Development of E-Module Media in Learning Arabic for Class X Students of MAN 4 Ngawi

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Abstract :
Learning Arabic at MAN 4th, Ngawi only uses LKS or student worksheets as a learning media and uses the lecture method. The students are bored, sleepy, and lack understanding of the material delivered by the teacher. This study aims to develop Arabic electronic module media, find out the media's quality, and determine students' responses to the media. This study uses the type of research and development of the Borg and Gall model. The quality of the product was assessed by one material expert, one media expert, one Arabic teacher, and responded by five students in a limited trial and 26 students in an extensive trial. The instrument used in this study was a questionnaire to see product quality and student questionnaire responses to the product. Data analysis techniques using qualitative and quantitative. The results of this research and development are in the form of Arabic electronic module media. The quality of Arabic electronic module according to material expert, media expert, Arabic teacher successively got a percentage of 88,00%(Very Good), 91,25% (Very Good) and 86,66% (Very Good). While the students' responses to the Arabic electronic module in the limited trial and the extensive trial successively got a percentage of 80,00% (Agree) and 90,23% (Strongly Agree). Based on these results, it can be concluded that Arabic electronic module media is suitable for use as a media for learning Arabic.
Keywords: Development, Electronic Module Media, Arabic Learning

Abstrak :
Pembelajaran bahasa Arab di MAN 4 Ngawi hanya menggunakan LKS sebagai media pembelajaran dan menggunakan metode ceramah. Hal ini membuat peserta didik cenderung bosan, ngantuk, dan kurang memahami materi yang disampaikan guru. Penelitian ini bertujuan untuk mengembangkan media *e-modul* bahasa Arab, mengetahui kualitas media, dan mengetahui respon siswa terhadap media tersebut. Penelitian ini menggunakan jenis penelitian dan pengembangan model *Borg and Gall.* Kualitas produk dinilai oleh satu ahli materi, satu ahli media, satu guru bahasa Arab dan direspon oleh 5 siswa pada uji coba terbatas dan 26 siswa pada uji coba luas. Instrumen yang digunakan dalam penelitian ini berupa angket untuk melihat kualitas produk dan angket respon siswa terhadap produk tersebut. Teknik analisa data menggunakan kualitatif dan kuantitatif. Hasil penelitian dan pengembangan ini berupa media *e-modul* bahasa Arab. Kualitas *e-modul* bahasa Arab menurut ahli materi, ahli media dan guru bahasa Arab secara berturut-urut memperoleh persentase sebesar 88,00% (kategori Sangat Baik), 91,25% (kategori Sangat Baik), dan 86,66% (kategori Sangat Baik). Sedangkan respon siswa terhadap *e-modul* bahasa Arab pada uji coba terbatas dan uji coba luas secara

berturut-urut memperoleh persentase sebesar 80,00%(kategori Setuju) dan 90,23% (kategori Sangat Setuju). Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa media *e-modul* layak digunakan sebagai media pembelajaran bahasa Arab.

Kata Kunci : Pengembangan, Media *E-Modul*, Pembelajaran Bahasa Arab.

A. Introduction

In this era of globalization, science and technology continue to develop rapidly. Even in this 21st century, it is believed that information and communication technology will continue to develop rapidly, and the saturation point is yet to be seen. This era of globalization impacts information and communication technology, which is very prominent until the emergence of telecommunications media such as the internet, computers, television, and so forth., which provide information about various things even though they are blocked by distance.

In particular, in education, information, and communication, technology is very influential in educating and educating the nation. Also, this progress can encourage innovation in the world of education. Education uses information technology as a medium of learning and increases teachers' and students' capacity to improve education quality.[1]

E-Module, commonly called an electronic module, is a learning medium that utilizes technological sophistication. The electronic module used in learning must be designed as attractive as possible by the teacher, such as adding pictures and videos to the module not to feel bored in the learning process. Learning objectives can be achieved easily.[2] Not only capable of displaying text and images, but this e-module can also display animation, audio, and video via electronic devices such as computers. Also, electronic modules can reduce the use of paper in learning.

