

# Development of Arabic Learning Media with Lecture Maker Application

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**Abstract.** This study aims to produce and develop Lecture Maker in Learning products that meet valid, practical, and effective eligibility criteria. This research is a type of research development or Research and Development (R&D) with a procedural model that adapts the 4-D Model that defines, designs, develops, and disseminates. Data were obtained from a questionnaire given to 2 media experts, two material experts, one linguist, two educators, and 40 students. Based on the average validation test results by five validators of 91%, from the practicality test by two teachers, the results obtained 77%, from the practical test by 40 students received 80% results, and the effectiveness test by 40 students got 78% results. Lecture Maker deserves to be used as a learning medium that meets the criteria of validity, practicality, and effectiveness and can increase students' interest in learning.

**Keywords:** Lecture Maker Application; MTI Candung; Arabic

## 1 Introduction

Learning is seen nationally as an interactive process involving the main components, namely students, educators, and learning resources in the learning environment [1]. In this case, learning is a system in which some features interact to achieve goals [2]. Learning is also an educator's effort to realize the occurrence of cognitive, affective, and psychomotor acquisition processes. The process facilitates students to learn well to produce effective learning by achieving objectives [3].

Learning is a diction used to explain the educational process. This diction reflects on the interaction and communication between educators and students to build awareness, culture, and self-empowerment, both for educators and students [4]. In this context, learning as an essential diction in education administration must be well articulated. This is because the success of education is primarily determined by the implementation of professional and proportional learning. On that basis, learning embodies a systematic process interrelated between and or between various elements to achieve quality educational outcomes [5].

When learning is meaningful as a two-way interactive-communicative process to form awareness, culture, and self-empowerment, specific instruments are needed to link the existing two directions [6]. In this case, the device is the media that will mediate between educators and

students. On the same side, there is a material that is the subject of discussion and discussion between educators and students, such as material related to language and other sciences. In this context, educators must be professional and proportional to determine the suitable media to unite their understanding with students on learning materials. Accuracy and accuracy in choosing media to convey scientific material is the primary reason for stating that the learning process can occur correctly and adequately [7].

Field data shows that the quality of learning Arabic in Islamic boarding schools or madrasas is still relatively low. This is indicated by the condition of 63.5% of graduates who have not been able to master the 4 Arabic skills. It is further understood that one of the leading causes of the low quality of graduates is due to the ineffectiveness of learning media to motivate and arouse students' interest in learning. The condition indicates that education is only carried out conventionally, such as educators explaining and outlining subject matter by focusing on using the blackboard and the lecture method. This condition causes boredom and boredom for students. On that basis, there must be a breakthrough in developing Arabic learning. Media Lecture Maker is an alternative media that can be used by both teachers and students [8]. Lecture Maker is one of the multimedia software that is widely applied for learning media [9]. The advantage of this software is that it can be realized in presentations, interactive CDs, and online via the web. Lecture Maker software is equipped with an audio-video creation program, making it possible for interactive multimedia [10]. The media created is expected to motivate and arouse students' interest in learning because it displays an exciting and informative presentation of the material [11].

Lecture Maker as one of the media has been tried in several subject matters. In this case, research conducted by Ajeng GP, et al., Ita Fitriati, Muhammad Ghazali, and Muhammad Ihsan and Musyrifah showed that students were motivated and interested in studying the subject matter of State Senior High School Chemistry and its equivalent in Class X, Basic Programming in Vocational High Schools. Negeri 9 Bima, and the Programming Fundamentals of ICT Study Program at the State University of Malang after using the learning media. His research shows that above 80% of the success of learning activities using this application. This is because this application is an interactive application that suits the needs of students in learning and provides a positive response in the learning process. After all, it makes students active in their learning activities, provides convenience for students in learning the material, and helps teachers teach.

Moving on from the background above, the main problem centered on the research question: how is the development of Arabic learning media using the Lecture Maker application? This research focuses on developing Arabic learning media that will be applied in the Islamic boarding school of Madrasah Tarbiyah Islamiyah (MTI) Candung. The location selection is based on MTI Candung, which always uses Arabic learning in two curricula simultaneously, namely the pesantren curriculum and the madrasa curriculum. On that basis, there is sufficient reason that the development of Arabic learning media using the Lecture Maker application is urgent for the Candung MTI institution to mediate learning between educators and students to achieve maximum learning outcomes.

Clearly, MTI Candung is a 93-year-old Islamic boarding school whose founder is Syekh Sulaiman Arrasuli (Inyik Canduang). The position of this institution is in the Canduang Koto Laweh area, Candung District, Agam Regency, West Sumatra Province. In this case, MTI Candung can experience ups and downs in the quality of learning to produce quality graduates and the rapid development of knowledge and technology. Including the quality of learning Arabic. Because there is no guarantee that an institution will continue to exist with its uniqueness like the Kitab Kuning – which is in Arabic script – if it does not have sensitivity to the development and use of technology as an essential part of learning, on that basis, this

institution should prepare itself with technology-based learning to anticipate the decline in the quality of Arabic learning.

## **2 Method**

The research questions above suggest that this research is part of development research. Usually, development research requires choosing a research method known as research and development (R&D). According to Sugyono, Research and development methods are research methods used to produce specific products and test the effectiveness of these products [13]. The development model used as a reference in this research is the Thiagarajan model. This Thiagarajan model is known as the 4-D Model [14].

## **3 Result and Discussion**

### **3.1 Result**

The development model used as a reference in this research is the Thiagarajan model. The Thiagarajan model is known as the 4-D Model, which is done through 4 stages: define, design, develop, and disseminate [14].

