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Development of Arabic Language Learning Media Using the Doratoon Application in Improving Speaking Skills

Moh. Zulkifli Paputungan¹ IAIN Sultan Amai Gorontalo, Indonesia¹

zulkiflipaputungan@iaingorontalo.ac.id¹

Ceysi Yuliana Hasan² Pascasarjana IAIN Sultan Amai Gorontalo, Indonesia²

ceysi.88@gmail.com²

Miatin Rachmawati³ Universitas Muhammadiyah Prof Dr. Hamka, Indonesia³

miatirrachmawati@uhamka.ac.id³

M. Kholis Amrullah³ IAIN Metro Lampung, Indonesia⁴

kholisamrullah@metrouniv.ac.id⁴

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Corresponding Author: Ceysi Yuliana Hasan

Article History	ABSTRACT
Received 10-01-2025 Accepted: 13-07-2025 Published: 10-08-2025	Background: Arabic learning is learning that requires components as tools to help students understand the material being taught. These components are learning media. However, at MTs al-Khairat Gorontalo City, especially grade VII, in the process of learning Arabic, learning media has not been used. Thus, students get bored quickly and the learning outcomes are not optimal. Purpose: This study aims to develop animation-based Arabic learning media using the Doratoon application to increase the learning interest of grade VII students of MTs Al-Khairat Gorontalo City. Methods: The method used is Research and Development (R&D) with the ADDIE model (analysis, design, development, implementation, and evaluation). Results and Discussion: The results of this media development show that the Doratoon application is effective in improving students' speaking skills. This is measured at a figure that reaches 93%. Based on the validity test of the first two 2 validators, the calculation results show that the average score reaches 89%, which is included in the category of interpretation of the interval of 80% - 100%, with a rating of "Very Feasible". This indicates that according to the material expert validator, the developed product has met the excellent eligibility criteria and can be used effectively. The second validator as a media expert in the evaluation results showed that the media obtained a score of 56 out of a total of 60, with a percentage of 93%, which indicates the category of "Excellent". This media has an attractive appearance, good color harmony, and effective layout arrangements, and fulfills learning objectives well. Conclusion and Implication: The use of animation video-based learning media using the Doratoon application has been proven to be effective in increasing students' motivation and understanding of Arabic material at MTs Al-Khairat, Gorontalo City. Based on the results of the implementation evaluation, the majority of students showed a positive response to the developed media, with an average score of 89%, which is included in the "Good" category. While there are some students who are still struggling, efforts to adjust learning strategies and pay more attention to those students can improve future outcomes. In addition, the development of this media also

contributes to improving the quality of Arabic teaching, especially in creating a learning atmosphere that is more interactive, interesting, and in accordance with the needs of the current digital generation.

Keywords: *Learning media, Arabic Language, Animation, Doratoon, ADDIE.*

ABSTRAK

Latar Belakang: Pembelajaran bahasa Arab merupakan pembelajaran yang memerlukan komponen sebagai alat untuk membantu pemahaman siswa pada materi yang diajarkan. Komponen tersebut seperti media pembelajaran. Namun, di MTs al-Khairat Kota Gorontalo khususnya kelas VII, dalam proses pembelajaran bahasa Arab, belum menggunakan media pembelajaran. Sehingga, siswa cepat jenuh dan capaian hasil pembelajar kurang maksimal.

Tujuan: Penelitian ini bertujuan untuk mengembangkan media pembelajaran bahasa Arab berbasis animasi menggunakan aplikasi Doratoon guna meningkatkan minat belajar siswa kelas VII MTs Al-Khairat Kota Gorontalo.

Metode: Metode yang digunakan adalah Research and Development (R&D) dengan model ADDIE (analisis, desain, pengembangan, implementasi, dan evaluasi).

Hasil dan Pembahasan: Hasil pengembangan media ini menunjukkan bahwa aplikasi Doratoon efektif dalam meningkatkan keterampilan berbicara siswa. Hal ini diukur pada angka yang mencapai 93%. Berdasarkan uji validitas dari dua 2 orang validator yang pertama, pada hasil perhitungan menunjukkan bahwa skor rata-rata mencapai 89%, yang termasuk dalam kategori interpretasi interval 80% - 100%, dengan penilaian "Sangat Layak". Hal ini mengindikasikan bahwa menurut validator ahli materi, produk yang dikembangkan telah memenuhi kriteria kelayakan yang sangat baik dan dapat digunakan dengan efektif. Validator kedua sebagai ahli media pada hasil evaluasi menunjukkan bahwa media memperoleh skor 56 dari total 60, dengan presentase 93%, yang mengindikasikan kategori "Sangat Baik". Media ini memiliki tampilan menarik, keserasian warna yang baik, dan pengaturan letak yang efektif, serta memenuhi tujuan pembelajaran dengan baik.

