



Development of mE-Book Based Practical Arabic syntax

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ENGLISH ABSTRACT

The development of practical Arabic syntax based on mE-Book teaching materials is regarding printed materials that are less effectively applied in online learning. This research and development (R&D) aimed at developing practical Arabic syntax teaching materials based on mE-Book for more effective learning without limited space and time using the ADDIE design model. It was carried out through 5 stages: analysis, design, development, implementation, and evaluation. The implementation phase was carried out using a blended learning model. The research results were: 1) the teaching material format is HTML (based flash) published using kvisoft flipbook maker pro 4.2.2.0 software. 2) the teaching material consists of an outside and inside covers, a sample material, a task/question, i'rab, qawaid, a bibliography, and a back cover. 3) the learning video was in the form of a webcam with the help of PowerPoint software and an O-Matic screencast. The results of the assessment were as follow: from material experts was 82% (eligible), from language expert was 100% (very decent), from media expert was 96% (very decent), from students' interest test was 90% (very feasible), from educator response test was 84% (very feasible). The effectiveness test of the large group obtained an average posttest score of 85 > and average pretest score of 75. The overall results show that mE-Book practical Arabic syntax is feasible at SMA Surya Buana Malang.

Keywords: *Teaching Materials, mE-Book, Practical Arabic Syntax*

INDONESIAN ABSTRACT

Pengembangan bahan ajar practical Arabic syntax berbasis mE-Book didasari oleh keberadaan bahan ajar cetak yang kurang efektif diterapkan dalam pembelajaran daring. Pengembangan ini bertujuan untuk mengembangkan bahan ajar practical Arabic syntax berbasis mE-Book agar pembelajaran lebih efektif tanpa terbatas ruang dan waktu. Penelitian ini merupakan penelitian dan pengembangan dengan model

desain *ADDIE*. Penelitian ini dijalankan dengan melalui 5 tahap yaitu *analyze, design, development, implementation, dan evaluation*. Tahap implementasi dilakukan dengan menggunakan model pembelajaran *blended learning*. Pengembangan bahan ajar yang dihasilkan adalah sebagai berikut. Pertama, format bahan ajar yang dihasilkan adalah HTML (*based flash*) yang dipublish menggunakan *software kvisoft flipbook maker pro 4.2.2.0*. Kedua, komponen bahan ajar terdiri dari *cover* luar, *cover* dalam, contoh materi, tugas/soal, *i'rab, qawaid*, daftar pustaka dan *cover* belakang. Ketiga, video pembelajaran yang dihasilkan berbentuk *webcam* dengan berbantuan *software powerpoint* dan *screencast o-matic*. Penilaian dari ahli materi diperoleh 82% (layak), ahli bahasa 100% (sangat layak), ahli media 96% (sangat layak). Uji kemenarikan peserta didik 90% (sangat layak), uji respon pendidik 84% (sangat layak), uji efektivitas kelompok besar didapatkan nilai rata-rata *post-test* 85 > nilai rata-rata *pre-test* 75. Hasil keseluruhan menunjukkan bahwa mE-Book practical Arabic syntax sangat layak digunakan di SMA Surya Buana Malang.

Kata Kunci: Bahan Ajar, mE-Book, Practical Arabic Syntax

Introduction

Practical Arabic syntax is a grammatical rule of the Arabic language. This is conveyed by Elnaggar a linguist from New York who asserted that the grammatical Arabic language has differences with the grammatical language in general. Arabic grammar is a rich and broad grammatical. The combination of nouns (*ism*), verbs (*fi'l*) and particles (*harf*) into a perfect sentence is the subject in the study of this science (Wahyudi et al., 2020).

Ibn Khaldun explained that to master the grammatical language of Arabic, one should know the rules of *nahwu* specifically. Ibn Khaldun added that many people are experts in this science, They studied the rules theoretically, but when asked to write a letter or two to their brother or lover, he made errors and was unable to arrange the words and expressions in question as the Arabic oral expression (Hakim, 2014).

