

## Development of Interactive Media for Listening skill and Speaking skills Assisted by Lectora Inspire and Plotagon Story

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### Abstract

The success of learning must be connected to the role of the media, especially in language learning that requires interactive media so that students can actively participate in the learning process. The purpose of the interactive media development research assisted by Lectora Inspire and Plotagon Story is to support the learning of listening skill and speaking skills for grade V students of MI Rahmat Sa'id Jombang. The subjects of this study were 22 students of VA MI Rahmat Sa'id. This research is a Research and Development (RnD) research using the Borg and Gall model, which is modified into six stages. The result of the development of this media is in the form of an android application that contains learning materials for listening skills and speaking skills by taking material about al-mihnah (profession). The results showed that this interactive media is very suitable for use when learning, as evidenced by the average value of expert tests of 81% and user tests of 92.4%, categorized as "Very Good" media. This shows that students are interested in using this interactive media as a supporting medium for listening and speaking skills during learning.

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## Introduction

Language is a medium used by humans to interact. In communication, skills in listening and speaking are needed so that the message can be received correctly. Learning Arabic is essential to learn and develop four basic skills, including listening and speaking skills as oral communication skills<sup>1</sup>. Listening is the initial activity in learning a language while talking is the final activity in implementing the language that has been discovered. Listening skill is listening and recording what is heard, understanding and responding to what is heard.<sup>2</sup> While speaking skill is a person's activity in practicing the language that has been listened to. Listening skills must be taught early because,

<sup>1</sup> Eufirin Efendi Lubis, "Maharah al-Istima' wa Dhawabituha fi al-Lughah al-Arabiyah," *Thariqah Ilmiah: Jurnal ilmu-ilmu kependidikan dan Bahasa Arab* 8, no. 1 (2020): 52–66.

<sup>2</sup> Ummatut Tashliyah, "Pengembangan Media Pembelajaran Audio Untuk Keterampilan Menyimak Siswa Kelas VIII MTs Hidayatus Sholihin Turus Gurah Kediri," *Ethesis LAIN Kediri* (2022): 2–10; Yeny Nuraeny, "Strategi Mengatasi Kesulitan Belajar Bahasa Arab Peserta Didik Pada Mata Kuliah Istima'i," *Alashriyyah* 2, no. Vol. 2 No. 1 (2016) (2016): 12.

with listening activities, students can understand Arabic through hearing and avoid mistakes<sup>3</sup>. Speaking skill is also very important in learning Arabic; if the language can be practiced in communication, then knowing the language will be much easier<sup>4</sup>.

Based on an interview conducted by researchers with MI Arabic teacher Rahmat Sa'id on Saturday, June 18, 2022, at Madrasah Ibtidaiyah Rahmat Sa'id Jombang stated that the school has provided learning support facilities such as LCD Projectors students are also allowed to bring smartphones and laptops at school if needed in the learning process. However, Arabic learning at the school still uses conventional media such as textbooks and blackboards. In Arabic language learning at MI Rahmat Sa'id, teachers often read readings to students, so using the teacher's voice alone without the help of the media still needs to be improved to attract students' attention. Listening skill learning requires a medium to support learning to achieve learning objectives. In addition to interviews, observations at the school found several problems, such as some of the students still needing help with listening to vocabulary and reading read by the teacher, which resulted in class students often losing focus and enthusiasm during learning. In addition, in class V the students have quite a lot of vocabulary but still need help making sentences.

From the above problems, it is necessary to develop media that can support Arabic language learning, especially in listening and speaking skills which are exciting and can provide motivation and enthusiasm for learning in learning Arabic. Sholihatin<sup>5</sup> expressing the use of media can influence student learning by attracting students' attention to focus more on learning to foster interest in learning. Many research results discuss the development of media in learning, but many teachers still need to be convinced to use media. One of the reasons for not using media is the high cost of using it<sup>6</sup>. Even in today's technological era, many applications and websites can be used to learn for free.

In addition to learning methods, media is also one element that can help achieve learning objectives. The purpose of learning media itself is a tool for teachers to make it easier to transfer material to students in an easier way. To be able to use media, teachers should choose excellent and suitable media according to their needs. Interactive media is needed to allow students to actively participate in the learning process so that learning material can be adequately conveyed<sup>7</sup>. According

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<sup>3</sup> Tri Tami Gunarti, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Audio Visual Untuk Meningkatkan Maharah Istima' Pada Siswa-Siswi Madrasah Ibtidaiyah," *Anwalyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 2 (2020): 122–129.

<sup>4</sup> Nurazizah Amir and Nurjannah Nurjannah, "Pelatihan Dan Pendampingan Maharah Kalam Santri Dalam Pembelajaran Bahasa Arab Di TKA/TPA," *Jumat Pendidikan: Jurnal Pengabdian Masyarakat* 3, no. 2 (2022): 59–63.

<sup>5</sup> L Sholihatin, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Aplikasi Plotagon Pada Siswa MA NU Petung Panceng Gresik," *Prosiding Konferensi Nasional Bahasa Arab*, no. 1986 (2020): 320–326.

<sup>6</sup> Adtman A. Hasan and Umi Baroroh, "Pengembangan Media Pembelajaran Bahasa Arab Melalui Aplikasi Videoscribe Dalam Meningkatkan Motivasi Belajar Ssiswa," ... *Bahasa Arab dan Pembelajarannya* 9, no. 2 (2019): 140–155.

