

Developing A Basic Grammar Teaching Skills Guide Using Aspiring Suite (Ispring Suite) at Nurul Yaqin Institute, Batu Ateh Datar

Sisri Wahyuni¹, Devy Aisyah²

¹ Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

² Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

Corresponding Author:

Devy Aisyah,
Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia
Jl. Jenderal Sudirman No.137, Limo Kaum, Kec. Lima Kaum, Kabupaten Tanah Datar, Sumatera Barat 27217
Email: devy.aisyah@uinmybatusangkar.ac.id

Article Info

Received: June 24, 2025

Revised: Juli 02, 2025

Accepted: Juli 02, 2025

Online Version: Juli 02, 2025

Abstract

The purpose of this study was to provide the need, feasibility and practicality of the Ispring Suite-assisted Teaching Skills Guidebook to Improve Professional Teachers of Nurul Yaqin Islamic Boarding School in Batipuh Ateh Tanah Datar. The research method to be applied in this study is the 4D research and development (R&D) model, which involves four stages, namely define, design, develop, and disseminate. This research focuses on the first three stages, namely define, design, and develop. The participants in this study were nine Arabic language subject teachers using the yellow book at Pondok Pesantren Nurul Yaqin Nurul Yaqin Batipuh Ateh Tanah Datar. Data collection was carried out through validity sheets and practicality sheets as research instruments. The result of the research is that the basic guide material for teaching Arabic using iSpring Suite is Very Effective to use.

Keywords: Ispring Suite, Nahwu Material, Teaching Skills Guide



© 2025 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/jiltech>

How to cite:

Hamidi, S. A., Hashimi, F. U., & Rahmati, A. (2024). Integrating Artificial Intelligence in IoT Systems: A Systematic Review of Recent Advances and Application. *Journal International of Lingua and Technology*, 4(1), 45–54.
<https://doi.org/10.55849/jiltech.v4i1.930>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

INTRODUCTION

Community-based pesantren, especially in rural areas, is one of the oldest Islamic educational institutions in Indonesia. The beginning of pesantren was traditional, exploring Islamic religious knowledge as a guide for social life. During the colonial period, pesantren became the basis for the struggle of indigenous nationalists. The pesantren education institution is implemented in the form of a dormitory, a separate community led by kyai or ulama, assisted by one or more scholars. The ulama live together among the students, with a mosque or surau

as the center of religious worship activities. In addition, the school building or classroom serves as the center of teaching and learning activities, as well as the dormitory as a place for the sentries to live. They also live socially among kyai, ustad, santri, and other caregivers in the pesantren, as one big family.

The role of pesantren in various aspects is very much felt by the community. One example is the formation of ulama and the development of Islamic sciences, which was a protest movement against the Dutch East Indies colonial government. These protests were always led by and through santri. The peasant rebellion of Cilegon, Banten in 1888 (Kartodirjo, 1993) can be mentioned, as well as the Aceh Jihad (1873) (Kartodirjo, 1993), the movement led by Ahmad Repanji Kalisalak (1786-1875), and other undeniable facts that pesantren have played an important role in the history of Islam in Indonesia.

Arabic plays a very important role in the world of education, especially in the context of Islamic boarding schools in Indonesia. As the language of religion, Arabic is not only used in learning classical Arabic texts, but also in various aspects of the daily life of the students. Therefore, basic skills in teaching Arabic, especially the Nahyan aspect, are very important for teachers. However, the reality on the ground shows that many teachers in Islamic boarding schools still face difficulties in delivering grammar materials effectively. The lack of a comprehensive and structured guide to develop basic Arabic teaching skills is often an obstacle. In addition, diverse and interesting teaching methods are needed to increase students' motivation in learning Arabic. Vocabulary teaching, according to Ahmad Djanan Asifuddin, is the delivery of educational material in the form of words as one of the elements of Arabic language teaching, so Arabic is taught in schools or other educational institutions. The students should also be given many examples of relevant sentences so that students can capture the lessons learned in the sentence.

