



The Mentoring in Developing the Arabic Teaching Materials Based on Android Smart Apps Creator (SAC) to Improve the Professional Competence of the Arabic Teachers

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Abstract: In developing digital teaching materials, some applications can be used including the Smart Apps Creator (SAC) application. Through this application, the process of developing teaching materials can be done more easily because it does not use coding. This activity aims to improve the professional competence of Arabic language teachers in the development of application-based teaching materials. In this community service activity, a Service Learning (SL) approach was used in which, an experience-based approach that involves students in various activities and use their experiences to develop their abilities and skills for communities. Service activities were carried out at MIN 4 Pangkalan Bun and in the hall of the Ministry of Religion's Office in Regency of West Kotawaringin. The stages carried out consist of pre service, during service, and post service. The results of this community service activity can be explained as follows. 1. Teachers get benefits from mentoring activities in the form of the ability to produce teaching and evaluation materials output by using the Smart Apps Creator application. 2. Teachers can develop their own further materials by using templates that they have made by themselves. 3. The professional competence of teachers increased through their success in developing teaching materials using applications. 4. The obstacles faced by teachers in using the application are more technical matters that can be overcome during the mentoring.

Introduction

The educational potential that exists around must be realized in real terms. In the schools, not only intellectually of the the students need to be developed, but also they should be ready for facing the challenges in the 21st century. Educational demands now must be oriented towards the building the character of the students so that they always behave commendably, uphold human values, have a religious spirit, maintain national identity, and adapt themselves in the era of globalization. The role of the teacher is not only to transfer knowledge, but also to form the behaviors, attitudes, and characters of the students.

National education goals will be achieved if the need for meaningful learning experiences is met so that learning experiences can utilize and develop the students' creativity. Teachers can play a major role by encouraging, motivating, identifying, supporting, and developing the students' creativity. However, the demands of teaching creativity, such as teaching metacognition, require a learning environment that supports the growth of creativity itself. Therefore, new approaches are needed to hone skills and enhance learning to deal with global challenges, such as the ability to communicate effectively, to think critically, and solve the problems through negotiation, innovation, and collaboration.¹

The results of research conducted by Hazratzad & Gheitanchian (2010) in Wahab indicate that in order to face the challenges of the 21st century, the prospective teachers or educators must be prepared and equipped with various skills and techniques needed in order to understand contemporary education and gain knowledge and culture, thus increasing self-confidence in playing its role as a teacher in a communication-oriented classroom.²

Among the characteristics of 21st-century education is the adoption of science and technology innovations, especially those things related electronic media, informatics, and communication in all fields of educational activity. The existence of teachers is required to be more professional in the 21st century. Teachers not only act as teachers (transfer of knowledge) but also create democratic and challenging learning conditions by integrating technology, especially information and communication technology.³ Hargreaves said that 21st-century professional teachers are teachers who are skilful in teaching and can build and develop close relationships between teachers and schools with the wider community.⁴

Among professional competencies, teachers should also be able to create learning materials that attract the attention of their students. Learning materials guide students to be able to learn independently and think creatively and critically. Teachers who are smart, creative, well-established in technological abilities, and have character will be able to manage and create the learning atmosphere. This is in accordance with 21st-century skills which refer to skills in learning innovation such as critical thinking, creative, collaborating, and communicating skills.⁵ Indirectly, the teachers like this will

¹ Siti Zubaidah, "Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran," in *Seminar Nasional Pendidikan*, vol. 2, 2016, 1–17.

² Muhib Abdul Wahab, "PEMBELAJARAN BAHASA ARAB DI ERA POSMETODE," *ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 2, no. 1 (2015), <http://dx.doi.org/10.15408/a.v2i1.1519>.

³ Budi Usodo, "Pelatihan Penerapan Beberapa Aplikasi dari Microsoft: Office Mix, Onenote, Sway dalam Pembelajaran Bagi Guru-Guru Matematika SMA Di Kabupaten Sragen," (2016): 744.

⁴ Dwi Esti Andriani, "MENGEMBANGKAN PROFESIONALITAS GURU ABAD 21 MELALUI PROGRAM PEMBIMBINGAN YANG EFEKTIF," *JURNAL MANAJEMEN PENDIDIKAN* 6, no. 2 (2010).

