Received: 08 – 12 – 2024.
Accepted: 12 – 02 – 2025.
Published: 17 – 02 – 2025.

Development Of Arabic Language Teaching Materials Based On Interactive Multimedia Plotagon Story Class VII MTsN 7 Kediri

Indy Aslihah[1], Ahmd Rifa'i[2]
Institut Agama Islam Negeri Kediri
Indyaalihah174@gmail.com[1], ahmadrifai@iainkediri.ac.id[2]

Arabia (Vol. 03) (No. 02) 2025
DOI: -
e-ISSBN : 3024-9341
https://jurnal.iaibafa.ac.id/index.php/Arabia/

ABSTRAK

Pembelajaran Bahasa arab pada sebuah Lembaga tentu memiliki tujuan signifikan dalam mengembangkan skill untuk berbahasa arab. Untuk itu, pengembangan metode pembelajaran yang variative tentu dibutuhkan dalam implementasi pembelajaran Bahasa arab. Tujuan dari penelitian pengembangan ini adalah: 1) Mengembangkan bahan ajar bahasa Arab berbasis multimedia interaktif dengan menggunakan Cerita Plotagon untuk keterampilan berbicara siswa kelas 7 MTsN 7 Kediri; 2) Mengkaji kelayakan bahan ajar bahasa Arab berbasis multimedia interaktif dengan menggunakan Cerita Plotagon untuk keterampilan berbicara siswa kelas 7 MTsN 7 Kediri. Alasan peneliti memilih judul ini adalah karena belum ada bahan ajar berbasis multimedia yang sesuai untuk mengajarkan keterampilan berbicara bahasa Arab, dan siswa masih merasa kesulitan dalam pelajaran bahasa Arab tanpa menggunakan media lain. Penelitian yang digunakan adalah jenis penelitian R&D (Research and Development) dengan model ADDIE yang meliputi tahapan: analisis kebutuhan (mengidentifikasi permasalahan melalui wawancara dengan guru bahasa Arab), desain produk (meliputi perencanaan pembuatan video animasi interaktif Plotagon Story sesuai modul guru dan siswa), pengembangan produk (pembuatan produk, validasi produk, dan uji praktisi untuk menilai kelayakan produk berdasarkan hasil validasi), implementasi produk (pengaplikasian produk kepada siswa untuk menilai kelayakannya), dan revisi produk. Hasil penelitian menunjukkan bahwa bahan ajar bahasa Arab berbasis multimedia interaktif menggunakan Plotagon Story layak digunakan berdasarkan hasil validasi isi dengan persentase 90% yang dinyatakan valid; validasi konstruk dengan persentase 85% yang dinyatakan valid; uji coba guru praktisi dengan persentase 81% yang dinyatakan valid; dan uji respon siswa dengan persentase 89,47% yang dinyatakan valid. Terkait dengan efektivitasnya terbukti menunjang dan membantu peserta didik dalam pembelajaran maharah kalam berdasarkan perhitungan SPSS menunjukkan hasil sebesar 0,000 < 0,05 sesuai dengan uji paired sample t-test yang menunjukkan adanya perbedaan dan pengaruh yang signifikan antara hasil pre-test dengan hasil post-test.

***Kata Kunci** : Multimedia Interaktif, Cerita Plotagon, Kemampuan Berbicara*

ABSTRACT

Learning Arabic in an institution certainly has a significant goal in developing skills for speaking Arabic. For that, the development of varied learning methods is certainly needed in the implementation of Arabic learning. The purpose of this development

research is: 1) To develop an interactive multimedia-based Arabic language teaching material using Plotagon Story for speaking skills of 7th-grade students at MTsN 7 Kediri; 2) To assess the feasibility of the interactive multimedia-based Arabic language teaching material using Plotagon Story for speaking skills of 7th-grade students at MTsN 7 Kediri. The reason the researcher chose this title is that there is no existing multimedia-based teaching material suitable for teaching Arabic speaking skills, and students still find Arabic lessons difficult without other forms of media.The researcher used the R&D (Research and Development) type of research with the ADDIE model, which involves the following stages: needs analysis (identifying issues through interviews with Arabic language teachers), product design (including planning the creation of Plotagon Story interactive animation videos according to teacher and student modules), product development (creating the product, validating the product, and conducting practitioner tests to assess the product's feasibility based on validation results), product implementation (applying the product to students to assess its feasibility), and product revision. The research findings indicate that the interactive multimedia-based Arabic language teaching material using Plotagon Story is feasible for use based on the results of content validation with a percentage of 90%, which is considered valid; construct validation with a percentage of 85%, also valid; practitioner teacher testing with a percentage of 81%, valid; and student response testing with a percentage of 89.47%, valid. Regarding its effectiveness, it has been proven to support and assist students in learning maharah kalam based on SPSS calculations, which show a result of 0.000 < 0.05, in accordance with the paired sample t-test, indicating a significant difference and impact between the pre-test and post-test results.
Keywords: Multimedia Interactive; Plotagon Story; Speaking Skills

