



THE EFFECT OF *SMART APPS CREATOR (SAC)* LEARNING MEDIA ON THE IMPROVEMENT OF *FAHMUL MAQRU'* IN CLASS X STUDENTS OF MA DARUT TAQWA PURWOSARI PASURUAN

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Abstract

Understanding Arabic reading texts (*fahmul maqru'*) is not just reading, but requires mastery of vocabulary and the ability to understand the content of the text carefully. This phenomenon is a challenge for students of class X of MA Darut Taqwa, coupled with the monotonous method of lectures and the use of package books. Therefore, this study aims to determine the influence of Smart Apps Creator (SAC) interactive learning media on increasing students' *fahmul maqru'*. This study uses an experimental method with a one group pretest-posttest design. The results of the normality test showed that the data was distributed normally. The N-gain Score of 0.7321 is in the high category and the N-gain percentage of 73.21% is quite effective. The t-test showed a significant increase from pretest (60.50) to posttest (88.83), with a difference of 28.33 points. Thus, SAC media has a significant and quite effective effect on increasing students' *fahmul maqru'*.

Keywords: Learning media; Smart apps creator (SAC); *Fahmul maqru'*

Abstrak

Memahami teks bacaan berbahasa Arab (*fahmul maqru'*) bukan sekadar membaca, tetapi memerlukan penguasaan kosakata dan kemampuan memahami isi teks secara cermat. Fenomena ini menjadi tantangan bagi siswa kelas X MA Darut Taqwa, ditambah dengan metode ceramah dan penggunaan buku paket yang monoton. Oleh karena itu, penelitian ini bertujuan mengetahui pengaruh media pembelajaran interaktif Smart Apps Creator (SAC) terhadap peningkatan *fahmul maqru'* siswa. Penelitian ini menggunakan metode eksperimen dengan desain one group pretest-posttest. Hasil uji normalitas menunjukkan data berdistribusi normal. Nilai N-gain Score sebesar 0,7321 termasuk kategori tinggi dan N-gain persen sebesar 73,21% tergolong cukup efektif. Uji-t menunjukkan peningkatan signifikan dari pretest (60,50) ke posttest (88,83), dengan selisih 28,33 poin. Dengan demikian, media SAC berpengaruh signifikan dan cukup efektif terhadap peningkatan *fahmul maqru'* siswa.

Kata Kunci: Media pembelajaran; Smart apps creator (SAC); *Fahmul maqru'*



INTRODUCTION

Arabic in Indonesia is taught at various levels of formal and non-formal educators. In addition to being an international language¹, Arabic is also the language of the Qur'an². In learning Arabic, four main skills are known: listening (*maḥārah al-istimā'*), speaking (*maḥārah al-kalām*), reading (*maḥārah al-qirā'ah*), and writing (*maḥārah al-kitābah*).³ These four skills are very important to learn in learning Arabic because these four skills are inseparable in supporting the achievement of language skills⁴. And these four skills have their own level of difficulty according to different perspectives. If it is further condensed, it will become 2, namely *intajiyah* (productive ability) and *taqobuliyah* (receptive ability).⁵ *Intajiyah* (productive ability) is found in *maḥārah al-kitābah* (ability to write) and *maḥārah al-kalām* (ability to speak). Meanwhile, *taqobuliyah* (receptive ability) is found in *maḥārah al-istimā'* (listening ability) and *maḥārah al-qirā'ah* (reading ability).

Maḥārah al-qirā'ah (the ability to read) can also be known as "*fahm al-maqrū'*". In Arabic (فهم المقروء) consists of two words, namely *fahm* and *al-maqrū'*. *Fahm* means to understand, *al-maqrū'* means what is read (reading text). Thus, *fahm al-maqrū'* is the ability to understand Arabic texts⁶. At this point, the ability to understand the text substantially is much more important than other abilities. The ability to understand text is important considering several things, including: 1) Text is one of the sources of standard vocabulary and sentence styles. 2) The text is rich in vocabulary. If students can have a conversation with only 50 Arabic vocabulary then students will have difficulty understanding a simple text with the ability to master 100 vocabulary words. 3) Text is also a reference to standard sentences. In any case, the text is made more carefully and carefully than the talks which tend to be more spontaneous⁷. Therefore, understanding the reading text also means adding vocabulary and strengthening sentence style. So *fahm al-maqrū'* (understanding the reading text) is not just reading the text, but requires vocabulary⁸ and careful understanding to understand the meaning contained in a reading text.

