The Development of Arabic Language Learning Media Based on Google Site for Class VIII Students of Madrasah Tsanawiyah Negeri 2 Deli Serdang

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Abstract

The use of media affects the message received by students. One of the media that can be used in learning Arabic is Google Site-based media. In observations made at Madrasah Tsanawiyah Negeri 2 Deli Serdang, researchers found a lack of innovation in learning, especially in the use of learning media. This research aims to produce and explain a product for the development of Arabic learning media based on Google Site. The method used is a research and development method (Research and Development) using the ADDIE development model developed by Dick and Carry which consists of five stages, namely analysis, design, development, application and evaluation. The data collection instruments used were expert validation sheet questionnaires, Arabic teacher response questionnaires and student responses. The result of this study is the cumulative percentage of two validators, namely, media and material with a percentage of 88% and 85% respectively. Then, the result of the teacher's response percentage was 97%. And student responses to Google Site learning media with a percentage result of 96%. Based on the data obtained, it can be concluded that the learning media is suitable for use in the learning process.

Keywords: Development, Learning Media, Google Sites, Arabic

A. Introduction

The use of Information Technology (IT) in learning has become a necessity in the global era to improve students' creativity and learning outcomes (Rijal, 2020). Advances in IT have brought many positive impacts to the advancement of education and provided the world of education with offers and options to support the learning process. For example, technological developments have changed learning styles, especially in the use of language learning media (Budiyono, 2020).

The use of language learning media has become an integral part of learning and it is an integration of the learning process as a whole. The urgency of using language learning media plays an important role because it can help the students to learn a language (Kuswanto & Radiansah, 2018). Media is one of the factors that support the success of learning in schools because it can help conveying information from teachers to students or vice versa (Darsikin, 2015). The use of learning media is one of the learning tools for teachers, for instance, to deliver learning materials, to increase student creativity and student attention in the learning process. With the use of learning media, students are more motivated to learn, encouraged to write, speak and imagine with more enthusiasm (Tafonao, 2018).

In the learning process, there are still few teachers who design their language learning media. In fact, many of them use simple media and materials. Consequently, it is less interesting for students during the teaching and learning process (Adlin, 2019). So far, Arabic language teaching is considered boring because it is too formal and less varied. Moreover, the methods used are also limited such as lecturing and methods which emphasize on questioning and answering (Hidayat, 2012). In addition, Arabic language also recognizes I'rab and word changes which are included in the study of Nahwu dal Shorof. Thus, students find it difficult to understand (Aminudin, 2014). The learning resources used by teachers also limit themselves to textbooks. Teachers do not use electronic or Information Technology-based learning guidelines as a learning tool. This causes learning to be monotonous. (Firdausia et al., 2020).

The application of Arabic language learning media is essential because Arabic language has a lot of complexity and requires high mastery. Unfortunately, there are not many teachers nowadays who use technology-based interactive language learning media (Aminudin, 2014). Based on the interviews conducted with the teachers at Madrasah Tsanawiyah Negeri 2 Deli Serdang in December, it was obtained that the Arabic language learning media currently used are still conventional such as students' workbooks, also known as *Lembar Kerja Siswa* or LKS, and at the end of the learning, the teacher always relies on questioning and answering as a reflection of his or her learning. This causes students to be less interested in learning Arabic language because it is only done in one direction and not varied. Based on this, interactive learning media is needed and attracts the interest and attention of students in learning Arabic so that students can be enthusiastic when the learning process takes place. Therefore, this situation forces teachers to use and develop interesting, creative, and innovative learning media by utilizing technology and must be in accordance with the teacher's creativity in planning a lesson (Salsabila & Aslam, 2022).

Based on the problems aforementioned, one of the effective and efficient learning media innovations in this digital era is web-based learning media. Web-based learning media is part

of the utilization of the internet in education and it is a learning activity that utilizes the World Wide Web that can be accessed through internet network (B.Uno & K.Marruf, 2016). Some of the advantages of website learning media according to Rusman in Solihudin JH (2018) are that it can be accessed from virtually anywhere and anytime. Also, the content of learning media is easier to update, not to mention to monitor student progress is easier and, besides, the costs are more affordable. Currently, there are many digital platforms that can be used to create websites, one of them is Google Sites. (Salsabila & Aslam, 2022). A simple and easy way to create learning materials for teachers is by using Google Sites.