With the rapid development of educational technology, the use of educational tools such as Aspiring Suite (iSpring Suite is one of the promising alternatives. iSpring Suite is a software that allows teachers to create interactive teaching materials, including videos, quizzes, and interesting presentations. Through this approach, teachers are expected to be able to convey the basic concepts of Arabic grammar in a more interesting and interactive way. Therefore, this study aims to develop an iSpring Suite-based basic Arabic grammar (nahw) teaching skills guidebook that can be used by teachers in Islamic boarding schools. Through this guidebook, teachers are expected to increase their teaching effectiveness, and students are expected to better understand and master grammar. Through this thesis, it is hoped that it can make a meaningful contribution to the world of education, especially in teaching Arabic in Islamic boarding schools, and become a reference in developing better curriculum and educational methodologies in the future.

Along with the advanced development of information and communication technology, pesantren face various challenges that require innovative solutions. One of the main challenges they face is the limited infrastructure and adequate resources to access advanced technology. Many pesantren are located in rural or remote areas, where access to the internet and digital devices is still very limited. This is certainly an obstacle in the utilization of technology to support the learning process. However, with various efforts made by the government, non-governmental organizations, and the private sector, the potential for digitalization of education in pesantren is increasingly open.

RESEARCH METHOD

This research raises the topic of “Basic Arabic Teaching Skills with the Help of iSpring Suite to Improve the Professional Competence of Arabic Language Teachers at Nurul Yaqin Batipuh Ateh Islamic Boarding School”. This research uses a research and development (R&D) approach.) This method involves a series of systematic steps that include definition

(problem identification), design (solution design), development (product development), and dissemination (dissemination of results).

With the application of this method, it is expected that this research will make a significant contribution to the improvement of basic and professional teaching skills of Arabic language teachers in Islamic boarding schools through the application of the Aspiring Suite technique (iSpring Suite).

RESULTS AND DISCUSSION

Based on the findings of researchers in this field, it is known that 60% of pesantren teachers come from non-education backgrounds. In this context, researchers focused their findings on Pondok Pesantren Nurul Yaqin Batipuh Ateh in Batipuh District, Tanah Datar Regency.

The establishment of the Nurul Yaqeen Batipuh Ateh institution located in Batipuh District, Tanah Datar Regency has the main objective of improving the ability to read the standard / classical books. This institution In 2019, the academic year 2023/2024 the number of students reached the Nurul Yaqeen Batibuh Islamic Boarding School has 80 teaching staff, with 8 teachers who teach Arabic books. The educational background of the teachers are graduates from the Institute.

Based on the facts found by the researcher in this field, the researcher intends to develop Aspiring Suite (iSpring Suite)-based basic teaching skills guide media as an innovative solution to improve the professional efficiency of teachers in the school of LembagaNoor Al Yaqeen Patibu Atieh. Using Aspiring Sweet (iSpring Suite) technology, it is expected that this guidance media will provide an easily accessible and interactive guide for teachers in the institution. The goal is for teachers to be able to provide not only in-depth instruction, but also use more professional and effective learning methods. Thus, through this educational media, it is expected that the basic teaching skills of teachers will improve, have a positive impact on the quality of learning, and ultimately improve students' understanding and appreciation of the Classical Yellow Book. This can increase student enthusiasm with a more effective and less monotonous teaching strategy.

Table 1 Teacher Response Questionnaire Validation Results

No.	Evaluation side	Verification value	percentase	Validity level
1	MediaiSpring Suite is easy to use.	57	285	Good
2	The interface of the mediaiSpring Suite is attractive and easy to understand.	57	285	Good
3	The features available in this mediaiSpring Suite are relevant and useful for learning purposes.	42	210	Good
4	This media is very effective in increasing teaching motivation.	57	285	Good
5	It is flexible to be used on various devices such as (computer, tablet, mobile phone).	57	285	Good
6	The sound and image quality of mediaSpring Suite is very good	42	210	Good
7	The instructions or guidelines for using this media are clear and easy to understand.	42	210	Good
8	This media is suitable for teaching needs.	57	285	Good
9	MediaiSpring Suite supports independent learning	42	210	Good
10	Very clear and organized explanation of the content in this media.	57	285	Good
11	MediaiSpring Suite is easy to use.	57	285	Good

12	The interface of the media iSpring Suite is attractive and easy to understand.	57	285	Good
----	--	----	-----	------

In addition, it can be displayed in the form of a pie chart which can be seen in Figure 1.

