

Using the Plotagon Application on Arabic Language Learning Media Design

Rini^{1*}, M. Arif Mustofa², Kurnia³

Institut Agama Islam Negeri Curup, Indonesia^{1,2,3}

Rinwan06@gmail.com^{1*}, aripatmi@gmail.com², kurniadwiputri351@gmail.com³

Cite this article:

Rini, R., Mustofa, M., & Kurnia, K. (2023). Using the Plotagon Application On Arabic Language Learning Media Design. *Arabiyatuna: Jurnal Bahasa Arab*, 7(2), 637-654. doi:<http://dx.doi.org/10.29240/jba.v7i2.8446>

Received: 29-08-2023

Revised: 20-09-2023

Accepted: 27-10-2023

Abstract

This article aimed to describe the results of research related to the design of Arabic language learning media using the Plotagon application, as an alternative interactive Arabic learning media which was still very lacking. The research was conducted using research and development (R&D) with the Borg & Gall Model development model. The research results showed that based on the validation results of the Arabic language learning media using the Plotagon application by material experts, which included learning aspects and material content aspects, an average score of 4.62 (very good) was obtained with feasibility test results of 92.5%. Meanwhile, the assessment from media experts, encompassing appearance aspects and programming aspects, obtained an average score of 4.70 (very good) with a feasibility result of 94.19%. Consequently, the Arabic language learning media based on the Plotagon application proved to be suitable for use. The utilization of Plotagon animation in learning speaking skills made it easier for students to comprehend the material and increased students' enthusiasm and motivation. Based on the results of data processing, it was evident that the developed Plotagon animation could be used in the learning process.

Keywords: Plotagon; Arabic language; learning media design

Introduction

Language plays a very important role in human life because language is a means of communication between humans.¹ Within the context of socio-cultural factors, language cannot be separated from the reality of human life. Language develops in accordance with the development of human culture itself.²

Most experts understand linguistic abilities as a special tendency to learn a foreign language.³ Foreign language learning is a teaching activity that is carried out optimally by a teacher so that the students he teaches a particular foreign language carry out learning activities well, so that it is conducive to achieving the goals of learning a foreign language, such as Arabic.⁴ At first, Arabic was studied solely as a tool to study and deepen the Islamic religion. As time goes by, the Arabic language has its own magnetic power, it is proven that many students are interested in deepening the Arabic language.⁵ Arabic has a very important position in the development of the world of education and non-education. Arabic shows its urgency in various fields because Arabic, apart from being the language of Arabs and the language of science and culture, is also the language of the Islamic religion and Muslims throughout the world.

Learning Arabic in educational institutions which has been implemented in various types of educational units, from elementary to tertiary level, in its activities allows students to master the components of skill functionally and proportionally. This is because Arabic not only functions as a receptive function but also as a productive or expressive one.⁶

Learning Arabic is a process of transformation of knowledge, mental attitude and Arabic language behavior which is expected to be carried out

¹ Mochamad Hasyim, Mu'alim Wijaya, and Mufidatul Iliah, "Using the SAVI Model through Video and Peabody Media in Learning Arabic Speaking Skills," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 81, <https://doi.org/10.29240/jba.v7i1.6397>.

² Rini Rini, "Ushul Al-Nahwi Al-Arabi: Kajian Tentang Landasan Ilmu Nahwu," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (2019): 145, <https://doi.org/10.29240/jba.v3i1.773>.

³ Natalia V. Kulakova et al., "The 'Technique of 'Voicing Cartoons' as a Means of Developing the Linguistic Abilities of Schoolchildren," *Brazilian English Language Teaching Journal* 13, no. 1 (2022): 1–12, <https://doi.org/10.15448/2178-3640.2022.1.43343>.

⁴ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: PT. Remaja Rosdakarya, 2011).

⁵ Evi Nurus Suroiyah and Dewi Anisatuz Zakiyah, "Perkembangan Bahasa Arab Di Indonesia," *Muhadasab: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2021): 60–69, <https://doi.org/10.51339/muhad.v3i1.302>.

⁶ Nurmasiyah Syamaun, "Pembelajaran Maharah Al-Kalam Untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh," *LISANUNA Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 4, no. 2 (2015): 343–59, <https://ejournal.iainkendari.ac.id/al-tadib/article/view/412>.

professionally and oriented towards certain goals. Arabic language objectives can be realized effectively if they are based on a clear vision, mission and orientation towards procedures carried out based on appropriate and relevant strategies, approaches and methods and ultimately produce optimal and satisfying output for both students, teachers and educational institutions, and wide community.⁷ In its development, Arabic language learning has transformed from classical learning to digital-based learning.⁸ Teachers can use several methods and changing the learning method. They can also use simple learning media, thereby making the learning process more interesting.⁹ Teachers can at least use the tools effective and efficient in achieving the expected teaching goals.¹⁰ Media selection should be aligned with learning objectives.¹¹

