



The Development of Basic Arabic E-Module Using Fliphtml5 as Alternative Teaching Material

Nur Fadilah Amin^{1*}, Andi Fajriwati Tadjuddin², Nasruni³, Nurul Hidayah⁴

¹ Arabic Education Study Program, Universitas Muhammadiyah Makassar, Indonesia

² Magister of Islamic Education, Universitas Muhammadiyah Makassar, Indonesia

³ Arabic Education Study Program, Universitas Muhammadiyah Makassar, Indonesia

⁴ Pharmacy Study Program, Sekolah Tinggi Ilmu Kesehatan Siti Khadijah Palembang, Indonesia

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*Correspondence Address:

nurfadilahamin@unismuh.ac.id

Abstract: To improve learning activities in the Arabic course for students of Universitas Muhammadiyah Makassar in this pandemic period, digital teaching materials are needed. The development of the basic Arabic language in this university is important because Arabic is one of the courses taught in almost every study program. The method that was used to develop this electronic module is the 4D method which consists of the Define, Design, Develop, and Disseminate stage. The data sources in this development are divided into two parts. The first data sources relating to the development of books are taken from Arabic books while the data sources used as test subjects are 43 students of the Islamic Economics Study Program, Faculty of Economics and Business, Universitas Muhammadiyah Makassar. The results of this development were an electronic module using Fliphtml5 as a development design template while the method of presenting material in this E-Module follows the model of the Directorate general of Islamic religious institution and open university modules in 1996. Which begins with an introduction, and contains learning activities, exercises and summaries. The percentage of the respondents reached 92% and 96% which explains to us that the material of the Arabic E-Module is easier to understand as an alternative teaching materials for this course. Then as a conclusion of the result, this E-Module can be used as teaching materials to improve Arabic learning activities.

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Introduction

Arabic is one of the subjects taught in several study programs at the Universitas Muhammadiyah Makassar, in the learning process of teaching materials are needed as one component in a learning system.¹ Good packaging of materials or teaching materials

¹ Nadjamuddin Royes and Zulkifli, "Profesionalisme Guru Dalam Mengembangkan Materi Ajar Bahasa Arab di MIN 1 Palembang," *JIP: Jurnal Ilmiah PGMI* 3, no. 2 (2018): 120-133.

is one thing that can increase student interest in studying harder.^{2,3} The module is one form of packaging material or teaching materials that are widely used^{4,5,6} because the module is a complete package and can be studied independently without being bound by time or place.⁷ In the current digital literacy development process,^{8,9,10} modules have been packaged based on digital,¹¹ otherwise known as Electronic Module or commonly abbreviated as E-Modul. The development of the digital-based module¹² of course to make it easier for students to access teaching materials to be more efficient.¹³

The packaging of the module in digital form^{14,15} of course by looking at the tendency of students who are already dependent on things that are digital¹⁶ (digital

² Mahyudin Ritonga et al., "Reformulating the Arabic Language Teaching Materials Within the Framework of Generating New Cadres of Tarjih and Tajdid Ulama," *International Journal of Advanced Science and Technology* 29, no. 7 (2020): 185-190.

³ Nurul Aini Baarid and Kamal Yusuf, "Isu dan Tren Penelitian Pengembangan Bahan Ajar Bahasa Arab Tahun 2017-2020," *Jurnal Al Mi'yar* 4, no. 1 (2021): 139-156, <https://doi.org/10.35931/am.v4i1.524>.

⁴ Moh. Fauzan, "Pengembangan Modul Inovatif dalam Pembelajaran Bahasa Arab," *Prosiding Konferensi Nasional Bahasa Arab VII*, (2021): 643-654.

⁵ Fabiana Dini Prawingga Nesri and Yosep Dwi Kristanto, "Pengembangan Modul Ajar Berbantuan Teknologi untuk Mengembangkan Kecakapan Abad 21 Siswa," *AKSIOMA: Jurnal Program Studi Pendidikan Matematika* 9, no. 3 (2020): 480-492, <https://doi.org/10.24127/ajpm.v9i3.2925>.

