



## Development of PDF Flipbook as Muhadatsah Learning Media for Students

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**Abstract:** Innovation in educational media is crucial for enhancing students' interest and motivation, especially in Arabic language learning. The use of technology-based media is an appropriate choice because it aligns with the current advancements in students' learning environments. One such example is the Flipbook PDF. This research and development project aims to create a Flipbook PDF as a medium for *muhadatsah* learning and to describe the feasibility of the developed media. The method used is Research and Development with the ADDIE model, which includes five stages of development: analysis, design, development, implementation, and evaluation. The development results in an online-based Flipbook PDF accessible via a link. This Flipbook features 3 chapters aligned with the Kemenag curriculum for Arabic language learning in the second semester of Grade VIII. Each chapter includes vocabulary and examples of *muhadatsah* with audio, instructional videos, *muhadatsah* videos, and practice exercises. The material validation results show a score of 89.3%, and the media validation results show a score of 90.6%, both categorized as valid. Meanwhile, the media feasibility test on the subjects shows a score of 79%, categorized as fairly feasible. Therefore, it can be concluded that the Flipbook PDF is proven to be a suitable medium for *muhadatsah* learning for Grade VIII MTs students.

**Keywords:** *Arabic language learning; muhadatsah learning media; PDF flipbook*

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## A. INTRODUCTION

The teaching of Arabic in Indonesia has shown positive progress through curriculum development that teaches skills appropriate and proportional to students' abilities

(Rufaiqoh et al., 2024). Interest in Arabic has been increasing, as evidenced by the growing number of learners from various age groups, ranging from children to adults, who are studying the language (Suroiyah & Zakiyah, 2021). The development of the Arabic language curriculum also emphasizes the importance of creating an inclusive environment that respects diversity, allowing everyone to learn Arabic (Thohri, 2024). However, as a foreign language, learning Arabic inevitably encounters various challenges that hinder students' progress, including non-linguistic issues. Non-linguistic issues stem from students' backgrounds, such as motivation and environment, which significantly impact the learning process (Sakdiah & Sihombing, 2023).

*Muhadatsah*, or conversation practice, serves as an initial step in learning Arabic, as it trains students to speak in the language. However, during *muhadatsah* lessons, challenges often arise due to internal factors such as students' interest and motivation, as well as external factors like the availability of learning tools (Pratama & Inayati, 2023). A lack of interest in learning Arabic can lead to students becoming disinterested and reluctant to engage in lessons (Fauzi & Anindiati, 2021), making motivation crucial for fostering students' interest in learning. In the context of *muhadatsah*, motivation also plays a key role in boosting students' confidence to speak, thereby achieving the learning objectives (Alam & Asyrofi, 2023). Additionally, the inadequate use of supporting learning tools can hinder the acquisition of Arabic language skills (Zainuri, 2019). Therefore, in *muhadatsah* lessons, special attention should be given to the use of instructional media, as it can help increase students' motivation and facilitate the absorption of material presented by the teacher, thereby ensuring the learning objectives are achieved more effectively. (Hasan et al., 2021).

At MTs Surya Buana Malang, Arabic language learning has been implemented well according to the curriculum. Teachers at the school use teaching materials from print books published by the Ministry of Religious Affairs, ensuring that the content provided to students aligns with the curriculum. In the learning process, teachers at MTs Surya Buana Malang have also utilized technology, such as using LCD projectors to display PowerPoint presentations. However, students have not shown high interest in learning Arabic and find the subject difficult and boring. Therefore, there is a need to develop interactive technology-based learning media to increase students' interest in learning Arabic. Interactive technology-based media is engaging and in line with current trends, positively impacting learning (Kustyarini et al., 2020). This has also been confirmed by

research (Ritonga et al., 2024; Makruf, 2020) that using technology-based media in Arabic language learning leads to improvements.

