PAKAR Pendidikan

Designing Learning Media through Illustrated E-Stories in Qira'ah Learning

Desain Media Pembelajaran melalui E-Cerita Bergambar pada Pembelajaran Qira'ah

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Abstract

This project aims to create an e-picture story design as a cutting-edge teaching tool to enhance MTs' level of Arabic language acquisition. The four steps of the Design-Based Research (DBR) method analysis, design, evaluation, and distribution are used in this study. Interviews and questionnaires were employed as data collection tools. Data analysis used qualitative and quantitative analysis. The results of the problem analysis in learning are the low interest in reading in Indonesia caused by several factors. The illustrated e-picture story design results have produced teaching material products that contain Arabic learning materials with the theme "Ashabul Fil," which are interactive, contextual, and engaging. Four experts validate design products. The results of the expert's assessment of the design of Arabic illustrated e-picture stories from the aspects of content and language obtained a score of 97%, and from the design aspect obtained a score of 96% so that the designed illustrated e-stories were declared feasible to use by following the suggestions for improvement from the experts. The results of the teacher's assessment of the design of the illustrated e-picture story obtained a score of 94%. The results of the illustrated e-story design use hyperlinks and are published by distributing them to Arabic language teachers. Thus, the illustrated e-picture stories that have been designed can be used as teaching materials for learning Arabic at the Madrasah Tsanawiyah (MTs) level.

Keywords: *Design, learning media, e-story, qira'ah.*

Abstrak

Penelitian ini bertujuan untuk menghasilkan design e-cerita bergambar sebagai bahan ajar inovatif guna untuk mendukung pembelajaran bahasa Arab untuk tingkat MTs. Penelitian ini menggunakan metode *Design Based Research* (DBR) dengan 4 langkah (analisis masalah dan kebutuhan, desain, evaluasi, dan distribusi). Kuesioner dan wawancara digunakan sebagai instrumen untuk mengumpulkan data. Analisis data menggunakan analisis kualitatif dan kuantitatif. Hasil analisis masalah dalam pembelajaran adalah rendahnya minat baca di Indonesia yang disebabkan oleh beberapa faktor. Hasil desain e-cerita bergambar telah menghasilkan produk bahan ajar yang memuat materi pembelajaran bahasa Arab dengan tema "*Ashabul Fil*" yang interaktif, kontekstual, dan menarik. Validasi produk desain dilakukan oleh 4 ahli. Hasil penilaian para pakar terhadap desain e-cerita bergambar bahasa Arab dari aspek isi dan bahasa memperoleh nilai 97%, dan dari aspek desain memperoleh nilai 96%, sehingga e-cerita bergambar yang didesain dinyatakan layak digunakan dengan mengikuti saran perbaikan dari pakar. Hasil penilaian guru terhadap desain e-cerita bergambar memperoleh nilai 94%. Hasil desain e-cerita bergambar tersebut menggunakan hyperlink dan dipublikasikan dengan cara dibagikan kepada guru bahasa Arab. Dengan demikian, desain e-cerita bergambar yang telah dirancang dapat digunakan sebagai bahan ajar dalam pembelajaran bahasa Arab di jenjang Madrasah Tsanawiyah (MTs).

Kata kunci: Desain, media pembelajaran, e-cerita, *qira'ah*.

1. Introduction

Conventional learning models have undergone significant changes due to information and technology. In the past, textbooks, blackboards and other stationery were the main learning tools used in classrooms. The lecture method is the most frequently used approach in the educational process. Usually, the teacher reads the textbook aloud in class, followed by practice questions (Mazaimi & Sary, 2023). Until the advent of technology and alternative teaching strategies, this was the conventional strategy often used in classrooms.

Advances in information and technology have increased the effectiveness of learning and created new avenues of innovation. Learning effectiveness can be achieved by improving learning outcomes (Damayanti & Nuzuli, 2023), motivating students (Oktiani, 2017), and student independence. Technology-based learning plays an important role in modern education, making learning more successful and efficient. In addition, teachers have an important role in making learning run effectively and efficiently. Planning teaching materials as one of the learning tools is an essential thing that teachers need to prepare (Nurzannah, 2022). Teaching materials developed must involve adjustments to teaching methods that are in accordance with student characteristics (Damayanti & Nuzuli, 2023). Therefore, careful preparation not only improves the quality of teaching materials but also creates an interactive and meaningful learning experience for students.

