



Arabic Learning Media Based on Smart Apps Creator for Students of Islamic Junior High School

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Abstract

This study aimed to develop, know the feasibility, know the response, and analyze the effectiveness of Arabic learning media based on smart apps creator for class VIII MT's students. This development research uses the Dick and Carey development model, with ten stages, namely identifying learning objectives, conducting instructional analysis, analyzing student characteristics and learning contexts, formulating specific learning objectives, developing assessment tools or instruments, developing learning strategies, developing and selecting teaching materials, designing and developing formative evaluations, revising learning programs, designing and developing summative evaluations. This research involves learning, material, and media experts to measure media feasibility. Instruments and data collection techniques used in this research are questionnaires, interviews, observations, documentation, pre-test and post-test. This study adopted T-test analysis to analyze the effectiveness of the media developed based on pre-test and post-test data. This study produced Arabic learning media based on smart apps creator for class VIII MT's students, with a very feasible media quality category in the percentage of 93% by material experts, 96.25% by media experts, 93.3% by learning experts. Student responses to Arabic learning media based on smart apps creator are in the very interested category, with a percentage of 86% in small groups and 92% in large groups. Arabic learning media based on Smart Apps Creator is effective in learning. Arabic learning media based on Smart Apps Creator is effective in learning Arabic, with the difference in learning outcomes increasing to 38.75 with the results of the T-test analysis $t_0 = 62.5 > t_{table} = 2.093$. Based on these findings, it can be said that the Arabic language learning media based on smart apps creator developed is classified as very feasible and very effective for learning Arabic.

Keywords: *learning media, Arabic learning, smart apps creator*

Introduction

In Indonesia, Islamic-based schools, such as MI, MTs, MA, to PTKIN are no longer unfamiliar with Arabic language learning. (Erlina, 2018; Hasan, 2020; Warnis et al., 2019). Arabic is an international language continuously growing in this global era (Albantani & Madkur, 2019; Zurqoni et al., 2020). Nowadays, Arabic is taught in Islamic-based schools and public schools such as elementary, junior, and senior high schools. This language has also become a compulsory or specialization subject that students must take, despite experiencing several problems in its delivery. (Putri et al., 2019; Sarip Hidayat, 2018).

These problems or issues arise from within the Arabic language (linguistic problematics) and non-linguistic both among educators and learners themselves (Rahmawati & Febriani, 2021; Yahya et al., 2021). Linguistic problems include learners' difficulty in teaching and learning activities caused by the particularity of Arabic as an eccentric language (Koderi, Jatmiko, et al., 2020; Sarip Hidayat, 2018). The problem that arises from teachers, in general, is the lack of proficiency in teaching or limited mastery of the units that are the basis for the implementation of the Arabic language learning process both in terms of material, teaching and learning activities, learning tools, teaching methods, learning resources, learning objectives, and learning evaluation (Firdaus, 2019; Sarip Hidayat, 2018).

Other difficulties in learning Arabic from educators include an educator who lacks of competence in understanding the material, teaching, and communication. In addition, included in non-linguistic problems is from the learners themselves. For example, students who do not have or have low motivation to master Arabic language learning or students who have never had a background in learning Arabic, so their understanding of Arabic is very minimal, even often such learners will experience a lag in understanding Arabic language learning (Grozdanski, 2019; Wahida, 2017).

In an effort to accommodate learners to be successful in learning Arabic, educators are required to be wise in teaching and learning activities (Koderi, 2019). For example, they were being an educator who could inspire, stimulate, and increase their contribution to the teaching and learning process so that students can be encouraged and optimize their interest in learning Arabic because the success of the learning process is something that is expected of educators as well as students so that an Arabic language learning goal will be achieved (Alfayez, 2022; Tri Nugroho et al., 2020).

Among others, the target of learning Arabic is to elaborate language skills (*mahârat al-lughab*). There are four Arabic language skills, namely listening skills (*mahârah al-istimâ'*), speaking skills (*mahârah al-kalâm*), reading skills (*mahârah al-qirâ'ah*), writing skills (*mahârah al-kitâbah*) (Abdul Wahab, 2016; Atik, 2020; Lutfiana Utami, 2020). In addition to developing language skills, learning Arabic aims to develop students' understanding of the elements of the Arabic language, called *Qawâid* which can be interpreted as grammar in Arabic (Hasan, 2020; Lutfiana Utami, 2020).