One of the innovations in developing online-based learning media is the development of e-books using Flip PDF. E-books are an innovation in developing printed books from sheets of paper into electronic books in the form of text or images that can be accessed using electronic devices (Haniah et al., 2023). In Flipbook PDF, many exciting features such as videos, voice notes, images, and quizzes will increase students' interest in learning Arabic. Several results of development research carried out by Several results of development research regarding the development of Flipbooks were declared valid and suitable for development as learning media (Komikesari et al., 2020; Sudarsono & Busri, 2018) Regarding the development of Flipbooks, were declared valid and suitable for development learning media. Apart from that, according to research results, the Flip learning media has also been proven to be effective in learning Arabic (Hamidah et al., 2023). Arabic teachers have also approved this product as suitable for use as a learning medium to create an innovative, creative, and fun learning atmosphere (Sudarsono & Busri, 2018).

Based on the explanation above, we are interested in researching the development of Flipbook PDF as a *muhadatsah* learning medium. This development research was carried out to refine and update previous research. In this development research, the researcher focuses on teaching *muhadatsah* because previous studies, such as those by Jannah & Al Ghozali, 2020, have not yet developed a Flipbook for *muhadatsah* instruction. Research related to *muhadatsah* learning conducted by (Salsabila, 2020) requires media innovation based on student perceptions, requires media innovation. Apart from that, the PDF Flipbook developed by researchers focuses on learning *muhadatsah* also because *muhadatsah* is believed to improve language skills (Akzam et al., 2021). Through *muhadatsah* learning, students are trained and accustomed to hearing, listening, and speaking, which will help improve language skills (Sangid & Muhib, 2019).

The development research carried out by us is different from previous research because, in this development research, we tried to improve the features of Flipbook so that they are more varied. We use the Flip PDF Professional application, which has many features that can provide advantages in developing Flipbook media. Several applications used by previous researchers did not have various features, such as KVISOFT, which used (Huda et al., 2021), Fliphtml5 (Amin et al., 2022) and Heyzine Flipbook (Yosintha

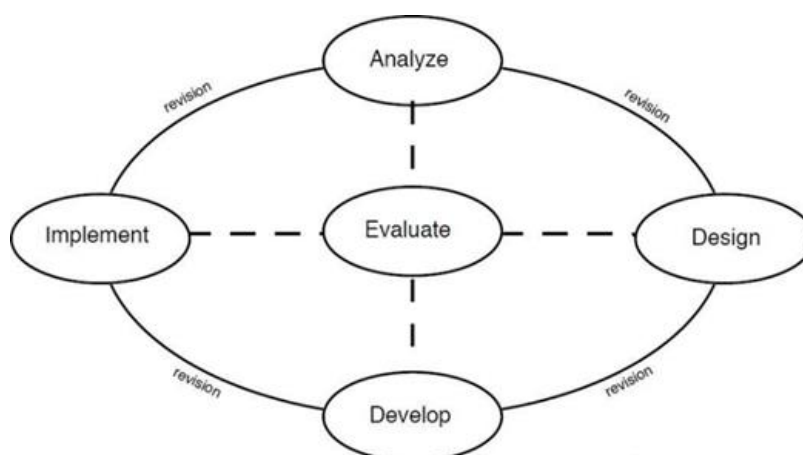
et al., 2024). This research and development are aimed at class VIII students at MTs Surya Buana Malang since, based on the results of observations, Arabic language learning at MTs Surya Buana Malang is still focused on teachers and books. This indicates that innovative learning media are needed to help students in the Arabic language learning process. Therefore, the objectives of this research and development are: 1) produce Flipbook PDF as a *muhadatsah* learning media and 2) describe the suitability of Flipbook PDF as a *muhadatsah* learning medium.

## B. RESEARCH METHODS

The type of research used in this study is Research and Development (R&D), which aims to develop, produce, and test specific products (Purnama, 2016). The R&D model employed in this research is a procedural model that emphasizes the order and certainty of the steps in the process. The procedural model used is ADDIE, which includes five stages: Analyze, Design, Develop, Implement, and Evaluate (Cahyadi, 2019). The reason for choosing the ADDIE model is its well-established reputation and widespread use in developing educational multimedia. The steps undertaken in this research and development are as follows:

1. Analysis: In this phase, the researcher conducts a theoretical and needs analysis to align the development with the needs of students and teachers. The theoretical analysis involves reviewing the literature to gather information on the core competencies, indicators, and learning objectives that students should achieve. A literature review is also conducted to obtain references for developing the Flipbook PDF and *muhadatsah* learning, ensuring that the media can be effectively developed. The needs analysis is carried out through observation of the Arabic language learning process in grade VIII at MTs Surya Buana.
2. Design: The results of the analysis are used as the basis for designing the learning materials. The design phase includes preparing the learning materials to be presented in the media and designing the e-book template. In material design, the researcher arranges the learning content to cover Core Competencies (KI) and Basic Competencies (KD), vocabulary, *muhadatsah*, and practice questions. The researcher also designs the e-book template, including creating the cover, selecting colour themes, and choosing the ornaments to be used in the e-book.

3. Development: In this phase, the researcher uses Flip PDF Professional to convert the design into an e-book, adding audio, video, and quizzes. The e-book learning media is then reviewed by a supervising lecturer, and revisions are made based on feedback from media and material experts.
4. Implementation: The developed product is tested in two stages: 1) Material and media validation, and 2) Field testing. In the first stage, the researcher performs validation of the Flipbook PDF product through evaluation by validators with expertise in material and media. In the second stage, the product is tested for its feasibility with 37 students and one Arabic language teacher.
5. Evaluation: Evaluation is conducted both formatively (at the end of each stage) and summative (at the end of the entire process). Product revisions are made based on feedback from the supervising lecturer, material experts, and media experts.



**Figure 1. ADDIE Development Model Steps (Cahyadi, 2019)**

The data collected in this research is divided into two, namely quantitative and qualitative data (Rayanto & Sugianti, 2020). Quantitative data are the results of product evaluations from 2 Arabic Language Education Lecturers as material expert validators and media expert validators. Evaluation results were also obtained from test subjects, namely class VIII students at MTs Surya Buana Malang, totaling 37 children and teachers teaching Arabic. Qualitative data includes criticism, suggestions, and input from the validation team and trial subjects. The data sources were obtained from validation questionnaires submitted to material and media experts and trial questionnaires given to trial subjects.

The data analysis techniques used are qualitative and quantitative analysis. Qualitative analysis processes qualitative data resulting from validation and trial questionnaires containing criticism, suggestions, and descriptive input. Meanwhile, quantitative data analysis was carried out to obtain a percentage of product validity and feasibility figures based on the assessment results in the form of numbers on validation questionnaire sheets and trial questionnaires. The rate is obtained by calculating using the following formula (Arikunto & Suharsimi, 2019):

$$P = \frac{x}{x_1} 100\%$$

Note: P= percentage, x= number of respondents' scores, and x\_1= highest total score. Then, the percentage obtained from calculations using the formula above will show the validity and suitability of the product based on the following table:

**Table 1. Validity Percentage (Sudaryono et al., 2013)**

Persentase	Keterangan
80% - 100%	Valid/ Eligible
60% - 79%	Fairly Valid/Decent
45% - 59%	Less valid/Not feasible
< 45%	Invalid/Not eligible

## C. FINDINGS AND DISCUSSION

### Findings

The result of this research and development was a Flipbook PDF media that had gone through five stages of development: analysis, design, development, implementation, and evaluation. This media was developed as an online-accessible Flipbook PDF learning module for Muhadatsah, which could be accessed via a link or barcode. Below are the outcomes of the five stages that were completed:

### Analysis Step

From the theoretical analysis, the researcher identified the core competencies that need to be developed in Arabic language learning for grade VIII at MTs, by the curriculum established by the Ministry of Religious Affairs of the Republic of Indonesia. Several examples of the developed Flipbook PDF have also been reviewed to identify aspects that need further development and enhancement. Based on participatory and non-participatory observations, it was found that most of the grade VIII students at MTs Surya

Buana displayed a lack of interest in learning Arabic. In the learning process, teachers still focus primarily on printed books and show little innovation in using learning media. However, when the researcher participated as a teacher and used an LCD for instruction, there was a noticeable increase in student interest in learning Arabic. Therefore, the development of the Flipbook PDF is expected to attract students' attention to learning Arabic.