Ibn Khaldun's view is accurate today that many people memorize the grammatical rule but cannot implement the rules when writing. They find it difficult to start writing a sentence, especially writing a long paragraph.

The rapid development of technology has provided tremendous benefits in life and it can be known that the role of information technology is very influential in the advancement and comfort of mankind (Fauzi et al., 2020). According to Angela Merkel, the technological advancement of the industrial revolution 4.0 is a comprehensive transformative in all aspects of production in the industry with the merger of digital

technology and the internet and conventional industries (Putrawangsa & Hasanah, 2018). Based on the acceleration of current technology, of course, teaching materials are not only print-based but can also be developed in the online form that can be accessed by anyone and anywhere with unlimited space and time. Non-printed teaching materials are comprehensive teaching materials by enriching teaching materials packaged through e-learning technology, one of which is the blended learning model (Asmuni, 2020).

The research model used in this study is the R&D (Research and Development) model, where researchers develop practical Arabic syntax teaching materials with multimedia-based or commonly called mE-Book. The components include text, images, audio and video that anyone with the GOM player application can easily access. Researchers have carried out a needs analysis in the form of observations and interviews to teachers and students. Based on the results of the analysis of the needs of teachers and students, researchers concluded several indicators of inhibiting the teaching and learning process in the present. First, students' motivation and learning interest are low in practical Arabic syntax learning. Second, during the Covid 19 pandemic, printed teaching materials are only effectively used for assignments/problems. Third, students cannot understand the material easily because of the teacher's explanation that cannot be replayed later.

Practical Arabic syntax (Ahyar, 2018) is grammatical teaching of Arabic which begins with examples and then concluded into theoretical rules. The method used in this learning is the *istiqrâ'i* method, where teachers present more examples and problems. In addition, such as the learning of Arabic syntax in general, practical Arabic syntax seeks to emphasize more learning to practice and students are not required to memorize many rules (Istiyani et al., 2013).

Multimedia Electronic Book, commonly referred to as mE-Book is an electronic version of text that can be read on a desktop screen or laptop, PDA, or other portable devices (Fitria & Heliawan, 2017). ME-Book media can use a variety of file formats. In addition, mE-Book can display other features such as images, audio, and video.

Further analysis was obtained from a research survey to students, which revealed that the number of students who consider practical Arabic syntax learning monotonous and less attractive. Many students consider that practical Arabic syntax material is difficult to understand. Next survey was obtained from teacher interviews

related to learning that took place during the covid 19 pandemic, it is known that learning is done by assisting the google class room and google meet applications, while teachers cannot optimize online learning only by assisting with printed teaching materials.

Based on the above problems, practical Arabic syntax mE-Book based teaching materials that combine several components, namely video and audio learning, examples of materials, images, i'rab, and qawaid are needed. Benefits obtained are teachers and learners can easily access teaching materials anywhere and anytime through links with HTML format (based flash) with GOM player. According to (Arsanti, 2018) teaching materials can be said to be good if they meet the criteria that have been determined. They are content coverage, presentation, readability, and radiography. The use of teaching materials can be said to be good if educators can meet the four criteria. Next (Lestari, 2015) argues that students will be more interested in learning if it includes digitalized materials or non-printed teaching materials.

Some of the research related to the development of digital teaching materials in learning is: android-based e-book development (Muhammad et al., 2017) obtained the results that use of e-books is effective in increasing student motivation as well improving students learning skills, development of e-books in Islamic religious learning (Izza, 2018) obtained the results used of e-books can improve student learning outcomes, methods of learning the Qur'an through online media (Akbar, 2013) obtained the results e-book can provide many conveniences such as translation and *qirâ'ah*, and can be accessed 24 hours anywhere and anytime, e-books based on critical thinking skills (Saputra & Salim, 2020) obtained results that the development of e-books can effectively used in the chemical learning. Based on the results of previous research, it can be ascertained that mE-Book practical Arabic syntax can be effectively used in Arabic learning and improve student learning outcomes. Equation obtained is the development of digital e-book-based teaching materials by adjusting the rapid development of technology. The difference obtained is that research and development is more multimedia e-book (mE-Book) with an additional presentation in the form of learning videos that can be replayed later, so that mE-Book teaching materials are not only effective used in the provision of assignments/learning problems. The expectation of

mE-Book teaching material researchers is feasible and effectively used in SMA / MA equivalent.

