

## INNOVATIVE APPROACHES TO ARABIC VOCABULARY LEARNING FOR ISLAMIC SENIOR HIGH SCHOOL STUDENTS WITH LECTORA INSPIRE

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### ABSTRACT

Mastering vocabulary is essential for language acquisition, particularly in Arabic. This study aims to develop and evaluate the feasibility and effectiveness of AVLI (Arabic Vocabulary on Lectora Inspire) for grade X students at Baitul Jannah Integrated Islamic High School. Employing a research and development approach, this study utilized the ADDIE development model, which includes analysis, design, development, implementation, and evaluation phases. Data were collected through documentation, observation, interviews, questionnaires, and tests. The findings revealed that the Lectora Inspire-based *mufradat* learning media is deemed feasible, achieving a feasibility test score of 75% from material expert validators and 90% from media validators. User feedback was positive, with 86% of 106 respondents finding the learning media engaging. Moreover, AVLI proved effective in enhancing *mufradat* learning, evidenced by an increase in average student scores from 65.5 on the pretest to 85.5 on the posttest, a rise of 30 points. Consequently, this study concludes that Lectora Inspire-based learning media is both feasible and effective for teaching *mufradat* to grade X students, highlighting its potential implications for Arabic language education.

Keywords: ADDIE Model, Arabic Vocabulary, AVLI, Learning Media, Lectora Inspire

### INTRODUCTION

The process of learning the Arabic language encompasses not only vocabulary acquisition but also an understanding of grammar and sentence structure. Effective methods for teaching Arabic include direct instruction, speaking and writing exercises, as well as engaging with reading and listening materials in Arabic. Interactions with native speakers further enrich the learning experience (Aatif, 2022; Minhas et al., 2021). Alongside language skills, there is a significant emphasis on grasping Arabic culture, encompassing customs, history, and traditions (Al-Busaidi, 2019; Al Bukhari & Dewey, 2023; Green, 2023; Nurmala & Supriadi, 2022). The ultimate goal of Arabic language education is to foster fluency in communication while instilling a deep understanding of Arabic cultural contexts. In recent years, technology has transformed Arabic language learning, incorporating tools like mobile apps, online platforms, and video conferencing, thereby facilitating interactive and flexible learning experiences (Hijriyah et al., 2022; Nakazawa et al., 2023).

Mastering vocabulary, or *mufradat*, is a critical component of learning Arabic, with several key benefits for learners. A robust vocabulary foundation significantly enhances comprehension of Arabic texts; the more words one knows, the easier it is to understand complex material. Additionally, vocabulary mastery expands speaking abilities, enabling learners to articulate thoughts and feelings effectively. It also improves writing skills by allowing the use of diverse and appropriate vocabulary, which is essential for crafting high-quality texts. Furthermore, a strong vocabulary aids in grasping Arabic grammar and sentence structure, facilitating smoother communication with native speakers. As learners acquire new vocabulary, they also deepen their understanding of Arabic culture, as many words relate directly to daily

life and traditions (Assyifaa et al., 2023; Baharudin et al., 2018; Khaira, 2021; Koderi et al., 2020; Ridlo, 2022; Ritonga et al., 2024). While challenges exist in learning Arabic vocabulary—such as linguistic barriers, limited class time, and uninspiring materials—effective strategies like mind mapping, direct introductions to Arabic, and singing have been suggested. Additionally, innovative learning media, including applications and games, have shown promise in enhancing vocabulary acquisition, providing valuable insights for educators and learners alike.

Learning media, which encompasses a range of tools such as textbooks, videos, and online courses, plays an essential role in contemporary education by engaging students, accommodating diverse learning styles, and enhancing classroom instruction to improve learning outcomes (Darmaji et al., 2019; Lin et al., 2023; Murdiyanto et al., 2023; Novita & Hamdala, 2023; Nurmalisa et al., 2023; Suharini et al., 2020). The rapid advancement of technology has introduced Information Communication and Technology (ICT) and social media as effective learning resources, although it is crucial to address concerns related to privacy and safety (Elaimam, 2020; Hijriyah et al., 2022; Hijriyah et al., 2022; Levin-Asher et al., 2022; Saputra et al., 2023). Regardless of their form, learning media should be thoughtfully designed to visualize abstract concepts and enhance educational achievement (Angelova et al., 2022; Djoa et al., 2021; Koderi et al., 2020; Purnomo, 2021; Ritonga et al., 2024; Yunita et al., 2022).

However, challenges persist for students learning Arabic vocabulary, particularly among grade X students at Integrated Islamic Senior High School Baitul Jannah in Bandar Lampung. Observations reveal that these students struggle to master Arabic vocabulary, primarily due to many of them coming from public schools with little prior exposure to the language. Interviews with educators and students indicate that available facilities, such as a computer lab, are underutilized, being primarily reserved for ICT lessons rather than for enhancing Arabic instruction. Given that students are increasingly familiar with computers and the internet, there is significant potential to diversify the learning process through interactive and engaging methods. One promising tool is Lectora Inspire, developed by Trivantis Corporation, which offers a comprehensive platform for creating presentations and learning media that incorporates features like video, audio, animation, and graphics (Audia et al., 2021; Yuliana et al., 2022; Padbal et al., 2022). By utilizing Lectora Inspire, educators can create varied and effective learning experiences, fostering a more enjoyable atmosphere while addressing the identified challenges in mastering Arabic vocabulary.

