



Teaching Aids Development for Arabic Lessons to Enhance Student's Reading Skills

Ahmad Hidayatullah Zarkasyi, Gita Hanina, Siti Anne Barkah Nur Fauziah

Universitas Darussalam Gontor, Indonesia

Corresponding E-mail: ahidayatzark@unida.gontor.ac.id

Abstract

This study aims to enhance students reading skills of the ninth-grade students in Madrasah I'dadiyah Muhammadiyah. This research is research and development Borg & Gall study used to obtain a specific production, know the effectiveness of its implementation, and verify its validity for scholars, using the qualitative and quantitative approach to analyze quantitative and qualitative data. The methods used in it consisted of interviews, Tests, questionnaires, and written documents. In analyzing the data, this research used the Statistical Package for the Social Sciences, version 25 SPSS 25 method T-Test, and the Wilcoxon Signed. The developed educational aids come in the Android program by choosing the appropriate material, exercises, and teaching methods. The effectiveness is obtained from the results of the pre and post-tests by implementing: descriptive statistical analysis, conditional testing, and inferential testing in the extended experiment, and the result indicates that there is progress in their language proficiency, especially in reading skills. These teaching aids are attractive and exciting and help students learn Arabic, especially reading Arabic.

Keywords: *Teaching Aids; Arabic Lesson; Reading Skills; Android Program*

Introduction

The universality and humanity of the Islamic Da'wa make it necessary to pay attention to the teaching and learning of the Arabic language to speakers of other Arabs and Muslims (Mahmud & Ayuba, 2013). In this era, non-Arabic-speaking Muslims began to teach their children the Arabic language in formal and informal schools, modern and Salafist institutes, and Islamic universities (Izzan, 2009; Mouftah, 2019). To preserve their religion and their Islamic heritage, schools, universities, and institutes were very interested in teaching Arabic to their children, so they were interested in teaching Arabic and its sciences, including Arabic language lessons, conversation, archives, the Qur'an, hadith, and their sciences (Hitti, 2002). It has become clear to us that learning the Arabic language is one of the necessary matters, especially for every Muslim, to understand the Qur'an and what it contains because it is part of the religion of Islam.

Learning a foreign language is not easy (Pimada et al., 2020). Still, with research and study, it is possible to reach several ways to teach the language in a short

time and with reasonable effort (Coppersmith et al., 2018). The teacher is great importance subject in the educational process (Gall et al., 2003) to help his students define and formulate their goals Procedural formulation, then identify the problems that arouse their interests (Wijnia et al., 2019).

The Arabic language is one of the lessons that needs a successful teacher who can take over the class (Ahmadi & Ilmiani, 2020) and use educational means to develop students' love for the Arabic language so that they want to continue the lesson (al-Ghamdi, 2018). Many ways have emerged to teach Arabic to non-native speakers, integrating basic linguistic communication skills: listening, speaking, reading, and writing. And between these skills are interrelationships, which are clarified by this statement (Al-Athwary & Lasloum, 2021): **Listening and speaking** are combined by sound if both represent the vocal skills that the individual has when directly communicating with others (Baïoumy et al., 2018). **Reading and writing** are used to transcend time limits and return to space when communicating with others (Hasibuan, 2018). **Listening and reading** are a source of experience, and if they are reception skills, the individual has no choice in building material - even in communicating with it sometimes (Oudeh, 2021). **Speaking and writing** here are called production or creativity skills, and one of these two skills. It also influences others (the listener or the reader)(Piiro, 2011).

Madrasah I'dadiyah Muhammadiyah (MIM) Tempurrejo uses the Arabic language book (*Bahasa Arab*) based on the printing of (PT Putra Nugraha). Teaching may proceed in the manner of questioning, or acting, then reading, grammar, and a process that aims to know the students' ability. According to the content standard (*Standar Isi*) set by the government. But students feel difficult to read and understand the Arabic article and read the questions in the exercises for all the chapters in the Arabic language lesson.

