Development of Arabic Writing Skill Web-Based Learning Media Using Baamboozle Website

Pengembangan Media Pembelajaran Untuk Maharah Kitabah Berbasis Website Baamboozle

**Retnowati Satyaningrum[1], Faizatun Sholihah[1], Abdul Jalil Azis[1]
Meidias Abror Wicaksono[1] & Umi Machmudah[1]
[1]Pascasarjana UIN Maulana Malik Ibrahim Malang**
Email: retnowatisatya@gmail.com

Abstract

The goal of this research is to create learning resources for writing skills *(maharah kitabah)* using the Baamboozle website. Research and development is the research methodology employed. Researchers employed the development of the ADDIE model which is divided into five phases: analysis, design, development, implementation, and evaluation. In order to evaluate the viability of the generated items, documentation and questionnaires were employed as data collection methods in this Baamboozle media development research. The quantitative descriptive analysis technique was employed in this study. After that, the information gathered from students and learning media specialists via surveys about the created items was examined. Based on the findings from the analysis stage, researchers carried out a needs analysis of Arabic learning media; they also designed this product into two categories: distinct letters and random words; in the development stage, they created materials, had media experts verify their viability, and made revisions to their products. The product was evaluated on 21 students in grade VII as part of the evaluation process, which looks for evidence that the product was designed in accordance with learning objectives. The average result of the three experts' assessment was 87.78%, placing it in the Very Good category. The generated teaching material products received a percentage of 89.89% in the student assessment questionnaire, placing them in the "Very Good" category. Thus, it can be said that the generated product is appropriate for teaching writing skills *(maharah kitabah).*

Keywords: ADDIE Model, Learning Media, Website Bamboozle, Writing Skill

Abstrak

Tujuan dari penelitian ini adalah untuk membuat sumber belajar keterampilan menulis *(maharah kitabah)* dengan menggunakan website Baamboozle. Metode penelitian ini adalah R&D dengan menggunakan pengembangan model ADDIE. Model ini dibagi menjadi lima fase: analisis, desain, pengembangan, implementasi, dan evaluasi. Untuk mengevaluasi kelayakan item yang dihasilkan, dokumentasi dan kuesioner digunakan sebagai metode pengumpulan data dalam penelitian pengembangan media Baamboozle ini. Teknik analisis deskriptif kuantitatif digunakan dalam penelitian ini. Setelah itu, informasi yang dikumpulkan dari siswa dan ahli media pembelajaran melalui survei tentang item yang dibuat diperiksa. Berdasarkan temuan tahap analisis, peneliti melakukan analisis kebutuhan media pembelajaran bahasa Arab; mereka juga merancang produk ini menjadi dua kategori: huruf berbeda dan kata acak; dalam tahap pengembangan, mereka membuat materi, meminta pakar media memverifikasi kelayakannya, dan melakukan revisi terhadap produk mereka. Produk dievaluasi kepada 21 siswa kelas VII sebagai bagian dari proses evaluasi yang mencari bukti bahwa produk dirancang sesuai dengan tujuan pembelajaran. Rata-rata hasil penilaian ketiga ahli sebesar 87,78%, termasuk dalam kategori Sangat Baik. Produk bahan ajar yang dihasilkan memperoleh persentase 89,89% pada angket penilaian siswa dengan kategori "Sangat Baik". Dengan demikian, dapat disimpulkan produk yang dihasilkan layak untuk pembelajaran keterampilan menulis *(maharah kitabah).*

Kata kunci: ADDIE, Keterampilan Menulis, Media Pembelajaran, Website Baamboozle

Introduction

Language is a means to convey one's thoughts and feelings to others. One of them is Arabic, which developed into one of the foreign languages taught in Indonesia before becoming a universal language spoken all over the world (Luqiana & Rasyid, 2023). However, interest in learning Arabic in Indonesia is still not as great as English. One of the reasons that often arises is because of inappropriate teaching methods and approaches, ineffective teaching strategies, and the lack of use of learning media (Darojat & Zukhaira, 2021). In addition, students also have the assumption that Arabic is a difficult subject and this assumption is a challenge for Arabic language teachers in various educational institutions in Indonesia (Sonia et al., 2023).

