

Development of Educaplay as Arabic Language Learning Media for Senior High School

1stYulin Nada¹, 2ndNunik Zuhriyah²

^{1,2}Badrus Sholeh Islamic Institute, Indonesia

Corresponding Author:

Yulin Nada

Badrus Sholeh Islamic Institute, Indonesia (Jl. Raya Purwoasri No.86, Templek, Purwoasri, Kec. Purwoasri, Kabupaten Kediri, Jawa Timur 64154)

e-mail: yulinnada482@gmail.com

ARTICLE INFORMATION	ABSTRACT
Article History: Received, 25-08-2024 Accepted, 09-10-2024 Published, 07-12-2024	<i>Educaplay or education play is a website-based learning platform used to create educational games that can be used interactively by teachers and students. This research aims to develop game-based interactive learning media through the EducaPlay platform to improve students' Arabic language skills at Senior High School . The research method used is Research and Development (R&D) with the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). Data collection methods using observation, interviews, documentation, questionnaires and tests. The results of this study show that the EducaPlay game is effective in improving students' Arabic language skills with a significant increase in learning outcomes after using this media. Product validation on educaplay game learning media is 84% with a valid category, while the expected validation is 89%.</i>
Keywords: <i>Educaplay; Development; Learning Media</i>	

INTRODUCTION

Development means growth, slow change and gradual development. Development means growth, slow change and gradual development (Punaji Setyosari, 2013). The growth in meaning is to develop continuously, while changing is to be unlike at the beginning, meaning changing for the better. Because the subject matter in question here is education, the hope is that in the future it will go to change and growth towards a better direction through certain stages and careful planning. Development is needed in the world of education, one of which is the development of learning media (Miatin rachmawati, n.d.). Development research focuses on the field of design or design. So the meaning of development research is to develop new products or develop existing products made to be even better and these products are not always objects but can also be applications (Nana Syaodih Sukmadinata, 2008).

In the new era, Arabic is not only studied in boarding schools, but school institutions such as primary school, junior high school and senior high school are also familiar with Arabic language. In fact, Arabic is a lesson that is quite difficult for Indonesian people to learn, especially for senior high school students. One way to improve the interest in learning is to incorporate educational elements into the game itself. Learning media are tools, methods, and techniques used in order to better streamline communication and interaction between teachers and students in the process of education and teaching at school. The use of media in language learning stems from the theory that says that the totality of the percentage of the lot of knowledge, skills,

and attitudes possessed by a person is greatest and highest through the sense of sight and direct experience of doing one's own experience, while the rest is through the sense of hearing and other senses. Learning media that can be used in learning Arabic, such as real objects, statues or games, pictures, maps, charts, blackboards, cards, tapes and tape recorders, OHP (Overhead Projector), television and VCD players, language laboratories and textbooks (Azhar Arsyad, 2000).

Media plays an important in the implementation of the learning process, because the use of media is one of the intermediaries for teachers to students so that the information conveyed can be more easily accepted (Ibrahim Fachruddin Nurhudan, n.d.), Through media, learning becomes more varied and not monotonous. Monotonous learning tends to make students bored quickly, so innovative learning media is needed to adjust to the characteristics of the material, the characteristics of students and the times (Abdullah najib, n.d.). The existence of innovative learning media, it is hoped that learning will become clearer, more interesting, and varied, and become more interactive.

One of the games in Arabic learning media is educaplay. The use of educaplay games allows effective learning because educaplay games can help students who experience learning disabilities, facilitate structured, systematic student learning, and make learning more fun so that students easily understand the material being taught. The discussion related to the development of educaplay games as learning media is very beneficial for students and teachers. educaplay games as learning media for students are training students to think critically, learn more interestingly, express what is learned freely (Silvia Dwi Rahayu, n.d.). challenge themselves, learn independently and develop student skills and by using educaplay games as learning media can make the learning atmosphere more enjoyable so that students can easily understand the learning material (Ega Dianita, n.d.).

