



DEVELOPING ARABIC LANGUAGE LEARNING MEDIA BASED ON LECTORA INSPIRE 17 APPLICATIONS FOR JUNIOR HIGH SCHOOL

Jauhar Ali

Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan
jauhar.ali@uingusdur.ac.id

Ayu Tiffani Maulida

Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan
fanimaulida304@gmail.com

Muhammad Ulil Fahmi

Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan
fahmimuhammed@gmail.com

R. Umi Baroroh

Universitas Islam Negeri Sunan Kalijaga Yogyakarta
umi.baroroh@uin-suka.ac.id

Abstract

The prevailing methods of Arabic language instruction predominantly rely on didactic approaches involving lectures and memorization, contributing to a waning interest and motivation among students. This pedagogical challenge is exacerbated by the disruption caused by the COVID-19 pandemic, which has significantly impeded traditional learning activities in schools. In response to these impediments, the development of Arabic language learning media utilizing the Lectora Inspire 17 application emerges as a viable solution, fostering an environment conducive to engaging and self-directed learning. This research endeavors to construct an android-based Arabic learning medium employing the Lectora Inspire 17 application. The focus lies on assessing the efficacy and viability of the developed learning media at *MTs Hidayatul Athfal Banyurip Alit* Pekalongan. Employing the ADDIE development model method (Analysis, Design, Development, Implementation, and Evaluation), this study conducts a comprehensive examination of the media's feasibility. The evaluation conducted by media experts yielded a favorable percentage of 82%, placing the developed media in the feasible category. Moreover, assessments by subject matter experts resulted in an impressive percentage of 90%, categorizing the material as highly feasible. Notably, students' responses to the learning media demonstrated a substantial approval rate of 90% in the highly feasible category. Consequently, it is evident that the Arabic language learning media based on the Lectora Inspire 17 android application is well-suited to serve as an effective educational tool.

Keywords: *Arabic Learning Media, ADDIE Model, Lectora Inspire 17.*

Abstrak

Metode pengajaran bahasa Arab yang berlaku sebagian besar mengandalkan pendekatan didaktik yang melibatkan ceramah dan hafalan, sehingga berkontribusi terhadap berkurangnya minat dan motivasi di kalangan siswa. Tantangan pedagogis ini diperburuk oleh gangguan yang disebabkan oleh pandemi COVID-19, yang secara signifikan menghambat kegiatan pembelajaran tradisional di sekolah. Menyikapi kendala tersebut, pengembangan media pembelajaran bahasa Arab dengan memanfaatkan aplikasi Lectora Inspire 17 muncul sebagai solusi yang tepat, menumbuhkan lingkungan yang kondusif untuk pembelajaran yang menarik dan mandiri. Penelitian ini bertujuan untuk membangun media pembelajaran bahasa Arab berbasis android dengan menggunakan aplikasi Lectora Inspire 17. Fokusnya terletak pada penilaian kemampuan dan kelayakan media pembelajaran yang dikembangkan di MTs Hidayatul Athfal Banyurip Alit Pekalongan. Dengan menggunakan metode model pengembangan ADDIE (Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi), penelitian ini melakukan kajian komprehensif terhadap kelayakan media. Evaluasi yang dilakukan ahli media menghasilkan persentase baik sebesar 82% sehingga media yang dikembangkan masuk dalam kategori layak. Selain itu, penilaian oleh ahli materi menghasilkan persentase yang mengesankan sebesar 90%, yang mengkategorikan materi sebagai sangat layak. Khususnya, respon siswa terhadap media pembelajaran menunjukkan tingkat persetujuan yang cukup besar yaitu sebesar 90% dengan kategori sangat layak. Oleh karena itu, terbukti bahwa media pembelajaran bahasa Arab berbasis aplikasi android Lectora Inspire 17 sangat cocok untuk dijadikan sebagai sarana pendidikan yang efektif.