⁶ Rico Christian Suru et al., "Pengembangan Modul Pembelajaran Berbasis Multimedia Mata Pelajaran Sistem Pendingin Kelas X SMK Negeri 5 Bitung," *Jurnal Gearbox Pendidikan Teknik Mesin* 2, no. 1 (2020): 59-64, 2021, <https://doi.org/10.53682/gj.v2i1.911>.

⁷ Nurbani Nurbani, Sri Koriaty, and Henny Puspitasari, "Pengembangan Modul Elektronik Mata Kuliah Sistem Digital untuk Program Studi Pendidikan TIK," *Jurnal Pendidikan Informatika dan Sains* 8, no. 1 (2019): 52-63, <https://doi.org/10.31571/saintek.v8i1.1007>.

⁸ Garry Falloon, "From Digital Literacy to Digital Competence: The Teacher Digital Competency (TDC) Framework," *Educational Technology Research and Development* 68, no. 5 (2020): 2449-2472, <https://doi.org/10.1007/s11423-020-09767-4>.

⁹ Gordon Fletcher and Marie Griffiths, "Digital Transformation during a Lockdown," *International Journal of Information Management* 55 (2020): 1-3, <https://doi.org/10.1016/j.ijinfomgt.2020.102185>.

¹⁰ Mark De Reuver, Carsten Sørensen, and Rahul C. Basole, "The Digital Platform: A Research Agenda," *Journal of Information Technology* 33, (2018): 124-135, <https://doi.org/10.1057/s41265-016-0033-3>.

¹¹ Syaifudin, "Konsep Pembelajaran Bahasa Arab Berbasis Daring," *Edukatif* 7, no. 1 (2021): 44-52, <https://doi.org/10.37567/jie.v7i1.419>.

¹² Kanang Ulhadi, Aunurrahman, Fadillah, "Pengembangan Multimedia Pembelajaran Bahasa Arab Tingkat Dasar," *Jurnal Pendidikan dan Pembelajaran* 10, no. 1 (2021): 1-10, <http://dx.doi.org/10.26418/jppk.v10i1.44188>.

¹³ M. Darkun, "Pentingnya Memahami Karakteristik Siswa dalam Pembelajaran Bahasa Arab," *An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 21, no. 01 (2019): 77-92, <https://doi.org/10.32332/an-nabighoh.v21i01.1541>.

¹⁴ Ruddamayanti, Ruddamayanti, "Pemanfaatan Buku Digital dalam Meningkatkan Minat Baca," *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang* 12, no. 1 (2019).

¹⁵ Ade Silvia Handayani, Nyayu Latifah Husni, and Lindawati Lindawati, "Aplikasi Buku Digital Sebagai Media Pembelajaran di Ponpes Ar-Rahman Palembang," *Annual Research Seminar (ARS)* 4, no. 2 (2018): 7-13.

¹⁶ Taufiq Nur Azis, "Strategi Pembelajaran Era Digital," *Annual Conference on Islamic Education and Social Sains (ACIEDSS 2019)* 1, no. 2 (2019): 308-318.

natives)^{17,18} compared to non-digital ones. Marc Prensky in his writings said that his students today are all “native speakers” of the digital language of computers, video games, and the internet. Based on this, Prensky added again that to be able to teach digital natives is to reconsider the methods and materials that will be taught to students.^{19,20} Therefore, a teacher must think carefully about what will be taught to his students.²¹

E-Module is expected to be the answer to what was conveyed by Prensky. To be able to provide convenience to students who are also digital natives, materials or teaching materials that are also digital are needed.^{22,23} Especially considering the current reality that students access all information through their smartphones.^{24,25,26} The Arabic E-Module that will be developed is expected to help students to more easily access the Arabic language material being studied by using smartphones access to teaching materials that do not require more time to be able to directly open the materials have been or will be studied. The development of this Arabic E-Module is based on a flipbook with the help of Fliphtml5, which is an online platform^{27,28,29} that provides digital

¹⁷ Chris Evans and Wenqian Robertson, “The Four Phases of the Digital Natives Debate,” *Human Behavior and Emerging Technologies* 2, (2020): 269-277, <https://doi.org/10.1002/hbe2.196>.

