



## DEVELOPMENT OF VIDEO-BASED ARABIC READING LEARNING MEDIA

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### Abstract

This study aims to develop video-based Arabic reading learning media at Al-Azhar Islamic High School Kelapa Gading Jakarta. The research method used is development research with the ADDIE model. The subject of the study was a grade XI student of Al-Azhar Islamic High School Kelapa Gading Jakarta. Development research with the ADDIE model has five stages of research, namely: Analyze, researchers analyze student needs for the development of video-based learning media; Design, researchers collect material and design media to be developed; Development, researchers carry out the process of developing video-based learning media; Implementation, testing products that have been developed; and Evaluation, evaluating activities to determine the quality of media products that have been developed. The results of the material expert assessment get a percentage of 86.67% with the very decent category and the results of the media expert assessment get a percentage of 90.58% with the very decent category and the results of student assessment and evaluation get a percentage of 85.12% with the very decent category. Based on the assessment above, video-based learning media is suitable to be used as an Arabic learning medium, especially in reading Arabic.

**Keywords:** Reading; Learning Media; Video

### Abstrak

Penelitian ini bertujuan untuk mengembangkan media pembelajaran membaca bahasa Arab berbasis video di SMA Islam Al-Azhar Kelapa Gading Jakarta. Metode penelitian yang digunakan adalah penelitian pengembangan dengan model ADDIE. Subjek penelitian adalah siswa kelas XI SMA Islam Al-Azhar Kelapa Gading Jakarta. Penelitian pengembangan dengan model ADDIE memiliki lima tahapan penelitian yaitu: *Analyze*, peneliti melakukan analisis kebutuhan siswa terhadap pengembangan media pembelajaran berbasis video; *Design*, peneliti mengumpulkan materi dan merancang media yang akan dikembangkan; *Development*, peneliti melakukan proses pengembangan media pembelajaran berbasis video; *Implementation*, melakukan uji coba produk yang telah dikembangkan; dan *Evaluation*, melakukan evaluasi kegiatan untuk mengetahui kualitas produk media yang telah dikembangkan. Hasil penilaian ahli materi mendapatkan persentase 86, 67% dengan kategori sangat layak dan hasil penilaian ahli media mendapatkan persentase 90, 58% dengan kategori sangat layak serta hasil penilaian dan evaluasi siswa mendapatkan persentase 85,12% dengan kategori sangat layak. Berdasarkan penilaian di atas, media pembelajaran berbasis video layak digunakan sebagai media pembelajaran bahasa Arab, khususnya pada membaca bahasa Arab.

**Kata kunci:** Membaca; Media Pembelajaran; Video



## INTRODUCTION

Arabic language teaching in Indonesia experiences various challenges and difficulties that result in learning objectives not being achieved optimally, one of which is in the aspect of reading ability. Some of the difficulties experienced by students in mastering Arabic reading skills are caused by low interest in reading because long reading texts are written without using syakl (vowel signs) and the use of learning media that is less interesting, making learning seem monotonous and boring.

Arabic books, magazines and newspapers that become literature in learning Arabic are written without using syakal (vowel signs) making students find it difficult to master Arabic reading skills. Whereas the line mark in Arabic greatly determines the meaning and position of a word in a sentence<sup>1</sup>. Students also feel less confident, embarrassed and afraid of being wrong in reading Arabic texts and find it difficult to understand the content of the reading. So that students think that learning to read Arabic reading is very difficult and claim to be uninterested in Arabic language subjects<sup>2</sup>.

Reading skills are considered important because it is an ability that students must master in order to follow all the processes of learning activities. Reading is one of the four receptive Arabic language skills, where there is a cognitive relationship between spoken and written language conveyed by the writer to the reader. In this case, reading activities are not just pronouncing the letters that make up words, sentences, and paragraphs but readers must also understand the reading or information conveyed by the author<sup>3</sup>. Readers in reading activities process information from the text read to obtain meaning<sup>4</sup>.

Based on the problems of Arabic reading activities described earlier, the things that teachers need to pay attention to are the selection and application of appropriate learning media in Arabic language learning, especially in reading skills. A teacher is not only able to create a comfortable and interesting learning atmosphere, but also must be able to utilize learning media to make it easier for students to understand learning materials<sup>5</sup>. Media refers to various things that function to carry and provide information between the source and the recipient. The term media is often equated with the terms mass, media, and

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<sup>1</sup> Yuli Susanti, "Meningkatkan Keterampilan Membaca Bahasa Arab Melalui Model Quantum Teaching di MAN 3 Padang Panjang," *Lughawiyah: Journal of Arabic Education and Linguistics* 1, no. 1 (2019), <https://doi.org/10.31958/lughawiyah.v1i1.1525>.