The research conducted by Nita Sunarya and Ali Muhtadi was in the form of an interactive electronic module (e-module), which was tested on students of class XI IPA, especially in acid-base chemistry. This study's results are that the e-module media is very feasible and effective to improve students' conceptual understanding in the mastery of the material; it can also be used in the learning process in the classroom and as a source of independent learning. Oktariawan et al.[3] An interactive e-module was also developed and applied to the mechanical engineering education study program's power transfer system course. The results showed that the e-module media was practical and influenced student learning outcomes. Also, there is Dudi Wahyudi's research on android-based e-modules, exceptionally high school mathematics. Based on the trials that have been done, the

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[1] Lisa Tania and Joni Susilowibowo, "Pengembangan Bahan Ajar E-Modul SebagaiPendukung Pembelajaran Kurikulum 2013 Pada Materi Ayat Jurnal Penyesuaian Perusahaan Jasa Siswa Kelas X Akuntansi SMKN 1 Surabaya," *Jurnal Pendidikan Akutansi (JPAK) UNESA* 5, no. 2 (2017): 1–9.

[2] Syahrial, Arial, and Dwi Agus Kurniawan, "E-Modul Etnokontruktivisme: Implementasi Pada Kelas V Sekolah Dasar Ditinjau Dari Persepsi, Minat Dan Motivasi," *Jurnal Teknologi Pendidikan* 21, no. 1 (2019): 167.

[3] Oktariawan Dika Putra, Darlius, and Harlin, "Pengembangan Media Pembelajaran E-Modul Interaktif Pada Mata Kuliah Sistim Pemindah Tenaga Di Program Studi Pendidikan Teknik Mesin FKIP Universitas Sriwijaya," *Jurnal Pendidikan Teknik Mesin* 4, no. 1 (2017): 35–36.

product is considered very good and can increase student learning motivation. The difference between previous studies lies in the field of study and the scope of the material. Also, the development model used is different.

Arabic is a field of study that must be studied in the world of Islamic education in particular. Arabic also has a crucial role, especially for Muslims; this is because Arabic is the language of religious knowledge, such as tafsir, hadith, fiqh, tauhid, and so forth.

Arabic is considered a frightening specter, especially for students who cannot read the Koran and junior high school alumni who have never received Arabic lessons at all. Based on the interviews the researchers conducted, learning Arabic at MAN 4 Ngawi only used worksheets as a medium for learning Arabic and used the lecture method. Students tend to be bored, sleepy, and pay less attention to lessons. As a result, students do not understand the material presented by the teacher.[4]

Based on the above problems, the researchers are encouraged to develop e-module media in Arabic learning, especially for class X students who are expected to be used as an alternative to efficient, effective, and interactive learning.

B. Research Methods

The method used in this research is research and development (Research and Development (R&D). According to Nana Syaodih Sukmadinata, development research is a process or steps to develop new products or improve existing products.[5] This research is focused on the development of Arabic e-module learning media for class X students of Madrasah Aliyah. The model used for this development is a procedural model, namely a descriptive model that shows the steps that must be taken to produce a product. This study adopted the research and development procedure applied by Borg & Gall in Sugiyono's book.[6] Following are the steps for media development that will be carried out:

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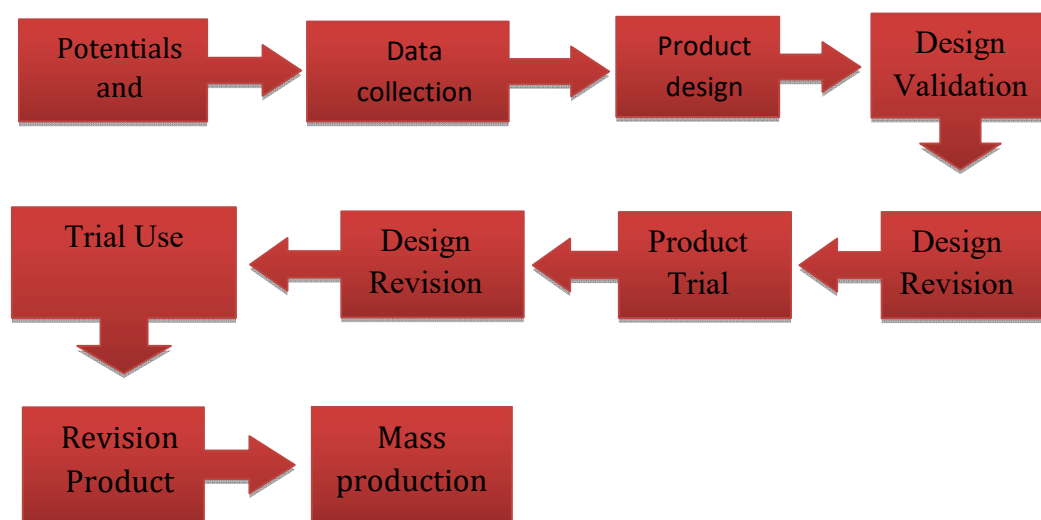
[4] Wawancara dengan guru dan siswa MAN 4 Ngawi pada tanggal 26 September 2019.

