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Analysis of the Use of the DILA BISA Multimedia-Based Application on Arabic Language Learning at the Mubtadi' Level at Elementary School

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ABSTRACT

Arabic language learning at the mubtadi' level in Elementary Schools is currently still hampered by various factors, such as less interesting learning methods, limited learning media, and lack of student learning motivation. Therefore, innovation is needed in Arabic language learning to improve student interest and learning outcomes. One innovation that can be implemented is the use of the DILA BISA multimedia-based application. This study aims to analyze the use of the DILA BISA multimedia-based application in Arabic language learning at the mubtadi' level at elementary school. This study uses a qualitative method with a case study research approach. Research data were collected through observation, interviews, and documents. The results show that the use of the DILA BISA multimedia-based application can improve student interest and learning outcomes in Arabic language learning at the mubtadi' level at elementary school. This is evidenced by increased student participation in learning, increased student understanding of Arabic language materials, and increased student test scores.

Keywords:
Arabic language, multimedia, DILA BISA application.

Pembelajaran bahasa Arab tingkat mubtadi' di Sekolah Dasar (SD) saat ini masih terkendala oleh berbagai faktor, seperti metode pembelajaran yang kurang menarik, media pembelajaran yang terbatas, dan kurangnya motivasi belajar siswa. Oleh karena itu, perlu dilakukan inovasi dalam pembelajaran bahasa Arab untuk meningkatkan minat dan hasil belajar siswa. Salah satu inovasi yang dapat diterapkan adalah penggunaan aplikasi berbasis multimedia DILA BISA. Penelitian ini bertujuan untuk menganalisis penggunaan aplikasi berbasis multimedia DILA BISA terhadap pembelajaran bahasa Arab tingkat mubtadi' di sekolah dasar. Penelitian ini menggunakan metode kualitatif dengan pendekatan penelitian studi kasus. Data penelitian dikumpulkan melalui observasi, wawancara, dan dokumen. Hasil penelitian menunjukkan bahwa penggunaan aplikasi berbasis multimedia DILA BISA dapat meningkatkan minat dan hasil belajar siswa dalam pembelajaran bahasa Arab tingkat mubtadi' di sekolah dasar. Hal ini dibuktikan dengan meningkatnya partisipasi siswa dalam pembelajaran, meningkatnya pemahaman siswa terhadap materi bahasa Arab, dan meningkatnya nilai ulangan siswa.

Kata Kunci:
Pembelajaran bahasa Arab, multimedia, aplikasi DILA BISA

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1. Introduction

Learning and teaching are interrelated processes in the context of education (Hanafy, 2019). Learning can be defined as a change in behavior that occurs in an individual through interaction with their environment, as expressed by Burton. This includes the process of adaptation and adjustment that students make to new knowledge and skills they acquire from teachers. Furthermore, learning is the result of a teacher's systematic efforts in planning and structuring teaching activities. Teachers utilize various methods, techniques, and media to facilitate student learning effectively (Pania et al., 2023). Arabic language instruction is a crucial subject, especially for adult learners, as the primary guidance of the Quran was revealed in Arabic. This learning is adapted to the students' desires and needs, and is guided by the relevant educational institution. Teachers are responsible for providing effective educational resources to enable students to improve their understanding and skills in Arabic (Isa, 2018). Learning materials must be designed and delivered in an interesting and relevant way, so that they can encourage students to continue learning and mastering the language (Wekke, 2022). Furthermore, teachers need to use innovative and interactive teaching methods to maintain student interest. The application of technology in teaching can also help deliver material more effectively. Regular evaluations are necessary to ensure student learning progress and identify areas for improvement (Muhimmatul Choiroh, 2021).

Difficulty understanding course material is a common challenge faced by many students in the learning process. This can be caused by various factors, including differences in learning styles, lack of interest in certain subjects, and ineffective teaching methods. Students often face challenges in understanding Arabic language materials through learning media. Although technology has enabled easier access to learning resources, the complexity of Arabic often presents a barrier to in-depth understanding. Lack of exposure to the language outside the classroom can also complicate the learning process. Therefore, developing teaching methods that utilize technology effectively is crucial. This not only improves students' language skills but also maintains their interest in learning the language (Nurkholis et al., 2022).

