

Developing Artsteps-based Song Media to Make It Easier for Madrasah Ibtidaiyyah Students to Memorize Arabic

Namiratuz Zahra^{*1}, Putri Yanuarita Sutikno²

^{1, 2}Pendidikan Guru Sekolah Dasar, Universitas Negeri Semarang, Indonesia

[*1riskinamira22@students.unnes.ac.id](mailto:riskinamira22@students.unnes.ac.id), [2putriyanuarita@mail.unnes.ac.id](mailto:putriyanuarita@mail.unnes.ac.id),

Abstract

Arabic language learning in Islamic Elementary Schools (MI) still faces various obstacles in improving students' abilities, especially in memorizing vocabulary. This condition demands innovation in learning media that effectively supports the Arabic memorization process. This study aims to develop Artsteps-based song media to facilitate MI students' memorization of Arabic. This study uses the Research and Development (R&D) method, which includes the stages of analysis, design, development, implementation, and evaluation. The development of learning media is designed to combine audio song elements and videos on the Artsteps platform for a fun, contextual learning experience. The study's results indicate that validation rates of 92.75% by material experts and 92.33% by media experts are suitable for use. In addition, the pretest and posttest data yielded an average n-Gain of 0.76 in the high category. Therefore, based on the study's results, it can be concluded that the development of Artsteps-based song media is effective in facilitating MI students' memorization of Arabic.

Keywords: media development; artsteps; Arabic.

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INTRODUCTION

Arabic language learning in the Madrasah Ibtidaiyah (MI) environment plays an essential role in building a solid foundation for comprehensive language skills, while deepening students' understanding of Islamic values, enabling them to instill character and sustainable religious insight from elementary school age onward. (Bahasa, Vol, and Salida 2023) states that Arabic is the language of the Qur'an, because this language is also the language of worship for many Muslims in the world, Arabic is also the language of divine revelation to the Prophet Muhammad, the hadiths of the Prophet, and in terms of the beauty of the meaning of the language or the beauty of its grammar which makes this language inimitable, in addition to the many special features contained in this language. As it develops, Arabic has not only become the main medium for Indonesian people to understand religious teachings and a means of religiosity, but also functions as an important tool for mastering broader knowledge, including science, socio-culture, and international economic cooperation between Indonesia and Arab countries (Education 2021).

Islamic elementary schools (MI) still face significant challenges, particularly students' limited ability to memorize vocabulary effectively and sustainably over a long period. Yet, mastery of vocabulary is an essential competency that students must master, as it forms the primary foundation for developing other language skills such as fluent reading, writing, listening, and speaking. According to (Sakdiah and Sihombing 2023) in learning Arabic, the problems that arise stem from students' experiences and school backgrounds, their level of vocabulary mastery (mufrodat), and family environmental factors that make it difficult for them to master and understand Arabic, both in writing, grammatical reading, and communicative interaction.

In learning activities, teacher presence is a key component in fostering innovative learning and creative potential. (Mukarromah and Andriana 2022) state that teachers will benefit from various advantages in the teaching process if they can utilize learning media as a primary tool. These media not only function as teaching supports but also as an effective strategy to increase student engagement in the classroom. Learning media is very helpful in conveying material by stimulating students' thoughts, feelings, and abilities, thus encouraging an effective learning process to add new information to students, so that learning objectives can be achieved well (Daniyati et al. 2023).

In today's digital era, where technology has permeated various aspects of life, educators need to utilize media and learning methods that are relevant to current developments. (Wardani, Kusumaningsih, and Kusniati 2024) states that learning media must function as the primary communication tool in delivering learning materials. To optimize media innovation in accordance with expected goals, it is necessary to consider key elements such as theoretical rationale, conceptual foundations of learning, and learning environment conditions

The development of song-based learning media has emerged as a highly relevant and promising alternative to address the challenges of Arabic memorization, as songs possess rhythmic elements, repeated phrases, and a sense of enjoyment that naturally facilitate memorization and long-term retention in students. (Paat, Tumbel, and Mokalu 2022) explains that quality and targeted learning media can facilitate the delivery of lesson materials effectively, are specifically designed to make the learning process more effective and efficient, thereby improving student learning outcomes. However, the use of songs in Arabic language learning in Islamic elementary schools still tends to be simple and manual, without optimal integration with interactive digital technologies that can provide dynamic multimedia features. However, the application of technology in the development of learning media allows for the presentation of material that is more structured, scientifically validated, and precisely tailored to students' learning needs, thereby increasing overall effectiveness.