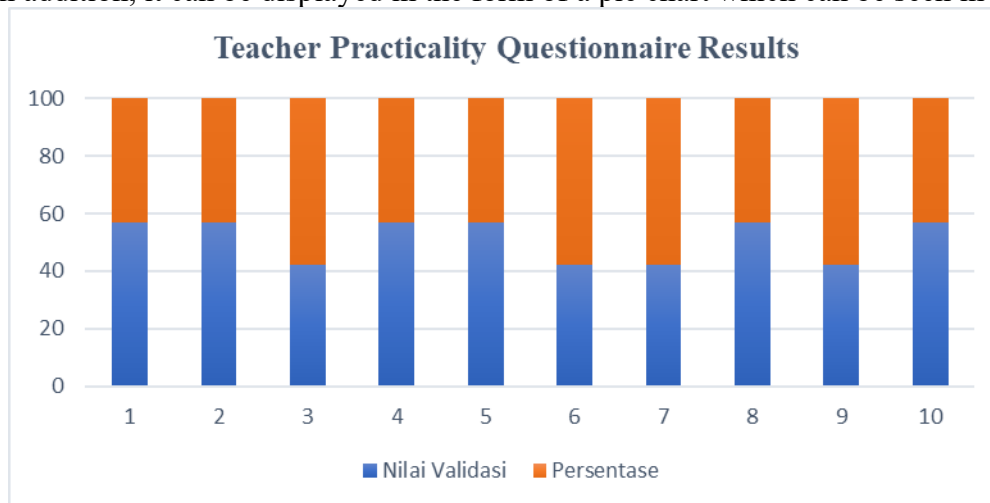


Figure 1 Verification Results of Teacher Response Survey

The data analysis presented in Table 1 and visualization in Figure 1 are important results related to the validation of the Teacher Response Survey instrument. The evaluation results showed that the instrument met the validity criteria with an average score of 82%, which is a comprehensive calculation of several key assessment components.

In evaluating the questionnaire format as the first aspect, a validity score of 86.6 (87%) was found, confirming the “valid” status of this component. Furthermore, evaluating the instruction aspect yielded a higher validity score of 95.3 (95%), which placed it in the “highly valid” category.

The assessment continued with the language use aspect, which performed best with a validity score of 90 (90%), placing it in the “highly valid” category. Finally, the assessment of the questionnaire statement items resulted in a validity score of 90 (90%) which also falls into the “highly valid” qualification.

These overall results show that the Teacher Response Questionnaire (TRQ) instrument meets the required validity criteria, with satisfactory achievements in each aspect of its assessment.

Requirements for core teaching skills guide based on iSpring Core Skills Suite.

Identification stage

At this stage, the main activities are analyzing the need for developing basic Arabic teaching materials using the Spring Suite package (iSpring Suite) and analysis of the field situation. At this stage, needs analysis and problem identification were conducted. The needs analysis activity includes two activities, namely analyzing educational characteristics and analyzing student characteristics. In analyzing needs, researchers made observations of Arabic language learning applications at the Nurul Yaqeen Batu Ati Educational Institution.

In this study, researchers analyzed the need to develop iSpring Suite-based Arabic language teaching materials (iSpring Suite) at Nurul Yaqeen Institute, Batu Atah. Initial observations showed the existence of traditional teaching methods and lack of interactive materials. To address this, we developed a comprehensive and user-friendly teaching guide for teachers. The guide was then piloted to ensure its effectiveness before distribution.

