

## The Use Of The Mondly Arabic Application In Increasing Mastery Of Muḥādatsah Santri Takhasshush Al Urwatul Wutsqaa Islamic Boarding School, Sidrap Fortress

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### **ABSTRACT**

This study discusses the use of the Mondly Arabic Application in Improving Mastery of Muḥādatsah Santri Takhasshush Al Urwatul Wutsqaa Islamic Boarding School, Fort Sidrap. This study aims to determine the use of the Mondly Arabic Application in Improving Mastery of Muḥādatsah Santri Takhasshush Al Urwatul Wutsqaa Islamic Boarding School, Fort Sidrap.

This study used a quasi Experimental Design in the form of a Pretest-Posttest Control Group Design. The location for the research was Al Urwatul Wutsqaa Islamic Boarding School, Sidrap Fort.

The results of this study indicate, (1) mastery *Muḥādatsah* Takhasshush students at PP Al Urwatul Wutsqaa Benteng-Sidrap using Mondly Arabic have an average mean of 86.00. This indicates that there is an increase in Muḥādatsah mastery of 22.80. (2) students takhasshush Muḥādatsah mastery in PP Al Urwatul Wutsqaa Benteng-Sidrap using conventional media has an average mean of 73.40. This indicates that there is an increase in Muḥādatsah mastery of 18.00. (3) the mastery of Muḥādatsah takhasshush students at PP Al Urwatul Wutsqaa Benteng-Sidrap when using Mondly Arabic using conventional media there is a difference with the score *mean posttest* experimental group and *mean posttest* the control group obtained  $86.00 > 73.40$  with a difference of 12.60. It can be interpreted that the final score between the experimental and control groups is different so that there is a positive influence from the independent variables on the dependent variable.

Keywords: Mondly Arabic, mastery of mufradat, takhasshus

### **1. BACKGROUND**

Science and technology continues to grow, even now technology is developing rapidly. The development is not only in a matter of years, months or days, but hours, even minutes or seconds. Especially with regard to information and communication technology, which is supported by the development of electronic technology. Education is one of the sources of national progress which greatly determines the nation's competitiveness, thus the education sector must continue to

be improved. There is a gap in the quality of education due to inadequate facilities and infrastructure, inadequate and limited human resources and a curriculum that is not yet ready for the future.

The application and development of technology and communication-based learning is one of the strategic steps in welcoming the future of Indonesian education. This is in accordance with the existing policies in the Strategic Plan of the Ministry of National Education. The future curriculum is not just following Global Trends but is a strategic step in an effort to improve access and quality of education services to the community.<sup>1</sup>

Talking about the learning process, so far Arabic has been taught using conventional methods. It means the teaching and learning process is carried out by delivering material, followed by memorizing and practicing so that only the left brain works, and for some students, this seems monotonous and unpleasant.

For this reason, we need a method and media for learning Arabic that is appropriate, appropriate, and fun, and can maximize the function of the human brain by combining the right brain and left brain, so that learning Arabic can really achieve its goals, giving pleasure to the students. (Herdah et al., 2020) For this reason, in the learning process, tools or media are needed to convey information. Given the limitations of conventional tools, it is time for teachers to switch to using tools designed by computers and Android.

Santri can use this application to repeat material that has been studied anytime and anywhere so that the learning process is no longer limited to class hours.

Interactive learning media by utilizing Mondly Arabic can certainly be one of the offers to provide solutions to the problems above. Interactive learning media using Mondly Arabic is a combination of learning concepts with audiovisual technology that is able to attract students' interest in learning Arabic because of its attractive and easy-to-use features. Learning Arabic using Mondly Arabic can present subject matter that is more interesting, not monotonous, and makes delivery easier. Santri can study subject matter independently with a Smartphone. We can say that computer and Android technology has advantages, including being attractive, and effective and students can be more active.

Based on initial observations made at the Al Urwatul Wutsqaa Fort Islamic Boarding School - SIDRAP, there are several things that still need special attention in learning Arabic including 1) Difficulties of students in understanding Arabic learning textbooks, causing a feeling of boredom and boredom resulting in less interest of students to study Arabic. 2) The use of Arabic learning media is still limited. Teachers are still dominantly using textbooks and blackboards in explaining Arabic learning material, and the lecture method is still dominant. 3) There is still a

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<sup>1</sup>Munir, Information and Communication Technology-Based Curriculum (Bandung: Alfabeta, 2015), h. 2

lack of interactive Arabic learning media for students packaged in the form of an Android application that can be used by teachers and students in the process of learning Arabic.