¹ Umi Hijriyah dkk, "Arabic Learning Media Based on Smart Apps Creator for Students of Islamic Junior High School" 9, no. 2 (2022): 217–30.

² Syamsul Hadi, *Arabic Words in Indonesian*, 1st ed. (Gadjah Mada University Press, 2015).

³ Fira Sutira Dkk, "Development of Learning Media Using Smart Apps Creator Application for Arabic Language Learning" 2, no. 3 (2024): 194–211.

⁴ Mochamad Hasyim Syarifuddin and Nurul Hidayati, "Enhancing Arabic Speaking Skills Through the Stand-Up Category Method: A Dynamic Approach to Engaging Learning" 15, no. 2 (2024): 106–15.

⁵ Umi Fadlilah, "Implementation of Jigsaw-Type Learning Cooperative Learning Model in Improving the Fahmul Maqru' Ability of Grade VIII Students at MTs Negeri 4 Surabaya City," *Arabia* 11, no. 2 (2019): 153, <https://doi.org/10.21043/arabia.v11i2.6044>.

⁶ Ibn Burdah, *Learning Arabic Integrative Method*, 1st ed. (Zahir Publishing, n.d.).

⁷ D. Suryadi, I., & Hariyanto, *Arabic Culture in Indonesian* (Jakarta: Kencana., 2015).

⁸ Siti Anifah, Hasan Syaiful Rizal, and Mochamad Hasyim, "Development of Learning through Ajilatu Dawwarah Al-Mufradat Media to Improve Mufradat Memorization of Madrasah Tsanawiyah Mambaus Sholihin Gresik Students," *Impressive: Journal of Education* 1, no. 4 (2023): 180–87, <https://doi.org/10.61502/ijoe.v1i4.56>.

Based on interviews⁹ and observations¹⁰ conducted by researchers at the MA Darut Taqwa institution, students have difficulty understanding Arabic texts due to limited vocabulary and lack of interesting media. The learning media used is still conventional. Therefore, interactive media innovations are needed and in accordance with the characteristics of Generation Z who are literate in technology in this modern era, such as *Smart Apps Creator (SAC)*.

Smart Apps Creator (SAC) is a software or application that is used to create android and iOS-based applications without having to use programming code. Unlike other software, *Smart Apps Creator (SAC)* can be done by installing the *software* first on a laptop. In the creation of applications, it can be done offline. The content display created with *Smart Apps Creator (SAC)* has its own advantages, namely it is easy to create, many features are available, interactive quizzes are available, and can be connected to *links/urls* and *youtube*¹¹.

