Journal of Informatics and Vocational Education (JOIVE)
Vol.6, No.3, Oct 2023, pp. 99~103
ISSN: 2746-7813

Mobile Based Interactive Media Development for Increase Interest in Learning Arabic in Class V Students at MI Roudlotul Ulum Suwawal

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Article Info

Article history:

Received Sept 1, 2023
Revised Sept 13, 2023
Accepted Oct 1, 2023

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ABSTRACT

This research aims to (1) determine the results of the development and feasibility of mobile-based interactive media for class V MI Roudlotul Ulum students in learning Arabic; (2) determine user responses to mobile-based interactive media as a learning medium for class V MI Roudlotul Ulum students towards learning Arabic. This research is a type of Research and Development (R&D) research with the development model used is ADDIE. The instruments used in this research include validation assessment questionnaires from material experts, media experts, and student (user) response questionnaires. The results of the media expert assessment showed that the feasibility of learning media obtained a total score of 88%, including in the "Very Appropriate" category. Then the results of the material expert evaluation showed that the application of learning media obtained a total score of 87%, including in the "Very Appropriate" category. User test results, the interactive learning media application obtained a final score of 92%, included in the "Very Good" category. The test results show that the mobile-based interactive learning media developed is very suitable for use in Arabic language learning at MI Roudlotul Ulum Suwawal.

Keywords: Learning media, interactive, mobile, Arabic, Research and Development, ADDIE

1. INTRODUCTION

In the current digital era, we see various types of digital products emerging. This includes progress in the field of education, especially the use of digital media which is growing very rapidly, along with ongoing technological competition to be at the forefront (Pratiwi et al., 2022). However, there are still many educational institutions that use conventional learning models which are limited to the use of books as learning resources. This learning model may have been successful in the past, but in this digital era, students often face difficulties in learning because the monotonous and non-varying teaching methods adopted by teachers make learning less interesting for students (Heryanto et al., 2022).

Madrasah Ibtida'iyah (MI) Roudlotul Ulum which is located Jl. Mororejo Km. 0.5 Suwawal Village, Mlonggo District, Jepara Regency, Central Java still uses integrated independent curriculum module books which aim to improve students' abilities and motivate learning. Based on the results of observations and interviews with Arabic language subject teachers, especially in learning Arabic, students often encounter obstacles due to complex material and unique aspects of the language. Interest and motivation to learn Arabic can be low if learning only focuses on written material that is static and less interesting.

In this case, it is necessary to find a solution to increase students' interest in learning by utilizing engaging learning media. The development of mobile-based interactive learning media is considered a promising solution to increase students' interest in learning Arabic(Ikhsanto, 2020). Interactive media, such as mobile applications, interactive learning videos, and educational games, can provide a more attractive, interactive, and enjoyable learning experience for students (Fatimah, 2023). By utilizing this media, students can be more involved in learning and experience a deeper understanding of the Arabic language. According to (Hidayanto,

2013), The characteristics of interactive media in learning include: a) combining audio and visual elements; b) is interactive and able to respond to users; c) is independent, provides convenience and provides complete content so that users can use it without teacher guidance.

In this research, an education-based interactive learning application was developed using mobile Arabic learning technology to make it easier for teachers to provide Arabic learning materials to improve students' abilities in learning Arabic in the classroom. In making this mobile-based interactive learning media application, researchers used Adobe Animate software to create object movements in the form of animations and visual displays consisting of illustrations, images, text, symbols and sounds created using Adobe Photoshop CS6, Adobe Illustrator, Canva, CorelDraw, and textovoice.online. The author chose to use mobile-based interactive media in using this interactive media. Because many children have cell phones in this era, the author prefers mobile-based interactive media to be more flexible.

Therefore, from the results of the description above, the author conducted research entitled Development of Mobile-Based Interactive Media to Increase Interest in Learning Arabic in Class V MI Roudlotul Ulum Suwawal Students. It is hoped that the results of this research will provide valuable insight into the effectiveness of interactive media in increasing interest in learning Arabic and positively contribute to the development of more adaptive learning media in this digital era.

