



# Development of Interactive Power Point Learning Media in Arabic Vocabulary Learning

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**Abstract:** This study aims to explain the stages of development in producing interactive power point-based media in the Arabic vocabulary of SMP Putra Darul Fikri Sidoarjo. The type of research used by researchers is research development or Research and Development (RnD) with the ADDIE model, namely Analysis, Design, and Development, Implementation, Evaluation. Data collection techniques used observation, interviews, questionnaires and documentation. The results of the development were tested by media expert validators and material experts. The results of the validation of media experts obtained an average value of 87% with a very decent predicate. And the results of the material expert validation obtained an average value of 80% in the feasible category. The conclusion is that interactive power point learning media for class VII SMP Darul Fikri Putra Sidoarjo is suitable for learning Arabic.

**Keywords :** interactive learning media, power point, vocabulary

## 1 Introduction

Arabic is a foreign language that is widely studied in formal and non-formal institutions in Indonesia from elementary / MI, junior high / middle school, high school / senior high school to university level. In learning Arabic has four maharah as a benchmark for students' ability to understand Arabic. The four benchmarks of maharoh are maharoh *istima'* (listening) *maharoh kitabah* (writing), maharoh *qiro'ah* (reading) and *maharoh kalam* (speaking).[1] . The four maharah have a relationship with one another. However, these skills cannot be done well, if the vocabulary possessed is not in accordance with basic knowledge. [2]

Someone who lacks vocabulary will find it difficult to understand and communicate in a foreign language. Therefore, the most important part of foreign language learning is learning and memorizing vocabulary. The more vocabulary one has, the more likely one is to be skillful in the language.[3]. In learning and memorizing vocabulary is not easy, especially in the pronunciation of Arabic vocabulary which is difficult, therefore the need for media that supports the learning process.[4]

There are several learning media for practicing Arabic vocabulary [5]One of them is interactive *power point* media. *Power Point* is a learning media to facilitate the learning process. In Arabic language learning, *Power Point* serves as an attractive learning media development

tool, which consists of several slides and contains template displays, animations, videos, audio, images, and 3D images. So far, *power point* is only used as a non-interactive presentation media, because students only act as an audience without being actively involved in the learning process.[6]. *Power point* media can present material in the form of video shows. The video aims to help students interpret the learning material. This media is also equipped with practice questions for students. In *power point* there are also several pages or slides equipped with buttons that make students able to operate the media easily.[7]

Based on the results of interviews with Ustadz Deni Fatijurohan S.Pd as the seventh grade Arabic teacher conducted on Wednesday, December 7, 2022 at the Darul Fikri Putra Sidoarjo Islamic Boarding School, he said that in learning Arabic in class VII, especially learning Arabic vocabulary. [8]The teacher applies basic listening skills-based learning methods such as repeating, pronouncing and writing texts and tends to use the lecture method with PDF media for the Durrusullughoh book. The media used is PDF (*Portable Document Format*) which is displayed through a projector without any interactive media. Learning and pronouncing Arabic vocabulary is not easy due to the different backgrounds of students and even some students who have never learned Arabic, as well as the lack of innovation in learning. *Power point* media has not been used in the learning process but the teacher only uses PDF (*Portable Document Format*) durrusullughoh book which is displayed to students in the learning process. The use of interactive *power point* media has not been applied in class VII.

The results of interviews with students Reihan Ahmad seventh grade students in learning Arabic, especially learning Arabic vocabulary, sometimes still find difficulties in learning Arabic vocabulary due to lafadz that sound foreign so that they cannot be understood. [9]. As well as the absence of a handbook but using the PDF book durrusullughoh which is displayed through the projector as a tool for students in the learning process. so that students are very dependent on the material presented by the teacher. To overcome these problems, it is necessary to develop Arabic learning media as an effort to facilitate learning Arabic vocabulary and support the achievement of competencies and learning objectives. With this interactive *power point* learning media is expected to be a solution to the above problems. The development of this learning media to help convey information in the form of text, images, audio, interactive visuals and a combination of them that form a series of interactive *power point-based* media in improving students' speaking skills in Arabic language learning.

