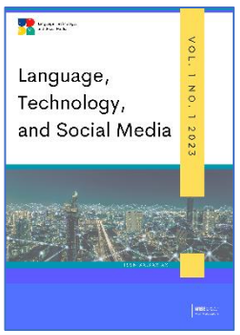


LANGUAGE, TECHNOLOGY, AND SOCIAL MEDIA

ISSN: 3026-7196

Pioneering Interactive Learning: Enhancing Al-Istima' Skills in 10th Grade Madrasah Aliyah with iSpring Suite 9 Educational Media Development

Latief Nurjanah and Abdullah Ridlo

To cite this article: L. Nurjannah and A. Ridlo, "Pioneering Interactive Learning: Enhancing Al-Istima' Skills in 10th Grade Madrasah Aliyah with iSpring Suite 9 Educational Media Development," *Lang. Technol. Soc. Media*, vol. 1, no. 1, pp. 1–14, 2023. **DOI**: https://doi.org/10.70211/ltsm.v1i1.17

To link to this article:

Published online: 24 June 2023

Submit your article to this journal

View crossmark data

OPEN ACCESS

Language, Technology, and Social Media Vol 1 No 1 (2023) https://doi.org/10.70211/ltsm.v1i1.17

Check for updates

Research Article

Pioneering Interactive Learning: Enhancing *Al-istima'* Skills in 10th Grade Madrasah Aliyah with iSpring Suite 9 Educational Media Development

Latief Nurjannah* and Abdullah Ridlo

Received: 28 April 2023	Revised: 9 May 2023	Accepted: 18 May 2023	Online: 24 June 2023

Abstract

This study aims to develop interactive learning media utilizing iSpring Suite 9 to enhance *maharah al-istima'* (listening comprehension) skills among 10th-grade students at Madrasah Aliyah (MA). The proposed media is designed to facilitate the Arabic language learning process by increasing student engagement and fostering an active learning environment. The research employs a development methodology based on Sugiyono's seven-stage model, including problem identification, data collection, design, validation, revision, testing, and final product evaluation. Expert validation was conducted by two subject matter specialists and two design/media experts, with additional feedback from educators and students. The effectiveness of the media was further assessed through small-scale testing (n=15) and field trials (n=42) at MA Assyifa Karang Sari in South Lampung. The results demonstrate high feasibility, with ratings of 85% from subject matter experts (highly feasible), 92% from design/media experts (highly feasible), and 83% from both small-scale and field testing (very interesting). In conclusion, the interactive learning media developed using iSpring Suite 9 is deemed highly effective and suitable for enhancing listening comprehension skills in Arabic education, offering a practical and user-friendly solution for educators and students alike.

Keywords: Interactive Learning Media; Ispring Suite 9; *Maharah Al-istima'*.

Publisher's Note:

WISE Pendidikan Indonesia stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.

INTRODUCTION

Arabic language learning is a process that cannot be separated from human interaction or communication since an abundant vocabulary plays a crucial role in foreign language learning, such as Arabic. However, besides having an adequate vocabulary, practice is also essential. This practice involves speaking with others, writing, forming sentences, and many other aspects that need to be realized when learning a foreign language like Arabic. One of the fundamental elements studied in Arabic language learning is the ability to listen or comprehend *(maharah al-istima')* [1], [2], [3]. In this context, listening becomes a crucial foundation that enables students to speak, read, and eventually write. Learning *maharah al-istima'* is a planned process aimed at improving students' ability to comprehend and understand words or sentences spoken by conversation partners or through specific media. This enables students to distinguish Arabic sounds correctly, comprehend what is heard (*fahm al-masmu'*), and effectively describe and explain what they have heard to others [4], [5], [6], [7], [8], [9].

Through observations at Madrasah Aliyah MA Assyifa Karang Sari in South Lampung and an interview with Mr. Ahmad Syarmin S.Pd. I, an Arabic language teacher at MA Assyifa Karang Sari, who teaches students from grades X to XII, it is evident that most students face difficulties in understanding Arabic lessons. The limited Arabic language learning time, which only takes place on Tuesdays with a 60-minute allocation, becomes a constraint in the learning process. Additionally, the lecture-style teaching method makes students tend to get bored and lose focus, becoming more interested in chatting with classmates rather than paying attention to the teacher's explanations.

This situation becomes even more complicated due to the pandemic, which, although has seen some easing of limited face-to-face learning, still has some students not allowed to attend school by their parents due to concerns about the spread of COVID-19. The learning media used are also limited to conventional resources such as blackboards and Arabic language textbooks for students and teachers. To overcome these challenges, there are several ways teachers can enhance Arabic language learning in the current digital era [10], [11], [12], [13]. The use of learning media becomes one effective solution to facilitate the teaching-learning process [9], [14], [15], [16], [17]. In this context, the use of software like Ispring Suite can be an interesting alternative for educators to innovate the learning process.