<sup>2</sup> Helmi Muzaki, "Pengembangan Bahan Ajar BIPA Tingkat 3 Berbasis Budaya Lokal Malang," *Jurnal Ilmiah Semantika* 2, no. 02 (2021), <https://doi.org/10.46772/semantika.v2i02.379>.

<sup>3</sup> Siti Aisyah, Muhammad Anwar, and Susiawati Susiawati, "Keefektifan Model Pembelajaran Kooperatif Tipe Snowball Throwing Dalam Keterampilan Membaca Bahasa Arab Siswa Kelas X MA Putri DDI Mangkoso Kab. Barru," *Al-Fashahah: Journal of Arabic Education, Linguistics, and Literature* 1, no. 1 (2021), <https://doi.org/10.59562/al-fashahah.v1i1.16386>.

<sup>4</sup> Fredina Fransiska and Zaim Elmubarak, "Efektivitas Metode Reading Guide Terhadap Keterampilan Membaca Bahasa Arab Siswa Kelas XI IPS MAN Demak," *Lisanul Arab* 4, no. 10 (2015).

<sup>5</sup> Pranata Sakti Oktoranda DP, Ajat Rukajat, and Zainal Arifin, "Pemanfaatan Media Audio Visual Dalam Meningkatkan Keterampilan Membaca Al-Qur'an," *Edukatif: Jurnal Ilmu Pendidikan* 3 (August 2, 2021): 2046–56, <https://doi.org/10.31004/edukatif.v3i4.1144>.

mass media found in its original form such as newspapers, radio magazines, videos, television, computers, the internet and others<sup>6</sup>.

Learning media is a tool that is actually used by teachers and students in teaching and learning activities so that social interactions are formed which arouse student curiosity to improve learning achievement<sup>7</sup>. The use of educational media in the learning process can trigger new interests and desires, arouse motivation and stimulation of learning activities, and even have a psychological effect on students<sup>8</sup>. Students can also benefit from the use of educational media that can help students understand the material and maximize educational achievement.

Reading media commonly used by teachers are visual media of still images such as books, newspapers, magazines, comics, picture cards and others. The solution that can be done to improve the impression of monotonous and boring learning in reading activities is to provide variety through learning media. In this case, the media that can be used for Arabic reading skills is video-based media. Video media is a means of delivering messages in the form of sound and moving images (audiovisual). Video media is able to attract students' attention and interest in reading because the reading text is realized with visualization of moving images and sound so that learning seems fun and not boring.

The use of video in interactive multimedia will provide a new experience. According to Munir "Video is the technology of capturing, recording, processing, and storing, transferring, and reconstructing sequences of still images by presenting scenes in motion electronically"<sup>9</sup>. The use of video media makes learning more interesting, effective and fun. An important aspect of using video media is that it helps clarify the material. This allows the media to act as a tool to clarify the messages conveyed in the teaching and learning process<sup>10</sup>. The use of video media can stimulate students' knowledge, train logical thinking, analytical, more effective, creative and sharpen students' imaginative power. The video media developed in this study is a video that contains written text, moving images that match the written text, and audio that supports the reading atmosphere to make students imagine and get carried away in the reading displayed. The text contained in the video appears alternately with a certain time according to the text of the reading material to train reading skills.

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<sup>6</sup> Muhammad Yaumi, "Integrasi Teknologi Informasi Dan Komunikasi dalam Pembelajaran Oleh: Muhammad Yaumi \*," *Lentera Pendidikan* 14, no. 1 (2011).

<sup>7</sup> Inesa Tri Mahardika Pratiwi and Rini Intansari Meilani, "Peran Media Pembelajaran dalam Meningkatkan Prestasi Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 3, no. 2 (2018), <https://doi.org/10.17509/jpm.v3i2.11762>.

<sup>8</sup> Junaidi Junaidi, "Peran Media Pembelajaran Dalam Proses Belajar Mengajar," *Diklat Review : Jurnal Manajemen Pendidikan Dan Pelatihan* 3, no. 1 (2019), <https://doi.org/10.35446/diklatreview.v3i1.349>.