As for previous research that is relevant to the author's research, as for previous research that is relevant to the author's research, including research by Widya Wijayanti and Stefanus Christian Relmasira entitled "developing IPA *power point* media for fourth grade students of SD Negeri Samimoro" in order to increase students' interest in carrying out learning. the research target is grade VI students of science lessons. The results of power point-based research containing IPA subtheme 2 learning material were validated by media experts and material experts and declared feasible. With material validation obtaining 75.5% with a high category and media validation obtaining 46.25% with a high category.[10] Research by Feni Fitriyani et al on "development of *power point-based* learning media on comparison material" with the aim of developing interactive learning media. validation of media experts and material experts of 81.18% which indicates that conceptually, material, research is considered valid for application in learning mathematics comparison material.[11] Research conducted by Nadia Syavira on "developing power point media on human digestive system material for grade V students" in Lenteng Agung area schools with the results of *power point* media research is very feasible to use. With a percentage of 90.97% validated by 3 validators, namely media experts, material experts and linguists.[12]

The above phenomenon requires effort and innovation as well as renewal in the learning process so that students understand more easily and are able to increase student vocabulary. [13]. One of them is by developing media that is more interesting and creative. So in overcoming these problems, researchers use "Development of Interactive *Power Point* Media in Learning Arabic Vocabulary SMP Putra Darul Fikri Sidoarjo".

Based on the description above, the problem formulation is as follows, How is the Interactive *Power Point* Media Development Process and the results of validation of media experts and material experts in Learning Arabic Vocabulary SMP Putra Darul Fikri Sidoarjo? The purpose of the study was to determine the process of developing interactive *power point* media and the results of media and material expert validation in Arabic Vocabulary Learning at SMP Putra Darul Fikri Sidoarjo.

## 2 Research Methods

This research uses the *Research and development (RnD)* research method, which is research that produces certain products, by creating new products or developing old products which then go through the stage of testing the effectiveness of these products. Needs analysis research is carried out to obtain certain products that will be created. And testing the effectiveness of the product aims that the product can be used in the wider community. The resulting product can be in the form of books, modules, software, and so on. [14]

The research model used as a guide in this study is the ADDIE model (*Analysis, Design, Development, Implementation, Evaluation.*). The ADDIE model was proposed by Robert Maribe Branch in the book *Instructional Design: The ADDIE Approach*. [15] ADDIE development has five stages of development: 1) Analysis, which is finding problems in the need for products or developing pre-existing products; 2) Design, is the process of designing products that are still conceptual in nature and will be the basis for the product development process; 3) Development, is a stage for realizing product designs that have been made conceptually; 4) Implementation is the stage of applying products that have been validated by experts and are ready to be used by users; 5) Product evaluation of the results obtained from the implementation stage. [16].

The research procedures in making the products include: 1) The analysis stage, a stage used to find shortcomings and needs in order to adjust what products will be made according to the research objectives; 2) The planning stage is the preparation process in making media which includes the preparation of material, design design, background design and collection of other supporting materials; 3) the stage of making products made through laptop software, using *Power Point* and *Canva* media. To beautify the appearance in a media, a supporting image is needed which is taken from the *Canva* application. After getting the appropriate image, it will be adjusted to the image format in *Power Point*; 4) The implementation stage is to conduct a validation test of taking values from experts as well as taking teacher and student responses. Then it is tested on teachers and students; 5) The evaluation stage is carried out to conclude the results of the implementation in the form of a conclusion of all responses from both experts and teachers and students in order to review the needs of the product.

The product produced in this study is Interactive *Power Point* media. The media will conduct product trials with the aim of knowing the data used as a basis for product improvement, as well as determining the level of feasibility, validity, and attractiveness of the products that have been made. The trial action in this study was carried out in 2 stages, namely individual tests and field

tests.[17]

Product trial subjects in the development of *Power Point-based* interactive media include: 1) in individual tests are Media Experts and Material Experts; 2) In the field test, the VII grade Arabic teacher and VII grade students of SMP Putra Darul Fikri Sidoarjo. The individual test is carried out to provide content standards in the product and provide an assessment of the product that has been made. The field test was conducted to find teacher and student responses in the form of criticism, assessment, and suggestions.

This research data collection technique uses interview techniques, questionnaires, documentation to obtain quantitative and qualitative data. Quantitative data is obtained from the responses given through the numbers provided by the researcher, in the form of a questionnaire for media experts, a questionnaire for Arabic language teachers and a questionnaire for seventh grade students of Purta Darul Fikri Sidoarjo Junior High School. Questionnaires are used to determine the feasibility of fiber responses to the learning media developed.

The data source uses quantitative data. The quantitative data was obtained during the field trial which will be analyzed data in *the* form of a questionnaire questionnaire using a Likert scale in terms of gradation assessment from very good to very less. This Likert scale assessment is carried out by providing indicators of product-related assessments which will be used as benchmarks in the preparation of assessment questionnaire instruments (attached indicators).[18]. Data collection instruments were obtained in the form of interviews, questionnaires, observation and documentation.

