# DEVELOPMENT OF INTERACTIVE MEDIA BASED ON AUTOPLAY STUDIO FOR LEARNING MUFRODAT ARABIC

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## ABSTRACT

*A challenge and a breakthrough for Arabic language teachers to change the mindset that Arabic lessons are easy to learn. One of them is implementing learning media based on Autoplay Studio in Arabic language learning. The learning process by utilizing this media is fun interactive and challenging because it will increase students' competence and the creativity of educators. Arabic learning at the SMP/MTs level is directed at mastering language skills (maharah al-lughah), including four skills: 1). listening (maharah al-istima '); 2). speaking (maharah al-kalam), 3). reading (maharah al-qiraah), and 4). writing (maharah al-kitabah). These four skills cannot be achieved without having skills in good vocabulary mastery because the quality of a person's language skills depends on the level of proficiency and the amount of vocabulary he has. This study uses the Research and Development (R&D) Borg and Gall model. Sources of data in this study were obtained through interview techniques, observation, and documentation. The results of this study are that teachers and students want the development of interactive multimedia-based learning media based on Autoplay Studio for Arabic vocabulary mastery for class VIII. The assessment results can be seen that the value of the overall media feasibility aspect is with an average value of 84.5 which means this media is in the score range of 81-100 reaching a scale of 5 with a very good category (very decent). Thus, it can be concluded that the interactive media based on Autoplay Studio that was developed is very suitable for use by class VIII students at SMP Muhammadiyah Imogiri.*

*Keywords: media, vocabulary, autoplay studio*

## INTRODUCTION

In general, language is the human ability to communicate with signs, words, or gestures. Language is a living system of meaning exchange bound by context. Language is a general communication tool that has many functions in human interaction. Language is also helpful as a rule and to express expression. In general, a language is a communication tool owned by humans, namely in a sound-symbol system that comes from the human speech or mouth. Language is a social communication tool in a sound-symbol system produced from human speech. Humans as social beings need the means to interact with other humans in society. Language is a system of sound symbols that are meaningful and articulate (generated by speech

instruments) that are arbitrary and conventional, which are used as a means of communication by a group of people to give birth to feelings and thoughts (Hasbullah, 2021).

Teaching and learning activities in the classroom cannot be separated from language as a two-way communication tool between teachers and students or lecturers and students in giving and receiving knowledge. In classroom learning, the language used is not in accordance with the Enhanced Spelling (EYD), so the communication is not effective and efficient. This is caused by the tendency of verbalism, unpreparedness of students or students, lack of attention or enthusiasm, lack of motivation, etc. One of the efforts to overcome these conditions is by using appropriate and exciting learning media as a communication tool to make students happy to participate in teaching and learning activities. The learning media in these activities assists in the delivery of materials or data. In addition, the media also has a role in controlling the steps of progress and as a tool to provide feedback (Sona, 2020).

In line with technological developments, especially in education, currently, the use of learning aids or media is becoming increasingly widespread and interactive computer-based via the internet network. In addition, the development of science and information technology requires a shift in conventional paradigm learning towards technology-based learning (education-based technology). The system is a unified composition that is interconnected to achieve specific goals. Therefore, the system has three characteristics: it has a specific purpose, has a specific function, and is supported by various components. To achieve the system's goals, each system must have a particular function. To carry out its function, every system must have components interconnected with each other. This component can determine the smooth process of a system.

Interactive media in the teaching and learning process is a digital product or service (multimedia) provided by the teacher to students by presenting learning content such as text, moving images or animation, video, audio to video games. It can function as communication between consumers. This function is usually used for social media. Can function as communication in E-learning. These increasingly modern technological advances require teachers as educators in schools to develop their abilities in the IT field. Teachers must have sufficient skills in the IT field to develop innovative and creative learning media so that students are more enthusiastic about participating in learning. In addition, with the existence of active and innovative media, it is hoped that students will be active, and learning will be fun. Therefore, teachers are required to have expertise in interactive multimedia and develop innovative and creative learning media (Usman, 2002).