<sup>9</sup> Doby Putro Parlindungan, Galang Pakarti Mahardika, and Dita Yulinar, "Efektivitas Media Pembelajaran Berbasis Video Pembelajaran Dalam Pembelajaran Jarak Jauh ( PJJ ) Di SD Islam An-Nuriyah," *Prosiding Seminar Nasional Penelitian LPPM UMJ*, 2020.

<sup>10</sup> Hardianti Hardianti and Wahyu Kurniati Asri, "Keefektifan Penggunaan Media Video Dalam Keterampilan Menulis Karangan Sederhana Bahasa Jerman Siswa Kelas XII IPA SMA Negeri 11 Makassar," *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra* 1, no. 2 (2017), <https://doi.org/10.26858/eralingua.v1i2.4408>.



As a result of the theoretical review that researchers conducted earlier, there are previous studies that conducted similar research with different themes, subjects, and objects. The use of audiovisual media, students look motivated in classroom learning and students can understand the material better with more clarity, so that student learning outcomes in reading skills increase<sup>11</sup>. Furthermore, that audio-visual animation learning media is effective to use, especially in reading courses<sup>12</sup>. Then the other research shows that video-based teaching media is said to be effective because of the positive student response results and increased student learning outcomes after using animated video props<sup>13</sup>.

From the various descriptions above, similar studies have similarities and differences with this study. This study and all the studies described above use video-based media in reading learning, the difference lies in the research subject. This research is expected to be a solution to the problems that occur in learning Arabic.

## METHODS

The research method used is the research and development method. The development research method is a research method used to produce certain products and test the effectiveness of these products. The research subjects were 11th-grade students of Al-Azhar Islamic High School Kelapa Gading Jakarta. The development model used is ADDIE, developed by Dick & Carry. The ADDIE model stands for five stages of development: Analyze, Design, Development, Implementation and Evaluation. This can be described as follows:

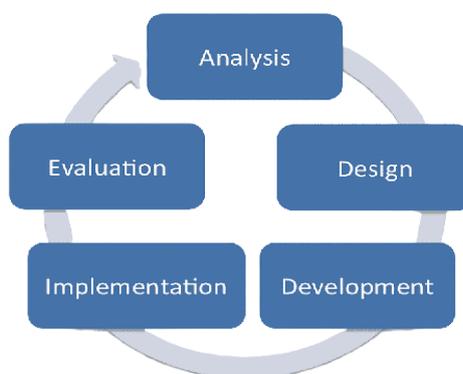


Figure 1. ADDIE Model

<sup>11</sup> Kuncoro Adi Saputro, Christina Kartina Sari, and SW Winarsi, "Peningkatan Keterampilan Membaca Dengan Menggunakan Media Audio Visual Di Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 5 (2021).

<sup>12</sup> Fatih Holis Ahnaf et al., "Efektivitas Media Animasi Audio Visual Dalam Kuliah Daring Keterampilan Membaca," *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)* 2, no. 2 (2021), <https://doi.org/10.54371/ainj.v2i2.27>.

<sup>13</sup> Vena Ika Laraswati and Vena Ika Laraswati, "Pengembangan Media Pembelajaran Berbasis Video Animasi untuk Meningkatkan Keterampilan Membaca Permulaan Siswa Kelas I SDIT Insan Mandiri Jakarta," *Indonesian Journal of Elementary Education (IJOEE)* 4, no. 1 (2022), <https://doi.org/10.31000/ijoe.v4i1.5698>.

At the analysis stage, researchers conducted a needs analysis which included analyzing the use of learning facilities and infrastructure, analyzing the Arabic reading learning process and analyzing the use of Arabic reading learning media. At the design stage, researchers select and design materials, create flowcharts and storyboards. At the development stage, researchers develop learning materials into an animated video and will conduct validation tests to material experts and media experts. After getting a valid assessment, the next stage is implementation. Researchers conducted product trials for XI grade students of Al-Azhar Islamic High School Kelapa Gading Jakarta. The last stage is evaluation, this stage is carried out to determine the feasibility of video-based learning media for reading skills through filling out student response questionnaires. The data obtained at this stage is used to improve the developed product.