Kesimpulan dan Implikasi: Penggunaan media pembelajaran berbasis video animasi menggunakan aplikasi Doratoon terbukti efektif dalam meningkatkan motivasi dan pemahaman siswa terhadap materi Bahasa Arab di MTs Al-Khairat Kota Gorontalo. Berdasarkan hasil implementasi dan evaluasi, mayoritas siswa menunjukkan respon positif terhadap media yang dikembangkan, dengan skor rata-rata mencapai 89%, yang termasuk dalam kategori "Baik." Meskipun ada beberapa siswa yang masih mengalami kesulitan, upaya untuk menyesuaikan strategi pembelajaran dan memberikan perhatian lebih kepada siswa tersebut dapat meningkatkan hasil di masa mendatang. Selain itu, pengembangan media ini juga memberikan kontribusi terhadap peningkatan kualitas pengajaran Bahasa Arab, khususnya dalam menciptakan suasana belajar yang lebih interaktif, menarik, dan sesuai dengan kebutuhan generasi digital saat ini.

Kata Kunci *Media Pembelajaran, Bahasa Arab, Animasi, Doratoon, ADDIE.*

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INTRODUCTION

Learning media is all physical communication equipment, including hardware and software. It is a small part of learning technology that must be created (designed and developed), used, managed, and evaluated for learning needs to achieve effectiveness and efficiency in the learning process.[1] Learning media refers to any tool, material, or technology used to convey information, materials, or messages in the learning process to achieve the desired educational goals. This media helps students understand the subject matter in a more enjoyable, clear, and easy-to-understand

way. In addition, learning media can also increase students' effectiveness, efficiency, and motivation in learning.

The development of the times influenced by science and technology can also impact the educational process. Education must improve a person's ability to adapt to rapid technological advances. The reason is that humans cannot take lessons from the learning process. Learning itself is a process to achieve a certain goal. Every educational activity will be considered successful if there is active and continuous interaction and communication between teachers and students throughout the learning process. [2], [3], [4], [5]

This language learning has been accommodated in several levels of education, with adjustments to the achievements at each level. However, in its implementation, learning Arabic in Indonesia is inseparable from existing problems. [6] A good learning process must contain interactive, fun, challenging, and motivating aspects and provide a better space for students to develop creativity and independence through their talents and interests. Even though teachers are only facilitators of learning, and students are required to be more active, teachers must be able to create a pleasant learning atmosphere to stimulate students to be more active in learning. [7] Fun learning activities are greatly influenced by several factors that may affect student performance in the learning process, including learning media.

The benefits of learning media, first, provide guidelines for teachers to achieve learning objectives so that they can explain the learning material in a systematic order and help in the presentation of interesting materials to improve the quality of learning; second, it can increase students' motivation and interest in learning so that students can think and analyze the subject matter given by the teacher well with a pleasant learning situation and students can understand subject matter quickly. [8]

Duration animated videos are one type of media that can grab students' attention, display objects in detail, and help them understand difficult lessons. Animation media is ideal for learning Arabic because it is visually appealing, easy to use, and can be used repeatedly. As a result, animation media can increase students' interest in learning Arabic. [9] In the context of Arabic learning, animation-based learning media such as Doratoon not only attract students' attention but also support a holistic learning approach. By combining visual, audio, and interactive elements, Doratoon can help students understand vocabulary, grammar, and pronunciation in a fun way. Hafitria noted that augmented reality and animation technology have improved students' understanding of Arabic materials. Visual and audio-based media can improve information retention and make learning more meaningful for students.

This media can also make learning easier and improve the quality and achievement of students. Multimedia-based press has a significant influence on student memory results. Teachers should consider the use of media that uses the concept of multimedia presentation. Doratoon is a very professional animation audio-visual (video) media design application that can be used to combine animated audio-visual (video) media with various previous applications. Using Doratoon-based animation audio-visual (video) media can make learning activities more interesting so students do not feel bored. In addition, using Doratoon-based animation audio-visual (video) media will reduce verbalism so that the material presented becomes clearer, and teaching will attract more students' attention and increase students' desire to learn. [10] It can also help students better understand Arabic concepts through clear and engaging visualizations. Then, using various multimedia elements, students can more easily grasp Arabic pronunciation, grammar, and vocabulary. This more varied learning can help them develop speaking, listening, reading, and writing skills. [11]

The research conducted previously is in an article by Erna Kusunawati and Fitria Dewi Prasetyaningtyas titled "Development of Doratoon-Based Learning Media to Improve Social

Studies Class VI Learning Outcomes.” The study explained that the low student learning outcomes are caused by several factors, one of which was that teachers could not utilize and develop IT-based learning media. Therefore, the development of learning media with Doratoon is one of the alternative ways to improve the learning outcomes of grade VI students. This research uses the Research and Development (R&D) method because it aims to produce a product and is tested on its effectiveness in learning.

The second research was written by Dimiyati, Abdul Fatah, and Ageng Tirtayasa in an article entitled “Development of Mathematics Learning Media Based on Doratoon-Assisted Animation Videos.” This research was conducted using the Research and Development (R&D) method with the ADDIE approach, which consists of five stages: Analyze, Design, Development, Implementation, and Evaluation. [12] This research aims to improve learning outcomes and student learning motivation in mathematics subjects.

