

"MUWAKIB" ARABIC LANGUAGE LEARNING STRATEGY THROUGH INTERACTIVE POWER POINT MEDIA

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ABSTRACT

The researcher found that there are still schools that have not implemented power point media to assist the teaching and learning process. So that does not rule out the possibility of problems with learning outcomes that are less than optimal for students because teachers have not fully taught using technological media in an interactive and fun way. The method used in this research is R&D (Research and Development) which will produce a product and test the product that has been produced. Then the development model refers to ADDIE. To test the effectiveness of the product, the researchers conducted it at MTs VII YAPENSA Jenggot Pekalongan. So the purpose of this study was to discuss the use of interactive learning media "MUWAKIB" based on power point in learning Arabic for class VII students at MTs YAPENSA Jenggot. The research results obtained in the field test aspect, the learning outcomes of students learning Arabic without using media using interactive power point-based muwakib learning media have significant differences. At a significant level of 0.05 in the t table at number 49 the value is 1,676 while the resulting t value shows a value of -15,318. The average value of students without learning media is 39.2 while using interactive power point-based media is 98.8. So it can be concluded that the learning outcomes of students in the learning process using interactive power point-based muwakib learning media are better and more effective.

Keywords: Arabic Language, Media, Development, Power Point

Introduction

Using appropriate learning media is a way to create an interesting learning process (Indriawati et al., 2021). Learning media continues to develop along with changing times and technological advances. Media can be defined as anything that humans use to convey information. In this case, the media can be technical or physical in relation to education, so it is known as learning media (Ahmad Zaki, 2020). One of the media that can be used in learning is Power Point, which can help teachers convey material effectively, simply and professionally. Although, PowerPoint is already known to many groups, both students and teachers such as teachers. Researchers found that there are still schools that have not implemented PowerPoint media to assist the teaching and learning process, especially in teaching Arabic language subjects. So it does not rule out the possibility that there are problems with less than optimal learning outcomes for students because teachers have not fully taught using technological media in an interactive and fun way. Power Point media is an

application or software for processing presentations that is easy to use and offers a number of ready-to-use features to enhance the appearance of presentations, including backdrops, slide layouts, text effects, object animations, and adding audio or video (Khotimah, 2019).

This research was motivated by students' lack of understanding of the meaning of mufradat and their mastery of Nahwu and Sharaf during Arabic language teaching and learning activities. On the other hand, based on students' responses, they tend to feel bored and bored because in learning the teacher only uses lecture methods and textbook media. Based on this problem, it is necessary to learn about "MUWAKIB" (Mufradat, Hiwar, Tarkib). However, the media that will be used is interactive Power Point which is interesting and not boring so that it can attract students' interest and improve their learning outcomes. This Interactive Power Point contains discussion of class VII material in the form of Al-adawatul madrasiiyah, al-alwan and others. On the final slide there will be questions related to the material that has been presented.

From here it is interesting to make power point an interactive medium that can be applied by every teacher, especially not a few Arabic language teachers who find it difficult to find appropriate media to convey the material. Moreover, this media can be well received by all students in a fun way. With the presence of interesting learning media in Arabic, it is hoped that it will be able to make students motivated and enthusiastic about learning.

Previous research has discussed the methods used in certain subjects. Maulana's research entitled "Development of Arabic language learning media based on Mobile Learning" shows the effectiveness of using Mobile Learning media in Arabic language lessons which is very feasible and effective (Maulana, 2019). Then another research by Arin Baharsati with the title "Development of Arabic Language Learning Media Based on Interactive Multimedia Using Adobe Flash to Increase Student Interest in Class VII MTS Wonokromo State Academic Year 2016/2017" shows that Arabic language learning media using interactive multimedia in the form of Adobe Flash is very good and can increase students' interest in learning (Baharsat, 2017).