The development of AVLI is based on the ADDIE model (analysis, design, development, implementation, evaluation), which provides a systematic framework for instructional design. Prior research has demonstrated the effectiveness of Lectora Inspire in improving learning outcomes across various subjects, particularly in interactive learning media for disciplines such as science and civics (Audia et al., 2021; Latifah et al., 2020; Ristiani et al., 2020). Despite these advancements, there remains a significant gap in the application of Lectora Inspire specifically for enhancing Arabic vocabulary acquisition. This study aims to fill this gap by incorporating Lectora Inspire into the Arabic language curriculum, thereby introducing a novel approach to vocabulary instruction that leverages interactive technology to support and improve students' mastery of Arabic vocabulary.

## METHOD

This research was conducted at Baitul Jannah Integrated Islamic Senior High School in Bandar Lampung, involving 106 students from class X as respondents. Utilizing a Research and Development (R&D) approach, this study employs the ADDIE model, which focuses on analyzing the interactions among various components while coordinating them through distinct phases. To gather data, a combination of techniques was employed, including documentation, observation, interviews, and tests. The analysis of the collected data utilized a Likert scale to

evaluate feasibility, while the Rasch model and t-test were applied to assess the effectiveness of the developed educational products. The research process is structured and outlined as follows:

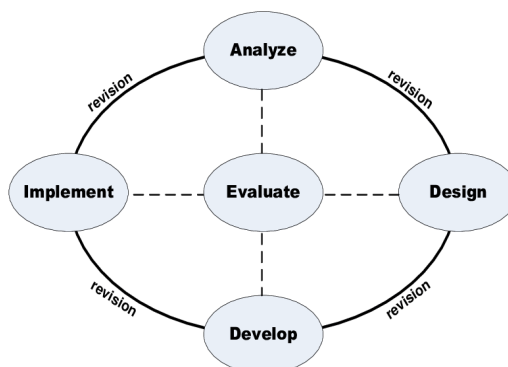


Figure 1. Research Process

During the analysis phase, researchers collect data from relevant previous studies to establish a foundation for developing learning materials. In the design stage, they outline the approach for creating these materials, formulating a detailed design for the development process, and setting assessment criteria that align with the intended learning outcomes. During the development phase, researchers compile the learning materials and design the production of educational media using software installed on computers or laptops. The resulting media products are prepared in accordance with the developer's specifications, validated by expert reviewers, and subjected to trials to assess their feasibility for implementation. In the implementation phase, the developed media is applied to teach Arabic vocabulary, and its effectiveness is evaluated. Finally, the evaluation phase acts as a transitional stage between each step, providing critical insights for refining the processes involved in each respective phase.

## RESULTS AND DISCUSSION

At Integrated Islamic Senior High School Baitul Jannah Bandar Lampung, the Arabic language curriculum is designed according to the 2013 framework, focusing on enhancing language skills and cultural understanding. However, students encounter several challenges, including linguistic barriers, limited exposure to Arabic prior to high school, and low engagement stemming from traditional teaching methods that emphasize rote memorization. Despite having a computer lab, its potential remains largely untapped for Arabic instruction. Both teachers and students have highlighted the necessity for more interactive and engaging learning experiences. This context presents a valuable opportunity to utilize the school's technological resources, particularly the computer lab, by incorporating tools like Lectora Inspire to develop dynamic, multimedia learning environments that could enhance vocabulary acquisition and boost student motivation.

### Need Analysis

The initial stage of this research focuses on the analysis phase, which is essential for effective research and development. This phase encompasses various analyses, including needs analysis, curriculum analysis, and an examination of learner characteristics. The needs analysis reveals significant issues within the Arabic language classes, where current teaching methods have resulted in student boredom and disengagement. Observations indicate a pressing need for audio-visual media to enhance vocabulary mastery, as students find traditional printed materials insufficient. Despite the presence of a computer lab at Integrated Islamic Senior High School Baitul Jannah, its potential remains underutilized, primarily serving ICT lessons. Given that students are already familiar with computers and the internet, integrating these technologies

into the learning process can offer greater variety and combat monotony (Alruily et al., 2023; Hidayatullah & Tyas 2024; Hijriyah, Basyar, et al., 2022; Mageira et al., 2022).

Additionally, the Arabic language curriculum at Integrated Islamic Senior High School Baitul Jannah adheres to the 2013 framework, which outlines specific core and basic competencies. The researchers identified these competencies as crucial references for their development efforts, aligning with the Decree of the Minister of Religious Affairs 183 of 2019 regarding Arabic language education in senior high schools (Aini 2022; Arifin et al., 2021; Mizan et al., 2022). Based on the needs analysis results and interviews with Arabic language teachers, it is evident that students struggle with memorizing vocabulary and experience challenges in pronouncing words fluently. These insights provide a foundation for developing instructional strategies that address these specific learning needs.