As a comprehensive, innovative solution, the Artsteps platform, a 3D virtual art gallery creation application, can be utilized to transform the memorization process into an immersive and engaging experience, where students actively create a virtual gallery containing thematic images related to Arabic vocabulary (such as everyday objects, routine activities, or basic Islamic concepts) equipped with vocabulary labels and short song

recordings, thereby strengthening memory retention through a combination of 3D visualization, group collaboration between students, and independent exploration that is full of fun and intrinsic motivation. However, developing this Artsteps-based song media requires a systematic, structured research approach to ensure the final product is truly feasible, effective, and ready for use in daily learning practices.

Therefore, this study adopted the Research and Development (R&D) method, which includes main stages such as in-depth field needs analysis, initial product prototype design, iterative development based on input, validation by material and media experts, and gradual field trials to ensure feasibility and positive impact on student competency achievement. The R&D method is a research approach focused on creating a specific product and testing its effectiveness. Research and development involve a series of systematic processes or steps to develop new products or improve existing ones (Jannah, Muslim, and Al 2022).

Based on observations and interviews with first-grade students at MI Sirajul Huda on October 14, 2025, there was a problem of suboptimal memorization of Arabic vocabulary, exacerbated by the limitations of conventional learning media. The Arabic learning process in the class was still dominated by a purely verbal, teacher-centered memorization approach, with students playing a passive role as recipients of information rather than actively engaging. There was no support for effective learning media that were adapted to the characteristics of cognitive development and the learning styles of students of their age, who preferred visual and exploratory approaches. Students tended to simply memorize vocabulary mechanically, without the support of varied, interesting, and interactive learning media. These problems indicate that the learning process has not been running optimally.

Based on observations and interviews conducted by researchers, Arabic-language learning media are needed to make students more active, engaged, and enthusiastic participants in the teaching and learning process. Previously, the learning process was monotonous and focused solely on memorization, hindering students' learning.

Efforts to overcome these problems, teachers can plan interesting learning and in line with current developments, namely paying attention to the characteristics and needs of students, such as creating songs based on Artsteps that can visualize vocabulary through thematic images so that this condition triggers a decrease in intrinsic motivation, as well as significant difficulties in maintaining long-term memorization retention which is essential for the development of language skills (Setiawan, Riandi, and Supriatno 2022). ArtSteps explains that it is an online platform for hosting interactive virtual exhibitions, built on a simple web environment. This allows exhibited works to be accessed and viewed by others via an internet connection. The use of Arabic song video media is very influential in learning, because it can motivate students, raise their enthusiasm for learning, and support mastery and understanding of vocabulary (Wahdi 2022).

However, previous research has not combined song media with an exploratory and immersive virtual platform like Artsteps, which allows students to learn material through simultaneous visual, auditory, and kinesthetic approaches. Consequently, the potential of

learning media to accommodate diverse student learning styles has not been optimally utilized.

Based on the explanation above, this study aims to develop Arabic language learning media in the form of an Artstep-based song titled "Hobiku" to facilitate the memorization of Arabic for MI students. This study aims to determine the validity, practicality, and effectiveness of the song media, delivered through Artsteps, with the theme "Hobiku," to facilitate MI students' memorization of Arabic, especially grade I students.

METHODS

In this study, the researcher used the Research and Development (R&D) method using the ADDIE model. This development model includes the stages of analysis, design, development, implementation, and evaluation.

