DEVELOPMENT OF ADOBE CAPTIVATE-BASED ARABIC READING SKILL LEARNING MEDIA FOR STUDENTS OF CLASS X SMA

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Abstract:
This study aims to develop IQRA (Interactive Quiz for Reading in Arabic), an Adobe Captivate-based learning media for the Arabic reading skills of class X high school students. The method used in this research is research and development. The development design used to design this media refers to ADDIE. The research data was obtained using the non-test technique. The contest instruments used were interviews, observations, teacher and student needs questionnaires, expert validity test questionnaires, product satisfaction questionnaires, and SWOT questionnaires for old and new products. The result of this study is an Adobe Captivate-based media prototype for the Arabic reading skills of class X high school students in the form of a Windows application (.exe). Based on a questionnaire that analyzes the needs of teachers and students, this Adobe Captivate-based media contains three themes, namely البيانات الشخصية, المرافق العامة في المدرسة, الحياة في الأسرة وفي السكن. Experts and teachers assess that this Adobe Captivate-based media is appropriate in software engineering, audio, and visual aspects. The implementation of this media is a product satisfaction questionnaire by experts and practitioners who are declared fit. At the same time, the evaluation of this media is by SWOT analysis of old products by teachers and students and a SWOT analysis of new products by teachers and experts.

Keywords: development; Arabic Learning Media; Reading skill; Adobe Captivate

Abstrak:
Penelitian ini bertujuan guna mengembangkan IQRA (Interactive Quiz for Reading in Arabic), media pembelajaran berbasis Adobe Captivate untuk keterampilan membaca Bahasa Arab siswa kelas X SMA. Metode yang digunakan dalam penelitian ini adalah research and development. Desain pengembangan yang dipakai untuk merancang media ini merujuk pada ADDIE. Data penelitian diperoleh dengan teknik non tes. Instrumen non tes yang digunakan berupa wawancara, observasi, angket kebutuhan guru dan siswa, angket uji validitas ahli, angket kepuasan produk, dan angket SWOT produk lama dan baru. Hasil penelitian ini adalah purwarupa media berbasis Adobe Captivate untuk keterampilan membaca Bahasa Arab siswa kelas X SMA berbentuk aplikasi Windows (exe). Berdasarkan angket analisis kebutuhan guru dan siswa, media berbasis Adobe Captivate ini memuat 3 tema yaitu البيانات الشخصية, المرافق العامة في المدرسة, الحياة في الأسرة وفي السكن. Penilaian ahli dan guru menyatakan bahwa media pembelajaran berbasis Adobe Captivate ini layak dalam aspek rekayasa perangkat lunak, aspek audio, maupun aspek visual. Implementasi media ini adalah dengan angket kepuasan produk oleh ahli dan praktisi yang dinyatakan layak. Sedangkan evaluasi media ini adalah dengan analisis SWOT produk lama oleh guru dan siswa, serta analisis SWOT produk baru oleh guru dan ahli.

Kata Kunci: perkembangan; Media Pembelajaran Bahasa Arab; Kemampuan membaca; Adobe Captivate
INTRODUCTION

Arabic has much in common with other languages, such as English, but Arabic is also unique in terms of history related to Islam and as a culture and Arabic identity (Hillman, S., & Ocampo Eibenschutz, 2018). In contrast to English, an international language, Arabic is not studied in all schools worldwide. Over 330 million people have used Arabic as their mother tongue in the Arabian/Persian Gulf region in the East to the Atlantic Ocean. Arabic is a pro-drop language in other countries such as Italy, Spain, China and Japan, meaning the subject pronoun may be omitted (Shaalan et al., 2019). Research (Haron et al., 2016) states that the internal barriers that occur in individuals in speaking Arabic are limitations that come from themselves the knowledge and skills of the students themselves. The external borders refer to the constraints of a less supportive environment and the lack of opportunities to learn Arabic. In the Philippines, especially at the Basilan School, it was stated that the obstacles to learning Arabic were a lack of financial and instructional resources, a lack of monitoring, and policies to evaluate the learning tools used (Harad & Arriola, 2022). Difficulties in the learning process certainly occur in all schools, one of which is in Indonesia.

