Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban
Vol. 12 No. 1, June 2025, 32-49
P-ISSN: 2356-153X; E-ISSN: 2442-9473
doi: http://dx.doi.org/10.15408/a.v12i1.46524

Development of The An-Najah Mobile Learning Application to Improve Students' Arabic Reading Skills

Muhamad Ibnu Setiawan Pratama, Nanin Sumiarni, Hasan Saefuloh
Universitas Islam Negeri Siber Syekh Nurjati Cirebon, Indonesia
Corresponding E-mail: ibnusetiawan1928@gmail.com

Abstract

The integration of technology in educational settings has revolutionized conventional teaching approaches, particularly in language instruction. This research investigates the development and efficacy of the An-Najah mobile learning application designed to enhance reading competencies among students at Madrasah Aliyah Negeri (MAN) 2 Cirebon. Employing a research and development methodology, this study utilized the ADDIE framework (Analysis, Design, Development, Implementation, Evaluation) to construct and validate the educational technology intervention. The results of the study show that Arabic language learning at MAN 2 Cirebon city is still based on traditional media and faces various challenges in teaching reading skills; The an-Najah app developed has a very good feasibility rate based on the assessment of media experts (96%) and content experts (83%) with an average feasibility of 90%; and effectiveness testing through pre-test and post-test showed a significant increase from an average score of 55.4 to 90.8, showing an increase of 63.9%. However, the challenge of teaching Arabic reading skills still requires adaptive educational media innovation.

Keywords: *Arabic reading skills, mobile apps for learning, Arabic learning*

Introduction

As technology advances, the number of smartphone users also rises. Smartphone users are dominated by 18-29 years old who are generally college students, but smartphones can also be used as an effective and efficient learning tool (Fitriyana et al., 2024). The quality of increasingly sophisticated smartphones that almost resemble a computer or laptop's functions can be used by educators as lesson support. The technological developments that are currently happening have a negative and positive impact, both for society in general and for students. One of the negative forms for students is that they become more busy with their phones, and forget about their main task which is to study **(فتري & عيشة، ٢٠٢٤)**. This technological development has also led to a decrease in students' motivation in reading traditional texts that are static, such

as printed textbooks or old books. Students tend to be more interested in interactive and visual content, which can be accessed through their digital devices (Wahdah, 2020).

This decline in reading skills is a big challenge for educators, especially in learning Arabic, requiring intensive practice in reading texts (Baidlowi et al., 2023). If not addressed immediately, this will have a negative impact on students' ability to understand religious literature and classical texts that are the basis of education in *madrasas*. Therefore, Innovations in educational materials are required that may both grab students' interest and help them learn Arabic more effectively, particularly in the area of reading (Khalimiya, 2019).

Through a researcher interview on September 2, 2024 with ustadzah dini as an Arabic teacher at MAN 2 Cirebon city, it is known that teachers use printed teaching materials provided by the school, namely the Arabic Language Subject LKS book Independent Curriculum Decree of the Minister of Religion No. 347 of 2022 which is used as a teaching material module for teachers. The teacher's practice questions are typically provided as recorded assignments, YouTube videos, or photocopied assignments produced by the teacher.

Previous Studies in this research: First, in Research Rudy Alamsyah (2023) is titled "Development of an Android-Based E-Les Learning Application for International Trade Material in Class XI IPS at SMA Brawijaya Smart School." This research aims to develop an interactive Android-based learning media that can serve as an independent learning resource for students to understand international trade material. The methodology used in this study is Research and Development (R&D), following the development model proposed by Borg and Gall. The results indicate that the E-Les application has been validated by media and content experts, receiving scores of 96.5% and 90%, respectively, which demonstrates that this learning media is highly suitable for use. Additionally, product trials conducted in small and large groups yielded excellent results, with 91.7% and 94.2%, respectively.

Second, in Research Syaefudin (2023) entitled "Development of an Android-Based Learning Application for *Ashwât 'Arabiyyah* for Tenth Grade Students at SMA Muhammadiyah Imogiri Yogyakarta" aims to develop a learning media in the form of an Android application that assists tenth-grade students in understanding and pronouncing Arabic sounds, particularly in the context of *Ashwât 'Arabiyyah* learning. The methodology employed in this research is Research and Development (R&D) using the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation. The results indicate that the developed application has high validity, with a calculated validity coefficient (r-count) of 0.73486, exceeding the critical value (r-table) of 0.367278. Furthermore, the application demonstrates excellent effectiveness, with an average score of 91.86. Student responses to this learning media were also highly positive, with a response rate of 95.62% for the small group and 93% for the large group.

Third, in Research Sholihatin (2020) entitled "Development of Arabic Language Learning Media Based on Plotagon Application for Students of MA NU Petung Panceng Gresik" aims to develop Arabic language learning media in the form of animated videos using the Plotagon application, with the expectation of facilitating the

teaching and learning process and enhancing students' understanding. The methodology employed in this research is Research and Development (R&D), following the ADDIE product development steps. The results indicate that the learning media developed through the Plotagon application successfully captured students' attention and increased their motivation to learn Arabic. This study found that the use of animated videos positively influences students' learning outcomes, as evidenced by a higher average post-test score compared to the pre-test score.

