

Development of Kalam Flipbook Media for Arabic Speaking Skills of Students Grade X Madrasah Aliyah in Semarang City

Ruby Syahira¹, Zukhaira²

Universitas Negeri Semarang, Indonesia^{1,2}

rbsyahira@student.unnes.ac.id¹, zukhaira@mail.unnes.ac.id²

Cite this article:

Syahira, Ruby., & Zukhaira, Zukhaira. (2026). Development of Kalam Flipbook Media for Arabic Speaking Skills of Students Grade X Madrasah Aliyah in Semarang City. *Arabiyatuna: Jurnal Bahasa Arab*, 10(1), 123-144. doi: 10.29240/jba.v10i1.15817

Received: 23-12-2025

Revised: 22-04-2026

Accepted: 25-04-2026

Abstract

This study aims to develop an interactive learning media in the form of a digital flipbook using the Heyzine Flipbook platform, designed in Canva, and to validate the product through evaluations by material experts, media experts, and stakeholders. Students' Arabic-speaking skills are often hindered by factors such as speaking anxiety, teachers limited instructional effectiveness, and insufficient use of learning media. These challenges can be addressed by providing interactive learning media that boost student motivation, enhance understanding, and support active learning, such as flipbook-based media. The Heyzine Flipbook platform offers features such as video, audio, text, images, and quizzes, that can improve student engagement and practice. This research employed a Research and Development (R&D) approach following the ADDIE model, focusing on four stages: analysis, design, development, and evaluation. The participants were tenth-grade students from three Madrasah Aliyah in Semarang. The data were collected through interviews, questionnaires, and expert validation instruments. The expert validation results showed that the Kalam Flipbook media scored 88, placing it in the "highly feasible" category. The findings reveal that the Kalam Flipbook interactive multimedia provides an engaging learning experience and has the potential to serve as an innovative teaching tool for Arabic language learning according to

Copyright © 2026 author'(s)

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

expert assessment. The research limitation of this study is the absence of field testing of the developed media with students.

Keywords: Arabic; interactive learning media; speaking skill; Heyzine Flipbook.

Introduction

Mastering foreign languages is crucial for improving communication skills and creating more opportunities for personal and professional growth internationally¹. Such mastery broadens learners' perspectives and deepens their understanding across different contexts². Among these foreign languages, Arabic plays a vital role in modern education³. In educational settings, Arabic learning involves four key language skills: listening (*istima*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabab*)^{4,5}.

Speaking stands out as a particularly important skill⁶. Its significance lies in its productive nature, requiring learners to convey ideas and information clearly and coherently to others.⁷ Several communicative techniques can be employed in teaching speaking. These techniques include discussion, debate, storytelling, picture description, and others.⁸ However, as in other areas of Arabic language learning, the learning of speaking skills also encounters various challenges that

¹ Mohammad Zaki, "Urgensi Bahasa Arab dalam Islam dan Dunia Internasional," *Lughati: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2023), <https://doi.org/10.52266/al>; Noza Aflisia and Hazuar Hazuar, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 1 (May 8, 2020): 111, <https://doi.org/10.29240/jba.v4i1.1380>.

² Eva Ardinal and Nurul Alamin, "Bahasa Arab di Era Society 5.0: Kajian Atas Eksistensi Dan Tantangan Pembelajaran," *AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab dan Pengajarannya* 9, no. 1 (2025).

³ Sugirma et al., "Analysis of Speaking Skill Learning Difficulties in Students of the Arabic Language Education Study Program at State Islamic Institute," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (2024): 579–96, <https://doi.org/10.29240/jba.v8i2.10903>.

⁴ Zuliatin Nafisah, "Peningkatan Keterampilan Berbicara (Maharah Kalam) Bahasa Arab Melalui Media Gambar," *Language: Jurnal Inovasi Pendidikan Bahasa dan Sastra* 2, no. 4 (2023): 319–27, <https://doi.org/10.51878/language.v2i4.1877>.

⁵ Kamalia Kamalia, "The Implementation of Multistrategy Approach in Improving Arabic Language Skills at Medan Health Polytechnic Nursing," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (2024): 299, <https://doi.org/10.29240/jba.v8i1.9684>.

⁶ Christine Goh and Anne Burns, *TEACHING SPEAKING: A Holistic Approach* (2012).

⁷ Nurul Hapid, "Penerapan Metode Langsung (Thoriqoh Mubasyarah) Dalam Meningkatkan Keterampilan Berbicara Bahasa Arab," *Jurnal Hasil Penelitian Dan Pengembangan (Jhpp)* 1, No. 4 (2023): 265–70, <https://doi.org/10.61116/jhpp.v1i4.220>; Kasmantoni Kasmantoni, Noza Aflisia, and Isma Muhammad 'Atiyah, "Arabic Practice in the Language Environment 1 Mumarasah Al-Lughah Al-'Arabiyah Fi Bi'Ah Lughawiyah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 2 (December 31, 2022): 470–85, <https://doi.org/10.24042/albayan.v14i2.12514>.

⁸ Saepudin, *Pembelajaran Keterampilan Berbahasa Arab* (Trust Media, 2012).

may hinder its overall effectiveness and success.⁹ These challenges manifest in several forms; students often experience anxiety and fear of speaking^{10,11}, lack of learning facilities,^{12,13} and the teacher's limited ability to deliver the instructional material, which consequently creates a classroom atmosphere that is monotonous and disengaging¹⁴.

Learning media facilitate the delivery of instructional content¹⁵, enhance students' attention, and increase learning motivation¹⁶. They also stimulate cognitive processes and clarify material, which is crucial, as students often forget information presented only verbally¹⁷.

Rapid technological advancements have significantly transformed the education sector¹⁸, making it more modern and progressive¹⁹. In this context, interactive multimedia has emerged as a powerful tool that reshapes how learners

⁹ Yuni Lutfiani Et Al., "Pembelajaran Keterampilan Berbicara Bahasa Arab Bersama Native Speaker," *Ajamiy: Jurnal Babasa Dan Sastra Arab* 9, No. 1 (2025), [Http://dx.doi.org/10.31314/ajamiy.14.1.42-61.2025](http://dx.doi.org/10.31314/ajamiy.14.1.42-61.2025).

¹⁰ M. M. Güngenci and M. Yıldız, "Challenges in Listening and Speaking Skills for Arabic Language Pre-Service Teachers: A Correlational Study," *Novitas-ROYAL* 18, no. 2 (2024): 104–16, Scopus, <https://doi.org/10.5281/zenodo.13860910>.