The role of media has become very significant in various aspects of life, including education. Media serves not only as a tool for conveying information, but also as a platform for interactive and inclusive learning (Jasmadi, 2021). In the educational context, media plays a vital role in facilitating access to broad knowledge, broadening learning experiences, and increasing student engagement (Masri, 2016). The appropriate use of media can stimulate students' interest in learning, provide access to diverse educational resources, and facilitate collaborative learning among students. With the continued advancement of technology, the role of media in education is expected to further enrich students' learning experiences and improve teaching effectiveness. Developing media in an educational context is an important step in providing innovative and effective learning experiences for students (Puspita Sari et al., 2017). This process involves

the creation and utilization of various types of media, ranging from digital applications, online platforms, to multimedia content, which are designed to facilitate interactive and engaging learning (Wahyudi & Sukmasari, 2021). By integrating the latest technology and sound design principles, media development can increase accessibility to information, stimulate student learning, and facilitate more effective collaboration and communication among students. This not only enriches the learning experience but also prepares students for the demands of an increasingly digital world.

In this era of increasingly advanced technology, teachers must be creative, but simply understanding the material is not enough. Teachers must also possess the skills to deliver the material using engaging teaching methods. One useful learning method is e-learning (S. Rahayu and T. Pahlevi, n.d.). E-learning is not only a medium that is very familiar to millennial students in the digital era, but also a shift in educational materials from physical to virtual forms in various formats that are attractive to students, both in terms of appearance and content, thus helping them continue to explore the material in the learning process. It is not surprising that e-learning has become the most efficient medium used in the current learning era. Therefore, the creation of e-learning media using DILA BISA can utilize Lectora Inspire as a tool in developing educational materials (Supriadi et al., 2025).

The use of Lectura Inspire in the development of DILA BISA teaching materials allows for the creation of more engaging and interactive materials. With videos and animations related to the subject matter, students become more engaged and motivated in the learning process, making the learning experience more enjoyable and meaningful, ultimately contributing to improved student academic achievement. Teaching materials developed with Lectura Inspire can utilize various media to convey information more effectively. Videos and animations provide clearer visualizations of the concepts being taught, thus facilitating student understanding. In addition, these interactive teaching materials can encourage students to be more active in the learning process, whether through discussions, interactive quizzes, or practical activities (Handayani, 2022). Some previous research that is relevant to the author, includes the following:

First, Ahmad Syawaluddin, Ina Fitrayani Jamal Andi Makkasau (2019) entitled "Development of Lectora Inspire-Based Learning Media in Social Studies Learning for Grade V Students of ELEMENTARY SCHOOL Negeri 197 Sabulo, Punto Pahari District, Yolokomba Regency" (Syawaluddin & Andi Makkasau, 2019). The purpose of this study is to describe the description and measure the level of suitability of the application-based learning media Lectura Inspire Topic IPS. This research approach is research and development, with the Borg and Gall development model. The results of the study obtained a score of the presentation of the feasibility test in the category of very possible and proven in the process of learning IPS can attract the attention of students with a very good degree.

Second, Nur Kholis and Kusnan (2020) entitled "Development of Learning Media Using Lectora Inspire on Basic Competencies in Understanding Wood Specifications and Characteristics of Class X Dpib Students at SMKN 11 Malang"

(Kholis & Kusnan, 2020). This study used a research and development (R&D) method to determine the feasibility and improve student learning outcomes using Lectura Insire. The results of this study obtained a presentation score from the feasibility test with a very good rating, and it was proven to engage students with excellent learning outcomes.

Third, Khairuddin Harhab and Abdel Ghafour (2023) Developing a teaching method based on Doctor Inspire in teaching French to students at Patang Kwais Middle School. This study aims to develop French learning materials based on Lectura Inspire at Patang Kwais Middle School, and to test the suitability of French learning materials and methods to the understanding of articles and definitions. Definition of material This study uses a research and development approach from the Sugiono (2015) ADDIE model. The results of the study obtained: The degree of presentation of the feasibility test in class is very possible and proven in learning. the process can To attract students' attention with a very good title (Sovinaz & Setiyawan, 2023).

