

Insha's Learning Media Design Based on the Padlet with a Cooperative Learning Approach

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Abstract

This study aims to develop Padlet-based Insha's learning media with a cooperative learning approach and to see its feasibility and characteristics in learning. This research uses the R&D method with the 4D model. This research was conducted on PBA study program students in semester 2 of IAI Darul Fattah. Data collection techniques include observation, interviews, and questionnaires. Data analysis in this study used qualitative and quantitative data analysis. The results showed that the stages of developing Padlet-based Insha's learning media used 3 stages of 4D, namely, Define; the needs analysis stage, Design; the stage of making applications by entering material and content and Development, the stage of testing the feasibility of the media developed. The results of the validation test from media experts were 95.25%, while for the material expert assessment 89.52%, This shows that the learning media developed is in the very feasible category. The results also show that Insha's learning media developed have several characteristics; namely, initiating group learning (Cooperative Learning), providing space for discussion (Brainstorming), and focusing on student learning activities (Student Center).

Introduction

The development of technology and information has become very rapid after the covid 19 pandemic (Maksum & Fitria, 2021). According to the data published by Dwi Hadya Jayani, the use of digital technology has increased during and after the pandemic (Jayani, 2021). The use of technology is not only generalized to economic and business aspects, but has also expanded to the educational aspect. The number of schools that make remote learning rules forces teachers and students to adapt to technology that may have never been considered before (Pujilestari, 2020). After 5 years of the pandemic, online learning has not been abolished by the government, so many educational institutions also continue to run online learning at several learning meetings. Even now, online learning has developed into 2 forms of learning: Synchronous and Asynchronous (Puspitasari, 2021).

Technology will be very beneficial if users can operate it well. This is based on Aunur Maajid Amadi's research, which stated that technology is very helpful in online learning, as Stated in the Student Center (Amadi & Sholikha, 2023). One of the applications that can help teachers learn cooperatively is Padlet. The padlet application has various features that teachers can use to create online learning media that can be accessed by all students (Aida Abdul Rashid, Yunus, & Wahi, 2019). Padlet application is very easy to use. It can be used on a PC or smartphone, allowing teachers to modify their learning media in real-time using a mobile phone without needing to access it on a PC (Ramachandiran & Mahmud, 2018). The features of this application also allow students to learn in groups in online learning using their gadgets so that teaching and learning activities are more cooperative by maximizing student activities in cyberspace (Budiarti, Ritonga, Rahmawati, & ..., 2022).

Maharah Kitabah is the final level in language skills (Putra, Kalsum, Haryati, Usmandi, & Suparmanto, 2023). A person can communicate in writing if he has acquired and learned the other 3 language skills (Istima, Kalam and Qiraah) (Zulaeha & Musdalifah, 2022). In practice, learning the maharah kitabah can be done in several ways such as Khat (calligraphy), Imla (writing with dictation) or Insha (writing essays). In practice, learning the maharah kitabah can be done in several ways, such as Khat (calligraphy), Imla (writing with dictation), or Insha (writing essays). In learning Arabic, emphasis is placed on the expression of the author's thoughts, ideas, and ideas that are channeled in the form of writing (Nuraini, Asrori, & Hasanah, 2022). With the rampant use of digital technology in learning, teachers who support Insha's learning innovate in their learning, as stated by Salsabila et al. in their research results that Insha learning can also use online-based technology such as Zoom and Google Meet as an answer to the development of the world of education with offline and online learning policies (Kusuma, Rachma, & Rodhiyatunnisa, 2021).

The application of technology in teaching and learning activities that seem spontaneous, makes users have to be quick in understanding and using the technology (Basar, 2021). In response to this, many schools and educational institutions hold training and seminars related to online-based learning using Video Conference platforms and Learning Management Systems (LMS) (Islam & Sunni, 2021). However, training and seminars held by educational institutions do not seem to be effective enough, as explained by Sepni Yanti's research which found that online learning carried out by schools is not optimal due to a lack of understanding of teachers and students in the application of learning platforms (Yanti, Julaeha, & Nurdeni, 2024). In addition, online learning taught to students also feels too monotonous by only using video conferences, even though when reviewed in terms of the curriculum goals initiated by the government, teachers are required to be able to invite students to learn more cooperatively, not monotonous in 1-way communication as done using video conferencing (Dwi, Amelia, Hasanah, Putra, & ..., 2021).