Thus, the data shows that the teacher's ability to teach Arabic is still very minimal, while the characteristics of this course indicate that the material taught is standardized, such as

material based on the android system (Android) in the world of education, because it contains audio-visual material. Lecturers must be able to deliver materials that can increase students' independence and interest in learning, by using basic Arabic teaching materials using iSpring Suite in Arabic language learning, especially for teachers who teach Arabic at Noor Al Yaqeen Institute in Taibo Atiyah.

Developing basic Arabic teaching materials using iSpring Suite iSpring Suite is one method of distributing guides for Arabic teachers based on iSpring Suite. The materials are directly prepared by independent learning material developers. Meanwhile, the content in the guide covers all teaching skills. The equality of teaching skills in Arabic learning guide materials is an attempt to establish a standardized test. This teacher effort is a step to prevent students from feeling embarrassed later in learning Arabic.

After completing the preparation of the basic Arabic learning materials using Aspiring Suite (iSpring Suite), the materials were piloted with a number of Arabic language teachers. The pilot test is an integral part of the standardized test development process. The purpose of the test was not to measure the achievement of the sampled teachers, but rather to determine the feasibility of the iSpring Suite core Arabic language teaching guide materials being tested. The test results were then analyzed, in the form of an analysis of the iSpring Suite core Arabic teaching guide materials, to derive indices of difficulty and differentiation, in addition to calculating reliability indices. This enabled the core Arabic teaching guide materials to be used using iSpring Suite.

Design stage

At the stage of designing basic Arabic language learning guide materials using Aspiring Suite (iSpring Suite), the activity carried out is to design basic Arabic language teaching guide materials using iSpring Suite. This iSpring Suite material is material that can be used and installed on Android phones based on data obtained from analysis activities. The design of basic Arabic teaching guide materials using iSpring Suite is based on a needs analysis first, then a learning study is carried out. The basic Arabic teaching guide material is then designed using iSpring Suite by using an application that can be installed directly on an Android device. The content created with iSpring Suite can be accessed easily on an Android device through a browser or web-based learning application.

To view or access the content created using iSpring Suite on Android, users can use browser applications such as 1. Google Chrome, 2. Mozilla Firefox, and 3. Microsoft Edge.

In addition, some platforms can also be accessed by an LMS (Learning Management System) that supports SCORM, xAPI, or HTML5-based content, such as Moodle, TalentLMS, or LearnWorlds, through an Android app or browser, allowing users to learn on the go (Aljaloud et al., 2022).

If you need an app to edit content created by Espering Suite (iSpring Suite) on Android, it is currently limited, as iSpring Suite is primarily designed for use on desktop computers. According to Rustman et al. in Rosa (2015), the advantage of an integrated learning model is that teachers will find it easier to find connections because it stays within the scope of one subject area.

Validity of Basic Arabic Teaching Skills Using Spring Suite (iSpring Suite)

Based on the analysis of the auditor's evaluation of the material of the basic guidelines for teaching Arabic using Aspiring Suite iSpring Suite developed, it shows that the basic guidelines for teaching Arabic using iSpring Suite are very valid, with an average acquisition score of 95.3%. The expert testing function aims to validate the guidelines based on theoretical considerations and their experience as experts (Suryanda et al., 2019). This is measured using Aiken's V index, namely $V = S / [n(c-1)]$, to process data from the validation results conducted by three (3) validators. The results of this data processing are then presented based on the validity level measurement table.

Based on Table 4.6, it can be seen that the percentage ranging from 81% to 100% is included in the very valid category, because the results of the validity questionnaire validity reached 95%. The validation results for basic Arabic teaching materials were obtained using Spring Suite. iSpring Suite has a high validity rating based on each aspect evaluated by three auditors. These aspects are the presentation language feasibility aspect, with a score of 80 or 80% with a valid validity level, the media feasibility aspect, with a score of 96.6 or 97% with a very valid valid validity level, and the physical feasibility aspect, with a score of 95%.