**Table 1.** Circlet scale [19]

No.	Quantitative Analysis	Score
1.	Very good	5
2.	Good	4
3.	Simply	3
4.	Less	2
5.	Very Less	1

The results of the quantitative data to be analyzed are given a response value from very good to very poor. Then to measure the value rating using interval data. Interval data is able to analyze and calculate the average response based on the score of each respondent with the following formula.[20]

$$\text{Percentage score \%} = \frac{\text{Total score} \times 100\%}{\text{Sum of the highest scores}} \tag{1}$$

Data collection techniques used in the development of interactive *power point* media are interviews, observations, documents and questionnaires. Which consists of two questionnaires, namely a validation questionnaire and a student response questionnaire. The author uses two

types of data, namely the type of qualitative data obtained through books or scientific articles as a source of reference and responses and input from teachers, students, material fields, and media fields which will later be used as analysis data in expanding the study of research theory. The type of quantitative data is generated from the results of field trials through questionnaires in the form of statistical data.[21]

The score assessment data analysis technique will find the average value based on the number of assessment samples which will be converted to the number of questions which aims to test the feasibility of learning media based on user responses. The score conversion results can be seen in Table.[22]

**Table 2.** Media feasibility validation criteria[23]

<b>Score Percentage (%)</b>	<b>Interpretation</b>
<b>81% - 100%</b>	Very Feasible
<b>61% - 80%</b>	Worth
<b>41% - 60%</b>	Decent Enough
<b>21 % - 40%</b>	Less Feasible
<b>0% - 20 %</b>	Very Less Feasible

The media criteria category based on the results of the responses given by students can be summarized in the following table.

**Table 3.** Media response criteria[24]

<b>Score Percentage (%)</b>	<b>Interpretation</b>
<b>81% - 100%</b>	Very Good (SB)
<b>61% - 80%</b>	Good (B)
<b>41% - 60%</b>	Good enough (CB)
<b>21 % - 40%</b>	Less Good (KB)
<b>0% - 20 %</b>	Very Poor (SKB)

### 3 Results and Discussion

The research procedure in this study uses the ADDIE development research model, this research model has five development categories, namely: *Analysis, Development, Design, Implementation, Evaluation*.

The following are the phases and stages of the ADDIE enhancement: *Analysis, Design, Development, Implementation, Evaluation*. [25]

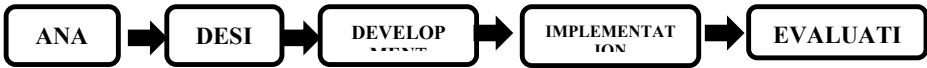


Fig. 1. ADDIE development procedure [26]

#### 3.1 Analyze

At this stage the researcher analyzes to find out the problems of the learning process at Darul Fikri Sidoarjo Junior High School. After finding the existing problems, a solution will be found to solve the existing problems. From the results of this analysis, several problems were found that in the learning process in the classroom there was a lack of use of learning media, so researchers were interested in providing innovations for teachers to participate in developing interactive *power point-based* learning media. This is based on initial observations that there are school facilities in the form of projectors and soundsystems.

Furthermore, the researcher conducted an analysis and interview, based on the results of the interview the researcher concluded as follows; 1) Media used by teachers in the form of PDF Dhurusullugho books and whiteboards.

Based on these findings, the researchers planned to develop learning media using interactive *power point* media, to support teaching and learning activities in the classroom. In this case the delivery of material can be more interactive and creative. All stages of the above analysis by mapping the innovation of researchers aim to find out the needs needed in the school, as well as increase the creativity and innovation of teachers towards the utilization of technological media, especially *power point-based* learning media.

#### 3.2 Design

At this stage planning; 1) planning the design of the title page, beground display, menu page display, slide display, material display and practice question page. Researchers use the design according to the material available at SMP Putra Darul Fikri Sidoarjo; 2) planning the design of exercise questions made in accordance with the material discussed and the number of questions on each material is 5 items; 3) Preparation of icons and audio recordings of explanations tailored to learning materials; 4) as well as preparation of supporting software for making media, such as Microsoft Power Point, Canva and other supporting software for editing audio and images.



Fig. 2. Canva design

### 3.3 Development

The next stage is the development stage of *power point-based* interactive media made, including; 1) Creating designs on canva, namely images that will be used in each slide that will be applied to *power point*; 2) Creating an application design using *power point* in processing text material, audio, and practice questions, 3) adding interactive buttons using hyperlinks to find out which slide to go to. The following application has been prepared.



Fig. 3. Interactive power point media display

Media components that have been prepared at the design stage are loaded through *Canva* and *Freepik* designs.

#### 3.3.1 Main Page

The main page provides an interactive start button to go to the next slide, the learning

media menu.



Fig. 4. Main page display

### 3.3.2 Menu Page

The menu page contains menu components namely mufrodat, khiwar and tadribat.