Arabic language learning will be achieved well and smoothly when several aspects are fulfilled properly. These aspects include interrelated goals, materials, methods or strategies, media, and evaluation (Safitri & Sa'dudin, 2019). Media is one of the supporters of success and support the effectiveness of learning (Mufidah et al., 2019). Learning media, in terms of types and types, are divided into 5, namely: (1) human-based learning media, (2) print learning media, (3) image learning media, (4) audio-visual learning media, and (5) digital learning media. These various media can help a teacher to convey material and increase student creativity and attention in the learning process (Fadhilah, 2023).

Arabic teachers can boost their students' motivation to study Arabic by using learning tools to make the language education process—which they used

to find boring—interesting. Also, teachers may easily communicate ideas and information to students through the use of learning media, which can boost student participation (Firdausia et al., 2020). So far, the Arabic learning process tends to be teacher-centered which makes students bored quickly and the learning atmosphere is less interactive (Aflisia & Hazuar, 2020).

The creation of online learning resources is an additional strategy to boost students' enthusiasm and involvement in Arabic language study. The community can use the internet network, which is now accessible to everyone, anywhere, and at any time, as a new innovation in the creation of learning materials, particularly digitally based learning materials (Obojska & Vaiouli, 2023). With internet-based learning media, there are no time, distance, or geographical constraints that hinder, so it is anticipated to greatly improve learning effectiveness (Ihdatul Hidayah & Novi Kusumaningrum, 2021). A teacher must be able to utilize existing technology as a learning media inside and outside the classroom, to boost students' interest in teaching and learning activities and make it simpler for teachers to impart subject content. So teachers need to involve technology as a support so that teaching and learning activities run smoothly (Z. Lubis & Harahap, 2023).

Based on a preliminary study conducted by researchers at MTs Tsuroyya Islamic School, Researchers discovered that students were not motivated or interested in learning Arabic writing. Then the researcher conducted interviews with several students about learning to write Arabic. Some students feel bored and less interested in practicing writing Arabic because they are bored and bored. Furthermore, researchers conducted interviews with teaching teachers and researchers found that Arabic teaching teachers at MTs Tsuroyya Islamic School had not used learning media in various forms. Researchers also observed how Arabic writing was taught and learned, and they discovered that student participation was lacking and that the majority of the activities were still teacher-centered. Based on the initial data obtained by researchers, Students need to be actively involved in their Arabic language education through the use of web-based interactive learning games. Web-based interactive game media is learning media that utilizes the internet in the process of using it (Febriana & Iswari, 2023).

Baamboozle is a web-based learning game that can be used in groups with quizzes as the game. Baamboozle is one of the game-based applications that encourage the idea that learning should be fun. (Yuniar et al., 2023). his is also supported by the research of Andrea Rojas Sáez and Angie Quintanilla Espinoza (Sáez & Espinoza, 2023) who said that baamboozle makes students' enthusiasm for learning increase because the game is fun, not boring and easy to understand the material. Quraishi (in Qureshi & Khatoon, 2023) said that baamboozle promotes the idea that learning should be fun and supports teachers to make learning activities more active and involve all students.

There are several previous studies that discuss website-based learning media. The paper written by Rahmawati and Hidayati with title *Pengaruh Multimedia Berbasis Website Pada Pembelajaran Matematika Terhadap Motivasi Belajar Siswa Sekolah Dasar* aims to determine the effect of using website-based multimedia in learning mathematics on the learning motivation of fifth grade students of SD Negeri Jatilor, Grobogan district. This study indicates that the impact of web-based multimedia in mathematics instruction on fifth-grade SD Negeri Jatilor students' learning motivation is 77.50% (Rahmawati & Hidayati, 2022); Second, the paper written by Derli Sarsalina Br Sitepu and Herlinawati with title *Pengembangan Media Pembelajaran Berbasis Web Googlesite Pada Materi Ikatan Ion dan Kovalen Untuk SMA Kelas X*. The purpose of this research is to analyze the development of web-based learning media google sites developed on subjects chemistry, and the feasibility of the developed google sites web-based learning media. The result states that the feasibility of validation shows that the development of Google Sites learning media on ionic and covalent bonding material is in the feasible category and does not need to be revised with the acquisition of an average content feasibility score of 3.63, language feasibility of 3.85, presentation feasibility of 3.87, and graphic feasibility of 3.74 (Sitepu & Herlinawati, 2022); Third, the paper witten by Nugroho Adi Suryandaru and Eunice Widyanti Setyaningtyas with title *Pengembangan Media Pembelajaran Berbasis Website pada Muatan Pembelajaran Matematika Kelas IV.* This study aims to determine the feasibility of website-based learning media on grade IV math learning content. The result stated that the question reliability data is with α of 0. 825 with very reliable criteria for use because α> 0.8. The research's findings indicate that using website-based learning resources is appropriate. From some of the research above, it has similarities with this research, namely discussing website-based learning media. However, the website used by the researcher and the author above is different (Suryandaru & Setyaningtyas, 2021).