Methods

This study was a Research and Development (R&D) with analysis, design, development or production, implementation or delivery and evaluations (ADDIE) models. Other notions are emphasized by (Purnama, 2016). This type of research and development research produces a particular product and tests the effectiveness of a product. Here are the stages of ADDIE:

First; analyze. At this stage, two steps that need to be done are library studies and field studies. The purpose of literature studies is to obtain concepts or theoretical foundations that can strengthen a product developed. The study of the library for the development of practical Arabic syntax-based teaching materials based on mE-Book was conducted by analyzing the book *al-'Arabiyyah li an-Nâsyi'în* volume 1, the creation of syllabus and the creation of concept analysis. Field studies were conducted at Surya Buana Malang High School. In the field study, researchers used interview instruments conducted on Arabic teachers of Surya Buana Malang High School. This interview aims to investigate the needs and expectations of teachers in learning practical Arabic syntax, which researchers will then use as an evaluation in product development.

Second; design. After conducting literature studies and field studies, researchers have found suitable materials and need to be developed at this stage.

Third; development. ME-Book product designs developed include cover, discussion, examples and problem items. Cover includes outside cover and inner cover, discussion includes learning videos and *qawâ'id*, examples include material and *i'râb*, problem items include daily tasks/ problems. After developing the mE-Book product, continued into the validation stage consisting of expert material, language and media tests, educator response tests and student education tests involving 38% of the number of students.

Fourth; implementation. The effectiveness of learning is done by measuring the pretest and posttest value of the mE-Book product application. If the implementation of the product results in better learning and an increase in student value than before, then it can be stated that the development of teaching materials is effective in learning.

Fifth; Evaluation. The last step is evaluation. Evaluation aims to measure the results of mE-Book products that validators and initial field tests have validated, and measure the level of product effectiveness with blended learning.

Result and Discussion

Analyze

By analyzing the book *al-'Arabiyyah li an-Nâsyi'în* volume 1, researchers concluded practical Arabic syntax material that can adjust to learners' abilities, namely: *Jumlah Mufidah, Nakirah* and *Ma'rifah, Mubtada'* and *Khabar, Maf'ûl Bih, Jâr* and *Majrûr, Mudhâf* and *Mudhâf Ilaih*. Here are the results of the analysis obtained: many of the learners consider that practical Arabic syntax learning is difficult to learn, lack of motivation of learners in learning Arabic material, especially practical Arabic syntax, learners background, many learners who are in junior high school so that teachers must be able to explain the material clearly, in detail, print teaching materials used often cause learners lazy in understanding the material, according to him, the widely used printed teaching materials often make it saturated.

Design

The software used to develop mE-Book is *Kvisoft Flipbook MakerPro 4.2.2.0*, where the application helps in converting pdf format to book format in *HTML (based flash)*. The design of the mE-Book consists of: cover, preface, table of contents, examples, problems, and qawâ'id. The following software is *Screencast-O matic* used by researchers in editing learning videos in a webcam. In this application, the composed framework consists of explanations, examples, and problems designed with the PowerPoint application, then recorded with the help of *Screencast-O matic*.

Development

Before the material mE-Book practical Arabic syntax was published in *HTML* format (*based flash*), researchers have designed mE-Book teaching materials in PDF form. Following the drafting of mE-Book practical Arabic syntax includes: cover outside and inside the mE-Book.

