



Camtasia Studio-Based Arabic Learning Video Design for Arabic Language Education Students

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Abstract: This research aims to develop Camtasia studio-based learning video products for Arabic Language Education students, focusing on the stages of learning video design and media feasibility analysis and Camtasia Studio-based learning video materials. This research was conducted to provide alternative learning media that can be prepared by lecturers so that students are not bored and enthusiastic about attending lectures. This research used the Research and Development (R&D) method with the ADDIE model covering 5 stages, namely, (a) analyzing needs so that video products that need to be developed can be found; (b) designing video products as required; (c) conduct testing and development of video products; (d) use video products and product trials and (e) evaluate and assess each step of the activities and video products that have been created by specifications. This research involves media experts and material experts as well as 30 students who will test the video product. The results of the trial of Camtasia studio-based learning media products averaged 86% and 92% of material expert validation scores so that they got the "feasible/valid" category. The results of product trials (limited product trials) received an average score of 80% and 93% with the category "very valid". So, it can be concluded that Camtasia studio-based learning media is feasible and can be used for lecturers and students of Arabic Language Education.

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Introduction

Technology is needed to support online learning or hybrid learning smoothly and interestingly, including the use of various e-learning, such as Whatsapp Group,¹ Zoom

¹Meidiana Sahara Riqza and M Muassomah, "Media Sosial untuk Pembelajaran Bahasa Arab pada Masa Pandemi: Kajian Kualitatif Penggunaan WhatsApp pada Sekolah Dasar di Indonesia," *Alsina: Journal of Arabic Studies* 2, no. 1 (2020): 71-94, <https://doi.org/10.21580/alsina.2.1.5946>.

Cloud Meet,² Google Meet,³ Telegram Group,⁴ and also learning media. As Asrori and Ahsanuddin argue in Supriyanto and Erawanto,⁵ Maritsa, et al.,⁶ and Ahmad, et al.⁷ It can be concluded that the use of technology for educational purposes has a positive impact on student learning outcomes, one of which is video. In this digital era, video learning requires a technology system that must be supported by four main components, namely the operating system, software, hardware, and the internet.⁸⁹¹⁰¹¹¹²¹³ One of the video learning software is Camtasia Studio. Camtasia Studio can manage audio and video interestingly, so it becomes one of the applications that can be used to develop interactive, creative, and innovative teaching media so that it can be relied upon to present real dialogue tutorials in the learning process, especially Arabic.¹⁴¹⁵¹⁶¹⁷ Therefore,

²Radisy Eka Putri H. and Tine Agustin Wulandari, "Pemanfaatan Aplikasi Zoom Cloud Meeting sebagai Media E-Learning dalam Mencapai Pemahaman Mahasiswa di Tengah Pandemi Covid-19," *Jurnal Common* 4, no. 2 (2020): 170–190, <https://doi.org/10.34010/common.v4i2.4436>

³ Rispa Srilestari, Ahmad Fadri Athariq, Didi Amim Muslim, Heru Trianto, Muhamad Akbar, Nuansa Adjie, Muhamad Fatin, and Risman Hermawan, "Penggunaan Google Meet di Massa Pandemi Covid-19," *Jurnal Kreatifitas Mahasiswa Informatika* 2, no. 3 (2021): 526–529.

⁴Alifarose Syahda dan Zulfa Ilma Nuriana Zahra, "Telegram sebagai Media Kegiatan Belajar Mengajar Masa Pandemi Covid-19 di IAIN Tulungagung," *Jurnal Koulutus* 4, no. 2 (2021): 182–193.

⁵Supriyanto dan Very Erawanto, "Pengembangan Media Pembelajaran 'Camtasia Studio' untuk Maharatul Kalam di PKPBA UIN Maulana Malik Ibrahim Malang Selama Pandemi Covid-19," *Al-Maraji' : Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2020): 14–21.

⁶Ana Maritsa, Unik Hanifah Salsabila, Muhammad Wafiq, Putri Rahma Anindya, and Muhammad Azhar Ma'shum, "Pengaruh Teknologi dalam Dunia Pendidikan," *Al-Mutharahah: Jurnal Penelitian dan Kajian Sosial Keagamaan* 18, no. 2 (2021): 91–100, <https://doi.org/10.46781/al-mutharahah.v18i2.303>.

⁷Novita Ahmad, Rosman Ilato, and Boby R.Payu, "Pengaruh Pemanfaatan Teknologi Informasi terhadap Minat Belajar Siswa," *Jambura Economic Education Journal* 2, no. 2 (2020): 70–79.

⁸Ahmad Suryadi, Hastri Rosiyanti, and Muhammad Aspar, "Pengembangan Media Belajar Menggunakan Software Camtasia bagi Guru Lab School FIP-UMJ," *Prosiding Seminar Nasional Pengabdian Masyarakat UMJ* 1, no. 1 (2021).

