

# Development of Web-Based Audio-Visual Media for Fi'il Amr for Beginners Learning at Ma'had al-Jami'ah UIN Raden Intan Lampung

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**Abstract.** This research is motivated by the lack of development of web-based audiovisual media for the "fi'il Amr" material in Arabic language learning. The aim of this research is to develop a web-based audiovisual media for the "fi'il Amr for beginners" material and to assess its feasibility. This study is an R&D (Research and Development) study that adopts the Borg & Gall development model. The research subjects are the students of Ma'had al-Jami'ah UIN Raden Intan Lampung. The data collection instrument is a questionnaire validated by language experts, content experts, and educators at Ma'had al-Jami'ah UIN Raden Intan Lampung. To assess the quality of the web-based audiovisual media, a questionnaire was administered to gather student responses towards the website. The resulting data is qualitative and analyzed using evaluation criteria guidelines to determine the quality of the developed web-based audiovisual media. This research has produced a product in the form of a web-based audiovisual media for the "fi'il amr for beginners" material. According to language experts, it received a percentage of 3.35, categorized as very interesting. Media experts evaluated it and gave it a percentage of 3.75, also categorized as very interesting. The assessment from educators at Ma'had al-Jami'ah UIN Raden Intan Lampung resulted in a percentage of 3.57, categorized as very interesting. As for student responses, in the small-scale trial, it received a percentage categorized as interesting. In the field trial, it received a percentage of 3.56, categorized as very interesting. Page layout

## 1 Introduction

Learning a foreign language, especially Arabic, is a challenging and often tedious endeavor that can sometimes lead to frustration [1,2]. This is because learning a foreign language is an effort to create and establish new situations and conditions within an individual to enable interaction and communication with native speakers of the foreign language (Arabic). This applies to aspects of phonology, morphology, syntax, and semantics.

Nahwu is a part of 'Ulumul 'Arabiyyah, aimed at preventing errors in pronunciation and writing. Nahwu is the science that discusses the rules of the end structure of a word (kalimah), whether it is in the form of Rafa', Nasb, Jar, or Jazm. It was the first discipline to be formally

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documented in Islam, as it is crucial for preserving the accuracy of language when reciting the Quran. In addition, the study of Nahwu also falls under the category of auxiliary sciences in learning other fields, such as Ushul Fiqh, Tafsir, Fiqh, Mantiq, and others.

Based on the observation results, it was found that the understanding of concepts and problem-solving abilities of some students towards the Fi'il Amr material is still low. Conceptual understanding, which involves cognitive knowledge such as recalling, understanding, and applying, remains inadequate [3]. This is indicated by the achievement of learning outcomes, which is 75. Out of 18 students, only 8 achieved the minimum passing grade (KKM), while 10 did not. The learning media used for the Fi'il Amr material includes a module book from Ma'had, students' personal books, and a blackboard. Media or visual aids are rarely used by teachers and seldom prepared by them. In the teaching process, the approach is sometimes still abstract, resulting in students' inability to understand problems, solve problems, complete problem-solving, and review the solutions given by the teacher effectively [4]. This is also due to the fact that solving problems requires an understanding of concepts as a prerequisite, the ability to relate concepts to each other, and mental readiness [5–7].

Meanwhile, the Fi'il Amr material studied by the students, as outlined in the module, covers Fi'il Amr Tsulatsi Mujarrad or the basic aspects of Fi'il Amr, which includes the definition, wazn (pattern), and examples of each wazn.

Warsita states that 'audiovisual media, commonly referred to as video, have a high potential in delivering messages and in attracting the interest and attention of learners'. Furthermore, the discussion above is reinforced by the findings of Wahyuningsih, who suggests that the use of audiovisual media can improve English language learning outcomes. Therefore, the use of audiovisual media in Arabic language instruction is necessary to direct students' attention, which can subsequently foster interest and yield better learning outcomes.

Educational media is a crucial component in supporting the achievement of learning and teaching objectives. The purpose of educational media is to deliver instruction, facilitate communication and learning. Several research studies have reported success in developing Android-based learning media (applications). Mobile Learning offers its users the flexibility of learning anytime and anywhere; it demands learner independence and can enhance student motivation. Additionally, one of the implementations of 21st-century learning styles includes the use of Android-based educational media.

With the rapid advancement of technology, particularly sophisticated application technologies, there is a significant opportunity to change the way individuals learn and seek various information. Moreover, this technology also provides opportunities for educators to develop web-based application technologies, as well as those based on Android, Symbian, iOS, and Windows Mobile. The choice of a website is based on the views of Syaiful Rahman, Wahid Muunawir, and Ega T. Berman, who argue that websites allow learners to access and obtain information from text, graphics, images, photos, animations, audio, and video. However, the study was limited to the use of text and image media, making it less varied. Future research should explore the utilization of other types of media available on websites, with the aim of further improving student attention and learning outcomes.

