

## Development of *Leaflet* Media in Arabic Learning for Second Grade at MTs Al Falaah Pandak Bantul

### Pengembangan Media *Leaflet* dalam Pembelajaran Bahasa Arab pada Siswa Kelas VIII di MTs Al Falaah Pandak Bantul

**Nurhadi**

UIN Sunan Kalijaga

Email: nurhadi@uin-suka.ac.id

**Hamdan Hadi Purnomo**

UIN Sunan Kalijaga

Email: hamdanhadipur@gmail.com

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#### ملخص

خلفية المسألة في هذا البحث أقل استخدام وسيلة تعليمية اللغة العربية في مدرسة المتوسطة الإسلامية الفلاح فنداك. و لذلك، أهداف هذا البحث هو تطوير وسيلة تعليمية *Leaflet*، لتعريف أهلية وسيلة تعليمية *Leaflet*، لتعريف عملية وسيلة تعليمية *Leaflet*، ولتعريف فعالية وسيلة تعليمية *Leaflet* في تعلم اللغة العربية في الفصل الثامن بمدرسة المتوسطة الإسلامية الفلاح فنداك بنتول. كان نوع من هذا البحث هو البحث والتطوير على طرز سوغيينو والذي تطويره بورك & كال. وكان طرز التطوير يتكوّن من قوة ومسائل، جمع البيانات، تصميم المنتج، تصديق التصميم، تحسين التصميم، مجاربة المنتج، تحسين المنتج، ومجاربة الإستهلاك. التصديق على أهل المادة وأهل الوسيلة. ومجاربة الإستهلاك للمنتج تعقد على ٢٧ طالبًا في الفصل الثامن بمدرسة المتوسطة الإسلامية الفلاح فنداك. تتكون الأدوات المستخدمة في جمع بيانات البحث من أداة اختبار التصديق بشكل أوراق تحقق لأهال عن الوسيلة التعليمية، و أداة اختبار التطبيق العملي بشكل استبيانات استجابة الطلاب، و أداة اختبار الفعالية بشكل اختبار التحصيل التعليمي للطلاب. أشارت إلى بيانات تجربة التحقيق، فإن وسيلة التعلم المنقحة قد كان في معيار الحق. وذلك يعتمد هذا على تقييم أهل المواد بنسبة إجمالية تبلغ ٩٤,٥٪ وتقييم أهل الإعلامي بنسبة إجمالية تبلغ ٩٢٪. بينما تقييم التطبيق العملي لوسيلة التعليمية المطورة قد كان في معايير عملي من خلال الحصول على نسبة إجمالية من متوسط قيمة التجربة بنسبة

٩٠٪ ثم لتقييم نتائج تعلم الطلاب أظهر بمتوسط قيمة ٨١،٨٤٪، كان عدد الطلاب الذين أكملوا في عملية التعلم ٢٤ شخصًا أو ٨٩٪ ولم يكملوا ما يصل إلى ٣ أشخاص أو ١١٪ من الطلاب. الكلمات الأساسية: البحث والتطوير، وسيلة تعليمية اللغة العربية، *Leaflet*

## Abstract

The lack of usage of Arabic learning media at MTs Al Falaah Pandak is the background for this study. Therefore, this study aims to develop *Leaflet* learning media, determine the feasibility of *Leaflet* media, the practicality of *Leaflet*, and the effectiveness *Leaflet* media in learning Arabic for second grade at MTs Al Falaah Pandak Bantul. The type of this study is Research and Development using *Borg & Gall* development model adapted and developed by Sugiono. The development model consists of potentials and problems, information gathering, product design, design validation, design revision, prooduct trial, product revision, and usage trial or field trial. Validation was carried out by media expert and material expert. The trial usage of product was carried out on 27 students, second grade of MTs Al Falaah Pandak Bantul. The Instrument used in collecting data consisted of feasibility testing instrument in form of expert validation sheets on instructional media, practically testing instrument in the form of students' response questionnaire, and effectiveness testing instrument in the form of student learning achievement test. Referring to feasibility trial data, the revised learning media is in the proper criteria. This is based on the assessment of material expert with a total score percentage of 94,5% and the assessment of media expert with a total score percentage of 92%. Meanwhile, the assessment of the level of practicality of learning media developed got the practical criteria with a percentage of total average test score of 90%. Then, the assessment of student learning outcome, it showed an average score of 84,81%, the number of students who completed the learning process was 24 people or 89% and 3 people or 11% of students was uncompleted.

