

Development of Interactive Learning Media with InShot Application in Arabic Language Subjects

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Abstract

This research aims to develop interactive learning media using the InShot application for Arabic language instruction and to validate its effectiveness through evaluations by material experts, media experts, and student trials. The study employs a Research and Development (R&D) approach following the ADDIE model, combining qualitative methods through direct interviews with Arabic language teachers and quantitative methods via media and material validation. The development of digital technology has significantly transformed education, requiring teachers to creatively integrate technology-based learning media to enhance student engagement and comprehension. Despite various learning media being available, there remains a gap in utilizing multimedia applications like InShot to create interactive and engaging Arabic learning materials. The results indicate that the interactive media developed with InShot effectively increases students' interest, motivation, and understanding of Arabic content. Validation tests confirm that the product is highly feasible for classroom use. In conclusion, employing the InShot application as an interactive learning tool enhances both learning effectiveness and student motivation, and its development is recommended as an innovative alternative for digital learning in the modern era.

Keywords: Media Development; Arabic; InShot: Interactive Learning Media

Introduction

In today's globalized world, rapid technological advancements have become deeply intertwined with and influential on the field of education. Education today is greatly influenced by developments and discoveries in the field of science and technology. The more sophisticated the use of science and technology in learning, the better the quality of education in a country. The impact of these advancements is clearly reflected in ongoing efforts to reform the education and learning systems, including improvements in physical infrastructure and educational facilities as well as the enhancement of the quality of educational personnel.

In the teaching and learning process, educators require educational media to effectively communicate knowledge to students. The role of this media is crucial in creating an efficient and effective educational experience, ensuring that the learning process is smooth and accessible. The educational media itself is all forms of communication equipment that can be used to deliver data from sources to learners in a planned manner, so that a useful learning area is formed so that the recipients can efficiently carry out the educational process.¹

Learning media plays a vital role in foreign language acquisition, including Arabic. It is beneficial not only for children, adults, and parents, but also for adult learners, enhancing their language learning experience. There have been many studies proving the effectiveness of the use of media in learning as one of the supporting elements of the learning process in the classroom, as mentioned by Suyanto in Sadtono. There are several reasons for the lack of media usage in the language learning process, particularly in Arabic. One key reason is that, according to teachers, providing learning media can be costly and time-consuming. In this case, teachers do not want to take many risks, so language learning makes students quickly become bored.²

Learning media is a thing that functions in distributing information or messages in a planned manner from the source to the recipient effectively so that conducive and optimal learning activities can be created.³ The presence of media in learning can increase students' motivation and enthusiasm for learning, so that learning materials will be conveyed more easily.⁴

In the transformation of education in the current era, digital media such as the InShot application provides opportunities for teachers to create learning

¹ Alya Mulyani, "Pengembangan Aplikasi Inshot Sebagai Media Pembelajaran Kreatif," *Jurnal Ilmiah Multidisiplin* 1, no. 6 (2023): 4–6, <https://doi.org/10.5281/zenodo.8169518>.

² Abdul Wahab Rhosyidi, *Arabic Language Learning Media* (1st cet.; Hapless; UINMalang pres, 2009), pp. 20–21.

³ Putri Shakira, "Journal of Educational Innovation for Animation Video Learning Media Development" 14, no. 1 (2024): 58–67.

⁴ Noza Aflisia et al., "Pemanfaatan Aplikasi Kahoot Untuk Meningkatkan Penguasaan Unsur Bahasa Arab," in *Al-Mu'tamar Ats-Tsanawi Li Al-Lughah Al-'Arabiyah*, vol. 1 (Prodi Pendidikan Bahasa Arab IAIN Curup, 2020), 1–17.

materials that are more interesting, visual, and easy for students to understand. The app enables teachers to combine text, images, videos, and music within a single platform, enhancing the learning experience. This integration results in more engaging and visually appealing outcomes. Regarding the InShot application, this is part of the design of how the interactive learning process can make better use of technological advanced facilities. If learning is interactive, it will create a pleasant atmosphere in the classroom so that learning and educational goals will be achieved well.

Through the Transformative Education *research approach, the development of InShot's application-based learning media* focuses on transforming the teaching and learning process to be more responsive to the needs of students in the digital era. This research aims to empower students through creative and innovative learning media, while encouraging them to become active and reflective learners.

