

# Development of Interactive Media in Arabic on the Material Read Class VIII of MTs Darul Hikmah T.A 2019/2020

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**Abstract**— This research aims to find out: 1) results in a quality interactive media on subjects of Arabic as well as worthy of use in learning; 2) the effectiveness of the use of interactive media in the process of learning the Arabic language; 3) results learn Arabic students MTS class VIII on material read using interactive media. The research model used is ADDIE model of development. The results showed (1) adobe flash-based interactive media quality on subjects of Arabic and decent used in learning with a value of  $t_{hitung} = t_{tabel} > 4.43 = 4.02$ , (2) use effective interactive media used in the process learning Arabic with a value of  $t_{hitung} = t_{tabel} > = 4.42 = 4.56$ , (3) the results of learning Arabic grade VIII with the material read using interactive adobe flash media is higher than the results of student learning using media powerpoint learning.

**Keywords**— *Adobe Flash-based Interactive Media; Power point*

## I. INTRODUCTION

Attendance and progress of ICT in the era of global communications today has provided assistance for the submission and presentation of learning material or idea can be more interesting and fun. On the other hand, the presence of ICT as new technologies provide challenges to the lecturers and teachers to be able to master it so you can select and use ICT effectively and efficiently in the process of teaching and learning.

Observations of the field by using the method of interview obtained data about the learning process that takes place in the village of Darul Hikmah MTs Meku Pangkalan Brandan Langkat where teaching and learning are still using methods conventional and computer-based media using simple media like textbooks. Learning media use is still insufficient, as well as learning still a monotone was done in class. The condition occurs due to the lack of Arabic language lessons if done learning outside of the classroom as do practical work in the laboratory. When teachers cannot be processed due to a variety of things present, resulting in the lessons discussed arab that tend to be carried out using conventional methods and use

media simple so that student learning outcomes to be not increased.

The use of media content read also media usage is still limited to textbooks. According to Raras (2012), stating that the weakness of media use a textbook is not all material can be explained by the media text books. This is caused by the use of a media text books can not display material read clearly. So on some material which needs a vocabulary from the text that will be read very necessary media capable of showing such things so that the material can be carried with a faster and more understood by students. One of these interactive media that can be developed is to use Adobe Flash. On reading materials, the use of Adobe Flash are very necessary because in reading material where there is a difficult matter is explained if only use media speaking engagements, as well as text books. The reason researchers designing interactive media in the form of program Adobe Flash professional is because students are very rarely obtain video material with dishes that contain text readings in Arabic.

Researchers doing early Observations conducted has found some things that do teachers in teaching the Arabic language for several years, among other learning approach is still too dominated by the teacher (teacher centered), such as more teachers many use the lecture approach without the accompaniment of other approaches. The use of approaches, strategies and methods are less precise with learning materials, as well as the lack of presence of multimedia owned school.

Interactive learning media presence at the current school is useful for the learning process, particularly to deliver material to read on the Arabic lesson at junior level Classes VIII one i.e. using media an interactive computer-based learning with adobe flash software that contains the material read served as attractive as possible. Thus researchers interested in developing adobe flash media on the junior level school students is appropriate and it is understood the child so that the child spared from trouble understanding the material in Arabic. To

reaffirm the conclusions, researchers found preliminary research data to know the potential and conditions of learning Arabic already utilized in MTs Darul Hikmah. The result of the advances given to angket 5 teacher person subjects Arabic and 92 people students class VIII serves the following facts: (1) 75% (3 people) Arabic subjects teachers have yet to understand about interactive media, (2) 75% (3 people) teacher the Arabic language has never been using interactive media in learning process, (3) 100% (4 people) Arabic subjects teachers require interactive learning media in learning Arabic berbasis Adobe Flash, (4) 88% (79 Those Students not yet understood) Interactive media, (5) 100% (92 people) prefer the existence of Siwa learning using interactive media on learning Arabic.

## II. METHOD AND RESULTS METHOD

The research was conducted at MTs Darul Hikmah Meku Bay Village Base Berandan Langkat. Development model used is the development of Dick and Carey model (2005). This model allows the citizens learn to be active to interact for setting strategy and type-based learning environment. With form-based learning environments, which are adapted to the context and setting of the surrounding environment or also known as situational approach.

The development procedure is to produce interactive multimedia is divided into 6 stages, namely: (1) Conducting preliminary research, (2) the making of design software, (3) data collection, (4) create and produce interactive multimedia (5) Review or test field in the framework of a formative evaluation and revision of the product. Formative evaluation continued during the development process starting from the stage of the analysis, the production design as well as implementation until retrieved results in accordance with its intended purpose, and (6) test the effectiveness of product.

Type of data obtained in the research and development of a variety of qualitative and quantitative data. Qualitative data in the form of descriptions written suggestions collected comes from the expert instructional design, materials, and media experts. While quantitative data as the basic data collected through the now expert assessment material, material experts, media experts, and product sheets against the now students. The instruments used to obtain data the results of student learning is the learning outcomes tests. The form of the test is multiple choice with a total of 30 items, each correct answer was given a value of 1 (one) and a wrong answer is given the value 0 (zero). The instruments that will be used to test the effectiveness of the use of model-based learning culture, before the cobakan has been tested through the analysis of the details of the question, so that the instrument is said to be good, valid and reliability. For trials conducted on respondents outside of the sample. Way that is is to give tests to 25 students who are selected as respondents to the test. The test results of the study were developed based on the curriculum on subjects KTSP Arabic. The aspects assessed were cognitive ability includes preparation, process and product results.