[5] Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Rosdakarya, 2007), hlm.164.

[6] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2015), hlm.408.

The data collection instruments used in this study were the e-module quality assessment sheets by material experts, media experts, Arabic teachers, and student response questionnaires to e-modules. There are two types of data obtained, namely qualitative data and quantitative data. Qualitative data in the form of input or suggestions from Arabic language experts and teacher and student responses to the electronic module. Meanwhile, quantitative data is qualitative data that is stored in numerical form. Researchers used a Likert scale five, which had a better or more complete variability of responses to reveal the respondents' differences more thoroughly.

C. Result and Discussion

Learning Media

Media means intermediary or introduction, which comes from Latin, namely medius.[7] Whereas in Arabic, the media comes from the word (وَسَائِل), which means the introduction of a message from the sender to the message receiver.[8] Learning media is one of the tools in the teaching and learning process to stimulate students' thoughts, feelings, attention, and abilities to encourage the learning process.[9] Learning media is used by a teacher to explain teaching information/messages, emphasize important parts, provide variety in teaching, and motivate student learning.[10]

Arabic learning media can be divided into three: (1) Media Audio *(al-wasail al-sam'iyyah)* or hearing. For example, tape recorders, radio, language laboratories, and so forth. (2) Visual media *(al-wasail al-bashariyyah)* or visions. For example, blackboards, stick figures (pictures made directly by the teacher), story strips (pieces of paper), flashcards (memory cards), and so forth. (3) Audio-Visual Media *(al-wasail al-sam'iyyah al-bashariyyah)* or hearing and sight. For example, television, feature films, multimedia language laboratories, and so forth.[11]

Arabic Language Learning

Learning is a process of student interaction with educators and learning resources in a learning environment.[12] According to Sheikh Mustafa al-Ghalayain, Arabic is a sentence used by Arabs to express their intentions.[13] Thus, Arabic learning is an educator's effort toward students in Arabic learning interactions to learn something effectively and efficiently.

In addition to mastering linguistic knowledge and proficiency in Arabic, such as muthala'ah, muhadatsah, insya ', nahwu, Sharaf, and four maharah Arabic, another goal of learning Arabic is for students to study and deepen the teachings of Islam in Arabic,

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[7] Aminudin, "Media Pembelajaran Bahasa Arab," *Jurnal Al-Munzir* 7, no. 2 (2014): 18.

[8] Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Press, 2011), hlm.3.

[9] Talizaro Tafonao, "Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa," *Jurnal Komunikasi Pendidikan* 2, no. 2 (2018): 105.

[10] Umi Machmudah and Abdul Wahhab Rosyidi, *Active Learning Dalam Pembelajaran Bahasa Arab* (Malang: UIN Malang Press, 2008), hlm. 99.

[11] Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Rosdakarya, 2011), hlm. 227.

[12] M. Khalilullah, *Media Pembelajaran Bahasa Arab* (Yogyakarta: Aswaja Pressindo, 2014), hlm. 3.

[13] Musthafa al- Ghalayain, *Jami' Ad-Durus Al- 'Arabiyah*, 1st ed. (Beirut: Dar al-Kutub al-'Ilmiyah, 2005), hlm.7.

namely Al -Qur'an and hadith, Arabic books in the field of interpretation, fiqh, aqidah, etc., and able to understand the prayer readings, dzikir, and prayers in Arabic. [14]

E-Module (Electronic Module)

E-module comes from two words, namely module, and electronics. Modules are teaching materials in printed form or other definitions; It is stated that a module is a set of teaching materials presented systematically to be learned to use with or without a facilitator or teacher.[15] Electronics is a tool made based on electronics and objects or objects that use the tool.[16] So e-module is one of the teaching materials based on electronic principles that students use as an independent learning tool.[17]

The electronic module has several components in common with the print module. According to Surahman in Prastowo,[18] The module has components, namely (1) module title, which contains the module name for a particular lesson. (2) General instructions, which contain an explanation of the steps to be taken in learning which include: essential competencies, achievement indicators, references (reference sources), learning activity sheets, instructions for using media for students, and evaluation. (3) Material, which contains a detailed explanation of the learning material. (4) Semester evaluation, which aims to measure the competence of students according to the material given. The advantages of e-modules are that they are interactive, easy to navigate, can load images, audio, video, and animation, and are equipped with formative tests that allow immediate automatic feedback.[19] Meanwhile, the weakness of e-modules is that they require special equipment and more skills in technology.