Observing the above, the researcher tried to conduct research on the use of learning media in the form of an Android-based interactive learning application by utilizing Mondly Arabic in learning Arabic. This application is expected to help overcome these problems so as to produce interesting learning and can provide motivation for students in learning. Learning through this media can also help teachers in the teaching and learning process and also provide opportunities for students to study independently and repeat material that is not clear. The use of the Mondly Arabic application as a tool or media in learning is needed with the aim that it is easier for students to logically digest the subject matter provided and learning can be more varied.

## 2. RESEARCH METHODOLOGY

This research is a type of experimental research. Experimental research is a research method that uses a quantitative approach.<sup>2</sup>When viewed from the type of data, this research is included in quantitative research, because it seeks to obtain objective, valid, and reliable data by using data in the form of numbers, or quantitative data, which are numbered.<sup>3</sup>

The type of research used in this research is experimental research with forms *Quasi Experimental Design*. In this experimental design the researcher can control all external variables that affect the course of the experiment. Thus the internal validity can be high. The characteristics are that the control group and the sample are not selected randomly.

On design *Quasi Experimental Design form* is used *Pretest-posttest control group design* this design, there are two groups, each of which is randomly selected, then given a pretest to determine whether there is a difference in the initial state between the experimental group and the control group.<sup>4</sup>The experimental group was given treatment (using multimedia based on the Mondly Arabic android application) and the control group was still taught using a lecture learning method using a textbook. Both groups were treated the same. At the end of the experiment, both groups were given *Posttest*.

As for the design overview *Pretest-Posttest Group Design* that is:

Pretest-Posttest Control Design Table

Group	Pre-Test	Treatment	Post-Test
Experiment Class	$O_1$	$X_1$	$O_2$
Control Class	$O_3$	$X_2$	$O_4$

Information:

$O_1$  = experimental class before treatment (pre-test)

<sup>2</sup> Trianto, *Introduction to Education Research for Educational Professional Development and Education Personnel* (Jakarta: Kencana Predana Media Group, 2016), p. 203-204

<sup>3</sup> Sugiyono, *Statistics for Research* (Bandung: Alfabeta: 2012), h. 7.

<sup>4</sup> Sugiyono, *Statistics for Research* (Bandung: Alfabeta: 2012), h. 112.

- $O_2$  = experimental class after treatment (post-test)
- $O_3$  = Control class before treatment (pre-test)
- $O_4$  = Control class after treatment (post-test)
- $X_1$  = Received treatment using the Android application *Mondly Arabic*
- $X_2$  = Received the lecture model treatment

### 3. RESULTS AND DISCUSSION

1. Increasing Mastery of Muḥādatsah Santri Takhasshus Using *Mondly Arabic* at the Al Urwatul Wutsqaa Islamic boarding school

Table 4.1 Preliminary Test Statistical Results (*Pretest*) Experiment Group

Statistics		
Experiment Class Pretest		
N	Valid	20
	missing	0
Means		63.2000
std. Error of Means		2.02303
Median		62,0000
Mode		72.00
std. Deviation		9.04724
Variances		81,853
Skewness		.033
std. Error of Skewness		.512
kurtosis		-1,663
std. Error of Kurtosis		.992
Minimum		52.00
Maximum		76.00
sum		1264.00

Based on statistical data on students' Muḥādatsah mastery before treatment (*pretest*) using the *appsimplly arabicon* the material *ta'aruf* experimental class at Al Urwatul Wutsqaa Islamic Boarding School Benreng Sidrap, showed that the score *pretestis* in the range of 52 to 76, the average price (*mean*) is 63.20 , and the median is 62, the mode is 72, and the standard deviation is 9.047, the complete data management results can be seen in the statistical results table above which are managed using a statistical data management application *SPSS For Windows Version 26*.

Based on the data above, if it is included in the mastery level classification according to the range of values in table 3.4, then the Muḥādatsah santri takashshush mastery level before using the *Mondly Arabic* application media is at an average of 63.20, which is at level 56-70, namely the level enough . Based on the explanation above, it can be concluded that the level of mastery of takashshush students before using the *Mondly Arabic* application is at a sufficient level.

