

DESIGN OF HEYZINE FLIPBOOK BASED ARABIC E-MODULE AS AN ALTERNATIVE TEACHING MATERIAL FOR BASIC'S LEVEL

Agung Heru Setiadi¹, Mahbub Humaidi Aziz^{2*}, Moh. Ainin³,
Abdul Wahab Rosyidi⁴, Bima Fandi Asy'arie⁵, Zainul Fuat⁶

¹ Universitas Islam Negeri Sultan Maulana Hasanuddin Banten

^{2,4,5} Universitas Islam Negeri Maulana Malik Ibrahim Malang

³ Universitas Negeri Malang

⁶ Madrasah Ibtidaiyah Negeri 2 Lampung Timur

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*Corresponding Author:

Name:

Mahbub Humaidi Aziz

Email:

mahbubhumaidi.hz@gmail.com

Abstract

One innovation in learning Arabic is using digital platforms such as Heyzine Flipbook (HF), which has been proven to increase student motivation. This research aims to develop and analyze the product design of the Arabic Learning E-module via HF. The method used is "Research & Development" (R&D) with the ADDIE model. The focus of this article is at MIN 2 East Lampung. Several applications (Canva, Quizizz, and Wordwall) are supported to create product designs for Arabic learning materials. Then, the product feasibility test involved six validators, namely material and language experts, who got 83.9%, learning media experts got 84.7%, and learning design experts got 83.5%. In the small group test, the score was 87.5%, while in the significant group test, the score was 67.3%. In terms of effectiveness, the application of this product shows very good results, with an average increase in student grades of 57.0%. In this way, all students achieve completeness after the Arabic e-module development product via HF can be implemented optimally.

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Keywords:

E-Module Design; Digital Platforms; Digital Learning; Heyzine Flipbook; ADDIE Model.

مستخلص البحث

أحد الابتكارات في تعلم اللغة العربية هو استخدام المنصات الرقمية مثل هيزين فليب بوك والتي ثبت أنها تزيد من تحفيز الطلاب. يهدف هذا البحث إلى تطوير وتحليل تصميم المنتج الخاص بوحدة تعلم اللغة العربية الإلكترونية عبر التردد العالي. الطريقة المستخدمة هي البحث والتطوير مع نموذج أدي. تركز هذه المقالة على في المدرسة الابتدائية الثانية الحكومية لامبونج الشرقية. لإنشاء تصميمات منتجات مواد تعلم اللغة العربية، يتم دعم العديد من تطبيقات (كانفا، كويزيز، وورد وول). ثم شارك في اختبار جدوى المنتج 6 مدققين، وهم خبراء المواد واللغة الذين حصلوا على 83,9٪، وخبراء وسائط التعلم على 84,7٪، وخبراء تصميم التعلم على 83,5٪. وفي اختبار المجموعة الصغيرة كانت النتيجة 87,5٪، بينما في اختبار المجموعة الكبيرة كانت النتيجة 67,3٪. ومن حيث الفعالية، فإن تطبيق هذا المنتج يظهر نتائج جيدة جداً، حيث بلغ متوسط الزيادة في درجات الطلاب 57,0٪. وبهذه الطريقة، يحقق جميع الطلاب الاكتمال بعد تنفيذ منتج تطوير الوحدة الإلكترونية العربية عبر التردد العالي على النحو الأمثل.

كلمات أساسية: تصميم الوحدة الإلكترونية؛ المنصات الرقمية؛ التعلم الرقمي؛ هيزين فليب بوك؛ نموذج أدي.

Introduction

Advances in information and communication technology have presented educational opportunities that are more inclusive and flexible in the digital era. The millennial generation's emergence triggers a transformative shift towards student-centered pedagogy (paradigmatic evolution). This progress also changes students' learning paradigm to Independent Learning (IL), which is very effective in the current learning context.¹ IL is also known as student-centered learning, which can be productive, dysfunctional, integrative, or exclusive, depending on the student's needs. With this, IL can increase the flexibility of time, teaching materials, assignments, and specific and measurable tests, which students more easily understand.² This innovation must be realized so that students can access online learning resources wherever they are. This technology is only a tool to support education's success, which can be seen from the quality of learning.³ Therefore, educators' ability to utilize educational technology is essential for the progress and quality of learning.

On the other hand, this era of technology has made it challenging for educators to continue to innovate and improve the quality of Arabic language learning in Indonesia. One example is the development of digital-based e-modules as an alternative to teaching materials.⁴ Learning Arabic e-modules using information and communication technology advances in the digital era can increase accessibility, flexibility, and effectiveness. In addition, through educators as facilitators for students in digital literacy, e-modules provide opportunities for students to learn independently according to their learning style.⁵ Thus, this e-module can create an effective and efficient learning atmosphere, and students can use e-modules as a learning medium to support their proficiency in learning Arabic.

The facts so far show that educators are not paying enough attention to technological developments. This happens because teachers are not using

¹ Herlinatus Sholehah et al., "E-Modul Berbasis Process Oriented Guided Inquiry Learning Untuk Peningkatan Critical Thinking," *Agastya: Jurnal Sejarah Dan Pembelajarannya* 13, no. 2 (2023): 115, <https://doi.org/10.25273/ajsp.v13i2.14404>.

² Moh Ainin et al., "Designing Online-Based Independent Learning Network for the Development of Arabic Language Research Methodology (ALRM) at State University of Malang, Indonesia," *Journal of Education and E-Learning Research* 7, no. 1 (2020): 7–14, <https://doi.org/10.20448/journal.509.2020.71.7.14>.

³ Septiani Selly Susanti et al., "Innovative Digital Media in Islamic Religious Education Learning," *Jurnal Pendidikan Agama Islam* 21, no. 1 (2024): 40–59, <https://doi.org/10.14421/jpai.v21i1.7553>.

