



Use of Arabits Application to Enhance CEFR-Based Maharah Qiraah

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Abstract

This study was carried out with the aim of finding out to what extent the use of Arabic applications can increase students' maharah qiraah on the basis of CEFR. The method used in this study is quantitative by utilizing experimental research. Data collection techniques were carried out by using tests and data analysis using descriptive statistical tests and t tests. In addition, this study utilizes observation and interviews as secondary data collection techniques. The results of this scientific study state that the use of Arabic applications based on CEFR is considered positive for the teaching and learning process. This can be proved by students' interest in learning and the results of the t-test which state that the post-test scores from the experimental test class are significant compared to the control test class. The results of the t-test indicate that there is a significant difference between the results from the control test class and the test class with the average value of the experimental test class 89,889 and the average value of the control test class as much as 69,615 with the results of the test value as much as 4,615 with criteria at a significant level of 2,008 and the proportion of variance the value contributed was 29.11%.

Keywords: Arabits, CEFR, Maharah Qiraah

PENDAHULUAN

The world is transormating rapidly due to advances in technology and science(Amnouychokanant, Boonlue, Chuathong, & Thamwipat, 2021) caused by humans who cannot be separated from technology. (Hartono, 2014) The continued development of science affects the development of existing education.(Phang et al., 2021) Therefore, every education system wants an evaluation in the curriculum to adapt it to the qualifications of learners. (Guo, Huang, & Zhang, 2019)(Menon, Green, Charbonneau, Lehtomäki, & Mafi, 2021) The qualifications expected of learners that develop and change over time result(Mishra, 2014) in changes that occur in the educational curriculum. The changes and advances that have occurred in science make the established curriculum should be changed periodically.(Malaikosa & Sahayu, 2019) The technology, learning methods, and knowledge needed are rapidly evolving. (Mohaghegh & McCauley, 2016) Therefore, every agency should not maintain a curriculum that is still classical in learning in order to create

effectiveness in learning (Mehmood Bhuttah, Xiaoduan, Ullah, & Javed, 2019), one of which is in learning maharah qiraah.

Maharah qiraah is included in one of the important competencies that Arabic learners should achieve. (Rathomi, 2019) The competence in question is the capacity of the ability that everyone should have to master something. (Cicilia & Nursalim, 2019) This shows that every learner who wants to master Arabic should also learn each of its language skills. (Dahlia Amalia & Afifatu Rohmawati, 2020) Maharah / skills in Arabic consist of four basic skills that should be mastered by students and learners of Arabic in depth, namely maharah istima (listening skills), maharah kalam (speaking skills), maharah qiraah (reading skills), and maharah kitabah (writing skills) (Aziza & Muliansyah, 2020) which should be learned sequentially. Maharah qiraah is included in one of the Arabic language skills that have relevance to reading activities (Mahdir, 2020). Therefore, every student who learns maharah qiraah is expected to have an output in the form of being able to read Arabic writings and understand the meaning of the translation of the reading directly without thinking for a long time.

However, in reality there are still many problems faced by students and learners of maharah qiraah in schools. This is evidenced by the many outputs of students who basically learn maharah qiraah who have not been able to understand the meaning of the readings read in depth. The many problems that occur are caused by the unclear standards used in Arabic teaching and learning activities in Indonesia and the incompatibility of curriculum selection with various student educational backgrounds, the fact is that maharah qiraah learning is enforced by only being oriented towards learning vocabulary and grammatical aspects. (Rathomi, 2019)

Outputs in learning should be determined using adequate standards. One of the world standards imposed in foreign language learning is the Common European Framework of References for Languages (CEFR). (Díez-Bedmar & Byram, 2019) (Yin & Ahmad, 2021) This standard has been recognized worldwide as a standard for measuring language proficiency. (Uri & Aziz, 2020) One part of the curriculum that must always be developed is the medium or instrument of learning companions. (Ediyani et al., 2020) With the continuous progress in science, (Saban, 2021) the use of classical media should also be developed in new media that also keep up with the times. (Kuswanto, Yunarti, Lastri, Dapiokta, & Adesti, 2021) One of

the new applications that can be used as teaching material in learning maharah qiraah is Arabits. Arabits is a new medium for learning Arabic that is focused so that its users can learn Arabic literacy. The app has been adapted to international standards in the learning of Arabic as a second language. Therefore, this study intends to examine the effectiveness of the use of Arabits applications in the improvement of CEFR-based qiraah maharah and measure its success.

