Development of Learning Media with Power Point Application Based on iSpring Suite 11 in Arabic Language Learning

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Abstract: The development of science and technology today constrain the educators to adapt, use, or even develop tools or applications as learning media, including Arabic language learning. In MTs Al-Yusra Gorontalo City, digital technology has been utilized as Arabic language learning media, with most teachers using PowerPoint programs for teaching, but the designs are still simple and not interactive. Therefore, this article aimed to develop Arabic language learning media based on digital technology with interactive multimedia designs using PowerPoint program based on iSpring Suite 11 and test its feasibility. This research method is Research and Development (R&D) method with the ADDIE development model. The subjects of this study were eighth-grade students of MTs Al-Yusra Gorontalo City, with a sample size of 20. Media expert assessment, subject matter expert, language expert, students, and teachers were used as research data and analyzed descriptively in percentage. Based on this research, a product was obtained with a subject matter expert assessment of 82% in the highly valid category, media expert assessment of 82.5% in the highly valid category, and language expert assessment of 73.3% in the quite valid category. Students' response to media usage was in the good category with a score of 72%, and teachers' response to the ease of media usage was 76%. Based on these research results, it can be concluded that interactive multimedia with Power Point application based on iSpring Suite 11 in Arabic language subjects is feasible to be used as Arabic language learning media.

Introduction

Language is the most essential communication tool in interaction for human being in the world; there are many languages that exist, all of which serve to facilitate communication with others. Language also serves as the primary, flexible, and precise

means for humans to convey ideas, thoughts, and feelings. Language is not only indispensable in human life, because it is humans who use this language skillfully to communicate.[1] Arabic language occupies a distinguished position among other languages, as it is the language of high-quality literature that enriches those who delve into it, and Arabic is also considered as the language of Al-Qur'an, which conveys the words of Allah. Because within it lies a style of language (*uslub*) that amazes humans and no one can imitate it.

The teaching and learning process in Arabic language education occurs through interaction among various components of instruction, including: teachers, instructional materials, strategies, and students. The role of the teacher is crucial because they serve as facilitators who deliver and transfer instructional materials in the form of knowledge, goals, as well as with students who play various roles as knowledge seekers. The instructional materials conveyed by the teacher serve as information or stimuli that students must learn, understand, internalize, and apply in various ways to achieve their learning goals.[2]

There are several problems or obstacles in learning Arabic language categorized into two aspects of issues: 1) linguistic problems, which are directly related to linguistic aspects such as *Ashwât 'Arabiyyah* (phonology), *Mufrodat* (vocabulary) and shifts in the meanings of loanwords. 2) non-linguistic aspects which refers to several issues that also influence or even dominate the success or failure of Arabic language learning implementation. For example, unenjoyable learning activities that affect the low interest of students, limited facilities and infrastructure, and the use of inappropriate teaching methods.[3]

The description above indicates that non-linguistic aspects are the biggest obstacles in Arabic language learning, especially concerning the effectiveness of Arabic language learning implementation in the classroom. Therefore, it is important to design the implementation of learning properly, by designing a learning process that is

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[1] Nandang Sarip Hidayat, "Problematika Pembelajaran Bahasa Arab," *Jurnal Pemikiran Islam* 37, no. 1 (2012): 82–89.

[2] Ramli Abdullah, "Pembelajaran dalam Perspektif Kreativitas Guru dalam Pemanfaatan Media Pembelajaran," *Lantanida Journal* 4, no. 1 (2017): 35-49.

[3] Aziz Fahrurrozi, "Pembelajaran Bahasa Arab: Problematika dan Solusinya," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1, no. 2 (2014): 161–180.

appropriate, targeted, and impactful in improving students' competencies in cognitive, affective, and psychomotor aspects.[4]

Creating effective Arabic language learning designs can be achieved by developing appropriate learning media. The goal of Arabic language learning is the mastery of various skills such as listening, writing, speaking, vocabulary acquisition, and teachers can create learning of these various skills in an effectively integrated context through media. Through learning media, teachers can motivate students by bringing a slice of real life into the classroom, present language in a more complete communicative context, provide density of information and culture that may not be possible in the classroom, help students process information, and minimize teacher activities in explaining material orally (lecture method), optimizing time effectiveness, and stimulating students' senses.[5]

The learning process is akin to a communication process, where media serves as a conduit for messages (learning topics).[6] Media also serves to clarify the meaning of the messages conveyed so that learning goals can be achieved effectively.[7] Learning media designed specifically for learning purposes (media by design) will facilitate learners in meeting their needs and characteristics, in line with the designed objectives, presented materials, and environmental conditions.[8] Therefore, it is important for teachers to prepare appropriate learning media based on the analysis of learning components.

