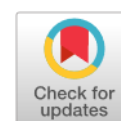


Development of Kinemaster-Based Animated Video Media to Improve The Mufrodat of Class IV Students of Madrasah Ibtidaiyah

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ABSTRACT

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This study is a research and development (R&D) investigation employing the ADDIE development model, a model devised by Robert Maribel that comprises five stages: Analysis, Design, Development, Implementation, and Evaluation. The research focuses on a fourth-grade class at MIN 5 Sukarame, comprising 25 students—13 male and 12 female. The validators for this study include subject matter experts and media experts. The data collection method involves pre-test and post-test data, and the T-test is employed for statistical analysis. The findings of this research are as follows: (1) The process of creating Kinemaster-based animated video media to enhance students' comprehension, (2) The developed media is highly acceptable, with material experts giving it a 93% approval rating and media experts rating it at 96.25%. The product's effectiveness is evident in the significant difference in learning outcomes, reaching 38.75. The T-test analysis yields $t_0 = 62.5$, which is greater than the t-table value of 2.093. In conclusion, the Kinemaster-based animated video media for enhancing students' understanding of Arabic is deemed highly acceptable and effective.

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1. Introduction

Arabic as a foreign language that is popular or commonly studied in many countries is actually not free from problems (Takdir, 2020). In the context of learning, Arabic as a foreign language has a distinctive, unique and special character and is very different when compared to the learner's mother tongue, such as learners who speak native Indonesian (Arofah, 2022). The differences and uniqueness of the Arabic language for foreign speakers to learn then becomes quite a serious problem, such as the difficulty of understanding phonetics, morphemes, syntax and semantics

(Fahrurrozi, [2014](#)). What is especially influential is the morphemes in this case the vocabulary which in Arabic is known as mufrodat. Learning mufrodat for foreign speakers is a challenge and difficulty in itself. So, instructors or teachers and people who work in the field of Arabic must find the right solution. One of them is using or creating appropriate learning media, which is able to facilitate Arabic language learning by classroom teachers (Amirudin, [2014](#)).

A teacher in learning Arabic must know three terms that have a hierarchical relationship, namely approach, method and technique. An approach is a collection of assumptions related to linguistics and is axiomatic. Meanwhile, methods are the teacher's way of expressing teaching materials that are related to approaches and are procedural in nature (Riinawati, [2021](#)).

Of course, the role of the teacher is very important in the success of students learning Arabic, one of which is to convey material so that it is more effective and easy for students to understand through approaches, methods, teaching techniques and media used in learning Arabic (Ekawati & Arifin, [2022](#)).

Therefore, skills and appropriate media selection are needed so that teachers can teach optimally for mufrodat learning. Even if there are none, it is necessary to develop learning media that are relevant, reliable and useful.

Technology is a media source that should be utilized as well as possible. Technological developments are increasing day by day and making it easier for people to carry out their daily lives. An example of technological developments that make things easier for humans is a cell phone (cell phone). Mobile phones or more familiarly known as smartphones are a technology that is developing rapidly, almost all people in the world have smartphones, this technology is very useful and also helps for human life (Sholihah et al., [2022](#)).

Nevertheless, in Indonesia, a considerable number of individuals face challenges in utilizing smartphones judiciously and aptly. This issue is particularly evident in the realm of education, where numerous students frequently misuse smartphones during ongoing teaching and learning activities (KBM). The contemporary generation of smartphones extends beyond mere messaging capabilities, enabling users to access the internet, particularly through social networks, video calls, and even gaming. Consequently, many students tend to prioritize using their smartphones for entertainment rather than academic purposes (Sahelatua et al., [2018](#)).

Learning, whether language learning or anything else, will feel boring and stagnant without media. Learning media occupies a quite important position as a component of the learning system, because the learning process is a communication process and takes place within a system. In this case, the researcher tries to apply mufrodat learning using audio-visual media. This media is media that has elements of sound and images. This type of media has better capabilities because it includes sound and images or animation. Such as films, song videos , frames, sound, animated

images and also displayed images (Gemilang & Listiana, [2020](#)).

