Development of Interactive Learning Videos for Arabic Reading Proficiency Using Videopad and Edpuzzle Applications

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Abstract
This study aimed to determine the validity and practicality of interactive learning videos for Arabic reading proficiency, developed using VideoPad and Edpuzzle applications. The research utilized a research and development (R&D) approach, collecting data through validity and practicality questionnaires and analyzing it quantitatively. The subjects were students from MTs Muhammadiyah Sulit Air Solok, West Sumatra. Results showed that the interactive learning video for Arabic reading proficiency was highly valid, with validation scores of 97.5% for learning material, 93.75% for learning media, and 97.5% for video language, yielding an average validation score of 96.25%. The practicality test revealed that the video was very practical, receiving a score of 85% from teachers and 80.7% from students. Therefore, it can be concluded that the interactive learning video developed using VideoPad and Edpuzzle applications is suitable for teaching Arabic reading proficiency to Madrasah Tsanawiyah (MTs) students. Based on these findings, the researcher suggests that future studies continue to explore the practicality and effectiveness of these interactive videos. Additionally, teachers can utilize these VideoPad-developed interactive videos to support the learning process and improve students' reading skills at the MTs level.

Keywords: Interactive Video, Reading Proficiency, Arabic Language, Videopad, Edpuzzle.

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INTRODUCTION

Learning media is one aspect of supporting learning, with the existence of learning media will be easily accepted by students, and will have an influence on learning [1]. The use of media is one of the many learning problems in schools including in the learning of reading skills in Arabic subjects. Learning media is one of the factors that affect the quality of education delivery [2]. The selection and use of appropriate media, in accordance with the characteristics of the subjects, as well as the use of appropriate learning methods will also result in quality education [3]. Learning media is something that is used to convey information and learning materials between educators and students in the learning process, learning media can be in the form of hardware or software that helps education teachers deliver learning materials and helps students understand learning material [4]. Learning media is also a means to improve the teaching and learning process. Given the many types of media, teachers must be able to choose carefully so that they can be used appropriately. In teaching and learning activities, the use of the word learning media is often replaced with terms such as instructional materials, audio-visual communication, visual education, and teaching aids and explanatory media [5].

In addition, learning media can clarify the message so that it is not too verbal, and overcome the limitations of space, time, energy and sensory power. In addition, media can arouse a passion for learning, providing the same stimulation, experience and perception in learning. Learning media also allows students to learn independently [6]. Learning media is a means that can help the learning process because it is related to the senses of hearing and vision [6]. Good learning media certain conditions must be met. Learning media should increase student motivation. In addition, the media must also stimulate students to remember what has been learned, activate students to provide feedback responses while encouraging students to practice correctly [7]. According to the opinion Haqqo et al. [8], learning video media is a means that is applied to help students understand the material of a learning so that it is easier to present it in the form of sounds and images that contain learning messages, both those containing designs, basics, stages, and theories of knowledge [2].

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The practical benefits of learning media in the teaching and learning process are: (a) Learning media can clarify the presentation of messages and information to accelerate and improve learning processes and outcomes. (b) Learning media can increase and direct children's attention so as to cause learning motivation, more direct interaction between students and their environment, and the same ability for students to learn on their own. Learning materials can overcome sensory, spatial and temporal limitations. (c) Learning materials can provide students with similar experiences about events in their environment and allow direct interaction with teachers, communities, and the environment, for example through field trips.

Visit a museum or zoo. According to Andoh et al. [9], some of the benefits of learning media in the learning process of students are, among others, students' motivation to learn will grow with learning that is more attention-grabbing, allowing students to better understand its meaning and master learning materials and be able to achieve learning goals, students are also not bored and besides that masters Not exhausted with the existence of various teaching methods and not solely verbal communication by the master, students can do more learning activities and activities such as observing, practicing, demonstrating, acting and so on [5]. In improving the quality of education, the formation of human resources is needed, to form human resources, educative interaction is needed, namely the occurrence of teaching and learning activities between educators and students. The process of activities in learning that occurs in the classroom certainly cannot be separated from the role of an educator in the learning process.

Learning is a combination that includes various human elements, procedures, materials, facilities and equipment that influence each other in achieving a learning goal [10]. Humans are included in the learning system consisting of students, teachers, library staff, and laboratory staff. Procedures include schedules, methods of delivering information, practice, and exams. Materials also include whiteboards, textbooks, chalk, slides, films, audio, and video. Facilities and equipment consist of classrooms, audio-visual equipment, and computers [11]. In carrying out the learning process, in order to achieve maximum results, several principles are needed in learning. One of the principles in learning is to attract the attention of students who arouse students' interest in learning by finding something new, complex and contradictory. To create learning that can attract the attention of students, educators can use learning media in making interesting learning media educators must first see the times.