In addition to the results of the validation conducted by auditors who verified the validity of the basic Arabic education materials using the Aspiring Suite package (iSpring Suite) which can be installed on mobile phones developed on the Android platform. Overall, the reviewers were of the opinion that the materials for the iSpring Suite Basic Arabic Teaching Guide developed were good enough for research use. However, there are some things that need attention and revision. One of them is the need to create answer keys for each form of assessment and evaluation, which are written tests in the guide. This is necessary to help students assess and measure their understanding and mastery of the material in the developed guide. The next problem that needs to be fixed and revised is typos and errors, so that the presentation of the language in the developed test guide is easy to understand and does not cause misinterpretation by students and researchers. This is done to maintain the quality of the iSpring Suite Basic Arabic Teaching Guide developed.

The appearance and packaging design of the Arabic Problem Preparation Handbook is also very attractive, which can attract students' interest. This is also one of the reasons why the Arabic Basic Guidebook material using Spring Suite (iSpring Suite) is rated very well. Based on this, the Android-based Arabic language environment material can be considered very valid because in addition to the appearance, the designed material can also increase students' sensitivity and activeness in independent learning. Furthermore, the evidence is said to be valid if the teaching material can show a situation that is in accordance with the content and structure (Arikunto, 2021).

Practical application of core teaching skills based on Spring Suite (iSpring Suite)

After conducting the validation stage, the researcher then conducted a practical application stage to test the practicality of the Android application he designed. At the practical application stage, researchers conducted two data collection methods, namely the results of filling out the teacher response questionnaire. The data from the teacher response questionnaire was successfully collected. Next, the researcher will discuss the results of the data collection.

After collecting the results of the teacher response questionnaire for the Teacher Response questionnaire as a Practitioner, the researcher will discuss the results of the data collected. The questionnaires distributed by researchers were distributed in accordance with the designed grids as attached. The grids were discussed with the supervisor and reviewer. The teacher response questionnaire (practice application questionnaire) consists of 10 data items and has been evaluated by 9 teachers on August 22, 2024 at Nurul Yaqeen Batibuh Ateh School. Based on the results of the teacher response questionnaire, it is known that the level of practical application of the Basic Arabic Learning Guide using Aspiring SuiteiSpring Suite used is 82%, with the Very Practical category. This is in accordance with Arconto's view that practicality is the ease of an assessment tool in preparing, using, interpreting, and storing results (Arconto, 2008). This figure was measured using the Practicality Level Test Guidelines table, as shown in Figure 55 in Chapter Three (3).

Based on Table 11, it can be seen that the percentage ranging from 82% to 100% is included in the very practical category, this can be seen from the survey results of teacher responses to the questionnaire of 82%. The results of the teacher response survey were obtained from the assessment given by nine teachers as respondents to each statement item on the response survey sheet.

Product quality is the result of development

Referring to the data obtained from the results of the validity test that has been carried out, the development of basic Arabic teaching materials using Aspiring SuiteiSpring Suite shows a very valid assessment of expert evaluation and product trial results, which states that iSpring Suite-based Arabic learning materials are suitable for use in the learning process (Memin Ninawati et al., 2021). This is also due to the fact that the development process of iSpring Suite-based Arabic learning materials uses an appropriate and systematic development model, thus minimizing errors from the start. The development process of iSpring Suite-based Arabic learning materials in this development study utilizes a four-dimensional development model that combines several stages, such as analysis, design, and development, so that the development process becomes more organized. This makes iSpring Suite-based Arabic learning materials more effective in the learning process, regardless of the multimedia features themselves.

A very accurate assessment can be achieved on each indicator due to several important things, namely from the aspect of content relevance: indicators, basic competencies contained in the basic guidance material for teaching Arabic using Aspiring Suite. iSpring Suite developed is aligned with the characteristics and competencies of student learning. The material presented in the basic guidance material for teaching Arabic using the developed iSpring Suite is clear, interesting, and adequately resourced.