Constructivism theory emphasizes that students build their own knowledge through experience and interaction with the environment.⁵ In the context of Arabic learning, this approach can be implemented by offering a more contextual, interactive, and project-based learning experience. As a result, students not only memorize vocabulary and grammar but also apply them in real-world scenario.

The ADDIE model (Analyze, Design, Develop, Implement, Evaluate) is applied in the development of interactive learning media to establish foundational performance in education, specifically in creating a learning product design. This model has proven effective in designing technology-driven learning media, particularly in enhancing students' language skills.⁶

In the results of the observations made by the author, initially Arabic learning was applied at MTsN 2 Bandar Lampung only using power points (PPT) displayed on projectors and printed books. However, in reality, the learning process in the classroom still reaps many problems, including: students still feel bored when following the teaching and learning process, the availability of the application requires the readiness of teachers, lack of time in making learning media and others.⁷

Learning at MTsN 2 Bandar Lampung, especially Arabic, also still uses simple media, so that it is difficult for students to learn Arabic because the learning has not used media that can support the implementation of learning

⁵ Vygotsky, L. (2020). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.

⁶ Fitria Hidayat and Muhammad Nizar, "Model Addie (Analysis, Design, Development, Implementation and Evaluation) Dalam Pembelajaran Pendidikan Agama Islam Addie (Analysis, Design, Development, Implementation and Evaluation) Model in Islamic Education Learning," *Jurnal UIN* 1, no. 1 (2021): 28–37.

⁷ Observation, May 21, 2024.

and the achievement of learning goals, so that students are also less impressed with the learning activities provided by teachers or teachers.

Arabic language learning has its own complexity that requires an interactive approach to help students understand and master language skills, especially *maharah qira'ah* (reading) and *maharah kalam* (speaking)⁸

In this case, it is necessary to develop interactive media that can develop students' interest in participating in Arabic language learning. One of the uses of representational media to develop students' interests or build a more interactive learning atmosphere is learning media using InShot application.

As Allah SWT says in the Quran:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

"He taught Adam the names of all things, then He showed them to the angels, saying, 'Tell Me the names of these (things) if you are right!'" Q.S (Al-Baqarah verse [1] :31)

The verse explains that Allah SWT has bestowed the ability on humans to learn and know everything. Interactive learning media is one of the means that can be used to facilitate the learning and teaching process.

This research is important to be published because it can provide interactive media development solutions that can develop students' interest in participating in Arabic language learning. The use of media is crucial in enhancing the quality of learning, as it encourages not only teachers to actively deliver content but also enables students to engage actively in the classroom. This involvement helps students better absorb the material being taught. Learning media can be visual, audio-visual. One of these audio-visual media is video.

The hypothesis tested in this study is that the constructivism approach in the development of video-based learning media increases students' active involvement in Arabic language learning. Interactive video-based learning media can increase students' learning motivation compared to conventional methods.

Several previous studies have explored the development of interactive learning media through the InShot application in Arabic language learning. For example, (1) Silvia Andali Putri and Ari Suriani focused on the development of interpretive media by classroom teachers at SDN 32 Muaro Putuih and SDN 29 Gadih Angik. Their research aimed at creating learning media using InShot for third-grade elementary school students.⁹ (2) Rizki Pebrina Development of Interactive Video Learning Media with Inshot Application in PAI Subjects

⁸ Maharani, D. (2024). "Development of Learning Videos for Early Childhood Arabic Vocabulary Recognition Based on the InShot Application," *Journal of Arabic Linguistics*, 8(1), 12-28.

⁹ Silvia Andali Putri and Ari Suriani, "Pengembangan Media Pembelajaran Video Menggunakan Aplikasi Inshot Pada Pembelajaran Tematik Terpadu Di Kelas III Sekolah Dasar Departemen Pendidikan Guru Sekolah Dasar , Universitas Negeri Padang," *Jurnal Pendidikan Tambusai* 8, no. 1 (2024): 6291–6301.