A professional teacher is required to be able to display expertise in front of the class. One component of this expertise is the ability to convey lessons to students. To be able to deliver lessons effectively and efficiently, teachers need to be familiar with various types of learning media, especially digital-based learning media so that learning is more interesting and can increase students' curiosity.¹² The use of learning media that can be used outside the classroom means that Arabic language learning can be learned anywhere, so it is not just limited to the classroom. Learning carried out outside the classroom is very effective in providing understanding of the learning material.¹³

Learning media is a tool used by educators to convey a message containing a learning material to students so that it is easy to understand.¹⁴ The use of learning media will influence students' activities during the learning

⁷ Muhibb Abdul Wahab, *Epistemologi Dan Metodologi Pembelajaran Bahasa Arab* (Jakarta: UIN Jakarta Press, 2008).

⁸ Rini Rini, Arif Mustofa, and Rahadian Kurniawan, "Transformation Of Arabic Learning From Classical Model To Digital Model," *Ijaz Arabi Journal of Arabic Learning* 5, no. 3 (2022): 892–902, <https://doi.org/10.18860/ijazarabi.v5i3.17409>.

⁹ Muhammad Rizal, Mohamad Zaka Al Farisi, and Asep Sopian, "Peer Teaching Method Integrated with Card Media: Its Implementation in Arabic Syntax Learning," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 345, <https://doi.org/10.29240/jba.v7i1.5860>.

¹⁰ 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>.

¹¹ Euis Sholihah, Adi Supardi, and Irpan Hilmi, "Teknologi Media Pembelajaran Bahasa Arab," *Jurnal Keislaman Dan Pendidikan* 1, no. 2 (2019): 12–15.

¹² Sholihah, Supardi, and Hilmi.

¹³ Brenna Richard et al., "How an Early Learning and Child Care Program Embraced Outdoor Play: A Case Study" 4, no. 3 (2023): 306–21, <https://doi.org/10.37291/2717638X.202343266>.

¹⁴ Yulia Eka Yanti Tantina Mindrianingsih, "Pengembangan Media Video Animasi Berbasis Plotagon Dan Kinemaster Dalam Meningkatkan Minat Belajar Siswa SD," *Didaktik: Jurnal Ilmiah FKIP Universitas Mandiri* Volume 07 (2021): 606.

process. Learning using media will attract more students' attention so that it can grow their interest in the lesson.¹⁵ The use of media in learning, especially learning a foreign language, is something urgent and is an integral part of the learning process.¹⁶

Currently, the use of electronic-based learning media, e-learning or applications is very much needed and a necessity as a response to developments in time and people's lifestyles, especially students.¹⁷ It is undeniably true that digital technologies have become an indispensable part of our everyday life and changed the way we look for information, communicate with each other.¹⁸ The development of learning media which is influenced by developments in information technology can be integrated into various learning models, both formally and informally.¹⁹

One learning media that can be used to help the teaching and learning process is the Plotagon application. Plotagon media is one of the right solutions for a number of educators to create interesting learning for students. The Plotagon application can create animated videos easily so that it will produce quite innovative videos because only with the help of the storyline written on the platform, script users can immediately know the exact storyline they are writing. In several studies, it was found that this Plotagon animation makes it easier for students to understand the material and is able to increase students' enthusiasm and motivation.²⁰ In the Plotagon application, the process of making animated videos involves two main events. First, users can access predefined characters available within the platform. Second, users have the option to create characters individually as needed. Subsequently, users can regulate the

¹⁵ M. Khalilullah, *Media Pembelajaran Bahasa Arab* (Yogyakarta: Aswaja Pressindo, n.d.).

¹⁶ Nurhidayati Nurhidayati et al., "Pembuatan Media Pembelajaran Berbasis Powerpoint Dan Pemanfaatan Aplikasi Android Untuk Guru Bahasa Arab," *Jurnal KARINOV* 2, no. 3 (2019): 181, <https://doi.org/10.17977/um045v2i3p181-184>.

¹⁷ Sholihah, Supardi, and Hilmi, "Teknologi Media Pembelajaran Bahasa Arab."

¹⁸ Heloisa Orsi Koch Delgado et al., "Artificial Intelligence Adaptive Learning Tools," *BELT - Brazilian English Language Teaching Journal* 11, no. 2 (2020): e38749, <https://doi.org/10.15448/2178-3640.2020.2.38749>.