The ability to read Arabic for number of students in Indonesia still has some obstacles. Based on research on class VII students at MTs Negeri 1 Semarang (Zahra, 2017), some students thought that Arabic was less attractive and challenging; this was caused by the teacher's teaching methods in conveying material that was not appropriate and the lack of creativity in the application of learning media in class. Research by Albantani & Madkur, (2019) states that the challenges in learning Arabic are the limited adaptation of Arabic teachers to technology, low student motivation to learn, and policy uncertainty regarding the application practices used, namely TAFL (Effendy, 2017).

Another obstacle in Arabic reading skills was also found at class VIII MTs Negeri Susukan, Semarang Regency (Munafaah, 2017). Teachers still experience difficulties conveying Arabic learning material, especially for reading skills, because of students' diverse backgrounds with different abilities in absorbing material. In addition, the level of student interest in learning Arabic could be higher, marked by low student interest in reading, which hinders students' understanding of the material and impacts student achievement results, especially in reading skills (Nugraha et al., 2021). Teachers also stated that they needed learning media to support students' interest in learning Arabic and help students understand Arabic material (Qureshi et al., 2022); (Ritonga et al., 2021).

Another obstacle is the presence of students who need help understanding Arabic learning correctly because they cannot understand the material. Students tend to need to be more active with Arabic reading texts. Besides that, the teacher's limitations in providing learning media result in students being bored during learning (Firliani., 2018); (Kamis et al., 2018); (Ali, N., Abdullah, M. H. Rahman, 2020). Students need to have a high interest in this learning, which can arise if the delivery of the material is engaging (Maskor et al., 2016); (Al-Sobhi & Preece, 2018).
The studies above found several similar problems, namely the need for more practical application of learning media by teachers or the existence of limited media that prevented students from understanding the material better. So that one of the solutions offered to overcome students' lack of Arabic reading skills is to apply learning media (Supardi, 2021). Learning media is one of the tools/vehicles used by educators in the learning process to help deliver learning messages (Rifa’i & Anni, 2016). One of the learning media for Arabic reading skills is computer-based learning media.

Based on the findings of the SDPPPI Research and Development Center and the Human Resources Research and Development Agency 2016 in the 2016 ICT Indicator Infographics for Households and Individuals (SDPPPI & SDM., 2016), it is stated that the age range for the most computer users is 16-25 years old with a percentage of 41.3% or about 30 million people out of 70 million computer users. This shows that the learning process must also keep up with the times by involving technology as an intermediary (Muhammad et al., 2020). One of them is using specific software on computers to improve reading skills, one of which is Adobe Captivate (Alia & Hamtini, 2019).

The Adobe Captivate software learning environment can be managed to provide teaching that can develop cognitive flexibility (Wang & Shen, 2012). Adobe Captivate software allows everyone to create exciting and guaranteed learning simulations quickly, without programming or multimedia skills. Based on the Adobe Flash platform (Dewanti & Rusli, 2019). Adobe Captivate automatically produces interactive, is compatible with Flash Player content and is easy to distribute and access (Syam, 2012).

The advantage offered by Adobe Captivate for language learning, especially reading skills, is that there are options to design a variety of learning models with different schemes, including the completeness of features for creating quiz content, such as hot spots, which provide answers or input, in the form of a specific location on an image and matching, namely matching word equivalents (Sulianta, 2013).

Judging from the description above, the purpose of this research is to develop learning media based on Adobe Captivate, and it is hoped that it can help students to be more enthusiastic about learning Arabic, including reading skills.

**RESEARCH METHOD**

The product developed is Adobe Captivate-based learning media for the Arabic reading skills of class X high school students. The steps applied in the development of learning media are Analyze, Design, Develop, Implementation, and Evaluation (Aldoobie, 2015).

At the analysis stage, data collection needs to be done to determine the materials students study and their difficulties. Questionnaires, observations, and interviews can know these things to collect data about these things (Pinar, 2019).
Figure 1 : Development Steps with ADDIE

Needs analysis is carried out by giving questionnaires for the development of learning media to teachers and students. After carrying out the analysis phase, the next stage is designing learning media designs based on Adobe Captivate for the Arabic reading skills of class X high school students (Bakri, 2017). The design process in developing learning media based on Adobe Captivate includes preparing media concepts and story boards, preparing learning materials according to the curriculum, and collecting additional content such as images and audio (Supiyarto et al., 2013).