**Keyword:** Research and Development, Arabic Learning Media, *Leaflet*

## Introduction

Education follows the dynamic development of times. Education is able to experience dynamics that are increasingly developing so that it creates numerous innovations in education sector. Renewal in education sector is an absolute effort to improve the quality of education, because education is very urgent and is not able to

be separated from life.<sup>1</sup> The development of technology and knowledge encourages efforts to renew the use of existing technology in education sector. Educators and teachers are also required to be able to use existing media and learning materials, as well as keep abreast of developments and demands of the times.<sup>2</sup> Phenomenon in learning Arabic that is happening nowadays is that many students feel lazy and bored in learning Arabic, they assume that learning Arabic is a difficult subject because Arabic is a foreign language. What is happening now is the lack of creativity of teachers or educators in utilizing media and teaching materials implemented in continuity of existing learning.<sup>3</sup>

Some descriptions show that learning media is an element that cannot be separated from learning process. Good and appropriate learning media can help teacher in providing material to students with pleasure.<sup>4</sup> Several studies have proven the effectiveness of using Arabic learning media, but many teachers have not used learning media as a supporting element in learning.<sup>5</sup>

There are various types of learning media, including print media, exhibition media, audio media, visual media, video media, multimedia and computer equipment.<sup>6</sup> The focus of this research is print media. Print media is a medium that is easy and available in anywhere and anytime. This media is also relative and can be

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<sup>1</sup> Fitriani Nuraisyah, "*Pengembangan Media Pembelajaran Maket Ekosistem Tema Ekosistem Untuk Kelas V Sd Yamastho Surabaya.*" Skripsi, (Universitas Muhammadiyah Malang, 2017). Hlm 1

<sup>2</sup> Prof. Dr. Azhar Arsyad, M.A., *Media Pembelajaran.* (Jakarta: PT RajaGrafindo Persada, 2013), hal. 2

<sup>3</sup> Syarifah Layli, Ahmad Rodli. "Pengembangan Media Pembelajaran 'Arabic Corner Mumtâz' untuk Meningkatkan Penguasaan Mufrâdât Kelas XI Agama 2 Man 3 Bantul" *Al Mahâra Jurnal Pendidikan Bahasa Arab*, Vol. 5, No. 2, Desember 2019/1441H) P-ISSN: 2477-5827/E-ISSN: 2477-5835. Hlm. 232

<sup>4</sup> Siti Mahmuda, "Media Pembelajaran Bahasa Arab" *An-Nabighoh - Jurnal Pendidikan dan Pembelajaran Bahasa Arab* (SD Muhammadiyah Metro Vol. 20, No. 01, 2018) Hlm. 131

<sup>5</sup> Abd. Wahab Rosyidi, *Media Pembelajaran Bahasa Arab*, (Malang: UIN Malang Press, 2009), Hlm. 26

<sup>6</sup> Falasifah, "Pengembangan Bahan Ajar berbentuk *Leaflet* berbasis Sejarah Lokal dengan Materi Pertempuran Lima Hari di Semarang pada Siswa Kelas XI IPS di SMA Negeri 2 Pemalang", *Semarang* (Skripsi - Tahun Ajaran 2013-2014), hlm. 15.

obtained at the nearest shops. The media or printed teaching materials are books, leaflets, pamphlets, modules, students' worksheets and handout. Meanwhile, the print media that is the focus of researcher is *Leaflet learning media*.

*Leaflet* is paper-based media attached with pictures and writing on both sides of the paper and folded small so that they are easy to carry, with A4 size folded onto three parts. *Leaflet* contains material that is more concise and is prepared using language that is easy for students to understand and then includes pictures related to the material presented so that students have an interest in reading. The advantages of *Leaflet* media are that it is effective in learning, simple and cheap, and students can learn independently by using *Leaflet*.<sup>7</sup>

Research conducted by Alif Luganta Ramadhani, et. al. dalam Sandhyakala : Journal of Historical, Social and Cultural Education, Teaching and Education Faculty, PGRI ARGOPURO University of Jember entitled "*Pengembangan Leaflet sebagai Media Pembelajaran Sejarah Indonesia untuk Meningkatkan Hasil Belajar Siswa Kelas X SMA 04 Ma'arif Perintis Tempurejo Tahun Ajaran 2019/2020*". This research aims to test the feasibility of leaflet products as learning media for Indonesian history. The research model uses ADDIE development model. In addition, the study was conducted by Marwah Ahmad Maulana at Department of Biology Education, Tarbiyah Faculty and Teacher Training UIN Alauddin Makassar in 2017 entitled "*Pengembangan Media Pembelajaran Berbasis Leaflet pada Materi Sistem Sirkulasi Kelas XI MAN I Makassar*". The research method used is research and development method. The media development model developed uses 4D model. This research aims to develop this learning media and to find out the level of validity, the level of effectiveness, the level of practicality, and the development of Leaflet-based learning media.

