



## Arabic Learning Media Design Based on the MIT App Inventor Application

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### **Abstract**

*One of the supports for effective communication is the use of learning media. However, currently we don't find many interactive Arabic language learning media that are developed from computer programs and especially those based on Android which we usually know as Android Based Learning (ABL). This article aims to develop mobile learning-based learning media, namely interactive application based learning media. This learning media facilitates students to improve Arabic learning outcomes, and can produce interesting learning and can increase students' learning motivation. The results of this study after going through the assessment of the material aspect validator and the media aspect validator concluded that learning media designed based on Android using the MIP App Inventor application are suitable for use as alternative media for learning Arabic.*

**Keywords:** *Media, Arabic Learning, MIT App Inventor Application*

### **Introduction**

Learning is mastery and acquisition of knowledge about a subject or skill through study, experience or instruction. It can be said, learning is a process to help students to learn well. Learning activities are said to be successful if there is active interaction and communication accompanied by a reciprocal relationship between

the teacher and students in the learning process. Limitations of the teacher in conveying learning material and the lack of supporting media to encourage the learning process causes boredom and students are less than optimal in absorbing material because most of the teaching process still uses conventional methods. Therefore the creativity and innovation carried out by teachers in the learning process is urgently needed at this time.<sup>1</sup> In order to address these new issues, creative teaching methods are needed. Innovations in learning can take many different shapes.<sup>2</sup>

With the rapid advancement of technology, language instruction is no longer restricted to classroom settings but can now take place anywhere with digital devices.<sup>3</sup> One of the supports for effective communication is the use of learning media. Learning media is an important part in supporting the achievement of learning and teaching objectives.<sup>4</sup> The selection of media as teaching materials certainly greatly influences the process of learning Arabic, education is greatly helped in conveying material during the Arabic learning process if it can choose and use the right learning media.<sup>5</sup> In human life today, there is not a single activity that is not related to technology, including in the field of education.<sup>6</sup> Interesting and modern learning media that are appropriate to the world of

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<sup>1</sup> Rini Rini, Arif Mustofa, and Rahadian Kurniawan, "Transformation Of Arabic Learning From Classical Model To Digital Model," *Ijaz Arabi Journal of Arabic Learning* 5, no. 3 (2022): 892–902, <https://doi.org/10.18860/ijazarabi.v5i3.17409>.

<sup>2</sup> Mahyudin Ritonga and Ahmad Lahmi, "Maharah Al-Kalam Learning Using Word Chain Game in Madrasah at Indonesia," *SSRN Electronic Journal* 6 (2022): 215–30, <https://doi.org/10.2139/ssrn.4297906>.

<sup>3</sup> Muhammad Nur Kholis and Muhammad Fahrudin Nadhif, "The Effectiveness of Quizlet.Com in Arabic Vocabulary Learning; Students' Perception and Acceptance of Technology," *LISANIA: Journal of Arabic Education and Literature* 7, no. 1 (2023): 1–13, <https://doi.org/10.18326/lisania.v7i1.1-13>.

<sup>4</sup> Wakhidati Nurrohmah Putri and Arif Billah, "Pengembangan Media Pembelajaran Bahasa Arab Berwawasan Sains Berbasis Mobile Android," *LISANIA: Journal of Arabic Education and Literature* 3, no. 2 (2019): 163–79, <https://doi.org/10.18326/lisania.v3i2.163-179>.

<sup>5</sup> Koderi Koderi, Muhammad Aridan, and Ahmad Bukhari Muslim, "Pengembangan Mobile Learning Untuk Penguasaan Mufrodat Siswa MTs," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 2 (2020): 265, <https://doi.org/10.29240/jba.v4i2.1769>.