The development of science and technology in today's age has naturally led to the utilization of technological advancements in the learning process. This necessitates educators to adapt, use, or even develop tools or applications provided by schools or governments as aids in the teaching and learning process. One such development is the creation of interactive digital multimedia.[9] Multimedia refers to any interactive software or application mediated by a computer that integrates text, color, graphic images,

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[4] Pebria Dheni Purnasari and Yosua Damas Sadewo, "Pemanfaatan Teknologi dalam Pembelajaran Sebagai Upaya Peningkatan Kompetesnsi Pedagogik," *Publikasi Pendidikan* 10, no. 3 (2020): 189-196.

[5] Donna M Brinton, "The Use of Media in Language Teaching," *Teaching English as a Second or Foreign Language. Boston*, 2001.

[6] Cepi Riyana, *Media Pembelajaran,* (Jakarta: Dirjen Pendid Kemenag RI, 2012).

[7] Cecep Kustandi and Daddy Darmawan, *Pengembangan Media Pembelajaran: Konsep & Aplikasi Pengembangan Media Pembelajaran Bagi Pendidik di Sekolah dan Masyrakat,* (Jakarta: Penada Media Group, 2020).

[8] M Miftah, "Pemanfaatan Media Pembelajaran untuk Peningkatan Kualitas Belajar Siswa," *Kwangsan: Jurnal Teknologi Pendidikan* 2, no. 1 (2014): 1–12.

[9] Abbas Pourhosein Gilakjani, "The Significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning," *International Journal of Modern Education and Computer Science* 4, no. 4 (2012): 57.

animations, audio sounds, and full-motion video within a single application. Interactive multimedia in language learning will be effective when designed according to the current needs and potentials of learners and no longer focuses on the use of outdated technology.[10]

Utilizing the PowerPoint application based on iSpring Suite 11 is one way of digital multimedia development that can be implemented in language learning. Microsoft PowerPoint is software capable of displaying multimedia programs easily, being simple to create, and relatively inexpensive. Microsoft Office PowerPoint has the ability to combine various multimedia elements such as text, colors, images, and graphics, as well as animations.[11]

iSpring Suite 11 is software that can be used in conjunction with Microsoft PowerPoint. This software is one tool that converts presentation files into Flash format, making it easier for someone who does not have good programming skills.[12] The use of iSpring Suite 11 will create interactive multimedia that consists of images, text, audio, video, and animations that can stimulate student motivation and provide direct experience to students in learning Arabic language materials which are often difficult, thus potentially influencing the improvement of student learning outcomes[13] and even critical thinking skills.[14]

The features of iSpring 11 application include: 1) iSpring works as a PowerPoint add-in to make PowerPoint files more engaging and interactive based on Flash, accessible on nearly every computer or platform. 2) It can insert various types of media, such as recording voice, presenter video, instructional video, adding Flash and YouTube videos, importing or recording audio, adding presentation creator information and educational logos, creating materials in the form of three-dimensional books, as well as

[10] Noel Watts, "A Learner-Based Design Model for Interactive Multimedia Language Learning Packages," *System* 25, no. 1 (1997): 1–8.

[11] Heru 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.

[12] Raden Roro Martiningsih, "Peningkatan Hasil Belajar Himpunan dengan Menggunakan Aplikasi Ispring Suite 8," *Jurnal Teknodik* 22, no. 1 (2018): 1-13.

[13] Maisyarah Purnama Sari and Ridwan Ridwan, "Pengembangan Multimedia Interaktif Menggunakan Aplikasi Ispring Suite 9 pada Pembelajaran IPA Kelas IX di SMP Negeri 5 Panyabungan," *Jurnal Penelitian Ipteks* 5, no. 2 (2020): 216–223.