The data analysis technique used is quantitative data analysis and qualitative data. Quantitative data is obtained from the results of material validation questionnaires and media validation as well as student responses. While qualitative data is obtained from suggestions for improvement and comments from material experts and media experts. The data collection instrument used was a questionnaire sheet for validation of material experts and media experts and a student response questionnaire sheet. Researchers used a Likert scale questionnaire model with a score range of 1 to 5 with a description: 1 (very not feasible), 2 (not feasible), 3 (quite feasible), 4 (feasible), 5 (very feasible). The scores obtained were calculated using the following formula:

$$P = \frac{\Sigma f}{N} \times 100 \%$$

Description:

P = Percentage result

$\Sigma f$  = Number of scores for each criterion selected

N = Total score

Below is a table of validity eligibility criteria from experts used to see the results of the feasibility of a product / media.

Table 1. Eligibility Criteria for Media Expert and Material Expert Validators

Score Percentage	Qualification
<20%	Very Unfit
21-40%	Not Feasible
41-60%	Desent Enough
61-80%	Worth
81-100%	Very Feasible



## RESULT AND DISCUSSION

### Analyze

A needs analysis was conducted to find out the problems in teaching Arabic reading and the type of educational methods needed. The researcher distributed a questionnaire to students consisting of twelve questions using a Guttman scale with the options "Yes" or "No". The data collected is in the following table:

Table 2: Analysis of students' needs

No	Question	Result	
		Yes	No
1	Do you think learning to read is important?	98%	2%
2	Do you make time for reading in a day?	58%	42%
3	Do you find Arabic reading material difficult to learn?	68%	32%
4	Do you have difficulty understanding Arabic reading texts?	66%	34%
5	Do you think the difficulties you experience can be overcome by using appropriate and accurate learning media?	94%	6%
6	Do teachers ever use learning media other than books in learning to read Arabic?	94%	6%
7	Do you think the teacher's explanation with book media is less effective for understanding Arabic reading material?	52%	48%
8	Do you think it is necessary to use learning media in learning to read Arabic?	94%	6%
9	Does the use of learning media make learning more fun?	88%	12%
10	Do you prefer audiovisual (video) learning media over visual?	84%	16%
11	Is the use of audiovisual learning media more interesting?	84%	16%
12	Do you agree if video-based learning media is developed for learning Arabic reading?	86%	14%

Based on the table above, researchers conducted a needs analysis which includes analyzing the learning process of reading Arabic, analyzing the use of learning facilities and infrastructure and analyzing the use of Arabic reading learning media. Questions number 1, 2, 3 and 4 are the analysis of the Arabic reading learning process with the results of the analysis that some students realize reading activities are important, but students find it difficult to learn and understand Arabic reading material. Questions number 5, 6, and 7 are the analysis of the use of learning facilities and infrastructure with the results of the analysis that the teacher in learning to read does not only use books because according to students the use of book media is less effective and interesting in

understanding reading material. Questions number 8, 9, 10, 11 and 12 are the analysis of the use of Arabic reading learning media with the results of the analysis that most students feel the use of learning media needs to be used in reading activities, because learning media makes learning more fun. However, students prefer and like audiovisual media (video) compared to visual media, because audiovisual media seems interesting. Therefore, students agree if researchers can develop video-based Arabic reading learning media.

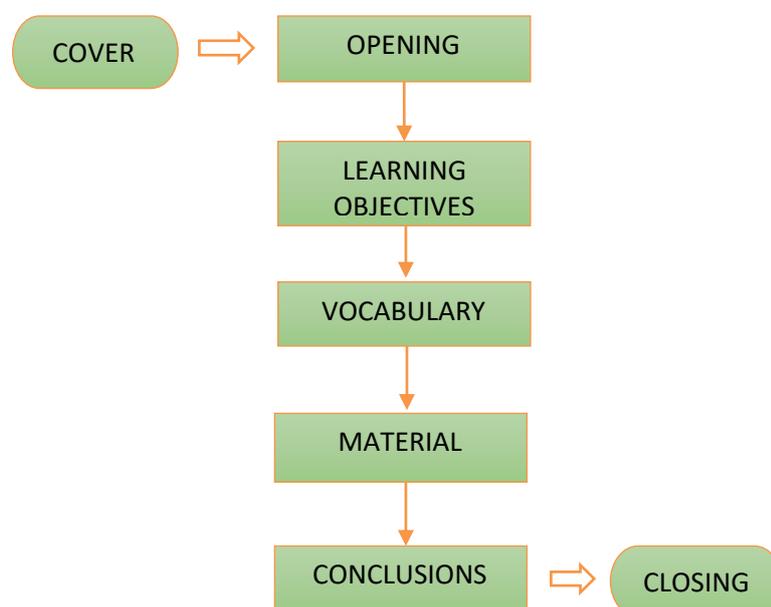
## Design

The design stage is the stage of designing the learning media framework to be developed. This stage is carried out by selecting the material to be developed and described in the form of flowcharts and storyboards to facilitate the depiction of the design of the learning media to be developed.