⁹Septy Nurfadhillah, Faizaria Cahya Tri Ramadani, Nundung Ari Afianti, Huzaemah, and Ahmad Edo Erdian, "Pengembangan Media Video pada Pelajaran Matematika di SD Negeri Poris Pelawad 3" *Pandawa* 3, no. 2 (2021): 333–343.

¹⁰Purbatua Manurung, "Multimedia Interaktif sebagai Media Pembelajaran pada Masa Pandemi Covid 19," *Al-Fikru: Jurnal Ilmiah* 14, no. 1 (2020): 1–12, <https://doi.org/10.51672/alfikru.v14i1.33>.

¹¹Doby Putro Parlindungan, Galang Pakarti Mahardika, and Dita Yulinar, "Efektivitas Media Pembelajaran Berbasis Video Pembelajaran dalam Pembelajaran Jarak Jauh (PJJ) di SD Islam An-Nuriyah," *Prosiding Seminar Nasional Penelitian LPPM UMJ*, (2020): 1–8

¹²Cut Dhien Nurwahidah, Zaharah Zaharah, and Ibnu Sina, "Media Video Pembelajaran dalam Meningkatkan Motivasi dan Prestasi Mahasiswa," *Rausyan Fikr: Jurnal Pemikiran dan Pencerahan* 17, no. 1 (2021), <https://doi.org/10.31000/rf.v17i1.4168>.

¹³Heru Aliwardhana, "Upaya Meningkatkan Keterampilan Guru dalam Pembuatan Video Pembelajaran Berbasis Power Point dan Filmora melalui in House Training," *Al-Fikrah: Jurnal Studi Ilmu Pendidikan dan Keislaman* 4, no. 1 (2021): 22–43, <https://doi.org/10.36835/al-fikrah.v4i1.109>.

¹⁴Moch Wahib Dariyadi, "Penggunaan Software 'Camtasia Studio' sebagai Media Pembelajaran Bahasa Arab Berbasis ICT," *Prosiding Konferensi Nasional Bahasa Arab* 1, no. 2 (2016): 207–219.

¹⁵DK Refia Putri, Lilik Sri Hariani, and Walipah Walipah, "Pengembangan Media Pembelajaran Berbasis Camtasia Studio pada Mata Pelajaran Ilmu Pengetahuan Sosial (IPS)," *Jurnal Riset Pendidikan Ekonomi* 7, no. 1 (2022): 62–70, <https://doi.org/10.21067/jrpe.v7i1.6290>.

in this new normal era of Covid-19 which is very demanding for hybrid learning, Camtasia Studio is the choice for learning video designers even though many have designed through other applications such as animated videos,¹⁸¹⁹ Kinemaster,²⁰²¹ Canva,²² Powtoon,²³²⁴ Inshot,²⁵ Xrecorder,²⁶ Youtube,²⁷ Plotagon,²⁸ and other applications.

The design of this Arabic learning video design is needed and carried out because it is based on observations in odd semesters in 2020 during the pandemic and the new normal, in the Arabic Language Education study program of FITK UIN North Sumatra for semester 1 students. The learning process, especially at that time, was very inefficient

¹⁶ Rasyid Hardi Wirasasmita and Yupi Kuspanidi Putra, "Pengembangan Media Pembelajaran Video Tutorial Interaktif Menggunakan Aplikasi Camtasia Studio dan Macromedia Flash" *Edumatic: Jurnal Pendidikan Informatika* 1, no. 2 (2017): 35–43.

¹⁷ Muhammad Abdul Hafizh, "Pengembangan Video Pembelajaran Berbantu Camtasia Studio pada Materi Perkembangan Teknologi Kelas IV SD," *Elementary School Journal Pgsd Fip Unimed* 7, no. 1 (2017): 141–154, <https://doi.org/10.24114/esjpgsd.v7i1.6411>

¹⁸ Sri Handayani and Syafi'i, "Pemanfaatan Video Animasi Youtube untuk Meningkatkan Pengembangan Maharah Istima ' Bahasa Arab," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2022): 105–116, <https://doi.org/10.30997/tjpba.v>.

¹⁹ Kurniawan Hamidi, Wan Jamaluddin, Koderi Koderi, and Erlina Erlina, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Interaktif untuk Siswa Madrasah Aliyah," *Journal on Education* 5, no. 2 (2023): 5289–5296, <https://doi.org/10.31004/joe.v5i2.1098>.

²⁰ Fira Saputri and Adam Mudinillah, "Pemanfaatan Aplikasi Kinemaster dalam Pembuatan Video Pembelajaran di SD 03 Koto Pulai," *Jurnal Teknodik* 26, (2022): 183–198, <https://doi.org/10.32550/teknodik.vi.876>.