Ispring Suite is a versatile application that allows teachers to create various interactive e-learning content. With features that enable the addition of animations, images, videos, audios, quizzes, and interactions, this software can be integrated with Microsoft PowerPoint, making presentation materials more engaging and effective [18], [19], [20], [21]. Previous research has shown that the use of Ispring Suite in thematic learning for fourth-grade students in Elementary Schools has been proven valid and practical. The use of Ispring Suite-based learning media has also been proven to increase students' interest in various subjects such as mathematics, history, and languages [20], [22], [23], [24], [25]. However, so far, the researcher has not specifically found Ispring Suite learning media being used in Arabic language learning.

Considering the situation at MA Assyifa Karang Sari, where there are obstacles in Arabic language learning, the author is interested in developing interactive learning media using Ispring Suite 9 integrated with Microsoft PowerPoint. The goal of this development is to increase students' interest and knowledge in the Arabic language, particularly in *maharah al-istima'*, so that learning is no longer perceived as boring. Interactive learning media accessible through Android devices will provide convenience for students to learn more effectively and enjoyably. With offline access,

students can utilize their time at school more productively and engagingly, thereby enhancing their interest in learning Arabic.

Thus, the author hopes that the use of interactive learning media with Ispring Suite 9 will be a suitable solution to increase students' interest and knowledge in Arabic language learning at MA Assyifa Karang Sari in South Lampung. Furthermore, this research will delve deeper into the development of this learning media to support a more effective and engaging Arabic language learning process for students.

METHODS

This Study employs the Research and Development (R&D) methodology to produce and test the effectiveness of interactive learning software for Arabic language education. The study focuses on developing this software for educational purposes.

The resulting product is an Arabic language learning application designed as an interactive medium for developing listening skills *(maharah al-istima')*. The trial is conducted at MA Assyifa Karang Sari, South Lampung, with all tenth-grade students participating as research subjects.

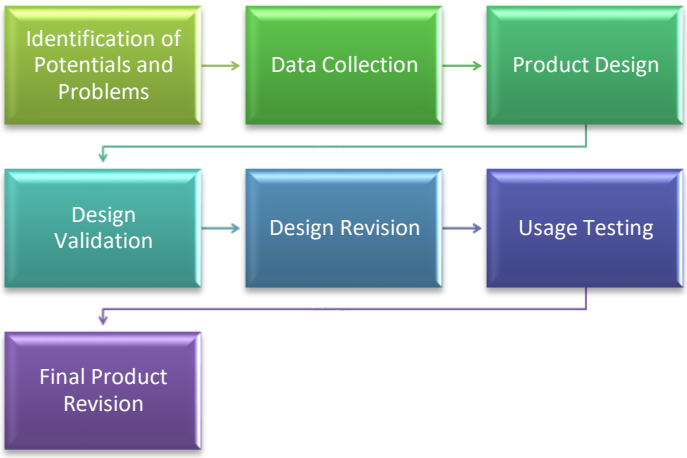


Figure 1. The Research and Development Process by Sugiyono [26]

The research and development process follows the Sugiyono development model, which is simplified into seven steps for product development purposes. 1) Identification of Potentials and Problems: Conducting observations at MA Assyifa Karang Sari to identify potentials (added value) and issues in Arabic language education; 2) Data Collection: Gathering data and information related to potentials and problems from various sources, such as conducting interviews with Arabic language teachers; 3) Product Design: Designing the specifications of the interactive learning media that will be developed using PowerPoint and Ispring Suite 9 applications; 4) Design Validation: Conducting rational assessments and consulting with media design experts to improve the product design; 5) Design Revision: Making design revisions based on expert feedback to address any weaknesses in the learning media; 6) Usage Testing: Testing the interactive learning media to assess its effectiveness in developing listening skills *(maharah al-istima')*; 7) Final Product Revision: Making final revisions based on the trial results to produce a high-quality and effective interactive learning media.

By following these steps, it is expected that the final developed product will serve as a beneficial and effective learning tool for Arabic language education at MA Assyifa Karang Sari.

RESULTS AND DISCUSSION

Research Results on the Development of Interactive Learning Media Using iSpring Suite 9 for the X Grade *Maharah al-istima'* at Madrasah Aliyah, Elaborated Based on the Development Model Steps According to Sugiyono. The researcher limited these steps to 7 research and development procedures, as these 7 steps were deemed suitable to meet the needs of the developed product. The procedures carried out by the author are as follows:

Potentials and Problems

The first step in this research and development is to gather information related to the potentials and problems existing in the researched location, which takes approximately a week to discover all the potentials and problems in the research object. Potentials refer to anything that, when utilized, will add value. However, if a potential cannot be utilized effectively, it may turn into a problem. Problems are deviations between the expected conditions and the actual conditions. In other words, it is a situation where what is expected differs from the desired reality. Nevertheless, problems can also turn into potentials if utilized effectively.