Table 4.2 Initial Test Frequency Distribution (*Pretest*) Experiment Group

**Experiment Class Pretest**

	frequency	percent	Valid Percent	Cumulative Percent
Valid	52.00	5	25.0	25.0
	56.00	2	10.0	35.0
	60.00	3	15.0	50.0
	64.00	2	10.0	60.0
	72.00	6	30.0	90.0
	76.00	2	10.0	100.0
Total		20	100.0	

Based on the frequency distribution data above, it can be understood that the acquisition of a score of 52 was for 5 students, a score of 56 for 2 students, a score of 60 for 3 students, a score of 64 for 2 students, a score of 72 for 6 students and a score of 76 for 2 students.

Meanwhile, based on the frequency table of Muḥādatsah abilities in table 3.4, there are 5 students at a low level with a range of 41-55 values, 7 students at a moderate level with a range of 56-70 values and 8 students at a good level with a range of 71-85 71-85.

Table 4.3 Muḥādatsah Mastery Statistical Results (*Posttest*) Experiment Group

<b>Statistics</b>		
Experiment Class Posttest		
N	Valid	20
	missing	0
Means		86,0000
std. Error of Means		1.52177
Median		84.0000
Mode		84.00
std. Deviation		6.80557
Variances		46,316
Skewness		.178
std. Error of Skewness		.512
kurtosis		.239
std. Error of Kurtosis		.992
Minimum		72.00
Maximum		100.00
sum		1720.00

The final mastery of the experimental class is presented through tables to describe and clarify the data obtained from the research results. As for the frequency distribution of mastery *Muḥādatsah* Student *takashshush* after uses *simply arabic* in the experimental class at the al urwatul wutsqaa Islamic boarding school, fort Sidrap. Based on mastery statistical data *Muḥādatsah takashshush* students after uses *simply arabic* In the experimental class of Al Urwatul Wutsqaa Islamic boarding school, Benteng Sidrap, the results showed that the posttest score was between 72 and 100, the mean value (mean) was 86, the median was 84, the mode was 84 and the standard deviation was 6.805.

Complete data management results can be seen in the table of statistical results above which are managed using a statistical data management application *SPSS For Windows Version 26*.

Based on the data above, if it is included in the classification of Muḥādatsah mastery level according to the range of values in table 3.4, then the Muḥādatsah mastery level of takashshush students after using the Mondly Arabic application media is at an average of 86.00, which is at level 86-100, namely the level very good. Based on the explanation above, it can be concluded that the level of mastery of takashshush students after using the Mondly Arabic application is at a very good level.

Table 4.4 Frequency Distribution of Muḥādatsah Mastery (*Posttest*) Experiment Group

Experiment Class Posttest					
		frequency	percent	Valid Percent	Cumulative Percent
Valid	72.00	1	5.0	5.0	5.0
	76.00	1	5.0	5.0	10.0
	80.00	2	10.0	10.0	20.0
	84.00	8	40.0	40.0	60.0
	88.00	3	15.0	15.0	75.0
	92.00	2	10.0	10.0	85.0
	96.00	2	10.0	10.0	95.0
	100.00	1	5.0	5.0	100.0
	Total		20	100.0	100.0

Based on the frequency distribution data table above, it can be concluded that the Muḥādatsah mastery of the takahsshush students after using *Mondly Arabic* at al urwatul wutsqaa Islamic boarding school Fort Sidrap, a score of 72 was obtained for 1 student, a score of 76 for 1 student, a score of 80 for 2 students, a score of 84 for 8 students, a score of 88 for 3 students, a score of 92 for 2 students, a score of 96 for 2 students and a score of 100 for 1 student.

Meanwhile, based on the frequency table of Muḥādatsah abilities in table 3.4 at a good level with a range of 71-85 scores of 12 students and a very good level with a range of values of 86-100 of 8 students.

