

UTILIZATION OF INTERACTIVE LEARNING MEDIA BASED ON THE PLOTAGON APPLICATION IN LEARNING ARABIC SPEAKING SKILLS

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Abstract: *This research aims to make a major contribution to achieving the ability to speak Arabic by utilizing interactive learning media through Plotagon application for UIN Maulana Malik Ibrahim Malang students. This research method uses a qualitative approach with a case study type of research. In this study, the population used was 49 students from the faculty of medicine and health sciences, first semester of class D in the pharmacy study program, and the sample taken was 30% of the total population, namely 15 students. The data collection techniques in this research are through observation, in-depth interviews, and documentation. Then analyze the data using the Miles and Huberman model by carrying out data reduction, data presentation and data verification or drawing conclusions. The accuracy of the researcher's data uses triangulation techniques of source, time, researcher, theory and data collection methods. The results of this research are that digital-based learning media through animated videos created with the Plotagon application as a medium for learning Arabic speaking skills has a positive and significant impact where learning in class becomes communicative and students are more active in practicing speaking with their fellow students. Plotagon application-based learning media in learning Arabic speaking skills with positive and effective achievements. So that this media can support the achievement of maharah al-kalam learning objectives as evidenced by their ability to communicate, express simple sentences and create active and creative learning and the learning objectives can be achieved optimally.*

Keywords: *Learning Media, Plotagon Application, Arabic Speaking Skills*

Abstrak: Penelitian ini bertujuan untuk memberikan kontribusi besar terhadap tercapainya kemampuan berbicara bahasa arab dengan memanfaatkan media pembelajaran interaktif melalui aplikasi plotagon pada mahasiswa UIN Maulana Malik Ibrahim Malang. Metode penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Dalam penelitian ini populasi yang digunakan sebanyak 49 mahasiswa fakultas kedokteran dan ilmu kesehatan program studi farmasi semester satu kelas D, dan sampel yang diambil sebanyak 30 % dari jumlah populasi yaitu 15 mahasiswa. Adapun teknik pengumpulan data dalam penelitian ini melalui observasi, wawancara secara mendalam, dan dokumentasi. Kemudian analisis data menggunakan model Miles dan Huberman dengan melakukan reduksi data, penyajian data serta verifikasi data atau penarikan kesimpulan. Keakuratan data peneliti menggunakan teknik triangulasi sumber, waktu, peneliti, teori dan metode pengambilan data. Hasil penelitian ini, bahwa media pembelajaran berbasis digital melalui video animasi yang dibuat



dengan aplikasi plotagon sebagai media pembelajaran keterampilan berbicara bahasa Arab memberikan dampak yang positif dan signifikan dimana pembelajaran di kelas menjadi komunikatif dan mahasiswa lebih aktif untuk berlatih berbicara dengan sesama temannya. Media pembelajaran berbasis aplikasi plotagon dalam pembelajaran keterampilan berbicara bahasa Arab dengan pencapaian positif dan efektif. Sehingga media ini dapat menunjang tercapainya tujuan pembelajaran *maharah al-kalam* yang dibuktikan dengan kemampuan mereka dalam berkomunikasi mengungkapkan kalimat-kalimat sederhana dan terciptanya pembelajaran yang aktif dan kreatif serta tujuan dari pembelajaran dapat tercapai secara maksimal.

Kata Kunci: *Media Pembelajaran, Aplikasi Plotagon, Keterampilan Berbicara Bahasa Arab*

INTRODUCTION

The educational process is very complex, but this complexity always goes hand in hand with developments over time. In the process of learning activities, many factors influence the achievement of learning objectives including media or learning tools. The existence of learning media to achieve learning goals plays a very important role in helping the learning process because it is related to the senses of hearing and sight (Wulandari, 2023). Learning media is also an integral part of the learning component which functions to provide convenience for students and teachers in conveying learning material and obtaining information in various fields of knowledge, especially in the current era of rapid technological developments.

Technological developments are very rapid, many educational institutions have utilized technology to be used as a medium for learning, known as digital-based media. This is proven by the school system which is based on electronic learning in the learning process, apart from that LCD, computers and the internet have also been installed to support the learning process. It is hoped that the existence of learning media that is in line with current technological advances can overcome the problems that occur in the process of teaching and learning activities. This is in line with Azhar Arsyad's statement in his book that the main function of learning media is as a teaching aid which also influences the climate, conditions, and learning environment organized and created by the teacher (Arsyad, 2011). The use of learning media will influence student activities during the learning process, learning that uses media will attract more students' attention so that it can foster their interest and activeness in the learning process, besides that, it can create an active and adaptive learning process.