Thus, one of the efforts that a teacher or educator must make is to master IT technology and have skills in developing learning media to be further implemented in the learning process. Thus, the function of the teacher is no longer the only source of learning in educational activities.

In Arabic subjects, as initial learning, namely, mastering Arabic vocabulary (mufradat). The delivery of basic Arabic vocabulary (mufradat) has four purposes. The four objectives are as follows: 1) Presenting new vocabulary to students, either through text or Al-Masmu's understanding; 2) Train students to be able to pronounce the vocabulary correctly and adequately, because good and correct pronunciation leads to good and correct dialogue and reading skills; 3) Mastering the meaning of vocabulary, either denotatively or lexically or when used in the context of specific sentences; 4) Able to appreciate and function the mufradat in oral or written expression according to the context (Mustofa, 2011).

Arabic subjects given in schools aim to guide, improve, foster skills, and increase positive behavior towards Arabic, both repressive and productive. Repressive skills are the skills to master other people's speech and master the text. While productive skills are skills in

using language as a communication tool both orally and in writing (Hakim, Luqman, Akhyar, 2018).

Arabic is one of the fields of study that is taught at the junior high school level (MTs) or equivalent. Arabic language education at this level is shown in the ability of the four language skills (Maharah al-Arba'), which includes listening skills (Maharah al-Istima'), speaking skills (maharah al Kalam), reading skills (maharah al-Qira'ah) and writing skills (maharah al Kitabah). The quality of a person's language depends on the quantity and quality of his vocabulary. Continue to be rich in vocabulary that we have, continue to be large, maybe we will be skilled in the language. The good or bad grades of the report cards reflect the good or bad of their linguistic skills, whether or not the quantity and quality of their vocabulary have increased. If this problem is understood, it will be understood how important it is to teach systematic vocabulary in schools as quickly as possible. The quantity and quality of a student's vocabulary contribute to his life's success (Tarigan, 2011).

Arabic is one subject that requires the teacher's expertise in managing the classroom, especially the teacher's expertise in using media that can produce a comfortable and fun atmosphere so that it can attract attention and activate students in mastering lessons, either independently or in groups. Arabic language education using media will become more exciting and can facilitate the educational process (Mujib & Rahmawati, 2013).

Autoplay is software for creating multimedia products, interactive windows software, business presentations, autorun setup CDs, etc. In its use, you only need to "drag and drop favourite media files", insert photos, audio text, videos, Macromedia Flash, and so on. After setting the location, you will get the building project. We can create multimedia applications and browsers according to the user's wishes. This application can be supported by C++ and Java programs and can create applications quickly with dialogue customization (Masruri, 2011). This application is a tool or media that can be created to perform dynamic (up to date) and interactive presentations by combining text, graphics, animation, audio, and video images.

Based on initial observations in the field, there were several findings, namely the lack of mastery of the Arabic vocabulary of students at the school, including 1) Teachers in providing material still use conventional learning, which is still using the direct translation method, interpreting it into Indonesian so that students tend to be passive. And less responsive; 2) The use of media that is less varied so that learning is often delivered orally, recorded or video without the help of supporting media that can attract students' interest when the teacher explains the material; 3) Teachers tend to be the centre of learning (teacher-centred) and students only listen or read the material. 4) The environment is not conducive, so it affects students learning Arabic.

Based on the description above, it can be concluded that the problem faced is the low interest of students in learning Arabic subjects, especially those related to vocabulary mastery in learning Arabic. Therefore, researchers want to develop learning media "Autoplay Studio" as a solution to make students interested and techniques to make it easier for students to master Arabic vocabulary based on Autoplay Studio. This is a challenge and a new breakthrough for Arabic language teachers to change the mindset that Arabic lessons are not tricky subjects and even feared by students but become easy and fun lessons.