¹¹ Güngenci and Yıldız, "Öğretmen Adaylarının Dinleme ve Konuşma Becerilerinde Karşılaştıkları Zorluklar Arasındaki İlişki."

¹² Saprudin Padlil Syah, "Hambatan Pembelajaran Bahasa Arab Pada Jenjang Sma Di Jawa Barat," *Indonesian Journal Of Applied Linguistics Review* 4, No. 1 (2023), <https://doi.org/10.21009/ijalr.41.04>.

¹³ Batmang, *Konsep & Strategi Pembelajaran Bahasa Arab Progesif* (SulQa Press IAIN Kendari, 2023).

¹⁴ Pratiwi Ayu et al., "Meningkatkan Kemampuan Public Speaking Guru SD Untuk Menciptakan Kelas yang Lebih Interaktif," *Pendekar: Jurnal Pendidikan Berkarakter* 3, no. 3 (2025): 1–11, <https://doi.org/10.51903/pendekar.v3i3.1055>.

¹⁵ Muhammad Nashrullah et al., "Penggunaan Media Pembelajaran Bahasa Arab Berbasis Video Untuk Meningkatkan Maharah Kalam Dalam Kitab Al-'Arabiyyah Lin Nasyiin," *Tsaqofiya : Jurnal Pendidikan Babasa Dan Sastra Arab* 3, No. 2 (2021): 189–98, <https://doi.org/10.21154/Tsaqofiya.V3i2.76>.

¹⁶ Aisyah Fadilah et al., *Pengertian Media, Tujuan, Fungsi, Manfaat dan Urgensi Media Pembelajaran*, 1, No. 2 (2023).

¹⁷ Asni Furoidah, "Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran dan Pembelajaran Bahasa Arab," *Al-Fusha : Arabic Language Education Journal* 2, no. 2 (2020): 63–77, <https://doi.org/10.36835/alfusha.v2i2.358>.

¹⁸ Wildan Rinanda Komara et al., "Developing the Traditional Game Engklek to Teach Arabic Grammar in MadrasahTsanawiyah," *Arabiyatuna: Jurnal Babasa Arab* 9, no. 2 (2025).

¹⁹ Samsul Haq, "Pembelajaran Bahasa Arab Di Era Digital: Problematika Dan Solusi Dalam Pengembangan Media," *Mukadimah: Jurnal Pendidikan, Sejarah, dan Ilmu-Ilmu Sosial* 7, No. 1 (2023): 211–22, <https://doi.org/10.30743/mkd.v7i1.6937>.

access information and engage in learning activities^{20,21}, becoming one of the most effective approaches in contemporary educational media²².

The digital transition in higher education has been supported by interactive multimedia tools that customize learning and encourage active participation through virtual classrooms and online platforms^{23,24}. Interactive multimedia is also effective in stimulating early childhood speaking skills, with Android-based multimedia, videos, and animations being the most commonly used formats. These tools help to create an immersive learning environment that enhances language acquisition.²⁵

There are many types of innovative interactive learning media, including flipbooks. Flipbook-based learning media present instructional content as an electronic book (e-book) that incorporates learning materials, images, videos, quizzes, summaries, and practice exercises²⁶. Several applications are commonly used to develop flipbooks, including FlipHTML5²⁷, Flipsnack²⁸, AnyFlip²⁹, and

²⁰ Arina Dienana et al., "Integrating Arabic Fun Video Media with Round Table Learning Model on Students' Outcomes in Arabic Lessons," *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025): 347–68, <https://doi.org/10.29240/jba.v9i1.12208>.

²¹ Hamzah Pagarra et al., *Media Pembelajaran* (Badan Penerbit UNM, 2022).

²² Aulia Mustika Ilmiani et al., "Multimedia Interaktif Untuk Mengatasi Problematika Pembelajaran Bahasa Arab," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab Iain Palangka Raya* 8, No. 1 (2020): 17–32, <https://doi.org/10.23971/altarib.v8i1.1902>.

²³ F. Javed, "Digital Transformation in Teaching and Learning of English in Higher Education," in *Digital Transformation in Higher Education, Part B: Cases, Examples and Good Practices* (Emerald Publishing, 2024), Scopus, <https://doi.org/10.1108/978-1-83608-424-220241005>.

²⁴ Sharon E. Smaldino et al., *Instructional Technology and Media for Learning* (Pearson, 2019).

²⁵ Ni Gusti Ayu Made Yeni Lestari et al., "Using Interactive Multimedia to Stimulate Early Childhood Students' Speaking Skills: A Systematic Review," *International Journal of Interactive Mobile Technologies (ijIM)* 18, no. 16 (2024): 174–96, <https://doi.org/10.3991/ijim.v18i16.47583>.

²⁶ Suci Prihatiningtyas et al., "Enhancing Science Literacy Through Flipbook-Based STEM Qur'an E-Modules: A Case Study in Islamic Boarding Schools," *Humanities and Social Sciences Communications* 12, no. 1 (2025): 841, <https://doi.org/10.1057/s41599-025-05054-w>.

²⁷ Desi Kurnia Wati et al., "Kevalidan dan Kepraktisan Bahan Ajar Matematika Berbantuan FlipHtml5 untuk Memfasilitasi Kemampuan Pemahaman Matematis Siswa Kelas VIII SMP/MTs pada Materi Koordinat Kartesius," *JURING (Journal for Research in Mathematics Learning)* 5, no. 3 (2022): 177, <https://doi.org/10.24014/juring.v5i3.17424>.

²⁸ Novi Wulandari and Zulherman, "Flipsnack-Assisted IPAS E-Modules: Substance Forms and Changes for Student Engagement," *Jurnal Penelitian Pendidikan IPA* 10, no. 8 (2024): 5694–701, <https://doi.org/10.29303/jppipa.v10i8.8132>.

²⁹ Haeriyah Haeriyah and Heni Pujiastuti, "Pengembangan Media Pembelajaran E-Modul Interaktif Berbantuan Aplikasi Anyflip Pada Materi Lingkaran Untuk Siswa SMP," *Primatika: Jurnal Pendidikan Matematika* 11, no. 1 (2022): 1–10, <https://doi.org/10.30872/primatika.v11i1.1047>.

Heyzine Flipbook³⁰. Flipbooks also allow students to review learning materials independently when they have not yet fully understood the content³¹.

