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Development of Dila Bisa Media Based on Lectora Inspire in Arabic Language Learning

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ABSTRACT

This research aimed to develop and measure the effectiveness of the "Dila Bisa" learning media and education method based on Lectora Inspire. Researchers used a development model research methodology, ADDIE. The research sample consisted of 47 students and two experts as subjects. Data was collected through observation, interviews, questionnaires, and tests and then analyzed using the Miles and Huberman method for qualitative data and the T-test for quantitative data. The research results showed: 1) that it consisted of five development stages, namely: Analysis, Design, Development, Implementation, and Evaluation. 2) It was found that the educational media "Dila Bisa" had met validity standards and had achieved subject expert test results reaching 86% and educational method expert test results reaching 90%. Additionally, from the field test, the T-test results were obtained at $0.021 < 0.05$. Based on the test results, it was concluded that this media was effectively used in learning Arabic.

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Keyword

Arabic; Development; E-learning Media; Lectora Inspire

مستخلص البحث

يهدف هذا البحث إلى تطوير وقياس فعالية وسيلة التعليمية "ديلا بيسا" على أساس لكتورا إنسبير. تستخدم الباحثة منهج البحث نموذج التطوير ADDIE. تكونت عينة البحث من ٤٧ طالبا وخبيرين كمواضيع. تم جمع البيانات من خلال الملاحظة والمقابلة والاستبيانات والاختبارات، ثم تحليلها باستخدام طريقة مايلز وهوبرمان للبيانات النوعية وكذلك اختبار T للبيانات الكمية. تظهر نتائج البحث: (١) أن الذي يتكون من خمس مراحل تطوير وهي: التحليل (Analysis) والتصميم (Design) والتطوير (Development) والتطبيق (Implement) والتقييم (Evaluate) تبين أن وسيلة التعليمية "ديلا بيسا" قد استوفت معايير الصلاحية وصلت نتائج اختبار خبراء المواد الدراسية إلى ٨٦٪ وخبير الوسيلة التعليمية إلى ٩٠٪. وبصرف النظر عن ذلك من الاختبار الميداني تم الحصول على نتائج اختبار T عند $0.021 < 0.05$. وبناء على نتائج الاختبار يمكن القول أن هذه وسيلة فعالة للاستخدام في تعلم اللغة العربية.

تطوير؛ وسيلة التعليمية في ضوء التعليم الإلكتروني؛ اللغة العربية؛ لكتورا إنسبير

كلمات أساسية

INTRODUCTION

"Dila Bisa" method offers learning experiences through broader opportunities for direct engagement with learning materials (Winata, 2021). One's achievement of educational goals is influenced by effective learning process (Pane & Darwis Dasopang, 2017). Effective learning process requires proper teaching materials and learning media for effective information delivery and acquisition (Tafonao, 2018).

Technology can be integrated in learning media to help students learn Arabic (Khalid et al., 2023) to provide rich source of information sources. The media allows students to explore texts, listen to the pronunciation of words, and see examples of language use in real visual form (Liana & Nursuhud, 2020). Students can also develop better comprehension of Arabic and improve their communication skills (Hayati et al., 2023). This approach also facilitates independent learning, allowing students to learn at their own pace and learning style. The use of innovative and technology-based learning media contributes to effective and enjoyable learning environment for Arabic language learners (N. Utami & Santosa, 2023).

To the present, books are the most common the form of learning media used in schools (Jayanti & Pertiwi, 2023). Technological developments facilitates learning using multimedia, such as videos from YouTube, social media content, and new applications such as Quizizz and Kahoot (Mahardikha et al., 2023). Unfortunately, most of the multimedia learning platform only function as evaluation tools with inadequate in-depth learning material (Sari, 2023).

Arabic is one of religious subjects taught at Islamic Elementary School or the *Madrasah Ibtidaiyah (MI)*. Arabic Subject has been considered challenging among students since it is the third language among Indonesian students, while its linguistic form contains numerous rules and strict pronunciation and grammar (Aminudin, 2014).