²¹ Dessy Kurnia Mulyani, "Aplikasi Kinemaster sebagai Media Pembelajaran Daring pada Mata Pelajaran Pendidikan Agama Islam" *Ar Rusyid: Jurnal Pendidikan Agama Islam* 1, no. 1 (2022): 1–27, <https://doi.org/10.17534/arrusyid.1234-1234.1456>.

²² Amrina, Adam Mudinillah, Durrotul Hikmah, and Roja Siti Fadhillah, "Pemanfaatan Aplikasi Canva dalam Pembuatan Video Pembelajaran Bahasa Arab di Kelas X MAN 1 Padang Panjang (Using Canva Application in Making Arabic Learning Videos in Class X MAN 1 Padang Panjang)," *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 3, no. 1 (2022): 1–20, <https://doi.org/10.36915/la.v3i1.34>.

²³ Ryzka Aulia and Akmal Walad Ahkas, "Pengembangan Media Pembelajaran Muhadatsah Berbasis Powtoon" *Disertasi Universitas Islam Negeri Sumatera Utara* 7, no. 1 (2023): 77–88, <https://doi.org/https://doi.org/10.52431/murobbi.v7i1.1327>.

²⁴ Umi Hanifah and Muhfidatul Winda Winda Hidayah, "Tathbîq Wasîlah al-Ta'Lim 'Powtoon' fî Tarqîyyati Mahārah al-Qirā'Ah," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 4, no. 1 (2021): 1-16, <https://doi.org/10.35931/am.v4i1.362>

²⁵ Dini Maharani and Jhoni Warmansyah, "Pengembangan Video Pembelajaran untuk Pengenalan Kosa Kata Bahasa Arab Anak Usia Dini Berbasis Aplikasi Inshot," *Jostech: Journal of Science and Technology* 2, no. 1 (2022): 61–74, <https://doi.org/10.15548/jostech.v2i1.3806>.

²⁶ Majidatul Ahmala, Dewi Nur Masitho, and Tri Aulia Aisyatur Raoudhotul Jannah, "XRecorder Application as Arabic Online Learning / Aplikasi XRecorder sebagai Media Pembelajaran Daring Bahasa Arab," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (2021): 64–85, <https://doi.org/10.14421/almahara.2021.071-04>.

²⁷ Ahmad Azhari and Danial Hilmi, "Penggunaan YouTube dalam Kajian Pembelajaran Bahasa Arab pada Mahasiswa PGMI," *El-Ibtikar: Jurnal Pendidikan Bahasa Arab* 11, no. 1 (2022): 28-44, <https://doi.org/10.24235/ibtikar.v11i1.9679>.

due to the lack of learning media presented by lecturers during the teaching and learning process, so students were increasingly bored and less enthusiastic about attending lectures. This is also felt by other university students as revealed in several previous studies conducted by Supriyanto and Erawanto,²⁹ Sulistiani³⁰ Herani³¹ and Shifa'unnufus.³² Some research related to Camtasia Studio-based video design without conducting validation tests and product trials was carried out by Dariyadi³³ and Toifah.³⁴ Other research also only uses the Class Action Research method, only limited to obtaining maximum results from the process of making Camtasia Studio-based learning media carried out by Fauzi³⁵ Yahya and Thamrin³⁶ and Wahyuni.³⁷ Therefore, this study intends to conduct how the design and how the results of the trial of Arabic learning video products. The goal is to produce learning video designs, and validate the feasibility of the media and learning video materials.

Methods

This research approach used qualitative and quantitative approaches with the type of research and development. The development model is the ADDIE model developed by

²⁸ Muhammad Thohir, Kiki Cahya Muslimah and Nihayatin Musyfa'ah, "Prelude Aplikasi Plotagon Story untuk Keterampilan Berbicara pada Pembelajaran Bahasa Arab Sesuai KMA 183 Tahun 2019," *Tadarus: Jurnal Pendidikan Islam* 10, no. 1 (2021): 1–12.

²⁹Supriyanto dan Very Erawanto, "Pengembangan Media Pembelajaran 'Camtasia Studio' untuk Maharotul Kalam di PKPBA UIN Maulana Malik Ibrahim Malang Selama Pandemi Covid-19," *Al-Maraji' : Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2020): 14–21..

³⁰Sulistiani, Suminto, and Ari Suningsih, "Pembelajaran Daring dengan Intervensi Video Pembelajaran pada Masa Pandemi Covid 19," *JURNAL E-Dumath* 7, no. 1 (2021): 27–34, <https://doi.org/10.52657/je.v7i1.1344>

³¹Nova Eli Herani, "Utilization of Learning Videos in Integrated Thematic Subjects in Elementary Schools During the Covid-19 Pandemic" 1, no. 1 (2021): 21–31.