¹⁹ Uril Bahruddin, Abdul Malik Karim Amrullah, and Noor Amalina Audina, "Constructivism in Maharah Kalam Lecture Using the Instagram Media: The Implementation, Problems, and Tertiary Students' Perceptions in Indonesia/Konstruktivisme Dalam Perkuliahan Maharah Kalam Menggunakan Media Instagram: Implementasi, Problematika Dan Per," *Arabiyatuna : Jurnal Bahasa Arab* 5, no. 1 (2021): 127, <https://doi.org/10.29240/jba.v5i1.2396>.

²⁰ meiyen Dwi Rejeki, "Pemanfaatan Animasi Plotagon Untuk Meningkatkan Antusiasme Siswa Dalam Mata Pelajaran Bahasa Indonesia," *LANGUAGE : Jurnal Inovasi Pendidikan Bahasa Dan Sastra* 2, no. 1 (2022): 64-70, <https://doi.org/10.51878/language.v2i1.1036>.

movements and dialogues of these characters to align with their desired narrative and scene dynamics.²¹

Making animated videos with Plotagon does not require special animation skills; it only takes a moment to create stunning animated videos.²² The Plotagon application offers two methods for producing animated videos: selecting from existing available characters or generating custom characters when required. Subsequently, users can manage both character dialogues and movements within the application.

In this Plotagon application there are several scenes available (for example a school classroom, a street view, different rooms of a house, a library, a restaurant, and a cafe) and selectable characters that can be customized and placed in dialogue with each other although with limited interactions between them (e.g., handshake, pat).

However, there is a good offer of different expressions related to moods and emotions (e.g., happy, agree, relieved, proud, scared, bored, embarrassed, ironic, sad) and selectable sound effects (e.g., cell phone ringing, alarm, crowd noise, computer keyboard) that can help create realistic scenarios. With the addition of other sounds (e.g., sounds related to surprise and mood, music) and visual effects (e.g., black, white, and sepia color lines) and scene transitions, a believable storyline can be created using elements of reality and fantasy. Videos produced from the Plotagon application can be exported in MP4 video format.²³

The effectiveness of using Plotagon as an Arabic language learning medium has been proven by previous studies which prove that the Plotagon application is effective for designing Arabic language learning media.²⁴ Based on research that has been conducted, it shows that there is a positive and significant

²¹ L Sholihatin, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Aplikasi Plotagon Pada Siswa Ma Nu Petung Panceng Gresik," *Prosiding Konferensi Nasional Bahasa Arab*, no. 1986 (2020): 320–26.

²² Senny Suzanna Alwasilah, "Creating Your Animated Stories with Plotagon: Implementation of Project-Based Learning in Narrative Writing," *International Journal of Learning, Teaching and Educational Research* 18, no. 12 (2019): 333–49, <https://doi.org/10.26803/ijlter.18.12.19>.

²³ Konstantina Martzoukou, "‘Maddie Is Online’: An Educational Video Cartoon Series on Digital Literacy and Resilience for Children," *Journal of Research in Innovative Teaching & Learning* 15, no. 1 (2022): 64–82, <https://doi.org/10.1108/jrit-06-2020-0031>.

²⁴ Atika Rahmawati and Khizanatul Hikmah, "Pengembangan Media Pembelajaran Kosakata Bahasa Arab Berbasis Plotagon Story Di SMP Muhammadiyah 8 Tanggulangin Sidoarjo," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2022): 225–41, <https://doi.org/10.32699/liar.v6i2.3489>.

effect on students' attitudes towards the use of learning media in the form of videos.²⁵

Through this Plotagon animation, educators can create videos according to the desired character. In these videos, educators can animate the surrounding environment to be used as an object without eliminating the content of the learning material. With everyday objects and figures, students will better feel the atmosphere and feel interested in the learning video. Apart from that, students are also more enthusiastic about watching videos with material that is tailored to the competencies of the learning objectives.

Plotagon is an animated video creation application that can enliven the learning atmosphere.²⁶ Using the Plotagon application is very suitable for learning speaking skills, which is the main goal in learning Arabic.²⁷ Numerous researchers have elucidated the outcomes of their studies, emphasizing the significant impact and pronounced efficacy of employing this particular learning media within the educational sphere.²⁸ Previous research has proven that the use of Plotagon as a learning medium is very suitable for learning Arabic speaking skills and has been proven to improve students' speaking skills.²⁹

From the results of previous research, it can be concluded that the use of Plotagon as an alternative learning media, especially in learning speaking skills, is very effective and can be developed for further research. Therefore, in this article the author conducted research to design a media for learning speaking skills using the Plotagon application to provide alternative media for learning Arabic speaking skills.

²⁵ Rejeki, "Pemanfaatan Animasi Plotagon Untuk Meningkatkan Antusiasme Siswa Dalam Mata Pelajaran Bahasa Indonesia." *LANGUAGE : Jurnal Inovasi Pendidikan Bahasa dan Sastra*, 2022.

