THE DEVELOPMENT OF INNOVATIVE ARABIC MATRICULATION LEARNING MEDIA BASED ON GOOGLE SITES TO IMPROVE THE ARABIC PROFICIENCY OF MAN 1 PASURUAN STUDENTS

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ABSTRACT
The big challenge for the world of education in the 21st century is to emphasize the use of technology in learning. In addition, learning Arabic matriculation in the 21st century must equip students with Arabic knowledge, skills, and perspectives. This can be achieved by using audio-visual integrated digital learning media. The research aims to produce the audio-visual media e-Arabic learning integrated to enhance students' proficiency in Arabic learning materials. This media development uses ADDIE development models. The subjects used were students of class X MAN 1 Pasuruan. The data collection instruments used are a questionnaire and pretest-posttests for qualitative and quantitative data. The data analysis used was descriptive quantitative percent and normality tests as well as the Paired Sample T Test assisted by IBM SPSS Statistics 25 software. The results of the validating of the material and the design get a percentage score over 90%, both of which fall into the category of totally worthy or perfectly valid according to Arifka by considering the advice from the validator. Based on test results, students get an average percentage of 86%. While the result of the testing t-sample test state the media e-Arabic learning proved capable of increasing student language proficiency. So the media e-Arabic learning was developed to improve students' skills and is pronounced especially worthy of use for learning.
Keywords: Google Sites; E-Arabic learning; Language proficiency

INTRODUCTION

The great challenge of education in the 21st century was the use of technology, information, and the development of the internet so that the paradigm of society changed into the digital age. When the cultural paradigm of society has changed, then change must also occur in the educational world. The change meant giving openness and affordability in the world of education and thus achieving new opportunities in the learning process (Mustea et al., 2014). So, in 21st-century Arabic studies, the implementation must be connected to the use of technology because of the demands of the times in the digital age. The use of technologies in education can be applied to digitally based-learning media.

Learning with technology-based media needs to be developed and used by teachers. In addition to meeting the demands of the educational world, technology-based development and the use of media learning can create students who have long-term knowledge, understanding, attitudes, and skills. This is because media can be interpreted as a messenger that stimulates the thoughts, feelings, attention, and interests of the recipients (students) so that the learning process goes smoothly (Kusumadewi, 2016). A key aspect of the learning process is of selecting the

correct media according to the material that is being studied, which will enable effective and efficient teaching-learning activities. Today the use of technology-based learning media is widely found on platforms, such as Google sites. Google sites are a free digital hosting service provided by Google, which enabled it to create a website capable of presenting multiple interests on the Internet (Suryanto, 2018).

Google Sites have differences between websites generally in terms of features it has, which as being able to integrate with other Google devices. So that Google Sites can teach devices that are easily used such as teaching materials with PDF, word, or power points, implementation of materials with videos and pictures, syllabus inputs and lesson plans (RPP) to excel, and able be integrated with existing audio-visuals (Islamiah, 2021). Additionally, Google sites can combine various information in one place with charges and can be used by all users with Google accounts (Mukti et al., 2020). Another advantage of Google Site is easy to create and can create an interesting digital learning medium. Thus, the material provided is easily understand by students because of the relevant information, and can providing technology-related skills consistent with the four pillars of the learning process: learning to know, learning to do, learning to be, and learning to live together (Jamun, 2018).

Based on existing research, Google Sites can increase student motivation and facilitate student learning because the information contained in them is diverse and flexible (Khasanah & Muflihah, 2021). Based on the needs analysis carried out, students find it difficult when participating in Arabic matriculation learning at MAN 1 Pasuruan. This happens because no use of learning media facilitates the material. In addition, students like learning in which there is some additional information such as images, audio, video, and others. This is supported by Arabic learning materials whose orientation is to become a global communication tool, so a medium is needed that can contain various information. Finally, this Google Sites media was chosen to be a solution to the problem of Arabic learning in MAN 1 Pasuruan.

Arabic matriculation is a material that students need to understand before taking it to the next level of education. Arabic proficiency is the ability to master the language in communicating and understanding the 'spirit' of the Qur'an (Samin, 2020). Based on the result of the analysis, the need to strengthen students' Arabic language proficiency is still relatively low. Arabic language proficiency can be improved by using audio-visual media, so google sites are considered appropriate because they can be integrated with audio-visual (Afaria, 2020). In this case, the development of innovative Arabic learning media based on google sites aims to improve the Arabic proficiency of MAN 1 Pasuruan students.

RESEARCH METHODOLOGY

This research is included in development research and experiments. The development of e-Arabic learning media is carried out with the ADDIE development model (Analyze, Design, Development, Implementation, and Evaluation) (Sugiyono, 2016). This model was chosen because it is easier to use than other models, as well as being commonly used in the field of instructional design to create products that are effective and efficient in learning (Budoya et al., 2019).

This research is in the form of experimental research, this experimental research is used in the implementation stage. Its implementation by providing questions at the beginning and end of learning is used to determine the influence of the application of e-Arabic learning media on students' Arabic language proficiency skills. This ability can be measured based on students' understanding and ability regarding 4 indicators according to (Elawadi, 2019).

