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DEVELOPMENT OF INSTRUMENTS FOR EVALUATING ARABIC LEARNING MEDIA FOR ARABIC LANGUAGE TRAINING PROGRAMS IN INDONESIA

Abstrak

Penelitian ini bertujuan untuk 1) menghasilkan instrumen penilaian media pembelajaran bahasa Arab yang terstandarisasi dan 2) mengetahui tingkat kelayakan instrumen penilaian media pembelajaran bahasa Arab. Penelitian ini merupakan jenis penelitian dan pengembangan yang terdiri dari tiga tahap dari Thiagarajan, yaitu Define (pendefinisian), Design (perancangan), dan Development (pengembangan). Subjek penelitian adalah ahli media, ahli instrumen, dan siswa. Hasil penelitian ini dijadikan dokumen dengan Hak Cipta sehingga dapat dimanfaatkan oleh masyarakat luas. Produk instrumen penilaian media pembelajaran bahasa Arab yang dihasilkan sudah sesuai dengan karakteristik pengguna dan validator. Hasil penilaian ahli media terhadap instrumen yang dikembangkan dikategorikan sangat layak. Hasil penilaian pengguna terhadap instrumen penilaian media pembelajaran bahasa Arab adalah layak. Jadi, secara keseluruhan penilaian terhadap instrumen penilaian disimpulkan sangat layak untuk disebarluaskan. Instrumen penilaian media pembelajaran bahasa Arab direkomendasikan untuk digunakan di perguruan tinggi yang fokus pada penelitian dan pengembangan produk multimedia pembelajaran. Instrumen penilaian media pembelajaran bahasa Arab dapat disebarluaskan kepada civitas akademika kampus agar pengguna dapat mengetahui keefektifan dan kebermanfaatannya dalam penelitian selanjutnya.

Kata Kunci: Bahasa Arab, Evaluasi, Instrumen, Media Pembelajaran.

Abstract

This research aims to 1) develop a standardized Arabic learning media assessment tool and 2) determine the feasibility level of Arabic learning media assessment tools. This type of research and development consists of three phases of Thiagarajan: defining, design and development. The research subjects were media reviewers, instrument reviewers, and students. The results of this research will be converted into copyrighted documents for use by the broader community. The products produced to evaluate Arabic learning media match the characteristics of users and validators. The results of the media experts' assessment of the developed tools were rated as very implementable. The results of user evaluation of Arabic learning media assessment tools are feasible. Therefore, it is concluded that the overall assessment of the assessment tool is very suitable for dissemination. The Arabic Learning Media Assessment Tool is recommended for use in universities focusing on researching and developing multimedia learning products. The Arabic Learning Media Assessment Tool can be disseminated throughout the campus academic community so that users can find its effectiveness and usefulness in further research.

Keywords: Arabic Language, Evaluation, Instrument, Learning Media.

INTRODUCTION

Research into learning media is currently a trend among students in the "Arabic Language Didactics" course. Based on the results of a search in the archives of Universitas Negeri Jakarta, out of 122 students who wrote a thesis in 2022-2024, 70 students (57%) used learning media as

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their thesis, 52 people (43%). The rest completed another course of study. Interestingly, of the 70 theses dealing with Arabic learning media, 58 or 83% were research on learning media development, while 12 or 17% were experimental and action research.
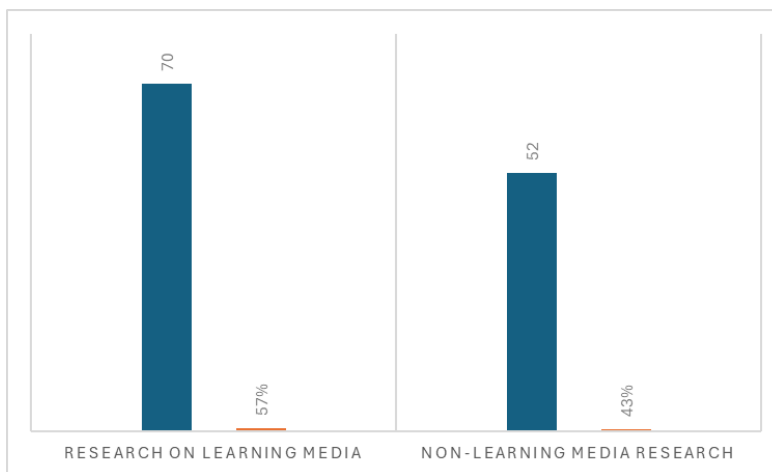