Table 1. Interview Data

Category	Statement	Description
<b>Difficulty in Memorizing</b>	Teacher: "Students frequently depend on rote memorization, which hinders their ability to retain vocabulary effectively over the long term."	Students have difficulty remembering Arabic vocabulary over extended periods.
<b>Unengaging Materials</b>	Teacher: "Many students have reported feeling overwhelmed by the vocabulary lists, finding them difficult to remember without meaningful context or interactive activities."	Unengaging teaching materials make it difficult for students to focus and comprehend vocabulary.
<b>Difficulty in Pronouncing</b>	Student: "We find it hard to pronounce words correctly because we don't get enough practice speaking."	Students struggle to articulate vocabulary correctly due to a lack of speaking practice.
<b>Technology Utilization</b>	Teacher: "The computer lab is not optimally utilized for Arabic learning, even though students are familiar with computers and the internet."	Existing technology has not been fully leveraged to support more interactive learning experiences.
<b>Need for Learning Media</b>	Student: "We need audiovisual media to enhance our vocabulary mastery, rather than just relying on printed books."	There is a need for more varied and interactive learning media to support vocabulary acquisition.

Based on the findings from the needs analysis, curriculum analysis, and the assessment of student characteristics, the researchers are set to advance to the development stage of their project. This stage is critical for creating tailored educational resources that meet the specific needs identified in the previous analyses. The primary focus will be on developing Arabic language learning media using Lectora Inspire, specifically targeting the topic of Daily Activities. This choice is strategic, as it directly aligns with the interests and daily experiences of the students at Integrated Islamic Senior High School Baitul Jannah Bandar Lampung. By incorporating relatable content, the researchers aim to enhance student engagement and facilitate better vocabulary acquisition. The integration of interactive elements and multimedia features within Lectora Inspire will also contribute to a more dynamic learning environment, fostering a deeper understanding of the Arabic language and culture. Through this development, the researchers hope to provide a valuable educational tool that not only addresses the challenges faced by students but also enriches their overall learning experience.

## Design

Following the evaluation of the analysis results, the design stage commences with a clear focus on creating an effective educational product. This stage is pivotal as it lays the groundwork for developing Lectora Inspire-based learning media tailored to enhance Arabic language learning. During the design process, the researchers meticulously outline the structure and content of the learning materials, ensuring they are aligned with the identified needs and competencies from the previous analyses. This involves selecting appropriate multimedia elements, interactive features, and assessment criteria that will facilitate student engagement and enhance vocabulary acquisition.

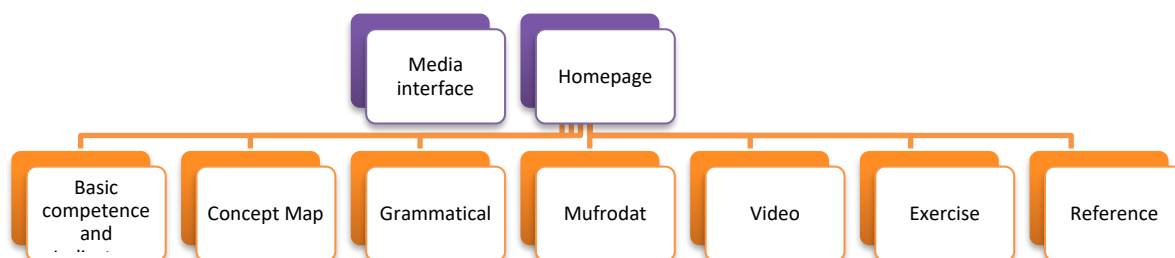


Figure 2. Development Design

To visualize the progress made in this design stage, Figure 2 illustrates the key components and workflow involved in developing the learning media. This visual representation serves not only as a roadmap for the development process but also highlights the interconnectedness of various elements, ensuring that the final product effectively meets educational objectives. By focusing on a well-structured design, the researchers aim to create a comprehensive learning resource that not only captures students' interest but also fosters a deeper understanding of the Arabic language through engaging and interactive content.

## Development

The design stage comes after evaluating the analysis results. During this stage, the focus is on developing the product in the form of Lectora Inspire-based learning media. The results obtained during this stage are as follows:

### 1. Lectora inspire-based App Creation

Lectora Inspire-based applications are developed as Windows applications utilizing Lectora Inspire software. These applications consist of several key components, starting with an initial introductory display that greets users before they access the application's homepage. This opening view is crafted to be visually engaging and incorporates illustrations that represent daily activities, enhancing the overall user experience and making the application more appealing to students.



Figure 3. Media Initial View

The homepage is designed to be visually appealing and cohesive, featuring a layout that enhances user experience. It includes menu icons that are easily selectable, allowing users to navigate the application with ease.