Cover Outside and Inside the mE-Book.

The front cover is the research title, "mE-Book Practical Arabic syntax For High School / MA Equivalent to Class X Even Semester". The front cover consists of the university logo, book title, class, book background, and author's name. The cover in mE-Book practical Arabic syntax consists of the title of the material, the table of contents of the material, and *mahfudzât* in the form of motivation to learn in Arabic with the aim of learners being motivated by a visual message.

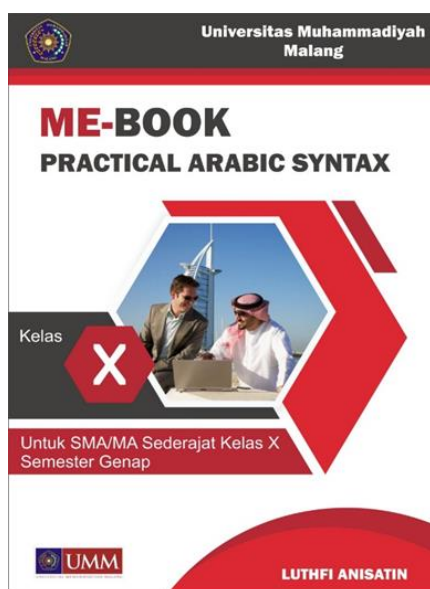


Figure 1. mE-Book Outer Cover

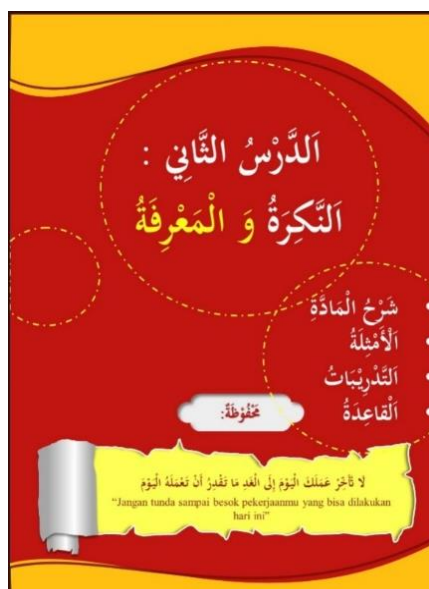


Figure 2. Cover in mE-Book

Preface and Table of Contents

The preface sheet includes by researchers for completing mE-Book development research as well as apologies for the many shortcomings in mE-Book practical Arabic syntax. The table of contents sheet contains a list of learning materials and material pages in mE-Book practical Arabic syntax.

mE-Book Materials

mE-Book material consists of learning videos and examples of materials. The learning video sheet contains explanations in each material, along with examples and problems. Learning videos can open automatically when the learning video sheet is opened.



Figure 3. Learning video Sheet



Figure 4. Material Sample Sheet

Evaluation of Material and Qawaid in mE-Book

The problem sheet contains tasks related to the material. The tasks given are diverse such as matchmaking, essay, sorting, etc. The sheet of *i'râb* and *qâ'idah* contains the task of *i'râb* and gives examples of *i'râb* in each material. The final page of each material is a *qâ'idah* which contains an explanation or conclusion in each material.



Figure 5. Task Sheet/Problem

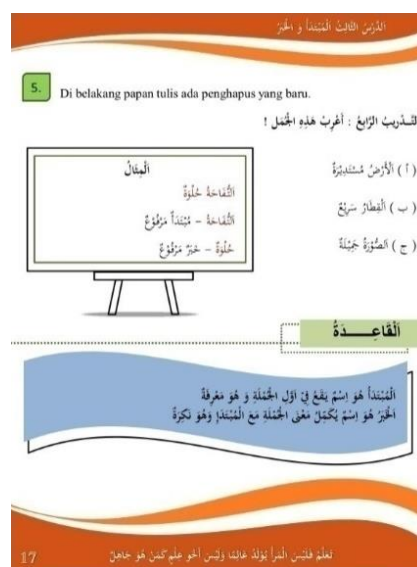


Figure 6. Sheet I'râb and Qâ'idah

mE-Book Back Cover

The back cover of the mE-Book consists of a bibliography and author biodata. In the bibliography, sheet contains book references in completing the preparation of mE-Book Practical Arabic syntax. The back cover sheet contains the identity of the author. It aims to complete the preparation of mE-Book practical Arabic syntax.