<sup>6</sup> Ayu Nurhidayati Nurhidayati et al., "Tathwîr Wasîlah At-Ta'lim al-Bashariyyah al-Mutaharrikah al-Qâimah 'alâ Android Fî Tadrîs at-Tarkîb," *International Journal of Arabic Language Teaching* 4, no. 01 (2022): 136, <https://doi.org/10.32332/ijalt.v4i01.4670>.

students can be a solution to support effective communication in the learning process.<sup>7</sup>

The development of Information and Communication Technology has changed the way students learn, obtain various information and interpret information. Technological sophistication in education provides a big challenge for educators to continue to play an important role in educating the nation's children in the era of globalization.<sup>8</sup> Teacher mastery of learning technology is the key to the successful use of this technology.<sup>9</sup>

Given these facts, it is very important to develop mobile learning-based learning media, namely interactive application-based learning media. To facilitate students so that learning outcomes increase, and can help overcome these problems so as to produce interesting learning and can increase learning motivation for students. Mobile learning is a cost-effective technique that encourages students to learn and gain knowledge without the limitations of traditional education systems. Where the application of mobile learning in learning will enable students to obtain learning material that will not be limited to space and time.<sup>10</sup> Lai stated that the advantages of digital learning as a current teaching trend can be utilized in developing teaching strategies to achieve teaching effectiveness.<sup>11</sup>

Keane mentions four important parts in digital learning, namely: Digital teaching materials, Digital tools, Digital delivery, and Autonomous learning. Digital teaching materials can refer to electronic books, digital data, or content presented

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<sup>7</sup> Lilis Suaibah and Taufiqur Rahman, "Smart Tree Learning Media - We Can Be Based on Android For Arabic Subjects/ Media Pembelajaran Pohon Pintar-Kita Bisa Berbasis Android Untuk Matakuliah Bahasa Arab," *Ijaz Arabi Journal of Arabic Learning* 3, no. 1 (2020): 89–106, <https://doi.org/10.18860/ijazarabi.v3i1.8215>.

<sup>8</sup> Abrar Sulhadi, "Media Pembelajaran Bahasa Arab Berbasis Android Dengan Menggunakan Aplikasi Arruz Untuk Penguasaan Nahwu Di Jurusan Sastra Arab Uin Sunan Kalijaga Yogyakarta," *El-Tsaqafah: Jurnal Jurusan PBA* 19, no. 1 (2020): 37–55, <https://doi.org/10.20414/tsaqafah.v19i1.2343>.

<sup>9</sup> Euis Sholihah, Adi Supardi, and Irpan Hilmi, "Teknologi Media Pembelajaran Bahasa Arab," *Jurnal Keislaman Dan Pendidikan* 1, no. 2 (2019): 12–15.

<sup>10</sup> Muhammad Zul Iman, Muhammad Yaumi, and Yusring Sanusi Baso, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Mobile Learning," *Shaut al Arabiyyah* 9, no. 1 (2021): 11, <https://doi.org/10.24252/saa.v9i1.18994>.

<sup>11</sup> H. H. Lai, Y. H., Huang, F. F., & Yang, "The Effect of Nutrition Education System for Elementary School Students in Nutrition Knowledge," *Journal of Oriental Institute of Technology*, 32 (2012): 115–23.

by other digital methods. Digital devices include desktop computers, notebook computers, tablet computers, and smartphones. Digital delivery includes the Internet, intranets and satellite broadcasts. Meanwhile, autonomous learning focuses on the independence of students in engaging in online or offline learning activities.<sup>12</sup> Learning through this media can also help teachers in the teaching and learning process and also provide opportunities for students to study independently and repeat material that is not clear anywhere and anytime. One of the interactive applications that can be used is application-based, namely the MIT App Inventor.

## **Method**

This research was designed as a Research and Development (R&D) research which is a development research design.

Research and Development or Research and Development (R & D) aims to develop, test the benefits and effectiveness of products developed, in the form of technology products, materials, organizations, methods, strategies, models, media, learning aids and so on.<sup>13</sup>

The development model in this study is the Borg & Gall development model. Borg and Gall put forward ten stages carried out in development research, However, these 10 steps can be summarized in the following steps:<sup>14</sup>

- a. Potential and problems,
- b. Design improvement, after the product design has been validated through discussions with experts and other experts, weaknesses will be identified.
- c. Product trials.
- d. Revision of the product,

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<sup>12</sup> D.T. Keane, "Leading with Technology. The Australian Educational Leader," *The Australian Educational Leader*, 44 (2012).

<sup>13</sup> Adelina Hasyim, *Metode Penelitian Dan Pengembangan Di Sekolah* (Bandar Lampung: Media Akademi, 2016).

<sup>14</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R & D* (Bandung: Alfabeta, 2014).