#### **3.1.1 Define**

At this stage, it is done to set and define the development conditions. The condition in question can show the basic need why it is necessary to develop an Arabic Language Learning Media with Lecture Maker Application at MTI Candung. For that, three different analyses are needed to find the root of the existing problem. Three types of analysis are meant, namely: (1) needs analysis, (2) environmental/ facility analysis, (3) subject analysis.

#### **3.1.2 Design**

Thiagarajan revealed that at the planning stage, the following things need to be done; (1) design of test criteria (evaluation), (2) selection of media helpful in identifying material characteristics, concept analysis, and tasks, as well as target users and also distribution plans with various variations, (3) selection of formats (multimedia, printing formats) Which will later adapt to the needs of the research site, (4) and the initial design is the design of all learning media to be developed. This stage aims to produce an Arabic Language Learning Media design with Lecture Maker Application at MTI Candung.

#### **3.1.3 Develop**

The development phase aims to obtain empirical data as the primary material for improvement. The development phase consists of expert assessment (results from the initial design are validated by a validator, then revised and used as a basis for improvement of interactive media with Lecture Maker application that has been designed to proceed to the next stage) And development trials (in this case interactive media created with the Lecture Maker

application were tested on MTI Candung students). Expert evaluation of the product developed is the substance of the material, the use of language and grammar, format, and pictures/illustrations.

#### **3.1.4 Disseminate**

Disseminate contains product dissemination activities that have been tested and developed for the widespread use of others. Media Product Lecture Maker application with Arabic content by the subject matter at MTI Candung that has been designed, tested and revised, then distributed to the field either in the form of CD/File Exe or in the form of an Arabic learning link account sent via email (Google Drive ).

The instrument used in this research and development is a questionnaire. Questionnaires were used to obtain data from validator assessments and user responses. From the tools created, quantitative and qualitative data will be accepted. Quantitative data were obtained from the questionnaire filling scores, namely validation and user test questionnaires (learners). For qualitative data obtained from comments, criticisms, and suggestions written on the questionnaire prepared [15].

The data obtained from the development results come from 5 validators to analyze the validity data with a description of the completeness (a) the completeness of the media has two validators with an average value of 86, which means it is very valid (b) the feasibility of the media has two validators with an average value 93 categories are very valid (c) on language validation using one validator with an average value of 100 which means it is very valid and the language of the media can be used; In the analysis of practicality data, there are two educators with an average value of 77 meaning efficient, while effectiveness data from 40 students with an average value of 78 means very effective.

### **3.2 Result**

#### **3.2.1 Validity Analysis**

Several experts or experienced experts can carry out product validation to assess the weaknesses and strengths of the resulting product [16]. The validator validates the Lecture Maker media in Arabic learning consists of 5 experts/experts in their fields, namely two media experts, two material experts, one Indonesian language expert. The value of the validity of the Lecture Maker media on learning Arabic by five validators is the average result obtained from the indicators of media completeness, media content feasibility, and language use in media is 91, with an outstanding category.

The assessment results obtained that the validity value for the completeness of the media was 86, with an outstanding category indicating that the Lecture Maker media in Arabic learning had met the requirements as a suitable medium. Judging from the feasibility indicators of the content on the Lecture Maker media in learning Arabic, the results obtained validity of 86.5 with an outstanding category.

This shows that the material in the Lecture Maker media in learning Arabic is by competency standards, essential competencies, and learning indicators. Using Lecture Maker media language in Arabic learning, the assessment for hands obtained a validity result of 100 with an outstanding category. This shows that the writing and use of sentences on the Lecture Maker media in learning Arabic are excellent and correct rules.

### 3.2.2 Practicality Analysis

Media Lecture Maker on learning Arabic, which has been declared very valid by the validator, is then given to 40 students of MTI Candung and two educators of MTI Candung for practicality testing. The Lecture Maker media test on Arabic learning by MTI Candung students obtained 80 results in the convenient category. The practicality assessment by 2 MTI Candung educators received 77 results in the suitable category. This shows that the Arabic language learning media for MTI Candung students makes it easy and helpful for students in learning and makes it easy and practical to be used by MTI Candung educators to help increase students' interest in learning. These results are by the opinion of [17], which states that using media can save time in delivering material so that the material provided is broader and deeper by the topics discussed. The achievement of learning objectives can be done quickly.

### 3.2.3 Effectiveness Analysis

The effectiveness of the results of this study was assessed from the students' learning interest in the Lecture Maker media in learning Arabic by filling out a questionnaire based on their learning interest after using this Arabic language learning media. The results of the media effectiveness test by students on the Lecture Maker media in Arabic learning with an average value of 78 indicate that this media has been very effective. This means that this Arabic language learning media has been of interest to students and is effectively used as a medium for material on the structure of the earth and its dynamics at MTI Candung.

## 4 Conclusion

Learning media development research using Lecture Maker got an average result from the validation test by five validators of 91% with Very Valid criteria, from the practicality test by two teachers it reached 77% results with Very Practical standards, from the practicality test by 40 students Obtained 80% results with Very Practical criteria and the effectiveness test by 40 students obtained 78% results with Very Effective standards. Based on the results of research and development that have been carried out, it is concluded that the learning media developed are of good quality, namely meeting the criteria of validity, practicality, and effectiveness, and can increase students' interest in learning. Some suggestions that can be given based on the results of research that have been carried out are that the development of Arabic learning media should constantly be improved so that Arabic language learning is more varied and exciting, thereby creating the curiosity of students and a sense of enthusiasm for learning and fun.

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