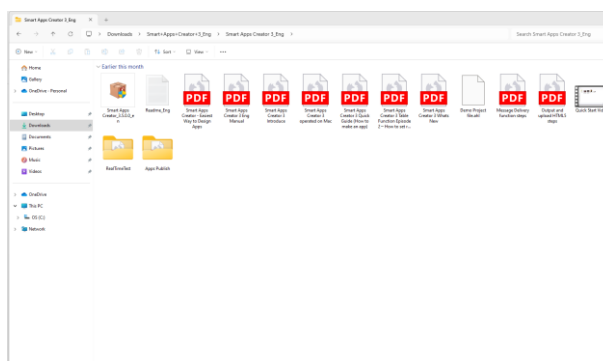


Figure 1. *Smart Apps Creator (SAC)* provided files

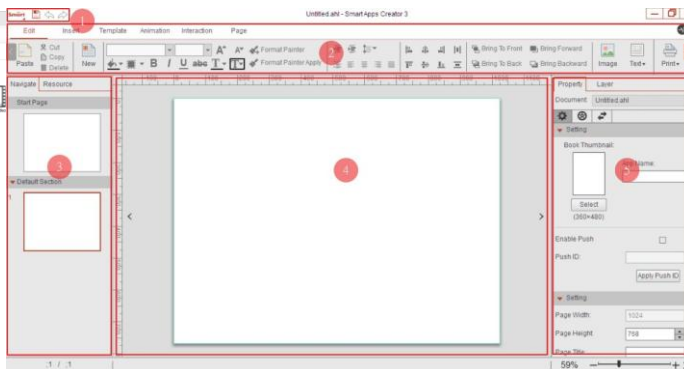


Figure 2. An initial view containing some of the available features

from the *Smart Apps Creator (SAC)* app

In one of the studies that has been conducted by Nurul Abidin and Syamsul Arifin¹², it is stated that learning Arabic through the *Smart Apps Creator (SAC)* learning media application is easy and fun to learn and the researcher can find out the advantages and disadvantages of the *Smart Apps Creator (SAC)* application. And the research conducted by Yelfi Dewi et al also stated that in their research it was possible to find out the benefits of *Smart Apps Creator (SAC)* software in making Arabic learning media.

⁹ Classroom X MA Darut Taqwa. *Observation*. Learning Arabic in *Fahmul Maqru'* (understanding text) skills. (07.30-08.30: 07 January 2025).

¹⁰ Moh Mufid, *Interview*. Arabic Teacher MA Darut Taqwa Purwosari Pasuruan, Teacher's Room. (07.30-08.30: 08 January 2025).

¹¹ Alim Hardiansyah et al, *Development of Learning Media "Perspective Study in the Era of Society 5.0,"* ed. Rahmi Mudia Alti and Vina Rizki (Makassar: CV. Tohar Media, 2022).

¹² Nurul Abidin and Syamsul Arifin, "Arabic Language Learning Design Through Smart Apps Creator Applications" 581, no. Incesh (2021): 283–87.



Also in the research, Valentina Widya Suryaningtyas et al¹³ stated that there are benefits in exploring *Smart Apps Creator 3.0* software to design mobile-based applications in translation learning.

As for the research, Yuri Susanti et al¹⁴ stated that there was an increase in motivation and listening ability of eleventh grade students at SMK Negeri 3 OKU Selatan. In addition, in the research Yulia Fitri Astuti et al¹⁵. also stated that learning using *Smart Apps Creator* media can improve students' speaking skills in Speaking Self Introduction material in grade VII B SMP N 1 Trangkil. Likewise, in the study, Rori Khoirudin et al¹⁶ stated that there was an increase in student learning outcomes during the physical distancing period by implementing problem-based learning through *Smart Apps Creator 3* junior high school students in grade VIII of SMP Negeri 8 Surakarta.

Fira Sutira Damulawan et al¹⁷. in their research, developing Smart Apps Creator-based learning media found an increase in student interest, motivation and learning outcomes in Arabic lessons at MTs Al-Hikmah Mogutat. And similar research conducted by several other researchers, such as Umi Hijriyah et al¹⁸. in developing Arabic learning media based on *Smart Apps Creator* for Islamic junior high school students found the feasibility, response, and effectiveness of the learning media developed in Arabic language learning. Siti Rukoyah and Kurniana Bektiningsih¹⁹ stated in their research that the development of Smart Apps Creator-based learning media to improve student learning outcomes in IPAS subjects on energy transformation materials is feasible, effective and practical in teaching. In Silphia Rizki et al²⁰. 's research, in developing Smart Apps-based learning media, *Creator* is able to help students learn material about introducing themselves and others in English lessons. Ahmad Noor Meezan et al²¹. in a

¹³ Valentina Widya Suryaningtyas et al., "Translation Learning Enrichment Using Smart Application Creator 3.0: An Attempt to Design a Mobile Application in Translation for Tourism Purpose Course," in *2019 International Seminar on Application for Technology of Information and Communication (ISemantic)* (IEEE, 2019), 542–47.

¹⁴ Yuri Susanti dkk, "Improving the Motivation and Listening Ability of Eleventh Grade Students By Using Smart App Creator," *Esteem Journal of English Education Study Programme* 5, no. 2 (2022): 247–51.

¹⁵ Yulia Fitri Astuti dkk, "Smart Apps Creator to Enhance Students' Speaking Ability: A Classroom Action Research," *SIMPLE: International Journal of English Education* 2, no. 1 (2024): 28–34.

¹⁶ Rori Khoirudin dkk, "Smart Apps Creator 3 to Improve Student Learning Outcomes during the Pandemic of COVID-19," *JPBI (Indonesian Journal of Biology Education)* 7, no. 1 (2021): 25–34.

¹⁷ Dkk, "Development of Learning Media Using Smart Apps Creator Application for Arabic Language Learning."