The commonality between the researchers is their focus on developing learning applications. However, the concern for the researcher is that students at MAN 2 Cirebon city lack of mobile learning media specifically designed to enhance their motivation to read Arabic, which can be utilized independently at both home and school. The absence of such mobile learning media may impede the learning process for students, whether they are studying at home or in school.

To overcome these problems, the researcher wants to conduct research by developing an application-based Mobile learning media called an-Najah, which is focused on improving students' reading ability in learning Arabic and is expected to be able to help students in improving students' ability to read so that the learning process can run smoothly.

Method

This investigation employs methodological frameworks aligned with Research and Development (R&D) paradigms, representing a systematic inquiry process engineered to generate tangible educational interventions while simultaneously verifying their efficacy through empirical assessment protocols. The developmental architecture selected for this scholarly inquiry adheres to the ADDIE framework, encompassing five interconnected procedural phases: comprehensive situational Analysis, strategic instructional Design, iterative resource Development, contextual Implementation strategies, and multidimensional Evaluation mechanisms.

This study used a data collection technique combining interview, questionnaire and pre-test post test techniques. 1) Interview. Interview is a data collection technique that is carried out through verbal interaction between the interviewer and the interviewee to obtain information or data needed in the research. Interviews allow researchers to dig deeper into information, clarify unclear answers, and understand the subjective perspectives of the research participants. Researchers with grade XI teachers conducted interviews at MAN 2 Cirebon city. In this study, the interview guidelines contain the main problems that will be explored for information, including: The use of learning media in Arabic language learning, The process of learning to read (*Mahârah al-Qirâ'ah*), Utilization of technology in learning.

2). Test. The exam is carried out using a pre test and post test to find out the level of students' reading ability. The pre-test is carried out before the implementation of the An-Najah application-based mobile learning media, while the post-test is carried out after the implementation. This is in line with the opinion of Solichin (2019:135) that the use of pre-tests and post-tests aims to determine the effectiveness or influence of a treatment on student learning outcomes.

3). Questionnaire. Questionnaires are a way of collecting data that is carried out indirectly, using questions and values as well as responses to products that have been developed. Research using questionnaires is shown to material experts and media experts. The researcher prepared the test instrument to measure the students' reading ability to read the text after and before using the media. The test is in the form of multiple-choice questions that must pass test validation and reliability first before being tested on the main research subject. The quantitative data in this study is in the form of scores from assessments by Arabic learning media experts. The data analysis technique uses a scale method with Likert scale modifications. The Likert scale is a psychometric scale used in questionnaires, revealing a person's attitude and opinion towards a phenomenon.

Table 1. Likert Scale

No.	Answer Options	Scale Values
1.	Very Less	1
2.	Less	2
3.	Enough	3
4.	Good	4
5.	Excellent	5

In this study, the percentage of learning media feasibility will be calculated for two types of evaluators. First, material experts. Second, media experts. The calculation of the percentage of feasibility of learning media uses the method exemplified by Sugiyono (2009).

Table 2. Percentage of Eligibility

$$\textbf{Percentage of Eligibility (\%)} = \frac{Skor\ Obtained}{Expected\ score}\ x\ 100\%$$

The table above is used to calculate the eligibility percentage based on data obtained from media experts, material experts, teachers and students. After the entire percentage of eligibility is calculated, to find out how feasible the learning media is used, use the table exemplified by Arikunto.

Table 3. Percentage Scale by Arikunto

Presentation of Achievements	Interpretation
76 – 100 %	Proper
56 – 75 %	Quite Decent
40 – 55 %	Less Worthy
0 – 39 %	Not Eligible

Meanwhile, to analyze test data, researchers use a comparative test. Comparative analysis techniques are one of the quantitative analysis techniques used to test hypotheses about the existence or absence of differences between variables or samples (average) being studied. The purpose of the t-test of two samples is to compare (distinguish) whether the two sample averages are the same or different. The purpose is to test the ability to generalize (the significance of research results in the form of a comparison of two sample averages).

The sample comparison in this study is a pair sample. **Paired samples** are samples with the same subject, but undergo two different treatments or measurements. Example of comparing:

1. before and after test scores,
2. Ability before and after treatment,
3. UTS value and UAS value.

Statistik hypothesis

1. Ho: $\mu 1 = \mu 2$
2. Ha: $\mu 1 \neq \mu 2$

Where:

1. $\mu 1$ = Average data before *treatment*
2. $\mu 2$ = Average data after *treatment*

Research hypothesis

1. Ho : There is no difference in average score between pretest and posttest
2. Ha : There is a difference in average scores between pretest and posttest

Hypothesis testing criteria:

1. Less Ho, if sig. < α 0,05
2. Receive Ho, if sig. > α 0,05

Result and Discussion

Development of An-Najah Mobile Application

Application Development an-Najah using the ADDIE method with the principles of Analysis, Design, Development, Implementation, Evaluation

Stages of Analysis

The initial data collection was obtained through interviews with grade XI Arabic teachers at MAN 2 Cirebon city on February 7, 2025. Based on the results of the researcher's interview, the needs of Arabic Language Learning Media in MAN 2 Cirebon city were obtained.