Web-based learning media has recently become a frequently developed medium in the world of education [8–10]. In this era of Information and Technology development, the development of web-based learning media is considered as one of the effective, efficient, and timely educational media advancements. This is because the development of web-based learning media has many advantages for current students who are already familiar with technological advancements [11]. The various advantages of web-based learning media include: 1) Web-based learning media can be accessed by everyone, anytime, and anywhere, 2) It encourages learners to be more active and independent in their learning, 3) The content in the learning materials can be easily updated at any time, 4) It provides an alternative

learning resource for students that can be used to enrich the learning material, 5) It is convenient and space-saving as the website media can be accessed simply through a link.

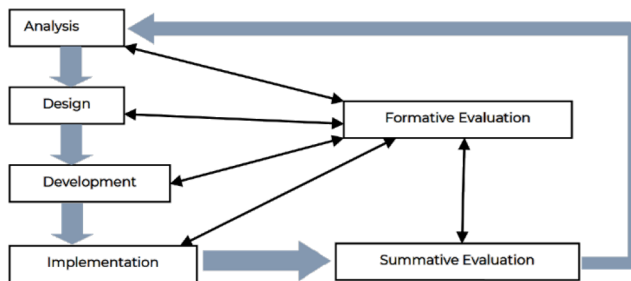
This phenomenon is intriguing to research as both a potential and an opportunity, especially in relation to the model of Arabic language learning which is increasingly popular and developed in Indonesia with various innovations, including innovations in web-based Arabic language e-learning. Through the internet, students can learn Arabic independently and access it at any time.

Web-based audio-visual learning media could potentially make Arabic language learning more optimal [12,13]. Arabic language learning using interactive web-based media with Google sites will be more engaging and less monotonous. This is because Arabic language learning with interactive multimedia-based educational media allows material concepts, which are usually conveyed verbally, to be presented visually. This approach raises the expectation that the material delivered will be clearer, more engaging, and less tedious.

Media plays a significant role in the learning process. Therefore, the appeal of a medium has a significant impact on the learning process as well. Based on this foundation, the author is motivated and inspired to develop Arabic language learning media. The media being developed will be designed as attractively as possible with images, audio, and videos. It is hoped that this will increase the students' interest in learning Arabic. This research is conducted in the form of a development study titled 'Development of Web-Based Audio-Visual Media in the Learning of Fi'il Amr for Students of Mahad al-Jami'ah at UIN Raden Intan Lampung.

## 2 Methods

This research utilizes the ADDIE development model, which consists of five stages of development: Analyze, Design, Develop, Implement, and Evaluate.



**Fig. 1.** Method Implementation Scheme ADDIE

The analyze stage involves conducting a needs analysis and learner analysis. The Design stage involves designing the product in the form of a website. The Develop stage entails the creation of the website. The Implement stage involves the application of the developed product after revisions have been made during the Design and Develop stages. The Evaluate stage is the final product of the website, which has been improved at each previous stage. This research was conducted at Ma'had al-Jami'ah UIN Raden Intan Lampung from December 2022 to January 2023.

This research used instruments in the form of questionnaires, including a pre-research questionnaire, validation questionnaire, and student response questionnaire. To measure the feasibility of the website based on the questionnaire from validators and responses from educators and students, the calculations can be done using a Likert scale:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Explanation:

P = Percentage (%)

$\sum x$  = Maximum or highest score

$\sum xi$  = The sum of all scores



The next step involved calculating the percentage of criteria from the validators. The criteria for responses from various educators and students that will be used can be seen in the table below, which is as follows:


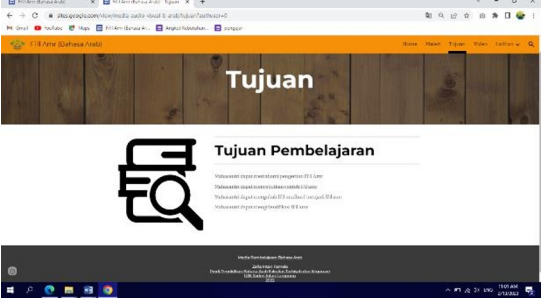


**Table 1.** Criteria for Interpretation of Student Responses [14]

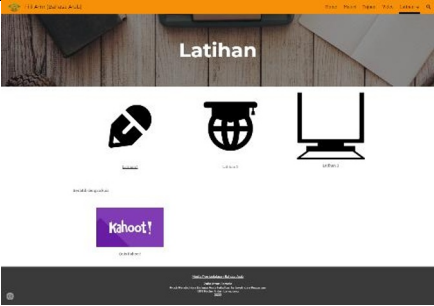
Intervals	Assessment Criteria	Value Score
$0\% < x \leq 20\%$	Very Uninteresting	1
$21\% < x \leq 40\%$	Not attractive	2
$41\% < x \leq 60\%$	Quite interesting	3
$61\% < x \leq 80\%$	Interesting	4
$81\% < x \leq 100\%$	Very interesting	5