Google Sites is a web application provided by Google which are able to create virtual classes, virtual schools, or other websites. Google Sites allows users to organize various information (including videos, presentations, attachments, texts and so on) in one place that can be customized according to the needs of its user. Google sites are free to use (Taufik et al., 2018). The Google Sites site can also be integrated with other Google products, such as Google Sheets, Google Drive, Google Calendar, Google Docs, Google Forms, YouTube on other websites (Arief, 2017). According to Aziz in Salsabila & Aslam (2022), Google Sites can be used anytime, anywhere, with ease and simple. Google Sites is practical to use because it is a web-based program. The students only need to open links (web addresses) to download any documents that are already provided by the teachers. Various materials have also been collected through Google Sites, so that none of the students are left behind in learning anything. Based on research by Bhagaskara et al. in Dewi Ratna Sari, Retno Aliyaltul Fikroh, and Riawati Rahayu (2022) stated that the use of Google Sites-based learning media can increase and foster students' motivation, interest and enthusiasm and it can develop students' scientific attitudes to provide opportunities to discover information by themselves.

From the problem presented above, there is a gap between reality and expectations. A solution is needed to achieve the ideal state. Therefore, researchers are developing Arabic language learning media using Google Sites for 8th Grader Students at Madrasah Tsanawiyah Negeri 2 Deli Serdang with the hope that by using Google Sites media in learning Arabic language it can create effective learning and attract students' attention to increase interest in learning and understanding Arabic language.

B. Method

This research was conducted at Madrasah Tsanawiyah Negeri 2 Deli Serdang, Lubuk Pakam District, Deli Serdang Regency in the even semester of the 2022/2023 Academic Year. The research was held on Friday, January 27, 2023. The subjects of this study were the 8th grade students at Madrasah Tsanawiyah Negeri 2 Deli Serdang. This research produced a product in the form of language learning media based on Google Sites in learning Arabic.

This research uses Research and Development (R & D). According to Sugiyono (2013), R & D is a research method designed to develop new products or to improve existing products and the results can be accounted for through the process of research, design, production, and product feasibility testing that has been produced so that it can be used for wider community. The final product will then be analyzed for needs and tested for its effectiveness so that this research is feasible. This research uses the ADDIE model as a reference.

According to Aldoobe in Peprizal & Syah (2020) the ADDIE model is an approach that helps design learning in any content and can be used in any environment both online and offline learning. Dick and Carry (1996) developed the ADDIE model for designing learning systems. The ADDIE model has five stages namely, Analyze, Design, Development, Implementation, and Evaluation.

The data analysis techniques in this study included two types, qualitative data analysis and quantitative data analysis. Qualitative data was obtained through the results of needs analysis, interviews, critics (input) and suggestions from the learning media experts and the material experts on the learning media. Meanwhile, the qualitative data was obtained from the validation given by the media experts, the material experts, the results of questionnaires on the responses of Arabic language teachers and students as well as trials conducted on students. The data collection instrument used was in the form of a questionnaire of expert validation sheets, Arabic language teacher and student response. To fill out the questionnaire, the researchers used the Likert scale in the form of a checklist using a scale of 5. The answers and scores used in the questionnaire are STS (Strongly Disagree) = 1, TS (Disagree) = 2, KS (Somewhat Disagree) = 3, S (Agree) = 4, SS (Strongly Agree) = 5. Then, the data will be analyzed from the results of the questionnaire by using a technical percentage with the following formula (Optiana & Muchlas, 2019).

$$\textbf{C.} \quad NP = \frac{R}{SM} \times 100\%$$

NP   = Percentage score

R   = Obtained score

SM   = Maximum score

Based on these calculations, the percentage results obtained from the survey are interpreted into categories to determine the feasibility of the products as shown in table 1 below.

Table 1. Feasibility Assessment

Score (%)	Categories
0% – 40%	Unfeasible

41% – 60%	Less Feasible
61% – 80%	Feasible
81% - 100%	Very Feasible

(Muntaha et al., 2019)

D. Results and Discussions

The results of the development of learning media products based on Google Sites in Arabic lessons for the 8th grade students at Madrasah Tsanawiyah Negeri 2 Deli Serdang were obtained through the ADDIE model stages which consist of five stages as follows.

1. The Stage of Analysis

a. Needs Analysis

In the early stages of this research, researchers collected information through literature review, observation of the process of Arabic learning activities as well as analyzing the needs and characteristics of teachers and students. Based on the observations, students found difficulties in the learning process. This is because the Arabic learning process is still conventional in which the teacher always uses textbooks and worksheets (*Lembar Kerja Siswa*) which even the students do not understand the contents of the worksheets, and at the end of learning, the teacher always relies on questions and answers as a reflection of learning. Every time the Arabic learning process takes place, students do not focus on paying attention to the teacher who is explaining. This causes students to be less interested in participating in Arabic language learning class because learning is only done in one direction, and moreover it is not varied.