[14] Anik Twiningsih, "Penggunaan Media Ispring Suit Berbasis Mobile Learning pada Pembelajaran Matematika untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Kelas 3 SD," *Edudikara: Jurnal Pendidikan dan Pembelajaran* 7, no. 3 (2022): 138–144.

creating attractive navigation and designs. 3) It is easy to convert into Flash format without the need for Adobe Flash Player software, and can also be published on web pages offline. 4) It can create quizzes with various types of interesting questions such as True/False, Multiple Choice, Multiple Response, Type In, Matching, Sequence, Numeric, Fill in the Blank, and Multiple Choice Text. 5) It is easy to create and the output does not require large capacity, thus not burdening laptops or computers.[15]

Despite its advantages and features, iSpring also has some drawbacks compared to older versions. iSpring previous versions cannot stand alone and only function as a plugin in PowerPoint, while in the latest version, it can stand alone. Another drawback is that iSpring still heavily depends on PowerPoint, even though iSpring now stands alone, its functionality will be maximized when used together with PowerPoint.[16]

The versatility of teachers in delivering lesson materials is crucial in achieving learning outcomes. Therefore, to enhance learning outcomes, a medium is needed to cultivate motivation, interest, and engage students in the learning process in the classroom. The selection of learning media is not intuitive; instead, it is a systematic qualitative process based on the principles of good instructional design and is an integral component of the instructional system design process. The selection of learning media should be able to support the achievement of expected learning objectives.[17]

The description above reinforces the importance of digital multimedia development in Arabic language learning. In foreign language learning, such as Arabic, instructional media plays a crucial role as a simulation and visualization function, making learning more engaging and enjoyable.[18] The enhancement of Arabic language skills, including listening, speaking, reading, vocabulary mastery, and writing skills, will be more effective if designed in multimedia format that integrates audio, visual, and audiovisual elements to increase interest and facilitate Arabic language learning.[19]

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[15] Nisaul Jamilah, "Pengembangan Media Pembelajaran Power Point Ispring Presenter pada Materi Kosakata Bahasa Arab Peserta Didik Kelas V MI Tarbiyatul Athfal Lampung Timur," *Al Mahara: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2019): 141–150.

[16] Hanifah Nur Nasution, dkk, *Bahan Ajar Aplikasi Belajar Media Interaktif dengan iSpring Suite 8,* (Pekalongan: Penerbit NEM, 2023).

[17] Jolly T Holden and D Philip J-L Westfall, *An Instructional Media Selection Guide for Distance Learning*, (America: Online Submission, 2007).

[18] Ridlo Inshofa Kamil, "Pengembangan Media Pembelajaran Bahasa Arab," *Prosiding Konferensi Nasional Bahasa Arab* 1, no. 1 (2015).

[19] Hafizhah Arrova Tsany et al., "Penerapan Pembelajaran Bahasa Arab Berbasis Digital untuk Mencapai Keberhasilan Pembelajaran," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2022): 24–31.

Furthermore, the availability of various digital platforms can facilitate the design of more engaging and enjoyable Arabic language learning, as evidenced by several previous studies, such as the utilization of social media content,[20] learning games,[21][22] and Learning Management Systems (LMS).[23] The use of interactive multimedia learning in Arabic language learning has been proven to enhance vocabulary (*Mufrodat*),[24] listening skills (*Maharatul Istima'*),[25] writing skills (*Maharatul Kitabah*),[26] and speaking skills (*Maharatul Kalam*).[27] In line with these descriptions, this research aimed to develop Arabic language learning media that integrates interactive multimedia and learning games as quizzes using PowerPoint based on iSpring Suite 11.

Methods

This article adopted the Research and Development (R&D) approach, focusing on the development of interactive multimedia learning materials for Arabic language subjects using iSpring Suite 11 application with Microsoft PowerPoint. ADDIE development model was used as research design. This model consists of five stages: analysis, design, development, implementation, and evaluation.[28]

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[20] Hikmah Rahmasari, "Penggunaan Media Youtube Sebagai Solusi Media Pembelajaran Bahasa Arab di Masa Pandemi." *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2021): 23–41.

[21] Annisa Elita Rahmawati and Umi Hijriyyah, "Development of the Quizizz Application-Based Evaluation Tool for Learning Arabic for MTs│ Pengembangan Alat Evaluasi Berbasis Aplikasi Quizizz pada Pembelajaran Bahasa Arab untuk MTs," *Mantiqu Tayr: Journal of Arabic Language* 3, no. 2 (2023): 135–150.