In order to achieve the target of learning Arabic, an educator should always consider various elements during the teaching and learning process, both elements of

objects, infrastructure, environment, and media (Koderi, Jatmiko, et al., 2020; Musthafa & Maymunah, 2021). Considering sorting methods by looking at learners requires wisdom so that learning objectives are maximally achieved. The *nazhariyyah al-wihdah* method, or the all-in-one concept, is known in Arabic language learning. The *nazhariyyah al-wihdah* method, or the all-in-one concept, is a process where learning is carried out thematically, which means that in the learning process, there is one theme as the subject matter but fulfills the four skills to be achieved in one meeting so that this method guarantees the realization of improving students' Arabic language skills in a balanced manner because Arabic language learning is carried out by presenting four skills simultaneously. (Nur, 2015). In order for a method of learning Arabic to run as expected, educators need to practice mastery of the learning process, for example, by delivering material in a good way, namely with gentleness, good speech, a wise way, and using the suitable media (Alfayez, 2022; Koderi, Jatmiko, et al., 2020; Riqza, 2020).

Media can be positioned as a tool for channeling learning content, facilitating and assisting educators and students in a learning process activity (Jailani, 2021; Syahputra & Prisma, 2021). Learning media plays a significant role in Arabic language learning (Gemilang & Listiana, 2020; Koderi, Aridan, et al., 2020). Learning media that is used and arranged correctly will motivate students. Not only arouse students' motivation and interest, but the presentation of interesting or varied material on learning media can also help students increase their understanding of Arabic language learning (Martha, Z. D., Adi, E. P., & Soepriyanto, 2018; Tafonao, 2018).

Researchers are interested in developing Arabic learning media based on Smart Apps Creator to facilitate students and improve Arabic learning outcomes. Because with this learning media, students can learn independently, anytime, and anywhere with more time (Syahputra & Prisma, 2021). Smart Apps Creator-based learning media can be used and effective for various lessons. For example, in mathematics, Smart Apps Creator learning media is proven feasible and effective in improving problem-solving skills (Mahuda et al., 2021). In addition, Smart Apps Creator-based learning media is also feasible and effective for use in learning 2d & 3d Animation Class XI at Driyorejo Gresik 1 Vocational High School (Syahputra & Prisma, 2021). Besides being feasible and practical, Smart Apps Creator-based learning media can generate and increase students' motivation. In her research, (Yuberti et al., 2021) Concluded that physics learning media in the form of mobile learning based on Smart Apps Creator facilitates the learning process for educators and students and motivates students in the learning process.

Based on the exposure of relevant research above, researchers will develop Arabic learning media based on smart apps creator for class VIII students of MTs Bandar Lampung. Researchers will design learning media based on smart apps creator according to the needs of students equipped with images, audio, and video and evaluation to determine the feasibility, response, and effectiveness of learning media developed in Arabic language learning.

Method

This study used the R&D or Research and Development method. Furthermore, researchers adopted the development model from Dick and Carey, which consists of 10 steps; 1) identifying learning objectives; 2) learning analysis; 3) learner and context analysis; 4) writing specific objectives; specific learning, (5) developing assessment instruments, (6) developing learning strategies, (7) developing and selecting teaching materials; 8) designing and developing formative evaluations; 9) revising the learning program; 10) designing and developing summative evaluations. Here is a picture of the Dick and Carey development model (Sugiyono, 2019).



Figure 1. Dick and Carey Development Model

Identifying Learning Objectives

Identifying general objectives is obtained from conducting performance analysis, needs assessment, job analysis, psychological objectives, student analysis, context, tools, and criteria to find the problems at MT's Darul Huda Bandar Lampung.

Learning Analysis

Analyzing the media to be used, such as what skills are to be achieved after using Arabic learning media based on smart apps creator, the media implementation process (learning process and assessment), procedures for using Arabic learning media based on smart apps creator (structured or unstructured), and what learning tasks will be given to MT's Darul Huda Bandar Lampung students, analyzing learning objectives from the 2013 curriculum following the abilities of MT's Darul Huda Bandar Lampung students.

Learner and context analysis

Continuous analysis of class VIII students, namely analyzing learning abilities, learning attitudes, and initial learning characteristics of class VIII students at MT's Darul Huda Bandar Lampung.

Writing specific objectives

Elaborating the general objectives of learning into more specific objectives in the form of performance or operational formulations, which are the specific objectives of the program or product, the procedures developed, writing the specific objectives of using learning media on improving the Arabic language learning outcomes of grade VIII students tailored to the characteristics of grade VIII students.