Figure 1. Research and Development Process

To identify the potentials and problems, the researcher conducted observations at one of the Madrasah Aliyah schools in South Lampung, namely MA Assyifa Karang Sari. Observation is a process of observing to understand the condition or events at a certain place.

During the observation at MA Assyifa Karang Sari, several potentials and problems were identified. The potentials and problems occurring at MA Assyifa Karang Sari in South Lampung are as follows:

a. Arabic language learning tends to be conducted conventionally using lecture methods. Students listen to the teacher's explanations more frequently.
b. During Arabic language learning, students who find it difficult to understand the lesson at that time tend to become bored and lose focus during the lesson. They are more interested in discussing other topics with their peers rather than paying attention to the teacher's explanation.
c. Many topics are limited by time allocation and limited media facilities and infrastructure, with no language lab available. The media used are limited to printed books and whiteboards.
d. The absence of a language lab means that during the *maharah* istima' (listening comprehension) lessons, students only listen to the teacher's reading, which is repeated only 1 to 3 times. Consequently, most students tend to forget what they have heard. As a result, many students are unable to answer questions related to the istima' text.

Data Collection

After conducting observations and identifying potentials and problems at the research location, the next step is to collect data and information regarding these potentials and problems. This information-gathering process takes approximately two weeks until all the information is gathered. The researcher conducted an interview with one of the Arabic language teachers at MA Assyifa Karang Sari, South Lampung, namely Mr. Ahmad Syarmin, S. Pd. I, to understand the potentials and problems related to Arabic language learning, especially *maharah al-istima'* (listening comprehension), during his teaching at MA Assyifa Karang Sari.

From the interview results, it was found that during *maharah al-istima'* (listening comprehension) lessons, students still have difficulties understanding the content. Thus, when attempting to do exercises based on what they have heard, most of them are unable to complete the exercises. In the classroom, the teacher merely repeats the istima' text from the teacher's book only 1 to 3 times. Based on these observations, the use of media is necessary in the learning process to enhance students' understanding. The development of interactive learning media using iSpring Suite 9 for *maharah al-istima'* is considered suitable by the researcher to assist the teaching and learning process, as it will provide audio that students can listen to and repeat several times until they understand and can answer exercise questions. At MA Assyifa Karang Sari, South Lampung, interactive learning media using iSpring Suite 9 for *maharah al-istima'* has not been utilized in the X-grade classes.

Product Design

In the initial stage of developing interactive learning media, the design of the learning media product is carried out. The product design is created to provide an initial representation of the learning media to be developed. This phase includes specifying the product to be developed, so the product design will present a clear picture of the interactive learning media that will be developed. To design the product, the researcher spent about a week to create a well-used design that will be helpful for users in the future. The planned product design to be developed will use the Arabic language teacher's book for the content that will be included in the media.

Design validation

Design validation is a process of assessing whether the design of a product, in this case, a new work system, will be more effective than the previous one or not, rationally. "Rationally" here means that the validation is based on rational thinking and not yet backed by field facts. The validation is carried out by presenting several experienced experts to assess the developed media. Each expert provides feedback on what needs to be revised and improved to identify the strengths and weaknesses of the developed media. This process continues until a suitable and effective design is found, which takes approximately two weeks.

The material experts evaluate aspects such as the appropriateness with the curriculum (content standards), accuracy, sufficiency, and appropriateness of the product's content. Meanwhile, the design and media experts assess aspects like layout and the selection of component colors. The recapitulation results from the material experts, namely Mr. Ahmad Iqbal Hs, M. A., as validator 1, and Mrs. Yeni Lailatul Wahidah, M. A., as validator 2, conducted on Monday, March 7, 2022, are as follows:

Table 1. Material Expert Recapitulation Results

No	Evaluation Aspect	Evaluation Indicator	Validator		Indicator-specific Average
			1	2	
1	Content Suitability	1	5	4	90%
		2	4	4	80%
		3	4	4	80%
		4	5	4	90%
		5	5	4	90%
		6	4	4	80%
		7	4	4	80%
2	Presentation Suitability	8	4	4	80%
		9	4	4	80%
		10	5	4	90%
3	Language Suitability	11	4	4	80%
		12	5	4	90%
		13	5	4	90%
		14	5	4	90%
		15	4	4	80%
Scoring Assessment			67	60	127
Maximum Score			75	75	150
Percentage			89%	80%	85%
Criteria					**Highly Suitable**

Based on the assessment from the first validator, the interactive learning media achieved a score of 67 with a percentage of 89%. The second validator gave a score of 60 with a percentage of 80%. After averaging these percentages, it resulted in an 85% overall percentage.

