Arabic Language Learning Video Media Model for Speaking Skills for Eight Grade Students at MTS Negeri 39 Jakarta

Maurra S. Wijaya

Universitas Pendidikan Indonesia, Indonesia, https://orcid.org/0009-0001-3669-5102

Ahmad Marzuq

Universitas Negeri Jakarta, Indonesia, https://orcid.org/0000-0001-5175-4759

Ihwan Rahman Bahtiar

Universitas Negeri Jakarta, Indonesia, https://orcid.org/0000-0002-9017-8579

Abstract: Innovative learning media are very important in supporting the learning process, including learning Arabic. Therefore, this study aims to develop video media for learning speaking skills as a medium for learning speaking skills for seventh grade students at MTs Negeri 39 Jakarta. The research was conducted using the Research and Development (R&D) method with the ADDIE model (Analyze, Design, Development, Implementation, and Evaluate). The stages carried out in the research were: (1) analyzing the needs of seventh grade students for Arabic learning video media; (2) designing products; (3) developing products through assessments from material experts and media experts; (4) implementing products directly to students; and (5) evaluating products through a questionnaire given to 30 students in seventh grade. The results of the study showed that: 1) Based on the needs analysis of 30 students, it was found that 93% of students expressed interest in and needed Arabic learning video media. 2) Based on the results of the questionnaire distributed to experts, the average score for the material category was 80%, which was included in the "very eligible" category. The media category received 96%, which also included the categories "very feasible" and 3). Based on the evaluation given by the students, an average score of 85% was obtained, which was included in the "very eligible" group. Thus, this Arabic language learning video medium is feasible to be used as an Arabic learning medium, especially in distance learning, so that it can have implications for supporting the student learning process.

Keywords: Learning Media, Video, Arabic, Speaking Skills

Introduction

Education disruption is a social phenomenon in the modern era. As Yoga (2017, 2018) showed, social phenomena related to disruptions in education still occur in the 21st century. There are four aspects of education disruption. Among them are students, parents, technology, and skills. The focus today is technology, especially during a pandemic like today. Teachers are required to be able to do online learning, which really requires the use of technology. Learning on the Internet is something new in the process of teaching and learning, especially in Indonesia since the era of the pandemic caused by the Corona virus (19). Learning on the Internet means the process of teaching and learning that uses information technology, and in this case, the Internet is used as a means of communication, interaction, and facilitation. In the educational process of the Arabic language, there are four skills that must be mastered: the listening skill, the speaking skill, the reading skill, and the writing skill. These four skills are linked together. To master the Arabic language, students must master all skills.

Nour Hadi recognized that speech is one of the most important forms of linguistic activity for children and adults. People used to use speech more than writing, that is, they spoke more than they wrote, and we could then consider speech to be the primary form of communication for humans. The areas of life in which a person practices speech or oral expression have multiplied. We speak with friends, sell, and buy, and ask about events, times, places, and so on, all by means of speech. According to this definition, speech is a means of communication between an individual and others for the speaker's spoken message to be understood.

The complex problems in the process of teaching the Arabic language were fundamental. The many influences were either internal elements derived from the students, who do not motivate and do not like to study the Arabic language, or external elements derived from the cases, including the teacher, who is an important element as the primary player in the process of teaching the Arabic language. Other than that, the material and the means of illustration contribute to determining the success of the educational process.

Clarification aids of various types, including audio and visual, are presented to facilitate the process of education because they can motivate students and challenge their absorption and reservations, helping the teacher communicate the tangible lesson to students and achieving the goals of teaching the Arabic language comprehensively.

As mentioned earlier, the educational medium has different forms. Among them is audiovisual. Febliza and Afdal (2015: 50) state that audio-visual media is a means of learning using the medium that contains sounds and images, where the process of absorbing materials involves the senses of sight and hearing. One of them is video. Now, video is an accessible educational method. There is no need to use VCD or DVD anymore. Just by using the YouTube platform, the videos can be easily accessed. As a result of the accessibility of this video, it is undeniable that the most effective teaching medium used today is video. Besides the current pandemic situation, students are required to be able to access their learning materials and are often required to study them on their own at home. Therefore, students need learning materials included in the learning medium that are accessible

and interactive to increase their interest in learning.