The next stage is development. A prototype or media prototype based on the previously designed design will be developed in this phase. After the product has been developed, the next stage is implementation by conducting product validation by several experienced experts to assess the product prototype and then evaluating it with a SWOT analysis of old and new products to find out what the factors are in it. The subjects of this study were 1 Arabic teacher and 12 students of class X SMA Muhammadiyah, 2 Semarang, two material experts consisting of 1 material expert lecturer and one teacher, and one media expert (Rangkuti, 2013). Data collection in this study was carried out using a non-test technique. The non-test approach is a way of collecting learning progress in ways other than tests. Non-test techniques are observation, self-assessment, peer-to-peer assessment, journals, questionnaires, and scales (Hapiz, 2020). In assessing activities, several assessment instruments/tools are used that are adapted to the techniques used in determining (Bisri & Ichsan, 2015). For non-test data collection techniques in this study, data collection was done using interviews, questionnaires, observation, and documentation (Fajriah, 2015).

In this study, the interviews were conducted using guided question types. The resource persons for the discussions were class X teachers of Arabic subjects at SMA Muhammadiyah 2 Semarang. This study also used several questionnaires to collect data: a needs questionnaire, a SWOT questionnaire, a validation questionnaire, and a satisfaction questionnaire. Needs questionnaires were given to teachers and students regarding the needs of the products to be developed, and SWOT questionnaires for instructional media were applied by teachers in class. After all the questionnaires have been filled in, the next step is to analyze the questionnaire using a percentage technique, namely comparing the number of answers from each aspect chosen by the respondents with the total number of respondents (Kim et al., 2013). SWOT questionnaire analysis was
carried out qualitatively, namely describing the results of the SWOT analysis into a paragraph to describe internal factors, which include Strengths and Weaknesses and to describe external factors, which include opportunities (Opportunities) and threats (Threats) of a product that has been used and a new product that is developed.

Expert validation is carried out by giving questionnaires to experts to assess the products that have been developed, covering aspects of content, language, software engineering, and visual and audio elements. In calculating this questionnaire, the Likert scale is used to conclude the results. The satisfaction questionnaire sheet is intended to see expert and teacher responses to the product. The questionnaire was filled in by media experts, material experts, and Arabic teachers, covering aspects of usability, learning design, and visual communication. The data analysis technique for observation is qualitative, namely by observing online learning Arabic reading proficiency of class X students using learning media based on Adobe Captivate. The data analysis technique for documentation is qualitative, namely analyzing the documents obtained as files in learning, such as lesson plans and photos of learning activities.

FINDINGS AND DISCUSSION
Application Overview
Adobe Captivate-based learning media is made using the Adobe Captivate CC 2019 program as a basic program for combining elements that you want to make into a single unit in learning media. In the process of creating design layouts, the programs used are Adobe Photoshop CC and Adobe Illustrator CC 2018, while for animation and transitions, the programs used are Microsoft Power Point 2016, while for editing audio, the program used is Adobe Premiere Pro CC 2019 (Putri et al., 2019). Some additional elements, such as illustrations in the vocabulary material, were obtained from the freepik.com site. Background music for learning media is downloaded from the youtube.com site.

Figure 2: Display of the Start Page of Adobe Captivate-Based Learning Media
This digital media is in Windows format (.exe) which can operate on a computer with a Windows operating system. The themes contained in this media consist of three themes that have been adapted to Arabic teaching materials for class X SMA/MA curriculum 2013 odd semester, namely البيانات الشخصية, المرافق العامة في المدرسة, الحياة في الأسرة وفي السكن. Each of these themes contains five sections, including KI/KD and indicators, vocabulary material, Arabic reading texts, Arabic language rules material, and evaluation in the form of multiple choice and
true-false.

**Figure 3**: Main Menu Page of Adobe Captivate Based Learning Media

![Main Menu Page](image1)

**Figure 4**: Vocabulary Material Page on Adobe Captivate Based Learning Media

![Vocabulary Material Page](image2)

**Figure 5**: Multiple Choice Vocabulary Evaluation Page on Adobe Captivate Based Learning Media

![Multiple Choice](image3)