In the Likert scale, an 85% percentage can be categorized as "very interesting" and "highly suitable" for use. This indicates that the interactive learning media received positive evaluations from both validators and is considered highly effective and appropriate for its intended purpose.

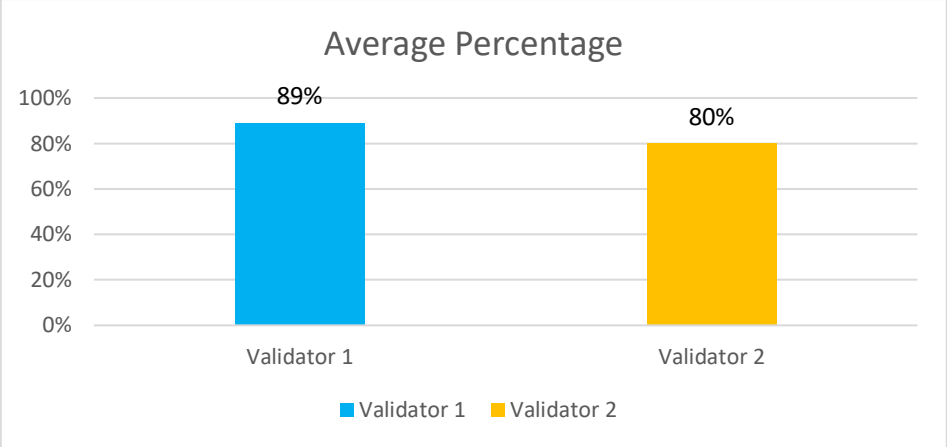


Figure 2. Material Expert Validation Percentage Chart

Furthermore, the recapitulation results from the design and media experts, namely Mr. Fiqih Satria, M.T.I. as validator 1, and Mr. Ahmad Nur Mizan, M.A. as validator 2, conducted on Monday, March 7, 2022, are as follows:

Table 2. Design and Media Expert Recapitulation Results

No	Evaluation Aspect	Evaluation Indicator	Validator		Indicator-specific Average
			1	2	
1	Software	1	4	5	90%
		2	4	5	90%
		3	4	5	90%
		4	5	5	100%
		5	5	5	100%
2	Visual Communication	6	5	5	100%
		7	5	5	100%
		8	5	5	100%
		9	4	5	90%
		10	4	4	80%
		11	4	5	90%
		12	4	5	90%
		13	4	5	90%
		14	3	5	80%
3	Characteristics of Media	15	4	5	90%
Scoring Assessment			64	74	138
Maximum Score			75	75	150
Percentage			85%	99%	92%
Criteria					**Highly Suitable**

Based on the assessment from the design and media experts, the interactive learning media obtained a score of 64 with a percentage of 85% from the first validator. The second validator scored it 74 with a percentage of 99%. After averaging these scores, it resulted in an overall percentage of 92%. This percentage can be categorized as very interesting and highly suitable for use on the Likert scale.

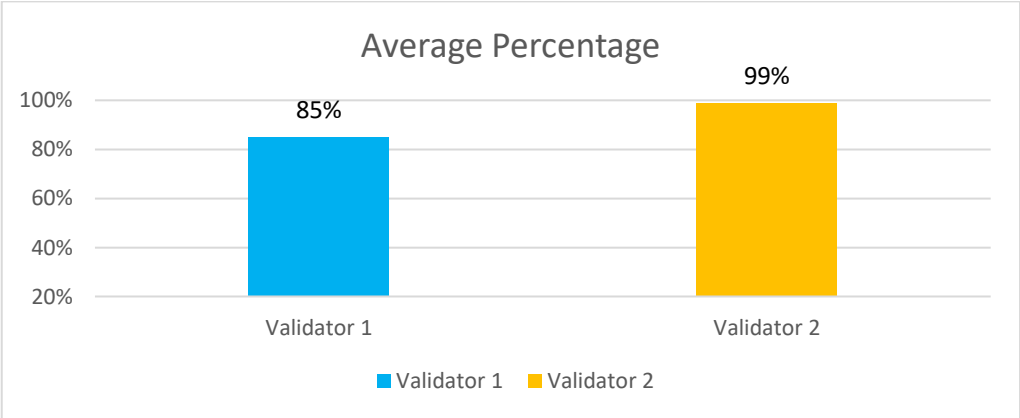


Figure 3. Design and Media Expert Validation Percentage Chart

After interactive learning media using iSpring Suite 9 for teaching the skill of *al-istima'* (listening) in Class X of Madrasah Aliyah was validated by a team of experts, it can be concluded that the interactive learning media can be categorized as very interesting or highly suitable for use.