⁴ Nur Fadilah Amin et al., "The Development of Basic Arabic E-Module Using FliphTML5 as Alternative Teaching Material," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (2022): 258, <https://doi.org/10.24042/albayan.v14i1.10852>.

⁵ Mezan El-Khaeri Kesuma, Era Octafiona, and Reni Puspita Sari, "Development of Module Sharaf Using a Deductive Approach in The Diniyyah Putri Lampung Boarding School," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 23, no. 1 (2021): 1, <https://doi.org/10.32332/an-nabighoh.v23i1.2190>.

technology in learning activities.⁶ In addition, these problems are also accompanied by a lack of understanding of the technology that should be used during the student learning process. Of course, this makes the learning process not reach its full potential. In this context, educators are crucial in changing these dynamics. Educators can use technology wisely to create a more effective and efficient learning experience. Using technology in learning activities is not just a tool but can be the primary driver in increasing students' interest and motivation in learning.⁷ Through the proper integration of technology, educators can create learning environments that are engaging, interactive, and relevant to the needs of today's students.⁸ Thus, learning is an obligation and an alluring and meaningful experience for each individual.

In another case, the digitization of Arabic teaching materials is still uneven in several educational institutions.⁹ This makes the Arabic learning process less innovative and limited in terms of adequate learning experience. In addition, there is a lack of access to digital materials.¹⁰ As a result, the learning methods presented tend to be traditional. They can capture students' interests and needs, proliferating in this digital era.¹¹ Therefore, educational institutions need to increase investment and digitization of teaching materials, especially Arabic teaching materials, to create a learning environment that is more dynamic, interactive, and relevant to the times.¹² This will make the Arabic learning process more enjoyable for students, teachers, and other parties involved.

⁶ Husnaini Jamil and Nur Agung, "Tantangan Pembelajaran Bahasa Arab Di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 38–51, <https://doi.org/10.19105/ajpba.v3i1.5536>.

⁷ Nurmala Fitria, "Dampak Penggunaan Teknologi dalam Pembelajaran Bahasa Arab Menurut Perspektif Psikologi," *Al-TARQIYAH: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2023): 71–86, <https://doi.org/10.30631/al-tarqiyah.v6i2.59>.

⁸ Laura Ward, Abby Gordon, and Allyson Kirkman, "Innovative and Effective Education Strategies for Adult Learners in the Perioperative Setting," *AORN Journal* 119, no. 2 (2024): 120, <https://doi.org/10.1002/aorn.14079>.

⁹ Oksana Ovcharuk et al., "The Use of Digital Learning Tools in the Teachers' Professional Activities to Ensure Sustainable Development and Democratization of Education in European Countries," ed. S. Semerikov et al., *E3S Web of Conferences* 166 (2020): 10019, <https://doi.org/10.1051/e3sconf/202016610019>.

¹⁰ Bima Fandi Asy'arie, Suci Zuhri Nurfadila Rahma, and Zainul Fuat, "Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung," *Al-Jawhar : Journal of Arabic Language* 2, no. 1 (2024): 30–45, <https://doi.org/10.69493/ajoa.v2i1.38>.

¹¹ Gurudeo Anand Tularam, "Traditional vs Non-Traditional Teaching and Learning Strategies - the Case of E-Learning!," *International Journal for Mathematics Teaching and Learning* 19, no. 1 (2018): 129, <https://doi.org/10.4256/ijmtl.v19i1.21>.

¹² Osman Z. Barnawi and Sajjadullah Al-Hawsawi, "English Education Policy in Saudi Arabia: English Language Education Policy in the Kingdom of Saudi Arabia: Current Trends, Issues and Challenges," in *English Language Education Policy in the Middle East and North Africa*, ed. Robert Kirkpatrick, vol. 13, Language Policy (Cham: Springer International Publishing, 2017), 199–222, https://doi.org/10.1007/978-3-319-46778-8_12.

Seeing the problems above, this research aims to create learning innovations that include (1) developing an Arabic E-module product design with the ADDIE model. (2) analyze the contribution of the use of the Heyzine Flipbook platform in Arabic language learning. This research is motivated by several obstacles in learning activities, especially Arabic language learning at the Madrasah Ibtida'iyah level. Ramadani states that some teachers still use conventional learning models and strategies.¹³ In addition, according to Arani, traditional learning methods, such as discussion, lecture, and memorization, are still used.¹⁴ On this basis, teachers must innovate in perfecting and preparing interactive teaching materials using varied learning methods. That way, the learning applied by teachers is more interesting, creative, and innovative, so students do not feel bored during learning. In the face of this situation, this article offers Arabic teachers an innovation in Arabic language learning by utilizing technology as an intermediary to support more optimal learning.

This research cannot be separated from previous research, and four research trends are related to developing teaching materials or Arabic teaching modules. First, the research concentrates on developing Arabic e-modules with the Heyzine Flipbook platform. This platform is significantly stated as one of the innovative learning media.¹⁵ Second, research related to the development of Canva-based e-modules. This research concentrates on real animation videos in learning Arabic to support materials that require in-depth understanding.¹⁶ Third, the development of Arabic e-modules with Quizizz. This research focuses on using the Quizizz application to increase the maharah of Qira'ah, which significantly responds positively to student learning outcomes.¹⁷ Fourth, the development of Wordwall-based teaching modules in Arabic language learning. This application is stated to be an effective evaluation medium for learning Arabic.¹⁸ All of the research above has its pattern and purpose, where the research concentrates on one application or

¹³ Henny Ramadani, "Penerapan Model Cooperative Learning Tipe Talking Stick untuk Meningkatkan Hasil Belajar Siswa Kelas IV MIN 3 Lampung Timur" (Undergraduate, IAIN Metro, 2023), <https://repository.metrouniv.ac.id/id/eprint/8356/>.