This Arabic e-module development model uses the development model from Borg & Gall. The development stages are as follows:

Potentials and Problems

The problem analysis stage is carried out by interviewing Arabic language teachers and interviewing students to obtain information about the media to be developed. Based on these interviews, it was found that the teacher only used the lecture method in learning, and there was a lack of learning media, where the teacher only used worksheets.[20] That makes students tend to get bored and sleepy so that the material is not conveyed optimally.[21]

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[14] Bisri Mustofa and M. Abdul Hamid, *Metode Dan Strategi Pembelajaran Bahasa Arab*, ed. Imam Muslimin, Edisi 2 (Malang: UIN MALIKI PRESS, 2012), hlm.6-7.

[15] Andi Prastowo, *Pengembangan Bahan Ajar Tematik, Tinjauan Teoritik Dan Praktik* (Jakarta: Kencana Prenada Media Group, 2014), hlm.208.

[16] "Elektronik," wikipedia, n.d., https://id.m.wikipedia.org/wiki/Elektronik.

[17] Ratih Dwi Zaningsih, "Pengembangan Aplikasi E-Modul Mobile Pembelajaran Matematika Berbasis Android Studio Pokok Bahasan Matriks" (UIN Raden Intan Lampung, 2018).

[18] Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Kreatif* (Yogyakarta: Diva Press, 2011), hlm.113-114.

[19] Muhammad Arsal, Muhammad Danial, and Yusminah Hala, "Pengembangan Media Pembelajaran E-Modul Materi Sistem Peredaran Darah Pada Kelas XI MIPA SMAN 6 Barru," in *Prosiding Seminar Nasional Biologi VI* (Makasar: eprints Universitas Negeri Makasar, n.d.), h.435.

[20] Hasil wawancara dengan guru bahasa Arab MAN 4 Ngawi, pada tanggal 26 September 2019.

[21] Hasil wawancara dengan siswa MAN 4 Ngawi, pada tanggal 26 September 2019.

Data collection

Data collection was carried out after analyzing the problems in the field through the results of interviews that had been conducted. Other data obtained are photos of printed books of teaching materials from schools using data collection tools in the documentation. Also, researchers began to collect various research reference sources relevant to the planning of the media or products to be developed.

Product Design

At this stage, the researcher has made an initial product in the form of an Arabic e-module and made an instrument to measure the product's performance. The e-module development uses Microsoft Word to type the material and Canva to design the e-module display. After that, the file is converted into PDF format and inserted into the Ubisoft flipbook maker application to edit covers, add moving animations, images, audio, and video. The initial appearance of the e-module cover is as follows:

Figure1. Page View E-Module Home

Figure 2. Use of Arabic E-Module

Figure 3. Examples of Images in Material

Figure 4. The figure of Moving Animation

Figure 5. Material Display with Audio

Figure 6. Material Display with Audio

Figure 7. Virtue Verses in Arabic

Figure 8. Examples of Aphorisms

Figure 9. Example Dictionary

Design Validation

Validation is an activity to determine whether or not a product is developed with specific criteria; this aims to determine the feasibility of the design, the feasibility of the material, its operation, and the format for the initial product. This product's validation was carried out by three validators: material experts, media experts, and Arabic teachers.

➢ Material Expert Validation

Aspect	Statement	Total Score	Average Score	Score Percentage
Material Relevance	1,2,3,4,5	20	4,00	80,00 %
Organizing Material	6,7,8,9,10,11,12	31	4,42	88,57 %
Evaluation/ Practice Questions	13,14,15,16, 17,18,19	34	4,85	97,14 %
Language	20,21	9	4,50	90,00 %
Learning Strategies	22,23,24,25	16	4,00	80,00 %
Total		**110**	**4,40**	**88,00 %**

The results of the assessment of the material experts obtained an average score of 4.40 and a percentage of 88.00% and were included in the Very Good category.