The following research was conducted by Ghany al-Fikri Hergiansa [13], a student of the Department of Educational Technology, University of Education Indonesia, with the title “The Effect of Doratoon Application-Based Animation Videos on Understanding Science Literacy at Sdn 100 Cipedes”. This study examines the effect of Doratoon application-based animated video learning media on understanding science literacy class V at SDN 100 Cipedes. In this study, the research approach used is quantitative, with the quasi-experimental method. The research design used in this study is the Nonequivalent Control Group. The sample used in this study is students of class VA, with 23 students, and class VB, with 24 students. Based on the results of the analysis of the research data, it is known that there is a significant favorable influence on students’ understanding of science literacy after using Doratoon application-based animation videos in science subject content with the theme Animal Motion Organs. Significant positive results were shown based on the gain of the test results of classes that used Doratoon application-based animation videos were higher when compared to classes using conventional methods based on Microsoft PowerPoint. [14]

The advantages of using Doratoon animation media in learning are very diverse. First, animated videos can be used offline, providing easy access to good video quality. Duration also has various interesting features, such as cartoon animations, writing, transition interaction features, audio, additional elements, and more, making learning more dynamic and engaging. [15] In addition, the app provides storage facilities for its users at no additional cost, even for videos that are around 500 MB in size. The re-editing feature also allows users to change the videos that have already been created, providing greater flexibility in the video creation process. For creators and educators, a PRO+ subscription package includes access to additional features, including various animated characters. Even more interesting is that this application is straightforward to use by anyone, especially educators, and the resulting videos can be watched repeatedly to deepen students’ understanding.

This product offers an innovation in Arabic learning by utilizing the Doratoon application as a digital learning medium to improve students’ speaking skill. Doratoon is an app that allows for the easy creation of animation and interactive videos, which can be used to create engaging and interactive learning materials. The novelty of this study lies in the application of the Doratoon application in the context of teaching Arabic, especially in the aspect of speaking skills, which has not been widely applied in previous studies.

Some of the novel aspects carried out in this study include the integration of animation technology in Arabic language learning, interactive approaches in teaching speaking skills, focus on speech skill development, the application of Doratoon in the context of Arabic language learning for high school students, as well as the development of student’s social skills and independence. First, using the Doratoon app provides a new approach to Arabic language teaching, where

students not only learn passively through text or images but can also engage directly with animations and interactive scenarios, which actively stimulates their engagement. The app allows the creation of more lively conversational situations in Arabic, facilitating students to practice speaking in the context of daily life. In addition, the interactive approach offered by the app allows students to practice speaking by imitating character animations in various situations, enriching their learning experience and providing an opportunity to practice Arabic intonation, vocabulary, and sentence structure in a more natural and fun way. In contrast to previous research on reading, writing, or listening skills, this article focuses on developing speaking skills through animation-based learning media, an area rarely explored in Arabic language teaching using interactive animation applications. In addition, implementing Doratoon at the high school level provides students with a new, more modern, and engaging approach, allowing them to learn Arabic more efficiently than traditional learning methods. Finally, the Doratoon app also encourages students to practice speaking independently, either by imitating or creating their conversation animations, which develops learning independence and increases their confidence in using Arabic in both formal and informal situations.[16]

Based on the results of observations on the learning process carried out in grade VII MTs. AlKhairat Gorontalo City [61] and supported by the Arabic subject teacher's information, students quickly feel bored during the learning process, which has an impact on the results, namely the lack of skills in speaking Arabic. Students are less enthusiastic about participating in the learning process; this can be seen when students are less active and do not participate in learning. This is because the learning methods carried out by teachers still use conventional methods, so students are less interested in Arabic subjects. While effective in some situations, this approach has less attention to students, especially Generation Z, the digital generation. This generation grew up in the midst of rapid technological developments and tends to be more interested in interactive, visual, and technology-based learning methods.

This study aims to develop and examine the effectiveness of the Doratoon application as a learning medium in improving students' Arabic speaking skills. In this study, the objectives can be described in more detail as follows:

1. Developing Arabic Language Learning Media Based on the Doratoon Application

The first purpose of this study is to develop Arabic learning media based on the Doratoon application. The app is used to create conversational animations relevant to everyday life, where students can practice speaking in Arabic through conversation scenarios presented visually and interactively. By using this application, it is hoped that students can hone their speaking skills in more contextual and interesting situations, making it easier to understand and apply Arabic in real conversations.

2. Analyzing the Influence of the Doratoon App on Students' Speaking Skills

The next goal is to analyze how much the use of the Doratoon app affects students' speaking skills in Arabic. This research will evaluate the improvement of students' speaking skills in terms of pronunciation, fluency, and their ability to master Arabic vocabulary and sentence structure. This analysis aims to determine whether the Doratoon application can significantly impact the development of students' speaking skills.

