Development of Learning Media Using Smart Apps Creator Application for Arabic Language Learning

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https://doi.org/10.58194/eloquence.v2i3.1423

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Article History	ABSTRACT
	Background: The Arabic language teacher at Madrasah Tsanawiyah Al-Hikmah Mogutat Kotamobagu teaches Arabic using the KMA 183 textbook, a whiteboard, and an LCD projector. The teaching media employed by the teacher include illustrated paper and PowerPoint presentations. However, these methods have not yet increased students' interest, motivation, or learning outcomes in Arabic language lessons. **Purpose**: Based on interviews and an analysis of the Arabic language teacher's needs, the primary issue that requires immediate resolution is the presence of effective instructional media for the Arabic language subject. **Method**: This research follows the Research and Development (R&D) approach, using the ADDIE model. The development of instructional media, specifically using the Smart Apps Creator application, is tailored for students at MTs Al-Hikmah Mogutat Kotamobagu and is based on the Core Competencies (KI) and Basic Competencies (KD) of the Grade VIII Arabic language curriculum for Semester 1. **Results and Discussion**: The validation results from media experts for the developed instructional media show an average percentage score of 95.77%, which falls into the "very appropriate" category. Material experts rated it at 88%, also in the "very appropriate" category. Language experts provided a validation score of 86.67%, placing it in the "very appropriate" category. The Arabic language teacher's feedback resulted in a score of 93%, categorized as "very appropriate." Among the small group of students, 0% (0 students) rated the media as "very inappropriate," 0% (0 students) as "inappropriate," 0% (0 students) as "moderately appropriate," 40% (2 students) as "appropriate," and 60% (3 students) as "very appropriate." In the large group trial, the media was rated as "very appropriate" with a percentage of 94.94%. **Conclusions and Implications**: The instructional media product developed using the Smart Apps Creator application for the Arabic language subject for Grade VIII students at MTs Al-Hikmah Mogutat Kotamobagu can be operated on Android-based devices. It allows users to access the content anytime and anywhere via smartphones with a minimum RAM specification of 2 GB.
Keywords:	*Instructional Media, Smart Apps Creator, Arabic Language.*
	ABSTRAK

Latar Belakang: Guru bahasa Arab pada Madrasah Tsanawiyah Al-hikmah Mogutat Kotamobagu mengajar pelajaran bahasa Arab dengan menggunakan buku KMA 183, papan tulis, dan LCD Proyektor. Media pembelajaran yang digunakan guru yaitu media kertas bergambar dan power point, akan tetapi belum juga menambah minat, motivasi dan hasil belajar peserta didik dalam pembelajaran bahasa Arab.

Tujuan: Hasil wawancara dan hasil analisis kebutuhan guru bahasa Arab, masalah utama yang harus segera diberikan solusi adalah kehadiran media pembelajaran untuk mata pelajaran bahasa Arab.

Metode: Jenis penelitian ini adalah Research and Development (R&D) dengan menggunakan model ADDIE. Produk pengembangan media pembelajaran menggunakan aplikasi Smart Apps Creator untuk peserta didik di MTs Al-Hikmah Mogutat Kotamobagu dikembangkan berdasarkan KI dan KD bahasa Arab MTs Kelas VIII untuk Semester 1.

Hasil dan Pembahasan: Hasil validasi Ahli media pada pengembangan media pembelajaran dengan rata-rata persentase sebesar 95,77% termasuk kategori sangat layak. Ahli materi sebesar 88% dengan kategori sangat layak. Hasil validasi Ahli bahasa dengan skor persentase sebesar 86,67% masuk dalam kategori sangat layak. Sedangkan penilaian respon guru bahasa Arab memperoleh skor 93% dengan kategori sangat layak. Untuk respon peserta didik kelompok kecil sebanyak 0,00% (0 peserta didik) berada dalam kategori "sangat tidak layak," 0,00% (0 peserta didik) dalam kategori "tidak layak," 0% (0 peserta didik) dalam kategori "cukup layak," 40% (2 peserta didik) dalam kategori "layak," dan 60% (3 peserta didik) dalam kategori "sangat layak." Pada uji coba kelompok besar yaitu berada pada kategori "sangat layak" dengan persentase sebesar 94,94%.