The needs analysis conducted through interviews identified several key aspects for developing Arabic language learning media at MAN 2 Cirebon city. First, there is a need for mobile application-based learning media that allows flexible access, enabling students to learn anytime and anywhere, given their high smartphone usage. Second, teachers highlighted the importance of focusing on improving Arabic reading skills, necessitating materials aligned with the curriculum and incorporating interactive features such as reading exercises with harakat guides, digital dictionaries, and comprehension evaluations. Additionally, the media should have an attractive and user-friendly design to enhance student motivation. Lastly, there is a demand for learning media that supports independent study, including offline access to materials, practice features with live feedback, and a grading system to help students track their reading progress. Teachers also desire a feature that enables them to monitor students' learning advancements through the application..

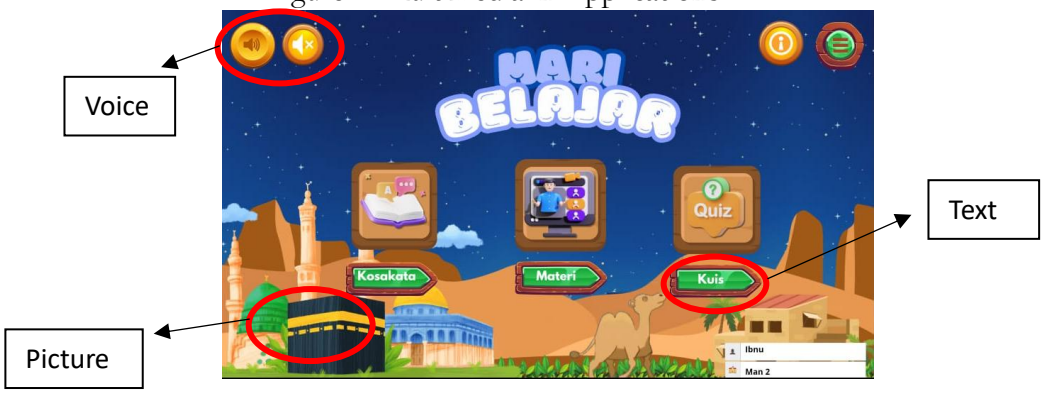
From the results of the researcher's interviews, it can be concluded that the current Arabic language learning at MAN 2 Cirebon city still uses conventional media

such as textbooks, whiteboards, and worksheets, with the use of Google Classroom and WhatsApp Group for online learning. This condition is not optimal in helping students master Arabic reading skills due to various obstacles such as limited vocabulary and difficulty identifying harakat. Therefore, it is necessary to develop mobile application-based learning media that can be accessed flexibly, equipped with interactive features to improve reading skills, and support students' independent learning with a learning progress monitoring system that teachers and students can access.

Design Stage

Based on the development procedure in the previous chapter, a learning media product in the form of the an-Najah Application has been produced. This learning media is equipped with text, images and sounds as seen in the image below.

Figure 1. Multimedia in Applications



Based on the image above, in the an-Najah application-based learning media product there is text, images and sounds that can be turned on or off as needed, so that this an-Najah application-based learning media meets the minimum requirements as a multimedia product.

The results of the an-Najah application-based learning media that have been developed with *the Articulate Storyline* software are as follows:

Figure 2. Login Page View

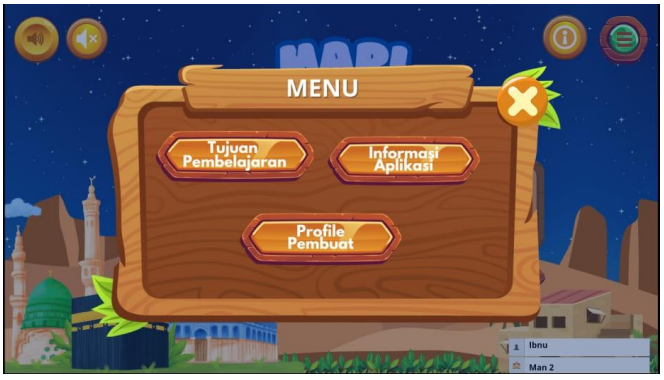
The Login page is the first page that will appear when opening the an-Najah application. Students are asked to fill in their full name and school name to be able to proceed to the next page. After students fill in their personal data, students can use the login button to proceed to the next page.

The main page is the section that shows all the navigation systems. There is a Vocabulary, Materials and Quiz Menu. On this page, students can use the button to go to the page to be studied. Students can also use the hint buttons and menus to view the learning objectives.