Based on the research findings in MAN 1 Mojokerto by Katalaini et al³²., indicate that Arabic instruction remains ineffective due to teachers' reliance on conventional methods, resulting in a monotonous classroom atmosphere and low student engagement. Moreover, greater emphasis on administrative demands than on students' understanding further hinders learning outcomes. Consequently, many students have not achieved optimal proficiency in Arabic, particularly in speaking, due to limited vocabulary, diverse educational backgrounds, and the lack of innovative instructional media.

The development of flipbooks as interactive learning media has been widely studied in previous research, including research by Lestiyani et al.³³, which explored the creation of flipbook-based materials integrated with the Canva application for Biology instruction. The research gap in this study lies in the lack of research on developing a comic-based flipbook for Arabic language skills at Madrasah Aliyah in Semarang. Therefore, this study makes a new contribution to Arabic language education, particularly by improving speaking skills among Grade X students at the Madrasah Aliyah level. In addition, the flipbook developed in this study is designed in a comic-based format. This approach aims to enhance students' interest and engagement in learning Arabic-speaking skills by presenting contextual, engaging language input, thereby supporting active participation and meaningful speaking practice among Grade X Madrasah Aliyah students.

The flipbook created in this study was made using Canva and the Heyzine Flipbook platform, called the *Kalam Flipbook*. This media features 18 vocabulary items, a dialogue, and practice exercises for each theme. The thematic content was adapted from the first-semester topics in the Grade X Madrasah Aliyah Arabic language curriculum, which include: (1) greetings and introductions, (2) family and home, and (3) school.

This study employs a qualitative approach with a Research and Development (R&D) design, a systematic method used to design, develop, and

³⁰ Mailan Fitri Mar'atu Solihah et al., "Pengembangan Media E-Book Interaktif Berbasis Aplikasi Heyzine Flip Book," *Jurnal SINTA: Sistem Informasi dan Teknologi Komputasi* 2, no. 3 (2025), <https://doi.org/10.61124/sinta.v2i3.82>.

³¹ An-nisa Nur Sholihah Indah Septiani et al., "Development of Interactive Multimedia Learning Courseware to Strengthen Students' Character," *European Journal of Educational Research* volume-9-2020, no. volume-9-issue-3-july-2020 (2020): 1267-79, <https://doi.org/10.12973/eu-jer.9.3.1267>.

³² Muhammad Awaluddin Katalaini et al., "Pengembangan Media Tepuk Gambar Dalam Pembelajaran Bahasa Arab Maharah Al-Kalam Di Madrasah Aliyah Negeri 1 Mojokerto," *Tarbaniyat* 3, No. 01 (2024): 19-29, <https://doi.org/10.62589/staias.tbw.2024.06.3>.

³³ Atika Puji Lestiyani et al., "Pengembangan Media Flipbook Terintegrasi Canva Dalam Pembelajaran Teks Biografi Kelas X Sma/ita Putri Al Hanif," *Jurnal Basataka* 8, no. 1 (2025), <https://doi.org/10.36277/basataka.v8i1.675>.

validate the effectiveness and practicality of a specific product or procedure³⁴. The R&D model serves as a framework for developing the product and evaluating its effectiveness³⁵. The learning media were designed in Canva and published on the Heyzine Flipbook platform.

The data sources in this study include relevant scholarly articles that informed the design and development process. Data were collected through questionnaires and documentation. The questionnaire data involved interviews with the subject teacher, needs-analysis questionnaires for both teachers and students, and expert validation sheets completed by Arabic language specialists. Meanwhile, the documentation data consisted of the Arabic instructional materials used by students. Both questionnaire instruments were created using Google Forms to facilitate distribution and completion.

The study employs the ADDIE model, consisting of analysis, design, development, implementation, and evaluation, as a systematic framework for developing effective interactive media^{36,37}. This study used only the four phases of the ADDIE model: analysis, design, development, and evaluation. The implementation stage was not included, because this research focused on product development and validation.

First, Analyze

The first stage of this development research was the analysis phase, which aimed to determine the most appropriate learning media to enhance students' Arabic speaking skills. The analysis included these activities: (1) determining the targeted educational level, (2) identifying the relevant instructional materials, and (3) administering a questionnaire to students.

Second, Design

The design phase focused on planning and structuring the learning media. This phase included several activities: (1) defining the intended learning outcomes of the media, (2) developing the conceptual framework and content structure, and (3) creating the visual design layout using Canva as a prototype.

Thirth, Development

The development stage involved transforming the designed media into an interactive digital format. This phase included several activities: (1) converting the visual design created in Canva into a flipbook format using the Heyzine platform, and (2) integrating multimedia elements, such as audio and video, to enhance the interactivity and support the learning process.

³⁴ Rosalinda and Muhammad Syafriansyah, "Pengembangan Media Pembelajaran Bahasa Arab Melalui Aplikasi Canva," *Jurnal Sains Riset* 13, No. 1 (2023): 30–40, <https://doi.org/10.47647/jsr.v13i1.856>.

³⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (ALFABETA, 2022).

³⁶ Alvi Aliyanti Dwi Anggraini et al., "Pengembangan Multimedia Pembelajaran Interaktif Mengenal Huruf dan Angka Dengan Model Addie," *Jurnal Education and Development* 9, no. 4 (2021).

³⁷ Robert Maribe Branch, *Instructional Design: The ADDIE Approach* (Springer US, 2010), <https://doi.org/10.1007/978-0-387-09506-6>.

Fourth, Evaluation

The completed media was evaluated by three experts and subsequently revised based on their feedback. The experts involved in this evaluation consisted of a learning media expert (a lecturer in Communication and Visual Design at Universitas Negeri Semarang), a subject-matter expert (a lecturer in Arabic Language Education at Universitas Negeri Semarang), and an Arabic language teacher from an Islamic senior high school (MA) in Semarang as a stakeholder. The revised product constitutes the outcome of this study and can be used for future implementation and student testing.

Findings and Discussion

This study highlights three main aspects: (1) the students' needs analysis results for developing Kalam Flipbook learning media to improve Arabic speaking skills; (2) the prototype of the Kalam Flipbook learning media that matches students' characteristics and curriculum; and (3) experts' validation analysis along with suggested revisions to enhance the Kalam Flipbook learning media for Arabic speaking skills.

Results of Students' and Teacher Needs Analysis for Developing the Kalam Flipbook Learning Media for Arabic Speaking Skills

The initial phase of this study involved a needs analysis conducted with Arabic language teachers and Grade X Madrasah Aliyah students regarding the development of interactive learning media. The findings revealed that 66.7% of students occasionally experience difficulties in learning Arabic speaking skills due to low motivation, environmental influences, Arabic not being their first language, and limited learning media. Additionally, the findings show that 50.6% of students struggle with limited vocabulary, 18.5% with speaking comprehension, and 11.1% with insufficient media variety, while 40.7% reported that learning media are only occasionally used in class. This report suggests that students' speaking difficulties are influenced not only by language factors but also by limited instructional support and media use.