¹⁸ Binti Muchsini and Siswandari, “Class Culture and the Academic Stress of Digital Natives Generations,” *Cakrawala Pendidikan* 39, no. 1 (2020): 102-110, <https://doi.org/10.21831/cp.v39i1.26910>.

¹⁹ H. M. Djalaluddin, “Prinsip Dasar Metode Pengajaran Bahasa Arab,” *Jurnal Keislaman* 1, no. 2 (2018): 227-235, <https://doi.org/10.54298/jk.v1i2.3367>.

²⁰ Abdullah Isa, “Prinsip Dasar Metode Pengajaran Bahasa Arab,” *Jurnal Keislaman* 1, no. 1 (2018): 104-110, <https://doi.org/10.54298/jk.v1i1.3354>.

²¹ Evi Nurus Suroiyah and Dewi Anisatuz Zakiyah, “Perkembangan Bahasa Arab di Indonesia,” *Muhadasah: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2021): 60-69, <https://doi.org/10.51339/muhad.v3i1.302>.

²² Kalimat Sa’diyah, “Pengembangan E-Modul Berbasis Digital Flipbook untuk Mempermudah Pembelajaran Jarak Jauh di SMA,” *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 1298-1308.

²³ Kuncahyono, “Pengembangan E-Modul (Modul Digital) dalam Pembelajaran Tematik di Sekolah Dasar,” *JMIE: Journal of Madrasah Ibtidaiyah Education* 2, no. 2 (2018): 219-231.

²⁴ Simon Amez and Stijn Baert, “Smartphone Use and Academic Performance: A Literature Review,” *International Journal of Educational Research* 103, (2020): 1-8, <https://doi.org/10.1016/j.ijer.2020.101618>.

²⁵ Pamela Chaudhury and Hrudaya Kumar Tripathy, “A Study on Impact of Smartphone Addiction on Academic Performance,” *International Journal of Engineering and Technology* 7, no. 2 (2018): 50-53, <https://doi.org/10.14419/ijet.v7i2.6.10066>.

²⁶ Rizwan Raheem Ahmed et al., “Smartphone Use and Academic Performance of University Students: A Mediation and Moderation Analysis,” *Sustainability* 12, no. 1 (2020): 1-28, <https://doi.org/10.3390/SU12010439>.

²⁷ Titi Puspita Lupi et al., “Development of Project Based E-Worksheet to Stimulate Scientific Creativity and Collaborative Skills,” *Berkala Ilmiah Pendidikan Fisika* 9, no. 2 (2021): 222-233, <https://doi.org/10.20527/bipf.v9i2.9938>.

²⁸ Hassan Abuhassna et al., “Development of a New Model on Utilizing Online Learning Platforms to Improve Students’ Academic Achievements and Satisfaction,” *International Journal of Educational Technology in Higher Education* 17, no. 38 (2020): 1-23, <https://doi.org/10.1186/s41239-020-00216-z>.

publications so that the teaching materials being studied are more interesting.

In addition, based on the results of distributing questionnaires to students, it was found that the development of Arabic teaching materials were due to the fact that students tended to want supporting books that could be used independently, especially if the added textbooks were practical, and could be opened anytime and anywhere. Planning for the development of this E-Module did not escape the results of a search for various kinds of previous research and development literature and it was found that the development of modules in Arabic learning had been carried out. For example, research conducted by Ahmad Saiful Mujab et al about the development of Arabic language modules based on the psychological theory of adolescent development Elizabeth B. Hurlock class X MA.³⁰

Then, the research conducted by Koderi on the development of SAVI-based electronic modules for Arabic language learning,³¹ the research conducted by Irsyad Kholis on development of Arabic language module teaching materials with gender perspective for grade VII students of Madrasah Tsanawiyah,³² research conducted by Sultan Syahrir et al on *tarakib* module development in grade VII MTsN 1 South Lampung,³³ research conducted by Maulidiana on development of E-Module media in Arabic learning for class X MAN 4 Ngawi students in the 2019/2020 academic year, research conducted by Iman et al on the development of mobile learning-based Arabic teaching materials,³⁴ research conducted by Agung Wicaksono on the development of android application-based teaching materials and also research conducted by Sahya Husein et al on the development of online Arabic teaching materials based on Wakelet

²⁹ Dewi Surani, Jaka Wijaya Kusuma, and Nugrahini Kusumawati, "Platform Online dalam Perkuliahan pada Masa Pandemi Covid-19," *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 5, no. 9 (2020): 1338-1349, <https://doi.org/10.17977/jptpp.v5i9.14057>.