Figure 3. Instructions for Use

The Instructions menu contains instructions for using the navigation buttons that the researcher has created. The navigation buttons contained in this application include turning on music, to turn off music, to go to the next page, to go to the previous page, and to go to the main menu. If students already understand the function of the navigation button, then students can use the X button to return to the main menu.

Figure 4. Menu Display



The Menu view contains the learning objectives, application information and creator profiles. Students can find out the content in the learning objectives and also know the creator of the An – Jajah application. If a student wants to exit the menu view, they can use the X button to return to the main menu.

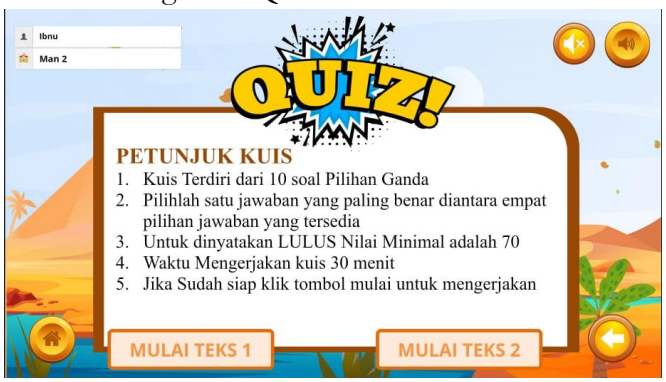
In this section, students can observe the meaning of the paragraph. Students can analyze the meaning of each word in one paragraph, students can also see the whole meaning in that paragraph. If students already understand the meaning in that one paragraph, they can use the X button to close the meaning section of the paragraph. Students can proceed to the next page by using the next button.

ARABIYAT, ISSN: 2356-153X, E-ISSN: 2442-9473

Figure 5. Text Exercises

Once students have studied one paragraph, each paragraph will have exercises. This is done to improve students' reading and comprehension skills. In the an-Najah application, the exercises in each paragraph use a different model. This application has exercises in the form of multiple-choice, true or false, and sentence sequencing. If the student has done the exercise, the student can return to the main page.

Figure 6. Quiz Instructions

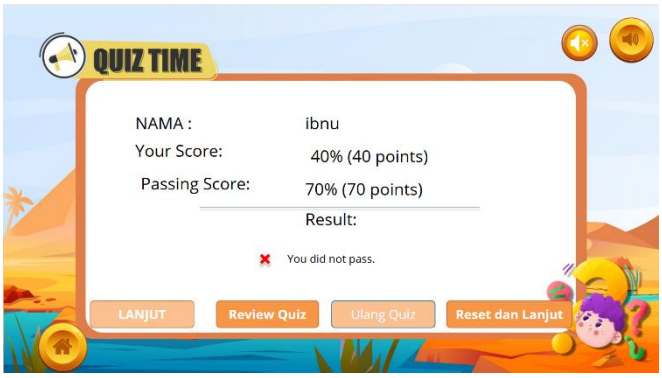


After students use the quiz button in the main menu, students will open the quiz instructions menu. Before students start working on the quiz, they should read the instructions. The an-Najah Application quiz uses a multiple-choice model with 10 questions. Students are given 30 minutes to work on the questions. When the students are ready to do the quiz, they can start the quiz.

Figure 7. Sample Questions

In this picture is an example of a question in a quiz. On this page, students can choose the correct answer. Students can also see and understand the text to be able to answer correctly. If the student is sure of the answer, the student can move on to the next question.

Figure 8. Quiz Results



After students finish doing the quiz, the results of the quiz will appear. If the student's score is less than 70, the student has not graduated; if the student's score is more than 70, the student is declared to have passed. When the student is done to be able to return to the main menu, students can use the reset and continue buttons, then the student will return to the main menu.

Development Stage

After the researcher makes the next product at the development stage, the researcher tests the media on media experts and material experts who will then be tested for the feasibility of using the product,

Media Expert Validation

Media experts validate this through appearance, programming, and interactivity. Validation is carried out by providing learning media to view and submitting validation sheets to media experts. The validation sheet consists of 15 statements divided into 3 aspects. The media expert's validation results are presented in the table below.

Table 4. Expert Assessment of Learning Media

NO	ASSESSMENT ASPECT	VALUE	
		Score obtained	Expected score
	A. Aspect of Display		
1.	Color Selection Suitability	5	5
2.	Text Readability	5	5
3.	Image Display Quality	5	5
4.	Layout Suitability	5	5
5.	Interface design appeal	5	5
Sum		25	25

Percentage and Eligibility		**100 % (Proper)**	
B. Programming Aspects			
1.	Ease of Use of the App	4	5
2.	Smooth navigation system	5	5
3.	Application Response Speed	5	5
4.	App Compatibility	5	5
5.	System Reliability	5	5
Sum		24	25
Percentage and Eligibility		**96 % (Proper)**	
C. Interactivity Aspects			
1.	Application Interactivity	5	5
2.	Ease of Interaction	5	5
3.	Feedback Suitability	4	5
4.	Clarity of Instructions for Use	5	5
5.	Effectiveness of Help	4	5
Sum		23	25
Percentage and Eligibility		**92 % (Proper)**	
Average media members' assessment of all aspects		**96 % (Proper)**	

Based on the table above, judging from the aspect of the appearance of learning media, there are 5 indicators, namely: 1) Suitability of Color Selection, 2) Readability of Text, 3) Quality of Image Display, 4) Suitability of Layout, 5) Attractiveness of Interface Design.