[22] Ahmad Zubaidi, "Development of Maharah Al-Istima'Test Instrument for Electronic Based Arabic Student Using the Kahoot! Application," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 7, no. 1 (2020): 61–77.

[23] Moch Wahib Dariyadi et al., "Pengembangan Learning Management System Berbasis Self-Directed Learning pada Pembelajaran Bahasa Arab," *Tifani: Jurnal Penelitian dan Pengabdian Kepada Masyarakat* 3, no. 2 (2023): 1–12.

[24] Irma Nur Fiani, Mohammad Ahsanuddin, and Romyi Morhi, "The Effectiveness of Using Kahoot! Application as an Evaluation Tool in Arabic Vocabulary Learning at Madrasah Ibtidaiyah," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 2 (2021): 243–256.

[25] Fairuza Mumtaz and Maman Abdurrahman, "Pembelajaran Maharah Al-Istima' Menggunakan Media Podcast pada Aplikasi Spotify," *Jurnal Pendidikan Bahasa* 12, no. 2 (2022): 41–45.

[26] Moh Ismail and Aufa Alfia Musthafa, "Pengembangan Materi Tes Keterampilan Menyimak Bahasa Arab Menggunakan Moodle untuk Meningkatkan Kemampuan Menyimak Mahasiswa Universitas Darussalam Gontor," *Jurnal At-Ta'dib* 13, no. 2 (2018).

[27] Muhammad Ilyas Alkayisy, *Fa'aliyah Istikhdam Youtube Fi Ta'lim al Lughah al Arabiyah Li Tarqiyah Maharah al Kalam Laday al Thullab Fi al Fashl al Hadi'Asyara Bi al Madrasah al Tsanawiyah al Islamiyah al Hukumiyah al Ula Pati Li al Sanah al Dirasiyah 2020/2021 M*, (Dissertation: IAIN Kudus, 2021).

[28] Michael Molenda, "In Search of the Elusive ADDIE Model," *Performance Improvement* 42, no. 5 (2003): 34–37.

Data collection in this research is conducted in two stages: validation by experts to ascertain the validity of the media and field testing to confirm the applicability and feasibility of the media. Data collection is done through questionnaires adopted from previous studies in the form of assessments using a Likert scale (1-4). Subsequently, the average percentage is calculated, and assessment categories are determined as follows:

Table 1. Assessment Category

Score Range (%)	Category	Explanation
> 76%-100%	Very Good	Feasible
> 51%-75%	Good	Feasible
> 26%-50%	Fair	Infeasible
1%-25%	Less	Infeasible

Source:[29]

After obtaining the total average percentage, it is then compared with the assessment categories previously established to determine its level of suitability. The subjects of this study are eighth grade students of MTs Al-Yusra Gorontalo City with 20 individuals as samples and determined with random sampling techniques. The treatment was undergone in experimental class by implementing the developed media in the learning activities three times. Then, the questionnaire was given to obtain student responses to the application of the developed media.

Results and Discussion

Based on the research design and the ADDIE model adopted in this study, the research findings can be outlined in each stage as follows: During this stage, the researcher conducted several analyses related to the components of learning, including: a) Analysis of the learning objectives to be achieved, b) Analysis of student characteristics, and c) Analysis of suitable materials according to curriculum demands.

Through this analysis stage, an examination of the curriculum, syllabus, and lesson plans was conducted to identify the competency standards, learning objectives, and indicators of student achievement in the Arabic language subject. Subsequently, this served as the basis for designing appropriate media. The data obtained during this stage indicate that teachers have developed Arabic language learning media based on PowerPoint but lacked interactivity and independence. As a result, active student interaction in learning did not occur effectively, ultimately leading to a lack of interest in learning Arabic.

The design stage is carried out within the framework of the following guidelines: a). What will be taught, b). What competencies are required to be learned (competencies), c). How the lesson content or presentation can be learned (instructional strategies), and d). How to determine the level of mastery of the material learned (assessment or evaluation). Based on the initial data, at this stage, the lesson plan was designed and determined based on the learning objective, which is the mastery of vocabulary (Mufrodat). Additionally, the layout of the learning media was designed and developed using PowerPoint based on iSpring Suite 11 software (Prototype).