INTRODUCTION

Arabic language learning is an essential component of education that aims to developcan Arabic language skills[1]. Textbooks can include various sources and tools that provide knowledge to students while also functioning as a supporting tool for teachers in the learning process.[2]. In this ever-growing digital era, the

[1] Fathur Rohman, "Strategi pengelolaan komponen pembelajaran bahasa Arab," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 1, no. 1 (2014): 63–78.

[2] Harry Dhika dkk., "Implementasi Learning Management System Dalam Media Pembelajaran Menggunakan Moodle," *Prosiding Seminar Nasional Riset Information Science (SENARIS)* 2 (2020): 228–34.

language learning approach has also changed by using multimedia-based teaching materials or by introducing digital technology as an aid.[3].

Learning Arabic using interactive applications is an effective solution for teaching Arabic online (face to face)[4]. With materials compiled based on multimedia, it is expected that the challenges and obstacles faced by educators and students can be overcome, so that the main objectives of learning can be achieved. Because the learning process is a form of communication that occurs in a system, learning media plays an important role as one of the main components in the system.[5].

The many cartoon films shown on mobile phones and Indonesian television have become a favorite entertainment for various groups, especially students. This phenomenon shows that animated stories are able to attract the attention of the audience.[6]. This can encourage educators to use it as an interesting learning tool, especially in teaching and learning activities. By implementing cartoon stories, learning Arabic subjects that are often considered boring and difficult to understand can become more interesting.[7]The recommended learning media for this purpose is a 3D animated video based on the Plotagon Story application.

In this development research, the researcher focused on the maharah kalam of grade VII students, especially in the aspect of hiwar (conversation). Based on an interview with one of the teachers at MTsN 7 Kediri, it is known that the madrasah

---

[3] Jonatan Jonatan dan Anwar Three Millenium Waruwu, "Peran Teknologi Digital Dalam Pengembangan Pembelajaran Kristen Di Era Digital," *ANTHOR: Education and Learning Journal* 2, no. 6 (2023): 805–11.

[4] Thityn Ayu Nengrum, Najamuddin Pettasolong, dan Muhammad Nuriman, "Kelebihan dan kekurangan pembelajaran luring dan daring dalam pencapaian kompetensi dasar kurikulum Bahasa Arab di Madrasah Ibtidaiyah 2 Kabupaten Gorontalo," *Jurnal Pendidikan* 30, no. 1 (2021): 1–12.

[5] Ina Magdalena, *Media Pembelajaran Sekolah Dasar* (CV Jejak (Jejak Publisher), 2024), .

[6] Khotibul Umam, "Analisis Komunikasi Interpersonal pada Remaja Otaku Anime di Dusun Nak Darah Angsanah Pamekasan" (PhD Thesis, Institut Agama Islam Negeri Madura, 2024).

[7] Heni Diah Widiyastuti, "Media Pembelajaran Komik Guna Meningkatkan Motivasi Belajar Bahasa Arab Maharah Qira'ah," diakses 8 Desember 2024.

has been equipped with adequate facilities and infrastructure, such as LCD projectors and sound systems. However, the use of this media is still minimal, because educators tend to use conventional methods that only rely on teacher and student modules. This method is not fully in accordance with modern learning theory. Most students who come from elementary schools and do not have a foundation in Arabic tend to experience demotivation. This is especially evident in maharah kalam, where students find it difficult because they are required to dare to appear and speak in Arabic. As a result, their interest in learning kalam is low. However, the teacher tries to raise students' spirits by changing the view that Arabic is difficult to be easier and more enjoyable.

METHODS

This research is a type of development research (Research and Development). According to Sugiyono, development research is a method that aims to create certain products and test their effectiveness.[8]Researchers use the ADDIE development model which consists of five stages: analysis, design, development, implementation, and evaluation.[9].

Data analysis techniques were carried out qualitatively and quantitatively. Qualitative data were obtained from comments related to content validation and construct validation, which were used as a guide to perfecting the product until it was suitable for use. Meanwhile, quantitative data were in the form of scores generated from the content and construct validation process. This data analysis used a Likert scale, which according to Sugiyono is used to measure attitudes, opinions, and perceptions of individuals or groups towards social phenomena.[10]Through the Likert scale, the measured variables are broken down

[8] Okpatrioka Okpatrioka, "Research and development (R&D) penelitian yang inovatif dalam pendidikan," *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa dan Budaya* 1, no. 1 (2023): 86–100.