3. Assessing the Effectiveness of the Doratoon App in Increasing Student Engagement and Motivation

This study also aims to assess the effectiveness of the Doratoon application in increasing student engagement and motivation during the Arabic learning process. With an interactive technology-based approach, this application is expected to increase students' interest in practicing Arabic more actively. This study will evaluate whether the Doratoon application can

positively impact students' motivation to be more involved in learning Arabic, especially in speaking.

This research contributes to introducing innovative and interactive approaches to Arabic language teaching. This article provides an in-depth understanding of how using the Doratoon animation app can improve students' speaking skills in a fun and effective way. Through this application, students learn Arabic passively and actively interact through animated conversations that can be learned and repeated. This approach is particularly relevant to today's needs, where technology plays a huge role in education, and offers solutions to address the challenges in teaching speaking skills that are often under-emphasized. Thus, this article provides new insights for educators in applying technology in learning and opportunities for students to develop Arabic speaking skills more naturally and confidently.

The primary purpose of this study is to develop and test the effectiveness of using the Doratoon animation application as a learning medium in improving students' Arabic speaking skills. This study aims to explore how this application can create an interactive and engaging learning experience so that students are more active in practicing speaking in Arabic. In addition, this study also aims to assess whether the use of Doratoon can help students improve intonation, vocabulary, and sentence structure, as well as increase their confidence in using Arabic in daily communication situations. Thus, this research focuses on using technology to overcome challenges in learning Arabic speaking skills more effectively and enjoyably.

LITERATURE REVIEW

An educational psychologist stated that learning media functions as a tool to convey information in a systematic and structured manner, which can facilitate student understanding. Effective teaching involves using media that can help students connect new information with the knowledge they already have, called *advance organizers*. In this context, learning media is a means of delivering material and a tool to help students build their knowledge better.[17]

Another theory says that learning media involves a series of steps consisting of planning, design, production, implementation, and evaluation. This process ensures that the media developed can effectively support the learning objectives. Learning media not only helps convey information but also increases student engagement and motivation.[18] Media can be a tool for clarifying teaching materials and creating a more engaging and meaningful learning experience for students.[19]

Explain that learning that combines text and images or animation will be more effective in improving students' understanding than just using text or images separately. According to this theory, animation as a form of multimedia media can potentially improve students' knowledge through two communication channels—visual channels (pictures and animations) and verbal channels (text or sound). In the context of Doratoon, the app allows the creation of animated videos that combine visual and audio elements, which helps students understand the material better by stimulating both channels. Thus, apps like Doratoon can significantly improve students' learning experience.[20]

According to linguists and language teachers, *Maharatul Kalam*, or speaking skills, is the ability to express ideas, feelings, and information clearly, effectively, and appropriately in social and cultural contexts. In Arabic, *Maharatul Kalam* focuses on mastering vocabulary and grammar and speaking fluently, precisely, and easily understood by listeners.[21]

Verbal Communication Theory In learning Arabic, speaking skills are considered the ability to conduct effective verbal communication. Verbal communication theory emphasizes the importance of using appropriate language in everyday communication situations in formal and

informal contexts. The theory also emphasizes the importance of conformity between pronunciation, grammar, and the context of communication.[22]

Contextual Learning Theory In the context of Maharatul Kalam, contextual learning theory also plays an important role. This theory emphasizes that speaking in Arabic must be done in a context relevant to the situation and culture. Therefore, learning speaking skills should involve a real-world context that makes learners feel actively engaged. This includes speaking in everyday conversations, discussions, presentations, or debates, all of which influence the development of students' speaking skills.[23]

In measuring speaking skills (*Maharatul Kalam*), several essential indicators must be considered, which include linguistic and non-linguistic aspects. Here are some indicators that experts in learning Arabic commonly identify:

- Accuracy in the Use of Language

The first indicator that students in Maharatul Kalam must master is the accurate use of language in terms of vocabulary, grammar (*nahwu* and *short*), and correct pronunciation. This includes the ability of students to form sentences with proper structure and according to the rules of the Arabic language. Mastery of vocabulary and proper sentence structure is crucial in measuring the success of Maharatul Kalam, as it determines how clear and easy it is to understand the message conveyed.[24]

- Fluency in Speaking

Speech fluency is the ability to speak without much pause or hesitation. Students must be able to speak fluently, avoid unnecessary repetition of words, and speak at an appropriate tempo. Speech fluency indicates how well a person can communicate in the language they are learning without being distracted by difficulties in finding words or thinking about sentence structure.[25]

- Contextual Suitability

Students must also be able to adapt their speaking style to the situation or context, whether it is an informal or formal conversation. This includes the ability to choose appropriate words and maintain politeness in speaking. Social and cultural contexts play an important role in speaking ability. Language learners must understand communication norms in various contexts to talk effectively.[26]

- Correct Intonation and Pronunciation

Another important indicator is the ability to use the correct intonation and pronunciation. Correct intonation can help convey meaning more clearly and provide the right nuance in the conversation. Proper pronunciation will also affect the listener's understanding. Accurate intonation and pronunciation are integral to good speaking skills, as incorrect or inappropriate intonation can change the meaning or make the speaker difficult to understand.[27]

METHOD

The development of Arabic learning media using the Doratoon application at MTs Alkhairat Gorontalo City aims to increase students' learning motivation and speaking skills. This study involved 10 grade VII students as respondents, focusing on using interactive animated videos for Arabic language learning materials. The following is further development regarding the description of the research location and the number of samples/respondents. A series of activities were carried out, including validation by material experts and media experts and trials of learning media using the Doratoon Application. The trial was conducted using a response questionnaire given to teachers.