In learning, Insha', the use of online-based applications and media cannot also be said to be optimal; this is based on existing data that sometimes the Insha learning delivered by teachers only uses online media that is one-way in nature (Sa'diyah, 2020). For example, in the Insha teaching at STIT Darul Fattah, the supporting lecturer provides learning through the LMS that has been prepared. However, the learning provided is one-side because the teaching lecturer only provides material in the form of video or audio that discusses the teaching module. Insha's supporting lecturer uses the assignment form by sending a Google Form link to the LMS for practice. To address these issues, an online learning model is necessary to stimulate students' learning. Among the appropriate learning strategies to develop online learning, Insha is cooperative learning with the type of Paired Storytelling (PST).

Research on the use of android-based applications for learning with the Cooperative Learning approach has been widely researched, for example in the research of Randika Napaldi et al. in 2024, who researched the development of android-based learning media in Arabic language learning stated that web-based and android-based applications in learning can help students to be more active in learning (Napaldi, Yusri, Syafril, & Supendra, 2024). In addition, research written by M. Abdul Hamid et al. in 2023 revealed that online-based Arabic language learning can motivate students to participate in learning and encourage them to be more confident in showcasing their abilities (Hamid, Ifawati, Charis, & Qomari, 2023). As for the use of Padlet applications in language learning, it can be seen in the research of Aida Abdul Rashid et al., who have concluded that the use of padlet applications in learning writing skills in ESL (English as a Second Language) learners can increase students' motivation and ability to write (Aida Abdul Rashid et al., 2019).

According to some of the studies mentioned above, it is evident that the presence of Android-based online media or websites is crucial for learning at this time. However, no previous research has discussed the development of online media-based learning media with a cooperative learning approach to learning Arabic, especially maharah kitabah. This is the basis of the purpose of this research, namely to develop padlet application-based learning media with a cooperative learning approach and see its feasibility and characteristics in Insha's learning process.

Method

This research includes Research and Development (R&D) research, in which researchers develop online learning media using Padlet applications and test the feasibility and effectiveness of the applications. This R&D research adopts 4D research steps, which have 4 stages. For more details, the researcher describes the flow of 4D model R&D research steps (Irawan, Padmadewi, & Artini, 2018);



Figure 1. 4D Model R&D Research Steps

In this study, only three steps were carried out from the 4D research method, the stages of Define, Design, and Development, because this research is aimed at product development and does not reach the stage of product dissemination.

Data was obtained using observation, interviews, and questionnaires. Observations and interviews were conducted to see how the learning process was before and after using the padlet application and to obtain data related to the characteristics of this padlet-based learning media. The questionnaire to analyze the needs and feasibility of learning media using padlets in learning Insha', questionnaire will be given to 2 experts, namely media experts and material experts. This research was carried out on students of the PBA Study Program STIT Darul Fattah Bandar Lampung, and was tested in Insha' learning in the 2nd-semester students of the PBA Study Program.

Data analysis is carried out qualitatively and quantitatively. In the qualitative data analysis, researchers explain the stages of the development of learning strategies using padlets. In addition, qualitative data analysis is also used to analyze product characteristics. As for quantitative data analysis, the researcher uses it to analyze the data obtained from the questionnaire to determine the validity of the data in the feasibility test. In this product feasibility test, the researcher used a questionnaire with a Likert scale given to media and material experts. The percentage obtained from the questionnaire calculation was converted according to the media feasibility table according to Arikunto in (Hakky, Wirasasmita, & Uska, 2018).