produced interactive video learning media for moral faith subjects using the ADDIE model, with InShot applications found to be both valid and practical.¹⁰ (3) Makmum Raharjo developed animation video learning media based on Powtoon and InShot applications for animal classification materials, highlighting the validity and student responses to the media.¹¹ (4) Dini Maharani worked on developing learning videos for early childhood Arabic vocabulary introduction using InShot, limited to three stages: definition, design, and development.¹² (5) Alya Mulyani focused on the development of InShot as creative learning media, concluding that InShot is a valuable tool for teachers to create innovative learning materials.¹³

Most of the previous research focused on the elementary school (SD) level, such as the research of Silvia Andali Putri & Ari Suriani (2024) in grade III elementary school and Makmum Raharjo in grade V of elementary school. This research focuses more on the MT's level (junior high school equivalent),¹⁴ which has more complex Arabic language learning needs, especially in understanding texts (*maharah qira'ah*) and speaking (*maharah kalam*). Previous research, such as that conducted by Dini Maharani,¹⁵ has focused more on the introduction of Arabic vocabulary for early childhood. Meanwhile, this research focuses more on the mastery of reading skills (*qira'ah*) and speaking (*kalam*) which are crucial aspects in learning Arabic at the secondary level. This research was conducted at the MT's level (junior high school equivalent) with a qualitative and quantitative approach involving observation, interviews, and validation by material and media experts. Focus on improving *qira'ah* and *kalam*

¹⁰ Rizki Pebrina and Zeli Afrilia, "Pengembangan Media Pembelajaran Video Interaktif Dengan Aplikasi Inshot Pada Mata Pelajaran PAI," *At-Tarbiyah Al-Mustamirrah: Jurnal Pendidikan Islam* 5, no. 1 (2024): 67, <https://doi.org/10.31958/atjpi.v5i1.12313>.

¹¹ Putri Shakira, Makmum Raharjo. "Pengembangan Media Pembelajaran Video Animasi Berbasis Aplikasi Powtoon Dan Inshot Pada Materi Penggolongan Hewan Berdasarkan Jenis Makanannyakelas V Sdn 99 Palembang". (*jurnal inovasi Pendidikan*, 2024).

¹² 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>.

¹³ Alya Mulyani, "Pengembangan Aplikasi Inshot Sebagai Media Pembelajaran Kreatif". *Madani: Jurnal Ilmiah Multidisiplin*. Volume 1, Nomor 6, Juli 2023 <https://doi.org/10.5281/zenodo.8169518> Maharani and Warmansyah.

¹⁴ Putri Shakira, Makmum Raharjo. "Pengembangan Media Pembelajaran Video Animasi Berbasis Aplikasi Powtoon Dan Inshot Pada Materi Penggolongan Hewan Berdasarkan Jenis Makanannyakelas V Sdn 99 Palembang". (*jurnal inovasi Pendidikan*, 2024).

¹⁵ 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>.

skills in Arabic, not just vocabulary introduction. Use the ADDIE model in its entirety, including implementation and evaluation in the classroom.

To obtain data and information, researchers get information from data sources. The data sources used in this study are divided into two, namely primary and secondary data sources. Primary data sources were taken based on direct interaction in the field with informants in the form of interviews with Arabic teachers and observations in the field. The secondary data sources are collected by researchers sourced from literature studies from books, journals and others.

The data collection techniques employed by the researcher are as follows: 1. Qualitative data, which involves conceptualization, categorization, and description based on events observed during field activities.¹⁶ 2. Quantitative data, which is gathered through validation by material and media experts. These experts assess the product to determine whether it is suitable for teaching Arabic.

Based on the description of the problem above, the author is interested in the Development of Interactive Learning Media with InShot applications in Arabic Subjects MTsN 2 Bandar Lampung, which is expected for the next learning process to attract the attention of students. The material delivery process is expected to become more engaging due to clear and vivid visualizations. This approach ensures that Arabic learning returns to its primary goal of character development, making it applicable in real-life situations.

Findings and Discussion

The use of interactive learning media is a necessity in the modern education process. Interactive media allows students to be more actively involved in the learning process, improve material understanding, and provide a more interesting learning experience.

The research conducted by the researcher primarily aims to develop interactive learning media using the InShot application for Arabic subjects. Additionally, the study seeks to validate and assess the effectiveness of the developed learning media through evaluations by material experts, media experts, and trials with students.