Conclusions and Implications: Produk media pembelajaran menggunakan aplikasi Smart Apps Creator pada mata pelajaran Bahasa Arab untuk peserta didikkelas VIII MTs al-Hikmah Mogutat Kotamobagu ini dapat dioperasikan pada perangkat berbasis Android dan memungkinkan pengguna untuk mengaksesnya kapan saja dan di mana saja melalui smartphone dengan spesifikasi RAM minimal 2 GB

| Kata Kunci | *Media Pembelajaran, Smart Apps Creator, Bahasa Arab.* |

INTRODUCTION

Learning media is a learning facility factor that plays a crucial role in the learning process.[1] In the learning process, it is crucial to have effective and purpose-aligned media.[2] In the teaching and learning activities in the classroom, the role and function of the teacher are as communicators and facilitators in delivering instructional materials.[3]

The development of instructional media undoubtedly requires high creativity from its developers.[4]–[6] The innovation in instructional media is utilized to enhance the quality of learning.[7],[8] One technological product that can be used as an innovation in learning is a computer. The rapid development of technology has played a very beneficial role for various purposes, including education and learning.[9] Learning media is software and hardware designed to assist the interaction between teachers and students, as well as the interaction of students with the learning environment. It serves as a tool for teachers to support the implementation of teaching methods.[10]

Media-based learning is a learning activity that utilizes computers to create and combine text, graphics, audio, moving images (video and animation), and incorporates links and tools that allow users to navigate, interact, create, and communicate.[11]–[13] Arabic language learning is conducted in schools and Islamic boarding schools (pondok pesantren) in Indonesia.[14] In Arabic language learning, it is expected to encourage, guide, develop, and nurture students' abilities, as well

as foster a positive attitude toward the Arabic language, both receptively and productively.[15]–[17]

The four Arabic language skills are listening skills (Maharat al-Istima'), speaking skills (Maharat al-Kalam), writing skills (Maharat al-Kitabah), and reading skills (Maharat al-Bahasa Arab).[18][19] These four aspects are crucial in learning Arabic because these four skills are inseparable. The position of these four skills significantly supports the attainment of language skills.[20]

Al-Hikmah Mogutat Kotamobagu Junior High School is one of the schools located in Kotamobagu City, in the village of Poyowa Besar I. It has three levels of classes, namely VII, VIII, and IX, all of which include Arabic language learning. Teachers who handle Arabic language subjects come from a background of graduating from S1 Arabic Language Education. Considering their educational background, it can be assessed that they are competent in teaching Arabic to students.

The Arabic language teacher at Al-Hikmah Mogutat Kotamobagu Junior High School teaches Arabic using the KMA 183 book, a chalkboard, LCD, and projector. The instructional media used by the teacher includes illustrated paper media and PowerPoint; however, it has not yet significantly increased the interest, motivation, and learning outcomes of the students in Arabic language learning. This is because the Arabic language instructional media used by the teacher has not been able to enhance the students' learning motivation. The Arabic language instructional media used are very limited to text-based or reading materials alone, thus lacking interactive engagement among the teacher, students, and the instructional media used. Moreover, Arabic language learning in Grade VIII at Al-Hikmah Mogutat Kotamobagu becomes monotonous and tends to be boring.

The results of interviews and analysis of the needs of Arabic language teachers indicate that the main problem that needs an immediate solution is the presence of instructional media in Arabic language learning. Arabic language teachers also suggest to the researcher to create instructional media using Android devices, computers, laptops, and LCDs, with interaction between the teacher, the application, and the students in its usage. The target class for the research is Grade VIII because this class is already familiar with the Arabic language learning process compared to Grade VII, which is still relatively new to Arabic language learning. Meanwhile, Grade IX is a preparation class for the graduation exam.

There are many applications available on various websites that can be used to create interactive learning media for Arabic language learning, each with its own version. In this research, the researcher used the Smart App Creator application to create interactive Arabic language learning media. The researcher chose Smart App Creator because this application has comprehensive features that can facilitate users in creating learning media. The application has an easily understandable interface, offers many free features, and can be installed for free on a laptop. This application can be used to create interactive media applications, video, audio, and image media.

Based on the description above, the researcher aims to develop Arabic language learning media using the Smart Apps Creator application, which can be used by teachers offline without any time limitations for Arabic language learning. The research subject is the eighth-grade students of Al-Hikmah Mogutat Kotamobagu Junior High School.

LITERATURE REVIEW

1. Learning Media

Media is a tool or instrument used as a means of conveying and transmitting messages to the message recipient. The word "media" originates from the Latin language, namely "medium," and in Indonesian, the term "media" is interpreted as an intermediary or something that is in the middle.

Media serves as a tool for channeling information or facilitating learning.[21] NEA or the National Education Association expresses a similar opinion about media, stating that media is any form of communication tool, whether in print or audiovisual. Ideally, media should be modifiable, observable, audible, and readable. AECT (Association for Educational Communications and Technology) shares the same view regarding media as various forms of both written and audiovisual communication, along with its devices. Media should be modifiable, accessible, and observable, audible, and readable. In this context, learning media plays a crucial role in the educational context as a tool that serves as an intermediary or communication channel in the exchange of information between the sender and receiver.

