SYAIKHUNA: Jurnal Pendidikan dan Pranata Islam STAI Syichona Moh. Cholil Bangkalan
p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v16i1.7675

Development and Evaluation of Digital Learning Materials for Arabic Reading Skills Using a Scientific Approach in Islamic Elementary Schools

Majda Qudsiyatul Malikh[1]
Ahmad Mubaligh[2]
Laily Fitriani[3]

majdaqudsiatul@gmail.com
mubaligh@pba.uin-malang.ac.id
laily@bsa.uin-malang.ac.id

Abstract: *Mastering maharah qiraah in Arabic learning is crucial as it is the gateway to understanding Arabic texts, which are key sources of Islamic knowledge. The scientific approach has enhanced students' comprehension, making developing effective teaching materials essential. This study develops and evaluates "Dila Baca," a digital Arabic reading teaching material based on a scientific approach. Utilizing the ADDIE model, this research involved 52 students and two experts. Validation results show a high level of feasibility (90%), and statistical tests indicate significant learning improvements (Sig. 0.024 < 0.05; N-gain: 77.1%). The findings highlight the effectiveness of "Dila Baca" in enhancing Arabic reading comprehension through interactive e-learning materials.*

Keywords: *E-learning Teaching Materials, Reading Skill, Scientific Approach.*

Abstrak: *Penguasaan maharah qiraah dalam pembelajaran bahasa Arab sangat penting karena menjadi pintu utama dalam memahami teks-teks berbahasa Arab yang merupakan sumber ilmu Islam. Pendekatan saintifik telah terbukti meningkatkan pemahaman siswa, sehingga pengembangan bahan ajar yang efektif menjadi krusial. Penelitian ini mengembangkan dan menguji efektivitas "Dila Baca," bahan ajar digital untuk pembelajaran membaca bahasa Arab (maharah qiraah) berbasis pendekatan saintifik. Dengan menggunakan model ADDIE, penelitian ini melibatkan 52 siswa dan dua ahli. Hasil validasi menunjukkan tingkat kelayakan yang tinggi (90%), sementara uji statistik membuktikan adanya peningkatan pembelajaran yang signifikan (Sig. 0,024 < 0,05; N-gain: 77,1%). Temuan ini menegaskan bahwa "Dila Baca" efektif dalam meningkatkan pemahaman membaca bahasa Arab melalui materi e-learning yang interaktif.*

Kata Kunci*: Bahan Ajar E-Learning, Keterampilan Membaca, Pendekatan Saintifik.*

[1] UIN Maulana Malik Ibrahim Malang
[2] UIN Maulana Malik Ibrahim Malang
[3] UIN Maulana Malik Ibrahim Malang

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v16i1.7675

Introduction

The teaching of *maharah qira'ah* at SD Islam Surya Buana Malang shows variations in students' interests and reading abilities, which are influenced by their Quranic recitation proficiency. (Livalutfian, 2024) According to KMA Number 183 of 2019, this learning process aims to help students independently understand Arabic texts, think critically, and grasp the messages within the texts.(Team Direktorat KSKK Madrasah Kementerian Agama RI, 2019) However, the available teaching materials do not fully support the scientific approach that encourages exploration and independent learning.(Abdilah & Abdurrahman, 2023) Most of the teaching materials still use conventional methods with static and less interactive texts, leading to low student engagement in understanding reading texts. (Hamdy, 2024) Previous studies indicate that the lack of technological integration in language teaching materials hinders students' literacy development, particularly in comprehension and vocabulary expansion.

The scientific approach is essential in *maharah qira'ah* learning as it promotes observation, experimentation, and critical analysis.(Arianto et al., 2021) This approach enables students to deeply understand texts through observing, questioning, experimenting, reasoning, and communicating.(Solehah et al., 2023) The scientific approach can also enhance students' learning motivation by encouraging active engagement in text exploration and comprehension reflection. (Mukhlis et al., 2023) Several studies have explored the use of technology in language teaching, including interactive multimedia applications such as Lectora Inspire. (Mas'ud, 2012).

Lectora Inspire enables the integration of animations, quizzes, and interactive videos, improving students' comprehension by up to 40%.(Efendi et al., 2023) Teachers can also utilize this tool to develop more creative and digitally relevant teaching materials (Malikh, 2024). A study by Harahap and Ghofur (2023) found that using Lectora Inspire in French language instruction significantly enhanced student engagement and comprehension. Meanwhile, Jauhar et al. (2023) found that interactive multimedia makes learning the Japanese language more engaging and easier.