<sup>7</sup> Herman Dwi Sujono, *Multimedia Pembelajaran Interaktif Konsep Dan Pengembangan* (Yogyakarta: UNY Press, 2017).

to Anggriani<sup>8</sup>, audiovisual media with an attractive appearance can attract students' attention, so they can understand the message and information conveyed, such as using cartoon animations. One engaging cartoon animation that is easy to use is the Plotagon story.

Plotagon Story is an application that presents the creation of 3D animated films that are easy to create, modify and edit. The Plotagon story application makes it easy for film designers because, in this application, the author can find out the actual picture in the scene; this application presents a variety of characters that can be selected according to needs and can be used to write text using any language<sup>9</sup>. Thohir et al.<sup>10</sup> The sound recording feature makes Plotagon Story suitable for use as a medium for speaking skills. However, video alone is still considered less interactive, so software is needed to help complete the animated video Plotagon story into an interactive one. Software that is very suitable to help is Lectora Inspire.

Shalikhah<sup>11</sup> Lectora Inspire is an app where you can easily create presentations, learning materials, and assessment materials. Lectora Inspire itself was created as an e-learning development tool<sup>12</sup>. The advantages of lectora inspire include: easy to use because it does not require sophisticated programming languages, it can be used as media online or offline, there are features for making and evaluating assessments, and it can export files from PowerPoint.

Sholihatin<sup>13</sup> suggests that learning Arabic using animated video Plotagon story received a good response. Based on the study, animated video Plotagon stories can improve students' Arabic language learning, as seen from the increase in students' posttest average scores (8.3), which increased from the average pre-test score (7.2). Nevertheless, this study only focused on developing Plotagon story media for Arabic language learning, not devoted to specific skills.

Furthermore, Thohir et al. examined the use of Plotagon story media, showing that with the help of Plotagon story in speaking skills, there was an increase in the average score of students from before the implementation of the media, which was (71.8) to (89) after the performance of

<sup>8</sup> Mitha Dwi Anggriani, "Pengembangan Media Animasi Kartun Pada Pembelajaran Tematik Untuk Siswa Kelas IV Sekolah Dasar Negeri 114 Pekanbaru" (Universitas Islam Riau, 2021).

<sup>9</sup> Kunti Nadiyah Salma, "Pengembangan Materi Keterampilan Menyimak Dengan Menggunakan Program Multimedia Plotagon Story Untuk Siswa MTsN 2 Malang," *Doctoral Dissertation, Universitas Islam Negeri Maulana Malik Ibrahim*, 2020; Amrina, Adam Mudinillah, and Siti Mahmudah Indarpansa, "Pemanfaatan Aplikasi Plotagon Sebagai Media Pembelajaran Bahasa Arab Kelas X MAN," *Ad-Dhuha: Jurnal Pendidikan Bahasa Arab dan Budaya Islam* 3, no. 1 (2022): 31–43.

<sup>10</sup> Muhammad Thohir, Kiki Cahya Muslimah, and Nihayatin Musyafa'ah, "Prelude Aplikasi Plotagon Story Untuk Keterampilan Berbicara Pada Pembelajaran Bahasa Arab Sesuai KMA 183 Tahun 2019," *TADARUS: Jurnal Pendidikan Islam* 10, no. 1 (2021): 1–12.

<sup>11</sup> Norma Dewi Shalikhah, "Pemanfaatan Aplikasi Lectora Inspire Sebagai Media Pembelajaran Interaktif," *Cakrawala: Jurnal Studi Islam* XI, no. 1 (2016): 101–115.

<sup>12</sup> Adam Mudinillah, "Pemanfaatan Aplikasi Lectora Inspire Sebagai Media Pembelajaran Interaktif Pada Pelajaran Bahasa Arab," *Jurnal Penelitian IPTEKS* 4 (2019): 248–258; Irfan Haidar Ali, "Pengembangan Media Pembelajaran Interaktif Berbantuan Lectora Inspire Dalam Mengajar Bahasa Arab Kelas IV Semester Ganjil Di Sekolah Dasar," *Repositori UIN Raden Intan Lampung* (2022).

<sup>13</sup> Sholihatin, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Aplikasi Plotagon Pada Siswa MA NU Petung Panceng Gresik."

Plotagon story during learning. However, this study only focuses on using Plotagon story applications to support speaking skill learning rather than on the stage of developing Plotagon story media.

Salma et al. stated that from the post-test results, students got a score above KKM, which is 80, after using the media. Using Plotagon stories can support Arabic language learning and influence the understanding of listening skill material. This research focuses on the development of Plotagon story media and its effectiveness on listening skills.

In addition, Ediyani and Munip<sup>14</sup> suggest that Lectora Inspire is very effective in learning material for listening skills, as seen from the increase in student learning outcomes, namely  $P = 0.000 < 0.05$ . This research focuses on developing Lectora Inspire media on listening skill learning and measuring the effectiveness of Lectora Encourage media on listening skills.

On the other hand, Salama<sup>15</sup> Suggests that learning media using Plotagon Story and Lectora Inspire has valid, effective, and efficient results. The percentage level of student learning outcomes tests falls into the effective category, which is 80%, and the practicality of media from student response results has a score of 88.84%. However, this study examines the development of Plotagon story, and Lectora inspire media in mathematics learning, not in Arabic language learning.

