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Development of Arabic Language Materials Using Lecture Maker Software in Universities

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INTRODUCTION

Indonesia is one of the countries in the world. Indonesia is a country consisting of various ethnic groups, nations, and languages full of diversity. However, behind these privileges, the State of Indonesia has also experienced several conflicts, whether political, economic, etc. Prolonged war

certainly cannot be tolerated. Indonesia needs an intelligent nation so that all of this can find a way out. To create and give birth to the country, of course, requires extraordinary guidance. The Indonesian government has designed a program to achieve this with the obligation to take education for all the people (Marwah et al., 2018). In his research, he

stated that education is essential to be applied to people in all aspects of life.

Education is a program appointed by the government to influence and help students to be able to solve life problems in the future (Uge et al., 2019). At the same time, (Setiawan, 2017) Defines education as an essential means used as a driving force for the nation to acquire civility. Education is also expressed as a program to humanize humans. The point is that with education, humans can find their identity to be helpful for the nation and the country (Ibrahim, 2013). Within the scope of the government and state, the concept of education is used as a guide to developing the life of the nation (Larsen et al., 1999). Because education has a significant and influential role in the nation's life, education is required to be part of society and is no longer considered an everyday need (Putra, 2019; Sawitry, n.d.).

Education is classified into several parts, including moral, moral, physical, spiritual teaching, etc. Moral education includes three dimensions: the self-dimension, the social dimension, and the metaphysical dimension. The size of self-referred to here is the relationship between a person and himself, then his relationship with God. Then the social dimension is the relationship between a person and the surrounding community, including the government. Next is the metaphysical size related to one's belief and essential grip (Suryadarma & Haq, 2015). The purpose of moral education, in general, is to guide children to become true Muslims in accordance with Islamic law, as well as believers and pious deeds. (Zaman, 2018).

As we are witnessing today, many teenagers fall into promiscuity, such as taking drugs, wild ballads, and many more. So that with this action, the name of the nation will be tarnished in front of the world. To overcome all that, a moral education program was held. Moral education is a form of conscious effort made to instill moral values into children so that they can behave according to society's expectations (Syaparuddin, 2020). (Kusrahmadi, 2007) In his research, revealed that moral education could not only involve

one aspect but all aspects of human life, so it is not fixed on only cognitive aspects because this can destroy the character of a child.

In addition to moral education, there is also physical education. Physical education is often associated with a person's physical activity, as expressed by (Abduljabar, 2011), Which states that physical education is human physical activity to develop children's mental and social.

The existence of physical education is always accompanied by spiritual education because the two are intertwined. Spiritual education is more strongly related to Islamic-based education. (Jafaar et al., 2019) Argue that spiritual education is education held to spiritually teach a person how to improve his relationship with God through obedience. Spiritual education is often referred to as *al-tarbiyah al-ruhiyah*, especially among Arabs. *Al-tarbiyah al-ruhiyah* among the Arabs is considered a modern term associated with educational reform (Akmansyah, 2016).

In the world of education, of course, there are main activities used to support the success of education, one of which is learning. (Purba et al., 2021) Describe learning as a process component of the curriculum, that is when the curriculum is applied. (Riyana, 2015) Defines learning as a process carried out so that learning events occur. Learning consists of several main components, namely students, educators, and teaching resources carried out in one environment, all of which are interrelated. (Hanafy, 2014). Learning that only relies on mastery of the material has failed in creating active, creative, and innovative students. It is said that students can only solve problems in the short term and have not been able to solve long term problems (Kadir, 2013). One of the criteria is that learning is said to be successful if students can control and assess the learning outcomes they get (Afandi et al., 2013).

Essential components in the learning concept are learning methods and media used to maximize student learning outcomes. First, we must recognize what learning methods and teaching media are. The first method of

learning. Before knowing the method of learning more deeply, we must understand what a method is. Methods are steps that have been systematically arranged so that they are negotiated as well as possible (Aditya, 2016). Meanwhile, according to (Thrun & Pratt, 2012) the Learning method is a tool used in the educational process when delivering teaching materials to students. So, what is meant by learning methods is a series of presentations of teaching materials carried out by educators by utilizing various facilities, either directly or indirectly in the teaching and learning process.