Design Revision

After identifying the weaknesses in the media developed, as evaluated by the experts, a design revision was carried out to address the existing weaknesses and make the developed media more effective and engaging. This revision process took approximately one week.

The improvements suggested by the subject matter experts highlighted the need to pay closer attention to the Arabic language writing, specifically addressing the errors in writing (typos) within the mufrodat (vocabulary or glossary).

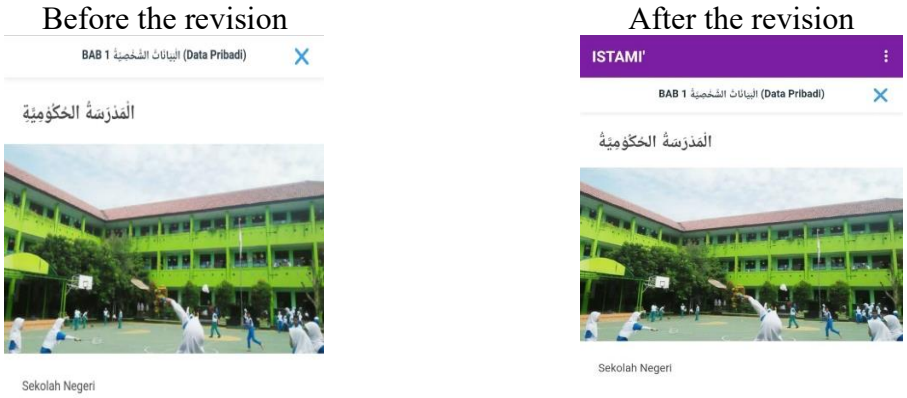
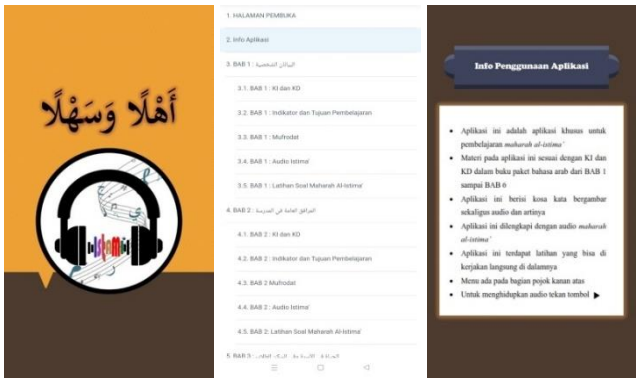


Figure 4. Material Expert Revision

The advancements made by design and media experts are as follows: a "start" button has been added on the opening page, the arrangement of the menu display has been enhanced to make it more appealing and organized, and the sentences regarding media usage information have been clarified.

Before the revision



After the revision

Figure 5. Design and Media Expert Revision

Testing of Use

After the product has been revised and weaknesses have been reduced and deemed suitable, the next step is to conduct trials of the developed media. The purpose of these trials is to gather information on whether the developed media is appropriate and effective for Arabic language learning, specifically for the skill of *al-istima'* (listening comprehension). The trials aim to determine the students' responses when using the developed media compared to the conventional media previously used by the teacher for teaching *al-istima'*, as well as to assess the educators' responses as users of this interactive learning media. This trial phase will approximately take two weeks.

To assess the responses of the students, the trials will be conducted through small group evaluations and field evaluations. The recapitulation of the small group evaluation conducted by the 10th-grade students of MA Assyifa Karang Sari South Lampung is as follows:

Table 3. Summary of Participants' Responses in the Small-Scale Trial

No.	Respondent Codes	$\sum R$	N	P	Criteria
1-15	R.1 – R.15	938	1125	83%	Very interesting

In the small-scale trial with a total of 15 participants, the average percentage score obtained for the developed interactive learning media was 83%, indicating it to be Very interesting. The recapitulation of the large-scale trial conducted by the 10th-grade participants at MA Assyifa Karang Sari, South Lampung, is as follows:

Table 4. Summary of Participants' Responses in the Large-Scale Trial

No.	Respondent Codes	∑*R*	N	P	Criteria
1-42	R.1 – R.42	2604	3150	83%	Very interesting

In the large-scale trial with a total of 42 participants, the average percentage score obtained for the developed interactive learning media was 83%, indicating it to be Very interesting for use. The trial results showed that, overall, the participants responded positively to the developed interactive learning media.