¹⁴ Septa Arani, "Penerapan Metode Mind Mapping Dalam Meningkatkan Hasil Belajar Bahasa Indonesia Siswa Kelas IV SDN 1 Banjarrejo Lampung Timur" (Undergraduate, IAIN Metro, 2024), <https://repository.metrouniv.ac.id/id/eprint/9325/>.

¹⁵ Santi Nugraha, Erna Megawati, and Azhari Ikhwati, "Pengembangan E-Modul Materi Teks Eksposisi Berbasis Flipbook Heyzine Untuk Siswa Kelas X SMA Fajrul Islam," *Hortatori : Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 7, no. 2 (2023): 115, <https://doi.org/10.30998/jh.v7i2.2440>.

¹⁶ Muhammad Husni Shidiq, Luqman MoHa, and Adam Mudinillah, "The Utilization of the Canva Application Arabic Learning at Baiturrahman," *Journal of Multidisciplinary Sustainability Asean* 1, no. 1 (2024): 34–42, <https://doi.org/10.70177/ijmsa.v1i1.989>.

¹⁷ Mohammad Rifqi Junaidi, Diah Dina Aminata, and Sahya Husain, "Desain Modul Ajar Maharah Qiroah Berbasis Aplikasi Quizizz Di PRODI PBA UNISMA," *Arabia* 16, no. 1 (2024), <https://journal.iainkudus.ac.id/index.php/Arabia/article/view/25990>.

¹⁸ Indah Rahmayanti and Munirul Abidin, "Efektivitas Penggunaan Wordwall Sebagai Media Evaluasi Pembelajaran Bahasa Arab Di MAN Kota Batu," *Sustainable Jurnal Kajian Mutu Pendidikan* 6, no. 2 (2023): 349, <https://doi.org/10.32923/kjimp.v6i2.3413>.

digital platform only. So far, no research has discussed the development of Arabic teaching modules developed using two to four supporting applications. So, in response to this, this research focuses on developing Arabic e-modules based on Heyzine Flipbook, which is created using supporting applications such as Canva, Quizizz, and Wordwall. This research can guarantee its novelty in developing Arabic teaching modules.

Method

This Research and Development (R&D) research was conducted at MIN 2 East Lampung with 87 students in grade 4 of Madrasah Ibtida'iyah. This research was conducted using the ADDIE model, which has five stages. The stages include "Analysis, Design, Development, Implementation, and Evaluation". The process of data collection activities includes interviews, questionnaires, and documentation. The product feasibility test analysis techniques are (1) quantitative data obtained from the validation of 6 validator experts, which include "material/language experts, design experts, and media experts." (2) qualitative data obtained from interviews and observations of teachers and student responses. Meanwhile, the criteria are interpreted using a "Likert scale" to assess the eligibility level. According to Riduwan, The following are guidelines for eligibility criteria to calculate the acquisition of assessments from the validator team.¹⁹

Table 1. Eligibility Criteria Test

Criterion	Range Percentase	Value Scale
Not feasible	00%-20%	5
Not Worth It	21%-40%	4
Decent enough	41%-60%	3
Worthy	61%-80%	2
Very Worth It	81%-100%	1

According to Widoyoko, the level of practicality should be calculated using the guideline reference and the "Likert Scale" in the following table.²⁰

Table 2. Practicality Criteria Test

Average Score	Criterion	Information
> 4,2	Very Practical	This can be used as an example
> 3,4 - 4,2	Practical	It can be used without repair
> 2,6 - 3,4	Quite Practical	It can be used with little perbaikan
> 1,8 - 2,6	Less Practical	It can be used for many improvements
≤ 1,8	Impractical	Not yet available

¹⁹ Riduwan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2015), 39.

²⁰ Sugeng Eko Putro Widoyoko, "Pengembangan Model Evaluasi Kualitas Dan Output Pembelajaran IPS Di SMP," *Jurnal Penelitian Dan Evaluasi Pendidikan* 11, no. 1 (2013), <https://doi.org/10.21831/pep.v11i1.1417>.

These two tests can be used to determine the quantitative value obtained. The feasibility test was carried out to calculate the percentage after receiving an assessment from the validator team and the response to filling out the questionnaire to the students. For example, after the product design was developed, a practicality test was carried out to calculate the value of Arabic Language Education teachers.

Result and Discussion

Heyzine Flipbooks Based Arabic E-Module Design

The product design developed in this study follows a predetermined model so that the model becomes a reference in the preparation process as a structured framework. At this stage, there are five steps to design and develop Arabic language learning using the Heyzine Flipbooks application, which includes 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation, as shown in the following image:



Figure 1. Stages of ADDIE Model Development

Analysis Stage

This analysis stage has three aspects: needs analysis, characteristics, and curriculum. First, the needs analysis includes materials and methods completed to learn Arabic at Madrasah Ibtida'iyah. The second aspect is that the characteristics analysis provides for the uniqueness of the Arabic e-module developed through Heyzine as an interactive teaching material, supports multimedia, and can be accessed by students through digital devices. The third aspect is the analysis of the curriculum applied at the research location. The curriculum used, whether or not, includes all skills, ranging from listening, speaking, writing, and reading skills in learning Arabic. If the learning curriculum already consists of all Arabic language skills, then the e-modules developed can thoroughly, in-depth, and systematically optimize the Arabic learning process. The following is an analysis of needs, characteristics, and curriculum.