From the explanation above, in this paper the researcher focuses on developing website-based Arabic writing game media for learning writing skills in class VII at MTs Tsuroyya Islamic School. The core competencies, fundamental competences, and indicators mentioned in the teaching materials published by the Ministry of Religion of the Republic of Indonesia are referred to in the game media that was created.

Methods

The research method used in this research is research and development. Researchers used the ADDIE development model. The model consists of five stages, namely: (1) analyze, (2) design, (3) development, (4) implementation, (5) evaluation (Tegeh & Kirna, 2010). In order to determine the demands for learning media, researchers conducted interviews with instructors and students as well as observed teaching and learning activities during the analytical phase. At the design stage, researchers determined the website-based media and

determined the material from the Ministry of Religious Affairs textbook. At the development stage, researchers developed Baamboozle web-based game media according to the needs of teachers and students. At this stage, researchers also conducted intensive discussions with experts and asked for expert assessments related to the media developed using a questionnaire. At the implementation stage, MTs Tsuroyya Islamic Boarding School class VII pupils participated in a trial that the researcher conducted during the implementation stage. While at the evaluation stage, researchers used a questionnaire to test the validity of learning devices on the media that had been developed and student responses to the media. Both qualitative and quantitative data analysis was used by researchers. Qualitative data is analyzed with data reduction steps while quantitative data is analyzed to calculate the average score of product quality and feasibility. Then the Baamboozle media development research evaluation sheet data was analyzed by converting the qualitative assessment into a quantitative assessment using Likert Scales (Sullivan & Artino, 2013).

Results and Discussion

The development of learning media for web-based writing skills using the Baamboozle Website is a learning page that emphasizes the principle that a learning process must be active and fun. The Baamboozle website has more than two million types of games that can be played to help the Arabic language learning process with various themes needed. In its application, there are four features that can be used, namely (1) Play, to start the game, (2) Study, used as a medium for student self-study, (3) Slideshow, to display material as a learning medium, as a note that this feature can only be used if the account used has become a paid member on this website, (4) Share, used to share material or games with other parties, both students and fellow educators, there is another alternative for this feature, namely by providing a game code to access this game.
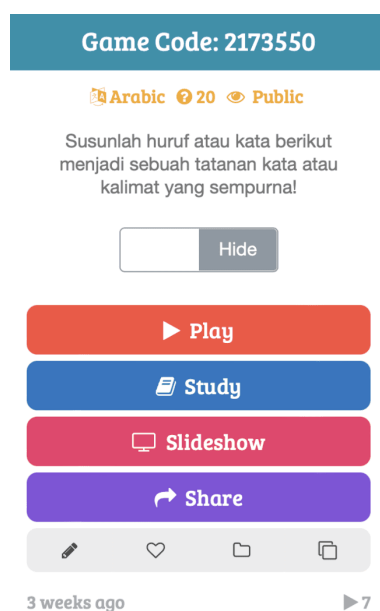
Figure 1 Display of Baamboozle

Because the Baamboozle Website is user-friendly, accessible, and web-based, researchers use it to create gaming media. Good game media is media that is easy to use by anyone, easy to access, can be used to learn outside the classroom and is interactive (Sakkir et al., 2021). Additionally, this media offers a variety of games that can be used to enhance teaching and learning in the classroom, as well as self-directed learning options for students to access repeating learning materials outside of the classroom and modify the content to fit the needs of the teacher. According to (A. A. Lubis et al., 2021) good language games can improve students' learning results and motivation to learn. It is intended that by learning to write Arabic and practicing on the researcher's Baamboozle website, students' enthusiasm and interest in the learning objectives and results in writing Arabic will increase.

