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# Development of Sparkol Videoscribe-Based Learning Media in Enhancing Arabic Vocabulary Mastery for Eighth Grade Students

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## Abstract

Arabic vocabulary mastery remains a significant challenge in language learning, particularly for eighth-grade students in Indonesia. This study addresses the critical issue of enhancing vocabulary retention through innovative learning media. The research aims to develop and evaluate Sparkol Videoscribe-based learning media designed to improve Arabic vocabulary mastery. Utilizing the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation), this study was conducted at Daarul Ilmi Integrated Islamic Junior High School in Bandar Lampung in November 2022. The developed media underwent validation by subject matter experts, media experts, and educators, yielding validation scores of 76%, 78%, and 88%, respectively, indicating strong suitability. Attractiveness tests conducted on small and large groups of students resulted in scores of 86% and 89%, categorizing the media as highly engaging. These findings suggest that Sparkol Videoscribe-based media significantly enhances both the effectiveness and engagement of Arabic vocabulary instruction, providing a scalable and impactful solution for Arabic language education in junior high schools.

**Keywords:** Arabic Vocabulary; Learning Media; Sparkol Videoscribe

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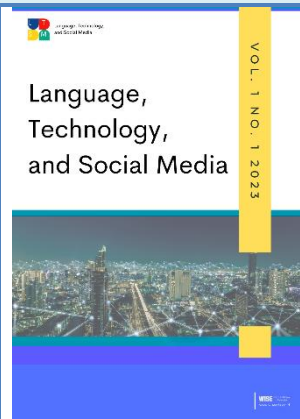
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## INTRODUCTION

The Arabic language plays a central role in the world of education, especially in Indonesia. Proficiency in Arabic is not merely the ability to understand religious texts but is an integral element of the education curriculum in this country [1], [2], [3]. One significant challenge in the process of learning Arabic is the mastery of adequate vocabulary. In Indonesia, the expectations regarding the number of Arabic vocabulary words mastered by 8th-grade students in Islamic junior high schools or Madrasah Tsanawiyah (MTs) vary, but generally, students at this level are expected to have a strong understanding of approximately 800 to 1,500 Arabic vocabulary words [4], [5], [6]. Mastery of Arabic vocabulary is crucial in the context of Arabic language learning because this skill forms the primary foundation for communication, understanding texts, writing, speaking, and listening effectively [7], [8], [9]. Moreover, vocabulary mastery helps students gain a deeper understanding of the culture, traditions, and religious aspects associated with the Arabic language [6], [10], [11], [12]. Therefore, this skill is considered an inseparable foundation in effective Arabic language learning. Educators play a vital role in helping students achieve adequate mastery of Arabic vocabulary. This effort can be accomplished through various effective teaching methods, such as integrating vocabulary into the learning materials, utilizing instructional media, applying communication-based approaches, assigning tasks and exercises, conducting repetitions, teaching vocabulary in everyday contexts, providing additional learning resources, measuring student progress, and offering appropriate support and feedback. With these strategies, the learning of Arabic vocabulary can become more efficient.

A review of the observation results conducted by the researcher using interview methods revealed several issues faced in the Arabic language learning process at The Integrated Islamic Junior High School Daarul Ilmi in Bandar Lampung. One major finding is that although instructional media have been used in the teaching process, their application is still limited and inadequate. Additionally, the methods used tend to be less engaging, resulting in reduced learning effectiveness.

Interviews with several 8th-grade students also revealed the following problems: 1) Difficulty in memorizing vocabulary due to limited learning at school: Students face challenges in memorizing Arabic vocabulary because learning is restricted to the school environment; 2) Lack of interest and motivation to learn, memorize, and recall Arabic vocabulary: A lack of student interest and motivation can be a serious hindrance to achieving proficiency in Arabic; 3) Schools lacking Arabic language subjects in their curriculum: The limited background of schools in providing Arabic language subjects is also an obstacle that needs to be addressed.

This research aims to develop a Sparkol VideoScribe-Based Learning Media to improve Arabic vocabulary mastery in 8th-grade students. This research focuses on the development of learning media that utilizes modern technology to create a more engaging and effective learning experience. Conventional teaching methods often fall short in capturing students' interest, especially in learning Arabic, which is sometimes considered challenging. In this context, Sparkol VideoScribe is expected to provide a more engaging, interactive, and efficient solution for Arabic language learning.