Interactive multimedia-based learning refers to learning applications that comprehensively integrate text, images, graphics, sound, video, animations, and simulations while interacting with users through a computer or similar device. This program is designed to achieve specific learning objectives, allowing users to actively interact with the program. The three main elements or keywords in this concept of interactive multimedia learning are multimedia, learning, and interactive. All three aspects are integral parts of this program and must be present in its development and implementation.

2. Smart Apps Creator

Smart Apps Creator 3 (SAC) is a development platform that can create learning applications effectively and easily without the need for manual coding. Smart Apps Creator (SAC) is a computer program created to facilitate the creation of mobile applications for Android and iOS operating systems without requiring an understanding of programming code. Smart Apps Creator 3 (SAC) is a programming platform that enables the creation of learning applications in an effective and straightforward manner without the need for complex coding processes.

According to Prakoso, Smart Apps Creator is an application that enables the creation of mobile applications for Android and iOS without the need for coding, and it can generate HTML5 and exe formats. This application is used to create various types of mobile applications, including multimedia for learning, city guides, marketing, games, and more. Knowledge about this application can also be provided to students at the elementary, junior high, and high school levels to enhance their creative abilities in managing content and creating engaging mobile applications. Smart Apps Creator (SAC) can also be described as a multimedia application with the skill to design and develop interactive learning media based on Android and iOS without requiring coding.

3. Pembelajaran Bahasa Arab

Arabic in Indonesia is officially recognized as a foreign language because it originates from outside Indonesia and is not used as the formal language in this country. The primary focus of the Arabic language learning process is to achieve proficiency in the four language skills, known as Maharat al-lughah. Maharat al-lughah involves the skills of using the language in two situations, namely receptive (al-nasyith al-istiqbali) and productive (al-nasyith al-intaji). Receptive skills include listening (maharah al-istima) and reading (maharah al-bahasa Arab), while productive skills include speaking (maharah al-kalam) and writing (maharah al-kitabah).

Listening skills (mahārah al-istima') refer to an individual's ability to comprehend words or sentences conveyed by a speaker or through specific media. This proficiency can be enhanced through continuous practice of listening to sounds, words (phonemes), and their proper pronunciation. This can be achieved either through direct interaction with native speakers (al-náthiq al-ashli) or by using recordings.

Speaking skills (mahārah al-kalām) refer to the ability to articulate sounds or use words to convey ideas, opinions, desires, or feelings orally to a conversational partner. More broadly,

speaking involves utilizing muscles and muscle tissues in the body to communicate ideas through auditory and visual means.

Reading skills (Mahārah Al-qirā'ah) refer to the ability to recognize and understand the content of written material (written symbols) through reading. Reading essentially involves a communication between the writer and the reader through a text that has been created, establishing a direct connection between spoken and written language comprehension.

Writing skills (mahārah al-kitabah) refer to the ability to express or convey thoughts in writing. In the context of learning the Arabic language, writing skills can be divided into three main categories: composition (al-imla'), calligraphy (al-khath), and composition or essay writing (al-insya').

METHOD

This type of research is Research and Development (R&D), a research method used to produce a specific product and test the effectiveness of that particular product.[22] Research and development methods are a process or series of steps for developing a new product or improving existing products, which can be accounted for or justified.[23] The product can be either hardware or software. The chosen model is the ADDIE model by Dick and Carey.[24], [25]

The ADDIE model consists of five interrelated and systematically structured components, starting from the first stage to the fifth stage, not randomly ordered due to its systematic application.[26] The ADDIE research and development model is utilized to test the effectiveness of a developmental study.[27] The reason the researcher used the ADDIE research and development model is that it is a common model that can be applied to all developmental research. This model consists of five stages: Analyze, Design, Development, Implementation, and Evaluation.[28], [29]

Tabel 1. Model Pengembangan ADDIE

Analyze	Needs Analysis to Design Engaging Learning Media for Arabic Language Learning
Design	Designing the Framework, Form, and Appearance of Learning Media using SAC
Development	Developing Learning Media using the SAC Application into a product of Arabic Language Learning Media.
Implementation	Testing the feasibility of the product through a questionnaire to media, content, and language experts to assess the suitability of content, media, and language in the product.
Evaluation	Revising and refining the Arabic language learning media product using SAC.