The results of observation had been done at MTs Al Falaah Pandak Bantul, found that the electronic media that is often applied in learning Arabic is an LCD

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<sup>7</sup> Marwah Ahmad Maulana, "*Pengembangan Media Pembelajaran Berbasis Leaflet pada Materi Sistem Sirkulasi Kelas XI MAN I Makassar*" *Jurusan Pendidikan Biologi, Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar*, 2017. Hlm. 18

projector, the learning material displayed is in the form of *slide powerpoint* on LCD containing essential points from the material taught by the teacher. In addition, several learning recordings or videos sourced from YouTube are also used in learning and displayed on a projector. This makes most students reluctant to record extensive explanations about the material being taught by the teacher. The print media used is vocabulary material in copy form which makes students feel bored with the existing media.<sup>8</sup> Students at MTs Al Falaah are also not allowed to bring electronic or communication devices because MTs Al Falaah is under the institution of Al Imdad Bantul Islamic Boarding School Foundation.

Perceiving this, the existing problems should be overcome. The selection of *Leaflet* as print learning media in this was because in the implementation of *Leaflet* media did not use a projector, but printed media. *Leaflet* media aims to increase students' interest in reading and learning interest in Arabic material, which in the end the learning objectives can be achieved.

The objectives of *Leaflet* learning media are (1) to know the process of developing *Leaflet* media in learning Arabic for second grade at MTs Al Falaah Pandak Bantul (2) to know the feasibility of *Leaflet* media in learning Arabic for second grade at MTs Al Falaah Pandak Bantul (3) to know the practicality of *Leaflet* media in learning Arabic for second grade at MTs Al Falaah Pandak Bantul (4) to know the effectiveness of using *Leaflet* media in learning Arabic for second grade at MTs Al Falaah Pandak Bantul.

## **Result and Discussion**

This research uses *Research and Development* (R&D) which aims to develop *Leaflet* learning media. It is carried out based on Sugiyono's research and development model which was adapted from *Borg & Gall*.<sup>9</sup> The following is a description of the research results.

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<sup>8</sup> Asna Fitriani, Guru Mata Pelajaran Bahasa Arab Kelas VIII MTs Al Falaah Pandak Bantul, Wawancara Pribadi, Bantul, 30 Maret 2023

<sup>9</sup> Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Penerbit Alfabeta, 2013), hlm 406

### **Potency and Problem**

MTs Al Falaah Pandak is directly integrated by Al Imdad Islamic Boarding School Bantul. The learning at MTs Al Falaah is assisted by the program at Al Imdad Islamic Boarding School. This potency makes students often use books or print-based reading media in activities at Al Imdad Islamic Boarding School. The problem is that students feel that the learning media used by teachers in school is somewhat boring. Teachers at MTs Al Falaah often use LCD Projector as learning media. Researcher provides and offers solution to existing problems by creating printed learning media, namely Leaflet. This learning media is useful for students who are easy to carry anywhere because the media is in print media form.

### **Data Collection**

Researcher observed that Arabic language learning was carried out in two meetings a week. First meeting consisted of two hours and the second meeting consisted of one hour. Researcher also observed that the majority of students used their break time to visit the library or literacy corner provided by school. It was used to read some books.

### **Product Design**

*Leaflet* media format design is carried out with the aim of designing of the learning media content according to learning material. *Leaflet* learning media development format contains material *'Iyādatul Mariḍ* which includes four Arabic skills, those are listening skill (*Mahārah Al-Istima'*), speaking skill (*Mahārah Al-Kālam*), reading skill (*Mahārah Al-Qira'ah*) and writing skill (*Mahārah Al-Kitābah*), which are loaded in *Leaflet* form with A4 paper size or 210 x 297 Mm, folded in 3 times so that each folded sheet measures 210 x 99 Mm. Each side contains title and cover, Core Competencies (KI) and Basic Competencies (KD) learning materials related to Arabic language skills are adapted to amount of material discussed, and the other side contains question and learning evaluation.