The programming aspect consists of 5 indicators, namely: 1) Ease of Use of the Application, 2) Smooth Navigation System, 3) Application Response Speed, 4) Application Compatibility, 5) System Reliability.

The Interactivity aspect consists of 5 indicators, namely: 1) Application Interactivity, 2) Ease of Interaction, 3) Suitability of Feedback, 4) Clarity of Instructions for Use, 5) Effectiveness of Help.

Based on the explanation above, it can be concluded that the average overall assessment of this media is obtained at a percentage of 96%. This percentage includes the criteria for being suitable for use as a medium in learning activities.

Subject Matter Expert Validation

Validation of learning media by material experts is seen from the Learning aspect, Material Aspect and Language Aspect, more details can be seen in the appendix. Material validation is carried out by providing a print out of the material presented in the learning media for viewing and assessment and providing a material validation sheet.

The validation sheet for subject matter experts consists of reading text material, statements related to the material and its presentation in learning media. The results of the material validation can be seen in the table below.

Table 5. Validation Results of Subject Matter Experts

NO	ASSESSMENT ASPECT	VALUE	
		Score obtained	**Expected score**
	A. Learning Aspects		
1.	Suitability of the material with learning objectives	4	5
2.	Clarity of study instructions	4	5
3.	Accuracy of the order of presentation of the material	4	5
4.	Motivation to learn	4	5
5.	Learning interactivity	4	5
Sum		20	25
Percentage and Eligibility		**80 % (Proper)**	
	B. Material Aspects		
1.	Truth of the content of the material	4	5
2.	Sufficiency of materials	4	5
3.	Clarity of material presentation	5	5
4.	Systematics of material presentation	4	5
5.	Suitability of examples with the material	4	5
Sum		21	25
Percentage and Eligibility		**84 % (Proper)**	
	C. Language Aspects		
1.	Accuracy of language use	4	5
2.	Language clarity	5	5
3.	Language fit with the target user	4	5
4.	Grammatical accuracy	4	5
5.	Consistency of term usage	4	5
Sum		21	25
Percentage and Eligibility		**84 % (Proper)**	
Average media members' assessment of all aspects		**83 % (Proper)**	

Based on the table above, judging from the learning aspect, there are 5 indicators, namely: 1) Suitability of the material with the learning objectives, 2) Clarity of learning instructions, 3) Accuracy of the order of presentation of the material, 4) Motivation for learning, 5) Learning interactivity.

The material aspect consists of 5 indicators, namely: 1) Correctness of the content of the material, 2) Adequacy of the material, 3) Clarity of the presentation of the material, 4) Systematics of the presentation of the material, 5) Suitability of the example with the material.

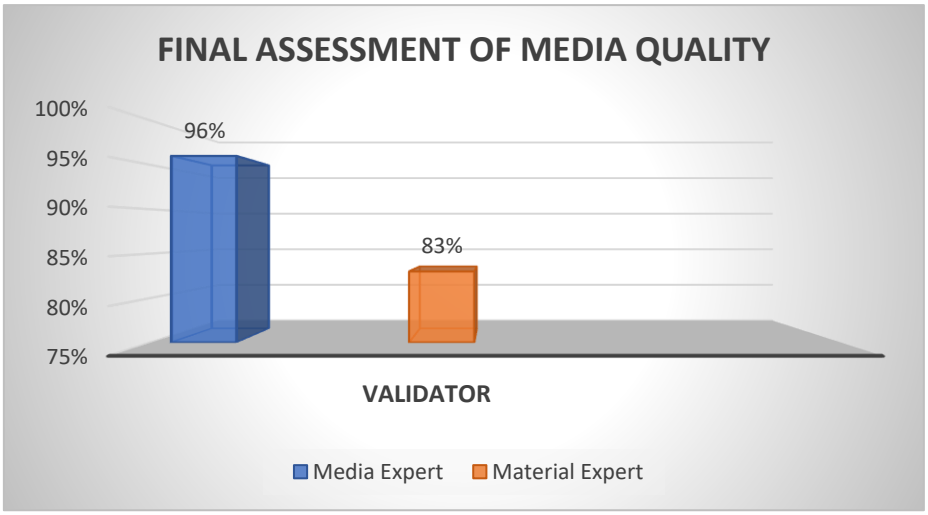
The Language aspect consists of 5 indicators, namely: 1) Accuracy of language use, 2) Language clarity, 3) Language suitability with the target user, 4) Grammatical accuracy, 5) Consistency of term use.