⁵ Meihua Qian and Karen R. Clark, "Game-Based Learning and 21st Century Skills: A Review of Recent Research," *Computers in Human Behavior* 63 (October 2016): 50, <https://doi.org/10.1016/j.chb.2016.05.023>.

be good role models for the students so that the students always have the motivation to learn. That way, teachers are able to equip the students to face the challenges of the 21st-century.

Arabic teachers are teachers in the field of study who must be able to change all the times. Conventional methods are untenable in language teaching. Arabic educators or teachers in the 21st century must be able to observe, motivate, make research, supervise, utilize multimedia and improve students' intelligence, create a conducive atmosphere and develop the learning process to achieve the expected goals. In other words, the professional Arabic teachers will play a very strategic role and determine the success of learning Arabic.⁶

The importance of mastering technology for the Arabic language teachers has a positive impact on the students' achievement. The results of Sari, Sukmiati, & Muslihudin's research show that as many as percentages are generated from the students' understanding, namely, 90% of the students understand better the materials being presented, followed by performance, activities, and important material. Learning media that uses Macromedia flash in learning Arabic is appropriate to be used as a learning medium which is considered to be able to increase students' interest and value in learning.⁷

To assist Arabic language teachers in their efforts to develop their profession in facing 21st-century learning, especially in the ability to make learning materials based on the latest technology, it is necessary to carry out continuous professional development and improvement through assistance from universities. Increasing professional competence through this assistance must be carried out continuously so that the Arabic language teachers can feel a change in their professional competence in carrying out learning activities, which are integrated with information and communication technology.

Based on the background above, it is necessary to conduct a community service in the form of mentoring by a team consisting of the teachers and the students.

Method

This mentoring activity uses a Service Learning (SL) approach, which is an experienced-based approach that involves students in various activities that are beneficial to the community and use experience to develop their abilities and skills. Service Learning (SL) is a combination of services with the aim of learning in the process

⁶ Wahab, "PEMBELAJARAN BAHASA ARAB DI ERA POSMETODE."

⁷ Noca Yolanda Sari, Hermin Sukmiati, and Muhamad Muslihudin, "Penggunaan Multimedia Pembelajaran Bahasa Arab Berbasis Aplikasi Macromedia Flash 8 Di TPA Al-Hidayah Sidoharjo Pringsewu," *JPGMI (Jurnal Pendidikan Guru Madrasah Ibtidaiyah Al-Multazam)* 2, no. 1 (2017): 26–43.

of providing services in various aspects to the community. In addition, Service Learning (SL) is a medium that brings and applies the theories studied by universities into communities' lives.⁸

Service Learning (SL) is a learning and service that involves universities in one activity that is simultaneously oriented to achieving the goal of benefiting the community and fulfilling the educational goals that have been determined by the university.

This activity was attended by the Arabic language teachers in educational institutions, namely SD/MI, SMP/MTs, SMA/SMK/MA, and Islamic Boarding Schools. The activity was conducted 14 times with duration of 100 minutes per meeting.

This activity goes through several stages: 1) Pre-service: The team prepares for various training needs related to teacher needs analysis, preparation of materials/materials, number of meetings, and coordination of activities with partners and teachers; 2) During Service: The service team carries out service in the form of mentoring in the provision of teaching materials based on Android applications as well as conducting observations during activities; and 3) Post Service: activities that have been carried out by lecturers and students and the results received or obtained, and the obstacles faced from beginning to end.

Results

This service activity focuses on mentoring the Arabic teaching materials based on the Smart Apps Creator (SAC) in order to improve the professional competence of the Arabic language teachers in the West Kotawaringin Regency.

Preparation

At the implementing stage, the needs of Arabic teachers are analysed, the team prepares materials needed and materials related to the Smart Apps Creator (SAC), the team coordinates with members, coordinates with the head of the Ministry of Religion of West Kotawaringin City via chat, prepares a google form for participant registration and makes a schedule. Before the activity took place, an online group of teachers was formed to facilitate communication and delivery of information, both before service, during service, and before service.