METHOD

This study was studied using quantitative techniques based on a descriptive approach in explaining the data. The basis of the selection of such techniques was the model initiated by Gall and Borg.(Gall, Joyce P. Gall, Meredith Damien. Borg, 2014)(Wisudayanti, 2020) The study studied quantitatively described by the descriptive method was carried out with the aim of stating an explanation of the characteristics of the data studied by involving populations and study samples and using statistical analysis of information in the form of numerical(Colorafi & Evans, 2016) so that the study is more objective. The type of research conducted in this study used experiments on the basis of pretest-post test design by using control classes. The design was chosen because this study utilizes control classes and experimental classes by conducting two tests that are applied before and after the learning process. The purpose of the division of these classes (control and experimental classes) is to ensure that the differences that occur between these classes and the measurement of success will be more objective. Both the experimental class and the control class consisted of 27 students who were utilized as a population in the object of study. The test that is tested before the implementation of the teaching and learning process between teachers and students is called the pretest and the test that is tested afterwards is called the post test.

This study was conducted by utilizing 2 variables in the form of bound variables and free variables. The free variable is the application of Arabits as a learning medium, and the bound variable is the student's Arabic reading competence.

This study was carried out at MI NU 12 Lanji by focusing on grade I and II MI students. Data collection techniques are carried out by utilizing written test methods and voting through questionnaires. In addition, this study also utilizes

secondary data collection techniques in the form of observations and interviews. The written test is used to obtain data in the form of student scores before and after learning using the Arabits application while the questionnaire is used to obtain information in the form of student names, interests and student responses to the application.

This study utilizes observation or commonly referred to as observation to observe the situation and condition of the classroom when teaching and learning activities are carried out. The observations made are in the form of non-participatory observations where researchers are not directly involved in teaching and learning activities. Meanwhile, interviews are used in this scientific study to determine teachers' responses to the use of the Arabits application in teaching and learning activities carried out in the classroom. Interviews are conducted synchronously which is researchers have direct meetings with research participants to obtain data.

In the written test both before and after, as well as in the second part of the questionnaire, a test of its validity has been carried out. The test of its validity was carried out by the product moment correlation method and reliability was tested with KR-20. After being tested using product moments, both of the written tests showed significant results with scores of 0.596 and 0.542 respectively from the significance criteria at 1% level of 0.463 for pretest and post test. Meanwhile, the reliability test of each instrument received significant values with calculated r values of 0.65 and 0.652 which showed relatively high results.

The analysis of the data obtained from this study uses the analysis of the t test or commonly called the differentiator test. The t-test is usually used to obtain results about the presence or absence of differences between the learning outcomes obtained by the experimental class and the control class tested and the difference in learning outcomes before learning using the Arabits application and after. The hypothesis was tested using t-test analysis by utilizing the W-Stat-2016 application with the t-test feature in it.

RESULTS AND DISCUSSIONS

The results obtained from this study are divided into several sub-discussions, namely (1) the use of CEFR-based Arabits applications, (2) the level of arabits

application in the CEFR for the basic level of qiraah maharah, and (3) the effectiveness of the use of CEFR-based Arabits applications.

The Use of Arabits Applications

The Arabits application is one of the new applications used to learn Arabic as a foreign language. This application has been adapted to international standards. The Arabits application is presented not only for students, but for all those who want to learn Arabic as their second language. The Arabits application was developed with the aim of improving Arabic language skills. The application is designed with a variety of fun exercises with Artificial Intelligence (AI) instruments equipped with how to read and how to write. Using the app, students can learn Arabic at their own pace. In this application there are various features that are superior to other applications, namely: (1) Training consisting of elementary to advanced levels; (2) Practice speaking Arabic; (3) Various interactive content; (4) Guidance on pronouncing and reading Arabic on an AI basis; (5) Tools for writing on an AI basis; (6) The activity of hearing Arabic letters and words; (7) Muphrodat Card; (8) Media matching; (9) The game completes a sentence or part of the slump; (10) Assessment and Evaluation; and various other content that supports the achievement of the goal of learning Arabic.

