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THE DEVELOPMENT OF MULTIMEDIA-BASED TEACHING MATERIALS IN ARABIC LANGUAGE LEARNING FOR THE VIII GRADE STUDENTS AT THE STATE JUNIOR HIGH SCHOOL 1 MAKASSAR

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ABSTRACT

The aim of this research is to develop a teaching material based on multimedia in learning the Arabic language and to find out students' responses to the teaching material based on the multimedia that has been developed. The type of research used is research and development with the ADDIE development model consisting of 5 stages of development, namely analysis, design, development, implementation and evaluation. The subjects in this research were 8th grade students in Government Secondary School 1 Makassar. The tools used in this research were validation sheets and questionnaires for teacher and student responses. The data analysis technique used is descriptive analysis in the form of presentations. The results in this research indicate that the process of developing the educational material on the basis of multimedia is carried out by following the procedures of developing the ADDIE model. The Education Subject Validation Score for the Media Design aspect got a score of 86.25%, and the Content aspect of the Teaching Materials got a score of 87% in the Very Worth It category. Then, the results of small group trials at 87.2% and large-scale trials at 88.46% fall into a very interesting category. This means that the multimedia-based education material developed by the researcher has very interesting criteria to be used as aids in teaching and learning Arabic language for 8th grade students at state junior high School 1 Makassar, especially in the subject of "يَوْمِيَّاتُنَا".

Keywords: Arabic language; teaching materials; teaching method

1. INTRODUCTION

Learning is essentially a process of interaction with all situations that exist around the individual (Coates et al., 2005; Guasch et al., 2010). Teaching takes place as a process of mutual influence in the form of interaction between teachers and students (Gest et al., 2005), teachers and students show balanced activity even though their roles are different but related to one another (Henry & Thorsen, 2018). To achieve success in learning activities, there are several components that can support, namely the objective component, the material component and the evaluation component (Prideaux, 2003). Each of these components are interrelated and influence each other (Ozolins et al., 2008). One of the components and plays a very important role in education is a teacher (Shohel & Banks, 2012). Teachers who teach only by lecture method or even worse by simply copying (either on the blackboard or dictated), will make the class passive (Shohel & Power, 2010), a class whose students are always waiting for what is given by the teacher. It means that the success of a learning process is largely determined by the teacher (Yates, 2007).

Therefore, teachers are required to have the ability to design learning (Copriady, 2014), namely by choosing learning strategies, mastering teaching materials and designing teaching materials.

Teaching materials occupy an important position in the learning process for both teachers and students (Sarkar Arani, 2017). Teachers will have difficulty in increasing the effectiveness of learning without teaching materials. Likewise, students, without teaching materials will encounter obstacles to adjusting to learning. Teaching materials developed by researchers are in the form of multimedia-based teaching materials in the form of android applications. Multimedia is media that combines two or more media elements consisting of text, images, photos, audio, video and animation in an integrated manner (Lauer, 2009; Mayer, 2003), which is expected to attract students' attention in learning especially independent learning.

2. METHODS

The type of research used in this study is product-oriented research and development in the field of education, according to Borg and Gall, development research is a process used to develop and validate educational products. Research and development methods or (R&D) are research methods used to produce certain products and test the effectiveness of these products. In order to produce certain products, research is used that is of a needs analysis nature. The development model used refers to the ADDIE model, with 5 stages of development, namely analysis, design, development, implementation and evaluation.

3. RESULTS AND DISCUSSION

The result of the development carried out by this researcher is to produce multimedia-based Arabic language teaching materials in the form of an android application. This research and development were carried out using the dick and carry development procedure, namely the Addie model. This model is widely used by developers (Giacumo, 2020), whose orientation is to produce a product. The development stage in this model consists of 5 stages, namely analysis, design, development, implementation and evaluation (Molenda, 2003).