Based on the results of interviews with Arabic language teachers at Madrasah Tsanawiyah Negeri 2 Deli Serdang, the teachers explained that their lack of understanding using interactive media in the Arabic language learning class resulted in ineffective and boring learning.

b. Curriculum Analysis

In this case, curriculum analysis is carried out with the aim of determining material in language learning media that is in accordance with the Competency Standards in the school curriculum. Based on the results of interviews with Arabic language teachers at Madrasah Tsanawiyah Negeri 2 Deli Serdang, the 8th Grade is still using the 2013 Curriculum (K-13). The material taught was chapter II which was about يومياتنا.

Then analyze the tools, make tools and media, which is a website that is part of Google's product, Google Sites, which can be accessed at the link below. https://sites.google.com/view/arabiclearning-/

2. The Stage of Design

In this phase, researchers began designing media and materials to be developed on Google Sites media. According to Nofia (2016) in Calhyo Nugroho & Hendralstomo (2021), the stage of design is the learning media design stage which includes making the overall learning media design. The design carried out is the process of making flowcharts, making storyboards, and making background concepts, as well as simplifying concepts for media using buttons, layout concepts, material content and other supporting images.

The following is the flowchart of Google Sites-based Arabic language learning media.
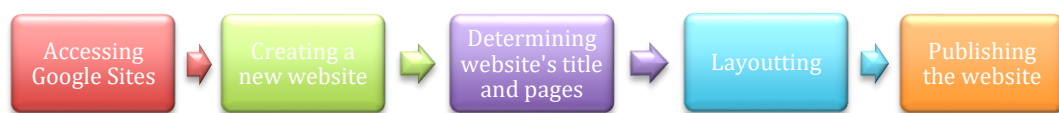
3. The Stage of Development

In this development stage, all components that have been prepared in the previous stage are then developed by applying the product framework design that has been made. Furthermore, the planned design will be processed and uploaded to the Google Sites web. The following results for Google Sites media products are shown in the picture below.

a) Homepage

The picture above is the homepage view of the Google Sites-based Arabic language learning media. There has been some selection of images that will be shown as the media background. In addition, the appropriate color selection is also carried out which will be the main theme in the Google Sites media. They are bright colors such as green, yellow and white as well as

choosing an Arabic vibe background. The homepage has a welcoming note اَهْلَا وَسَهْلًا أَيُّهَا الطُّلَّابُ وَ الطَالِبَات as a greeting to the students. On the homepage, there are also several sections including the logo and the name of this Google Sites language learning media namely تعليم اللغة العربية which is located on top left corner.

b) The Learning Objectives Menu

The picture above is the display of the learning objectives menu. This display is made so that students understand the purpose of the learning. A good learning process is done by providing learning objectives first. Then, the top view on the learning objectives menu is an invitation to start learning by reciting the *basmalah*.

c) Displays/Menu Buttons
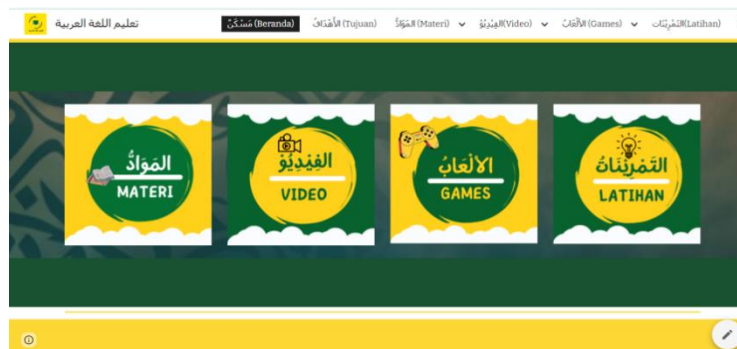
In the Google Sites above, the menus are displayed largely to make it easier for students to access all learning programs. In this view, there are the

menu of materials, videos, games, and exercises. When students click the toolbar menu, they will be directed to the page that was clicked. Meanwhile, to return to the homepage, just click the logo or Home button.

d) Materials Menu

On the Materials Menu, it contains Arabic language learning materials that will be learned by the students. The materials taken here are about يومياتنا. In the material view there are three sub-menus including *mufrodat*, *qira'ah* and *qowaid.*

In the sub-menu, *Mufrodat*, it can improve students' ability to memorize words with an attractive appearance and increase students' enthusiasm in learning Arabic language. Here, Arabic vocabulary is presented along with the pictures that can make it easier for students to memorize the vocabularies.