Table 1
Media Eligibility Percentage

Percentage Criteria (%)	Eligibility Criteria
76-100	Highly Worthy
51-75	Proper
26-50	Less Worthy
1-25	Not Eligible

Results and Discussion

This study uses 3 stages of 4D development model and after the implementation of the research, the following results are obtained;

Difine Stage

At the difinement stage, a needs analysis was carried out by conducting observations, interviews and questionnaires to see how Insha learning at the STIT Darul Fattah campus took place. This is done as preliminary data to compare the real conditions of insha learning and the ideal conditions that should be done. Based on the results of observations, interviews and questionnaires, the following results were obtained; 1) Insha learning on the STIT Darul Fattah campus is carried out offline and online, 2) in offline learning students are more active in learning because the lecturers use a variety of learning techniques, 3) in online learning students are very passive because learning is only carried out through LMS which contains learning modules and explanations in the form of voice records from lecturers and for the collection of exercises carried out through WA groups, 4) everal students are late in collecting assignments, this is due to their saturation in the online learning process.

Based on the needs analysis above, it is necessary to develop media in online learning because, according to(Santi, Gorghiu, & Pribeanu, 2022) student activity and involvement are crucial in learning activities to achieve maximum learning outcomes. Then to overcome the problem of student saturation in online learning, the researcher added a cooperative learning approach in the development of learning media insya', which was conveyed (Loh & Ang, 2020) that with cooperative learning, students can be motivated in learning. In line with that (B. Uno, 2022) said that students must be motivated to optimize their learning activities.

Design Stage

At the design stage, the material and content input into the padlet application are determined; the materials and content are 1) Instructions for use, which also contain the Description of the Constitutional Court, sub-CPMK, indicators, and Product Identity, 2) Student Attendance. 3) E-module Learning about al Hiwayah, 4) Learning videos about al Hiwayah, 5) Practice writing essays with a cooperative learning approach. All the content and materials prepared are considered necessary to be input into the padlet application, this is considering the importance of learning tools in teaching and learning activities (Sari et al., 2020). In addition, the study's results (Okta Priantini & Widiastuti, 2021) convey that e-modules are very effective in online-based learning. Then the existence of learning videos also helps students understand the existing material, by the research results (Brame, 2016) which examines the effectiveness of learning videos and their role in maximizing student learning activities.

The predetermined material and content are then input into the padlet application, with the following steps; First, login to the padlet account, at this stage the researcher creates an account on the padlet website by writing an email address as a user requirement, second, Create a new padlet board, after getting an account from the padlet website, the researcher begins to create a padlet board that adjusts to the learning objectives, these two paragraphs can be seen in the following image;

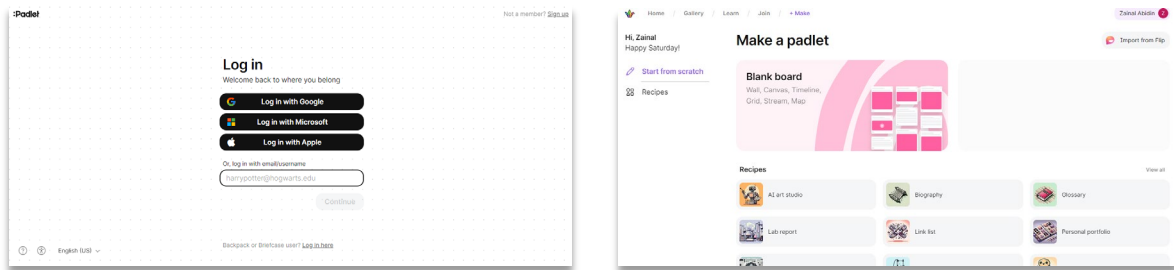


Figure 2. Login Process and Padlet Board Creation

Then in the third stage, input the material and content, after the padlet board is ready, the material and content are input into several clipboards posted on the padlet board. The clipboard chosen in this padlet is a clipboard that can be commented on in writing, this is adjusted to the purpose of learning Insha', which is to improve proficiency in Arabic writing (Hermawan, 2018). In addition, the provision of comment columns on the clipboard aims to have interaction in learning, so that students are stimulated to have a role in learning, this is by Ivan Pavlov's theory of Classical Conditioning, which expresses the importance of stimulus so that there is a response (Budiman, 2017). In line with this (Anjarsari, 2021), conveys that stimulus in learning can also be held by providing questions that provoke students' interest so that they are motivated to get grades. This activity can be seen in the following figure;