## 2. Improving Mastery of Muḥādatsah Santri Takhasshus Using Conventional Media at Al Urwatul Wutsqaa Islamic Boarding School

Table 4.5 Initial Test Statistical Results (*Pretest*) Control Group

Statistics		
Control Class Pretest		
N	Valid	20
	missing	0
Means		55.4000

std. Error of Means	2.78757
Median	56,0000
Mode	40.00
std. Deviation	12.46638
Variances	155,411
Skewness	.317
std. Error of Skewness	.512
kurtosis	-1,136
std. Error of Kurtosis	.992
Minimum	40.00
Maximum	76.00
sum	1108.00

Based on statistical data on students' Muḥādatsah mastery before treatment (*pretest*) using conventional media on the material *ta'aruf* control class at Pondok Pesantren Al Urwatul Wutsqaa Benreng Sidrap, showing that the score *pretestis* in the range of 40 to 76, the average price (*mean*) of 55.40, median 56, mode 40, and standard deviation 12.466.

If the above data is included in the classification of Muḥādatsah mastery levels according to the range of values in table 3.4, then the Muḥādatsah mastery level of takashshush students before using conventional media is at an average of 55.40, which is at levels 41-55, namely the low level. Based on the explanation above, it can be concluded that the level of mastery of takashshush students before using conventional media is at a low level.

The frequency distribution of students' Muḥādatsah mastery before treatment (*pretest*) in the control class at Al Urwatul Wutsqaa Islamic Boarding School Benreng Sidrap can be seen in the following table:

Table 4.6 Distribution of Preliminary Test Frequency (*Pretest*) Control Group

Control Class Pretest					
		frequency	percent	Valid Percent	Cumulative Percent
Valid	40.00	4	20.0	20.0	20.0
	44.00	2	10.0	10.0	30.0
	48.00	2	10.0	10.0	40.0
	52.00	1	5.0	5.0	45.0
	56.00	3	15.0	15.0	60.0
	60.00	3	15.0	15.0	75.0
	68.00	1	5.0	5.0	80.0
	72.00	2	10.0	10.0	90.0
	76.00	2	10.0	10.0	100.0

Total	20	100.0	100.0
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Based on the frequency distribution data above, it can be understood that the acquisition of a score of 40 was for 4 students, a score of 44 for 2 students, a score of 48 for 3 students, a score of 52 for 1 student, a score of 56 for 3 students, a score of 60 for 3 students, a score of 68 for 1 student, a score of 72 is 2 students and a score of 76 is 2 students.

Meanwhile, based on the frequency table of Muḥādatsah abilities in table 3.4, the level is very poor with a range of  $\leq 40$  values of 4, a low level with a range of values of 41-55 of 5 students, an adequate level with a range of values of 56-70 of 7 students and a good level with a range of values 71-85 as many as 4 students.

Final mastery is presented in the following table to describe and clarify the data obtained from the research results. The frequency distribution of student learning outcomes after using conventional media in the teaching-learning process in the control class at the Al Urwatul Wutsqaa Islamic Boarding School, Fort Sidrap, can be seen in the table below.

Table 4.7 Muḥādatsah Mastery Statistical Results (*Posttest*) Control Group

<b>Statistics</b>		
Control Class Posttest		
N	Valid	20
	missing	0
Means		73.4000
std. Error of Means		1.64860
Median		72,0000
Mode		72.00
std. Deviation		7.37278
Variances		54,358
Skewness		-.015
std. Error of Skewness		.512
kurtosis		.050
std. Error of Kurtosis		.992
Minimum		60.00
Maximum		88.00
sum		1468.00

Based on statistical data on Muḥādatsah mastery of takashshush students after treatment (*post-test*) the use of conventional media in the teaching and learning process in the control class at the Al Urwatul Wutsqaa Islamic boarding school, Fort Sidrap. The results showed that the posttest score was between 60 to 88, the mean price (mean) was 73, the median was 72, the mode was 72, the variance was 54.358 and the standard deviation was 7.372.

Based on the data above, if it is included in the classification of Muḥādatsah mastery level according to the range of values in table 3.4, then the Muḥādatsah mastery level of takashshush students after using conventional media is at an average of 73.00, which is at level 71-85, namely the Good level. Based on the explanation above, it can be concluded that the level of mastery of takashshush students after using conventional media is at a good level.