However, no research has specifically developed maharah qira'ah teaching materials based on Lectora Inspire with a scientific approach at the Madrasah Ibtidaiyah level. Therefore, this study aims to develop interactive teaching materials

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v16i1.7675

using Lectora Inspire within the "Dila Baca" application, designed to align with the Arabic language textbook for Grade V MI students. Thus, this research is expected to fill the gap in previous studies and provide solutions to challenges in *maharah qira'ah* learning at Madrasah Ibtidaiyah.

Research Method

Based on the research focus in this study, the researcher employed a research and development (R&D) approach using the ADDIE development model. (Sugiyono, 2017) Peterson concluded that the ADDIE model is a simple framework that is useful for designing learning processes that can be applied in various settings due to its general structure. (Sukmadinata, 2017) The ADDIE development model comprises five stages: Analysis, Design, Development, Implementation, and Evaluation. Saputro defines each stage of the ADDIE model as follows: (1) Analysis involves analyzing the work environment to identify the product that needs to be developed. (2) Design refers to designing a product that meets the identified needs. (3) Development entails creating and testing the product. (4) Implementation is the process of using the product. (5) Evaluation involves assessing whether each step of the activities and the product created meets the required specifications.

This study employs purposive sampling, selecting 52 fifth-grade students from SD Islam Surya Buana Malang with prior Arabic learning experience. This group was chosen for its alignment with the study's reading proficiency targets. Additionally, two experts (media and content specialists) validated the teaching materials. Purposive sampling was used because the limited population met the study criteria, and the focus was on intervention effectiveness.

The research instruments include expert validation questionnaires, student response questionnaires, and pre-test and post-test assessments. To ensure reliability, validity and reliability tests were conducted. Content validity was assessed through expert judgment from media and content specialists, ensuring alignment with learning objectives. Construct validity was tested using Exploratory Factor Analysis (EFA) to confirm that questionnaire items measured the intended constructs. In contrast, empirical validity was evaluated using the Pearson Product-Moment correlation test, where items were deemed valid if the r-value exceeded the r-table at a 5% significance level. Reliability was tested using Cronbach's Alpha, with a score above 0.70 indicating

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v16i1.7675

high reliability. Additionally, the split-half method was used to ensure consistency across test items for pre-test and post-test reliability.

The data sources in this study are divided into two categories: primary and secondary. Primary data were obtained through observations and interviews with Arabic teachers and students, and questionnaires were distributed to media experts, material experts, and students. Primary data also included the results of pre-tests and post-tests given to students at SD Islam Surya Buana Malang. Secondary data consisted of documentation, books, and journals relevant to the research.

The data analysis technique followed the Miles and Huberman model, which involves three stages: (1) data collection, (2) data condensation, and (3) data presentation and conclusion drawing. (Miles et al., 2013) For quantitative data, an Independent Sample T-test was used for hypothesis testing, and the N-gain score was calculated to determine the effectiveness of the teaching material.

Results and Discussion

Development Process of the Scientific Approach-Based Maharah Qiraah Teaching Material "Dila Baca"

This study used the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to develop a scientific application using Lectora Inspire aimed at enhancing 5th-grade students' Arabic reading skills.

Needs Analysis

The needs analysis revealed several learning challenges: monotonous lecture-based methods led to student boredom and difficulty understanding material, existing e-learning media were ineffective for less tech-savvy students, many struggled with reading Arabic texts, lowering motivation, and textbooks required improvements to better meet student needs (Livalutfian, 2024).

As a solution, innovative teaching materials were developed with engaging stories, an audio feature for reading support, and interactive exercises with real-time evaluations. The product is accessible on various devices without installation, supporting online and offline learning and making Arabic learning more engaging, interactive, and effective.

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v16i1.7675

Design

The researcher developed e-learning media using Lectora Inspire, integrating text, audio, and video based on the 5th-grade Arabic Language Teaching Book (KMA No. 183/2019). Adaptable for online and face-to-face learning, it allows teacher modifications. To enhance engagement, features like themed stories and songs in the "Ayo Bercerita"(Let's Tell Stories) session were added. The structure includes a main page, information, contacts, chapters, interactive materials, exercises, and evaluations. Assessments use multiple formats with instant feedback, making learning more interactive and effective.