Nowadays, teachers are required to stay creative, have excellent content comprehension (Lutfian, 2023) and ability to use innovative learning media (Maziyyatul, 2021), such as e-learning (Latip, 2021). Digital learning experience is considered more interesting in terms of form and content which can help students to further explore the material in the learning process. E-learning has been regarded the most efficient media to use in the current learning era (Daryanto & Karim, 2017). "Dila BISA" is an e-learning platform developed using Lectora Inspire that offers specific advantages (Dinar et al., 2022). It offers dynamic and interactive visualization of abstract mathematical concepts, such as function graphs or geometric transformations. Lectora also provides adaptive modules that adjust the difficulty level of questions based on students' abilities,

along with an automated evaluation feature that delivers detailed and instant feedback, which eventually enhances students' conceptual understanding and problem-solving skills.

Lectora Inspire is an e-learning content development tool created by Trivantis Corporation. This software is user-friendly with intuitive interface (Mas'ud, 2012). In this research, Lectora Inspire was utilized to develop "Dila BISA" learning media that contains videos and animated images to enhance students' enthusiasm in learning. This media is expected to help create more enjoyable and meaningful learning which positively affects students' learning outcomes. "Dila Bisa" platform is accessible online and offline as well.

Previous research has highlighted the effectiveness of the Lectora Inspire application in developing learning media for various student age groups. Indra Negara et al. demonstrated that their English learning media, developed using Lectora Inspire, received high feasibility scores and successfully captured students' attention, enhancing the learning process (Negara et al., 2022). Hoiruddin's research on French learning media also found Lectora highly suitable for student use, and effective for education purpose (Harahap & Ghofur, 2023). Chandra Efendi's research on Mandarin language learning emphasized the benefits of interactive multimedia in making lessons more engaging and accessible, motivating students in the development of HSK learning materials (Efendi et al., 2023). Additionally, Kundharu Saddhono's work on East Javanese cultural materials concluded that the Lectora-based learning media was of high quality and well-suited for intermediate-level BIPA students (Saddhono et al., 2024).

Lectora Inspire application positively impacts the use of learning media, particularly in making learning materials more engaging and accessible. It allows for the modification of Arabic learning materials with designs that capture students' attention and facilitates easier material transfer from teachers to students.

This present research was performed to address existing challenges by developing the "Dila Bisa" learning media using Lectora Inspire for Arabic language learning at Surya Buana Islamic Elementary School in Malang. The developed media is expected to become an alternative e-learning solution that fosters interactive learning during online and offline lessons.

Two key research questions were addressed in this research: 1) What is the process of developing Dila Bisa learning media based on Lectora Inspire for first-grade students at Surya Buana Islamic Elementary School in Malang? 2) How effective is the Dila Bisa learning media, based on Lectora Inspire, in enhancing Arabic language learning for first-grade students at Surya Buana Islamic Elementary School, Malang?

METHOD

This research and development was performed using the ADDIE development model (Sugiyono, 2010). ADDIE model is a straightforward and flexible framework for designing learning that is applicable across various settings (Sukmadinata, 2017). The ADDIE model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Sa'adah, 2021).

Samples of this research were 47 students, with two experts included as research subjects. Research data were collected through observation, interviews, questionnaires, and tests. The data were then analyzed to describe the process of developing and evaluating the effectiveness of Lectora Inspire-based "Dila Bisa" learning media for Arabic language instruction.

Data sources were categorized into primary and secondary data. Primary data were collected through observations and interviews with Arabic teachers and students, as well as through questionnaires distributed to media experts, material experts, and students. Primary data were also gathered through pre-test and post-test assessments administered to students at Surya Buana Islamic Elementary School, Malang. Whereas, secondary data were obtained from documentation, books, and journal articles relevant to the research. Data analysis followed the Miles and Huberman model consisting of three stages: (1) data collection, (2) data reduction, and (3) data display and conclusions (Miles et al., 1994). The quantitative data underwent an Independent Sample T-Test.