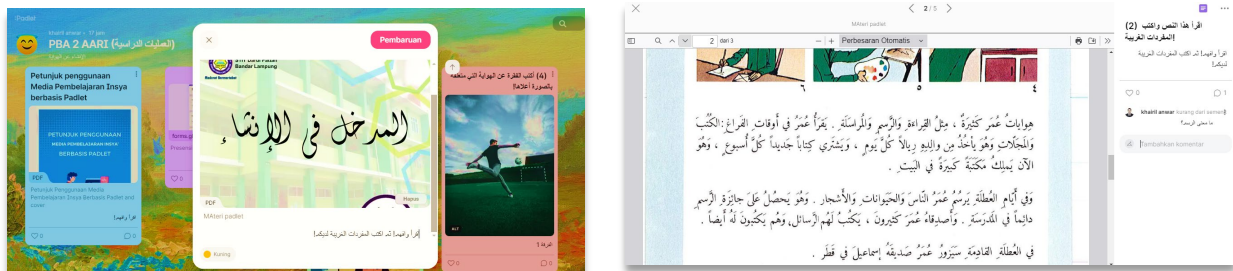


Figure 3. Content Input Process and Use of Comment Column as a Discussion Room

In the fourth stage, the padlet clipboard is placed according to the learning order, and the material input into the clipboard is then adjusted to the learning flow. At this stage of placement, the clipboard is also given different colors and images so that it can attract students to learning because the use of interesting media can motivate students to learn (Puspitarini & Hanif, 2019), the results of the study (Mizan et al., 2022) also show that the use of good learning media is very effective in improving student learning outcomes. The process of this stage can be seen in the following image;

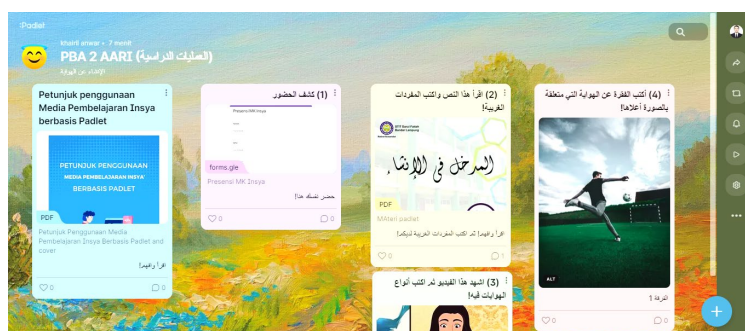


Figure 4. Padlets that have been arranged Clipboard according to the order of learning

The fifth stage is the creation of a padlet wall for the training process, Insha' with a cooperative learning approach. At this stage, the researcher uses a cooperative learning approach of the PST type, according to (Isjoni, 2019) PST is a type of cooperative learning that involves 2 or more students who are grouped to exchange stories with each other according to the given theme. In line with that, (Khairiah, 2019) also states that the stages of storytelling in PST can be carried out orally or in writing. Furthermore, the study's results (Asri, 2015) stated that PST-type cooperative learning can improve students' writing skills. At this stage, students are divided into 4 groups that exchange stories about pictures that show the theme of al Hiwayah, activities at this stage can be seen in the following pictures;