- e. Trial use, after testing the product is successful and there may be revisions that are not too fatal, then the product is then applied in a wide scope of educational institutions.
- f. This product revision is carried out if it is used in wider educational institutions for deficiencies and weaknesses.
- g. Mass production.

From these steps, researchers only used six steps in this research and development. that is, only up to the trial stage of use in small groups. The product development carried out in this study only reached the stage of producing the final product, namely making mobile learning-based Arabic learning media using the DART model in class VIII Madrasah Tsanawiyah.

## **Results and Discussions**

Information and communication technology in the world Education provides at least two benefits, namely as a driver of the educational community including teachers to be more appreciative and proactive in maximizing educational potential, and provides broad opportunities to students in utilizing every potential that exists, which can be obtained from unlimited sources.<sup>15</sup>

Therefore, the government through Plan Ministry of National Education Strategy (Renstra Ministry of National Education) in 2020-2024 hopes that there will be use of Information and Communication Technology (ICT) in learning activities, more precisely the government planning the provision of ICT facilities and infrastructure as well ICT-based learning content for strengthening and expansion of learning at all levels of education. Therefore, it is necessary to empower ICT in learning.<sup>16</sup>

Making Arabic learning media based on mobile learning with the DART model for MTs students eight grade in the first semester begins with a needs analysis which is concluded after receiving information about the subject matter,

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<sup>15</sup> Syamsurijal, Mustari S. Lamada, and Fitri Ramadhani, "Pengembangan Media Pembelajaran Interaktif Menggunakan MIT App Inventor Pada Mata Pelajaran Sistem Komputer," *Information Technology Education Journal* 2, no. 2 (2023): 27–33, <https://doi.org/10.59562/intec.v2i2.273>.

<sup>16</sup> Syamsurijal, Mustari S. Lamada, and Fitri Ramadhani.

student conditions and the teaching and learning process. Data obtained from information gathering activities, namely:

a. Literature Study, information was obtained from this activity that the source used was the 2013 Curriculum Class VIII Madrasah Tsanawiyah Arabic Language Book, the Arabic Dictionary, and there were also other sources, namely journals, theses, and the internet.

b. The description of the teaching-learning process results from discussions with Arabic subject teachers that the teacher realizes that students are less interested in Arabic lessons, because learning Arabic is difficult to understand and boring. The media used in learning Arabic is also still limited, textbooks and LKS are the main media in learning.

c. Field studies were carried out through direct observation that schools have learning facilities for using smartphones, because currently the learning system is carried out online.

The production process of this android application-based Arabic learning media is processed in the MIT App Inventor program and other supporting programs. The production process can run well and is based on the story board design that has been made before and the readiness of the materials needed.

Broadly speaking, the design of learning media products based on Android applications is divided into three types of applications. The first application contains the Learning Program Design, the second application contains the first material and the third application contains the second material.

MIT App Inventor is an open source web application for Android which was developed by Google and is currently managed by the Massachusetts Institute of Technology (MIT) which is designed to be as simple as possible and easy to use.<sup>17</sup> The MIT App Inventor application is free android media creation platform (no paid) but cannot be downloaded. Application This can be used online at the

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<sup>17</sup> Aisyah Aulia, Rahmi Rahmi, and Heriyanti Jufri, "Pengembangan Media Pembelajaran Berbasis Android Menggunakan MIP App Inventor Pada Materi Barisan Dan Deret Aritmatika Kelas X SMKN 1 Kinali," *Jurnal Cendekia : Jurnal Pendidikan Matematika* 6, no. 2 (2022): 1475–85, <https://doi.org/10.31004/cendekia.v6i2.1329>.

link: <https://appinventor.mit.edu>.<sup>18</sup> There are three kinds of Arabic learning applications for eighth grade first semester, namely:

1. Application BA8\_GURU

- a. The sprinkle page contains the title, and a button to proceed
- b. The moment page contains the menu within the application, to be specific:
  - 1) Competency Standards, contains core competencies.
  - 2) Basic competencies, containing basic competencies and competency achievement indicators (GPA).
  - 3) About the application, explaining about the application of Arabic learning media with four skills in two themes and presented in the form of two applications.