RESULTS & DISCUSSION

The Development of Dila Bisa Media Based on Lectora Inspire

The ADDIE design model used in this research consists of several steps: Analysis, Design, Development, Implementation, and Evaluation. The teaching materials developed in this media were retrieved from the latest Class I Arabic language student textbooks based on the 2013 Curriculum. These materials were developed into an e-learning application using Lectora Inspire. The following section explains each stage of ADDIE development model.

Analysis

In the analysis stage, researchers gathered key information to guide the development of the learning media. They conducted a needs analysis focused on the learning environment, students, and teachers, with the goal of improving the use of textbook materials. The findings were as follows:

1) Teaching and Learning Activities: The classroom atmosphere was monotonous, leading to student boredom and difficulty understanding the

material. Limited variety in teaching methods, mainly relying on textbook illustrations, contributed to this problem. The lecture method was still dominant due to a lack of initiative from both teachers and schools.

2) Arabic Language Teacher: Interviews with Arabic teachers at Surya Buana Islamic Elementary School revealed challenges such as a lack of varied learning media, repetitive teaching materials, and a monotonous system that limited student engagement.

3) Students: Students found the teaching materials unengaging, as they were similar to the textbooks they already had. The monotonous teaching style made it difficult for them to understand Arabic effectively.

Researchers reviewed the Arabic book from the Ministry of Religion of the Republic of Indonesia (KMA 183 of 2019) and identified errors and areas for improvement. Based on this, they developed new materials that better addressed the needs of students and teachers. The improvements included: 1) Adding *Maharoh Istima'* material directly in the Dila Bisa media, 2) Providing practice questions for each chapter, 3) Including audio for students who have difficulty reading, and 4) Offering easy access to evaluation results.

To address these issues, researchers created the Dila Bisa learning media using Android and Windows-based e-learning platforms with Lectora Inspire software. This version of the product did not require additional applications, allowing all students to access the material simultaneously. The goal was to make learning Arabic more engaging, improve comprehension, and increase student interest in the subject.

Design

After analyzing the necessary references and sources, the researchers designed the learning media using the Lectora Inspire software application. All materials, including text, audio, and video were digitalized in the media. The media includes all Class I Arabic textbook based on the KMA 183 public test version that can be customized by the teacher. Enhancements were made by adding video tutorials and audio support for the *Maharah Kalam* and *Qiraah* materials with adherence to standard indicators and competencies.

The design process followed several key stages. First, the researcher gathered the main and supporting content for the teaching materials. Next, before finalizing the design, the researcher created a menu chart to be input into Lectora Inspire. This framework includes the main page, opening section, chapters and sub-chapters, along with text, audio, video materials, and practice and evaluation questions. Following this, the researcher collected the material content and designed practice and evaluation questions using Lectora Inspire's features, which include various types of gradable questions such as multiple-choice, true/false, word completion, sorting, matching, drag-and-drop, and hot

spot questions. For the exercises and evaluations in each chapter, the researcher chose multiple-choice questions to allow for immediate feedback on students' progress. This approach aimed to create an interactive and comprehensive learning media that would foster greater student engagement and understanding of Arabic.

Product Development

After designing the concept map and learning media framework, the researcher proceeded with the overall development and creation stage of the learning media. This process involved as follows.

Dila Bisa Product Development

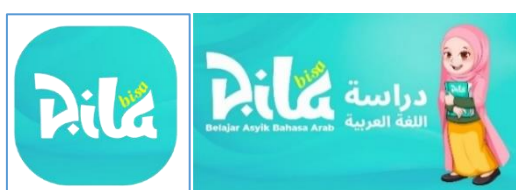


Figure 1. Dila Bisa Application Icon

The icon and interface logo as shown in Figure 1 were designed using Canva. Indonesian text with Khat Kufi Arabic calligraphy touch is used. The name "Dila Bisa" is an acronym for "*Dirasah Lughatul Arabiyah*" and "Fun Learning Arabic." The word "Dila" is written in Khat Kufic Arabic calligraphy in white, while the word "Bisa" is written in yellow. Below the main title, there is additional text "Fun Learning Arabic" in Bree Serif font to enhance readability and understanding. Additionally, a brief explanation of the acronym "Dila" is provided in Arabic using the Droid Arabic Kufic font. The digital dictionary features five initial displays: a) main page, b) information, c) developer biodata, d) instructions, dan e) foreword. This design strengthens the identity of the application and shows its function. "Dila Bisa" application makes Arabic learning more accessible, effective, and enjoyable.