Table 3. Acquisition of needs, characteristics, and curriculum analysis

No	Ideal Conditions	Factual Conditions	Necessity
1	E-modules make it easier for students to learn independently and can be accessed anytime and anywhere.	Currently, Arabic teaching modules (printed) have limited access, so students cannot learn independently.	Development of Arabic e-modules that can be accessed via the internet anytime and anywhere so that students can learn independently using e-modules.
2	The e-modules used contain all up-to-date materials relevant to students' abilities.	The e-modules used are not yet up-to-date, but they are already relevant to students' abilities.	The e-modules developed include up-to-date materials according to the times and relevant to the student's abilities.
3	The Arabic e-module covers all Arabic language skills, including listening, speaking, writing, and reading. It is easy to learn and accessible on digital devices.	The teaching modules covered all Arabic language skills but have not been accessed by digital devices.	The e-modules were developed to cover all Arabic language skills and can be accessed through digital devices to be studied quickly and thoroughly.
4	The Arabic e-modules will ensure maximum student success at the learning evaluation stage.	The Arabic language teaching module has not fully guaranteed the maximum success of student learning at the evaluation stage.	The e-modules developed can ensure the optimal success of student learning outcomes, assisted by other exciting features.
5	Arabic e-modules have exciting features that make it easier for students to understand the learning process.	The teaching module has not presented exciting features, so students are still fixated on the printed teaching module.	The e-modules developed can improve student learning outcomes by presenting interesting features from supporting applications such as Quizizz and Wordwall.

To obtain the expected product results, it is necessary to make initial observations to determine the needs analysis and ensure that the product is valuable and practical when learning Arabic. In this case, several steps must be prioritized: analyzing needs, characteristics, infrastructure facilities as supporting facilities, and the curriculum.²¹ The existence of this needs analysis aims to avoid inconsistencies with student needs and also avoid irrelevance to the learning curriculum.²² In addition, in the analysis of characteristics as an educator, you must be competent in analyzing the abilities and characteristics of students in the

²¹ Muhammad Rusdi, *Penelitian Desain Dan Pengembangan Kependidikan* (Depok: PT. Raja Grafindo Persada, 2018).



²² Rehan Ahmed Khan et al., "Development and Validation of Teacher and Student Questionnaires Measuring Inhibitors of Curriculum Viability," *BMC Medical Education* 21, no. 1 (2021): 405, <https://doi.org/10.1186/s12909-021-02843-0>.

classroom.²³ This aims to set learning goals and materials that meet students' needs. Also, by examining these characteristics, the Arabic e-module becomes an interactive teaching material by integrating multimedia such as video, audio, and animation to make the atmosphere at the learning time more exciting and dynamic. Meanwhile, the curriculum analysis cannot be separated from the reference of the independent curriculum applied to MIN 2 East Lampung. The goal is to keep the Arabic e-modules developed in line with government policies. As in learning Arabic, the four maharahs are applied, including maharah istima', maharah kalam, maharah qira'ah and maharah kitabah. It is hoped that through this Arabic e-module, learning can improve student motivation and learning outcomes.²⁴

Product Design Stage



At this design stage, several steps need to be taken by the researcher, including: (1) The researcher determines the structure of the material presented in the Arabic e-module. The material that will be given is not only limited to existing Arabic book sources but also sourced from several Arabic printed books, LKS, media, the internet, and other sources that can support the design of this e-module. After that, the selected materials will be chosen well and adjusted to the learning objectives that will be planned. (2) The researcher determines the form of the design developed. The product specifications developed adjust to the needs of students, the availability of product sources, and product orientation. (3) Create an e-module design for learning Arabic through the heyzine flipbooks application. In this step, the researcher also determined a supporting platform for creating e-module designs using several supporting platforms such as Canva, Heyzine, Quizizz, and Wordwall. Some of these platforms can be seen in the following table.

Table 3. Supporting platform for designing Arabic e-modules

No	Platform Name	Images and Sources
1	Canva	 Source: https://www.canva.com/
2	Heyzine	 Source: https://heyzine.com/

²³ Cornelius Brandmiller, Hanna Dumont, and Michael Becker, "Teacher Perceptions of Learning Motivation and Classroom Behavior: The Role of Student Characteristics," *Contemporary Educational Psychology* 63 (2020), <https://doi.org/10.1016/j.cedpsych.2020.101893>.

²⁴ Fadilah Belanisa, Fachrur Razi Amir, and Desky Halim Sudjani, "E-Modul Interaktif Sebagai Media Pembelajaran Bahasa Arab Untuk Meningkatkan Motivasi Siswa," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 1–12, <https://doi.org/10.30997/tjpb.v3i1.4754>.

3	Quizzz	 Source: https://quizizz.com/
4	Wordwall	 Source: https://wordwall.net/

Experts tested the product after designing the Arabic e-module, totaling three validators. The trial process of the Validator expert is to find out the feasibility and suitability of the product before it is tested on students. The e-module display prepared on the heyzine platform contains 72 pages in the @researcher account and can be viewed through this link (<https://heyzine.com/flipbook/65f55161cf.html>).

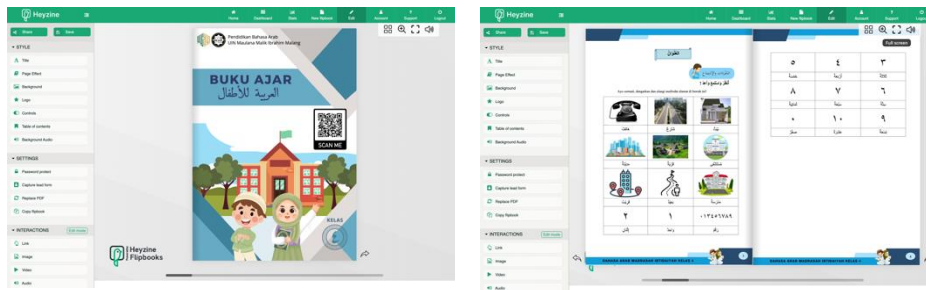
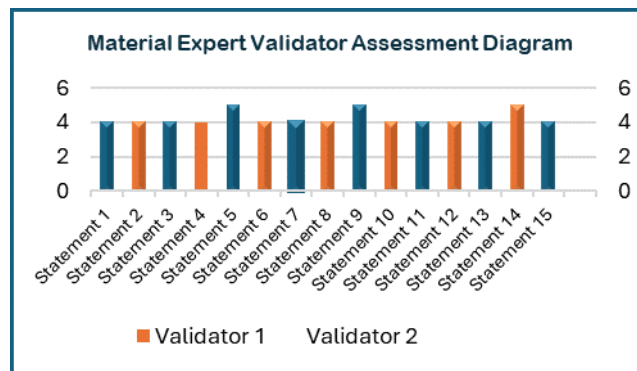