Based on the explanation above, it can be concluded that the average overall assessment of the validation of this material was obtained at a percentage of 83%. This percentage includes the criteria for being suitable for use as a medium in learning activities.

Media Quality

The assessment of an-Najah application-based learning media developed with *Articulate storyline* software and Web 2 APK as a whole can be seen in the bar chart below.

Figure 9. Media Quality Final Assessment Bar Chart



Based on the diagram above, it can be seen that interactive PowerPoint media goes through two stages of assessment, namely, by media expert lecturers and material expert lecturers. The assessment by media expert lecturers got a percentage of 96% or included in the feasible category. The assessment by the lecturer received a percentage of 83% or was included in the Worthy category. The overall average assessment is 90% or included in the feasible learning medium category.

Implementation Stage

After the product is validated and declared feasible by the auditor, the application is piloted at MAN 2 Cirebon city. At the implementation stage, the application is used as a learning medium in the classroom. This implementation activity is carried out by testing products to determine the level of effectiveness of the application in improving students' reading skills.

Evaluation Stage

At this stage, an evaluation is conducted to identify shortcomings and improvements in each step of the ADDIE model, concluding when the product is deemed valid, practical, and effective. The Analysis stage focuses on addressing identified problems and needs, leading to the development of application-based learning media to enhance students' reading skills. In the Design stage, improvements are made to the visual and material aspects of the media to ensure it is appealing and functional. The Development stage evaluates the validity of the learning media through tests and limited trials to confirm its readiness for use. Finally, the Implementation stage assesses the practicality and effectiveness of the an-Najah learning media, allowing it to be declared valid and effective for enhancing students' learning experiences.

The Effectiveness of The An-Najah Application In Improving Reading Skills In Learning Arabic

Researchers conducted a small trial to determine the effectiveness of the an-Najah application in improving students' reading skills at MAN 2 Cirebon city. Then the researcher tested using a pre test and post test so that the difference in the level of students' ability before and after using the an-Najah application can be known. Then the researcher tested the hypothesis using a comparative hypothesis test to find out the difference in students' reading ability before and after using the an-Najah application.

Pre test and Post test results

To determine the effectiveness of using the an-Najah application in improving students' Arabic reading skills, researchers conducted a pre-test and post-test in class XI at MAN 2 Cirebon city. The pre test is carried out before the use of the an-Najah application, while the post test is carried out after the student uses the application in learning.

The pre-test is carried out before learning in class XI on Friday, February 7, 2025. The students' results of the pre-test carried out can be seen in the following table.

Table 6. Students' Pre test and Post test results

No	Name	Pre test scores	Post test scores
1	Adinda Khaerunnisa	50	100
2	Agung Susanto	30	85
3	Ahmad Syarief Hidayatullah	85	95
4	Aisya Rahma	70	95
5	Cahya Utomo Putra	60	90
6	Davin	60	95
7	Desi Hayatini	60	95
8	Deva Mahardika Najwan	35	100
9	Dini Afrilliani	55	100
10	Iklillatun Nafi'ah	60	75
11	Imelda Christianti	45	90
12	Khofidotul Liylatul Khomsah	35	90
13	Maihda	55	100

14	Maryam	55	85
15	Muhamad Fatir Akbar	70	90
16	Nilam Cahya	50	100
17	Nur Auliya Putri	75	75
18	Nur Sa'adah Salwa	90	85
19	Rahma Sari	55	90
20	Ririn	50	90
21	Rizky Sfarudien Barkah	15	95
22	Shoidah Lutfatun Afifah	55	95
23	Syarifah Yuferlly	40	95
24	Tahta Alfina Sopyan	85	75
25	Zaskia Wicaksono	45	85
Average Score		55,4	90,8

The test results showed a significant difference between the pre test and post test scores, where the average post test score was higher than the pre test. This increase indicates that the use of the an-Najah application has a positive impact on students' Arabic reading skill.

Comparative Hypothesis Test

To prove the significance of the difference between the pre test and post test results, the researcher conducted a comparative hypothesis test using a paired sample t-test. This test aims to find out if there is a significant difference between students' Arabic reading skill before and after using the an-Najah application.

Research Hypothesis

Ho : There is no difference in average score between pretest and posttest
Ha : There is a difference in average scores between pretest and posttest

Hypothesis testing criteria:

Less Ho, if sig. < α 0,05
Receive Ho, if sig. > α 0,05

The results of the comparative hypothesis test of the researcher using SPSS can be seen in the following image.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	pretest - posttest	-35,400	21,599	4,320	-44,315	-26,485	-8,195	24	,000

The hypothesis test results showed a significance value (0.000) < 0.05, meaning that H_0 is rejected and H_1 is accepted. This proves a significant difference between students' Arabic reading skills before and after using the an-Najah application, so it can be concluded that this application effectively improves students' Arabic reading skills at MAN 2 Cirebon city.