Educational games are one of the fun alternatives in the teaching and learning process, in today's digital era there are many educational game platforms that can be used, one of which is educaplay. Educaplay is a platform that allows users to easily create and share educational games. With this platform, teachers can create educational games to teach subject matter in a fun and effective way Games can be created using various types of media, such as text, images, sound and video, and teachers can also create games together with students to improve collaboration and cooperation. The features include mind map creation, quiz creation, assessment creation, and many more (Irvian Satria Prayoga, n.d.).

At the secondary level of education, several problems have been found in students who have difficulty in learning Arabic language related to nahwu such as mubtada' khobar and fi'il fail which are quite difficult and boring. With this, educaplay is very suitable to make students interested to be able and understand because educaplay has interesting content that is suitable for intermediate level students. This application can be accessed online and can be used to make it easier for students to understand learning materials which will generate enthusiasm and interest in learning (Juwanda Prayuda, n.d.).

There are several related researches taken from different sources in this research. The first is research from (Febian and Vanda, 2024) entitled 'The Effect of Gadget-Based Educaplay Educational Game Media Implementation on Essay Writing Learning Outcomes' the aim is to determine the effect of educaplay games on learning outcomes in writing essays. This research is a type of experimental research with quantitative methods and the results are in the form of student learning outcomes in writing an essay there is a significant difference between the class that received treatment (experimental class) and the class that did not receive treatment (control class). The data shows that the treated class tends to be superior with an average score

of 89.14 per cent while the untreated class has an average of 84.85 with an average difference of 4.29 points. And the second is from (luthfi and mahbubul, 2024) entitled 'Increasing Learning Motivation Using Educaplay Educational Games on Recount Text Material for Class X Students of Muhammadiyah Ponjong High School', the aim is to increase English learning motivation in class X students of Muhammadiyah Ponjong High School using educaplay educational games on recount text material. This research is a type of comparative descriptive research, namely research that describes the comparison of the learning process in the initial condition, action, and the final condition after the action and the result is the use of educational game media can increase student learning motivation in English lessons. In educaplay's interesting educational game media, students are more motivated learning in class.

METHOD

This research uses the research and development (R&D) method (N Zuhriyah, MZ Muhaimin, 2024). This method aims to develop an educational product, namely educaplay game, and test its effectiveness in the learning process. The development model that can be used is ADDIE which consists of five stages:

1. analysis: Analysing the needs of students and materials that are suitable to be used as content in the EducaPlay game.
2. Design: Designing the content, gameplay, and learning materials that will be included in the EducaPlay game.
3. Development: Creating and developing EducaPlay games based on the design that has been made.
4. Implementation: Implementing the EducaPlay game in the classroom to measure its effect on the learning process.
5. Evaluation: Evaluate the effectiveness of EducaPlay game and make revisions based on the feedback from students and teachers.

The subjects of this research are intermediate level students X of Madrasah Aliyah Negeri Banjarsari Jombang. Data collection methods using observation, interviews, documentation, questionnaires and tests. Data was collected through Pre-test and post-test which were conducted to see changes in student learning outcomes before and after using the game (Nunik zuhriyah, n.d.).

RESULT AND DISCUSSION

The development in this research is the ADDIE model. The results of the development steps of Arabic learning media in the form of hopscotch in the subject at the school are as follows:

1. Analysis

The analysis stage is the first step in developing this learning tool. At this stage, several activities were carried out, namely needs analysis and curriculum analysis.