⁸ Dan Butin, *Service-Learning in Higher Education: Critical Issues and Directions* (Springer, 2005).;



Figure 1. Preparation of the Service Implementation Team

Implementation

Service activities took place in two places, namely in the madrasah room and in the Hall of the Ministry of Religion of West Kotawaringin. This service activity contains several stages of mentoring that have been prepared by the service team so that the output produced is in the form of a template that can be developed by the Arabic language teachers. Following are the stages of mentoring that have been carried out:

Application installation

At this time, it takes approximately 1 hour to accompany participants to install the Smart Apps Creator 3.0 application. when conditions in the activity area are good, so files are transferred through flash in turn. The team helped one participant who had problems with the installation. Some laptops are slow and some are fast.



Figure 2. The team helps participants who have difficulty installing the application

Mentoring in making intro materials

After confirming that all applications are completely installed on the participants' laptop, start introducing what the Smart Apps Creator App is, what menus are, benefits, and products are finally used through Android-based phones.

For making this introduction, participants must enter the main background as the front page of the application. The team said that the background can be searched on google by typing the word background. The participants were also given by the team several choices of backgrounds that had been downloaded by the committee.

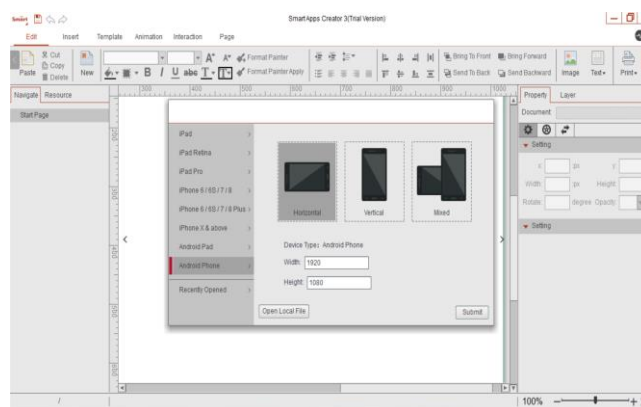


Figure 3, Display the application login start page

Here participants have to choose the type of phone or tablet that will be used to install the APK result from Smart Apps Creator. At the time of this mentoring, the team directed the use of android phones with a horizontal view. Next, the participants enter an image for the front main page by clicking insert image. The participants were then asked to write down the Arabic lesson and which class it was used for. Here, the participants are creative with the type of writing and color. The participants seemed enthusiastic about arranging the layout, color, and fonts so that the results obtained were in accordance with what was exemplified by the team.

Furthermore, the team accompanied the participants to enter background music so that when the first page appeared it was accompanied by educational background music. The team is how to find music, but to make this part easier and faster, the team must prepare a selection of educational background music first. Participants can choose one of these.



Figure 4. The process of filling out educational background music

Mentoring in producing materials design

In the mentoring session here, the team explains the structure of the materials to be compiled. The team explained the material design that had to start from the home menu in which there was a choice of sub-subjects consisting of "Al-Mufradat" or vocabulary material, "Fahmu al-Maqru" material or comprehensive reading, "Tarakib al-Jumlah" or grammar and "Tadribat" material or exercises.

This design is important to be structured as a framework in materials development, where each learning unit in the book can be represented. Furthermore, the participants made this design where they were given the freedom to be creative for the beauty of the color, layout, and writing in this menu "home"



Figure 5. Explanation of the design of the content in the application

Animation-making

This section creates the image, including the section that requires patience from the team during mentoring. The steps give the animation a bit longer. If any step is skipped then the animation that has been created will not operate. What is meant by this animation is the movement of writing or images or icons when the page is open, for example, the movement of the start sign, and the movement of the sub-unit of the lesson in the house so that it can attract the attention of students while studying.

Mentoring in inputting materials and sound

At this stage, the materials can be retrieved through the screenshoted image in the Arabic e-book can insert the text in the material page directly. For sound, the team explained that the sound was taken through the recording itself by selecting MP3 as the output of the recording.

To simplify the explanation, the team has provided materials that can be directly input into each sub that has been divided into the house. It takes patience for participants to enter these materials because each page consists of various photos and several voice entries. Direct text entry also requires a new time using Arabic text. Apart from that, setting the position of the image also requires the artistic value of each participant.