Fauziyah in her scientific work states that learning media also functions as a tool used to convey messages creatively to students and is expected to support students' understanding in the process of learning activities (Sari, 2022). This can also be used in learning Arabic, especially in learning Arabic speaking skills (*maharah kalam*), considering that learning Arabic speaking skills for pharmacy study program students still requires digital-based media to support the effectiveness and efficiency of learning. Apart from that, this digital-based media can also have a big influence on the understanding they will gain, for example in learning

speaking skills (maharah kalam) they will learn to imitate how to speak Arabic from the original *Nathiq* which is packaged with muhadrasah learning, apart from that they can also get information quickly and easily regarding Arabic language learning, so that this can improve the quality of student learning outcomes, especially in speaking skills.

However, this becomes a problem in itself, especially in the linguistic aspect due to the dominance of the first language over the second language (Arabic) which makes it difficult for Arabic language students to articulate words and sentences according to native speakers, as well as Arabic language learning strategies which are often still conventional, causing participants to Students to feel fed up and bored and consider learning Arabic a difficult lesson. This is proven by the results of initial observations carried out by researchers when carrying out Arabic language learning practices which found several problems experienced by both lecturers and students, including the fact that lecturers still lack knowledge in utilizing and even utilizing existing facilities to be used as media that can be used. In learning, it is often focused on using only one medium, such as Arabic language textbooks, which can cause students to become bored and bored, whereas for students, especially those majoring in pharmacy, their lack of ability to pronounce Arabic words and even sentences means they have difficulty speaking Arabic.

To overcome the above problems, researchers are trying to provide an alternative solution by utilizing interactive media through the Plotagon application in the Maharah Kalam learning process with the aim of supporting the achievement of students' ability to understand material about Maharah Kalam and be able to speak Arabic properly and correctly.

One of the learning media used in maharah kalam learning is the Plotagon application, this application is in the form of animated videos in Arabic. The Plotagon application is a 3D animation video creation application that can be filled with your voice, supporting music, setting the setting, and creating characters according to the user's wishes. Animated video media created using the Plotagon application can be downloaded via cellphone laptop or computer with the Windows operating system (Ashari, 2023).

The Plotagon application can support the maharah kalam learning process because it can be used as an interactive medium to help Arabic language learners know and be able to practice speaking Arabic well and correctly, supported by examples of kalam practice from the original *nathiq* which are packaged in the form of video stories and even in this application teachers can create conversations using their voice. This is in line with Mohammad Thohir's statement stated in his scientific work that the Plotagon application which is packaged in the form of a video containing a 3D animated story to be used as a learning medium, can really support and stimulate students' language skills, especially in improving their Arabic speaking skills (maharah kalam) and can also maintain the language environment both in the classroom and outside the classroom (Thohir, 2021).

Strengthened by further research conducted by Ahmad Ashfia in his scientific work, he stated that the use of animated video media based on Plotagon stories is very effective in improving students' speaking skills, this is proven by the results of experiments carried out on grade 7 students at MTs Pembangunan which can be seen from the average scores. - average on maharah kalam learning obtained by students (Ashfia, 2022). This study was continued by Atika Rahmawati, who wrote in her scientific work, she expressed her idea that the Plotagon Story application can also support vocabulary learning to make it easier for students to speak Arabic, in other words, a person's Arabic speaking skills can be seen from the quality and quantity of vocabulary. he has, the more vocabulary he has, the more capable and easier he will be in speaking Arabic, However, on the contrary, the less or minimal vocabulary knowledge he has, the more difficult it will be for him to express his ideas orally using Arabic, so it can be said that this application can be used as a medium to obtain vocabulary knowledge as a provision for someone to be able to speak Arabic (Rahmawati, 2022).