The subjects of this study were Arabic teachers and students of class X MAN 1 Pasuruan. Later these two subjects would evaluate the results of the products that had been developed and tested in class. The subjects used were 31 students with a distribution of 8 female students and 23 male students.

This research was conducted according to the ADDIE model and the implementation stage, of e-Arabic learning media products was carried out with a one-group pretest-posttest design with data analysis techniques using the Paired Sample T Test test (Tarumasely, 2020). However, before conducting the analysis, a normality test was carried out, then a Paired Sample T Test was carried out using IBM SPSS Statistics 25 software.

Data analysis was carried out on quantitative data obtained from the experimental results of pretest-posttest values using the Paired Sample T Test assisted by IBM SPSS Statistics 25 software. The goal is to find out the differences in students' Arabic proficiency after and before using e-Arabic learning media. Using the hypothesis as follows:

H_o: There is no improvement in students' Arabic proficiency before and after using e-Arabic learning media.

H_a: There is an increase in students' Arabic proficiency before and after using e-Arabic learning media.

This study used a significance value of 0.05 with a confidence level of 95%. If the value of Sig (2-tailed) is less than 0.05 then H_o is rejected and H_a is accepted and vice versa.

RESULT AND DISCUSSION

The results of the development of innovative Arabic learning media based on Google Sites using the ADDIE model can be described as follows:

Analyze

At this stage, problem analysis and user characteristics analysis are carried out. The resulting problem analysis states that the use of technology-based learning media is still lacking, so students are not optimal in understanding the material being studied. On the other hand, the school has provided an adequate Wi-fi network and school regulations allow students to bring smartphones into the classroom, but this has not been fully optimized in the learning process. As many as 61.9% of students stated that the difficulty in understanding the basic knowledge material of Arabic and student skills is still relatively low because only 47.6% of students can practice Arabic.

Design

This stage is developed based on the results obtained from the previous stage, consisting of the preparation of products, components, and instruments. Preparation of materials or products using basic knowledge materials of Arabic that are based on the analysis stage. E-Arabic learning media is developed in the form of links so that it has flexibility in use, and it consists of several sub-menus, namely dashboards, attendance lists, materials, reflections, and values.

Development

The development stage carried out consists of three stages, namely product description, product validation, and product revision. The product description stages explain the e-Arabic learning media that has been developed. This media consists of several elements or sub-menus, namely dashboards (overview, as well as learning objectives), attendance lists (google forms and google spreadsheets), materials (6 sub-materials or themes, explanations, and implementations), reflections (quizzes/games, practice questions and where to upload), values (google spreadsheets value list). The second stage of development is product validation, this stage is carried out by material and media validators before e-Arabic learning media is tested on MAN 1 Pasuruan students.

Based on the validation of material experts by lecturers of the Arabic department of the Faculty of Letters, State University of Malang, e-Arabic learning media on Arabic matriculation materials to improve student proficiency got an overall score of 92% (very worthy).

Implementation

The trial of e-Arabic learning products is carried out for students by providing pretests, product reviews, giving posttests, and ending the filling of trial questionnaires by students.

The results of the student trial questionnaire scores showed a difference in scores on each aspect, the lowest score is on the usage aspect. This aspect gets the lowest score because students are accustomed to digital-based media so in its use there are still obstacles. Thus, it is necessary to habituate the use of digital-based learning media so that its utilization can be maximized. As for the other two aspects, they have a higher percentage. This is because students support e-Arabic learning media because it is interesting, flexible, and not boring, the information presented is complete and easy to understand so as to improve student's language skills. The percentage of the results of the teacher and student trial questionnaire shows that the e-Arabic learning media developed to improve students' language proficiency is included in the category of very valid or very feasible. So that it can be applied to learning Arabic matriculation material in Arabic.

Evaluation

This stage is carried out based on the results of the implementation stage, e-Arabic learning media needs to be evaluated for future development. E-Arabic learning media obtained a percentage of 92% of material validators, 97% of media validators, 93% of teacher responses, and 79% of responses from students. These results show that the development of e-Arabic learning media to improve students' abilities is very feasible to be used in learning Arabic basic knowledge materials in Arabic. However, this needs to be balanced with the findings obtained during the study, namely 1) The use of technology-based media needs to be habituated among students so that the use of e-Arabic learning media or other media can run optimally, 2) Before learning with e-Arabic learning media, students are expected to be able to understand the concept of mapping at least reading the material so that the use of e-Arabic learning media is maximized.

This study also used instruments in the form of pretest-posttest to know the changes in students' language proficiency abilities. Then the results of this test are tested and analyzed according to a predetermined method.