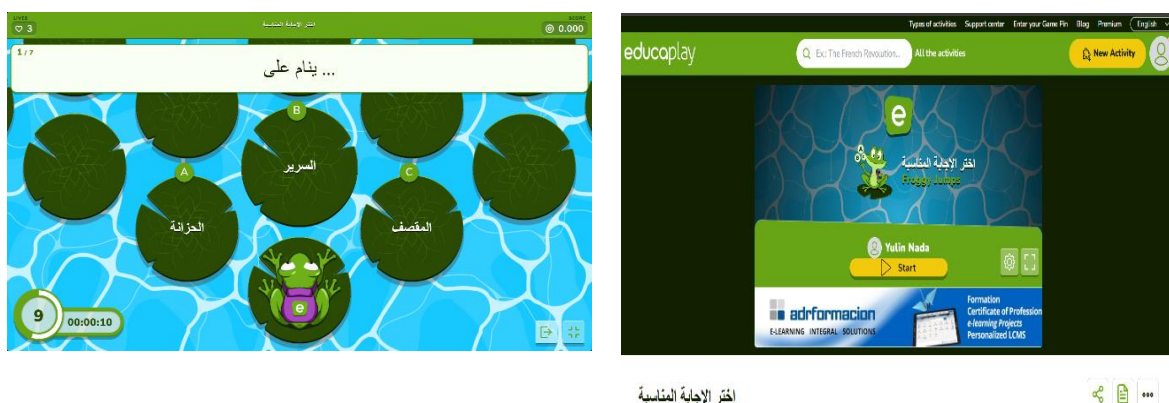
- a. Media Analysis needs analysis was conducted to identify the main problems in the use of learning media. At this stage, researchers noted the problems that arise in Arabic language learning at Madrasah Aliyah Negeri Banjarsari Jombang. In this step, at least there are several things that need to be answered about what teaching aids are used by teachers in the learning process and how teachers use learning media in the learning process as well as the Arabic language learning process.
- b. Curriculum analysis, Curriculum analysis is carried out to find out what curriculum is used in schools, what are the core competencies, basic competencies, and what material is in

Arabic lessons that will be used as material in making educaplay games. After analysing the curriculum, it was found that the curriculum used in Madrasah Aliyah Negeri Banjarsari Jombang school is the independent curriculum. Based on this curriculum, the core competencies and basic competencies of the materials taught at school are obtained.

2. Design

After the analysis stage, the next step is to design the learning tool. The first step in designing learning media is to identify Arabic language topics, especially vocabulary in primary schools. The next step is to determine the objectives, select the materials, and create the tools. These stages are as follows:

- Lesson plan design, The objectives referred to in this case are the learning objectives for each indicator. These objectives describe what students are expected to learn and master after learning with educaplay games.
- Learning Media Design, Create learning modules covering vocabulary, grammar, reading and conversation and Design different types of games such as quizzes, puzzles, and conversation simulations.



Picture 1 : Design of Educaplay

3. Development,

The next stage, the development stage, is the realisation of the product from the design stage that has been carried out. Validation is then carried out to experts who are competent in their fields and can provide suggestions for better learning media. Based on the evaluation, suggestions and input from the experts, the researchers revised the learning media so that the learning media were ready to be tested on the research subjects, X of MAN Banjarsari Jombang.





Picture 2 : Development of design Educaplay

- a. Validation design: The product that has been made is then carried out a validation test. This product validation test was carried out using a questionnaire sheet containing statements and input as evaluation material for improvement. This product validation test was carried out using a questionnaire sheet containing statements and input as evaluation material for improvement. Product validation was carried out by Mrs M S who is a lecturer at the Faqih Asy'ari Islamic Institute, because she has a more in-depth ability in the field of product evaluation, so this research and development requires constructive suggestions and comments from the lecturer. Validation was carried out on 16 August 2024. The criteria for this aspect were obtained by researchers from several sources and modified to suit the aspects of the product to be produced and the analysis of student needs. The results obtained in the form of quantitative data in the form of scores used to determine the feasibility of the tool, while qualitative data in the form of suggestions to improve the product developed. The data will be described by descriptive analysis. Based on design validation from material experts, aspects of the learning media developed still need to be improved.