The similarity of this research with previous research is using the same application to be developed into interactive learning media. At the same time, the difference lies in the subjects studied, the research subjects studied, and the research design used. Based on the description above, researchers will use the Plotagon story and Lectora Inspire applications as interactive learning media. The purpose of this study is to develop interactive media to support listening skill and speaking skill learning for VA MI Rahmat Sa'id class students. This study also measured the feasibility level of interactive media to be used as media in Arabic education at MI Rahmat Sa'id.

## Method

This research is a Research and Development (RnD) research and development using the Borg and Gall 1983 procedural development model<sup>16</sup>. Borg and Gall's research model: This study only used 6 out of 10 steps due to time and cost constraints. These steps are depicted in the following chart.

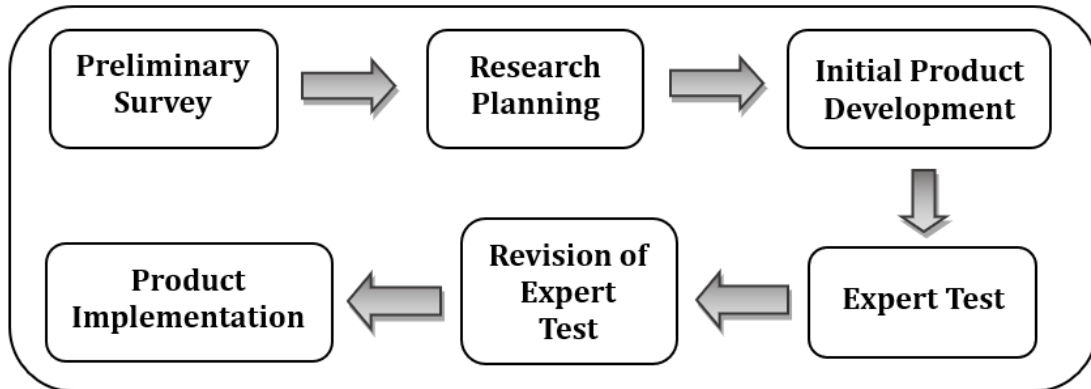
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<sup>14</sup> Muhammad Ediyani and Abdul Munip, "Pengembangan Materi Pembelajaran Maharah Al-Istima' Berbasis Media Lectora Inspire Di Madrasah Aliyah Swasta Ulumuddin Lhokseumawe Aceh," *At-Tajdid: Jurnal Ilmu Tarbiyah* 6, no. 2 (2017): 197–226.

<sup>15</sup> Fadilah Safinatu Salama, "Pengembangan Media Pembelajaran Interaktif Berbentuk Cerita Animasi Berbantuan Lectora Inspire Dan Plotagon Pada Sub Pokok Bahasan Perbandingan Senilai Dan Berbalik Nilai," *Digital Repository Universitas Jember*, no. September 2019 (2018): 2019–2022.

<sup>16</sup> Fredy Situmorang, "Pengembangan Media Pembelajaran E-Learning Berbasis Web Pada Mata Pelajaran Pemeliharaan Sasis Dan Pemandah Tenaga Untuk Peningkatan Hasil Belajar Peserta Didik SMK Negeri," *Cybernetics: Journal Educational Research and Social Studies* 2, no. 3 (2021): 66–72.; Albet Maydiantoro, "Model-Model Penelitian Pengembangan (Research and Development)," *Jurnal Metode Penelitian*, no. 10 (2019): 1–8.

Chart 1. Development Stages of Borg and Gall used



First, the preliminary survey is by observing and interviewing Arabic teachers to find out how Arabic learning at MI Rahmat Sa'id Jombang, the curriculum and teaching materials used, and the media used during the learning process. In addition, researchers also collect references related to the development of interactive media. Second, research planning is done by determining research objectives, determining the material to be used in the media, and preparing media to be developed following the needs analysis results. Third, initial product development is by designing media and designing media according to planning. At this stage, activities are carried out to create Android-based media as attractive—fourth, expert testing by material and media experts. Expert validation aims to assess how feasible the media is to be used as a learning tool. Fifth, revision of expert test results following validator evaluation and feedback on expert validation results. Sixth, the implementation of the final product, namely media that has been declared valid and has been revised, can be tested in the field to determine the feasibility of media as a learning medium.

### Data Collection Techniques

In this study, data were obtained from students of class VA MI Rahmat Sa'id Jombang involving 22 students and expert validators. The types of data obtained in this study are qualitative and quantitative data. Qualitative data in the form of observations and interviews, suggestions and inputs from student responses, and criticisms and suggestions from material expert validators and media experts. The quantitative data is in the form of assessment results of media and material experts, as well as the results of student responses. Data collection techniques in this study were observation and interviews with MI Arabic teacher Rahmat Sa'id Jombang before the research was conducted. The instruments used are questionnaires or questionnaires for expert validation and media user questionnaires. This study uses Rating Scale measurements on the questionnaire sheet, which can be seen in the following table.