Many researchers have used Sparkol VideoScribe as a learning medium and have found it to be effective and efficient. For example, Rafiud Ilmudinulloh's research developed Sparkol VideoScribe as a learning medium for the English subject [13]. Rofiqah Al Munawarah described the advantages of Sparkol VideoScribe as a learning medium, stating that it can enhance students'

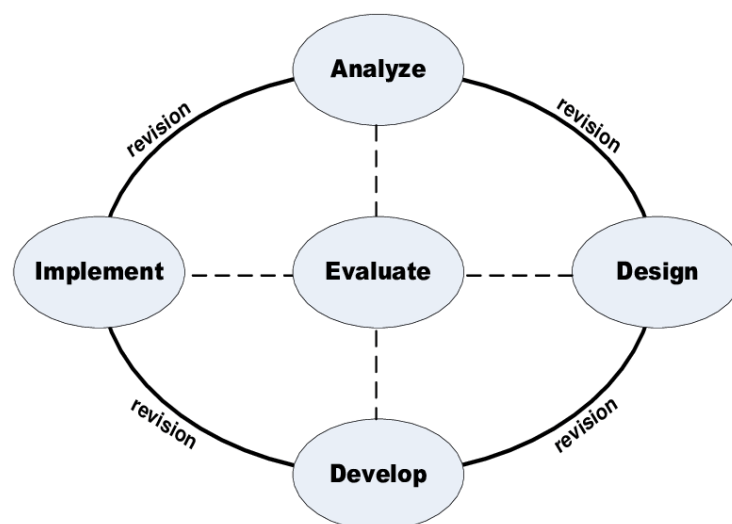
learning enthusiasm through the use of combined technology (audio-visual and computer) [14]. According to Rini Indayani, Sparkol VideoScribe also has an impact on the critical thinking skills of junior high school students in the classification of materials and changes in materials [15].

Sparkol VideoScribe is software that enables the creation of educational animated videos. The user-friendly interface allows users to create visual animations with hand-drawn and erasable elements in the video. This enables users to add text, images, audio, music, and interactive elements to the video. VideoScribe helps convey abstract concepts in a more understandable manner, and the resulting animated videos can be accessed on various devices [13], [14], [15], [16]. The benefits of Sparkol VideoScribe in Arabic language learning include its ability to visualize vocabulary, create communicative situations, customize materials, enhance student interest, measure progress, and facilitate access to learning materials. With this tool, Arabic language learning becomes more engaging and effective.

This research aims to respond to the challenges in the global context where technology has become an integral part of modern education.

## METHODS

This research was conducted at Daarul Ilmi Integrated Islamic Junior High School in Bandar Lampung in November 2022. The researcher employed the Research and Development (R&D) method. According to Sugiyono [17], the research and development method is a scientific approach to conducting research, designing, producing, and testing the validity of the generated products. This research resulted in a product in the form of Sparkol videoscribe learning media. The research used the ADDIE model, which consists of analysis, design, development, implementation, and evaluation.



**Figure 1.** ADDIE Model Development Process

Data collection in this research utilized expert validation questionnaires and attractiveness questionnaires. The questionnaires were administered to obtain data regarding the suitability of the Sparkol videoscribe learning media for Arabic vocabulary. Subsequently, the questionnaires were given to subject matter experts, media experts, and Arabic language teachers. Additionally, questionnaires were also distributed to students to assess the attractiveness of the developed media. Data analysis was conducted by analyzing the validation questionnaires for subject matter experts,

media experts, and Arabic language teachers using a Likert scale. The same procedure was followed for analyzing student response questionnaires to determine the attractiveness of the developed media. Average scores for all evaluated aspects were calculated, and these average scores were then converted into qualitative values according to the validity assessment criteria outlined in Table 1.