Developing Arabic learning media using the Doratoon application follows the ADDIE model stages, which include analysis, design, development, implementation, and evaluation.[28] In the Analysis stage, there are several essential sub-stages. First, a needs analysis was conducted to identify problems in learning Arabic, especially in speaking skills, through interviews with teachers and surveys of students. Furthermore, goal analysis focuses on determining learning objectives, namely improving students' speaking skills and understanding student characteristics, such as age and level of speaking skills. The content analysis stage aims to determine relevant material, such as everyday conversations, dialogues, or speaking exercises in a specific context. Finally, the media analysis evaluated the Doratoon application to see how this medium can meet learning needs and how best to use it to create Arabic-based animated videos. Data analysis techniques at this stage include interviews with teachers, surveys of students, and literature reviews on learning media.

In the Design stage, learning media design is focused on creating animated videos using the Doratoon application that can improve students' speaking skills. These videos have interesting design elements, such as visuals, audio, and interactions, that support learning objectives.[29] In instructional design, the learning steps are structured from comprehension of the material to the practice of speaking with the media that has been created. Measuring tests such as speaking tests are also prepared to assess the development of students' speaking skills. The evaluation design was also carried out by developing instruments to evaluate the effectiveness of the media, including questionnaires for students and assessment of speaking skills. Data analysis techniques at the design stage focus on the study of the literature to determine the most effective design elements and devise valid evaluation instruments.

The Development stage involves the production of learning media, where animated videos are made according to the prepared design. After that, a limited trial was conducted on a small group of students to get feedback and check whether the medium was effective.[30] The data analysis techniques applied at this stage involve observing media use, interviewing students to learn about their experiences, and analyzing the feedback provided to make improvements if necessary.

In the Implementation stage, learning media is applied to a larger group of students, followed by data collection to assess students' speaking skills.[31] The data analysis techniques used at this stage include direct observation, interviews, questionnaires, and speaking tests (pre-test and post-test) to compare changes in students' speaking skills before and after using learning media.

Finally, the learning process is evaluated at the Evaluation stage to assess the smoothness and suitability of media implementation with learning objectives.[32] Feedback from students and teachers was used to determine the quality of the media and its effectiveness in improving speaking skills. In evaluating learning outcomes, the speaking test is analyzed to see if there is an improvement in students' speaking skills. In addition, data from observations and questionnaires were used to evaluate students' impressions of media use. Based on the evaluation results, revisions and improvements were made to the learning media needed to increase its effectiveness. The data analysis techniques used in this stage are comparative analysis between pre-test and post-test and descriptive analysis of observation data and questionnaires. The results of this evaluation will result in a research report that includes recommendations for wider media use or further research.

RESULT AND DISCUSSION

The research results on developing animated video-based learning media using the Doratoon application to increase student learning motivation. This study's results are used to determine and measure the valid, practical, and effective criteria for the animation video media produced. Several stages of the process of developing animated video learning media using the ADDIE model are as follows:

1. Analysis

The first step in the needs analysis stage is identifying the problems faced in learning Arabic at MTs Alkhairat Gorontalo City. For this reason, surveys and interviews with teachers and students were conducted. Through this interaction, various challenges were revealed, such as the lack of engaging and interactive learning media and teaching methods that tend to be monotonous. Teachers revealed that students often feel bored and unmotivated when attending Arabic lessons, which impacts their understanding of the material. Therefore, the researcher researched "Development of Arabic Language Learning Media Using the Doratoon Application in Kela VII Mts Alkhairat Gorontalo City."

In the analysis stage, there are several essential sub-stages. First, a needs analysis was conducted to identify problems in learning Arabic, especially in speaking skills, through interviews with teachers and surveys of students. Second, goal analysis focuses on determining learning objectives, namely improving students' speaking skills and understanding student characteristics, such as age and level of speaking skills. Third, the content analysis stage aims to determine relevant material, such as everyday conversations, dialogues, or speaking exercises in a specific context. Finally, the media analysis evaluated the Doratoon application to see how this medium can meet learning needs and how best to use it to create Arabic-based animated videos.

2. Design

After completing the analysis stage, the next step is to enter the design stage. Based on the results of the previous needs analysis, we will design a product, namely an animated video-based learning media using the Doratoon application. In the planning stage, the first step is to set clear and measurable learning goals. The main goal of developing this learning medium is to improve students' speaking and listening skills in Arabic. By focusing on these skills, it is hoped that students will be able to understand the material being taught, communicate confidently, and be motivated to learn Arabic. This goal will guide every step of media development, ensuring that all elements designed support achieving the desired learning outcomes.