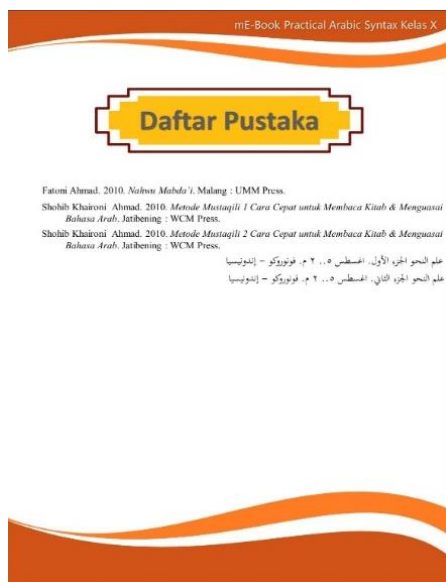


Figure 7. Bibliography



Figure 8. Back Cover

The next step is product validation of development. At this stage, researchers consult products that have been developed to validators, namely material, language, and media experts. Furthermore, the initial field test consists of educator response and student education test with a sample of 38% of students. This percentage is obtained from 26 students with a sampling of 10 students. It aims to find out the assessments and criticisms or suggestions given by experts on products that have been developed. The product validation test is conducted by expert validators who are competent in their fields, practitioners who have been widely recognized in their fields, and pursue a minimum of S2 education. Product Validation Development and the following mE-Book product feasibility table:

Percentage (%)	Level of Validity	Description
84 > score ≤ 100	Very valid	No revision

68 > score ≤ 84	Valid	No revision
52 > score ≤ 68	Quite valid	Part revision
36 > score ≤ 52	Not valid	Revision
20 > skor ≤ 36	Very less valid	Revision

Table 1. Product eligibility level

The details of each expert are as follows:

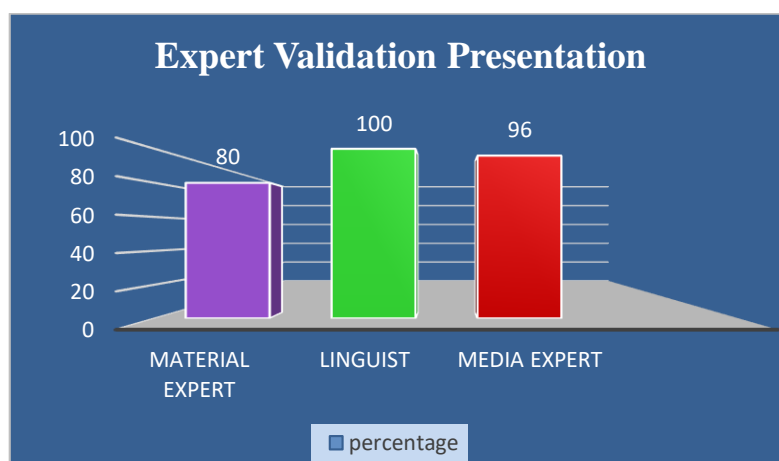


Figure 9. Expert Validation Percentage

Validation of Material Experts

Figure 9 in diagram 1 shows the percentage of the feasibility of the material expert test. Following the graph above, the results of expert material tests obtained through descriptive analysis obtained a percentage of 80% by adjusting table 1 (key level) of products obtained category "valid." The criticism and advice from material experts is "Writing the year it comes out on a bibliography with a book not appropriate."