Next step is to collect design references. Design references for creating learning media are collected from several valid sources. The references used are first grade of Junior High School Arabic Student Worksheet Book published by Al Imdad Bantul

Islamic Boarding School and second grade of Junior High School Arabic Student Worksheet Book issued by the Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministry of Religion of Republic Indonesia in 2020. The material used is Chapter VI entitle *ʿIyādatul Marīḍ*.

After designing the media format and collecting references from various sources, the next step is to create the initial design of *Leaflet* media. Researcher deigns the media that are developed using *Canva* graphic design application.



Picture 1 *Leaflet* Design Plan

### Design Validation

Researcher validated learning media that had been designed with media experts and material experts. Each expert assesses the learning media designed using validation instrument. The results of validation questionnaire are used to measure the suitability of *Leaflet* learning media.

#### 1. Media Validation

Media expert on *Leaflet* learning media developed is Fery Irianto Setyo Wibowo, S.Pd., M.Pd.I. Media expert is one of PLP Young Experts UIN Sunan Kalijaga Yogyakarta. Media validation consists of four aspects, those are design aspect, illustration aspect, typography aspect, and layout aspect.

Table 1 Data Result from Media Experts

No	Indicator	Observation Score				
		VP	P	N	LP	IM
<b>Design</b>						
1	Attractive <i>Leaflet</i> Design					✓
2	Appropriate media shape and size				✓	

3	Choosing the right paper type					✓
<b>Illustration</b>						
4	The use of illustration matches the material					✓
5	Clarity illustration with material				✓	
6	Color composition correspond to writing and characteristics				✓	
<b>Typography</b>						
7	Use appropriate font					✓
8	Use appropriate font size					✓
9	Use appropriate letter color				✓	
<b>Lay Out</b>						
10	Efficient and attractive <i>lay out</i>					✓
11	Place of illustration and text accordingly					✓

Following are the details of media expert validation analysis.

$$\begin{aligned}
 &= \frac{(\text{number of STB} \times 1) + (\text{number of TB} \times 2) + (\text{number of C} \times 3) + (\text{number of B} \times 4) + (\text{number of SB} \times 5)}{\text{total number}} \times 100\% \\
 &= \frac{(0 \times 1) + (0 \times 2) + (0 \times 3) + (4 \times 4) + (7 \times 5)}{11 \times 5} \times 100\% \\
 &= \frac{51}{55} \times 100\% \\
 &= 92,7\%
 \end{aligned}$$

**Table 2 Media Validity Criteria<sup>10</sup>**

Score	Validation Criteria
81-100%	Very proper
61-80%	Proper
41-60%	Neutral
21-40%	Less proper
<20%	Improper

<sup>10</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006) hlm.35



The total percentage of ideal score is 92%, so the quality of *Leaflet* learning media is categorized as very proper.

## 2. Material Validation

Researcher chose Asna Fitriani, S.Pd.I as material expert validator in developing *Leaflet* learning media. The material expert is an Arabic teacher at MTs Al Falaah Pandak.

**Table 3 Material Expert Validation Data**

No	Indicator	Score				
		VP	P	N	LP	IM
<b>Content Eligibility Aspects</b>						
1.	Suitability of material with core competencies and basic competencies					✓
2.	Completeness of learning material				✓	
3.	Order of material presentation				✓	
4.	Suitability of the sheet with the material					
5.	Suitability of the material to students' condition and education level					✓
6.	Material in <i>Leaflet</i> is easy for students to understand					✓
7.	Material in <i>Leaflet</i> can motivate students learning					✓
<b>Language Feasibility Aspects</b>						
8	The language used is appropriate to the level of development of students' thinking					✓
9	The language used is easy for students to understand					✓
10	Suitability principle to Arabic grammar					✓
<b>Presentation Aspect</b>						
11	Worksheet on <i>Leaflet</i> is appropriate to the learning material				✓	

After obtaining data from material validation result, researcher analyzed the data with the following detail.

$$= \frac{(\text{number of STB} \times 1) + (\text{number of TB} \times 2) + (\text{number of C} \times 3) + (\text{number of B} \times 4) + (\text{number of SB} \times 5)}{\text{total number}} \times 100\%$$

$$\begin{aligned}
 &= \frac{(0 \times 1) + (0 \times 2) + (0 \times 3) + (3 \times 4) + (8 \times 5)}{11 \times 5} \times 100\% \\
 &= \frac{52}{55} \times 100\% \\
 &= 94,5\%
 \end{aligned}$$

Analysis of the material expert's validation results as a whole show that a percentage 94,5 %. Thus, the quality of the material in *Leaflet* learning media is in very proper category.