Kata Kunci: *Media Pembelajaran Bahasa Arab, Model ADDIE, Lectora Inspire 17.*

INTRODUCTION

The rapid development of information technology in the current era of globalization cannot be avoided any more for its influence on the world of education. Technology brings education towards change and innovation that allows a teacher to instruct students with various ICT-based media¹. Changes in learning patterns are needed to reform the conventional learning system which is considered irrelevant to technological developments². However, many of the teachers who still apply conventional learning have not used technology as a learning medium, like the Arabic teacher at MTs Hidayatul Athfal Banyurip Alit Pekalongan who still uses the lecture and rote method. Teachers have not used technology as a learning medium and still use textbooks and worksheets as teaching materials. The implementation of the lecture and rote method makes students bored more quickly because the delivery tends to be monotonous so that it makes students less interested in the teaching material presented. Even though the media plays a significant role in helping students

¹ Rusman, et.al, *ICT-Based Learning Strategy* (Jakarta: Raja Grafindo Persada, 2012), 55.

² Martinus Tekege, "Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran SMA YPPGI Nabire," *Jurnal FATEKSA : Jurnal Teknologi dan Rekayasa* 2, no. 1 (July 1, 2017): 40-52.

understand. The use of media is necessary in improving learning because some schools still place students as objects of learning and teachers as subjects or learning centers³.

Another problem arises due to the impact of the covid-19 pandemic which has disrupted learning activities in schools. Learning during the covid-19 pandemic is carried out with limited online learning and face-to-face learning. In the learning period during the pandemic, the lesson hours that used to run normally have been shortened.⁴ This kind of learning makes it difficult for students to understand the teaching material given by the teacher. Moreover, they only rely on textbooks and worksheets as learning resources. They need other learning facilities to support independent learning.

Alternative learning media that can support the learning process during covid-19 are interactive learning media based on Android applications. One alternative application that can be developed is Lectora Inspire 17.⁵ The Lectora Inspire 17 application can be used in distance learning, which allows the creation of e-learning content that can be accessed online and allows educational institutions and teachers to deliver learning material to students remotely.⁶ Apart from that, this application provides various interactive features, such as exams, quizzes, and multimedia, which can make learning more interesting. The ability to create interactive learning experiences can help maintain student interest and engagement, especially when they are learning from home.⁷

METHOD

This type of research is a type of research and development. Research development aims to produce products and evaluate the effectiveness of these products.⁸ The product that will be developed in this research is an Android-based Arabic learning media using the lectora inspire 17 applications. The model used in this study is the ADDIE development model which consists of 5 stages, namely Analyze, Design, Development, Implement and Evaluation. The ADDIE model is an

³ Jauhar Ali, "Moodle in Arabic Learning : How It Works at SMK Syafi'i Akrom Pekalongan," *ALSINATUNA* 4, no. 2 (June 25, 2019): 162-181.

⁴ Lisa Khillatur Risalah, Umi Machmudah, and Zakiyah Arifa, "Implementing an Online-Based Kallimni Program to Improve Mahārah Kalām in The Pandemic of Covid-19," *Alsinatuna* 7, no. 1 (2021): 1-16.

⁵ Gusliani Gusliani, Afreni Hamidah, and Nasrul Hakim, "Pengembangan Media Pembelajaran Menggunakan Lectora Inspire 17 Pada Materi Mamalia Untuk Siswa Kelas X Sma Developing Learning Media Using Lectora Inspire 17 In Mamalia Materials For Grade X High School Students," *Al-Jahiz: Journal of Biology Education Research* 1, no. 1 (2020): 23-33.

