

Development *Lughotuna* Application in Arabic Learning (Case Study at Madrasah Tsanawiyah Negeri 1 Sidoarjo)

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Abstract: *Arabic language learning that is not optimal in class VII B at MTs Negeri 1 Sidoarjo is caused by the learning media used so far that is less attractive, and the teacher needs to include the four skills that the teacher into the learning media must own. So it is necessary to develop a learning media to help optimize learning. This study aims to explain and examine the learning media developed in the form of an android application called Lughotuna. The mixed method was used in this study. Data is sourced from informants who know the focus, such as school principals and learning admins obtained by observation and interviews. The supporting data comes from various books, journals and other encyclopedias. The data were then analyzed quantitatively and qualitatively. Learning media development includes 1) problem identification; 2) product design; 3) validation; and 4) product publication. In product design, there are two validations: media design validation and media content validation. Media design validation uses four aspects of assessment, including 1) ease of use and navigation; 2) aesthetics or beauty; 3) media integration, and 4) technical quality. In validating media content, three aspects of assessment are used, namely 1) suitability; 2) quality and purpose of content; and 3) instructional quality. In validating media design and media content, possible results are obtained.*

Keywords: *Learning Media, Arabic Learning, Application Development, Lughotuna Application.*

Introduction

Learning is a necessity that must be completed until the end of one's life. The learning process is from ignorance to knowing something. The learning process can occur anytime and anywhere. Changes in the person's behaviour can show this. Behaviour change involves changes in knowledge and skills as well as those related to values and attitudes (Souisa, 2021). Teachers must be creative and innovative in increasing students' knowledge and skills.

Creative and innovative teachers understand that they are not the only source of learning for students but need to be supported by learning media and can use it in the learning process (Atmojo, 2019). Learning media play an important role because they can help students learning processes and can turn abstract learning material into real learning (Dewi, Kristiantari, & Ganing, 2019). Learning activities basically guide students to achieve learning goals as expected, according to (Septianto, Mahsunah, & Murni, 2022).

Learning media significantly impacts the learning process, including learning Arabic. Learning media will make the learning process more interesting (Septianto, 2020), for example, in terms of displays that combine several images or animations (Septianto, 2017). The attractiveness of physical appearance greatly influences the learning process, and the more interesting the presentation of the media, the more motivated students will be to learn, according to (Mutmainnah, Safitri, & Mufid, 2022), thereby affecting student learning outcomes.

The essence of learning a foreign language, including Arabic, is learning to communicate. Therefore, the main objective of learning Arabic is to develop students' ability to use spoken and written language. The ability to use language in the world of language teaching is called language skills. There are four skills: 1) listening skills; 2) speaking skills; 3) reading skills; and 4) writing skills, according to (Widiyanto, 2017)(Magdalena, Ulfi, & Awaliah, 2021);(Aziza & Muliansyah, 2020);(Baroroh & Rahmawati, 2020). Each skill is closely related to another because regular relationships usually follow the acquisition of language skills, and the structure is a unit (Dewi et al., 2019).

Therefore, educational aids are needed to support success in learning Arabic so that they can master the four skills of Arabic in each lesson. Learning media gives students something to do after class, so they don't get bored. It is expected to have the most impact by getting students excited about learning and making it easier for them to accept learning (Ikhwan, 2018).

The development of technology is a new mindset that directs teachers to be more creative and innovative in producing various learning practices and concepts that use technology as an educational tool in learning Arabic. As a result, educators must keep up with technological advances such as audio, audiovisual, computers, and even cell phones when implementing learning practices. Moreover, education has entered an online learning period since the start of

Covid-19) (Hidayati, Eliza, & Anwar, 2022);(Wulandari, 2021);(Mar'ah, Rusilowati, & Sumarni, 2020);(Sadikin & Hamidah, 2020)and (Adistiarachma, 2022). So it is necessary to strive for the development of learning media.