Based on the background provided, there is a need for a new innovation in creating more diverse learning media to assist students in improving their Arabic speaking skills effectively. Therefore, the author is interested in conducting further research, making it distinct from previous studies by focusing on the exploration of "The Utilization of Interactive Learning Media with the Plotagon Application in Teaching Arabic Speaking Skills at UIN Maulana Malik Ibrahim Malang." The objective is to make a significant contribution to the development of Arabic speaking skills for students at UIN Maulana Malik Ibrahim Malang, particularly in the Faculty of Medicine and Health Sciences, specifically in the Pharmacy department, during the first semester. The Plotagon application will be employed as an interactive medium in the process of teaching speaking skills (maharah kalam), with the hope of achieving more optimal results.

METHOD

This research uses a qualitative approach with a case study type of research. The qualitative research procedure was carried out in several stages. This research was carried out at UIN Maulana Malik Ibrahim Malang on medical faculty students in the first semester of the pharmacy study program. The data sources produced in this research include primary and secondary data sources. The primary data source uses purposive techniques with the help of key persons, obtained through interviews from 30% of the population, namely 15 students out of 49 students. The secondary data sources in this research were obtained through documentation, journals and articles related to the research study.

As for data collection techniques in this research, researchers carried out observation, interviews and documentation activities. Observations were carried out by directly observing Arabic speaking skills learning activities using the Plotagon application as a learning medium, and interviews were conducted with several respondents who were the

research samples, as well as documentation obtained from direct learning activities at the research locus.

Meanwhile, data analysis uses the Miles and Huberman model by carrying out data reduction, data presentation and data verification or drawing conclusions, in Arabic speaking skills learning activities using the Plotagon application. In obtaining data accuracy in a study, in this study the researcher used triangulation techniques which include source triangulation techniques, time triangulation, researcher triangulation, theory triangulation and data collection method triangulation.

RESULTS

Plotagon Application Based Interactive Learning Media

Based on initial observations made, the learning media used by pharmacy students in studying Arabic is still minimal, where they still use one learning source such as only an Arabic language package book called the Al-Arabiyyah Lil Hayah book, apart from that, supported by various existing facilities such as an LCD. So the teachers only convey the material in the Arabic language package book and students also receive material only from the book. This can cause pharmacy students to have limitations in studying and obtaining information about learning Arabic because they are limited to only one medium, causing them to get bored and fed up with studying Arabic.

The learning media used in the form of a package book is one of the products resulting from the collaboration of Arabic language lecturers at UIN Maulana Malik Ibrahim Malang, the book Al-Arabiyyah Lil Hayah was designed with the aim of providing a platform and facilities for students to acquire Arabic language learning, books This must be used in the learning process for new students for one year in all departments, including education and teaching, medicine, humanities, psychology, economics etc.

The following is a table of learning outcomes for first semester class D pharmacy study program students taken from a research sample of 30% of the population through direct interviews:

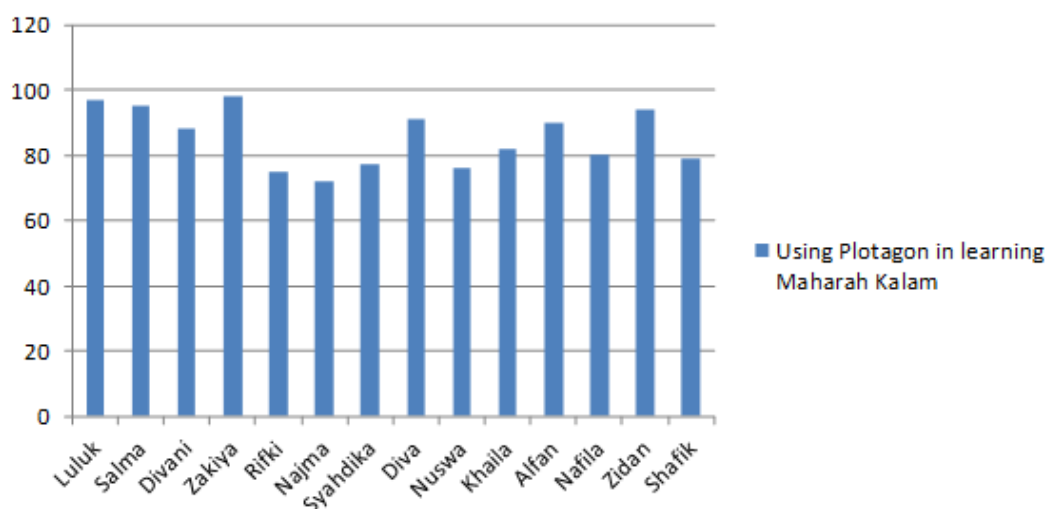


Figure 1. Diagram of Using Plotagon in Learning Maharah Kalam

By utilizing the Plotagon application as a learning medium for speaking skills, positive results can be seen from the table above. This shows that the use of the Plotagon application in learning Arabic speaking skills as a learning medium is quite effective and efficient because students are able to understand the learning material using this media, making it easier for them to express the learning material orally.