The development is done to make the educational medium attractive. An engaging learning medium and methods will facilitate teachers' efforts to increase students' motivation and comprehension of the learning material. The lack of developing a video-based Arabic teaching aid that is engaging, interactive, and easy to understand, as well as the need for a learning medium during online learning, especially for Arabic speaking skills in State High School 39 Jakarta, is the criterion used by the authors to develop instructional videos for students.

Based on the practical teaching experience at Government High School 39 in Jakarta, it is easy for class 8 students to understand the illustrated material, especially for Arabic speaking skills, through the medium of video learning. Therefore, the researcher is interested in developing a video learning aid that students can use independently so that students can easily understand the subject of the Arabic language, especially for speaking skills. The media is a video-based educational tool that helps students understand the subject of the Arabic language, especially for the skill of speaking the Arabic language in the eighth grade.

Method

Development Research Method

Research is an activity of collecting, processing, analyzing, and presenting data that is carried out systematically and objectively to solve a problem or test a hypothesis to develop general principles, while development is a process or method used to develop something to be good or perfect. If the meaning of research and the meaning of development are linked in one word, which is research and development, then it can be interpreted as "the collection, processing, analysis, and presentation of data activities carried out systematically and objectively accompanied by activities to develop a product to solve a problem you encounter."

The definition of the term "developmental research" is difficult to distinguish from "research and development" because these two terms refer to the same thing, that is, the results of conducting research under these two terms can contribute to science (theoretical contributions) that are equally important. by being able to also contribute to product improvement (practical contributions). For example, according to the Puslitjaknov team (2008), the idea of development research in the field of education (in research on developing learning innovation) is a research method with three main components, namely: (1) a development model; (2) a development procedure; and (3) prototype testing or product development. Meanwhile, Borg and Gall (1983) state: "Educational research and development, R & D, is a process used to develop and validate educational products" (the process used to develop and validate educational products); Jay Mills & Erasian (2009) stated: "...the process of researching consumer needs and then developing products to fulfill those needs. The purpose of R&D efforts in education is not to formulate or test theory but to develop effective products for use in schools (the process of researching customer needs and then developing products to meet those needs). The aim of research and development in

education is not to formulate or test theory but to develop effective products for use in schools).

Research Aims

The purpose of this study is to create an educational method, the Arabic language video, to improve the speaking skills of students in the eighth grade at Jakarta's government secondary school 39, and to obtain:

1. Analyzing the needs of students in the eighth grade at Jakarta's government secondary school 39 in terms of the Arabic language video educational method for speaking skills.

2. The creation of an educational tool, an Arabic language video, to improve the speaking skills of students in the eighth grade at Jakarta's government secondary school 39.

3. Creating an educational method, an Arabic language video, for students in the eighth grade at Government Secondary School 39 in Jakarta.

4. Experimenting with an educational method—an Arabic language video—to improve the speaking skills of eighth-grade students at Government Secondary School 39 Jakarta.

5. Evaluation of the production of the educational method, the Arabic language video, for the eighth grade students of the government secondary school 39 Jakarta's speaking skills.

Research Method

In this study, the researchers used a research model adapted from the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) research development model. This ADDIE model started in the 1990s and was developed by Dick and Carrie. The researcher chose to use the ADDIE research model as a guide for developing effective learning media. In addition, the ADDIE research model has clear research stages so that it is easy to understand and apply. The ADDIE research model is often used by other researchers until its efficacy has been demonstrated.

An example of a systematic, effective, and efficient development model is "ADDIE." The word "ADDIE" is an abbreviation from the English language for the steps that take place in the field of development; (evaluation). Here are the steps to using the ADDIE development model:

1. The analysis stage: the researcher analyzes needs, analyzes tasks, and identifies learning problems.

2. In the design phase, researchers develop learning plans, formulate learning objectives, and need to consider relevant learning resources.

3. The development stage, in this stage, the researcher develops the educational media that were designed in the design stage.