In Fadhilah, an educator must adjust the learning process by using online media as a learning innovation (Fadhilah, 2022). Educandy uses game-based learning media to increase student motivation and encourage students to learn Arabic actively. This research is development research that uses research methods proposed by Borg and Gall. The result of this study is that educational media deserve to be used as a medium for evaluating Arabic language learning at the elementary school level.

In Suryani, multimedia development research produced Arabic learning multimedia for students at UIN Sunan Kalijaga, Yogyakarta (Suryani & Ishartiwi, 2014). This study used a research and development (R&D) model with research subjects in the semester I of the Arabic Language Education Study Program, Faculty of Tarbiyah and Teacher Training, University of Indonesia, to test the validity of multimedia. The data collection instrument was a questionnaire to determine the feasibility of the product being developed.

According to (Firdausia, Asrori, & Ahsanuddin, 2020), the goal of this developmental research is to describe the product of offline web-based instructional media of Arabic language for X class of SMAN 8 Malang. The data is verbal and numerical data from the researcher and questionnaires. The offline, web-based Arabic instructional media on CD result from this developmental research.

Therefore, the author is interested in conducting research through the development of Android-based Arabic learning applications that can be accessed without the internet.

Method

The mix method was used in this study. Data comes from informants who have knowledge about focus such as school principals and learning admins obtained by observation and interviews. The supporting data comes from various sources of books, journals and other encyclopedias. To identify the problem, the topic to be studied is first selected and the research objective is determined. Then conduct a literature study to identify deficiencies or gaps in existing knowledge. Next, determine the research questions that will be

answered through direct observation and interviews. Identification was carried out by making direct observations at Mts. Negeri 1 Sidoarjo, in class VII-B, with a scope related to learning problems. The learning problems experienced by class VII B students at Mts. Negeri 1 Sidoarjo is caused by students who find it difficult to understand learning Arabic because the learning media is less attractive and the Arabic teacher does not include these four skills in one of the learning media (Ikhwan, 2021).

To design learning media products, you must first understand the intent and purpose of product users and determine the material to be presented and the learning methods to be used. After that, you can determine the format and type of media to use and design the content and interactions that will be included in the product. In addition, it must consider the characteristics of product users, such as background, age and special needs, and try to use the product directly to ensure that the design is effective and meets the stated goals. In this study product design is based on the results of problem identification.

Result and Discussion

Lughotuna Learning Media Product Design

To design learning media products, you must first understand the goals and objectives of the users of the product and determine the material to be presented and the learning methods to be used. After that, you can determine the format and type of media to use and design the content and interactions to include in the product. In addition, it must consider the characteristics of product users, such as background, age, and special needs, and try to use the product directly to ensure that the design is effective and meets the stated goals. In this study, product design is based on the results of problem identification.

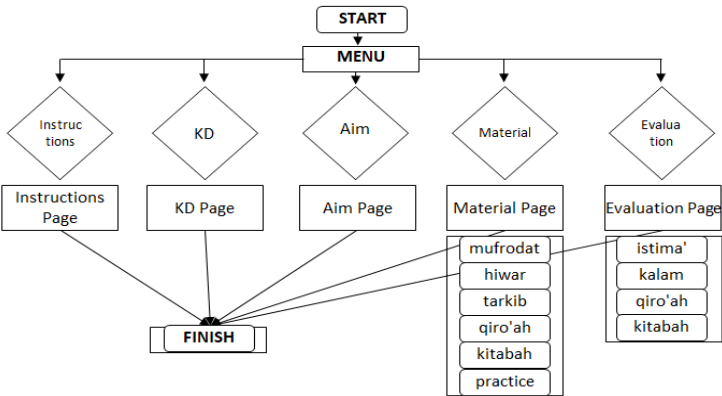


Figure 1. Lughotuna page product design

This product design is divided into five parts, including 1) petunjuk; 2) kd/kompetensi dasar; 3) tujuan; 4) materi; and 5) evaluasi. The Materi section consists of 1) mufrodat; 2) hiwar; 3) tarkib; 4) qiro'ah; 5) kitabah; and 6) latihan. Meanwhile, the Evaluasi section consists of 1) istima'; 2) kalam; 3) qiro'ah; and 4) kitabah.