## RESEARCH METHOD

In this study, the researcher uses Sugiyono's research model, which develops the Borg and Gall theory. The research method used to produce the product and test the effectiveness (Sugiyono, 2012). The purpose of this research is to find out students' responses to the learning media of Autoplay Studio in Arabic subjects at SMP Muhamamdiyah Imogiri and to produce media based on Autoplay Studio. This research only focuses on developing interactive multimedia

Autoplay Studio to improve the mastery of Arabic vocabulary or mufradat in class VIII SMP Muhammadiyah Imogiri.

The Borg and Gall method in development research takes ten steps to produce a final product ready to be applied in educational institutions. However, considering the available time and limited opportunities, the researchers used a seven-step RnD research method worthy of being tested in the field with the strengthening of validation from experts and practitioners on the product. The steps of the RnD research developed by Sugiyono are as follows.
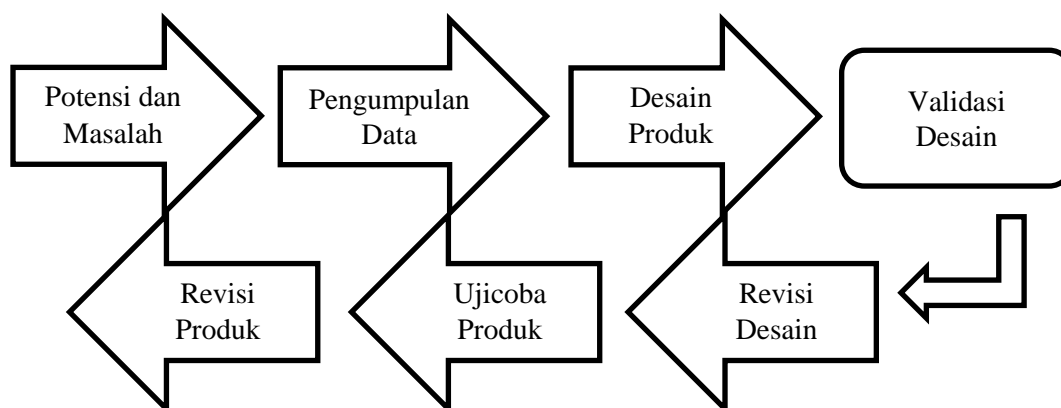


**Gambar 1. Desain Penelitian Pengembangan Sugiyono**

The subjects of this study were students and teachers of Arabic at SMP Muhammadiyah Imogiri, so the population of this study were students and teachers of Arabic at the school. This study took samples randomly (simple random sampling) in two classes from class VIII. The other research subjects are interactive media experts and Arabic language experts who provide assessments and input on this Autoplay Studio media prototype.

Data collection techniques are how researchers obtain or collect data (Arikunto, 2010). Data collection is done by non-test. Non-test techniques include interviews, questionnaires, and observations. A validity test was conducted through a non-test—the non-test instruments by triangulation. Test the validity of the non-test data used in this study using triangulation. In this study, researchers used technical triangulation and source triangulation. The data was obtained through interviews, then checked by observation or questionnaires. The data analysis technique in the form of non-test that the researchers did in processing the non-test result data was processing the results of interviews, processing the results of questionnaires, and processing the results of observations.

## RESULTS AND DISCUSSION

## INSTRUCTIONAL MEDIA

The word media comes from Latin and is the plural form of the word medium, which means middle, intermediary or introduction. Medium is an intermediary or messenger from the sender to the message's recipient (Sadiman et al., 2012). In Arabic, the media is called wassail, which means an intermediary or messenger from the sender to the recipient of the message (Azhar, 2007).

The learning process is essentially a communication process. In the communication process, three essential components play a role, namely: (1) the message conveyed, in this case,

is the curriculum, (2) the communicator, in this case, is the teacher and (3) the communicant, in this case, is the student. For the communication process to run easily or to take place effectively and effectively, tools are needed that are spoken with educational media (Rosyidi, 2009).

Learning media is one of the learning resources that can help teachers enrich students' insights. Media as learning resources are recognized as auditive, visual, and audiovisual aids. Teachers who are good at using media can manipulate media as learning resources and as distributors of data from materials that are informed to students in the teaching and learning process (Djamarah & Zain, 2001). Agree with Asnawir and Basyiruddin Usman (Asnawir & Usman, 2002). The media is a means to improve teaching and learning process activities.