In this study, the features that will be presented for students to develop their Arabic skills at a basic level are: (1) Training consisting of elementary to advanced levels; (2) Practice speaking and pronouncing Arabic sentences; (3) Guidance on pronouncing and reading Arabic on an AI basis; (4) Tools for writing on an AI basis; (5) The activity of hearing Arabic letters and words; (6) Matching media; (7) The game completes a sentence or part of the slump; (8) Assessment and Evaluation.

The way to use this application is to download it on the appstore or playstore, then users are presented with a demo of how to use the application to learn Arabic as shown below:

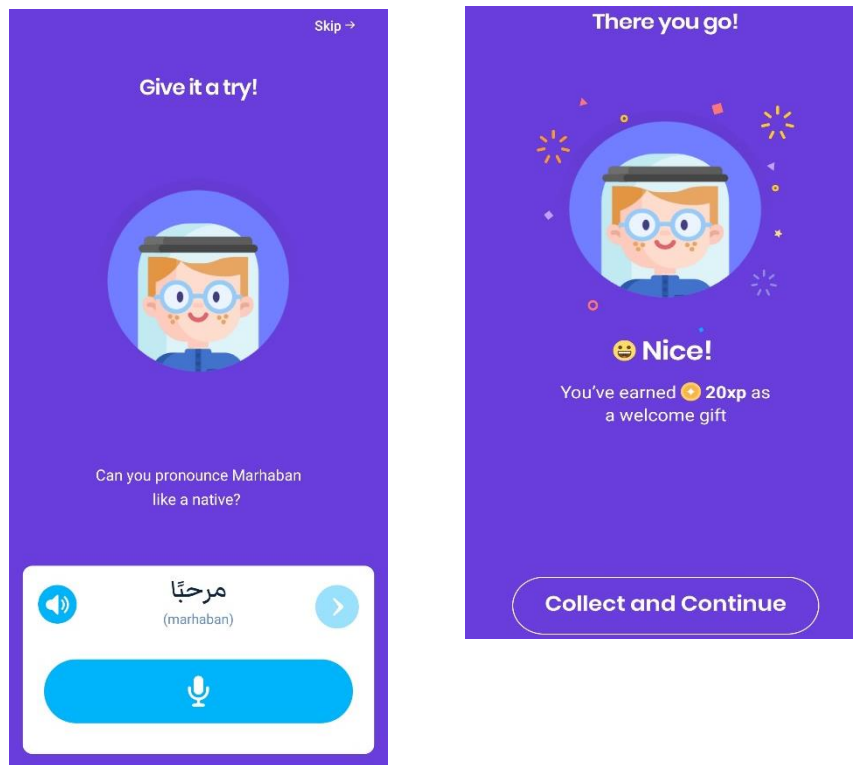


Figure 1 Demonstration of Using Arabits Applications

From the picture, it can be seen how to use the application, namely users are trained to read a word by imitating the examples listed. Then the user will get points as an initial reward as a welcome gift for the user. Then users can log in by logging in, and a choice of levels consisting of basic level, level 1, up to level 9 will be presented which can be seen in the image below:

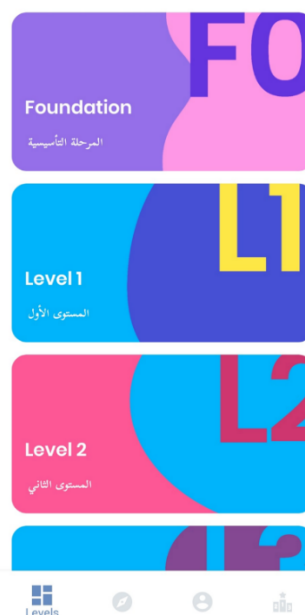


Figure 1. Home View of Arabits Applications

From the picture can be seen the appearance of the homepage presented in the Arabits application which consists of a choice of level levels. These levels range from the basic level to the expert level.

In the basic level, the user is taught to learn letters in Arabic, how to read them in full along with their harakat. After learning one of the letters, the user will be presented with a repetition to ensure the user's understanding of the reading of the letters. After all the letters can be learned, then the user is presented with a measuring tool to find out how much the user's level of understanding of something he learns through tests or assessments.

If the user has successfully passed the test or assessment, then the user will be able to proceed to the next level. The basic level focuses on understanding how to pronounce and read letters, while in level 1 the user will be taught how to identify arabic words, how to read them, as well as translations of the words, then in the next level users will be taught how to read Arabic texts and understand the meaning of the text.