This research was conducted at Ma'had al-Jami'ah UIN Raden Intan Lampung. The purpose of this study was to produce and develop a web-based Arabic language learning media for the Fi'il Amr material for beginners. The developed website media includes videos, images, text, and hyperlinks. The web-based audio-visual media features an introduction containing the page authors, Learning Objectives, Learning Materials, Audio Visual Media Display, and Display of Assignments or Exercises. The material section consists of the Fi'il Amr for Beginners content.

**Table 2.** Results of Website-based Audiovisual Media Development

Explanation	Website Appearance
1) Home View	
2) Display of Learning Materials	

<p>3) Video Display (Audio Visual Media)</p>	 <p>The screenshot shows a website with a dark header and a main content area. The header says 'Home'. Below it, the text 'Mari menghafal sambil bernyanyi' is displayed. A central graphic shows a table titled 'TABEL الأَمْر' with columns for 'مَعْنَى' (Meaning) and 'كَلِمَاتُ' (Words). The table lists various Arabic words and their meanings. A small video player is visible in the bottom right corner of the graphic.</p>
<p>4) Display of Learning Objectives In the learning objectives display, the teacher explains the learning objectives that he will study using Fi'il Amr material. This second display contains search, learning objectives and returns to the start of the website</p>	 <p>The screenshot shows a website page with a wooden background. The title 'Tujuan' is prominently displayed. Below it, there is a search icon and the text 'Tujuan Pembelajaran'. A list of learning objectives is provided, including 'Mengetahui konsep amr dalam program Fi'il Amr', 'Mengetahui konsep amr dalam kehidupan sehari-hari', and 'Mengetahui konsep amr dalam kehidupan sehari-hari'. A footer section contains contact information and social media links.</p>
<p>5) Display of Learning Materials Part of the material is in the form of a word file which the researchers converted into a .pdf file to make it easier for students to download it for studying.</p>	 <p>The screenshot shows a website page with a wooden background. The title 'Materi' is displayed. Below it, there is a PDF document titled 'كروية سهلة' (Easy Kuro'ah). The document content is visible, showing Arabic text and a table. A footer section contains contact information and social media links.</p>
<p>6) Video View Video displays make it easier and clearer for students to understand the lesson and can be repeated if students don't understand. This video is linked to YouTube.</p>	 <p>The screenshot shows a website page with a wooden background. The title 'Video' is displayed. Below it, there is a video player interface. The video content is visible, showing a table titled 'Fi'il amr' with columns for 'Itulah tashrif' and 'ada 6 ghamir'. A small video player is visible in the bottom right corner of the video content.</p>

<p>7) Display for Assignments or Exercises Evaluation or practice questions with Fi'il Amr material consist of 2 types of questions, namely 20 multiple choice questions with 3 choice options and one short answer question song whose answers must be written in a book and then uploaded in the answer column provided. When students finish working on multiple choice questions, they are immediately captured in a Microsoft Excel file and students know what their learning results are.</p>	
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### 3 Result And Discussions

This research developed a web-based audio-visual media for Arabic language learning, specifically for the Fi'il Amr material. During its development process, the ADDIE model stages developed by Robert Maribe Branch were used, consisting of analysis, design, development, implementation, and evaluation.

The first stage, analysis, aimed to identify problems and find solutions to these issues. This stage involved needs analysis and learner analysis. Following this stage, it was found that generally in Arabic language learning, students use textbook resources, the internet, and classic texts. However, students expressed that the regular textbooks they use were not sufficient to ease the understanding of Arabic material. This is because students greatly prefer learning methods that involve images, animations, text, and hyperlinks. Therefore, the researcher developed a web-based audio-visual media equipped with images, animations, videos, text, and hyperlinks to support learning activities.

The next stage was design, where the researcher designed the media to be developed. On this occasion, the researcher developed web-based audio-visual learning media. The software used in the creation of the audio-visual media included Microsoft PowerPoint, Microsoft Word, CapCut, and GoogleSites. These were chosen because the content of the audio-visual media could be created using these software and they are easy to operate [15,16].

