



DEVELOPMENT ANDROID LEARNING MEDIA FOR ARABIC LANGUAGE LEARNING IN GRADE VII ISLAMIC STATE JUNIOR HIGH SCHOOL 25 JAKARTA

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ABSTRACT

Synchronous and asynchronous learning has become very important after the Covid-19 era. The emphasis on learning with the asynchronous method is important because teachers and students can learn from anywhere and anytime. Educational institutions that have been using direct communication in learning have switched to learning using online media (mediated communication), one of which using the android application. These studies aim to develop android learning media for Arabic les-sons for grade VII students at Islamic State Junior High School 25 Jakarta.

This research method uses joint Research and Development (R&D) research, with the ADDIE (Analyze, Design, Development, Implementation and Evaluation) development model. Researcher have carried out all the stages in this study, namely by analyzing students' needs for android learning media, creating android learning media design, developing products based on the advice of media experts and material experts, implementing android learning media products to grade VII students online, as well as, evaluating android learning media based on student responses. The data collection techniques used in this study are online observations and questionnaires. Based on the conclusions, researchers obtained data that this medium is very feasible (88%) for students. Therefore, instructional media for teaching Arabic android is otherwise very viable for use in helping the Arab language learning activities for class VII Islamic State Junior High School 25 Jakarta.

Keywords: Arabic Language, Learning Media, Android

1. INTRODUCTION

In the world of modern education, online learning methods are divided into two main approaches: synchronous and asynchronous (Lewis & Clarke, 2009). Synchronous learning demands direct interaction between instructors and students in real time, such as through webinars, video conferences, or online chat. Meanwhile, asynchronous learning allows students to access learning materials and participate in learning activities without having to be present simultaneously, for example through discussion forums, recorded materials, or independent assignments. The development of information and communication technology has expanded the opportunities of these two learning methods (Fahmi, 2020).

The decision to use asynchronous methods in modern education is based on the need for flexibility, accessibility, and the development of student independence. With this approach, students have the freedom to determine their own learning schedule, according to their individual personal preferences and availability. It allows the participation of students who have tight schedules or time constraints without tying them to a specific time. In addition, the asynchronous method allows access to learning materials from multiple locations, overcomes geographical barriers, and facilitates student participation from different time zones. Thus, this approach encourages inclusivity in education by providing wider opportunities for students from diverse backgrounds and situations (Rindaningsih et al., 2021).

The use of asynchronous methods also aims to encourage independent learning and develop problem-solving skills. By working independently through learning materials, students have the opportunity to hone their skills of research, analysis, and information synthesis. They can tailor the learning process according to individual learning styles, complete tasks at their own pace, and actively explore topics that interest them. This not only increases understanding of concepts, but also establishes academic independence that is essential for students' development as lifelong learners (Lewis & Clarke, 2009).

Therefore, the asynchronous approach offers a customizable and inclusive approach to learning, meeting the needs and preferences of diverse students. According to a survey by the Indonesian Child Protection Commission, around 79% of children used smartphones during the pandemic, and many used them to study, watch YouTube, or play online games (Salam, 2019). Based on this point of view, the use of smartphones in learning can



be beneficial for teachers and students. The use of smartphones as educational aids also provides effectiveness and efficiency in achieving learning objectives. Using these media can overcome boredom and boredom when learning lessons, especially in Arabic language learning.

Studies of online learning and satisfaction with learning outcomes make it clear that there is dissatisfaction with results. This is influenced by various factors, including: quality of learning, time and learning media (Aji, 2020). Arabic lessons are materials that aim to encourage, guide, develop and improve abilities and promote a positive attitude towards the Arabic language, whether wise or productive (Yendra, 2016).

The main factor that determines the success of online learning is the readiness of educators and students for mastery of media and technology in combination with the material taught. Arabic educational media has a function, usefulness and a very important role in the learning process and the achievement of learning outcomes. With the use of educational media and the learning process you will become more active, emotional and creative. The classroom atmosphere will avoid boredom. The ability of teachers to use different forms and boredom is also decisive, because it is not monotonous with educational learning facilities (Mahmudah, 2022).

2. METHODS

This research uses research and development methods or often called R&D. Research and development is a research method to develop and test products in the world of education (Sugiyono, 2016). In addition to developing and testing research products, this research is used to find new knowledge about basic phenomena, as well as teaching practices. Basic phenomena are found through basic research, then to find teaching practices, applied research is applied (Sharon et al., 2011).

According to Gall et al., (1996), the R&D model is intended as "a process used to develop and validate teaching products" while development research is an effort to develop and verify products used in the learning process. The method used by researchers is a research model based on the ADDIE development model (analysis, design, development, implementation and evaluation). The ADDIE model began in the 1990s, developed by Dick and Carey. Addie is used to guide development in building effective training programs and infrastructure. It is used for a 5-stage model, namely the stages of analysis, design, development, implementation, and evaluation (Friedman & Schneider, 2018). In determining the value of the evaluation results, researchers use question instruments with the Likert scale as the basis for calculation (Emzir, 2010). The Likert scale is an instrument that uses a scale of 1 -5, all answers from instruments that use the Likert scale have a gradation from negative to very positive.

$$\text{Percentage (\%)} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

Explanation:

Total score = total value obtained from the respondent's responses

Maximum score = number of statements x number of respondents x 5

The results of these calculations are then matched to the following table criteria from the Likert scale:

Table 1. Percentage of Assessment.