Teaching and learning activities that are carried out using Arabits media are initiated by teachers who play a role in accompanying students during the learning process. In learning using the Arabits application, students are allowed to bring their mobile phones so that they can follow the learning carefully. Students are taught slowly to use the Arabits application from elementary level to level 3, followed by discussions and questions and answers on materials or features that students have not previously understood. Then students are asked to use the application themselves without the help of the teacher. The activity was closed with an evaluation of the learning that had been carried out.

CEFR Tier with Arabits Application for Elementary Level

CEFR stands for Common European Framework of References for Languages which is an international standard in the study of Foreign languages. The CEFR itself classifies several levels that become the standard of understanding of each language competency. In reading competencies at the basic level, the CEFR has standards / provisions in the achievement of these competencies as shown in the table below:

Table 1. Arabits Achievement Standards with Reading Competence in the CEFR

No	CEFR Level	Achievement Standard
1	A1	<ul style="list-style-type: none">• Can understand easily recognizable names• Can recognize very simple words and sentences, such as notices and posters or in catalogs.
2	A2	<ul style="list-style-type: none">• Able to read simple and very short texts.• Able to find specific and predictable information in simple everyday materials

In the table, it is explained that at the A1 level in the CEFR requires students to understand recognizable names and recognize very simple words and sentences. This is in accordance with the material studied in the Arabits application which introduces simple letters and words in Arabic by leading users to learn how to read the new letters and words. Then at the A2 level in the CEFR requires students to be able to read very simple texts and find information in the text specifically. This is in accordance with the material introduced in the Arabits application which presents a very simple material and leads its users to be able to read it and understand it in depth.

Both the CEFR and the application are in accordance with the learning materials at the madrasah ibtidaiyah level or commonly called the basic level based on existing standards in Indonesia, which requires students to be able to recite Arabic letters or hijaiyyah, words, sentences, and written discourses that are very simple and look for and get meanings, ideas, or ideas from the text.

Efektivitas Penggunaan Aplikasi Arabits berbasis CEFR

Teaching and learning activities carried out on experimental test classes and control test classes experienced differences. In experimental test classes, teaching and learning activities are carried out using the Arabits application as a learning medium. The activity begins with the teacher exemplifying the use of the Arabits application and students observing it. Then the teacher gives an opportunity for students who find it difficult to use the application to ask the teacher. Then students are given the opportunity to try to use the application. After that, the teacher provides an opportunity for students to reason and self-implement the use of the

Arabits application and learn qiraah with the application media. Learning ends with the student communicating his experience in using the Arabits application.

Meanwhile, in the classroom, the learning control test is carried out using lecture or conventional methods. The material taught in the control test class comes from the material taught in the Arabits application. Teaching and learning activities begin with the teacher delivering reading skills using the lecture method and then students observe it. Then the teacher gives students the opportunity to ask questions about material that they do not yet understand. After that the student is given a question by the teacher as a review of the material taught and the student answers it.

After learning using the CEFR-based Arabits application in the experimental class, in the use of the CEFR-based Arabits application as a learning medium to improve the qiraah of students at MI NU 17 Lanji, it was found that after the implementation of learning in one face-to-face in each class, there was an increase in qiraah maharah both from the value of the control class and the value of the experimental class. However, after being tested and re-examined using the t test, there was a significant difference between the results obtained from the control class and the results obtained from the experimental class.

In the control class, a conventional method or commonly referred to as the lecture method is carried out in teaching maharah qiraah. Learning based on conventional methods is only applied to control test classes, while for experimental test classes, teaching and learning activities are applied by utilizing media in the form of Arabits applications..