Fig. 5. Menu page display

### 3.3.3 Submenu Page

On this submenu page is a barrier between one material and other material consisting of mufrodat, khiwar, and tadribat. Which is equipped with images and ausiovisual examples of several sub menus in the following image.





Fig. 6. Submenu display

Then the material that has been developed by researchers will proceed to the validation stage by material experts as in the table below.

Table 4. Material expert validation results

Aspects	Percentage (%)	Category
Aspects of Material Content	80%	Very Feasible
Material Support Aspects	85%	Very Feasible
Average	80%	Worth

Then, the material expert who assessed this interactive media was Ustadz Farikh Marzuki, Lc., MA with a percentage of 80% with a decent category. The material expert in this media trial explained that the writing and pronunciation text in the media still needs to be improved both in terms of letters and harakat, the form of exercise questions that need to be varied, and the use of vocabulary needs to be simplified.

Then the media that has been developed by researchers will proceed to the validation stage by media experts as in the table below.

Table 5. Media Expert Validation Results

Aspects	Percentage (%)	Category
Aspects of Material Suitability	84%	Very Feasible
Media Presentation Aspect	89%	Very Feasible
Average	87%	Very Feasible

The results of media expert validation conducted by lecturer Dr. Ida Rindianingsih, M.Pd. as in the table above show the acquisition of scores from the aspect of material suitability of 84% with a very feasible category. Then from the aspect of media presentation, it shows a score of 89% with a very feasible category. It can be concluded that the overall score obtained an average value of 87%.

### 3.4 Implement

At this stage, the process of testing interactive *power point* media that has been developed in learning to determine the teacher's response to the use of interactive *power point* learning media carried out at Darul Fikri Sidoarjo Junior High School. The results of the seventh grade teacher's response to the *power point* learning media are as follows:

**Table 6.** Results of teacher response questionnaire

Aspects	Percentage (%)	Category
Uses of Media	93%	Very Feasible
<b>Average</b>	<b>93%</b>	<b>Very Feasible</b>

Based on the table above, the results of the Arabic language teacher Ustadz Deni Fatijurohan S.Pd's response to interactive learning media based on *power point*, in terms of the usefulness of the media obtained an average score of 93% with a very feasible category. With that it can be concluded that interactive learning media *power point* is very feasible to use in the learning process of Arabic language maharah. The Arabic teacher also gave suggestions on this media trial that the writing text still needs to be improved in terms of adding harokat writing, the form of exercise questions needs to be varied.

The students' response to learning media in terms of media benefits obtained an average score of 84% with a very feasible category. The target of media trials to determine the response of seventh grade students at Darul Fikri Sidoarjo Junior High School. The total student response was 28 questionnaires distributed by researchers. So it can be concluded that interactive *power point* learning media is very feasible to use in the Arabic language learning process. The results of student responses can be seen in the table below.

**Table 7.** Student Response Questionnaire Results

Aspects	Percentage (%)	Category
Media Benefits	84%	Very Feasible
<b>Average</b>	<b>84%</b>	<b>Very Feasible</b>

### 3.5 Evaluate

This stage is the last stage where researchers analyze the results of the research and draw conclusions from the implementation stage. Based on the results of taking questionnaires from media experts, material experts, teachers, and students, it can be concluded that the interactive *power point media* for Arabic language learning in Arabic vocabulary class VII SMP Darul Fikri Sidoarjo is declared very good and suitable for use as an interactive learning media. As for some suggestions given by media experts with the aim of product improvement in further research, namely improving the quality of design, background and animation to make it more attractive and increasing the variety of material for the entire discussion of material, adding interactive back and next buttons, on each slide to make it easier for students and teachers to use interactive *power point* media.

## 4 Conclusions

Based on the results of the explanation above, it can be concluded that this study explains the stages of developing interactive learning media using *power point* software applications for Arabic language learning. The type of research used by researchers is development research or Research and Development (RnD) with the ADDIE model, namely *Analysis* (analysis), *Design* (design), and *Development* (development), *Implementation* (implementation), *Evaluation* (Evaluation). ADDIE development used in developing interactive *power point media* can be declared successful because the stage model used in the ADDIE method can produce interesting learning media. In accordance with the characteristics of the user. Data collection techniques used observation, interviews, questionnaires and documentation. The development results were tested by media expert validators and material experts. The results of the media expert validation obtained an average value of 87% with a very feasible category. And the results of the material expert validation obtained an average value of 80% with a decent category. The conclusion is that interactive *power point* learning media for class VII SMP Putra Darul Fikri Putra Sidoarjo is suitable for Arabic language learning.

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