In this stage, the researcher conducts the research stage until it is completed, namely the Analysis Stage, Design Stage, Development Stage, Implementation Stage, Evaluation Stage. The following are the results that have been carried out by the researcher:

Analysis Stage

At this stage, the steps that must be taken by the author are to collect information related to the problems faced in learning by conducting interviews

¹⁶ Tri Hidayati, Development of Mathematics Learning Tools with History of Mathematics Supplements (Banyumas: CV Pena Persada, 2020), 108.

with Arabic Discussion teachers at MTsN 2 Bandar Lampung. In the results of the observations made by the author, initially Arabic learning applied at MTsN 2 Bandar Lampung only used power points (PPT) displayed on projectors and printed books, but in reality, the learning process in the classroom still reaped many problems, including many students who lack focus and feel bored during learning hours and students are more fun with their own activities such as chatting, sleep, and play with their classmates so that many of the students do not have good grades in the material presented. Therefore, the idea emerged to develop learning media that can make it easier for students to learn.

A study by Makmum Raharjo that examined the use of Powtoon and InShot in science teaching at the elementary level found that animation video-based media can increase the attractiveness of subject matter. However, he also highlighted several challenges in the implementation of digital media, such as the limitations of teachers' skills in video editing and the readiness of school infrastructure.¹⁷

This is in line with the results of this study, where the main challenges faced are the readiness of teachers to use technology and the limitations of school facilities. Teachers at MTsN 2 Bandar Lampung still require additional training in creating interactive media, and not all classrooms are equipped with essential devices such as projectors or computers.

Design Stage Results

The design or planning stage of the steps carried out in the planning stage is that the researcher designs Arabic learning video media using the InShot application. This learning media is designed to leverage the rapid advancement of technology, aiming to assist and facilitate teachers in delivering Arabic lessons. It is developed based on the learning materials, which are aligned with the analysis of IP, KD, and the formulated indicators. The media created is in the form of InShot video content, which is presented using LCD projectors. This learning media was created using the InShot application.

There are several steps that need to be considered when using the InShot application, by preparing the material in the printed book to be edited using the InShot application so that learning becomes interesting when the teacher explains.

Examples of creating interactive learning media in Arabic language learning using the InShot application:

¹⁷ Putri Shakira, Makmum Raharjo. "Pengembangan Media Pembelajaran Video Animasi Berbasis Aplikasi Powtoon Dan Inshot Pada Materi Penggolongan Hewan Berdasarkan Jenis Makanannya Kelas V Sdn 99 Palembang". (*jurnal inovasi Pendidikan*, 2024).

1. Open the InShot app



Figure 1. InShot initial view

2. Select the video or image you want to edit, if you want a video click on the video if you want an image click the image section. If you select a video, a new folder menu will appear to edit the video to be used.
3. If you have chosen, then users can create with the features that are already available according to their wishes. Such as entering materials, making questions, adding audio and other animations provided by the application.



Figure 2. Adding Materials

4. If you have finished creating the material, then click save and choose a high resolution so that the saved video when playing is clear.
5. The use of the InShot application in developing interactive learning media will enhance students' understanding of Arabic material. With the material created so that students can understand Arabic material. Some

of the features and advantages of the InShot application itself add to the user's understanding in video editing.

Development Stage Results

The learning media development process involves validating the designed media, followed by revising it based on the feedback and suggestions for improvement provided by the validator.

The product developed in this study is an interactive learning media based on the InShot application for Arabic subjects at the MTs level, especially in the development of *maharah qira'ah* (reading) and *maharah kalam* (speaking). This InShot application-based learning media has several main features:

1. **Audio** editing: Adjust the volume, add background music, apply sound effects, and sync audio with video
2. **Text editing**: Add words to a video or photo with a wide selection of fonts
3. **Adding stickers**: Add animated stickers, emojis, quotes, and stickers
4. **Mosaic**: Blur faces with mosaic features
5. **Video** editing: Edit videos with various features, such as adding stickers, importing media, and choosing resolutions

How to use InShot application learning media:

1. The teacher displays the learning video through **a projector or classroom screen**.
2. The teacher provides **additional explanations** and **invites students to practice reading or speaking** according to the material in the video.
3. Teachers can ask students **to rewatch the video on their respective devices** for self-practice.