Developing assessment instruments

Developing assessment instruments related to material validation instruments, media, learning, attractiveness assessment, pre-test, and post-test, which are directly related to the specific learning objectives for class VIII students at MTs Darul Huda Bandar Lampung using a Likert scale assessment range and t-test.

Developing learning strategies

Develop specific (customized) learning strategies to assist learning to achieve specific learning objectives for class VIII students at MTs Darul Huda Bandar Lampung. So in this developed learning media using the *nazhariyah al-wihdah* learning approach, this learning strategy requires four skills to be taught at once in one meeting.

Develop and select learning materials

Develop and select learning materials in the form of other media designed to support the achievement of research objectives, such as LCD, computer, and sound system.

Developing formative evaluation

Designing and conducting formative evaluation in class VIII is an evaluation carried out by educators assisted by developers during the process, procedure, program, or product is developed or carried out during the learning process, such as conducting pre-tests, one-to-one trials, small groups, field groups, and post-tests.

Revising

Data from the formative evaluation were summarized and interpreted to identify any difficulties experienced by the Grade VIII learners in achieving the research objectives.

Designing and conducting the summative evaluation.

After the program or development process has been completed, the next step is to conduct a summative evaluation for class VIII at MTs Darul Huda Bandar Lampung. Summative evaluation is carried out to increase the overall program effectiveness level, involving all VIII grade students at MTs Darul Huda Bandar Lampung.

This research was conducted at MTs Darul Huda Bandar Lampung in April 2022 with the research subject of class VIII A MTs Darul Huda Bandar Lampung, which amounted to 30 students. Researchers used questionnaires, interviews, observations, pre-test, post-test, and documentation as instruments and data collection

techniques. Data analysis was conducted using quantitative analysis techniques and a Likert scale to analyze the feasibility and response to the developed media. To analyze the effectiveness, researchers used the T-test of the pre-test and post-test.

Result and Discussion

Needs Analysis

Preliminary research was conducted to identify the needs in the Arabic teaching and learning process. Based on interviews that researchers conducted with educators and Arabic language subjects, information was obtained that Arabic language learning was taken by MTs students starting from grade 7 to grade 9 with different material weights. The observations show that the Arabic language learning process at MTs has been using book media, black boards, and WhatsApp. Then the educator conveys the material to students by writing it on the blackboard and reading it then the students are asked to repeat what has been read. After delivering the material, the educator gives assignments for students to do in the form of material from printed books. If the task is not completed until the learning time runs out, then the task is photographed and submitted to students via WhatsApp group because printed books at school are limited. The book uses the *nazhariyyah al-wihdah* concept or the all-in-one concept.

Based on interviews with students, most feel that Arabic lessons are difficult to learn because they are less interested and bored in the learning process. They need to learn engaging media that can help them learn Arabic. Learners are more enthusiastic if learning is carried out with a variety of media, for example, learning media that is interactive

Product Development

Based on the needs analysis, as a follow-up to overcome the low interest and learning outcomes of Arabic language learners, the researchers developed Arabic learning media based on Smart Apps Creator, which displays material from printed books more interestingly and is equipped with image, audio, video features and also interactive evaluation as a means of supporting learning.

This developed learning media contains core competencies, essential competencies, indicators, and learning objectives based on the textbooks used by schools. Then the material in this media consists of reading, listening, *tarkîb*, and vocabulary skills about the chapter *as- Sâ'ah, yaumiyâtunâ*, and *al- Himâyah*.

The process of making or designing this media combines several applications. Among other things, Microsoft Word was used to write material. Adobe Photoshop to design and collect assets from icons, menus, characters, and layouts of the developed media. Furthermore, the Smart Apps Creator application designs and create Arabic learning media programs equipped with sound, video, and interactive quizzes so that later it can help prospective users, educators, and students in teaching and learning activities and can access them through their respective smartphones. The following is the initial screen display of the Smart Apps Creator-based Arabic language learning media developed.



Figure 2. Media Home Screen Display

The material displayed on this learning media is equipped with attractive images, sounds, videos, and colors, so it is expected to make it easier for students to understand the Arabic language material provided.



Figure 3. Material Display on Media

There are two options for conversation or *hivâr* material on this learning media. Namely, *hivâr* reading is equipped with sound and *hivâr* material in the form of learning videos. So, the students feel bored with a monotonous display.



