The Development of Lecture Maker Application in Arabic Language Learning for Elementary School

Rizka Widayanti[a,1], Adam Mudinillah[b,2], Amrina[c,3], Suci Ramadhanti Febriani[d,4], Muhammad Yusuf Salam[c,5], Melisa Rezi[d,6], Yelfi Dewi[e,7], Kddour Guettaoui Bedra[f,8]

[a]STAI Darul Qur'an Payakumbuh, Indonesia
[b]STAI Al-Hikmah Pariangan, Indonesia
[c]UIN Mahmud Yunus Batusangkar, Indonesia
[d]UIN Imam Bonjol Padang, Indonesia
[e]UIN Sjech M. Djamil Djambek Bukittinggi, Indonesia
[f]Hassiba Benbouali University of Cleft Algeria

[1]rizkawidayanti@staidapayakumbuh.ac.id,
[2]adammudinillah@staialhikmahpariangan.ac.id, [3]amrina@iainbatusangkar.ac.id,
[4]suciramadhantifebriani11@gmail.com, [4]yusufsalam@iainbatusangkar.ac.id,
[5]melisarezi.fah@uinib.ac.id, [6]yelfidewi@iainbukittinggi.ac.id, [7]ahlembrave@gmail.com

ARTICLE INFO

ABSTRACT

The research aimed to produce and develop a Lecture Maker-based learning media in Arabic subjects for Islamic elementary school students, which was in accordance with the eligibility criteria for learning media that was valid, practical and effective. The type of research used Research and Development (R&D). The research model used ADDIE (analysis, design, development, implementation, and evaluation). The results of the research that showed that, (1) the validation results obtained in the use of Lecture Maker-based learning media showed a value of 4.22 which included in the 'valid ' category. (2) Based on the average teacher response showed the number 4.6 this meant that the Lecture Maker-based learning media was 'very valid'. While the average percentage was 92.00% which indicated that the media produced could be said to be practical to use. (3) Based on the analysis of students' cognitive results, it could be seen that classical learning completeness reaches 87.5% which indicates there was an increase in student learning outcomes using Lecture Maker-based learning media. So, it can be concluded that the screen Lecture Maker used in making Arabic learning media in order to increase learning motivation and student learning outcomes.

Keyword   Lecture Maker; Arabic Learning; Media

مستخلص البحث

يهدف هذا البحث إلى إنتاج وتطوير وسائل تعليمية قائمة على صانع المحاضرات في مواد اللغة العربية لطلاب المدرسة الابتدائية تتوافق مع معايير الأهلية لوسائل تعليمية صالحة وعملية وفعالة. نوع البحث المستخدم هو البحث والتطوير (R&D).نموذج البحث المستخدم هو ADDIE (التحليل والتصميم والتطوير والتنفيذ والتقييم). تظهر نتائج البحث الذي تم إجراؤه أن (١) نتائج التحقق التي تم الحصول عليها باستخدام وسائط التعلم المعتمدة على Lecture Maker تظهر قيمة ٤٫٢٢ والتي تم تضمينها في فئة "صالحة". (٢) بناءً على متوسط استجابة المعلم، فإن الرقم ٤٫٦ يعني أن وسائل التعلم القائمة على صانع المحاضرات "صالحة جدًا". وفي الوقت نفسه، يبلغ متوسط النسبة ٩٢٫٠٠٪، مما يدل على أن الوسائط المنتجة يمكن القول بأنها عملية للاستخدام. (٣) بناءً على تحليل نتائج التعلم المعرفي للطلاب، يتبين أن نسبة إتمام التعلم الكلاسيكي وصلت إلى ٨٧٫٥٪، مما يشير إلى زيادة في نتائج تعلم الطلاب باستخدام وسائل التعلم القائمة على صانع المحاضرات. لذلك يمكن أن نستنتج أن Screen Lecture Maker يستخدم في صنع وسائل تعلم اللغة العربية لزيادة دافعية التعلم ونتائج تعلم الطلاب.