In the learning process, observations are made between the control class and the experimental class which then ends with a formative test to measure the success of the use of media in the form of the Arabits application. The results of observations on student activities or activities in the form of expected activities and unexpected activities during the teaching and learning process in each study class can be found in the following table:

Table 2. On Task Activity Data (*On Task*)

Num	On Task Activity	Test Class			
		Control		Experiment	
		Amount	%	Amount	%
1	Listening to Teacher Explanations	27	100%	27	100%
2	Giving Questions	3	11%	17	63%
3	Enthusiasm in Class	22	80%	27	100%

When viewed from unexpected activities (*Off Task*), there are also differences between the control test class and in the experimental test class which can be seen from the table below:

Table 3. Off Task Activity Data (*Off Task*)

No	Off Task Activity	Test Class			
		Control		Experiment	
		Amount	%	Amount	%
1	Talking to other during class	10	37%	2	7%
2	Disturbing other	3	11%	0	0
3	Entering and leaving class	2	7%	0	0
4	Sleeping/sleepy	1	4%	0	0
5	Playing	2	7%	1	4%

The learning carried out in the control test class took advantage of the time for 1 x 2 x 35 minutes and was carried out during one meeting. The material discussed in the teaching and learning process in improving maharah qiraah in the control test class is adjusted to the material in the Arabits application, but the presentation uses a lecture / conventional model based on a scientific approach which is then continued with question and answer and closed with a formative test. When the

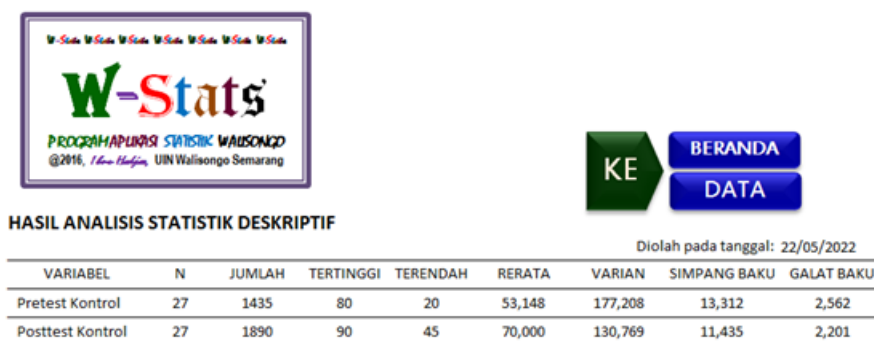
teacher gives an opening greeting, the percentage of students in answering the greeting is 100%, which means that all students answer the greeting. However, when the teacher did the closing greeting, the percentage of students when answering it was reduced to 96% because one of the students fell asleep in class.

Meanwhile, the learning carried out in the experimental test class took advantage of the time for 1 x 2 x 35 minutes and was carried out during one meeting in the classroom. The material learned in the teaching and learning process in improving maharah qiraah in the experimental test class is in accordance with the material available in the Arabits application which is CEFR standard and its presentation utilizes the application using a scientific approach that utilizes 5M in the teaching and learning process. During the teaching and learning process, students enthusiastically follow the learning process. The percentage of students in answering the opening and closing greetings is 100% which indicates the meaning that all students answer the opening and closing greetings said by the teacher.

After the formative test was given after the teaching and learning process was carried out in two different test classes, the results of the analysis were obtained by utilizing the t test obtained from the test scores from the control class and experimental class. The t-test is calculated by utilizing the W-Stat 2016 application with the help of the t-test feature. The t-test was carried out three times, to obtain data in the form of changes in the learning outcomes of maharah qiraah through the experimental test class, changes in the learning outcomes of maharah qiraah passed by the control test class, as well as differences in the learning outcomes of the two test classes after the learning of maharah qiraah both with the CEFR-based Arabits application and those who did not use it.

After conducting a descriptive analysis in statistics using the W-Stat 2016 application, the results of the pretest and post test were obtained to the control test class as shown below:

Figure 2. Results of Descriptive Statistical Analysis of Control Test Class Values



From the following figure, it can be seen that the value obtained from the pretest tested for the control class got an average of 53,148 with the highest score reaching 80 and the lowest value being 20. Then when tested the post test, it can be seen through the picture that the scores achieved by students in the control test class increase, with an average of 70 while the highest score achieved by the control test class students is 90 with the lowest score of 45. From the picture, it can be seen the improvement achieved by the control test class using conventional methods in the form of lectures in the teaching and learning process of maharah qiraah.

And after conducting a statistically descriptive analysis using a statistical application in the form of W-Stat 2016 in the experimental test class, the results can be obtained which can be seen in the figure below:

Figure 4. Results of Descriptive Statistical Analysis of Experimental Test Class



From the figure, it can be seen that the value obtained from the pretest tested for the experimental class got an average of 38,889 with the highest score it achieved amounting to 60 and the lowest score being 15. Then when tested the post test, it can be seen through the picture that the scores achieved by students in the experimental test class have increased significantly, with an average of 83,889 while the highest score achieved by students in the experimental test class is 100 with the lowest score of 50. From the picture, it can be seen that the improvement of maharah

qiraah learning outcomes achieved by the experimental test class that was tested for learning by utilizing the Arabits application in it.