**Table 1.** Criteria level of validity [17]

Score	Modeling Ability Category
82 - 100	Very valid
63 - 81	Valid
44 - 62	Not Valid
25 - 43	Very Invalid

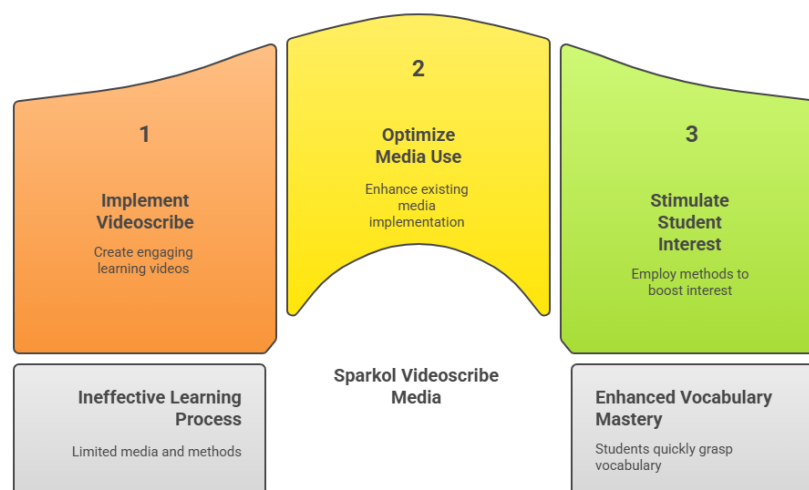
## RESULTS AND DISCUSSION

### *Analysis of needs*

The results of the research observation, conducted through interview methods, revealed several intriguing findings. Ustadzah Inne Septiani, S.Pd, a Arabic language teacher, shared her perspective that in the existing learning process, the use of media has been incorporated, although its implementation is not yet optimal. Furthermore, the methods employed also seem to lack the ability to stimulate students' interest in learning, resulting in limited effectiveness in the learning process.

Additionally, the researcher also conducted interviews with several 8th-grade students at Daarul Ilmi Integrated Islamic Junior High School in Bandar Lampung. The interviews identified a number of issues that need attention, such as difficulties in memorizing vocabulary due to limited school-based learning, a lack of motivation and interest in learning and memorizing Arabic vocabulary, and the absence of Arabic language subjects in their school background.

Based on the identified problems, there is a need for the development of methods or learning media that play a crucial role in the educational process. This media is expected to serve as a tool for educators to deliver learning materials more effectively, allowing students to quickly grasp Arabic vocabulary. In this context, the preliminary research conducted by the researcher offers a solution in the form of using Sparkol Videoscribe-based learning media to convey materials to students, with the aim of enhancing their understanding and mastery of Arabic vocabulary.



**Figure 2.** The Process of Media Development Using the ADDIE Model



Figure 3. Content display on the media



Figure 4. Initial display of the media



Figure 5. Display of example sentences from the vocabulary



Figure 6. Exercise display on the media.

### *The feasibility of the developed media*

In the modern era of education supported by technology, the development of digital-based learning media has become crucial for enhancing the quality of education. One of the applications used in creating learning media is Sparkol Videoscribe. However, before implementing this learning media in the field, the validation process by subject matter experts, media specialists, and subject teachers is paramount to ensure its quality.

In this study, we conducted validation for the framework of Sparkol Videoscribe-based learning media that has been developed for the Arabic language subject. This validation was performed to identify the strengths and weaknesses of the Sparkol Videoscribe application in terms of content, editing, and presentation. The validation results from subject matter experts, media specialists, and subject teachers are crucial in ensuring that this learning media is suitable for use in the teaching and learning process. Below are the results of validation by the validators conducted in this research:

**Table 2.** Validation Results of Sparkol Videoscribe-Based Learning Media in Arabic Language Subject

Validation Aspect	Validator	Validation Score (1-4)	Percentage (%)	Validation Qualification
Expert Content Validation	Dr. Zulhannan, M.A.	55	76%	Valid (Good)
Expert Media Validation	Mezan El-Khairi Kesuma, M.T.	75	78%	Valid (Good)
Subject Teacher Validation	Nisa Akilla, S.Pd	42	88%	Very Valid (Very Good)

The validation of materials in the development of learning media using the Sparkol VideoScribe application for the Arabic language subject was conducted by Dr. Zulhannan, M.A., a lecturer in Arabic Language Education at Raden Intan Lampung State Islamic University. There were 18 assessment items given to the validator, with assessment indicators covering the curriculum, content suitability, presentation suitability, and implementation. Each assessment item had a minimum score of 1 and a maximum score of 4. The purpose of material validation was to assess the suitability of the content in the development of Sparkol VideoScribe-based learning

media for the Arabic language subject. The result of the material validation score analysis provided by the validator was a score of 55, with a percentage of 76%, qualifying as "valid." The analysis result was deemed "good" and categorized as "suitable for use." Some recommendations were given by the material validator, namely: In the vocabulary taught, it is necessary to provide more examples of its usage in sentences.