Discussion

Development of An-Najah Application-Based Learning Media

The results of the development of this app show that it is an effective way to teach Arabic and improve students' reading skills with an excellent level of effectiveness based on validation from experts. The development of this application uses the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, which is one of the systematic and comprehensive development models in creating educational products. This is in line with research (Atika et al., 2022) which states that the ADDIE model is used effectively in developing digital educational media due to its regular stages and allows for review at each stage of development.

After that, in the development stage, the researcher checks the validity of the product. The validation result from the media expert is 96% while the validation result from the subject matter expert is 83%, and the average product feasibility is 90%. The final result of this validation falls into the category of feasible to use. This is supported by research (Purba & Jamil, 2023) which found that mobile application-based learning media with an eligibility rate of more than 85% has been proven to be used in education. At the assessment stage, even though the application shows a high average feasibility rate of 90%, many shortcomings still need to be addressed for further development. According to (Hamidah et al., 2022), a thorough assessment of digital educational media must include technical and educational aspects. Some of the disadvantages identified are: limited variety of reading exercises, lack of collaborative learning features, and reliance on internet connections for some features.

But, this successful app still shows great potential to be applied in Arabic language learning, especially to improve students' reading skills. This is supported by research (Rohmah & Zainullah, 2024) which found that mobile application-based learning media with an eligibility rate of more than 90% has been proven to be effective in improving student educational outcomes.

The Effectiveness of Using The An-Najah Application to Improve Students' Reading Skills

Based on data from the results of the initial test and the follow-up test for the use of successful applications in improving Arabic reading skills, it is seen that there is a significant improvement in students' reading skills. This can be seen from the comparison of the average score before the test which reached 55.4, which increased to 90.8 on the next test, showing an increase of 35.4 points or about 63.9%. This huge improvement shows that successful apps are effective in helping students.

About improving their reading skills in Arabic texts. According to (Yanti et al., 2018), the use of mobile learning media shows an increase in students' ability and skill to read Arabic by 58%. Interactive digital learning media has been proven to help students overcome difficulties in understanding Arabic texts, including recognizing vocabulary and understanding their meaning.

The results of the hypothesis test showed a significant difference between the test scores before and after, which showed evidence that the implementation of the

successful program was effective. Yanti et al. (2018) mentioned in their study that an increase in scores of more than 30 points in Arabic language learning indicates that the educational intervention carried out is successful.

Conclusion

The application developed using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) demonstrated a high level of feasibility as a tool for enhancing students' reading skills in Arabic. Validation results from media experts indicated a feasibility percentage of 96%, while subject matter experts rated it at 83%, resulting in an average eligibility percentage of 90%, which meets educational quality standards. Despite identifying some areas for improvement, such as the limited variety of reading exercises, the absence of collaborative learning features, and reliance on internet connectivity for certain functionalities, the application shows significant potential as an innovative solution for modern Arabic language teaching.

Furthermore, the effectiveness of the application in improving students' Arabic reading skills was evident, with performance scores rising from an average of 55.4 to 90.8, reflecting an increase of 35.4 points (63.9%). This substantial improvement underscores the application's effectiveness in facilitating the development of reading skills through its interactive features, which support independent learning. The results of the comparative hypothesis test further reinforce the evidence of the application's success as a modern educational solution for enhancing Arabic reading skills among students.

REFERENCES

Abd Allāh, L. (2023). Atsar al-ta'līm bi al-jawwāl fī ta'allum mahārat al-qirā'ah ladā muta'allimāt al-'arabiyyah lughah thāniyah. *Al-Shahrānī*, *13*(1).

Aisyah, A. S., Mulyawan, S., & Saefuloh, H. (2024). Pengembangan Permainan Arabic Treasure Hunter dalam Meningkatkan Kosakata Siswa Kelas 4 Madrasah Ibtidaiyah Al-Islamiyah Bhakti Buana Sangkanurip. *El-Ibtikar: Jurnal Pendidikan Bahasa Arab*, *13*(1).

Arafah, H. (2021). *Tathwīr al-kitāb al-madrasī "al-Muyassar fī 'ilm al-naḥw: 'alā asās al-kharā'ith al-dhihniyyah (al-asmā' wa al-af'āl namūdhajan)."* Jāmi'at Sharīf Hidāyat Allāh al-Islāmiyyah al-Ḥukūmiyyah Jākartā.

Arīfah, F. (2024). *Tathwīr kitāb al-lughah al-'arabiyyah li al-ṣaff al-'āshir 'alā asās al-manhaj al-dirāsī al-istiqlālī bi al-madrasah al-'āliyah Miftaḥ al-'Ulūm Karādīnān*. Al-Jāmi'ah al-Islāmiyyah al-Ḥukūmiyyah bi Fūnūrūghū.

Atika, A., Kosim, K., Sutrio, S., & Ayub, S. (2022). Pengembangan Media Pembelajaran Fisika Mobile Learning Berbasis Android pada Materi Fluida Statis. *Jurnal Ilmiah Profesi Pendidikan*, *7*(1).