The preparation of teaching materials in Arabic language learning today still has problems, such as teachers using textbooks as the only reference in Arabic language learning. Teachers rarely prepare supporting teaching materials in learning. This makes it difficult for students to remember and use the extensive material in Arabic. In response to these problems, it is necessary to make efforts to innovate teaching materials in various forms. Arabic teaching materials can basically be developed and designed in accordance with the learning objectives, needs and conditions of students. Many previous studies have developed Arabic teaching materials. Arabic teaching materials can be designed in printed form, such as *flashcards* (Nasution & Setiawan, 2024), modules (Raden et al., 2019), encyclopedia (Maryono et al., 2017), and digital forms, such as PPT (Kasriantin, 2023), E-module*, E-book* (Hamidah et al., 2023). However, the design of Arabic teaching materials in the form of illustrated e-stories for learning at the MTs level has not been found.

Teaching materials in the form of illustrated e-stories are an enjoyable substitute to enhance multimedia and interactive learning. Illustrated e-stories can be a valuable tool to increase children's interest in reading. Digitally developed storybooks can provide children with access to more engaging and dynamic stories and facilitate their reading experience anytime and anywhere (Thorita, 2020). In addition, through more interactive interactions with students, picture e-stories can assist teachers in building vocabulary, awareness, and letter recognition skill development (Supala et al., 2023). As a result, using picture e-stories to improve student learning outcomes and increase reading interest can be a helpful strategy.

The purpose of this research is to design digital-based teaching media. Research has shown that digital-based media are engaging and valuable for student learning. This objective is a reflection of the initiative to improve educational effectiveness and efficiency through the application of interactive narrative techniques and technologies. As a result, this research has significant Potential to create technology-based reading instruction. Utilizing technology makes the process of implementing learning more enjoyable and accessible to students. Therefore, the development of technology-based learning media should be a priority in an effort to improve the quality of education in today's digital era.

2. Literature Review

2.1 Design

In the field of design, strategic and creative thinking is required to produce visually appealing and functional solutions for users (Nugraha, 2022). When studying design theory, the main concepts that are often examined are sustainability, ergonomics, and aesthetics. In contemporary design theory, the relationship between objects and their users is significant (Rizkiyah, 2022). To increase students' interest in learning, an interactive and practical design is needed for learning media. The development of this learning media design not only increases student engagement but also facilitates more in-depth and contextualized learning (Dhayfullah et al., 2022). Thus making it easier for students to master learning objectives effectively.

2.2 E-picture story

Illustrated e-story media is one of the valuable media for increasing students' interest in reading, especially in the digital era. Picture e-stories provide engaging visual narratives to readers through interactive illustrations, making it a more entertaining and enjoyable read. With the help of this media, readers can appreciate the story through vivid words and visuals, which helps their ability to visualize the setting and characters (Anwar & Busri, 2023). Through the illustrated e-story media, readers or students go through a more enjoyable learning process. Thus, illustrated e-stories can be an appropriate tool to spark students' interest in reading, help them develop good reading habits, and motivate them to play an active role in literacy exploration.

2.3 Maharah Qira'ah

Maharah qiraah is an important part of language learning (Diah & Ni'mah, 2023). This reading skill includes the ability to read Arabic text accurately and understand the subtleties, meaning, and context of the written word. Students' motivation to read is also enhanced by the use of interesting and relevant reading materials. In the Arabic language teaching process, maharah qiraah is intended to help students read fluently and appreciate the beauty of the language, in addition to helping them communicate more effectively in Arabic (Muhammad, 2020). Therefore, the development of maharah qiraah is significant to form a strong foundation for mastering the Arabic language as a whole.