4. The implementation stage, in which the researcher implements the learning system that was created.

5. At the evaluation stage, the researcher performs an evaluation to see if the learning system or the product made is successful or not.

Results

Data Description

The focus of this research is on how to use educational videos in Arabic to develop speaking skills among eighth grade students at the Islamic State Middle School 39 in Jakarta. And the subject of it consists of an expert in educational materials (the teacher of the Arabic language lesson in the Islamic State Middle School 39 in Jakarta) and an expert in the method (the lecture of the Department of Arabic Language Education at Jakarta State University) and 30 students from the eighth grade in the Government Islamic Intermediate School 39 in Jakarta. The collected data provided a description, and the description of the data from this research consists of the result table and Histkrem, which the researcher will discuss in this section.

The data on the educational method for the skill of speaking Arabic in the educational video for the students of the eighth grade in the public Islamic middle school in Jakarta consists of 13 statements on the aspect of education (questionnaire of the materials expert) and 21 statements on the aspect of the method (questionnaire of the expert of the method). There are two forms of estimation, with five answers, the highest is 5 and the lowest is 1, and with four alternative answers, the highest is 4 and the lowest is 1.

Data Analysis

The development of the language educational video teaching aid followed the ADDIE development model, which consists of five stages: analysis of needs, production design, production development, production experience, and production evaluation. The residence information is as follows:
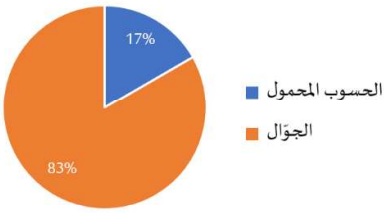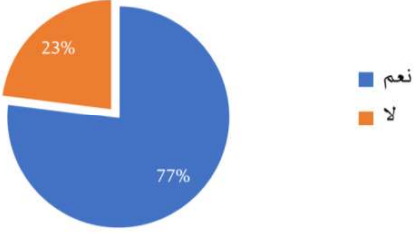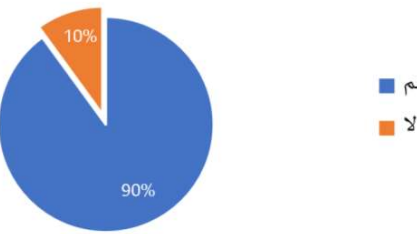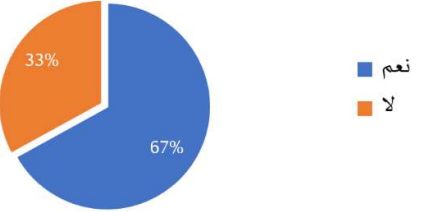
Need Analysis

At this stage, the researcher analyzes the learning objectives that will be achieved through the learning implementation plan created before the learning process. Then the researcher conducted an unstructured interview with the Arabic language teacher about how the teaching process is for the Arabic language lesson at the Government Islamic Intermediate School 39 in Jakarta, the students' responses during the education process, and the problems that occur during the learning process, whether in terms of teachers, students, or the means, especially in distance learning.
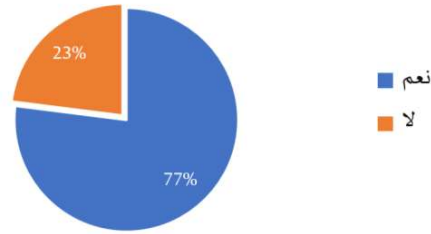
The researcher found specific problems in the educational process for the Arabic language lesson. Teachers face difficulty in making the educational method exciting, attractive, and appropriate for the distance learning system, given the limited skills in mastering today's technology and the limited free time because they must divide the time between preparing the educational method and taking care of the home. Therefore, many teachers use PowerPoint slides equipped with sound recording because it is an easy educational tool to use and create. Then the researcher distributed the questionnaire to the students. And the distribution of a questionnaire to thirty Islamic governmental middle school students in the eighth semester to determine their need to develop

an educational method, the Arabic language video. The researcher got the result as follows:
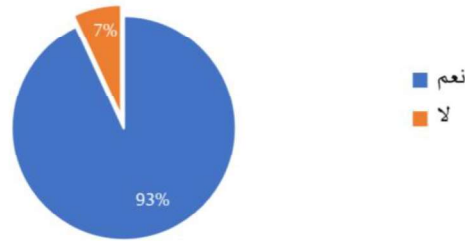
.