Then, after obtaining responses from the students, the researchers also conducted product trials with educators to gauge the responses of Arabic language teachers as users of the media. The recapitulation of the teacher's responses as users of interactive learning media is as follows:

Table 5. Summary of Participants' Responses in the Large-Scale Trial

No	Aspect	Assessment Indicators for Questions	Assessment	Indicator-specific Average
1	Learning Design	1	5	100%
		2	5	100%
		3	5	100%
		4	5	100%
		5	5	100%
		6	4	80%
		7	5	100%
2	Operational	8	5	100%
		9	5	100%
3	Visual Communication	10	4	80%
		11	4	80%
		12	4	80%
		13	5	100%
		14	5	100%
		15	4	80%
Scoring Assessment				70
Maximum Score				75
Percentage				93%
Criteria				**Highly Suitable**

Based on the teacher's response, the student obtained a score of 70 with an average percentage of 93%, and in this case, the obtained criteria scale is very appealing and highly commendable.

Revised Final Product

In the final stage of developing interactive learning media using Ispring Suite 9 for teaching the listening skill *(maharah al-istima')* in grade X of Madrasah Aliyah, if the end result receives positive responses and feedback, indicating its suitability and effectiveness compared to the previous media, then the development of this learning media is considered complete, resulting in a good final product. However, if it does not meet the criteria of suitability and effectiveness, it will

serve as valuable feedback to improve the media for it to become ready for use in the school. This stage typically takes about a week.

Since the final results have shown that the development of interactive learning media received positive responses and feedback, demonstrating its suitability and effectiveness compared to the previous media, the interactive learning media using Ispring Suite 9 for teaching the listening skill *(maharah al-istima')* in grade X of Madrasah Aliyah has been successfully developed and can now be used for teaching the listening skill *(maharah al-istima')*.

The study on the development of interactive learning media using iSpring Suite 9 for Arabic language learning at Madrasah Aliyah bears significant relevance to previous studies in the field of education and instructional technology [19], [22], [24], [27], [28]. Its novelty lies in the approach employed to address specific challenges within the context of Arabic language instruction, as well as the utilization of cutting-edge technology to enhance the effectiveness of teaching and learning. This study aligns with the trend of developing interactive learning media and contributes innovatively by designing learning materials tailored specifically for *maharah al-istima'*. The problem-based approach in identifying potentials and problems, as well as the evaluation by experts across various facets of the product, represents notable advancements. This research employs a data-driven approach to gauge student and teacher responses to the interactive learning media, offering profound insights into the media's effectiveness in real-world settings, which can provide valuable perspectives for future research. In conclusion, this research introduces innovation by amalgamating diverse elements, such as the use of state-of-the-art technology, problem-based methodologies, expert evaluations, and data-driven assessments of student and teacher feedback. This reflects a commitment to improving the quality of Arabic language education at Madrasah Aliyah through the development of relevant and effective learning media.

CONCLUSION

This study focused on the development of interactive learning media using Ispring Suite 9 for teaching listening skills (*maharah al-istima'*) to grade X students in Madrasah Aliyah, following Prof. Dr. Sugiyono's development model. The research encompassed several key stages, including identifying potential issues and challenges, collecting data, designing the product, validating the design, revising the design, conducting product testing, and making final revisions. The assessment conducted by subject matter experts revealed that the interactive learning media achieved a suitability score of 127, equivalent to an average percentage of 85%, indicating a high level of suitability and appeal for its intended purpose. Similarly, design and media experts evaluated the product with a score of 138 and an average percentage of 92%, reinforcing its high suitability and appeal. Moreover, the response from students who used this interactive learning media in grade X at Madrasah Aliyah was overwhelmingly positive. Field testing conducted at MA Assyifa Karang Sari Lampung Selatan with 42 students resulted in a total score of 2604 and an average percentage of 83%, categorizing the product as very appealing and highly suitable. Additionally, teachers, who were the end-users of this media, provided a score of 70 with an average percentage of 93%, further confirming its high suitability and appeal. In summary, the development of interactive learning media using Ispring Suite 9 for teaching listening skills to grade X students in Madrasah Aliyah, following a well-structured development model, has shown excellent results in terms of suitability, appeal, and positive reception among both students and teachers. These findings underscore the

effectiveness and potential of this educational tool for enhancing the learning experience in this context.

AUTHOR INFORMATION

Corresponding Author

Latief Nurjannah – Department of Arabic Education, Universitas Islam Negeri Raden Intan Lampung (Indonesia);
orcid.org/0009-0009-2475-6113
Email: latiefnurjanah26@gmail.com

Authors

Latief Nurjannah – Department of Arabic Education, Universitas Islam Negeri Raden Intan Lampung (Indonesia);
orcid.org/0009-0009-2475-6113

Abdullah Ridlo – Department of Islamic education, Institut Agama Islam Imam Al-Ghozali, (Indonesia);
orcid.org/0009-0001-4169-3064

CONFLICT OF INTEREST

"The authors declare no conflict of interest."