The research and development steps using the ADDIE model are illustrated in the diagram below, along with their explanations:
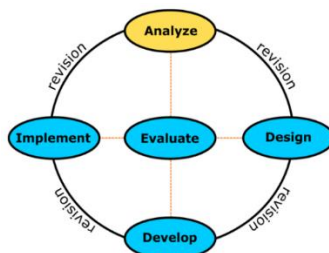
Image 1. The ADDIE Development Procedure

In the ADDIE research and development model, the first stage is to analyze the need for developing a new product, which includes media and teaching materials, catering to the needs of both teachers and students.[29]–[31] Next is to analyze the feasibility and requirements for product development. In the second stage, which is the design of learning media, referring to the analysis results, interactive learning media is designed using the Smart Apps Creator application. The design results can be presented in the form of an Android application that can be used by teachers and students via smartphones. The third stage is development, in which the activity involves creating the product until it is produced according to the specified requirements. The design results are materialized into a product to be tested for its validity. The validity test is conducted in three stages: (1) material validity, (2) media validity, and (3) language validity.

In the fourth stage, Implementation, the developed interactive learning media is applied to the Arabic language learning process in schools. The implementation stage involves two types of trials: a trial with a group of teachers, a trial with a small group of 5 students, and a trial with a large group of 33 students. In the evaluation stage, the researcher conducts trials after the media has passed the validity testing stage.

Validation questionnaire test for media, content, and language experts using the following formula:

$$P = \frac{\sum R}{N} \times 100\%$$

Description:

P : Percentage score (rounded)

$\sum R$: Total score of answers given by each respondent.

N : Total ideal score for one item.

Criteria for validating instructional media using the Likert scale measurement categories as in the following table:

Table 2. Likert Scale Measurement Categories

No	Assessment (%)	Category
1.	81-100%	Very Suitable
2.	61-80%	Suitable
3.	41-60 %	Moderately Suitable
4.	21-40 %	Not Suitable
5.	< 20 %	Not at All Suitable

Table 2 above is used to assess the feasibility with the level of alignment of content, language, and responses from teachers and students.

RESULT AND DISCUSSION

A. Results of Initial Product Development

This research employs the ADDIE development procedure. The following are the steps of the ADDIE development:

1. Analysis Stage

The analysis stage involves a preliminary study, including needs analysis, content analysis, student analysis, and technical analysis in developing Learning Media using the Smart Apps Creator Application for Arabic Language Learning in Class VIII of MTs Al-Hikmah Mogutat Kotamobagu.

In the needs analysis, the selection of learning media or teaching materials developed is the result of interviews with teachers and students of MTs Al-Hikmah Mogutat Kotamobagu. The basis for development, as observed during the preliminary study with school observations, indicates that: (1) Lack of variation in the learning process, causing students to feel bored in learning Arabic. (2) Educators still use conventional methods in teaching Arabic. (3) Low understanding level of students about the Arabic material taught. (4) The use of existing learning media as Arabic language learning media at MTs Al-Hikmah Mogutat Kotamobagu is not effective in improving student learning outcomes.

In the first material analysis, the researcher conducted an analysis of Core Competencies (KI) and Basic Competencies (KD). The development of learning media products using the Smart Apps Creator application for Arabic language subjects for students at MTs Al-Hikmah Mogutat Kotamobagu is based on the Core Competencies and Basic Competencies of Arabic language for Grade VIII MTs for Semester 1.

Furthermore, in the literature analysis, the researcher collected data in the form of supporting theories for the learning media to be created. The main book for Arabic language learning for Grade VIII at MTs al-Hikmah Mogutat Kotamobagu, other sources used by the researcher are research journals, books on learning media, Arabic language learning syllabus for MTs, Arabic language learning resource books, and other relevant sources for the research.

2. The Product Design Stage

The Creation of Learning Media Design is an overview of the overall learning media that will be loaded into the application. The storyboard serves as a guide, like a map, to facilitate the media creation process. Designs for each feature or section in the application can be seen as follows:
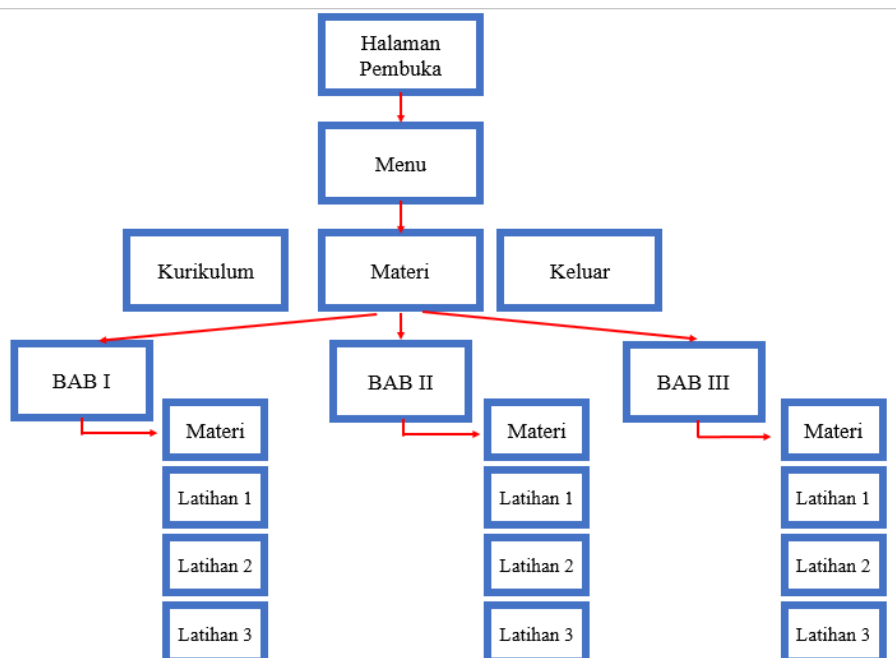
Chart 1. Storyboard for the Arabic Language Learning Application for Grade VIII