Based on the results of the oral examination of students' reading proficiency at one of the madrasahs in Solok Regency, namely Madrasah Tsanawiyah Muhammadiyah Sulit Air, it is proven that only about 20% of students can read Arabic writing and carry out the learning process of reading proficiency well, this is due to Learning patterns that are often used by teachers still tend to not involve student activity optimally. Teachers teach students dominated by subject matter in text form using books and the use of student worksheets so that students often pay less attention in the learning process allegedly due to the absence of student proficiency in reading Arabic writing, and Arabic reading proficiency material is considered difficult for him so that learning feels boring and unpleasant. From this statement, it can be understood that this is due to an error in the pattern of communication interaction between teachers and students, in the learning interaction there must be a good and directed communication pattern towards a target that has been set previously to achieve a success in the teaching and learning process.

The existence of interactive learning videos using videopad and edpuzzle can overcome this problem because by using this application teachers can present Arabic reading proficiency material accompanied by pictures to make it easier for students to analyze writing through the provision of images. The purpose of this research is to produce products in the form of interactive videos for Arabic reading proficiency using videopad and edpuzzle that are valid and practical.

METHOD

This type of research is development research. Development research is an effort to develop and produce a product in the form of materials, media, tools and learning strategies, in the development of learning video media consists of 4 main phases or stages, namely define, design, development and disseminate [12]. Research and development methods are research methods used in the manufacture of certain products and testing their effectiveness. According to Alfurqan and Susanti [1], what is meant by the research and development model is "the process for developing and validating educational products. Furthermore Sugiyono, 2018 [12] argues that the research and development method is a research method used to produce a certain product and to test the effectiveness of the product. However, this research did not reach the dissemination stage. After these stages are carried out, results are obtained about the validity and practicality
of the interactive video products developed. In this study, test subjects were conducted on grade VIII students of Mts Muhammadiyah Sulit Air. The data collection technique in this study was by questionnaire.

The instruments used in this study include validation sheets and student questionnaires. The validation sheet serves as a validity test for the content of the Arabic electronic comics and the student questionnaires before field testing. This sheet was provided to two experts and one education practitioner, consisting of media expert and subject matter expert validation sheets. The student questionnaire was used to collect data on student responses after engaging in learning activities using the Arabic language learning media. For data analysis, the researcher conducted validation tests that included design, material, and language validation questionnaires. Additionally, practicality tests were conducted with teachers and grade VIII students of MTs Muhammadiyah Sulit Air.

RESULT AND DISCUSSION

At the definition stage Conducted by analyzing the need for the development of interactive videos to improve the reading skills of students at the Tsanawiyah madrasah level. At this stage, a needs analysis and problem identification were carried out by observing the implementation of class VIII maharah qiraah learning at the tsanawiyah muhammadiyah difficult water madrasah. Researchers have carried out to the stage of practicality on grade VIII students of tsanawiyah madrasah. Based on the results of observations that researchers made and interviews with Arabic subject teachers and students in tsanawiyah muhammadiyah madrasah Sulit Air, researchers found that in the learning process, teachers are less innovative and creative in the use of special learning media in learning maharah qiraah. In addition, minimal school facilities make teachers limited to using electronic media during the learning process. Another thing obtained from the results of this interview is that in the learning process teachers only use the available package books. The same is the case with the method carried out by teachers who are monotonous during the learning process.

Based on the results of these observations and interviews, researchers analyzed that interactive videos using videopad and edpuzzle should be developed to help teachers to deliver qiraah material in accordance with learning objectives. Based on the results of the researcher's analysis of the problems found in the field, the development of interactive videos using videopad and edpuzzle is to improve students' Arabic reading skills. Furthermore, at the design stage, researchers carried out the design of research instruments in the form of product validation sheets consisting of 3 aspects, namely: design aspects, material aspects and language aspects. After the implementation of the research instrument, researchers carried out product design using videopad and edpuzzle, starting from designing designs, inserting learning materials, as well as adding animations and sounds to making interactive quizzes using edpuzzle. After that, researchers carried out validation tests by distributing questionnaires to media and material experts as well as teachers and students to carry out practicality tests.