The analysis phase focused on identifying learning needs and the main obstacles faced by Madrasah Ibtidaiyah (MI) students in memorizing Arabic vocabulary, conducted through direct classroom observation and in-depth interviews with relevant teachers. Next, the design phase involved designing an innovative concept for song media based on the Artsteps platform, an immersive 3D virtual gallery, and compiling relevant Arabic vocabulary materials, followed by the development of test instruments precisely tailored to learning objectives to measure students' memorization progress. In the development phase, the production of song media and test instruments was carefully carried out, followed by a comprehensive validation process by material experts (for content accuracy) and media experts (for technical and design aspects) to ensure high feasibility before implementation. The implementation phase then applied the media directly into the MI Arabic class's learning process. At the same time, the evaluation phase analyzed its effectiveness through comparisons of pre-test and post-test results and observations of student learning activities, yielding high N-Gain scores that demonstrated significant improvements.

The subjects in this study were 18 first-grade students. The instrument used was a test. (Juni 2023) explains that a test is a series of questions that require responses to measure an individual's ability level or reveal specific dimensions of the test subject. The test instruments used were pre-tests and post-tests. The test instrument in this study was adapted to the developmental characteristics of first-grade students of Madrasah Ibtidaiyah, in the form of simple oral and written tests that included pronouncing Arabic vocabulary based on pictures in the material, matching vocabulary with its meaning, and pronouncing vocabulary according to the rhythm of the song "Hobiku" used in the Artsteps media. The indicators for assessing the ability to memorize Arabic vocabulary include: (1) correctness in pronouncing vocabulary, (2) fluency in memorizing, (3) accuracy of pronunciation, and (4) ability to remember vocabulary without the help of media. The assessment was carried out using a rubric designed based on these indicators, so that the measurement results accurately reflected the level of mastery of student memorization before and after the application of the learning media.

The test instrument's validity in this study was assessed through content validity, involving subject matter and media experts via a validation sheet. This process ensured the alignment of the test items with core competencies, learning indicators, and the characteristics of first-grade MI students. Instrument reliability was determined based on measurement consistency, including the correspondence between pre-test and post-test scores and the alignment of assessment results with predetermined indicators. The data analysis technique used in this study was a validation sheet for experts and an observation sheet to record student learning activities. Data analysis is the activity of reviewing and describing data findings into narrative form through special procedures (Ilmiah 2024).

RESULTS AND DISCUSSION

This study resulted in the development of an Artsteps-based song-learning media designed to facilitate Arabic vocabulary memorization among Madrasah Ibtidaiyyah (MI) students. Prior to classroom implementation, the developed media underwent validation by subject-matter and instructional media experts to ensure its content accuracy, pedagogical suitability, and technical feasibility.

1. Media Validation Result

a. Validation by Material Experts

The validation conducted by the material expert focused on the appropriateness, clarity, and sequence of the Arabic learning content embedded in the song-based media. The quantitative validation results are presented in Figure 1, indicating that the developed media achieved a very high validity level, confirming its suitability for use in Arabic learning at the MI level.