Then it was confirmed by a thesis written by Srimaya with the title "Effectiveness of Power Point Learning Media to Increase Student Motivation and Biology Learning Outcomes" explaining that the use of Power Point learning media turned out to be effective in increasing student motivation, activity and learning outcomes. Based on previous research that has been carried out, this research focuses on developing a PowerPoint-based interactive learning model in Arabic language subjects. Thus, this research discusses the use of interactive learning media "MUWAKIB" based on power points in learning Arabic for class VII students at MTs YAPENSA Jenggot.

Research Methods

This research is R&D (Research and Development) research which will produce a product and test the product that has been produced (Stahl et al., 2019). This research uses a development model that refers to the ADDIE model. ADDIE is an acronym for analysis, design, development, implementation and evaluation (Ramadhan & Jalinus, 2021). Then, to test the level of effectiveness of the product, researchers conducted it at VII MTs YAPENSA Jenggot Pekalongan. The data collection techniques used in this research were questionnaires, pre-test and post-test, observation and interviews.

Meanwhile, data analysis uses the comparative analysis method which is used to calculate student learning outcomes which are then tested using the SPSS (Statistical Package for the Social Sciences) application.

Penelitian ini dilakukan pada awal tahun ajaran baru 2022/2023 yaitu pada bulan oktober-desember 2022 dan bertempat di MTs YAPENSA Jenggot tepatnya di Jalan Pelita III Jenggot Gang IV No.20 Pekalongan Selatan, Kota Pekalongan, Jawa Tengah. Teknik pengumpulan data yang digunakan dalam penelitian ini yaitu angket atau kuesioner yang diisi oleh dua validator yaitu ahli media dan ahli materi yang dilakukan oleh Dosen PBA UIN K.H. Abdurrahman Wahid Pekalongan. Adapun yang diwawancarai adalah guru bahasa arab kelas VII MTs YAPENSA Jenggot Kota Pekalongan, Siswa kelas 7 MTs YAPENSA Jenggot Kota Pekalongan, dan Staf Administrasi MTs YAPENSA Jenggot Kota Pekalongan Jawa Tengah

Results and Discussion

"MUWAKIB" Interactive Learning Media Development Pattern Based on Power Point

MUWAKIB interactive media development is a learning media using the Microsoft Power Point application which can help present learning material in the form of interactive presentation slides. Power point media is a transformation of knowledge for students which is presented in the form and display of presentation slides. As for the material in this power point, it will discuss material about al-adawātul madrasiiyyah. Al-adawātul madrasiiyyah material is Arabic language material that explains vocabulary about equipment, school tools or things related to school.

This learning media "MUWAKIB" is an abbreviation of Mufrodāt, Ḥiwar, and Tarkib which contains the development of mufrodāt, ḥiwar and tarkib regarding al-adawātul madrasiiyyah. (school problems). Microsoft Power Point is a software that functions to help in preparing material in a presentation so that it is effective, professional and easy to understand (Mabruri & Hamzah, 2020). Microsoft Power Point will make a main idea in the material more impressive and clear in its purpose when presented, because Microsoft Power Point will help teachers in creating slides, outlines, electronic presentations, and displaying dynamic slides with impressive clip art. Choosing Microsoft Power Point as a learning medium provides more benefits for students. This was also conveyed by Rusman that this media can provide benefits, namely; helps the presenter explain the material, makes the presentation more structured, the material is easily accepted and understood by students, and has an attractive appearance that makes students enthusiastic about learning (Rusman & Kurniawan, 2013).

The pattern in the development of power point-based muwakib interactive learning media applies the ADDIE development model which consists of 5 stages, namely Analyze (analysis), design (design), development (development), Implement (Implementation), and Evaluation (Evaluation) which was developed in 1996 by Walter Dick, Lou Carey, and James O Carey. The explanation of each step to develop interactive power point-based muwakib learning media is as follows:

1. Analysis stage

Before developing learning products, researchers carried out the first stage in the form of analysis to find out the problems faced by students in learning Arabic. The analysis carried out by researchers is needs analysis. Needs analysis is a type of survey to identify problems that suit community needs (Miftah, 2018). The researcher carried out an analysis of his own needs using a direct interview method with the Arabic language teacher for class VII MTs YAPENSA Jenggot, namely Mrs. Nurul Irbati. This

interview was conducted to understand the learning process, the learning evaluation media used, and identify problems that arise during Arabic language learning in class.