This product is designed to be practical and flexible, can be used in both face-to-face and online learning, and can be accessed by students at any time as additional training materials.

After going through the stages of making a product that is successfully developed, the next stage is to prepare to carry out the stages of product feasibility testing that is developed in the form of learning media by validating the feasibility of the product. The validation of the feasibility of this learning media is carried out using 2 types of validation methods, namely media feasibility validation and material feasibility validation carried out by media and material experts.

The validation by media experts was conducted by a single expert validator, Mr. Ahmad Nur Mizan, S. Hum., MA., and the following results were obtained:

Table 1. Validation by media experts Mr. Ahmad Nur Mizan, S. Hum. MA.

N O	RATING INDICATORS	VALIDATOR	SCORE %	CATEGORY
1.	Display design	5	100%	Highly Worth It
2.	Graphic aspects	5	100%	Highly Worth It
3.	Interactivity aspect	5	100%	Highly Worth It
4.	Technical aspects	5	100%	Highly Worth It
5.	Visual communication aspects	4	80%	Highly Worth It
SUM		24	480%	Highly Worth It
AVERAGE		4,8	96%	

Based on the media expert validation results, the feasibility of each indicator in the development of interactive learning media using the InShot application for Arabic subjects was as follows: 100% for display design, 100% for the graphic aspect, 100% for interactivity, 100% for the technical aspect, and 80% for visual communication. Therefore, based on the assessment of each indicator, the average score for all indicators in the development of interactive learning media using the InShot application for Arabic subjects is 96%. This result falls under the "very feasible" category, indicating that the media is suitable for field testing to evaluate its effectiveness in teaching Arabic using the InShot application.

In this case, the author also compares the findings with those from other journals regarding the development of learning media using the InShot application. For instance, Silvia Andali Putri (2024) reported that the InShot application received a media feasibility score of 92.85%. Therefore, the findings of this study align closely with previous research, reinforcing the accuracy of the results. The development of the InShot application is deemed highly feasible for use in learning.

The validation of learning materials is conducted by providing expert validators with assessment aspects to evaluate the feasibility of the materials being developed. Media expert validation was performed by a single material expert validator, Mr. Dr. Fachrul Ghazi, M.A, and the following results were obtained:

Table 2. Media expert validation by Mr. Dr. Fachrul Ghazi, MA.

N O	RATING INDICATORS	VALIDA TOR	SCORE %	CATEGORY
1.	The material/content presented is in accordance with IP/KD	5	100%	Highly Worth It
2.	The material/content presented is in accordance with the indicators of	5	100%	Highly Worth It

competency achievement				
3.	The material/content presented is in accordance with the learning objectives	5	100%	Highly Worth It
4.	The material/content presented can develop the cognitive realm	5	100%	Highly Worth It
5.	Compatibility of image selection with vocabulary	5	100%	Highly Worth It
6.	Suitability of font type and size selection	5	100%	Highly Worth It
7.	Design and display suitability	5	100%	Highly Worth It
8.	Color selection compatibility	5	100%	Highly Worth It
9.	Media attractiveness	5	100%	Highly Worth It
10.	Arabic animated video media is easy to use by teachers and students	5	100%	Highly Worth It
11.	Pictures can help with the understanding of the material	5	100%	Highly Worth It
SUM		55	1.100%	Highly Worth
AVERAGE		5	100%	It

Based on the material expert validator's assessment, the feasibility of each indicator in the development of interactive learning media using the InShot application for Arabic subjects received the following results: 100% for the alignment of material/content with KI/KD, 100% for alignment with competency achievement indicators, 100% for alignment with learning objectives, 100% for the material's ability to develop the cognitive domain, 100% for the appropriateness of image selection with vocabulary, 100% for the suitability of font types and sizes, 100% for design and layout compatibility, 100% for appropriate color selection, 100% for media attractiveness, 100% for the ease of use of Arabic animation video media by both teachers and students, and 100% for the effectiveness of images in supporting material comprehension. Therefore, from the assessment of each of the indicators above, the average score for all indicators in the development of interactive learning media using InShot applications in Arabic subjects is 100%. It can be categorized as "very feasible" and can be tested in the field to determine the effectiveness of interactive learning media in Arabic subjects using the InShot application.