³²Febria Syifa'unnufus, "Arabic Language Learning in the Covid-19 Pandemic Period," *Inggara: Jurnal Pendidikan Bahasa Inggris* 1, no. 1 (2022): 1–13.

³³Moch Wahib Dariyadi, " Penggunaan Software 'Camtasia Studio' sebagai Media Pembelajaran Bahasa Arab Berbasis ICT," *Prosiding Konferensi Nasional Bahasa Arab* 1, no. 2 (2016): 207–219.

³⁴Nur Toifah, "'Camtasia Studio: Software Multimedia dalam Pembelajaran Menyimak Arab di Era Industri 4.0,'" *Tarling: Journal of Language Education* 5, no. 1 (2021): 71–91, <https://doi.org/10.24090/tarling.v5i1.4581>.

³⁵Ahmad Fauzi, "Peningkatan Kemampuan Membuat Media Pembelajaran Bahasa Arab Menggunakan Aplikasi 'Camtasia Studio' pada Mahasiswa Program Studi Pendidikan Bahasa Arab UIN Sunan Ampel Surabaya," *Jurnal Alfazuna: Jurnal Pembelajaran Bahasa Arab dan Kebahasaaraban* 3, no. 2 (2019): 167–190, <https://doi.org/10.15642/alfazuna.v3i2.529>

³⁶Kurnia Yahya and Musdalifah Thamrin, "Pemanfaatan Teknologi Camtasia untuk Teknik Presentasi pada SMAN 5 Bone," *Selaparang: Jurnal Pengabdian Masyarakat Berkemajuan* 6, no. 4 (2022): 2253–2256.

³⁷Sri Wahyuni, Jimi Ronald, and Mona Amelia, "Asistensi Pengembangan Perangkat Pembelajaran Menggunakan Model Konstruktivisme dengan Media Video Interaktif Camtasia Studio pada Guru,"

Reiser and Mollenda which consists of five stages, namely (Analysis, Design, Development, Implementation, and Evaluation).³⁸³⁹⁴⁰⁴¹⁴²⁴³ The advantages of ADDIE development are evaluation and systematic instructional development.⁴⁴

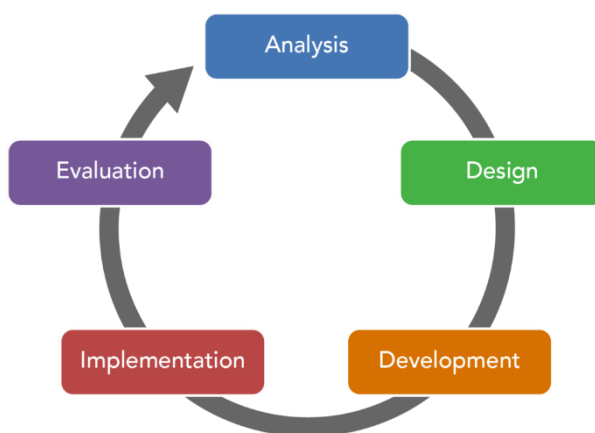


Figure 1. Model ADDIE

Figure 1 there are several stages that researchers do, namely (a) analyzing needs so that video products can be found that need to be developed; (b) designing video products as required; (c) conducting testing and development of video products by media experts and material experts; (d) using video products and research trials by 30 students, and (e) evaluating and assessing each step of the activities and video products that have been made by specifications.

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³⁸Nana Sudjana, and A. Rivai, *Media Pengajaran*, (Bandung: Alfabeta, 2002)

³⁹Khoirul Anafi, Iskandar Wiryokusumo, and Ibut Priono Leksono, "Pengembangan Media Pembelajaran Model Addie Menggunakan Software Unity 3D,," *Jurnal Education and Development Institut* 9, no. 4 (2021): 433–438, <https://doi.org/https://doi.org/10.37081/ed.v9i4>.

⁴⁰Abdul Latip, "Penerapan Model ADDIE dalam Pengembangan Multimedia Pembelajaran Berbasis Literasi Sains," *Diksains : Jurnal Ilmiah Pendidikan Sains* 2, no. 2 (2022): 102–108, <https://doi.org/https://doi.org/10.33369/diksains.2.2.102-108>.

⁴¹Liyana Nurmalasari, M. Taheri Akhbar, and Sylvia Lara Syaflin, "Pengembangan Media Kartu Hewan dan Tumbuhan (TUHETU) pada Pembelajaran IPA Kelas IV SD NEGERI," *Jurnal Riset Pendidikan Dasar* 5, no. 1 (2022): 1–8, <https://doi.org/https://doi.org/10.26618/jrpd.v5i1.6291>.