➢ Media Expert Validation

Aspect	Statement	Total Score	Average Score	Score Percentage
Operation and sound	1,2,3,4	19	4,75	95,00 %
Visual appearance	5,6,7,8,9,10, 11,12,13,14, 15,16	54	4,50	90,00 %

	Total	73	4,56	91,25 %

Overall, the assessment results from media experts obtained an average score of 4.56 and a percentage of 91.25% and included in the Very Good category.

➤ Arabic Teacher Validation

Aspect	Statements	Total Score	Average Score	Score Precentage
Operation and sound	1,2,3,4	18	4,50	90,00 %
Visual appearance	5,6,7,8,9,10, 11,12,13,14, 15	49	4,45	89,09 %
Material relevance	16,17,18,19, 20	20	4,00	80,00 %
Organizing material	21,22,23,24, 25,26,27	30	4,28	85,71 %
Evaluation / practice questions	28,29,30,31, 32,33	25	4,16	83,33%
Languages	34,35	9	4,50	90,00 %
Learning strategies	36,37,38, 39	18	4,50	90,00 %
Total		169	4,33	86,66 %

The results of the assessment of the Arabic teacher as a whole obtained an average score of 4.33 and a percentage of 86.66% and included in the Very Good category.
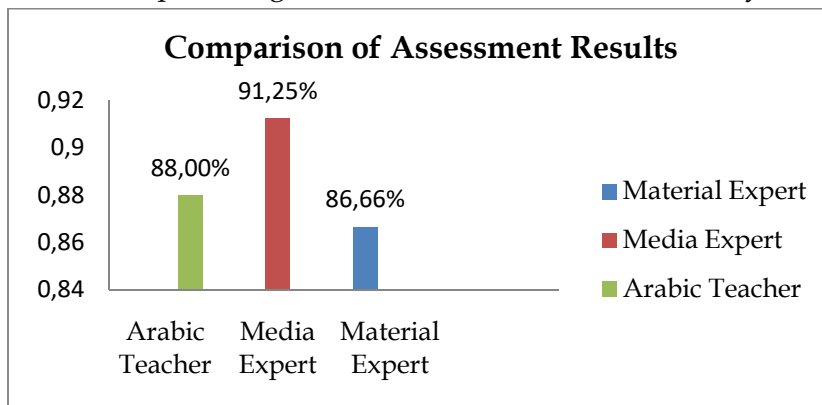
Based on this figure, it can be seen that the highest assessment result is the assessment of media experts, then material experts, and Arabic language teachers. Each aspect in order to obtain a percentage of 91.25% (Very Good category), 88.00% (Very Good category), 86.66% (Very Good category). It can be concluded that the overall assessment is in the **Very Good category.**

Design Revision

This revision aims to improve the Arabic e-module media to make it more qualified. With this improvement, it is expected to be able to complement this product. The design revision was carried out after assessing material experts, media experts, and Arabic teachers on the initial product of the Arabic e-module. Inputs or suggestions from media

experts need to be corrected for writing errors in the material. Moreover, from media experts, namely clarifying the instructions for using e-module for students, numbering curriculum analysis, and adding the word "odd semester" on the cover page. Meanwhile, the Arabic teacher's input is that in the future, the e-module media can be developed again using gadgets so that students can more easily learn independently at home with the e-module in their respective gadgets. The following are the results of improvements from the input of Arabic language experts and teachers:

Before Revision	After Revision	Before Revision	After Revision

Before Revision	After Revision	Before Revision	After Revision

Before Revision	After Revision	Before Revision	After Revision

Product Trial

There are two types of trials conducted, namely limited trials and broad trials.

➢ Limited Trial

Limited trials were conducted on five students who were randomly selected. The data obtained from the results of this limited trial is presented in the following table form:

| Aspect	Statements	Total Score	Average Score	Score Percentage
Interest	1,2,3,4,5	104	4,16	83,20 %
Subject	6,7,8,9,10	96	3,84	76,80 %
Language	11,12,13	60	4,00	80,00 %
Total		**260**	**4,00**	**80,00 %**

This limited trial runs effectively and efficiently because only five respondents made it easier for researchers to direct and guide students to explore the Arabic e-module. During this trial process, students accepted and seemed enthusiastic about the product being developed. One form of student enthusiasm is that someone wants this product to be made into an application accessed on the Playstore.