The principles in evaluating learning media are (1) learning media should be consistent with learning objectives, (2) vocabulary used, (3) relevance to the content of the material, (4) suitability of learning materials for various types of learners (characteristics of learners), and (5) quality of images or visual images. Learning media can motivate students to carry out learning and can encourage students to achieve maximum learning outcomes. In addition, to increase the effectiveness of the use of learning media, lecturers' skills in mastering the use of learning media can be improved. Lecturers can develop learning strategies that not only convey information but also encourage students to learn how to use learning media, so that students feel the positive impact of using learning media (Pratiwi and Milani, 2018).

Based on these data, it can be concluded that the clarity and suitability of indicators, core competencies, learning objectives, material presentation, language use, and learning objectives contained in basic Arabic teaching materials using Aspiring Suite (iSpring Suite) developed will be able to facilitate the tasks of lecturers and students in learning so that it will have a positive impact on student learning outcomes, and thus learning objectives will be achieved optimally (Duwaiki, et al., 2020: 33-48).

Certainly the use of basic Arabic teaching materials using Aspiring Suite (iSpring Suite) in learning will be able to attract students' attention so that the material becomes easier to understand. This is in line with Sitompul's opinion (2017: 141-146) which states that the use of computer-based learning media can also improve learning and retention of the material studied. Based on this opinion, it can be explained that the basic Arabic language learning guide material using iSpring Suite has advantages that can attract teachers' interest in self-study because it can be accessed using an android system and also a modern computer/laptop. In addition, the learning process using basic Arabic study guide materials in iSpring Suite also increases the level of concentration and seriousness of teachers in teaching due to the innovations and updates experienced and received in the learning process. With these innovations and updates, students' motivation in learning what the teacher provides also increases.

In the basic Arabic teaching guide materials using Aspiring SuiteiSpring Suite developed using simple and easy-to-understand language so that the material in the unit is clear and free from confusion, ambiguity, and errors of interpretation and understanding. Furthermore, the guide is unique in that it can be accessed repeatedly as it is available as software (Suryaningrum et al., 2023). The guide is also free from time and place constraints, meaning that it can be accessed anywhere and anytime. Its use is also not too complicated because it

does not require high-tech equipment. Simply using an Android device, the basic materials of this Arabic learning guide using iSpring Suite can be accessed. Based on the results of the teacher response survey at Institut Nurul Yaqeen Batibuh Ateh, it can be concluded that the basic Arabic language learning guide material using iSpring Suite that can be developed and applied in the Arabic language learning process is very practical and can be used independently without place and time constraints.

Based on the results of data analysis conducted, it can be concluded that the product developed, namely basic Arabic teaching materials using Aspiring Suite, has good quality. iSpring Suite at Batipu Ateh Islamic Boarding School is valid and practical. This conclusion is obtained from the results of validity and practicality tests which include an overall assessment of 95% of the auditor's assessment with a very valid assessment, and a teacher response questionnaire assessment of 82% which is considered practical.

CONCLUSION

Based on the process of research and development of Arabic language skills learning media products based on the Espring group as a guide for Arabic language teachers and learners, it can be concluded as follows:

1. The results of the needs of basic Arabic teaching materials using Aspiring Suite (iSpring Suite) with a success rate of 98%, and it has been stated that this is very possible and can be used as a basis for making Arabic exam guide books.
2. The results of the Validation of Basic Arabic Language Teaching Guidelines Using Aspiring Suite (iSpring Suite) after being evaluated by 3 (people) reviewers with an average of 90 or 90% with a very correct category which means that the basic Arabic language teaching guide material using iSpring Suite is valid for use based on the specified criteria.
3. The results of the practical application of the basic guidelines for teaching Arabic using Aspiring Suite were obtained. iSpring Suite) obtained an average score of 82%, which falls into the "Very Practical and Useful" category. The adherence of the iSpring Suite-based Arabic Language Teaching Basic Guidelines to the criteria of validity, practicality, and effectiveness can be proven through the results of the validation analysis of the presentation expert validation sheet, which obtained a validity percentage of 80% and was classified as "Correct." The media expert validation sheet obtained a validity percentage of 96.6% or 97% and was classified as "Very Practical," while the material expert validation sheet obtained a validity percentage of 90%. Furthermore, the practical validity of the developed product was proven through the results of the analysis of the educator response questionnaire, which obtained a practicality percentage of 82%, which falls into the 82-100% category for "Very Practical."