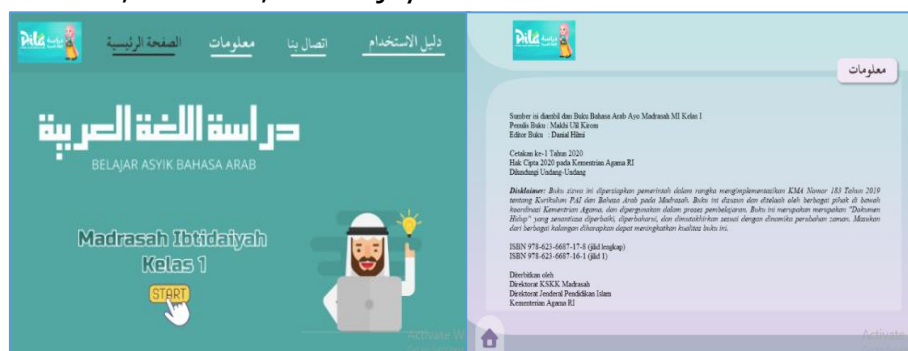


Figure 2. Display of The Main Page and Information Page

Figure 2 shows the Home Page of the "Dila Bisa" application, which contains information about the book, biography of the media creator, and instructions for

use. There are button "البدء/start" to go to the next page or start the application. Meanwhile, the information page contains details about the source of the teaching materials used in making the application, including the book title, publisher, author and identity of the book.



Figure 3. Biodata Page View & Instructions for Use

The biodata page of the Dila Bisa application in Figure 3 includes researchers' information as contact person for troubleshooting (name, email address, Instagram, and WhatsApp number). The user instructions page offers detailed information explaining the functions of the various features and buttons within the Dila Bisa application. Video tutorials were also designed to assist those who are unfamiliar with the application with clear and practical visual navigation guidelines.



Figure 4. Display Introduction to E-Learning & Competencies Page

The e-learning introduction page explains the aim of developing the Dila Bisa method which will support beginner Arabic language learners. The beginning of each chapter and before entering the material page shows a brief explanation of Core Competencies (KI) and Basic Competencies (KD). Users can directly select the skills (*maharoh*) they want to learn without having to go through another process.



Figure 5. Interface of Maharah Istima' & Exercises

The Dila application can categorize the learning materials into four language skills: listening (*istima'*), speaking (*kalam*), reading (*Qiraah*), and writing (*kitabah*), with practice questions provided for each skill. As shown in Figure 5, *istima'* skill combines listening and reading exercises to enhance proficiency in vocabulary and sentence structure. Using such method, students will be able to comprehend and use words in various contexts, reinforcing their capacity to comprehend and construct correct sentence structures.



Figure 6. Competency Test Page Display

The Competency Test Page is a crucial evaluation instrument in learning. The Competency Test Page features a multiple choice tests that assess students' comprehension from the introductory stages to the conclusion of a particular topic or chapter. The test examines students' progress in learning based on the standards as determined in the curriculum.

Media Expert Validation

Expert validation is a key step in evaluating products, involving feedback from specialists to refine the learning media before classroom implementation. In this research, expert validation was conducted with two specialists—one in media and one in content—at the Islamic State University of Maulana Malik Ibrahim Malang, from February 12th to 18th, 2024. The experts were provided

with the product in soft file format and an assessment sheet. The results of the expert validation are as follows:

Media Expert Validation Test Results

The validation test with the media expert evaluates the developed learning media product to determine its suitability for achieving the intended learning objectives (N. L. G. S. Utami et al., 2024). Mr. Ahmad Makki Hasan, M.Pd., a lecturer in Arabic language instructional media courses, was selected as the media expert for this evaluation. The results of the media expert's validation are as follows:

Table 1. Media Expert Validation Test Result

No	Aspect	x	x_i	Percentage	Criteria
1	Content Quality	12	15	80%	Excellent
2	Visual Display	15	15	100%	Excellent
3	Media Criteria	18	20	95%	Excellent
Total		45	50	90%	Excellent

The results of the media expert validation yielded an average percentage of 90%, thereby meeting the excellent criteria.