[9] Khoirul Anafi, Iskandar Wiryokusumo, dan Ibut Priono Leksono, "Pengembangan Media Pembelajaran Model Addie Menggunakan Software Unity 3D," *Jurnal Education and development* 9, no. 4 (2021): 433–38.

[10] Amik Maltina, "Pengaruh Efikasi Diri Dan Persepsi Mahasiswa Tentang Kesejahteraan Guru Terhadap Minat Menjadi Guru (Survei pada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi Tahun Angkatan 2017)" (PhD Thesis, Universitas Siliwangi, 2022).

into indicators, which are then used to compile instrument items in the form of statements or questions. Assessment data related to the feasibility of Arabic language teaching material development products are analyzed descriptively. The level of validity and product revision are determined based on the table provided.

Table 1
Product Validity and Revision Levels

Percentage (%)	Valid Criteria
76-100	Valid (No Revision)
56-75	Valid Enough (No Revision)
40-55	Less Valid (Revision)
0-39	Invalid (Revised)

The formula used by researchers to process the data is as follows:[11]:

$$P = \frac{\text{jumlah skor hasil pengumpulan data}}{\text{jumlah semua skor kriteria tertinggi}} x100\%$$

Next, a t-test was conducted using a paired sample t-test to measure the influence on learning. This test is a hypothesis testing method that uses paired data.[12]. The hypothesis in this case can be formulated as follows: 1) If the significance value (2-tailed) < 0.05, it means that there is a significant difference between the initial and final variables, indicating a significant effect of the treatment given. 2) If the significance value (2-tailed) > 0.05, it means that there is no significant difference between the initial and final variables, indicating that the treatment given does not have a significant effect.[13].

[11] Dasmayanti Lestari, Muh Nasir Malik, dan Edi Suhardi Rahman, "Pengembangan Bahan Ajar Pada Mata Kuliah Perangkat Keras Prodi Ptik Jurusan Pendidikan Teknik Elektro Fakultas Teknik Universitas Negeri Makassar," *Jurnal Media Elektrik* 17, no. 3 (2020): 102–5.
[12] Magdalena Purnama Soeprajogo dan Nina Ratnaningsih, "Perbandingan Dua Rata-Rata Uji-T," *Pusat Mata Nasional. Rumah Sakit Mata CICENDO*, 2020.
[13] Hilman Latief, "Pengaruh pembelajaran kontekstual terhadap hasil belajar (studi eksperimen pada mata pelajaran geografi kelas vii di smpn 4 padalarang)," *Jurnal Geografi Gea* 14, no. 2 (2014), https://ejournal.upi.edu/index.php/gea/article/view/3395.

RESULTS AND DISCUSSION

The ADDIE R&D model development is designed to develop new innovations.[14].In this study, the researcher modified the ADDIE research model to be used in developing Arabic language teaching materials. This selection was based on the advantages of the ADDIE model which has structured and consistent development steps, in accordance with the needs in making teaching materials and the learning process.[15].Based on the ADDIE development model, the development procedures carried out are as follows:

1. Analysis (Analsys)

   The development of interactive multimedia-based Arabic language teaching materials Plotagon Story for grade 7 students of MTsN 7 Kediri is based on several problems faced at the school. One of them is the use of conventional learning media, where teachers tend to rely on lecture methods and only use textbooks (modules) available for both teachers and students, without variations in other methods. This learning pattern causes students to have difficulty in Arabic subjects and get bored quickly. In addition, students at MTsN 7 Kediri do not only come from Madrasah Ibtidaiyah (MI), but also from Elementary Schools (SD), where the majority have not had experience learning Arabic. This results in low motivation and lack of mastery of Arabic, especially in speaking skills (maharah kalam). In addition, MTsN 7 Kediri has been equipped with adequate facilities and infrastructure, such as LCD projectors and sufficient electricity to support the learning process. However, the use of these facilities by teachers in using learning media in the classroom is still relatively minimal. Therefore, the researcher offers a solution by developing interactive multimedia-based Arabic language teaching materials Plotagon Story to improve speaking skills (maharah kalam). This approach is designed to make Arabic language learning, especially in hiwar (conversation) material, more interactive by combining elements of sound, movement, images, and text.[16]

---

[14] Marinu Waruwu, "Metode Penelitian dan Pengembangan (R&D): Konsep, Jenis, Tahapan dan Kelebihan," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2 (2024): 1220–30.
[15] Marinu Waruwu, "Metode Penelitian dan Pengembangan (R&D): Konsep, Jenis, Tahapan dan Kelebihan," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2 (2024): 1220–30.
[16] Muh Tahir, "Pengembangan Bahan Ajar Berbasis Audio Visual Gerak dengan Penggunaan Aplikasi Plotagon untuk Meningkatkan Mahārah al-Kalām Pondok Pesantren Modern Rahmatul Asri" (PhD Thesis, IAIN Parepare, 2024).