The *qira'ah* display here contains Arabic text related to the learning materials. This is to improve and train students' reading of Arabic texts.
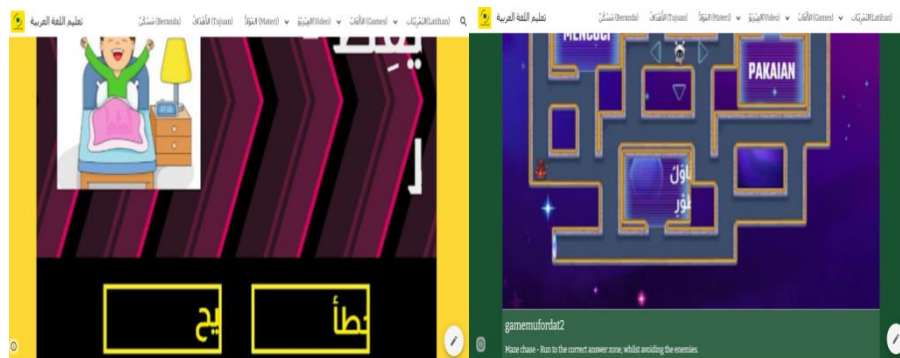
The sub-menu of *qowaid* here is to learn about the Arabic language grammar. The material selected in the *qowaid* is about the *Jumlah Ismiyyah*.

e) The Video Menu

Here contains conversation materials from YouTube. When students click the video, the video will automatically play. This video can train students to listen to Arabic conversations.

f) The Games Menu

This page contains the Games menu, in addition to containing learning material on Google Sites media, games are also provided for students as material for reflection on the learning process on the previous menu, so students can play and learn at the same time. Games that are made are also related to learning materials. Games made on this media use the Wordwall website.

Wordwall is an educational game that can be accessed easily. The process of making this Wordwall is also easy and very effective to use in the learning, because there are many types of games that can sharpen students'

brains to think quickly. The first game contains questions about finding the right or wrong vocabulary. Whereas in the second game, it is like chasing a maze where students will run and look for the correct answer zone while avoiding some enemies.

g) The Exercises Menu
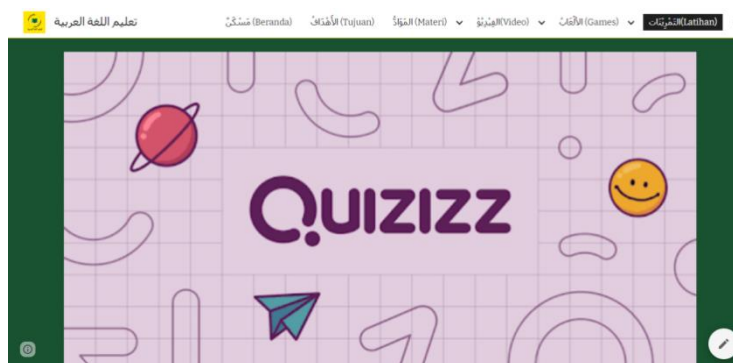
The last page on this Google Sites media is the practice page. This page contains exercises during the learning process and the training menu is packaged with a web quizizz. Where students only press quizizz reading, the questions will be displayed and can be answered immediately easily.

The next stage is the product validation test. After the Google Sites language learning media product has been developed, a product validation test is carried out by two validators. They are the media experts and the material experts. This assessment was carried out to find out the weaknesses of the developed media. The test is carried out in the form of a questionnaire validation sheet using a checklist with a Likert scale and the developed media product will be given to the validator. The results of the validation carried out by two experts are presented in Table 2 below.

Table 2. The Result of Media Expert Validation

Aspect	Percentage (%)	Categories
Usability	90%	Very Feasible
Functionallity	100%	Very Feasible
Visual Communications	75%	Feasible
Average	**88%**	**Very Feasible**

Table 2 is the result of validation by media experts. The media expert validation has three aspects for the assessment. The usability aspect gets 90% which is described in the category of very feasible. Aspects of functionality get 100% which is described in the very feasible category. Meanwhile, the aspect of visual communication gets 75% which is described

in feasible category. From the results of these percentages, the average percentage is 88%, then based on the specified criteria, it is very feasible with few notes from the experts that researchers must the colors and layout more contrast.