²⁶ Syafira Eka Nurhaura and Zulfadewina Zulfadewina, "Pengaruh Media Plotagon Terhadap Hasil Belajar Siswa Kelas V Pada Mata Pelajaran Ipa Materi Kalor Di Sdn Cibuntu 01," *Pionir: Jurnal Pendidikan* 11, no. 2 (2022): 150–60, <https://doi.org/10.22373/pjp.v11i2.14001>.

²⁷ Agus Yasin, Hidia Tarauni, and Universitas Darussalam Gontor, "The Development of Arabic Speaking Test According to the Common European Framework of Reference for Languages (CEFR) for University Students in Indonesia" 7, no. 1 (2023): 111–34.

²⁸ Afiffah Vinda Prananingrum, Ikhwan Nur Rois, and Anna Sholikhah, "Kajian Teoritis Media Pembelajaran Bahasa Arab," *Konferensi Nasional Bahasa Arab (KONASBARA)* 3, no.1(2020):303–19, <https://journal.stainsyky.ac.id/index.php/ihtimam/article/viewFile/220/162>.

²⁹ A Mudinillah and S R Nurfadilah, "Plotagon Application Development Learning Speaking Skills," *Download.Garuda.Kemdikbud.Go.Id* 1, no. March (2022): 16–23, <http://download.garuda.kemdikbud.go.id/article.php?article=2706131%5C&val=24642%5C&title=Plotagon Application Development Learning Speaking Skills>.

This research is a type of research and development (R&D). The development model used in this research and development was the Borg & Gall Model.

There were two types of data used in research and development (R&D), namely:

1. **Qualitative Descriptive Analysis** Qualitative descriptive analysis was used to process data resulting from reviews by material experts, media experts and teachers in the form of input and suggestions regarding revisions to the Plotagon animated video-based learning media, as well as data from students' response questionnaires. This qualitative descriptive analysis technique was carried out by grouping information from qualitative data contained in the questionnaire in the form of comments, input and suggestions for improvement.
2. **Quantitative Descriptive Analysis** Quantitative descriptive analysis was carried out by analyzing quantitative data in the form of numbers from learning media validity test questionnaires. This data was obtained from questionnaires from material experts, media experts and teachers regarding products that were created or developed and then analyzed.

The data collection technique used to collect data about interactive media was by using a questionnaire. A questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to provide responses according to user requests.

The instruments used to test the feasibility of Plotagon animation video-based learning media in this research were validity test instruments and practicality test instruments. The instrument was first validated by the instrument validator. A valid instrument means that the instrument used to measure the data is valid. Valid means that the instrument can be used to measure what it is supposed to measure.

This research used descriptive analysis according to the development procedures carried out. This data analysis technique was used to determine the feasibility of Learning Media with the Plotagon application in developing maharah kalam learning developed in this research using qualitative and quantitative data analysis.

Findings and Discussion

This research and development aimed to produce interactive Arabic language learning media based on animated videos using the Plotagon

application. This media was created for second semester eighth grade Madrasah Tsanawiyah students with *maharah* kalam material.

This research and development method was carried out using the Borg and Gall development procedure. The research procedures that were carried out started from stage one to stage five. Data on the results of each stage of research and development procedures that had been carried out are as follows:

1. Potential and Problems

The potential in that research and development was learning media in the form of animated videos on Maharah Kalam material, specifically for class 8 of Madrasah Tsanawiyah. The problem in that research and development was that educators had used learning media in the learning process, but the media used were minimal and lacked variety. Consequently, students were less focused on following the learning process in the classroom as the teaching and learning process felt boring to them. Therefore, researchers decided to develop learning media in the form of animated videos using the Plotagon application as a learning medium so that students could be more active in the learning process..

2. Collecting Information

After identifying potential and problems, the next stage was information gathering. Collecting information was very important to determine the needs of students for the products that would be developed in that research. The first stage involved collecting reference sources to support the development of learning media in the form of animated videos at the Madrasah Tsanawiyah level. Reference sources for developing learning media were obtained from library study information sources, namely books, worksheets for eighth-grade Madrasah Tsanawiyah Arabic students, the Baitul Makmur curriculum of 2013, journal articles, and other textual sources.