كلمات أساسية   ليكتورير ماكير، تعليم العربية، الوسيلة

INTRODUCTION

Education is also referred to as a *never ending process*, meaning that the educational process is carried out continuously and never ends (Sujana, 2019). Shaturaev (2021) also conveyed that, *"education has and will continue to play a significant role in the development of human beings"*. The definition of education in the KBBI is explained as a process of changing the attitude and behavior of a person or group of people in an effort to mature humans through teaching and training activities. In the meantime, the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System outlines the purpose of education itself in Chapter II, Article 3. This article states that the goal of national education is to help students develop their skills in order to form a dignified character of national civilization, which is an endeavor to educate the life of the nation (Nanda, 2019) .

Education is an effort in the development of knowledge and personality so that it plays an important role in fostering mankind (Hidayat & Suryana, 2018). The development of modern life today does not escape reaching developments in the world of education. Education in the modern era also develops into a new culture and integrates with the development of human life. Education in the modern era is based on digital communication, education can be enjoyed by all groups and is no longer a luxury enjoyed by certain groups (Anggaraeni and Sole, 2018; Suluh, 2018). The inclusion of digitalization in the world of education is one of them contained in the design of learning media, as a supporting element in the implementation of teaching and learning activities in schools.

Learning activities that take place are a communication process in a system and learning media is one of the important components in the system (Fitriati & Ghazali, 2018). Using of learning media will assist teachers in delivering teaching materials more effectively. Students in elementary schools tend to prefer media in the learning process, this is because students will get better to understand the material if the learning process uses interactive media in the form of videos, augmented reality, or games that display examples of real objects rather than having to study alone through books (Siagian, 2021). In line with that, Akrim (2018) also said that the learning and teaching process will be effective and successful if the teacher is able to create learning media that are appropriate to the material being studied and the age level of the students.

Based on a survey conducted by Fitriani et al., 2021, it showed that 83.3% of students think that the use of interactive multimedia made it easier for students to understand the material being studied and as many as 89.6% of students said they tend to be more enthusiastic and did not get bored quickly if

teachers used learning media. Especially in learning Arabic includes two language skills targets. The first target is listening, speaking, reading and writing skills. Then the second target is linguistic competence such as mastering the use of language components consisting of language sounds, vocabulary and grammar. Therefore, the achievement of the learning objectives that have been set is very dependent on the ability of the teacher to design the learning media that will be presented. Arabic learning in Indonesia tends to use traditional methods, namely the lecture method from teachers to students (Afifah et al., 2020). Based on the observation activities that have been carried out, the implementation of Arabic language learning at Madrasah Ibtidaiyah is carried out with passive students during the learning process. Students only listen to the teacher's explanation, which is dominantly using the lecture method and students are busy with their respective activities so they do not pay attention to the teacher's explanation regarding the subject matter. Hilmi (2017) conveyed the use of learning media in learning Arabic at the MI, MTs and MA levels only as simple as possible. Whereas as we know Arabic learning is a very important subject for students in exploring religious knowledge.

Some of the problems faced by Arabic teachers include the minimal use of learning media (Rahmawati & Febriani, 2021; Arifin et al., 2021). It caused the minimal achievement in learning activities for students. Even though media urgency is very important in facilitating the delivery of teaching material (Wargadinata et al., 2020). Various previous studies have also revealed the need for innovation in Arabic language learning, in particular, which needs to be internalized in learning. As lecture maker is one of the media that useful for the learning process.

Several previous studies have confirmed that lecture makers can increase students' learning motivation at Madrasah Ibtidaiyyah (Puspitarini & Hanif, 2019). Apart from that, the need for lecture maker media design in various fields of study shows its special features in the learning process. One of them can increase the significance of learning outcomes for students (Aswirna & Rahmadani, 2020). The need for this application also provides opportunities for students to explore their experiences contextually (Hikmah et al., 2022). Previous researchers still focused on learning output and did not pay attention to examining the learning process using a lecture maker. Apart from that, the use of lecture makers in non-Arabic subjects and at high school and college levels. The minimal use of lecture makers in elementary school settings provides an opportunity for researchers to study more deeply and systematically.

Based on the findings, more research is needed on the use of lecture maker media in Arabic language learning, particularly at Madrasah Ibtidaiyyah. Based

on that, the goal of this study was to create lecture maker media for elementary school students.