In this study, the Ministry of Religion of the Republic of Indonesia prepared textbook material for MTs Class VII, which was based on KMA Number 183 of 2019. Based on this material, researchers built Arabic writing skills games. The ADDIE development paradigm is applied in the process of creating writing skills learning materials on the Bamboozle website.

Analysis

The analysis phase is the first phase in the ADDIE model (Tamrin & Azman, 2021). At this stage, researchers identify and review the learning media needed in the Arabic language learning process at MTs Tsuroyya. This is done to determine the type of media to be selected so that there are no technical problems that cause obstacles. Researchers see that the media for learning writing skills is still quite small compared to learning media for other skills.

The next process in this analysis stage is to identify the characteristics of seventh grade students at MTs Tsuroyya Malang. Students tend to like the learning process accompanied by play. This leads researchers to create educational materials presented as games. Based on the results of the analysis, researchers chose the Baamboozle Website to be used to develop learning media for writing skills.

Design

The design stage is the product design stage, starting from the formulation of learning objectives, the preparation of material to be presented in the learning media, and the criteria for assessing learning media (Lestari, 2021). Researchers formulated the design of this Baamboozle Website-based learning media development into two types of questions tailored to the teaching materials used. This media is designed to be a learning media on writing skills. There are two types of designs in this media, namely (a) Separate letters, students will be asked to connect the separate letters into a correct word; (b) Random words, students will be asked to arrange the word into a good and correct sentence.

Baamboozle is a website that provides a variety of games that can be used as learning media in the classroom by prioritizing the principle that the learning process should be fun and enjoyable, so in this design the researcher did not carry out a full design. This means that researchers only utilize the features on this baambozle website that are in accordance with the needs of Arabic language learning, especially in writing skills. The features that will be used are features for creating questions, selecting student groups, features for adding images and displaying correct answers.

In addition to the above design, researchers also designed a guide to using the Baamboozle website for Arabic language learning. This guide contains usage steps starting from opening the Baamboozle page, selecting a study group, opening questions to opening answers.

Development

This phase is the process of making and producing materials with the implementation or development of media according to the results of the analysis (Dewi et al., 2022). The steps that have been formulated at the design stage above are realized and made as follows:

a. Open the bamboozle website at the following link: https://www.baamboozle.com

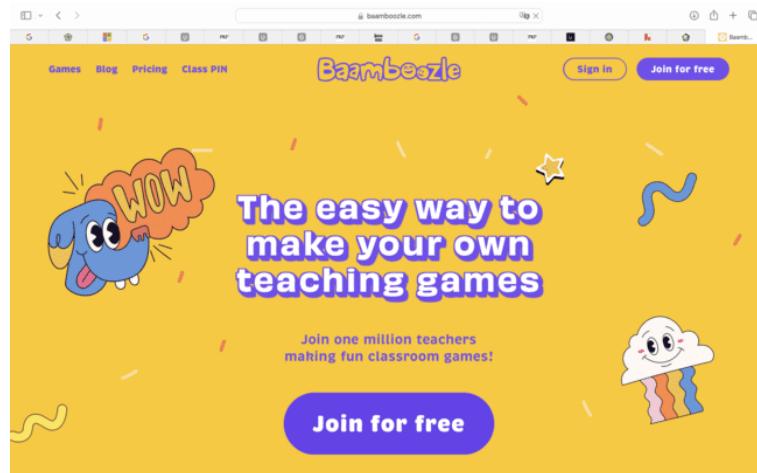b. Choose "Join for Free" to create your bamboozle account