Figure 2. Display of Arabic E-Module Design Results based on Heyzine Flipbook

After the e-module design is developed, an assessment of the validator team is carried out, which includes material experts, media experts, and Arabic e-module design experts, including:

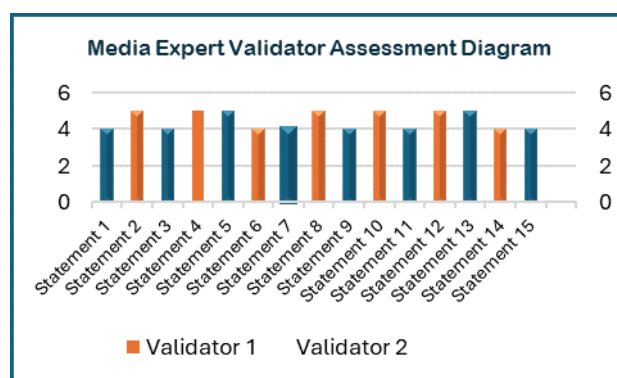
Validation of Material Experts

Three people assessed the material experts, including indicators related to the validity and feasibility of the material with scientific studies, presentation of the material and student learning participation, language use, and the material's description. In this aspect of assessment, a total score of 127 was obtained. This score was obtained at 83.9% in the category of Very Suitable. More details are presented in the following diagram.



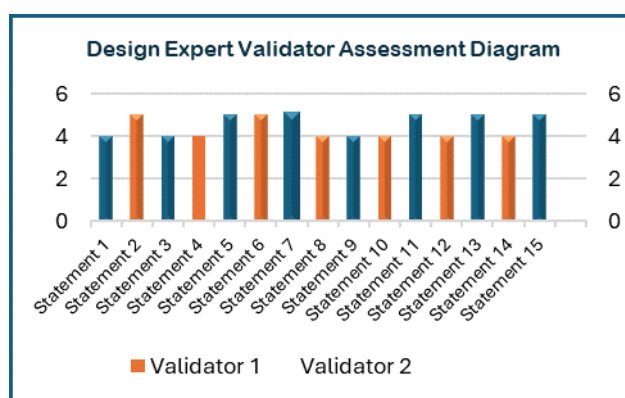
Media Expert Validation

The assessment carried out by media experts includes several indicators such as the attractiveness of appearance, letters, and writing and the level of media interaction. In analyzing these media members, 135 were obtained. The score was 84.7%, with the Very Suitable category. The diagram below provides more details of the data received from the validator team.



Design Expert Validation

At the assessment stage, the validator team was carried out based on several aspects of assessment, including indicators related to the accuracy of the formulation of learning objectives and achievements, the relevance of the strategy, the technical quality of product design, online and offline learning, and the attractiveness and accuracy of product design. This design expert's assessment obtained 132. The score received 83.5% in the category of Very Suitable. More details can be seen in the following diagram.



The design was developed as an Arabic e-module through the heyzine flipbooks digital platform for the Madrasah Ibtida'iyah level. The use of this digital platform has a significant influence on the learning process and especially on student learning outcomes. This aligns with the opinions of Alshammery and Alhalafawy, who stated that using digital platforms can improve student learning

outcomes.²⁵ Bachtiar also noted that learning using digital platforms has become more attractive, which can increase students' motivation to learn.²⁶ Therefore, to realize learning goals through digital platforms, teachers must innovate by providing e-modules based on digital platforms. With the integration of this technology, educators can take advantage of various online resources that can support improving teaching and learning.²⁷ Educators are expected to continue to update their knowledge and skills in utilizing technology to create a more effective and enjoyable Arabic learning experience and help students achieve the expected competencies in Arabic language mastery.

The Arabic e-module's design not only relies on the Heyzine application but is also supported by three other digital platforms with special functions and benefits in improving the quality of e-modules. The three platforms are Canva, Quizizz, and Wordwall, each offering unique features to enrich the content of Arabic e-modules. Canva's digital platform is a popular and easy-to-use web-based graphic design tool. Canva provides a variety of customizable templates to create visually appealing learning materials, such as posters, infographics, and presentations.²⁸ Canva can be used to design attractive module page layouts, create graphics and illustrations that help explain Arabic concepts, and generate images that reinforce learning content.²⁹ For example, users can develop infographics depicting Arabic grammar or complex verb conjugation tables. With an intuitive interface and a variety of personalizable design elements, Canva allows teachers to produce visually appealing and easy-to-understand materials, which can increase students' interest and understanding of Arabic materials.

In addition, the Quizizz digital platform also offers various questions, such as multiple choice, short fills, and questions based on images or audio.³⁰ In Arabic e-modules, Quizizz can be used to create interactive exercises that help students test their understanding of the material they have learned. For example, quizzes on

²⁵ Farhan Mohammed Alshammary and Waleed Salim Alhalafawy, "Digital Platforms and the Improvement of Learning Outcomes: Evidence Extracted from Meta-Analysis," *Sustainability* 15, no. 2 (2023): 1305, <https://doi.org/10.3390/su15021305>.