The core activity in this stage was to translate the design specifications into tangible forms, thereby generating a suitable development product. In this stage, Arabic language learning media was created according to the prototype design previously developed which consists of several submenus such as learning objectives, materials, and exercises or quizzes. This design can be illustrated in the following diagram:

Figure 1. Arabic Language Learning Media with iSpring 11

This stage aimed to conduct feasibility testing through expert validation and media application testing. Expert validation involves assessing the media by experts in the fields of media, subject matter, and learning. Meanwhile, media application testing

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[29] Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran di Sekolah*, (Yogyakarta: Pustaka Pelajar,

was conducted through the implementation of media in the classroom to assess its application and student responses. The utilization of the iSpring 11 application in Arabic language learning represents an innovative adaptation of digital technology in education. This aligns with the digital competencies that teachers and students must possess in the 21st century.[30] The use of iSpring 11 as a learning tool for Arabic language has been proven to enhance students' motivation and learning outcomes,[31] making Arabic language learning more engaging and enjoyable.[32]

The initial development of the interactive multimedia by using Microsoft PowerPoint with iSpring Suite 11 must initially be validated by experts before undergoing the testing. The aim was to determine the feasibility of the initial design of the interactive multimedia using Microsoft PowerPoint with iSpring Suite 11 for instructional purposes. This validation was conducted by experts in the field, including subject matter experts, media experts, and language experts. The results of the validation by experts and the testing of the development of interactive multimedia using Microsoft PowerPoint-based iSpring Suite 11 in Arabic language instruction can be summarized in the table below:

Table 1. Summary of Expert Validation Assessment

No.	Aspects	Score	Category
1	Media	82,5	Very Valild
2	Material	82	Very Valild
3	Language	73,3	Quite Valild

Based on the validation data, the validation results from the Arabic language learning media using Microsoft PowerPoint with iSpring Suite 11 considered as the valid category. Thus, the instructional media received a valid category and received suggestions for improvement from the validators before finalizing the product to ensure its suitability with the instructional objectives.[33]

2018).

[30] B Trilling and C Fadel, *21st Century Skills: Learning for Life in Our Times.* (San Francisco: John Wiley & Sons., 2009).

[31] Nia Kurnia, Deni Darmawan, and Maskur Maskur Maskur, "Efektivitas Pemanfaatan Multimedia Pembelajaran Berbantuan Ispring dalam Meningkatkan Motivasi dan Hasil Belajar pada Mata Pelajaran Bahasa Arab," *Teknologi Pembelajaran* 3, no. 1 (2018).

[32] Arief Setyawan, Albitar Septian Syarifudin, and Rafiqi A'azzul Akrom, "Pengembangan Media Pembelajaran Teks Hikayat Berbasis Ispring untuk Siswa Kelas X SMA," *Linguista: Jurnal Ilmiah Bahasa, Sastra, dan Pembelajarannya* 5, no. 2 (2021): 142–159.

[33] Maisyarah Purnama Sari and Ridwan Ridwan, "Pengembangan Multimedia Interaktif Menggunakan Aplikasi Ispring Suite 9 pada Pembelajaran IPA Kelas IX di SMP Negeri 5 Panyabungan," *Jurnal Penelitian Ipteks* 5, no. 2 (2020): 216–223.

As for the feedback and suggestions from the validators related to the developed media, they are as follows: 1) Feedback from Subject Matter Experts: Upon review by subject matter experts, in the interactive multimedia using Microsoft PowerPoint with iSpring Suite 11, there are suggestions for improvement from the validators regarding the content organization to enhance the clarity and ease of understanding of the illustrative images. 2) Feedback from Media Experts: Upon review by media experts, in the interactive multimedia using Microsoft PowerPoint with iSpring Suite 11, there are suggestions for improvement from the validators regarding the usability aspect, suggesting that the usability of the media be reconsidered to ensure it is user-friendly for the students. 3) Feedback from Language Experts. Upon review by language experts, in the interactive multimedia using Microsoft PowerPoint with iSpring Suite 11, there are suggestions for improvement from the validators regarding the language aspect. They suggest that the language used should be more concise, clear, and precise. Additionally, the terms, symbols, and icons used need to be reevaluated for their appropriateness.

