Improving the Ability of Maharah Qiraah Class VII Through Busy Book Learning Media

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Article History	ABSTRACT
Received 20-10-2024: Accepted: 26-10-2024: Published: 13-12-2024:	**Background:** Learning media plays a vital role in learning Arabic. The use of appropriate learning media can increase students' interest and activeness in learning subject matter, especially Arabic. In the current era of information technology development, innovative learning media such as Busy books can be an effective alternative to improve the quality of learning. **Purpose:** The objectives of this Learning Media Development include (1) Developing effective and engaging Busy book-based learning media to improve students' Arabic reading skills at MTs Nurul Yaqin, Gorontalo City, (2) Measuring the feasibility of Busy book-based learning media, the researcher hopes to improve students' ability to read Arabic sentences at MTs Nurul Yaqin, Gorontalo City. **Method:** This research uses research and development (R&D) methods. Research and Development Theory is a type of research used to produce products. The research and development steps are adapted from the ADDIE (Analyze, design, Develop, Implement, and Evaluate) design. **Results and Discussion:** It was found that for the pre-test data of the implementation class, there were 30 samples with a minimum score of 10 and a maximum value of 50, while for the post-test data of the implementation class, there were 30 samples with a minimum score of 60, a maximum value of 90. then it can be concluded that there is a difference between the results of the Pre-Test and Post-Test of the Implementation class. In other words, the Busy Book method has an influence on Maharatul Qiraah of MTs Nurul Yaqin Students. **Conclusions and Implications:** Based on the results of the limited trial, there was a significant increase between students' pre-test and post-test scores after using busy book media. Thus, it can be concluded that the busy book method has a positive influence on the ability of Maharatul Qiraah of MTs Nurul Yaqin students.Berdasarkan hasil uji coba terbatas, terdapat peningkatan signifikan antara nilai pre-test dan post-test siswa setelah menggunakan media busy book. Dengan demikian, dapat disimpulkan bahwa metode busy book memiliki pengaruh positif terhadap kemampuan Maharatul Qiraah siswa MTs Nurul Yaqin.
Keywords:	*Busy Book; Arabic, Maharah Qiraah.*
	ABSTRAK

Latar Belakang: Media pembelajaran memegang peranan penting dalam pembelajaran bahasa Arab. Penggunaan media pembelajaran yang tepat dapat meningkatkan minat dan keaktifan belajar siswa dalam memahami materi pelajaran, terutama dalam pembelajaran Bahasa Arab. Pada masa perkembangan teknologi informasi saat ini, penggunaan media pembelajaran yang inovatif seperti Busy book dapat menjadi alternatif yang efektif untuk meningkatkan kualitas pembelajaran.

Tujuan: Tujuan dari Pengembangan Media Pembelajaran ini mencakup, (1) Mengembangkan media pembelajaran berbasis Busy book yang efektif dan menarik untuk meningkatkan kemampuan membaca bahasa Arab siswa di MTs Nurul Yaqin Kota Gorontalo, (2) Mengukur kelayakan media pembelajaran berbasis Busy book, peneliti mengharapkan dapat meningkatkan kemampuan membaca kalimat Bahasa Arab siswa di MTs Nurul Yaqin Kota Gorontalo.

Metode: Penelitian ini menggunakan metode penelitian dan pengembangan (R&D). Teori Research and Development adalah jenis penelitian yang digunakan untuk menghasilkan produk. Langkah-langkah penelitian dan pengembangan yang dilakukan ini diadaptasi rancangan ADDIE (*Analyze,Designe,Develop,Implement,dan Evaluate*).

Hasil dan Pembahasan: Ditemukan bahwa untuk data pre test kelas implementasi, terdapat 30 sampel dengan nilai minimum 10 dan nilai maksimum 50, sedangkan untuk data post test kelas implementasi, terdapat 30 sampel dengan nilai minimum 60, nilai maksimum 90. maka dapat disimpulkan bahwa terdapat perbedaan antara hasil Pre-Test dan Post-Test kelas Implementasi. Dengan kata lain, bahwa ada Pengaruh metode *Busy Book* terhadap Maharatul Qiraah Siswa MTs Nurul Yaqin.