Figure 2 Home Display of Baamboozle

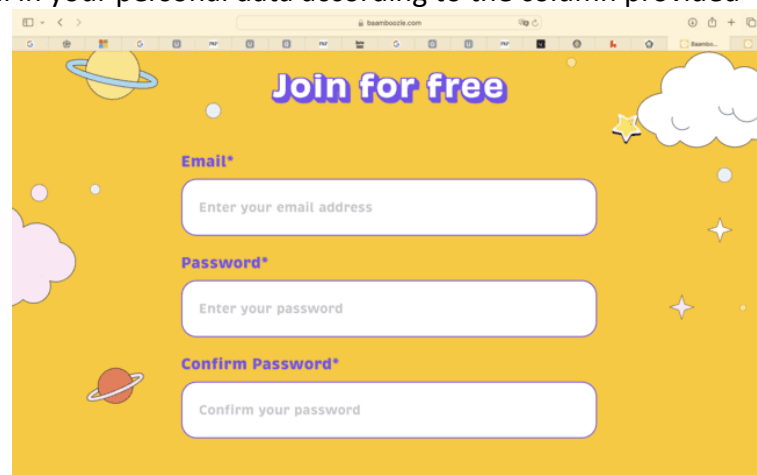c. Then fill in your personal data according to the column provided

Figure 3 Account Registration Display

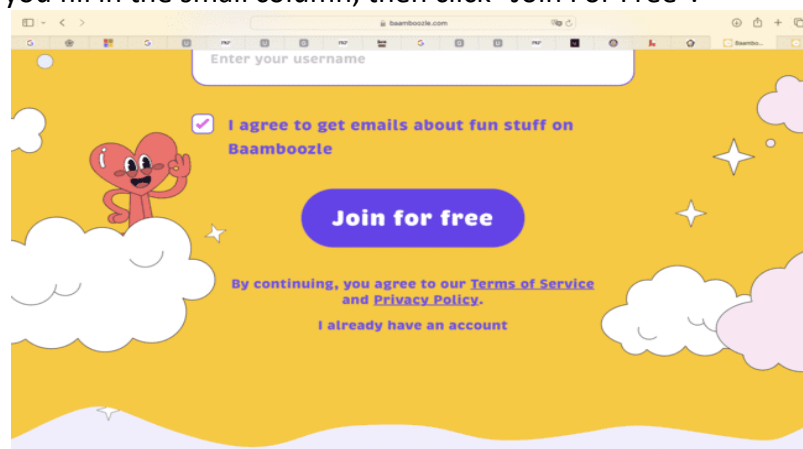d. After you fill in the small column, then click "Join For Free".

Figure 4 Account Registration Display (2)

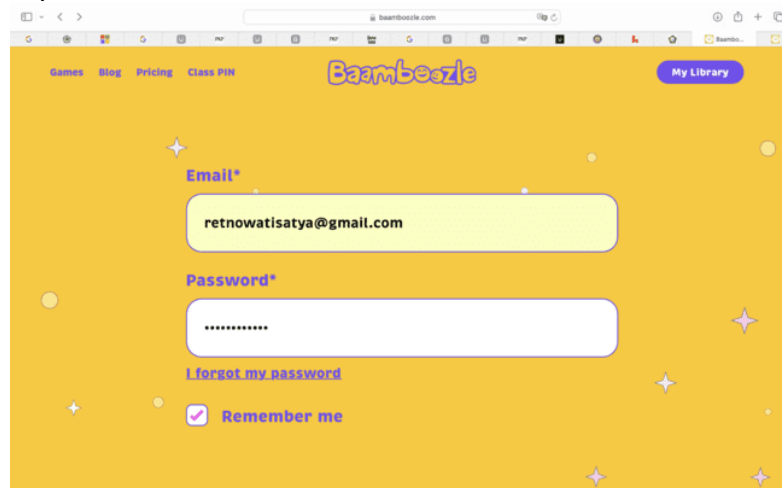e. After that, click "Sign In" and enter the E-Mail and Password according to the data you filled in earlier

Figure 5 Log In Display

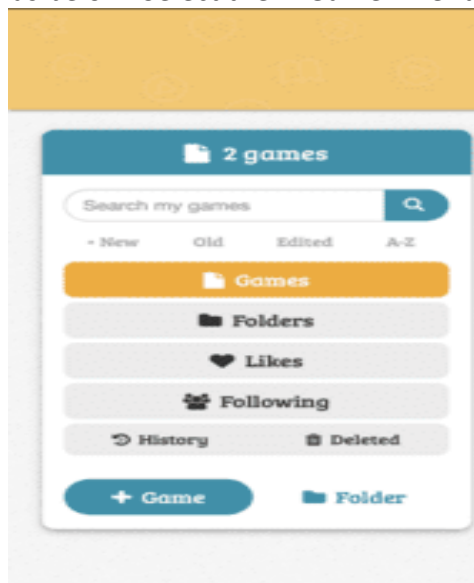f. Then it will appear as below. Select the "+Game" menu as shown below.