Development

The development stage began with a concept map and outline for the Dila Baca teaching material using Lectora Inspire. The interface was designed in Canva, exported as JPG, and integrated into Lectora Inspire with a Desktop Landscape format for consistency.

Chapters, subchapters, and practice layouts were structured, followed by importing visual elements and adding navigation buttons. Text, audio, video, and exercises were then incorporated. Finally, after an error check and rendering, the application was published in an offline format without installation.

Dila Baca now serves as an interactive Arabic language teaching tool. Dila Baca (*Dirosah Lughotul Arobiyyah – Buku Asyik Cerita Anak*) can now be an interactive teaching material for Arabic. The following are examples of the Dila Baca application interface:

Figure 1. Icon Design Dila Baca

The application icon and logo (Figure 1) were designed using Paint, featuring text in Indonesian. The application was named "Dila Baca," an acronym for *Dirasah Lughatul Arabiya* and *Buku Asyik Cerita Anak*. "Dila" is in orange and pink vector letters, while "Baca" is in lowercase black letters. The application includes five main initial screens: a) Main Page, b) Information, c) Biography, d) User Guide, and e) Foreword.

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v16i1.7675

The icon and logo design strengthens the application's identity and reflects its function as an effective and enjoyable Arabic language teaching material.

Table 1. Dila Baca Application Interface Features

No	Feature	Description
1	Main Page	Displays the main menu for navigation.
2	Information	This section provides an overview of the Dila Baca application, explaining its purpose, features, and source of learning materials, which are based on the 5th Grade Arabic Language Teaching Book (KMA No. 183/2019).
3	Biography	The Biography page includes the researcher's details, such as name, email, and Instagram account, to assist users in case of difficulties.
4	User Guide	The User Guide page explains the functions of the application's features and buttons. It is complemented by a tutorial video that provides a practical guide for new users to understand and fully utilize Dila Baca's features.
5	Introduction Application	The introduction page of the *Dila Baca* application explains the purpose of developing the *Dila Baca* teaching material, which is hoped to benefit beginner Arabic learners, particularly those in fifth grade.

Implementation

After expert validation, the teaching materials undergo three testing stages: small group, large group, and field trials to assess effectiveness. The small group trial involves 10 selected 5th-grade students, while the large group and field trials include all students from class 5-A at SD Islam Surya Buana Malang. Questionnaires are used for the small and large group trials, while the field trial includes pre-and post-tests. The small group trial will be conducted from January 7–25, 2025, ensuring material readiness before wider implementation.

Evaluation

The evaluation consists of formative and summative assessments. Formative evaluation reviews material quality, alignment with learning objectives, and relevance to teachers and students, leading to revisions based on expert feedback. Summative

Submitted: 19-02-2025 Accepted: 06-02-2025 Approved: 15-02-2025 Published: 15-03-2025

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v16i1.7675

evaluation, conducted after implementation at SD Islam Surya Buana Malang, assesses effectiveness through observations, interviews, questionnaires, and tests. Results show that Dila Baca meets key feasibility criteria. 1) Learning Effectiveness – Significant improvement in maharah qira'ah. 2) Material Relevance – Content, design, and scientific approach align with learning needs. 4) Ease of Use – Teachers and students found the material user-friendly and interactive. 5) Stakeholder Satisfaction – High approval from teachers and students.

With positive summative evaluation results, Dila Baca is finalized for distribution through educational institutions, publishers, and digital platforms to enhance maharah qira'ah learning.

Feasibility of the *Dila Baca* Teaching Materials for *Maharah Qira'ah* Based on a Scientific Approach

Expert Validation Test

Expert validation assesses the product through rational judgment before field use. Dila Baca was evaluated by design and content experts to provide critiques and suggestions for improvement. The validation occurred from January 3–7, 2025, at UIN Maulana Malik Ibrahim Malang. Experts reviewed the product in soft file format using an assessment instrument. The validation results are as follows:

Design Expert Validation Results

The design expert validation assessed the feasibility of Dila Baca, focusing on its scientific approach to reading skill development. The validator, Mr Ahmad Maki Hasan, M.Pd., a lecturer in Arabic Language Education at UIN Maulana Malik Ibrahim Malang specializing in Teaching Material and Media Development, provided the following revision suggestions:

Table 1. Design Expert Validation Results for Dila Baca

No	Assessment Aspects	x	x_i	Percentage	Criteria
1	Quality of Teaching Material	13	15	87%	Excellent
2	Visual Appearance	13	15	87%	Excellent
3	Ease of Use	19	20	95%	Excellent
	Total	**45**	**50**	**90%**	**Excellent**

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v16i1.7675

The design expert validation results obtained an average percentage of **90%**, categorizing it as "**excellent"**.