REFERENCES

[1] A. Amrina, M. Rezi, A. Mudinillah, C. Geofani, and D. Hikmah, "Pemanfaatan Aplikasi Audacity Pada Pembelajaran Istimā' Untuk Madrasah Ibtidaiyyah Negeri Satu Sungai Tarab," *Al Mi'yar J. Ilm. Pembelajaran Bhs. Arab dan Kebahasaaraban*, vol. 5, no. 1, p. 117, 2022. https://doi.org/10.35931/am.v5i1.729.

[2] L. Lubis, I. Siregar, N. Rohman, and M. H. Damanik, "Optimalisasi Pembelajaran Bahasa Arab sebagai Penunjang Persiapan Calon Mahasiswa Baru Al-Azhar Mesir: Studi Kasus pada Markaz Syaikh Zayed Cabang Indonesia," *Edumaspul J. Pendidik.*, vol. 6, no. 1, pp. 1006-1015, Mar. 2022. https://doi.org/10.33487/edumaspul.v6i1.3417.

[3] R. Ramlan, S. Syahril, G. C. Kesuma, E. Erlina, and M. Aridan, "Development Of Softskill-Based Video Game Learning Media For MufrĀdat Mastery In Junior High School Learners," *Al Mi'yar J. Ilm. Pembelajaran Bhs. Arab dan Kebahasaaraban*, vol. 6, no. 1, p. 301, Apr. 2023. https://doi.org/10.35931/am.v6i1.1706.

[4] M. Syaifullah and N. Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arab. J. Bhs. Arab*, vol. 3, no. 1, p. 127, 2019. https://doi.org/10.29240/jba.v3i1.764.

[5] U. Hijriyah, S. Basyar, K. Koderi, E. Erlina, M. Aridan, and M. S. Hidayatullah, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Android Untuk MahĀrat Al IstimĀ' Kelas 8 SMP," *Al Mi'yar J. Ilm. Pembelajaran Bhs. Arab dan Kebahasaaraban*, vol. 5, no. 2, p. 239, Oct. 2022. https://doi.org/10.35931/am.v5i2.1352.

[6] A. Furoidah, "Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran Dan Pembelajaran Bahasa Arab," *Al-Fusha Arab. Lang. Educ. J.*, vol. 2, no. 2, pp. 63-77, 2020. https://doi.org/10.36835/alfusha.v2i2.358.

[7] N. A. Putrislia and G. S. Airlanda, "Pengembangan E-Book Cerita Bergambar Proses Terjadinya Hujan untuk Meningkatkan Minat Membaca Siswa di Sekolah Dasar," *J. Basicedu*, vol. 5, no. 4, pp. 2036-2044, 2021. https://doi.org/10.31004/basicedu.v5i4.1032.