²⁶ Bachtiar Bachtiar, "The Interplay between Online Learning and Students' Learning Motivation: A Mixed Method Study," *Jurnal Basicedu* 6, no. 3 (2022): 4701, <https://doi.org/10.31004/basicedu.v6i3.2902>; Uzma Noor et al., "Learning Behavior, Digital Platforms for Learning and Its Impact on University Student's Motivations and Knowledge Development," *Frontiers in Psychology* 13 (2022): 933974, <https://doi.org/10.3389/fpsyg.2022.933974>.

²⁷ Katherine McKnight et al., "Teaching in a Digital Age: How Educators Use Technology to Improve Student Learning," *Journal of Research on Technology in Education* 48, no. 3 (2016): 194–211, <https://doi.org/10.1080/15391523.2016.1175856>.

²⁸ Prihantoro Syahdu Sutopo et al., "Keterampilan Membuat Baner Dengan Canva Untuk Guru SMAN 3 Tangerang," *Abdi Dharma* 3, no. 2 (2023): 93–102, <https://doi.org/10.31253/ad.v3i2.2296>.

²⁹ Panca Dewi Purwati et al., *Desain Pembelajaran Inovatif Dalam Menghadapi Tantangan Era Digital* (Semarang: Cahya Ghani Recovery, 2024).

³⁰ Jhems Richard Hasan and Alvons Habibie, "The Most Appropriate Online Assessment Tools for Language Learning: An Analysis of Their Use and Challenge in EFL Instructions," *Linguists: Journal of Linguistics and Language Teaching* 10, no. 1 (2024): 56, <https://doi.org/10.29300/ling.v10i1.3942>.

Arabic vocabulary, reading comprehension tests, or grammar exercises.³¹ The beauty of Quizizz is its ability to provide direct feedback to students, which can speed up the Arabic learning process and help students identify areas that need improvement. In addition, Quizizz also allows tracking of student learning progress so that teachers can provide more targeted guidance.³² Meanwhile, the Wordwall digital platform is a tool that will enable the creation of interactive learning activities that can be accessed online. The platform provides a variety of templates for creating educational games, such as word searches and crossword puzzles.³³ Wordwalls can be used to create interactive exercises that reinforce students' understanding of Arabic vocabulary, grammar, and sentence structure. Users can create everyday Arabic vocabulary search games or crossword puzzles involving important terms in Arabic. This activity helps students remember and understand the material better and adds fun to the learning process, thereby increasing student engagement and motivation to learn.³⁴

Test the Effectiveness of Using Heyzine Flipbook

Development Stage

In the third stage of this development, research is carried out in small groups. Before the design of Arabic e-module products through the heyzine flipbooks platform was implemented in large groups, it was first tested on students in small groups of 10 students. The indicators assessed include aspects of evaluating effectiveness, attractiveness, and interest. This assessment can be seen in the following table.

Table 4. Sample Acquisition of Small Group Test Students

No	Student Assessment	Total Value
1	Student 1	65
2	Student 2	64
3	Student 3	67
4	Student 4	64
5	Student 5	65
6	Student 6	64
7	Student 7	66
8	Student 8	67
9	Student 9	68
10	Student 10	65

³¹ Moh Nurul Huda et al., "Applicative Arabic Language Learning Media: Innovations for Arabic Language Education Lecturers in Higher Education," *Arabi : Journal of Arabic Studies* 8, no. 2 (2023): 136, <https://doi.org/10.24865/ajas.v8i2.686>.

³² Pingkan Imelda Wuisan, Atwi Suparman, and Basuki Wibawa, *Sistem Penilaian Kompetensi Profesional Guru Berbasis Elektronik: Konsep dan Aplikasi* (Jakarta: Bumi Aksara, 2024).

³³ Miftahul Jannah and Syafryadin Syafryadin, "EFL Students' Perspectives on the Use of Wordwall.Net as Vocabulary Learning Media," *ELT Forum: Journal of English Language Teaching* 11, no. 2 (2022): 115, <https://doi.org/10.15294/elt.v11i2.57120>.

³⁴ Dwi Novita Sari and Ahmad Rifqy Alfian, "Peran Adaptasi Game (Gamifikasi) Dalam Pembelajaran Untuk Memperkuat Literasi Digital: Systematic Literature Review," *UPGRADE : Jurnal Pendidikan Teknologi Informasi* 1, no. 1 (2023): 43–52, <https://doi.org/10.30812/upgrade.v1i1.3157>.

From the results in the table above, the total score obtained was 655. It can be seen that the design of Arabic e-modules using the heyzine flipbooks application includes several aspects of assessment, including assessment of effectiveness, attractiveness, and interest. This aspect of evaluation gets a percentage range value of 87.5%, and the score is included in the "Very Appropriate" category, so it is feasible to implement it in large groups.

The results of the small group trial indicate that students have responded well to this e-module product. The trial results from this small group are used to measure interest and determine students' ability to use the Arabic e-module developed.³⁵ However, this trial is only limited to knowing on a small scale, not yet at the stage of large-scale trials. This effort is made to organize students to be more focused and accessible regarding trials. In addition, researchers look at the weaknesses in the developed product and improve it before the product is created at the next stage. These small group tests can also understand user preferences and needs, making it easier to understand the flexibility and accessibility of e-modules. That way, the feasibility test of this product design can be made and really on the target to be achieved.³⁶

Implementation Stage

At this stage, it is a trial of the development product of the Arabic e-module based on heyzine flipbooks at the MI level and is piloted in a large group of 103 students. As a reference or guideline to find out the student's response, the response indicators given are in the form of (1) SL: Very Worth It, (2) L: Worthy, (3) CL: Decent enough, (4) KL: Not Worth It, (5) TL: Not feasible. The assessment obtained from the students' responses can be seen in the following table.