Table 1. Rating Scale Measurement

Classification	Score
Very Good	4
Good	3
Not Good	2
Very Not Good	1

(Source: <sup>17</sup>)

### Data Analysis Techniques

Data analysis techniques in interactive media development are qualitative and quantitative. To analyze the feasibility of the media used qualitative analysis. Data in the form of numbers from the results of validation questionnaires and student responses will be measured using the Rating Scale. The collected data are analyzed through quantitative descriptions presented in the percentage distribution of categories on a defined scale <sup>18</sup>.

Eligibility percentage (%)

$$P = \frac{\sum R}{N} \times 100\%$$

Information:

P : Score Percentage

$\sum R$  : Number of scores obtained

N : Maximum/ideal score

After obtaining percentage results, the next step is to determine the level of quality and feasibility of the media produced based on the following criteria.

Table 2. Achievement Level

Achievement Level	Criteria
76% - 100%	Very Good
51% - 75%	Good
26% - 50%	Not Good
< 25%	Very Not Good

(Source: <sup>19</sup>)

The development of interactive media is declared feasible and can be used as a learning media if it meets the qualification requirements with the suitability of the material and the feasibility

<sup>17</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: ALFABETA, 2015).

<sup>18</sup> Umi Hijriyah et al., "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Android Untuk Mahārat Al Istimā' Kelas 8 Smp," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 5, no. 2 (2022): 239.

<sup>19</sup> Achmad Sholichul Himma Putra, "Pengembangan Media Pisang Badar (Pilih Pasangan Bangun Datar) Pada Sub Tema Hidup Bersih Dan Sehat Di Kelas II Sekolah Dasar" 15, no. 2 (2016): 1–23.

of listening skills and speaking skills learning media for grade V students of MI Rahmat Sa'id Jombang in the "very good" category.

## **Result and Discussion**

### ***Development of Interactive Media for Listening skills and Speaking skills***

Interactive media research assisted by Lectora Inspire and Plotagon story has 6 stages, namely: 1) preliminary survey, 2) research planning, 3) initial product development, 4) implementation of expert tests, 5) revision of expert tests, and 6) implementation of final products.

#### ***Preliminary Survey***

Interactive media development begins with a preliminary survey stage by collecting information from literature studies and conducting field studies to identify problems that occur in MI Rahmat Sa'id Jombang. The data obtained from the initial survey activities are as follows:

##### 1. Literature Study

Literature studies are conducted to explore literature information in the form of material studied at Madrasah Ibtidaiyah. This activity was carried out by analyzing Salman's Arabic textbook for MI Class V, Author Mohammad Zainul Musthofa. This textbook contains 6 subject matters, of which each material contains four Arabic language skills.

##### 2. Field Studies

In field research, observations and interviews were conducted. The interview was conducted with Arabic language teaching teachers on Saturday, June 18, 2022, at 10.00 WIB in the Madrasah Ibtidaiyah Rahmat Sa'id Jombang class. In the interview activity, several questions were asked to the resource persons related to teaching and learning activities in class V MI Rahmat Sa'id. The results of the interview are as follows: 1) at MI Rahmat Sa'id school there are learning support facilities, 2) when learning has used media such as pictures, but not often, 3) Arabic grammatical learning is often taught, 4) students are often asked to memorize vocabulary.

In addition to interviews, observation activities were also carried out for 2 months to identify the process of learning Arabic at MI Rahmat Sa'id. The survey results are used as a basis for the background of this study. In addition to the problems in the background, the lack of proficiency of VA class students in Arabic language learning resulted in some students still experiencing errors in listening to what was read by the teacher. Arabic speaking practices that are rarely done during Arabic learning also result in students lacking confidence and feeling embarrassed when asked to practice conversations using Arabic. To overcome these problems, interactive media is needed that can attract the attention of students so as not to get bored when participating in Arabic language learning. With the times, android-based interactive

media is the right solution for the problems of VA MI class student Rahmat Sa'id Jombang to be able to improve his listening skill and speaking skills.

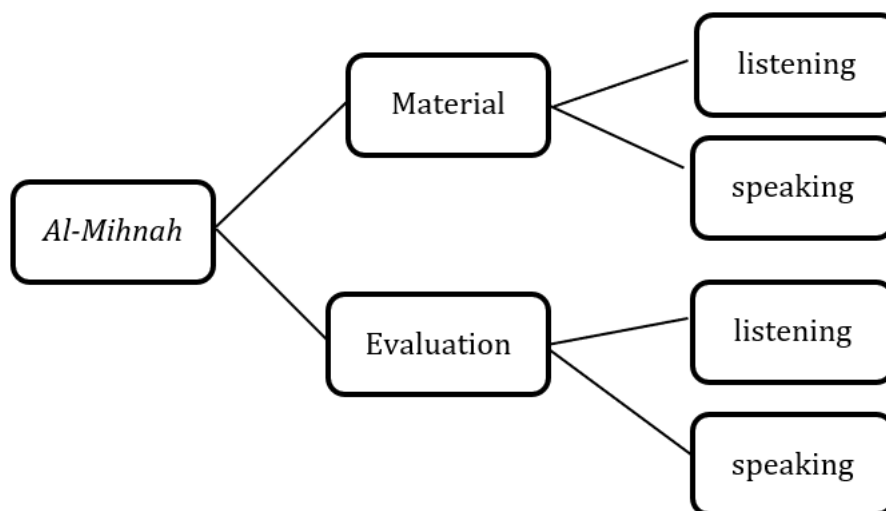
### ***Research Planning***

At the research planning stage, the objectives of the research are determined. In addition, at this stage, materials are collected to create and develop products, one of which is choosing learning materials that will be used in interactive learning media. This media planning is carried out in two stages, namely material planning and media content planning.