2. Design

The design stage is the planning process for makingArabic language teaching materials based on interactive multimedia Plotagon Storyfor hiwar (conversation) material. Based on the data collected during the analysis stage, the next step is designingArabic language teaching materials based on interactive multimedia Plotagon Story. This design stage includes several important steps.[17]

The first step in the design stage is to gather the materials that will be presented in the bArabic language teaching materials based on interactive multimedia Plotagon Story. The researcher used hiwar materials and their evaluations sourced from modules available in the madrasah and additional sources. The materials include Chapter 1 on addresses, Chapter 2 on houses, and Chapter 3 on daily family life.

The second step is to organize the systematic presentation of the material, which includes determining learning instructions, basic competencies, learning objectives, evaluation, and author profile. The basic competencies used are KD 3 and KD 4, with three indicators of competency achievement compiled from these KD. Learning objectives are described from these indicators. The evaluation or questions at the end of the video are designed so that students not only understand visually, but are also able to apply them in action. This approach is based on Edgar Dale's cone of experience theory, which emphasizes the importance of learning through direct experience.[18]

The third step is to design the framework bArabic language teaching materials based on interactive multimedia Plotagon Story. This process includes determining the background design that suits the theme, setting the displays using the Plotagon Story and Canva applications, and creating animated characters through Plotagon Story. The design chosen must be in line with the objectives of theArabic language teaching materials based on

[17] Fadhilah Ummu Khalifah dan S. S. Khizanatul Hikmah, "The Development of E-book-based Al-Karmaji Books to Support Muhadatsah Learning in eLKISI High School Mojokerto.[Pengembangan Buku Saku Al-Karmaji Berbasis E-book Untuk Menunjang Pembelajaran Muhadatsah Di SMA eLKISI Mojokerto]," diakses 8 Desember 2024.

[18] Adryanti Parisma, "Analisis Penggunaan Media Gambar Berdasarkan Teori Edgar Dale terhadap Hasil Belajar Siswa pada Mata Pelajaran Pendidikan Agama Kristen SD 25 Mengkendek" (PhD Thesis, Institut Agama Kristen Negeri (IAKN) Toraja, 2024).

interactive multimedia Plotagon Story, namely increasing the attractiveness of learning Arabic for students.

The fourth step is to integrate the framework or complete bArabic language teaching materials based on interactive multimediawhich has been created using the Canva and Plotagon Story applications into the InShot application. This application is used to combine elements such as images, text, animation, background music, and effects[19].This process is in line with the research objectives, namely to create interactive learning media that encourage active student participation through a combination of text, images, video, and audio. Overall, the videos created consist of four parts: a hiwar video with an address theme, two hiwar videos for a home theme, and one hiwar video with a family daily activities theme.

The fifth step is to upload the video bArabic language teaching materials based on interactive multimedia*Plotagon Story*to YouTube and compile those YouTube links using Linktree. This way, teachers and students can easily access all the videos through one unified link.

3. Development

The development stage is the process of makingbArabic language teaching materials based on interactive multimedia*Plotagon Story*in the form of a video. Based on the design prepared at the design stage,bArabic language teaching materials based on interactive multimedia*Plotagon Story*created using the Plotagon Story application. This development went through several stages to producebinteractive Arabic language teaching materials, including:

a. Pre-ProductionThis stage begins with preparing various requirements for making the product.Arabic language teaching materials based on interactive multimedia*Plotagon Story*. Such as smartphones, internet connection, Plotagon Story, InShot, and Canva applications.

b. ProductionAt the production stage, the manufacturing process takes placeArabic language teaching materials based on interactive multimedia*Plotagon Story*conducted by referring to the teacher and student modules and additional sources from researchers. The following are the steps in developing interactive animated videos using Plotagon Story:

[19] Wandi Saputra, "Pengembangan Video Animasi Berbasis Stem Berbantuan Web Untuk Meningkatkan Kemampuan Berpikir Kreatif Siswa Pada Materi Determinan Dan Invers Matriks" (PhD Thesis, Pendidikan Matematika, 2024).