The following are the results of the validation test of media experts, material experts and linguists on interactive videos as follows:

Table 1. Description of media validation

| No | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Sum |
|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|-----|
| Value | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 60 |

Average 93.75%

Table 2. Description of material validation

<table>
<thead>
<tr>
<th>No</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Sum</th>
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<tbody>
<tr>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>39</td>
</tr>
</tbody>
</table>

Average 97.5%

Table 3. Description of language validation

<table>
<thead>
<tr>
<th>No</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>60</td>
</tr>
</tbody>
</table>

Average 97.5%

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Based on the results of the validation of media, material and language aspects, the researchers obtained the results of this interactive video were 93.75% for the results of media aspect validation, 97.5% for the results of material aspect validation and 97.5% for the results of language aspect validation. Thus, the overall validation results are obtained using the formula (Equation 1):

$$ p = \frac{\text{total score}}{\text{maximum score}} \times 100\% $$

So the validation results in the validity test process for this interactive video are as follows:

$$ p = \frac{280.25}{3} \times 100\% $$

$$ p = 93.4\% $$

Based on the results of validation of the interactive video product, the results were found to be 93.4%. From these results, it can be said that this electronic comic product is categorized as very valid. With a very good category used by students in the learning process, in other words, this interactive video product is considered very valid because it meets the required aspects.

### Table 4. Description of validation

<table>
<thead>
<tr>
<th>No</th>
<th>Validation</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Media Validation</td>
<td>93.75%</td>
</tr>
<tr>
<td>2</td>
<td>Material Validation</td>
<td>97.5%</td>
</tr>
<tr>
<td>3</td>
<td>Language Validation</td>
<td>97.5%</td>
</tr>
<tr>
<td>4</td>
<td>Sum</td>
<td>288.75%</td>
</tr>
</tbody>
</table>

Furthermore, based on the results of one teacher above The teaching materials of developed reading skills, the average score was obtained 85.0% and the standard was "Very operational". Thus it can be concluded that interactive video material in learning maharah qira'ah can be used, with the following details:

### Table 5. Description of practicalization with teachers

<table>
<thead>
<tr>
<th>Name</th>
<th>Statement</th>
<th>Number</th>
<th>%</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Score obtained</td>
<td>34</td>
<td>85</td>
<td>Operation</td>
</tr>
<tr>
<td></td>
<td>Maximum score</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Result</td>
<td></td>
<td>85</td>
<td></td>
</tr>
</tbody>
</table>

After practicality with Arabic subject teachers, to find out the feasibility of the product, the researcher also distributed questionnaires to several students. The number of students asked to fill out the student response questionnaire was 10 students. Here are the results of students' overall responses:

### Table 6. Description of practicalization with teachers

<table>
<thead>
<tr>
<th>No.</th>
<th>Student</th>
<th>Question</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>1 2 3 4</td>
<td>5 6 7 8 9 10</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>1 2 3 4</td>
<td>5 6 7 8 9 10</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>1 2 3 4</td>
<td>5 6 7 8 9 10</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>1 2 3 4</td>
<td>5 6 7 8 9 10</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>1 2 3 4</td>
<td>5 6 7 8 9 10</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>1 2 3 4</td>
<td>5 6 7 8 9 10</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>1 2 3 4</td>
<td>5 6 7 8 9 10</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>1 2 3 4</td>
<td>5 6 7 8 9 10</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>1 2 3 4</td>
<td>5 6 7 8 9 10</td>
</tr>
<tr>
<td>10</td>
<td>Students 10</td>
<td>1 2 3 4</td>
<td>5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

Based on the results of student responses that maharah qira'ah interactive videos based on the developed program facilities, an average score of 80.7% was obtained and the standard was "very practical", so it can be concluded that maharah qira'ah interactive videos using Videopad can be used as a means of
learning Arabic. From the above description practically from the questionnaire distributed by researchers to grade 8 students at MTs Muhammadiyah Sulit Air is, first, the students' responses to subjects who teach interactive videos using videopad applications in learning maharah qira'ah are with an average of 80.7% and the degree is very practical. Second, teachers' responses to interactive videos using videopads in maharah qira'ah learning, with an average of 85% and a very practical degree.

Learning media is very important in the learning process to increase student learning interest in a didactic psychological learning media is very helpful for children's psychological development in learning [13]. From this explanation the importance of learning media in a teaching and learning process is very influential on the learning outcomes of these students, so the use of learning media is very necessary, but the results of the author's observations during field experience practice show that Arabic teachers in Madrasah Tsanawiyah Muhammadiyah Sulit Air are more likely to use student worksheets as learning resources, and simple teaching materials and blackboards for teach students. The existence of student worksheets as learning aids does not function optimally because students read textbooks given only when the teacher asks them to read or solve the problems in them.

Learning patterns that are often used by teachers still tend to not involve student activity optimally. Teachers teach students dominated by subject matter in text form by using books and the use of student worksheets. Therefore, students often pay less attention in the learning process which is thought to be due to the absence of students' ability to read Arabic script, and reading proficiency material is considered difficult for him so that learning feels boring and unpleasant. This is due to the wrong pattern of communication interaction between teachers and students, in the learning interaction there must be a good and directed communication pattern towards a predetermined target to achieve a success in the teaching and learning process. The presence of interactive learning videos of the application Videopad can overcome this problem because by using this application teachers can present reading proficiency material accompanied by pictures to make it easier for students to analyze write through the provision of images.

Videopad is one of the multimedia applications that can be used in learning. According to Rizki Videopad is a software developed by NCH that is used for the domestic and professional markets, the software is complete with virtual tools working with software that can be bought and tried, Videopad is from NCH software which includes Wavepad software for sound processing, and Edpuzzle for interactive quiz making [14]. The advantages of edpuzzle include that Edpuzzle can allow teachers to more easily shape their lessons around video content. The ability to pull videos from a variety of sources, including YouTube, gives them a way to display video content within the contained platform without ads or other distractions [15].

The use of interactive videos when learning can increase the excellence of learners which includes cognitive (knowledge), psychomotor (skills) and affective (attitude) domains. The video displayed is in the form of information both in terms of word, image, animation and sound that makes students in learning become more interested. The virtue of this videopad is that by using this application teachers can add or subtract videos needed in teaching materials, teachers can add different audio or remove audio from an available video so that it will form teacher creations in making audiovisual teaching materials. Interactive video material using this videopad can produce learning videos complete with evaluation exercises for reading proficiency learning so that students can find out the success rate of the observations that students have observed in the videos presented by the teacher. The results of research by Kanellopoulou et al. [16] show that the use of interactive multimedia can be used for various kinds of learning including courses using interactive multimedia can be easier in demonstrating teaching materials or learning materials to students so that students get visualizations of the material taught [17], [18].

Furthermore, research by Ainyn and Dwiningisih [19], shows that multimedia learning outcomes are effective to be applied to students to make it easier to achieve good results. In this study Development of Interactive Animated Video-Based Arabic Learning Media for Madrasah Aliyah Students, researchers used interactive animated video-based media where the material contained in the book is packaged into an animated video so that students who are learning will more easily understand and attract students to learn. Because lessons that use animated video media will seem more interesting and not monotonous so that students will not quickly feel bored in learning [20]. Furthermore Taqwa et al. [21] showed that the results of this study improved mathematics learning outcomes on speed material. The research was conducted by Almeida [22], shows that the media products produced are suitable for use or testing because they get an average score of 4.6 from the validation results which is included in the criteria for being valid and feasible. Next Research conducted by Hanif [23], shows that the hand move animation video learning media is worthy of use and can provide understanding to students, which can be seen from the average score of 83 after using
animated video media with a very good category. And also received a very good response from teachers and students with an average percentage of 93.18%. So that the media is said to be practical and suitable for use.

The advantage of interactive video using this videopad is that this application can be executed in the form of DVD, besides that storage for interactive videos supports various forms of formats such as 3GP, MKV, FLP, and MP4. Another advantage is that there are 50 more special effects and transitions and can create your own watermark design. Apart from that, the advantages of this videopad are easy to access and use, the application storage is very light and the quality of the edited video from this application is quite HD (High definition) quality.

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CONCLUSION

Based on the results of this study, it produced a product in the form of interactive videos to practice students’ Arabic reading skills. The validation stage was obtained from media feasibility of 93.75%, material feasibility obtained a percentage of 97.5%, and language feasibility obtained a percentage of 97.5%. Based on these results, this interactive video is worth using. As for the results of the practicality test conducted on Arabic subject teachers at MTs Muhammadiyah Sulit Air school obtained a percentage of 85%, and student responses to this interactive video obtained a percentage of 80.7% so that it can be concluded that interactive videos using videopad and edpuzzle are very effective and practical to use in learning Arabic reading proficiency. Based on the conclusion of the development of interactive videos for Arabic reading proficiency using VideoPad and Edpuzzle applications, the following suggestions can be made: First, the interactive videos designed by the researcher have reached the stage of validity. Future researchers should continue to the stages of practicality and effectiveness to further enhance the video's utility. Second, these interactive videos created using the VideoPad application can serve as an effective medium for teachers to support the learning process of maharah qiraah, thereby improving students' reading skills at the MTS level.

REFERENCES

Author declaration

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Competing interests - The authors declare no competing interests.

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