Content Expert Validation Results

The content expert validation assessed the teaching materials' suitability and effectiveness in achieving learning objectives. Ms. Mamluatul Hasanah, S.Ag, M.Pd., a member of the Arabic language curriculum development team, was selected as the validator. The validation results are as follows:

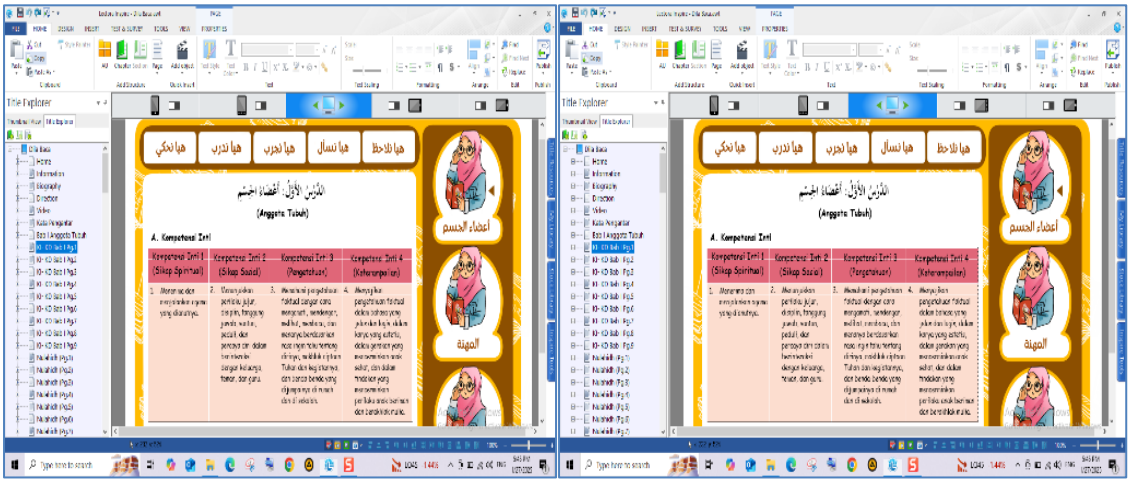
Table 2. Material Expert Validation Results for Dila Baca

No	Assessment Aspects	x	x_i	Percentage	Criteria
1	Content Quality	12	15	80%	Excellent
2	Linguistic Accuracy	13	15	87%	Excellent
3	Curriculum Alignment	20	20	100%	Excellent
	Total	**45**	**50**	**90%**	**Excellent**

The content expert validation yielded an average score of 90%, which is categorized as excellent. Dila Baca is deemed suitable for maharah qira'ah learning based on both design and content evaluations.

Revisions included changing the title Al A'dhoul Jismi to A'dhoul Jismi for linguistic accuracy and adding sub-indicators from Basic Competencies (KD) to guide development and learning targets. The revised *Dila Baca* teaching materials, incorporating a scientific approach, are as follows:

Figure 5. Title Revision "A'dhoul Jismi"