Based on the three previous studies, it can be concluded that in the process of learning Arabic, problems are often encountered that require solutions. The difference with the research that the author will conduct is related to the analysis of the use, supporting and inhibiting factors, and the trial of the DILA BISA application. Based on the explanation above, we as researchers are interested in conducting research related to the analysis of the use of the multimedia-based application DILA BISA in Arabic learning. This is the reason for the researcher to further raise it as a research material with the main goal of analyzing the use, supporting and inhibiting factors, and the trial of the DILA BISA application at elementary school. Our contribution as researchers in this study is to analyze in more detail and deepen the use of multimedia-based applications DILA BISA in Arabic language learning. To determine the influence of its use in Arabic language learning at the Mubtadi' level at elementary school. However, previous researchers still used the development method, so here we as researchers want to use a qualitative method in order to explain or describe in detail the benefits of using applications using multimedia DILA BISA. Based on the explanation above, we as researchers are interested in conducting research with the title "Analysis of the Use of Multimedia-Based Applications DILA BISA on Arabic Language Learning at the Mubtadi' Level at elementary school".

2. Method

The research method used in this research is a qualitative research method (Sugiyono, 2015). And the sample in this research were students at Surya Buana Elementary School, Malang. Data collection in this research was obtained from interviews with students at Mubtadi' Level at Surya Buana Mala Elementary School. The results of student interviews were used to obtain data on student responses regarding the use of the DILA BISA Multimedia-based application for Arabic language learning whether it was effective or not in increasing students' enthusiasm and understanding in learning Arabic. And to find out what the students'

learning outcomes were after learning Arabic using the DILA BISA multimedia-based application which utilizes or uses it as a learning medium. Research data was collected through observation, interviews, and document analysis. Observations were conducted to observe how students use the DILA BISA application in learning Arabic. Interviews were conducted with the product developer, Arabic language teachers, and several students to gather information about the benefits and drawbacks of using the DILA BISA application. Document analysis was conducted to examine the Arabic learning materials contained in the DILA BISA application.

3. Result and Discussion

Profile of DILA BISA (Dirosah Lughatul Arobiyyah Fun Learning Arabic).

Picture 1. DILA BISA Application Profile

DILA BISA (Dirosah Lughatul Arobiyyah Fun Learning Arabic) is an application developed by Majda Qudsiyatul Malikh, which is used in learning 4 maharah mubtadi' levels (1st grade elementary school students). The DILA BISA application utilizes the latest technology with the Lectora Inspire platform, which allows students to adventure in the world of Arabic in an interesting and interactive way. The various excellent features offered by this application make it an ideal choice for increasing interest and learning outcomes in Arabic for elementary school students (المالح, 2024).

Lectora InspireLectora Inspire is e-learning authoring software that allows users to create various types of interactive learning content, such as online courses, presentations, simulations, and training modules. Developed by Trivantis Corporation, Lectora Inspire is renowned for its user-friendly interface, advanced features, and compatibility with a wide range of devices and platforms (Wulandari et al., 2017). DILA BISA provides structured and comprehensive Arabic language

learning materials, from an introduction to the hijaiyah alphabet to basic grammar and vocabulary. The materials are systematically structured and easy to understand for first-grade elementary school students. DILA BISA is packaged with a variety of engaging and interactive learning media, such as animation, video, audio, and educational games. This makes learning Arabic more enjoyable and less boring for students (Nirmala & Hehanussa, 2023). DILA BISA applies a learning method based on the four pillars of learning: istima', nathq, qiro'ah, and kitabah. This method helps students develop their listening, speaking, reading, and writing skills effectively in Arabic (Fazuhra & Muhammad Samin, 2022).

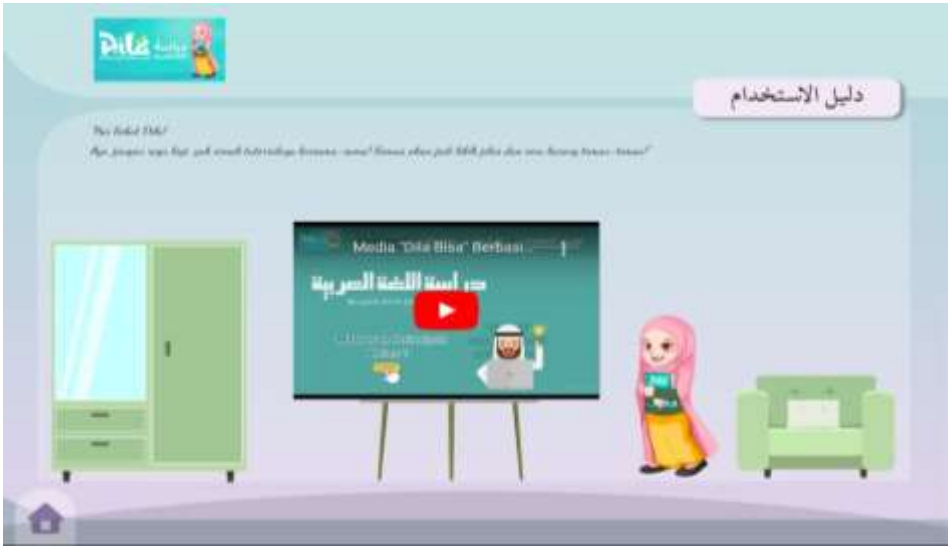
DILA BISA also features an assessment and evaluation system that allows teachers to monitor student learning progress. Teachers can administer tests and exercises to students to gauge their understanding of the material they have learned. DILA BISA offers support and assistance features to assist students and teachers in using the app. These features provide guides, tutorials, and useful information for app users (Manoppo, N., Laubaha, S. A., & Basarata, 2022). With its various features and benefits, DILA BISA is an innovative solution for improving the quality of Arabic language learning at the mubtadi' level. This application provides a fun and effective learning experience for students, while also assisting teachers in more optimally achieving Arabic language learning goals.

Picture 2. Use of the DILA BISA Aplication

3.1 Analysis of the Use of Multimedia-Based Applications DILA BISA (Dirosah Lughatul Arobiyyah Learn Arabic Fun)

Based on the analysis conducted by the researcher, the purpose of the study was to determine the use and effectiveness of the multimedia-based application DILA BISA on Arabic language learning at the mubtadi' level at elementary school. The results of the study indicate that the use of the multimedia-based application DILA BISA can increase students' interest and learning outcomes in Arabic language learning at the mubtadi' level at elementary school. This is evidenced by increased student participation in learning, increased student understanding of Arabic language materials, and increased student test scores. So it was found that the use of DILA BISA was considered practical for Arabic language learning at the mubtadi' level at elementary school.

The DILA BISA application is available for both Android and Windows devices. DILA BISA is an Arabic language learning app designed to help students learn Arabic easily, engagingly, and effectively. Available in both Android and Windows versions, the app is accessible to users on a variety of devices. DILA BISA is designed with an intuitive and easy-to-understand interface, making it suitable for students of all skill levels. The app comes with a comprehensive guide and video tutorials to help users get started and use the app smoothly.



Picture 3. Tutorial for Using the DILA BISA Application

3.2 Supporting and Inhibiting Factors for DILA BISA (Dirosah Lughatul Arobiyyah Learn Arabic Fun)

In the process of implementing the DILA BISA application, there are certainly supporting and inhibiting factors. This data was obtained from interviews with developers, namely:

Table 1. Interview with DILA BISA Application Developer

Criteria	Interview Results
Use of the Multimedia Based Application DILA BISA (Dirosah Lughatul Arobiyyah Learn Arabic Fun)	The Dila Bisa app is available for both Android and Windows devices. The steps are similar to those used on most online learning platforms, starting with the home page, starting with the developer's contact information, and then the user guide page, which includes a video tutorial for first-time users. The clear and informative features ensure users are safe from confusion. Dila Bisa is designed not only as a student's independent learning companion but also as an engaging learning tool that teachers can utilize in the classroom, provided school facilities support it.
Effectiveness Use of the Multimedia Based Application DILA BISA (Dirosah Lughatul Arobiyyah Learn Arabic Fun)	The effectiveness of Dila Bisa has been proven to improve Arabic language learning, especially based on data obtained by the developer while completing his thesis. The t-test results obtained were 0.021 <0.05, which serves as the basis for the product's effectiveness. Furthermore, based on student responses obtained from the post-treatment questionnaire, I, as the developer, can interpret the 93% questionnaire result as indicating a positive response from students. This also indicates that students are interested in using Dila Bisa media during Arabic language learning in the classroom.
Supporting and Inhibiting Factors of the Multimedia-Based Application DILA BISA (Dirosah Lughatul Arobiyyah Fun Learning Arabic)	Support: during the trial process, of course, facilities are needed that support tablets, cellphones, PCs or at least projectors (the facilities are already available at elementary school Surya Buana) so that it is easy for me to test the product at that time. Obstacles: minimal class hours make it less than optimal to test the product.

It can be concluded that DILA BISA is equipped with various interesting features that make the Arabic learning process more enjoyable and interactive. These features include structured learning modules. DILA BISA provides structured and systematic learning modules, so students can learn Arabic in a gradual and directed manner. The second feature is comprehensive learning materials. DILA BISA provides comprehensive learning materials, from the basics of Arabic to more complex material. Interactive learning methods are the third feature. DILA BISA uses interactive learning methods, such as games, quizzes, and simulations, which help students learn more effectively and enjoyably. The fourth

feature is diverse learning media. DILA BISA provides diverse learning media, such as audio, video, and images, which help students learn Arabic more easily and interestingly.

In addition to being a self-study companion for students, DILA BISA also offers significant benefits for teachers in improving the quality of Arabic language learning in the classroom. The application's clear and informative features help teachers deliver learning materials interactively and effectively. DILA BISA provides a variety of structured and systematic learning modules, as well as comprehensive and easy-to-understand learning materials. This helps teachers develop effective and focused lesson plans and facilitates their delivery of learning materials to students. DILA BISA also features various interactive learning methods, such as games, quizzes, and simulations. These methods help teachers capture students' attention, increase their participation in learning, and make the Arabic learning process more enjoyable and memorable.

DILA BISA also provides a variety of learning media, such as audio, video, and images. These media help teachers explain abstract concepts more easily and engagingly, while providing a richer learning experience for students. DILA BISA is equipped with assessment and evaluation features that can help teachers monitor student progress. These features enable teachers to provide constructive and timely feedback to students and help them identify areas for improvement (Mustofa, Bisri and Hamid, 2016). The students' positive response to DILA BISA demonstrates their interest in using DILA BISA media in Arabic language learning in the classroom. This is a crucial factor in increasing learning effectiveness, as students who are engaged with the material are more motivated to learn and achieve better results.

Conducting product trials is a crucial step in ensuring product quality and suitability for user needs. To ensure smooth and effective trials, elementary school provides comprehensive facilities that support a variety of devices and platforms. The availability of various devices, such as tablets, mobile phones, and PCs with varying specifications, allows testers to try out products on a variety of platforms and screens (Kurniawan, 2019). This is crucial for assessing how the product performs under various conditions and ensuring its compatibility with the various devices used by users. Projector facilities for enhanced presentations and observation are also a key factor in this product. Projectors allow testers to display the product on a larger screen, making it easier to see details and interactions between users. This is also useful for presenting test results to the team or stakeholders.

Furthermore, a stable internet connection for uninterrupted connectivity is crucial for the continuity of product trials. A stable internet connection is crucial for ensuring smooth product trials, especially for online-based products. elementary school provides a stable, high-speed Wi-Fi network to support your testing needs, so you don't have to worry about dropped or slow connections (Martin et al., 2022). Furthermore, a comfortable and conducive testing room will help testers focus and concentrate during the testing process. elementary school provides testing rooms

that meet these criteria, allowing you to work optimally and achieve accurate results (Izzah, 2023). Although DILA BISA has been proven effective in improving Arabic language learning through research and positive student feedback, several inhibiting factors need to be considered during product testing. One of the main factors hindering the optimal testing of DILA BISA is the limited number of Arabic language lessons in schools (Mansyur, 2021). The limited Arabic language instruction in schools results in limited time available to thoroughly test DILA BISA. This could impact the test results and make it difficult to accurately determine DILA BISA's long-term effectiveness.

3.3 DILA BISA Application Trial (Dirosah Lughatul Arobiyyah Fun Learning Arabic)

The effectiveness of DILA BISA in improving Arabic language learning has been proven through research conducted by the application developer. The research produced data showing that DILA BISA has a significant positive effect on students' Arabic language skills. Based on the results of the statistical test, a t-test value of 0.021 was obtained, which is smaller than 0.05. This value indicates that there is a significant difference between the group of students who used DILA BISA and the group of students who did not use DILA BISA in terms of their Arabic language skills. This proves that DILA BISA effectively helps students improve their Arabic language skills. In addition to statistical data, this study also involved data collection through questionnaires given to students after using DILA BISA. The results of the questionnaire showed that 93% of students responded positively to DILA BISA. This indicates that students are satisfied with this application and feel that it is helpful in learning Arabic (المالح, 2024). The interview results regarding use, effectiveness, and supporting/inhibiting factors were strengthened by the developer's t-test questionnaire in the research.

Table 2. Results of the DILA BISA Application Developer T-Test Questionnaire

No	Student Name	Answer										Amount
		1	2	3	4	5	6	7	8	9	10	
1	Abiyazta Sagitra Ramadhan	5	5	5	5	4	5	5	4	5	5	48
2	AbRiella Shaistaveda	5	5	5	5	5	5	4	5	5	5	49
3	Ahmad MaulanaIsmail	5	5	5	5	4	5	3	4	3	4	43
4	Aleka Tazka Lubbone	5	5	5	5	5	5	5	4	4	5	48
5	ArShilaNahwa Zerina	5	5	5	4	5	5	5	4	5	5	48
6	AthallahAzka Raihansyah	5	5	5	5	5	5	5	5	5	5	50
7	Biorka Azzam Alkhalifi	5	4	5	5	5	4	3	5	5	5	46
8	BirgittaAneira Nalani	5	5	5	5	4	4	3	4	3	5	43
9	Faqih Syauqi Ahmad	5	5	5	4	5	4	3	5	5	5	46
10	Harun AlKamilIlham Arany	5	5	5	5	4	4	5	5	5	4	47

11	HasnaRahmadita Safitri	5	5	5	5	5	4	5	5	5	5	49
12	KhairaUmmah Citra Yusuf	5	5	5	5	4	4	3	4	3	5	43
13	MichaelGhaisanDifqi	5	5	5	5	4	4	3	5	3	5	44
14	MicaYla Raisa Azzahra	5	5	5	5	5	5	5	5	5	5	50
15	MuhammadArkaFahlevi	5	4	4	5	5	5	5	5	5	5	48
16	MuhammadFahimAhza Mahadhir	5	5	4	4	4	3	5	5	5	5	45
17	MuhammadRafliAthaya	5	5	5	4	5	5	4	5	4	4	46
18	Muhammad Yusuf Avicenna	5	5	5	5	4	5	5	5	5	5	49
19	RafqiAlfatih Nugroho	5	5	5	4	5	5	5	5	5	5	49
20	RianiMutia Azzahra	5	5	5	5	5	4	5	5	4	4	47
21	GloomyToYla Churiyah Rizky	5	4	5	5	5	3	5	5	5	5	47
22	VaniaCarissa Salsabila	5	5	4	5	5	5	4	4	4	4	45
23	Virendra AurellioZikri Ardan	5	5	5	5	5	5	4	5	5	5	49
24	ZiaNissa Rajabi Surakama	5	5	5	5	5	5	5	3	5	5	48
Total number												**1175**
Average												**48.9**

4. Conclusion

DILA BISA (Dirosah Lughatul Arobiyyah Belajar Asyik Bahasa Arab) is an application developed by Majda Qudsiyatul Malikh, which is used in learning 4 maharah level mubtadi' (1st grade elementary school students). DILA BISA is an innovative solution to improve the quality of Arabic language learning at the mubtadi' level. This application is able to provide a fun and effective learning experience for students, while helping teachers in achieving Arabic language learning goals more optimally. The results of the study show that the use of the multimedia-based application DILA BISA can increase students' interest and learning outcomes in Arabic language learning at the mubtadi' level at elementary school. This is evidenced by increased student participation in learning, increased student understanding of Arabic language materials, and increased student test scores. So it was found that the use of DILA BISA is considered practical for Arabic language learning at the mubtadi' level at elementary school. The data shows that DILA BISA has a significant positive effect on students' Arabic language abilities. Based on the research results tested by the developer through statistical tests, the t-test value was 0.021, which is less than 0.05. The questionnaire results showed that 93% of students responded positively to DILA BISA. This indicates that students are satisfied with the application and find it helpful in learning Arabic. The researcher recommends further research into the learning within the DILA BISA application.

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