In addition to learning methods, learning media is also a component that significantly influences the success of the learning process. From an educational perspective, what is meant by the media is an instrument involved as a determinant of students' success during the learning process (Abi Hamid et al., 2020; Hasan et al., 2021; Nurrita, 2018). Learning media is an intermediary in the form of tools used to deliver teaching materials (Pakpahan et al., 2020). Learning media has various functions, including a component expected to advance education and accelerate the learning process (Nurseto, 2012). The use of learning media cannot be separated from teaching, and its position cannot be ignored (Mahnun, 2012).

Currently, the concept of education is no longer the same as before. The arrival of the virus outbreak has changed everything. Educators can no longer meet their students in the same room. The teaching and learning process is transferred virtually through the internet network. Therefore, the role of technology is highly expected in this condition.

Various universities in Indonesia have experienced difficulties continuing the learning process. Due to the prohibition to enter the campus area, they were forced to study online. Because it is feared that the virus will spread widely and take many lives, not all courses can run optimally if done online. For example, language courses have unique characteristics compared to other courses.

Language courses are indeed challenging to apply online systems because their characteristics must master four skills, namely reading (*Qiraah*), writing (*kitabah*), speaking (*kalam*), and listening (*istimak*). This makes all lecturers feel confused about how to keep students understanding the material presented.

As we know, one of the language courses in universities is Arabic. Arabic is one of the subjects that is often considered the most challenging subject compared to other subjects. Learning a language is indeed not an easy thing because learning a language is an attempt to build new habits within yourself so that sometimes it makes you feel bored. According to (Hidayat, 2012), The privilege possessed by Arabic compared to other languages is seen from its high literary value.

The confusion of the lecturers can finally be overcome by utilizing interactive-based learning media in teaching Arabic courses. (Shofwan, 2009) Interpret interactively with the empowerment process carried out as a controller of the learning environment. Using interactive-based learning media, educators are required to develop their skills to create exciting learning media. In addition, educators must master the media they use to teach (Shalikhah, 2017).

There are so many interactive-based learning media that have been created, but not all of them are suitable to be used to teach Arabic courses. One of the effective interactive learning media for learning Arabic is Lecture Maker.

Lecture Maker is a software-based learning media with complete templates in images, videos, audio that can facilitate the learning process (Fitriati & Ghazali, 2018; Ihsan & Musyrifah, 2020). Lecture Maker learning media has a positive impact on students where students are allowed to be directly involved in obtaining information (Ghaffari, 2008; Mesra et al., 2022; Syahrul et al., 2018). Accessing Lecture Maker is also very easy because the application is not complicated, so that it can be done by anyone (Elvisa & Hurriyah, 2018). Making material

using this application is also very easy because it has provided a quiz menu. Hence, the lecturers need to make questions and design them as good as possible.

This study aims to find out how the education system in Indonesia is, what are the ways to overcome the teaching and learning process, especially Arabic language courses during the pandemic that exist in universities, namely at IAIN Batusangkar in the Tadris Mathematics department, the development of Lecture Maker in Arabic learning. Researchers hope that using Lecture Maker in Arabic courses can help improve student learning outcomes during this pandemic.

METHOD

This study uses research and development methods (Research and Development), namely research methods that produce a product and test the effectiveness. (Sugiyono, 2016). The model used in this study is Bord and Gall. This study makes Arabic language material based on Executable (.Exe), where the files can be used on a computer or laptop device without installing the original master application. Bord and Gall in (Fauzan et al., 2019) Explained that six steps need to be considered to develop a product. The steps are: 1) needs analysis; 2) design; 3) development; 4) trial; 5) revision; Last 6) dissemination, production and distribution. The data analysis technique used in this research is identifying the data, grouping the data, presenting and explaining the contents, and concluding. Quantitative data techniques using percentage data analysis, as for the method used according to what was conveyed by (Usman, Husaini, 2008) as follows:

- P : $\frac{Tse}{TSh} \times 100\%$
- P : Prosentase
- Tse : Total empirical score throughout Respondents in 1 item
- TSh : Maximum total score in 1 Items
- 100% : Konstanta

The eligibility criteria for the resulting product are as follows:

Table 1. Product Eligibility Criteria

Percentage	Qualifications
81-100%	Very valid and usable
61-80%	Quite valid and usable with no improvements
41-60%	Invalid and recommended not to use
21-40%	Invalid and unusable
0-20%	Invalid and unusable

RESULT AND DISCUSSION

Researchers researching Arabic language material at this university determine the research point at IAIN Batusangkar in the Tadris Mathematics department using Lecture Maker software, the results of which will be accessible on any computer or laptop without having to install the Lecture Maker application.