#### 1. Material Planning

The material in this study refers to Salman's Arabic textbook for MI Class VA using the material, namely *المهنة*, because al-mihnah material will be studied in odd semesters, for that researchers want to develop media so that it can be used as a learning medium. After the material has been set, then the researcher formulates indicators and learning objectives that are adjusted to the Core Competencies (IC) and Basic Competencies (KD) in the Salman Arabic textbook for MI Class V, Author Mohammad Zainul Musthofa. The results of the material design on the media can be seen in the following chart.

Chart 2. Material Planning

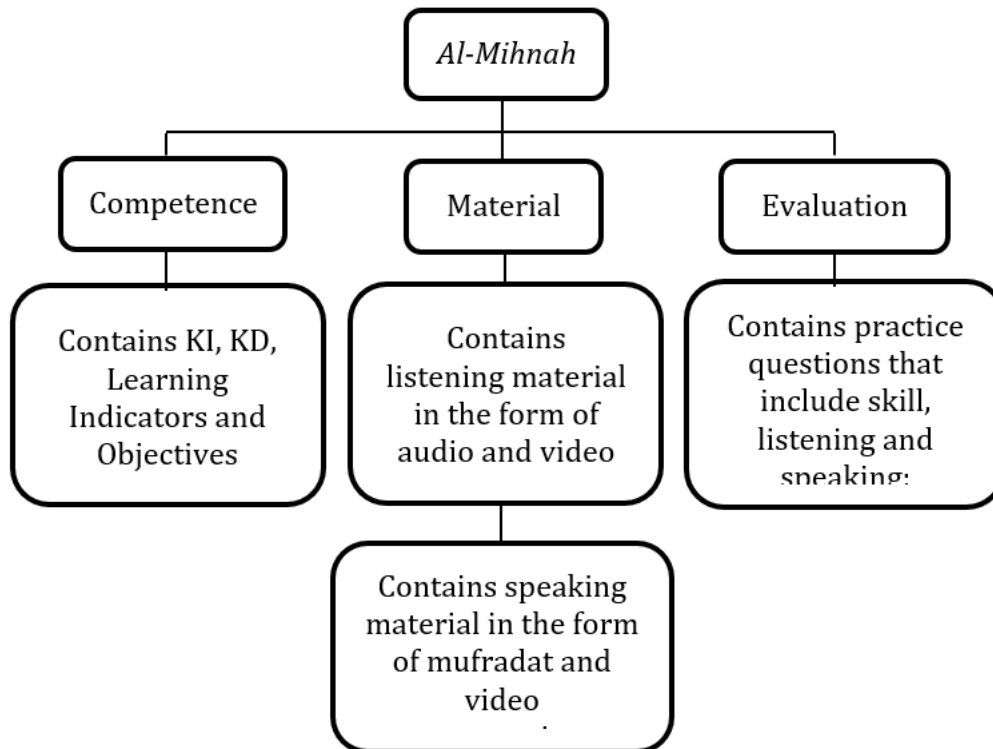


#### 2. Media Planning

At this stage, researchers begin to collect materials for media such as supporting images, prepare audio recordings for listening skills on media, and make animated videos. Here's the initial design chart of the media:



Chart 3. Media Planning



### *Initial Product Development*

At the initial product development stage, several activities were carried out, namely determining the design to be used in the media, and preparing media manufacturing facilities and infrastructure. This media contains competencies, materials, evaluations and profiles. In addition to using these 2 applications, the Website 2 APK Builder application also used which is used to convert HTML 5 media files into Android-based applications. The following is a presentation of interactive media development content that can be seen in the image below.



Figure 1. Media Development Results

The competency menu contains Core Competencies (IC), Basic Competencies (KD), indicators and learning objectives adjusted to Salman's Arabic textbook for MI Class V. The material menu on this media contains 2 skills, namely Listening skills and Speaking skills. While the evaluation menu contains 5 listening questions and 3 questions contain pictures to train students' greetings. The following is an example of the content of listening material and speaking material.



Figure 2. Listening Material



Figure 3. Speaking Material

The listening material contains reading texts in the form of audio and video animated conversations about al-mihnah. While the speaking material contains 14 mufradat accompanied by pictures and video conversations about al-mihnah.



Figure 4. Listening Evaluation Question



Figure 5. Speaking Evaluation Problem

The evaluation menu contains listening and speaking practice questions. The practice of listening skill questions is 5 questions, 2 questions related to choosing the right vocabulary and 3 questions related to the information expressed in the video material listening. While the practice questions on speaking skills amounted to 3 questions showing pictures about al-mihnah, students were asked to guess what the profession of the picture was, and the work done. In addition, students are also asked to have a dialogue or conversation like the one in the speaking skill video.