Table 1. Result of the questionnaire

Question	Graph	Graph Description
What devices do you use for distance learning?	الحسوب المحمول / الجوّال (17% / 83%)	Based on the chart above, most of them answered the laptop with a score of 17%, and most of them answered the mobile with a score of 83%.
Did the teaching aids used in your school make the Arabic lessons easier to understand?	نعم / لا (77% / 23%)	Based on the chart above, most of them answered yes with a score of 77%, and most of them answered no with a score of 23%.
Do you feel happy if you use a variety of educational tools to learn Arabic?	نعم / لا (90% / 10%)	Based on the chart above, most of them answered yes with a score of 90%, and most of them answered no with a score of 10%.
Do you need another educational tool to learn Arabic?	نعم / لا (67% / 33%)	Based on the chart above, most of them answered yes with a score of 67%, and most of them answered no with a score of 33%.

Have teachers in the school ever used the medium when learning the Arabic language?

نعم
لا

Based on the chart above, most of them answered yes with a score of 77%, and most of them answered no with a score of 23%.

Are you interested in learning Arabic through media such as interactive educational videos?

نعم
لا

Based on the chart above, most of them answered yes with a score of 93%, and most of them answered no with a score of 7%.

Product Design

At this stage, the researcher conducted an analysis of the educational materials used during two semesters of Arabic language lessons at the 39th Government Middle School Jakarta in the latest book published by the Director of Curriculum, Facilities, Institutions, and Student Affairs (KSKK Madrasah), Ministry of Religious Affairs.

The physical chapters in this book, which are included in the video, consist of four topics: the clock, our diaries, hobbies, and sports. This video's product content contains a brief explanation of vocabulary material and conversational dialogue. At this point, the researcher prepares to craft content material prior to the video creation process, as shown below:
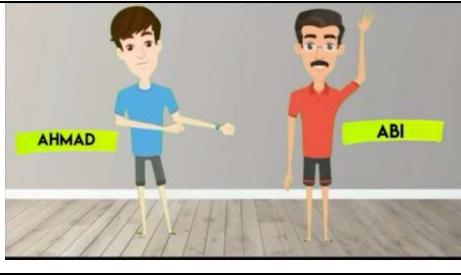

Figure 1. Project Teaching Materials

Then the next stage is the process of creating a storyboard. Here is the illustrated story from one of the topics in the Arabic book chapter eight, which is "Sports".

Table 2. Illustrated step development

Statement	Picture	Sounds
An overview instructional video		Back sound and audio explanation for the beginning of the video.
The narrator opens the video tutorial by saying "Sports".		Backsound and phonetic pronunciation of "Sports" and explain it.

The narrator introduces the material from the dialogue.		Background sound.
Shows the animated characters who will play a role in the dialogue.		Background sound.
Displays a conversational dialogue between the animated characters.		Back audio and dialogue pronunciation
The narrator introduces the material with the word "training"		Background sound.
The narrator introduces the material with the words "Exercise 1"		Background sound.

The narrator explains the directions for the first exercise.		Background audio and audio caption material.
Displays a conversational dialogue between the animated characters.		Back audio as well as audio pronunciation of dialogue.
The narrator introduces the material with the words "Training 2".		Back sound
The narrator explains the directions for the second exercise.		Background audio and audio caption material.
Displays an animated character chat dialog with the text of one of the committed characters.		Back audio as well as audio pronunciation of dialogue.