Kesimpulan dan Implikasi: Berdasarkan hasil uji coba terbatas, terdapat peningkatan signifikan antara nilai pre-test dan post-test siswa setelah menggunakan media busy book. Dengan demikian, dapat disimpulkan bahwa metode busy book memiliki pengaruh positif terhadap kemampuan Maharatul Qiraah siswa MTs Nurul Yaqin.

| Kata Kunci | *Busy Book; Bahasa Arab, Maharah Qiraah.* |

INTRODUCTION

Learning Arabic is a systematic and structured process that aims to develop one's ability to understand, speak, read, and write in Arabic.[1], [2] This process involves a variety of methods and strategies to help students master the linguistic and cultural aspects related to the Arabic language.[1] Learning Arabic refers to an educational process that involves mastering Arabic language skills, including listening, speaking, reading, and writing.[4], [5] This includes understanding the Arabic language's grammatical structure, vocabulary development, and language application in relevant communicative contexts.

There are four skills in Arabic: Speaking, Listening, Reading, and Writing Skills.[6], [7] For some students, these four skills have their level of difficulty. One of them is *Maharatul Qiraah* (reading skills). *Maharah Qiraah* (reading ability) is one of the basic skills in learning Arabic, and it is essential for students in madrasah.[8], [9], [10] Learning media that can help students overcome these problems is needed to support student's ability to compose correct Arabic sentences. The Media Busy book is one learning media that can be applied to learning Arabic.[11], [12] Arabic language learning media has become integral to modern education in many countries, significantly changing how students understand and learn this culturally rich language. With technology that continues to develop, Arabic learning media is no longer limited to textbooks or conventional teaching in the classroom.[13]

Arabic learning media is made or designed to teach Arabic lessons easily and attract students' attention.[14] Learning media plays a vital role in learning Arabic. Using appropriate learning media can increase students' interest and activeness in understanding the subject matter, especially in learning Arabic.

In daily Teaching and Learning Activities (KBM) in and outside the classroom, we will encounter various kinds of activities or student behaviors, both fun and unpleasant. These appear as a response to what we (teachers) present or give to them (students), meaning that daily learning activities will depend on us (teachers) and them (students).[15] Through this Busy book media, it is hoped that it will help smoothness, effectiveness, and efficiency in achieving learning goals and overcoming the use of conventional methods, making the learning process more lively, better, and more vibrant in Arabic.

LITERATURE REVIEW

1. Definition of Development

According to the Great Dictionary of the Indonesian Language (KBBI), development refers to the process, method, or action to develop something.[16] According to Setyosari, development is a process used to design and evaluate products in the field of education. Sugiyono explained that research and development aims to produce specific products and test their effectiveness. Meanwhile, Seels and Richey define development research as a systematic study that involves designing, developing, and evaluating a program, process, or product that must meet the criteria of validity, practicality, and effectiveness.[17]

2. Definition and Benefits of Media

Media allows the union of two different things, becomes an introduction to something, and makes something easier to use. It can also be in the form of education, the emergence of media (in this case, learning media), one of which is shown so that students are more motivated in the learning provided.[18]

Learning media can channel messages from the sender to the receiver to stimulate students' thoughts, feelings, attention, interests, and willpower so that the learning process occurs to effectively achieve learning goals. The word media comes from Latin, the plural form of medium, which means middle, intermediate, or usher. In Arabic, media is (وسائل) an intermediary or messenger of a message from the sender to the recipient of the message.[19]

Media is beneficial as a source of information, education, entertainment, communication, and interaction. It also increases social awareness, encourages creativity, and more.[20]

3. Busy Book Learning Media

A busy book is a media shaped like a notebook sheet. The primary materials for making the book are flannel and patchwork. Each page of the book contains several activities accompanied by colors that are interesting to children and help stimulate students' development. This busy book media is expected to help teachers develop children's reading skills.[9] *A Busy Book* [22], [23] *is a visual learning medium consisting of sheets of paper or similar filled with several activities that students can do, such as arranging, grouping, classifying, matching, and* other activities. Meanwhile, Kreasiumy says a busy book is made of flannel and contains pictures to increase creativity and reading ability.[24]

4. Maharah Qiraah

Etymologically, the term *maharah* in the *Oral al-'Arabic* dictionary is interpreted as "Al-Maahir: As-Saabih" and is explained through the phrase "maharta bi hadza al-amri amhar bihi maharah: ay sharat bihi haadziqan," which describes precision, skill, and proficiency in something.

In the context of reading skills (*maharah al-qira'ah* or *reading skills*), Hermawan explained that this skill is the ability to recognize and understand the content of written texts, both through pronunciation and understanding in the heart. Effendy added that reading skills include two main aspects: first, converting written symbols into sounds, and second, understanding the overall meaning symbolized by written symbols and sounds.[25]

Maharah qira'ah, or reading skills, is a person's ability to understand and interpret reading content.[26] *Maharah qira'ah* includes the ability to recognize written symbols, understand the meaning of words, understand the content of the reading as a whole, and interpret the content of the reading. Reading is a language skill whose practice activities occur after speaking proficiency training. In general, reading activities are a process of communication between readers and authors through reading texts. Hermawan explained the ability to recognize and understand the content of something written (written symbols) by reciting and digesting it in the heart.[27]

METHOD

This research uses research and development (R&D) methods.[28], [29] Research and Development Theory is a type of research used to produce products. Development research aims to create new products or improve existing products by providing innovations tailored to student needs, school conditions, and science and technology developments to increase students' knowledge and insight.

The research and development steps carried out are adapted from the ADDIE (*Analyze, Design, Develop, Implement, and Evaluate) design.*[30] *This study uses three data collection techniques: interviews,* questionnaires, and tests. The instruments used in this study are learning media validation instruments and teacher and student response instruments.

The data analysis method in this study includes two approaches: qualitative and quantitative. For qualitative data, an analysis was carried out on the results of interviews and field notes during the development and implementation of Busy book-based Arabic learning media. For qualitative data, an analysis was carried out on the results of interviews and field notes during the development and implementation of Busy book-based Arabic learning media. The qualitative data was analyzed descriptively to describe the media development process, the obstacles faced, and students' responses to the developed learning media. Meanwhile, for quantitative data, an analysis was carried out on the pre-test and post-test results of students' understanding of Arabic vocabulary. The quantitative data was analyzed using appropriate statistical methods, such as t-tests or non-parametric tests, to assess whether there was a significant improvement in students' understanding of Arabic vocabulary after using the Busy book-based learning media that had been developed.

RESULT AND DISCUSSION

1. *Analysis*

The analysis was conducted through interviews and observations at MT's Nurul Yaqin, Gorontalo City. Observations were made to strengthen the interview data through direct observation of the classroom situation, student behavior, and teaching methods. Based on interviews and observations, several obstacles were found. Namely, teachers had difficulty using engaging and interactive learning media to support Arabic language learning, especially in mastering Maharaj *qiraah* (reading ability).

2. *Design*

The design stage involves designing learning media based on needs analysis results and referring to previous theories or research models. At this stage, structured planning is carried out

to produce relevant, effective, and in accordance with learning objectives. This process involves preparing learning objectives, creating engaging content, and designing visual and interactive elements. Learning objectives are arranged based on Learning Outcomes (CP) by the independent curriculum applied at MTs Nurul Yaqin as a first step.

Table 4.1 Flowchart of Mufrodat Page, Text of Bcaan and *Qiraah Exercises*

Display	Description
	This media is designed with the help of the Canva App. In the Mufrodat section, there is vocabulary about material about School Equipment. Made like a dictionary as a guide to using words and meanings in exercises.
	There are 2 reading texts on the theme of school supplies, assisted by the Canva App and designed to be as attractive as possible.
	There are exercises to hone students' skills by matching appropriate words and pictures, then arranging sentences into text, matching the meaning and translation of the sentences presented, and arranging words into sentences. All are arranged by pasting pieces of words, sentences, and pictures using the adhesive Velcro provided. Once printed, the media will be like a laminated and bound book.

After the design stage, the next step is to compile an instrument to evaluate the developed product. The preparation of this instrument is based on aspects adjusted to the purpose of the questionnaire. This study's instruments include a validation expert assessment questionnaire (involving media, material, and language experts), an evaluation questionnaire by teachers, and a student response questionnaire using a Likert scale of 1 to 4.

**Table 4.2 Validator flowchart, Teacher response, and Student Response**

| Questionnaire	Description
Validator	This study has three validators: media experts with 18 statements, linguists with 10, and material experts with nine statements.
Respon Guru	The response from Arabic teacher Zahra Umar, S.Ag, was given through a questionnaire containing five statements.
Respon Siswa	Meanwhile, student responses were collected after all stages of the research were completed to determine their responses as users. This questionnaire for students consists of 10 statements.

3. Development
a. Busy Book Media Creation

At this stage, researchers develop learning media designed in advance for Arabic subjects. Here is the development process and its explanation :

1) Before printing Busy *Book* media, the researcher designed the design using *the Canva application.*
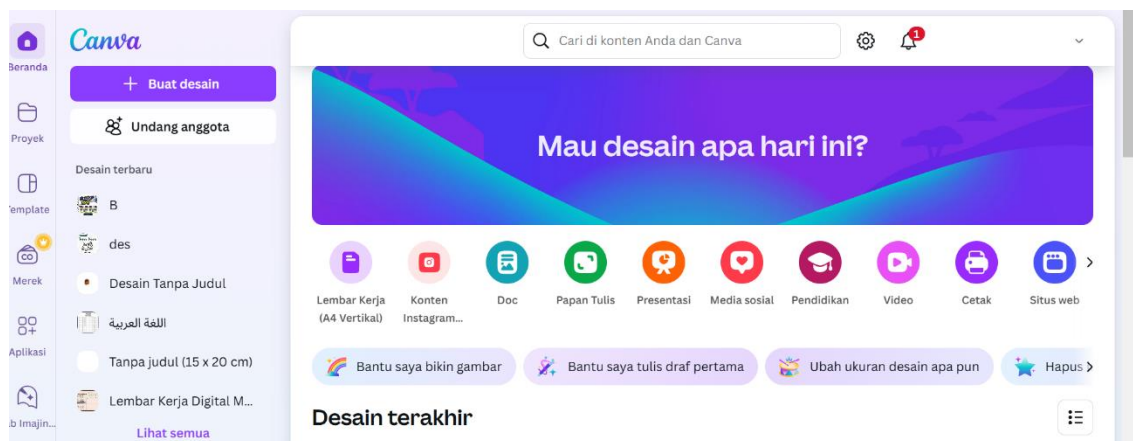
Canva App Start

2) Next, after opening the Canva application view. Followed by the selection of suitable colors, elements, and themes.

3) After the theme and color are created, proceed to create a cover page by specifying the font type, font color, and font size adjusted.
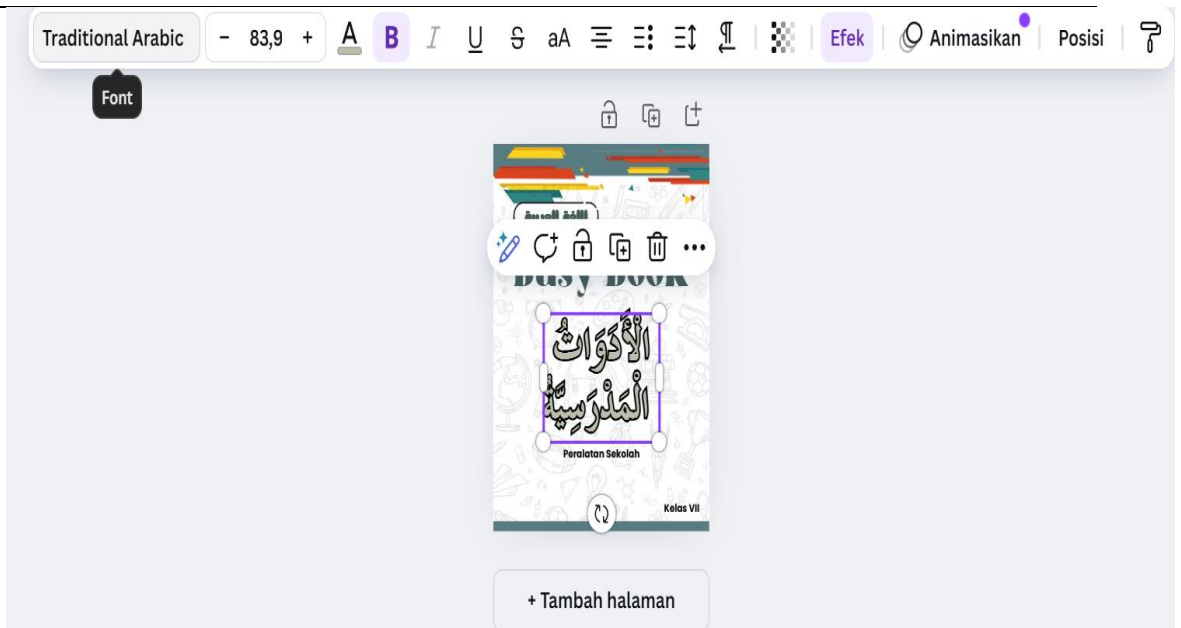
Creating a Cover Page