2. Application BA8\_MATERI1

- a. Themed First page الساعة contains the menu that is in the application, that is : mufrodat, istima', hiwar, qiroah and tarkib.
- b. button mufrodat contains examples mufrodat and sentence.
- c. button istima' contains examples istima' from mufrodat material
- d. button hiwar contains simple conversation text that can be read and practiced
- e. button qiroah contains qiroah text about themes that can be used as reading practice for students
- f. button tarkib contains the exercise of the book of composing words into sentences based on the qiroah text.

2. Application BAB8\_MATERI2

- a. Themed first page is : اليوميات contains the menu that is in the application, that is : mufrodat, istima', hiwar, qiroah and tarkib.
- b. button mufrodat contains mufrodat examples and sentence.
- c. button istima' contains istima' practice based on mufrodat material
- d. button hiwar contains simple conversational text that can be read and practiced

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<sup>18</sup> Sofia Edriati et al., "Penggunaan Mit App Inventor Untuk Merancang Aplikasi Pembelajaran Berbasis Android," *E-Dimas: Jurnal Pengabdian Kepada Masyarakat* 12, no. 4 (2021): 652–57, <https://doi.org/10.26877/e-dimas.v12i4.6648>.

- e. button qiroah contains qiroah texts on themes, which can be reading exercises for students and there are qiroah exercises on understanding qiroah texts. namely analyzing whether the sentence is true or false based on the qiroah text.
- f. button tarkib contains an explanation of the sentence of ismiyah and the sentence of fi'liyah as well as examples and rules. Contains exercises on understanding the sentence of ismiyah and the sentence of fi'liyah by translating sentences and grouping sentences

The procedure for making Arabic language learning media based on an android application for MTs students uses the MIT App Inventor using the following steps:

1. The first step is to open the MIT App Inventor program online via Chrome with the following steps :
  - a. Open the MIT App Inventor link online on Google search: MIT App Inventor
  - b. Then select Get Started > then select the Google account that will be used as the App Inventor user.
  - c. Then give the name of the project that will be created on the MIT App Inventor home page, for example: BA8\_GURU.
  - d. After being given the project name, the MIT initial display displays the first screen for the initial appearance of the application and is ready to be inserted with the appropriate background image.
  - e. Then the next step is to select the application display size, namely phone size (505,320). And the image design must match the application display size that has been prepared previously.
2. In this second step, write down the procedures for creating the three learning applications (BA8\_GURU, BA8\_MATERI1, and BA8\_MATERI2. The procedures are:  
Aplikasi BA8\_GURU

The procedures for making the BA8\_GURU application include:



- a. On Screen1, select Background Image on the Properties menu > select an initial display image that has been provided and select upload.
- b. Make a space towards the button or start button on the start menu, select Layout > Horizontal Arrangement, press and hold on the display screen, select Properties > Background Color > None, Height (length): 30 and Width (width): 100.
- c. Create a start button or button on the start menu, select User Interface > button, press and hold on the display screen. select properties > Background Color > None, Height (length): 10 and Width (width): 30, text > None.
- d. On Screen2, select Background Image in the Properties menu > select the menu display image for competency standards, basic competencies and about the application that has been provided and select upload.
- e. Make a space to the competency standard menu button on Screen2, select Layout > Horizontal Arrangement, press and hold on the display screen, select Properties > Background Color > None, Height (length): 30 and Width (width): 100.
- f. Create a competency standard button or button on the second display, select User Interface > button, press and hold on the display screen. select properties > Background Color > None, Height (length): 10 and Width (width): 100, text > None.
- g. Create the same button by following the same method 5 for two more buttons, namely: the basic competency button and the application button.
- h. On Screen3, select Background Image on the Properties menu > select the competency standard display image that has been provided and select upload.
- i. Make a space to the button or menu button for the next page of competency standards on Screen3, select Layout > Horizontal Arrangement, press and hold on the display screen, select

Properties > Background Color > None, Height (length): 80 and Width (width): 100 .