Material Expert Validation Test Results

The validation test with the material expert evaluates the developed learning media product from a content perspective, aiming to determine its suitability for achieving the designated learning objectives. Mrs. Mamluatul Hasanah, S.Ag, M.Pd., a member of the Arabic language curriculum development team, was chosen as the material expert for this evaluation. The results of the material expert's validation are presented in Table 2.

Table 2. Material Expert Validation Test Result "Dila Bisa Media"

No	Aspect	x	x_i	Percentage	Criteria
1	Content Quality	12	15	80%	Excellent
2	Language	14	15	93%	Excellent
3	Curriculum Appropriateness	17	20	85%	Excellent
Total		43	50	86%	Excellent

The material expert validation yielded an average rating of 86%, indicating an excellent evaluation. Based on the validation results from both media and material experts, it was concluded that the Dila Bisa media is suitable for use in Arabic language learning. The researchers have incorporated expert feedback to refine the product. The media expert recommended adding video tutorials, while the material expert suggested rearranging the sequence of *Maharah*, placing *Maharah Istima'* at the beginning. The term "تعليمات الاستخدام" was also changed to "دليل الاستخدام" to ensure appropriateness. Therefore, the enhancements made to Dila's media resulted in the following improvements:

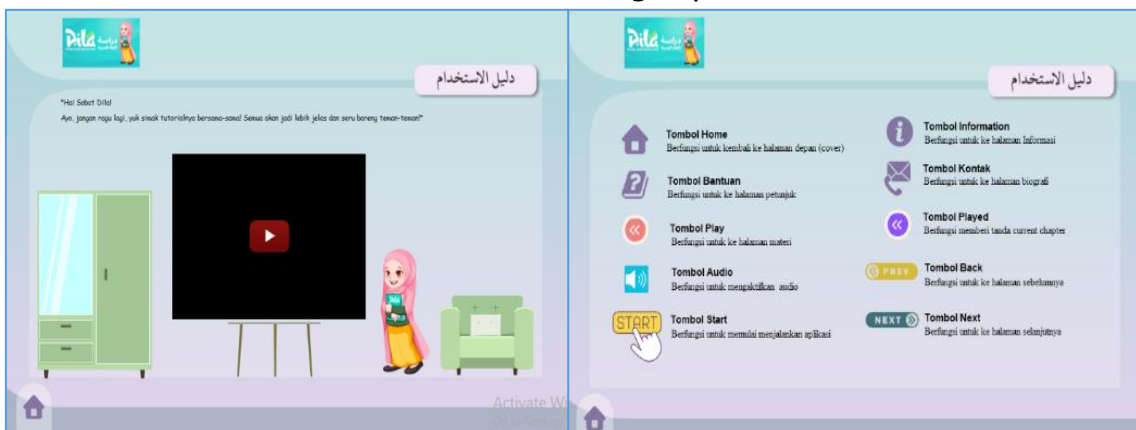


Figure 7. Display of Revisions to The User's Instructions Page

In Figure 7, differences on the user instructions page are visible. The latest revision includes the addition of a video tutorial, expanding beyond simple explanations of button functions. This enhancement simplifies the learning process for new users of the Dila Bisa media. Video tutorials allow users to better understand each feature and function offered by the application, ultimately improving the overall user experience.



After

Before

Figure 8. View of Revised Order of Maharah

In Figure 8, adjustments have been made to the sequence of skills. The revised order of *Maharah* now places *Maharah istima'* at the beginning, as it is more appropriate for beginners who are not yet able to read. This arrangement allows users to concentrate on developing listening skills, which are supported by audio input. After *Maharah istima'*, the sequence progresses with *Maharah Kalam*, *Qiraah*, and concludes with *Maharah kitabah*. This restructuring enhances the effectiveness of learning with solid foundation of each skill before advancing to the next levels.