### Design Step

The e-book design includes the following components:

1. E-Book Cover,
2. Introduction,
3. Table of Contents,
4. Content containing 3 chapters: Chapters IV-VI. Each chapter begins with the core competencies (KD) that students need to achieve. Each chapter includes: Chapter IV: الرياضة (Sports), which contains examples of vocabulary related to sports, accompanied by images and audio, examples of *muhadatsah* featuring grammatical structures of *fi'liyah* sentences and *amil nasab*, and video examples of *muhadatsah*. Chapter V: الحين (Professions), which contains examples of vocabulary related to professions and *muhadatsah* featuring grammatical structures of *masdar sharih*, accompanied by images and video examples of *muhadatsah*. Chapter VI: عيادة المريض (Visiting the Sick), which includes examples of vocabulary related to visiting the sick, with images and audio, examples of *muhadatsah* featuring grammatical structures of *fi'liyah* sentences and *fi'il madhi*, and video examples of *muhadatsah*.
5. End-of-Chapter Exercises,
6. Final semester Exam Covering All Chapters,
7. Motivational Quotes or Sayings to Support Student Motivation,
8. Author Profile.

The media was developed using the Canva website, which offers various elements to create the desired media appearance. Canva was chosen because it provides numerous templates and themes, making it easy to arrange colors, fonts, and ornaments according to preferences.

### Development Step

This development phase involves creating the Flipbook PDF based on the design

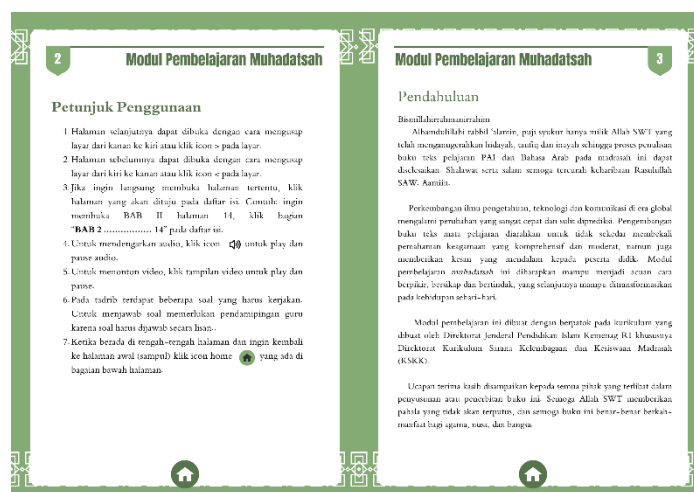


completed in the previous stage. The result of this development is an e-book made using Flip PDF that is accessible online. The outcome of the Flipbook development is as follows:



**Figure 2. Front and Back Cover of Flipbook**

The front cover and back cover of the Flipbook PDF contain the learning media title, namely "Modul Pembelajaran Muhadatsah," a description of class VIII Madarasah Tsanawiyah, which indicates this module is intended for class VIII students, and there is a description of the author's name, namely Shilla Rahmi. On the cover display is a supporting image of 2 Muslim women facing each other to show communication or conversation. This is adapted to develop media that can be used as a muhadatsah learning medium. The color theme used in the Flipbook design is green because green is a color that is not too flashy but also not too dark, so it is pleasing to the eye.



**Figure 3. Instructions for Use and Introduction**

In the Flipbook, instructions for use are presented right after the front cover to read directly to students so that it can be easier to use afterward. The instructions for use



contain instructions on how to operate Flipbook, both to access the desired page, audio, video, etc. The next page is an introduction containing sentences of gratitude and thanks. The introduction is presented to welcome students or Flipbook users.