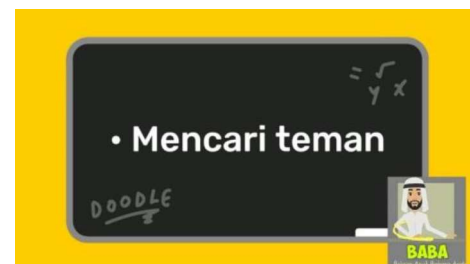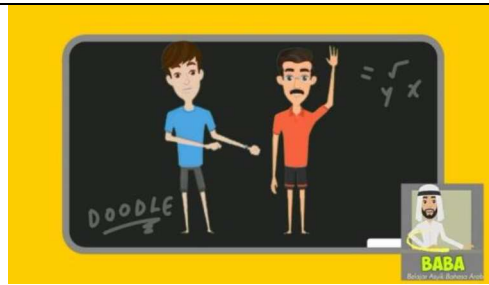|		
The narrator introduces the material with the words "Exercise 2".		Background sound.
The narrator asks about the students' abilities and explains the directions for the third exercise.		Background audio and audio caption material

End of the video tutorial

Background audio and audio caption material

Production Development

The next step was for the researcher to conduct an educational video production activity in which the creation of the medium was adapted to the scenario that was designed and evaluated by the experts. This activity is carried out using tools in the form of questionnaires aimed at obtaining advice and responses on the feasibility of the video before testing it in the field. The method has been developed with the instructional video according to the development procedures that have been validated by the materials experts and the method experts. The process of producing a video teaching aid consists of three stages: the pre-production stage, the production stage, and the post-production stage. The pre-production stage begins by preparing all the tools needed to create the educational tool, whether hardware or software. The physical components consist of a mobile device, a computer, and a mouse, while the software consists of many programs that support the medium to be packaged as needed, namely Animaker, Kinemaster, Adobe Premiere Pro, and Filmora.

Then the production phase is the video creation phase, as already envisioned on the storyboard in the design phase, where there is video production design from start to finish. The next step is to create animations in Animaker online.

Starting from the characters to the animated background. After completing the animation, the researcher downloaded the video. I kept adding video sections like "Exercise 1" etc. into Kinemaster. It is the process of inputting a narrator's voice as well as animation, video background audio, and inputting subtitles using Adobe Premiere Pro. In the final stage, the researcher edited the video in the Filmora application to add dialogue text.

The final stage of this development is post-production where the activity is to review and evaluate the means that have been produced, the main activity in post-production is the validation of video tutorials. The source consists of the educational materials expert and the method expert. The educational method must pass the validation stage because the method at this stage is reviewed by the validity checker and corrected by the researcher so that it is considered possible for use in learning.

Correction from a material expert

At this stage, the material correction involves Mrs. Dewi Yuliana MA, an expert in educational materials, who teaches Arabic at the Government Intermediate School 39 Jakarta. The material in this study was validated twice, with one evaluation conducted through a Google form dated June 23, 2021.

Based on the summarization of the results of the material validation, the results of the assessment of the teaching materials from material side 4 and learning side 4 are included with a very good statement. According to the data, the language instructional video teaching aid for class VIII students at Public Middle School 39 Jakarta is rated "very decent" (80%) on both the material and learning sides. The researcher also received some

criticism and suggestions from the materials expert for refining the educational method through the production of an educational video in Arabic.

Correction from a media education expert

Correcting the media at this stage involves Prof. Dr. Raden Ahmad Barnabas Masters, a wasila expert from the Department of Arabic Language Education, Faculty of Languages and Arts at Jakarta State University. The method in this study was validated with one assessment through a Google Form dated June 23, 2021. Based on the summarization of the results of the validation of the method, the results of the evaluation of the educational method from the visual side were 4.85, the acoustic side was 4.5, and the engineering-media side was 4.875, where both aspects received an excellent score. The data show that the educational video teaching aid for the Arabic language for eighth-grade students at the Government Intermediate School 39 Jakarta belongs to a very decent category (96%) from the visual aspect, the acoustic aspect, and the media engineering aspect. The researcher also received criticism and suggestions from method experts for refining the educational method through the production of an Arabic language educational video.

Production Experience

The researcher tested the products that were manufactured, developed, and validated by material experts and method experts. This experiment involves the students of the eighth grade at Middle School 39 in Jakarta using this method of educational video for the Arabic language during the distance learning process from September to October. This stage aims to determine the clarity of the content of the product, the attractiveness of the product, the ability to motivate students and their activity, as well as the ease of use of the video in the teaching process.