Teble 3. The Result of Material Expert Validation

Aspect	Percentage (%)	Categories
Learning Design	83%	Very Feasible
Content	88%	Very Feasible
Average	85%	**Very Feasible**

Table 3 is the result of validation by the material experts. There are two aspects of material expert validation used for this assessment. Aspects of learning design get 83% which is described in the category of very feasible. Meanwhile, the content aspect gets 88% which is described in the very feasible category. Thus, from the results of these percentages, the average percentage is 85%, which is very feasible. There are some suggestions from the material experts. They are that the researchers have to better adjust grammar in sentence structure and strengthen in achieving goals and the indicators must be further improved.

Based on the assessment of the validation test by both the media experts and the material experts above, it can be inferred that the Arabic language learning media based on Google Sites for the 8th Grade students at Madrasah Tsanawiyah Negeri 2 Deli Serdang is feasible to be tested with several minor revisions or improvements.

4. The Stage of Implementation

At this stage, product testing was carried out specifically for the 8th grade students at Madrasah Tsanawiyah Negeri 2 Deli Serdang and the Arabic language teacher. The testing was carried out using an instrument sheet in the form of a questionnaire using a Likert scale along with media products that had been developed. In conducting this stage, the respondents consisted of 30 8th grade students one Arabic language teacher at Madrasah Tsanawiyah Negeri 2 Deli Serdang. The following results of the teacher and student response assessment are presented in Table 4 below:

Table 4. The Arabic Teacher Response Assessment Questionnaire

Aspect	Percentage (%)	Category
Display	96%	Very Feasible
Material Presentations	97%	Very Feasible
Usefulness	100%	Very Feasible
Average	**97%**	**Very Feasible**

Table 4. is the result of the Arabic teacher's questionnaire. There are three aspects in the Arabic teacher's questionnaire. The display aspect obtained 96%. The material presentation aspect obtained 97%. Meanwhile, the usefulness aspect obtained 100%. Thus, overall the average percentage is 97%. This is included in the category of very feasible and this learning media can be used as a media to teach Arabic language.

Table 5. Results of Class VIII Student Response Assessment Questionnaire

Aspect	Percentage (%)	Category
Display	97%	Very Feasible
Material Presentations	97%	Very Feasible
Usefulness	96%	Very Feasible
Average	**96%**	**Very Feasible**

Table 5. is the result of the assessment questionnaire of the response of students / I class VIII. There are three aspects in the assessment questionnaire of student response / I class VIII. The view aspect obtained a percentage value of 97%. The aspect of material presentation obtained a percentage value of 97%. Meanwhile, the benefit aspect obtained a percentage value of 96%. So, overall the results of the percentage obtain an average percentage value of 96%, then based on the specified criteria included in the category of very feasible. So it can be concluded that Google Sites-based Arabic learning media is declared very feasible and can be used as a medium in the Arabic learning process.

5. The Stage of Evaluation

This is the last stage of the research. At this stage, some final improvements are made based on critics and suggestions given by the experts and the respondents to address the shortcomings.

The use of Google Sites media in learning can facilitate the learning process. With the Google Sites media in Arabic language learning, it can make learning more effective and easy to distribute learning materials to students. Based on the results of this study, it proves that learning using Google Sites media which is well-designed and attractive can improve the Arabic language learning process. In line with research conducted by Firdalusial et all. (2020), they suggested to Arabic language teachers to be able to utilize websites-based Arabic learning media as a medium to increase student learning motivation. In addition, teachers should be more motivated and able to start designing learning media so that the learning process is more creative and innovative. Other literature from Aldzkiyal & Suryalmaln (2021) states that

Google Sites is very practical to use because students do not have to use a lot of books to learn. They can accept various materials that have been created and attractively packaged into Google Sites by their teachers.

C. Conclusions

Based on the results discussion above, the development of Arabic language learning media based on Google Sites for the 8th grade students at *Madrasah Tsanawiyah Negeri 2* Deli Serdang uses the Research and Development method with the ADDIE development model. In this study, the media products developed were successful and categorized as very feasible to be used as Arabic language learning media. The results of the feasibility validation test by media experts obtained the average percentage of 88%. Hence, based on the criteria determined, it is included in the very feasible category. While the results of validation by the material experts obtained 85%, then based on the specified criteria, i tis categorized as very feasible. Thus, it can be concluded that the development of Arabic language learning media based on Google Sites is suitable for use in the learning process.

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