Integration of Technology in Learning Arabic Language: *Mumtaz* Method Textbook with Interactive Power Point Features

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Abstract:

Arabic language education is an important component in understanding Islamic culture, history and teachings. In order to increase the effectiveness of Arabic language learning, innovative teaching methods and appropriate media support are needed. One promising method is the Mumtaz method, which has been proven effective in facilitating understanding of Arabic, especially in learning nahwu and Shorof. However, in the era of continuously developing information technology, the integration of interactive media can provide significant added value in learning Arabic. This article is the result of research with the aim of: developing a mumtaz method textbook with interactive power point media product features and measuring the effectiveness of these media products in learning Arabic. The type of research method used is research and development Research and Development (R&D) using the R2D2 development model, the R2D2 model has three focuses, namely define focus, design and development focus, dissemination focus. These findings explain that this interactive power point media is very suitable for use. This is based on validation results by media experts, namely 80.67% with very suitable criteria for use, and material experts, namely 78.00% with criteria suitable for use.

Keywords:
Interactive Power Point; Learning Arabic; *Mumtaz* Method Textbook

INTRODUCTION

Learning the Arabic language in the current digital era presents challenges and opportunities like never before (Smith, 2020) . Arabic is one of the languages used worldwide, both as a liturgical language in Islam and as the official language in several countries in the Middle East (Husain & Uzuner, 2021). Arabic teaching and learning has experienced significant growth in the United States and throughout the world. Universities have seenan increase in the number of students studying Arabic, and Arabic language programs in government and in Islamic studies continue to expand (Donna Hess, 2021). Furthermore, with the growth of global communication, understanding the Arabic language has become increasingly crucial in international relations, business, and employment (Brown, 2020).

However, students learning Arabic often face difficulties in comprehending and mastering the language, necessitating methods and techniques that are relevant to the current learning environment (White, n.d.). Studying Arabic in Indonesia is one means of studying ancient Indonesian literature. And more than that, the efforts made by the Indonesian people in learning Arabic are useful for understanding Islamic science and culture, and on the other

hand it is also beneficial for them (Ritonga et al., 2021). useful to know the impact of the Arabic language and its role in the development of national culture, where the majority of the population resides(Syukron et al., 2023).

Conventional approaches in Arabic language learning often fall short in motivating students and aiding them in achieving a deep understanding (Acep Hermawan, 2011) . Therefore, to enhance the effectiveness of Arabic language education, the use of technology has become an intriguing alternative. Technology, particularly through the utilization of interactive presentations like PowerPoint, can be a highly effective tool in improving the quality of Arabic language learning. to improve the quality of education (learning outcomes) besides being able to be achieved through improving the quality of learning, it can also be done through improving the quality of the assessment(Ariawan, 2022).

The primary challenge in Arabic language learning is maintaining student engagement. Conventional approaches often prove inadequate in motivating students and encouraging them to effectively comprehend Arabic (Antoun et.al., 2021). Within educational research and the learning sciences, the issues of blurring boundaries betweenexperiences from formal and informal learning contexts have become especially salient(Erstad & Silseth, 2023). Frequently, students experience boredom and lose interest in learning Arabic (Azhar Arsyad, 2003). Arabic has unique characteristics that demand a strong grasp of grammar and vocabulary, which are not always attainable through traditional teaching methods. In addition to the teaching methods, the use of instructional media is also of utmost importance as a supporting tool in achieving learning objectives. The better and more effective the media used, the greater its impact on the success of learning (Anderson., & Smith, 2020).

Arabic competencies that must be possessed by students in this millennial era are interactive communication skills, where students are forged to have communication skills in accordance with the themes that exist in everyday life(Syafei & Syukriya, 2020). Instructional media play a crucial role in foreign language learning, including Arabic language learning. Many studies have demonstrated the effectiveness of using media in foreign language (Arabic) education. Unfortunately, not many teachers incorporate instructional media as a supportive element in the classroom teaching process. Several reasons exist for the limited use of media in foreign language (Arabic) learning, one of which is the belief among teachers that providing instructional media requires a significant financial investment and a lengthy preparation time.

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In this regard, teachers are often unwilling to take on such risks, which can result in students quickly becoming bored with language learning (Rosyidi, 2009).

A learning method is a comprehensive plan closely related to systematically presenting material based on a predetermined approach (Mustafa Abi Hamid, 2020). The appropriate method to apply in education is one that can stimulate learners to engage in conversations. Arabic education research that included some form of technology integration revealed that practitioners had an existing knowledge of challenges and strategies for including design principles in the educational setting (Omar & Hafeez, 2023). There were strategic choices made in goals of the instruction, specifically related to communicative competence and student verbalproduction expectations (Donna Hess, 2021). In Arabic language learning, there are various methods employed, one of which is the Mumtaz method utilized in teaching Nahwu and Sharaf. This method was created to facilitate learners in mastering Nahwu and Sharaf within just 7 days by delivering it through songs.

The instructional book for the Nahwu-Sharaf method, referred to as the Mumtaz method, was formulated to simplify the Nahwu-Sharaf materials, making them more accessible for understanding. Learning is conducted in an enjoyable manner to prevent learners from feeling bored (Alimin & Zuhri, 2018). The rapid advancement of technology offers various opportunities to enhance the learning process, particularly through online platforms. Therefore, teachers must have a sufficient understanding of technology to create active, creative, effective, and enjoyable learning experiences (Switri, 2021). With this in mind, the researcher is interested in developing a technology-based instructional media product using interactive PowerPoint presentations. The goal of this development is to improve the quality of Nahwu science learning, with reference to the "Mumtaz" instructional book as a guide (Sutarno, 2021).

METHOD

This article applies the Research and Development (R&D) research methodology, which is also known as a type of development research (Gunawan, 2017). Within the framework of this research, the researcher will produce a technology-based instructional media product utilizing interactive PowerPoint applications. This development research follows the R2D2 development model (Reflective, Recursive, Design, and Development), developed by Wilis. The

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R2D2 model has three primary focuses: (1) the definition focus, (2) the design and development focus, and (3) the dissemination focus.

In choosing a development model, researchers have numerous options, but for the development of this Interactive PowerPoint Learning Media, the researcher has selected the R2D2 model as the most suitable framework (Wilis, 2018). The steps of the R2D2 development research can be illustrated as follows:
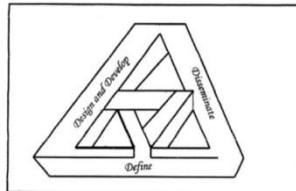
Gambar 1. 1 R2D2 instructional design model

RESULTS AND DISCUSSION

A. Results

The result of this development research is the creation of the Mumtaz Method as an engaging instructional media based on interactive PowerPoint. The development process follows the R2D2 model, which encompasses three vital focuses: defining, designing and developing, and disseminating. In the first stage, the Define Focus, there are two key elements: Defining the Developed Product, where the central focus is on the instructional material derived from the "Mumtaz" method book, which is then adapted into an interactive learning media using PowerPoint, and the formation of a participative team.

The participative team at this stage consists of two individuals, namely a lecturer who is a user of the product. They are involved from the outset of the development process, providing input in the form of comments, criticism, suggestions, improvements, and evaluations of the product being developed (Ouslati, et.al., 2020). With the involvement of lecturers, this product will be more in line with practical needs in further learning. Additionally, there are experts, divided into two groups: instructional media experts and content experts. Their involvement is a crucial step in ensuring product quality. They provide input in the form of comments, criticism, suggestions, improvements, and assessments based on their expertise. The feedback from these experts is used to enhance the quality of the development product until it reaches an optimal level (Hikmah, et.al., 2022).

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The second step in the development process is the determination of product design and development.

a. Determination of Product Design

The product design process begins with planning the product to be developed, which is interactive PowerPoint learning media. The layout of the content for the interactive PowerPoint media includes a Star Button, a Menu with sections for Profile, Materials, Quiz, User Instructions, and Summary, Sub-chapters for Chapter 1, 2, and 3, a Navigator Button for slide navigation, and the inclusion of audio.

b. Product Development

After the product has been successfully developed, the next step is to conduct testing, which involves testing the media's feasibility through product validation. Product validation is carried out after the initial product is created. Validation is performed by two experts: validation by media experts and validation by content experts. Data from the media expert validation is obtained through questionnaire responses from two media experts, while the data from content expert validation is obtained through questionnaire responses from two content experts. The validators (1): Mawardi Djamaludin, M.A and the validators (2): Dr. Aji Joko M.Pd. The data obtained from the assessment can be seen in the table below:

Tabel 4.1 Data Result of Validity Testing by Media Experts

No	Indicators	Percentage (%)	Criteria
A	**Media Efficiency**		
1	Ease of use of the program	90%	Very worthy
2	Ease of selecting the program menu	90%	Very Worthy
3	Ease of interacting with the program	70%	Worthy
4	Ease of entering and leaving the program	80%	Worthy
	Average	**82%**	**Very Worthy**
B	**Menu Function**		

5	Ease of understanding the menu structure	90%	Very Worthy
6	Button reaction accuracy	80%	Worthy
	Average	**85%**	Very Worthy
C	**Physical Quality**		
7	Program file capacity for easy duplication or doubling of program strength/durability	70%	Worthy
	Avarage	**70%**	Worthy
D	**Graphics Quality**		
8	Text and image layout	70%	Worthy
9	Suitability of background selection	80%	Worthy
10	Appropriate selection of font size and type	90%	Very Worthy
11	Color match	80%	Worthy
12	The attractiveness of presenting animated images	80%	Worthy
13	Suitability of the selection of animated images with the material	90%	Very Worthy
	Average	**82%**	Very Worthy
E	**Button Quality**		
14	The attractiveness of the button display	80%	Worthy
15	Regularity and consistency of button appearance	70%	Worthy
	Average	**75%**	Worthy
	Average of All Aspects	**80,67%**	Worthy

Source: Research Data

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Data obtained from media expert validation results, namely the average of the two validators is 80.67%. Included in the category suitable for use.Data from material expert validation results were obtained from the results of filling out a questionnaire by 2 PBA lecturers, namely: Validator (1): Dr. Ridha Assagaf and Validator (2) : Rahmat, M.Hum. The data obtained from this assessment can be seen in the table below:

Tabel 4.2 Validity Test Results Data by Material Experts

No	Indicator	Percentage (%)	Criteria
A	**Introduction**		
1	Clarity of the material concept map	60%	Cukup layak
2	Clarity of material achievements	70%	Layak
	Average	**65%**	**Layak**
B	**CONTENTS**		
3	material description	80%	Worthy
4	Coverage (breadth/depth) of material	60%	Decent enough
5	Material factualization	80%	Worthy
6	Material actualization	80%	Worthy
7	Clarity of examples included to clarify the material	80%	Worthy
8	Kejelasan dan kesesuaian bahasa yang digunakan	70%	Worthy
9	The attractiveness of the material content in motivating users	90%	Very Worthy
10	Conformity of material content with standard concepts	90%	Very Worthy
11	Suitability of material for student character	70%	Worthy
	Average	**78%**	**Worthy**
C	**Evaluation**		

12	Difficulty level of questions	90%	Very Worthy
13	Balance of question proportions	80%	Worthy
14	Suitability of practice questions to the material	90%	Very Worthy
15	Suitability of practice questions to the material	80%	Worthy
	Average	**85%**	**Very Worthy**
	Average of All Aspects	**78,00%**	**Worthy**

Source: Research data

Data obtained from the validation results of material experts, namely the average of the three validators is 78.00%. Included in the category suitable for use. The next stage is dissemination, following the typical learning design system model. The dissemination activities consist of four components: evaluation, final product, diffusion, and adoption. The R2D2 development model can be modified to suit the requirements of the instructional media being developed. In this research, the modification was made in the planning and development stages.

B. Discussion

Based on the research results previously outlined, which involve the development of the Mumtaz Method as an interactive PowerPoint-based instructional media using the R2D2 model as a reference, several aspects need to be discussed in this section. The R2D2 model used in this study has three primary focuses: defining, designing and developing, and disseminating (Wilis, 2018).

The first focus, "defining," involves determining the product to be developed, which is the instructional material based on the Mumtaz method book. The significance of this stage is to ensure that the development product's objectives are clearly defined, and this definition aids in formulating the direction for the subsequent development (Wijaya, 2019). The second focus is "design," which encompasses the design and development of the product. During this stage, the creative and technical process of creating interactive PowerPoint-based instructional media from the instructional material is carried out (Eltahir, et.al., 2021). This research emphasizes that the development of instructional media products requires strong contributions and understanding from various parties,

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including lecturers and various experts, who participate in providing input and evaluation. The results of this design stage will significantly impact the effectiveness and appeal of the learning product.