Through the previous characteristic, the teacher made a great effort, especially in this lesson. It is known that every teacher needs teaching skills (Iskandarwassid & Sunedar, 2015) and good teaching aids (Irmayani et al., 2018). Teaching aids are necessary because they help the teacher clarify information and ideas, remove ambiguity, and help him obtain a variety of experiences to achieve the integrated goals included in the school curriculum from the school's decisions (Pali & Tafazoli, 2021). Many schools have used technology to help teaching and learning, such as the Overhead Projector, PowerPoint, and the Internet (Ariani & Haryanto, 2010). Android PowerPoint program is part of the visual teaching aids and Microsoft PowerPoint. It is one of the best tools in Microsoft Corporation and the most widely used today due to its many features and ease of use (Oranburg, 2020). Teaching aids development for Arabic lessons to enhance student's reading skills for the ninth grade, in addition to the fact that the PowerPoint program in teaching language using it contains many visual, kinetic, and colour effects that can be added to any slide to attract students' attention and face them towards the lesson.

Previous studies related to the topic are the research of Abdullah and Rini (2020), they presented the design of the teaching aids for the book "Durus al-Lughah al-'Arabiyah" based on the PowerPoint program in improving students' competence

and improving their understanding of the Arabic language lessons at Darussalam Gontor Institute. The research results are that these educational tools based on the PowerPoint program effectively improve students' efficiency and understanding of Arabic language lessons. They help improve students' competence and knowledge of Arabic language lessons. The second is the research of Yasin et al., (2021), who presented that the students who were taught using multimedia PowerPoint in Arabic learning had high learning motivation, and students who were taught without using multimedia had low learning motivation. It shows that Arabic teachers should be able to utilize the learning multimedia to improve students' learning motivation so the learning purpose can be achieved because it is proved that the use of multimedia. And the third is for Susanti et al., (2020), who showed that the students who were taught using multimedia PowerPoint in Arabic learning had high learning motivation, and students who were taught without using multimedia had low learning motivation. The fourth is research by Norasyikin Osman, Siti Salwa Mohd Noor, Nurazan Mohmad Rouyan, and Norhayati Che Hat told that the findings from this study indicate that materials produced by PowerPoint help enhance learner understanding. Therefore, its huge potentials can be explored further to produce multimedia-based teaching and learning materials (Osman et al., 2021). Based on the previous research, this wanted to create educational aids for the Arabic language book to develop the reading skill for the ninth-grade students, based on the Android for The Ninth Grade at MIM Tempurrejo.

Method

This study was designed by choosing the research and development method used to obtain a specific production, know the effectiveness of its implementation, and verify its validity for scholars (Darmadi, 2011). The R&D approach presented by Sugiyono at Borg and Gall is the process used to develop and validate educational production (Sugiyono, 2015); the course is to design a new product based on a preliminary study and then test and evaluate the product (Gall et al., 2003). The research and development approach from the practical design method contains the result of the study related to the product to be developed, then the product development. The field test in the place wanted to implement this product, and then refine to fix the defects found when testing to get the effective result (Sugiyono, 2011). Based on this concept, the research and development curriculum activities consist of four activities: research, planning, design, and testing (Sugiyono, 2015).

This study used the fourth layer of the research and development approach, research in designing and testing the new product. This approach follows the following steps (Sugiyono, 2011): 1) Conducting research and collecting data and information. 2) Planning. 3) Teaching aids design. 4) Interview with experts. 5) Improving teaching aids based on the interview results with experts. 6) the First experiment with teaching aids in a small community group. 7) Improving teaching aids based on the results of the experiment. 8) The broader experience of teaching aids. 9) The final improvement of the developed educational aids, and this improvement was made based on the results of its experiment. 10) Execution, presenting its results in a

scientific session with experts, publishing it in scientific periodicals, contracting cooperation with the printing house, and monitoring its publication and quality.

The population of this research is the students of Ninth Grade at MIM Tempurrejo, and the total number of students of the ninth semester is 65 students. The saturated sample is due to the small number of the community (Flick, 2017) and Suharsimi methods for taking the sample, which is if the population is less than a hundred (Suharsimi, 2006). It can be detailed in the first experiment 25 students and the second experiment 40 students. Four methods to collect data: written documents, interview, observation, questionnaire, and a test (Atmowardoyo, 2018). And four types of data collection tools, which are the observation guide on the teaching process in the classroom, the interview guide with experts in the Arabic language, the head of the school, the Arabic language school and the students, their test questions, the validity test, and the reliability test, and questionnaire papers for teachers and students.