Figure 1. Classification of Research Studies in the Arabic Language Education Study Program, Universitas Negeri Jakarta

The high level of research interest in developing learning media in the Arabic language didactics course is not directly related to the research on the assessment instrument (evaluation) of their feasibility. Researchers found several interesting phenomena based on a bibliometric analysis conducted with Vosviewer on the trend of Arabic learning media research and learning media assessment tools over the past five years (2019-2024). First, no keywords (titles) of evaluation instruments were found in Arabic learning media research. Secondly, the word evaluation instrument appears in clusters with small circles when searching for learning media evaluation instruments. Based on the search using the bibliometric analysis technique, the researcher concluded that a few researchers researched learning media assessment tools but not Arabic learning media.
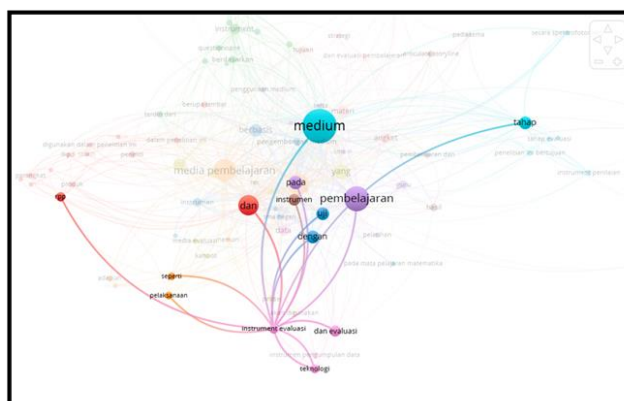

Figure 2. Learning Media Assessment Tools Research Trend Area 2019-2024 Based on Vosviewer

The lack of research on developing assessment tools for Arabic learning media is undoubtedly concerning. However, a learning medium must first be evaluated in terms of the material content, the pedagogical aspects, and the technical aspects of preparation before it is used on a large scale (Sungkono, 2012a). Media used for learning must guarantee the quality of the material's content, the technical presentation, and the suitability of its properties (Chaeruman, 2019). The evaluation of learning media serves to protect users from irresponsible content. Some learning media are not yet suitable for use but have been distributed (Sungkono, 2012a; Warsita, 2019). In short, The learning media to be used must be examined for its

feasibility, as it will significantly impact cognitive development and learning outcomes (Bakri et al., 2024).

The discrepancy between the research on developing Arabic learning media and its assessment tool raises questions. Were the learning media developed by the students not previously evaluated? Or what instruments have been used to assess the feasibility of media created by students? In the Arabic Language Education Study Program at FBS UNJ, the learning media of student research results are still assessed; it is just that the instruments used are not specifically designed to assess Arabic learning media. The instrument is an old instrument adopted from the assessment of learning media in other areas of study. This phenomenon also occurs in other universities' Arabic language didactics study programs. Based on the questionnaire distributed to the Arabic Language Education Study Program of Sekolah Tinggi Agama Islam Negeri (STAIN) Sultan Abdurrahman and Djuanda University, which are partners in this study, it is also known that the learning media assessment tool used in the two partner study programs is not a specific standardized one Instrument used to evaluate Arabic learning media. The instrument used so far is a general learning media assessment tool that does not fully capture the specificity of Arabic learning media.
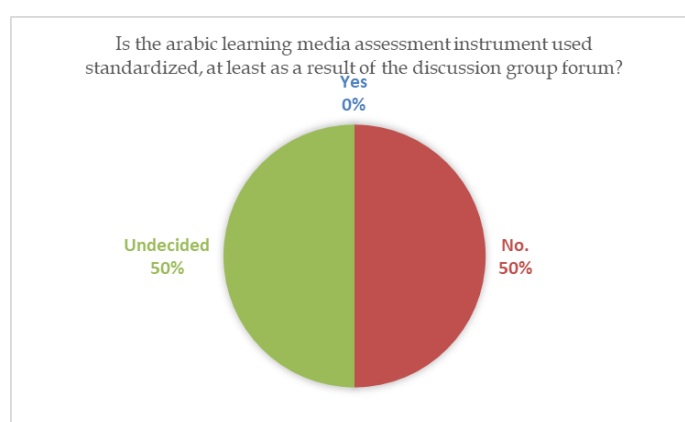