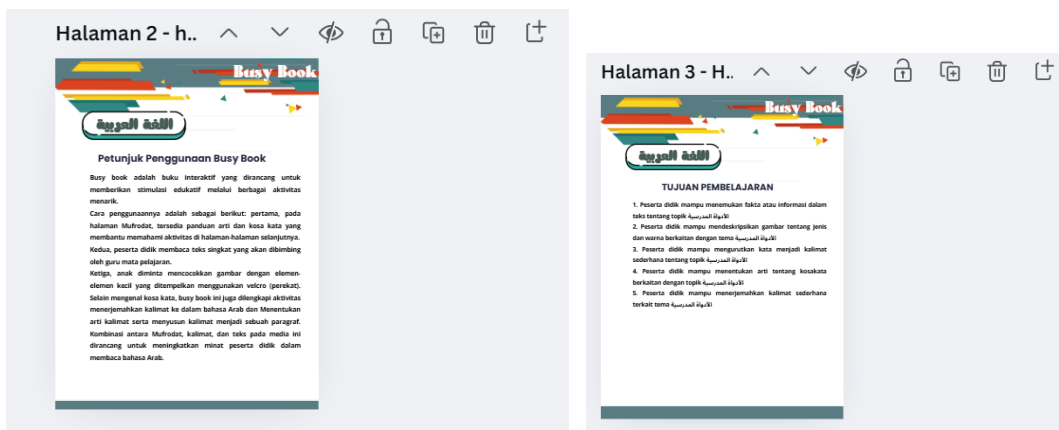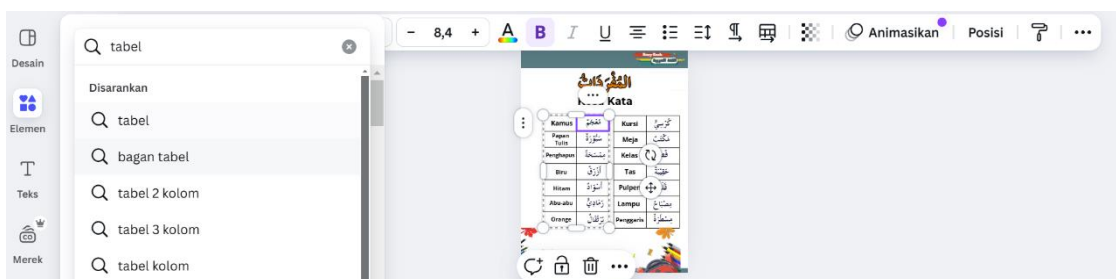4) Creation of the Busy Book Usage Instructions page and Learning Objectives. Customized font size and type.

Image Creating TP Pages and Media Busy Book Usage Instructions

5) On the mufrodat page, use the table you are looking for in the "elements" menu

Creation of Mufrodat list table

6) Fill in the reading text by typing using the "Traditional Arabic" font
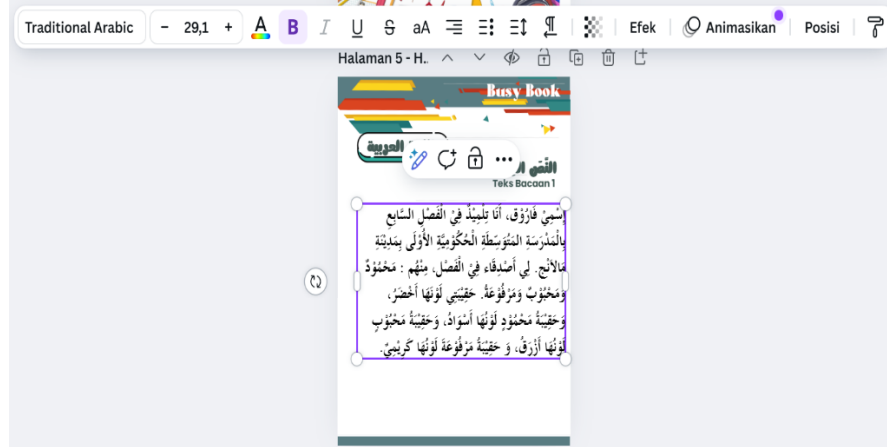
Creating Reading Text (Qiraah)

7) On the Practice page, all use adhesive velcro, making it easier for students to paste words/pictures.
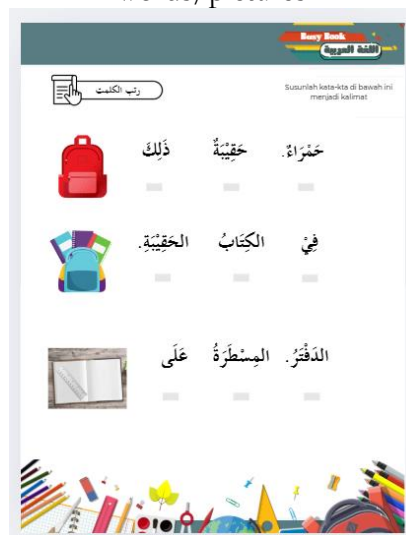
Create a practice sorting words into sentences

8) After the editing process is complete, the Busy Book is downloaded in PNG form and printed at the nearest book printing place.

