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 education in the 21st century is emphasizing technology in learning. In addition, learning Arabic matriculation in the 21st century must equip students with Arabic knowledge, skills, and perspectives. It 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 and the Paired Sample T Test assisted by IBM SPSS Statistics 25 software. The results of validating material and design get a percentage score over 90%, which falls into the category of totally worthy or perfectly valid 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 results state that 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.**

Abstrak - **Tantangan besar dunia pendidikan abad 21 ditekankan pada penggunaan teknologi dalam pembelajaran, di sisi lain pembelajaran matrikulasi bahasa Arab abad 21 harus membekali siswa terkait pengetahuan, keterampilan dan perspektif bahasa Arab yang dapat dicapai dengan penggunaan media pembelajaran digital terintegrasi audio-visual. Tujuan penelitian yaitu menghasilkan media *e-arabic learning* terintegrasi audio-visual untuk meningkatkan kemahiran siswa pada materi pembelajaran bahasa Arab. Pengembangan media ini dilakukan dengan menggunakan model pengembangan ADDIE. Subjek yang digunakan yaitu siswa kelas X MAN 1 Pasuruan. Instrumen pengumpulan data yang digunakan yaitu angket dan soal *pretest-posttest* untuk mendapatkan data kualitatif dan kuantitatif. Analisis data yang digunakan berupa deskriptif kuantitatif persen dan uji normalitas serta uji *Paired Sample T Test* berbantuan *software IBM SPSS Statistics* 25. Hasil validasi ahli materi dan desain memperoleh skor persentase melebihi 90%, kedua hasil tersebut termasuk dalam kategori sangat layak atau sangat valid dengan memperhatikan saran dari validator. Berdasarkan hasil uji siswa mendapat rata-rata persentase sebesar 86%. Sedangkan hasil uji *Paired Sample T Test* menyatakan media *e-arabic learning* terbukti mampu meningkatkan kemahiran bahasa siswa. Sehingga media *e-arabic learning* yang dikembangkan untuk meningkatkan kemahiran siswa dinyatakan sangat layak digunakan untuk pembelajaran.**

Keywords - *E-Arabic Learning, Google Sites, Language Proficiency.*

INTRODUCTION

The great challenge of education in the 21st century was using technology, information, and the development of the internet, so 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 technology because of the demands in the digital age. The use of technologies in education can be applied to digital 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. It is because media can be interpreted as a messenger that stimulates the recipients' thoughts, feelings, attention, and interests students so that the learning process goes smoothly (Kusumadewi, 2016). A key aspect of the learning process is selecting the correct media according to the material being studied, enabling effective and efficient teaching-learning activities. Today, technology-based learning media is widely found on platforms like Google Sites. Google Sites is a free digital hosting service provided by Google, which enables 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. 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 understood by students because of the relevant information and can provide 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 their information is diverse and flexible (Khasanah & Muflihah, 2021). Based on the needs analysis, students struggle to participate in Arabic matriculation learning at MAN 1 Pasuruan. It happens because no use of learning media facilitates the material. In addition, students like learning with additional information such as images, audio, video, and others. It 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 solve 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 analysis, the need to strengthen students' Arabic language proficiency is still relatively low. Using audio-visual media can improve Arabic language proficiency, so Google Sites are 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. This research aims to develop learning media for Arabic matriculation based on Google Sites and to explain the effect of using learning media on students' Arabic language proficiency.

METHODOLOGY

This research is included in research and development. E-Arabic learning media is developed with the ADDIE development model (Analyze, Design, Development, Implementation, and Evaluation) (Branch, 2009). 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).

The process of developing the ADDIE model has five stages. First is the analysis stage; in this stage,

the researcher conducts a problem analysis of user characteristics and needs analysis. Second, the design stage, namely product design based on needs analysis data. Third, in the development stage, the researcher realizes the product design that was designed in the previous stage into a real product which is realized in the form of a prototype. At this stage, the researcher added an expert validation test step to determine the feasibility level and get product improvement suggestions. Fourth, the implementation stage, namely product trials at schools by giving pretests, product reviews, giving posttests, and ending with filling out trial questionnaires for students. Its implementation by providing questions at the beginning and end of learning is used to determine the influence of e-Arabic learning media on students' Arabic language proficiency skills. This ability can be measured based on students' understanding and ability regarding four indicators according to (Elawadi, 2019).

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 (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. Fifth the evaluation phase, the researcher evaluates based on the results of the implementation phase.

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 developed and tested in class. The subjects used were 31 students, with a distribution of 8 female students and 23 male students.

Data analysis was carried out on quantitative data obtained from the experimental results of pretest-posttest scores using the Paired Sample T Test assisted by IBM SPSS Statistics 25 software. The goal is to discover 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 Sig (2-tailed) score 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 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 and student skills is still relatively low because only 47,6% of students can practice Arabic.

From the needs analysis carried out by students and teachers, they need audio-visual integrated digital learning media to study Arabic matriculation material. Google Sites are one of the choices as an effective and efficient learning medium because they can be integrated with other Google devices. Students want the media to have pictures, videos, and links connected to the material.

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 through links to have flexibility in use.

The name of the product being developed is E-Arabic Learning. This media is a digital-based learning media discussing Arabic matriculation material. This learning media was developed to help students deepen their practice of Arabic matriculation. The development of this website aims to improve students' Arabic language proficiency. So that many audio-visual materials are found in them as examples or implementations

of the material provided; it is also equipped with pictures, articles, learning videos, material files and several other supporting files.