Figure 3. The Phenomenon of Using Learning Media Assessment Tools in Arabic Language Didactics Study Programs at Other Universities

Due to the problem mentioned above of the lack of Arabic learning media assessment tools, researchers are encouraged to research to develop Arabic learning media assessment tools that can be used as a reference for Arabic language education study programs in Indonesia in assessing the feasibility of learning media use.

METHOD

This study's development procedure refers to the steps developed by Thiagarajan et al. (1974). These steps include definition, Design, Development, and Dissemination. This research is designed to use only three steps, namely define, design, and development. Given the short time of the research, the dissemination step was not carried out in this study.

The defining stage is analyzing needs as a basis for development (Sungkono, 2012b). This stage is carried out with focus group discussion (FGD) activities to explore what kind of learning multimedia assessment guidebook is appropriate. In addition to FGD activities, a related literature review is carried out at this stage to explore the theory of teaching multimedia. The design step is carried out by compiling a prototype of the guidebook, including the form of the guidebook, the selection of materials for making the guidebook, the type and size of the font to be used, and the contents of the guidebook. The development step in this study includes validation of assessment and print media experts, especially assessment guidebooks, improvements based on validation results, assessment scale data analysis, and revision and finalization of learning multimedia assessment guidebook products.

Data were obtained through assessments from a media expert, a material expert, and book users. They were analyzed using qualitative descriptive analysis. This analysis is intended to describe the characteristics of the data on each variable, which is expected to make it easier to understand the data for the following analysis process.

Quantitative data obtained through the assessment questionnaire was analyzed with descriptive statistics and then converted to qualitative data on a scale of 4 to determine the quality of the product.

Table 1. Conversion of Quantitative Data to Qualitative Data with Scale 4

Quantitative Data	Renting		Qualitative Data
4	X ≥ Xi + 1.Sbi	X ≥ 3.00	Very Good
3	Xi + 1.Sbi > X ≥ Xi	3.00 > X ≥2.50	Good
2	Xi > X ≥ -1.Sbi	2.50> X ≥2.00	Poor
1	X ≥ Xi + 1. Sbi X	< 2.00	Very Poor

(Sungkono, 2 012b)

In this study, the feasibility of Arabic learning media assessment instruments is determined by the minimum value of the excellent category (score 3). If the assessment results by material and media experts provide results more than or equal to the "good" category, the developed module is declared suitable for use.

RESULT AND DISCUSSION

This research and development was conducted under the Arabic Language Education Study Program at Universitas Negeri Jakarta, Djuanda University and STAIN Sultan Abdurrahman. The subjects of this research were two experts, namely learning media experts and learning media assessment experts and three lecturers who teach Arabic learning media courses in three Arabic language didactics study programs, who are research partners.

The define phase is the needs analysis phase as a basis for development. This phase will be conducted with Focus Group Discussion (FGD) activities to explore the need to prepare Arabic learning media assessment tools and appropriate Arabic learning media. The FGD results show that there is currently no uniform tool for assessing the feasibility of Arabic learning media. The FGD findings also concluded that the assessment tool needs to be created using a paperless system. In addition to the FGD activities, an appropriate literature review was conducted in this definition phase to examine theories related to the assessment/evaluation of learning media.