However, because these results have not shown significance that can be seen directly, a t-test is also carried out on the results obtained through the implementation of pretests and post tests tested by each class. The results of the t-test of the pretest and post test results of the control class carried out using features from the statistical application in the form of W-Stat 2016 can be seen through the figure below:

Figure 5. Results of t test from control class

NILAI ** untuk Kategori	RERATA	PERBEDAAN RERATA	GALAT BAKU PERBEDAAN RERATA	DERAJAT KEBEBASAN (d.k.)	t	t-KRITERIA PD TARAF SIGN. 5%	KESIMPULA N
SESUDAH ***	70,000	18,704	3,626	52	5,158	2,007	Signifikan
SEBELUM ****	51,296						

Catatan: * Variabel Independen/Bebas : Kelas Kontrol
 ** Variabel dependen/Terikat : NILAI
 *** Kelas Kontrol Kategori 1 : SESUDAH
 **** Kelas Kontrol Kategori 2 : SEBELUM

Proporsi Varian NILAI yang disumbangkan oleh perbedaan Kategori Kelas Kontro 33,85%

Through the figures presented, it can be concluded that there is an increase in the value resulting from the pretest and post test tests carried out for the control class with an average difference of 18,704. The results of the t test showed that there was a significant difference between the pretest and post test scores tested for the control test class with a t value of 5,158 with criteria at a significant level of 2,007 and the proportion of variant values contributed was 33.85%. The event meant that there was a significant increase that applied to the control test class of maharah qiraah learning conducted using conventional methods in the form of lectures.

In addition, the t test by utilizing an application in the form of W-Stat 2016 is also carried out on the scores obtained by students produced through the implementation of pretest and post-test tests tested to the experimental class. The results of the t test against the pretest and post test values tested in the experimental class can be found out through the figure below:

Figure 6. Result of t test from experiment class

NILAI ** untuk Kategori	RERATA	PERBEDAAN RERATA	GALAT BAKU PERBEDAAN RERATA	DERAJAT KEBEBASAN (d.k.)	t	t-KRITERIA PD TARAF SIGN. 5%	KESIMPULAN
SESUDAH ***	83,889	45,000	3,177	52	14,166	2,007	Signifikan
SEBELUM ****	38,889						

Catatan: * Variabel Independen/Bebas : Kelas Eksperimen
 ** Variabel dependen/Terikat : NILAI
 *** Kelas Eksperimen Kategori 1 : SESUDAH
 **** Kelas Eksperimen Kategori 2 : SEBELUM

Proporsi Varian NILAI yang disumbangkan oleh perbedaan Kategori Kelas Ekspe 79,42%

From the picture available above, it can be seen that there is an increase in the value generated through the implementation of pretest and post-test tests carried out for the control class with an average difference of 45. The results of the t test showed that there was a significant difference between the pretest and post test values tested for the control test class with a t value of 14.166 with criteria at a significant level of 2.007 and the proportion of the contributed value variants was 79.42% which was relatively high. The event meant that there was a significant increase that applied to the experimental test class on maharah qiraah learning activities carried out by utilizing the CEFR-based Arabits application.

Then to find out the difference between the increase in the value generated from the test class, both experimental and control, a t test was also carried out on the results of the post test tested in both test classes. The results of the t test conducted using an application in the form of W-Stat 2016 can be known by looking at the figure below:

Figure 7. Final Results of the Test t Value of the Experimental Test Class and the Control Test Class

NILAI ** untuk Kategori	RERATA	PERBEDAAN RERATA	GALAT BAKU PERBEDAAN	DERAJAT KEBEBASAN (d.k.)	t	t-KRITERIA PD TARAF SIGN. 5%	KESIMPULAN
Eksperimen ***	83,889	14,274	3,095	51	4,615	2,008	Signifikan
Kontrol ****	69,615						

Catatan: * Variabel Independen/Bebas : Kelas Uji
 ** Variabel dependen/Terikat : NILAI
 *** Kelas Uji Kategori 1 : Eksperimen
 **** Kelas Uji Kategori 2 : Kontrol

Proporsi Varian NILAI yang disumbangkan oleh perbedaan Kategori Kelas Uji ad: 29,11%

Through the figures available above, it can be concluded that there is a difference between the values generated from the experimental test class and the test class with an average difference of 14,274. The results of the t test indicate the significance of the difference in values resulting from the control test class and the test class with a t value of 4.615 with criteria at a significant level of 2.008 and the

proportion of variant values contributed as much as 29.11%. It showed that there was a significant difference where the resulting value of the experimental test class was higher than the value generated from the post test of the control test class.