Figure 4. Home Media Application

The content section is designed to be visually appealing, incorporating engaging visuals that effectively capture students' attention. This approach aims to enhance the learning experience by making the material more interactive and stimulating.

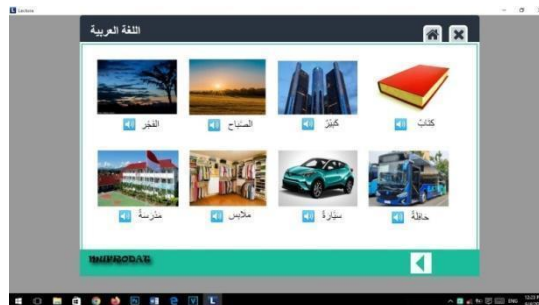


Figure 5. Mufodat in AVLI

The homepage of the AVLI application features an appealing and cohesive design, showcasing user-friendly menu icons for easy navigation. This section is thoughtfully crafted with engaging visuals that not only enhance its aesthetic appeal but also aim to capture students' attention effectively. By combining attractive elements with intuitive functionality, the homepage creates an inviting environment that encourages users to explore the learning materials further. Overall, the design promotes an enjoyable and interactive learning experience centered around mastering Arabic vocabulary (*mufordat*).

## 2. Product Feasibility

Before its implementation in the learning process, the Lectora Inspire learning media framework, compiled into an application, undergoes an initial validation by subject matter and media experts. This validation process assesses the application's strengths and weaknesses to ensure it meets quality standards in content, programming, and visual presentation. By doing so, the application is positioned to effectively fulfill its intended role in enhancing the learning experience. The findings from the expert validation are summarized as follows:

The validation of the material was conducted by Yeni Lailatul Wahidah, M.A., a lecturer in Arabic Language Education at Raden Intan Lampung State Islamic University. The validator assessed 10 items on a scale from 1 to 4, focusing on various aspects of the material, including: (1) completeness of material; (2) breadth of material; (3) depth of material; (4) accuracy of terminology; (5) accuracy of figures and illustrations; (6) alignment with Arabic language development; (7) interactive presentation; (8) ability to facilitate questioning; (9) encouragement of independent learning; and (10) evaluation. The analysis of the validation scores yielded a

percentage of 75%, categorizing the material as valid and demonstrating a good rating within the "worth using" category. The material validator also provided some suggestions for improvement, such as correcting a specific vocabulary term and consolidating the quiz assessments at the end of the content.

The validation of the media was conducted by Mezan El Khaeri Kesuma, S.Kom, M.T., a lecturer in Arabic Language Education at Raden Intan Lampung State Islamic University, who holds a bachelor's degree in communication and a master's degree in technology. The validator evaluated 8 assessment items using a scale from 1 to 4, covering aspects such as: (1) simplicity of the application interface; (2) attractiveness of the application design; (3) appropriate color contrast and legibility of material; (4) functionality of navigation buttons; (5) proper functioning of audio elements; (6) user-friendliness of the application; (7) absence of system glitches; and (8) stability of the application without sudden crashes. The analysis of the media validation scores resulted in a high validity percentage of 90%, categorizing it as "worth using." Additionally, the media validator provided several suggestions for improvement, including replacing the cancel button, using Arabic for menu options, separating videos per page, adding a reference menu, and allowing multiple-choice answers instead of typed responses. These assessment results and recommendations will guide researchers in addressing any deficiencies in the Lectora Inspire-based media.

The validation conducted by the subject teacher, Ika Dharmawati, S.Pd, an Arabic instructor at Integrated Islamic Senior High School Baitul Jannah Bandar Lampung, involved 18 assessment items, each rated on a scale from 1 to 4. The validation questionnaire covered various aspects, including: (1) completeness of material; (2) breadth of material; (3) depth of material; (4) accuracy of terminology; (5) appropriateness of figures and illustrations; (6) alignment with Arabic language development; (7) interactive presentation; (8) ability to facilitate questioning; (9) encouragement of independent learning; (10) evaluation; (11) simplicity of the application interface; (12) attractiveness of the application design; (13) appropriate color contrast and legibility of the material; (14) functionality of navigation buttons; (15) proper functioning of audio elements; (16) user-friendliness of the application; (17) absence of system glitches; and (18) stability of the application without sudden crashes. The analysis of the validation results revealed a percentage score of 81.25%, indicating that the application meets the necessary validity standards.

The analysis results are deemed satisfactory and classified within the "worth using" category. The validation outcomes from material experts, media experts, and subject teachers are summarized in table 2.

Table 2. Recapitulation of the AVLI Validation Results

Validator	Percentage
Material Expert	75%
Media Expert	90%
Subject Teacher	81,25%
Average	82%

The validation results from both material expert validators and media experts indicate that the Arabic Vocabulary Learning Interface (AVLI) designed for the Daily Activities material is highly suitable for implementation in educational settings. The assessments confirmed that the content is accurate, engaging, and effectively aligned with the learning objectives, ensuring that it meets the necessary quality standards for Arabic language education. This positive validation suggests that the AVLI can serve as a valuable resource for enhancing students' vocabulary acquisition and overall engagement with the subject matter.