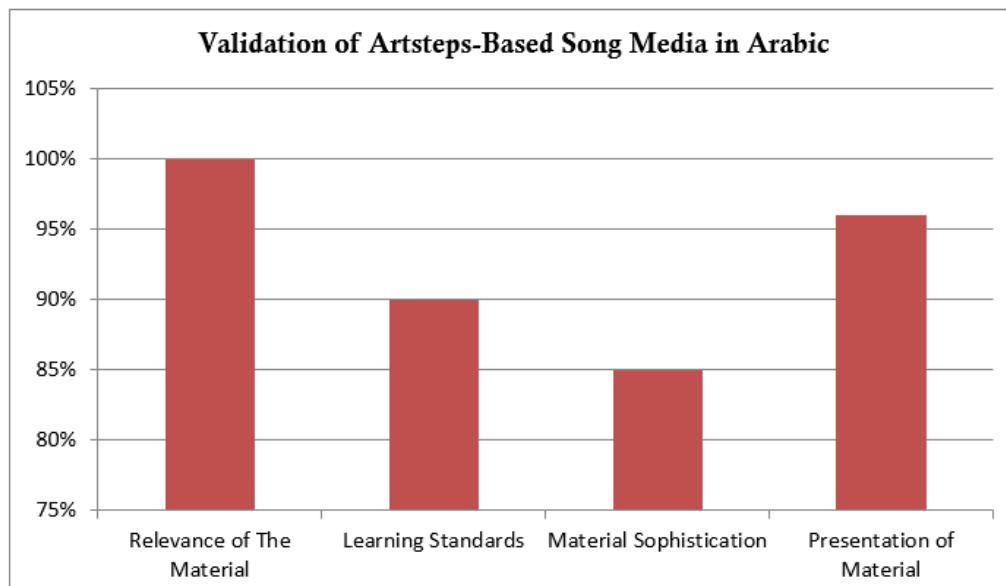


Figure 1. Validation Results of Artstep-Based Song Media by Material Experts

In addition to the quantitative assessment, the material expert provided qualitative feedback, which is summarized in Table 1. The expert stated that the overall material quality was good and aligned with the learning objectives and recommended that the song narration

be more consistently synchronized with the instructional sequence to enhance learning coherence.

Table 1. Comments and Suggestions from Validators

| Material expert validator | Comments and Suggestions |
|------------------------------|---|
| <i>Ahmad Syaeun Alhafidz</i> | <ol style="list-style-type: none"> 1. The material presented is good 2. The narration in the song must be in sync with the sequence |

b. Validation by Media Experts

Validation by instructional media experts emphasized visual design, layout consistency, and institutional identity. The quantitative results of the media validation are reported in Figure 2, which shows that the Artsteps-based song media met the criteria for effective instructional media, with a very high feasibility score. Furthermore, the media expert's qualitative comments are summarized in Table 4. The primary recommendation was to add the institutional logo (UNNES identity) to each slide to strengthen visual consistency and formal identity in the media presentation. Revisions were made based on feedback from both validators before the media was implemented in the classroom.

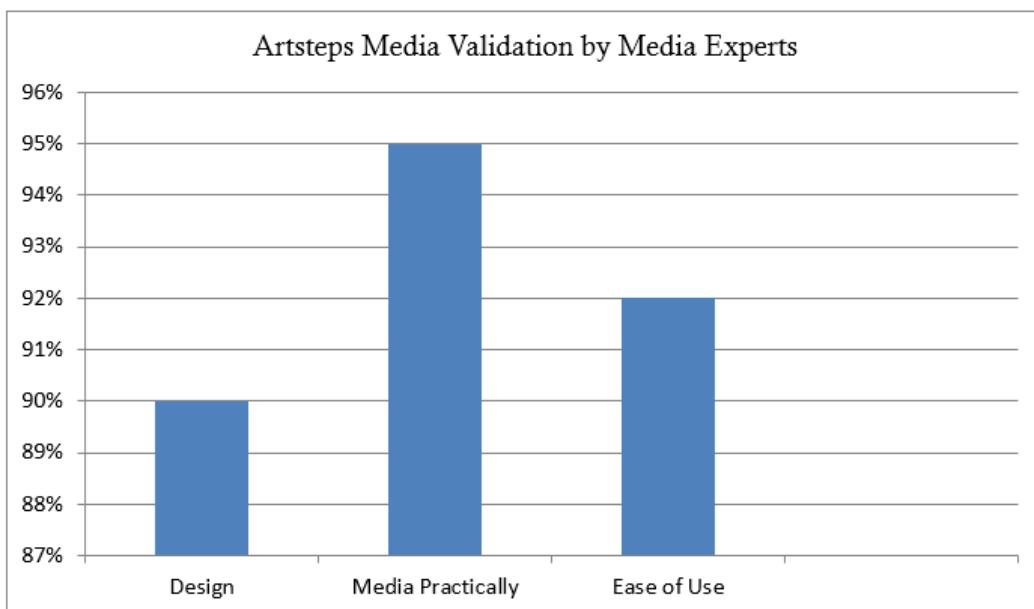


Figure 2. Validation Result by Media Expert

Table 1. Comments and Suggestions from Validators

| Media Expert validator | Comments and Suggestions |
|-----------------------------------|---|
| <i>Irza Maulana Al'Arif, S.Pd</i> | It is necessary to add the UNNES logo/identity to each slide. |

2. Media Implementation

Following validation and revision, the Artsteps-based song media was implemented in Arabic learning activities for first-grade MI students. An illustration of the learning process,

particularly the explanation of Arabic material using the developed media, is shown in Figure 3. The figure demonstrates how students interacted with the media through visual displays, audio songs, and guided instruction, creating an engaging, contextually rich learning environment.