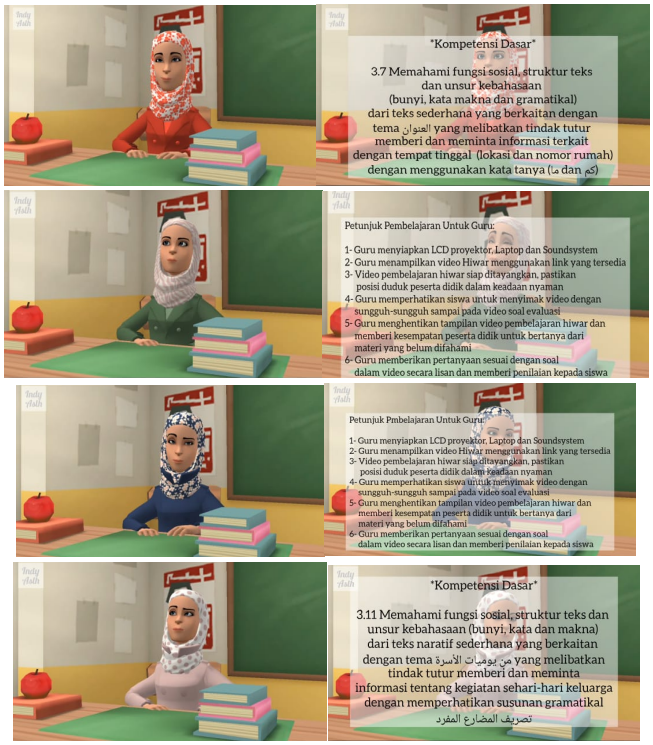
1) The creation begins by creating a character that is in the classroom to explain learning instructions, KD, GPA, and learning objectives. This character is created using the Plotagon Story application.
2) Create an opening for the video using the Plotagon story and Canva applications.
3) Creating characters according to the characters in the hiwar text. Researchers create 2 characters that fit their respective roles. This character creation uses the plotagon story application.
4) Set the scene by adjusting the flow in the hiwar text.
5) After selecting the characters and scenes, the next step is to create a conversation between the two characters, and add expressions to the characters according to the storyline. Then, editing is done so that the characters appear to move and speak according to the existing text. This creation process is carried out using the Plotagon Story application.
6) After the interactive multimedia teaching materials were completed in the Plotagon Story application, the researcher then saved them to the gallery.
7) The next stage is to create a final display on interactive multimedia-based teaching materials containing closing remarks created in the Plotagon Story application and creating an evaluation of questions and researcher biodata in the Canva application.
8) The next stage, the researcher used the InShot application to combine all the videos that had been made into a complete interactive multimedia-based teaching material. In the InShot application, the researcher also added subtitles and backsound.

c. Post Production

The development stage is the stage of making interactive multimedia-based teaching materials Plotagon Story. Based on several designs at the design stage, interactive multimedia-based teaching materials Plotagon Story are made using the plotagon story application. At this stage, it begins with preparing the materials used to make animated videos of plotagon stories, namely cellphones, internet, online applications plotagon stories, inshot and canva. The visualization of the results of making the video is as follows:

Figure I

Learning Instructions, Core Competencies, Indicators, and Learning Objectives



This interactive multimedia-based teaching material, Plotagon Story, is in the form of a video.consists of an explanation of Learning Instructions, KD, competency achievement indicators and learning objectives hiwar. This video consists of an introductory display of the opening of the video, greeting delivery.

Figure II

Plotagon Story Animation Video Home Page

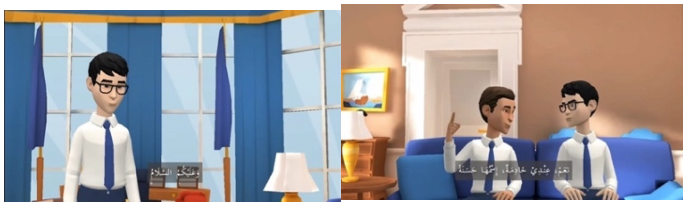
HomepagePlotagon Story interactive multimedia based teaching materialsis the opening of the video which contains an introduction to the opening of the video, greetings to students, and the title of the material to be studied.

Figure III
Plotagon Story Animation Video Contents Page On
Hiwar Chapter 1 (Address)

Hiwar 1 Chapter 2 (Home)

Hiwar 2 Chapter 2 (House)

Hiwar 3 (Family Daily Activities)



This page contains hiwar from the text in the module from chapter 1 to chapter 3. The content of the conversation in chapter 1 discusses the address, in chapter 2 discusses the house, then in chapter 3 discusses the daily activities of the family. The content page of this hiwar learning video uses plotagon story animation in its display.

