



The Development of Arabic Learning Media Based on Android for Senior High School Students

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ENGLISH ABSTRACT

This research applies the Research and Development design that aims to develop a valid, effective and practical Arabic Learning Media android-based Arabic learning media to increase students' interest in learning Arabic. This research use Borg and Gall procedure. The instrument used in this research is a questionnaire to obtain qualitative and quantitative data which is then analyzed using the assessment category criteria guidelines to determine product quality. Based on the material expert's assessment, the percentage of 93% was obtained, the media expert's assessment obtained a percentage of 94% and the high school Arabic teacher's assessment obtained a percentage of 96%, while the high school students' responses obtained a percentage of 91.62%. This study shows that android-based Arabic learning media on isim dhamir material is feasible to use in the learning process. It can be concluded that the development of android-based Arabic learning media for high school students is very effective in helping Arabic language learning process.

Keywords: *Android, Arabic Language, Learning Media*

INDONESIAN ABSTRACT

Penelitian ini merupakan penelitian pengembangan bertujuan untuk menghasilkan media pembelajaran bahasa Arab berbasis android yang valid, efektif dan praktis dalam meningkatkan minat belajar bahasa Arab. Penelitian ini menggunakan metode research and development (R&D) dengan prosedur pengembangan mengikuti prosedur Borg and Gall. Instrumen yang digunakan dalam penelitian ini berupa angket. Jenis data yang dihasilkan adalah data kualitatif dan kuantitatif yang dianalisis dengan pedoman kriteria kategori penilaian untuk menentukan kualitas produk. Berdasarkan penilaian ahli materi mendapatkan persentase sebesar 93%, penilaian ahli media mendapatkan persentase sebesar 94% dan penilaian guru bahasa Arab di SMA mendapatkan persentase 96%, Sedangkan tanggapan siswa di SMA mendapatkan persentase sebesar 91,62%. Penelitian ini menemukan bahwa media pembelajaran bahasa Arab berbasis android pada materi isim *dhamîr* layak digunakan dalam proses pembelajaran, kelayakan media pembelajaran bahasa arab berbasis android ini, sangat layak menurut para ahli. Jadi dari hasil penelitian dapat disimpulkan bahwa pengembangan media pembelajaran bahasa arab berbasis android untuk siswa SMA sangat efektif digunakan dalam membantu proses pembelajaran bahasa arab.

Kata Kunci: Android, Bahasa Arab, Media Pembelajaran

Introduction

Learning is a process that every person goes through from the time he is born until the end of his life. It can occur anytime and anywhere (Gemilang and Listiana 2020; Kadariah, Thohari, and Riwinoto 2020; Syibromilisi 2020; Ulfa, Asikin, and Dwidayati 2019). It can be seen from the change in their behavior, knowledge, skills, or attitudes. In improving students' knowledge and skills, creative teachers are needed (Hs and Suriningsih 2021; Umar 2018). There are many ways to be a creative teacher in the learning process, one of which is by utilizing learning media in the learning process.

Learning media has such an important role in supporting the teaching and learning process in the classroom and independently (Gemilang and Listiana 2020; Omojola, Oyekan, and Zacchaeus 2021; Smirnova et al. 2019). Learning media really helps deliver learning materials to students (Asti and Saodi 2021; Martha, Z. D., Adi, E. P., & Soepriyanto 2018; Wicaksana, Agung, and Jampel 2020). Nowadays, there are various media that can be used as in teaching and learning activities. For example, mobile phones (Agusvian, Sopian, and Nursyamsiah 2021; Angga, Sudarma, and Suartama 2020; Mabruroh et al. 2021; Makruf 2020).

Mobile phones or more familiarly known as Android smartphones are rapid technological development. This technology is very useful that can help human life activities (Faisal, Zuriyati, and Leiliyanti 2020; Koderi, Aridan, and Muslim 2020;

Mubarok 2021). However, in Indonesia itself there are still many people who have not been able to utilize it properly. For example, many students often do not use it properly during the teaching and learning activities. Moreover, today's modern generation, they use smartphones not only to send messages, but to access the internet, especially social networks, video calls, and also play games (Hartiyani and Ghufron 2020; Mahuda, Meilisa, and Nasrullah 2021; Mubarok 2021). Therefore, many students prefer to use their smartphones for fun rather than learning. Misuse of technology will become a boomerang and also a terrible threat, especially in the field of education (Royani 2020; Tafonao 2018; Wan Daud et al. 2021).

With the development of information technology, Arabic language learning is required to keep updated in methodology, development of teaching materials. Improvement of facilities and infrastructure which includes the development of learning media and also improving the quality of human resources as educators who are creative, innovative, and highly competitive (Agusvian et al. 2021; Ridwan and Awaluddin 2019; Syaifullah and Izzah 2019; Al Zumor 2019). One of them is the media which is a means used to convey messages or information from teachers to their students (Fauziah 2022; Jailani 2021; Putri and Billah 2019; Zurqoni et al. 2020). Therefore, the media is considered very important and very significant in the teaching and learning process (Faisal et al. 2020; Hidayah, Wahyuni, and Hasnanto 2020; Nurhafizah and Latuconsina 2021; Yahya et al. 2021).