Data on the results of each stage of the research and development procedure carried out by the researcher are as follows:

1. Analysis

This activity is carried out to analyze the problems that form the basis of the development of multimedia teaching materials. This analysis aims to find out what is needed in the development of this teaching material. In this stage the researcher collected data from both teachers and students regarding learning problems (Reinbold, 2013), characteristics, and an analysis of the needs of teachers and students for multimedia teaching materials (Jonassen et al., 1998). The results of this analysis phase are a reference for researchers in developing multimedia teaching materials

Data collection at this stage through observation, interviews and questionnaires (Peterson, 2003). From the observation results it is known that students' interest in learning Arabic is still lacking, this can be seen from their participation in learning Arabic. Another thing that is a problem in learning Arabic is that there are still many students who do not have printed books or books that can support their learning activities so that they find it difficult to retrace what the teacher has taught.

The teaching materials in this case the books used by teachers at Madrasah Tsanawiah Negeri 1 Included have been in accordance with the curriculum, namely the textbook "Arabic Language 2" and also digital books from the Ministry of Religion, but according to the teacher, this book is not in accordance with the level of student thinking, there are many materials that are quite difficult for grade 8 students at MTsN 1 Makassar City, for example the qiraah material which is too long and not in accordance with the students' daily activities, which even students still stutter when reading, let alone if they want to understand the meaning of the *qiraah*.

In addition, it is known from the results of interviews with Arabic teachers that students tend to be more interested in learning Arabic if the material is interspersed with pictures, animations or learning videos. This is also reinforced by the results of observations made by the researcher.

2. Design

After conducting research and gathering initial information, the researcher designed teaching materials to be developed. This stage is a very important stage because at this stage a multimedia-based design of Arabic language teaching materials with يومياتنا material will be produced. The activities carried out at this design stage are the selection of media to make teaching materials and the initial design of teaching materials which is commonly referred to as prototype 1. The steps taken are as follows:

a. Media Selection

The media used in developing or designing multimedia-based teaching materials is Power Point 2019 media which is integrated with Ispring suite 9 and also website 2 apk builder. Where these three media can be used in developing multimedia-based teaching materials, the final product of which is in the form of an android application.

The selection of this media is based on several considerations from researchers after conducting research on media that can be used to develop multimedia teaching materials. Some of them are macromedia flash, smart Apss Creator and also PPT Ispring. One of the considerations of researchers in choosing PPT Ispring as a medium for developing multimedia teaching materials is because PPT is easier to use and more familiar to researchers. And with the Ispring suite media integrated with PPT we can create various types of quizzes which are certainly more varied in measuring student achievement.

b. Initial design of teaching materials

At this stage, the initial design of teaching materials has been carried out before the trial. The design of this teaching material is said to be prototype I. The initial design includes:

Figure 1. Cover design for multimedia-based teaching materials

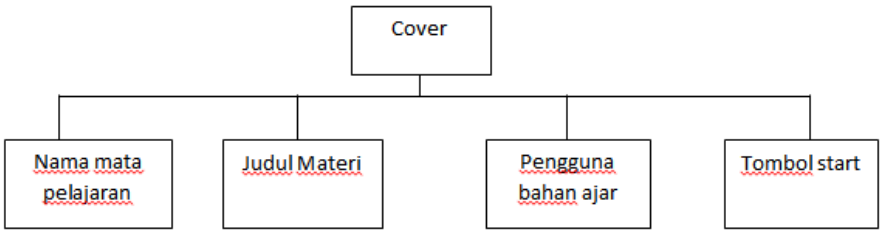
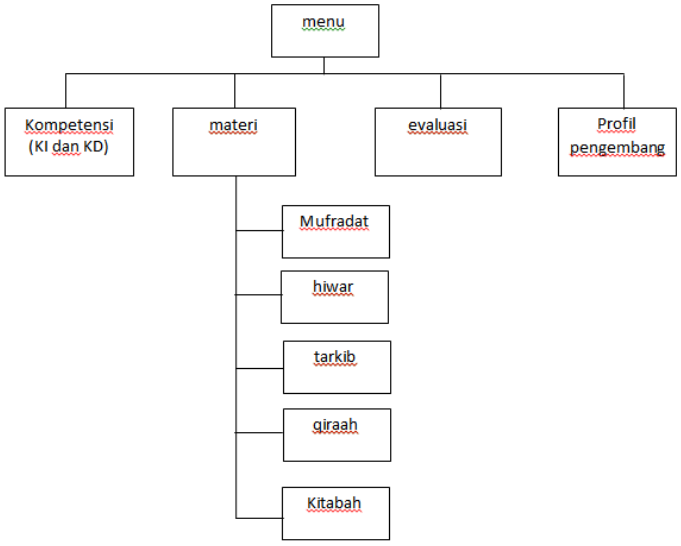