2. RESEARCH METHOD

The research carried out by the author is a type of research and development often known as Research and Development (R&D). This type of research aims to produce a product and test the feasibility of the product. The product developed is mobile-based interactive learning media. This interactive learning media development model uses the ADDIE (Analysis, Design, Development and Implementation, Evaluation) model.

This research collects data through a questionnaire method. The purpose of collecting this data is to evaluate whether the application's development function meets user needs. The questionnaire methods used include media expert validation questionnaires, material expert questionnaires, and user questionnaires. Each statement point in the questionnaire has a score, and a score assessment is based on Likert scale measurements. The Likert scale is a method used to measure the level of user satisfaction (Setyawan & Atapukan, 2018). There are five answer choices, namely strongly disagree, disagree, neutral, agree, and strongly agree, with each answer scoring 1 to 5. The following is a table of answer choices and their scores.

Table 1. Answer Options and Scores on a Likert Scale

Answer Options	Acronym	Score
Strongly Disagree	SD	1
Disagree	D	2
Neutral	N	3
Agree	A	4
Strongly Agree	SA	5

The feasibility of interactive learning media can be evaluated by analyzing questionnaire sheets. In this research, the data analysis technique used is descriptive analysis, which aims to describe the data and draw conclusions from the data. Data collected through filling out questionnaires will be analyzed descriptively based on previously determined indicators. Feasibility can be assessed in this data analysis technique using the following formula:

$$\text{feasibility persentage} = \frac{\text{obtained score}}{\text{expected score}} \times 100\%$$

After calculating using this formula, the results can be categorized according to the feasibility percentage in the following table:

Table 2. Likert Scale Eligibility Percentage

No.	Score	Description
1	< 21 %	Very Bad/Not Feasible
2	21% - 40%	Bad/Less Feasible
3	41% - 60%	Good Enough/Fairly Feasible
4	61% - 80%	Good/Feasible
5	81% - 100%	Very Good/Very Feasible

Source: (Ernawati, 2017)

3. RESULT AND ANALYSIS

The final product of this research is a mobile-based interactive learning application for Arabic language learning, which was created using research and development research methods and follows the ADDIE development model. This application includes study material, examples of application of the material, as well as various exciting games. This interactive learning media application has advantages and disadvantages, the benefits of Interactive learning media are that it can be used efficiently and operated using a smartphone anytime and anywhere; interactive learning media does not require an internet connection and has an exciting display. Meanwhile, the disadvantages are that interactive learning media is only limited to primary Arabic language material and uses sound, which is still difficult to listen to.

3.1. RESULT

After completing the application creation, the next stage is to test its validity by involving experts. This process requires validation by media experts and material experts to evaluate whether the application that has been developed meets standards and is suitable for testing.

a. Media expert validation

Validation testing by media experts involved lecturers from the Informatics and Computer Engineering Education Study Program at Sebelas Maret University. Validation for interactive learning media applications is carried out using a special questionnaire that focuses on the opinions of media experts. This questionnaire consists of three statements: software engineering, learning design, and visual communication, which includes 25 statements. The results of the media expert assessment validation can be seen below:

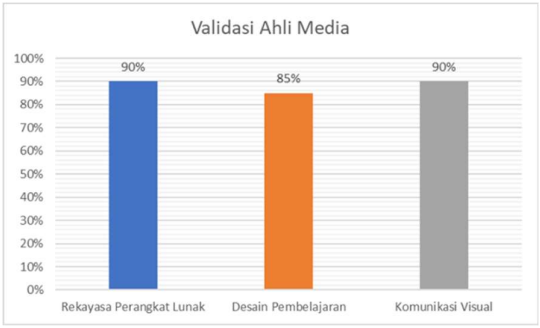

Figure 1. Media Expert Validation Test Results

The evaluation results by media experts show that the learning media application obtained a total score of 88%, which is included in the "Very Feasible" category.