³⁰ Ahmad Saiful Mujab, Retno Purnama Irawati, and Nailur Rahmawati, "Pengembangan Modul Bahasa Arab Berbasis Teori Psikologi Perkembangan Remaja Elizabeth B. Hurlock X MA," *Journal of Arabic and Teaching* 7, no. 1 (2018): 1-7.

³¹ Koderi, Koderi, "Penerapan Model Pembelajaran Bahasa Arab Berbasis SAVI (Somatis, Auditori, Visual, Intelektual) dalam Meningkatkan Hasil Belajar pada Peserta Didik," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 10, no. 01 (2018): 75-86, <https://doi.org/10.24042/albayan.v10i01.2596>.

³² Irsyad Kholis Fatchurrozaq, "Pengembangan Bahan Ajar Modul Bahasa Arab Berperspektif Gender bagi Siswa Kelas Vii Madrasah Tsanawiyah," *El-Wasathiyah: Jurnal Studi Agama* 6, no. 2 (2018): 193-221.

³³ Sulthan Syahril and M. Akmansyah, "Pengembangan Modul Tarakib di Kelas VII Madrasah Tsanawiyah Negeri 1 Lampung Selatan," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 8, no. 2 (2016): 1-16, <https://doi.org/10.24042/albayan.v8i2.366>.

websites in the intensive program of the language development center UIN Maulana Malik Ibrahim Malang.³⁵ Research conducted by Ferdi Febriansyah et al on developing electronic student worksheet (E-Worksheet) based project using Flihtml5 to simulate science process skills during the Covid-19 pandemic,³⁶ research conducted by Riyanto on the new face of digital books in genetic learning: a preliminary development study for student's critical thinking³⁷ and research conducted by Umi Chabibatus et al.³⁸

Based on that data described, it can be seen that some researchers focus on developing teaching materials in schools, both primary and secondary schools using applications or based on websites. There are also some studies that use certain approaches in their development such as gender approaches and psychological approaches. Therefore, this research intends to develop teaching materials in the form of electronic modules using Fliphtml5 with the 4D development method (Define, Design, Develop, and Dissemination). The purpose of this development research is to increase student learning activities during the pandemic, where this E-Module is expected to be used as alternative teaching materials for students in Arabic courses, so that students can use it as a source of reference in learning Arabic independently.

Methods

This research is a development research, namely the development of a new product using the 4D development model (Define, Design, Develop, and Disseminate).^{39,40,41} The subjects of this development research were 35 students of the

³⁴ Muhammad Zul Iman, Muhammad Yaumi, and Yusring Sanusi Baso, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Mobile Learning," *Shaut Al Arabiyyah* 9, no. 1 (2021): 11-22, <https://doi.org/10.24252/saa.v9i1.18994>.

³⁵ M. Sayid Umar, Sahya Husein, and M. Abdul Hamid, "Pengembangan Bahan Ajar Bahasa Arab On-Line Berbasis Website Wakelet pada Program Intensif Pusat Pengembangan Bahasa UIN Maulana Malik Ibrahim Malang," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2020): 175-209, <https://doi.org/10.32699/liar.v4i2.1592>.

³⁶ Ferdi Febriansyah et al., "Developing Electronic Student Worksheet (E-Worksheet) Based Project Using Fliphtml5 to Stimulate Science Process Skills During The Covid-19 Pandemic," *INSECTA: Integrative Science Education and Teaching Activity Journal* 2, no. 1 (2021): 59-73, <https://doi.org/10.21154/insecta.v2i1.2555>.