Figure 6 Creating Game Media Display

g. Then fill in the "Title" section with the title of the game you want to make according to your wishes. Then in the "Description" column you can write the procedures for the game to be played, the purpose of the game, and so on. Then in the "Language" column you can choose the language you want for the game. Then, make sure that you choose "Public" for your game so that it can be accessed by other students and teachers.
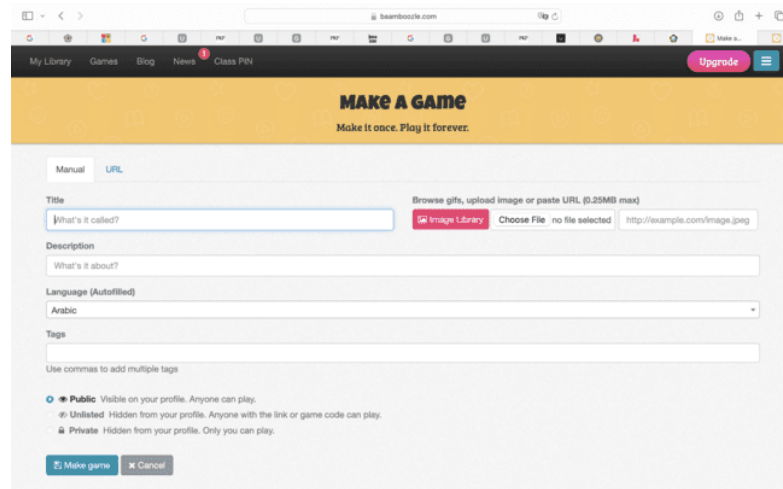
Figure 7 Page of Game Description

h. Then it will appear as shown below. In the "Question" column you need to write the question. In the "Answer" column you need to write the answer to the question. Then in the "Points" column you can choose points for each question/question if it is correct. When you have finished, you can click "Save" to save the questions and answers you have created. Please repeat this process until you have created enough questions.
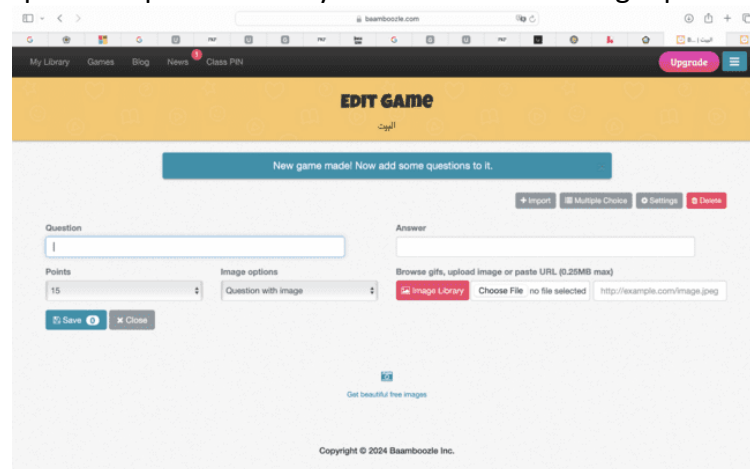