Moreover, 66.7% of students from the three schools were unfamiliar with flipbook-based learning media. Nevertheless, 75.3% supported the development of the Kalam Flipbook as an interactive medium for Arabic-speaking skills. Regarding language preference, 59.3% favoured a bilingual Arabic–Indonesian format, while 50.6% emphasized the need to include harakat in all materials, including vocabulary and dialogues. This data indicates that students are open to new media but still require linguistic support at their current proficiency level.

Regarding content components, 64.2% of students identified learning outcomes, apperception activities, vocabulary, instructional materials, and evaluation as essential elements to include in the Kalam Flipbook. In terms of media format, 39.5% of students from the three schools preferred a magazine-style layout. Lastly, 35.8% of students selected guided conversation as their

preferred assessment method, while 22.2% favored describing a series of images with instructional guidance.

The teacher needs to analyze across three schools revealed that 66.7% of students show enthusiasm for learning Arabic, although the same percentage sometimes encounter difficulties in speaking skills. Interviews with teachers identified several contributing factors, including students' diverse backgrounds, the perception that Arabic is unimportant, low learning motivation, and limited use of varied instructional media. This gap between interest and ability may be related to the lack of interactive and supportive learning media.

Teachers continue to rely on textbooks and modules due to limited school facilities and infrastructure, resulting in less interactive, less engaging learning media. Consequently, they support the development of interactive multimedia Kalam Flipbook for Arabic-speaking skills.

The teachers prefer a bilingual Arabic–Indonesian format with diacritics included in all materials. The selected components comprise learning objectives, warm-up activities, vocabulary, instructional material, and evaluation, presented in a magazine-sized layout. They also recommend two types of assessment: guided storytelling based on picture sequences and guided conversations.

Based on the description, it is understood that (1) students sometimes have difficulty learning Arabic speaking skills, (2) students still need practice to improve their Arabic speaking abilities, and (3) interactive multimedia is necessary to support these skills. Therefore, it can be concluded that students and teachers agree on developing media to enhance Arabic speaking skills.

However, this study is limited to the development stage and does not include implementation or student testing, so the media's effectiveness cannot yet be confirmed. In addition, the ADDIE model was not fully implemented, as the implementation stage was not conducted. Therefore, future research is needed to test the media in real classroom settings to examine its effectiveness in improving students' speaking skills.

Prototype of the Kalam Flipbook Learning Media for Arabic Speaking Skills Aligned with Students and the Curriculum

The Kalam Flipbook media is an interactive learning resource that students can assess through the Heyzine Flipbook platform with an internet connection. The media produced by the Heyzine website is in HTML format and can be accessed on smartphones and PCs³⁸. This media includes apperception activities, vocabulary materials, and dialogues designed to support students' comprehension. Teachers can insert short explanatory videos on specific pages or add interactive quizzes to test students' understanding after learning the

³⁸ Rahma Rosaliana Saraswati et al., "Pengembangan LKPD Digital Berbasis HOTS Pada Materi Dimensi Tiga," *Risenologi* 6, no. 2 (2021): 17–25, <https://doi.org/10.47028/j.risenologi.2021.62.183>.

material³⁹. Practice exercises are also incorporated as an evaluation component for each subtopic. A recent study by Setyadi found that exercises such as acting out sentences, constructing meaningful sentences, performing dialogues, and answering questions are widely recognized as effective tools for fostering linguistic competence⁴⁰. The evaluation items were developed using the Canva application and the Educaplay platform.

The Kalam Flipbook media design was created in Canva with dimensions of 21 × 29.7 cm. A color scheme was implemented to distinguish between vocabulary materials, dialogues, and additional sections like the introduction, learning outcomes, and conclusion.



Figure 1. Media cover design

Figure 1 is the first cover design for Kalam Flipbook media, featuring a blue-toned background and aimed at upper secondary school students.

³⁹ Wisnu Aji Suryo Anggono and Deni Setiawan, “Development of a Heyzine Flipbook Media Integrated with Problem-Based Learning to Improve Natural and Social Learning Outcomes of Elementary School Students,” *JPMIPA: Jurnal Pendidikan MIPA* 26, no. 1 (2025), <http://dx.doi.org/10.23960/jpmipa/v26i1.pp280-304>.

⁴⁰ Alif Cahya Setiyadi et al., “Utilizing Comics as a Learning Media to Improve,” *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025), <https://doi.org/10.29240/jba.v9i1.12111>.



Figure 2. Theme home page

Figure 2 illustrates the design of the introductory page for the first theme. Each thematic opening page presents a guiding question intended to stimulate students' engagement. A guiding question is a question used to increase learner participation and facilitate students' engagement with the topic being discussed across various learning activities⁴¹. Guiding questions also encourage greater student engagement in the learning process⁴².



Figure 3. Apperception

Figure 3 illustrates the design of the apperception page, which presents a short video related to the theme. Apperception stimulates interest and focus,

⁴¹ Respati Pandu et al., *Pengaruh Pertanyaan Pemantik Terhadap Kemampuan Bernalar Kritis dan Hasil Belajar Peserta Didik*, 1, no. 2 (2023), <https://doi.org/10.58204/pe.v1i2.34>.

⁴² Cicik Pramesti et al., "Diseminasi Pertanyaan Pemantik Menuju Pembelajaran Bermakna," *Jurnal Pengabdian kepada Masyarakat Khaira Ummah* 2, no. 01 (2023): 19–24, <https://doi.org/10.34001/khairaummah.02012023.4>.

creating a positive learning atmosphere⁴³. Instructional videos from platforms like YouTube can effectively support this stage⁴⁴.



Figure 4. Vocabularies material

Figure 4 shows the design of the vocabulary material display for each theme. Each theme includes 18 vocabulary items with illustrative images. These vocabulary items aim to help students learn new knowledge and support their understanding and practice of theme-based dialogues.



Figure 5. Dialogue material

Figure 5 shows the initial design of the dialogue material display for all themes in the Kalam Flipbook media created by the researcher.

⁴³ Karimatus Saidah et al., “Sosialisasi Peran Apersepsi Untuk Meningkatkan Kesiapan Belajar Anak di Sanggar Genius Yayasan Yatim Mandiri Cabang Kediri,” *Dedikasi Nusantara: Jurnal Pengabdian Masyarakat Pendidikan Dasar* 1, no. 1 (2021): 10–16, <https://doi.org/10.29407/dedikasi.v1i1.16065>.