Figure 2. Multimedia-based teaching material content design



3. Development

This stage is the stage where teaching materials are developed (Reinbold, 2013) at this development stage, there are several things that are done, including;

a. Making multimedia teaching materials

Teaching materials that have been designed by researchers and produce prototype 1 are then created and developed. This teaching material was developed using the latest version of PowerPoint software, namely 2019, which was integrated with other supporting software, namely Ispring suite 9 and also the Web APK Builder.

The teaching materials resulting from the development of this research are in the form of multimedia-based teaching materials in learning Arabic يومياتنا material in grade 8. The teaching materials that have been developed by this researcher contain covers/front pages, the menu section of teaching materials which contains competencies, materials, evaluations and developer profiles.

b. Validation of the feasibility of multimedia teaching material products

This validation was carried out by two validators. The results of this validation will determine the feasibility of multimedia teaching materials so that they can be used in the learning process (Sharifah Nadiyah & Faaizah, 2015). the assessment of the validators is generally in the form of small notes on points that need to be improved along with suggestions. Based on observations from two validators regarding the design of teaching materials media as a whole it reached 86.25% and, on the material/content aspects of teaching materials it reached 87%. If it is matched with the eligibility criteria table, then this score is included in the Very valid criteria.

The suggestions for improvement from the two validators are:

1) deepening of the material still needs to be improved
2) Several fonts in teaching materials need to be improved to make them clearer
3) the display of the menu "المفردات or vocabulary" needs to be changed from a sentence to a word to match the menu name
4) the display on the menu "الكتابة or writing skills" needs to be added instructions so that students can easily understand it.
5) Pay attention to the use of *Hamza Wasl* in writing the contents of teaching materials

4. Implementation

After the product has gone through the validation stage by the validator and has been repaired, then the product is tested (Sharifah Nadiyah & Faaizah, 2015). This trial is intended to find out how students and teachers respond to this multimedia-based teaching material. With small group trials consisting of 10 students, large group trials consisting of 39 students, and educator/teacher trials, the product trial results are as follows:

a. Small Group Trial

In this small group trial, the researcher took a small class consisting of 10 students of class VIII.1. the development product that was submitted for testing was in the form of multimedia-based teaching materials in the form of an android application on textual material. This small group trial was carried out in order to find out the shortcomings of the media that was developed

to make it more perfect and to find out student responses and to test the attractiveness of this multimedia-based teaching material. The results of this small group trial showed a percentage of 87.2% with the criteria of "very interesting", so that this multimedia-based teaching material product did not need to be revised anymore, and was feasible to be tested in large groups or field trials.

b. Field trials (large group)

After conducting small group trials, the product was tested back into field trials. This field trial was carried out to ensure data and to find out the attractiveness of the product broadly. Respondents in this large group test totaled 39 class VIII students, by giving a questionnaire to find out students' responses to the attractiveness of multimedia teaching materials. From the results of the field trials, it was obtained a proportion of 88.46% with the criteria of "very interesting", this means that the multimedia-based learning materials developed by researchers have very attractive criteria to be used as a tool in teaching and learning activities of Arabic for grade VIII students at in MTsN 1 Makassar especially on material يومياتنا .

c. Educator/Teacher Trial

After conducting small group trials and field trials, the product was tested back to the teacher trials. This teacher trial was conducted to convince the data and find out the attractiveness of the product broadly. Respondents in this teacher test were 2 Arabic teachers in class VIII by giving a questionnaire to find out the teacher's response to the attractiveness of multimedia teaching materials.

Based on the table above, the results of the teacher's assessment of Arabic class VIII MTsN 1 Makassar City obtained a percentage of 95% with the criteria "very interesting", this means that the teaching materials developed by researchers have very attractive criteria to be used as a tool in teaching and learning activities in يومياتنا material for grade VIII students at MTsN 1 Makassar city.