Furthermore, the selection of learning materials is an essential aspect of planning. The chosen theme must be relevant to the curriculum and engaging to students. In this case, the theme "Self-Introduction" was selected as the learning focus. This theme provides a familiar context for students and allows them to practice using Arabic in daily situations.

At this design stage, the researcher carried out several data collection stages, including distributing feasibility questionnaires to material and media expert validators. The researcher also assessed the suitability of the content of the material instruments and media format.

- a. The results of validating material experts carried out by PBA Lecturers, namely Suharia Sarif M.Pd.I. The validation test activity will be carried out on 30 December 2024. The following are the results of the validation of material experts

Respond	Earning Score	Maximum Score	Percentage	Category
Suharia Sarif M.Pd.I	75	85	89,41%	Highly Worthy

Table 1.1: Material Expert Validation Analysis

Based on the table above, the calculation results show that the average score reaches 89%, included in the interpretation category of the 80% - 100% interval, with a "Very

Decent” rating. According to the material expert validators, this indicates that the developed product has met excellent eligibility criteria and can be used effectively.

- b. The results of the validation of media experts carried out by PBA Lecturers are: Zulkifli Paputungan M.Pd.I.

Respond	Earning Score	Maximum Score	Percentage	Category
Moh. Zulkifli Paputungan M.Pd.I	56	60	93%	Highly Worthy

Table 2.2: Media Expert Validation Analysis

The validation analysis of learning media aims to assess the quality and effectiveness of the media used in education. The evaluation results showed that the press scored 56 out of 60, with a 93% percentage indicating the “Very Good” category. This media has an attractive appearance, good color harmony, and effective placement and meets the learning objectives well.

3. Development

To increase learning effectiveness, this research focuses on developing learning media using the Doratoon application, specifically designed to support Arabic language teaching in grade VII of MTS Alkhairat Gorontalo City. With the rapid advancement of technology, the use of digital media in education is becoming increasingly relevant, especially in creating interactive and engaging learning experiences for students.

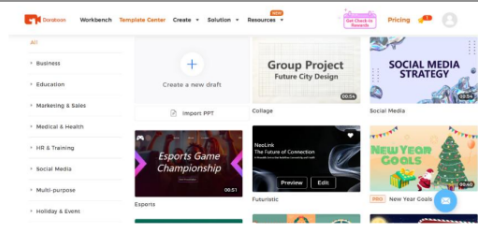
The stages of Doratoon media development in this study began with a needs analysis, where the researcher identified the challenges faced by students in understanding Arabic language material. Through surveys and interviews with teachers and students, valuable information was obtained regarding their learning preferences and the difficulties they faced. The results of this analysis are the basis for designing appropriate and relevant content. Furthermore, in the design stage, researchers develop learning scenarios that take advantage of the excellent features of the Doratoon application, such as creating animations and interactive videos. The designed content focuses on linguistic aspects and integrates cultural elements and social contexts relevant to Arabic language learning.

After the content is designed, the media development stage involves producing videos and animations using Doratoon. This process involves collaboration between researchers and Arabic teachers to ensure that the material produced is appropriate for the curriculum and student needs.

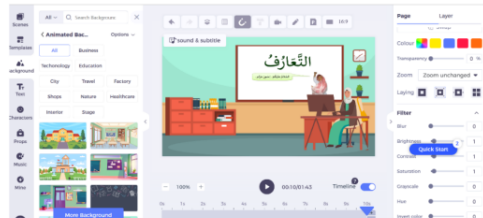
Finally, the evaluation and implementation stage is carried out to test the effectiveness of the developed media. The trial was carried out in grade VII of MTS Alkhairat, where students were allowed to use Doratoon media in learning. The results of this evaluation will provide insight into the impact of using digital media in increasing students’ understanding and interest in Arabic.

This research is hoped to significantly contribute to developing innovative and effective learning media and become a reference for other educators in utilizing technology in the teaching and learning process.

The development of Arabic test media uses the web or application, then changes and adjusts the content to the material in the Arabic book grade VII MTS. Here’s what the duration app looks like:

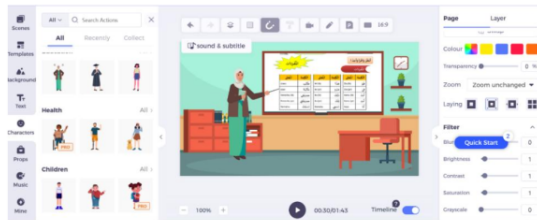


Picture 1.1: The initial view of the duration app



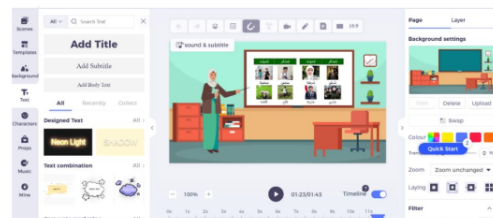
Display 2.2:

- 1) The Doratoon application not only gets a templet but there is also a background with a beautiful appearance with various models



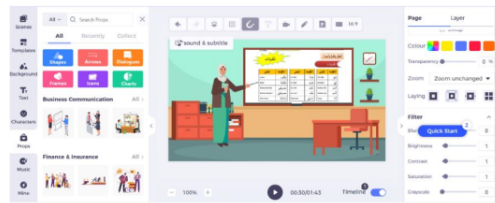
Picture 3.3

- 2) In this application, there are also animations with various interesting characters



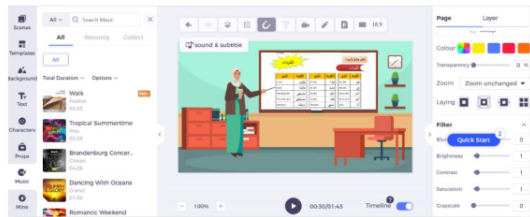
Picture 4.4

- 3) Allows users to add text to their designs with a wide selection of fonts and text styles.



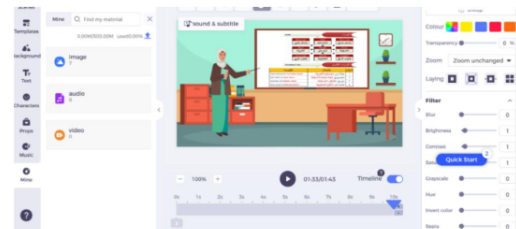
Picture 5.5

- 4) Provides a variety of icons that can be used in the design, such as social media icons, symbols, and other images.



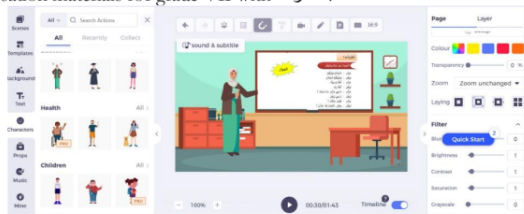
Picture 6.6

- 5) Provides a music feature that allows you to search for music that you need or like



Picture 7.7

- 6) Display of Maharatul Kalam learning materials. This section contains Arabic conversation materials for grade VII with التعارف.



Picture 7.8

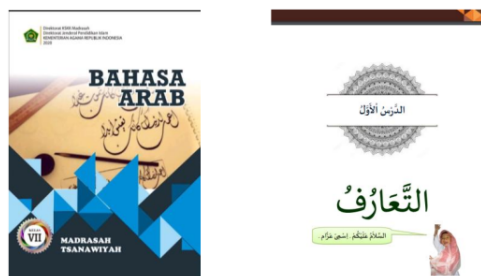
7) Final view of learning media.



Picture 7.9

8) Package book

The material included in the Adobe Express App media comes from the KMA 183 Book, namely Chapter 1, with the theme التَّعَارُفُ of (Introduction) material for Madrasah Tsanawiyah students in grade VII.



4. Implementation

At this stage, the purpose is to determine the feasibility of applying media made through a Doratoon learning media used in Arabic language learning, which was tested on grade VII students of MTs. Alkhairat, Gorontalo City.

Below is a table that shows the results of the teacher's response. (Anatasya Ramadani Melu S.Pd)

No	Validated indicators/Aspects	Score				
		1	2	3	4	5
1	Materials contained in the media through the Doratoon application					
2	The developed media is easy to use					
3	Media display attracts students' motivation to learn.					

4	Students are more enthusiastic about participating in the learning process.		
5	Flexible and convenient media use		
6	The features in the media are easy for students to operate.		
Total score			0
Total Score		$\frac{28}{30} \times 100$	= 93.33 %

Table 3.3: Hasil Respon Guru

Respond	Earning Score	Maximum Score	Presentation	Category
A	76	80	95 %	Proper
B	65	80	81.25 %	Proper
C	73	80	91.25 %	Proper
D	69	80	86.25 %	Proper
E	65	80	81.25 %	Proper
F	70	80	87.5 %	Proper
G	78	80	97.5 %	Proper
H	78	80	97.5 %	Proper
I	80	80	100 %	Proper
J	76	80	95 %	Proper

Table 4.4: Student Response Results

From the analysis of the data above, it can be seen that the average score of students reaches 89%, which shows that students perform well overall in this exam. The highest score achieved was 98%, indicating that there were highly accomplished students. However, some students score below average, which may indicate difficulties in understanding the material or less effective learning strategies.

The score presentation shows that most students are in the “Good” category, with a percentage above 80%. This indicates that the majority of students have understood the material taught well. However, some question items, especially those with lower scores, may need further attention to improve students’ overall understanding.

Overall, these results provide a positive picture of the student’s abilities but also point to the need for further evaluation to help students experiencing difficulties. Efforts to improve teaching methods and provide additional support for students in need can help improve future outcomes.