³⁷ Riyanto, Riyanto et al., "The New Face of Digital Books in Genetic Learning: A Preliminary Development Study for Students' Critical Thinking," *International Journal of Emerging Technologies in Learning* 15, no. 10 (2020): 175-190, <https://doi.org/10.3991/ijet.v15i10.14321>.

³⁸ Umi Chabibatus Zahro and Ujang Khiyarusoleh, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Kearifan Lokal Brebes," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 4, no. 1 (2021): 73-84, <https://doi.org/10.35931/am.v4i1.437>.

³⁹ Thiagarajan, Sivasailam et al., "Instructional Development for Training Teachers of Exceptional Children: A Sourcebook," *Journal of School Psychology* 14, no. 1 (1976): 75, [https://doi.org/10.1016/0022-4405\(76\)90066-2](https://doi.org/10.1016/0022-4405(76)90066-2).

Islamic Economics Study Program, Faculty of Economics and Business, Universitas Muhammadiyah Makassar in the 2020/2021, the selection of trial subjects in this class was because only this study program studied Arabic as a basic subject at the Faculty of Economics and Business and for distinguishes him as a non-religious student from the Faculty of Islamic Religion at the Universitas Muhammadiyah Makassar. The selection of trial students was carried out to find out the responses, reactions and comments of students related to the Basic Arabic E-Module that was developed. The instruments used for this E-Module trial are a questionnaire; both a questionnaire for a team of material and language experts, a questionnaire for a team of design experts, and a questionnaire for students as product users.

The methods used in data collection as the basis for developing Arabic E-Module are interviews, observations, and questionnaires. The type of interview used is semi-structured interview which is used to collect data from students related to their needs in learning Arabic, besides that interviews are also used to identify student characteristics, both academic, cognitive, and motivational. Observations in this research were used in the design stage, namely at the time of media selection and development format. The type of observation used is non-participant observation, which is an observation process that is carried out without having to go directly to the field but simply by looking through textual references, both digital and non-digital.

Questionnaire is one method of collecting data that contains a list of written questions regarding a problem. The use of questionnaires in a study is usually to make it easier for researchers to collect data from a group of people. The purpose of using a questionnaire in this research is to determine the quality and feasibility of the E-Module developed through data collection related to product validation tests from a team of experts and also product trials from students as E-Module users. Questionnaires will be given to Arabic language experts, materials experts, and design experts. From the three experts, it was found that there were deficiencies in the E-Module that was developed so that revisions or improvements could be made before being tested on students. Assessing

⁴⁰ Fadlilah Aziz Ramadan and Nurul Arfinanti, "Pengembangan *Mobile Learning* Rensi (Relasi dan Fungsi) Berbasis *Android* pada Pokok Bahasan Relasi dan Fungsi sebagai Sumber Belajar Mandiri Siswa Kelas VIII SMP," *Jurnal Pengembangan Pembelajaran Matematika* 1, no. 1 (2019): 42-50, <https://doi.org/10.14421/jppm.2019.011-05>.

⁴¹ Windu Antaka Adi, Stefanus C. Relmasita, and Agustina Triyas Hardini, "Pengembangan Media Animasi untuk Pembelajaran Matematika Materi Bangun Datar," *Jurnal Penelitian dan Pengembangan Pendidikan* 4, no. 1 (2020): 81-87, <https://doi.org/10.23887/jppp.v4i1.24778>.

the content of the material contained in the E-Module, whether it was suitable for students, whether the material presented was systematic, and so on. While experts the design assesses the appearance of the E-Module, from the cover design to the ease of use of this E-Module.

Meanwhile, there are two data analysis techniques that will be used, namely are qualitative descriptive techniques and data analysis techniques using rating scale. Data analysis technique uses a rating scale is the analysis of the results of the questionnaire with a Likert scale. Qualitative descriptive analysis techniques are used to explain the procedure for developing E-Module starting from the initial analysis including analysis of student needs for Arabic learning materials, task analysis, and concept analysis including what competencies are needed in E-Module development and formulation of learning objectives. In addition, descriptive analysis is also used to conduct a thorough description of the results of the E-Module made to find out in detail the advantages and disadvantages of the developed E-Module. Data analysis techniques using a rating scale are used to determine the success rate of E-Module, ranging from product validation tests by a team of experts to product testing to students as product users. The use of the Likert scale in this study is because this scale is the only one that can be used to measure the attitudes, opinions or views of a person and or group towards an event or in this case the Arabic E-Module.