Figure 8 Question-Answer Making Display

i. After that, select "My Library" on the top left side of your window. Then select "Games". Then your game will appear as below.
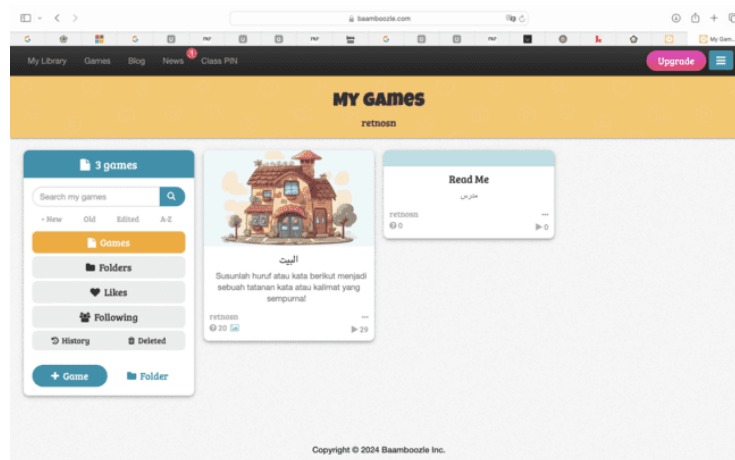
Figure 9 Your Games Gallery Display

j.   Select the game you have created. A window will appear as below
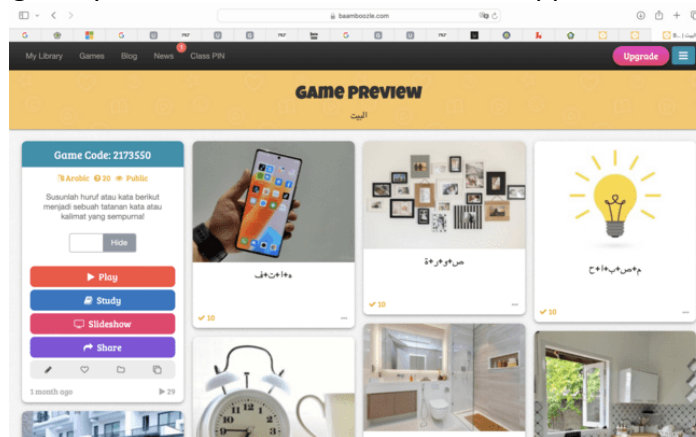
Figure 10 Home Display

At this point, media experts' feasibility tests and product improvements were also carried out by researchers (Pitriani et al., 2021). From the first proposed design of the media, researchers made improvements. To help students comprehend the questions and provide accurate answers, the researchers first designed the test using just words and letters. Later, they added visuals to improve the design even further. Then, to help pupils understand phrases more easily, the researcher added harakat to a small number of sentences in the initial design before developing it by adding harakat to every letter. Researchers have developed a handbook outlining the necessary procedures for teachers and users to follow in order to enable the implementation of this website-based learning aid into the teaching and learning process.

Implementation

At this stage, the implementation and testing of products that have been developed in the classroom are carried out (Permana et al., 2023). The school that became the location of this research trial was MTS Tsurayya Malang, especially class VII with 19 students.

The game consists of several cards that are given number symbols that students can choose to see questions (Figure 11); Questions will appear that students must answer by writing them in their respective notebooks (Figure 12); After the students finish, the teacher can show the correct answer by clicking the "check" button below. The correct answer will appear. Please click "Okay" to continue the game (Figure 13). Do this until all questions are answered.

Figure 11 Baamboozle Display

Figure 12 Baamboozle Questions

Figure 13 Baamboozle Answer

There were two phases to the validity test that was done to assess the viability of the learning materials created. First, media professionals are put through a validity test; pupils are put through another. A Google Form questionnaire was created in order to conduct the validity test with media specialists. Following the media expert's declaration that the learning material created fell into the viable category, the researchers tested the validity of their findings on students through field experiments.

Researchers distributed expert validity test questionnaires to four experts. And three of them filled out the questionnaire. The first expert gave an assessment of the product with a percentage result of 86.67% (very good). The second expert gave an assessment of the product with a percentage result of 96.67% (very good). And the third expert gave an assessment of the product with a percentage result of 80% (very good). The average result of the assessment of the three experts is 87.78% which is included in the Very Good category. It implies that this bamboozle website-based learning media product for maharah kitabah is suitable for use or testing to a larger group of students.

Based on these suggestions, the researcher made revisions to the product according to the input from the experts. The revisions made include (1) changing the pictures that are considered inappropriate or less feasible, (2) correcting the wrong harakat in several sentences, (3) improving the guidebook for using the media.