Learning Arabic Speaking Skills (Maharah Al-Kalam)

Based on the results of observations in the field, Arabic language learning for medical and health science faculty students, especially for new students of the pharmacy study program, is carried out once a week in the form of classroom learning activities. Apart from that, they also learn Arabic outside of class every day which is held in the afternoon. The aim of teaching Arabic to medical and health science students is that students are expected to be able to receive and understand Arabic language material both theoretically and practically, one of which is having good Arabic language skills or abilities. Arabic language skills or abilities known as maharah al-lughawiyah learning that are taught include listening skills (maharah istima'), speaking skills (maharah al-kalam), reading skills (maharah qira'ah) and writing skills (maharah al-kitabah). Among these language skills, researchers focused on speaking skills (maharah al-kalam).

However the researchers found that in learning speaking skills (maharah al-kalam) there were many difficulties that were still often experienced by the majority of students one of which was in articulating Arabic sentences so that they were still less able to speak using the language Arab. Overcome these various obstacles, can be done by increasing the number of exercises that can encourage students to be able to express what is on their minds, with this students will be able to get used to hearing and get used to speaking using Arabic so that the difficulties they experience will be quickly resolved.

Based on the description above, from the results of the analysis carried out by the author from observation activities and interviews with one of the Arabic language lecturers, the learning model applied in learning Arabic speaking skills for first-semester students of the faculty of medicine and health sciences majoring in pharmacy is to use the Inquiry Learning and Cooperative Learning, by emphasizing student involvement and active participation in the lecture process both in the form of delivering material both individually and in groups, discussions in class and practical Arabic language learning exercises. Apart from that, there are also learning facilities that can be used as media such as the Al-Arabiyah Lil Hayah Arabic language package book, Arabic dictionary, LCD, and also a projector.

Thus, researchers can state that in training speaking skills (maharah al-kalam) in students especially in the first semester of the pharmacy department, there must be collaboration or cooperation between students and lecturers, where both must play an active role in learning activities, and are supported by the implementation of the learning model. which is varied and utilizes existing facilities to be used as a modern/digital

learning medium if this is done seriously it can have a significant impact on students and also lecturers in creating active and creative learning of speaking skills and the goals of learning can be achieved optimally.

Level of Student Understanding of Maharah Kalam Learning

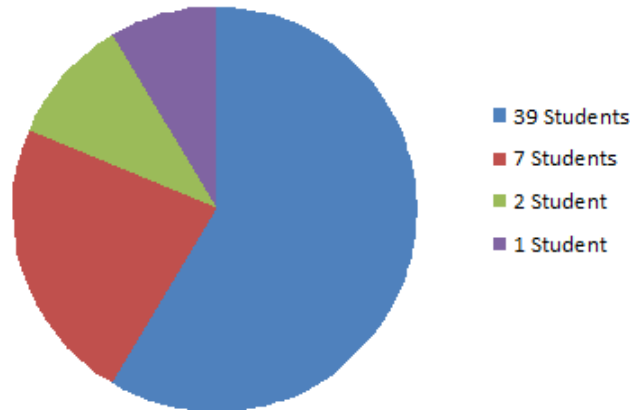


Figure 2. Level of Student Understanding of Maharah Kalam Learning

The table above shows the level of students' understanding of Maharah Kalam's learning material for class D pharmacy study program students in semester 1 after using the Plotagon application as a learning medium through direct classroom observation.