No	criteria	$\sum x$	$\sum xy$	Deskripsi
1	The media is easy to operate, simple and concise	4	5	very good
2	Sentences in the media are easy to understand	4	5	very good
3	Media illustrations are appropriate for students' level of development	4	5	very good
4	Media display design is simple or easy to understand	4	5	very good
5	Instructions for using the media are clear	4	5	very good
6	Media meets the needs of the material being taught	5	5	very good
7	The media fulfils the learning objectives that have been formulated	4	5	very good

8	Media presentations are able to develop students' learning abilities.	4	5	very good
9	Appropriateness of font/type size	4	5	very good
10	The media depicts educational content/materials in accordance with illustrations of daily life	4	5	very good
total		44	50	
Avarage		89%		
Category		very good		

Picture 3 : The results of design validation

- b. Material validation: is an evaluation of the content of learning materials contained in media products. The material expert who became an expert in this study Mrs Mafta is a lecturer at IAIBA Kediri. Validation was carried out on 14 August 2024. Material validation is carried out in the form of a questionnaire related to the assessment criteria for the content of the discussion or material as well as suggestions and comments as evaluation material for improvement. The results obtained in the form of quantitative data in the form of scores used to determine the feasibility of the tool, Product validation on educaplay game learning media is 84% with a valid category.

4. Implementation:

The implementation stage is the stage of testing the product to students on a limited basis on the product developed in the form of an educational game. This trial is limited to the response of the class teacher as an observer in the implementation of the trial use of learning media, and the evaluation conducted by the class teacher includes three aspects, namely the physical aspect or appearance, the use aspect, and the utilization aspect of learning media. The product development trial was conducted at X of MAN Banjarsari Jombang. This research is a study that uses a pretest-posttest type single group data model, in this model the same sample is processed in two different periods. Through this treatment, two different types of samples will be obtained, namely pre-test and post-test data. The pre-test is a test conducted to determine the ability of students, and this test is conducted at the beginning before the practice of learning and the use of learning media, while the post-test is a test conducted at the end of the semester. This test was conducted after the use of learning media in the learning process. The pre-test and post-test consisted of 15 multiple choice questions. In this study, researchers took a sample of class X students with a total of 25 students to serve as an experimental group.

5. Evaluation,

The last stage of R&D is the evaluation stage, which is the process of assessing the implementation and testing of the previous stages to see how well the product is developed. The evaluation stage is analysed below: Based on the material expert evaluation and content expert evaluation in the previous stage, it is known that there are several advantages of educaplay, learning is made in the form of a game, students tend to be more motivated and interested in

learning the material, compared to traditional methods. Meanwhile, the disadvantage of educaplay is that many features are premium. Based on the score assessment from the class teacher, it is known that the developed product has a percentage of 84% and is included in the good category. In this case, the tools developed are appropriate and are considered to be able to help students in improving vocabulary mastery, this can be seen in the indicators assessed by the class teacher through a questionnaire. This research and development uses a data type model for pre-test and post-test, and in this model only the experimental group is used. The pre-test was conducted at the beginning before the learning practice and did not use the media. While the post-test was conducted at the end of the meeting after using learning media in the learning process. The sample was taken from class X of MAN Banjarsari Jombang with a total of 25 students, all of whom will be used as an experimental group. Based on the hypothesis test.

CONCLUSION

The development of this media product refers to the ADDIE model developed by Robbert Maribe, where in the ADDIE model there are five stages of development namely analysis, design, development, implementation, and evaluation. Based on the material expert evaluation and content expert evaluation at the previous stage, it is known that there are several advantages of educaplay, because learning is made in the form of a game, students tend to be more motivated and interested in learning the material, compared to traditional methods. Based on the evaluation conducted by the class teacher, it is known that the developed product gets a percentage of 84% and is included in the good category. In this case, the media developed is appropriate and able to help students in improving their mastery of Arabic vocabulary, this can be seen in the indicators assessed by the class teacher through the questionnaire. the EducaPlay game is effective in improving students' Arabic language skills with a significant increase in learning outcomes after using this media. The design on educaplay game learning media is 89% with a valid category.

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