Product publication provides the results of learning media files to teachers and students. This learning media is available offline and is compatible with the Android platform (apk files). To share apk files offline, you can use one of the following methods: 1) Connect the device that wants to receive the apk file to the device that sent the file using a data cable or USB adapter. Then, navigate to the storage folder of the device that sent the file and copy the apk file there; 2) Transfer the apk file from the device that sent it to the device that received it using Bluetooth. You can activate the Bluetooth feature on both devices and follow the steps shown to transfer the files; 3) Transfer the apk file from the device that sent the file to the device that received the file using a physical storage medium, such as a flash drive or external hard drive. You can copy the.apk file to a storage medium and then transfer it to the device that received it via a USB port or another available connection, and 4) The apk file is transferred from the device that sent the file to the device that received the file via a local network (LAN). You can configure both devices to connect to the same local network, then access the storage folder of the device that sent the file and transfer the apk file to the storage folder of the device that received the file over the network. Before sharing apk files offline, ensure that the device receiving the file can install applications from sources other than the official app store (for example, by enabling the "Unknown sources" setting on the device). Otherwise, apk files will not be able to be installed or used on those devices.

Product Design Validation of Lughotuna Learning Media

Validation is done by evaluating the media design and media content. Media design validation was carried out by media reviewers, and media content validation was carried out by Arabic material reviewers. Aspects of evaluating media design validation include 1) ease of use and navigation; 2) aesthetics or beauty; 3) integration of media, and 4) technical quality. There are several things that can be done during the validation process, including 1) Conducting trials on the learning medium by using it in real-life learning situations. This can provide an overview of the effectiveness of the media in supporting the teaching and learning process; 2) it can also assess the visual and technical quality of learning media. This relates to the

design and appearance of the media as well as the ease of use; 3) assess the feasibility of the content presented in the learning media. This relates to the validity, accuracy, and completeness of the information presented in the media. 4) Conduct an assessment of the ability of the media to support student's understanding and mastery of the material. This can be done by conducting tests or evaluations after using the learning media, and 5) conducting consultations with experts in the field of learning and media, both individually and in groups, to obtain input and suggestions for improvements to the learning media that have been made.

Table 1. Media Design Validation Results

No.	Assessment Aspects	Result
1	Ease of use and navigation	88
2	Aesthetic or beauty	89
3	Media Integration	80
4	Technical quality	70
Average		83

There are three parts to assessing the validity of media content: 1) suitability, 2) quality and purpose of the content, and 3) instructional quality.

Table 2. Media Content Validation Results

No.	Assessment Aspects	Result
1	Suitability	90
2	Content quality and purpose	93
3	Instructional quality	83
Average		89

To make it easier to interpret the results in tables 1 and 2, an assessment guideline is provided in table 3.

Table 3. Assessment Guidelines

Result	Meaning
81-100	Very feasible
61-80	Feasible
41-60	Enough
21-40	Bad
0-20	Worse

On media design validation, ease of use and navigation results get 88, aesthetics or beauty results get 89, media integration results get 80,

and technical quality results get 70. So if the average media design validation results get an 83, it is feasible.

Meanwhile, in the media content validation, suitability results get a 90, content quality and purpose results get a 93, and instructional quality results get an 83. So if the average media content validation results get an 89, it is feasible.

Conclusion

Students find understanding what the teacher conveys challenging because the available teaching materials could be more attractive. The teacher needs to use the four skills in making teaching materials. Therefore, an Android-based learning media was developed so that later this learning media could be used in the learning process. In product design, there are two validations: media design validation and media content validation. Media design validation uses four aspects of assessment, including 1) ease of use and navigation; 2) aesthetics or beauty; 3) media integration, and 4) technical quality. In validating media content, three aspects of assessment are used, namely 1) suitability; 2) quality and purpose of content; and 3) instructional quality. In validating media design and media content, possible results are obtained. For product publications, students and teachers are provided with files so that the learning media created can be used offline. For media design validation, 83 results were obtained, and 89 validation results were obtained for media content.

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