⁴⁴ Nurmaryitha Nurmaryitha and Hajrah Hajrah, “Apersepsi Guru dalam Pembelajaran Bahasa Indonesia di Youtube,” *INDONESIA: Jurnal Pembelajaran Bahasa dan Sastra Indonesia* 2, no. 1 (2021): 64, <https://doi.org/10.26858/indonesia.v2i1.19306>.



Figure 6. Guided conversation evaluation

Figure 6 shows the initial design of the guided conversation evaluation in the Kalam Flipbook media. The guided conversation activities were created based on commonly used Arabic expressions in daily communication.



Figure 7. Quiz designed by Educaplay

Figure 7 illustrates the quiz interface of the *Kalam Flipbook* media. The quiz was developed using the Educaplay platform. The use of Educaplay, which incorporates interactive and engaging elements, likely contributed to the observed improvements by providing a stimulating learning environment that encouraged active participation and sustained interest⁴⁵.

Expert Validation Results for the Development of the Kalam Flipbook Learning Media for Arabic Speaking Skills of Grade X MA Students

After completing the media design phase, the next step was an expert review conducted by an Arabic language teacher. The evaluation focused on four main areas: (1) content accuracy and relevance, (2) quality of presentation, (3) linguistic appropriateness, and (4) graphical and visual design. The media evaluation employed a 5-point Likert scale⁴⁶. Each aspect consisted of 4 to 6 items,

⁴⁵ Alba Vargas-Saritama and Verónica Soledad Espinoza Celi, "Educaplay as a Tool to Potentiate English Vocabulary Retention and Learning," *European Public & Social Innovation Review* 9 (September 2024): 1–16, <https://doi.org/10.31637/epsir-2024-614>.

⁴⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (2022)

and scores were summed to obtain a score, which was then interpreted according to the criteria presented in the table below.

Table 1. Total material-validation score by the expert for the Kalam Flipbook media

No	Assessment Aspect	Score
1.	Content feasibility aspect	36
2.	Linguistic feasibility aspect	51
Total		86

Table 2. Total media-validation score by the expert for the Kalam Flipbook media

No	Assessment Aspect	Score
1.	Presentation quality aspect	44
2.	Graphical design aspect	45
Total		89

Table 3. Total score of media-assessment aspects by the expert for the Kalam Flipbook media

No	Assessment Aspect	Score
1.	Arabic learning material	86
2.	Media	89
Average		88

Table 4. Assessment categories of the Kalam Flipbook media prototype⁴⁷

Assessment Aspect	Score
Highly feasible/very good	86-100
Feasible/good	71-85
Moderately feasible/fair	56-70
Less feasible/poor	41-55
Very less feasible/ver poor	26-40

Based on this data, the overall feasibility score across all assessment aspects is 88, which falls within the 86–100 range. This score indicates that the Kalam Flipbook media is classified as highly feasible. It can therefore be concluded that the Kalam Flipbook media for Grade X MA students is suitable for supporting Arabic-speaking skills, provided minor revisions are made.

Table 5. Suggestions for Improving Kalam Flipbook Media by Experts

Aspect	Improvement Suggestions
Content	Revision of images in the instructional materials
Language	Revision of vocabulary in the instructional materials
Presentation	Addition of audio for each Arabic word and sentence
Graphical design	Revision of the typography used for the media title on the

⁴⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (2022).

cover

Improvements to the Kalam Flipbook Media Prototype Based on Expert Advice

Based on observations, the product validation process, assessment results, and expert feedback, the Kalam Flipbook media prototype was revised and improved as an interactive learning media to help Grade X Madrasah Aliyah students develop their Arabic-speaking skills.



Figure 8. Cover before revision



Figure 9. Cover view after revision

Revisions to the cover design included modifications to the font used for the media title and the graphical elements representing Madrasah Aliyah students.



Figure 10. Vocabulary Material Before Revision



Figure 11. Vocabulary Material After Revision

Revisions to the vocabulary display included changes to the graphical elements for date-of-birth vocabulary items. These elements were improved to ensure clear communication of the intended meanings and to avoid potential confusion.



Figure 12. Dialogue before revision



Figure 13. Dialogue after revision

Revisions to the dialogue materials in this media included correcting the orthographic form from **أصدقاءي** to **أصدقائي** and adding audio features for each vocabulary item and dialogue to support accurate pronunciation.



Figure 14. Evaluation page before revision



Figure 15. Evaluation page after revision

Revisions to the evaluation display involved changing the graphical elements used as backgrounds for each image, which serve as cues to help students answer the evaluation tasks.

Revisions to the media were made based on expert feedback, resulting in improvements to both the visual presentation and the instructional content. The updates included correcting orthographic errors, refining graphical elements, and adding audio features to support Arabic-speaking instruction for Grade X Madrasah Aliyah students. Moreover, integrating of images and colour enhances clarity, stimulates imagination, and increases students' engagement and understanding.

Previous research on learning facilities reveals that university facilities are significant predictors of both student engagement and academic performance, highlighting the importance of adequate institutional support in enhancing students' learning outcomes⁴⁸. Digital learning media can be considered an

⁴⁸ Jalal Rajeh Hanaysha et al., "Impact of Classroom Environment, Teacher Competency, Information and Communication Technology Resources, and University Facilities on Student Engagement and Academic Performance," *International Journal of Information Management Data Insights* 3, no. 2 (2023): 100188, <https://doi.org/10.1016/j.ijime.2023.100188>.

essential component of modern learning facilities⁴⁹. Research on interactive learning media designed through digital applications is highly feasible and effective in enhancing students' motivation and engagement⁵⁰. The results suggest that interactive media can improve engagement and learning outcomes compared to traditional methods⁵¹. Prior research indicates that Heyzine-based interactive e-books are effective for Arabic learning, as multimedia features enhance engagement and receive positive evaluations from experts, teachers, and students. These findings indicate that Heyzine-based interactive e-books contribute positively to students' Arabic language skills⁵². In addition, comics as a learning media show a significant increase in student engagement and motivation^{53,54}. The narrative nature of comics, combining text and images, makes learning more enjoyable and relatable⁵⁵.

Therefore, it can be concluded that developing the Kalam Flipbook interactive learning media is practical as a learning tool to support Arabic-speaking skills for Grade X Madrasah Aliyah students in Semarang. Based on expert recommendations, revisions were made across four key aspects, namely content, presentation, language, and media design, thereby improving the overall quality and appropriateness of the media for Arabic language learning.