Application of Interactive Media Based on the Plotagon Application in Learning Arabic Speaking Skills for Students of the Faculty of Medicine and Health Sciences

The following are instructions or steps for making videos in the Plotagon application that researchers found from observations in the field:

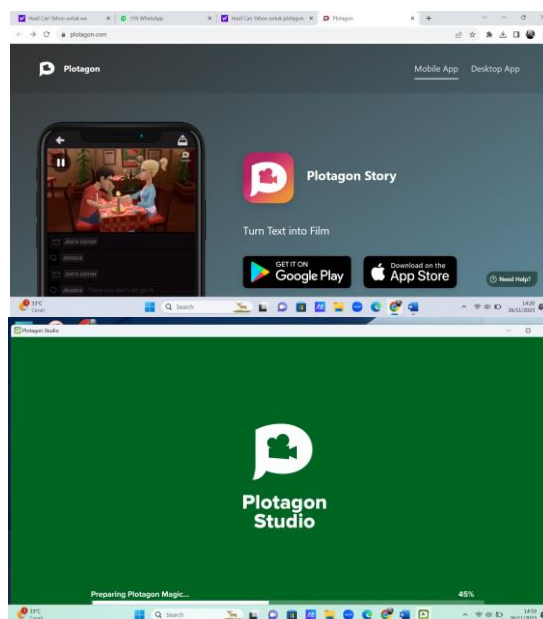


Figure 3. Installation Instructions

Download and Install the App: Visit the official Plotagon website (www.plotagon.com) to download the application and follow the installation instructions provided for the operating system whether downloaded via gadget or PC.

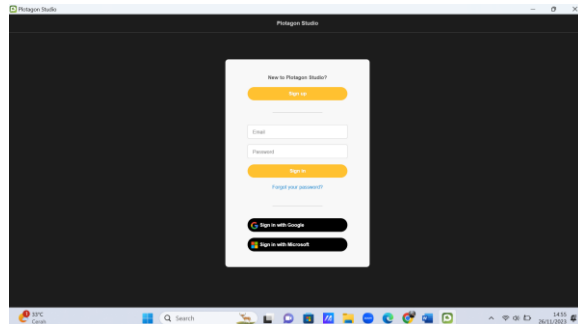


Figure 4. Login Credentials

Create an Account: After the application is installed, create an account. Then login using the created credentials.

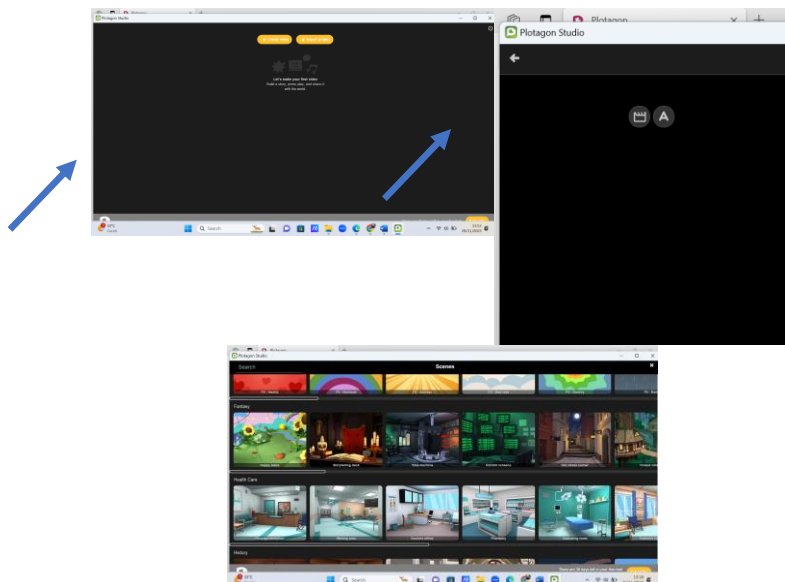


Figure 5. Theme Settings

Select Character and Theme Settings: Clicking on the Clip icon at the top left to determine or create background settings or theme settings for the scene according to the user's wishes.



Figure 6. Animated Characters

Select the animated character that you will use from the collection of characters provided.

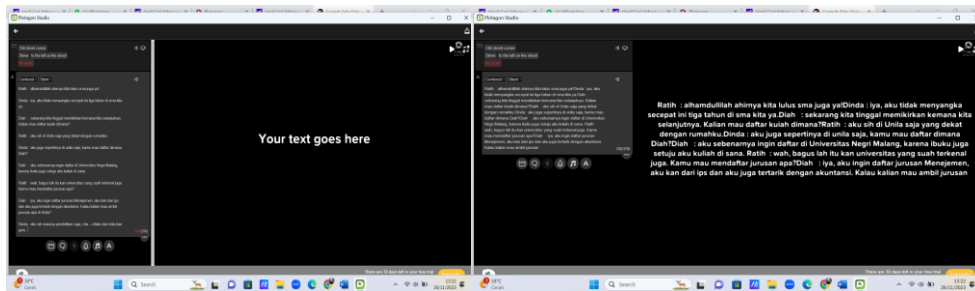


Figure 7. Dialogue Creation

Creating Dialogue: Write a script or dialogue for the user character by clicking on the dialogue above, then clicking on the blank space and a script or text will appear. Set facial expressions and character movements according to user scripts.