⁴²Meilani Safitri and M. Ridwan Aziz, " ADDIE, Sebuah Model untuk Pengembangan Multimedia Learning," *Journal of Basic Education* 3, no. 2 (2022): 50–58.

⁴³Lilis Diah Kusumawati, Sugito, and Ali Mustadi, "Kelayakan Multimedia Pembelajaran Interaktif dalam Memotivasi Siswa Belajar Matematika," *Kwangsan - Jurnal Teknologi Pendidikan* 9, no. 1 (2021): 31–51, <https://doi.org/http://dx.doi.org/10.31800/jtp.kw.v9n1.p31--51> KELAYAKAN

⁴⁴Nyoman Sugihartini and Kadek Yudiana, "ADDIE Sebagai Model Pengembangan Media Instruksional Edukatif (Mie) Mata Kuliah Kurikulum dan Pengajaran," *Jurnal Pendidikan Teknologi dan Kejuruan* 15, no. 2 (2018): 277–286, <https://doi.org/10.23887/jptk-undiksha.v15i2.14892..>

Data collection techniques include observation, interviews, questionnaires, and documentation. The instruments used in collecting data in this development research are questionnaires, interview guidelines, and student learning outcomes. According to Arikunto in Tazkia,⁴⁵ and Mukaromah,⁴⁶ that the instruments used to measure the feasibility level of multimedia interactive videos for expert validation have been made as follows, where P is the percentage of eligibility, Σx is the total number of validator answer scores (real values), Σxi is the total number of highest answer scores (real values) and 100% is a constant number. $P = \frac{\Sigma x}{\Sigma xi} \times 100\%$

After the data is collected and percentage, then the results of the analysis will be matched with the Likert scale which will be used to measure the attitudes, opinions, and perceptions of a person or group.⁴⁷ The following qualifications have the following criteria in the table 1.

Table 1. Eligibility Level Qualification

No.	Score in percent (%)	Eligibility Categories
1	< 21%	Very invalid/feasible
2	21 – 40 %	Invalid/eligible
3	41 – 60 %	Quite valid/eligible
4	61 – 80 %	Proper
5	81 -100 %	Very valid/ feasible

The table 1 is a guide to the criteria for conducting product feasibility trials based on the opinions and perceptions of 30 students. If it is below 40%, then the product is considered invalid, but if it is above 40%, then the product is considered valid.

Results and Discussion

The first stage in this research and development is the needs analysis stage by making observations in the Arabic Language Education Study Program. The results of this analysis will be a reference in designing this Camtasia Studio-based Arabic learning video. There are several needs analyses that researchers can express, including (a) The

⁴⁵Zahra Tazkia, Sahyar, and Rita Juliani, "Kelayakan Multimedia Interaktif Berbasis Web di Tingkat SMA," *Jurnal Pendidikan Fisika* 8, No. 1 (2019): 19–28.

⁴⁶Wildatun Mukaromah, Sudadio, and Sholih, "Pengembangan Media Video Interaktif pada Layanan Informasi Karir Siswa SMK Negeri 2 Kota Tangerang Selatan," *Jurnal Penelitian Bimbingan dan Konseling* 6, no. 2 (2021): 45–56.

⁴⁷Arikunto, Suharsimi & Safruddin A.J. Cepi, *Evaluasi Program Pendidikan*, (Jakarta: Bumi Aksara 2009).

background of Arabic Language Education Study Program students who on average graduated from Aliyah and High School more than Islamic boarding schools; (b) Students' low understanding of Arabic rules; (c) It is necessary for students to have insight and basic knowledge of Arabic to support courses in the Arabic Language Education study program; (d) A stimulus is needed so that students are happy and encouraged to learn and love learning Arabic; (e) Interesting and innovative learning media are needed to motivate Arabic learning for students; (f) Each class has been provided with multimedia smart TV facilities that support learning in the Arabic Language Education Study Program class.

Based on the analysis, it can be concluded that it takes a design of Arabic learning videos using Camtasia Studio-based applications to make it easier for students to understand and explore Arabic learning which has been supported by adequate multimedia facilities in the Arabic Language Education Study Program. The second stage is the learning media design process which requires a design sketch to help make learning media. The sketches are outlined in a flowchart and storyboard. The Flowchart form of learning videos using Camtasia Studio software:



Figure 2. Learning Media Flowchart

Figure 2 in the picture becomes a guide for researchers to do Story Board steps which can be described as follows: Intro opening. In this initial view, the opening frame appears while accompanied by music. The initial page frame in this intro features the photo and video title while accompanied by music that aims to attract the viewer's attention. Material title. After displaying the opening frame of the intro earlier, then enter the next frame, namely the material title written in Arabic and Indonesian. The concept. This frame is the content of learning materials consisting of examples of conversation, vocabulary, and structure with an attractive display assisted by various features in the Camtasia Studio application. Exercise. At the end of each material, exercises are given for reinforcement and measurement of mastery of the material consisting of completing sentences, completing words in verses, and making Arabic sentences.