Figure 4. *Hivâr* display in video form

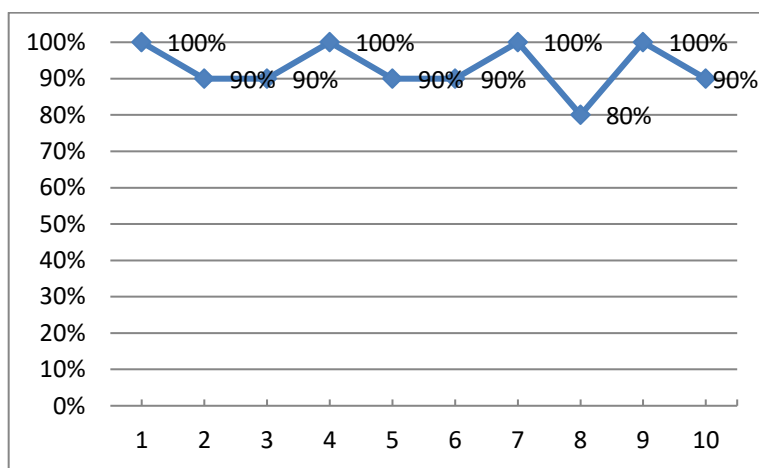
Then as a form of evaluation, this learning media contains questions that are presented practically. The form of evaluation on this learning media is divided into two: choosing the correct answer and matching the picture with the writing. Evaluation of this learning media is also equipped with time and direct scoring, which aims to increase students' interest and understanding of the Arabic language learning provided.



Figure 5. Evaluation Display on the media

Product Feasibility

The product feasibility validation process involved 2 material expert validators and 2 media expert validators, and 1 Arabic language learning expert validator. In the material validation instrument, there are 10 items of assessment indicators, namely: 1) Completeness of Material; 2) Breadth of Material; 3) Depth of Material; 4) Accuracy of Terms; 5) Correctness of Images and Illustrations; 6) Suitability of Material with Arabic Language development; 7) Interactive presentation; 8) Creating the ability to ask questions; 9) Encouraging students to learn independently; and 10) Evaluation. Each item contains a minimum score of 1 and a maximum of 5.



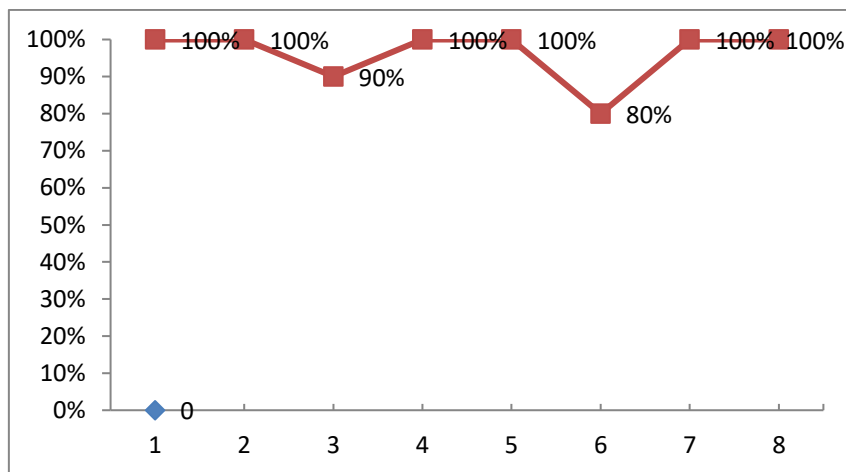
Graph 1. Material Expert Validation Results

The results of the material expert validation indicate that the material on the Smart Apps Creator learning media developed reaches very valid criteria with an average percentage score of 93%.

This figure states that the material on the Smart Apps Creator-based Arabic learning media is in the very feasible category. However, there are some notes and input to improve the learning media to make it even better. The input is that it is necessary to add examples of *mufradât* in sentences and audio or video to each *hivâr*, and *qirâ'ab*.

Then in the feasibility validation instrument of learning media, there are 8 points of assessment indicators, namely: 1) Simple application display; 2) The appearance of the application is attractive; 3) The color contrast is appropriate, and

the material is legible; 4) Navigation buttons work well; 5) Audio operates well; 6) The application is easy to use; 7) There are no system glitches in the application; 8) The application does not stop suddenly. Each item carries a minimum score of 1 and a maximum of 5.