### a) Material

Based on the results of interviews with Arabic language teachers at Al-Azhar Islamic High School Kelapa Gading Jakarta, the material chosen to be developed in video media is Chapter IV, V, and VI in even semester. Each chapter in the Arabic book has one sub-chapter of qiro'ah. So that the video media developed contained three chapters of Arabic qiro'ah (reading) material.

### b) Flowchart



## Development

### a) Media Creation

At this stage, researchers make video-based learning media. Media creation is done by creating image designs using the Canva application and editing audio using the Capcut application.

#### 1) Selecting a template

The researcher chose a presentation template with a size of 16:9. The selection of the template is adjusted to the media to be developed, namely video.

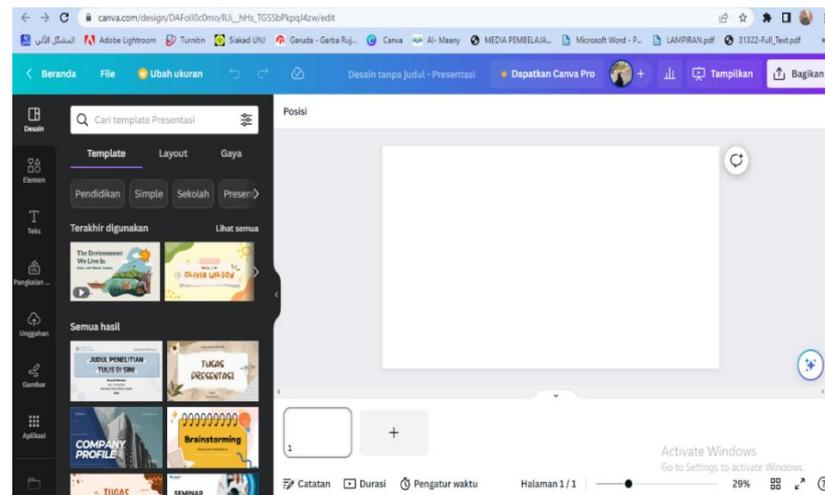


Figure 2. Initial Design Display

#### 2) Inserting a material

After choosing the appropriate template, the next step is to input the Arabic reading learning material. The text of the reading material is not too long per slide, then the font type, font size and font color are adjusted to facilitate students in the process of reading activities.

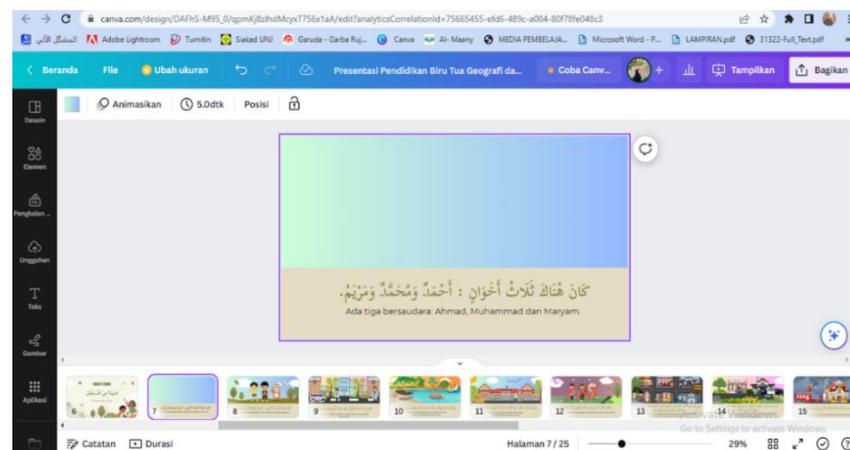


Figure 3: Text Editing Process of Reading Materials

#### 3) Inserting a images

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Next is to insert an animated image. The selection of animated images is adjusted to the reading material. This is to make it easier for students to understand the reading text.