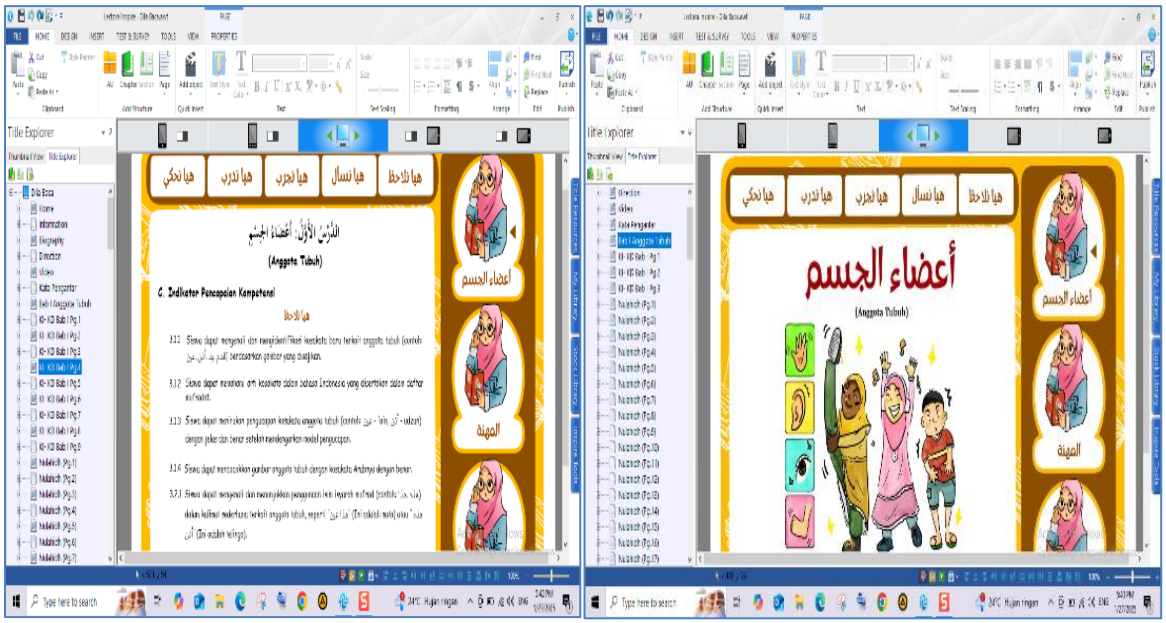
After **Before**

Submitted: 19-02-2025 Accepted: 06-02-2025 Approved: 15-02-2025 Published: 15-03-2025

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v16i1.7675

Differences can be seen on the Core Competencies (*KI*) page in Figure 5. In the latest revision, the title **"Al A'dhoul Jismi"** has been corrected to **"A'dhoul Jismi"** to comply with Arabic language rules.

Figure 6. Revised Display with Added Indicators



After **Before**

In Figure 6, differences can be seen on the Basic Competencies (KD) page. In the latest revision, sub-indicators derived from the Basic Competencies (KD) have been added as a guideline for user development and learning targets.

Product Trial

Survey results indicating positive student responses reinforce the product's feasibility. The trial was conducted in two stages: a small group trial with 10 students on January 5, 2025, and a large group trial with 26 students on January 11, 2025.

Following the implementation of Dila Baca, students completed a questionnaire, which confirmed that the product was well-received and effectively supported learning. The questionnaire results are as follows:

Table 3. Student Response Questionnaire Results

No	Assessment Aspects	x	x_i	(%)	x	x_i	(%)	Criteria
	Group Trial		**Small**			**Large**		

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v16i1.7675

1	Student Engagement and Motivation	173	200	87%	458	520	88%	Excellent
2	Material Comprehension	177	200	89%	463	520	89%	Excellent
3	Teaching Material Design	88	100	88%	232	260	89%	Excellent
	Total	**438**	**500**	**88%**	**1153**	**1300**	**89%**	**Excellent**

The questionnaire results from the small and large group trials showed satisfaction scores of 88% and 89%, respectively, meeting the "excellent" criteria. These high scores indicate that Dila Baca is suitable for maharah qira'ah learning, reflecting students' positive responses and increased motivation to understand the material.

Effectiveness of the *Dila Baca* Teaching Materials for *Maharah Qira'ah* Based on a Scientific Approach

To assess the effectiveness of the developed teaching materials, an analysis was conducted based on pre-test and post-test scores from both the control and experimental groups. The data were then analyzed statistically through several stages: Hypothesis testing using an independent sample t-test to determine significant differences between the two groups and N-Gain Score analysis to measure the improvement in learning outcomes. The hypothesis test results are as follows:

T-Test (Independent Samples Test)

The independent samples t-test in this study aims to determine the difference in using the "Dila Baca" electronic teaching material based on a scientific approach to *maharah qira'ah* learning.