### **Expert Test**

After the media has been developed, the next step is the implementation of expert tests. Interactive media testing is carried out by assessing the media in terms of material content and

media display. At this stage, the results of media development are tested by expert validators who are competent in the field of media and Arabic materials. The material validator in this study is Mrs. Dr. Laily Maziyah, S.Pd., M.Pd. who is a lecturer at the Faculty of Letters, State University of Malang. The media validator is Mr Dr Moch. Wahib Dariyadi, M.Pd. is also a lecturer at the Faculty of Letters, State University of Malang. Researchers provide validation questionnaires to validators containing 15 questions for material validators and 12 questions for media validators, to obtain quantitative data that determines the feasibility value of media product development results. From the results of the expert assessment, it can be used as input on media improvement.

### ***Revision of Expert Test Results***

The next stage is the revision of expert tests, carried out media evaluations according to suggestions and criticisms from media and material experts. There are several suggestions for improving interactive media products both in terms of appearance and also material content. The following are revision suggestions and revision results based on the assessment of expert validators.

#### 1. Material Revision

Table 3. Material Expert Revision Results

No	Before Revision	Expert Comments	After Revision
1.	<ul style="list-style-type: none"> <li>The word (نَعَمْ) sounds like (نَعَام)</li> <li>The word (عَمَلِي) also sounds like (عَمَالِي)</li> <li>The word (مُدْرَسَةٌ) does not sound tasydid</li> </ul>	Pronunciation The short length of words and tasydid in the letter ra' in the video needs attention.	<ul style="list-style-type: none"> <li>Re-recording has been done for a short length on the words (نَعَمْ) and (عَمَلِي).</li> <li>The word (مُدْرَسَةٌ) is also re-recorded so that the tasydid can be heard more clearly.</li> </ul>
2.	هَلْ تُحِبُّ عَمَّاكَ؟ هَلْ تُحِبِّينَ عَمَّاكَ؟	The use of I'rob in the video needs to be revised.	هَلْ تُحِبُّ عَمَّاكَ؟ هَلْ تُحِبِّينَ عَمَّاكَ؟
3.	Make a conversational text about al-mihnah with a group of friends like the video below. Then demonstrate in front of the class.	Evaluation of speaking skills is too difficult for elementary school students to make conversational texts.	- مَنْ هُوَ؟ (Engineer) - مَنْ هِيَ؟ (Air hostess) - Do a dialogue about al-mihnah in pairs.