From the results of interviews conducted with teachers, it was found that the Arabic language learning process in class VII MTs YAPENSA Jenggot still uses textbooks. Teachers rarely use media such as LCDs, projectors and so on. Not only that, for the assessment system, teachers rarely use media-based assessments because the abilities of teachers and students are still limited and they are not used to using existing technology. In addition, some students' backgrounds are still lacking in Arabic, making it difficult for them to string letters in Arabic, which causes their exam scores to drop.

The interview stage continues with interviewing students. Researchers interviewed one of the class VII students at MTs YAPENSA Jenggot named Qurrata A'yuni. Based on the results of interviews, it was found that for the Arabic language learning process, teachers usually only use textbooks in the library. According to students, they prefer learning using media such as PowerPoint or other media that can make them happier and more interested in learning Arabic.

Based on the needs analysis above, the researcher will develop interactive muwakib learning media using power point. This media will help teachers in a more interactive and varied learning process so that students do not get bored and bored while learning.

2. Design Stage

Moving on from the analysis of the problems obtained, the next stage is carried out, namely the design stage. At this stage the researcher writes the ideas into a formula that describes the learning media in detail. Researchers developed Arabic language learning materials using interactive power points. The design of this product combines images, several animations and variations of questions on the topic of al-adāwatul madrasah material. The design results are used as an initial design in preparing the product. The steps for creating Arabic learning materials using interactive PowerPoint are as follows:

a. Developing Learning Media Concepts

The Power Point platform was chosen because it has the advantages of an attractive appearance, easy to use, makes it easy to convey learning material and can create animations. The aim is to develop interactive Arabic language learning using power point media. The following is a plan for making interactive media

- 1) First, design the slides and images. The slides are taken from the templates available in Power Point, while some of the images are taken from Google.
- 2) Second, the material is taken from the Arabic language book for class VII written by Faruq Baharudin and published by the Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia, then some of this material is modified to suit the type of questions to be created. For material, due to research limitations, it only covers 1 chapter of Class VII odd semester material, namely: al-adawātul madrasah.

b. Compile Flowcharts

A flowchart is a development flow diagram that provides an overview of the program from start to finish so that you can get an overview of the media programming process. Learning media flowcharts only explain the general

picture. This program begins with an opening which contains a menu, learning objectives and a general description of the learning media. After that, the menu slide contains mahārah mufrodat, ḥiwar, and tarkib which includes al-adawātul madrasīyyah material.