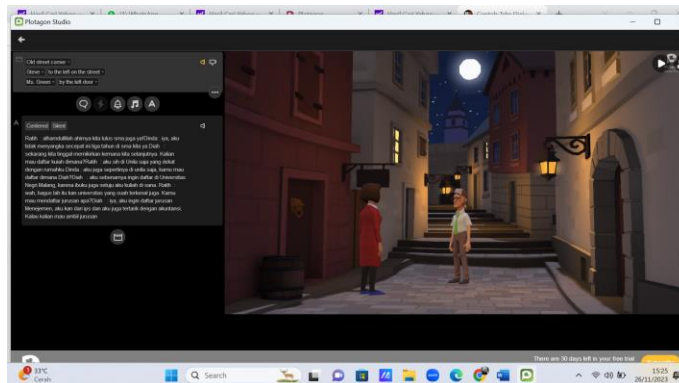


Figure 8. Scene Setup

Set Scene: Structure the scene by positioning characters and objects on the screen. Add the desired effects or animations.

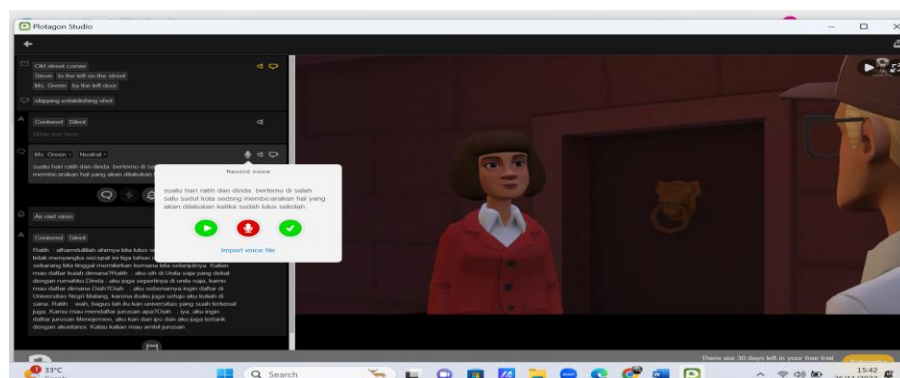


Figure 9. Sound Recording Process

Record Voice (Optional): If the app supports it, users may be able to record their own voices for characters or add in background sounds provided in the app.

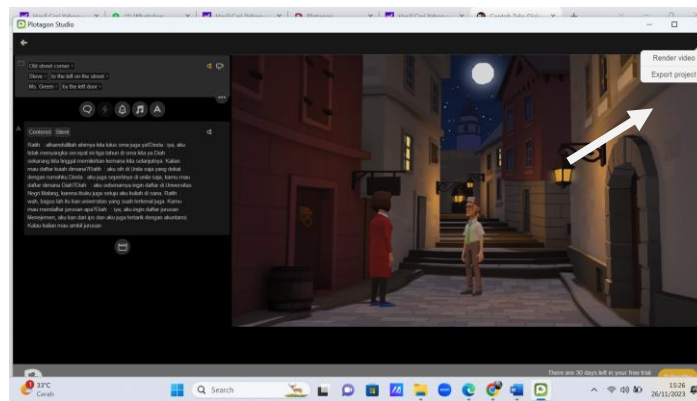


Figure 10. Process of Saving and Sharing Video

Review and Editing: Review videos that users have created to ensure everything is as desired. Make edits if necessary. **Save and Share:** Save the video that has been created in the desired format. Share the video via the desired platform or social media.