The following stage was development. The developed web-based audio-visual media approach encompassed learning based on problems in the surrounding environment, and the website could guide students through the scientific process via experimental activities.

Next, the developed audio-visual media product was validated. Four experts validated the developed web-based audio-visual media and stated that it was suitable for the learning process. Subject matter validation was conducted by an Arabic Language Education lecturer and a language supervisor at Ma'had al-Jami'ah. The subject matter expert assessment included several aspects: learning received a score of 83%, content/material received a score of 90%, and language received a score of 83%. It was noted that the content feasibility aspect received the highest score with 90% because the content concept was appropriate. The material assessment by two validators resulted in an average score of 85%, categorized as

'Very Suitable,' thus making the web-based audio-visual product suitable for use as teaching material.

**Table 3.** Website Based Audio Visual Media Validation Results Material Expert Validator

No	Aspect	Percentage	Category
1	Learning	83 %	Very Worth It
2	Content/Material	90 %	Very Worth It
3	Language	83 %	Very Worth It
<b>The total average number of aspects</b>		85%	Very Worth It

Then the media experts, validated by one Arabic Language Education lecturer and one media expert from Ma'had al-Jami'ah, assessed the product. The media expert assessment consisted of several aspects: the language aspect received a score of 79%, the graphics aspect received a score of 86%, and the presentation aspect received a score of 87%. The highest rating for the product was in the presentation aspect at 87%, due to the presentation's appeal and the ease of operating the website. The media assessment by two media experts resulted in an average score of 84%, categorized as 'Very Suitable'. Consequently, the web-based audio-visual media product is highly appropriate for use as teaching material.

**Table 4.** Website Based Audio Visual Media Validation Results from Media Expert Validators

No	Aspect	Percentage	Category
1	Language Aspects	79%	Worthy
2	Graphic Aspects	86%	Very Worth It
3	Presentation Aspects	87%	Worthy
<b>The total average number of aspects</b>		84%	Very Worth It

After passing through all the validation stages by several experts, who are lecturers in Arabic Language Education and the Care Team of Ma'had UIN Raden Intan Lampung, and undergoing the design validation and design revision stages based on suggestions and inputs from the experts, the next stage was the product trial, consisting of small group trials and field trials to determine the learners' interest in the developed product.

The small group trial was conducted with a limited number of students, involving 12 students from the halaqahs of Ukhty Alvia and Ukhty Resti, where data collection using online questionnaires was employed. The questionnaire covered several aspects, including presentation, language, and communication. The average student rating was 85.20%, categorized as 'Very Interesting'.

Subsequently, field trials were conducted with 20 students from 5 halaqahs, where data collection also utilized online questionnaires. The questionnaire included aspects of presentation, language and communication, and digital literacy. The average student rating for this was 87.38%, also falling under the 'Very Interesting' category. Below is a table of the field trial results:

**Table 5.** Results of Field Student Responses

No	Assessment Aspects	Percentage	Category
1	Presentation	85,50%	Very interesting
2	Language and Communication	87,50%	Very interesting
3	Digital Literacy	89,14%	Very interesting
<b>The total average of all aspects</b>		87,38%	Very interesting

## 4 Conclusion

The sentence in English is: "Based on the results of this development research, it can be concluded that:

1. The development of web-based audio-visual learning media uses the ADDIE model.
  - a. Analysis: Based on the analysis, the suitable product for development is web-based audio-visual learning media for the Fi'il Amr material for beginners.
  - b. Design: In the design stage, the researcher prepared an attractive design, namely web-based audio-visual media, using applications such as Microsoft PowerPoint, Microsoft Word, CapCut, and GoogleSites.
  - c. Development: At this stage, the creation of web-based audio-visual media took place, validated by media experts and subject matter experts for product improvement to obtain a final product highly suitable for the learning process.
  - d. Implementation: This stage involved evaluating the web-based audio-visual media with 32 students of Ma'had al-Jami'ah UIN Raden Intan Lampung, divided into 12 students in a small class and 20 students in a large class. The average score for the small class was 85.20%, which falls into the 'Suitable' category, and the average score for the large class was 87.38%, categorized as 'Very Interesting.
  - e. Evaluation: The feedback from subject matter experts included adding sources for the understanding of Fi'il Amr and correcting misspelled questions and answers in the evaluation. Improvements from media experts included adding a user guide menu and integrating audio voice in the media, which the researcher corrected in both media and content.
2. The web-based Audio Visual Media is valid and highly appropriate according to the assessments of media and subject matter experts for use as one of the learning media for educators and students to enhance understanding of the material.
3. The web-based Audio Visual Media is highly appealing for use as teaching material by educators and students to improve understanding of the material.

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