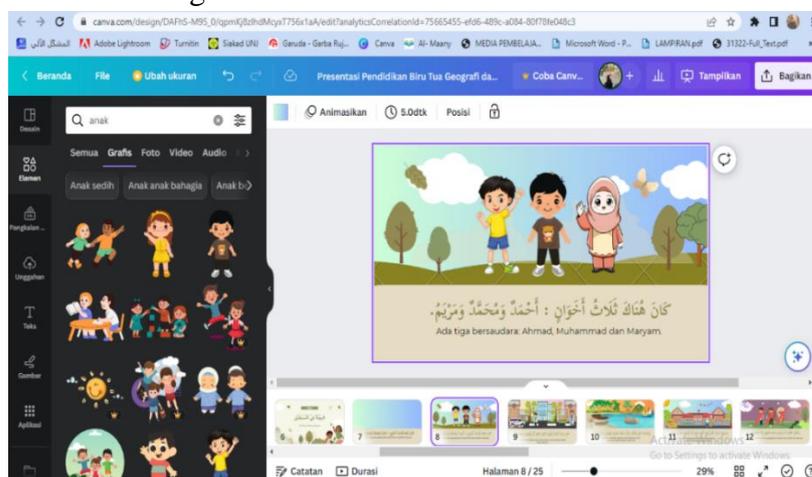


Figure 4. Animation Editing Process

4) Adding audio

After making all animation designs, the next step is adding audio using the CapCut application. The sound added is the dubbing voice of the researcher, soundeffect and soundtrack. This aims to make the media more interesting and students can listen to the pronunciation of Arabic reading text.

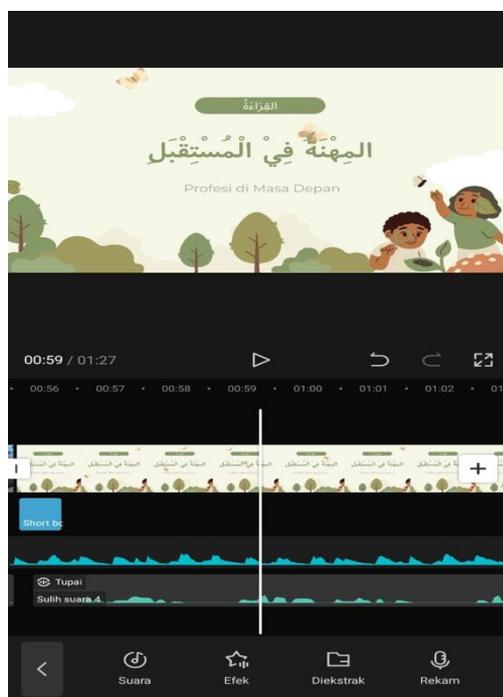


Figure 5. Audio Editing Process



**b) Validation**

The validator in the material expert test is Rusli Helmi, S.Ag. as an Arabic language teacher at Al-Azhar Islamic High School Kelapa Gading Jakarta. The following is a description of the material expert test results presented in the following table.

Table 3. Results of Material Expert Validation Questionnaire

No	Indicator	Score
<b>MATERIAL ASPECT</b>		
1	Learning materials are in accordance with indicators and learning objectives	4
2	The description of the material in the learning media is clear	5
3	The material is presented coherently and systematically	4
4	The illustrations used are in accordance with the material	4
5	Reading materials are appropriate for the student's ability level	5
<b>MEDIA ASPECT</b>		
6	Suitability of material with the media	5
7	The material on the learning media is easy to understand	4
8	The language is easy to understand	4
9	Sentence fragments per slide are correct/not too long	4
10	The animation used can clarify the material	4
<b>BENEFIT ASPECT</b>		
11	Learning media makes it easier for students to understand Arabic reading material	4
12	Learning media can make it easier for teachers to deliver material	5
13	Learning media can be used anytime and anywhere	4
14	Students are able to learn independently with learning media	4
15	Media can encourage students' motivation and interest in reading with the material presented	5
<b>Total</b>		<b>65</b>

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{65}{75} \times 100\%$$

$$P = 86,67 \%$$

Based on the calculation of the table above, the percentage obtained is 86.67%. The validity value obtained from the material expert is 80-100% with the qualification "very feasible". However, there are suggestions, namely try to select and use animations that look mature.