METHOD

The method used in this research is *Research and Development* (R&D). In his book Qualitative, Qualitative, and R&D Education Research Methods, Sugiyono defines R&D research as a method of finding, formulating, improving, developing, producing, and testing the effectiveness of superior, new, effective, efficient, productive, and meaningful products, methods/strategies, services, and procedures (Sugiyono, 2013). The research model used is ADDIE; *analysis, design, development, implementation, and evaluation.* The first step, researchers analyze the need for Arabic language learning media at the research location. Then, researchers design learning media according to the needs of students by adapting the themes studied. After that, the researchers develop the Lecture Maker media product with a predetermined material composition based on the Arabic language learning curriculum at school. Then, the researchers check the validity of the product by implementing it in Arabic language learning, so that the researchers know suggestions for developing this lecture maker media. Finally, researchers evaluate the use of lecture maker media on a larger scale and its use in continuous learning.

The researchers collected data via tests, media questionnaires, and teaching resources in the form of lecture maker applications. Data analysis was based on the t-test, with a quantitative approach and testing using SPSS 16.00. Data analysis is based on numbers gathered from the distribution of media validity surveys and assessments on students' Arabic language learning progress.

RESULTS & DISCUSSION

Lecture maker software is a type of multimedia software that is widely applied as learning media. The advantage of this software is that it can be executed in the form of presentations, interactive CDs and online via the web. Lecture Maker software is equipped with an audio video creation program, making it very possible for interactive multimedia.

Lecture Maker is a Lecture Maker software equipped with an audio video creation program, so it is very possible for interactive media (Anggraeni, 2015). Lecture Maker has menus and buttons that are very easy to access and only take a few steps, such as inserting an image, flash animation, audio and even video. Everything is summarized in the Insert menu. The insert menu is also provided if

you want to create an interactive button (button), insert other documents such as PDF, web formats such as HTML, even PPT (PowerPoint) as shown in the following image.

Figure 1. Display of Interactive Buttons and Document Input Options

Lecture Maker software also provides screen recording tools, presentations, audio, and makes it easy to create graphs and diagrams such as the following figure.

Figure 2. Display of recording and graph/diagram creation tools

Lecture Maker provides many toolbars that will make it easier for us to design interactive multimedia. The toolbars in Lecture Maker include home, insert, control, design view and format.

Analysis Stage

The results of observations and interviews conducted with subject teachers and students showed that the learning carried out by the teachers tended to be monotonous and only relied on the lecture method in the implementation of Arabic learning. So, the solution that can be done is to develop Lecture Maker-based learning media that suits the needs of students so that they are interested in learning and teachers can carry out teaching tasks optimally.

Based on the results of the analysis of 5th grade students at the Madrasah Ibtidaiyah level, they are in the age range of 10-11 years. If it is associated with Piaget 's theory of cognitive development, this age is a concrete operational stage. Children are able to solve rather complex problems as long as the problems are concrete and not abstract. This means they need a concrete object to be able to understand something abstract. So that the assistance of learning media that can present the material studied in a concrete way will greatly assist students in understanding the material being studied.

Content analysis relates to the steps taken to find out more about the learning materials that will be delivered to students using the developed learning media. Arabic material is developed with a hierarchical approach.

A. Design Stage

Design stage is done by preparing learning media using Lecture Maker software. The first part explains the basic competencies and learning objectives related to the material being studied. The second part discusses the learning materials presented in the form of text, images, audio, animation and video. Explanation of the vocabulary of objects in the laboratory and library using pictures and audio (Arabic speaker). Explanation of sentence patterns using pictures and videos. Text is presented in written and audio form. Then the third and final part contains questions in the form of multiple choice and a brief description.

Stage of Development

The development stage must first pass the validity test stage, which is conducted by specialists to identify the faults of the developed media based on Lecture Maker in terms of content and presentation.

Table 1. Lecture Maker Validation based on assessment indicators

NO	Criteria	Validator		Skor Total	Note.
		1	2		
1	I si/substance	3.31	4.11	3.71	CV
2	Design /structure	4.59	4.00	4.29	V
3	language _	4.87	4.46	4.66	V

| R average | 4.26 | 4.19 | **4.22** | V |

Based on the table above, it can be seen that the overall average validity of the Lecture Maker-based learning media is 4.22. Therefore, the designed media is included in the 'valid' category by referring to the provisions, (4 Va < 5). Learning media based on Lecture Maker as a whole by referring to the validity criteria that have been determined are suitable for use in learning.

Implementation Stage

The implementation phase refers to the response to the use of Lecture Maker-based learning media during the learning process. The response was obtained through distributing questionnaires to teachers and students.

Table 2. Student Responses to learning media based on lecture maker

No	Assessment Aspect	Alternative Answer	Number of Respondents	
			N	%
1	The material presented using Lecture Maker-based learning media is not difficult to understand	Very worth it	18	75
		Worthy	6	25
		Not feasible	0	0
2	the appearance of the material presented interests me to learn	Very worth it	21	87.5
		Worthy	3	12.5
		Not feasible	0	0
3	Lecture Maker-based media makes learning easier	Very worth it	16	66.7
		Worthy	8	33.3
		Not feasible	0	0
4	Lecture Maker-based media is effectively used in the learning process	Very worth it	17	70.8
		Worthy	7	29.2
		Not feasible	0	0
5	The choice of colors used in Lecture Maker-based media is interesting so that it helps me focus on paying attention to the material presented	Very worth it	15	62.5
		Worthy	9	37.5
		Not feasible	0	0
6	The addition of images in the media makes it easier for me to understand the material presented	Very worth it	22	91.7
		Worthy	2	8.3
		Not feasible	0	0

7	Using Lecture Maker-based media is more effective than learning textbooks	Very worth it	19	79.2
		Worthy	5	20.8
		Not feasible	0	0
8	The information presented is clear and easy to understand	Very worth it	15	62.5
		Worthy	9	37.5
		Not feasible	0	0
9	Learning becomes more fun by using Lecture Maker-based learning media	Very worth it	19	79.2
		Worthy	5	20.8
		Not feasible	0	0
10	Lecture Maker-based learning media can improve my learning outcomes	Very worth it	18	75
		Worthy	6	25
		Not feasible	0	0
11	Presentation of learning materials using Lecture Maker-based media can save time in the learning process	Very worth it	18	75
		Worthy	6	25
		Not feasible	0	0
12	I want to return to using Lecture Maker-based learning media in the learning process	Very worth it	21	87.5
		Worthy	3	12.5
		Not feasible	0	0

Overall, the use of Lecture Maker-based learning media received a positive response by students. This response shows that Lecture Maker-based learning media can be applied in the Arabic learning process.

Table 3. Teacher Responses to learning media based on lecture maker

No	Assessment Aspect	Score
1	Lecture Maker-based learning media is easy for students to understand in the learning process	5
2	style of language used in the Lecture Maker-based learning media is easy for students to understand	4
3	Lecture Maker-based learning media is communicative for students	4
4	display of images, colors and animations in Lecture Maker-based media helps students focus on observing the media in learning	5
5	Lecture Maker-based learning media increases student motivation in participating in learning	5
6	Lecture Maker-based learning media is easy to use in teaching	5
7	Lecture Maker-based learning media does not take up the teacher's time in teaching	4
8	Lecture Maker-based learning media helps the learning process to be more effective	4
9	Tests on Lecture Maker-based learning media support the learning process	5

10	Will return to using Lecture Maker-based learning media in teaching	5
R average		**4.6**
P percentage of teacher response average		**92.00%**

The average teacher response to the use of Lecture Maker-based learning media reached 92.00%, where this percentage exceeded 85 % which means it is very positive, so the teacher's response shows that Lecture Maker-based learning media can be said to be practical. The results obtained from the teacher's response to the use of Lecture Maker-based learning media are 4.6 (4.5 V 5), which means it is very valid. This shows that in general it shows that the Arabic language learning media based on Lecture Maker can be used as a medium of learning in as if.

Evaluation Stage

The evaluation stage is carried out by analyzing the students' Arabic learning outcomes, namely before using the Lecture Maker-based learning media and after using the Lecture Maker-based learning media.

Table 4. Student Cognitive Outcomes

Description	H Result Analysis
Number of students	24
The number of students who took the pretest	24
The number of students who took the posttest	24
R range of student scores	0-100
Number of students who completed	2 1
perfect score item question	10
N mean pretest	57.13
N posttest mean score	83.63
N value of minimum completeness criteria (kkm)	76
Classical learning completeness	87.5 %
Conclusion	**Complete**

Judging from the average value of the student's pretest showed 57.13 then the average value of the posttest of students showed a value of 83.63 indicating an increase in student learning outcomes before and after the use of learning media based on Lecture Maker. It can be seen that there is an increase in the average score of 26.5 students and with classical learning completeness as much as 87.5%. students are said to be complete if they get a score above 76, from the KKM value that has been set as many as 3 students get a post-test score below 76. While the other 21 students get a score exceeding 76 so they are included in the complete category.

Arabic learning media based on Lecture Maker is carried out through the analysis stage, design stage, development stage, implementation stage and evaluation stage. The goal to be generated from the development of learning media based on Lecture Maker is to be able to produce learning media that are suitable for use in learning Arabic, especially at the Madrasah Ibtidaiyah level, which are in accordance with the cognitive characteristics of students. The material developed refers to the 2013 curriculum, namely material about objects in laboratories and libraries.

Vocabulary about objects in the laboratory and library to students using pictures and audio from Arabic speakers, then explanations regarding sentence patterns and questions related to the material being studied. The development of learning media based on Lecture Maker is expected to increase students' motivation in learning Arabic. So that students can obtain material that is presented optimally and encourage students to be fonder of learning Arabic and use it in everyday life. In addition, the use of learning media is to help teachers carry out varied and creative learning activities so that they are not focused on the lecture method alone. So that active, fun and meaningful learning can be carried out for students.

Previously, students considered Arabic a difficult and boring subject because of the limitations of teachers in developing learning using varied media, models and methods (Rahim Marpaung & Lubis, 2023). Many of the students do not like Arabic because the material that has been studied is difficult to memorize (Masitoh et al., 2023), the use of monotonous learning textbooks makes students less interested in participating in learning (Husna et al., 2022). Then after the Lecture Maker-based learning media was implemented, students seemed enthusiastic to watch the media presented by utilizing images, animations, audio and color combinations that were attractive to students.

During learning, students actively participate in speaking following the audio of an Arabic speaker who mentions vocabulary about the material being studied, then students discuss in answering the questions that are displayed. The response shows that the use of Lecture Maker-based learning media is very helpful in increasing students' motivation in learning Arabic. In addition, seen from the results of the pretest and posttest, it was clearly seen that the students' scores had increased. Through Lecture Maker-based learning media, students not only hear the teacher's lectures, but students can see concretely the material being studied, read, demonstrate and the interaction between students and students and students and teachers.

Based on the research findings, lecture makers can be used as an alternative in using learning media, especially at the elementary school level. Strengthening learning motivation among students through the use of various

media is an alternative for teachers to improve Arabic language learning outcomes (Aruan et al., 2020). However, teachers need good pedagogical competence in designing the media and applications used, such as lecture makers (Setyawan, 2017). So, using the lecture maker application becomes an effective alternative in increasing learning motivation, learning activities and desired learning outcomes. As previous research confirms that using of media based on needs analysis is an innovation and effort to improve student learning outcomes (Makruf, 2020).

The role of the lecture maker in this research shows an increase in student motivation which is marked by increased interaction in learning. Students' attention to the images presented and the sounds played through this application fosters enthusiasm and enthusiasm for students in paying attention to simple dialogues, simple vocabulary and expressions being studied. This is a response to the acquisition of receptive language from this application, so that students can produce language by speaking simply and responding to whatever is heard, both orally and in writing. This process is a learning experience, so that concrete student learning activities can provide understanding and reinforcement of the concepts being studied (Gunawan et al., 2020; Abdullah & Rahmah, 2022). As previous research also confirms that active and creative learning can provide students with opportunities to explore their experiences (Ilinawati & Sijono, 2020).

This research has implications for strengthening the use of lecture maker applications in Arabic language learning at the elementary school level. So, this research can be a reference for using lecture makers to improve language skills and language elements. Although skills are required in designing this application based on needs analysis at the beginning of the application development stage.