After

Before

Figure 9. Main Page Revision Display

In Figure 9, revisions were made to the terminology following feedback from subject matter experts. The term "*ta'lim*" has been revised to "*dalil*".

Implementation

In the implementation stage, a trial session was conducted on both the experimental and control groups at Surya Buana Islamic Elementary School in Malang from Tuesday, February 20 to Thursday, March 7, 2024. The experimental group comprised 24 students from class I-B, while the control group consisted of 23 students from class I-E.

Evaluation

In the evaluation phase, quality of the developed media was assessed for the design, content, and the needs of both teachers and students. Feedback from this evaluation was used in revising and improving the media to align it with the objectives and functions of learning media. Improvements were made based on experts' suggestions.

The Effectiveness of Dila Bisa Media

The results of pretests (\bar{X}_a) and posttests (\bar{X}_b) of control and experimental groups were analyzed to examine the effectiveness of this media using t-test formula with the following results.

Table 3. Dila bisa Media Trial Results at Surya Buana Islamic Elementary School, Malang

Class	Pretest	Posttest
Experiment	1629	1993
Control	1611	1657

As seen in Table 3, experimental group achieved a total posttest score of 1993, while the control group achieved a total posttest score of 1657. Improvement in students' scores were recorded and analyzed using SPSS software to obtain more detailed result.

Table 4. Independent Sample Statistics Pretest Posttest Result

Group Statistics					
Model Pembelajaran		N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Modek Pembelajaran Interaktif Dila Bisa	24	83.0417	13.32366	2.71968
	Model Pembelajaran Konvensional	23	72.0435	21.84757	4.55553

Based on Table 4, the posttest average (mean) score for the experimental group is 83.0417, and 72.0435 for the control group. This gap indicates a significant increase in the average student score after using the new learning media product, compared to the previous learning methods.

Table 5. Independent Sample Pretest Posttest Test Result

		Independent Samples Test									
		Levene's Test		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence	
						One-Sided p	Two-Sided p			Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	2.675	0.109	2.094	45	0.021	0.042	10.99819	5.25303	0.41804	21.57834
	Equal variances not assumed			2.073	36.092	0.023	0.045	10.99819	5.30561	0.23885	21.75752

The output table from the Independent Sample T-Test provides crucial insights into the trial results of the Dila Bisa learning media product. The significance value (Sig. value, 2-tailed) of 0.021 is less than 0.05, indicating that there is a statistically significant difference in Arabic language learning before and

after implementing the Lectora Inspire-based e-learning media. Moreover, with the t-value (2.904) being greater than the critical t-value (2.0141), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This result confirms that the learning media developed by the researchers is **effective** and can be used as an alternative teaching tool in the specific learning environment of class I at Surya Buana Islamic Elementary School, Malang.

Furthermore, students expressed positive feedback about the media. According to the questionnaire results, many students reported feeling satisfied with the Dila Bisa learning media, indicating its success in enhancing the learning experience. The results of the student questionnaires are as follows:

Table 6. Student Response Questionnaire Results

No	Aspect	χ	χ_i	Percentage	Criteria
1	Media Quality	354	360	98%	Strongly agree
2	Content Quality	439	480	91%	Strongly agree
3	Evaluation	339	360	94%	Strongly agree
Total		1132	1200	94%	Strongly agree

The results from the table indicate a satisfaction score of 94%, reflecting a high level of satisfaction with the Dila Bisa media. This places the media in the "very good" category according to the Likert scale, demonstrating the positive reception it has received from users. Such a high score serves as evidence of the media's effectiveness and success in meeting the learning needs at Surya Buana Islamic Elementary School, Malang. The findings confirm that Dila Bisa media has achieved a high standard of quality in enhancing Arabic language learning.

In the teaching and learning process, it is crucial to utilize learning media that avoid monotony and can engage students in an enjoyable way. Educators must develop media that are both creative and easily accessible, allowing students to engage in learning anytime and anywhere. As technology continues to evolve, the development of e-learning-based media has become increasingly important. This type of media provides interactive, effective, and engaging material, enriching the learning experience.