### Implementation

At this stage, researchers implement the developed products in student learning activities with the aim of assessing both their attractiveness and effectiveness.

#### 1. Product Appeal

The attractiveness trial aims to evaluate the appeal of the developed Arabic Vocabulary Learning Interface (AVLI) for Daily Activities. This assessment follows positive validation results from both material and media experts, confirming the product's suitability for educational use. The AVLI was tested among grade X students at Integrated Islamic Senior High School Baitul Jannah Bandar Lampung, involving both small and large groups. The product attractiveness questionnaire included various items, such as the application's visual appeal, its ability to engage students in learning Arabic, and the effectiveness of its multimedia components in facilitating vocabulary retention. Results from the small group trial, consisting of 30 students, indicated a high level of interest, with an impressive score of 89%, categorized as "very interesting." Likewise, the large group trial with 106 students yielded a score of 86%, also falling within the "very interesting" criteria. These findings suggest that the AVLI is not only effective but also engaging, enhancing students' learning experiences in Arabic language acquisition.

#### 2. Product Effectiveness

To evaluate the effectiveness of the developed product in teaching vocabulary (mufrodat), researchers carried out pretest and posttest assessments. The results from these assessments were analyzed using a t-test to determine the impact of the product on students' learning. Before performing the t-test, the researchers ensured the reliability and validity of the pretest and posttest items by utilizing the Rasch Model for analysis. The findings from the reliability test conducted on the pretest items are shown in figure 6.

	TOTAL SCORE	COUNT	MEASURE	MODEL S. E.	INFIT		OUTFIT	
					MNSQ	ZSTD	MNSQ	ZSTD
MEAN	347.3	106.0	.00	.05	1.00	-.06	.98	-.08
SEM	13.6	.0	.03	.00	.04	.35	.05	.30
P. SD	59.3	.0	.12	.00	.16	1.54	.23	1.33
S. SD	60.9	.0	.12	.00	.16	1.58	.23	1.36
MAX.	400.0	106.0	.32	.05	1.47	3.86	1.59	3.45
MIN.	190.0	106.0	-.11	.04	.78	-2.62	.65	-2.15
REAL RMSE	.05	TRUE SD	.11	SEPARATION	2.31	ITEM	RELIABILITY	.84
MODEL RMSE	.05	TRUE SD	.11	SEPARATION	2.39	ITEM	RELIABILITY	.85
S. E. OF ITEM MEAN = .03								

Figure. 6. Pretest item reliability test

As shown in Figure 6, the item reliability value for the pretest items is 0.85, which indicates a strong level of reliability. After confirming the reliability, the researchers moved on to conduct a validity test for the pretest items. The findings from the validity test are presented in figure 7.



ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	JMLE MEASURE	MODEL S.E.	INFIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD	PTMEASUR-CORR.	AL-EXP.	EXACT OBS%	MATCH EXP%	ITEM	
10	190	106	.32	.05	1.47	3.86	1.59	3.45	A	.13	.47	4.8	4.3	P10
5	395	106	-.10	.05	1.26	2.29	1.27	1.18	B	.16	.36	22.9	24.2	P5
13	325	106	.05	.04	1.12	1.34	1.27	1.76	C	.32	.42	3.8	4.5	P13
4	190	106	.32	.05	1.13	1.16	1.22	1.48	D	.37	.47	4.8	4.3	P4
14	365	106	-.03	.05	1.05	.61	1.10	.60	E	.35	.39	16.2	16.1	P14
20	390	106	-.09	.05	1.07	.65	1.08	.43	F	.32	.36	23.8	24.1	P20
2	325	106	.05	.04	1.07	.84	.99	-.01	G	.38	.42	4.8	4.5	P2
12	400	106	-.11	.05	.96	-.35	1.06	.32	H	.37	.35	23.8	24.3	P12
11	315	106	.07	.04	1.03	.35	.96	-.24	I	.42	.43	4.8	4.5	P11
7	390	106	-.09	.05	1.01	-.10	1.02	.17	J	.35	.36	23.8	24.1	P7
9	395	106	-.10	.05	1.00	.04	.99	.01	j	.36	.36	23.8	24.2	P9
16	385	106	-.08	.05	.98	-.19	.93	-.28	i	.39	.37	23.8	24.0	P16
6	375	106	-.06	.05	.97	-.28	.91	-.40	h	.41	.38	16.2	16.2	P6
15	365	106	-.03	.05	.95	-.53	.79	-1.13	g	.45	.39	17.1	16.1	P15
1	375	106	-.06	.05	.89	-1.10	.79	-1.06	f	.47	.38	17.1	16.2	P1
3	300	106	.10	.04	.88	-1.40	.80	-1.65	e	.54	.44	4.8	4.5	P3
17	385	106	-.08	.05	.86	-1.47	.77	-1.09	d	.48	.37	23.8	24.0	P17
19	350	106	.00	.05	.82	-2.10	.80	-1.21	c	.53	.40	16.2	15.9	P19
18	370	106	-.04	.05	.79	-2.33	.67	-1.86	b	.55	.38	17.1	16.1	P18
8	360	106	-.02	.05	.78	-2.62	.65	-2.15	a	.57	.39	17.1	16.0	P8
MEAN	347.3	106.0	.00	.05	1.00	-.06	.98	-.08				15.5	15.4	
P.SD	59.3	.0	.12	.00	.16	1.54	.23	1.33				7.7	7.9	