Table 6. Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									Interval of the	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Maharah Qiraah	Equal variances assumed	6.328	.015	2.322	50	.024	4.808	2.070	.649	8.966
	Equal variances not assumed			2.322	37.577	.026	4.808	2.070	.615	9.001

Submitted: 19-02-2025 Accepted: 06-02-2025 Approved: 15-02-2025 Published: 15-03-2025

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v16i1.7675

The results indicate that the Sig. Value from Levene's test (0.015 < 0.05) shows non-homogeneous variance between the experimental and control classes. Therefore, the Equal variances, not assumed, table is used for interpretation. From the Independent Samples t-test, the Sig. (2-tailed) value is 0.024 < 0.05, with t count > t table (2.322 > 2.00586). Based on the test criteria, H_0 is rejected, and H_a is accepted, confirming a significant difference in maharah qira'ah learning outcomes before and after using the Dila Baca electronic teaching material.

N-Gain Score

An N-gain test assessed the effectiveness of the *Dila Baca* electronic teaching material based on a scientific approach to *maharah qira'ah* learning. The results are presented in the following table:

Table 3. N-Gain Score Results

Descriptives					
Kelas				Statistic	Std. Error
NGain_Persen	Kelas Eksperimen	Mean		77.1435	1.03546
		95% Confidence Interval for Mean	Lower Bound	75.0109	
			Upper Bound	79.2760	
		5% Trimmed Mean		77.0517	
		Median		76.9268	
		Variance		27.877	
		Std. Deviation		5.27983	
		Minimum		68.75	
		Maximum		87.30	
		Range		18.55	
		Interquartile Range		8.82	
		Skewness		.210	.456
		Kurtosis		-.993	.887
	Kelas Kontrol	Mean		71.2290	1.92763
		95% Confidence Interval for Mean	Lower Bound	67.2590	
			Upper Bound	75.1990	
		5% Trimmed Mean		70.8832	
		Median		69.4444	
		Variance		96.609	
		Std. Deviation		9.82900	
		Minimum		56.18	
		Maximum		92.59	
		Range		36.41	
		Interquartile Range		11.76	
		Skewness		.725	.456
		Kurtosis		.199	.887

The table shows that the average N-gain score for the experimental class is 77.1435%, or rounded to 77.1%. The table also shows that the average difference between the experimental and control classes is 71.2290% and 77.1%, respectively.

Therefore, based on the N-gain effectiveness interpretation table, it can be concluded that the "Dila Baca" electronic teaching material based on a scientific

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v16i1.7675

approach is effective in *maharah qira'ah* learning for students at SD Islam Surya Buana Malang.

Developing the "Dila Baca" electronic teaching material for reading skills based on a scientific approach was conducted at SD Islam Surya Buana Malang using the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation. The needs analysis results indicate that students require interactive teaching materials to enhance their Arabic reading skills. This aligns with the opinion of (Heinich et al., 2019) in *Instructional Media and Technologies for Learning*, which states that interactive teaching materials can increase student engagement, present content more attractively, and reduce boredom in traditional learning environments.

The scientific approach serves as the foundation for developing this teaching material. As explained by (Bybee et al., 2015) in The BSCS 5E Instructional Model: Creating Teachable Moments, this approach emphasizes systematic steps such as observation, questioning, experimentation, reasoning, and communication. This method is highly suitable for language learning, particularly in improving reading skills, as it helps students build understanding through logical and contextual analysis. Additionally, (Hasibuan and Moedjiono, 2018) in *Proses Belajar Mengajar* support the scientific approach as a framework that actively engages students and enhances deep learning, especially in text-based learning such as Arabic.

The use of Lectora Inspire as a platform for developing teaching materials has shown positive results. According to (Reeves & Hedberg, 2020) in *Interactive Learning Systems Evaluation*, interactive software can create a more structured and visually engaging learning experience, supporting various learning styles. (Budiharso, 2019) This study confirms that technology-based teaching material design can improve student motivation and reading skills. Similar findings were also reported by (Azhar Arsyad, 2015) in *Media Pembelajaran*, which explains that interactive media can enhance student engagement through various multimodal content, such as audio and visuals, improving comprehension and connecting text with context.

The validity of the "Dila Baca" electronic teaching material based on a scientific approach showed a feasibility percentage of 90% from both design experts and content experts in *Multimedia Learning*, which states that valid and effective design elements

Submitted: 19-02-2025 Accepted: 06-02-2025 Approved: 15-02-2025 Published: 15-03-2025

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v16i1.7675

can enhance student engagement in the learning process. The design expert evaluation in this study supports Mayer's principles, particularly in using a structured scientific approach to improve students' reading skills. As discussed by (Norman, 2013) in *The Design of Everyday Things*, a user-centred design emphasizes that user involvement in educational product testing ensures that teaching materials genuinely meet students' needs in Arabic reading instruction.