AUTHOR CONTRIBUTIONS

Look this example below:

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest

REFERENCES

- Abidin, Z., & Ratnawati, R. (2024). Manajemen Mutu Pendidikan Pondok Pesantren Nurul Huda Pragaan Sumenep Di Era 5.0. *Jurnal Administrasi dan Manajemen Pendidikan (ALIGNMENT)*, 7(1), 96–105. <https://doi.org/10.31539/alignment.v7i1.9507>
- Aini, H., Suandi, N., & Nurjaya, G. (2019). PENGUATAN PENGUATAN (REINFORCEMENT) VERBAL DAN NONVERBAL GURU DALAM PEMBELAJARAN BAHASA INDONESIA DI KELAS VIII MTSN SERIRIT. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, 8(1). <https://doi.org/10.23887/jipbs.v8i1.20246>
- Amanda, DY (2024). ANALISIS PENERAPAN SISTEM KLASIFIKASI ISLAM DALAM PENGOLAHAN BAHAN PUSTAKA DI PERPUSTAKAAN PONDOK PESANTREN ASSALAM. *PARADIGM: Jurnal Penelitian dan Inovasi Multidisiplin*, 2(02), 112–123. <https://doi.org/10.62668/paradigm.v2i02.1183>
- Amini Amini, Dea Rahma Damanik, Zakiah Andiny Sihombing, Vita Shahnaz Maharani Rangkuti, & Rinaldi Rusli. (2023). Pengembangan Materi Pembelajaran Bahasa di Sekolah Dasar. *Perspektif: Jurnal Pendidikan Dan Ilmu Bahasa*, 2(1), 61–66. <https://doi.org/10.59059/perspektif.v2i1.922>
- Ariyana, A. (2023). Keterampilan Dasar Mengajar Mahasiswa pada Kurikulum Merdeka. *Lingua Rima: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 12(1), 21. <https://doi.org/10.31000/lgrm.v12i1.8125>
- Seperti, L.A., Citra, D.E., & Gilang, M.I. (2024). Strategi Guru Mata Pelajaran IPS dalam Menjelaskan Kualitas Pembelajaran melalui Pemanfaatan Sumber Belajar. *Kaganga: Jurnal Pendidikan Sejarah Dan Riset Social Humaniora*, 7(1), 13–27. <https://doi.org/10.31539/kaganga.v7i1.8042>
- Aulia, D., Murni, I., & Desyandri, D. (2023). Peningkatan Kompetensi Guru Sekolah Dasar melalui Platform Merdeka Mengajar (PMM). *Jurnal Ilmiah Profesi Pendidikan*, 8(1b), 800–807. <https://doi.org/10.29303/jipp.v8i1b.1310>
- Betty, E., Mailani, E., & Ritonga, M. (2020). MUZAX MEDIA BERHITUNG DI SEKOLAH DASAR MUZAX MEDIA BERHITUNG DI SEKOLAH DASAR. *Jurnal Guru Kita PGSD*, 4(1), 35. <https://doi.org/10.24114/jgk.v4i1.16243>
- Damanik, A.S., Rangkuti, L.A., Zulkarnain, I., Fransiska, W., & Mawaddah, S. (2024). PENTINGNYA KETERAMPILAN DASAR MENGAJAR BAGI MAHASISWA MAGANG FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN. *Pedagogi: Jurnal Ilmiah Pendidikan*, 10(1), 58–64. <https://doi.org/10.47662/pedagogi.v10i1.659>
- Fikrotin, V., & Sulaikho, S. (2021). Kebutuhan Pengembangan Media Pembelajaran iSpring Suite Berbasis Android Pada Mata Pelajaran Morfologi Bahasa Arab. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 5(2). <https://doi.org/10.15575/jpba.v5i2.13587>

Copyright Holder :

© Devy Aisyah et.al (2025).

First Publication Right :

© Journal International of Lingua and Technology

This article is under:

