Science Proceedings Series (SPS)

PRODUCT IMPLEMENTATION OF MOBILE LEARNING MEDIA TO IMPROVE STUDENTS' ARABIC ACHIEVEMENT AT MADRASAH ALIYAH IN LAMPUNG INDONESIA

Koderi*

Tarbiyah and Teacher Training Faculty
Raden Intan State Islamic University of Lampung
Indonesia

Achmad Maulana

Tarbiyah and Teacher Training Faculty
Raden Intan State Islamic University of Lampung
Indonesia

Dwi Prasetyo

Science & Engineering Faculty
Nusa Cenada University of Kupang
Indonesia

***Corrosponding author's Email:** koderi@radenintan.ac.id*

Author's Biography

Name : Dr. Koderi, S.Ag,. M.Pd

For elementary school, he went to Sekolah Dasar Negeri 3 Poncokresno Indonesia and finished in 1985, while for secondary school he took it at Madrasah Tsanawiyah Negeri Pringsewu Indonesia and Madrasah Aliyah Negeri 2 Tanjung Karang Indonesia accomplished in 1988 and 1993 respectively. He got his Bachelor's degree from IAIN Raden Intan Bandar Lampung in 1998 concentrating in Arabic education, his Master's degree from Lampung University in 2008 majoring in Instructional Technology, and his Doctorate degree from Universitas Negeri Jakarta Indonesia in 2018 with similar concentration.

He has been a lecturer since 2003 as well as an assessor of teacher sertification (PLPG) program since 2010 both at Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University of Lampung.

R E S E A R C H   H I G H L I G H T S

The study is dealing with the product implementation of mobile learning media for Arabic lesson by utilizing android communication tool with offline operational system. This is to explore the effectiveness of mobile learning media towards students' Arabic lesson achievement. Data collection was carried out using pre-test and post-test with multiple choice test instrument. To analyze the data, the paired samples t-test was employed and it was obtained that the value of $t_{critical} = 14.342$ while the value of $t_{table} = 2.086$ at a significant level of $\alpha = 0.05$. This means that $t_{critical} = 14.342 > t_{table} = 2.086$. Thus, H_0 is rejected and H_1 is accepted. As such, it can be concluded that the implementation of mobile learning media for Arabic lesson is highly effective to improve students' achievement at Madrasah Aliyah (Islamic senior high school) in Lampung, Indonesia.

_____

R E S E A R C H   O B J E C T I V E S

This study is aimed at finding out the effectiveness of mobile learning media towards students' achievement of Arabic lesson at Madrasah Aliyah in Lampung, Indonesia. The findings are expected to theoretically and practically bring benefits to researchers, teachers, students and readers in terms of 1) contributing mobile learning media for a more effective Arabic lesson, 2) providing an independent learning source for students in line with technology advancement, 3) assisting teachers to create effective, efficient and innovative instruction, 4) being researchers' valuable experience to contribute to education by optimizing the instructional media for Arabic lesson in the era of industry revolution 4.0. Instructional media is a communication tool to make the learning process more effective (1).

The benefits of using mobile learning in general are: 1) more affordable than buying PCs and laptops, 2) more diverse and varied in delivering the learning material, 3) encouraging the teachers to carry out continuous learning because students always have their smartphones on them, 4) lowering the cost of the learning process because it does not have to be conducted in class, 5) having a better potential in providing experiential learning, 6) increasing literacy, 7) increasing the number of participants in education, and 8) having more communication features because they are able to send text, audio, and audio-visuals between mobile phones (Mehdipour, 2013).

M A T E R I A L S   A N D   M E T H O D S

The study belongs to implementation research (Experimental Research). The independent variable is mobile learning media, while the dependent one is students' achievement of Arabic lesson at Madrasah Aliyah in Lampung, Indonesia. The sample, a group of 35 students in class IX IPA as the experimental class, was taken using purposive random sampling technique. The study was conducted at Madrasah Aliyah Negeri 2 Bandar Lampung for 5 sessions in the odd semester of 2018/2019 academic year. Data were collected using test, observation, documentation and interview. Before implemented, the instruments had been validated by the experts of content and language to assure the content and construct validity.

Data analysis was executed by comparing the scores of pre-test and post-test using the paired samples t-test. Prior to the use of t-test analysis, the normality test and homogeneity test were carried out as a prerequisite for conducting the t-test analysis. The normality test is a prerequisite test to find out whether the data used in the study is normally distributed or not so that it can be used to test the hypothesis. The normality testing technique of this study was the Liliefors test. The homogeneity test used in this study was the F-test. The results of the

Science Proceedings Series (SPS)

www.readersinsight.net/SPS

normality and homogeneity tests calculation showed that the data of pre-test and post-test was normally distributed and homogeneous.

RESULTS

The implementation of mobile learning media for Arabic lesson at Madrasah Aliyah in Lampung, Indonesia shows high effectiveness to improve students' achievement. It is in agreement with a previous study conducted by Halawani (2008) entitled "Arabic Sign Language Translation System (ArSL-TS) on Mobile Devices", and its result is: "we proposed the ArSL-TS for the text translating into sign language animations on mobile devices. Since ArSL-TS is intended for mobile deaf users (Arab people), we based it on a standard Arabic sign language and provide animation and instant feedback about the meaning of the arabic text". Another study entitled "E-learning modules supported by cooperative learning: Impact on Arabic language achievement among Qatar University students" which found out that the overall achievement of university level students improved with the implementation of a cost-free cooperative e-learning approach (4).

The relevant previous studies indicate that mobile learning instructional model affected positively upon the Arabic lesson achievement. In fact, with proper design mobile learning media may facilitate effective learning as students may find it easy to 1) attain expected competency, 2) explore knowledge and skills, 3) have longer retention of the learning materials, and 4) apply the lesson into practice (5).

FINDINGS

This research findings include 1) mobile learning media for Arabic lesson is characterized by the interesting and practical auditory visualization as well as variative questions for assessment; 2) mobile learning everywhere which means that students and teacher may use it anywhere and any time; 3) mobile learning friendly meaning that close relationship between teacher and students appear as they use the media together; 4) students can be concentrated to study by focusing on their personal small smartphonr screen; and 5) process of instruction will run more comfortably as with the use of mobile phone learning may take place more rapidly, and time of learning is adjustable to the activities and times of day.

ACKNOWLEDGEMENT

REFERENCES

1. Yetri, Koderi, Amirudin, S Latifah MDA. The Effectiveness of Physics Demonstration Kit : The Effect on The Science Process Skills Through Students ' Critical Thinking The Effectiveness of Physics Demonstration Kit : The Effect on The Science Process Skills Through Students ' Critical Thinking. IOP Conf Ser J Phys Conf. 2019;1155(012061):1–5.
2. Yousef Mehdipour, 2 HZ. Mobile Learning for Education: Benefits and Challenges. Int J Comput Eng Res. 2013;3(6):93–101.
3. Halawani S. Arabic Sign Language Translation System On Mobile Devices. IJCSNS Int J Comput Sci Netw Secur. 2008;8(1):251–6.
4. Hassan MA, Fook FS. E-learning modules supported by cooperative learning : Impact on Arabic language achievement among Qatar University students. 2012;1–16.
5. Koderi. Pembelajaran Bahasa Arab Berbasis Media iPAD. Al-Bayan. 2014;6(2):1–18.