4	Modul Pembelajaran Muhadatsah	5	Modul Pembelajaran Muhadatsah
<b>Daftar Isi</b> Pembukaan ..... 3 Daftar Isi ..... 4 BAB IV ..... 5 Muhadatsah ..... 7 Muhadatsah ..... 9 Video Pembelajaran ..... 11 Video Muhadatsah ..... 12 Tudris ..... 13 BAB V ..... 14 Muhadatsah ..... 16 Muhadatsah ..... 18 Video Pembelajaran ..... 21 Video Muhadatsah ..... 21 Tudris ..... 22 BAB VI ..... 23 Muhadatsah ..... 25 Muhadatsah ..... 27 Video Pembelajaran ..... 30 Video Muhadatsah ..... 30 Tudris ..... 31 Ujian Akhir Semester ..... 32 Motivasi ..... 33 Profil Penulis ..... 34		<b>BAB IV</b> <b>الرِّيَاضَةُ</b>	

Figure 4. Table of Contents and Chapter Start Page

The table of contents is presented in Flipbook to make it easier for students or other users who want to access certain pages. Then, the initial page of the chapter, which contains descriptions of the chapter and theme, is presented as a marker for entering a particular chapter with the theme listed.

6	Modul Pembelajaran Muhadatsah	7	Modul Pembelajaran Muhadatsah
<b>A. KOMPETENSI INTI</b> 1. Menghargai dan menghayati ajaran agama yang dianutnya 2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menalar, membaca, membuat, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori <b>B. KOMPETENSI DASAR</b> 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan (tutur, kata, dan makna) dari teks sederhana yang berkaitan dengan tema: الرياضة yang melibatkan media cetak elektronik dan membaca informasi tentang tujuan sebuah aktivitas dengan memperhatikan susunan gramatikal 3.8 Mengandikan gagasan dari teks naratif sederhana yang berkaitan dengan tema: الرياضة dengan memperhatikan bentuk, makna dan fungsi dari susunan gramatikal 4.7 Mendemonstrasikan (melik) teks naratif dan memahami idiomasi tentang tujuan sebuah aktivitas dengan memperhatikan susunan gramatikal 4.8 Menunjukkan hasil analisis gagasan dari teks naratif sederhana yang berkaitan dengan tema: الرياضة dengan memperhatikan bentuk, makna dan fungsi dari susunan gramatikal		<b>أ. الْمُفْرَدَاتُ</b>  جَرَى - يَجْرِي  سَبَّاحَةٌ  رُكُوبُ الْخَيْلِ  كُرَةُ الْقَدَمِ  كُرَةُ السَّكَّةِ  كُرَةُ الْعَاقِرَةِ	

Figure 5. Core Competencies and Mufradat

After the initial page enters the chapter, basic and core competencies are presented as a reference in developing student competencies. What follows is the presentation of *mufradat*, which uses the chapter's theme to increase students' repertoire of *mufradat* in everyday Arabic. There are twelve *mufradats* presented in each chapter, supported by pictures and audio to make it easier for students to remember and pronounce them properly and correctly. The audio contains the voice of the *mufradat*, which is pronounced

according to the image. The audio is pronounced once but can be repeated as needed.



Figure 6. Muhadatsah

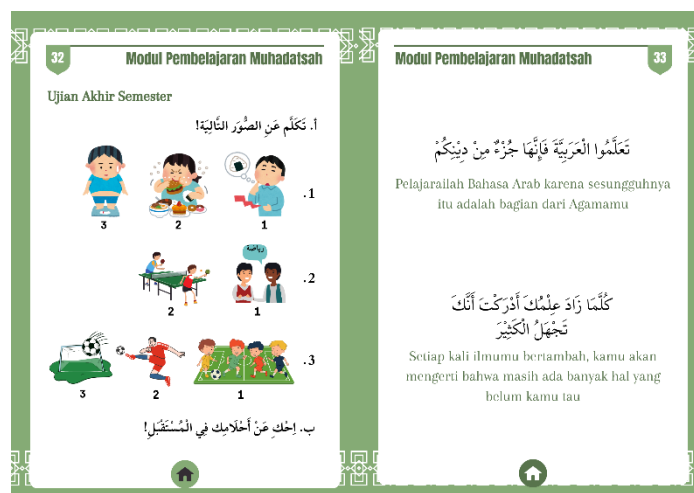
To develop Flipbook, namely as a muhadatsah learning medium, examples of muhadatsah are presented, and each chapter contains three muhadatsah texts. The presentation of the muhadatsah is supported by titles or themes, images, and audio, making it easier for students to understand and pronounce the sentences in the muhadatsah text. The supporting image illustrations correspond to the actors involved in muhadatsah, such as muhadatsah between two women, muhadatsah between a man and a woman, and so on. The audio in the muhadatsah contains conversational sounds by the muhadatsah text presented and can be repeated as needed.