The CEFR-based use of the Arabits application in the learning of maharah qiraah in the experimental class elicited many responses gleaned from teachers and students. From the teacher's side, they gave a positive response to the use of the application in maharah qiraah learning, because by doing learning using the application, there was an increase in student enthusiasm in the classroom. In addition, many students also ask questions and their curiosity increases compared to previous learning. Learning with the Arabits application on the basis of the CEFR also causes a positive impression for teachers in the form of increasing student activity in the classroom as well as students' desire and motivation to listen and carry out teaching and learning activities. This is because students at MI at the elementary level tend to have a high feeling of curiosity towards something new. However, according to Arabic teachers, this application is limited in use because of some paid advanced levels, making it difficult for students to continue at a higher level.

Students also gave positive responses to the app. This is evidenced by as many as 100% of the 27 students in the experimental test class agreeing that the Arabits application is an application with an attractive appearance to use. This is because the appearance provided by the application contains many images and examples that can be listened to repeatedly and vocabulary that is presented repeatedly as evaluation material makes students interested in using the application as a medium as well as material in teaching and learning activities. In addition, 91% of the 27 students agreed that the Arabits application was easy to understand and use. However, 9% of the 27 students think that the Arabits application is difficult to use. This is because the application does not speak Indonesian and only consists of Arabic and English. The event made it a little difficult for some of these students to understand vocabulary. However, according to the students, the application still has weaknesses in the form of some themes in the advanced level that cannot be accessed for free. That makes it difficult for them to access at a higher level.

Meanwhile, learning conducted in a control test class guided by the same teacher as the experimental class showed positive results. This is evidenced by the

results of the t pretest test and post test tested after and before learning which showed significant results with a t test value of 5.158 from the t criterion of 2.007. This shows that there is a difference between the value obtained from the pretest and the post test where the post test value has increased compared to the pretest. However, when viewed from observation, there are still many students who do not listen to the teacher's explanation and some even talk to themselves and some fall asleep. This shows that students' interest in participating in teaching and learning activities is still relatively low.

The learning carried out in the experimental test class also showed positive results for the improvement of the student's qiraah maharah. This is evidenced by the results of the pretest t test and post test tested after and before learning which showed significant results with a t test value of 14.166 from the t criterion of 2.007. This shows that there is a difference between the value obtained from the pretest and the post test where the post test value has increased significantly compared to the pretest.

From the t-test conducted between the results of the post test tested in the experimental test class and the control test class, there is a difference between the values produced from the experimental test class and the test class with an average difference of 14.274. The results of the t test indicate the significance of the difference between the resulting value of the control test class and the test class with a t value of 4.615 with criteria at a significant level of 2.008 and the proportion of the value variant contributed as much as 29.11%. This shows that there is a significant difference where the resulting value of the experimental test class is higher than the value generated from the post test of the control test class. This shows the meaning that learning carried out using the Arabits application on the basis of the CEFR is considered effective for improving the maharah qiraah of students.

CONCLUSION

The existence of advances in technology and science makes all human activities, including teaching and learning activities. Advances in technology make the role of technology in various domains of life. Therefore, it is also necessary to have technology that can accompany and make teaching and learning activities easy and can be done anywhere. In addition, clear standards are also needed that are

used in the teaching and learning process. Therefore, this study intends to apply applications with international standards that can help facilitate the learning process, namely the application of Arabits on the basis of the CEFR to improve the maharah qiraah of students.

The results of this scientific study state that the use of the Arabits application by increasing maharah qiraah on the basis of the CEFR is considered positive for the teaching and learning process. This is evidenced by the increase in students' interest in learning as well as the results of the t test which states significantly on the post test scores of the experimental test class compared to the control test class.

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