Figure 7. Pretest item validity test

Figure 7 shows that each of the pretest question items, numbered 1 to 20, has a mean square (MNSQ) outfit value ranging from 0.5 to 1.5, and the Z-standard outfit value (ZSTD) falls between -2.0 and 2.0. Consequently, it can be concluded that the pretest question items are valid and function as intended, exhibiting normal behavior.

	TOTAL SCORE	COUNT	MEASURE	MODEL S.E.	INFIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD
MEAN	453.0	106.0	.00	.07	1.00	.15	.98	.11
SEM	16.9	.0	.05	.01	.01	.09	.03	.13
P.SD	73.7	.0	.22	.03	.04	.40	.13	.56
S.SD	75.7	.0	.22	.03	.04	.42	.14	.57
MAX.	525.0	106.0	.49	.20	1.07	1.15	1.13	1.19
MIN.	245.0	106.0	-.53	.04	.91	-.74	.78	-.85
REAL RMSE	.08	TRUE SD	.20	SEPARATION	2.52	ITEM	RELIABILITY	.86
MODEL RMSE	.08	TRUE SD	.20	SEPARATION	2.53	ITEM	RELIABILITY	.87
S.E. OF ITEM MEAN	= .05							

Figure 8. Posttest item reliability test

Figure 8 indicates that the item reliability value for the posttest is 0.87, demonstrating a good level of reliability for the posttest items. After completing the reliability test, the researchers moved on to conduct a validity test on the posttest items. The results of this validity test are presented in figure 9.

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	JMLE MEASURE	MODEL S.E.	INFIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD	PTMEASUR-CORR.	AL-EXP.	EXACT OBS%	MATCH EXP%	ITEM	
19	470	106	.00	.06	1.03	.19	1.13	.51	A	.13	.17	34.7	37.3	P19
9	475	106	-.02	.07	1.04	.26	1.12	.47	B	.12	.17	35.6	37.5	P9
1	525	106	-.53	.20	1.01	.34	1.11	.50	C	.03	.05	99.0	99.0	P1
18	485	106	-.06	.07	1.05	.28	1.11	.40	D	.10	.15	60.4	62.4	P18
17	490	106	-.09	.07	.97	.00	1.10	.37	E	.17	.14	64.4	62.9	P17
4	245	106	.49	.04	1.07	1.14	1.09	1.19	F	.30	.36	.0	.0	P4
14	455	106	.06	.06	.94	-.24	1.09	.45	G	.23	.19	37.6	36.6	P14
10	245	106	.49	.04	1.07	1.15	1.08	1.11	H	.30	.36	.0	.0	P10
7	500	106	-.15	.09	1.02	.17	1.07	.31	I	.10	.12	80.2	81.1	P7
13	445	106	.09	.05	.98	-.08	1.07	.39	J	.21	.20	34.7	36.2	P13
20	465	106	.02	.06	1.05	.29	1.06	.30	j	.14	.18	36.6	37.1	P20
12	485	106	-.06	.07	1.01	.13	.99	.10	i	.14	.15	62.4	62.4	P12
3	485	106	-.06	.07	.99	.07	.83	-.39	h	.17	.15	62.4	62.4	P3
15	495	106	-.12	.08	.99	.08	.78	-.41	g	.16	.13	79.2	80.4	P15
8	510	106	-.24	.10	.98	.11	.78	-.22	f	.13	.10	92.1	91.6	P8
16	485	106	-.06	.07	.98	.02	.87	-.25	e	.18	.15	62.4	62.4	P16
2	470	106	.00	.06	.97	-.04	.78	-.69	d	.22	.17	39.6	37.3	P2
5	445	106	.09	.05	.97	-.11	.85	-.60	c	.24	.20	38.6	36.2	P5
6	480	106	-.04	.07	.96	-.09	.80	-.52	b	.21	.16	63.4	62.0	P6
11	405	106	.19	.05	.91	-.74	.86	-.85	a	.32	.24	8.9	8.3	P11
MEAN	453.0	106.0	.00	.07	1.00	.15	.98	.11				49.6	49.6	
P.SD	73.7	.0	.22	.03	.04	.40	.13	.56				27.2	27.3	

Figure 9. Posttest item Validity test

Based on figure 9, each posttest item, numbered from 1 to 20, displays a mean square (MNSQ) outfit value between 0.5 and 1.5. Furthermore, the Z-standard outfit value (ZSTD) ranges from -2.0 to 2.0. These findings indicate that the posttest question items are valid and operate as intended.