**Media Expert Assessment**

Media experts' assessment of Adobe Captivate-based learning media includes aspects of software engineering, visual aspects, and audio aspects (Agung et al., 2020). The experts gave an average rating of 4 or very decent for the software engineering aspect, an average score of 4 or very decent for the visual aspect, and a score of 3 or decent for the audio aspect. In the material expert assessment which includes aspects of content feasibility and aspects of language feasibility. This media gets an average score of 4 or very feasible for the content feasibility aspect and an average score of 4 or very feasible for the language feasibility aspect. The suggestions given by material experts for media improvement are correcting errors in terms in Indonesian and Arabic, the need to adjust material for language rules in learning media, and adjusting pictures with terms in Arabic along with the audio.
The initial design of learning media based on Adobe Captivate which has been validated by media experts and material experts is then revised according to the responses and input that have been given. Based on these responses and input, there have been several improvements both in terms of visuals, audio, and sentence writing (Ningsiati & Nopriansyah, 2021). Overall, learning media based on Adobe Captivate has an ordered systematic, but in terms of material and visuals it still needs to be improved (Ekawarna et al., 2016). Some of the corrections given by material experts include that in the media there are still typos and errors in the use of Arabic terms in theme titles, additional information, and typographical errors in the material, there are still inaccurate illustrations which can lead to inaccurate interpretations, for referenced vocabulary, audio in Arabic terms that need readjustment to make it precise and clearer, addition of information on the settings for the user manual screen menu, as well as improvements to the use of Arabic fonts in Arabic reading material to make it clearer and easier to read (Ramadan, 2011).

Implementation of Learning Media

Next is the implementation of learning media with an analysis of the satisfaction questionnaire given to language teachers and material experts as well as media experts to provide an assessment of usability aspects (use), aspects of learning design and aspects of visual communication in learning media based on Adobe Captivate (Sukmara et al., 2017). On the usability aspect (use) get an average score of 5 or very agree/very satisfied, the learning design aspect gets an average score of 5 or very agree/very satisfied, and for the visual communication aspect of Adobe Captivate-based learning media get an average score 4 or agree/satisfied (Mudlofir & Rusydiyah, 2016).

Evaluation of learning media based on Adobe Captivate is carried out by conducting a SWOT analysis of the learning media used previously and learning media based on Adobe Captivate. SWOT analysis in this study was conducted to observe the internal factors and external factors of old and new products. Internal factors include strengths and weaknesses, while external factors include opportunities and threats.

The old product being analyzed is the PowerPoint slide media which is often used in classroom learning by teachers. Respondents to fill out the SWOT analysis of the product were Arabic teachers and class X students of Muhammadiyah 2 Semarang High School, a total of 12 people, while the new product was Adobe Captivate-based Learning Media for reading skills which involved Arabic teachers at Muhammadiyah 2 Semarang High School and material experts and media experts. as the respondent.

Based on the SWOT analysis of old products or learning media in the form of PowerPoint slides, the advantages of these media are that they can be applied in learning Arabic properly even though they require more resources to prepare them, while from external factors, the chances of implementing these media are good in terms of infrastructure. schools and students (Khasanah et al., 2023). The threats from external based on the results of the SWOT questionnaire analysis above are relatively small, namely there is no need for the media in learning
(Keban et al., 2019).

While the results of the SWOT analysis of new products or learning media based on Adobe Captivate are among the advantages of this learning media, namely compatibility with computers with Windows operating systems and ease of access (Singh, 2022). Meanwhile, the drawbacks of this new product are the opportunities for bugs in it and the inability of the learning media to be modified without the original file from the developer. The opportunities from the external factors of these new products are the need for computers/laptops as well as advances in technology and the prices of computers/laptops that are increasingly affordable, while external threats to this product are the possibility of computer equipment that does not support the operation of the product.

CONCLUSION
Based on the results of the research above, it can be concluded that learning media based on Adobe Captivate shows positive results, as evidenced by the validation of media experts who give an average score of 4 or very feasible and the validation of material experts and teachers who give an average value of 4 or very feasible. In addition, the implementation of media with satisfaction analysis is given to Arabic teachers and experts who give an average score of 5 or very agree/very satisfied. Thus, it can be said that teachers and experts are very satisfied with learning media based on Adobe Captivate. This shows that learning media based on Adobe Captivate will be able to help teachers of Arabic and make it easier for students to learn, especially reading. The existence of attractive images, colors, and backsound makes this learning media more suitable for children to teenagers, but of course it will be suitable for use by all ages if the design and content look simpler and the level of difficulty is adjusted.

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