FGDs were conducted because one of the methods that can be used to assess product feasibility in development research is formative assessment. Small group discussions are a form of formative assessment that can be used to evaluate products (Hadiansyah et al., 2018; Kurniawati, 2011).
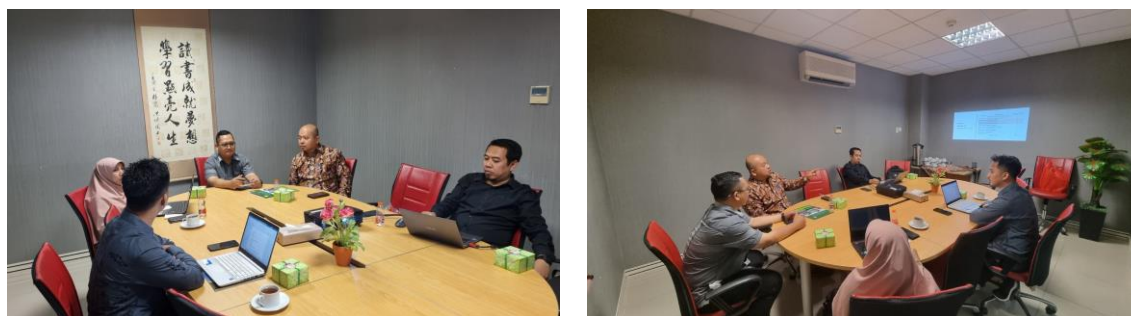

Figure 4. Discussion Group Forum Activity

The design step is carried out by creating a prototype of the assessment instrument, including assessment aspects, partial aspects of the assessment and the form of instrument presentation. The characteristics of this Arabic learning media evaluation tool are as follows: 1) The evaluation tool consists of four evaluation aspects, namely material, learning design, learning communication and usability; 2) Each aspect has several sub-aspects or 16-point indicators; 3) The assessment tool is presented in the form of a Microsoft Excel-based soft file programmed to work automatically with specific formulas or formulas; 4) The instrument developed at this point represents the initial database for further development in the form of mobile-based applications.
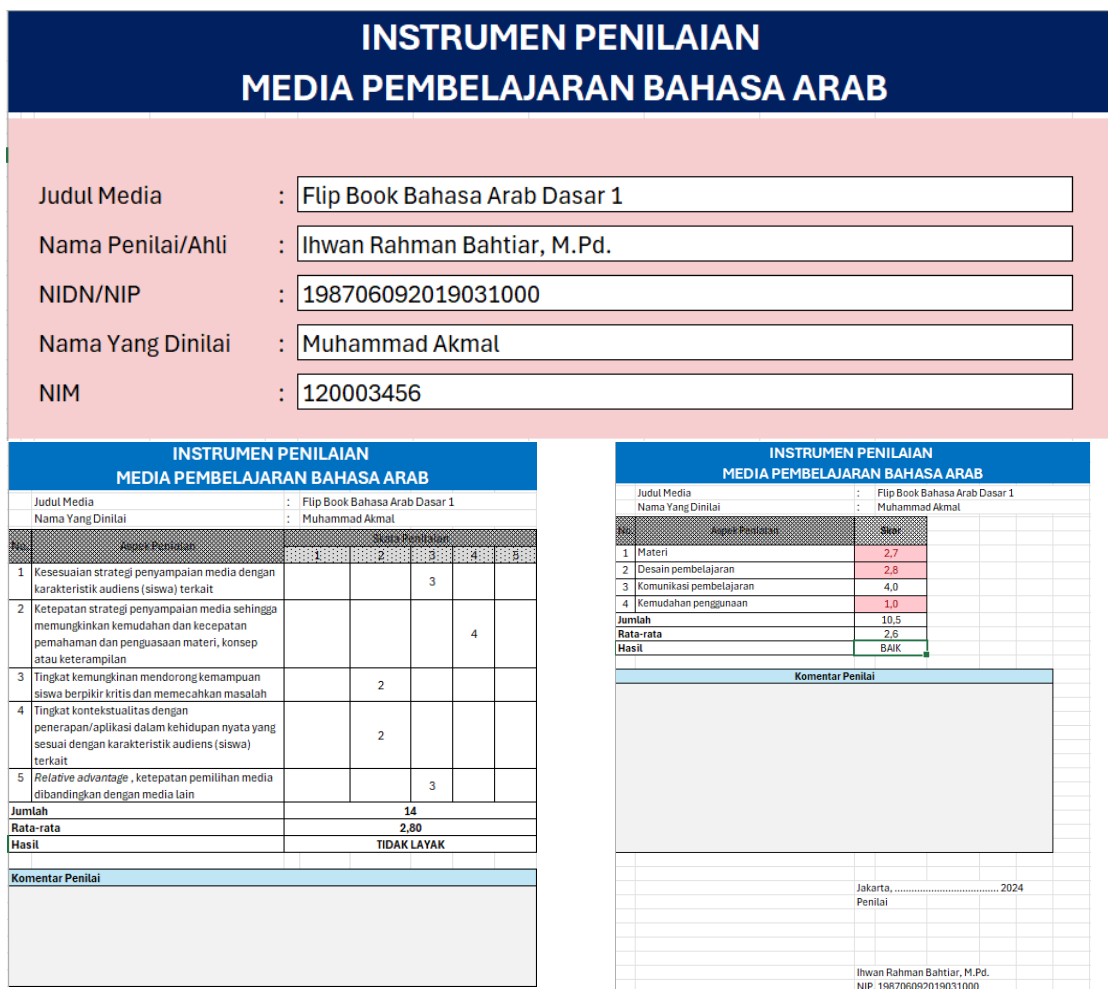
Figure 5. Assessment Instrument of Arabic Learning Media Developed

