Development of an Arabic E-Magazine on Jumla Ismiyah learning topics

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Abstract

This study aims to develop E-Magazine-based learning media in Arabic language learning in high school with a focus on jumla ismiyah material. The research method used is Research and Development (R&D) following the Dick and Carey ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. Based on the results of the study showed that at the validation stage of an E-Magazine developed for Arabic language learning on jumla ismiyah material at SMA Muhammadiyah 4 Surabaya, which consisted of 3 validations, namely material experts who had a validity value of 91.11%, media experts produced a very high score, which was 94.11%, and design experts had a validity value of 88.11%, all of which were included in the very valid category. Meanwhile, the validation of the E-Magazine learning media response test on students showed that small and extensive field trials had validity rates of 89.81% and 89.94%, respectively, which consistently showed that E-Magazine was very feasible to be used as a learning medium and received a positive response from students. The conclusion is that the development of an E-Magazine for Arabic language learning is very feasible to be implemented with an excellent percentage of learning success.

Keywords: *learning media, e-magazine, Arabic language, jumla ismiyah*

A. Introduction

Learning is the process of giving students a learning experience by using strategies to achieve learning objectives. Learning is the effort of external components to realize the learning process in a person; in this case, learning includes everything that is intended to help a person acquire certain skills (Karwono and Mularsih 2018). To direct students into the learning process, learning is basically an attempt to teach them. in order to achieve the expected learning objectives. The right strategy can help achieve learning objectives (Fatkhurrokhman et al. 2018). Meanwhile, according to Uno (in Kadir 2018), all learning

processes are related to each other. This includes teachers and students, students and the learning environment, teachers and media used during learning. Learning is an active process for students to develop their potential. While the opinion of tilaar (in Nazla and Fitria 2021) Students who take part in experiential learning are facilitated by educators because they have the opportunity to collect thinking experiences and feelings resulting from fun activities, which encourages student creativity. Each lesson should be designed as well as possible by educators to achieve quality learning outcomes. Media designing must be in accordance with the interests and character of students. Teachers have the responsibility to determine learning objectives based on student characteristics (Sadiman et al. 2018).

Arabic Language Education plays an important role in opening the door to a deeper understanding of Arabic culture, history, and thought. Arabic is not only a communication tool, but also a key to understanding language elements such as phonology, morphology, syntax, and semantics (Jailani 2022) Understanding Arabic well becomes a window for individuals to interact with Arabic speakers and create a new, favorable environment. Therefore (vahrotun Nisa 2017), the importance of learning Arabic cannot be ignored (Akla 2017).

The first challenge in learning Arabic is the varying levels of Arabic knowledge among students. Some students may have prior experience with Arabic, while others may not have prior knowledge. The existence of these differences can make it difficult for students to adapt to the Arabic learning process, especially when they are at the secondary school level (Atiqoh 2023). The second challenge is the problem in teaching Arabic. Arabic teachers often face difficulties when there is no adequate media to help students understand the learning material, which is the most important component of learning (Richards and Rodgers 2001). Traditional books and learning methods are often not effective enough in overcoming the complexity of the Arabic language.

Nevertheless, in the current era of information technology, there is great potential in the use of learning media, especially multimedia-based media, to increase the use of technology to teach Arabic in a more interesting way and Arabic learning is emerging as an interesting solution to overcome these problems (Osman and Lee 2014; Sari and Millah 2023; Widiyastuti, Slameto, and Radia 2018).

The selection of educational materials utilized throughout the learning process has the potential to enhance the overall quality of education. Magazines are a useful print medium for displaying actual reading with the latest information that attracts attention, enriches the treasury of knowledge, and increases students' interest in a particular topic. According to

Yulianto and Rohaeti (Arifin et al. 2019), magazines help students learn and understand material independently. Many people think of magazines as print magazines. Magazines can now become electronic or interactive multimedia-based as technology and science advance. Interactive Arabic magazines are one of the learning resources that can be used for teaching. In addition, because interactive multimedia-based learning materials are presented in the form of images and not just text, it makes it easier for students to understand them. This is in line with Najiha's research (Rangsing, Subiki, and Handayani 2015), which found that students prefer to read magazines rather than read textbooks with the same information, because the appearance of magazines can make students feel comfortable and foster their interest in learning (Andhini, Nurasiah, and Khaleda Nurmeta 2022).

This research focuses on the development of Arabic E-magazine as a form of interactive educational media. This e-magazine is designed to increase students' interest in learning and help them understand the subject matter (Mayer 2009; Surjono 2017) especially in the context of the concept of Ismiyah numbers. This research was conducted at SMA Muhammadiyah 4 Surabaya and aimed to test E-magazine as a tool in Arabic language learning. SMA Muhammadiyah 4 Surabaya was chosen as the research environment because of its curriculum that includes learning Arabic as an important subject. Thus, this study seeks to make a positive contribution in overcoming the challenges of teaching Arabic in the school, as well as encouraging more creative and interactive Arabic language learning.