Baidlowi, A., Rusman, M., & Mulyawan, S. (2023). Pengembangan Media Pembelajaran Interaktif Berbasis Powerpoint untuk Pembelajaran Nahwu Kelas VIII di MTs

Darul Hikam Cirebon. *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab*, *12*(1).

Cantika, H. (2023). *Pengembangan Multimedia Pembelajaran pada Mata Pelajaran PKN Kelas X SMA*. Universitas Negeri Padang.

Dīnā, I. (2021). *Tathbīq ṭarīqat ḥifẓ kitāb shi'r ra'si sīrāh li istī'āb mufradāt al-ṭālibāt fī al-ṣaff al-awwal fī al-madrasah al-dīniyyah bi al-ma'had al-salafī Kiyāhī Ḥājj Shams al-Dīn Dūrīsāwū Fūnūrūghū ta'līm al-lughah al-'arabiyyah*. Al-Jāmi'ah al-Islāmiyyah al-Ḥukūmiyyah bi Fūnūrūghū.

Ernawati, A., & Saifudin, A. (2018). Perancangan Aplikasi Pembelajaran Bahasa Jawa Berbasis Android. *Jurnal Informatika Universitas Pamulang*, *3*(4).

Faqih, M. (2020). Efektivitas Penggunaan Media Pembelajaran Mobile Learning Berbasis Android. *Konfiks Jurnal Bahasa dan Sastra Indonesia*, *7*(2).

Febrianingsih, D. (2021). Keterampilan Membaca dalam Pembelajaran Bahasa Arab. *SALIMIYA: Jurnal Studi Ilmu Keagamaan Islam*, *2*(2).

Fitriyana, A., Terttiaavini, T., Mustika, S. P., Yeti Friyani, Andiki Sianipar, & Salbani, S. (2024). Pengembangan Aplikasi Membaca Digital Yassa Sebagai Solusi Praktis Membaca di mana saja Menggunakan Metode Devops. *Journal of Information Systems Management and Digital Business*, *1*(3).

Hakim, A. (2020). Pendidikan Islam dalam Era Revolusi 4.0. *Jurnal Tamaddun*, *XXI*(1).

Hamidah, H., Nuryaman, A. D., & Muhsinah, M. (2022). Pemanfaatan Gawai oleh Guru Berlatar Belakang Non-PBA dalam Pembelajaran Bahasa Arab. *Arabi : Journal of Arabic Studies*, *7*(1).

Huda, B., & Priyatna, B. (2019). Penggunaan Aplikasi Content Manajement System (CMS). *Systematics*, *1*(2).

Ilmiawan, & Arif. (2018). Pengembangan Buku Ajar Sejarah Berbasis Situs Sejarah Bima (Studi Kasus pada Siswa Kelas X MAN 2 Kota Bima). *JISP*, *2*(3).

Izzah, I. (2018). Peran Pendidikan Agama Islam dalam Membentuk Masyarakat Madani. *Pedagogik : Jurnal Pendidikan*, *5*(1).

Jasmine, K. (2024). Pembelajaran Bahasa Arab Historis, Adaptif dan Aplikatif. In *Penambahan Natrium Benzoat dan Kalium Sorbat (Antiinversi) Dan Kecepatan Pengadukan Sebagai Upaya Penghambatan Reaksi Inversi Pada Nira Tebu*.

Khalīmiyā, A. (2019). Ta'līm mahārat al-qirā'ah li al-nāṭiqīn bi ghayrihā. *Lisānunā*, *9*(2).

Mudinillah, A., Amrina, A., & Vujiachi, D. L. (2022). Penggunaan Aplikasi Benime pada Pembelajaran Bahasa Arab Kelas VI SD IT Ar - Rahman Palangki. *Taqdir*, *8*(1).

Nūrū, A. R., & Raḥmūwah, F. A. (2020). Ta'līm mahārāt al-qirā'ah li ta'zīz fahm al-maqrū' fī al-ma'had bi al-lughah al-'arabiyyah. *Lisān al-Ḍād*, *7*(2).

Siregar, H. F., & Melani, M. (2019). Perancangan Aplikasi Komik Hadis Berbasis Multimedia. *Jurnal Teknologi Informasi*, *2*(2).

Sugiyono, D. (2020). *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*.

Sukmawati, F. (2021). Media Pembelajaran. Dalam *Tahta Media Group* (1st ed.). CV Tahta Media Group.

Susanti, Y. (2019). Meningkatkan Keterampilan Membaca Bahasa Arab melalui Model Quantum Teaching di MAN 3 Padang Panjang. *Lughawiyah: Journal of Arabic Education and Linguistics*, *1*(1).

Syaefudin, F. (2023). *Pengembangan Media Aplikasi Belajar Aswat 'Arabiyyah Berbasis Android Untuk Siswa Kelas X SMA Muhammadiyah Imogiri Yogyakarta*. UIN Sunan Kalijaga.