The third stage is development, consisting of several things that are done including: (a) Making learning media, namely designing media using the Camtasia Studio application and producing prototypes I. The content or content of this learning video consists of Arabic materials taken from a book entitled Arabic written by researchers; (b) Product feasibility validation, namely the products that have been produced are validated by material experts and media experts who are experts in their fields and asked for theoretical and practical consideration (The expert validators consist of media expert validators and material experts, namely lecturers from the Creative Media State Polytechnic and Jakarta State University); and (c) Validation results, namely product validation data from material experts as in the table 2.

Table 2. Material Expert Validation Results

No.	Product Validator	Percentage	Eligibility Categories
1	Material Expert 1	86%	Very invalid/feasible
2	Material Expert 2	92%	Very invalid/feasible

The table 2 explains that the material relation aspect of material experts 1 obtained an average of 86% which is included in the very valid/feasible category. Similarly, material expert 2 obtained an average of 92% which is included in the category of very valid/feasible. So that overall, the material used can be tested. As for some suggestions given by material experts, namely, Animated images presented in books should be adjusted to the target age of learning, if the target is children aged 12 years and over it would be nice to use images by the conditions of the learning target. While the validation carried out by media experts related to aspects of media display can be seen in the table 3.

Table 3. Media Expert Validation Results

No.	Product Validator	Percentage	Eligibility Categories
1	Media Member 1	80%	valid/eligible
2	Media Member 2	93%	Very invalid/feasible

The table 3 explains that the media relations aspect of media expert 1 is obtained on average 80% which is included in the valid/feasible category. Similarly, from media experts 2 obtained an average of 93% which is included in the category of very valid/feasible. So that overall, the material used can be tested. As for some suggestions

given by media experts, if possible, the background sound in the dialog sample video is reduced noise, so that it is clearer and more real to sound the letters of the dialogue.

The fourth stage is Implementation. This stage is a continuation of the Development stage. At this stage, all media designs that have been developed are applied after revision. Learning media using Camtasia Studio software that has been developed, and implemented in real situations, namely in the class of Arabic Language Education Study Program Students. But at this stage, researchers only test products on small groups (limited tests) of learning media that have been developed. Trials intended to see the level of practicality in the media. This limited trial consists of 2 and 30 students of the Arabic Language Study Program.

After being tested limited by 30 students, with information on score 4 (excellent), score 3 (very good), score 2 (good), and score 1 (fair) on the survey, the results of the survey table can be seen as follows:

Table 4. Video Surveys are Compelling for Students to Respond to Videos

	Excellent	Very Good	Good	Fair
Videos contain appeal so that students respond to videos	22 students (75%)	8 students (25%)	0	0

Based on the scale table 4, it shows that 75% gave excellent responses and 25% gave very good responses so the percentage of 100% positive responses shows that the videos tested for learning can provide attraction to students.

Table 5. Survey the Material Presented is According to the Subject Matter

	Excellent	Very Good	Good	Fair
The material presented is according to the subject matter	26 people (87,5%)	3 people (9,4)	0	1 person (3,1%)

Based on table 5, it shows that 87.5% gave excellent responses and 9.4% gave very good responses so the percentage of 96.9% positive responses showed that the learning material in the video was by the subject matter.

Table 6. Survey Of the Systematics of Material Presentation

	Excellent	Very Good	Good	Fair
Systematics of presenting material on videos according to the curriculum	22 people (68,8%)	9 people (28,1)	1 person (3,1%)	0

Based on the table 6, it shows that 68.8% gave excellent positive responses and 28.1% gave very good responses so the percentage of 96.9% positive responses proves that the systematics of presenting material on the video is related to the study program curriculum;

Table 7. Survey of the Suitability of Illustrations Presented

	Excellent	Very Good	Good	Fair
suitability of the illustrations presented	14 people (46,9%)	15 people (28,1)	0	1 person (3,1%)

Based on the table 7, it shows that 46.9% gave excellent responses and 50% gave a very good response so that a percentage of 96.9% responded positively that the video illustrations presented were still based on the learning material;

Table 8. Survey of Material Explanation in the Video

	Excellent	Very Good	Good	Fair
Explanation of the material in the video	26 people (81,3%)	3 people (15,6%)	1 person (3,1%)	0

Based on the table 8, it shows that 81.3% gave excellent responses and 15.6% gave very good responses so the percentage of 96.9% positive responses to the explanation of the material on the learning video is displayed;

Table 9. The Language Survey Used is Easy to Understand

	Excellent	Very Good	Good	Fair
The language used is easy to understand	23 students (71,9%)	6 students (25%)	0	1 student (3,1%)

Based on the table 9 shows that 71.9% gave excellent responses and 25% gave very good responses so the percentage of 96.9% positive responses that the language used is very communicative so that it can be understood well by the response.