The effectiveness of this teaching material is demonstrated through the t-test results, which show a significant difference between the experimental and control classes, as well as the N-Gain test results, which indicate a high effectiveness level of 77.1%. (Mulyasa, 2013) *Pengembangan Kurikulum Berbasis Kompetensi* highlights that a scientific approach is highly relevant for enhancing students' critical thinking skills through observation, questioning, experimentation, and communication. Implementing the "Dila Baca" teaching material based on a scientific approach aligns with this theory, as it actively involves students in learning. Additionally, the 77.1% effectiveness score from the N-Gain test supports the idea that technology-based media can significantly improve student learning outcomes.

In the context of Arabic language learning, Hamzah B. Uno asserts that a scientific approach enhances conceptual understanding because students are directly engaged with the learning material through scientific processes. (Uno, 2011) This is relevant to the improvement in reading skills observed in this study. Furthermore, the (Vygotsky, 1978) Zone of Proximal Development (ZPD) theory suggests that technology can serve as a tool to strengthen students' learning potential. With the "Dila Baca" electronic teaching material, students can learn independently or collaboratively to develop their reading skills effectively.

(Mayer, 2020). Multimedia learning can also enhance student engagement through a dual coding approach (verbal and visual). This aligns with the findings of this study, which demonstrate that electronic teaching materials effectively improve reading skills. The results of this study are further supported by a similar study conducted (Arifin, 2022), which found that technology-based interactive teaching materials can increase student motivation and learning outcomes in Arabic language learning.

This study confirms that the scientific approach and technology-based media play a crucial role in education. The "Dila Baca" teaching material effectively enhances reading skills and supports modern educational goals that emphasize active and innovative learning. These findings highlight the importance of integrating electronic teaching materials based on a scientific approach into the elementary school curriculum to support the development of reading skills, particularly in Arabic language learning.

Conclusion

After completing research on the development of the "Dila Baca" electronic teaching material based on a scientific approach for 5th-grade students at SD Islam Surya Buana Malang, the researcher has drawn the following conclusions: (1) The development of this teaching material follows the ADDIE model, which includes analysis, design, development, implementation, and evaluation. These stages encompass material collection, content and structure design, interactive feature development, classroom trials, and expert and student evaluations before full implementation; (2) The "Dila Baca" teaching material is deemed valid, as evidenced by the expert questionnaire results, with design and content experts each giving a score of 90%, categorized as "excellent"; (3) The effectiveness of this teaching material is proven through pre-test and post-test results comparing the experimental and control classes, where the significance value of 0.024 < 0.05 indicates a significant difference in *maharah qira'ah* learning. Additionally, the N-gain test results show improved learning outcomes, with a difference of 71.2290% and 77.1%, confirming that the "Dila Baca" application successfully enhances students' Arabic learning outcomes.

REFERENCES

Abdilah, A. J., & Abdurrahman, M. (2023). Kriteria Buku Ajar Bahasa Arab Dalam Kitab Idha`at. *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab*, *3*(2), 257–264. https://doi.org/10.30739/arabiyat.v3i2.2218

Arianto, E., Syamsudduha, S., Sulasteri, S., Suharti, S., & Sriyanti, A. (2021). Pengaruh Penerapan Pendekatan Saintifik dalam Kurikulum 2013 terhadap Hasil Belajar Siswa pada Mata Pelajaran Matematika. *Alauddin Journal of Mathematics Education*, *3*(2), 174. https://doi.org/10.24252/ajme.v3i2.24760

Arifin, D. M. (2022). *Pengembangan Bahan Ajar Berbasis Teknologi: Konsep, Model, dan Implementasi*. CV. Bintang.

Azhar Arsyad. (2015). *Media Pembelajaran*. Raja Grafindo Persada.

Budiharso, T. (2019). Language Acquisition in Childhood Stage: a Review. *IJOLTL: Indonesian Journal of Language Teaching and Linguistics*, *4*(1), 53–64. https://doi.org/10.30957/ijoltl.v4i1.260

Bybee, R. W., Taylor, J. A., Gardner, A., Scotter, P. Van, Powell, J. C., Westbrook, A., & Landes, N. (2015). *The BSCS 5E Instructional Model: Creating Teachable Moments*. NSTA Press.