The word media comes from Latin which is the plural form of medium which means 'intermediary' or 'introductory', namely an intermediary between the sender of the message and the recipient of the message. 2 Leshin, Pollock and Reigeluh classify media into 5 groups, namely; 1) human-based media 2) print-based media 3) visual-based media 4) audio-visual based media 5) computer-based media. The various types of media are as follows; a) audio media, including; 1) radio 2) CD (Compact Disk) b) visual media, including; 1) verbal media 2) graphic visual media 3) non-print visual media c) audio visual media, including; 1) silent audio visual media 2) moving audio visual media. (Gemilang & Listiana, [2020](#)) Learning media is a very important element in the teaching and learning process which can contain messages that will be conveyed to students in the form of tools, people and teaching materials. Apart from that, learning media is one way to communicate with students so that the learning process in class is more effective. Therefore, learning media is very necessary when the teaching and learning process takes place (Winata & Gunadi, [2022](#)).

It is hoped that the development and application of audio-visual learning media will improve students' mastery of mufrodat and make learning less monotonous and enjoyable for students. It is important to know that mufrodat learning plays an important role in supporting the success of language skills. With the addition of 4 new mufrodats that are mastered, students can apply them in four Arabic language skills, namely listening, speaking, reading, writing (Atabik & Muhamad Slamet Yahya, [2022](#)).

The development of learning media, especially digital-based learning media that relies on multi-media, has become very important. especially in this modern era, all learning media should be directed towards the digital era and also be able to accommodate multi-media conceptions. Unfortunately, this condition is often difficult to realize, especially in learning Arabic, so from the existing literature review it is often a factor in the emergence of problems in learning Arabic, including the 4 Arabic language skills (Maisarah et al., [2022](#)). In terms of function or use, learning media that has been connected or digitally based has a very high urgency. On the other hand, there are still several schools and teachers who have not used this media (Aji Silmi & Hamid, [2023](#)).

One case in the field that is similar to the literature above is Madrasah Ibtida'iyah Negeri 5 Bandar Lampung. However, the media in this school is still conventional, only using blackboards, books and simple teaching aids. so that it often makes students less interested and results in low student learning outcomes. Therefore, students need a learning media that is more interesting, innovative and effective in mufrodat learning

By Developing and implementing audio-visual media in this learning, it has the advantage of clarifying the message presentation so that it is not too monotonous and verbalistic. Children will

quickly understand and understand the material taught using this media (Rahma M. Naser, [2022](#)). Learning will also be more fun and interesting than what they have seen and heard through this media (Gemilang & Listiana, [2020](#)). Therefore, the aim of mufrodat learning by applying audio-visual media in Arabic language learning is that it is hoped that students can see and understand the objects being studied so that existing obstacles can be overcome. The development of science and media should be utilized by educators to create interesting learning media and help in the teaching and learning process, so that it can increase students' interest and learning outcomes. The choice of media as teaching materials certainly greatly influences the process of learning Arabic. Using the right media will certainly make it easier for educators to learn Arabic. Therefore, this research aims to develop Kinemaster-based Arabic language learning media to increase student proficiency, especially grade 4 students at Madrasah Ibtida'iyah

In previous research, it was known that studies regarding media development, especially Kinemaster media, were still quite limited. In the results of research searches, it was found that there was very little development of Kinemaster media in mufrodat learning. It was recorded from search results using Harzing's Publish or Perish 8 software that in the last 3 years the development of this media has been used more in the field of Indonesian language subjects and other sciences besides Arabic.

One of the previous studies conducted by Khairun Nisa, it was discovered that the feasibility test only found a figure of 85%, (Nisa, [2023](#)) while the results of the feasibility test that the researchers conducted produced a figure of 92% in the large class. Apart from that, this research also accommodates all tests compared to other research which only focuses on certain aspects. Apart from that, in terms of use, products developed based on material in student books will be very reliable and can be used directly without significant changes. This then becomes a difference and novelty compared to previous research.

2. Method

The method used in this research is the research and development (R&D) method. This method is used to produce certain products, and test the effectiveness of these products. This research is also a series of processes or steps in order to develop a product or perfect an existing product so that it can be accounted (Sugiyono, [2019](#)). In this research, researchers used the development method through the ADDIE model. This model is quite simple but very effective for developing learning media. Therefore, researchers use the ADDIE model to develop mufrodat learning media (Nurmalasari et al., [2022](#)). According to the ADDIE model, there are five stages of research and development that must be passed, namely Analysis, Design, Development, Implementation and Evaluation. the following is the explanation.

Analysis, Needs analysis to determine the problem and the right solution analyzing basic

competencies, indicators that will be the goal (Tambunan, [2021](#)). Design, Determine the video to be composed and determine the main vocabulary material will be animated (Anafi et al., [2021](#)). Development, including some processes there are: Expert Validation consisting of subject matter experts, media design experts, animation video experts, and learning experts. Subject matter experts are selected based on criteria such as holding a minimum master's degree, having a minimum of 3 years of teaching experience, and having taught vocabulary or elements of the Arabic language. Media design and animation video experts, on the other hand, must be lecturers with at least a master's degree, have a background in educational technology, possess research on instructional media, and have a minimum of 3 years of teaching experience. Lastly, learning experts are required to have a minimum master's degree, a minimum of 3 years of teaching experience, prior teaching experience in methods or instructional design, and scholarly works related to learning (Mokodompit et al., [2022](#)). Implementation, Implementing the developed instructional videos in the teaching and learning process involves students in several groups, namely one-to-one learners, small groups, and large groups. The criteria for selecting subjects are as follows: for one-to-one learners, one student with the highest ability and one student with lower ability are chosen. For small groups, 9 students are selected, comprising 3 high-achieving students, 3 students with moderate abilities, and 3 students with the lowest achievements. As for the large group, the implementation is carried out for the entire class, specifically targeting the fourth-grade students (Sekarningrum et al., [2014](#)). Evaluation, Evaluate media to determine the effectiveness and attractiveness of audio-visual media The effectiveness test is conducted on all fourth-grade students. (Hidayat & Nizar, [2021](#)).

3. Results and Discussion

This chapter presents the results of the research that has been carried out. The results of the research are an explanation of the preliminary research process, design and development process, validation, evaluation and product revision as well as product implementation. The discussion is a presentation of research analysis and development of Kinemaster-based animated video media to improve students' abilities.

3.1. Media Development Results

3.1.1. Results of Needs Analysis

The needs analysis carried out by the researchers obtained the main results in the research and development of Kinemaster-based animated video media teaching materials to increase the ability of grade 4 students of Madrasah Ibtidaiyah to obtain potential that could make researchers develop animated video media, so with this research and development was carried out at the MIN 5 Sukarame Bandar Lampung can be done by looking at the existing potential. The respondents in

this study who were targeted by researchers were students and teachers of Public's Madrasah Ibtidaiyah 5 Sukarame Bandar Lampung.

On a theoretical basis, theories were obtained that show the feasibility and response of KineMaster-based Animation Video media as a learning medium. On a theoretical basis, KineMaster-based Animation Video media can help simplify the learning process because KineMaster-based Animation Video media is media that can be used easily and follows current development trends. We can publish the results of KineMaster-based Animation Videos by turning the learning media into running videos, so the learning process using KineMaster-based Animation Videos can be done anytime and anywhere, both in the classroom and outside the classroom.

in the Pre-research section, the results were obtained from field observations by looking at and observing the needs of educators and students directly regarding KineMaster-based animation video learning media. In field research carried out by researchers by distributing questionnaires and interviews to teachers and students.

There are several indicator questions in observations and interviews of students and teachers about what difficulties students face in memorizing mufrodat, what strategies and techniques are used by teachers in delivering mufrodat learning, what media are used in mufrodat learning, what are the difficulties in using learning media, what are the students' scores on mufrodat learning, what media are needed by students in mufrodat learning at school and outside school. Observations and interviews conducted by MIN 5 Sukarame, Bandar Lampung showed that the use of the development of Kinemaster-based animated video learning media was to improve the ability of class IV students at the MIN 5 Sukarame, Bandar Lampung madrasah.

3.1.2. Product Design Results

The product design results in this research are based on the results of interviews and observations conducted by researchers, so with these results the researchers developed learning media in the form of animated, moving and audio videos in kinemaster-based mufrodat learning. So, it is hoped that the development of learning media can help or make things easier for students and teachers in the learning process.

The results of the design for developing Kinemaster-based animated video media to increase students' abilities in the form of animated, moving and audio videos. The contents of the development of Kinemaster-based animated video media are as follows:

1. Initial display of Kinemaster-based animated video learning media

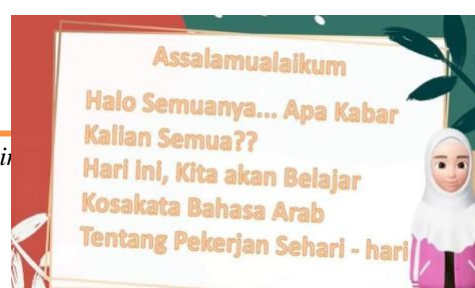


Figure 1. Initial display

- The material in Kinemaster-based animated video learning media includes sentences and mufrodat



Figure 2. The material

- Examples of exercises in Kinemaster-based animated video learning media



Figure 3. Examples of exercises

3.1.3. Product Development Results

After going through the stages of making the product successfully, the next stage is to

prepare to carry out the feasibility test stage of the product being developed in the form of learning media by validating the product's feasibility. Validation of the suitability of learning media is carried out using 2 types of validation methods, namely validation of the suitability of the media and validation of the suitability of the material which is carried out by media and material experts. Before validating a product, researchers must first prepare a validation instrument by experts. The validation sheet that had been created and prepared by the researcher was then given to two validators, media experts and material experts as product feasibility validators.

validation results from two media expert validators with the appropriateness value of each indicator in Kinemaster-based animated video media to increase students' abilities, by getting an assessment result of 90% on the material/content presented according to KI and KD, 100% on the material/content indicator presented in accordance with the competency achievement indicators, 100% on the indicator The material/content presented is in accordance with learning objectives, 100% on the indicator The material/content presented can develop the cognitive domain, 100% on the indicator Conformity of image selection with vocabulary, 90% on the indicator Appropriate selection of font type and size. 90% on the Suitability of design and appearance indicator, 90% on the Harmony of color selection indicator, 100% on the Media attractiveness indicator, 100% on the Arabic animated video media indicator that is easy to use by teachers and students, 100% on the Image indicator can help understand the material. So, from the assessment of each of the indicators above, the average value obtained for the overall indicators of Kinemaster-based animated video media to increase students' abilities is 97.7%, this value is in the "Very Decent" category.

Validation results from the two material expert validators with the feasibility value of each indicator for the development of Kinemaster-based animated video media to increase student proficiency by getting assessment results of 100%. The material presented is in accordance with KI and KD, 100% The material presented is in accordance with the indicators, 100 % on the indicator that the material presented is in accordance with learning objectives, 100% on the indicator that the material presented can develop the cognitive domain, 90% on the indicator of grammatical accuracy, 80% on the indicator of accuracy of writing, 100% on the indicator that the images presented relate to and support the clarity of the material , 90% on the clarity indicator of the learning manual, 90% on the image indicator which can help understand the material, 90% on the evaluation indicator. So, from the assessment of each indicator above, the average value obtained for the overall indicators of Kinemaster-based animated video learning materials to improve students' abilities is 85%, this value is in the "Very Decent" category.

3.1.4. Product Feasibility Test Results

The testing process unfolded in three distinct stages. These stages encompassed (1) an

individual trial involving one-on-one learners, (2) a small group trial, and (3) a large group trial, commonly referred to as a field trial. Subsequently, the field trial stages of Kinemaster-based animated video media aimed at enhancing the capabilities of fourth-grade students at MIN 5 Sukarame, Bandar Lampung, will be elucidated. The individual trials, conducted in a one-to-one learner setting, involved three students from Class IV at MIN 5 Sukarame, Bandar Lampung. These students exhibited varying levels of abilities, comprising one student with low proficiency, one with moderate proficiency, and another with high proficiency. The purpose of this approach was to ascertain that Kinemaster-based animated video media could effectively enhance the abilities of all students, irrespective of their initial proficiency levels, in a manner conducive to their individual learning needs. At this stage, trials are carried out to get students' feedback about Kinemaster-based animated video media.

In summary, the feedback from the three individual test subjects participating in the one-to-one learner trials revealed an average effectiveness rating of 2.8, equivalent to 93%. Drawing insights from the outcomes of these individual trials, it can be confidently asserted that the Kinemaster-based animated video media, designed to enhance student comprehension, is not only feasible but also well-suited for Arabic language learning at MIN 5 Sukarame, Bandar Lampung. This conclusion holds true despite the varying levels of ability among students.

Small group trials were carried out on 9 students of class IV MIN 5 Sukarame, Bandar Lampung. With different levels of ability, namely 3 students with low ability, 3 students with medium ability, 3 students with high ability. This aims to ensure that all students, whether with low, medium or high abilities, can use Kinemaster-based animated video Arabic language learning media well. At this stage, trials are carried out to get students' feedback about Kinemaster-based animated video media. Overall, the response of 9 small group trial subjects regarding the effectiveness of Kinemaster-based animated video media for improving students' abilities was an average of 7.7 or 86%. Based on the results of the small group trial, it can be concluded that Kinemaster-based animated video media to improve students' understanding is feasible and can be used for Arabic language learning, especially communication at MIN 5 Sukarame, Bandar Lampung. Even though the level of ability of students is different, different.

A large group trial (field trial) was carried out on one class containing 20 students of class IV MIN 5 Sukarame, Bandar Lampung. With different levels of ability. This aims to ensure that all students with low, medium or high abilities You can use Kinemaster-based animated video media to improve students' abilities well. At this stage, trials are carried out to get students' feedback about Kinemaster-based animated video media.

In general, the feedback from the 20 subjects participating in the large group trial (field trial) indicated an average effectiveness rating of 18.3, equivalent to 92%. Drawing conclusions

from the outcomes of the large group trial, it can be affirmed that the Kinemaster-based animated video Arabic language learning media is not only viable but also suitable for employment in Arabic language education at MIN 5 Sukarame, Bandar Lampung. This holds true even when considering the diversity in students' proficiency levels.

3.1.5. Product Implementation Effectiveness

The concluding phase in developmental research is the implementation of the product. The implementation aimed to assess the effectiveness of Kinemaster-based animated video media in enhancing students' comprehension of Arabic language learning outcomes in communication materials. Researchers employed pre-test (initial test) and post-test (final test) data collection techniques, utilizing multiple-choice questions. The pre-test took place before students utilized Kinemaster-based animated video media, while the post-test occurred subsequent to their engagement with the said media.

Based on the results of the t-test calculations, where the calculated value (t_0) is 62.5 and the critical value (t -table) is 2.093 at a significance level (α) of 0.05, the comparison yields $t_0 = 62.5 > t$ -table = 2.093. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This is substantiated by the disparity between the average initial score before implementing Kinemaster-based animated video media (48.75) and the average final score after its utilization (87.5), resulting in a significant difference of 38.75.

In summary, the evidence supports the conclusion that "Kinemaster-based animated video media, employed to enhance the abilities of fourth-grade students at MIN 5 Sukarame in Bandar Lampung, has demonstrated a high level of effectiveness in improving student learning outcomes."