Nowadays, some teachers are less creative in creating learning media, for example, teachers only use one of the many media available. They only use books in learning, even though teachers are required to be able to develop skills in making creative and innovative learning media so that students will be more interested and enthusiast in learning Arabic. Because basically, learning through books is a very monotonous thing, because most of the students today prefer to use their cellphones rather than reading books. Moreover, Arabic lessons are perceived as the least attractive course to the students.

The changes in technology and learning must be integrated to improve the learning quality. Therefore, researchers want to develop an Android-based learning media by optimizing smartphones features so that students will be more interested in learning. In addition, researchers also want to know the feasibility of this media. This

Android-based learning media will help students a lot in Arabic lessons, and can create interesting and fun learning.

Methods

The research was conducted at SMAS Taman Siswa Teluk Betung Lampung, because the school has not used Android-based learning media. The data was collected ththrough observation, interviews, and documentation. The instruments in this study were a product feasibility validity questionnaire for media experts and material experts, also questionnaire for students. The data was then analyzed using the percentage formula with Likert scale guidelines.

The study employed the research and development design using Borg and Gall model, which consists of 10 steps (Sugiyono 2018). However, the author limited the steps of development research from ten to eight steps considering the availability of time and limited costs. The procedures carried out are described as follows:



Figure 1. Modified Steps of Borg and Gall Development

Result and Discussion

Development of Android-based Arabic Learning Media

This Android-based Arabic learning media development consists of 8 steps, namely: 1) Potential and Problems; 2) Data Collection; 3) Product Design; 4) Design Validation; 5) Design Revision; 6) Product Trial; 7) Product Revision; 8) Final Product. Starting from the potential and existing problems. Based on observations, the facilities and infrastructure in the school are very possible to conduct the teaching and learning activities. There are computers, LCD projectors for language learning and each student is allowed to bring their own smartphone. The study also revealed Arabic language learning there uses blackboard media, and printed books. The teacher plays an active role as the main focus of learning.

While the interview result showed that many of the students are less enthusiastic in learning Arabic. They considered Arabic language learning as a difficult and boring lesson. not a few of the students admitted that they were bored learning Arabic because the way of learning and the learning media used did not vary.

Next, based on the data on the potential and problems of teaching and learning Arabic activities, researchers analyzed the needs of teachers and students, namely the need for learning media that are interesting and help make it easier for students to learn Arabic. Therefore, researchers designed an android-based Arabic learning media to boost students' interest and help them learning Arabic. This media is designed using the android studio application and also other applications, such as Microsoft Word and Photoshop to design the layout. The material in this application refers to the Arabic language book used in teaching and learning activities. However, researchers developed in terms of appearance as well as content by adding additional images and examples. The material consists of *qirâ`ah*, *qawâ'id*, as well as *mufradât*. This media also has a quiz feature for the enrichment of students who are able to show the correct or incorrect answers directly. The following is the design of the media:



Figure 2. Start Menu of the App

Materi 1

Materi 2

Materi 3

Materi 4

Materi 5

Dhomir Munfashil (الضمير المنفصل)					Dhomir Muttashil (الضمير المتصل)					Dhomir Mustatir (الضمير المستتر)				
A. PENGERTIAN					A. PENGERTIAN					A. PENGERTIAN				
Pengertian dhomir munfashil merupakan dhomir yang penulisanya dipisah dari isimnya sebab dhomir munfashil ialah dhomir yang berdiri sendiri					merupakan dhomir yang penulisannya estafet dengan kata yang beda (menyatu). Dhomir ini berkedudukan sebagai objek atau mengungkapkan kepemilikan. Apabila hendak menyatakan kata ganti milik, maka ada perubahan kata					merupakan dhomir yang tersembunyi dalam sebuah kata kerja / fi'il. Dhomir ini tidak tertulis atau tidak kelihatan tapi dapat diketahui dengan melihat format kata kerjanya. Ada dua jenis fiil yang menyimpan dhammir, yaitu fiil madhi dan fiil mudhari. Maksud madhi adalah kata kerja lampau dan mudhari adalah kata kerja yang bermakna sedang atau akan.				
B. Jenis					B. PERUBAHAN DHOMIR					B. FIIL				
No	Dhamir	Arti	Jumlah	Jenis	Arti	Cermin	Fiil	Arti	Dhamir	Objek	Subjek		Dhamir	
1	أنا	Dia (lk)	Sendiri	Lk	أنا	أنا	أنا	أنا	أنا	أنا	أنا	أنا	أنا	
2	أنت	Mereka (berdua/lk)	Berdua	Lk	أنت	أنت	أنت	أنت	أنت	أنت	أنت	أنت	أنت	
3	هو	Mereka (lk)	Lebih dari dua	Lk	هو	هو	هو	هو	هو	هو	هو	هو	هو	
4	هي	Dia (pr)	Sendiri	Pr	هي	هي	هي	هي	هي	هي	هي	هي	هي	
5	هن	Mereka (berdua/pr)	Berdua	Pr	هن	هن	هن	هن	هن	هن	هن	هن	هن	
6	هم	Mereka (pr)	Lebih dari dua	Pr	هم	هم	هم	هم	هم	هم	هم	هم	هم	
7	أنت	Kamu (lk)	Sendiri	Lk	أنت	أنت	أنت	أنت	أنت	أنت	أنت	أنت	أنت	
8	أنتن	Kalian (berdua/lk)	Berdua	Lk	أنتن	أنتن	أنتن	أنتن	أنتن	أنتن	أنتن	أنتن	أنتن	
9	أنتو	Kalian (lk)	Lebih dari dua	Lk	أنتو	أنتو	أنتو	أنتو	أنتو	أنتو	أنتو	أنتو	أنتو	
10	أنتي	Kamu (pr)	Sendiri	Pr	أنتي	أنتي	أنتي	أنتي	أنتي	أنتي	أنتي	أنتي	أنتي	
11	أنتين	Kalian (berdua/pr)	Berdua	Pr	أنتين	أنتين	أنتين	أنتين	أنتين	أنتين	أنتين	أنتين	أنتين	