By applying animated videos related to pharmacy themes made with the Plotagon application as a medium for learning Arabic speaking skills, researchers can state that they have a very positive and significant impact where learning in class becomes communicative and students are more active in practicing speaking with their fellow students. Apart from that, the use of the Plotagon application as a learning medium can be said to be interactive because it involves students being active and creative in practicing speaking Arabic well. So this media can support the achievement of learning objectives for Arabic speaking skills (maharah al-kalam) as evidenced by their ability to express simple sentences and being able to communicate with their friends using Arabic well and correctly.

DISCUSSION

Plotagon Application Based Interactive Learning Media

However, in the current era technological sophistication has brought many changes in all sectors of life, one of which is in the world of education. We can take advantage of these changes in one concrete form, namely using and utilizing technology to be used as a learning medium to become a tool. supports the achievement of learning objectives, so currently many digital-based learning media can be used in the learning process. In line with statement which states that the existence of learning media is an important factor in improving the quality of learning, with the current sophistication of technology, educators should be able to create their ideas to compile and produce media that can be used in learning and have accuracy in choosing the media to be used, so that all learning material that will be delivered can produce something positive and have a big influence on students' understanding of what has been taught (Wulandari, 2020).

This is reinforced by a statement from Thoriq Aji in his work, he stated that the use of learning media in teaching and learning activities can generate new desires and interests, arouse and even increase motivation and stimulation for learning activities, and can have psychological influences on students. Then the impact resulting from the use of learning media shows a very positive response. In essence, the use of media in learning will help to activate the process of teaching and learning activities, make it easier to convey messages and lesson content, apart from that it can also arouse students' motivation and interest in receiving the learning material provided because they will gain various innovations and new knowledge. from various forms of media used in learning activities, so that they do not get bored or bored and make learning active and fun (Silmi, 2023).

Entering the 21st century, which is proven by the reconstruction of media that can be used in the learning process, requires all educational practitioners to be literate and utilize sophisticated technology to support the achievement of educational goals, especially for teachers in delivering learning material to students. Bearing in mind that the existence of media is very necessary, the existing media has experienced an increase from initially being conventional-based to digital-based media in the form of applications, platforms, websites, etc.

This is reinforced by a statement from Yury Ulandary in his work, he states that the use of technology in the learning process is very necessary, especially when used as a learning medium because it is related to designing, analyzing, evaluating, developing, and implementing material in the learning process (Ulandary, 2023). In line with J. Kurniawati's statement, he also stated that digital-based media also makes a big contribution to teachers and students, where they will be able to access, manage, integrate, analyze, evaluate information, build new knowledge, create and communicate with people. others so they can participate effectively in the learning process (Kurniawati, 2016). The other research by Ismail, the result of the research is that hologram technology can be used for e-learning Arabic language subject that is adjustable for primary school starting 1st and 2sc grade (Hasan, 2021).

These digital-based media can also be used and utilized in the Arabic language learning process to support students' ability to learn Arabic and to have mastery of language skills. As stated by Azhari in his work, the role of media in improving students' Arabic language skills provides a positive value if it is done wisely, where the results they get are new experiences that can directly increase their motivation to learn Arabic. He also added that currently there is a great need for digital-based learning media in Arabic language learning, considering that Arabic language learning still requires a high absorption capacity and the learning is very complex (Azhari, 2015).

One digital-based media that can be used in learning Arabic is the Plotagon application. This application is an application that can be used by teachers as a medium for delivering learning material in the form of animated videos based on cartoon characters. The Plotagon application

provides an online service that provides animation features for creating presentations of teaching materials. The animation features provided include handwriting, cartoon characters, livelier transition effects, and very easy timeline settings (Ailulia, 2022). This application also has characters that can provide a way for students to understand material, one form of which is that they will receive visual and audio information which can be combined in the form of an interesting animated video.

Apart from that, this application also has an attractive design which has clear, colorful background graphics, contains animated images, and can add music and even add original audio from the user so that it becomes an interesting learning video (Maulidiyah, 2022). Therefore, it can be said that this application is very helpful in creating active, interactive learning, which makes it easier for teachers and students to communicate with each other in conveying and understanding learning material. This is reinforced by Mohammad Miftah's statement in his work that the use of technology-based learning resources and media in learning activities can stimulate students' thoughts, feelings, interests, and attention so that the learning process can run well. Apart from that, the learning process based on technology as a source and learning medium allows obstacles to be overcome in the communication process between teachers and students (Miftah, 2022).