- j. Create a button or menu button for the next page of competency standards, select User Interface > button, press and hold on the display screen. select properties > Background Color > None, Height (length): 5 and Width (width): 30, text > None, Background Image: select the arrow icon.
- k. On Screen4, select Background Image on the Properties menu > select the competency standard display image that has been provided and select upload.
- l. On Screen5, select Background Image on the Properties menu > select the basic competency display image that has been provided and select upload.
- m. Make a space to the next page menu button or basic competency on Screen5, select Layout > Horizontal Arrangement, press and hold on the display screen, select Properties > Background Color > None, Height (length): 80 and Width (width): 100 .
- n. Create a button or menu button for the next page of basic competencies, select User Interface > button, press and hold on the display screen. select properties > Background Color > None, Height (length): 5 and Width (width): 30, text > None, Background Image: select the arrow icon.
- o. On Screen6, Screen7 and Screen8, follow the same method of making layouts and buttons.
- p. On Screen9 select Background Image on the Properties menu > select a display image about the application that has been provided and select upload.
- q. Make programming the entire screen on the block menu.
  - 1) Programming for the Start menu.  
On Screen1, select button1 > select top blocking > select control > select blocking open another screen name > Screen2.
  - 2) Programming for the Competency Standards menu.

- a) On Screen2, select button1 > select top blocking > select control > select blocking open another screen name > Screen3.
  - b) On Screen3, select button1 > select top blocking > select control > select blocking open another screen name > Screen4.
- 3) Programming for the Basic Competency menu.
- a) On Screen2 button2 > select top blocking > select control > select blocking open another screen name > Screen5.
  - b) On Screen5, button1 > select top blocking > select control > select blocking open another screen name > Screen6.
  - c) On Screen6, button1 > select the top block > select control > select blocking open another screen name > Screen7.
  - d) On Screen7, button1 > select the top block > select control > select blocking open another screen name > Screen8.
- 4) Programming for Applications.

On Screen2 button3 button1 > select the top block > select control > select blocking open another screen name > Screen9.

The procedures for making the BA8\_GURU application include:

- 1) On Screen1, select Background Image on the Properties menu > select the display image of the learning material menu that has been provided and select upload.
- 2) make a space towards the button or menu button on Screen1, select Layout > Horizontal Arrangement, press and hold on the display screen, select properties > Background Color > None, Height (length) : 30 and Width (width) : 100.

- 3) Create a simple button or button, select User Interface > button, press and hold on the display screen. select properties > Background Color > None, Height (length): 10 and Width (width): 100, text > None.
- 4) Make the same button by following the same method 5 as many as four more buttons, namely: istima'i, hiwar, qiroah and tarkib buttons.
- 5) On Screen2, select Background Image on the Properties menu > select the default display image that has been provided and select Upload.
- 6) Make a space towards the next page button or menu button, select Layout > Horizontal Arrangement, press and hold on the display screen, select properties > Background Color > None, Height (length) : 80 and Width (width) : 100.
- 7) Make a button or menu button for the next page, select User Interface > button, press and hold on the display screen. select properties > Background Color > None, Height (length): 5 and Width (width): 30, text > None, Background Image: select the arrow icon.
- 8) On Screen3, up to Screen6, follow the same method of making layouts and buttons or special buttons.
- 9) On Screen7, select Background Image on the Properties menu > select the special display image that has been provided and select Upload.
- 10) Make a space towards the next page button or menu button, select Layout > Horizontal Arrangement, press and hold on the display screen, select properties > Background Color > None, Height (length) : 80 and Width (width) : 100.
- 11) Make a button or menu button for the next page, select User Interface > button, press and hold on the display screen. select properties > Background Color > None, Height (length): 5 and Width (width): 30, text > None, Background Image: select the arrow icon.
- 12) On Screen7, up to Screen9, follow the same method of making layouts and buttons or istima'i buttons.
- 13) On Screen10, select Background Image on the Properties menu > select the display image that has been provided and select Upload.

- 14) Make a space towards the next page button or menu button, select Layout > Horizontal Arrangement, press and hold on the display screen, select properties > Background Color > None, Height (length) : 80 and Width (width) : 100.
- 15) Make a button or button for the next page menu display, select User Interface > button, press and hold on the display screen. select properties > Background Color > None, Height (length): 5 and Width (width): 30, text > None, Background Image: select the arrow icon.
- 16) On Screen11, select Background Image on the Properties menu > select the competency standard display image that has been provided and select upload.
- 17) On Screen12, select Background Image on the Properties menu > select the provided Qiroa'ah display image and select Upload.
- 18) Make a space towards the next page button or menu button, select Layout > Horizontal Arrangement, press and hold on the display screen, select properties > Background Color > None, Height (length) : 80 and Width (width) : 100.
- 19) Create a button or menu button for the next page qiroah, select User Interface > button, press and hold on the display screen. select properties > Background Color > None, Height (length): 5 and Width (width): 30, text > None, Background Image: select the arrow icon.
- 20) On Screen13 and Screen14, follow the same method in making Layout and buttons or istima'i buttons.
- 21) On Screen15, select Background Image on the Properties menu > select the display image that has been provided and select Upload.
- 22) Make programming the entire screen on the block menu.