Figure 7. Learning Videos, Muhadatsah Videos, and Practice Questions

In Flipbook, learning videos related to grammatical material are presented with the essential learning competencies in each chapter. Learning videos are offered to make it easier for students to understand the material because they can be accessed continuously and are more attractive. The muhadatsah video is presented to add references for students

communicating using everyday Arabic. Then, practice questions appropriate to the theme and material studied in that chapter are given at the end of each chapter. There are two forms of practice questions that aim to measure students' verbal abilities. The first form, practice questions, is in the form of commands to answer the questions presented verbally, which are supported by pictures. The second form of question is in the form of an order to tell about one's condition, one's family, or one's experiences by the theme of the chapter.



**Figure 8. Final Semester Exam and Motivational Words**

After passing three learning chapters in the even semester, there is a final semester exam containing questions representing the entire theme and material studied. This final semester exam aims to hone speaking skills related to the chapter themes studied. Having final semester exams is also a preparation for students to face final semester exams at school. The final semester exam has two forms of questions: the first is to reveal a short story according to the series of pictures presented, and the second question is a command to tell a dream for the future. Afterward, motivational sentences encourage students to remain enthusiastic about learning Arabic. Two motivational sentences are given; the first contains why you need to learn Arabic, and the second includes the virtues and enjoyment of studying.



**Figure 9. Author profile**

The last page before the back cover is the author profile, which contains the author's identity, such as name, place, date of birth, education, email, and simple sentences related to Flipbook media.

### **Implementation Step**

The implementation is conducted in two phases: 1) The phase of material and media validation testing, and 2) The phase of field trials. In the first phase, the researcher carries out the validation of the Flipbook PDF product through evaluation by validators who are experts in the fields of material and media. The Flipbook PDF, as a learning medium for muhadatsah, is validated by Arabic Language Education Lecturers from Universitas Negeri Malang. In the second phase, the researcher conducts a product trial to test its feasibility with research subjects. The research subjects include 37 students from Class VIII of MTs Surya Buana Malang and one Arabic language teacher. The validation instruments and trial questionnaires used are Likert scale questionnaires containing statements related to indicators. Each questionnaire for the material and media experts is adjusted to the aspects of muhadatsah Arabic learning. Meanwhile, the trial questionnaire includes content suitability with the curriculum used in the school and the feasibility of the Flipbook PDF as a learning medium for muhadatsah.

### **Evaluation Step**

During the evaluation phase, the researcher receives both formative (at the end of each phase) and summative (at the end of the entire process) evaluations. Formative evaluation is obtained when the researcher receives guidance from the supervising lecturer to improve the developed media to achieve a good assessment during the validation testing. Summative evaluation is obtained when the media has passed the

validation test, aiming to refine and perfect the media before the trial. During the trial phase, the media also receives evaluation in the form of criticism and suggestions related to the use of the media to ensure its effectiveness.

From the results of the validation testing, several issues need to be addressed to maximize the media's use in the field according to the criticism and suggestions from the validators. Suggestions from material experts include: a) Aligning learning objectives with the content, adding examples to each chapter. For instance, Chapter IV, which discusses the grammatical structure of *fi'il mudhari'* + *amil nasab* (أن - لن - ل), currently focuses only on the use of أن and does not evenly cover other *amil nasab* letters. b) The use and selection of words and sentences are still heavily influenced by Indonesian culture and need adjustment to Arab culture. For example, the phrase هَذَا جَيِّدٌ should be replaced with حَسَنَةٌ or بَارَكَ اللهُ. c) Attention should be given to the spelling of vocabulary in sentences, such as the use of letters. For instance, the word فَلِذَاكَ has an extra letter and should be written as فَلِذَلِكَ. Additionally, there are errors in the transliteration of building names from Indonesian to Arabic, such as the stadium name Gajayana being written as مَلْعَبٌ غَايَايَا instead of مَلْعَبٌ غَايَايَا. d) Attention should be paid to the use of *dhamir muannats* and *mudzakkar* in sentences. For example, in the following muhadatsah text:

**Table 2. Errors in Using Dhamir and Their Corrections**

Before Repair	After Repair
<p>The use of words is still in the form <i>mudzakkar</i> while the person speaking or being addressed is <i>muannats</i>.</p> <p>الأخْتُ: أُرِيدُ أَنْ أَكُونَ طَيِّبَةً مِثْلَ أَخِي الْكَبِيرِ  الأخ: أَنْ تَكُونِ طَيِّبَةً لَيْسَ بِالْأَمْرِ السَّهْلِ. هَلْ أَنْتِ مُتَأَكِّدَةٌ؟  الأخْتُ: أَنَا مُتَأَكِّدَةٌ. سَأَدْرُسُ جَيِّدًا  الأخ: حَسَنًا. لِمَاذَا تُرِيدِينَ أَنْ تَكُونِ مِثْلِي؟  الأخْتُ: لِأَنَّ كَوْنَكَ طَيِّبًا يُمَكِّنُ أَنْ تُسَاعِدَ الْكَثِيرَ مِنَ النَّاسِ</p>	<p>So, it should be adjusted into the shape of <i>muannats</i>.</p> <p>الأخْتُ: أُرِيدُ أَنْ أَكُونَ طَيِّبَةً مِثْلَ أُخِي الْكَبِيرِ  الأخ: أَنْ تَكُونِ طَيِّبَةً لَيْسَ بِالْأَمْرِ السَّهْلِ. هَلْ أَنْتِ مُتَأَكِّدَةٌ؟  الأخْتُ: أَنَا مُتَأَكِّدَةٌ. سَأَدْرُسُ جَيِّدَةً  الأخ: حَسَنَةً. لِمَاذَا تُرِيدِينَ أَنْ تَكُونِ مِثْلِي؟  الأخْتُ: لِأَنَّ كَوْنَكَ طَيِّبَةً يُمَكِّنُ أَنْ تُسَاعِدَ الْكَثِيرَ مِنَ النَّاسِ</p>

Criticism and suggestions from media experts include: a) The illustrations on the cover should align with the learning objectives of muhadatsah. The cover illustration needs to be revised to reflect the characteristics of muhadatsah by showing more than one character, as muhadatsah involves communication between two people. b) The author's name should be added to the cover. c) Each page template should use a consistent theme

and consider the placement of page numbers for a cohesive look. d) Each muhadatsah example should be titled. e) The use of images should be adjusted to be more Islamic, considering this media is for Arabic language learning. f) The position of the home icon on each page should be consistent.

From the product trial results, several issues need to be addressed to maximize the media's use in the learning process. The suggestion from the Arabic language teacher emphasizes the importance of considering the allocation of time when using the media in teaching. During the use of the Flipbook PDF, there were moments when some students were asked to come forward to practice muhadatsah. Based on the Arabic teacher's suggestion, students who do not come forward should be given other tasks or activities. This is important to ensure that all students remain active and are not engaged in irrelevant activities, such as playing around.

### **Discussion**

The research and development conducted have shown that the Flipbook PDF media has a validity percentage of 89.3% based on the assessment from material validators and 90.6% from media validators. The average validity percentage from these two validators is 89.95%, indicating that the Flipbook PDF learning media is valid for use in Arabic language learning. Additionally, the feasibility percentage from Arabic language teachers is 77%, and from 37 seventh-grade students of MTs Surya Buana Malang, it is 81%. The average feasibility percentage of 79% shows that the Flipbook PDF media is reasonably suitable for use in Arabic language learning. These findings align with the research and development of Flipbook by (Komikesari et al., 2020), which stated that this media is valid and feasible for use as a learning tool. Research by (Huda et al., 2021) also supports the feasibility of Flipbook, which contains Arabic learning materials complete with video and audio, making it easier for students to understand the material and supporting the development of listening and speaking skills.

