أو الحوار	٥
١٠-٧-١	١X	- استماع النص أو الحوار عن الدراسة - ترجمة النص أو الحوار مُجملاً - تعبير المحتويات من النص أو الحوار عن الدراسة بالكتابة	فهم الشيء المسموع من الدراسة الناطقين الذى يتعلّق بالنص أو الحوار	٦
-٧-٢-١ ١٠	١X	- استماع النص أو الحوار عن العمل - ترجمة النص أو الحوار مُجملاً - تعبير المحتويات من النص أو الحوار عن العمل بالكتابة	فهم الشيء المسموع من العمل الناطقين الذى يتعلّق بالنص أو الحوار	٧

After analysing and validating the data using triangulation, it is known that there are nine steps of learning activities as the implementation of *Maharah Istima'* Lesson Plan in Arabic language education Study Program of IAIN Palangka Raya. In the learning process of *Maharah Istima'* course, all activities are implemented based on Cartoon Story Maker media. The lecturer designs and develops *Maharah Istima'* semester learning plan

according to the needs and characteristics of students and maximizes the use of Cartoon Story Maker media to attract the interest and concentration of Arabic language education students in learning *Maharah Istima'*. Learning *Maharah Istima'* which is usually monotonous and only uses audio, is felt to be extremely boring for students. Therefore, the lecturer took the initiative to create a visual record that can increase student's focus during *Maharah Istima'* learning by using Cartoon Story Maker media. This is also based on the statement of Haniah in her writing which states that the difficult challenge of learning Arabic, based on the views of some Indonesian people, can at least be lowered by the presence of enjoyable learning media (Haniah, 2014). For example, playing a study material either a discourse audio or animated conversation that can attract students' interest in learning Arabic.

Further, RPS used by Arabic language lecturers of IAIN Palangka Raya is a standardised RPS as stipulated by Permenristekdikti No 44 of 2015. The development of semester learning plan is the authority of Arabic language lecturers as the ones who understand well the conditions and needs of students. *Maharah Istima'* course semester learning plan written by Arabic language lecturers is the reference of *Maharah Istima'* learning activities conducted by Arabic language lecturers. The overall activities are in accordance with the Semester Learning Plan that has been written as the documentation data, besides, *Maharah Istima'* learning activity is also integrated with Cartoon Story Maker media as the learning resources. In general, the learning process is well implemented. The students also claimed to be more enthusiastic because *Maharah Istima'* learning process become more innovative and enjoyable.

In addition, it is also known that the learning process and RPS prepared by the lecturer can be categorized as student-centred learning activity. It can be seen from the learning objectives of *Maharah Istima'* RPS and the role of lecturers as facilitators and supervisors who direct the learning process, the interaction focuses on students as the active actors not as passive listeners, the learning resources also using innovative media and learning environments with conducive learning facilities. Based on the explanation of Ismaniati (Ismaniati, 2020), the standard scale of learning objectives as stipulated by Permenristekdikti no 44 of 2015 is that the learning objectives must be student-centred. This is in line with the provisions stated by Jacobsen et al. that student-centred learning is the learning process in which the teacher acts as a facilitator by allowing students to

take a more active part in the learning process to optimize their own abilities (Jacobsen, 2009).

The learning components in terms of objectives, materials, methods and evaluations had been fulfilled in the nine steps of learning as the implementation of Cartoon Story Maker Based semester learning plan on *Maharah Istima'* course. The steps in the latest RPS are packaged with innovative activities using Cartoon Story Maker in learning *Maharah Istima'* which previously only used audio in the learning process.

### **Conclusion**

The steps on the Implementation of Semester Learning Plan (RPS) in *Maharah Istima'* course based on Cartoon Story Maker media conducted by Arabic language lecturer of IAIN Palangka Raya are: (1) The lecturer starts the learning activities by providing information to students about the learning objectives. (2) The lecturer starts the learning process by giving apperception in advance about the learning material. (3) Arabic language lecturer presents Cartoon Story Maker media. (4) Arabic language lecturer asks students to listen and prepare stationery. (5) Arabic language lecturer asks students to mention the main and supporting ideas. (6) Arabic language lecturer gives responses and corrections on vocabulary usage or pronunciation (7) Arabic language lecturer reminds students to note the new vocabularies obtained. (8) Arabic language lecturer asks students to draw conclusion from the discourse that they have listened (9) Arabic language lecturer ends the learning process by giving an explanation or summary of the material.

The characteristics that distinguish between the former RPS of *Maharah Istima'* course with Cartoon Story Maker media-based RPS is the new Cartoon Story Maker media-based RPS is designed with a series of more innovative activities, where learning is more centred on students and lecturers only act as facilitators and supervisors who oversee the process of achieving learning objectives. Lecturers only help to provide the learning resources by creating Cartoon Story Maker as an interesting and effective learning tool.

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