Table 4.8 Distribution of Muḥādatsah Mastery Frequency (*Posttest*) Control Group

Control Class Posttest					
		frequency	percent	Valid Percent	Cumulative Percent
Valid	60.00	2	10.0	10.0	10.0
	64.00	1	5.0	5.0	15.0
	68.00	2	10.0	10.0	25.0
	72.00	6	30.0	30.0	55.0
	76.00	5	25.0	25.0	80.0
	80.00	1	5.0	5.0	85.0
	84.00	2	10.0	10.0	95.0
	88.00	1	5.0	5.0	100.0
	Total		20	100.0	100.0

Based on the frequency distribution data table above, it can be concluded that the mastery of Muḥādatsah santri takahsshush in the control class after using conventional media at the Al Urwatul Wutsqaa Islamic boarding school fort Sidrap obtained a score of 60 for 2 students, a score of 64 for 1 student, a score of 60 for 2 students, a score of 72 6 students, 5 students score 76, 1 student score 80, 2 students score 84 and 1 student score 88.

Meanwhile, based on the frequency table of Muḥādatsah abilities in table 3.4, the level is sufficient with a range of values of 56-70 for 5 students, a good level with a range of values of 71-85 for 14 students and a very good level with a range of values for 86-100 for 1 student.

a. Validity test

Questions used for *pretest* and the *posttest* in the experimental group and the control group were first tried out on class XI students of the Al Urwatul Wutsqaa Islamic Boarding School, Fort Sidrap. Class XI was chosen as the place for testing the instrument with the consideration that keeping the questions that had been given at the research site at the time of *posttest* held. The results of the test questions are the basis for testing the validity of the items.

If the price of the correlation coefficient ( $r_{xy}$ ) obtained from the calculation results is greater than the price ( $r_{tabel}$ ), if ( $r_{xy} > r_{tabel}$ ) then the question is declared valid.

In this case the researcher used the SPSS Version 26 application program. The results of the validity test can be seen in the following table:

Table 4.9 Question Validity Test

No. Question	RCount	RTable	Information
1	0.933	0.632	Valid
2	0.966	0.632	Valid
3	0.928	0.632	Valid
4	0.933	0.632	Valid
5	0.966	0.632	Valid
6	0.928	0.632	Valid
7	0.933	0.632	Valid
8	0.966	0.632	Valid
9	0.928	0.632	Valid
10	0.933	0.632	Valid

Data source: SPSS Validity Test Research Data attached

Based on the table above, it shows that all valid questions are 10 item questions *pretest* and *posttest*.

b. Reliability Test

Reliability shows the meaning that an instrument can be trusted enough to be used as a data collection tool because the instrument is good. Reliable means trustworthy, and reliable. The reliability test is if the alpha ( $\alpha$ ) value is greater than the ( $r_{tabel}$ ) value then the instrument items are declared reliable and reliable, conversely if the alpha ( $\alpha$ ) value is less than the ( $r_{tabel}$ ) value then the item items are declared unreliable or consistent.

Reliability analysis using reliability testing with the formula *Spearman-Brown* and *Gutman (Split-Half Method)* which is calculated using *SPSS software for Windows Version 26*. To determine the level of reliability ( $r$ ) using the following criteria:

- Value (0.81-1.00) : lofty
- Value (0.61-0.80) : tall
- Value (0.41-0.60) : currently
- Value (0.21-0.40) : low

Value (0.00-0.20) : very low<sup>5</sup>

The reliability proposed is a value above 0.5 (a very high value) so that the instrument proposed as a questionnaire is called good and reliable.

Table 4.10 Reliability Statistics

<b>Reliability Statistics</b>				
	Cronbach's Alpha	N of Items		
	.986	10		

  

<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Question 01	67.5000	147,316	.917	.984
Question 02	67.4000	146,989	.958	.983
Question 03	67.6000	146,779	.911	.985
Question 04	67.5000	147,316	.917	.984
Question 05	67.4000	146,989	.958	.983
Question 06	67.6000	146,779	.911	.985
Question 07	67.5000	147,316	.917	.984
Question 08	67.4000	146,989	.958	.983
Question 09	67.6000	146,779	.911	.985
Problem 10	67.5000	147,316	.917	.984

Based on the reliability test carried out with the help of the SPSS for Windows Version 26 application program, alpha was obtained() of 0.986 is greater than () of 0.632 and is in the range of values 0.81-1.00, in the very high category. So it can be stated that the item items are declared reliable and reliable.  $r_{hitung} > r_{tabel}$

3. Differences in increasing the mastery of Muhādatsah Santri Takhasshus Using Mondly Arabic with Conventional Media at the Al Urwatul Wutsqaa Islamic boarding school

<sup>5</sup>Suharsimi Arikunto, Fundamentals of Educational Evaluation, Jakarta: Bumi Aksara, 2016 p. 239

From the results of the study, the pretest values for the experimental group and control class were as follows:

Table 4.11 Pretest Statistical Results for Experiment Class and Control Class

		<b>Statistics</b>	
		Experiment Class Pretest	Control Class Pretest
N	Valid	20	20
	missing	0	0
Means		63.2000	55.4000
std. Error of Means		2.02303	2.78757
Median		62,0000	56,0000
Mode		72.00	40.00
std. Deviation		9.04724	12.46638
Variances		81,853	155,411
Skewness		.033	.317
std. Error of Skewness		.512	.512
kurtosis		-1,663	-1,136
std. Error of Kurtosis		.992	.992
Minimum		52.00	40.00
Maximum		76.00	76.00
sum		1264.00	1108.00

When compared by looking at the average, it can be seen that the control class has a lower average value of 55.40 and the experimental class has an average value of 63.20. So  $63.20 - 55.40 = 7.8$ , there is a difference of 7.8 between the experimental class and the control class.

Meanwhile, when compared using the Muḥādatsah mastery frequency table in table 3.4, the result is that the pretest of the experimental class has an average value (mean) of 63.20, which is in the 56-70 range with an adequate level. While the pretest for the control class obtained an average value of 55.40, which is in the range 41-55 with a low level.

The calculation results obtained posttest values for the experimental class and control class as follows:

Table 4.12 Posttest Statistical Results for Experimental and Control Groups

		<b>Statistics</b>	
		Experiment Class Posttest	Control Class Posttest
N	Valid	20	20
	missing	0	0
Means		86,0000	73.4000
std. Error of Means		1.52177	1.64860
Median		84.0000	72,0000
Mode		84.00	72.00
std. Deviation		6.80557	7.37278
Variances		46,316	54,358

Skewness	.178	-.015
std. Error of Skewness	.512	.512
kurtosis	.239	.050
std. Error of Kurtosis	.992	.992
Minimum	72.00	60.00
Maximum	100.00	88.00
sum	1720.00	1468.00

. When compared by looking at the average, it can be seen that the control class has a lower average value of 73.40 and the experimental class has an average value of 86.00. So  $86.00 - 73.40 = 12.60$ , there is a difference of 12.60 between the experimental class and the control class.

Meanwhile, when compared using the Muḥādatsah mastery frequency table in table 3.4, the result is that the posttest of the experimental class has an average value (mean) of 86.00, which is in the range of 86-100 with a very good level. While the pretest for the control class obtained an average value of 73.40, which is in the range of 71-85 with a good level.

#### 4. CONCLUSION

Based on the description of the research results and discussion, it can be concluded that the results of this study are as follows:

- a. Mastery *Muḥādatsah* Takhashshush students at PP Al Urwatul Wutsqaa Benteng-Sidrap before (pretest) using Mondly Arabic had a mean of 63.20 while in the posttest it had an average mean of 86.00. experiment (posttest) is greater than the initial test of the experimental class (pretest), so there is a positive influence of the independent variables on the dependent variable. Thus it can be concluded that there is an increase in the mastery of Muḥādatsah santri takashshush after using Mondly Arabic at the al Urwatul Wutsqaa Islamic Boarding School, Fort Sidrap.
- b. Mastery *Muḥādatsah* takhashshush students at PP Al Urwatul Wutsqaa Benteng-Sidrap before (pretest) using conventional media had a mean of 55.40 while in the posttest it had an average mean of 73.40. control (posttest) is greater than the initial test of the control class (pretest), so there is a positive influence of the independent variables on the dependent variable. Thus it can be concluded that there is an increase in the mastery of Muḥādatsah santri takashshush after using conventional media at the al Urwatul Wutsqaa Islamic Boarding School, Fort Sidrap.
- c. Mastery of Muḥādatsah takhashshush students in PP Al Urwatul Wutsqaa Benteng-Sidrap when using Mondly Arabic using conventional media there is a difference where in table 4.13 above it can be seen that the value *mean posttest* experimental group and *mean posttest* the control group obtained  $86.00 > 73.40$  with a difference of 12.60. It can be interpreted that the final score between the experimental and control groups is different

so that there is a positive influence from the independent variables on the dependent variable.

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