Figure IV
Plotagon Story Animation Video End Page

In the development stage, content validation, construct validation and Arabic language teacher practitioner tests were also carried out to determine the feasibility of the product. So that in this validation process, researchers will get suggestions to improveThis interactive multimedia-based teaching material, Plotagon Story. The results of the validation and practicality test on Arabic language teachers are as follows:

1. Content Validation

Content validation data was obtained from filling out a questionnaire to the content validator. Notes, comments, criticisms and suggestions provided by the validator were used as a basis for making improvements/revisions to the product. Before being tested on students. The content validation data is presented in the table below:

Table 1. Content Validation Result Data

No.	Rated aspect	Data collection result score	Highest criteria score	Presentation	Validity level
1.	Content Eligibility	26	28	92.86%	Valid
2.	Presentation Eligibility	22	24	91.66%	Valid
3.	Language Eligibility	24	28	85.72%	Valid
	Amount	72	80	90%	Valid

The table is the result of filling out the content validation questionnaire. The maximum value that should be obtained from all answers is 80 and the

content validator gave a value of 72. So the percentage obtained from the results of the content validation questionnaire is 90% with the information valid and can be used with minor revisions. From the table, the calculation of all aspects is carried out as follows:

$$P = \frac{72}{80} x100\% = 90\%$$

From the results of the content validation questionnaire, researchers obtained notes, comments and suggestions so that input and product revisions could be made to be better than before, namely:

a) It's better if the voice actor is a real voice, not a machine.
b) Some qowaid that are not quite right should be checked again
c) The duration of time for students to answer should be increased, adjusting to the level of complexity of the questions.

From several notes, comments and suggestions from the content validator, the Arabic language teaching material based on interactive multimedia plotagon story developed by the researcher was declared valid/suitable for use with minor revisions.

2. Construct Validation

Construct validation data was obtained through filling out a questionnaire by the construct validator. This validation instrument covers 3 aspects of assessment. Notes, comments, criticisms, and suggestions provided by the validator are used as a basis for product improvement or revision before being tested on students. The content validation results data are presented in the following table:

Table 2. Content Validation Result Data

No	Rated aspect	Data collection result score	Highest criteria score	Presentation	Validity level
1.	Learning Design	18	20	90%	Valid
2.	Media View	25	28	89.285%	Valid
3.	Construction	8	12	66.67%	Quite Valid
4.	Amount	51	60	85%	Valid

The table is the result of filling out the construct validation questionnaire. The maximum value of all answers is 60 and the construct validator gave a value of 51. So the percentage of results obtained from the construct validation questionnaire is 85% with the information valid and can be used with minor revisions. From the table, the calculation of all aspects is carried out as follows:

$$P = \frac{51}{60} x100\% = 85\%$$

From the construct validation questionnaire, researchers get notes, comments and suggestions so that the output will be better than before, namely:

a) Learning instructions are differentiated between teachers and students
b) Hiwar video is not only shown once, it is repeated twice directly in one complete video.
c) Changed the actor in the initial appearance, so that he doesn't wear all red clothes

From the results of notes, comments and suggestions from the construct validator, the Arabic language based on interactive multimedia plotagon story developed by the researcher was declared valid/suitable for use with minor revisions.

3. Teacher Practitioner Test

Arabic teacher practitioner test data was obtained through filling out a questionnaire by Arabic Language Teachers. This validation instrument consists of 5 assessment aspects. Notes, comments, criticisms, and suggestions provided by practitioners are used as a basis for product improvement or revision before being tested on students. The results of the practitioner test data are presented in the following table:

Table 3. Practicality Test Result Data

No	Rated aspect	Data collection result score	Highest criteria score	Presentation	Validity level
1.	Content Eligibility	21	24	88%	Practical
2.	Language Eligibility	18	20	90%	Practical
3.	Presentation Eligibility	15	20	75%	Quite Practical
4.	Media View	15	20	75%	Quite Practical
5.	Utilization of Media	12	16	75%	Quite Practical
	Amount	81	100	81%	Practical

The table is the result of filling out the teacher practitioner test questionnaire. The maximum value of all answers is 100 and the teacher gave a value of 81. So the percentage result obtained from the practitioner test questionnaire is 81% with practical and usable information. From the table, the calculation of all aspects is carried out as follows:

$$P = \frac{81}{100} x100\% = 81\%$$

From the practitioner test questionnaire, the researcher received notes, comments, and suggestions that could improve the quality of the output, namely: "Overall, the appearance of the animated video is good and the material presented is in accordance with what students should receive. However, for the characters in the video, it would be more interesting if each chapter used different types of characters."

Based on these results, researchers obtained information from the questionnaire of the practitioner test of Arabic language teaching materials based on interactive multimedia plotagon story conducted by Arabic language teachers of grade 7 MTsN 7 Kediri. If the questionnaire results table using the Likert scale shows the appropriate criteria, then the results indicate that the video is practical and worthy of being tested on students.