[8] W. Astuti, “Inovasi strategi pembelajaran bahasa arab,” *Ihtimam J. Pendidik. Bhs. Arab*, vol. 1, no. 1, pp. 69-85, 2018. https://doi.org/10.36668/jih.v1i1.157.
[9] Muhimmatul Choiroh, "Evaluasi Pembelajaran Bahasa Arab Berbasis Media E-Learning," *J. Naskhi J. Kaji. Pendidik. dan Bhs. Arab*, vol. 3, no. 1, pp. 41-47, Apr. 2021. https://doi.org/10.47435/naskhi.v3i1.554.
[10] S. Norkhafifah and N. Syahabuddin, "Desain Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Di Era New Normal," *Al Mi'yar J. Ilm. Pembelajaran Bhs. Arab dan Kebahasaaraban*, vol. 5, no. 1, p. 53, 2022. https://doi.org/10.35931/am.v5i1.908.
[11] D. D. Djoa, A. Maydiantoro, T. Ali, and R. Puja, "The eXe Learning as a solution to the problem of the three phenomena of chemistry learning stages: A Literature Review," no. February, 2022. https://doi.org/10.46300/9109.2021.15.17.
[12] M. Mahyiddin and F. M. Amin, "Integrating Technology into Education: Students' Attitudes toward Online Learning," *Tadris J. Kegur. dan Ilmu Tarb.*, vol. 7, no. 1, pp. 79-89, 2022. https://doi.org/10.24042/tadris.v7i1.11634.
[13] I. Yuzulia, "The Challenges of Online Learning during Pandemic: Students' Voice," *Wanastra J. Bhs. dan Sastra*, vol. 13, no. 1, pp. 08-12, Mar. 2021. https://doi.org/10.31294/w.v13i1.9759.
[14] A. W. Ritonga, S. Zulfida, M. Ritonga, E. Ardinal, and D. Susanti, "The Use of E-learning as an Online Based Arabic Learning Media for Students," *J. Phys. Conf. Ser.*, vol. 1933, no. 1, p. 012127, Jun. 2021. https://doi.org/10.1088/1742-6596/1933/1/012127.
[15] L. Elfiani, M. Taufik, and B. Baiduri, "The Development of Audio-Based Pop-Up Book Media on Two-Dimensional Rectangular For Junior High School Students," *Math. Educ. J.*, vol. 3, no. 1, p. 44, May 2019. https://doi.org/10.22219/mej.v3i1.8420.
[16] E. Suharini, M. H. Ariyadi, and E. Kurniawan, "Google Earth Pro as a Learning Media for Mitigation and Adaptation of Landslide Disaster," *Int. J. Inf. Educ. Technol.*, vol. 10, no. 11, pp. 820-815, 2020. https://doi.org/10.18178/ijiet.2020.10.11.1464.
[17] A. Rahmawati and K. Hikmah, "Pengembangan Media Pembelajaran Kosakata Bahasa Arab Berbasis Plotagon Story Di SMP Muhammadiyah 8 Tanggulangin Sidoarjo," *Lisanan Arab. J. Pendidik. Bhs. Arab*, vol. 6, no. 2, pp. 225-241, Dec. 2022. https://doi.org/10.32699/liar.v6i2.3489.
[18] H. Mahliatussikah, "Development of Interactive Learning Media 'Lectora Inspire' for Balaghah Learning," *Proc. Int. Semin. Lang. Educ. Cult. (ISoLEC 2021)*, vol. 612, no. ISoLEC, pp. 128-133, 2022. https://doi.org/10.2991/assehr.k.211212.024.
[19] M. Basri, S. Sumargono, and M. N. Saputra, "The Influence of Digital Learning Media Towards Students' Historical Learning Interests," *Int. J. Multicult. Multireligious Underst.*, vol. 8, no. 4, p. 557, Apr. 2021. https://doi.org/10.18415/ijmmu.v8i4.2573.
[20] P. A. Wijayanto, S. Utaya, and I. K. Astina, "Increasing Student's Motivation and Geography Learning Outcome Using Active Debate Method Assisted by ISpring Suite," *Int. J. Soc. Sci. Manag.*, vol. 4, no. 4, pp. 240-247, Oct. 2017. https://doi.org/10.3126/ijssm.v4i4.18336.
[21] E. Wulandari and H. Aryanto, "Perancangan Desain Karakter Senjata Tradisional Untuk Game Visual Novel Berbasis Powerpoint," *Barik*, vol. 2, no. 2, pp. 166-179, 2021. https://ejournal.unesa.ac.id/index.php/JDKV/article/view/41647/35841.
[22] D. Ramadhani and U. Liwayanti, "Penerapan Media Pembelajaran Interaktif Berbasis Ispring pada Materi Sejarah Komputer," *Mimb. Ilmu*, vol. 26, no. 1, p. 28, 2021. https://doi.org/10.23887/mi.v26i1.30702.
[23] A. Azzahrah, I. A. Budiman, Y. D. Haryanti, and M. Mahpudin, "Development of Android Application Learning Media Using Ispring Suite 9 To Increase Student Learning Motivation," *EduHumaniora | J. Pendidik. Dasar Kampus Cibiru*, vol. 14, no. 2, pp. 121-126, 2022. https://doi.org/10.17509/eh.v14i2.41994.
[24] M. S. Anwar, C. Choirudin, E. F. Ningsih, T. Dewi, and A. Maseleno, "Developing an Interactive Mathematics Multimedia Learning Based on Ispring Presenter in Increasing

Students' Interest in Learning Mathematics," *Al-Jabar J. Pendidik. Mat.*, vol. 10, no. 1, pp. 135-150, Jul. 2019. https://doi.org/10.24042/ajpm.v10i1.4445.
[25] Y. N. Deda, N. Nasruddin, I. B. Nyoman Pascima, A. B. Liunokas, A. Ndandara, and R. Supardi, "Development of Android-Based Learning Media in Indonesia: A Systematic Literature Review," *SAR J. - Sci. Res.*, pp. 110-117, Jun. 2023. https://doi.org/10.18421/SAR62-08.
[26] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: CV Alfabeta, 2019.
[27] I. B. Ma'arif, Y. Bahtiar, and Muthoharoh, "Designing LEEF (Learning English Easy and Fun) as Learning Media for the Seventh Grade of Junior High School," *Foster J. English Lang. Teach.*, vol. 2, no. 3, pp. 372-386, 2021. https://doi.org/10.24256/foster-jelt.v2i3.50.
[28] A. Mudinillah, A. Amrina, and M. A. Hamid, "The Utilization of the Canva Application as A Media for Arabic Learning at MTs Negeri Sungai Jambu," *Acitya J. Teach. Educ.*, vol. 4, no. 2, pp. 406-422, 2022. https://doi.org/10.30650/ajte.v4i2.3192.