3.2. Media Development Discussion

This research has yielded a product in the form of Kinemaster-based animated video media. The incorporation of Kinemaster-based animated video learning media into the educational process enhances the enjoyment and ease of learning, ultimately contributing to improved language proficiency among students. The production process of Kinemaster-based animated videos is characterized by smooth execution and systematic structuring, facilitated by the utilization of pre-constructed scripts and materials tailored to the characteristics of the students. In broad terms, the animated video product comprises: (1) content aligned with the specified indicators, ensuring relevance to the learning objectives, and (2) inclusion of a concluding segment with questions designed to reinforce and assess comprehension at the end of the animated video.

The learning animation video resulting from this development is designed in such a way that it can produce writing (text), colored images, audio (sound), and animation in one unit so that it provides a special attraction for students to learn through presenting audio-visual material. The

theory of Sudarma, regarding color suitability, a good color to use to combine the background with writing is if the background color is dark then the writing is light, and vice versa if the background color is light then the writing is dark.

This is based on Ahmad Fuad Effendy's explanation in his book entitled "Arabic Language Teaching Methodology", that the first mufrodat teaching technique, students listen to the words spoken by the teacher in two or three repetitions. This listening stage is very important because errors in listening result in errors or inaccuracies in pronunciation and writing. Second, students say the words they have heard with the aim of helping students remember them for a longer time. Teachers must pay serious attention to the accuracy of the pronunciation or pronunciation of each word by students because errors in pronunciation result in errors in writing. Third, get the meaning of the word. In giving the meaning of a mufrodat, the teacher can do this by showing the image presented in the animated video shown with an LCD projector. Fourth, read the word. After students hear, pronounce and understand the meaning of the new words, the teacher gives opportunity for students to read aloud. For the umpteenth time the teacher needs to check the accuracy of students' reading, so that there are no pronunciation errors. Fifth, write words. It will be very helpful in mastering mufrodat if students are asked to write mufrodat that they have just learned in a notebook when the meaning of mufrodat is still fresh in the students' minds. And sixth, making sentences, the final stage of mufrodat teaching activities, is to use new mufrodat in a perfect sentence, orally and in writing. The teacher gives examples of similar sentences. Exercises like this really help strengthen students' understanding of the meaning of mufrodat.

Kinemaster-based animated video media can facilitate students to improve mufrodat. This is proven by the increase in students' mufrodat learning outcomes after using kinemaster-based animated videos. This learning media can also motivate students to learn mufrodat with the presence of attractive and equipped animated video designs. audio, visual and animation so as not to make students feel bored in memorizing and studying mufrodat. With the advantages of Kinemaster-based animated video media which can attract children's attention and strengthen motivation and can be accessed anywhere and at any time, students can increase learning intensity and retention mufrodat so that it can increase students' mufrodat.

4. Conclusion

The development of Kinemaster-based animated video media to enhance students' abilities has been successfully accomplished. This makes Kinemaster a suitable application for the development of instructional media, especially for Arabic language learning. This is evident from the positive validation results provided by experts. Subject matter experts gave a score of 4.65 or 93%, while media experts provided a validation score of 4.81 or 96.25%. Therefore, the utilization of the Kinemaster application can be a solution for teachers and education professionals aiming

to develop instructional media, particularly for vocabulary (mufrodat) and Arabic language learning. Furthermore, the use of Kinemaster-based animated video media has proven to be effective in enhancing students' proficiency in mastering vocabulary. This effectiveness is achieved by carefully considering the research process, the content included in the media, illustrations, audio, and other composing elements. This ensures that the Kinemaster-based developed media reaches an effective level. Lastly, in terms of the development model using the ADDIE model, it is indeed highly suitable for the development of instructional media, especially for vocabulary learning. The ADDIE model guides the development process systematically, resulting in a well-designed and functional product in terms of form and usability. However, it should be noted that in future research, we can carry out user feasibility tests by combining descriptive qualitative data so that we can refine this research and perfect the ADDIE model.

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