Results and Discussion

The final result in this development research is an electronic module based on the FlipHtml5 application. Can be seen in the following image:



Figure 1. Initial View of the Basic Arabic Electronic Module

The figure 1 is an initial display of the basic Arabic E-Module contained in Fliphtml5. This view is alive, in the sense that when it is opened then the surrounding image will move.



Figure 2. Display of Contents

The figure 2 is one of the views of the content of the developed E-Module, this Fliphtml5-based E-Module is in the form of a PDF which is uploaded to Fliphtml5 and will be transformed into a flipbook. In addition, the theme of the existing display can be selected as desired. From the results of developing basic Arabic material into an E-Module based on Fliphtml5, then an assessment by the validator is carried out with the following results:

Table 1. Penilaian Validator

No	Assessment	Percentage
1	Material Expert	88.1%
2	Language Expert	98.4%
3	Media Expert	56,6%

From table 1, it is known that from the assessment of material expert validators it reached 88.1%, linguist validators reached 98.4%, while media expert validators reached 56.6%. To find out the level of achievement, we can see in the following table:

Table 2. Description of the level of achievement

No	Level of Achievement	Qualification	Description
1	81-100%	Very Good	Very good/very valid, does not need to be revised
2	61-80%	Good	Eligible/valid, does not need to be revised
3	41-60%	Good enough	Fairly decent/invalid, needs to be revised
4	21-40%	Poor	Not feasible/invalid, needs to be revised
5	<20%	Very poor	Very inappropriate/very invalid, needs revision

From table 2, it can be seen that the material contained in this electronic module is very valid and does not need revision because it reached 88.1%. Validation from linguists also reached 98.4% with very good qualifications meaning no need to be revised. Then, validation from media experts consisting of two media experts reached 56.6% with quite good qualifications and still needs to be revised. From that data, it can be seen that the module design experts get sufficient qualifications and need to be revised, so it is necessary to make some improvements such as the use of color in the module design, the appearance of the layout that has not been consistent and the use of images in some learning activities needs to be adjusted again. Therefore, a revision and reassessment were carried out with the results of an achievement level of 70.1% which means it is feasible and does not need to be revised again.

After the design phase is complete, the next step is the deployment phase. However, before being widely distributed, a small group trial was conducted first, namely on the test subject of the second semester students of the Islamic Economics study program, Faculty of Economics and Business, Universitas Muhammadiyah Makassar. From trials conducted on the use of electronic modules as alternative materials for learning Arabic in class, it was found that from 30 students with a total of 25 students answering, 92% of students were happy with this electronic module and 96% of students said that the delivery of material used electronic modules this is easier to understand.

In line with the findings of previous development research, it can be seen that in several aspects there are similarities, as in the research of Ferdi Febriansyah et al on *Developing Electronic Student Worksheet (E-Worksheet) Based Project Using Flihtml5 to Simulate Science Process Skill During The Covid-19 Pandemic* was found that the E-Worksheet-based project using Fliphtml5 is also very practical to use as teaching material on light interference topics for high school students in grade XI even semester based on assessments obtained from legibility, student's views and teacher's views with an average percentage of 88,75%.

Based on the teacher's views, the E-Worksheet is very possible to be implemented in online and face-to-face learning especially in the covid-19 pandemic era the E-Worksheet can be used as multimedia to support online learning. Sultan Syahrir and Muhammad Akmansyah's research on *Tarakib Module Development in Class VII MTsN 1 South Lampung* showed that the validation results from Arabic teachers were 82% with very good interpretation criteria. The results of the student response test stated that the *tarakib* module was very interesting, which means that students were able to understand the *tarakib* module well.