3. Methods

The research method used is DBR (Design-Based Research), which is a research method that uses design to develop information that can lead to educational practice (Armstrong et al., 2020). purpose of this study is to produce an Arabic language learning product in the form of illustrated E-stories to be used as educational materials to support Arabic language learning for MTs. The research data was collected through a questionnaire consisting of (1) a product validation questionnaire validated by four experts and (2) a product assessment questionnaire assessed by five practitioners (teachers). Interview techniques were also used to analyze product design needs. Quantitative data analysis techniques use qualitative and quantitative analysis. Descriptive statistics were used to analyze quantitative data, while interactive models were used to analyze qualitative data. The research design used in this study refers to Lailatussaadah et al. (2023) with four steps, namely analysis, model design, evaluation, and distribution. The following design is a picture of the DBR being run.
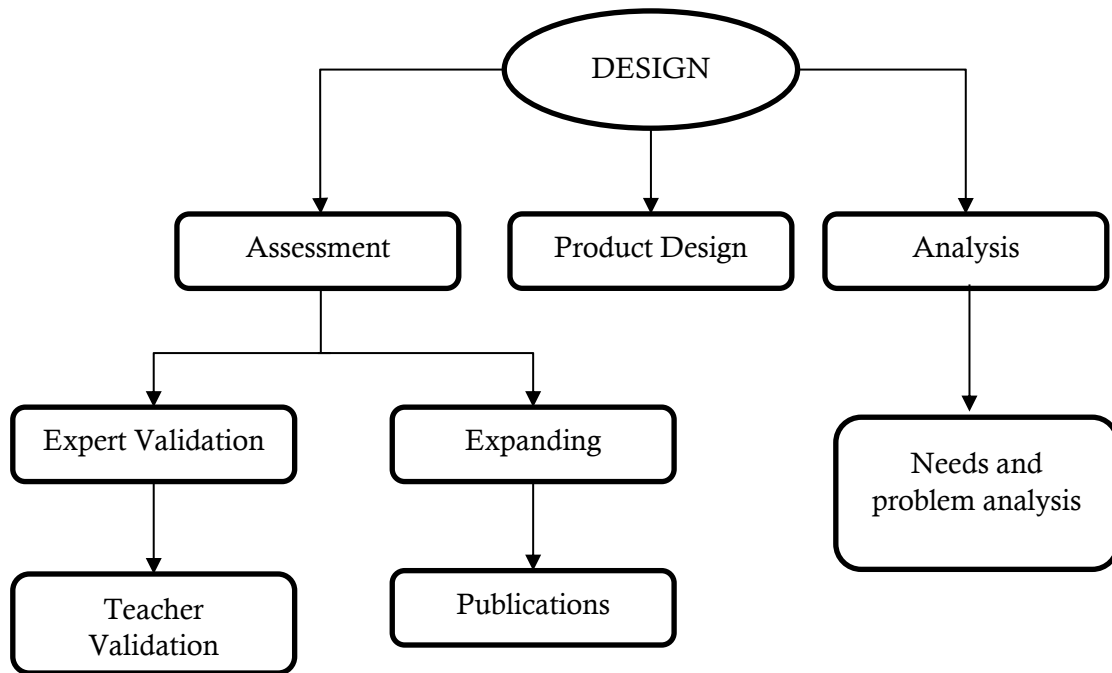
Figure.1. Steps to Design a Product

The results of expert validation of product feasibility using Arikunto's criteria (Abidin & Purbawanto, 2020) are in the following Table 1.

Table.1. Validation Criteria

No.	Percentage	Interpretation
1	>20%	Very low
2	21 - 40%	Low
3	41 - 60%	Simply
4	61 - 80%	High
5	81 - 100%	Very high

4. Results and Discussion

4.1. Results

Needs and Problem Analysis

The results of the analysis of needs and problems related to the design of Arabic learning media for illustrated stories are based on the results of interviews with Arabic language practitioners/teachers at the Madrasah Tsanawiyah school level. The following is an excerpt of the interview results:

Excerpt 1. ... I believe students are more enthusiastic and enthusiastic in learning if the media used is digital-based ... (AP-1).

Excerpt 2. ... Picture-story media is beneficial for students because they can learn independently along with the development of technology... (H-2)

Excerpt 3. ... I still often apply traditional learning, and this media is interesting and can make students more creative... (NJ-3)

Excerpt 4. ... This digital media is very suitable for students who want to improve their maharah *qiraah*... (S-4)

Excerpt 5. ... I have implemented digital learning and found that students prefer electronic learning... (ZL-5)

Design

1. Illustrated E-story Design Process

The second stage is the design of Arabic teaching materials based on illustrated E-stories with the theme "*Ashabul Fil*" to be used in Arabic language learning. The goal is to be able to improve reading skills. The devices used are laptop, PPT application, pinterest, remove background, google.

The process of designing illustrated e-stories is done with several steps, such as compiling the material that will be used in the illustrated e-story project. The material is taken from Arabic textbooks. The material obtained is still in the form of conversations, then converted into stories. The next step is to look for images on Pinterest. The images used match the content of the story. The next stage is trimming/cutting the image. The goal is to separate the image object from the background. Next, the author designs the image using PPT and uses *shapes* to make the design look neat. After designing the images in PPT, the author creates a storyline that matches the images that have been designed. The last step in designing illustrated e-stories is to adjust the color of the illustrated e-story reading background. The goal is that the writing is easy for the reader to read without any interference with the color of the writing with the background image.

2. Picture E-story Design Results

The components of the initial E-story design consist of a cover, preface, content, author profile, supervisor profile, and synopsis. The following is the design of the illustrated E-story.