In this case, the author also compares the findings with those from other studies, such as the research conducted by Dini Maharani, which reported that the learning media developed using the InShot application achieved 100% material validity. This finding indicates that the media effectively supports

students in learning Arabic and assists teachers in delivering material more clearly, helping to reduce student boredom during Arabic lessons.¹⁸

Implementation

The next stage that was carried out after the learning video media had been validated by the validator was the implementation phase. At this stage, all media designs that had been developed were tested after going through the revision process. The researcher conducted a trial of DI MTsN 2 Bandar Lampung to 7th grade students. The trial aimed to assess the practicality of the video-based learning media by evaluating the teacher's feedback. During the trial, the teacher observed an improvement in students' performance, with the average score for *maharah kitabah* rising to 85% from a previous 79.7%, and the *maharah qira'ah* score increasing to 85% from an initial 80%.

Results of the Evaluation Stage

Evaluation is the final stage of ADDIE's development model. Because in this study the researcher only went to the trial, the evaluation in question was the evaluation of the implementation activities. The results of the evaluation were obtained from the suggestions of validators and teachers during the trial so that from this evaluation stage, a final revision was carried out.

Following the development process guided by the ADDIE model (Analyze, Design, Develop, Implement, Evaluate), the evaluation phase was conducted to determine the effectiveness of interactive learning media utilizing the InShot application in enhancing students' *maharah qira'ah* (reading) and *maharah kalam* (speaking) skills at MTsN 2 Bandar Lampung. The experimental implementation in Arabic language instruction yielded several significant findings:

1. Students' comprehension of *maharah qira'ah* (reading) and *maharah kalam* (speaking) showed notable improvement, as evidenced by the rise in their assessment scores.
2. Student Motivation and Participation Improved: Compared to traditional methods that rely solely on PowerPoint presentations and printed textbooks, the integration of interactive video-based media significantly boosted students' enthusiasm and engagement in the learning process.

Regarding the evaluation results of the developed project, an assessment was conducted to determine the effectiveness of the created learning media. The evaluations considered various aspects, including feedback from media experts. The feasibility scores for each indicator in the development of interactive learning media using the InShot application in Arabic subjects indicated that the

¹⁸ 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>.

media is deemed suitable for use. It is found to be engaging, easy to understand, and non-confusing for students. This is with the material expert validator declared feasible and relevant in accordance with the curriculum.

The results of this evaluation are compared with several previous studies that also focused on developing technology-based learning media. For instance, Putri & Suriani developed InShot-based media for elementary school students, concentrating solely on Arabic vocabulary without incorporating interactive speaking exercises.¹⁹ In contrast, this study stands out as it addresses both reading and speaking skills in authentic communication contexts. Similarly, Maharani used InShot to introduce Arabic vocabulary to early childhood learners but only progressed to the development stage without conducting a field test.²⁰ This research is more comprehensive as it has undergone classroom testing and expert validation.

However, this development research has limitations as it only reached the trial stage with one class. For future research, it would be beneficial to advance to the effectiveness stage and conduct direct trials with all students in the field.

Conclusion

This research succeeded in developing an interactive learning media based on the InShot application in Arabic subjects using the ADDIE development model. Based on the results of the study, it was found that the use of interactive videos developed with InShot was able to increase student understanding, increase learning interest, and provide a more interesting learning experience than conventional methods.

The results of the trial show that this media is effective in increasing students' motivation and understanding of Arabic material regarding the proficiency of *maharah qira'ah* (reading) and *maharah kalam* (speaking). Teachers recognize that this media is a practical tool in the learning process. While this study yielded positive results, there are several weaknesses and limitations that should be addressed. The developed learning media is still limited, and not all students have been tested using this application. Based on the weaknesses found, some recommendations for further research are to develop learning media that covers aspects of speaking, reading, and writing skills in Arabic. Expanding the scope of the research to different schools with different student characteristics to obtain more comprehensive data.

¹⁹ 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>.

²⁰ 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>.

This research makes an important contribution to the transformation of Arabic language learning in the digital era. The use of the InShot application as an interactive learning medium offers a practical solution for teachers in creating engaging and easily understandable materials for students. The further implementation of this research highlights the importance of utilizing simple, accessible technology for teachers, as well as providing training to enhance their proficiency in using digital tools as part of their teaching strategies.

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