Figure 3. Display of Material in the Application



Figure 4. Display of *mufradât* material in the application

The media prioritizes the function aspect, which is composed of 4 features namely: (1) material menu in which there is *dhamîr* material, (2) *mufradât* and supporting images (3) quizzes to train students' understanding and, (4) profile menu.

Feasibility of Android-based Arabic learning media

To determine the feasibility of Android-based Arabic learning media developed, researchers conducted validation to the experts to both material and media experts. The validation sheet was given to 2 material experts and 2 media experts. Material validation was carried out by two material expert validators namely Prof. Dr. Sulthan Syahril, M.A. and Dr. Zulhannan, M.A., lecturer at UIN Raden Intan Lampung. They will assess aspects of learning and aspects of content with 10 indicators, namely; (1) Learning Relevance of material with basic competencies, (2) Systematic presentation of material, (3) Suitability of material with indicators, (4) Clarity of material description, (5) Adequacy of providing exercises, (6) Correctness of material, (7) Suitability of providing examples with material, (8) Images presented support the material, (9) Use of language is easy to understand, (10) The level of difficulty of the questions is in accordance with the achievement of the expected competencies. Each item contains a score of 1 to 5. The following are the results of validation by material experts:

Table 1. Material Expert Validation Results

Validator	Maximum score	Assessment results	Percentage
1	50	45	90%
2	50	48	96%
Amount	100	93	93%

The validation results state that the material on the learning media developed reaches very valid criteria with a percentage of 93% which means that Android-based learning media is very feasible to be tested. However, there are some notes and suggestions to improve learning media. For instance, it is necessary to add examples of the use of material in a sentence and add evaluation or *tadribat* so that Android-based learning media is better.

Furthermore, media validation was carried out by two media expert validators, namely Dr. Agus Sujatmiko, M.Pd., and Dr. Heni, M.Pd., lecturer at UIN Raden Intan Lampung. The aspects assessed include aspects of appearance and aspects of use with 10 indicators, namely: (1) Simple application display, (2) Attractive application display, (3) Color contrast, (4) Image display quality, (5) Text size, (6) Display of interesting material content, (7) Easy to use application, (8) Navigation buttons function properly, (9) The application runs well, (10) The application does not experience errors. Each item contains a value of 1 to 5. The following are the results of validation by media experts:

Table 2. Media Expert Validation Results

Validator	Maximum score	Assessment results	Percentage
1	50	48	96%
2	50	46	92%
Amount	100	94	94%

The validation results stated that the learning media developed reached very valid criteria with a percentage of 94%. This value indicates that this Android-based learning media is very feasible to be tested. However, there are some suggestions that can be used to make the media better. For example, improvement of the appearance of the material design and the addition of instructions for use so that this Android-based learning media becomes better.

Student Response to Android-based Arabic Learning Media

After that, researchers conducted three stages of trials to see whether or not the media can attract the students' attentions. The stages consisted of: 1) One to One Evaluation; (2) small group trial; and (3) large group trial. This trial was conducted to obtain students' responses on the use of Android-based Arabic learning media.

One to one evaluation, as a whole got a score of 223, with a maximum score of 250 so that Android-based learning media media got a percentage of attractiveness of 89.2%. The results of the small group trial (small group), based on the results of the one-on-one test reach a score of 363, with a maximum score of 400 which accounted for 90.75%. The results of the large group trial (field trial), based on the results of the broad trial as a whole get a score of 1466, with a maximum score of 1600, which means that it got 91.62%. In summary, the Arabic learning media based on Android *isim dhamîr* material is very interesting to use.

Conclusion

Android-based interactive learning media is developed using Android Studio as well as other software such as adobe photoshop and coreldraw to edit images, and Microsoft word for the material processing system. After that, all the materials are ready to be put together on one software namely Android Studio. Based on validation from material experts, media experts and Arabic language material experts, it is shown that interactive learning media with Android-based applications are very feasible to use. Additionally, the students' responses revealed that the media is also interesting to be used. Based on the trial phase of learning media with Android-based applications, it showed that students are interested in using Android-based learning media in the learning process.

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