## 2. Media Revision

### a. Revision media attractiveness



Figure 6. Media Attractiveness

### b. The picture on the material replaces the picture that has a watermark



Figure 7. The picture on the speaking material

### c. The username menu is created in Arabic

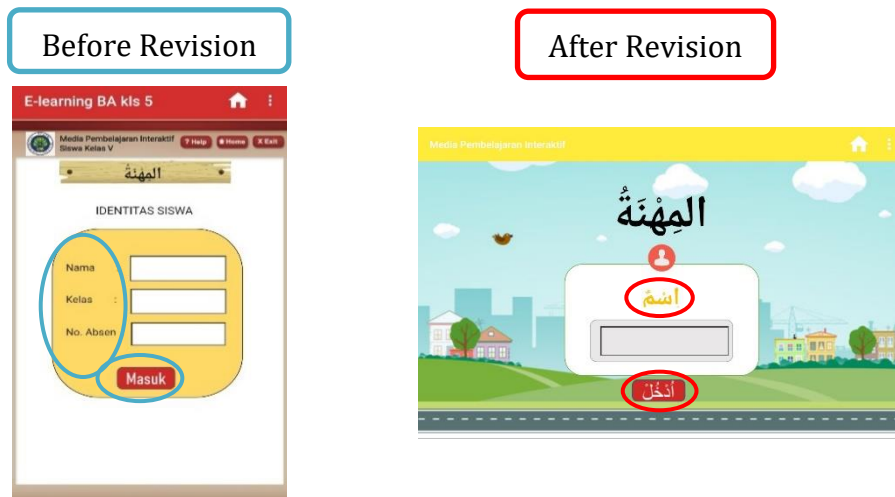


Figure 8. Username

d. Material menus can be made in Arabic so you can learn Arabic

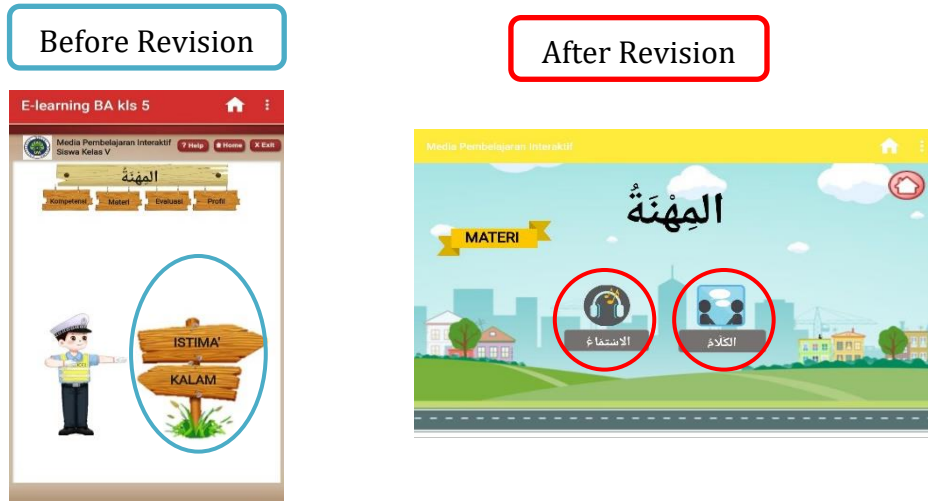


Figure 9. Revision Material Menu

e. The menu on competencies can be given a special menu to make it clearer



Figure 10. Revision Competency Menu

f. The form of listening questions doesn't have an element of listening

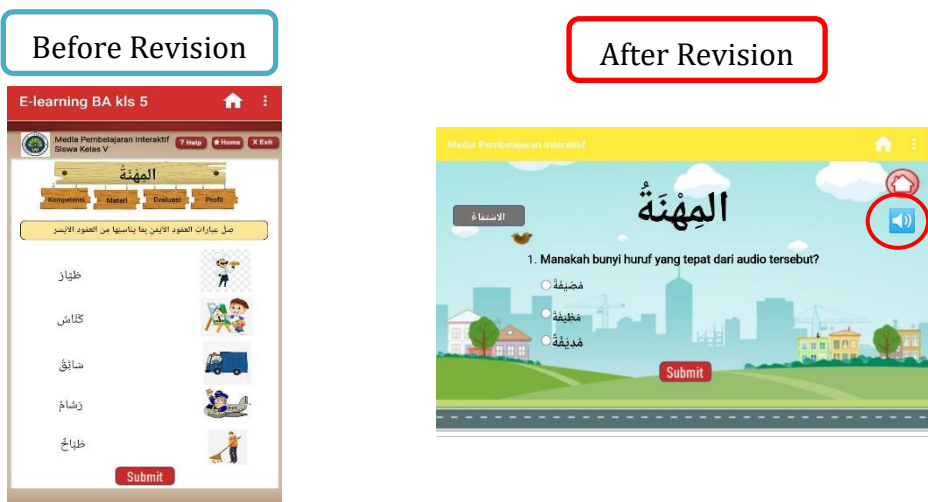


Figure 11. Form of Listening Question

### ***Product Implementation***

After the media was revised, then the media was implemented for 22 students of class VA MI Rahmat Sa'id Jombang. The condition of the classroom during learning with interactive media is that students focus on the media used, and take an active part during learning such as responding to teacher questions, and practising conversations using Arabic in front of the class.

The selection of Lectora Inspire and Plotagon story media to be developed into interactive media is based on research results<sup>20</sup> that state that the use of Lectora Inspire and Plotagon story can have an influence on the process of learning Arabic, such as attracting students' attention to focus on learning material, improving learning outcomes, and providing motivation to improve skills in listening and speaking Arabic. This study's results align with previous research showing that the use of interactive media Lectora Inspire and Plotagon story with audio and video can support training in Arabic listening and improve students' speaking skills. By using learning media, teachers no longer play a role as material presenters but can become learning facilitators<sup>21</sup>.

In addition, the use of animation in developing this media is an essential point in the attractiveness of interactive media, especially for elementary-level student learning media. The reason for using animation in this medium is that elementary school students are included in the concrete operational phase; they will learn and directly connect with real life<sup>22</sup>. The media that presents animation is one form of a solution in choosing media as a tool to help students deliver lessons and provide motivation for students to learn. This is in line with Afifah,<sup>23</sup> who suggests that using animated videos when learning Arabic can attract students' attention to the material delivered by the teacher because animation is a suitable medium for elementary-level children who usually like colorful and fun things.

### ***Feasibility of Interactive Media for Listening skills and Speaking skills***

To determine the feasibility of interactive learning media to improve listening skills and speaking skills, media testing was carried out by material and media experts, as well as media user responses. Material validation in interactive learning media includes aspects of content feasibility components and presentation components. The assessment component by media validators

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<sup>20</sup> Ediyani and Munip, "Pengembangan Materi Pembelajaran Maharah Al-Istima' Berbasis Media Lectora Inspire Di Madrasah Aliyah Swasta Ulumuddin Lhokseumawe Aceh"; Thohir, Muslimah, and Musyafa'ah, "Prelude Aplikasi Plotagon Story Untuk Keterampilan Berbicara Pada Pembelajaran Bahasa Arab Sesuai KMA 183 Tahun 2019."

<sup>21</sup> Mahbub and Riska Khusnul, "Pengembangan Media Audio Visual Untuk Pembelajaran Maharah Istima' Di Madrasah Tsanawiyah Al-Amiriyah Blokagung Banyuwangi," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 2, no. 2 (2022): 252–264.

<sup>22</sup> Nafsiah Hafidzoh Rahman et al., "Pengaruh Media Flashcard Dalam Meningkatkan Daya," *Jurnal Tahsinia* (2018): 99–106.

<sup>23</sup> Ulfah Nur Afifah, "Media Pembelajaran Maharah Istima' Berbasis Video Animasi Untuk Siswa Madrasah Ibtidaiyah," *Jurnal Bahasa Arab* 5, no. 2 (2021): 181–188.

includes aspects of appearance, media content, media effectiveness and language. The following are the results of material and media expert validation.