With the variety of media, each media has different characteristics. Therefore, several considerations need to be observed, including (a) The selected media should be in harmony and support the educational goals that have been inaugurated. The problem with this educational goal is the main component that must be observed in selecting media.

Research that has been conducted by Dwyer (Dwyer 1978), states that after more than three days, in general, humans can remember messages conveyed through writing by 10%, 10% audio messages, 30% visuals, and if added by doing, it will reach 80%.

## MUFRADAT

According to Kamus Besar Bahasa Indonesia, vocabulary means vocabulary or in Arabic known as al-mufradât (English: vocabulary), is a collection of words or treasures of words known by a person or another ethnic group, or is part of a particular language (Kridalaksana, 1993), in other words, the definition of Arabic vocabulary is a vocabulary that is known and belongs to a group of people/ethnicities in Arabic so that it is described that what is meant by the ability of Arabic vocabulary is the skill of a person is using or utilizing the words he has in speaking and communicating with others using the Arabic language.

Vocabulary in Arabic or spoken singularly is a collection of words or a treasure trove of words known by one person or another ethnicity that is part of a particular language. In English, it is spoken with vocabulary. Vocabulary can also be meant as a set of words that the person understands and may want to compose new sentences. Vocabulary is one of the three language factors that must be understood. This vocabulary is used in written or spoken language and is one of the tools to improve one's Arabic language skills (Mustofa, 2011).

Vocabulary is all words that a person understands in a particular language, whether receptive or productive. The process of vocabulary acquisition can be spontaneous and through specific learning. Vocabulary mastery spontaneously means acquiring meaning from new words through contact and in communication situations with the environment. Specific learning is from language acquisition to language education, from implicit to intentional learning, and aims to accelerate the natural learning process. Concrete vocabulary is a word that can be interpreted more easily in visualizing it. An example of this group of words is the names of goods and verbs such as duck, cow, plant, write, read, wash, etc. An abstract vocabulary is a group of words that are difficult to visualize with photos or shown with demonstrations (Astuti, 2016).

Djiwandono further explains that vocabulary mastery is divided into active-productive and passive receptive vocabulary mastery (Djiwandono: 1996, 43). The mastery of active productive (expressive) vocabulary is used for speaking and writing, while receptive vocabulary mastery is used for listening and reading. (Fajriah, 2015). So it can be concluded that the mastery of Arabic vocabulary (mufradat) is a person's skill in using the vocabulary he has to speak and say inspiration/ ideas with the environment either orally or in writing which is indicated by the development of basic language skills is listening, writing, dialogue and reading using language Arab.

The general objectives of learning Arabic vocabulary (mufradat) are as follows (Mustofa, 2011): (1) To present new vocabulary to students, either through text or fahm al-masmu '. (2) To train students to pronounce the vocabulary well and true, because good and correct pronunciation leads to the skills of dialogue and reading well and correctly. (3) Master the meaning of vocabulary, either denotational or lexical or when used in the context of a particular sentence. (4) Able to appreciate and function the singular in expressing oral or written according to the context.

## AUTOPLAY STUDIO

Autoplay Studio is an application that can create professional presentations—creating multimedia products, interactive windows software, business presentations, CD autorun setup. Just drag and drop your favourite media files, input images, text, audio, video, Macromedia Flash and others.

The advantages of this application are (a) the application is free and can be downloaded directly on the internet, (b) After creating a project, it can be automatically autoplay (meaning that when we enter the profile cd, it can run automatically. To make it, we can click the publish button ( icon in the form of a CD), then follow the instructions, and (c) Features that are easier to understand than other applications (easy to understand). Unattractive, and (c) Sometimes crashes or errors.

## RESULT

The results of this study include three things, namely: (1) the results of the analysis of the needs of teachers and students on the development of interactive media based on Autoplay Studio for student mastery of class VIII, (2) prototype of interactive media based on Autoplay Studio for mastery of interactive media for class VIII students (3 ) analysis of teacher and an expert validation of interactive multimedia media based on Autoplay Studio for mastery skills of eighth-grade students.