Table 5. Student Assessment in Large Group Tests

No	Question	Student Answer				
		TL	KL	CL	L	SL
1	The content of the material presented in the Arabic e-module is the material learned and easy to understand	0%	0%	7,5%	63,5%	29,45%
2	The design of Arabic e-module materials is systematically arranged and can be displayed easily	0%	0%	13,7%	44,5%	41,8%
3	The description of the material and the practice questions can be understood well	0%	0%	17,4%	53,9%	28,7%
4	The entire content of the material presented motivates you to be more enthusiastic about learning	0%	0%	8,3%	49,5%	44,2%

³⁵ Syahrial Syahrial et al., "Comparison of Print Modules and E-Modules to the Tolerance Character of Students," *International Journal of Elementary Education* 5, no. 2 (2021): 298, <https://doi.org/10.23887/ijee.v5i2.34351>.

³⁶ Ida Fitriyah, Iskandar Wiyokusumo, and Ibut Priono Leksono, "Pengembangan Media Pembelajaran Prezi Dengan Model ADDIE Simulasi Dan Komunikasi Digital," *Jurnal Inovasi Teknologi Pendidikan* 8, no. 1 (2021), <https://doi.org/10.21831/jitp.v8i1.42221>.

5	Selection of writing, colors, animations, and images according to the content of the material	0%	0%	11,4%	38,7%	49,9%
6	The language and time used in the presentation of the material are more accessible to learn	0%	0%	6,8%	37,5%	55,7%
7	The content of the e-module material can enhance your language skills	0%	0%	10,2%	32,4%	57,4%
8	The content of the material presented in the Arabic e-module using heyzine provides a lot of learning aids	0%	0%	5,4%	44,8%	49,8%
9	The content of the material in the Arabic e-module developed can provide an attraction for learning	0%	0%	9,2%	23,5%	67,3%
10	This e-module development product has a positive impact on you and helps the learning process	0%	0%	5,5%	41,7%	52,8%

The results of the responses obtained from the students' answers show that the category is entirely appropriate, appropriate, and very appropriate. The highest score was obtained in question item 10, with a percentage of 67.3% in the "Very Suitable" category. This shows that the e-module design developed through the heyzine flipbooks platform in learning Arabic positively impacts students. Thus, implementing Arabic e-modules through the heyzine platform provides many benefits for teachers and students. Students feel happier and motivated because they can use Arabic e-modules to learn, the learning process is more conducive, and students can use the e-modules anytime and wherever they are. In the implementation process, students can do the tasks presented in the Arabic e-module easily and can be done properly and correctly. In the learning process, the teacher first creates a group via WhatsApp to make it easier for students to get the link to the Arabic e-module. It can also control students easily in delivering the material presented in the learning.

Developing Arabic e-modules is quite time-consuming, especially at the implementation stage. Implementing this e-module is a staple in development activities because the product will be more effective if tested in a large group.³⁷ This stage is critical, where teachers use e-modules as teaching materials by applying methods and strategies and learning media designed to realize maximum learning.³⁸ Ultimately, using Arabic e-modules can optimally meet student learning outcomes and competencies. Furthermore, the implementation process also distributes the initial questionnaire as a pre-test and the final stage as a post-test. This aims to describe the evaluation stage as the end of the ADDIE model

³⁷ Mahsup Mahsup, Eka Fitriani, and Ibrahim Ibrahim, "Pengembangan E-Modul Berbasis Metode Penemuan Untuk Meningkatkan Pemahaman Belajar Mahasiswa," *Paedagogia : Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan* 14, no. 4 (2023): 515, <https://doi.org/10.31764/paedagogia.v14i4.19391>.

³⁸ Huda et al., "Applicative Arabic Language Learning Media."

development process. All collected data will be converted into quantitative data with a Likert scale per the research method procedure. That way, this research can be maximally developed at the end of the evaluation stage.

Evaluation Stage

At this stage, the researcher wanted to determine the effectiveness of the design of Arabic e-modules based on heyzine flipbooks developed and implemented on students in large groups. The extent of its effectiveness can be seen through the pre-test and post-test results. The score will be compared based on the teacher's average daily test score. Before the product development design, there were 73 incomplete student daily grades. If the sample used as many as 94 respondents, which was obtained by 43%, it is incomplete from the completeness standard. However, after the product design was developed and implemented for students, the average result obtained was 90, increasing student completeness to 57.0%. Thus, it can be concluded that the student's score is 100% said to be complete after the product design is developed.

The Arabic learning process that teachers apply has been carried out well. However, teachers have not been able to create innovations that support exciting learning, and these are in great demand by students. This indicates that teachers' creativity is essential in learning Arabic by integrating technology as a medium and content of learning materials.³⁹ Therefore, teachers' lack of knowledge of technology will affect students' attention during learning. Of course, students are more interested in interactive learning, such as using laptops, LCDs, PowerPoint media, YouTube videos, and others.⁴⁰ Not only that, but using learning platforms, such as Google Classroom, Edmodo, Moodle, Zoom, Heyzine, Quizizz, and Wordwall, can also increase students' motivation and interest in learning. In addition, integrating technology into learning can also increase student motivation and help them apply Arabic in a more accurate context.⁴¹ This means that current technology can visualize objects for students, making it easier for them to understand the material presented.

Contribution of the Use of the Heyzine Flipbook Platform in Arabic Learning

E-module-based Arabic language learning through the Heyzine Flipbook platform significantly contributes to modern education. This is very helpful for the learning process at school, in terms of teachers preparing teaching materials according to the content of learning materials and students facilitating teaching

³⁹ Betty Mauli Rosa Bustam et al., *Inovasi Media Pembelajaran Bahasa Arab Berbasis Pemanfaatan Teknologi* (Yogyakarta: UAD Press, 2024).