The researchers chose to develop a Flipbook because it is a technology-based medium that can be used flexibly. Technology-based media are considered appropriate for Arabic language learning because they can increase students' interest and motivation. The use of Flipbooks in Arabic language learning facilitates students' understanding as it is equipped with various features that support the learning process (Ritonga et al., 2024). When implemented in the classroom, students showed high interest and enthusiasm for learning Arabic using the Flipbook PDF media because its development was tailored to their needs. In Arabic language learning, students greatly need technology-based media



to boost their learning motivation. This finding aligns with the research by (Amin et al., 2022), which shows that students are enthusiastic about using Flipbooks because they assist the learning process. This indicates that students generally require systematically organized learning materials, especially when presented in digital form.

The Flipbook was developed for *muhadatsah* learning because *muhadatsah* was an important aspect of language skills that needed to be improved through innovation. Research by (Borham et al., 2022) showed that the demand for the development of online media for *muhadatsah* learning was high. Therefore, as teachers and educational institutions played a crucial role in ensuring the availability of instructional tools that met students' needs, this Flipbook PDF was developed. Through *muhadatsah* learning, students can build confidence in speaking, expand their vocabulary, improve their understanding of Arabic grammar, and strengthen their ability to interact in social and professional situations that require verbal communication in Arabic (Muzadi et al., 2024).

The ADDIE development procedure was followed, resulting in the Flipbook PDF as a *muhadatsah* learning medium, which was proven to be feasible for use. However, there were still some limitations in its practical application. First, the digital Flipbook could only be accessed with an internet connection, requiring adequate infrastructure or school facilities for its use. Second, to achieve the goals of *muhadatsah* learning, which are the students' speaking skills, intensive guidance, and supervision from teachers were necessary, as students could not be left to learn independently for extended periods. This aligned with the research by (Keshav et al., 2022), which showed that students lacked confidence if they learned Arabic speaking skills solely through an application. They needed teacher guidance, various exercises, and assignments to build their confidence in communicating in Arabic. Third, the Arabic learning materials in the Flipbook were still limited, not covering all topics as they only focused on *muhadatsah* and specific themes. Therefore, innovation and further development of the Flipbook were essential to address other challenges in Arabic language learning (Diana et al., 2023).

#### D. CONCLUSION

As a result of this research and development, Flipbook PDF media has been produced as a *muhadatsah* learning medium. This PDF flipbook is an online learning media accessed using a link or barcode. The contents of the Flipbook are Arabic language learning material for class VIII MTs even semester which contains three chapters (IV-VI) with the theme *الرياضة، المهن، عيادة المريض*. The framework in Flipbook includes the front cover, instructions for use, introduction, table of contents, chapter IV, chapter V, chapter



VI, final semester exam, motivation, author profile, and back cover. Each chapter presents core and essential learning competencies, *mufradat*, *muhadatsah*, learning videos, *muhadatsah* videos, and practice questions. This flipbook has exciting features, including supporting images for *mufradat* and *muhadatsah*, videos, and flash-based practice questions.

The results of the validation assessment of Flipbook feasibility by experts, namely material experts and media experts, obtained a percentage of 89.95%. These percentage results prove that Flipbook PDF is valid for use as a *muhadatsah* learning medium. PDF flipbooks have also been tested on teachers and students, with a percentage of 79%. The results of the trial percentage indicate that Flipbook PDF is quite suitable for use as a *muhadatsah* learning medium. The advantages of using Flipbook in *muhadatsah* learning are that it is highly effective in increasing students' interest and motivation because it comes with various easily accessible features. However, the drawback of using Flipbook is the limitation of school facilities in providing internet access. Although Flipbook can be used flexibly by students, teacher guidance is still necessary to ensure optimal understanding. Since the PDF Flipbook developed in this study is aimed for MTs students, the next researchers are highly recommended to develop a PDF Flipbook for other levels. In this research and development, it is hoped that future researchers will be able to improve and perfect Flipbook PDF. Then, there is expected to be innovation in developing PDF Flipbooks to be used as other learning media.

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