¹⁸ Hijriyah dkk, "Arabic Learning Media Based on Smart Apps Creator for Students of Islamic Junior High School."

¹⁹ Siti Rukoyah and Kurniana Bektiningsih, "Development of Interactive Learning Media Based on Smart Apps Creator to Enhance Elementary School Students' Science Learning Outcomes" 10, no. 10 (2024): 8127–35, <https://doi.org/10.29303/jppipa.v10i10.8046>.

²⁰ Silphia Rizki dkk, "Development of Learning Media Using Smart Apps Creator on "Introducing Oneself and Others" Silphia Rizki 1), Pahmi 2), Prih Febtiningsih 3) 1" 9, no. 2 (2022).

²¹ Ahmad Nur Mizan dkk, "The Development of Arabic Learning Media Based on Android for Senior High School Students" 6, no. 2 (2022): 178–89.

similar study, developing *Smart Apps Creator-based learning* media can improve students' Arabic learning in isim dhamir material.

In Pradata's research, Ardi Saputro and Miftahuddin developed *Smart App Creator 3 (SAC)* learning media in History learning that can increase students' interest in learning at SMA Negeri 3 Magelang. Ronal Sagala and Malani Simanungkalit²² conducted research by developing teaching materials based on *the Smart Apps Creator application* and found that there was a response and increase in student learning interest in the Church Administration and Management course in the Christian Leadership Study Program. Nur Arif MS²³ in the research conducted, developed *Smart Apps Creator learning media* to increase students' reading interest or literacy skills in social studies subjects about cultural diversity in South Sulawesi Province in the PAM pilot for grade V students of State Elementary School. And in the research of Qoulun Syadida and Yeni Erita²⁴, it was found that the learning media using the *Smarts Apps Creator application* developed was feasible and practical and there was an improvement in integrated thematic learning for grade IV elementary school students. And in the research of Yandhu Ardiansyah and Agung Wicaksono²⁵, in developing media using an android-based mathematics learning application using *Smart App Creator (SAC)*, it can increase students' motivation and learning outcomes in material about the absolute value equation of the linear form of one variable in the form of an interesting image accompanied by sound and video discussion²⁶.

Several previous studies have proven the effectiveness of SAC media in learning. However, these studies mostly focus on media development (*Research and Development*) and Classroom Action Research, and have not specifically examined the effect of the use of SAC media on the improvement of *fahm al-maqrū'* in Arabic language learning. Therefore, this study occupies a unique position, namely to test experimentally whether SAC media can improve the understanding of Arabic texts in grade X students of MA Darut Taqwa Purwosari Pasuruan.

With this background, this study aims to determine the influence of *Smart Apps Creator (SAC)* learning media on improving *students' fahm al-maqrū'*, as an innovative solution in improving reading skills and understanding Arabic texts effectively, according to the needs of 21st century learning.

²² Ronal Sagala and Malani Simanungkalit, "Increased Interest in Learning Through Smart Apps Creator," *EDUCATION: Journal of Education and Learning* 3, no. 3 (2022): 845–50.

²³ Nur Arif, "Development of Smart App Creator to Improve Students' Literacy in Social Studies Subjects in Elementary Schools," *Journal of Didactic Basic Education* 7, no. 3 (2023): 809–28.

²⁴ Qoulun Syadida and Yeni Erita, "Development of Learning Media Using Smart Apps Creator Applications in Integrated Thematic Learning," *Journal of Practice Learning and Educational Development* 2, no. 1 (2022): 17–25.

²⁵ Yandhu Ardiansyah and Agung Wicaksono, "Development of Android-Based Learning Applications Using Smart App Creators (ISC) In the material of the equation of absolute value," *Coordinates of the Journal of Mathematics and Natural Sciences* 3, no. 2 (2022): 33–42.

²⁶ Suci Ramadhanti Febriani et al., "Effectiveness of Using Animation Media on Understanding Meaning Through The" 12, no. 2 (2024).



RESEARCH METHODS

This study uses an experimental method with *a one group pretest-posttest* design, which is an experimental design involving one group of subjects who are given a pretest before treatment and posttest after treatment, without a control group. This design aims to determine changes or improvements in learning outcomes after treatment is given²⁷. The treatment in this study is learning using *Smart Apps Creator (SAC)*-based media. The purpose of this study is to investigate whether the use of SAC media has an effect on improving the ability to understand reading texts (*fahm al-maqrū'*) in Arabic language learning.