B. Results of Product Testing

The results of the development were then validated by media experts, subject matter experts, and language experts to assess the quality and feasibility of the developed product. The results are explained as follows:

1. Media Ratings

The assessment by media experts on the Arabic language learning media developed using the Smart Apps Creator application for Arabic language subjects for students of class VIII at MTs Al-Hikmah Mogutat Kotamobagu was conducted by 2 media experts. The media experts involved were lecturers or specialists who are accustomed to handling the creation and development of Arabic language learning media. The first media expert is a lecturer in instructional technology at the University of Muhammadiyah Gorontalo. [32] and the second media expert serves as an Apps Developer at LKP Mobalajar Center Gorontalo. [33] he assessment by media experts on the media was done using a questionnaire. The measurement scale used is a modified Likert scale (5: Very Feasible, 4: Feasible, 3: Adequate, 2: Less Feasible, 1: Not Feasible). The results of the media expert assessment are presented in Table 3 as follows.

Table 3. Table of Arabic Language Learning Media Expert Validation Results

No.	Subject Matter Expert	Score Achievement	Maximum Score	Percentage	Category
1	Subject Matter Expert I	124	130	95,38%	Very Suitable
2	Subject Matter Expert 2	125	130	96,15%	Very Suitable

The table above shows the validation results from two media experts consisting of 26 questions with scores of 124 (media expert 1) and 125 (media expert 2) out of a total score of 130, categorizing it as very feasible with an average percentage of 95.77%. This result proves that the development of learning media using Smart Apps Creator for Arabic language learning in class VIII at MTs Al-Hikmah Mogutat Kotamobagu is highly suitable for direct user testing.

2. Expert Material Assessment

The assessment by the content expert was carried out by a specialized lecturer or expert. The content expert plays a role in determining whether the developed instructional media product is in accordance with the depth and accuracy of the material. In this study, the content expert was an Arabic language lecturer at the Faculty of Education and Teacher Training at IAIN Sultan Amai Gorontalo.

The assessment was conducted using a questionnaire. The measurement scale used was a modified Likert scale (SL: Very Feasible (5), SL: Feasible (4), C: Adequate (3), KL: Less Feasible (2), SKL: Not Feasible (1)). The results of the content expert's assessment of the instructional media development product using the Smart Apps Creator application for Arabic language subjects for eighth-grade students at MTs Al-Hikmah Mogutat Kotamobagu are presented in Table 4.x as follows.

Table 4. Table of Results of Arabic Language Learning Material Validation Expert

No.	The Materials Expert	Score Achievement	Maximum Score	Percentage	Category
1	The Materials Expert I	44	50	88%	Very Suitable

Table 4 above shows the results of the content expert's assessment of the instructional media development product using the Smart Apps Creator application for Arabic language subjects for eighth-grade students at MTs Al-Hikmah Mogutat Kotamobagu, which for the Content Expert is 88% in the very feasible category. Based on the expert/content expert's assessment of the developed product, it falls into the very feasible category. Subsequently, expert recommendations and feedback in the validation results were revised accordingly and deemed suitable for testing in small or large groups or field trials.

3. Expert Assessment of Language

Validation by Arabic language experts was carried out by the researcher with the aim of determining the feasibility of the instructional media development product using the Smart Apps Creator application for Arabic language subjects for eighth-grade students at MTs Al-Hikmah Mogutat Kotamobagu in terms of vocabulary use, appropriateness of sentence structure, and Arabic writing within the developed media product. The language expert validation will be assessed by the Chair of the S2 PBA Study Program at IAIN Gorontalo and lecturers in Arabic Language Education at the S1 level at IAIN Gorontalo.