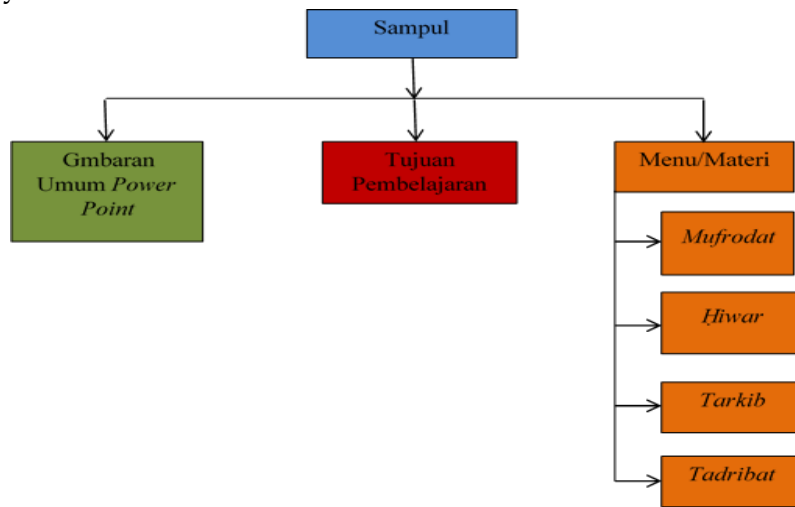


Figure 1 Flowchart of Muwakib Interactive Learning Media Based on Power Point

3. Development stage

After going through the design process, the next step is to realize the learning plan that has been designed in real life. The development stage aims to produce a product which will then be validated by validators. The validators consist of media experts and material experts consisting of lecturers in the Arabic Language Education Department of the State Islamic University (UIN) K.H. Abdurrahman Wahid Pekalongan. The stages for developing Arabic learning materials using power point are as follows:

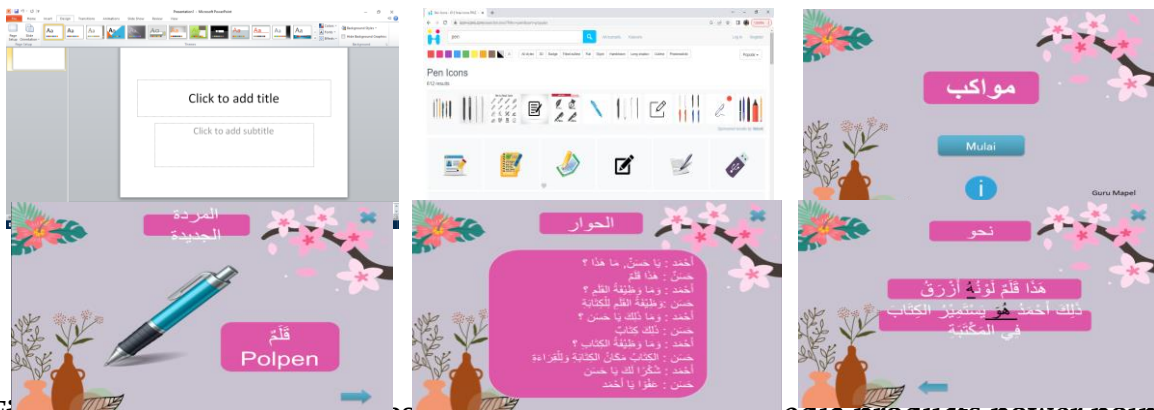


Figure 2. Initial design stages of interactive learning media products power point
The following are the stages of creating an initial design for an interactive PowerPoint learning media product:

- 1) Open Microsoft Power Point, then click design then select according to your wishes.
- 2) Then click the design menu and select the color on the background styles button that suits your wishes.
- 3) After selecting the basic color, then select the icons on Google that match the learning material.
- 4) After selecting the right icons then apply them to Power Point

- 5) Then create mufrodat, ḥiwar and tarkib learning materials based on class VII material, namely al-adawātul madrasiiyyah.
- 6) After the material is finished, then create several questions to evaluate the students

Validation Results of Power Point Based Interactive Learning Media "Muwakib".

After the design process is carried out, the next step is to carry out validation tests on media experts and material experts. Media validation was carried out by Mr. Ahmad Aufa Syukron as a lecturer in Arabic language educational technology at UIN K.H. Abdurrahman Wahid Pekalongan, while material validation was carried out by Mr. Ahmad Taufiq as lecturer in the Arabic language learning evaluation course at UIN K.H. Abdurrahman Wahid Pekalongan. The results of the validation carried out will be described as follows:

1) Media expert validation data

Media experts have a role in providing an assessment of the media produced. Viewed from several aspects such as the general and specific appearance of the media as well as the presentation of the media in the classroom. The score categories for the Power Point-based Muwakib interactive learning media assessment are as follows:

Score	Assessment percentage	Category
5	$80\% < P \leq 100\%$	Very Worthy
4	$60\% < P \leq 80\%$	Worthy
3	$40\% < P \leq 60\%$	Quite Worthy
2	$20\% < P \leq 40\%$	Less Worthy
1	$0\% < P \leq 20\%$	Not Worthy

Table 3. Percentage Score for Learning Media Assessment

Media validation was carried out by Mr. Ahmad Aufa Syukron, M. Pd. As a lecturer in Arabic language educational technology at UIN K.H. Abdurrahman Wahid Pekalongan. Validation was carried out on September 29, 2022. The results of the media validation assessment obtained a total score of 106 with a final score of 96.36. Based on the convention guidelines for quantitative to qualitative data, the media development created is included in the very good category. And it is very suitable to be tested on class VII students.

2) Material expert validation data

The role of material experts is to provide an assessment of the material included in the learning media. The material expert is Mr. Dr. Ahmad Taufiq, M. Pd. As a lecturer in the Arabic language learning evaluation course at UIN K.H. Abdurrahman Wahid Pekalongan. Validation was carried out on September 29 2022. The results of the media validation assessment obtained a total score of 22 with a final score of 88. Based on the convention guidelines for quantitative to qualitative data, the media development created was included in the very good category. And it is very suitable to be tested on class VII students.

1. Implementation Stage

The implementation stage is a media trial process when classroom

learning takes place after making improvements based on critical input and expert suggestions. There are several steps that the researcher took in this stage, including, the researcher carried out teaching and learning activities as usual using a textbook. After that, students are asked to fill in the questions/pre-test. After that, the researcher carried out learning again using Power Point-based interactive Muwakib learning media. Once finished, the students work on the questions/post test. Apart from implementing learning media products. Researchers also observed the use of media products. The results of classroom observations show that students are very happy and enthusiastic about using learning evaluation media products. This is because this media is the first thing for them. Apart from that, they were also very active when working on evaluation questions through this media because the questions provided were quite creative and exciting because there were several animations.

2. Evaluation Stage

At this stage, researchers used pre-test and post-test. The purpose of conducting a pre-test is to determine students' initial abilities regarding the material that will be presented. Meanwhile, the post test is a test carried out after the teacher starts the lesson. The aim is to determine the success of the learning process and measure students' mastery of competence in the material taught by the teacher. As for the questions being tested, they are still about class VII odd semester material.

Effectiveness of Interactive Learning Media "Muwakib"

At this stage the researchers conducted media development experiments to improve student learning outcomes in class VII at MTs. YAPENSA Jenggol Pekalongan which was held on November 12 2022. The number of respondents who attended was 25 people. Learning took place as usual, then the researcher gave a pretest to the students. After completion, the researcher provided learning using interactive PowerPoint-based muwakib learning media. After completion, the researcher gave a posttest to students with the same questions and material, namely al-adawātul madrasiyyah. With the following results:

No.	Name	Pre test	Post Test
1.	Nur Wulan Ramadhani	10	100
2.	Atiya Ilma Mufida	20	100
3.	Aprilia Bunga Syakila	20	100
4.	Intan Frizky Maharani	30	90
5.	Putri Ramadhani	30	100
6.	Amelia Rizky	30	100
7.	Zuwina Putri	30	100
8.	Unzilla Risqika	30	100

9.	Khanza Khoirina	30	100
10.	Nova Afri Ani	30	100
11.	Febi Tri Mulyasari	30	100
12.	Psiki Indartibathi Syafa	40	90
13.	Shinta Utari Dewi	40	100
14.	Naura Aulia Najatina	40	100
15.	Ria Irani	40	100
16.	Fitriyaningsih	50	90
17.	Nadin Aulia Mawardi	50	100
18.	Dwi Ariska Ramadhani	50	100
19.	Yuirea Farrani	50	100
20.	Nurul Fitriani	50	100
21.	Sahila Zilhija	50	100
22.	Qurrota A'yuni	50	100
23.	Puput Nauvalia	60	100
24.	Linda Alzena	60	100
25.	Lazifa Fauziyah	60	100
Amount		980	2.470
Average		39,2	98,8