The series of procedures that have been described are the basic steps in creating Android application-based learning media using MIT App Inventor software.

Some of the results of learning media product designs resulting from this research include:



The assessment results on the appearance aspect with an average of 4.11. Based on the conversion of quantitative data to qualitative data, scale 5 is in the "good" category. In detail, the 26 indicators in the display aspect are:

- a. 3 indicator items were assessed with a score of 5 (very good), namely: 1) Accurate use of themes and designs. 2) Appropriate color balance in text, images in the application. 3) Appropriate combination of text and images
- b. Indicator items are assessed with a score of 4 (good), namely: 1) The menu in the application is easy to understand 2) Consistency of text and image layout 3) The colors used on the background page are comfortable to look at 4) Suitability of background selection and contrast 5) Consistency in color use 6) Accuracy in choosing the type of text and font presented 7) Consistency in text use 8) Icons and navigation buttons are easy to understand 9) Consistent use of icons as navigation buttons 10) Suitability of images used in the material 11) Attractive appearance of the application design 12) Neatness of

menu layout, pages and content presented 13) Neatness of the text and images presented 14) Appropriate size for text and images in the application 15) Accuracy of sound/audio presentation 16) Sound/audio quality 17) Text readability 18) Clarity of text based on type, size and color 19) Neat media design 20) The media is designed attractively 21) Presentation of material using words and pictures simultaneously 22) Presentation of material using images that are attractive and easy to understand 23) Presentation of material using media in moderation.

In the programming aspect with an average of 3.8. Based on the conversion of quantitative data to qualitative data, scale 5 is in the "good" category. In detail, the 10 indicators in the programming aspect are:

- a. 8 indicator items are assessed with a score of 4 (good), namely: 1) Clarity of the application title 2) The ease of the application title in providing a general description of the application 3) Accuracy of control sequences 4) Consistency of navigation button layout 5) Ease of use of buttons 6) Ease of executing certain pages in the application 7) Conformity of navigation with the assigned function 8) The application runs smoothly when used
- b. 2 indicator items are assessed with a score of 3 (sufficient), namely: 1) Ease of operating the application. 2) The media created can be used effectively and efficiently.

media expert assessment on the programming aspect with an average of 3.92. Based on the conversion of quantitative data to qualitative data, scale 5 is in the "good" category. In detail, the 10 indicator items in the content aspect of the material are:

- a. 11 indicator items are assessed with a score of 4 (good), namely: 1) Content Collapse 2) Clarity of vocabulary and example sentences 3) Suitability of the example to the material 4) Clarity and relevance of the language used 5) Accuracy in selecting images according to the material 6) Suitability of material for students 7) The material is presented coherently 8) The sequence of questions presented 9) Clarity of the questions presented 10) Suitability of training to learning outcomes 11) Balance the proportions of the questions.

- b. 1 indicator item is assessed with a score of 3 (sufficient), namely:  
Level of difficulty of the question.

Based on the assessment of material experts and media experts, the material expert's assessment of the suitability of Android application-based Arabic language learning media in the learning aspect with a mean of 4.00 (Good) and the material content aspect with a mean of 3.92 (Good). Media experts' assessment of the feasibility of Arabic language learning media based on Android applications in the appearance aspect with a mean of 4.11 (Good) and the programming aspect with a mean of 3.8 (Good). And based on the trial results, the average pre-test score (initial test) of students was 24 and the average post-test score (final test) was 58 with a student progress score of 34

### **Conclusion**

From the results of the research described above, it can be concluded that learning media designed based on Android using the MIP App Inventor application are suitable for use as alternative media for learning Arabic. This is based on the assessment of material experts and media experts which concludes that this media is feasible to use. In addition, based on the results of limited trials, it was found that this media was feasible to be used as a smartphone-based alternative media in learning Arabic.

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