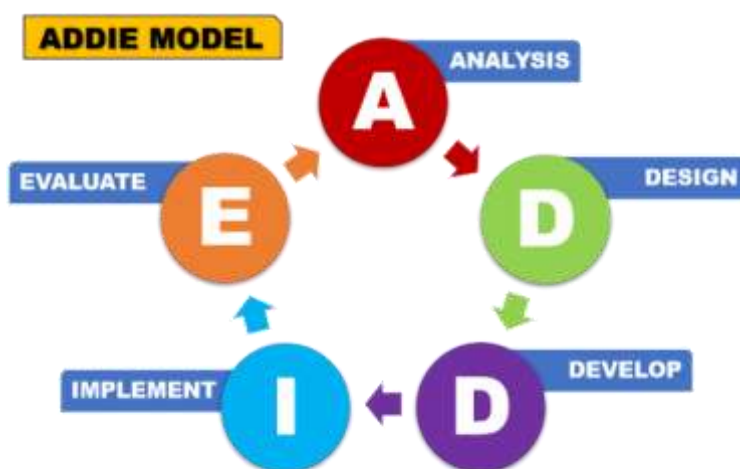
⁶ Muhammad Azhar Syaifudin, "Pengembangan media pembelajaran berbasis Lectora Inspire dalam pembelajaran ski kelas VIII di Mts. Wahid Hasyim 01 Dau," *Vicratina: Jurnal Ilmiah Keagamaan* 4, no. 1 (2019): 18-24.

⁷ Norma Dewi Shalikhah, "Pemanfaatan aplikasi Lectora Inspire sebagai media pembelajaran interaktif," *Cakrawala: Jurnal Studi Islam* 11, no. 1 (2016): 101-115.

⁸ Hakim Syukri Alhamda, "The Development of Maharah Kitabah in the Millennial Era: An Analysis of Natiq Book," *Alsinatuna* 7, no. 2 (2022): 126-144.

instructional design model, developed by Walter Dick, Lou Carey, and James O Carey⁹. The ADDIE model can be described as follows:

Figure 1. ADDIE Development Model Flow



Data collection technique is a method used by a researcher to collect data. This study uses three kinds of data collection techniques, namely: a) Observation techniques. Observations were made when analyzing problems and when learning activities used the developed media products. b) Interview technique. Interview is a meeting of two or more people to exchange information/ideas through question-and-answer activities orally¹⁰. Interviews were conducted with Arabic teachers and a few students. The purpose of this interview is to be a first step in developing a product. c) Questionnaire/questionnaire technique. Questionnaires were used by researchers to obtain data from validators, namely media experts, material experts consisting of Arabic language lecturers and teachers and students to determine the feasibility of the developed media products and provide suggestions for revising the learning media prototype.¹¹

The data analysis technique used in this study only focuses on the feasibility of the product made. The data analysis conducted is as follows: a) Analysis of observations and interviews. In this data analysis technique, the results of observation and interview analysis were analyzed using descriptive analysis techniques, namely by describing the data that had been obtained. b) Analysis of the questionnaire/questionnaire. In this data analysis technique, using the results of a questionnaire that will describe the data that has been filled in by the respondent by calculating the validation results of the experts using a descriptive percentage formula:

⁹ Muhammad Adri, Titi Sri Wahyuni, Supratman Zakir, and Jalius Jama, "Using ADDIE instructional model to design blended project-based learning based on production approach," *International Journal of Advanced Science and Technology* 29, no. 06 (2020): 1899-1909.

¹⁰ Sugiyono, *Qualitative Research Methods and R&D* (Bandung: Alfabeta, 2010), 120.