The validator in the media expert test was Ahmad Marzuq, M.Pd. as a lecturer in the Arabic Language Education study program at the State University of Jakarta. A description of the results of the media expert test assessment is presented in the following table.

Table 4. Results of Media Expert Validation Questionnaire

No	Indicator	Score
<b>AUDIO ASPECT</b>		
1	Clarity of sound in the video	5
2	Clarity of narrator's pronunciation	4
3	Recitation speed of reading text	4
4	Appropriateness of soundtrack and soundeffect selection	5
<b>VISUAL ASPECT</b>		
5	Suitability of font type selection	5
6	Suitability of font size selection	5
7	Suitability of font color selection	5
8	Readability of textV	4
9	Color composition of the media	4
10	Suitability of animation selection	4
<b>MEDIA ASPECT</b>		
11	The learning media is easy to operate	5
12	The learning media can be reused	5
13	The media can be used anytime and anywhere	5
14	Learning media can be developed for similar or other materials	5
15	Media makes it easier for students to understand Arabic reading material	4
16	Students are able to learn independently with learning media	4
17	Media motivates students to participate in learning activities	4
<b>Jumlah</b>		<b>77</b>

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{77}{85} \times 100\%$$

$$P = 90,58 \%$$

Based on the calculation of the table above, the percentage obtained is 86.67%. The validity value obtained from the material expert is 80-100% with the qualification "very feasible". Based on the results of data analysis, it is concluded that the expert assessment of video-based Arabic reading education media is as in the following table.



Table 5. Total Percentage of Validation from Experts

No	Expert	Percentage	Qualification
1	Material	86,67%	Very Good
2	Media	90,58%	Very Good
<b>Total</b>		<b>177,25%</b>	
<b>Final Result</b>		<b>88,63%</b>	<b>Very Good</b>

### Implementation

At the implementation stage, researchers involved 25 students from eleventh grade at Al-Azhar Islamic High School Kelapa Gading Jakarta. At this stage, researchers obtained data on student responses to the developed media. This data is then analyzed to determine the results of student responses and assessments of video-based learning media.

### Evaluation

The last stage is evaluation, researchers evaluated the video-based teaching method developed and tested for class XI students at Al-Azhar Islamic High School Kelapa Gading Jakarta. At this stage, researchers used a questionnaire consisting of 10 questions with five choices using a Likert scale and distributed to 25 students of class XI of Al-Azhar Islamic High School Kelapa Gading Jakarta. The results of the evaluation questionnaire are in the following table:

Table 6: Results of Student Response Questionnaire

No	Question	Score					Total	Percentage
		1	2	3	4	5		
1	Does the presentation of reading material using video-based learning media seem interesting?			4	13	8	104	83,2%
2	Are the animated images used interesting			5	8	12	107	85,6%
3	Is the text in the video clearly legible			2	10	13	111	88,8%
4	Is the duration of the slideshow precise and appropriate			4	13	9	109	87,2%
5	Is the voice in the video clearly audible		1	5	9	10	103	82,4%
6	Is the duration of the audio slides precise and appropriate			5	11	9	104	83,2%
7	Does the media help make it easier to understand the reading material			4	11	10	106	84,8%
8	Is the media practical and easy to use			3	8	14	111	88,8%
9	Does the media make learning more			4	10	11	107	85,6%

	effective and fun					
10	Does the media increase your motivation in reading Arabic?	8	7	10	102	81,6%
<b>Total</b>					<b>1064</b>	<b>85,12%</b>

Based on these data, the evaluation of eleventh grade students of Al-Azhar Islamic High School Kelapa Gading Jakarta amounted to 85.12%. It was concluded that the implementation of video-based Arabic reading learning media received a positive response from students.

## CONCLUSIONS

The video was developed as an Arabic reading learning media that aims to help and facilitate students in learning and understanding reading texts. The results of the validation test by material experts obtained an average score of 86.67% and included in the criteria very feasible. While the results of the validation test by media experts get an average score of 90.58%, this is included in the requirements very feasible. Video media also received a very positive response from students, based on the results of distributing student response questionnaires to video-based Arabic reading learning media showed a cumulative percentage of 85.12%. Therefore, it is concluded that video-based learning media is feasible to use as Arabic learning media and is expected to be an inspiration for other teachers in making learning media.



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