The practicality testing was conducted on 20 eighth grade students in MTs Al-Yusra, Gorontalo City. The testing included 8 aspects of assessment. Based on the results of the practicality test, the average practicality of the interactive multimedia using Microsoft PowerPoint-based Ispring Suite 11 reached 72%, categorized as highly practical. The practicality testing for teachers of Arabic language for eighth grade students in MTs Al-Yusra, Gorontalo City, included 5 aspects of assessment. Based on the results of the practicality test for teachers, the average practicality of the interactive multimedia using Microsoft PowerPoint with iSpring Suite 11 reached 76% and categorized as practical. From the results of the practicality testing, it can be concluded that the developed interactive multimedia using Microsoft PowerPoint with iSpring Suite 11 is summarized in the table below:

Table 2. Practicality Assessment Recapitulation

No	Subject	Score	Category
1	Teacher	76%	Practice
2	Students	72%	Practice

Based on the practicality categories, the student practicality result includes the highly practical category, and the teacher practicality result includes the practical category.

Table 3. Recapitulation of Student Response Assessment

No.	Aspect	%Average	Category
1	Learning activity	74%	Good
2	Interaction		

The student responses to the implementation of iSpring 11 media in Arabic language learning are categorized as good. This assessment indicators for student responses include ease of use and attractiveness of the media. Overall, the data above indicates that the developed media is suitable for implementation. Based on the research data, the development of Arabic language learning media using PowerPoint with iSpring 11 proves to be suitable for use. This data shows that the use of digital multimedia learning in Arabic language is crucial. This is consistent with several previous studies that have demonstrated that the use of digital multimedia learning in Arabic language can enhance learning motivation, listening skills,[34] mastery of vocabulary,[35] and improve the effectiveness of Arabic language learning.[36]

The utilization of digital multimedia can enhance the effectiveness of language learning. This is because digital multimedia can present symbolic materials in a more engaging form, such as audio, video, and diverse designs and information presentations.[37] Students can also learn better and more meaningfully through the use of words, images, or multimedia.[38] This statement also serves as a reference in developing digital Arabic language learning multimedia in this research, which involves presenting Arabic language materials in the form of images, texts, visuals, and audio-visuals, creating games as quizzes, and integrating two applications, namely PowerPoint and iSpring 11, to make the media more flexible and user-friendly. Furthermore, this media can also be adapted to Android devices, allowing for more independent and flexible learning experiences that are not constrained by space and time.

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[34] Moh Ismail and Aufa Alfia Musthafa, "Pengembangan Materi Tes Keterampilan Menyimak Bahasa Arab Menggunakan Moodle untuk Meningkatkan Kemampuan Menyimak Mahasiswa Universitas Darussalam Gontor," *Jurnal At-Ta'dib* 13, no. 2 (2018).

[35] Sulfikar Sulfikar and Nurul Fawzani, "Pemanfaatan Instagram dalam Meningkatkan Penguasaan Mufradat Mahasiswa," *Jurnal Tahsinia* 4, no. 1 (2023): 19–27.

[36] Mustafa Mustafa, Nur Alisa, and Andi Arif Pamessangi, "Pengembangan Media Interaktif Digital Bahasa Arab dengan Media Smart Apps Creator Kelas X di SMA Negeri 7 Luwu Timur," *Jurnal Sinestesia* 13, no. 1 (2023): 252–260.

[37] Robert B Kozma, "Learning with Media," *Review of Educational Research* 61, no. 2 (1991): 179–211.

[38] Richard E. Mayer, *Psychology of Learning and Motivation*, (New York: Cambridge University Press, 2002).

Conclusion

Based on the study and development results, a suitable Arabic language learning media has been obtained. This Arabic language learning media was developed using PowerPoint with iSpring 11 Suite. This media was developed with interactive multimedia design that integrates games as quizzes and can be adapted to Android devices. The purpose of this design is to create engaging, enjoyable and independent learning, and provide a better flexibility that can be used anytime and anywhere. Thus, in addition to affecting the achievement of good learning objectives, the development of this media can overcome the limited availability of class hours, especially in Arabic language subjects. However, the use of this learning media will not be successful without proper collaboration with the appropriate learning methods. Therefore, it is also necessary to design good learning implementation plans by considering the components of learning, so that it can clearly depict the scenario of learning activities to be carried out.

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Author Contributions Statement

SM and NA contributed in carrying out research, especially in preparing instruments, data collection, data analysis, data reduction and interpretation of research findings, as well as reporting research results into articles that were interesting to read. WN, RB, ZB contributed to data analysis, data reduction, interpretation of research results, and language alignment.

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