In a test of the effectiveness of this data obtained are the result of learning students from classes that use multimedia language learning Arabic-based adobe flash. Analytical techniques descriptive technique is used. Descriptive statistical techniques are used to analyze data by way of describing data collected as-is without intending to make general conclusions applicable to generalization.

## III. RESULTS AND DISCUSSION

Based on a needs analysis can be concluded that the development of a learning-based adobe media flashpada Arabic subjects are indeed very needed by teachers and students in the learning process. Individual trials to 32 students of class VIII MTS Darul Hikmah Meku Bay Village on the eligibility of the contents of the adobe flash-based learning media on subjects of Arabic there are 81% including the category of good, on aspects of kegrafikan material adobe flash-based learning on Arabic subjects of 81% is included in the category. The results of the assessment against the adobe flash-based learning media on subjects of Arabic in field trials conducted 32orang students, showed that the products developed are used and no viable suggestions and fixes delivered in field trials, so development continued on the revision of the experts.

This is in line with the opinion of the Borg and Gall (1983:772) on the books of Education Reseach An Introduction which States that development research is a research oriented to develop and validate products used in education. This is in line with the research Sanjaya (2013) that Adobe Flash media as a medium of instruction on the subject matter of the particle in Physics lessons for high school students of the school of International Standard. Research methods in this study was the development of a 4 d model (define, design, develop, disseminate) and performed to a limited test development stage. From hasiluji try are limited to 10 students of Class XI IPA 4 SMAN 15 Surabaya obtained positive response assessment of students with average percentage of 95.71%. These results indicate that the adobe flash media has developed decent used as media of instruction on the material particle for high school students.

According to Sudjana \* Rivai (2001:2) says that the media can make the teaching process learning of students in the teaching which in turn is expected to heighten the learning outcomes achieved. The reasoning with regard to the benefits of media teaching in the learning process of students, among others: (1) Teaching would be more attracted the attention of students so as to cultivate the motivation of learning, (2) teaching materials will more clearly its meaning so that it would be more understood by the students and allow students to master the objective of better teaching, (3) method of teaching will be more varied, (4) Students doing more learning activities because not just listen to teacher's description but also other activities such as observe, perform, demonstrate and others.

Technological developments also provide innovation in the learning process and also make learning becomes interesting. Learning media development is aimed to attract the attention of students and raise the motivation of students in learning. Learning media can increase interest in learners by utilizing the developed technology at the time now. Therefore, the results in this study produces interactive multimedia-based learning media on lessons in Arabic and decent to use. Adobe flash-based learning media according to Mery (2008) is also a tool used in the learning process by using one of the computer software to be able to make so that students not only hear and see the video but also provide active response so as to allow the occurrence of interaction between teachers, the media, and students so that learning objectives are achieved. Arabic language learning materials created using the software adobe flash would be more interesting.

A media expressed both showed satisfactory results in achieving the objectives that have been determined. In this case then conducted trials of the product in the process of learning to know the effectiveness of media in learning. The effectiveness of media that can be seen from the results of student learning. Miarso (2011:536) indicators that can be used to determine the effectiveness of the learning dalamproses is (a) organizing a good material, (b) effective communication (c) mastery and enthusiasm towards the subject matter, (d) a positive attitude to students (e) granting of fair value (f) flexibility in the approach of learning and (g) the results of student learning. To find out the effectiveness of the product carried out an analysis of the results of the study on 32 students who were taught with the use of adobe flash-based learning media and compared with the results of student learning in a class with dibelajarkan using power point learning media. Based on the analysis, the value of the average dibelajarkan in students who use adobe flash-based learning media is higher than the value of the average students in the class dibelajarkan by using power point learning media.

This is in line with the research Situmorang and Rita (2014) that describes if the use of interactive multimedia based adobe flash better in improving the students ' knowledge and competence in the subjects of English language on without using cloud-based interactive multimedia. The use of cloud-based interactive multimedia allow students to more easily understand the material because of cloud-based interactive multimedia allows students to interact directly, having a picture image, animated backgrounds and the question of whose results can be directly known to students and teachers. In addition, internet-based interactive multimedia is very practical, because it can be carried by students and can be studied at home. This internet-based interactive multimedia can also test the capability and understanding of students directly.

Napitupulu and Kristina (2016) also found if dibelajarkan learning using interactive multimedia exercises and practices to increase student competence in information and

communication technology. When learning, information and communication technology provided by using interactive multimedia exercises and practice to students who have studied the negative motivations would be more easily understood because students will perform exercises that repeated directly after guided by teachers.

Learning with the use of computer-based learning media with adobe flash can cause even the enhance children's interest in learning material notice Tsanawiyah Arabic because with media-based learning computer with adobe flash, the material presented can be designed according to needs of learning, for example showing the key points of the reading material, the layout or layouts made as attractive as possible so that the child becomes more focused on paying attention to the learning material. Accuracy in computer-based learning using media with adobe flash will add to the interest of the child to pay attention to the learning material.

#### IV. CONCLUSIONS

That the overall average categorized "SangatBaik" after a few revisions so that the media can be used to test next. The validation results from trials of individuals, small groups and limited field trials against media which developed included within the category of very decent, so it can well accepted and used as a medium of learning and the Learning Outcomes of students with Media Adobe Flash-based interactive learning on Learning Arabic is higher than on the results of student learning by using learning media Power Point.

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