➢ Extensive Trial

After a limited trial was carried out on class X students, an extensive field trial was carried out with 26 students as respondents. The results of this extensive trial are as follows:

Aspect	Statements	Total Score	Average Score	Score Percentage
Interest	1,2,3,4,5	594	4,56	91,38 %
Subject	6,7,8,9,10	571	4,39	87,84 %
Language	11,12,13	360	4,61	92,30 %
Total		**1525**	**4,51**	**90,23 %**

In this broad trial, it can run effectively and efficiently even with more respondents. During the trial process, students could well receive the material presented using the Arabic e-module. Also, students seemed more happy, interested, and enthusiastic about the products being developed; this can be seen when students answer questions, where some answer simultaneously and even answer correctly.
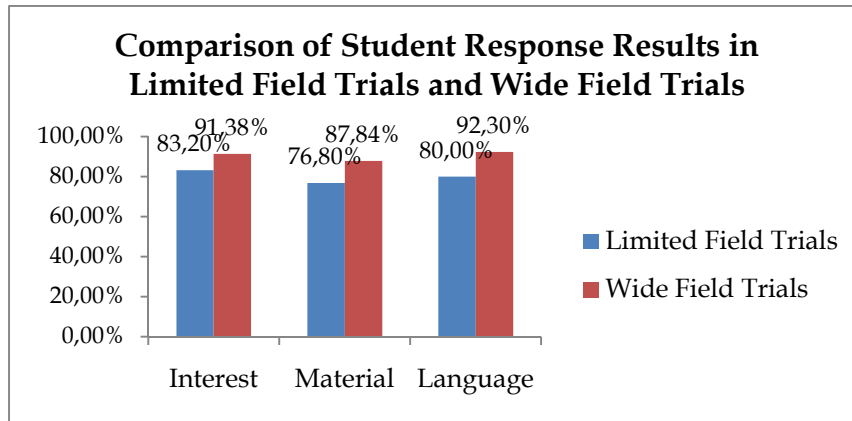
Based on this figure, it can be seen that there are apparent differences between limited trials and extensive trials. First, the limited trial aspect obtained a percentage score of 83.20%, while in the broad trial, it obtained a percentage score of 91.38%, an increase of about 9.8%. Second, the limited trial material aspect obtained a percentage score of 76.80%, while in the broad trial, the ideal percentage score was 87.84%, an increase of about 14.3%. Moreover, third, the language aspect in the limited trial obtained a percentage score of 80.00%, while in the broad trial, it obtained a percentage score of 92.30%, an increase of about 15.3%. So it can be concluded that student responses between limited trials and extensive trials have increased and are included in the Strongly Agree category.

Final Product Revision

After a trial of usage, a revision was found in the Arabic e-module media, namely the exchange of pages in chapter 2 on the qiro'ah material where the qiro'ah text should be first, then practice the questions.

Before Revision	**After Revision**

Mass Production

Researchers did not do it until the mass production stage because researchers have limited time and funds to carry out this stage.

D. Conclusion

The product produced from this development research is a learning media in the form of an Arabic e-module, which is used as a means of teacher learning in class and a means of independent learning for class X students of MAN 4 Ngawi. This electronic module does not require users to be connected to the internet or can be used offline.

The quality of the Arabic e-module developed for class X MAN 4 Ngawi, according to material experts, obtained an average score of 4.40 with a percentage of 88.00%. According to media experts, the average score is 4.56, and the percentage is 91.25%, and according to Arabic, teachers get an average score of 4.33 and a percentage of 86.66%. Based on the evaluation of material experts, media experts, and Arabic teachers, it can be concluded that the Arabic e-module is included in the Very Good category.

The responses of class X MAN 4 Ngawi to electronic modules or Arabic e-modules developed were obtained from two stages of testing, namely limited trials and extensive trials. From the limited trial, an average score of 4.00 was obtained, and a percentage of 80.00% was obtained, while the broad trial obtained an average score of 4.51 and a percentage of 90.23% was obtained. So it can be concluded that the student's response to the Arabic e-module learning media developed by Strongly Agree can be accepted as an alternative learning media that can be used for the Arabic learning process in class or independently.

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