The ADDIE model in the development of the learning media was selected as it is widely recognized as effective and adaptable across different learning contexts. It offers a structured development process, organized into clear stages: analysis, design, development, implementation, and evaluation. ADDIE model's

flexibility allows for adaptation to the specific needs of the learning media development project, offering space for creativity while addressing any challenges that arise. Furthermore, the ADDIE model is straightforward and practical, making it accessible for developers, designers, and instructors involved in the process.

Setyorini & Carolina (2022) used the Borg and Gall's development model in a research entitled "*Pengembangan Media Pembelajaran Interaktif Berbantuan Software Lectora Inspire Untuk Siswa SMP*" to improve students' understanding of mathematics at the secondary school level, employing a complex development process that included initial research, design, development, field testing, and review. The model's detailed approach allowed the researchers to deeply understand student needs and design appropriate instructional materials. The research involved surveys and interviews to identify challenges faced by students in understanding mathematics, alongside exploring suitable technologies for creating interactive learning systems. During the design and development phase, the researchers created an engaging interface and developed curriculum-aligned learning materials. After the interactive learning system was developed, field trials were conducted in multiple schools to assess its effectiveness. The findings were then refined before the system's broader implementation.

Meanwhile, Pratama et al., (2023) focused on the design and development of a game-based educational system to enhance students' understanding of PAI (Islamic Education) subjects at SMP Negeri 1 Ajas Mas using the 4D model. However, the 4D model may lack in-depth student needs analysis and involve fewer educational experts, which could result in a misalignment between the design and the actual needs of students and the curriculum.

In this present research, ADDIE model fits the development of the Dila Bisa learning media. Dila Bisa integrates text, audio, images, videos, and practice questions optimized from existing textbooks for more engaging learning experience. Dila Bisa successfully improved students' score. Jauhar et al., (2023) also found Lectora Inspire-based learning media effective for Arabic language instruction based on student feedback and research outcomes.

The suitability of the Dila Bisa learning media is confirmed through expert validation and student response questionnaires, both showing positive results. The media's effectiveness is also supported by significant improvements in student scores from pretest to posttest.

The development of Dila Bisa is aligned with Conformity Theory based on KMA 183 of 2019, ensuring it meets educational standards and objectives for Arabic language learning (Mustofa & Hamid, 2016). This alignment guarantees that the media is not only effective but also relevant to students' needs (Mohamad & Iman, 2023).

Additionally, The Technology Acceptance Model (TAM) shows that the media's acceptance and use indicate its effectiveness in the classroom (Davis, 1989). Constructivist Learning Theory emphasizes the importance of student interaction with learning materials, which is a key feature of Dila Bisa (Vygotsky, 1978). Motivation Theory highlights the role of both intrinsic and extrinsic motivation in improving learning outcomes.

CONCLUSIONS

The research successfully developed the Dila Bisa learning media based on Lectora Inspire for Surya Buana Islamic Elementary School in Malang, with the following key outcomes and conclusions:

1) Development Process: The Dila Bisa media was developed using the ADDIE model. The analysis phase involved gathering data on student needs and materials. In the design phase, multimedia content was created, and during development, the content was integrated into the application with interactive buttons. The media was then tested on students, and pretest and posttest data were collected. Evaluation was conducted for validity by involving experts and assessing student responses.

2) Effectiveness and Validity: The Lectora Inspire-based Dila Bisa media met the validity standards, with a material expert rating of 86% and a media expert rating of 90%. This confirms that the developed media is appropriate for learning. The field test produced a T-test result of 0.021 ($p < 0.05$), indicating that the Dila Bisa media is effective in enhancing Arabic language learning.

Future studies could explore Dila Bisa's application to a broader student population to examine its generalizability across diverse educational contexts. Further research could also investigate integrating advanced features, such as gamification or augmented reality, to increase engagement and interactivity. Additionally, developing mobile or web-based versions of the media would enhance accessibility and flexibility for both teachers and students. Long-term studies could assess its impact on Arabic language proficiency and compare its effectiveness with other learning tools. Exploring its adaptation for students with special needs could offer valuable insights into its versatility.

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