The validation of media in the development of learning media using the Sparkol VideoScribe application for the Arabic language subject was carried out by Mezan El-Khairi Kesuma, M.T., a lecturer in Arabic Language Education at Raden Intan Lampung State Islamic University. There were 24 assessment items given to the validator, with assessment indicators covering software, display, ease of operation, and animation and sound. Each assessment item had a minimum score of 1 and a maximum score of 4. The purpose of media validation was to assess the suitability of the media to be used in the development of Sparkol VideoScribe-based learning media for the Arabic language subject. The result of the media validation score analysis provided by the validator was a score of 75, with a percentage of 78%, qualifying as "valid." The analysis result was deemed "good" and categorized as "suitable for use." Some recommendations were given by the media validator, namely: 1) In Arabic letter research, it is necessary to tidy up and provide diacritics; 2) Sentences in conversations need to be tidied up; 3) The use of colors on letters can make the material more engaging.

Furthermore, the validation by subject teachers was conducted by Nisa Akilla, S.Pd., an Arabic teacher for class VIII at Daarul Ilmi Integrated Islamic Junior High School in Bandar Lampung. There were 12 assessment items given to the validator, with assessment indicators covering content, learning media, usage, and language. Each assessment item had a minimum score of 1 and a maximum score of 4. This validation aimed to assess the suitability of the media to be used in the development of Sparkol VideoScribe-based learning media for the Arabic language subject. The result of the validation score analysis obtained by the subject teacher validator was a score of 42, with a percentage of 88%, qualifying as "valid." The analysis result was deemed "very good" and categorized as "suitable for use."

### *The attractiveness of the developed media*

After the developed product became suitable for use, the next step was to test the attractiveness level of the Sparkol Videoscribe-based learning media product developed, with a focus on job-related content in the Arabic language subject. This attractiveness test consisted of small-group testing and large-group testing.

Small-group testing was conducted with 10 eighth-grade students. The students were given a questionnaire to assess their responses to the learning media product. The results of the small-group testing are presented in Table 3.

**Table 3.** Small Group Testing Results

No	Name of Respondent	Total Score	Maximum Score	Percentage
1	R1	36	40	90%
2	R2	33	40	83%
3	R3	37	40	93%
4	R4	30	40	75%
5	R5	36	40	90%
6	R6	31	40	78%

No	Name of Respondent	Total Score	Maximum Score	Percentage
7	R7	32	40	80%
8	R8	36	40	90%
9	R9	36	40	90%
10	R10	38	40	95%
<b>Average</b>		<b>34,5</b>		<b>86%</b>

The results of the small-group testing indicate that the Sparkol Videoscribe-based learning media is highly attractive, with an average final score of 34.5 and a percentage of 86%, meeting the "very attractive" interpretation criteria.

Next, the large-group testing was conducted on November 24, 2022, with 23 students as respondents. The students provided assessments of the Sparkol Videoscribe-based learning media. The results of the large-group testing are presented in Table 4.

**Table 4.** Large Group Testing Results

No	Name of Respondent	Total Score	Maximum Score	Percentage
1	R1	36	40	90%
2	R2	34	40	85%
3	R3	35	40	88%
4	R4	40	40	100%
5	R5	34	40	85%
6	R6	37	40	93%
7	R7	36	40	90%
8	R8	35	40	88%
9	R9	33	40	83%
10	R10	38	40	95%
11	R11	38	40	95%
12	R12	37	40	93%
13	R13	38	40	95%
14	R14	33	40	83%
15	R15	35	40	88%
16	R16	34	40	85%
17	R17	37	40	93%
18	R18	36	40	90%
19	R19	36	40	90%
20	R20	33	40	83%
21	R21	35	40	88%
22	R22	36	40	90%
23	R223	36	40	90%
<b>Average</b>		<b>35,73</b>		<b>89%</b>

The results of the large-group testing with 23 students indicate that the Sparkol Videoscribe-based learning media is highly attractive, with an average final score of 35.73 and a percentage of 89%, also falling within the "very attractive" criteria. The results from both small-group and large-group testing demonstrate that the Sparkol Videoscribe-based learning media for the Arabic language subject with job-related content is highly attractive to students in both small and large groups, with a high level of attractiveness.