Figure 3. Explanation of Material Using Artsteps-Based Song Media to Students

3. Students' Arabic Memorization Ability

The effectiveness of the developed media was measured through pre- and post-test assessments of students' Arabic vocabulary memorization. The detailed results of students' scores, N-Gain values, and achievement categories are presented in Table 5.

Table 5. Student Memorization Ability Test Results

| No | Name | Mark | | | |
|----------------|------|--------------|--------------|-------------|-------------|
| | | Pre-test | Post-test | N-Gain | Category |
| 1 | S1 | 60 | 90 | 0.75 | High |
| 2 | S2 | 65 | 95 | 0.86 | High |
| 3 | S3 | 55 | 85 | 0.67 | Medium |
| 4 | S4 | 70 | 95 | 0.83 | High |
| 5 | S5 | 50 | 90 | 0.80 | High |
| 6 | S6 | 60 | 90 | 0.75 | High |
| 7 | S7 | 75 | 100 | 1.00 | High |
| 8 | S8 | 65 | 90 | 0.71 | High |
| 9 | S9 | 45 | 85 | 0.73 | High |
| 10 | S10 | 70 | 95 | 0.83 | High |
| 11 | S11 | 50 | 85 | 0.70 | High |
| 12 | S12 | 60 | 95 | 0.88 | High |
| 13 | S13 | 55 | 85 | 0.67 | Medium |
| 14 | S14 | 60 | 90 | 0.75 | High |
| 15 | S15 | 70 | 100 | 1.00 | High |
| 16 | S16 | 55 | 80 | 0.56 | Medium |
| 17 | S17 | 60 | 90 | 0.75 | High |
| 18 | S18 | 65 | 95 | 0.86 | High |
| Average | | 60.56 | 90.56 | 0.76 | High |

As shown in Table 5, the average pre-test score was 60.56, which increased to 90.56 in the post-test. The calculated average N-Gain score was 0.76, indicating a significant

improvement in students' Arabic memorization ability after using Artsteps-based song media. Most students achieved high N-Gain scores, while a small number fell into the medium category, suggesting that the media were overall effective in enhancing memorization outcomes.

Discussion

In this study, researchers present the results of a study conducted at MI Sirajul Huda. Based on the study, the Arabic memorization ability of first-grade students at MI Sirajul Huda is low. Therefore, a variety of learning models are needed to address this issue.

In light of the conditions explained, the researcher implemented an alternative solution by developing Artsteps-based song media to make it easier for MI students to memorize Arabic. (Lathifah et al. 2025) explained that learning delivered through the song method increases students' enthusiasm for the learning process. Students find this approach very helpful because it makes it easier for them to memorize and understand the material presented (Munawarah, Amalia, and Mayasari n.d. 2025).

The research results show that the implementation of Artsteps-based song media has a positive impact on the ability of grade I Madrasah Ibtidaiyah students to memorize Arabic vocabulary. The comparison of post-test scores that are higher than the pre-test indicates that this media not only attracts students' interest but also facilitates the efficient retention and retrieval of information. These results strengthen the potential of learning media that integrate audio, visual, and digital interactions to improve the quality of Arabic language teaching at the elementary education level. (Ekasanti and Timur 2021) states that, through the medium of songs, students can naturally memorize and master vocabulary (mufradat) without feeling burdened, as songs have an attractive rhythm, relieve tension, and create joy when spoken, with an emphasis on reflecting on memory skills. Thus, its application in learning mufradat is very appropriate, allowing students to memorize vocabulary more durably.