Evaluation

Evaluation is the last stage of the ADDIE model. Evaluation aims to see the suitability of the product developed with learning objectives. Researchers conducted an evaluation by giving expert validation questionnaires to three experts. The expert validation questionnaire consists of material aspects, illustration aspects, quality aspects and media display, attractiveness aspects and aspects of instructions or guidebooks. The results of the assessment of the experts' validation questionnaire can be seen in the following table:

Table 1 Experts Validations Score

Respondents	Material	Ilustration	Quality & Display	Entertain	Guidebook
Expert 1	14	9	9	8	12
Expert 2	13	10	10	10	15
Expert 3	12	9	8	8	11
Total	39	28	27	26	38
Max Score	45	30	30	30	40
%	86,67	93,33	90,00	86,67	84,44
Avg	88,22				

From the table above, it can be seen that the expert's response and assessment of the developed product seen from (1) the material aspect scored

86.67% which is included in the "Very Good and Not Revised" category, (2) the illustration aspect scored 93.33% in the "Very Good and Not Revised" category, (3) the quality and appearance aspect of the media scored 90.00% in the "Very Good and Not Revised" category, (4) the attractiveness aspect scored 86.67% in the "Very Good and Not Revised" category, and (5) the instructions/guidebook aspect scored 84.44% in the "Very Good and Not Revised" category. The results were summed up and obtained an overall average of 88.22% which explained that the product developed was in the "Very Good and Not Revised" category, however, there were several suggestions from the three experts which will be presented in the following table.

Table 2 Experts Suggestions

Experts	Suggestions
First Expert	- Please pay more attention to the images used, because there are images that do not cover the *aurat* (intimate parts).
Second Expert	- It is hoped that in the future there will be additional tadribat according to level.
Third Expert	- Pay attention to the font of the sentence used so that it is easy for students to understand - Add color if possible to avoid monotony.

Based on the suggestions from the experts above, researchers made the necessary improvements. Researchers made improvements with consideration of learning media objectives, core competencies, learning indicators and the capacity of the media used. There are some suggestions that cannot be followed up due to limited features on the media used.

After making improvements according to input from experts, the product was then tested on class VII MTs Tsuroyya students totaling 19 people. To find out the students' response, the researcher gave a response evaluation questionnaire sheet to the students. The following table displays the findings from the assessment form that was given to the students:

Table 3 Students Evaluation Score

Respondents	Aspects					Total	Max Score	%	%Avg
	1	2	3	4	5				
Student 1	5	4	5	5	5	24	25	96,00	
Student 2	5	4	5	5	5	24	25	96,00	
Student 3	5	5	5	5	4	24	25	96,00	
Student 4	5	4	5	3	4	21	25	84,00	89,89
Student 5	5	4	5	5	4	23	25	92,00	
Student 6	4	4	4	4	4	20	25	80,00	
Student 7	4	5	4	4	3	20	25	80,00	
Student 8	5	3	3	4	5	20	25	80,00	

Student 9	5	5	5	5	5	25	25	100,00	
Student 10	5	5	4	5	5	24	25	96,00	
Student 11	5	4	5	4	5	23	25	92,00	
Student 12	5	3	4	5	5	22	25	88,00	
Student 13	5	5	5	5	5	25	25	100,00	
Student 14	5	4	5	5	5	24	25	96,00	
Student 15	5	5	5	5	4	24	25	96,00	
Student 16	4	5	5	3	5	22	25	88,00	
Student 17	4	3	4	3	5	19	25	76,00	
Student 18	4	5	3	5	3	20	25	80,00	
Student 19	4	5	5	5	4	23	25	92,00	

The results of the student evaluation questionnaire on the teaching material products developed obtained a percentage of 89.89% which was included in the "Very Good and Not Revised" category.

Conclusion

The Arabic writing skills game media based on the bamboozle website was developed based on the needs analysis and student characteristics to learn while playing. This writing skills game media is designed with a separate letter game pattern and random words. The writing skills game material is taken from the school package book printed by the Ministry of Religious Affairs of the Republic of Indonesia. Students can access this media at any time and from any location according to the internet-based Bamboozle website that was used in its development. Recording to the responses from experts and student responses as users, this Arabic writing skills game media is feasible to use with an average percentage in the very good category and no revision.

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