The approach in this research is quantitative and qualitative, which needs to analyze quantitative and qualitative data (Taguchi, 2018). Analysis data were taken in his latest work to determine the effectiveness of Program. The critical objective of this analysis is to find out the difference between students' results in the pre-test and the post-test. The statement is: Analyzing descriptive qualitative data by converting it into numbers and calculating the percentage of it in a certain way to determine its attractiveness and relevance. This is describing the elements in the designed teaching aids and describing the comments and suggestion of the experts and the teacher in the following format (Hasan, 2003):

$$P = \frac{\text{Total result of all items}}{\text{Maximum score}} \times 100\%$$

Analyzing quantitative data to know the test results the pre-test and the post-test by implementing the following matters: descriptive statistical analysis is classroom analysis consisting of mean, median, and mode from the pre-test and post-test, conditional testing consist of normality test and homogeneity test, and inferential testing is hypothesis of t-test or paired sample test for showing a results from two samples pre-test and post-test (Prayitno, 2018) this all analyzed by SPSS 25.

Result and Discussion

The results of this research are based on data presentation and data analysis on the development of teaching aids for the Arabic book in reading skills based on the Android program for The Ninth Grade at MIM Tempurrejo.

A program is a software developed by specific devices, namely: Ispring Suite Max 10is, a device for converting files in Flash format, consisting of animation, images, video, and sounds. Integrating Ispring Suit Max 10 into PowerPoint is easy because Ispring Suit Max 10 runs only with PowerPoint (*E-Learning Tools Indonesia*, n.d.). The fifth website (HTML Hypertext Markup Language 5) is the main technology in the Internet. The fifth Web site (HTML Hypertext Markup Language 5) model has the new feature of creating a World WideWeb (Iqbal et al., 2012). Java is a software program for organizing the Java number and bytecode. Proof of this Java is required

for easy installation of the program based on Android. Apk Web 2 Builder is an Android device to save a device or program in Android. And the development of memorizing this device such as games, the Internet, the machine, and the administration (Dharmawan et al., 2017). The educational aids are Android from PowerPoint, Suit Max 10, and Apc Web 2 Builder. Ispring The old teacher in its design and the ease of the meds in noticing students when teaching in a modern way in the form of Android PowerPoint (Nadzifah, 2020).

Education in the modern era is not the same as in the past, so educational technologies have an active role in this educational activity's outputs (Chen et al., 2020). From this statement, it became clear that the reason for the fact that the Android PowerPoint program is suitable for developing teaching aids for the Arabic language book to develop reading skills, and the material in the Arabic language contains vocabulary, the reading article, and various exercises. Multiple letters, graphics, and animated texts present the statement in an interesting and attractive way. The PowerPoint Android program is suitable with the development of time that educational technology has made great progress over the years, and it is easy to carry it anywhere.

Characteristic of the Teaching Aids Development

This study has developed the teaching aids for the Arabic language book in the reading skill based on the PowerPoint Android program in the Phiz Mezey method, and its six-step method is:

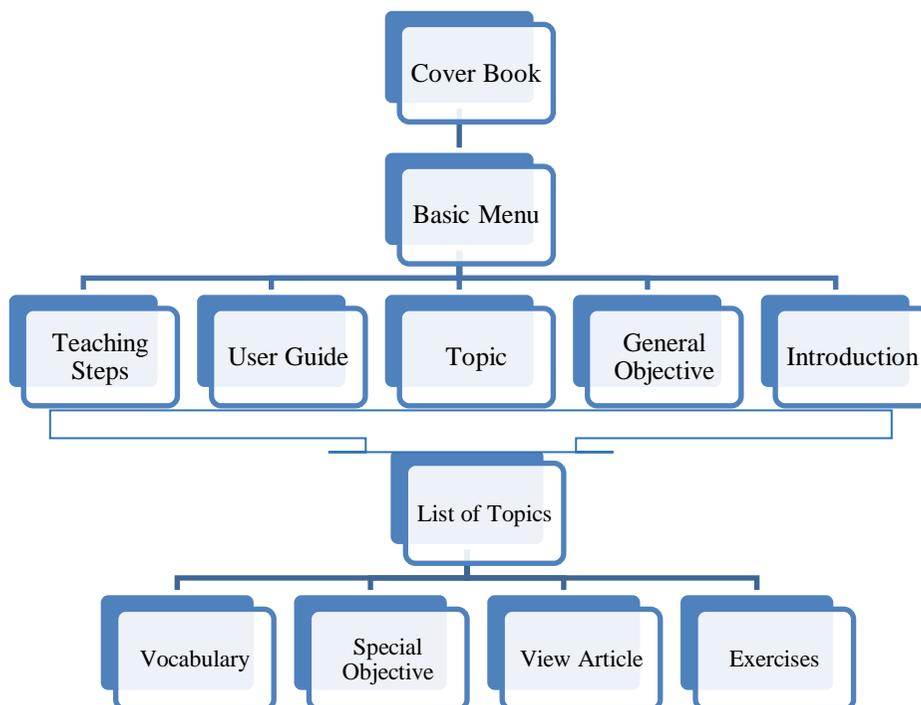
Script writing is writing to prepare the development of the developed software (Darmawan, 2013).