The effectiveness of the combination of songs and the Artsteps platform can be understood through learning theory. (Putu et al. 2024) states that the use of songs can internalize critical thinking skills regarding the content of the material in the song, so that the learning material is indirectly easier for students to memorize. (Teknologi, Dan, and Jtpp 2025) also stated that the use of songs plays a role in the learning process because it significantly increases student motivation, serves as an emotional stimulus that creates a pleasant learning atmosphere, reduces boredom, and strengthens student attention. Meanwhile, the use of Artsteps provides significant visual support for presenting Arabic vocabulary through images, objects, and virtual environments that students can explore.

Research indicates that increasing student motivation also plays a major role in the effectiveness of ArtSteps-based song media. This media successfully reduces the boredom that often arises in rote-based Arabic language learning. Students demonstrate greater enthusiasm and engagement during the learning process, thereby increasing their attention and focus. This strong motivation directly supports memorization, as students are more proactive and willing to repeat the material without coercion. Teachers can use platforms

like ArtSteps to create contextual and enjoyable learning experiences, tailored to the characteristics of early childhood, thereby overcoming the boredom that arises from conventional teaching approaches (Mata and Pendidikan 2025).

Thus, the results of this study strengthen the argument that the development of ArtSteps-based song media is not only empirically effective but also relevant from theoretical and pedagogical perspectives. (Praba and Pramono 2025) stated that the application of ArtSteps learning media in education allows teachers to connect classroom material with the real world through interactive virtual exhibitions. This media successfully addresses the limitations of monotonous Arabic-language instruction by providing interactive, enjoyable, and developmentally appropriate learning experiences for Madrasah Ibtidaiyah students. This research emphasizes the urgency of innovation in technology-based learning media to improve Arabic memorization skills at the elementary school level.

By using Artsteps-based song media, teachers can help students memorize material, especially in Arabic. According to (Pamekasan 2025) ArtSteps is an innovative digital platform that allows users to create three-dimensional (3D) virtual galleries, enabling artwork to be displayed interactively and increasing student engagement in the learning process through dynamic virtual exploration. This media aims to facilitate MI students' memorization of Arabic. Before the instrument was used, researchers conducted a media trial with two validators, namely a material expert and a media expert, to assess whether the learning media to be used were appropriate.

Validity of Artsteps-Based Song Material and Media

Based on the results of data analysis, the development of this Artsteps-based song media was declared Very Valid with an average percentage of 92.75% from material experts covering indicators of relevance, learning standards, currency, and presentation as well as 92.33% from media experts covering indicators of design, practicality, and ease of use, as seen in Table 1 and Table 3. This shows that this media is very suitable for use, both in terms of content accuracy and the functionality of the Artsteps-based song media titled "My Hobby".

Effectiveness of Artsteps-based Song Media

The effectiveness of this learning media is evident from the comparison of students' pre-test and post-test results on memorization of Arabic. Pre-test data were collected from student assessments before using the Arabic song-based Artsteps media, while post-test data were collected after testing student memorization following its use.

With validation scores of 92.75% from material experts and 92.33% from media experts (both very valid), and an average N-Gain of 0.76 (high), the Artsteps-based song media proved highly feasible and effective. Therefore, it can be concluded that the development of Artsteps-based song media can facilitate MI students' memorization of Arabic, as evidenced by the differences in pre-test and post-test results.

CONCLUSION

Based on the research and development results, the Artsteps-based song media for Arabic-language material is considered highly suitable and effective for students of Madrasah Ibtidaiyah (MI). This conclusion is supported by validation from material experts (92.75%) and media experts (92.33%), both of which are categorized as very valid. Furthermore, the media has significantly improved students' memorization abilities, as evidenced by an average N-Gain of 0.76 on the High criteria. Thus, this medium is a solution innovation that makes it easier for students to master and memorize Arabic vocabulary through interactive audio-visual elements. This medium also received a positive response from students because it makes learning more interesting and enjoyable.

These findings imply that Arabic language teachers can adopt ArtSteps-based song media as a diverse, high-tech learning alternative to increase student motivation and engagement. However, this study is limited in terms of the range of materials and subjects; therefore, further research is recommended to test its effectiveness on a broader scale and to explore its impact on other Arabic language skills, for the sustainable and comprehensive development of the media.

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