⁴⁰ Nurlailli Hidayati and Siti Choiriyah, "Application of the Technological Pedagogical and Content Knowledge (TPACK) Approach Based on Higher Order Thinking Skills (HOTS) in Islamic Religious Education Learning at the Madrasah Aliyah Level," *Al-Afkar, Journal For Islamic Studies* 7, no. 3 (2024): 139, <https://doi.org/10.31943/afkarjournal.v7i3.1287>.

⁴¹ Nasarudin Nasarudin et al., *Transformasi Pembelajaran Bahasa Arab* (Padang: CV. Gita Lentera, 2023).

materials as guidelines for innovative and efficient learning resources.⁴² This heyzine-based e-module has contributed to the world of education, especially Arabic language learning. First, the platform improves accessibility and flexibility, allowing users to access material anytime and anywhere, as long as they are connected to the internet. This is especially beneficial for those with limited time or space, as it allows them to learn according to their rhythm and schedule.⁴³ Second, e-modules using Heyzine Flipbook offer high interactivity by including video, audio, and interactive links that make learning more engaging and dynamic, providing an immersive learning experience compared to static PDFs.⁴⁴

Third, e-modules are efficient in cost and resources, reduce the need for printing and distributing physical books, and support more environmentally friendly practices.⁴⁵ In addition, the content of the e-modules can be updated quickly, ensuring that the material is always up-to-date with the latest developments in the Arabic language and teaching methods. Fourth, e-modules allow for the personalization and adaptation of learning, with content that can be tailored to student's needs and ability levels and the integration of quizzes and exercises that can be tailored to different levels.⁴⁶ This approach aligns with the Student-Centered Learning theory, which emphasizes the importance of teaching tailored to students' needs to improve learning effectiveness. According to this theory, students not only play the role of passive recipients of information but also actively participate in the learning process through a flexible and adaptive approach.⁴⁷

Fifth, multimedia in e-modules strengthens students' understanding by integrating video, images, and audio, which helps clarify concepts and provide examples of using Arabic in authentic contexts. This e-module also supports collaborative learning, allowing students to comment and interact with each other through online collaboration features, as well as sharing ideas and solutions in discussion forums. Additionally, using e-modules helps develop students' technology skills, encouraging them to become more independent and skilled in searching for relevant information and resources online. This approach aligns with the theory of Multimodal Learning put forward by Kress and van Leeuwen, which

⁴² Slamet Triyono, *Dinamika Penyusunan E-Modul* (Indramayu: Penerbit Adab, 2021).

⁴³ Bustam et al., *Inovasi Media Pembelajaran Bahasa Arab Berbasis Pemanfaatan Teknologi*.

⁴⁴ Estika Satriani and Destry Pryanti, "Pelatihan Desain E-Modul Berbasis Aplikasi Heyzine Flipbook Bagi Guru SMK YAPIM Pekanbaru," *Jurnal Pengabdian UNDIKMA* 5, no. 2 (2024): 229, <https://doi.org/10.33394/jpu.v5i2.10450>.

⁴⁵ Ira Lelita Eriyanti et al., "Deveelopment E-Modules Based Android in Newton's Law Topic for Senior High School," *Jurnal Inovasi Pendidikan IPA* 9, no. 1 (2023): 62–72, <https://doi.org/10.21831/jipi.v9i1.50313>.

⁴⁶ Muarifatul Maulidiana and Nasiruddin Nasiruddin, "Development of E-Module Media in Learning Arabic for Class X Students of MAN 4 Ngawi," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2020): 279, <https://doi.org/10.14421/almahara.2020.062.07>.

⁴⁷ H. Douglas Brown, *Principles of Language Learning and Teaching: A Course in Second Language Acquisition* (Pearson Education, 2014).

emphasizes the importance of using various modes of communication (text, image, audio, video) to achieve a more prosperous and deeper understanding.⁴⁸ Multimedia in e-modules allows information to be conveyed through various channels, which supports better understanding and improves information retention by involving more senses in the learning process. This also aligns with Mayer's Dual Learning Theory, which states that various media can improve information comprehension and processing because the human brain processes visual and verbal information through different channels.⁴⁹ Thus, multimedia and collaboration features in e-modules enrich students' learning experience and support the development of critical and technological skills necessary for success in the modern learning environment and digital society.

Conclusion

The development of Arabic E-Modules for the basic' level using the ADDIE development procedure has been implemented optimistically. The learning products' design is based on digital-based teaching modules, both in content and design. This form of E-module is designed using a heyzine flipbook that digital devices can access, so teachers and students can use anytime and anywhere. The discussion in this article includes, first, at the product development stage, researchers use supporting digital applications or platforms such as Canva, Quizizz, and Wordwall that can make e-modules more exciting and liked by current students. Using Quizizz and Wordwall digital platforms to design Heyzine Flipbook based e-modules can help the learning evaluation process. Second, the feasibility test process involved six validators who obtained material and language experts. In terms of effectiveness, the application of this product shows excellent results. Thus, the development of this Arabic e-module can meet the needs of students to remember and understand the material but also add game elements in the learning process to increase student engagement and motivation and support more optimal learning outcomes.

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⁴⁸ Gunther R. Kress and Theo Van Leeuwen, *Multimodal Discourse: The Modes and Media of Contemporary Communication* (Arnold, 2001).

⁴⁹ Richard E. Mayer, "Multimedia Learning," in *Psychology of Learning and Motivation*, vol. 41 (Elsevier, 2002), 85–139, [https://doi.org/10.1016/S0079-7421\(02\)80005-6](https://doi.org/10.1016/S0079-7421(02)80005-6).

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