Table 10. Survey of the Suitability of Learning Indicators with the Level of Student Development

	Excellent	Very Good	Good	Fair
The suitability of learning indicators to the level of student development	17 students (56,3%)	12 students (40,6%)	0	1 student (3,1%)

Based on the table 10 shows that 56.3% gave excellent responses and 40.6% gave very good responses so the percentage of 96.9% positive responses that learning indicators are related to the level of student development;

Table 11. Engaging learning video display survey

	Excellent	Very Good	Good	Fair
Interesting learning video display	17 students (56,3%)	12 students (40,6%)	0	1 student (3,1%)

Based on the table 11 shows that 56.3% gave excellent responses and 40.6% gave very good responses so that a percentage of 96.9% positive responses that the display of learning videos is interesting to follow and use in Arabic learning;

Table 12. Video Surveys Foster Student Interest

	Excellent	Very Good	Good	Fair
Video fosters student interest	20 students (62,5%)	11 students (34,4%)	1 student (3,1%)	0

Based on the table 12 shows that 62.5% gave excellent responses and 34.4% gave very good responses so that a percentage of 96.9% positive responses that this Arabic learning video can foster interest in learning and to be able to explore it as well.

Table 13. Survey the Accuracy of Music or Accompaniment Songs

	Excellent	Very Good	Good	Fair
Accuracy of music or accompaniment songs	14 students (43,8%)	15 students (50%)	1 student (3,1%)	0

Based on the table 13, it shows that 43.8% excellent responses and 50% gave very good responses so a percentage of 93.8% responded positively that music or songs as accompaniment in learning videos are appropriate.

Table 14. Text Readability Survey on Video

Kreadability of text on video	Excellent	Very Good	Good	Fair
	19 students (59,4%)	12 students (37,5%)	1 student (3,1%)	0

Based on the table 14 shows that 59.4% gave excellent responses and 37.5% gave a very good responses so a percentage of 96.9% of positive responses to text in the video can be read so that it can provide an understanding of concepts and exercises in learning Arabic.

Table 15. Text Layout Survey on Video

Where the text is located on the video	Excellent	Very Good	Good	Fair
	19 students (59,4%)	12 students (37,5%)	1 student (3,1%)	0

Based on the table 15 shows that 59.4% gave excellent responses and 37.5% gave very good responses so a percentage of 96.9% positive responses that the layout of the text in the video is right and that it can provide an understanding of concepts and exercises in learning Arabic.

Table 16. Quality Surveys on Videos

Quality on video	Excellent	Very Good	Good	Fair
	17 students (53,1%)	12 students (43,8%)	1 student (3,1%)	0

Based on the table 16 shows that 53.1% gave excellent responses and 43.8% gave very good responses so the percentage of 96.9% positive responses is that the image quality in the video is right so that it can provide comfort in viewing learning videos so that it is easy to understand concepts and exercises in Arabic learning.

Table 17. Sound Quality Survey on Video

Sound quality of the video	Excellent	Very Good	Good	Fair
	21 students (65,6%)	8 students (31,3%)	1 student (3,1%)	0

Based on the table 17 shows that 65.6% gave excellent responses and 31.3% gave very good responses so the percentage of 96.9% positive responses that the sound quality in the video is right.

Table 18. Video Surveys Encourage Thinking Skills

The video encourages thinking skills	Excellent	Very Good	Good	Fair
	24 students (75%)	5 students (21,9%)	1 student (3,1%)	0

Based on the table 18 shows that 75% gave excellent responses and 21.9% gave very good responses so the percentage of 96.9% positive responses shows that the video provided is enough to motivate students to think and develop HOTS (high-order thinking skills) in learning Arabic.

The fifth stage is Evaluation is the last stage of the ADDIE development model. Because in this study only until limited trials, the evaluation referred to here is an evaluation of implementation activities. The evaluation results were obtained from suggestions from lecturers and students during the trial so that from this evaluation stage, the final revision of the learning video design was carried out.