Skala pengukuran yang digunakan adalah modifikasi skala likert (SS: Sangat Sesuai (5), S: Sesuai (4), CS: Cukup Sesuai (3), TS: Tidak Sesuai (2), STS: Sangat Tidak Sesuai (1)). Hasil penilaian ahli bahasa terhadap produk pengembangan media pembelajaran menggunakan aplikasi *Smart Apps Creator* pada mata pelajaran bahasa Arab bagi peserta didik kelas VIII MTs Al-Hikmah Mogutat Kotamobagu disajikan pada tabel 4.x sebagai berikut.

Table 5. Table of Results of Language Expert Validation

No	The Materials Expert	Score Achievement	Maximum Score	Percentage	Category
1	Language Expert I	39	45	86,67%	Very Suitable

Table 5 above shows the results of the assessment by Arabic language experts on the development of instructional media using the Smart Apps Creator application for Arabic language subjects for eighth-grade students at MTs Al-Hikmah Mogutat Kotamobagu, related to Arabic grammar, vocabulary, and writing used in it. The validation results from the Language Experts obtained a percentage score of 86.67%, falling into the category of very suitable. This indicates that the use of Arabic language in the developed instructional media is very suitable in terms of vocabulary, grammar, and writing. Furthermore, the expert's suggestions and inputs on this language validation result were revised in accordance with the validation results and declared suitable for testing with media users after revision.

4. User Testing

Testing was carried out to observe the responses of teachers and students to the educational media product using Smart Apps Creator for Arabic language learning in the eighth grade of MTs Al-Hikmah Mogutat Kotamobagu. The testing involved three stages: a trial with a group of teachers, a trial with a small group, and a trial with a large group for students.

a) Group Trial for Teachers

Results of the group trial for the instructional media using Smart Apps Creator for Arabic language learning in Grade VIII MTs al-Hikmah Mogutat Kotamobagu are presented in Table 4.x as follows:

Table 6. Table of the assessment results by Arabic language teachers for the developed instructional media.

No.	Respondents	Score	Category
1	Teacher 1	97	Very Suitable
2	Teacher 2	90	Very Suitable
3	Teacher 3	92	Very Suitable
Average		**93**	**Very Suitable**

Here is the bar chart representation of the evaluation results explained in the table above:
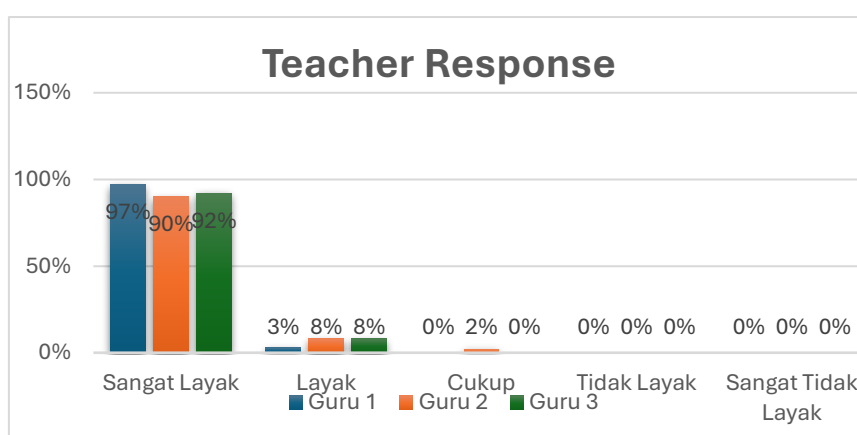
Chart 2. Chart of Arabic language teacher assessment results

In the table 6 and chart 2 above, it shows the assessment of teachers on the development of learning media products using the Smart Apps Creator application for Arabic language learning for 8th-grade students at MTs Al-Hikmah Mogutat Kotamobagu in the teacher trial 1 with a score of 97 out of a total score of 100 for 20 questions, categorized as very feasible. Then the results of the trial for teacher 2 with the same set of questions obtained a total score of 90 out of 100, categorized as very feasible. The last assessment by the third Arabic language teacher obtained a total assessment score of 92 out of 100, categorized as very feasible. If averaged, it will result in an average score of 93, categorized as very feasible.
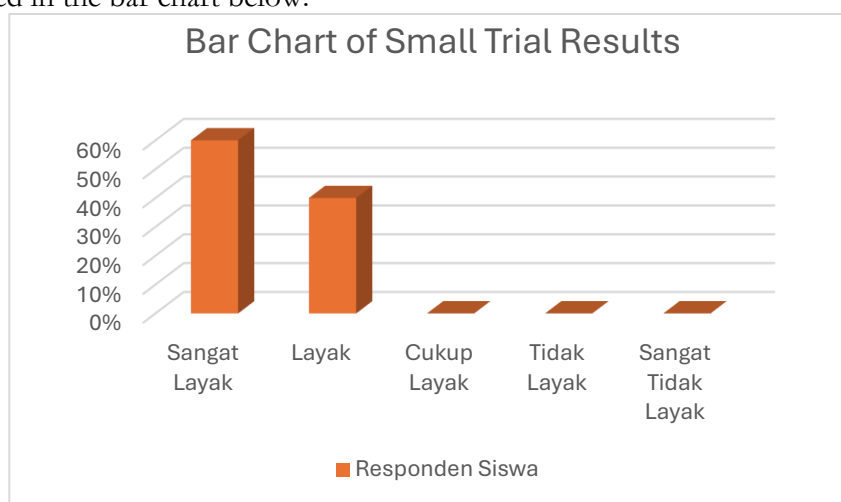
b) Small Group Student Trial