CONCLUSIONS

Based on the results, the following conclusions can be drawn: First, the research was carried out in order to produce a product in the form of learning media for Arabic subjects in class V Madrasah Ibtidaiyah. Second, the results of the validation test by the validator as a whole are Lecture Maker-based learning media, namely 4,22 which is included in the valid category. Third, the average teacher response to the use of Lecture Maker-based learning media reached 92.00%, which exceeded 85 %. This indicates a very positive response, so Lecture Maker-based learning media can be applied in the learning process. Fourth, students' responses regarding the Lecture Maker-based learning media in Arabic subjects can be seen from the students' average pretest score (57.13)

then the students' posttest average score (83.63) indicates that the learning media is very feasible to use when referring to student learning outcomes.

The recommendations that can be conveyed based on the findings in this study, namely the development of Lecture Maker-based learning media should be in accordance with the characteristics of students' cognitive development, according to the material being studied and the material presented using learning media can convey the learning objectives to be achieved properly. The products resulting from the use of this application depend on the skills of the teacher in mastering the features provided so that they can produce interesting and fun learning media for students.

ACKNOWLEDGMENT

BIBLIOGRAPHY

Abdullah, Nuriman, & Rahmah, S. (2022). Empowerment of Community Broad-Base Education Center for Arabic-Jawi Study at Deah Nurul Yaqin. Riwayat: Educational Journal of History and Humanities, 5(2), 306–317. https://doi.org/10.24815/jr.v5i2.27132

Afifah, N., Sunarto, S., Fauzi, M. F., Anindiati, I., & Nurdianto, T. (2020). The Implementation of Mimicry Memorization Method for Novice Students in Learning Arabic Mufradat. Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab, 12(2), 263–280. https://doi.org/10.24042/albayan.v12i2.5953

Akrim, M. (2018). Media Learning in Digital Era. Atlantis Press, 231(Amca), 458–460. https://doi.org/10.2991/amca-18.2018.127

Anggraeni, S., Khairudin dan A. Khairi. 2015. Pengembangan Media Pembelajaran Menggunakan Lecture Maker pada Mata Pelajaran Keterampilan Komputer dan Pengelolaan Informasi (KKPI). Universitas Bung Hatta. https://ejurnal.bunghatta.ac.id/index.php/JFKIP/article/view/6061

Arifin, Z., Febriani, S. R., & Anasruddin. (2021). Using Bloom's Taxonomy in Arabic Learning Media to Elevate Student's Writing in COVID-19 Situation. Al-Ta'rib, 9(1), 1–12. https://doi.org/https://doi.org/10.23971/altarib.v9i1.2530

Aruan, L., Sari, R., & Bengar Harahap, A. (2020). Using Prezi Online Software to Improve Teaching Listening Skill. International Journal of Education and Literacy Studies, 8(1), 104. https://doi.org/10.7575/aiac.ijels.v.8n.1p.104

Aswirna, P., & Rahmadani, I. (2020). Implementation of the trait treatment interaction (TTI) learning model by using the lecture maker media application. International Journal of Scientific and Technology Research, 9(3), 6136–6140. https://www.ijstr.org/research-paper-publishing.php?month=mar2020

Fitriani, W., Suwarjo, S., & Wangid, M. N. (2021). Berpikir Kritis dan Komputasi: Analisis Kebutuhan Media Pembelajaran di Sekolah Dasar. Jurnal Pendidikan Sains Indonesia, 9(2), 234–242. https://doi.org/10.24815/jpsi.v9i2.19040

Gunawan, G., Ainin, M., & Bahruddin, U. (2020). The Acquisition Of Speaking Skills For Students Based On The Behaviorism And Cognitivism Theories/ اكتساب مهارة الكلام لدى الطلاب في ضوء النظرية السلوكية والمعرفية. Ijaz Arabi Journal of Arabic Learning, 4(1), 102–121. https://doi.org/10.18860/ijazarabi.v4i1.10581

Hidayat, T., & Suryana, T. (2018). Menggagas Pendidikan Islami Meluruskan Paradigma Pendidikan di Indonesia. Jurnal Pendidikan Islam Indonesia, 3. https://doi.org/https://doi.org/10.35316/jpii.v3i1.89

Hikmah, D., Petoukhoff, G., & Papaioannou, J. (2022). The Utilization Of The Animiz Application As A Media For Arabic Language Learning On Students. Journal International of Lingua and Technology, 1(2), 157–171. https://doi.org/10.55849/jiltech.v1i2.84