5. Evaluation

Evaluation is the final stage of this research and development. The evaluation referred to here is the evaluation of implementation activities (Mayfield, 2011). After conducting large-scale trials, an evaluation of the teaching materials is carried out to be corrected (Gagne et al., 2005), if there are still deficiencies in the multimedia teaching materials that have been developed (Allen, 2006). The results of the evaluation of the development of multimedia teaching materials are expected to be suitable for use by students and educators in Arabic language learning activities because they have gone through development research procedures in stages and precisely.

Discussion

Designing a multimedia-based educational material An interactive teaching material that teachers and students can use in a learning process that is intended for students to be able to learn independently (Hockings et al., 2018). The beginning of the work of this educational material is to select the appropriate material and it will be used as a subject in the manufacture of educational materials. The material selected for development is material about "يوميتنا", its contents in the form of texts, images, audio and educational videos. In making learning media in this case.

1. The time-consuming process of designing teaching materials to be developed Consider different things, so that multimedia teaching materials have been completed for a long time.

2. Developer knowledge is still limited about Powerpoint 2019, Ispring Suite and Web 2 apk builder also so developers are self-learning when making this teaching material by relying on online sources like google and YouTube

Based on the initial product made, the validation is done by the validator, and then the revision is done based on the evaluation and feedback received from the validator. The revised product then moves into the small group experiment phase of 10 students and the 39 students in the large group experiment.

Based on this experience students get very good results who feel happy and excited in learning to use these multimedia based learning materials (Bakar et al., 2010). This is in line with research (Keller, 2001) which found that the use of technology in learning can motivate students to learn. Students' enthusiasm began to appear when they opened the Learning Materials application on their mobile phones. When learning about vocabulary (Rahimi & Allahyari, 2019), students are more motivated to mention the vocabulary because it is listed with pictures that match the example (Wang et al., 2009).

Students become more enthusiastic in learning because this multimedia teaching material is like android game (Videnovik et al., 2020), and there is also background music in it so that students don't get bored while learning (Hao et al., 2018). According to some students, this educational material looks interesting and not boring. This is evidenced by the questionnaire paper. The student response rate was 87.2% in the small group experiment, 88.46% in the large-scale experiment with the "Very Interesting" category and the teacher's response rate of positive responses was 95. % Which means very interesting. Then do the final revision of the final product manufacturing results.

Therefore, based on research conducted by testing the use of this educational product, it has several advantages, including: Therefore, based on research conducted by testing the use of this educational product, it has several advantages, including:

1. Learning becomes more interesting and enjoyable because the software used is only known by the students so that they make the students interested and excited when using these learning materials. On the other hand, time constraints can also be overcome in learning Arabic (Steedman et al., 2012).
2. This educational material is in the form of an application file so that it facilitates students' learning in learning anywhere.
3. Teaching materials can be used on a computer or mobile phone (Lim et al., 2016).

In addition, this educational material also has weaknesses, viz

1. The Tutorials application can only be installed on Android, whereas if you want to open it on a PC, the html file will be opened.
2. Some cellphones do not support the application of multimedia teaching materials.

4. CONCLUSION

This study follows the ADDIE development model, which includes five stages: analysis, design, development, implementation, and evaluation. The multimedia teaching materials were created using PowerPoint 2019 integrated with iSpring 9 and published as HTML files via iSpring software. To convert them into an Android application, Website 2 APK Builder was used. After development, the materials underwent validation to assess feasibility. The validation results

showed that the media design aspect scored 86.25% and the content aspect 87%, both categorized as "very feasible." Student responses were gathered after testing the materials on eighth-grade students at MTsN 1 Makassar. Small group trials resulted in an 87.2% score, while large-scale trials reached 88.46%, both categorized as "very interesting." These findings indicate that the developed multimedia teaching materials are highly engaging and suitable for teaching Arabic, particularly on the topic of *Yaumiyatuna*. This study suggests: (1) Arabic teachers should adopt creative approaches, including multimedia-based teaching materials; (2) multimedia resources can support students' independent learning without teacher assistance; (3) future research should focus on evaluating the effectiveness of these materials in improving student learning outcomes.

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