Conclusion

The findings of this study highlight the potential of interactive digital learning media to address longstanding challenges in Arabic-speaking instruction at the Madrasah Aliyah level. Expert validation results indicate that the Kalam Flipbook is pedagogically sound and visually appropriate, and is classified as

⁴⁹ Sukatiman et al., "Improving Critical Thinking Skills through a Flipped Project-Based Learning Model Integrated with Mockup Media and Augmented Reality," *Electronic Journal of E-Learning* 24, no. 1 (2026): 61–74, <https://doi.org/10.34190/ejel.24.1.4176>.

⁵⁰ Citra Ayu Dewi et al., "The Impact of Chemlab-Based Interactive Media to Improving Students' Information Literacy on Electrochemical," *Multidisciplinary Science Journal* 8, no. 5 (2025): 2026317, <https://doi.org/10.31893/multiscience.2026317>.

⁵¹ Bintang Parikesit and Muhammad Afif Amrullah, "Development of Interactive Learning Media with InShot Application in Arabic Language Subjects," *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025): 149–64, <https://doi.org/10.29240/jba.v9i1.11771>.

⁵² Haniah Haniah et al., "The Development of Interactive E-Book-Based Teaching Materials for Senior High School Students," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 55, <https://doi.org/10.29240/jba.v7i1.6690>.

⁵³ Cristiano Carvalho Soares et al., "Development and Validation of an Educational Comic Book on Healthy Eating in Early Childhood," *Journal of Nutritional Science* 15 (2026): e14, <https://doi.org/10.1017/jns.2025.10072>.

⁵⁴ Menik Mahmudah et al., "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (2024): 805–26, <https://doi.org/10.29240/jba.v8i2.11349>.

⁵⁵ S. M. Nasir et al., "The Use of Character-Driven in Educational Comics to Promote Engagement in Classroom," in *AIP Conf. Proc.*, vol. 2347, ed. Razak R.A. et al. (American Institute of Physics Inc., 2021), Scopus, <https://doi.org/10.1063/5.0051787>.

highly feasible. However, this study is limited to the validation stage and has not yet been implemented in actual classroom settings. Therefore, the media's effectiveness in improving students' speaking skills has not been empirically examined.

Overall, this research adds to the growing body of literature on digital learning media in Arabic language education by introducing a context-specific model for developing speaking-focused learning tools. Future research is encouraged to expand the implementation phase in one class, using a pre-test and post-test design to measure effectiveness, and adapt the Kalam Flipbook model to other language skills and educational settings.

References

- Aflisia, Noza, and Hazuar Hazuar. "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif." *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 1 (May 8, 2020): 111. <https://doi.org/10.29240/jba.v4i1.1380>.
- Anggono, Wisnu Aji Suryo, and Deni Setiawan. "Development of a Heyzine Flipbook Media Integrated with Problem-Based Learning to Improve Natural and Social Learning Outcomes of Elementary School Students." *JPMIPA: Jurnal Pendidikan MIPA* 26, no. 1 (2025). <http://dx.doi.org/10.23960/jpmipa/v26i1.pp280-304>.
- Anggraini, Alvi Aliyanti Dwi, Iskandar Wiryokusumo, and Ibut Priono Leksono. "Pengembangan Multimedia Pembelajaran Interaktif Mengenal Huruf dan Angka Dengan Model Addie." *Jurnal Education and Development* 9, no. 4 (2021).
- Ardinal, Eva, and Nurul Alamin. "Bahasa Arab di Era Society 5.0: Kajian Atas Eksistensi dan Tantangan Pembelajaran." *AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab dan Pengajarannya* 9, no. 1 (2025).
- Ayu, Pratiwi, Santi Banis, and Lailatul Jannah. "Meningkatkan Kemampuan Public Speaking Guru SD Untuk Menciptakan Kelas yang Lebih Interaktif." *Pendekar: Jurnal Pendidikan Berkarakter* 3, no. 3 (2025): 1–11. <https://doi.org/10.51903/pendekar.v3i3.1055>.
- Batmang. *Konsep & Strategi Pembelajaran Bahasa Arab Progesif*. SulQa Press IAIN Kendari, 2023.
- Branch, Robert Maribe. *Instructional Design: The ADDIE Approach*. Springer US, 2010. <https://doi.org/10.1007/978-0-387-09506-6>.
- Dewi, Citra Ayu, Martini, and Mujakir. "The Impact of Chemlab-Based Interactive Media to Improving Students' Information Literacy on Electrochemical." *Multidisciplinary Science Journal* 8, no. 5 (2025): 2026317. <https://doi.org/10.31893/multiscience.2026317>.
- Dienana, Arina, Asep Sopian, Uswah Mujahidah Rasuna Sa'id, Aji Rizqi Ramadhan, and Widad Nur Fauziyyah. "Integrating Arabic Fun Video Media with Round Table Learning Model on Students' Outcomes in