Small group trials were conducted with 5 students from class VIII of MTs Al-Hikmah Mogutat Kotamobagu. There were 20 question points using the Likert scale for measurement. The results obtained from the small group trial included the students' responses and feedback on the Arabic language learning media developed using the Smart Apps Creator application for the students of class VIII MTs Al-Hikmah Mogutat Kotamobagu. The students also provided useful input for improvement before the large group trial or field trial. The detailed results of the small group trial are presented in the following table and diagram:

Table 7. Table of Small Group Trial Results

No.	Interval	Interpretation	Frequency	Percentage
1	84 - 100	Very Suitable	3	60%
2	68 - 83	Suitable	2	40%
3	52 - 67	Quite Suitable	0	0%
4	36 - 51	Not Suitable	0	0%
5	20 - 35	Very Unsuitable	0	0%
	Average		**5**	**100%**

The results of the small group trial for the instructional media product using Smart Apps Creator for Arabic language learning in Grade VIII at MTs Al-Hikmah Mogutat Kotamobagu are presented in the bar chart below:

Chart 3. Bar chart of small group trial results

The assessment results indicate that 0.00% (0 students) fall into the category of "very unsuitable," 0.00% (0 students) in the "not suitable" category, 0% (0 students) in the "fairly suitable" category, 40% (2 students) in the "suitable" category, and 60% (3 students) in the "very suitable" category.

After undergoing the small group trial, feedback and suggestions received from this evaluation have been incorporated for product improvement. The teacher's assessment of the instructional media developed with the Smart Apps Creator application for Arabic language learning in the 8th grade at MTs Al-Hikmah Mogutat Kotamobagu during the small group trial indicates that the product falls into the "very suitable" category. Based on this category, the instructional media product using the Smart Apps Creator application for Arabic language learning in the 8th grade at MTs Al-Hikmah Mogutat Kotamobagu is ready for further testing in the large group trial phase.

c) Large Group Student Trial

This time, the respondents involved all students of class VIII MTs al-Hikmah Mogutat Kotamobagu, totaling 33 people, and the large group trial was conducted on November 24, 2023. During the trial, observations, interviews, and questionnaire distribution were carried

out. The questionnaire used was paper-based and distributed directly to students, while the learning media product was distributed through a link sent via the WhatsApp group.

The measurement scale used was the Likert scale with 5 interpretation categories. The results obtained from the large group trial are in the form of responses and feedback from students regarding the development of learning media using the Smart Apps Creator application for the Arabic language subject for class VIII students at MTs al-Hikmah Mogutat Kotamobagu. The results of the large group trial are as follows:

Tabel 8. Table of Results of Large Group Trials.

No.	Assessment Items	Total Score	Percentage
1	Overall, I am satisfied with the ease of using this application.	157	**95,15**
2	The way to use this application is simple.	158	**95,76**
3	I can learn effectively using this application.	158	**95,76**
4	I can learn quickly using this application.	151	**91,52**
5	I can efficiently learn using this application.	160	**96,97**
6	I feel comfortable using this application.	154	**93,33**
7	This application is easy to learn.	155	**93,94**
8	I believe I am more productive using this application.	155	**93,94**
9	The system provides clear help options, guiding me on how to navigate the application.	158	**95,76**
10	Every time I make a mistake, I recover easily and quickly.	163	**98,79**
11	The information provided with this application is clear.	156	**94,55**
12	It is very easy to find the information I need.	153	**92,73**
13	The information provided by the application is easy to understand.	160	**96,97**
14	This information is effective in helping me learn.	158	**95,76**
15	The layout of information on the application screen looks clear.	156	**94,55**
16	The appearance of this application is pleasing.	151	**91,52**
17	I like using the interface of this application.	158	**95,76**
18	This application has all the functions and capabilities I need.	156	**94,55**
19	The presented material is beneficial for me.	156	**94,55**
20	Overall, I am satisfied with this application.	160	**96,97**
	Average	**3133**	**94,94%**