Hilmi, H. (2017). Efektivitas Penggunaan Media Gambar Dalam Pembelajaran Bahasa Arab. Lantanida Journal, 4(2), 128. https://doi.org/10.22373/lj.v4i2.1885

Husna, I., Azkiya, H., Febriani, S. R., Rahmawati, R., & Kustati, M. (2022). The Analysis of Arabic Language Textbook for Class II Elementary School. Lectura, 13(2), 234–245. https://doi.org/10.31849/lectura.v13i2.10417

Ilinawati, I., & Sijono, S. (2020). Improving Students' Speaking Motivation Using Mingle Music Technique. Journal of English Educational Study (JEES), 3(1), 1–9. https://doi.org/10.31932/jees.v3i1.569

Ita Fitriati, & Muhammad Ghazali. (2018). Pengembangan Media Pembelajaran Menggunakan Software Lecture Maker pada Mata Pelajaran Pemrograman Dasar di SMK Negeri 9 Bima. Jurnal Pendidikan Mipa, 8(1), 77–86. https://doi.org/10.37630/jpm.v8i1.67

Makruf, I. (2020). Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Pembelajaran Bahasa Arab Di Madrasah Aliyah Kabupaten Sukoharjo. Arabi : Journal of Arabic Studies, 5(1), 79. https://doi.org/10.24865/ajas.v5i1.93

Masitoh, S., Arifa, Z., Ifawati, N. I., & Sholihah, D. N. (2023). Language Learning Strategies and the Importance of Cultural Awareness in Indonesian Second Language Learners. Journal of Language Teaching and Research, 14(2), 436–445. https://doi.org/10.17507/jltr.1402.20

Nanda, A. S. (2019). Supervisi Pendidikan Dalam Mewujudkan Tujuan Nasional Pendidikan Dan Meningkatkan Mutu Pendidikan. INA-Rxiv Papers, 19.

https://doi.org/10.31227/osf.io/z462s

Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. Anatolian Journal of Education, 4(2), 53–60. https://doi.org/10.29333/aje.2019.426a

Rahim Marpaung, W., & Lubis, Z. (2023). Strategi Penerapan Lingkungan Bahasa Arab Dalam Meningkatkan Kemahiran Berbahasa Arab Di Pesantren Modern Darussalam. Inspiratif Pendidikan, 12(1), 183–191. https://doi.org/10.24252/ip.v12i1.39073

Rahmawati, R., & Febriani, S. R. (2021). Investigating the Problems of Learning Arabic for Islamic Universities in the Era of Covid-19 Pandemic. International Journal of Language Education, 5(4), 324–336. https://dx.doi.org/10.26858/ijole.v5i4.19732

Setyawan, C. E. (2017). Kompetensi Pedagogik Guru Bahasa Arab Dalam Merancang dan Melaksanakan Ealuasi Pembelajaran di Madrasah Aliyah Negeri (MAN) Yogyakarta. At-Ta'dib, 12(1), 143. https://doi.org/10.21111/at-tadib.v12i1.865

Shaturaev, J. (2021). Financing and Management of Islamic (Madrasah) Education in Indonesia. Zeszyty Naukowe Politechniki Częstochowskiej Zarządzanie, 42(1), 57–65. https://doi.org/10.17512/znpcz.2021.2.05

Siagian, G. (2021). What Kind of Learning Media do You Want Need Analysis On Elementary School Online Learning. Jurnal Basicedu, 5(3), 1683–1688. https://doi.org/https://doi.org/10.31004/basicedu.v5i5.1468

Sugiyono. (2013). Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan R&D. ALFABETA, CV.

Sujana, I. W. C. (2019). Fungsi Dan Tujuan Pendidikan Indonesia. Adi Widya: Jurnal Pendidikan Dasar, 4(1), 29. https://doi.org/10.25078/aw.v4i1.927

Suluh, M. (2018). Perspektif Pendidikan Nasional. Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika, 2(1), 1–9. https://doi.org/https://doi.org/10.36312/e-saintika.v2i1.78

Wargadinata, W., Maimunah, I., Febriani, S. R., & Humaira, L. (2020). Mediated Arabic Language Learning for Arabic Students of Higher Education in COVID-19 Situation. Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature, 3(1), 59–78. https://doi.org/10.22219/jiz.v3i1.11862