Lastly, the "dissemination" focus is the stage to ensure that the developed product can be accessed and used to its maximum potential by the target audience. This involves efforts to deliver and introduce the product to relevant parties within the educational environment and, on a broader scale, to the community that may potentially use it.

In the context of this research, the R2D2 model has proven to be a robust framework for the development of the Mumtaz Method as interactive PowerPoint-based instructional media. By following this model, the research has generated a product with a strong conceptual foundation, supported by the contributions of various stakeholders who understand the needs and challenges of learning. It is expected that this product will provide significant benefits to the learning process and learners.

In other literature sources, research by Smith (2020) in the "Educational Technology Research" journal confirms the importance of development models like R2D2 in creating effective instructional media. Smith emphasizes that by following models like R2D2, the development process can be more structured, efficient, and of high quality. This aligns with the findings of this research, which produced the Mumtaz Method as instructional media with a strong conceptual foundation and the potential to provide significant benefits in the learning process (Husain, 2020).

The excellent validation results by both media and content experts indicate that the developed Interactive PowerPoint Media product, the Mumtaz Method, has successfully passed rigorous evaluation and has been proven to possess high quality (Kanan, et al., 2019). With the assessment of "very suitable," the product is declared to be in accordance with relevant learning standards and content. This demonstrates that the product is ready for use in the context of Arabic language learning.

In further discussion, the success of this product in receiving a "very suitable" rating is a significant achievement. In the development of instructional materials, validation by media and content experts is a crucial step to ensure that the product meets high-quality standards and is relevant to the learning objectives. The results of this research align with the findings of Johnson (2019), who emphasizes that expert validation is an essential component in the process of developing effective instructional materials.

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Furthermore, these results instill confidence in educators, instructors, and practitioners of Arabic language learning that the Mumtaz Method as Interactive PowerPoint Learning Media can be a valuable tool in enhancing the effectiveness of Arabic language education. This product is expected to assist students in comprehending and mastering the Arabic language through an interactive and efficient approach (Shukhry et al., 2021).

In a broader context, these excellent validation results also contribute to the advancement of educational technology and the development of technology-based instructional media. This research demonstrates that with the right approach and involving various stakeholders, instructional media products can attain very high-quality standards.

The validation results of the Interactive PowerPoint Media product by both media and content experts indicate that the product received excellent ratings. Media experts gave a score of 80.67%, while content experts provided a score of 78.00%. Both assessments confirm that the product is suitable for use.

Content experts are confident that the product aligns with the learning guidelines and relevant materials. The success of this product in receiving a "very suitable" rating indicates that the Mumtaz Method as Interactive PowerPoint Learning Media has significant potential to enhance Arabic language education.

To further support the findings of this research, a study by (Anderson, J., & Smith, 2020) in the "Educational Technology and Learning" journal underscores the importance of expert validation in instructional material development. Johnson emphasizes that involving experts in validation is a crucial step to ensure that instructional products are genuinely effective and meet the learners' needs. The results of this research align with Johnson's findings, where validation by media and content experts confirms the quality of the Interactive PowerPoint Media product.

CONCLUSION

the results of the research outlined, several important conclusions can be drawn. This development research has produced an Interactive PowerPoint Media based on the R2D2 development model. This model consists of three main focuses: defining, designing, and disseminating. This media is created using Microsoft PowerPoint. Validation results by media

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and content experts indicate that the media is considered highly suitable, with a high percentage of assessment. Therefore, the product meets high-quality standards and aligns with the learning objectives. Based on the research findings, the following recommendations can be made: The Interactive PowerPoint Media can be further developed for other Arabic language learning materials beyond Nahwu, expanding its usability. Additionally, the media has the potential for further development by continuously enriching its content. This research contributes significantly to the development of interactive and effective instructional media for Arabic language learning and provides direction for future development. Thank you for the attention and hard work put into this research. It is hoped that this research will provide significant benefits to the field of Arabic language education and instruction.

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