Based on the results of the validation of material experts, media experts, teachers, and student responses, it shows that the modules in the criteria are eligible to be used as teaching materials in Arabic language learning on *tarakib* material and also Koderi's research on the development of SAVI-based electronic modules for Arabic language learning design experts, materials experts, learning media experts, the one to one learner, small group, and field trial trials showed good acceptance responses, so the SAVI-based E-Module model can be used for learning Arabic in MTs even though the participants students have different intelligences and the results of the effectiveness test show that student's learning achievement can improve very well by using the SAVI-based E-Module model.

In addition, there is also research conducted by Muarrifatul Maulidiana on the *Development of E-Module Media in Arabic Learning for Class X Man 4 Ngawi Students in the 2019/2020 Academic Year*, it was found that the results of this research and development was in the form of Arabic E-Module media. The quality of the Arabic E-Module developed for class X students of MAN 4 Ngawi according to material experts obtained an average score of 4.40, a percentage of 88.00% and was included in the very good category. According to media experts, the average score is 4.56, the percentage is

91.25% and is included in the very good category. And according to the Arabic language teacher, the average score of 4.33 is 86.66% and is included in the very good category. Meanwhile, student's responses to the Arabic E-Module in the limited trial obtained an average score of 4.00, the percentage was 80.00% and was included in the agree category and in the broad trial obtained an average score of 4.51, percentage of 90.23%, and included in the category of strongly agree.

From the results of these studies, it can be seen that the development of learning materials in the form of E-Module can be used as teaching materials in the learning process and can also have a significant impact on students, both in improving learning outcomes and motivation to learn Arabic. When compared with this development research, in this study, the basic Arabic material was used as the main material, not just as an exercise material, then it was used to determine the response and enthusiasm of students in using it as an alternative teaching material in learning Arabic.

The development of this electronic module is carried out by looking at the student's need for digital material, which has been equipped with material explanations and exercises so that they can be studied independently. The student's responses after using this electronic module were very enthusiastic and happy. In addition, students also feel very helpful with the material in the form of electronic modules in each learning process. This shows that students or learners in general need teaching materials that are systematically arranged, let alone packaged in digital form.

Furthermore, of course this development research still has many shortcomings, one of which is that it has not been disseminated on a large scale so that it can be used thoroughly both internally and externally at the Universitas Makassar Muhammadiyah. In the future, it is hoped that there will be further dissemination then it can be patented as the main teaching material. In addition, it is hoped that the development of digital teaching materials will continue so that Arabic in the future can compete with other learning. With increasingly sophisticated and developing technology, digital learning will be increasingly echoed, so that the development of Arabic learning materials, methods and media is a must so that Arabic is also able to compete globally. In the end, teachers and students will be greatly helped by this digital learning, because it can make it easier to access whenever and wherever teachers and students.

Conclusion

Based on the results that have been achieved, it can be concluded that the form of the basic Arabic E-Module development product assisted by Fliphtml5 as an alternative teaching material in this Arabic course is flipbook that can be accessed offline wherever they are, either using a laptop or smartphone. The material presentation model follows the module model presentation style of the Directorate General of Islamic Institutional Development and the Universitas Terbuka in 1996 on the grounds that the presentation of the material is arranged systematically, starting with an introduction containing an explanation of the sub-topics and expected goals after studying a learning activity. Then continuing with a description of the material equipped with pictures (if needed), *tadribat*, and a summary of student responses to the development of the basic Arabic E-Module assisted by Fliphtml5 as alternative teaching materials in Arabic courses, which are very happy and enthusiastic because apart from being able to be used as alternative teaching materials as well can be used as the main teaching material because it has been adjusted to the current semester lesson plan. This can be seen from the percentage of respondents who reached 92% and 96% with material information easier to understand using alternative materials for this electronic module. This E-Module development research has many limitations and obstacles, for example because it was carried out during a pandemic so that the communication and coordination process experienced many limitations. Therefore, we hope for future researchers to carry out more intensive communication and coordination to produce even better products.

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Author Contributions Statement

NF provides ideas, prepares research and development designs and conducts trials. AF collects data and conducts analysis related to student needs, NN conducts instrument validation tests and collects data, NF asks NH to collect Arabic language material and arrange module systematics then NF, AF and NN make improvements and

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