Two experts evaluated the media assessment tool's created product. Both experts were selected based on their qualified performance. This assessment process aims to measure the degree of validity and feasibility of the assessment tool products developed (symbol, 2022). During the validation phase by the materials expert, it was concluded that this guide product is feasible and can be tested in practice in further research.

The evaluation questionnaire completed by the first expert consists of 7 aspects, which are indicators for the learning media evaluation. The seven aspects include completeness of identity, language, clarity of instructions, completeness of graphic assessment, completeness of video assessment, completeness of audio assessment, and completeness of physical assessment (Chaeruman, 2019; McAlpine & Weston, 2008). The first expert rating has an average of 3.42. When converting using the conversion table, the results of the first expert assessment are excellent/ feasible overall.

The second expert gave an average score of 3.57 using the same assessment tool. When converting using the conversion table, the overall result of the first report is excellent/ feasible. Suppose we add the evaluation results of both experts. In that case, the average score for the developed Arabic learning media evaluation tool is 3.49, which indicates that the developed evaluation tool is very usable or testable.

The evaluation questionnaire users complete consists of three indicators for evaluating the guide development. The three aspects include material, media construction, and media acceptance (Sriadhi et al., 2019). The average user review score is 3.66. The overall user evaluation results are feasible or suitable when converting using the conversion table.

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CONCLUSION

Based on the problem formulation, research objectives and discussion of the research and product development results of Arabic learning media assessment tools, it can be concluded that the product of the Arabic learning media assessment tool is based on the characteristics of users and validators. The resulting assessment tool is based on the definition, design and development procedures.

The resulting instrument also passed the validation test by two media experts and users for Arabic teaching based on the validated instrument. The media experts' assessment results of the learning media assessment instrument are actionable. The results of the user assessment are also classified as very feasible. Overall, the conclusion is that the evaluation of the developed instrument is very well suited for dissemination.

This Arabic learning media assessment tool is recommended for universities focusing on researching and developing multimedia learning products. It can be shared with the campus academic community as users to determine the effectiveness and usefulness of the manufactured products in further research.

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