Linguist Validation

Figure 9 in diagram 2 the percentage of linguist test eligibility. The results of product tests conducted by linguists showed that the overall descriptive analysis reached the total target of 100% by adjusting table 1 (linguist) of the product obtained category "very valid." Criticism and suggestions from material experts are "Writing the letter و on the word *mudhâf* and *mudhâf ilaih* spliced, become مضاف وامضاف إليه.

Media Expert Validation

Figure 9 in diagram 3 shows the percentage of the feasibility of media expert tests. By the graph above, the results of the expert media test obtained through descriptive analysis obtained a percentage of 96% with the category "very valid." Criticism and advice from media experts are as follows: The color of the cover is more matched with the inner cover, the cover image is less in accordance with the mE-Book, on that matter. 5 about translation should be removed.

The details of the educator response validation test and the student's education test are as follows:

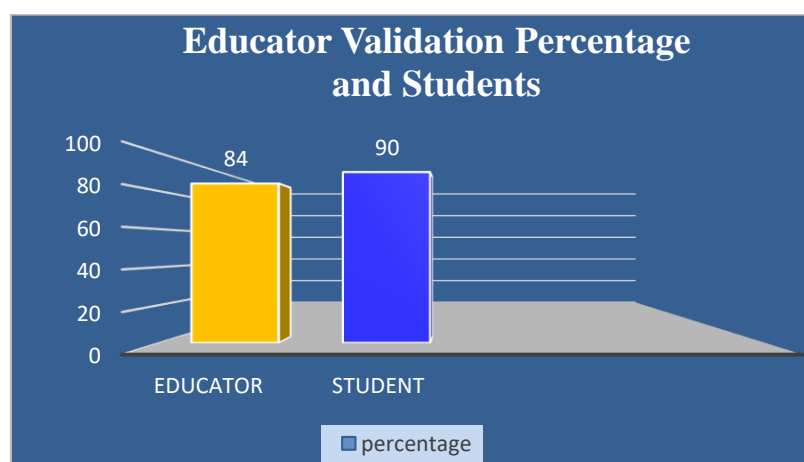


Figure 10. Percentage of Educator Response Tests and Student Education Tests

Educator Validation

Figure 10 in diagram 1 shows the percentage of eligibility of the educator's response test. As per the graph above, it is known that the product assessment score conducted by educators obtained descriptive analysis results with a percentage of 84% with the category "very valid."

Student Attractiveness Test

Figure 10 in diagram 2 shows the percentage of eligibility of the student's archiving test. As per the graph above, it can be known the product assessment score conducted by learners obtained through descriptive analysis obtained a percentage of 90% with the category "very valid."

Researchers sought to link learning with mE-Book teaching materials using blended learning systems in the product effectiveness test. E-learning was launched by the vice president of Indonesia on October 15, 2014 under the name of the Indonesian Online Learning System (SPADA) program.

Blended learning is a combination of online, offline, and face-to-face learning. In addition, blended learning utilizes online media such as the web, video streaming, synchronous and asynchronous audio communication. Blended learning aims to achieve optimal learning effectiveness/ maximum (Ayu & Rosli, 2020).

Researchers have conducted blended learning based on learning at Surya Buana Malang High School. This learning aims to measure the level of effectiveness of the product through pretest and posttest results with a total of 26 students. The learning process that takes place with the blended learning system is: Researchers share mE-Book links to 26 students., Students can easily access mE-Book links in learning with unlimited space and time. In addition, students can access learning in the broader scope; After students pay attention to the explanation of the material in the video, researchers give 20 minutes to work on tasks/problems in the mE-Book, which is then collected via email and discussed afterward by teachers and students.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE	75.73	26	2.359	.463
	POST TEST	85.19	26	8.424	1.652

Table 2. Paired Samples Statistics

The table above described the pretest score was obtained with an average learning result (mean) of 75.73. At the same time, the posttest value was obtained with a mean of 85.19. Based on the pretest average of 75.73 and the posttest average of 85.19, it is inevitable that there was a significant change in the average student learning outcome between the before and after grades.