### Design Revision

Learning media that have been validated by experts produce several suggestions and criticisms. Media expert validator provided several criticisms and suggestions regarding learning media including: 1) Consistency in layout of titles per chapter and Arabic writing, 2) Writing/conversation, the size of letters must be smaller than the title/sub-chapter, 3) Neatness of paper, image and folds *Leaflet* 4) The size is adjusted to *Leaflet* shape, 5) Pictures on *Leaflet* are adjusted to students' age.

### Product Trial

This product trial or first stage trial was conducted on seven students of MTs Al Falaah Pandak randomly selected. Response questionnaire distributed to students used Guttman scale and was analyzed using the following formula.

$$P = \frac{\sum x}{N} \times 100\%$$

Explanation :

P = Percentage of students' responses

$\sum R$  = Total score of each criterion that students choose (yes or no)

N = Total maximum or ideal score

Quantitative data generated from students' responses related to *Leaflet* learning media got a score of 53 with an overall ideal percentage of 69%. Researcher calculated the range of practically categories for *Leaflet* learning media with the result in following table.

**Table 4 Leaflet Practicality Criteria**

Score (%)	Leaflet Practicality Criteria
85-100	Very practical
70-84	Practical
55-69	Quite practical
50-54	Less practical
0-49	Impractical

From the table, it can be concluded that product trials or first stage trials of *Leaflet* learning media have a level of practicality with quite practical criteria.

#### **Product Revision**

Data from questionnaire results as well as the suggestion and became a revision of this *Leaflet* learning media product before it was used in trial use phrase. Researcher revised only on the second side of *Leaflet*, this was because there was no revision on the first side. The following is the result of *Leaflet* design before and after being revised based on the responses, and suggestions from students.

The result of *Leaflet* design after being revised on *Al-Mufradāt* sub-chapter. Researcher added vocabulary to make it easier for students to understand the meaning of each word in difficult sentences.

#### **Trial Use**

Usage of trial is carried out just like teaching and learning activities. The trial was carried out over four meetings with discussion of material in chapter six entitled *Iyādatul Marīḍ*. After doing the trial use, researcher distributed response questionnaire to students. This is used to measure the practicality of *Leaflet* learning media. Learning outcome test is carried out after students fill out the response of questionnaire. Learning outcome tests for students were carried out to measure the effectiveness of *Leaflet* learning media.

### Learning Media Quality

Data processing is carried out at this stage based on data obtained from validators and development trial subjects. The following is the result of analysis from validators and test subjects.

#### 1. Learning Media Feasibility

Suharsimi Arikunto in Maulana argues that a learning media is said as valid or appropriate if the result is in accordance with the criteria, in other word there is an alignment between the result of learning test and criteria that have been determined previously.<sup>11</sup>

Based on the result of observation from validation process and theoretical explanation, learning media developed is proper. This is reinforced by validation result of media expert with a total ideal percentage of 92% and the result of material expert validation with a total ideal percentage of 94,5%. Both results are in very proper criteria, based on previously determined criteria.

#### 2. Learning Media Practicality

Nieveen in Ayu argues that the quality of learning development product must meet three categories, one of them is that learning product must be practical. Learning media must be used easily by students so that in learning process students have no difficulties in order to learning objectives can be achieved as expected.<sup>12</sup>

The practicality of learning media in this study was measured by the analysis results of student response questionnaire at the trial usage stage. Researcher analyzed data from student responses using Guttman scale according to product trials.

The results of student response data are in the form of qualitative data from response questionnaire which are then converted into quantitative data. The score and

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<sup>11</sup> Marwah Ahmad Maulana, "Pengembangan Media Pembelajaran Berbasis *Leaflet* pada Materi Sistem Sirkulasi Kelas XI MAN I Makassar" *Jurusan Pendidikan Biologi, Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar*, 2017. Hlm. 64

<sup>12</sup> Ayu Rizki Annisa, Aminuddin Prahutama Putra, Dharmono, "Kepraktisan Media Pembelajaran Daya Antibakteri Ekstrak Buah Sawo Berbasis *Macromedia Flash*" Vol. 11, No. 1, *QUANTUM: Jurnal Inovasi Pendidikan Sains*, 2020, hlm. 73

total score data from student responses are then converted into an ideal percentage with a total ideal of 90%. Apart from analyzing individual student response data, researcher also analyzed student response on each aspect of assessment from response questionnaire data. The following is analysis data on student response in each aspect based on ideal percentage.