Feasibility and needs analysis, as researchers have done and expressed in the description above, according to Mulyatiningsih explained in Taufik that in analyzing the feasibility and needs of products based on whether new products can overcome the learning problems faced, do new products get facility support to be applied? whether lecturers or teachers can apply the new product.⁴⁸ Based on this, Camtasia Studio-based learning video products are feasible and needed because they can attract the attention of students and no longer get bored following learning. In addition, learning video products can be used because each class has been facilitated with Smart TV. This Camtasia studio-

based learning video is easy to use by lecturers and students in Arabic language learning. The design process is needed through a design sketch outlined in a flowchart and storyboard. As Samsudin explained that designing good and appropriate learning, such as in the design of multimedia-based Interactive Learning applications includes two things, namely: Flowchart and storyboard design.⁴⁹

Therefore, researchers have designed based on the flowcharts and storyboards described: this development process is a process of validation of learning media products that researchers have done as by the explanation of Sulthony⁵⁰ that validation is needed to find out and correct errors that exist in the learning media developed so that it can be used for trials aimed at determining student responses related to learning media products developed both in small groups and groups big. The implementation of learning media products is carried out through trials in small groups. The evaluation carried out has been carried out based on Khabibah in Waryanto mentioned that there are several aspects of quality such as aspects of format, content, language and aspects of practicality and aspects of effectiveness.⁵¹ Therefore, revisions need to be done by making improvements to several parts of the product such as language aspects and video duration to make the product can be categorized as practical and efficient.

From the description, it strengthens that learning video media in Arabic learning is needed and gets a positive response and becomes an alternative media in the Arabic learning process. This can be an answer to the challenges of lecturers in dealing with student boredom and boredom in the learning process as experienced during the current pandemic and new normal of Covid-19, especially if hybrid learning is carried out at certain times. Not only in Arabic language learning but even this alternative medium is also needed in any subject matter. Even so, this learning video has several shortcomings such as not fully using the options menu in the Camtasia Studio application, there are some files in other formats that are less supportive if included in this video edit, even

⁴⁸Taufik Rusmayana, *Model Pembelajaran ADDIE Integrasi Pedati di SMK PGRI Karisma Bangsa sebagai Pengganti Praktek Kerja Lapangan di Masa Pandemi Covid-19*, (Bandung: Widina Bhakti Persada, 2021).

⁴⁹Samsudin, "Perancangan Aplikasi Interactive Learning Berbasis Multimedia," *Jurnal Iqra'* 9, no. 1 (2015): 126–144

⁵⁰Muhammad Muslim Machbub Sulthony, Arif Wahyu Saputro, Zahrina Sanni' Musahadah, Ahmad Muzaki Salman Alfariz, and Hidayati Suryaningrum, "Pengembangan Media Pembelajaran Pengenalan Pangan Lokal untuk Siswa Kelas IV Sekolah Dasar," *Pelita: Jurnal Penelitian Mahasiswa UNY* 11, no. 1 (2016): 54–65.

⁵¹Nur Hadi Waryanto, *Modul Evaluasi Multimedia Interaktif*, Yogyakarta: Universitas Negeri Yogyakarta, 2008)

though this software is not entirely a video editor. It is hoped that future research can reveal the sophistication of Camtasia Studio as a whole.

Conclusion

Based on the results of previous research and discussion, researchers concluded that, first, the stages of Camtasia Studio-based video learning design in Arabic language learning have gone through several stages and are evidenced by analytical data that strengthens Camtasia Studio-based learning video products are feasible and needed because they can attract students' attention and are no longer bored following learning. In addition, learning video products can be used because every class of the Arabic Language Education study program FITK UIN Sumatera Utara has been facilitated with Smart TV, and Camtasia studio-based learning videos are indeed easy to use by lecturers and students. Second, the Camtasia Studio application has features that make it easier for lecturers to design learning videos so that they can provide an attraction for students to digest learning materials. This can be proven by the survey results which show that Camtasia Studio-based learning videos can attract the attention of students who have visual learning styles and even auditors. Third, based on the results of this study, it can be revealed that the Camtasia Studio application has been able to provide alternative convenience in designing and developing learning videos. Besides many other applications that can help lecturers in recording and editing videos, Camtasia studio can be taken into consideration with its various features, especially since there have been many studies that prove Camtasia studio can be used in current learning conditions. Of course, this application has some drawbacks when compared to similar applications such as Adobe Premiere and Bandicam which are fully featured. Researchers recommend that lecturers of the Arabic Language Education study program can design Camtasia Studio-based learning videos that are very easy to use and provide alternative media in the Arabic learning process. Also, all students of the Arabic Language Education study program can make learning videos in the implementation of internship programs at schools, madrasahs, or boarding schools learning becomes interesting and not boring. This research is certainly far from perfection, especially since researchers have limitations in not mastering the overall features and time limitations in designing this Camtasia Studio-based video. Therefore, due to the limitations of researchers in terms of knowledge and time, it is hoped that there will be further research that can reveal in detail

and be developed in other aspects to improve learning, especially Arabic learning.

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Author Contributions Statement

AW and MD contributed to conceive of the presented idea. ZU and MA helped to develop the theory and verified the research methods. performed the data collections and computations. AW and MD encouraged ZU and MA to investigate a specific aspect of research and AW supervisor the findings. All authors discussed the results and contributed to the final manuscript.

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