3. Description of Product Design Creation

This stage was about planning and creating Arabic language learning media. Based on the data collection information obtained, the process of designing learning animation videos was initiated. The created learning videos were animated videos based on the Plotagon application. In the video-making process, there were some stages to produce animation media based on the Plotagon application, including:

a. Determine the main material

The materials that were used in this Plotagon application were Arabic learning materials that researchers considered suitable to be used as a reference in creating learning media. The material discussed in this media is dialogue about *عِبَادَةُ الْمُرْضَىٰ وَالرِّيَاضَةُ*

- b. Determine competency standard
- 1) Core Competencies
 - a) Understand and apply knowledge (factual, conceptual and procedural) based on curiosity about science, technology and arts and culture related to visible phenomena and events.
 - b) Manage, present and reason in the concrete domain (using, parsing, assembling, modifying, and creating) and the abstract domain (writing, reading, calculating, drawing and composing) according to what is learned at school and the same sources from the same point of view or theory.
 - 2) Basic competencies
 - a) Understand the social function, text structure and linguistic elements (sounds, words and meaning) of simple texts related to the theme of **الرياضة** which involves the speech act of giving and asking for information about the purpose of an activity by paying attention to grammatical structure **(أن- لن - ل) + الفعل المضارع**
 - b) Demonstrate the speech act of giving and asking for information about the purpose of an activity by paying attention to the grammatical structure **(أن- لن - ل) + الفعل المضارع** both orally and in writing.
 - c) Understand the social function, text structure and linguistic elements (sounds, words and meaning) of simple texts related to the theme of **عيادة المرضى** which involves the speech act of praying for the sick by paying attention to the grammatical structure of **الفعل الماضى و الجملة الفعلية**
 - d) Demonstrate the speech act of praying for the sick by paying attention to the form, meaning and function of the grammatical structure of **الفعل الماضى و الجملة الفعلية** both orally and in writing.

Product manufacturing procedures

The steps for making an animated video using the Plotagon application are:

1. Download the Plotagon Application. The first step to make a Plotagon animated video is to download the Plotagon application on the website <https://Plotagon.com> or on Playstore on your smartphone.
2. Start Making Animated Videos

After the Plotagon application has been successfully downloaded, then open the Plotagon application and start making an animated video by clicking "Create Video".

3. Select a *Scene*

Click "Scene" to select a background with many choices to use according to the desired theme.

4. Select or create animated characters

After selecting Scene, then select an animated character from the available animated characters or create your own animated character as desired by clicking "Create Character", then arrange the appearance of the animated character created in such a way starting from gender, face shape, color. skin, hair, eyes, mouth, eyebrows, clothes, shoes, accessories, and character names.

5. Set the character's position in the scan

After selecting or creating an animated character, then determine the position of the character in the scan by clicking the button next to the name of the animated character.

6. Start a conversation with animated characters

Click the conversation button to start a character conversation, then choose the character who will speak.

7. Record sound

After selecting the character who will speak, then record the voice by clicking the microphone button.

8. Choose a character's expression

After recording the voice, then choose an expression (angry, happy, sad, etc.) that suits the conversation.

9. Arranging the shot or taking pictures

Setting the image capture aims to make the animated video more interesting. Setting the image capture can be done by clicking the "camera" button in the conversation section, then selecting the desired image capture.

10. Sets the theme for the next scene

Setting a theme for the next scan aims to limit or change the scene in the animation with a different setting.

11. Set a new scene

After selecting a new theme, click "scan" again to change the background of the new place according to what you want.

12. Insert music

After completing the steps that have been carried out, the next step is adding music to make the animated video more interesting

13. Export Video

Once all the conversations and other settings are complete, the final step is to export the video by clicking the "export video" button in the top right corner of the application. Then clicking the "render video" button that appears, and we can choose to export the video with subtitles or without subtitles.

Validation of Arabic Language Learning Media Based on the Plotagon Application

Validation ensured that the initial product being developed was guaranteed to be suitable for testing on students. Expert validation was useful for anticipating errors in language writing, material errors, material deficiencies, and so on, ensuring that the product didn't experience many errors and was in accordance with students' needs when tested in the field. The resulting data from material expert validators and media experts is as follows:

1. Material expert validation

Before conducting trials, the Plotagon-based Arabic learning media developed was validated first by material experts. Material validation was carried out by Partomuan Harahap, MA, Arabic language education lecturer, Tarbiyah Faculty, Curup State Islamic Institute who had a background in accordance with the material developed. Validation by material experts aims to obtain information, criticism and suggestions so that the Plotagon-based Arabic learning media developed became a quality product in terms of material, learning and linguistic aspects.

In the material expert validation sheet, there were 16 statements. The material expert validated once. Based on the table data, the assessment results covered 9 learning aspects and 7 content aspects. The data results from the learning aspect and material content aspect obtained a total score of 74 with an average of 4.62, falling into the "very good" category.