9) *Busy book print* media in a laminated press is ready.

10) Pieces of elements will be attached to small plastic berries so they do not scatter.
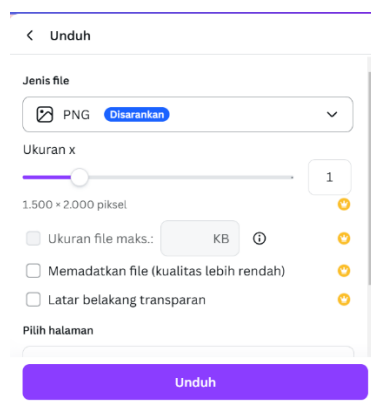

b. Product Eligibility Validation

After the learning media is made, product feasibility validation is carried out. Expert validators validate this learning media and ask for theoretical and practical considerations. Expert validators consist of Experts in Means, Languages, and Materials.

1). Media Expert Validation

Based on Table 4.3 below, it can be concluded that the validation results on the media aspect obtained a percentage score of 97%, which is included in the category of "very feasible." This value shows that the media developed has met almost all of the expected quality criteria, such as attractive visual design, neat layout, appropriate color selection, and integration of media elements with learning objectives.

Table 4.3 Product Validation Results Seen from the Media Aspect

No	Statement	Ket
		X1 (4)
1	Accuracy of materials	4
2	Easy to store	3
3	Easy to use	4
4	Precision in choosing tools for development	4
5	Clarity of media usage instructions	4
6	Media Packaging	4
7	Media durability	3
8	Communicative (language is easy to understand, reasonable, correct, and practical)	4
9	Simplicity of the game's appearance	4
10	Selection of font type and size used	4
11	Spacing settings (letters, lines, characters)	4
12	Text readability	4
13	Image display presented	4
14	Color composition	4
15	Clarity of color selection	4
16	Design neatness	4
17	Attractiveness of the design	4
18	Suitability of animation with the material and characteristics of students	4
	Sum	70
	Percentage	97%
	Criterion	Sangat Layak

2). Material Expert Validation

The results of the material validation carried out by experts showed that the developed learning media obtained a percentage score of 83%, which is in the very feasible category. This indicates that the material presented in the learning media has met the feasibility standards regarding content accuracy, suitability with Learning Objectives, and integration of the information provided.

Table 4.4 Product Validation Results Seen from the Material Aspect

No	Statement	Ket
		X1 (4)
1	Compatibility of content with CP and TP	4
2	Systematic presentation of material	3
3	Images and animations as illustrations of the material	3
4	Attractive media appearance	4
5	Ease of understanding the material using Busy Book-based learning media	3

6	Harmony of color, writing, and image combinations.	4
7	The sentence structure used is clear	3
8	Communicative language	3
9	Languages spoken according to EYD	3
	Sum	30
	Maximum Score	36
	Percentage	83%
	Kriteria	Sangat Layak

3). Linguist Validation

The results of language validation showed that the linguistic aspect of the developed material obtained a percentage score of 90%, which is included in the "very feasible" category. This value indicates that the language used in the material has met the set criteria. This percentage reflects that the material has been prepared with good linguistic principles to facilitate optimal user understanding.

Table 4.5 Product Validation Results Seen from the Language Aspect

No	Statement	Ket
		X1 (4)
1	The language used is not convoluted	4
2	Simple sentences used	4
3	Clarity of information	3
4	Can motivate students to use learning media	4
5	The language used is easy for students to understand	3
6	Language according to the character of the learner	4
7	Correctness of the use of symbols and punctuation marks	3
8	Accuracy of spelling	4
9	Effective use of language	4
10	Be consistent in the use of terms	3
	Sum	36
	Maximum Score (N)	40
	Percentage	90%
	Criterion	Sangat Layak

4. *Implementation*

Based on the table below, the data collection results through questionnaires and teachers' responses to busy book-based learning media obtained a total score of 95%, included in the "outstanding" category. This score shows that teachers are delighted with the press developed. Teachers consider this media effective in helping deliver material, attract students' attention, and

be easy to use in the learning process. The high assessment from teachers shows that this learning media can optimally support the achievement of learning goals.