**Table 5 Analysis of Student Responses Based on Assessment Aspects**

No	Aspect	Ideal Percentage
1	I think that <i>Leaflet</i> media design is interesting	100%
2	This <i>Leaflet</i> media motivates me to study	93%
3	The presentation of material in this <i>Leaflet</i> media is very completed	78%
4	By implementing this <i>Leaflet</i> media, I gained more in-depth knowledge about Arabic material	89%
5	I can read the text easily because type and size of letters chosen are varied	89%
6	The appearance of each <i>Leaflet</i> media page has an attractive color composition	78%
7	The material with pictures shown in <i>Leaflet</i> media is easy to understand	93%
8	The printed images are easy to understand and the colors are very attractive	96%
9	Images presented are appropriated and support the clarity of material concept	96%
10	The sentences used are easy to understand	96%
11	Language used is communicative and interactive	89%

Researcher then calculated the range of student response criteria based on the result in table 4. The total ideal percentage was 90% so it can be concluded that students' responses to *Leaflet* learning media developed have very practical criteria.

### 3. The effectiveness of learning media

Musfiqon in Titi states that the effectiveness of media usage must be in accordance with the goal to be achieved by paying attention to media accuracy, media selection that is appropriated to student development, media availability, costs required, teacher skill, using media and the technical quality of learning media.<sup>13</sup>

Development research was carried out aiming to measure the effectiveness of learning media. This is done by having a test of student learning outcomes. Student learning outcome tests are carried out after learning activities using *Leaflet* media.

The effectiveness categories are fulfilled if students achieve completeness greater or equal to (80%). It means that 27 students, at least 21 students must reach the set a minimum completeness criteria (KKM) limit of 74.<sup>14</sup>

Researcher analyzed test result data on student learning outcome with the following details.

**Table 6 Statistics of Student Learning Outcome Test Scores**

Variable	Score
Research Subject	27
Ideal Score	100
Average	84,81
Maximum Score	100
Minimum Score	50
Number of Completed Students	24
Number of uncompleted Students	3

Table results show for students who tools learning achievement test. Students who got completed category are 24 students so that they have an ideal percentage of 89% while students who got uncompleted category are 3 students so they have an ideal percentage of 11%. Arabic learning carried out by researcher using *Leaflet*

<sup>13</sup>Titi Ulang Dari, “Efektivitas Penggunaan Media Pembelajaran Interaktif Berbasis *Macromedia Flash* Terhadap Hasil Belajar Peserta Didik Mata Pelajaran IPA di SMP Negeri 43 Bulukumba” Universitas Muhammadiyah Makassar Fakultas Keguruan dan Ilmu Pendidikan Program Studi Teknologi Pendidikan 2022. Hlm 11

<sup>14</sup> Marwah Ahmad Maulana, “Pengembangan Media Pembelajaran...”Hlm. 71

learning media can be said as success classically if at least 80% students achieve a minimum completeness criteria (KKM) score of 74. Based on the percentage of students' achievement test mastery, student from second grade of A MTs Al Falaah Pandak fulfills the standard of classical mastery.

## Conclusion

Development of *Leaflet* learning media was developed using Borg & Gall model which was adapted by Sugiyono. Development model consisted of eight stages, those are potential problems, data collection, product design, design validation, design revision, product trial, product revision and usage trial. Development of this learning media only reached the usage trial stage and did not carry out production on a large scale and final stage of revision was due to limited time and material owned by the researcher. The result of material expert data analysis shows an ideal percentage of 94,5% and the result of media expert data analysis shows an ideal percentage of 92%. Based on the feasibility test carried out, *Leaflet* learning media for Arabic learning that was developed got the category of being suitable for usage by students. The level of practicality of learning media developed got very practical category with a total percentage obtained in practically trial, that was 90%. This shows that *Leaflet*-based learning media is practically used in learning process. Meanwhile, the effectiveness level of *Leaflet* learning media is included in effective category for use in learning process because the average value of student learning outcome is 84,81%.

## References

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