Figure.2. Initial Design of Illustrated E-Story

Evaluation

1. Expert Validation

In this step, an expert validation process is carried out, which consists of the validation of content and language aspects and the validation of design aspects. The following are the results of the validation of content and language aspects:

- Content and language aspects

The results of the validation analysis of the content and language aspects of illustrated e-story products are presented in the following table.

Table.1. Results of Content and Language Validation

No.	Statement	Expert 1	Expert 2	Total	Average
1	The story presented is suitable for students at MTs level	4	4	8	4
2	Picture e-story material is presented entirely in accordance with the theme	4	4	8	4
3	The spread of material adds to students' understanding of the story of the Ashabul file	4	4	8	4
4	The content of the illustrated e-story is equipped with qawaid, which is suitable for MTs.	4	4	8	4
5	Suitability of Eufrat with the theme of illustrated e-stories	4	4	8	4
6	Stories in illustrated e-stories are presented according to the storyline washable file	4	4	8	4
7	Appropriateness of content and images in the story	4	4	8	4
8	The stories presented stimulate students to discover their own knowledge	4	4	8	4
9	The content in the illustrated e-story can provide learning in the lives of students	4	4	8	4
10	Use of sentence structure in accordance with Arabic award	4	4	8	4
11	The sentences used are simple and easy to understand	4	4	8	4
12	The language rules used are fushah / rigid	3	4	7	3,5
13	Picture e-story presentation is appropriate for the reader's ability	3	3	6	3
14	Readers can enjoy the content of illustrated e-stories	4	4	8	4
Total				**54,5**	
Percentage				**97%**	

Based on the table above, the results of content and language validation, according to the expert, obtained a score of 54.5 with a percentage of 97%. This score is in the range of 80-100%, which means it is in the category that is very feasible to use.

- Design aspects

The results of the validation analysis of the content and language aspects of illustrated e-story products are presented in the following table.

Table.2 . Design Validation Results

No.	Statement	Expert 1	Expert 2	Total	Average
1	Appropriateness of the color background in the illustrated e-story	4	4	8	4
2	Clear and attractive image display	4	4	8	4
3	Layout and color elements can increase reader appeal	4	4	8	4
4	The suitability of the picture with the content of the story	4	4	8	4
5	Use of fonts that are attractive and easy to read	4	3	7	3,5
6	The suitability of the font color with the color of the image presented	4	4	8	4
7	Appropriateness of writing and images on the cover of the illustrated e-story	3	3	6	3
8	Accuracy of text and image placement in illustrated e-stories	4	4	8	4
9	Ease and speed of reaction to the use of navigation buttons on picture e-stories	4	4	8	4
10	Ease of access to illustrated e-story design and does not require much money	4	4	8	4
	Total amount				**38,5**
	Percentage				**96%**

Based on the table above, the results of design validation by experts obtained a score of 38.5 with a percentage of 96%. This score is in the range of 80-100% which means it is in the category very feasible to use.

Content and language expert input is on the part of the writing that is less clear, so it is recommended to clarify the writing. The design expert's input is on the cover, and it is recommended to improve the cover. The final results of the illustrated e-story design are as follows.

Cover	Preface.	Contents
Compiler Profile	Mentor Profile	Synopsis

Figure.3. Final Design of Illustrated E-Story

2. Teacher Evaluation

Teacher evaluation of the design of illustrated e-stories was carried out to obtain teacher responses to the design of illustrated E-stories. The results of the teacher evaluation obtained a score of 100% on one indicator, namely, illustrated e-stories can help teachers in learning. The evaluation results obtained 95% on six indicators: clarity of activity instructions, use of simple language, ease of presenting the material designed in E-picture stories, developing Arabic language skills, the effectiveness of E-picture stories in Arabic language learning, teacher recommendations for using E-picture stories as supporting materials in Arabic language learning. The evaluation results obtained a score of 90% on three indicators, namely the ease of use of E-picture stories, which can attract students' interest in learning and develop students' creativity. In general, the percentage of teacher evaluation of the E-story design is 94%, which is between 80-100%, which indicates that it is very feasible. An overview of the teacher evaluation results can be seen in Chart One below:
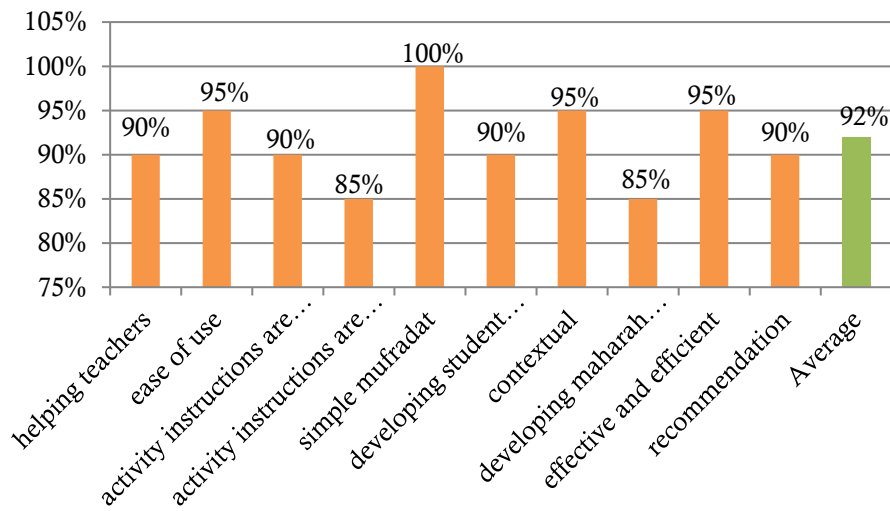