		Paired Differences			t	Df	Sig.
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			(2-tailed)
				Lower	Upper)

Pair	PRE	-	8.051	1.579	-	-	-	25	.000
1	TEST -	9.462-			12.71	6.210-	5.9		
	POST				3-		92-		
	TEST								

Table 3. Paired Samples Test

Based on the output table "Paired Sample T-Test" above, sig values are known. (2-tailed) is $0.00 < 0.05$, hence it can be said that H_0 was rejected and H_a was accepted. It can be concluded that there is a difference between the average results of student learning before and after treatment which means that mE-Book teaching materials can improve students' ability in learning practical Arabic syntax class X at Surya Buana Malang High School.

The results of the evaluation of the development of mE-Book-based teaching materials are as follows: the material expert validation test obtained the average value from the material expert assessment which is 80% with a decent category, the linguist validation test obtained a maximum average value of 100% with a very decent category, The media expert validation test obtained an average score of 96% with a very decent category, the educator response test obtained an average score of 84% with a very decent category, the student response test obtained an average score of 90% with a very decent category.

The table also showed that the student's pretest mean was 75 and the posttest was 85. Thus the posttest score was higher the pretest. It can be concluded that mE-Book teaching materials can improve student outcomes in practical Arabic syntax lessons. Based on the output table "*Paired Sample T-Test*," the same known Sig value. (2-tailed) is $0.00 < 0.05$, hence it can be said that H_0 was rejected and H_a was accepted. Thus, there is a significant change between the results before and after applying mE-Book teaching materials.

This development research is reinforced by ibn Khaldun's views (Wahyudi et al., 2020) That in understanding the grammatical language of Arabic, learners should not only be able to memorize theoretical rules but need to apply them practically. Teachers should emphasize learning with the provision of assignments/problems. With practical Arabic syntax learning that emphasizes more practice by assigning

tasks/problems, There was a significant improvement in student outcomes with an average score of 85. Ibn Khaldun's view proves that learners' language skills will be much improved if the practice is more widely applied than learners only required to be able to memorize the grammatical rules of Arabic.

The effectiveness of multimedia was reinforced by Mayer with reference to the theory of dual-coding (Ayu & Rosli, 2020). It is known that learning will be much more effective if delivered in visual and auditory form compared to learning that is only delivered through oral. In addition, Mayer conveyed that teaching materials will be much more effective if it involves vision and hearing compared to printed teaching materials, where students are only required to focus more on reading and to understand the material (Hidayati, 2017).