Based on Table 8 above, if presented in the form of a bar chart, the results of the trial of the development of learning media products using the Smart Apps Creator application for Arabic language learning in class VIII MTs Al-Hikmah Mogutat Kotamobagu are as follows:
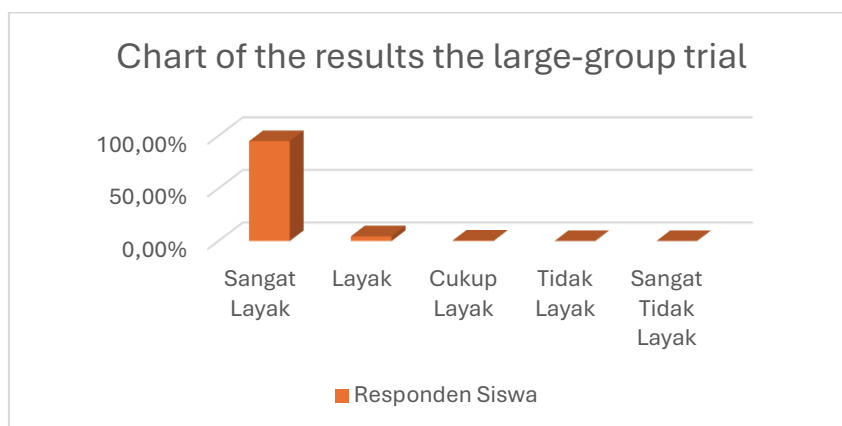
Chart 4. Chart of the results of the large-group trial

Tabel 8 and chart 4 above show the assessment of students toward the developed instructional media product using the Smart Apps Creator application for Arabic language learning for the 8th-grade students at MTs al-Hikmah Mogutat Kotamobagu during the large-group trial, which falls into the "very feasible" category with a percentage of 94.94%, obtaining a score of 3133 out of the expected score of 3300.

a)   Product Revisions

Revising the product based on feedback and suggestions from media, content, and language experts on the instructional media product using the Smart Apps Creator for Arabic language learning for 8th-grade students at MTs al-Hikmah Mogutat Kotamobagu. The following describes the input and suggestions from the validation process by the experts:

Table 9. Table of feedback and improvement suggestions from experts.

No.	Types of Errors	Improvement Suggestions
1	Some menus do not correspond to the intended slide.	Adjust the menu to match the intended slide.
2	Adjust font size and color.	Increase the font size and use a more readable font color.
3	Present the material with a different concept than the textbook.	The media material is presented in interactive multimedia, and the exercises are presented in the form of games.
4	Fixing the recording sound.	Improving the recording sound.
5	Correcting inaccuracies in Arabic lettering.	Correcting the Arabic script errors.
6	Expanding application access to laptop/computer users.	Publishing the application in HTML format that can be run on laptops/computers.
7	Consistency in placing navigation buttons.	Placing navigation buttons consistently.
8	No user instructions on the media.	Create a brief user guide for the learning media.

9	The background images used seem unappealing.	Replace the background images with more appealing ones.

Based on the points above, the researcher made improvements according to the feedback from media, content, and language experts. These improvements are presented in the images below:

Image 2. Revised User Guide or menu tooltips.

Image 3. Revised Tooltip Guidance on the Material Page.

Image 4. Revised Tooltip Instructions on the Material Page.

Image 5. Revised Tooltip Instructions on the Exercise Page.

C. Final Product Review

The final result of developing the learning media product using the Smart Apps Creator application for Arabic language learning in Grade VIII of MTs Al-Hikmah Mogutat Kotamobagu is considered suitable for use in education. To download this product, please visit the following link: [link] or use the following barcode:

Image 6. Barcode Scan Link to Download Arabic Language Learning Media for Grade VIII of MTs Al-Hikmah Mogutat Kotamobagu.

The designed learning media features an attractive and easily understandable display, making it practical for students to use. This learning media application is equipped with images, animations, audio, and video, providing convenience to students in the process of learning the Arabic language. The learning media product, using the Smart Apps Creator application for the Arabic language subject in Grade VIII of MTs Al-Hikmah Mogutat Kotamobagu, can be operated on Android-based devices and allows users to access it anytime and anywhere through smartphones with a minimum RAM specification of 2 GB.

CONCLUSION AND IMPLICATIONS

This study aims to develop technology-based instructional media using the Smart Apps Creator application for Arabic language learning. The application is designed to enhance student interactivity and motivation, as well as enrich their learning experience through more engaging and effective media. The research findings indicate that the instructional media developed with this application is effective in improving students' understanding and skills in Arabic. The media development process was conducted through several stages, including needs analysis, design, development, implementation, and evaluation. Evaluation was carried out to ensure that the instructional media meets the criteria of effectiveness, efficiency, and appeal. In conclusion, the Smart Apps Creator-based instructional media is deemed suitable for use as an educational tool in Arabic language learning in schools.

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