In detail, the 16 indicators in the learning aspect and content aspect are:

1. The 10 learning aspect indicators were rated with a score of 5 (very good), namely:
 - a. Conformity of basic competencies and indicators
 - b. Availability of learning objectives
 - c. Accuracy in selecting materials
 - d. Conformity of material with Basic Competency indicators

- e. Suitability of questions to the material
 - f. The material is presented simply
 - g. Comprehensive content or description of material
 - h. Clarity of vocabulary and text sentences
 - i. Suitability of material to objectives
 - j. Suitability of material for students
2. There were 6 indicator items which were rated with a score of 4 (good), namely:
- a. Giving questions
 - b. Level of difficulty of the questions
 - c. The attractiveness of the material content in motivating users
 - d. Clarity and suitability of the language used
 - e. Accuracy and selection of images according to the material
 - f. The material is presented coherently

2. Media experts validation

Before conducting the trial, the Plotagon-based Arabic learning media developed was also validated first by media experts. Media validation was carried out by Mrs. Yuyun Yumiarty, MT, lecturer in Islamic Library and Information Science Education, Usuludin Faculty of Adab and Da'wah, Curup State Islamic Institute who had a background in accordance with the media being developed. Validation by media experts aimed to obtain information, criticism and suggestions so that the Plotagon-based Arabic language learning media developed could be a quality product in terms of programming and appearance aspects.

In the material expert validation sheet, there were 16 statements. The material expert validated once. Based on table data, the assessment covered 9 learning aspects and 7 content aspects.

The data results from the learning aspect and material content aspect obtained a total score of 74 with an average of 4.62 in the "very good" category.

In the material expert validation sheet, there were 16 statements. The material expert validated once. Based on table data, the assessment covered 9 learning aspects and 7 content aspects.

The data results from the display aspect and programming aspect obtained a total score of 146 with an average of 4.70 in the "very good" category.

Furthermore, the material from the learning media was tested for suitability by material experts consisting of one examiner who was an Arabic language education lecturer. This analysis was used to determine the suitability of the content or material in learning media, which was developed based on two aspects, including: 1) Learning Aspects and 2) Material Content Aspects. The measurement scale used had been a Likert Scale with 5 scales with categories: Very good (A) = 5, good (B) = 4, Fairly good (C) = 3, not good (D) = 2, Very poor (E) = 1.

Based on the validation results from the material expert assessment with a total score of 74, while the maximum score was 80, the feasibility percentage was calculated using the Feasibility Percentage formula as follows:

$$\begin{aligned} \text{Eligibility Percentage} &= \frac{\text{Score achieved}}{\text{Maximum score}} \times 100 \% \\ &= \frac{74}{80} \times 100 \% \\ &= 92,5 \% \end{aligned}$$

So, the results of the suitability of the material in learning media were 92.5% which in the table was included in the Suitable to use category.

Next, the data analysis from the learning media was tested for feasibility by media experts consisting of one examiner who was a lecturer in Islamic Library and Information Science Education. This instrument analysis was used to determine the suitability of learning media, including 3 aspects, namely: 1) display aspect, and 2) programming aspect. The measurement scale used had been a Likert Scale with 5 scales with categories: Very good (A) = 5, good (B) = 4, fairly good (C) = 3, not good (D) = 2, Very poor (E) = 1.

Based on the validation results from the material expert assessment with a total score of 74, while the expected score was 80, the feasibility percentage was calculated using the Feasibility Percentage formula as follows:

$$\begin{aligned} \text{Eligibility Percentage} &= \frac{\text{Score achieved}}{\text{maximum score}} \times 100 \% \\ &= \frac{146}{155} \times 100 \% \\ &= 94,19 \% \end{aligned}$$

So, the results of the feasibility of learning media were 94.19% which in the table is included in the Suitable to use category.

Based on research that has been conducted, it shows there is a positive and significant effect on students' attitudes towards the use of learning media in the form of videos. Similarly, in this research, there is a positive effect on students' use of Plotagon animation in learning, namely student enthusiasm and understanding. Through Plotagon animation, students will be more interested,

thereby making students more enthusiastic and motivated in listening and concentrating on what they see. According to Samuel, enthusiasm is a choice of feelings that arise and are selected and then continued and strengthened, because enthusiasm can be generated from within ourselves or from circumstances outside ourselves, the strongest enthusiasm is from within ourselves, because when we have decide to choose to be enthusiastic, then a program will be run in your mind that will directly produce energy.³⁰

In accordance with the opinion of Pliskin, enthusiasm in learning will make students' understanding of the problems being studied better and last longer. By learning using Plotagon animation, it is fun for students, so it is not boring.³¹ This is in line with research by Hardianti & Asri (2017) "by using videos, the learning atmosphere becomes more enjoyable and less stressful. Boring."³²

Conclusion

The validation results of Arabic language learning media based on the Plotagon application by material experts, encompassing learning aspects and material content aspects, yield an average score of 4.62 (very good) and a feasibility test result of 92.5%. Meanwhile, the assessment from media experts, encompassing appearance aspects and programming aspects, attains an average score of 4.70 (very good) with a feasibility result of 94.19%. Hence, the Arabic language learning media based on the Plotagon application proves to be suitable for use.