- Arabic Lessons.” *Arabiyatuna: Jurnal Babasa Arab* 9, no. 1 (2025): 347–68. <https://doi.org/10.29240/jba.v9i1.12208>.
- Fadilah, Aisyah, Kiki Rizki Nurzakayah, Nasywa Atha Kanya, Sulis Putri Hidayat, and Usep Setiawan. *Pengertian Media, Tujuan, Fungsi, Manfaat dan Urgensi Media Pembelajaran*. 1, no. 2 (2023).
- Furoidah, Asni. “Media Pembelajaran dan Peran Pentingnya dalam Pengajaran dan Pembelajaran Bahasa Arab.” *Al-Fusha: Arabic Language Education Journal* 2, no. 2 (2020): 63–77. <https://doi.org/10.36835/alfusha.v2i2.358>.
- Goh, Christine, and Anne Burns. *Teaching Speaking: A Holistic Approach*. 2012.
- Güngenci, M. M., and M. Yildiz. “Challenges in Listening and Speaking Skills for Arabic Language Pre-Service Teachers: A Correlational Study.” *Novitas-ROYAL* 18, no. 2 (2024): 104–16. Scopus. <https://doi.org/10.5281/zenodo.13860910>.
- Haeriyah, Haeriyah, and Heni Pujiastuti. “Pengembangan Media Pembelajaran E-Modul Interaktif Berbantuan Aplikasi Anyflip Pada Materi Lingkaran Untuk Siswa SMP.” *Primatika: Jurnal Pendidikan Matematika* 11, no. 1 (2022): 1–10. <https://doi.org/10.30872/primatika.v11i1.1047>.
- Hanaysha, Jalal Rajeh, Fayez Bassam Shriedeh, and Mohammad In’airat. “Impact of Classroom Environment, Teacher Competency, Information and Communication Technology Resources, and University Facilities on Student Engagement and Academic Performance.” *International Journal of Information Management Data Insights* 3, no. 2 (2023): 100188. <https://doi.org/10.1016/j.jjimeci.2023.100188>.
- Haniah, Haniah, Mahira Mahira, and Muh. Napis Djuaeni. “The Development of Interactive E-Book-Based Teaching Materials for Senior High School Students.” *Arabiyatuna: Jurnal Babasa Arab* 7, no. 1 May (2023): 55. <https://doi.org/10.29240/jba.v7i1.6690>.
- Hapid, Nurul. “Penerapan Metode Langsung (Thoriqoh Mubasyarah) dalam Meningkatkan Keterampilan Berbicara Bahasa Arab.” *Jurnal Hasil Penelitian dan Pengembangan (JHPP)* 1, no. 4 (2023): 265–70. <https://doi.org/10.61116/jhpp.v1i4.220>.
- Haq, Samsul. “Pembelajaran Bahasa Arab di Era Digital: Problematika dan Solusi dalam Pengembangan Media.” *MUKADIMAH: Jurnal Pendidikan, Sejarah, dan Ilmu-ilmu Sosial* 7, no. 1 (2023): 211–22. <https://doi.org/10.30743/mkd.v7i1.6937>.
- Ilmiani, Aulia Mustika, Ahmadi Ahmadi, Nur Fuadi Rahman, and Yulia Rahmah. “Multimedia Interaktif untuk Mengatasi Problematika Pembelajaran Bahasa Arab.” *Al-Ta’rib: Jurnal Ilmiah Program Studi Pendidikan Babasa Arab LAIN Palangka Raya* 8, no. 1 (2020): 17–32. <https://doi.org/10.23971/altarib.v8i1.1902>.
- Javed, F. “Digital Transformation in Teaching and Learning of English in Higher Education.” In *Digital Transformation in Higher Education, Part B: Cases*,

- Examples and Good Practices*. Emerald Publishing, 2024. Scopus. <https://doi.org/10.1108/978-1-83608-424-220241005>.
- Kamalia, Kamalia. "The Implementation of Multistrategy Approach in Improving Arabic Language Skills at Medan Health Polytechnic Nursing." *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (2024): 299. <https://doi.org/10.29240/jba.v8i1.9684>.
- Karimatus Saidah, Nurita Primasatya, Bagus Amirul Mukmin, and Susi Damayanti. "Sosialisasi Peran Apersepsi Untuk Meningkatkan Kesiapan Belajar Anak Di Sanggar Genius Yayasan Yatim Mandiri Cabang Kediri." *Dedikasi Nusantara: Jurnal Pengabdian Masyarakat Pendidikan Dasar* 1, no. 1 (2021): 10–16. <https://doi.org/10.29407/dedikasi.v1i1.16065>.
- Kasmantoni, Kasmantoni, Noza Aflisia, and Isma Muhammad 'Atiyah. "Arabic Practice in the Language Environment I Mumarasah Al-Lughah Al-'Arabiyah Fi Bi'Ah Lughawiyah." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 2 (December 31, 2022): 470–85. <https://doi.org/10.24042/albayan.v14i2.12514>.
- Katalaini, Muhammad Awaluddin, Ninik Indrawati, and Siti Nurhaliza Koniyo. "Pengembangan Media Tepuk Gambar dalam Pembelajaran Bahasa Arab Maharah Al-Kalam di Madrasah Aliyah Negeri 1 Mojokerto." *TARBAWYAT* 3, no. 01 (2024): 19–29. <https://doi.org/10.62589/staias.tbw.2024.06.3>.
- Komara, Wildan Rinanda, Syarah Salsabila, Ruly Syaeful Azhar, and Abdul Malik Qimanullah. "Developing the Traditional Game Engklek to Teach Arabic Grammar in MadrasahTsanawiyah." *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 2 (2025).
- Lestiyani, Atika Puji, Tatu Hilaliyah, and Erwin Salpa Riansi. "Pengembangan Media Flipbook Terintegrasi Canva dalam Pembelajaran Teks Biografi Kelas X SMA IT Putri Al Hanif." *Jurnal Basataka* 8, no. 1 (2025). <https://doi.org/10.36277/basataka.v8i1.675>.
- Lutfiani, Yuni, Nugraha Dadan, and Nandang Ade. "Pembelajaran Keterampilan Berbicara Bahasa Arab Bersama Native Speaker." *Ajamiy: Jurnal Bahasa dan Sastra Arab* 9, no. 1 (2025). <http://dx.doi.org/10.31314/ajamiy.14.1.42-61.2025>.
- Mahmudah, Menik, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed Bin Khalid. "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips." *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (2024): 805–26. <https://doi.org/10.29240/jba.v8i2.11349>.
- Nafisah, Zuliatin. "Peningkatan Keterampilan Berbicara (Maharah Kalam) Bahasa Arab Melalui Media Gambar." *Language: Jurnal Inovasi Pendidikan Bahasa dan Sastra* 2, no. 4 (2023): 319–27. <https://doi.org/10.51878/language.v2i4.1877>.