B. Method.

This research uses research and development (R&D) methods, which use the ADDIE Dick and Carry development model (in Durahman and Jakaria 2020; Setiawan and Oktavera 2021), which consists of five stages: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. This research model is used from the initial stage to the final stage according to the 5 steps mentioned above.

1. *Technique for Gathering Data*

This study involved the collection of data from students in grade X at SMA Muhammadiyah 4 Surabaya. Furthermore, supplementary data sources were obtained from esteemed individuals in the field. Mr. Nur Fadli Utomo M.Pd., who holds a position as a lecturer at the Faculty of Tarbiyah and Teacher Training at the Manado State Islamic Institute, provided insights as a media expert. Dr. Adri Lundeto, M.Pd.I., a lecturer at the same institution's Faculty of Tarbiyah and Teacher Training, contributed as a material validator. Additionally, Dr. Drs. Rufi'i, M.Pd., an expert in educational technology and a lecturer at the Graduate School of PGRI Adi Buana University Surabaya, served as a design

validator. The data utilized encompasses several types: 1) The qualitative data comprises suggestions and comments provided by professionals in the fields of media, material, and design. 2) The study employs quantitative data to analyze products using score evaluations conducted by media specialists, material experts, design professionals, and students. The data collection techniques are: 1) Pre-implementation observations were conducted utilizing field surveys, data analysis, and examination of study objects. 2) Interviews were carried out with educators, students, and select media experts. 3) Questionnaires were issued to students and teachers regarding Arabic learning medium. 4) Field trials were done to ascertain the efficacy of media employed in Arabic language acquisition (Anshori and Iswati 2017).

2. *Techniques for Data Analysis*

In this study, questionnaires were used to analyze quantitative and qualitative data. The questionnaire consists of two parts. The quantitative section contains numerical assessments, while the qualitative section contains criticisms, suggestions, and comments from expert validators and users. Expert validators involved in this research include design expert validators, material expert validators and media expert validators. Data analysis was performed using quantitative descriptive statistical analysis techniques. This technique consists of an assessment questionnaire sheet provided by design validators, materials, media, and users with an assessment score. The data on the score of each assessment sheet is compared with the ideal score.

According to Arikunto (in Prayudi and Fathirma'ruf 2022), an established formula exists for effectively organizing response data from media experts, material experts, design experts, and users. is as follows:

$$p = \frac{f}{N} \, x100\%$$

P = Precentage
F = Total score
N = Ideal score
100% = Constant number

The criteria utilized for validation in product development are outlined in the subsequent table.

Table. 1 Feasibility Criteria Adopted from (Arikunto 2009)

Percentage (%)	Criteria Validation
81 – 100	Excellent or very valid
61 – 80	Good or valid
41 - 60	Good enough or valid
21 – 40	Unkind or Invalid
0 – 20	Very unkind or very invalid

C. Result and Discussion

This study analyses the findings and subsequent discourse, employing the research framework proposed by Dick and Carry, which was implemented during this investigation process consisting of five stages: (1) analysis, (2) design, (3) development, (4) implementation, and (5) assessment. Here's the presentation:

1. Analysis

In the early stages of the research, researchers collected data in the field including observation, interviews and appointments, in addition to engaging with reference literature about Arabic studies, the utilization of Arabic learning resources employed at SMA Muhammadiyah 4 Surabaya is also being examined.In addition, researchers made direct observations to schools, student conditions, and the acquisition of knowledge in the Arabic language and the associated learning process.
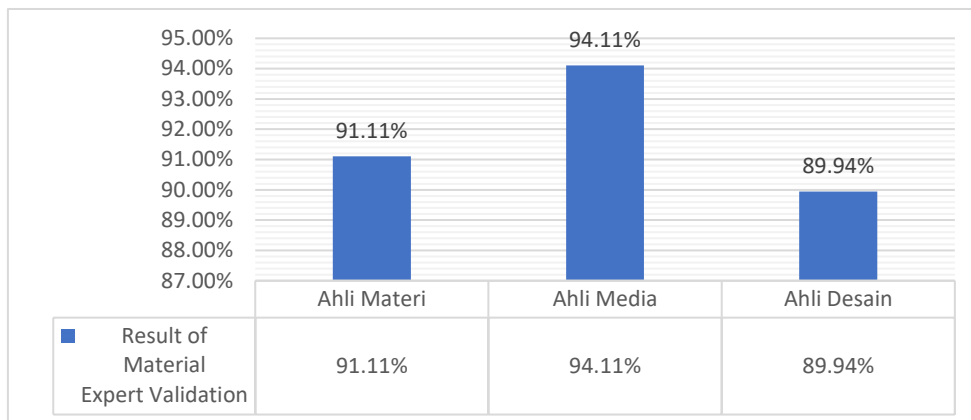
2. Design

Upon conducting preliminary observations, and interviews in the field. Next is the research design, establishing the goals of the study, the approximate cost, the labor force, and the amount of research time. This phase aims to create educational media in the form of an Arabic language E-magazine, with a special focus on E-lughomagz. which is used to teach Ismiyah jumla sentences.