¹¹ Ivor Heijnen, Emma Stewart, and Stephen Espiner, "On the move: the theory and practice of the walking interview method in outdoor education research," *Annals of Leisure Research* 25, no. 4 (2022): 529-547.

$$Percentage (P) = \frac{\sum(\text{The answer} \times \text{The weight of each choice})}{n \times \text{Highest weight}} \times 100\%$$

The validation results with known percentages can be matched with the following table¹²:

Table 1. Percentage of Learning Media Assessment

Score	Rating percentage	Category
4	85.01% - 100.00%	Very Feasible
3	70.01% - 85.00%	Feasible
2	50.01% - 70.00%	Less Feasible
1	01.00% - 50.00%	No Feasible

RESULT AND DISCUSSION

The products produced in this study are in the form of Android-based Arabic learning media using the Lectora Inspire 17 application. The material contained in this media includes class VIII material II, namely *Ar-Riyadhah*, *Al-Mihnah*, and *'Iyadatul Mardho* material. Development of Arabic Language Learning Media Based on Android Lectora Inspire Application This applies an ADDIE development model consisting of 5 stages, namely Analyze, Design, Development, Implementation, and Evaluation developed on in 1996 by Walter Dick, Lou Carey and James O Carey.

The description of each step to develop this learning media is as follows¹³:

1. Analysis Phase

The analysis phase aims to find out the problems faced by students in learning Arabic. The analysis conducted by the researcher includes two things, namely problem analysis and needs analysis. Problem analysis is conducted by observing or directly observing the learning process in the classroom. Moving on to the results of the problem analysis, the next researcher conducted a second analysis. The analysis used by the researcher is by using the needs analysis method by conducting interviews with teachers and several students. Based on the results of the analysis above, the researcher will develop an android based Arabic learning media. The media that will be developed using the lectora inspire 17 applications. The resulting media can later be accessed by students on their Android smartphones offline which does not require an internet network and allows the implementation of independent learning.

2. Design Phase

The design stage is related to the design process in formulating learning objectives, analysis of subject matter, lesson planning, and selection of media content¹⁴. The design stage in

¹² Sa'dun Akbar, *Learning Instrument Instruments* (Bandung: Rosda Karya Youth, 2013), 142.

¹³ Moh Sutomo and Mashudi Mashudi, "Desain Pembelajaran Pendidikan Agama Islam dengan Model ADDIE," *TA'LIM: Jurnal Studi Pendidikan Islam* 5, no. 2 (2022): 180-193.

this research includes compiling the concept of android-based learning media using the lectoral inspire application, compiling a flowchart. namely a development flow chart that provides an overview of the program from beginning to end and composes a storyboard, namely a draft of the initial media product to map out explanations of all the descriptions of the selected material topics.

3. Development Stage

The development stage is the process of realizing the learning design that has been planned before in real terms. The development stage aims to produce a product which will then be validated by the validators. At this stage the researcher will develop an Android-based learning media using the lectora inspire 17 applications. In this study, the product results will be validated by media experts and material experts including Arabic lecturers and teachers. Pictures of the media prototype can be seen in the image below:

Figure 2. Prototype of Android-Based Arabic Learning Media Lectora Inspire 17 Application



a. Media Expert Validation

Media expert test is needed to assess the design or media design that has been made.

The media expert who will confirm media products is Mr. M. Rikzam Kamal, M. Kom. He is

¹⁴ Devi Ika Nurdiana, "Development of Interactive CD Learning Media Integrated with Islamic Values Accompanied by Mind Mapping on Epithelial Network Material for Class XI SMA Negeri 16 Semarang," *Biology Education Science Thesis* (Semarang: UIN Walisongo, 2019), 82.

a lecturer in the software team and application developer from the Information Technology and Data Center Unit (UTIPD) K.H. Abdurrahman Wahid State Islamic University of Pekalongan. Aspects assessed by media experts include aspects of software engineering, communication aspects, audio aspects, and visual aspects¹⁵. The calculation table for the validation results by media experts is as follows:

Table 2. Calculation Results of Validation by Media Expert

No.	Aspect	Percentage	Category
1.	Software engineering	85%	Feasible
2.	Communication	80%	Feasible
3.	Audio	87.5%	Very Feasible
4.	Visual	76%	Feasible
Average number of eligibility percentage		82%	Feasible

Based on the calculation results of media experts regarding learning media products, the learning media made obtained an average feasibility value of 82% and were categorized as feasible as learning media.