- Nashrullah, Muhammad, Nur Halim, and Rijalul Ghifari Al Fanani. "Penggunaan Media Pembelajaran Bahasa Arab Berbasis Video Untuk Meningkatkan Maharah Kalam Dalam Kitab Al-'Arabiyyah Lin Nasyiin." *Tsaqofiya: Jurnal Pendidikan Bahasa dan Sastra Arab* 3, no. 2 (2021): 189–98. <https://doi.org/10.21154/tsaqofiya.v3i2.76>.
- Nasir, S. M., H. Hamid, T. F. T. Anuar, I. N. Marzuki, M. A. Ariffin, and T. G. Tan. "The Use of Character-Driven in Educational Comics to Promote Engagement in Classroom." In *AIP Conf. Proc.*, vol. 2347, edited by Razak R.A., Abdullah M.M.A.B., Rahim S.Z.A., Tahir M.F.M., Mortar M.A.M., and Jamaludin L. American Institute of Physics Inc., 2021. Scopus. <https://doi.org/10.1063/5.0051787>.
- Nurmasyitha, Nurmasyitha, and Hajrah Hajrah. "Apersepsi Guru dalam Pembelajaran Bahasa Indonesia di Youtube." *Indonesia: Jurnal Pembelajaran Bahasa dan Sastra Indonesia* 2, no. 1 (2021): 64. <https://doi.org/10.26858/indonesia.v2i1.19306>.
- Pagarra, Hamzah, Ahmad Syawaluddin, Wawan Krismanto, and Sayidiman. *Media Pembelajaran*. Badan Penerbit UNM, 2022.
- Pandu, Respati, Iin Purnamasari, and Duwi Nuvitalia. *Pengaruh Pertanyaan Pemantik Terhadap Kemampuan Bernalar Kritis dan Hasil Belajar Peserta Didik*. 1, no. 2 (2023). <https://doi.org/10.58204/pe.v1i2.34>.
- Parikesit, Bintang, and Muhammad Afif Amrullah. "Development of Interactive Learning Media with InShot Application in Arabic Language Subjects." *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025): 149–64. <https://doi.org/10.29240/jba.v9i1.11771>.
- Pramesti, Cicik, Riki Suliana Ranggawati Sidik, Suryanti, Ayu Silvi Lisvian Sari, and Fitria Yunaini. "Diseminasi Pertanyaan Pemantik Menuju Pembelajaran Bermakna." *Jurnal Pengabdian kepada Masyarakat Khaira Ummah* 2, no. 01 (2023): 19–24. <https://doi.org/10.34001/khairaummah.02012023.4>.
- Prihatiningtyas, Suci, Noly Shofiyah, Sitti Rahma Yunus, Iin Baroroh Ma'arif, and Ino Angga Putra. "Enhancing Science Literacy Through Flipbook-Based STEM Qur'an E-Modules: A Case Study in Islamic Boarding Schools." *Humanities and Social Sciences Communications* 12, no. 1 (2025): 841. <https://doi.org/10.1057/s41599-025-05054-w>.
- Rosalinda, and Muhammad Syafriansyah. "Pengembangan Media Pembelajaran Bahasa Arab Melalui Aplikasi Canva." *Jurnal Sains Riset* 13, no. 1 (2023): 30–40. <https://doi.org/10.47647/jsr.v13i1.856>.
- Saepudin. *Pembelajaran Keterampilan Berbahasa Arab*. Trust Media, 2012.
- Saraswati, Rahma Rosaliana, Makmuri, and Ellis Salsabila. "Pengembangan LKPD Digital Berbasis HOTS Pada Materi Dimensi Tiga." *Risenologi* 6, no. 2 (2021): 17–25. <https://doi.org/10.47028/j.risenologi.2021.62.183>.
- Septiani, An-nisa Nur Sholihah Indah, Triana Rejekiningsih, Triyanto Triyanto, and Rusnaini Rusnaini. "Development of Interactive Multimedia Learning

- Courseware to Strengthen Students' Character." *European Journal of Educational Research* volume-9-2020, no. volume-9-issue-3-july-2020 (2020): 1267-79. <https://doi.org/10.12973/eu-jer.9.3.1267>.
- Setiyadi, Alif Cahya, Anhar Anhar, and Hasan Muttaqin. "Utilizing Comics as a Learning Media to Improve." *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025). <https://doi.org/10.29240/jba.v9i1.12111>.
- Smaldino, Sharon E., Deborah L. Lowther, and Clif Mims. *Instructional Technology and Media for Learning*. Pearson, 2019.
- Soares, Cristiano Carvalho, Luciane Zanin, Marcelo Sperandio, and Flávia Martão Flório. "Development and Validation of an Educational Comic Book on Healthy Eating in Early Childhood." *Journal of Nutritional Science* 15 (2026): e14. <https://doi.org/10.1017/jns.2025.10072>.
- Solihah, Mailan Fitri Mar'atu, Sulidar Fitri, and Taofik Muhammad. "Pengembangan Media E-Book Interaktif Berbasis Aplikasi Heyzine Flip Book." *Jurnal SINTA: Sistem Informasi dan Teknologi Komputasi* 2, no. 3 (2025). <https://doi.org/10.61124/sinta.v2i3.82>.
- Sugirma, M. Abdul Hamid, and Agustang K. "Analysis of Speaking Skill Learning Difficulties in Students of the Arabic Language Education Study Program at State Islamic Institute." *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (2024): 579-96. <https://doi.org/10.29240/jba.v8i2.10903>.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. ALFABETA, 2022.
- Sukatiman, Ida Nugroho Saputro, and Mochamad Kamil Budiarto. "Improving Critical Thinking Skills through a Flipped Project-Based Learning Model Integrated with Mockup Media and Augmented Reality." *Electronic Journal of E-Learning* 24, no. 1 (2026): 61-74. <https://doi.org/10.34190/ejel.24.1.4176>.
- Syah, Saprudin Padlil. "Hambatan Pembelajaran Bahasa Arab pada Jenjang SMA di Jawa Barat." *Indonesian Journal of Applied Linguistics Review* 4, no. 1 (2023). <https://doi.org/10.21009/ijalr.41.04>.
- Vargas-Saritama, Alba, and Verónica Soledad Espinoza Celi. "Educaplay as a Tool to Potentiate English Vocabulary Retention and Learning." *European Public & Social Innovation Review* 9 (September 2024): 1-16. <https://doi.org/10.31637/epsir-2024-614>.
- Wati, Desi Kurnia, Sehatta Saragih, and Atma Murni. "Kevalidan dan Kepraktisan Bahan Ajar Matematika Berbantuan FlipHtml5 untuk Memfasilitasi Kemampuan Pemahaman Matematis Siswa Kelas VIII SMP/MTs pada Materi Koordinat Kartesius." *JURING (Journal for Research in Mathematics Learning)* 5, no. 3 (2022): 177. <https://doi.org/10.24014/juring.v5i3.17424>.
- Wulandari, Novi and Zulherman. "Flipsnack-Assisted IPAS E-Modules: Substance Forms and Changes for Student Engagement." *Jurnal Penelitian Pendidikan IPA* 10, no. 8 (2024): 5694-701. <https://doi.org/10.29303/jppipa.v10i8.8132>.

Yeni Lestari, Ni Gusti Ayu Made, Endry Boeriswati, and Nurbiana Dhieni. "Using Interactive Multimedia to Stimulate Early Childhood Students' Speaking Skills: A Systematic Review." *International Journal of Interactive Mobile Technologies (IJIM)* 18, no. 16 (2024): 174–96. <https://doi.org/10.3991/ijim.v18i16.47583>.

Zaki, Mohammad. "Urgensi Bahasa Arab dalam Islam dan Dunia Internasional." *Lughati: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2023). <https://doi.org/10.52266/al>.