Efendi, C., Gulo, F., & Raharjo, M. (2023). Analisis Kebutuhan Pengembangan Multimedia Interaktif Berbasis Lectora Inspire Meningkatkan Hasil Mandarin HSK 3. *Journal of Education and Instruction*, *6*, 679–692. https://doi.org/https://doi.org/10.31539/joeai.v6i2.7866

Hamdy, M. Z. (2024). Pengembangan Bahar Ajar Qiraah berbasis Pendekatan Kontekstual di Sekolah Tinggi Agama Islam Darul Ulum Banyuanyar Pamekasan. *Aqlamuna: Journal of Educational Studies*, *1*(2), 313–328. https://doi.org/10.58223/aqlamuna.v1i2.259

Harahap, H., & Ghofur, A. (2023). Pengembangan Materi Pembelajaran Bahasa Perancis Menggunakan Lectora Inspire 17 Di SMA N. 1 Batang Kuis. *Science and Education Journal (SICEDU)*, *2*(3 SE-Articles), 480–485. https://doi.org/10.31004/sicedu.v2i3.143

Hasibuan, J. J., & Moedjiono. (2018). *Proses Belajar Mengajar*. Remaja Rosdakarya.

Hasil Wawancara Kepada Ibu Livalutfian, Guru Bahasa Arab SD Islam Surya Buana Malang, pada hari Jum'at, 6 september 2024. (2024).

Heinich, R., Michael, M., Russel, J. D., & Smaldino, S. (2019). *Instructional Media and Technologies for Learning* (10th ed.). Pearson Education.

Jauhar, A., Wahid, Islam, U., Abdurrahman, N. K. H., Pekalongan, W., Islam, U., Abdurrahman, N. K. H., & Pekalongan, W. (2023). *DEVELOPING ARABIC LANGUAGE LEARNING MEDIA BASED ON LECTORA*. *9*(1), 41–50. https://doi.org/DOI: https://doi.org/10.28918/alsinatuna.v9i1.2064

Malikh, M. Q. (2024). *Pengembangan Bahan Ajar Dila Bisa Berbasis Lectora Inspire Pada Pembelajaran Bahasa Arab di SD Islam Surya Buana Malang*. Skripsi.

http://etheses.uin-malang.ac.id/id/eprint/62965

Mas'ud, M. (2012). *Tutorial Lectora 1 Membuat Media Pembelajaran dengan Lectora*. Pustaka Shonif.

Mayer, R. E. (2020). *Multimedia Learning* (3rd ed.). Cambridge University Press.

Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.

Mukhlis, M., Suwandi, S., Rohmadi, M., & Setiawan, B. (2023). Higher Order Thinking Skills in Reading Literacy Questions at Vocational High Schools in Indonesia. *International Journal of Language Education*, *7*(4), 615–632. https://doi.org/10.26858/ijole.v7i4.37603

Mulyasa. (2013). *Pengembangan Kurikulum Berbasis Kompetensi*. PT Remaja Rosdakarya.

Norman, D. A. (2013). *The Design of Everyday Things*. Basic Books.

Reeves, T. C., & Hedberg, J. G. (2020). *Interactive Learning Systems Evaluation*. Routledge.

Solehah, U., Amin, A., & Lovisia, E. (2023). Pengembangan Bahan Ajar Berbentuk Buku Cerita Bergambar Berbasis Saintifik Pada Mata Pelajaran Fisika Kelas Xi Ipa Sma Negeri Megang Sakti. *Jurnal Perspektif Pendidikan*, *17*(1), 62–70. https://doi.org/10.31540/jpp.v17i1.2215

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Sukmadinata, N. S. (2017). Metode Penelitian Pendidikan, Cet. 12. In *Bandung: Remaja Rosdakarya*.

Team Direktorat KSKK Madrasah Kementerian Agama RI. (2019). *Keputusan Menteri Agama (KMA) Nomer 183 tahun 2019 tentang kurikulum PAI dan Bahasa Arab pada Madrasah*. Kementerian Agama RI.

Uno, H. B. (2011). *Model Pembelajaran: Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*. Bumi Aksara.

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.