The use of Plotagon animation in learning speaking skills makes it easier for students to understand the material and is able to increase students' enthusiasm and motivation. Based on the results of data processing, it is known that the Plotagon animation developed can be used in the learning process.

References

- Acep Hermawan. *Metodologi Pembelajaran Bahasa Arab*. Bandung: PT. Remaja Rosdakarya, 2011.
- Alwasilah, Senny Suzanna. "Creating Your Animated Stories with Plotagon: Implementation of Project-Based Learning in Narrative Writing."

³⁰ Donal Samuel, "Antusiasme Guru Dalam Program Pengembang Kompetensi Pedagogik Dan Detreminannya," *Kelola: Jurnal Menegemen Pendidikan*, 2015.

³¹ Pliskin, *Enthusiasm: Formula, Stories and Insights* (Brooklyn: Shaar Press., 2002).

³² Hardianti Hardianti and Wahyu Kurniati Asri, "Keefektifan Penggunaan Media Video Dalam Keterampilan Menulis Karangan Sederhana Bahasa Jerman Siswa Kelas Xii Ipa Sma Negeri 11 Makassar," *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra* 1, no. 2 (2017): 123–30, <https://doi.org/10.26858/eralingua.v1i2.4408>.

- International Journal of Learning, Teaching and Educational Research* 18, no. 12 (2019): 333–49. <https://doi.org/10.26803/ijlter.18.12.19>.
- Bahrudin, Uril, Abdul Malik Karim Amrullah, and Noor Amalina Audina. “Constructivism in Maharah Kalam Lecture Using the Instagram Media: The Implementation, Problems, and Tertiary Students’ Perceptions in Indonesia/Konstruktivisme Dalam Perkuliahan Maharah Kalam Menggunakan Media Instagram: Implementasi, Problematika Dan Per.” *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 1 (2021): 127. <https://doi.org/10.29240/jba.v5i1.2396>.
- Evi Nurus Suroiyah, and Dewi Anisatuz Zakiyah. “Perkembangan Bahasa Arab Di Indonesia.” *Muhadasah: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2021): 60–69. <https://doi.org/10.51339/muhad.v3i1.302>.
- 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>.
- Hardianti, Hardianti, and Wahyu Kurniati Asri. “Keefektifan Penggunaan Media Video Dalam Keterampilan Menulis Karangan Sederhana Bahasa Jerman Siswa Kelas Xii Ipa Sma Negeri 11 Makassar.” *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra* 1, no. 2 (2017): 123–30. <https://doi.org/10.26858/eralingua.v1i2.4408>.
- Hasyim, Mochamad, Mu’alim Wijaya, and Mufidatul Iliah. “Using the SAVI Model through Video and Peabody Media in Learning Arabic Speaking Skills.” *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 81. <https://doi.org/10.29240/jba.v7i1.6397>.
- Kulakova, Natalia V., Maria V. Vekkeser, Larisa S. Shmulskaya, and Olga N. Zyrianova. “The Technique of ‘Voicing Cartoons’ as a Means of Developing the Linguistic Abilities of Schoolchildren.” *Brazilian English Language Teaching Journal* 13, no. 1 (2022): 1–12. <https://doi.org/10.15448/2178-3640.2022.1.43343>.
- M. Khalilullah. *Media Pembelajaran Bahasa Arab*. Yogyakarta: Aswaja Pressindo, n.d.
- Martzoukou, Konstantina. “‘Maddie Is Online’: An Educational Video Cartoon Series on Digital Literacy and Resilience for Children.” *Journal of Research in Innovative Teaching & Learning* 15, no. 1 (2022): 64–82. <https://doi.org/10.1108/jrit-06-2020-0031>.
- Mudinillah, A, and S R Nurfadilah. “Plotagon Application Development Learning Speaking Skills.” *Download.Garuda.Kemdikbud.Go.Id* 1, no. March (2022): 16–23.

[http://download.garuda.kemdikbud.go.id/article.php?article=2706131%5C&val=24642%5C&title=Plotagon Application Development Learning Speaking Skills.](http://download.garuda.kemdikbud.go.id/article.php?article=2706131%5C&val=24642%5C&title=Plotagon%20Application%20Development%20Learning%20Speaking%20Skills)