After establishing the reliability and validity of the pretest and posttest items, the researcher moves on to analyze the data using a paired samples T-test. This analysis is conducted to evaluate the effectiveness of the developed product.

Table 3. Effectiveness Test

Pair	PRETEST -	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
1	POSTTEST	19.95283	19.07997	1.85321	23.62740	16.27826	10.767	105	.000

Table 3 shows that the Sig. (2-tailed) value is less than 0.05, indicating a significant difference between the pretest and posttest data related to *mufradat* learning. This difference signifies a notable improvement in student performance, with the average pretest score being 65.5 and the posttest score rising to 85.5, resulting in an average increase of 20.0 points. Therefore, it can be concluded that the developed product effectively enhances *mufradat* learning, positively influencing the overall learning process.

### Evaluation

In this study, evaluation was integral to each stage of the ADDIE model, serving as a critical mechanism for analyzing data collected throughout the research process. The primary aim of these evaluations was to identify and rectify any shortcomings in the developed products, ensuring continuous improvement at every stage of the ADDIE model's development. Researchers systematically assessed student needs, designed the product, sought validation from subject matter experts, and gathered feedback through student response questionnaires. The

comprehensive analysis conducted throughout this process revealed that the Lectora Inspire-based learning media is not only suitable for Arabic language learning but also effectively addresses the specific requirements of the Daily Activities material. This iterative approach underscores the commitment to quality and responsiveness to student needs, ultimately enhancing the learning experience.

The results of the present study at Integrated Islamic Senior High School Baitul Jannah Bandar Lampung highlight significant challenges in Arabic language instruction, primarily stemming from traditional teaching methods that prioritize rote memorization over engagement. Despite the school's adherence to the 2013 curriculum framework, students struggle with vocabulary retention, pronunciation, and lack of interactive learning experiences. The findings underscore the need for innovative teaching approaches that leverage available technological resources, such as the underutilized computer lab, to create more dynamic and engaging learning environments. By utilizing tools like Lectora Inspire, the researchers aim to address these challenges, enhancing students' vocabulary acquisition through interactive multimedia content that resonates with their daily experiences. Islamic schools should be able to manage its resources to deliver best service for students (Wardiana et al., 2024)

Moreover, the study's validation process reveals that the developed Arabic Vocabulary Learning Interface (AVLI) demonstrates high suitability for educational settings, as confirmed by material experts and media specialists. The positive feedback from both small and large group trials indicates that the AVLI is not only effective in enhancing vocabulary retention but also engages students effectively, making the learning experience enjoyable. The strong reliability and validity scores of both pretest and posttest assessments further support the effectiveness of the developed product in improving student outcomes. These findings suggest that the integration of technology in language instruction can significantly enrich the learning experience and enhance students' overall engagement with the Arabic language.

In the specific realm of Arabic language education, there is a notable surge in interest among researchers evaluating the effectiveness of e-learning media, particularly through the Lectora Inspire application. Muhimmatul Choiroh (2021) highlights this trend, emphasizing the critical role that effective learning media play in enhancing students' creativity and focus during the Arabic language acquisition process. This growing body of research underscores the necessity for innovative teaching tools that cater to diverse learning styles, which is essential in the context of language education. The findings suggest that interactive media not only capture students' attention but also foster a more profound understanding of the material. Fadhilah (2023) further supports this notion by asserting that well-designed Arabic language learning media significantly aid educators in delivering content more effectively. This alignment with technological integration objectives enhances the overall learning experience, making it more dynamic and interactive. Consequently, these studies collectively reveal a positive trend toward utilizing e-learning platforms, such as Lectora Inspire, to create a more engaging educational environment. Such advancements are essential for addressing the challenges faced in traditional language education methodologies particularly in Arabic education in Islamic higher education (Ritonga et al., 2024).

The body of research clearly indicates that Lectora Inspire-based Arabic language learning media is not only effective but also innovative in enhancing the teaching and learning experience. This application facilitates an engaging learning process that encourages student participation and boosts creativity. One of the significant advantages of Lectora Inspire is its ability to provide visually appealing presentations that capture students' interest. Interactive features allow learners to explore content at their own pace, fostering a sense of autonomy in their educational journey. The study of AVLI (Arabic Vocabulary on Lectora Inspire) specifically demonstrates its suitability and effectiveness for teaching Arabic language topics,

particularly in enhancing students' mastery of *mufrodāt* (vocabulary). The substantial increase in pre-test and post-test scores among students indicates that this e-learning media not only supports knowledge retention but also facilitates deeper comprehension of the language. Moreover, the versatility of *Lectora Inspire* enables educators to tailor lessons to meet specific learning objectives, ensuring that diverse educational needs are addressed. This innovative approach to Arabic language education highlights the importance of integrating technology to create a more effective learning environment and improve their motivation (Widarti et al., 2024).