3. Development

During the design phase, product development is undertaken using many approaches, by determining product design, determining research and development facilities, and ascertaining the phases of product testing to professionals.

Product development usually begins with determining the material that will be displayed in E-magazine products, The process involves formulating training questions based on the discourse surrounding the Jumla of Ismiyah in Arabic. In this media product plan, Storyboards have been utilized to facilitate media production by researchers, enabling them to incorporate a comprehensive depiction (Suaibah and Rahman 2020).

Diagram. 1 Result of material expert validation

|	Ahli Materi	Ahli Media	Ahli Desain
■ Result of Material Expert Validation	91.11%	94.11%	89.94%

The product will be tested by media, material, and design experts after it is developed. In addition, trials are carried out on large and small groups, and the data is subjected to analysis to assess the outcomes, enabling the utilization of the generated product (Yasmar 2017).

4. Implementation

Furthermore, the implementation stage is the stage to implement E-magazine development products, where at this stage two trials were carried out in two groups, each 10 students in a small group and 20 students in a large group from class X of SMA Muhammadiyah 4 Surabaya. During the execution of E-magazine product trials, researchers introduce products to students and then request their participation in the evaluation process. Researchers identified multiple issues that necessitate further enhancements to enhance the product's validity. The subsequent data presents the outcomes of the respondents from class X.

Diagram. 2 Class X Student Response Assessment Questionnaire results

	Small Group	Large Group
■ Class x Student Response Assessment Questionnaire Results	89.81%	89.94%
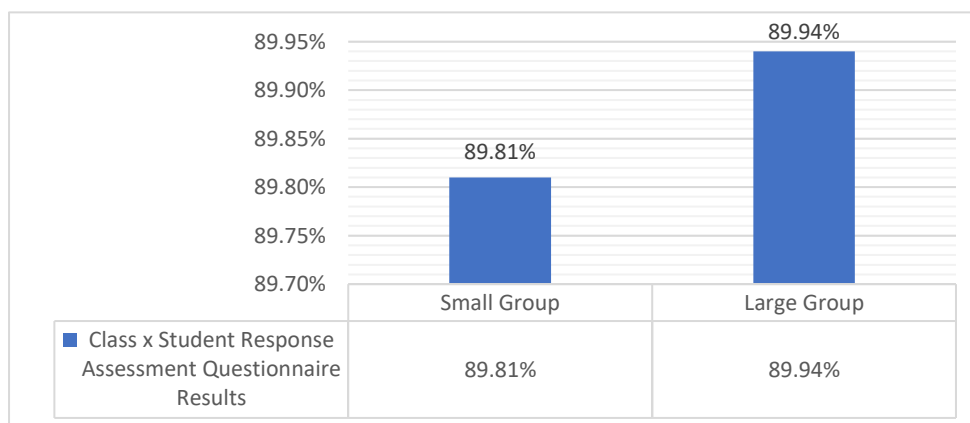
5. Evaluation

Evaluation was the final stage in the development of Dick and Carry. At the evaluation stage, It is done to evaluate the outcomes of the developed media's validity of acceptance. whether by individuals, organizations, or the Education system, is a significant

factor to consider. while the technical use of E-magazine learning media is typically intended for those seeking access to educational resources.

The selection of learning media is contingent upon the nature of the content to be conveyed and the supplementary media to be incorporated. The primary objective of media to facilitate   students to compose Arabic in a manner that avoids monotony during the learning process. This approach aims to enhance students' ability to construct Arabic sentences that have been previously taught effortlessly.

D. Conclusion

Creating E-magazine learning media using R&D research methods. The research model used in its development is the ADDIE model developed by Dick & Carry. *E-magazine* learning media Arabic material jumla ismiyah using *Corel Draw* design to provide content and edit it in order to establish E-magazine items in *fliphtml 5*.

Following the development of the E-magazine, the products are dispatched to media experts, material experts, and design experts to evaluate the media's viability. Experts in media have scored 94.11% with very feasible criteria, 91.11% with material experts, and 89.94% with design experts regarding extremely viable criteria. Still, there are a few things that require revision. Following the product's delivery to reviewers and validators, in a small field test, ten students from SMA Muhammadiyah 4 Surabaya's class X participated in the E-magazine product, achieving an impressive 89.81% rating in the very decent category. Still, there are several aspects of the product that require improvement. Following the completion of the improvement, a large field trial, involving twenty students from grade X of SMA Muhammadiyah 4 Surabaya, was the next step with a percentage of 89.94% and a very viable category. Thus, E-magazine products have met the eligibility criteria, where the products can be used by teachers and students.

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