Table 4. Student Learning Results

From the table above it can be seen that, the learning outcomes of students learning Arabic without using media using interactive power point-based muwakib learning media are quite significant, the average score of students without learning media is 39.2 while the average score of students using interactive PowerPoint-based muwakib learning media is 98.8, so it can be concluded that the learning outcomes of students in the learning process using interactive PowerPoint-based muwakib learning media are better and more effective than students in learning without using media. Which means that new media has a much better influence on student learning outcomes.

Test the Normality of Learning Results Using the SPSS (Statistical Package for the Social Sciences) Application. Before carrying out the normality test, the hypothesis can be formulated as follows:

H0: There is no influence on student learning outcomes after using the Power Point-Based Interactive Learning Media "MUWAKIB" in Class VII Students' Arabic Language Learning at MTs YAPENSA Jenggot.

H1: There is an influence on student learning outcomes after using the Power

Point-Based Interactive Learning Media "MUWAKIB" in Class VII Students' Arabic Language Learning at MTs YAPENSA Jenggot.

		Pretest	Posttest
N	Valid	25	25
	Missing	25	25
Mean		39.20	98.80
Median		40.00	100.00
Mode		30	100
Std. Deviation		13.515	3.317
Variance		182.667	11.000
Kurtosis		-.667	4.563
Std. Error of Kurtosis		.902	.902
Range		50	10
Minimum		10	90
Maximum		60	100
Sum		980	2470

The frequency table above explains the pre-test and post-test learning outcomes of class VII students at MTs YAPENSA Jenggot Pekalongan, where the mean post-test score is higher than the pre-test, meaning that using interesting learning media can improve learning outcomes. Apart from that, students do not get bored and are more enthusiastic in the learning process.

Table 5. Normality Test Table Using SPSS

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
air 1 - hasil_belajar	67.500	31.159	4.407	-76.355	58.645	-15.318	49	.000

After explaining the data through the descriptive table above, the researcher's next step was to test student learning outcomes using the paired samples test method, with the following results:

To find out whether the difference is significant or not, you must first look at the t table values. At a significance level of 0.05 in the t table at number 49 the value is 1,676 while the resulting t value shows a value of -15,318. Thus it is concluded that the t table is greater than the calculated t. So H0 is rejected, meaning that the use of power point-based muwakib learning media is better and more effective in learning Arabic at MTs YAPENSA Jenggot, Pekalongan City.

The results of this research product are Arabic learning materials packaged using Power Point media. This research uses the Research and Development (RnD) development model developed by Walter Dick, Lou Carey, and James O Carey which consists of 5 stages, namely the analysis, design, development, implementation stages.), and evaluation.

The appearance of the final design of the PowerPoint-based muwakib interactive learning media product in Arabic language learning can be shown in the table below:



Figure 3. Final Design Display of Muwakib Interactive Learning Media Products based on Power Point

Conclusion

The strategy for learning Arabic through interactive power point media is development research which produces products in the form of Arabic language learning media on mahārah mufrodāt, ḥiwar and tarkib (MUWAKIB). Validation has been carried out on this media by 2 experts, namely a media expert and a material expert. The results of the media expert assessment showed a score of 106 with an average of 96.36. In the field test aspect, there are quite significant differences in the learning outcomes of students learning Arabic without using media using interactive power point-based muwakib learning media. At a significance level of 0.05 in the t table at number 49 the value is 1,676 while the resulting t value shows a value of -15,318. The average student score without learning media was 39.2, while using interactive power point-based media was 98.8. So it can be concluded that the learning outcomes of students in the learning process using interactive PowerPoint-based muwakib learning media are better and more effective.

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