Table 4.6 Results of Teachers' Responses

No	Indicator	Ket
1	The display of learning media is engaging for students to learn	4
2	The display of learning media can increase the Maharal *Al-Qiraah* of students	3
3	Easy-to-use learning media	4
4	Learning is easier for students to understand because it uses Busy Book-based learning media	4
5	This learning media has a neat and systematic appearance	4
	Sum	**19**
	Maximum Score	**20**
	Percentage	**95%**
	Criterion	**Excellent**

Meanwhile, the students' responses showed a total score of 91%, also included in the "outstanding" category. These students' responses reflect that they like the busy book-based learning media that has been developed. Students feel that this medium helps them understand the material more efficiently, increases their interest in learning, and provides a more engaging and interactive learning experience.

Table 4.7 Results of Student Responses

No	Question	Percentage	Ket
1	Is the display of busy book-based learning media interesting?	88%	Excellent
2	Are learning media easy to use?	88%	Excellent
3	Can the text/writing on the media be read clearly?	88%	Excellent
4	Is the language used easy to understand?	100%	Excellent
5	Are the practice questions presented in this learning medium easy to understand?	88%	Excellent
6	Does Busy Book-based learning media make you more enthusiastic about learning?	88%	Excellent
7	Does the Busy Book-based learning media encourage you to learn more about Maharah Qiraah?	81%	Excellent
8	Is learning using Busy Book-based learning media fun/not dull?	94%	Excellent
9	Can Busy Book-based learning media make it easier for you to remember and understand Maharah Qiraah's material?	94%	Excellent

10	Should this kind of learning media be applied to the Maharah Qiraah material?	100%	Excellent
	Sum	**91%**	**Excellent**

In this class, the researcher used a pretest and post-test to determine the effectiveness of using Busy Book-based learning media to increase the Maharah of Qiraah before and after the test was conducted. Teachers can check the results of changes in students' grades before using the product and after using the product that the researcher has developed by looking at *the following pretest* and *post-test scores:*

1. **Descriptive Analysis of Trial Results in the Implementation Class**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	30	10	50	32.00	12.149
Post-Test Eksperimen	30	60	90	73.67	9.279
Valid N (listwise)	30				

In the output above, the results of the summary of descriptive statistics from the pre-test and post-test data of the implementation class are shown. For the pre-test data of the implementation class, there were 30 samples with a minimum score of 10 and a maximum value of 50, an average score of 32.00, and a standard deviation of 12,149. As for the implementation class post-test data, there were 30 samples with a minimum score of 60, a maximum score of 90, an average score of 73.67, and a standard deviation (standard deviation) of 9,279.

2. **Normality Test**

The normality test is carried out to evaluate whether or not a data distribution follows a typical distribution pattern. This test is often used to test data with ordinal, interval, or ratio scales. Normality tests are essential in quantitative research because the results of normality tests will affect the proper statistical analysis method selection. If the data is distributed normally, then the appropriate statistical analysis method is parametric. However, if the data is not normally distributed, the analysis method used is nonparametric. The significance value must be more excellent than 5% or 0.05 to declare that the data is usually distributed. This study tested normality using the Shapiro-Wilk test with a significance level of 0.05 through SPSS software version 26.0. Here are the results of the normality test:

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PreTest	.150	30	.002	.880	30	.003
PostTest	.216	30	.000	.876	30	.002
a. Lilliefors Significance Correction						

The output above shows the results of the normality test on the pre-test and post-test data of the control class and the implementation class. Since the number of samples is below 50, we use the Shapiro-Wilk normality test.

Decision-Making Policy:

1) The research data is usually distributed if the Significance value > 0.05.

2) If the Significance value < 0.05, then the research data is not normally distributed.

It is known that the significance value (2-tailed) of the implementation class's pre-test is 0.003, while the value of the post-test is 0.002. Based on the decision-making criteria, the implementation class's pre-test and post-test scores are not generally distributed because they are smaller than 0.05. Therefore, the data analysis method in this study continues with non-parametric analysis because the data is not normally distributed. So, the next test will use the Wilcoxon test (non-parametric).

3. Uji Wilcoxon

The Wilcoxon test is often used as an alternative to the paired sample t-test when the data is not normally distributed. This test is used to determine whether there is an average difference between two paired samples. The data used in this test should ideally be ordinal or interval scale data. The Wilcoxon Test, or Wilcoxon Signed Rank Test, is part of a non-parametric statistical method, so it does not require normally distributed data. This study carried out the Wilcoxon Test through SPSS software version 26.0. Here are the results of the test:

Ranks		N	Mean Rank	Sum of Ranks
Post-Test Implementasi - Pre-Test Implementasi	Negative Ranks	0[a]	.00	.00
	Positive Ranks	30[b]	15.50	465.00
	Ties	0[c]		
	Total	30		
a. Post-Test Implementasi < Pre-Test Implementasi				
b. Post-Test Implementasi > Pre-Test Implementasi				
c. Post-Test Implementasi = Pre-Test Implementasi				

a. Negative Ranks or the difference (negative) between the pre-test and post-test on the output is 0, be it on the value of N, Mean Rank, or Sum Rank. This N value indicates no decrease (subtraction) from the pre-test score to the post-test value.

b. Positive Ranks or the difference (Positive between) pre-test and post-test scores. Here, there are 30 positive data (N), which means that the 30 students experienced an increase in scores from pre-test scores to post-test scores. The Mean Rank, or the average increase, was 15.50, while the number of positive rankings, or the Sum Of Ranks, was 465.00.

c. Ties are the same value for the pre-test and post-test; here, the value of Ties is 0, so it can be said that there is no equal value between the pre-test and post-test.

Test Statistics	
	PostTest Implementasi – PreTest Implementasi
Z	-4.747[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on hostile ranks.	

The following is a table of Wilcoxon statistical tests:

The researcher used the second SPSS output, the "Test Statistic" output in hypothesis testing. However, before entering the output analysis above, we first know the basis for decision-making used in the Wilcoxon test. The following is the basis for making the decision:

1) Jika nilai Asymp. Sig. (2-tailed) < 0,05 maka terdapat perbedaan antara hasil pre test dan post test kelas eksperimen.

2) Jika nilai Asymp. Sig. (2-tailed) > 0,05 maka tidak terdapat perbedaan antara hasil pre test dan post test kelas eksperimen.

Dasar Pengambilan Keputusan:

Berdasarkan output "Test Statistic" di atas, nilai Asymp. Sig. (2-tailed) untuk kelas implementasi sebesar 0,000. Karena nilai 0,000 lebih kecil dari 0,05, maka dapat disimpulkan bahwa terdapat perbedaan antara hasil Pre-Test dan Post-Test kelas Implementasi. Dengan kata lain, bahwa ada Pengaruh metode *Busy Book* terhadap Maharatul Qiraah Siswa MTs Nurul Yaqin.

5. Evaluation

Evaluation is the final stage of the ADDIE development model. The evaluation referred to here is the evaluation of the implementation activities. The results of the evaluation were obtained from suggestions from teachers and students during the trial, so the final revision was carried out from this evaluation stage.

Table 4.8 Product Revision Results

No	Sebelum direvisi	Sesudah direvisi
1	Terdapat kesalahan penulisan pada bagian Cover	Kesalahan penulisan diperbaiki sesuai arahan Ahli Bahasa
2	Belum di cantumkan Tujuan Pembelajaran	Tujuan Pembelajaran telah di cantumkan pada produk

CONCLUSION AND IMPLICATIONS

The purpose of this Learning Media Development is to develop compelling and engaging Busy book-based learning media to improve students' Arabic reading skills at MTs Nurul Yaqin Gorontalo City and measure the feasibility of Busy book-based learning media; the researcher hopes to improve students' Arabic sentence reading skills at MTs Nurul Yaqin Gorontalo City. The research and development steps are adapted from the ADDIE (*Analyze, design, Develop, Implement, and Evaluate)* design. The results of the study show that:

The analysis was conducted through interviews and observations at MTs Nurul Yaqin, Gorontalo City. Observations were made to strengthen the interview data through direct observation of the classroom situation, student behavior, and teaching methods. Based on interviews and observations, several obstacles were found. Namely, teachers had difficulty using engaging and interactive learning media to support Arabic language learning, especially in mastering Maharaj *qiraah* (reading ability).

From the results of the validation carried out on the media aspect, a percentage score of 97% was obtained, included in the "very feasible" category. The results of the material validation carried out by experts showed that the developed learning media obtained a percentage score of 83%, which is in the very feasible category. The results of language validation showed that the linguistic aspect of the developed material obtained a percentage score of 90%, which is included in the "very feasible" category. As a result of data collection through questionnaires, teachers' responses to busy book-based learning media obtained a total score of 95%, included in the "outstanding" category. Meanwhile, the results of the students' responses showed a total score of 91%, also included in the "outstanding" category.

Based on the output of "Test Statistic" above, the Asymp. Sig. (2-tailed) value for the implementation class is 0.000. Since the value of 0.000 is less than 0.05, it can be concluded that there is a difference between the results of the Pre-Test and Post-Test of the Implementation class. In other words, the Busy Book method influences Maharatul Qiraah students of MTs Nurul Yaqin.

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