No	Percentage of Achievement	Interpretation
1.	0% - 19%	Very poor
2.	20% - 39%	Poor
3.	40% - 59%	Enough
4.	60% - 79%	Good
5.	80% - 100%	Very good



3. RESULTS & DISCUSSION

The result of this research is an android application called *Latih Faham* which can be used as a learning medium for learning Arabic in Class VII of SMP Islam Negeri 25 Jakarta. Android educational media development is Arabic language teaching following the ADDIE development model, which consists of five stages, namely needs analysis, product design, product development, product implementation, and product evaluation. The creation data is as follows:

3.1 *Product Analysis*

At this stage, the researcher analyzes the educational goals to be achieved through the "Learning Experience Plan" created before the learning process. Then researchers interviewed Arabic teachers about how the teaching process of learning Arabic at MTs Negeri 25 Jakarta regarding student responses during the learning process, as well as problems that occur during the learning process both from the side of a teacher and students or facilities, especially in distance learning. Then researchers distributed questionnaires to grade VII MTs Negeri 25 Jakarta students to find out students' needs for learning media to be used during distance learning (PJJ).

3.2 *Product Design*

At this stage researchers use teaching materials used for two semesters in Arabic lessons at MTs Negeri 25 Jakarta with reference to the latest book published by the Director of Curriculum, Facilities, Institutions and Students (KSKK Madrasah), Ministry of Religious Affairs. The chapters that the researcher uses in this book consist of 3 topics: acquaintances, school facilities, school equipment. Then the researcher creates a StoryBoard that will be used as a reference for making Train Understanding. At this stage it is a continuation of the results of product analysis that has been delivered by students, teachers and media experts as a basis for making designs from research products, namely Train Understanding.

3.3 *Product Development*

The next step, researchers carry out Android learning application production activities tailored to storyboards designed and evaluated by experts. This activity is carried out using a tool in the form of a questionnaire that aims to get advice and respond to the feasibility of implementing Android before testing it in the field. The development process of android learning media consists of three stages, namely pre-production, production, and post-production. Pre-production begins with preparing all the tools needed to create learning media, both hardware and software. The hardware component consists of a computer and mouse, while the software consists of applications that are used as needed, including: Unity 3D, Github and Microsoft Visual Studio.

Then the production stage is the application creation stage, as already illustrated with StoryBoard at the product design stage. The production stage is divided into two phases: the beginning, the end and the essence of the material. The initial stage of creating Android learning media is to create a script adapted from Github using Microsoft Visual Studio. The final stage of creating an application is the unification of all quoted text in the application rendered with Unity 3D.

3.5 *Product Implementation*

The next step is for the students to have the product created, developed and validated by material and media experts. This implementation involves grade VII students of MTs Negeri 25 Jakarta using this Android Arabic learning media during the distance learning process. This stage aims to see the clarity of product content, product attractiveness, ability to motivate students and their activities, and ease of use of the Application during the learning process.

3.6 *Product Evaluation*

The last step is to measure or evaluate Android learning media products developed and tested to Grade 7 MTs Negeri 25 Jakarta students in the learning process. This step is carried out to find out the response of



students and to find out the level of feasibility of the products that have been developed. At this stage, researchers use a questionnaire evaluation tool containing 10 questions distributed via google form at the end of learning. In addition, researchers also provide questionnaires to material experts and media experts as evaluation material for this application. In addition to answering questionnaires, material experts and media experts also provide advice related to the development of this application so that it is more widely accessible to grade VII school children, namely by entering it into *the Google Play Store* to make it easier to download. The following is an evaluation table given to students, material experts and media experts in the product evaluation stage:

Table 2. Evaluation Results

Evaluator	Percentage	Category
Material Expert	81,8%	Very Good
Media Expert	92,2%	Very Good
Student	87,8%	Very Good
Average	87,2%	

4. CONCLUSION

After completing the above research stages, researchers have several conclusions including: the need for diverse educational media to be the basis for analysis of the use of Android applications as learning media is appropriate to be applied to facilitate Arabic learning for students. In addition, the creation of this application is also sourced from teaching materials, namely books published by the Director of Curriculum, Facilities, Institutions and Students (KSKK Madrasah), Ministry of Religious Affairs so that it greatly helps the learning process of students outside the classroom.

This Android learning media will be a creative and innovative way to improve the quality of education in accordance with the times, especially during distance learning. In addition, researchers also found that the importance of collaboration between application developers, namely IT experts and Arabic language teachers in order to create better and more useful learning applications in the future.

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