The results of this research reveal the need for the development of improved methods and learning media in teaching Arabic vocabulary. Ustadzah Inne Septiani, an Arabic language teacher, stated that the use of media in the learning process already exists but is not yet optimal. Moreover, the methods employed appear to be insufficient in stimulating students' interest in learning, resulting in limited effectiveness. Additionally, interviews with several 8th-grade students at Daarul Ilmi Integrated Islamic Junior High School in Bandar Lampung identified several issues that require attention, such as difficulties in memorizing vocabulary due to limited school-based learning, a lack of motivation and interest in learning and memorizing Arabic vocabulary, and the absence of Arabic language subjects in their school backgrounds.

To address the identified issues, there is a crucial need for the development of methods or learning media that play a significant role in the educational process. This media is expected to serve as a tool for educators to deliver learning materials more effectively, enabling students to quickly comprehend and master Arabic vocabulary. The initial research conducted by the researcher offers a solution in the form of utilizing Sparkol Videoscribe-based learning media to deliver materials to students with the aim of enhancing their understanding and mastery of Arabic vocabulary.

In the modern era of education supported by technology, the development of digital-based learning media has become highly important for improving the quality of education [18], [19]. One of the applications used in creating learning media is Sparkol Videoscribe [20], [21], [22]. However, before implementing this learning media in the field, the validation process by subject matter experts, media specialists, and subject teachers is of paramount importance to ensure its quality.

In this study, validation was conducted for the framework of Sparkol Videoscribe-based learning media that has been developed for the Arabic language subject. This validation aimed to identify the strengths and weaknesses of the Sparkol Videoscribe application in terms of content, editing, and presentation. The validation results from subject matter experts, media specialists, and subject teachers are crucial in ensuring that this learning media is suitable for use in the teaching and learning process.

The validation results show that the Sparkol Videoscribe-based learning media for the Arabic language subject meets the required quality standards. The validation by subject matter experts, media specialists, and subject teachers categorized it as "valid" or "very good." Once the developed product was deemed suitable for use, the next step was to assess the attractiveness level of the Sparkol Videoscribe-based learning media product, focusing on job-related content in the Arabic language subject. This attractiveness test consisted of both small-group and large-group testing.

Small-group testing involved 10 eighth-grade students who were given a questionnaire to assess their responses to the learning media product. The results indicated that the Sparkol Videoscribe-based learning media is highly attractive to students, with an average final score of 34.5 and a percentage of 86%. Large-group testing was conducted with 23 students as respondents. The results also demonstrated that the Sparkol Videoscribe-based learning media is highly attractive to students, with an average final score of 35.73 and a percentage of 89%. The results from both small-group and large-group testing indicate that the Sparkol Videoscribe-based learning media for the Arabic language subject with job-related content is highly attractive to students in both small and large groups.

The novelty of this study lies in several aspects, including the integration of modern technology, comprehensive validation processes involving subject matter experts, media specialists, and subject teachers, and addressing the critical issue of low interest and motivation in learning Arabic vocabulary by demonstrating that Sparkol Videoscribe-based learning media can significantly enhance student engagement. This contribution offers valuable insights into improving Arabic language education. Further studies can explore the long-term impact of this media on students' language proficiency and motivation.

## CONCLUSION

This study was conducted at Daarul Ilmi Integrated Islamic Junior High School in Bandar Lampung in November 2022 using the Research and Development (R&D) method, which is a scientific approach to designing, developing, and testing products. In this study, the ADDIE model, consisting of analysis, design, development, implementation, and evaluation, was employed. Data were collected through validation questionnaires by subject matter experts, media experts, and Arabic language teachers, as well as questionnaires assessing the attractiveness of the developed media. Data analysis was performed using the Likert scale, and the results were used to evaluate the suitability and attractiveness of the instructional media. The research findings indicated that the development of Arabic vocabulary teaching media based on Sparkol Videoscribe was highly suitable and engaging. This media successfully passed validation by subject matter experts, media experts, and Arabic language teachers with excellent scores, making it suitable for use in the teaching process. One innovative aspect of this research was the utilization of modern technology in education, realized through the development of instructional media based on Sparkol Videoscribe. This media was not only content- and visually suitable but also effectively increased students' interest in learning, as evidenced by the results of attractiveness testing in small and large groups. The success of this media in enhancing students' learning interest is one of the innovative aspects of this research, providing a solution to the challenges in Arabic vocabulary teaching.

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## CONFLICT OF INTEREST

"The authors declare no conflict of interest."

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