This research was carried out at MA Darut Taqwa Purwosari Pasuruan, starting at the beginning of the even semester of the 2024/2025 academic year (January 25, 2025). The research subjects consisted of 30 students of class X, with the sampling technique using saturated sampling (total sampling), which is a technique in which the entire population is used as a sample because the number is limited and it is possible to study it as a whole²⁸.

Data were obtained through pretests, observations, and interviews. The pretest-posttest test consists of 20 multiple-choice questions. Based on the results of the normality test using SPSS version 30, the data obtained is distributed normally so that it is classified as parametric data²⁹. Therefore, quantitative analysis is carried out using a t-test (paired sample t-test) to find out the significant difference between pretest and posttest scores. In addition, N-gain analysis is used to measure the effectiveness of improving student learning outcomes³⁰. Meanwhile, qualitative data was analyzed descriptively through observation and interview results, to provide a more comprehensive picture of the learning process and impact with *Smart Apps Creator (SAC) media*.

RESULTS AND DISCUSSION

This research began with the identification of learning problems in class X students of MA Darut Taqwa, especially in the skill of *fahm al-maqrū'* (understanding reading texts) in Arabic. Based on initial observations and the results of interviews with subject teachers, it was found that most students had difficulties in understanding the content of Arabic texts caused by low vocabulary mastery, lack of interest in learning, conventional learning methods and less interesting media.

²⁷ Sugiono, *Quantitative, Qualitative and R&D Research Methods*, 1st ed. (Bandung: Alfabeta, 2013).

²⁸ Suharsimi Arikunto, *Research Procedure A Practical Approach* (Jakarta: PT. RINEKA CIPTA, JAKARTA, 2013).

²⁹ "Your Excellency, *Pocket Book of SPSS Data Statistical Analysis*, 2011.

³⁰ Richard R. Hake, "Analyzing Change/Gain Scores," *Unpublished. [Online] URL: Http://Www. Physics. Indiana. Edu/~ Sdi/AnalyzingChange-Gain. Pdf* 16, no. 7 (1999): 1073–80, <http://www.ncbi.nlm.nih.gov/pubmed/22025883%5Cnhttp://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:ANALYZING+CHANGE/GAIN+SCORES#0%5Cnhttp://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:Analyzing+change+gain+scores#0>.

To answer these problems, the researcher designed learning using *Smart Apps Creator (SAC)* media as an interactive digital tool that is in accordance with the characteristics of Generation Z students in today's era. The main purpose of using this media is to find out the influence of *Smart Apps Creator (SAC)* media on improving *fahm al-maqrū'* (understanding reading texts) in Arabic for students of class X MA Darut Taqwa in a more interesting, contextual and interactive way.

Before the learning took place, students were given a pretest consisting of 20 multiple-choice questions based on competence in understanding Arabic reading texts (*fahm al-maqrū'*). This test is used to determine students' initial abilities before the learning treatment using *Smart Apps Creator (SAC)* media is given. After that, in the next meeting, learning was carried out by providing treatment using *Smart Apps Creator (SAC)* media for several meetings.

The selection of materials in learning media is adjusted to the even semester curriculum of class X of MA Darut Taqwa Purwosari Pasuruan, namely on the theme "الهواية" (Hobbies). This theme was chosen because it is closely related to students' daily lives, so that it can facilitate understanding and increase student involvement in the learning process. *Smart Apps Creator (SAC)* learning media is designed to contain integrated content with several important components in Arabic language learning, including: 1). Mufrodat (vocabulary), related to types of hobbies such as reading, deflected, swimming, playing football, etc. 2). Adawat Istifham (question word), which supports the ability to understand texts and answer questions of understanding an Arabic text. 3). Arabic paragraphs or reading texts, with the theme of hobbies developed contextually to develop *fahm al-maqrū'* skills. 4). The benefits of each hobby, each hobby, which is conveyed in simple and contextual Arabic. 5). The purpose of learning is for students to know the direction and expected achievements of the learning. In addition to the content aspect, this media is also designed with interactive features, which motivate students to learn actively and fun, such as quizzes in the form of interactive games, which motivate students to learn actively and funly; short films in Arabic, to reinforce the understanding of context and deceive language input. Here's how the *Smart Apps Creator (SAC)* media interface is presented in an attractive and user-friendly way:



Figure 3. Media Home Screen Display



Figure 4. Media Main Menu Display



Figure 5. Media Material Menu Display



Figure 6. Movie Display

Short Arabic

As a form of reflection on the material that has been delivered by the teacher, *the Smart Apps Creator (SAC)* learning media is equipped with an interactive game-based quiz feature. These quizzes are designed to measure students' understanding of the material while creating a more active, interactive, and fun learning atmosphere. In its implementation, students are divided into three small groups, and each group competes to get the highest score in answering the quiz questions contained in the media. This strategy aims to foster a healthy collaborative and competitive spirit, as well as increase students' emotional involvement in the learning process. The form of quizzes in this media is presented in two main types of games: Figure 7. The Matchmaking Game Screen Display, which asks students to match a mufrodat (vocabulary) with a corresponding meaning or image. Figure 8. Paired Text Game Screen Display, where students are asked to match pieces of text or sentences in Arabic to the right pair. As the following pictures:



Figure 7. Game Screen Display
(Matchmaking)

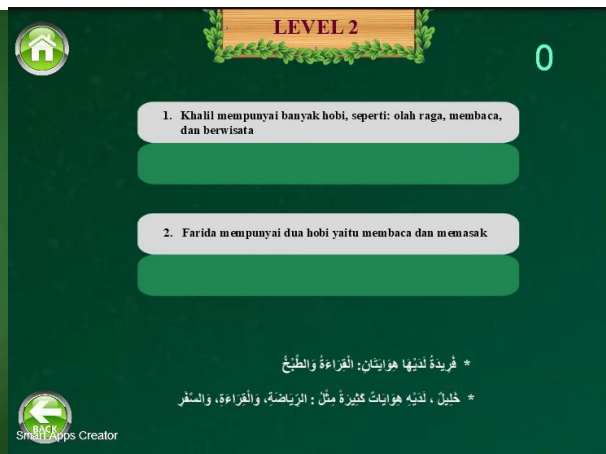


Figure 8. Game Screen Display
(Paired Texts)

This game not only serves as an evaluation tool, but also as a means of strengthening concepts that have been taught previously, as well as a form of direct feedback that can increase students' learning motivation in understanding the reading text (*fahm al-maqrū'*) of grade X MA Darut Taqwa students.

After treatment in several meetings, a posttest was then carried out to find out the learning results of students using *Smart Apps Creator (SAC) media*. Before further analysis of the pretest and posttest data, it is first necessary to ensure that the data obtained meets the normal distribution assumptions. This is important because the parametric statistical tests used, such as the Paired Sample T-Test, require normally distributed data in order for the test results to be reliable and unbiased.

The normality test was carried out using two methods commonly used in social and educational research, namely Kolmogorov-Smirnov and Shapiro-Wilk³¹. This analysis was carried out with the help of SPSS software version 30. The results of the normality test are presented in the following table:

Table 1. Results of the Kolmogorov-Smirnov and Shapiro-Wilk Normality Test

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest Fahmul Maqrū'	.149	30	.088	.951	30	.181
Posttest Fahmul Maqrū'	.144	30	.115	.937	30	.075

a. Lilliefors Significance Correction

³¹ Suggestion, *Quantitative, qualitative and R&D research methodology*, 2020.



Based on the results of the normality test in table 1, it is known that the significance value of the pretest (Kolmogorov-Smirnov) is $0.088 > 0.05$ and the posttest is $0.115 > 0.05$. And the significance value of the pretest (Shapiro-Wilk) was $0.181 > 0.05$ and the posttest $0.075 > 0.05$. So, the residual value of the data is distributed normally. These findings are reinforced by visualization through histograms (Figures 9 and 10), which show the shape of the curve resembling a bell³², which is characteristic of normal data.