Design storyboards for the cover, introduction, lesson contents, objectives, vocabulary, material, exercises, and conclusion.

Writings to clarify the statement about the development of these educational aids in terms of their colours, selected images, sounds, the steps of teaching, and the following information: Colors to clarify the program in terms of its colours, its appropriate images for the subject. In terms of colours, it does not choose colours randomly but instead issues them with different goals and purposes because it is the basis for the program's suspense. The color is the basis for formulating production integrated towards appropriate form and structure, selected colors are yellow, orange, red, green, blue, grey, black, and white.(Isaac, 2013) As for the pictures, specifies the pictures used to complete and decorate each program's lesson because they play a significant role in teaching language skills and their constituent elements, such as sounds, vocabulary, and structures. The teacher can benefit from images in teaching the target language because the image can be used as a substitute for the blackboard drawings in presenting new linguistic situations and explaining vocabulary and structures. The voice in many students is positive. The teaching steps into three steps: introductory, activities, and closing. The detailed statement follows: **1) Preface or Opening**, greeting the students and asking about their conditions, then asking some questions to the students to bring them to a new topic with linking them to the last lesson. **2) Main activities**, Explanation of the words by pronouncing them on the

screen, then explaining their meaning and placing them in a useful sentence, then stating the topic in a broader and clearer statement based on the screen. Students read the article on the screen some or all of them in turn, and the teacher asks the students to answer questions related to the topic on the screen. **3) Conclusion**, Instructions and sermons, instructions and sermons in different subjects and subject content, and the teacher concludes his teaching with peace.

Figure 1. Sequence images for the preparation of the development of the program developed on the basis of Android



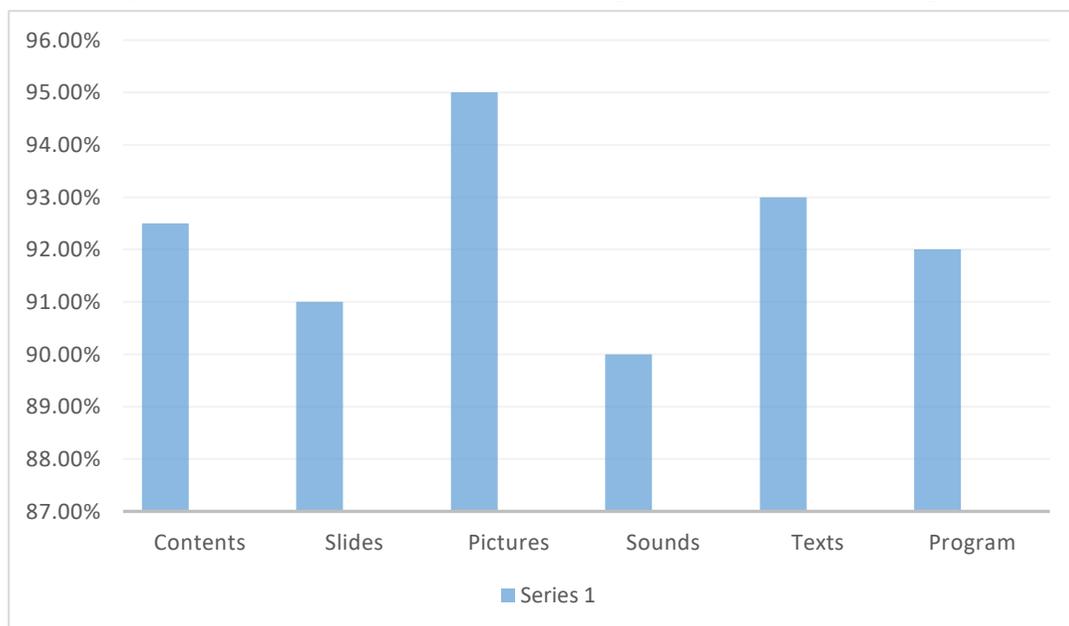
Presentation of the Program To clarify the presentation of the program, made a statement on these teaching aids, which are:

1. The splash screen (cover): This screen is the subject of the program, which is the Arabic language “*Bahasa Arab untuk MTs dan Sederajat Kelas IX*”, and has set the start and exit mark for the programs.
2. Introduction screen (main menu): The introduction screen consists of five screens, which are the introduction, the objective, the teaching steps, the program usage guide, and the index to the chapters on scheduled topics.
3. Subject screen for all topics: The subject screen for all topics consists of four screens which are objectives, vocabulary, essay, and exercises.
4. Closing screen (sermons and instructions): This closing screen displays the sermon and instructions for students at the end of the lesson.

The Validity of the Teaching Aids Development

To obtain the validity result, it presented the Arabic language book in the reading skill based on the PowerPoint Android program for ninth-grade students in MIM Tempurejo, to experts to evaluate the questionnaire, the result can be seen in the graph as below:

Figure 2: The Result of the Validation of questionnaire from the experts



The result of the questionnaire by the experts can be described as follows:

1. Program eligibility of teaching aids

The validity of the program eligibility of teaching aids is scored 92% (very good), it means good be used without any modification and correction.

2. Language eligibility of teaching aids

The validity of the language eligibility of teaching aids is scored 93% (very good), it means good be used without any modification and correction.

3. Sounds eligibility of teaching aids

The validity of the sounds eligibility of teaching aids is scored 90% (very good), it means good be used without any modification and correction. Despite this, corrected error from the expert found. For adding the sound at false answer each exercises slide.

4. Pictures eligibility of teaching aids

The validity of the program eligibility of teaching aids is scored 95% (very good), it means good be used without any modification and correction.

5. Slides eligibility of teaching aids

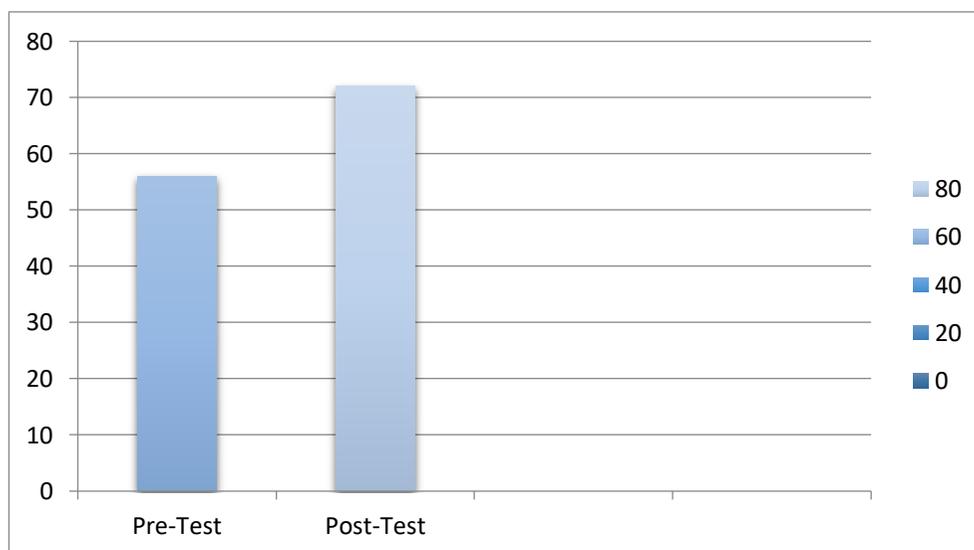
The validity of the program eligibility of teaching aids is scored 91% (very good), it means good be used without any modification and correction.

6. Content eligibility of teaching aids

The validity of the program eligibility of teaching aids is scored 92.5% (very good), it means good be used without any modification and correction.