5. Evaluation

The research results on developing Arabic learning media using the Doratoon application in grade VII students of Al-Khairat Gorontalo City show significant success. This learning media is designed through research and development (R&D) stages, including needs analysis, design, development, implementation, and evaluation. The media produced meets the validity criteria based on the expert test results, with the “very valid” assessment category. The suggestions given by the validators have also been accommodated to improve this learning medium. In terms of its impact on students, the application of Doratoon-based media has a positive influence on increasing learning interest. Observations during the learning process and questionnaire analysis showed that students participated more actively, enthusiastically, and motivated in Arabic lessons.

Statistical data support these findings, where there is a significant increase in students' learning interest scores before and after media use.

The following is a table of test result data, through pre-test and post-test.

No.	Student Name	Pre Test Score	Post Test Score	Increased
1.	A	60	80	20
2.	B	55	75	20
3.	C	65	85	20
4.	D	70	85	15
5.	E	50	70	20
6.	F	60	80	20
7.	G	55	78	23
8.	H	68	82	14
9.	I	62	81	19
10.	J	72	88	16
Average		62.3	79.9	17.6

Information:

- Pre-Test: Scores obtained by students before using the Doratoon application to learn Arabic.
- Post-Test: Scores obtained by students after using the Doratoon application to learn Arabic.
- Increased: The difference between Post-Test and Pre-Test scores shows the extent to which students' speaking skills have improved.

This table shows that students' Arabic speaking skills significantly improved overall after using the learning media developed with the Doratoon app.

One of the advantages of this media is the ease of use of the Doratoon application. Teachers can easily use the application's creative features to deliver material engagingly and interactively. However, technical obstacles, such as limited devices or internet connections in specific environments, must be considered in further implementation.

Although this study's results show success, there are some limitations. The research was conducted in one class in one madrasah, so the results cannot be generalized to a wider population. In addition, the measurement of learning interest is still dominated by quantitative instruments, so qualitative aspects related to student experience have not been explored in depth.

In the future, further research involving a more extensive and diverse population and a more comprehensive qualitative approach, such as in-depth interviews with students and teachers, is needed. In addition, the development of this media can be directed to improve accessibility, especially in areas with limited technology.

Overall, this study proves that Doratoon-based learning media can effectively increase students' interest in learning. This media makes learning Arabic more interesting and creates an interactive and fun learning atmosphere.

CONCLUSION AND IMPLICATIONS

Based on the results of research on the development of Arabic learning media using the Doratoon application in grade VII MTs. Alkhairat, Gorontalo City: In the learning process, animated video-based learning media using the Doratoon application has proven effective in

improving students' speaking skills regarding Arabic language material MTs Al-Khairat Gorontalo City. Based on the implementation and evaluation results, most students responded positively to the developed media, with an average score of 89%, included in the "Good" category. Although some students are still experiencing difficulties, efforts to adjust learning strategies and pay more attention to those students can improve future outcomes.

The development of Arabic learning media using the Doratoon application effectively follows the stages of the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. In the Analysis stage, the needs of students are identified, and the relevant content and media are analyzed to improve their Arabic speaking skills. In the Design stage, learning media design with interesting elements such as visuals, audio, and interactions that support learning objectives are prepared, and appropriate instructional and evaluation steps are ready. At the Development stage, learning media in the form of animated videos based on the Doratoon application was developed and tested on a limited basis to get feedback and responses from teachers and students as media users, who then got a good percentage score and proved to be feasible to be used in the learning process in improving *mabaratul kalam*. The Implementation stage involves applying learning media to a larger group of students, followed by data collection to assess student speaking skills. Finally, at the evaluation stage, an evaluation of the learning process and results is carried out to ensure that the media developed effectively improves students' speaking skills, with improvement steps taken based on the results obtained. Overall, the Doratoon application has proven effective in supporting the Arabic learning process, especially in improving students' speaking skills.

In addition, the development of this media contributes to improving the quality of Arabic language teaching, especially by creating a more interactive and interesting learning atmosphere that meets the needs of the current digital generation. Learning Arabic can be more fun and effective by utilizing technology, as shown by the Doratoon app.

For further research, it is recommended that a long-term evaluation of the use of this media in various classrooms or other educational institutions be conducted, as well as that materials be developed that are more diverse and more in accordance with the development of learning needs. In addition, the development of new features in the Doratoon application can increase the interactivity and effectiveness of this media in the learning process.

Overall, this study proves that animation-based media can effectively improve students' interest and learning outcomes in Arabic subjects.

Based on the calculations through the material expert validator, the average score reaches 89%, which is included in the interpretation category of the interval of 80%—100%, with a rating of "Very Feasible." This indicates that, according to the material expert validators, the developed product has met excellent eligibility criteria and can be used effectively.

The validation analysis of learning media aims to assess the quality and effectiveness of the media used in education. The evaluation results showed that the press scored 56 out of 60, with a 93% percentage indicating the "Very Good" category. This media has an attractive appearance, good color harmony, and effective placement and meets the learning objectives well.

The practical implication of this study is that animated learning media, such as the Doratoon app, can be implemented well in the classroom to improve students' speaking skills with an attractive and practical design tailored to learning needs.

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