4. Implementation

At this stage, the researcher conducted a product trial on students. The results of the responses from students obtained a percentage of 89.47%, which means that the product is valid and ready to be disseminated and is suitable for use in the teaching and learning process.

Next, the researcher conducted a product effectiveness test by measuring the effectiveness of the Arabic language teaching materials based on interactive multimedia plotagon story through the results of the pre-test and post-test. The researcher compared the results of the pre-test and post-test using the following criteria:

Table 4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	11.4375	32	3,36910	,59558
	posttest	19,5313	32	2.09430	,37022

Table 5. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	32	,643	,000

Table 6. Paired Samples Test

Paired Samples Test	Paired Differences					t	df
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pair 1	-8,09375	2,58231	,45649	-9,02477	-7,16273	-17,730	31

Based on the SPSS calculation table, the results (2-tailed) are 0.000<0.05. In accordance with the basis of the paired sample t-test, this shows a significant difference and a meaningful influence between the pre-test and post-test. Thus, it can be concluded that the Arabic language teaching material based on interactive multimedia plotagon story to improve the maharah kalam of grade 7 students of MTsN 7 Kediri is effective.

5. Evaluation

At this evaluation stage, an assessment is carried out on the product that has been developed. In the ADDIE model, there are two types of evaluation, namely formative evaluation and summative evaluation.[20]Formative

[20] Evaliata Br Sembiring dan Novia Sukma, "Pengembangan Media Edukasi Melalui Model ADDIE (Motion Graphic Tata Cara Pembayaran PBB di Kantor BAPENDA Kota Batam)," *Journal Of Applied Multimedia And Networking* 7, no. 1 (2023): 81–89.

evaluation is conducted to assess the feasibility of the product, with the results to be used to make improvements or revisions to the product. Meanwhile, summative evaluation is conducted through pre-test and post-test. Both types of evaluation have been implemented in the previous stage, namely by conducting content validation, construct validation, teacher practitioner test, limited product test, and effectiveness test to grade 7 students of MTsN 7 Kediri.

CONCLUSION

This research and development produced a product in the form of interactive multimedia-based Arabic language teaching materials plotagin story for speaking skills. The creation of this product was motivated by several problems and needs in class 7 MTsN 7 Kediri. The use of lecture and active learning methods in learning Arabic, especially in maharah kalam, makes students feel bored and consider Arabic lessons difficult. In addition, the media used in learning are only teacher and student modules. This results in student demotivation to learn Arabic, especially since not all grade 7 students from MI have previously studied Arabic. Therefore, other media are needed to attract students' attention in learning Arabic, so that students do not consider Arabic a difficult subject. So this multimedia-based teaching material is compiled by integrating the cone of experience theory, where students will play an active role in learning.

Product trials were carried out with validation tests, practitioner tests and field tests. The results of the content validation obtained a value with a percentage of 90% which was categorized as feasible. While the construct validation test obtained a value with a percentage of 85% which was categorized as feasible. Then for the practical test by the Arabic language teacher of class 7 MTsN 7 Kediri, obtained a score with a percentage of 81% which is categorized as practical to be tested on students.

Through the field test, pre-test and post-test data and student response questionnaires were obtained. The results of the pre-test and post-test after being analyzed using the paired sample t-test obtained the results (2-tailed) were 0.000 <0.05, where there was a significant difference and there was a meaningful influence between the pre-test and post-test. This shows that the Arabic language teaching material based on interactive multimedia plotagon story to improve the maharah kalam of class 7 MTsN 7 Kediri students is effective.

The results of the questionnaire responses of class 7D MTsN 7 Kediri students to the Arabic language teaching material based on interactive multimedia plotagon story to improve maharah kalam obtained a score with a percentage of 89.47% which is categorized as feasible. So it can be concluded that the interactive

multimedia-based Arabic language teaching material Plotagon Story is suitable for use in learning Maharah Kalam in class 7 MTsN 7 Kediri.

REFERENCES / المراجع/ DAFTAR PUSTAKA

Anafi, Khoirul, Iskandar Wiryokusumo, dan Ibut Priono Leksono. "Pengembangan Media Pembelajaran Model Addie Menggunakan Software Unity 3D." *Jurnal Education and development* 9, no. 4 (2021): 433–38.

Dhika, Harry, Fitriana Destiawati, Surajiyo Surajiyo, dan Musa Jaya. "Implementasi Learning Management System Dalam Media Pembelajaran Menggunakan Moodle." *Prosiding Seminar Nasional Riset Information Science (SENARIS)* 2 (2020): 228–34.