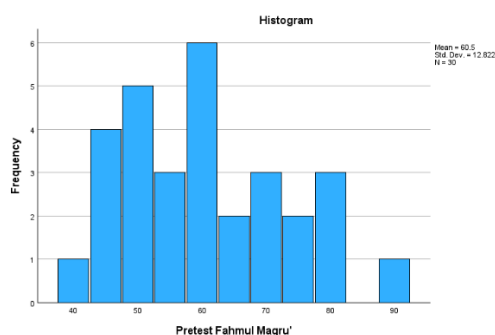


Figure 9. Picture of Fahmul Maqrū' Pretest Histogram

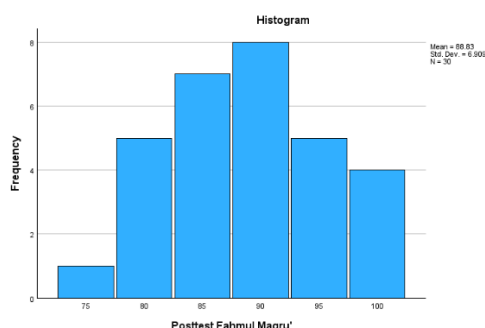


Figure 10. Fahmul Maqrū' Posttest Histogram Picture

The normal distribution of this data provides a strong basis for conducting further parametric statistical tests, such as N-gain analysis and t-test, to determine the effectiveness of the learning media used.

To find out how much the students' ability to understand reading texts (*fahm al-maqrū'*) after being treated in the form of learning using *Smart Apps Creator (SAC) media*, an N-gain Score analysis was used. This analysis is based on a formula developed by Hake³³, which is used to measure the effectiveness of a treatment on improving learning outcomes. The N-gain formula can be seen as follows:

³² Mcleod Saul, "Introduction To The Normal Distribution (Bell Curve)," *SimplyPsychonogy*, 2023, 1–10.

³³ To be sure, *EDUCATIONAL RESEARCH Method1.Pdf*, 2021.

$$N \text{ gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}}$$

Figure 11. N-gain formula

The interpretation of these N-gain values is divided into several categories, either based on raw scores or by effectiveness percentage, as shown in the following table:

Table 2. Categories of N-gain Score division

N-gain value	Category
$g > 0,7$	Tall
$0.3 \leq g \leq 0.7$	Keep
$g < 0,3$	Low

Table 3. Categories Interpretation of N-gain Percent Effectiveness

Percentage (%)	Interpretation
< this Article, the Parties shall ensure that	Ineffective
40 – 55	Less Effective
56 – 75	Quite Effective
> 76	Effective

The results of data processing obtained from 30 students after the pretest and posttest showed the following results:

Table 4. N-gain Score and N-gain Percent test results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Hours of deviation
Ngain_Score	30	.50	1.00	.7321	.16123



Ngain_Persen	30	50.00	100.00	73.2139	16.12302
Valid N (listwise)	30				

The average value of the N-gain score is 0.7321, which means it is above 0.7. Based on the category table, this score is included in the high category, so it can be concluded that the use of *Smart Apps Creator (SAC)* media is very effective in improving students' understanding of Arabic reading texts.

Meanwhile, the average N-gain percentage of 73.21%, which is in the range of 56–75%, is included in the category of quite effective. This shows that although the increase is relatively high based on raw scores, effectiveness on a percentage scale can still be further improved by optimizing teaching methods and learning time.

Furthermore, to find out if there is a significant difference between the pretest and posttest results, the Paired Sample T-Test is performed. This test was used to determine the effect of a treatment on two paired data groups, in this case data on student learning outcomes before and after using *Smart Apps Creator (SAC) media*.

Table 5 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Hours of deviation	Std. Error Mean
Pair 1	Pretest Fahmul Maqru'	60.50	30	12.822	2.341
	Posttest Fahmul Maqru'	88.83	30	6.909	1.261

The results of the t-test in table 6. The average score of learning outcomes before being given treatment (*pretest*) was 60.50 and after being given treatment (*posttest*) 88.83. This shows an increase of 28.33. So the null (H_0) hypothesis is rejected, and the alternative hypothesis (H_1) is accepted. Thus, it can be concluded that statistically the use of *Smart Apps Creator (SAC)* media has a significant and quite effective effect on improving *fahm al-maqru'* (understanding reading texts) of class X students of MA Darut Taqwa Purwosari Pasuruan.