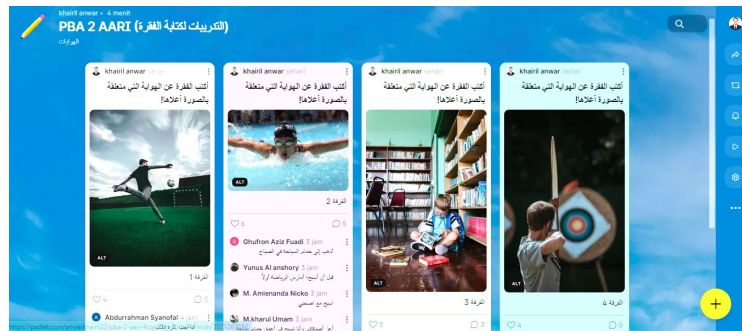


Figure 5. Insha' Padlet-Based Training with PST Approach

Development Stage

According to Thiagarajan in (Nugraheni, Putri, Kurniawan, & Sulistiawati, 2022) at the Development stage, validation from experts is carried out. This study uses 2 validations, namely media and material. Media validation is carried out to see if the design is feasible to be used in teaching and learning activities, besides that media validation is also useful to see the usefulness score of the developed media (Wicaksono, Ahmad, & Muna, 2023). In media validation, it got 95.25% with very feasible criteria. Furthermore, material validation is used to see the suitability of material presentation, material content, and exercises with learning objectives (Nugraheni et al., 2022), and in this study, 1 more criterion is added: suitability with PST-type cooperative learning. The results of the material validation were obtained with a percentage of 89.52% with a very feasible category.

Based on the results of the validation above, the padlet-based learning media with a cooperative learning approach is said to be feasible, this result is in accordance with research (Fitri, Rahmattullah, Nor, & Ratumbusang, 2024) which received very good qualifications from experts for the validation of the padlet application developed. In line with that, this result also supports the conclusion of research from (A A Rashid, Yunus, & Wahi, 2019) which states that the padlet application is effective in learning writing skills.

Characteristics Insha' Learning Media based on Padlet with a Cooperative Learning Approach

Based on the data generated at the stage of learning media development, Insha', some of the characteristics are known as follows;

Initiating Group Learning (Cooperative Learning)

The cooperative approach that is the reference for the development of learning media requires that learning activities can be carried out in groups, this is in line with what was conveyed by (Rusman, 2018) that cooperative learning model learning refers to cooperative learning between students in the form of groups. This statement is also corroborated by the results of research (Wang, Alavi, & Izadpanah, 2023) which states that

in the application of cooperative learning, students are required to be able to work well together in order to get maximum results in learning. In this Insha' learning media, the group's learning activities can be seen in the essay writing training section which requires students to collaborate in groups to adapt their essays to images about the topic al Hiwayah in the media. This activity also describes PST-type cooperative learning activities, which require students to tell each other stories related to topics in pairs or groups (Isjoni, 2019). In line with that, the research (Auliyah et al., 2024) also concluded that the stories conveyed in PST-type learning must be adjusted to the learning topic.

Provide space for discussion of topics (Brainstorming)

Insha's padlet-based learning media provides a space for discussion related to learning topics. Because according to Anita Lie, in the PST type learning stage, before practicing storytelling, students must first understand the teaching topic (Harlina & Wardarita, 2020). In line with that (Huda, 2011) called the activity of giving time for this discussion called Brainstorming. In this media, the provision of discussion space can be seen at the stage of preparing the material, by providing e-books and learning videos accompanied by command words to ask unknown things in the material. In addition, the opening of the comment column in each clipboard provides a space for students to exchange ideas related to the existing topic. In line with this (Aqib, 2013) said that the Brainstorming process can be done by asking questions.

Emphasis on Student Activities (Student Center)

Using Insha' learning media that has been developed will provide a student-centered learning experience (Student Center). According to (Marpaung & Azzajjad, 2020) Student Center is a learning approach that allows students to explore their knowledge to gain a deep understanding. This is also supported by the results of research (Pasambo & Tambuwun, 2019) which states that with the Student Center approach, students become more active and motivated in participating in learning. In this Insha' media, the Student Center approach can be seen in almost the entire application menu, such as when providing materials, with a comment column, students will be involved in topic discussions. Then the same thing is also seen in the practice menu, where students will exchange stories with friends in 1 group. Thus, this research is the answer to the research (Fatimah & Puspaningtyas, 2022) which states that in online learning students tend to be passive and saturated in learning.

Conclusions

This padlet application-based learning media with a cooperative learning approach has been developed through the 4D stage, starting from the define stage as the initial stage to obtain data related to the needs of students to the feasibility test stage. The validator's feasibility test results show that this learning media is feasible to implement in students. The learning media developed has characteristics that refer to cooperative learning, namely; Initiating group learning, providing brainstorming and emphasizing student activities. However, this research has yet to reach the stage of testing the effectiveness which allows future researchers to test the effectiveness of this Insha' learning media.

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