b. Material Expert Validation

Material testing is needed to assess the content of the material content on the media that has been created. Material experts who will validate media products are Mr. M. Zayinil Akhas, M. Pd as an Arabic lecturer at K.H. Abdurrahman Wahid State Islamic University of Pekalongan and 3 Arabic teachers, namely Mr. M. Haiz Najih, S.Pd.I., and Mrs. Rohmatun Nurul Awaliyah, S.Pd. who is an Arabic teacher at MTs Hidayatul Athfal Banyurip Alit Pekalongan City and an Arabic teacher at MTs Ma'arif NU Buaran, Mrs. Ni'matul Ulfah, M.Pd. The aspects assessed by material experts include aspects of content feasibility assessment, presentation assessment aspects, contextual assessment aspects, and language feasibility assessment aspects¹⁶. The calculation table for the validation results by material experts is as follows:

Table 3. Calculation Results of Validation by Material Expert

No.	Aspect	Percentage	Category
1.	Content eligibility	89%	Very Feasible
2.	Presentation	90%	Very Feasible
3.	Contextual	91%	Very Feasible
4.	Language eligibility	91%	Very Feasible

¹⁵ M. Rosa Saladin, *Software Engineering Learning Module (Structured and Object Oriented)* (Bandung: Modula. 2011), 112.

¹⁶ Urip Purwono, "Material for Socialization of Standards for Assessment of ICT Textbooks" <http://telaga.cs.ui.ac.id/heru/bsnp/13oktober08/BahanSosialisasiStandarPenilaianBukuTeksPeljariTIK.ppt>. Retrieved February 2, 2022.

No.	Aspect	Percentage	Category
	Average number of eligibility percentage	90%	Very Feasible

Based on the results of the validation conducted by material experts, the Arabic language learning media based on the android application lectora inspire 17 got an average feasibility score of 90%. Therefore, learning media products get a very possible category.

4. Implementation Phase

The implementation stage is the stage of implementing the instructional media design that was developed in real and tested directly in the classroom (11). At this stage the researcher will try out the media in the learning process in the classroom directly and distribute questionnaires to students to find out the feasibility of the media. Operational group testing was conducted in class VIII E MTs Hidayatul Athfal Banyurip Alit Pekalongan City with a total of 34 students. Class sampling using random sampling technique. The results of the student response questionnaire recapitulation can be seen in the following table:

Table 4. Calculation Results Response Participant Educate

No.	Aspect	Percentage	Category
1.	Media	91%	Very Feasible
2.	Theory	90%	Very Feasible
3.	Benefit	89%	Very Feasible
	Average number of eligibility percentage	90%	Very Feasible

Based on the results of the student response questionnaire, it can be seen that the Arabic language learning media based on the lectora inspire 17 android applications got an average feasibility score of 90%. Therefore, learning media products get a very feasible category.

5. Evaluation Stage

The evaluation stage is the stage of the assessment process to see if the learning media products developed are successful or not. The evaluation stage is divided into two types, namely formative evaluation, and summative evaluation. At the evaluation stage media products, researchers only do formative evaluations. This is because the purpose of this study is only to decide the feasibility of the media created and not to determine the effectiveness of the media created. The summative evaluation must be equipped with a pretest and posttest because this evaluation emphasizes mastery of the competencies received by students so that summative evaluation is not suitable for use, so it is not conducted in this study.

CONCLUSION

The results showed that this development research produced a product in the form of Arabic learning media based on the Lectora Inspire 17 android applications. This study used the ADDIE development model with 5 stages, namely Analyze, Design, Development, Implement and Evaluation. This media product includes 5 main menu icons. Namely KD & Indicators menu, material menu, evaluation menu, builder profile menu, and reference source menu. As for the assessment of media experts, they got a percentage of 82% in the feasible category and material experts got a percentage of 90% in the very feasible category. In addition, the results of the students' responses received a percentage of 90% in the very feasible category. Therefore, when viewed from the results of the assessment of experts and students, it can be concluded that the Arabic learning media based on the android application Lectora Inspire 17 is very feasible to be used as a learning medium.

REFERENCES

- Adri, Muhammad, et. al. "Using ADDIE Instructional Model to Design Blended Project-Based Learning Based on Production Approach." *International Journal of Advanced Science and Technology* 29, no. 06 (2020): 1899-1909.
- Akbar, Sa'dun, *Learning Instrument Instruments*. Bandung: Rosda Karya Youth, 2013.
- Alhamda, Hakim Syukri. "The Development of Maharah Kitabah in the Millennial Era: An Analysis of Natiq Book." *ALSINATUNA* 7, no. 2 (2022): 126-144.
- Ali, Jauhar. "Moodle in Arabic Learning : How It Works at SMK Syafi'i Akrom Pekalongan." *ALSINATUNA* 4, no. 2 (2019): 162-181.
- Gusliani, Gusliani, Afreni Hamidah, and Nasrul Hakim. "Pengembangan Media Pembelajaran Menggunakan Lectora Inspire 17 Pada Materi Mamalia Untuk Siswa Kelas X SMA." *Al Jahiz: Journal of Biology Education Research* 1, no.1 (2020): 23-33.
- Heijnen, Ivor, Emma Stewart, and Stephen Espiner. "On the Move: The Theory and Practice of the Walking Interview Method in Outdoor Education Research." *Annals of Leisure Research* 25, no. 4 (2022): 529-547.
- Nurdiana, Devi Ika. "Development of Interactive CD Learning Media Integrated with Islamic Values Accompanied by Mind Mapping on Epithelial Network Material for Class XI SMA Negeri 16 Semarang." *Biology Education Science Thesis*, Semarang: Library of UIN Walisongo Semarang, 2019.
- Purwono, Urip. Material for Socialization of Standards for Assessment of ICT Textbooks. [http://telaga.cs.ui.ac.id/heru/bsnp/13oktober08/BahanSosialisasiStandarPenilaianBukuTeksPeljariTIK.ppt.\(2008\)](http://telaga.cs.ui.ac.id/heru/bsnp/13oktober08/BahanSosialisasiStandarPenilaianBukuTeksPeljariTIK.ppt.(2008).). Retrieved February 2, 2022.
- Risalah, Lisa Khillatur, Umi Machmudah, and Zakiyah Arifah. "Implementing an Online-Based

Kallimni Program to Improve Maharah Kalam in the Pandemic of Covid-19.” *ALSINATUNA* 7, no. 1 (2021): 1-16.

Rusman, et.al. *ICT-Based Learning Strategy*. Jakarta: Raja Grafindo Persada, 2012.

Shalikhah, Norma Dewi. “Pemanfaatan Aplikasi Lectora Inspire Sebagai Media Pembelajaran Interaktif.” *Cakrawala: Jurnal Studi Islam* 11, no. 1 (2016): 101-115.

Sugiyono. *Qualitative Research Methods and R&D*. Bandung: Alfabeta, 2010.

Sutomo, Moh, and Mashudi Mashudi. "Desain Pembelajaran Pendidikan Agama Islam dengan Model ADDIE." *TA'LIM: Jurnal Studi Pendidikan Islam* 5, no. 2 (2022): 180-193.

Syaifudin, Muhammad Azhar. “Pengembangan Media Pembelajaran Berbasis Lectora Inspire Dalam Pembelajaran SKI Kelas VIII Di Mts.Wahid Hasyim 01 Dau.” *Vicratina: Jurnal Pendidikan Islam* 4, no. 1 (2019): 18-24.

Tekege, Martinus. “Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Pembelajaran SMA YPPGI NABIRE.” *Jurnal FATEKSA : Jurnal Teknologi dan Rekayasa* 2, no. 1 (2017): 40-52.