Figure.4. Teacher Evaluation Results

Distribution

The last step of this research is the expansion of the designed results, namely illustrated E-stories. The results of the design of the illustrated E-story use Google Sites and are published by distributing them to Arabic language teachers. This illustrated E-story product was successfully designed as Arabic learning material for class VIII MTs using the DBR method. The design of illustrated E-stories has been validated by experts and evaluated by teachers. The validation results show that this product is feasible to use as an Arabic learning material. In addition, the teachers have assessed this designed product as useful. The purpose of teacher evaluation is to obtain responses related to the use, effectiveness, practical application, and proficiency in learning Arabic.

4.2. Discussion

This research uses the *design-based research* (DBR) method, which has four steps (problem and needs analysis, design, evaluation, and distribution). The results of the problem and needs analysis show that the low interest in reading in Indonesia is caused by several factors (Sari,

2018). One of the main factors is the lack of attention from parents and ineffective teaching methods from teachers (Sari, 2018). Reading habits that are not trained from an early age also affect low interest in reading. To increase reading interest, several strategies can be applied, such as making a reading schedule, creating engaging learning media, and giving awards to students who are active in participating in reading activities.

The final result of the illustrated e-story design is a teaching material product that contains Arabic learning material with the theme "*Ashabul Fil*," which is interactive, contextual, and engaging. Four experts validate design products. The results of the expert's assessment of the design of Arabic illustrated e-stories from the aspects of content and language obtained a score of 97%, and from the design aspect obtained a score of 96%, so the designed illustrated e-stories were declared suitable for use by following the suggestions for improvement from the experts. The teacher's assessment of the design of the illustrated e-story resulted in a score of 94%. The results of the illustrated e-story design used Google Sites, and they were published by distributing them to Arabic language teachers. The use of picture stories in Arabic language learning has significant Potential to increase student motivation and understanding. Several studies have found that combining text and images can improve memory and understanding of concepts, especially for students who have a visual learning style (Vandayo & Hilmi, 2020). In addition, picture stories can create an interactive and engaging learning environment, thus encouraging students to participate more actively in the learning process.

Learning to use picture stories has been shown to be effective and innovative. However, digital learning has been shown to be more effective for learning (Azhar et al., 2023). Students can learn anytime and from anywhere by using digital technology. In addition, digital media allows the incorporation of various visual and auditory aids, which helps in understanding the nuances of grammar and vocabulary (Tiara Anjani & Rahman, 2024). According to Vandayo and Hilmi's research (2020), the use of digital aids can increase student motivation, reduce boredom, and increase engagement in the learning process (Damayanti & Nuzuli, 2023). Thus, this approach not only increases the efficiency of Arabic language learning but also allows students to have a more enjoyable and engaging learning experience, which is very important when learning a language with engaging learning styles and media.

5. Conclusion

This research has resulted in the design of Arabic teaching materials based on illustrated E-stories, namely Arabic language teaching materials that can help teachers and students in the Arabic language learning process. The results of the research on the design of illustrated e-stories are carried out through appropriate stages using the *Design-Based Learning* (DBR) method. These stages are the problem and needs analysis stage, the design stage, the validation stage, and the distribution stage. The design of this illustrated e-story received positive responses from experts or users (teachers) so that it can be used in Arabic language learning. However, this Arabic-illustrated e-story design still has limitations in terms of material and school level and has not tested the effectiveness of its use in Arabic language learning to determine its impact on improving student learning outcomes. Therefore, further research can be conducted to test the effectiveness of using Arabic picture e-stories on student learning outcomes. In addition, research can also be conducted on the development of other Arabic language materials based on school levels.

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