Through her experience in a small group and a large group, improved and reformed the teaching aids. This experiment aims to know the extent to which it is suitable for students and its effectiveness in developing students' competence in reading skills. To determine the effectiveness of the teaching aids, relied on the students' results in the pre-test and the post-test in the second experiment. As it turned out, there is an apparent difference in the results of the students between the pre-and post-test, and the difference can be shown in the following figure:

Figure 3: Comparison Between the Pre- And Post-Test Results



Based on the previous figure, the student's score in the test after using the developed teaching aids is more significant than their score before using the teaching aids. It was found that educational aids may facilitate students to read the text and improve their understanding of the subject in learning Arabic, given the difference between the results in the pre-test and post-test in the extended experiment group that teaching using PowerPoint Android program has an influential role because most students understand the material and want it with this Means, where these means are something new to students and easy to use at school. By considering that the PowerPoint Android program teaching Arabic to develop reading skills is effective and more motivated to develop students' reading competency. The designed educational aids effectively develop the reading skill of Ninth Grade at MIM Tempurrejo.

The Effectiveness of Teaching Aids

To know the result of effectiveness of the development of teaching aids, this study used methodology Borg and Gall consists of research, planning, design, and testing. In this case, the teaching aids first experiment by limited group and second experiment by extensive group. The first experiment shows us about students' competence and level aids' validity before going to second experiment. The aims for reveal the effectiveness of the aids development by analyzing their test result. It analyzed them on methods using the SPSS program, are:

1. Descriptive statistical analysis

This analysis presented from mean, median, and mode of pre-test and post-test, and the result are listed in these following tables:

Table 1. Result of Descriptive Analysis (Pre-Test)

Pretest		
N	Valid	40
	Missing	0
Mean		56.13
Median		60.00
Mode		60

Table 2. Result of Descriptive Analysis (Post-Test)

Posttest		
N	Valid	40
	Missing	0
Mean		71.75
Median		70.00
Mode		70

Based on the previous table, the results of the pre-test are: mean 56.13, median 60.00 and mode 60. And the results of the post-test are: mean 71.75, median 70.00 and mode 70. It means result of the post-test bigger than result of the pre-test.

2. Conditional testing

This test is consisting of normality test and homogeneity test. Normality test to find out distribution from the selected sample, it should become normal or abnormal distribution. Homogeneity test to confirm the data set to be measured comes from a homogeneous population. And the result is listed in these following tables:

Table 3. Result of Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		40
Normal Parameters ^{a,b}	Mean	,0000000

	Std. Deviation	4..65315565
Most Extreme Differences	Absolute	,141
	Positive	,096
	Negative	-,141
Test Statistic		,141
Asymp. Sig. (2-tailed)		,045 ^c

Based on the previous table, the result of normality test is $0,045 < 0,05$, meaning that the selected sample is abnormal. For sure it used Wilcoxon signed Ranks Test for inferential testing.

Table 4. Result of Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	Df1	Df2	Sig.
Hasil Ujian	Based on Mean	,002	1	78	,961
	Based on Median	,023	1	78	,879
	Based on Median and with adjusted df	,023	1	77,554	,879
	Based on trimmed mean	,020	1	78	,887

Based on the previous table, the result of homogeneity test is $0,887 > 0,060$, means the data set to be measured is a homogeneous population.

3. Inferential testing

This test is hypothesis of paired sample T-test to find out the difference between pre-test and post-test. But in this case the result of normality test is $0,045 < 0,05$, meaning that the selected sample is abnormal. For sure it used Wilcoxon signed Ranks Test for inferential testing because Wilcoxon signed ranks test allowed abnormal sample from normality test. And the result is listed in thus following table:

Table 5. Result of Wilcoxon Signed Ranks

Test Statistics ^a	
Posttest - Pretest	
Z	-5,582 ^b
Asymp. Sig. (2-tailed)	,000

Based on the previous table, the result of Wilcoxon Signed Ranks $0,000 < 0,05$, means the result of H0 and Ha acceptable, so there is difference between the result pre-test and post-test. It means the development of teaching aids for Arabic Lesson is effective for developing the reading skill of students ninth-grade at MIM Tempurejo.