Production Evaluation

In the final step, the researcher measured or evaluated the products of the video educational aid that were developed and tested for the eighth grade students in middle school at 39 Jakarta in the teaching process. This step is carried out to find out the students' response and determine the level of feasibility of the product that has been developed. At this stage, the researcher used a questionnaire evaluation tool containing 13 questions that were shared through a Google Form at the end of the lesson.

This questionnaire is for evaluating the responses of 30 students in the eighth grade at Middle School 39 in Jakarta to find out the students' interest in the educational method in the educational video of the Arabic language used during the distance learning process. The following are the results of measuring students' responses.

Based on the results of the students' questionnaire after experimenting with the Arabic language video educational method, the researcher summarized that the average value is 3.4 with a more positive estimate. The data show that the Arabic language educational video teaching aid for the eighth grade students in Government Intermediate School 39 Jakarta belongs to the very decent category (85%).

Discussion

In facing the challenges of learning Arabic, the use of video tutorials as a media presentation has become the main focus for supporting the student's learning process. Data from a survey of respondents shows that video tutorials in Arabic managed to attract the attention of the majority of respondents, with a significant percentage. This can be seen from the positive response to the use of images, colors, sounds, text, and the contents of the material in the video tutorial. Furthermore, this video tutorial is considered to be very helpful for students in learning and mastering Arabic, especially in understanding vocabulary and fluent pronunciation.

In addition, in the context of distance learning, which is needed during a pandemic, the use of video tutorials is an effective solution. Under these conditions, video tutorials can be accessed by students without time and place restrictions, thereby facilitating independent learning. The Arabic tutorial video learning media model is the result of the development of learning media that assists teachers in presenting material that is interesting to students so that students become more motivated and understand Arabic lessons more easily.

By utilizing video tutorials as a tool for learning Arabic, teachers can strengthen students' interactions with learning materials, increase their understanding, and improve their speaking skills in Arabic. Therefore, the use of video tutorials in learning Arabic is an interesting topic that needs to be explored further to discuss its effectiveness and benefits.

Based on the statement above, the use of video tutorials as a medium for learning Arabic has proven successful in attracting students' interest, facilitating understanding of the material, and improving their speaking skills. Especially in the era of distance learning, video tutorials are a practical solution to overcome learning barriers. Therefore, it is suggested that teachers adopt video tutorials as an effective tool for teaching Arabic.

Conclusion

Based on the results of the search for a model of a video method for teaching Arabic language to students of the eighth grade in the public middle school 39 Jakarta, the researcher presented the conclusion as follows:

1. Analyzing the material to be included in the Arabic language teaching video through educational books used in schools and consulting with Arabic language teachers. After that, the researcher analyzed the students' needs for the Arabic language teaching video, using a questionnaire. The results of the needs survey show that students, in general, need an interactive video medium to teach Arabic.

2. Designing the production based on the previous needs and problems The researcher designed the preparation of educational materials from the book used, and the preparation of topics using the video.

3. Develop productions by making themes and checking out experts. The method, an advanced video, obtained 80% of the subjects' expert knowledge on subject and educational aspects. The result of the investigation will remain at 76%–100% until it reaches the level of "very decent." Then the advanced video method obtained 95% of the method's expertise on the audio aspects.

4. The visual aspects and the engineering aspects of the method and the result of the verification are separated by 76%–100% until it reaches a "very decent" level.

5. Experimenting with a field event, a video method for teaching Arabic to eighth-grade students at Jakarta's Government Intermediate School 39.

6. Production evaluation by assessing the educational method, a video, and a questionnaire of responses from eighth-grade students at Government Intermediate School 39, Jakarta. I got 85% of the students' evaluation and the result of the investigation in the range of 76%–100% until it reaches the level of "very decent.".

Recommendations

After conducting this research, the researcher provides the following recommendations:

1. Teachers in schools should support each other in learning development, especially in the field of technology.

2. Teachers need to master technology in order to create fun, creative, and innovative learning media.

3. Teachers can develop learning media using video tutorials for other topics.

4. Students can use video tutorials as a means of independent learning and as material for monitoring.

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