Table 4. Expert Validation Results

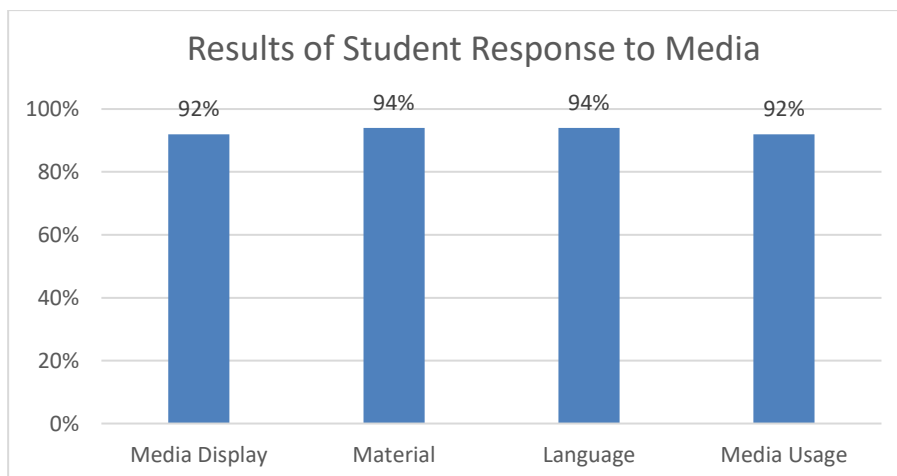
No	Validator	Persentase	Category
1.	Material Expert	85%	Very Good
2.	Media Expert	77,1%	Very Good

Based on the data above, it is known that the media gets a good assessment from the material aspect of 85%, so it is categorized as "Very Good" media. According to material experts, interactive media development from the aspect of material in the media is "Already Good", but still requires revision, including 1) there is some language that is not right, 2) there are errors in writing, 3) need to be adjusted again the material used in the media with the book used as a reference, and 4) there are errors in making indicators and learning objectives.

In addition to a good assessment of the content of the material on the media, the assessment of the media in terms of appearance obtained "Very Good" results. According to media experts, the media is good, but still needs to be improved, such as: 1) replacing the Picture that has a copyright mark (watermark), 2) providing a special menu button for the menu on competence, 3) the font used is less attractive, 4) there is no need to display Arabic text on the listening material, 5) the attractiveness of the media is still lacking.

In the implementation of the product implementation, several shortcomings were found in the media, so improvements were needed so that the media became better and suitable for use as a means of supporting further learning. For this reason, an assessment from media users is needed to provide value and advice to the media that has been developed. The following is a graph of questionnaire results from VA class respondents related to interactive learning media.

Chart 4. Field test respondents' questionnaire results



Based on the data on the graph, the results of students' responses to the media are shown in percentage getting a score of 92.4% which is categorized as "Very Good" media. That is, based on the results of the questionnaire of respondents of VA MI class students Rahmat Sa'id, interactive learning media is suitable to be used as a learning medium, but there are still notes for improvements in this media, such as the volume of sound in the material that needs to be hardened again. For other responses, many students revealed that this interactive learning media is interesting to use in Arabic language learning.

The results stated that the development of interactive learning media received an expert validation test assessment score of 81%, which is included in the "Very Good" media category. This aligns with Media development using the Lectora Inspire app and Plotagon Story, which resulted in very high valid values. With the use of interactive media, it can have a positive impact on students, as seen by the response of students who are very enthusiastic and interested in using interactive media. Based on data obtained from student response questionnaires, using this media is a new experience for them because it is the first time using interactive media during learning; this is in line with research<sup>24</sup> that the use of media with animation can provide interest and interest in learning in students.

In the development of this interactive media, there are advantages in the media, including (1) This interactive media is android-based, which can be accessed easily so that students can learn with the media anywhere and anytime, (2) the use of animated videos can attract students' attention to stay focused and motivated in learning, especially on listening skill and speaking skill, (3) With the help of audio, images, and evaluation questions can encourage students to be more actively involved in the learning process. In addition, the shortcomings of this interactive media are: (1) it cannot be edited or modified, (2) it contains only one subject matter, (3) it only contains listening and speaking skills, and (4) there are no verbs in mufradat in the media.

## Conclusion

Interactive media development research using Lectora Inspire and Plotagon story is an android-based media development developed for listening and speaking skills, containing material about the profession. The development of this interactive media refers to the textbook used at MI Rahmat Sa'id, namely the Salman Arabic textbook for MI Class V. This interactive media is suitable for use in Arabic language learning in class V as evidenced by the average expert validation test results of 81%. The development of this media also received a good response from students as

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<sup>24</sup> Noviyana Sari and Putri Juli Yastri Polem, "Keterkaitan Media Animasi Plotagon Terhadap Minat Belajar Siswa Dalam Pembelajaran PAI," *Murabby: Jurnal Pendidikan Islam* 5, no. 2 (2022): 191–203; Risa Triassanti et al., "Penerapan Media Video Animasi 3D Pada Pembelajaran Speaking Bagi Mahasiswa Prodi Pendidikan Bahasa Inggris," *Prosiding Seminar Nasional Penelitian dan Pengabdian Masyarakat* 6, no. 1 (2021): 510–516.



seen from the results of the student response questionnaire of 92.4%, which stated that this interactive media was interesting in supporting the learning of listening and speaking skills. This research was completed according to the procedure but still has the limitation of focusing on one Arabic learning material and only up to the media feasibility test.

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