Arabic Material Development

The researcher conducted and observed the Semester Lecture Plans used in the Arabic language course in the Mathematics Tadris department; besides that, they also conducted interviews with the lecturers who taught in these subjects. This course weights 2-semester credit units, and in each semester credit unit, there are 50 minutes for lecture time. There are 14 materials in this course, in which students are required to master the theory and be able to apply, analyze, and make decisions responsibly in the Arabic language field. In this course, various methods are used, and the reference books used in this course are books related to Arabic, both domestically and abroad.

Analysis of the Semester Lecture Plan as a reference in conducting development research is the primary step because the Semester Lecture Plan is one of the learning tools that must be prepared before lectures and becomes a reference for lecturers and students in the learning process. This is corroborated by the opinion (Dolong, 2016), Which states that in developing teaching preparation, one must first know the meaning and purpose and master the theoretical and practical elements contained in teaching preparation. The ability

to make teaching preparations is the first step that teachers must possess and as the estuary of all academic knowledge, fundamental skills, and in-depth understanding of learning objects and situations.

To design the content of teaching materials, the researchers did the following two things. First, formulate the objectives of learning Arabic. The goals that have been developed: students can understand examples related to specific rules, students can conclude the theory of certain regulations, students understand theories about certain rules, students are able to apply the rules that have been learned, students are able to find certain rules in sentences, students are able to complete sentences With certain rules, students are able to justify wrong sentences according to certain rules, and students are able to make sentences in which there are certain rules. Second, designing Arabic language material.

The design of the Arabic language material developed using an inductive approach, starting with the presentation of examples of the use of rules, discussing examples relating to certain rules, inferring the rules, and for strengthening the rules, practice questions are presented. This is corroborated by (Setyawan, 2015), Which states that the inductive approach in learning Arabic is an approach that gives examples first before the rules of Arabic. About classroom teaching, an inductive approach is applied by following five steps, namely muqaddimah (introduction), 'ardh (presentation of material), rabth (relation to previous material), istinbath al-qai'dah (conclusion of the rules), and tathbiq (Rule application).



Figure 1. Bottom of Back and Vext in Lecture Maker Application

After the design has been designed, the next step taken by the researcher is to develop Arabic language material using the Lecture Maker application. Researchers take two main steps in developing the Arabic language material for this course. First, developing Arabic language materials using the Lecture Maker application with the MS PowerPoint program and second, Designing Arabic teaching materials with the MS PowerPoint program into the Lecture Maker application. As with the Arabic language material development design, the Android-based display of Arabic at IAIN Batusangkar is in the form of a flipbook. Flipbook is an Android application that helps students read by feeling like physically opening a book because there is an animation effect where switching pages will look like physically opening a book. The final result can be saved to HTML, exe, zip, screen saver and app formats (Mudinillah, 2021). This Arabic material is like a book, but to open it, and you need to use Android to open one page to another; just click the menu button in this Arabic teaching material in the application.



Figure 2. Arabic Material Using the Lecture Maker Application

Feasibility of Arabic Material Development Results Using Lecture Maker

To know the advantages and disadvantages of the product produced, of course, the product needs to be tested. In the trial, two things will be done, namely expert testing and field testing. Specialist testing is conducted by providing the results of products developed to experts in learning media and experts in Arabic language materials. Both experts will evaluate, validate, and provide feedback on the

product produced. The effect will also be discussed with the recipients of Arabic language courses to improve the product. At the same time, field tests are conducted by applying the product to a small group as correspondents, namely on 15 students taking Arabic language course correspondents in this study. To obtain data from the trials, questionnaires and interview guidelines related to the products tested were used.

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To obtain data from this trial, questionnaires and interview guidelines related to the products tested were used. The validation results show that the teaching materials of Arabic language subjects using the Lecture Maker application produced, according to material experts, is very valid as the percentage of validity and eligibility is 95%. Based on the validation of media experts, teaching materials for Arabic language subjects using the Lecture Maker application produced is entirely valid; the percentage is 95.38%. While the rate of assessment from the correspondents is 82.35%, the teaching materials for Arabic language subjects using this Lecture Maker application are very valid.

CONCLUSION AND RECOMMENDATION

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