Conclusion

The educational aids developed by form of a PowerPoint Android program, the teacher and the students, aiming to develop the reading skill of the Ninth Grade at MIM Tempurrejo. The educational aids designed in the Android PowerPoint program can be applied to students of Ninth Grade at MIM with minor modification and correction because the general results of each expert got an excellent result.

The results of the pre and post-tests are obtained. From the results obtained from these two tests, it is noted that there is a noticeable difference between the two tests by analyzing the data from the second experiment, and the significant result is 0.000 less than 0.05 ($0.000 < 0.05$). This result indicates a difference between students' test results before applying the developed educational aids and after using them, meaning that there is a noticeable difference between the average of students' results in the pre-test and the average of their results in the post-test. This result indicates that the developed educational aids effectively develop the reading skill of Ninth Grade at MIM Tempurrejo.

In addition, these teaching aids are attractive and exciting. It helps students learn as they love it by looking at their answers in the questionnaire papers. These facts made it clear to the effectiveness of educational means. It was paying attention to teaching aids for the Arabic language to develop reading skills because it has an essential role in the education process and it is the most excellent helper in facilitating and clarifying problems in lessons and paying attention to the needs of students and teachers because it is an essential matter in the education process.

REFERENCES

- Abdullah, A. F., & Rini, F. S. (2020). Tashmīm al-Wasāil at-Ta'limiyyah li Kitāb "Durus al-Lughah al-'Arabiyah" Muassasan 'alā Barnāmaj Power Point li Tarqiyati Mahārat al-Lughah al-'Arabiyah. *Lisanudbad*, 7(2).
- Ahmadi, & Ilmiani, A. M. (2020). The Use of Teaching Media in Arabic Language Teaching during COVID-19 Pandemic. *Dinamika Ilmu*, 20(2).
- al-Athwary, A. A. H., & Lasloum, N. M. (2021). Second Language Listening Comprehension Gain from Aural vs. Audio-Visual Inputs: The Case of EFL Arab Learners. *Journal of Language Teaching and Research*, 12(6).
- al-Ghamdi, M. A. (2018). Arabic Learners' Preferences for Instagram English Lessons. *English Language Teaching*, 11(8).
- Ariani, N., & Haryanto, D. (2010). *Pembelajaran Multi Media Di Sekolah: Pedoman Pembelajaran Inspiratif, Konstruktif, Dan Prospektif* (1st ed.). Prestasi Pustakaraya.
- Atmowardoyo, H. (2018). Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D. *Journal of Language Teaching and Research*, 9(1).
- Baioumy, N., Ismail, Z., Ab Rahman, R., Annuar, T., Mohamad, Z., & Haridi, E. (2018). The Effectiveness of a Proposed Strategy Based on Video Stories on Youtube in the Development of Listening and Speaking Skills among the Non-Arabic Speakers. *International Journal of Academic Research in Business and Social Sciences*, 8.