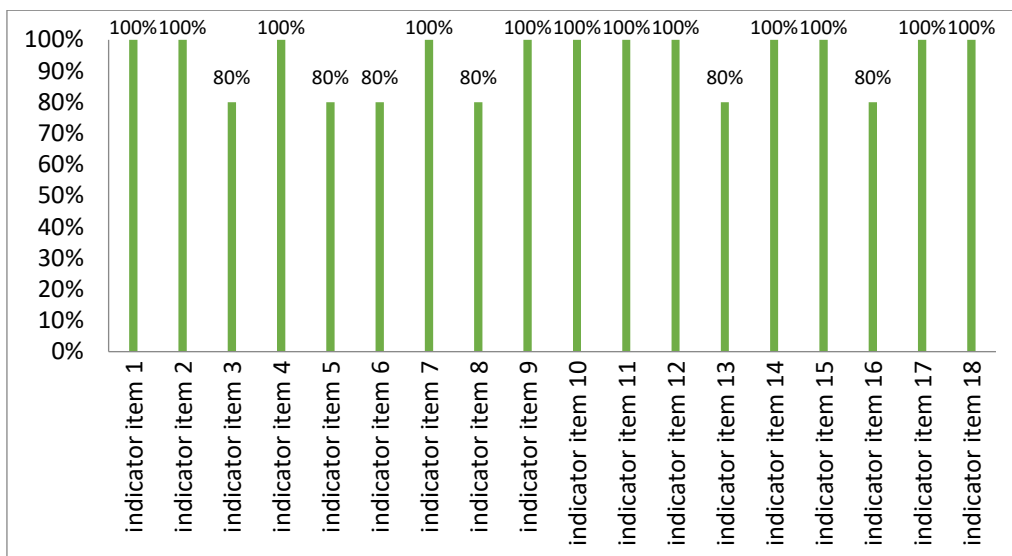


Graph 2. Media Expert Validation Results

The results of the learning media feasibility validation stated that the Smart Apps Creator-based Arabic learning media developed reached feasible criteria with a percentage of 96.25%. However, there are some notes and input as a form of improvement of learning media to make it even better. The input is to provide Islamic characters, provide a song backsound icon on each page, change the appearance of the material chapter choices to be more attractive, provide a close function on the exercise page, make the audio backsound off while playing a video so that Arabic learning media based on Smart Apps Creator is effective.

Furthermore, in the learning expert validation instrument for Arabic learning media based on Smart Apps Creator, there are 18 points of assessment indicators, namely: 1) Completeness of Material; 2) Breadth of Material; 3) Depth of Material; 4) Accuracy of Terms; 5) Correctness of Images and Illustrations; 6) Suitability of Material with Arabic Language development; 7) Interactive presentation; 8) Creating the ability to ask questions; 9) Encouraging students to learn independently; 10) Evaluation; 11) Simple application display; 12) Attractive application display; 13) Appropriate color contrast and legible material; 14) Navigation buttons work well; 15) Audio operates well; 16) The application is easy to use; 17) There are no system glitches in the application; 18) The application does not stop suddenly. Each item carries a minimum score of 1 and a maximum of 5.

The results of the learning expert validation stated that the Arabic learning media based on Smart Apps Creator developed reached very feasible criteria with a percentage of 93.3%. However, there are some notes and input as a form of improvement of learning media to make it even better. The input is that every Tadribat is presented with questions, and some questions in Arabic are converted into Indonesian, so the Arabic learning media based on Smart Apps Creator is better.



Graph 3. Learning Expert Validation Results

Learner Response

After the media is declared feasible to be tested, the researchers then carry out development and implementation with 3 stages of trials, namely (1) individual trials (one-to-one learner); (2) small group trials; and (3) large group trials (field trials). This trial was conducted to get students' responses to Arabic learning media based on Smart Apps Creator.

In the field trial instrument, there are 10 points of assessment indicators, namely: 1) The appearance of this learning application is attractive; 2) This learning application makes me more excited about learning Arabic; 3) Using this application can make learning Arabic not dull; 4) This application supports me to master Arabic lessons, especially *mufradât*; 5) With the illustration of images and videos, it can make it easier for me to memorize *mufradât*; 6) The material presented in this application is accessible for me to understand; 7) This application contains evaluation tests that can test my memorization of *mufradât*; 8) In this application there are example sentences that can help me memorize *mufradât*; 9) The language used in this application is simple and easy to understand; 10) The letters used are simple and easy to read.