The learning objective in this lesson is that students can understand basic knowledge and its application in everyday life more easily and precisely because e-Arabic learning is accompanied by learning media such as pictures, videos, links, and others to help students understand the material. The learning method used in e-Arabic learning is the Self Organized Learning Environments (SOLE) method. This learning method focuses on the independent learning process by utilizing E-Arabic Learning. In addition, by using the Blended Learning method, which combines learning in the classroom and outside the classroom (online). Then the learning approach is used, namely the Expository approach, which emphasizes the delivery of information conveyed by learning resources to students, and a scientific approach in which the learning process is designed so that students are active in the learning process.

The sub-menus of E-Arabic Learning include; the first dashboard is a menu that explains learning media and how to use it. Second, the attendance list, namely the student attendance menu, can be seen by the teacher directly on Google Forms available on the website. Third, menu materials that provide various skills needed by students include speeches, *imathoh*, olympiads, news, and *syi'ir*. Fourth, the score menu is for collecting student assignments and the teacher's place to give grades to students after submitting assignments. As for implementing E-Arabic Learning, students are given access to open E-Arabic Learning products. Then given directions regarding the features that have been provided. After the students understand, they study it individually by carrying out orders on each of the existing features.

Development
The development stage consists of three stages: product description, validation, and revision. The product description stages explain the e-Arabic learning media that has been developed. E-Arabic media consists of 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), score (Google Spreadsheets score 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. The following is a prototype of the media that has been developed.

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 gets an overall score of 92% (very worthy).
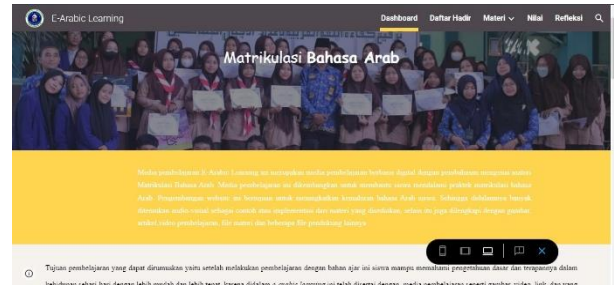
Figure 1. Dashboard
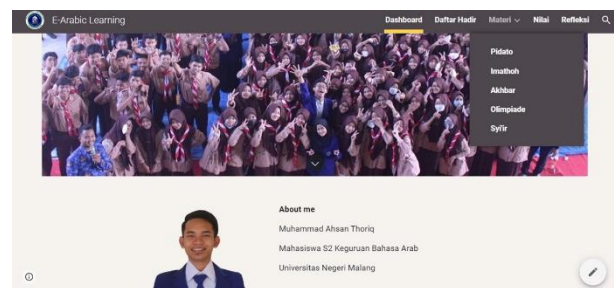
Figure 2. Arabic Speech Material

Figure 3. Materials on E-Arabic Learning

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 student trial questionnaire scores differed in scores on each aspect; the lowest score was on the usage aspect. This aspect gets the lowest score because students are unfamiliar with digital-based media, so there are still obstacles to its use. Thus, it is necessary to habituate using digital-based learning media to maximize its utilization. As for the other two

aspects, they have a higher percentage. Students support e-Arabic learning media because it is interesting, flexible, and not boring; the information presented is complete and easy to understand to improve students' language skills. The percentage of the teacher and student trial questionnaire results shows that the e-Arabic learning media developed to improve students' language proficiency is included in the very good or feasible category. So, E-Arabic learning 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 92% of material validators, 97% of media validators, 93% of teacher responses, and 79% of student responses. 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 research. First, using technology-based Media requires habituation among students so that e-Arabic learning media or other media can run optimally. 2nd before learning with e-Arabic learning media, the students are expected to understand the concept of mapping and at least read the material to maximize using e-Arabic learning media.

This study also used instruments as a 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 Score

	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Pretest	0,147	31	0,084
Posttest	0,127	31	0,200

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 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
Pair 1	Pretest	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							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean			Lower	Upper			
Pair 1	Pretest Posttest	-49,000	14,590	2,620	-54,352	-43,648	-18,699	30	0,000

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 posttest value is 79,90 with a standard deviation of 8,738. These results showed increased posttest score because the average value

was higher than the average pretest value. It follows the facts in the field where after students learn with e-Arabic learning media, they can identify the language's position, determine grammar according to the rules, and identify words. It 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 can also understand the material and answer questions already available in the technology used.

The difference between the average pretest and posttest score can be seen in Table 3, with a difference score of -49,000. The result is classified as a large category. It is in line with the facts in the field, where there is a big change from the beginning students has not understood how to speak using *lah ah* finally, students can imitate. The Paired Sample T Test results showed a Sig (2-tailed) value 0,000. The basis for deciding is if the

Sig value (2-tailed) is less than 0,05. The hypothesis H_o (There is no improvement in students' ability 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 was 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 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. Students are only able to use three components of the reasoning process. In addition, the weakness of student reasoning can be seen from students' lack of understanding regarding the analysis of language position. The student's language position analysis is still low, requiring 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 discussion results described above, it can be concluded that the compiled e-Arabic learning media development product is included in the very good category with a percentage of Ninety-four point five percent. E-Arabic learning media products obtained average results from the teacher and student trials of eighty-six percent. 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, 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 can only improve students' basic language skills. Its use is technology-based, which certainly requires certain abilities in the technology field. 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, the students have familiarity with the use of technology. The most important recommendation is that the user must be adjusted to the learning needs in the field to achieve the planned learning objectives.

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