- Chen, X., Zou, D., Cheng, G., & Xie, H. (2020). Detecting latent topics and trends in educational technologies over four decades using structural topic modeling: A retrospective of all volumes of *Computers & Education*. *Computers & Education*, 151.
- Coppersmith, G., Leary, R., Crutchley, P., & Fine, A. (2018). Natural Language Processing of Social Media as Screening for Suicide Risk. *Biomedical Informatics Insights*, 10.
- Darmadi, H. (2011). *Metode Penelitian Pendidikan*. Bandung: alfabeta.
- Darmawan, D. (2013). *Teknologi Pembelajaran* (3rd ed.). Remaja Rosdakarya.
- Dharmawan, E. A., Ginting, S. W., & Noya, F. (2017). Rancang Bangun Aplikasi Penentu Tarif Dasar Ojek di Kota Ambon Berbasis Android. *Jurnal Simetrik*, 7(2).
- Editor. *E-Learning Tools Indonesia*. (2022). Retrieved February 21, 2022, from <https://ispringindonesia.com/>
- Flick, U. (2017). *The SAGE Handbook of Qualitative Data Collection*. SAGE.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational Research: An Introduction*. Allyn and Bacon.
- Hasan, I. (2003). *Analisis Data Penelitian dengan Statistik*. Bumi Aksara.
- Hasibuan, A. A. (2018). Computer Mediated Communication, The Way for Developing Students' Arabic Writing Ability. *Abjadia*, 3(2).
- Hitti, P. K. (2002). *History of the Arabs (Pendidikan Dasar, Menengah, dan Perguruan Tinggi); Penerjemah: Yasin, R. Cecep Lukman & Riyadi, Dedi Slamet* (1st ed.). Zaman.
- Iqbal, M., Husni, M., & Studiawan, H. (2012). Implementasi Klien SIP Berbasis Web Menggunakan HTML5 dan Node.js. *Jurnal Teknik ITS*, 1(1).
- Irmayani, H., Wardiah, D., & Kristiawan, M. (2018). *The Strategy Of SD Pusri In Improving Educational Quality*. 7(7).
- Isaac, A. M. C. (2013). Quantifying the subjective: Psychophysics and the geometry of color. *Philosophical Psychology*, 26(2).
- Iskandarwassid, & Sunedar, D. (2015). *Strategi Pembelajaran Bahasa* (5th ed.). Sekolah Pascasarjana Universitas Pendidikan Indonesia dengan PT Remaja Rosdakarya.
- Izzan, A. (2009). *Metodologi pembelajaran bahasa Arab*. Humaniora.
- Mahmud, D., & Ayuba, A. (2013). Arabic Language and the Training of Nigerian Muslim Women. *European Scientific Journal*, 9(5).
- Mouftah, N. (2019). The Sound and Meaning of God's Word: Affirmation In An Old Cairo Qur'an Lesson. *International Journal of Middle East Studies*, 51(3).
- Nadzifah, T. I. (2020). *Pengembangan media pembelajaran berbasis android pada mata pelajaran IPS Terpadu Kelas VIII di MTs Wabid Hasyim 01 Dau Malang* [Undergraduate, Universitas Islam Negeri Maulana Malik Ibrahim]. <http://etheses.uin-malang.ac.id/22862/>

- Oranburg, S. (2020). *Distance Education in the Time of Coronavirus: Quick and Easy Strategies for Professors* (SSRN Scholarly Paper ID 3553911). Social Science Research Network.
- Osman, N., Noor, S. S. M., Rouyan, N. M., & Hat, N. C. (2021). The use of PowerPoint in developing multimedia-based teaching and learning materials for learning Arabic Language. *Journal of Language and Linguistic Studies*, 18(1).
- Pali, S., & Tafazoli, S. (2021). Investigating the effect of educational technology equipment and teaching aids on the rate of promotion of sixth grade students in Rudsar. *Management and Educational Perspective*, 3(1).
- Piirto, J. (2011). Creativity for 21st Century Skills. In J. Piirto (Ed.), *Creativity for 21st Century Skills: How to Embed Creativity into the Curriculum*. Sense Publishers.
- Pimada, L. H., Toba, R., & Rasyidi, A. W. (2020). Learning of Imla' Using Flashcards on Writing Skill at Islamic Elementary School Level in Samarinda. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 3(1).
- Prayitno, D. (2018). *SPSS: Panduan Mudah Olah Data bagi Mahasiswa & Umum* (1st ed.). Andi.
- Sugiyono. (2015). *Metode Penelitian dan Pengembangan*. Alfabeta.
- Sugiyono, P. (2011). *Metode Penelitian Kualitatif Kuantitatif Research & Development* (11th ed.). Alfabeta.
- Suharsimi, A. (2006). *Prosedur penelitian suatu pendekatan praktik*. Rineka Cipta.
- Susanti, E., Ritonga, M., & Bambang, B. (2020). Pengaruh Penggunaan Media Powerpoint Terhadap Minat Belajar Bahasa Arab Siswa. *Arabiyatuna: Jurnal Bahasa Arab*, 4(1).
- Taguchi, N. (2018). Description and explanation of pragmatic development: Quantitative, qualitative, and mixed methods research. *System*, 75.
- Thaer Yousef Oudeh. (2021). *Teaching Communication Skills In Arabic Language At The University Level (Between Reality And Desirability)*.
- Wijnia, L., Loyens, S. M. M., & Rikers, R. M. J. P. (2019). The Problem-Based Learning Process. In *The Wiley Handbook of Problem-Based Learning*. John Wiley & Sons, Ltd.
- Yasin, Z., Anwar, H., & Luneto, B. (2021). Multimedia PowerPoint-Based Arabic Learning and its Effect to Students' Learning Motivation: A treatment by level designs experimental study. *International Journal of Instruction*, 14(4).