The results of individual trials (one-to-one learner) obtained an average score of 2.8 or 93%, then the results of small group trials obtained an average score of 7.7 or 86%, then the results of large group trials (field trial) obtained an average score of 18.3 or 92%. Thus, based on the trial results, it can be concluded that the Arabic learning media based on Smart Apps Creator for class VIII MTs students is very interesting to use.

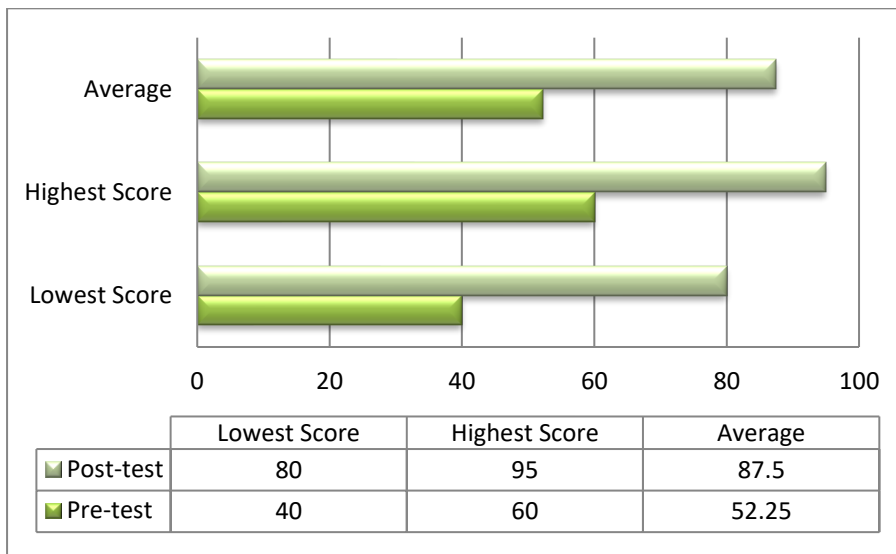


Figure 6. Use of Learning Media in the classroom

Product Effectiveness

Researchers used pre-test and post-test data collection techniques in the form of multiple-choice questions. Paired Sample t-test was used to calculate pre-test and post-test scores. Before the t-test was conducted, normality and homogeneity tests were prerequisites for conducting t-test analysis.

Normality test is a prerequisite test conducted to determine whether the data used in the study is normally distributed. The normality test technique in this study used the Liliefors test, and the homogeneity test used in this study was the F test. The calculation of normality and homogeneity results in this study indicate that the pre-test and post-test are normally distributed and homogeneous.



Graph 4. Comparison of pre-test and post-test scores

The data in graph 4 above shows that the Arabic learning outcomes of students in class VIII A MTs Darul Huda Bandar Lampung have increased significantly, as evidenced by comparing the lowest and highest scores on the pre-test and post-test scores. Before being given treatment by applying Smart Apps Creator-based learning media, the pre-test results only reached an average of 52.25. However, after the treatment, the average post-test score was 87.5. Thus, there is an increase of 38.75 between the pre-test and post-test.

Based on the results of calculations using the t-test, it was found that $t_0 = 62.5$ while $t_{table} = 2.093$ at a significant level $\alpha = 0.05$. The result of the comparison between the value of t_0 and t_{table} is $t_0 = 62.5 > t_{table} = 2.093$. Then H_0 of the hypothesis was rejected, and H_1 was accepted. Thus, it can be concluded that Arabic learning media based on Smart Apps Creator for students of class VIII A MTs Darul Huda Bandar Lampung effectively improves students' Arabic learning outcomes.

Conclusion

Arabic learning media based on Smart Apps Creator is considered feasible to apply in Arabic language learning. It is due to the validation results, which show the quality of the media developed is very feasible, with a percentage of 93% by material experts, 96.25% by media experts, 93.3% by learning experts. The response of class VIII students of MTs Darul Huda Bandar Lampung to Smart Apps Creator-based learning media is in the very interested category, with details of 93% by one-to-one learner trials, 86% by small group trials, 92% by large group trials. In addition, this learning media is considered effective in the Arabic language learning process, with the product's effectiveness that can be seen from the difference in learning outcomes reaching 38.75 with the results of the T-test analysis $t_0 = 62.5 > t_{table} = 2.093$.

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