The challenges faced in Arabic language teaching at Integrated Islamic Senior High School Baitul Jannah Bandar Lampung are significant and multifaceted. A predominant reliance on traditional teaching methods often emphasizes rote memorization, which can hinder students' ability to engage meaningfully with the language. Such approaches limit opportunities for technological integration, which is crucial in today's educational landscape. To address these challenges, this study focuses on developing *Lectora Inspire*-based learning media, specifically the Arabic Vocabulary Learning Interface (AVLI), aimed at facilitating the acquisition of Arabic vocabulary within the context of Daily Activities. Research outcomes indicate that AVLI has proven effective in improving students' vocabulary mastery, highlighting its potential as a valuable resource for educators. The successful implementation of AVLI not only enhances students' language skills but also aligns with modern pedagogical practices that emphasize interactive and engaging learning experiences. Furthermore, the role of school management is pivotal in facilitating the integration of educational technology, particularly in pesantren settings, where traditional methods are often predominant. By promoting innovative tools like AVLI, school leaders can significantly enhance the quality of Arabic language learning, preparing students for a more dynamic and interconnected world. Pesantren should develop its capacity to deliver educational technology to improve students' interest in learning (Mukhtar et al., (2023)

Previous studies have illustrated the success of *Lectora Inspire*-based media across various educational contexts, establishing its effectiveness as a learning tool. For instance, the research conducted by Yuberti and Agestiana highlights that *Lectora Inspire*'s integration of Higher Order Thinking Skills (HOTS) has received positive feedback from educational stakeholders, with excellent evaluations reported by Latifah et al. (2020). This positive reception underscores the media's ability to engage students in critical thinking and problem-solving, which are essential skills in modern education. Additionally, the work of Triwoelandari and Yono emphasizes *Lectora Inspire*'s potential to cultivate creativity among students, particularly in STEM learning environments, showcasing its adaptability and engaging features (Sanca et al., 2021).

In the context of Arabic language learning, Choiroh's evaluation demonstrates that *Lectora Inspire* effectively enhances student creativity and engagement, further confirming its suitability for language education (Choiroh, 2021). Aref Vai's findings also underscore the media's role in supporting effective Arabic language learning, indicating its broader applicability across different subject areas (Vai et al., 2020). Furthermore, Fadhilah's research points out that *Lectora Inspire* can aid educators in delivering lessons more effectively, facilitating a richer learning experience for students (Fadhilah, 2023). Collectively, these studies highlight the versatility and impact of *Lectora Inspire*, reinforcing its significance as a vital resource for educators aiming to enhance student learning outcomes.

This study offers a novel perspective by integrating *Lectora Inspire* specifically for Arabic vocabulary learning at Integrated Islamic Senior High School. Unlike previous research that addressed a broader range of subjects, this study focuses specifically on the mastery of *mufrodāt* among high school students. The successful implementation of the Arabic Vocabulary Learning Interface (AVLI) on the topic of Daily Activities has led to a significant boost in student motivation and engagement, as evidenced by the notable improvement in pretest and

posttest scores. Additionally, this study takes advantage of a computer lab that had previously not been optimally utilized for Arabic language instruction, introducing an innovative approach to enhance student engagement through interactive media. However, to maximize the benefits of such technology, it is essential that Arabic teachers receive proper training in its use (Fidayani & Ammar, 2023). By addressing these training needs, the study aims to foster a more effective learning environment for students. Overall, this research highlights the potential of Lectora Inspire in transforming Arabic vocabulary instruction.

While this research demonstrates that the integration of Lectora Inspire in Arabic language learning enhances vocabulary mastery and transforms traditional learning dynamics into a more interactive experience, there are limitations to consider. The study primarily focused on a single high school context, which may limit the generalizability of the findings to other educational settings or diverse student populations. Future studies could benefit from a broader scope that includes various educational institutions and a more diverse student demographic to assess the applicability of Lectora Inspire in different contexts. Exploring how different training programs for educators can enhance the effectiveness of such tools would also provide useful insights for improving Arabic language instruction.

## CONCLUSION

This research was conducted with Class X students at Integrated Islamic Senior High School Baitul Jannah in Bandar Lampung, aiming to develop AVLI (Arabic Vocabulary on Lectora Inspire) specifically for learning *mufradat*, or Arabic vocabulary. Employing a research and development approach, the study utilized the ADDIE model, which encompasses five key phases: analysis, design, development, implementation, and evaluation. The media created in this study underwent rigorous testing and received positive feasibility ratings, with material experts assigning a score of 75% (feasible), media experts giving it 90% (very feasible), and subject teachers rating it at 81.25% (very feasible). The medium group trial, which included 30 respondents, yielded a favorable response rate of 89% (very interesting), while the larger group trial, involving 106 respondents, achieved a response rate of 86% (very interesting). The effectiveness of the Lectora Inspire-based learning media was further evidenced by a notable increase in students' average scores from the pretest to the posttest, which rose from 65.5 to 85.5. Consequently, it can be concluded that AVLI is both feasible and effective for Arabic language learning, particularly in enhancing students' mastery of *mufradat*.

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