The results obtained from the three statistical tests above show consistency that *Smart Apps Creator (SAC) media* is effective in helping students understand Arabic reading texts (*fahm al-maqru'*). This success is inseparable from the advantages of the features offered by *Smart Apps Creator (SAC) media*, including: 1). Material Visualization: Material is presented in the form of Arabic text which is complemented by illustrations, sounds, and videos. This helps students in associating the meaning of words contextually and strengthening memory. 2). Interactivity: The existence of interactive

quizzes and educational games makes the learning process not monotonous. This encourages active student participation, strengthens understanding, and fosters motivation to learn. 3). Theme Contextualization: The theme "الهواية" (Hobbies) was chosen because it is close to students' daily lives, making it easier for them to understand the content of the reading. 4). Compatibility with Multimedia Theory: Learning with media that combines text, images, animation, and sound is in line with Mayer's Cognitive Theory of Multimedia Learning³⁴, which emphasizes the importance of processing information through verbal and visual channels simultaneously to improve comprehension.

Although the results of this study generally show that the use of *Smart Apps Creator (SAC)* learning media has a significant positive impact on improving the ability to understand reading texts (*fahm al-maqrū'*) in grade X students of MA Darut Taqwa, there are several limitations that need to be realized and critically observed. Introduction to these limitations is important as an effort to maintain scientific objectivity and become a basis for further research development, including: 1). Research Design: This study uses a one-group pretest-posttest design without a control group, so that the possibility of the influence of external variables cannot be completely eliminated. 2). Limited Sample: The research subjects only come from one class in one madrasah, so the generalization of the results must be done carefully. 3). Treatment Duration: The limited treatment time may not be enough to explore the full potential of *Smart Apps Creator (SAC)* media to the fullest.

Therefore, researchers recommend that follow-up research use more methodologically robust designs, such as quasi experiments with two groups (control and experiment), or even true experiments to test the effectiveness of the media more accurately and broadly generalizable.

CONCLUSION

Based on the results of research that has been carried out in class X of MA Darut Taqwa Purwosari Pasuruan, it can be concluded that *Smart Apps Creator (SAC)* learning media makes a significant contribution to improving the ability of *fahm al-maqrū'* (understanding reading texts) in learning Arabic. This media is not only effective in terms of achieving learning outcomes, but also has a positive impact on the learning process itself, both in terms of student activity, enthusiasm for learning, and comfort in understanding the material. From the results of pretest and posttest data processing using SPSS version 30, it is known that the data is distributed normally and there is a significant difference between the values before and after the use of *Smart Apps Creator (SAC)* media. The average student pretest score of 60.50 increased to 88.83 in the posttest, with a difference of 28.33 points. In addition, the results of the N-gain score analysis showed an average value of 0.7321 (high category), and an N-gain percent of 73.21% (quite

³⁴ Richard E. Mayer, *Multimedia Learning*, revisi (Cambridge University Press, 2021).



effective category). This shows that *Smart Apps Creator (SAC)* media has a high positive effect on improving student learning outcomes.

During the learning process, students of class X of MA Darut Taqwa showed active participation and high enthusiasm. *Media Smart Apps Creator (SAC)* designed with interactive elements such as Arabic videos, quizzes in the form of games, and attractive visual illustrations is able to attract students' attention and make the classroom atmosphere more lively and interactive. Students not only become passive listeners, but are directly involved in understanding Arabic texts through fun and educational activities. The material presented under the theme "الهواية" (Hobbies) is also very contextual with students' daily lives, making it easier for them to relate the content of the text to personal experiences. The use of vocabulary (mufradat), question tools (adawat istifham), and explanations of the benefits of various hobbies are presented systematically and visually, which significantly aids their understanding of the structure of the language and the content of Arabic texts. The involvement of students during the learning process can be seen from their enthusiasm in answering quizzes, discussing in groups, and competing positively to obtain the highest score in the game provided by the application. This shows that *Smart Apps Creator (SAC)* media is able to make students as active subjects in the learning process, not just objects receiving information. Overall, learning using *Smart Apps Creator (SAC)* media not only improves the ability of *fahm al-maqrū'*, but also creates a more creative, fun, and meaningful learning atmosphere.

Therefore, this media is recommended to be implemented more widely in Arabic language learning at the Madrasah Aliyah level or equivalent, and further developed in accordance with the needs of other learning materials. This research is expected to be a reference for teachers, media developers, and future researchers in developing learning models that are adaptive to technological developments and the characteristics of students.

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