Table 3. Media Expert Test Results

No.	Aspect	Feasibility Persentage	Category
1	Software engineering	90%	Very Feasible
2	Learning Design	85%	Very Feasible
3	Visual Communication	90%	Very Feasible
Result		**88%**	**Very Feasible**

b. Material expert validation

A material expert who also acts as an Arabic language teacher for class V at MI Roudlotul Ulum carried out validation testing of interactive learning media application material. Material experts use validation instruments consisting of three aspects: material quality, language quality, and question quality. This instrument consists of a total of 16 statements. The results of the material expert validation assessment can be seen in the following image:

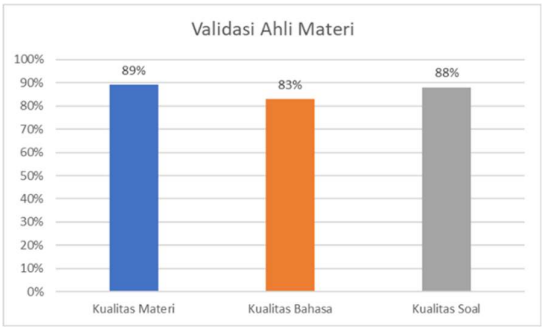

Figure 2. Material Expert Validation Test Results

The evaluation results by material experts show that the learning media application obtained a total score of 87%, which is included in the "Very Feasible" category.

Table 4. Material Expert Test Results

No.	Aspect	Feasibility Persentage	Category
1	Material Quality	89%	Very Feasible
2	Language Quality	83%	Very Feasible
3	Question Quality	88%	Very Feasible
Result		**87%**	**Very Feasible**

3.2. ANALYSIS

At the evaluation stage, data analysis is carried out, and conclusions are drawn from the results of user response tests to assess whether the interactive learning media application that has been developed can overcome student learning problems. The user test questionnaire instrument is divided into three aspects, software engineering, learning design, and visual communication, with 11 statements. The results of the user response test validation can be seen in the following image:

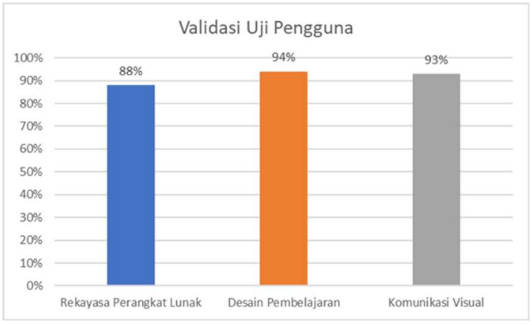

Figure 3. User Test Result

From the user response test results, the interactive learning media application received a final score of 92%, which is in the "Very Good" category. Several statements in the aspect of providing learning motivation describe the problem of student interest in learning as measured by three statements that trigger student interest and motivation to learn through interactive learning media applications as follows:

a. The statement about learning motivation scored 97%, indicating a very high student response and falling into the "Very Good" category.
b. The statement regarding the attractiveness of the application reached a score of 93%, indicating that the application succeeded in attracting students' attention well and was also included in the "Very Good" category.
c. The statement regarding the suitability of the application to student needs received a score of 89%, indicating that this application meets student needs well and is still in the "Very Good" category.

Table 5. User Test Result

No.	Aspect	Feasibility Persentage	Category
1	Software engineering	88%	Very Good
2	Learning Design	94%	Very Good
3	Visual Communication	93%	Very Good
Result		**92%**	**Very Good**

With high achievements in all the indicators mentioned, it can be concluded that mobile-based interactive learning media applications have succeeded in encouraging students' interest in learning, and this application can be an effective solution to overcome problems related to students' interest in education. According to the explanation from (Firmadani, 2020) that interactive learning media can stimulate and divert children's attention, helping to trigger motivation in the learning process.

4. CONCLUSION

Based on the research and discussion results, it can be concluded that the mobile-based interactive learning media application developed has an excellent level of feasibility based on validation tests from media and material experts. The media expert validation score is 88%, and the material expert validation score is 87%, indicating that this application has undergone a mature development process and complies with quality standards. Then, the positive response and high enthusiasm from students while using mobile-based interactive learning media applications in the classroom learning process can be seen from the user test results, which scored 92%. This shows that students feel interested and are actively involved in learning Arabic through this application. Thus, this mobile-based interactive learning media application has the potential to be an effective alternative in increasing student interest in learning and making a positive contribution to Arabic language learning at MI Roudlotul Ulum.

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