The results of the analysis of the needs of teachers and students on the media show that the media consists of content aspects, visual aspects, and audio aspects of the media. In addition, it contains three main components: competence, content of the material, and practice questions/quizzes. The following describes the stages of developing autoplay Studio-based interactive media.

The menu display on all themes is the same, and the difference is the background, cartoon presenter and slide show. The first slide show contains the home or menu. In this display, KI & KD are presented with instructions, materials, and practice questions/quizzes".

**Figure 2. Main Menu Display Design**

Then the second slide show contains operating instructions by pointing the pointer to the desired button.



**Figure 3. Manual Instruction Display Design**

Furthermore, the third slide show contains KD and indicators that refer to the 2017 ISMUBA curriculum.

**Figure 4. Design of KI/KD Competency Display**

Furthermore, the fourth slide shows the contents of the material presented in three formats, namely the PPT version, the PDF version, and the Youtube version. It is intended to be used as needed. It was equipped with mufradat audio.



Figure 5. Material Display Design

The last is a slide show of practice questions/Quiz

**Figure 6. Display Design of Practice questions/Quiz**

Quiz/practice questions in a multiple-choice format using the Wondershare Quiz Creator application.

The results of the analysis of expert and practitioner assessment of the design of media products are that this media is appropriate and good in the aspect of media engineering and aspects of visual communication. Suggestions and inputs from experts and practitioners include: (a) addition of title page covers, (b) improvement of KD/Indicator fonts (c) addition of developer profiles. The following explains input and suggestions for revision from experts and teachers.

Based on these inputs and suggestions, the following designs are additional displays after the product design improvement.



**Figure 7. Design of the Title Page Cover Display**

On the slide cover of the title page, there is a school logo where the researcher is doing the research, then there is the title sentence as the identity of the material packaged in the product, and there is a back sound for the entry prefix.

Next is the revision of the font improvement on the KD/Indicator slide show.

BEFORE            AFTER



**Figure 8. KD/Indicator Display Design**

The assessments from experts and practitioners on the media engineering aspect got a score of 83. In the visual communication aspect, it got a score of 86. So it can be seen that the average value of the entire media feasibility aspect is 84.5, which means the overall value of the media feasibility aspect is in the range a score of 81-100 reaches a scale of 5 with a very good category (very decent). Thus, it can be concluded that the interactive media based on Autoplay Studio developed by the researcher can be categorized as very suitable for use by class VIII students at SMP Muhammadiyah Imogiri. The following is a table of assessment scores and a table of criteria for the percentage of validation results (Riduan, 2010):

**Table 2. Criteria for the Percentage of Validation Results**

| Interval | Kategori |
|----------|----------|
| 81% - 100% | Very Good, can be used without revision |
| 61% - 80% | Good can be used without revision |
| 41% - 60% | Enough, it is recommended not to use because it needs minor revision |
| 21% - 40% | Not suitable, it is recommended not to use because it needs major revision |
| 0% - 20% | Very Poor, Invalid, should not be used |

**CONCLUSION AND RECOMMENDATION**

The results of the analysis of the needs of teachers and students for learning media indicate that teachers and students want a tool in the form of media that contains three main components: competence, the content of the material, and practice questions/quizzes. The media prototype is in computer software that can be applied using any PC without using an internet network connection. Furthermore, the feasibility of the media is with an average value

of 84.5 which means the overall value of these aspects is in the score range of 81-100 reaching a scale of 5 with a very good category (very feasible). Therefore, it can be concluded that this interactive media based on Autoplay Studio that the researcher developed is very suitable for class VIII students at SMP Muhammadiyah Imogiri. Following the advice and input of experts and media practitioners. A similar media development adds to the preference of media that can be used in Arabic language education that is fun and efficient. Arabic teachers are pleased to use this media as a supporting medium and support the educational process both in and outside the classroom and as a reference to produce a more creative and fun learning atmosphere.

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