- Nurhaura, Syafira Eka, and Zulfadewina Zulfadewina. "Pengaruh Media Plotagon Terhadap Hasil Belajar Siswa Kelas V Pada Mata Pelajaran Ipa Materi Kalor Di Sdn Cibuntu 01." *Pionir: Jurnal Pendidikan* 11, no. 2 (2022): 150–60. <https://doi.org/10.22373/pjp.v11i2.14001>.
- Nurhidayati, Nurhidayati, Imam Asrori, Mohammad Ahsanuddin, and M. Wahib Dariyadi. "Pembuatan Media Pembelajaran Berbasis Powerpoint Dan Pemanfaatan Aplikasi Android Untuk Guru Bahasa Arab." *Jurnal KARINOV* 2, no. 3 (2019): 181. <https://doi.org/10.17977/um045v2i3p181-184>.
- Orsi Koch Delgado, Heloísa, Aline De Azevedo Fay, Maria José Sebastiany, and Asafe Davi Cortina Silva. "Artificial Intelligence Adaptive Learning Tools." *BELT - Brazilian English Language Teaching Journal* 11, no. 2 (2020): e38749. <https://doi.org/10.15448/2178-3640.2020.2.38749>.
- Pliskin. *Enthusiasm: Formula, Stories and Insights*. Brooklyn: Shaar Press., 2002.
- Prananingrum, Afiffah Vinda, Ikhwan Nur Rois, and Anna Sholikhah. "Kajian Teoritis Media Pembelajaran Bahasa Arab." *Konferensi Nasional Bahasa Arab (KONASBARA)* 3, no. 1 (2020): 303–19. <https://journal.staimsyk.ac.id/index.php/ihtimam/article/viewFile/220/162>.
- Rahmawati, Atika, and Khizanatul Hikmah. "Pengembangan Media Pembelajaran Kosakata Bahasa Arab Berbasis Plotagon Story Di SMP Muhammadiyah 8 Tanggulangin Sidoarjo." *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2022): 225–41. <https://doi.org/10.32699/liar.v6i2.3489>.
- Rejeki, Meiyen Dwi. "Pemanfaatan Animasi Plotagon Untuk Meningkatkan Antusiasme Siswa Dalam Mata Pelajaran Bahasa Indonesia." *LANGUAGE: Jurnal Inovasi Pendidikan Bahasa Dan Sastra* 2, no. 1 (2022): 64–70. <https://doi.org/10.51878/language.v2i1.1036>.
- Richard, Brenna, Joan Turner, Michelle R Stone, and Jessie-lee D Mcisaac. "How an Early Learning and Child Care Program Embraced Outdoor Play: A Case Study" 4, no. 3 (2023): 306–21. <https://doi.org/10.37291/2717638X.202343266>.
- Rini, Rini. "Ushul Al-Nahwi Al-Arabi : Kajian Tentang Landasan Ilmu Nahwu." *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (2019): 145. <https://doi.org/10.29240/jba.v3i1.773>.

- Rini, Rini, Arif Mustofa, and Rahadian Kurniawan. "Transformation Of Arabic Learning From Classical Model To Digital Model." *Ijaz Arabi Journal of Arabic Learning* 5, no. 3 (2022): 892–902. <https://doi.org/10.18860/ijazarabi.v5i3.17409>.
- Rizal, Muhammad, Mohamad Zaka Al Farisi, and Asep Sopian. "Peer Teaching Method Integrated with Card Media: Its Implementation in Arabic Syntax Learning." *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 345. <https://doi.org/10.29240/jba.v7i1.5860>.
- Samuel, Donal. "Antusiasme Guru Dalam Program Pengembang Kompetensi Pedagogik Dan Detreminannya." *Kelola: Jurnal Menegemen Pendidikan*, 2015.
- Sholihah, Euis, Adi Supardi, and Irpan Hilmi. "Teknologi Media Pembelajaran Bahasa Arab." *Jurnal Keislaman Dan Pendidikan* 1, no. 2 (2019): 12–15.
- Sholihatin, L. "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Aplikasi Plotagon Pada Siswa Ma Nu Petung Panceng Gresik." *Prosiding Konferensi Nasional Bahasa Arab*, no. 1986 (2020): 320–26.
- Syamaun, Nurmasiythah. "Pembelajaran Maharah Al-Kalam Untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh." *LISANUNA Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 4, no. 2 (2015): 343–59. <https://ejournal.iainkendari.ac.id/al-tadib/article/view/412>.
- Tantina Mindrianingsih, Yulia Eka Yanti. "Pengembangan Media Video Animasi Berbasis Plotagon Dan Kinemaster Dalam Meningkatkan Minat Belajar Siswa Sd." *Didaktik: Jurnal Ilmiah FKIP Universitas Mandiri* Volume 07 (2021): 606.
- Wahab, Muhib Abdul. *Epistemologi Dan Metodologi Pembelajaran Bahasa Arab*. Jakarta: UIN Jakarta Press, 2008.
- Yasin, Agus, Hidia Tarauni, and Universitas Darussalam Gontor. "The Development of Arabic Speaking Test According to the Common European Framework of Reference for Languages (CEFR) for University Students in Indonesia" 7, no. 1 (2023): 111–34.

This page belong to the Arabiyatuna: Jurnal Bahasa Arab