Figure 6. Inputting images, text, and sound

Mentoring on how to proceed to the next material page and hyperlink

From the materials design, there are 4 sub-themes, namely: *al-mufradat*, *fahmu al Qira'ah*, *Tarakib al Jumlah*, and *Tadribat*. In this sub-sub, a hyperlink is needed so that when students click on the sub menu, they will go directly to the material in question without opening one meeting page.

When the teachers click on the hotspot section and switches to the desired page. If it is already in the sub-material, the teacher can rediscover the "next" and "previous"

icons so that students can see the next or previous page.

This section includes sections that are easy for teachers to understand because the steps are not too complicated.



Figure 7. "next" and "previous" Paste Icons

Mentoring in making an evaluation of the "TRUE-FALSE" choice

The Smart Apps Creator (SAC) can also be used to create test/exercise/evaluation questions. Through this application, students are more likely to practice and test their competence after studying the material. These questions can be a game at the same time because there is a score, if they fail, the students can try again.

The next training meeting is about TRUE FALSE choices. In this, the participants only provide two answers for each picture. Participants also continued to enter wrong and right emotions and included sounds for each emotion that appeared.

Switching automatically after completion also manages each question page. Participants set it one by one per page with the aim that the score with the changes can be seen when the application is played. Participants find it easier to make questions with these two choices because it is lighter work compared to multiple-choice questions.



Figure 8. True-false questions

Mentoring in making multiple-choice questions

Among the questions that can be made are multiple-choice questions. There are some questions to be made and there are answers to be chosen. The answer choices can consist of 3 choices or 4 choices or more.

At the beginning of the training, the participants began to find it difficult because one form of this question required several commands which also required logical accuracy. Therefore, the team anticipates by providing a written tutorial related to the first order of making.

After the first question is completed, the subsequent multiple-choice questions are easier for the participants to do because they only need to copy the existing sheet. By copying the sheet, the commands in each image will be copied as well.



Figure 10. Multiple choice questions

All choices must be given a “WRONG” hotspot first, then one correct answer is given a TRUE hotspot. The question maker can also provide wrong emotions and correct emotions equipped with wrong sounds and right sounds. Animation settings are done in the “ANIMATION” section. The score will increase if the correct answer is touched and will continue to the next page. The score does not increase if the wrong choice is touched and will go directly to the next question.

In the part of making this evaluation, the difficulty faced by the participants was the number of commands given by using a logical flow so that the preview results were exactly as expected. In addition, to shorten the time so that participants do not have to type in their multiple-choice, the question compiler can screenshot the pdf of the developed textbook. Writers can take the questions that are already available in the book, or develop their own problems by screenshotting vocabulary, sentences, or pictures.

Mentoring in making questions about placing the correct picture

The Smart Apps Creator can also be used to create questions by placing images/moving images to a special place. If the transferred image is the correct image, the correct sound and emotion will appear as well.



Figure 11. Problem placing/moving pictures

The trainees adjust the size of the image with the provided hotspot so that when students use it, it becomes easy to use it. The participants also one by one enter emotional and sound images by referring to the instructions that have been presented by the trainer and the sheet of paper given the training material.

Although there have been guided sheets that have been prepared for each form of the questions, there are technical problems that sometimes need a more detailed explanation to understand this SAC application. If the participants have understood and prescribed the functions of the features or menus in this application, then participants will be able to be more creative in making other questions or increasing the number of questions for each form.



Figure 11. Training participants looking at the instruction sheet

Matching evaluation

The next form of the question given in the training is a matter of matchmaking. The Smart Apps Creator (SAC) prepares a template for the form of matchmaking questions. The question maker then uploads the photos into the template and also uploads the answers. There are 2 parts that must be completed by a special template namely about pairs and special answers. Each answer will get a score. During the preview, if the answer is to pair the wrong picture with his vocabulary, the wrong sound will be heard, otherwise, if it is correct, the sound will be heard. In the form of this question, the emotional image will still come out, if all the questions have been answered correctly.



Figure 12. Matching questions

Mentoring in making automatic scores

The Smart Apps Creator (SAC) application also provides a counter as a calculating tool if our answer is correct. The counter can be set in multiples as needed. At the end of the question, the counter will display the score obtained. If students are not satisfied because they have not gotten the maximum score, then they can adjust it by placing a re-draw and returning to the first question.