Table 1. Normality Test Results of Pretest-Posttest Values

	Kolmogorov-Smirnov		
	Statisticdf	Sig.	
Pre-Test	.147	31	,084
Post-Test	,127	31	,200

Source: Research Results

The normality test is used to determine the normality of the distribution of the data

obtained, although the number of data more than 30 has been assumed to be normal, it still needs proof with this normality test (Fahmeyzan et al., 2018). The normality test used uses the Kolmogorov-Smirnov model because it is easy to do and has an effective and valid normality (Quraisy, 2022). Based on the normality test carried out, the Pretest-Posttest result data in this study have a normal distribution seen from the significance value of each of them more than 0.05 (Usmadi, 2020). The Pretest value has a significance of 0.084 and is declared normal while the Posttest value has a significance of 0.200 and is declared normal. After the data is declared normal according to the result of the normality test, it is continued with the Paired Sample T Test to see the difference in students' abilities after using e-Arabic learning media.

Table 2. Paired Sample Statistics T test results

		Mean	N	Std. Deviation	Std. Error Mean
Pair1	Pre-Test	30,90	31	10,001	1,796
	Post-Test	79,90	31	8,738	1,569

Source: Research Results

Table 3. T Paired Sample Test Results

		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-Test Post-Test	-49,000	14.590	2,620	-54,352	-43,648	-18,699	30	,000

Source: Research Results

Based on the results of the Paired Sample T Test in table 2, it can be seen that the average pretest value is 30.90 with a standard deviation of 10.001 while the average post-test value is 79.90 with a standard deviation of 8.738. These results showed an increase in post-test values because the average value was higher than the average pretest value. This is following the facts in the field where after students learn with e-Arabic learning media, students can identify the position of the language and determine grammar according to the rules and identify words. This is supported by e-Arabic learning media used in learning as well as simple projects carried out by students during learning. Simple projects require students to practice Arabic language proficiency. On the other hand, students are also able to understand the material and answer questions that are already available in the technology used.

The difference between the average pretest and posttest values can be see in table 3 with a difference score of -49,000. The result is classified as a large category. This is in line with the facts in the field, where there is a big change from the beginning students have not understood how to speak using *lah ah* finally students can imitate. The Paired Sample T Test results showed a Sig (2-tailed) value of 0.000. The basis for making the decision used is that if the Sig value (2-tailed) is less than 0.05 then the hypothesis H_o (There is no improvement in students' ability between before and after using e-Arabic learning media) is rejected and H_a (There is an increase in student ability between before and after using e-Arabic learning media) is accepted (Dewa et al., 2020). So based on the Paired Sample T Test conducted to get a Sig (2-tailed) value of 0.000 smaller than 0.05 which is used as the basis for decision-making (Sriyanti et al., 2020). Thus, H_o is rejected and H_a is accepted, meaning that the e-Arabic learning media used in the learning process is proven to be able to improve students' language proficiency because it has a significant influence.

E-Arabic learning media products are declared effective for improving students' language proficiency. One of the considerations is the percentage of student success in answering posttest questions with indicators according to (Council & Committee, 2004).

Table 4. Percentage of Success Answering Posttest

No	Indicators	Question Number	Success (%)
1	Mimicking the *lahjah* of the Arab	1	97
2	Identifying language notch	2	82
3	Determining grammar according to the rules	3	81
4	Identifying the word from the Arab	4,5	67
Average			79

Source: Research Results

The result of the percentage of student success in answering a language proficiency-based posttest consists of 4 indicators, namely imitating *lahjah*, identifying language position, determining grammar, and identifying words with an average score of 79% (very high).

The results showed that in addition to language proficiency, students' thinking ability also improved because it was closely related to daily life (Purwanto et al., 2021). However, in this case, the student's reasoning process still needs to be improved, because of the several components of reasoning that exist, students are only able to use three components of the reasoning process. In addition, the weakness of student reasoning can be seen from the lack of understanding of students regarding the analysis of language position. It is because the analysis of the student's language position is still low, and it requires perseverance to explore

it (Kasim et al., 2022). So that the student reasoning process still needs to be improved by using media that can help students' reasoning develop to the intermediate stage, as well as with learning that utilizes maps consistently and continuously to get maximum results.

CONCLUSION

Based on the results of the discussion described above, it can be concluded that: 1) The e-Arabic learning media development product that is compiled is included in the very valid category with a percentage of 94.5%. 2) E-Arabic learning media products obtained average results from the teacher and student trials 86%. 3) There is an influence on the use of e-Arabic learning media products on students' language proficiency ability based on the Paired Sample T Test. However, for the media to be more optimal, it is necessary to pay attention to the suggestions and inputs provided by validators. So based on the data analysis carried out, it can be concluded that the e-Arabic learning media developed to improve student's language proficiency in Arabic matriculation material is very feasible for students to use in the learning process.

The limitation of this study is that the trial stage is only carried out to certain groups with limited time. So it is less than optimal. In addition, limitations are also found in the media developed because the media is only able to improve students' basic language skills, as well as its use is technology-based which certainly requires certain abilities in the field of technology. Therefore, recommendations that can be used for other researchers are the need for media development that can increase students' spatial insights in an intermediate manner and is carried out in the maximum possible time with the continuous use of technology-based media so that students have familiarity with the use of technology. The most important recommendation is that the user must be adjusted to the needs of learning in the field to achieve the planned learning objectives.

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