Learning Arabic Speaking Skills (Maharah Al-Kalam)

In essence, learning speaking skills (maharah al-kalam) according to Rahmaini in his work states that speaking skills (maharah al-kalam) is a person's ability to articulate Arabic sounds (ashwath 'arabiyyah) with linguistic rules (qawaid lughawiyah) in order to convey thoughts, ideas and feelings. Therefore, teaching Arabic especially for non-Arabs really aims to ensure that students can and are able to pronounce Arabic sounds correctly with the right intonation, can differentiate between the pronunciation of long and short vowels, are able to express ideas in complete sentences according to the conditions, able to speak in simple sentences according to intonation, able to speak in formal situations, and able to put together Arabic sentences according to the topic you want to talk about (Rahmaini, 2015).

This is reinforced by Yazid Hady's opinion written in his work, he states that the role of a teacher is very necessary, where a teacher must provide many opportunities for his students to practice and practice Arabic speaking activities including how to pronounce sentences or expressions. Arabic expressions. This speaking practice must create two-way communication between the teacher and students and students against other students, in other words to support the achievement of learning speaking skills it can be done by activating students to speak in Arabic (Hady, 2019).

Marinda Noviani also stated the same thing in her work, she stated that apart from a lot of practice and getting used to speaking, the learning model used in learning Arabic speaking skills is also a support in achieving the learning process, where educators must also be able to use

appropriate and fun learning models, but does not abandon the essence of learning. To support the creation of appropriate and enjoyable learning strategies, it is supported by the use of learning media that is not only conventional-based but also digital-based (Noviani, 2023).

Application of Interactive Media Based on the Plotagon Application in Learning Arabic Speaking Skills for Students of the Faculty of Medicine and Health Sciences

The use of technology in learning Arabic through digital media platforms facilitates access, interactivity and independent learning, enriching the learning experience with various multimedia resources (Radhiani, 2023). This creates a dynamic learning environment and supports the holistic development of language skills. Students can interact with course material through apps, videos and interactive activities, increasing motivation and engagement in the learning process (Manurung, 2021). Additionally, the platform allows for more efficient measurement of progress and customization of learning based on individual needs. Thus, the effectiveness of using digital media in learning Arabic opens up opportunities for achieving more optimal learning outcomes.

The Plotagon application can be an option for educators as an effort to improve students' Arabic speaking skills. This can also be used in speaking skills learning activities (maharah al-kalam) for medical and health science faculty students, especially first semester pharmacy majors. The Plotagon application is a creative and fun tool for sharpening your imagination, creating 3D animations with characters and environments according to your wishes.

The following are the steps for making a learning video using the Plotagon application: *First step*, download the Plotagon application on the Playstore on your phone/PC. *Second step*, after the application is downloaded, select "create video" to start creating a new video. *Third step*, click the "classroom" icon to select the background you want. *Fourth step*, select "extras/non extras" to select supporting animation. *Fifth step*, select "actor" to add animation. *Sixth step*, click "sitting to the left at the desk" to determine the right actor according to what you want, then select one of the places that has been adjusted according to the background. *Seventh step*, there are several icons that can support video creation, such as: 1) Scane: shows the position of the animation. 2) Sound: used to complete the sound that will be used in the video, this sound can be produced from the user's voice recording. 3) Music: to insert audio music. 4) Mark A: to add text description. *Eighth step*, click the "download" icon and save the video that has been made to storage or automatically save it directly to each user's gallery (Muthmainah, 2021).

CONCLUSION

The results of the research conducted by researchers can be seen that in training speaking skills (maharah al-kalam) in students especially in the first semester pharmacy study program, varied learning models can be applied with modern/digital learning media, through animated videos

related to pharmacy themes. which was created using the Plotagon application as a medium for learning Arabic speaking skills, researchers stated that the Plotagon application had a positive and significant impact where learning in class became communicative and students were more active in practicing speaking with their fellow students. So that this media can support the achievement of learning objectives for Arabic speaking skills (maharah al-kalam) as evidenced by their ability to express simple sentences and be able to communicate with their friends using Arabic well and correctly. This has a significant impact on students and lecturers in creating active and creative learning of speaking skills and the learning objectives can be achieved optimally. This research focuses on learning speaking skills by utilizing the Plotagon application as a digital-based interactive media, and the researcher hopes that this article can become a reference and new study material for future researchers in using the Plotagon application as a medium for learning other language skills.

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