Figure 13. Display the total score page and repeat again

Mentoring in producing material output that has been compiled into APK

After all the material has been compiled, including the evaluation questions, the trainees are then guided to produce output from this application in the form of an APK/application, the results of which can later be installed on the students' mobile phones.

Participants choose android and then fill in the fields, size, application name and application icon image as shown below:



Figure 15. Output material can be converted into APK on mobile

Evaluation

The activities carried out by the research team have several stages because mentoring in making this application requires times including having to pay attention to technical matters. The following is an evaluation of the ongoing service activities:

- If the service is related to technology, it is necessary to prepare tools to distribute electricity to laptops
- If the service requires an internet network, it is necessary to ask the participants what network is strong in that area, so that the service implementation team prepares
- The grouping of teachers in one place becomes a burden in terms of transportation, especially for the teachers who come from far away madrasas. It is better for direct service to come to certain madrasas in turns.
- Make detailed and easy-to-understand instruction sheets and application usage tutorials
- The service implementation team made several themes in the use of the Smart Apps Creator (SAC) application as training encouragement so that teachers received training certificates according to the training themes in each activity.
- Mentoring needs to prepare more students to help so that each group 1 has 1 mentor.

- If there are few trainers/companions, the number of participants is limited to a maximum of 20 people.
- The application used still has to do with a trial application so when the trial period is over, you have to reinstall it to get the free one again.

Discussion

The implementation of service activities based on this study program aims to improve the competence of the professional teachers. Through tutoring activities, Arabic teachers are expected to be able to develop Arabic teaching materials/teaching materials through applications. According to Mansur, teaching materials have an important meaning and are very useful to help teachers carry out learning. organization teaching materials will systematically help students learn independently because these teaching materials are designed according to the current curriculum.⁹

The needs of the world of education today, teaching materials are in the written form, in electronic materials. Even though technology cannot replaces the role of the teacher, but this tool is useful for making the learning process teaching that is more modern, easier, and in accordance with the development of the era of the millennial. This is because the teaching materials will be directly related to the subject learning. Sholeh and Sutanta also emphasized that with this digital-based teaching, the learning process can be packaged more attractively by providing additional materials using multimedia including animations, images and videos. Making digital teaching materials can take advantage of special applications for the development of teaching materials.

The Arabic teachers have been sucessfull in making teaching materials of digital media that can be used in the classroom or used by the students to learn independently at home. Through the output of this assistance, the Arabic teachers can arrange teaching materials according to the needs and conditions of the students, so that the results of learning Arabic will be more optimal. Through this mentoring, the benefits received by Arabic language teachers, that is:

First, The Arabic teachers as participants in this training can improve the modern professional competence in the context of the development of technology-based teaching materials, so that later they can compose and develop materials other basic teaching and other support as needed by the students.

Second, The teachers as trained participants can improve their performance by applying the materials they have acquired during the training.

⁹ Mansur Mansur and Kartini Kartini, "Pengembangan Buku Pendamping Bahan Ajar Tematik Kelas III SD/MI Berbasis Kearifan Lokal Daerah Kalimantan Barat," *JURNAL PENDIDIKAN DAN KEWIRAUSAHAAN* 9, no. 1 (2021): 68–84, <http://dx.doi.org/10.47668/pkww.v9i1.161>.

The teachers will be familiar with new things and not be technology stutter because they often prepare teaching materials using applications. The benefits of the above assistance can be further expanded by carrying out program service study in other areas where there are still many Arabic teachers require training in order to improve their professional competence.

Conclusion

Through service activities in the form of assistance in making Arabic teaching materials based on the Smart Apps Creator android application for Arabic language teachers, there are some conclusions to be drawn. 1). Mentoring activities require preparation in the form of analyzing the needs of the Arabic teachers, preparing materials and materials related to the application , coordination between team members and coordinating with partners regarding the implementation schedule. 2) The implementation of activities is carried out within 14 meetings, each meeting lasts 100 minutes. 3) Teachers benefit from mentoring activities in the form of the ability to produce output of teaching and evaluation materials using Smart Apps Creator application. 4) Teachers can develop their own next materials using templates that they have made themselves. 5) The professional competence of the teachers has increased with their success in developing teaching materials using applications. 6) Constraints faced by the teachers in using the application is more about technical things that can be overcome by training.

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