Jonatan, Jonatan, dan Anwar Three Millenium Waruwu. "Peran Teknologi Digital Dalam Pengembangan Pembelajaran Kristen Di Era Digital." *ANTHOR: Education and Learning Journal* 2, no. 6 (2023): 805–11.

Khalifah, Fadhilah Ummu, dan S. S. Khizanatul Hikmah. "The Development of E-book-based Al-Karmaji Books to Support Muhadatsah Learning in eLKISI High School Mojokerto.[Pengembangan Buku Saku Al-Karmaji Berbasis E-book Untuk Menunjang Pembelajaran Muhadatsah Di SMA eLKISI Mojokerto]." Diakses 8 Desember 2024.

Latief, Hilman. "Pengaruh pembelajaran kontekstual terhadap hasil belajar (studi eksperimen pada mata pelajaran geografi kelas vii di smpn 4 padalarang)." *Jurnal Geografi Gea* 14, no. 2 (2014).

Lestari, Dasmayanti, Muh Nasir Malik, dan Edi Suhardi Rahman. "Pengembangan Bahan Ajar Pada Mata Kuliah Perangkat Keras Prodi Ptik Jurusan Pendidikan Teknik Elektro Fakultas Teknik Universitas Negeri Makassar." *Jurnal Media Elektrik* 17, no. 3 (2020): 102–5.

Magdalena, Ina. *Media Pembelajaran Sekolah Dasar*. CV Jejak (Jejak Publisher), 2024.

Maltina, Amik. "Pengaruh Efikasi Diri Dan Persepsi Mahasiswa Tentang Kesejahteraan Guru Terhadap Minat Menjadi Guru (Survei pada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi Tahun Angkatan 2017)." PhD Thesis, Universitas Siliwangi, 2022.

Nengrum, Thityn Ayu, Najamuddin Pettasolong, dan Muhammad Nuriman. "Kelebihan dan kekurangan pembelajaran luring dan daring dalam pencapaian kompetensi dasar kurikulum Bahasa Arab di Madrasah Ibtidaiyah 2 Kabupaten Gorontalo." *Jurnal Pendidikan* 30, no. 1 (2021): 1–12.

Okpatrioka, Okpatrioka. "Research and development (R&D) penelitian yang inovatif dalam pendidikan." *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa dan Budaya* 1, no. 1 (2023): 86–100.

Parisma, Adryanti. "Analisis Penggunaan Media Gambar Berdasarkan Teori Edgar Dale terhadap Hasil Belajar Siswa pada Mata Pelajaran Pendidikan Agama Kristen SD 25 Mengkendek." PhD Thesis, Institut Agama Kristen Negeri (IAKN) Toraja, 2024.

Rohman, Fathur. "Strategi pengelolaan komponen pembelajaran bahasa Arab." *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 1, no. 1 (2014): 63–78.

Saputra, Wandi. "Pengembangan Video Animasi Berbasis Stem Berbantuan Web Untuk Meningkatkan Kemampuan Berpikir Kreatif Siswa Pada Materi Determinan Dan Invers Matriks." PhD Thesis, Pendidikan Matematika, 2024.

Sembiring, Evaliata Br, dan Novia Sukma. "Pengembangan Media Edukasi Melalui Model ADDIE (Motion Graphic Tata Cara Pembayaran PBB di Kantor BAPENDA Kota Batam)." *Journal Of Applied Multimedia And Networking* 7, no. 1 (2023): 81–89.

Soeprajogo, Magdalena Purnama, dan Nina Ratnaningsih. "Perbandingan Dua Rata-Rata Uji-T." *Pusat Mata Nasional. Rumah Sakit Mata CICENDO*, 2020.

Tahir, Muh. "Pengembangan Bahan Ajar Berbasis Audio Visual Gerak dengan Penggunaan Aplikasi Plotagon untuk Meningkatkan Mahārah al-Kalām Pondok Pesantren Modern Rahmatul Asri." PhD Thesis, IAIN Parepare, 2024.

Umam, Khotibul. "Analisis Komunikasi Interpersonal pada Remaja Otaku Anime di Dusun Nak Darah Angsanah Pamekasan." PhD Thesis, INSTITUT AGAMA ISLAM NEGERI MADURA, 2024.

Waruwu, Marinu. "Metode Penelitian dan Pengembangan (R&D): Konsep, Jenis, Tahapan dan Kelebihan." *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2 (2024): 1220–30.

———. "Metode Penelitian dan Pengembangan (R&D): Konsep, Jenis, Tahapan dan Kelebihan." *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2 (2024): 1220–30.

Widiyastuti, Heni Diah. "Media Pembelajaran Komik Guna Meningkatkan Motivasi Belajar Bahasa Arab Maharah Qira'ah." Diakses 8 Desember 2024.