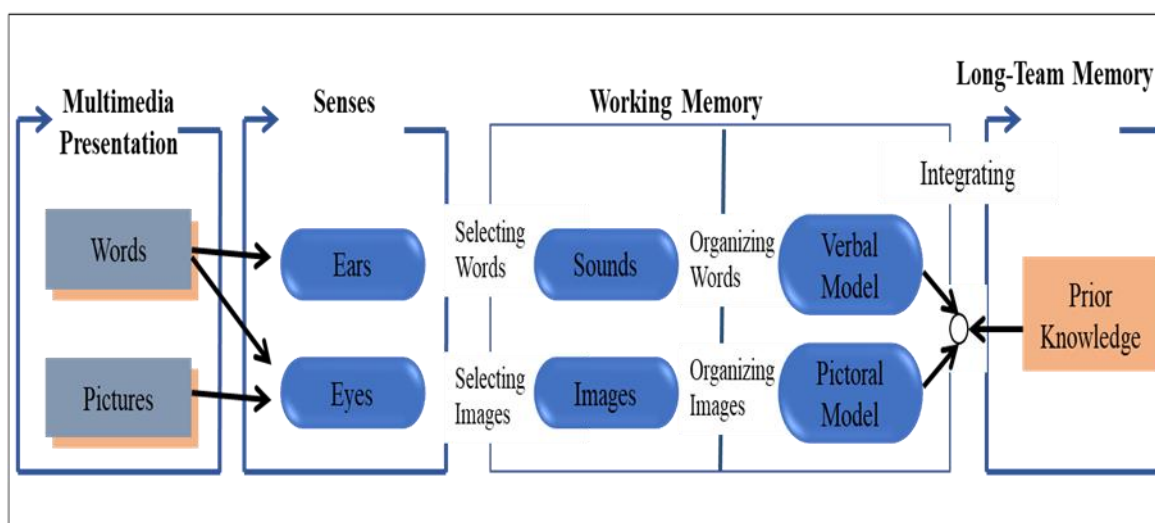


Figure 11. Cognitive Theory of Multimedia Learning According to Mayer

In accordance with the image flow above, explaining that there are four principles of study, namely dual-channel, limited capacity, active processing and transfer. In addition, the theory describes the interaction between multimedia and cognitive processes that show the work of the mind in information processing during learning through multimedia.

Levie & Levie theory (Mahmudah, 2012) Learning using multiple senses consisting of the senses of sight and hearing will positively impact students, where students can learn more through these two senses.

As Mayer and Levie view, it can be proven by the development of this mE-Book, where the presentation of multimedia material with the availability of complete features, namely text, images, video and audio. It is known that there is an increase in pretest and posttest values. In addition, Paivio's assumption proves that with this multimedia e-book research, teaching materials can improve student learning outcomes and increase students' interest and motivation. This can be seen from the response of learners during learning. Student enthusiasm in learning is obvious and can be seen from the timeliness of learners in doing exercises/problems.

Edgar Dale estimates that learning outcomes obtained by a person with multimedia is through the sense of view about 75%, then the sense of hearing about 13%, and through other senses about 12%. Other experts conclude that approximately 90% of learning results through the sense of sight, 5% obtained through the sense of hearing, and 5% from other senses. Based on practical Arabic syntax-based mE-Book teaching materials in everyday learning, it can be ascertained that the acquisition of student learning outcomes will be obtained from the sense of view with 75% visual presentation and sense of hearing with 25% video and audio presentation. Thus it can be ascertained as Edgar Dale assumes, that the material practical Arabic syntax based on mE-Book is effective and worth using with the acquisition of high student learning outcomes in learning. (Muhammad Nasurillah, Hamdan Adib, Syafrawi, M. Sahibudin, 2021)

Based on previous research conducted by Ginanjar Akbar (Akbar, 2013) and Nelva saputra (Saputra & Salim, 2020), learning using e-books has proven effective. As per the results of product validation conducted by validators and small group trials, practical Arabic syntax learning based on mE-Book is worth using at Surya Buana Malang High School. Another thing evidenced by the equivalent control group pretest and posttest design results showed an increase between the student's grades before using mE-Book (pretest) teaching materials and student grades after using mE-Book (*posttest*) teaching materials. Of course, if the learning carried out with e-book is effectively used in learning, then the use of mE-Book teaching materials includes multimedia features (text, images, audio and video).

Conclusion

Based on expert validation of materials, languages, media, and small group tests, practical Arabic syntax-based mE-Book teaching materials are very suitable for use in SMA/MA equivalent. This can be seen from acquiring a decent category of one validator, then very decent two validators, and very worthy of a small group test by adjusting the product feasibility table. Then from the results of the extensive group product effectiveness test showed that the mE-Book-based practical Arabic syntax teaching material was effectively used in Surya Buana Malang High School. It can be seen that there is an increase in student grades after using mE-Book teaching materials. Researchers hope that further researchers can further develop this mE-Book-based practical Arabic syntax teaching material. Such as a more complete presentation of material and a more diverse evaluation of the material. So that this mE-Book teaching material can be even better in the future. Furthermore, researchers hope that this mE-Book teaching material can be utilized by teachers and learners in everyday learning.

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