

Developing Android Application “Tsanawiyah English Grammar (TEG)” Based Islamic Character using Adobe Animate

By Rifki Irawan

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Abstract. This article describes the efforts to make learning media based on Android applications using Adobe animate software to improve learning outcomes of English grammar. English is the language of science and technology. This ability is important for students to open a wider window of knowledge on the international scene. English is an important subject for junior high school students because it is used as a national exam. The lack of learning media in many schools causes a lack of student understanding of the topic. Especially during the Covid-19 pandemic, innovative media are needed that can solve students' problems in learning English. Based on the problems above, this study uses a Research & Development (R&D) approach to develop TEG (Tsanawiyah English Grammar) based learning media to facilitate junior high school students in learning English grammar. The results of the Pre-test and Post-test showed that there was an increase in student learning outcomes, especially in the topic of the preposition, simple present tense, and adverb material. So, it can be concluded that TEG-based learning media (Tsanawiyah English Grammar) has enormous potential in facilitating students to learn English grammar anytime and anywhere.

Keywords: Learning Media, Android Application, English Education, Islamic Values Education, Madrasah Tsanawiyah

INTRODUCTION

The rapid global development has made English the only global language which is the main international language of association. English is our initial capital to open a broader window of knowledge in the international arena. Our daily activities can no longer even be from English such as television shows, electronic device manuals, motorbikes, cars, books, research journals, modern textbooks, driving directions, airports, stations, tourist attractions, markets, laptops, or software. what we use every day must be in English. Especially when we go to school starting from elementary, junior high, high school, we will meet English as a test. When someone takes college, he/she also has to get a TOEFL certificate to get a diploma and English is an added value for someone in the world of work. English is also a means of establishing cooperation between nations which makes English a strategic position in all fields. English is the language of science and technology.

English has a strong influence in various fields, so the more people who use it the more benefits it will get for society. More than one billion people speak English as their other main language, and hundreds of millions more as a third or fourth language. The reality in the field shows a problem where the ability to speak English in Indonesia is still low.[1] Quoted from the page www.ef.co.id, a website of the world English Proficiency Index research institute, states that Indonesia is ranked 61 out of 100 countries. Indonesia is in a low category in terms of English proficiency. Indonesia still loses to its neighboring neighbors, namely Singapore at number 5, Malaysia at 26, and Vietnam at 52. In response to these conditions, schools as the main place to learn English must take strategic steps to improve the English proficiency index.

SMP / MTs students as the early generation who still have high enthusiasm should be given a good learning stimulus so that their English language skills are maximized. In the world of education, the higher the level of education, the more complicated the existing English subjects are. It seems that English needs special attention for junior high school students or Madrasah Tsanawiyah. Moreover, this subject will later also be a subject that will be included in the National Examination. This subject is an interesting subject for some students, but for other students, it seems that English is a scourge and a difficult subject. This has an impact on the low scores of English subjects at the SMP or MTs level.

In our observations at MTs Al Muhsin, the learning outcome data shows that students' English learning outcomes during this pandemic are still below the standard of school. This is due to several factors including: In the learning process, both teachers and students are still having difficulty adapting to the new learning model, namely the online model learning is still monotonous, the limited learning multimedia used makes learning less interesting. This is because they only use existing modules or textbooks, and only rely on whatsapp groups for learning.

Covid-19 is still a popular topic of discussion today. Around the world, this pandemic is still the main topic of discussion for various media, both online and offline and widely reported in both print and electronic media, including in Indonesia. One sector that is feeling the impact is the world of education. The world of education must find a good alternative to learning in an era like this with the concept of study from home. Schools have an important role to play in educating young children to be able to use technology positively. The Indonesian Minister of Education and Culture once advised that "let's fill independence by working together to make this nation progress, superior, and able to compete with other nations[2]. According to PP No. 19, 2021 Chapter V article 19 paragraph 1, the learning process in educational units is carried out actively, creatively, and pleasantly, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students[3]. Therefore, we must make breakthroughs in supporting learning even though learning is done online during a pandemic.

Digital learning innovation inevitably has to be applied. Facing the above problems, we provide a solution, namely a student learning application, "Tsanawiyah English Grammar (TEG)" which is an Android-based English learning medium for MTs students. This media contains grammar material for MTs students accompanied by content containing Islamic character education. In addition, this media offers students to apply Islamic values when learning to use the "TEG" media because, during the online learning period like now, MTs teachers have difficulty in applying these values. Apart from these various offers, this media is free of charge, does not require an internet quota, and is easily accessible anywhere and anytime.

LITERATURE REVIEW

Relevant Research

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Some of the results of research conducted by previous researchers that have relevance to this study include:

The first study by Alzatma [4], from the University of Gaza stated that the main feature of mobile learning (m-learning) is a potential for personalized, random, casual, and widely available learning processes. While studying on a smartphone can take longer than a computer, learners have greater time and location sensitivity and they can take advantage of their free time to learn a second language whenever and wherever they are. Mobile-Assisted Language Learning (MALL) is to utilize smartphone devices to learn languages. Unlike classroom learning, students do not need

to stay in a class or in front of the computer to get class material. In addition, in terms of place and time, MALL can be called the optimal response to language learning barriers. Thus, the advantages of using mobile phones in learning English as a second language are meant to be shown. The area of mobile language learning discussed in this paper is speaking skills.

Shysha Nova [5] in her research states that innovative information technology must be implemented in a way that improves self-regulation. Students' educational activities can serve as models for their future professional work. The development of m-learning techniques should be aimed at turning education into a seamless part of life so that one does not recognize it as training at all. The new generation is used to services on the Web, so the mobile application of the device makes the learning process more dynamic, natural, and psychologically comfortable. Students are motivated to use mobile technology in education. Their attitude towards them-test is like they have for a new game and they want to win. The author believes that the use of mobile apps for testing can become a new hobby for students, as is a good habit that encourages lifelong learning. The proposed approach not only promotes students' interest in learning but also improves their achievement in mathematics courses. So indeed technology changes our lifestyle and becomes an inseparable part of life.

Subsequent research examining character education by Nasrun Amin [6] regarding character education in Madrasah Tsanawiyah states that character education is implemented through intra-curricular and extra-curricular activities. Intra-curricular activities by conveying character values that have been arranged in the curriculum through the refraction of learning activities. So the character can be inserted through curricular activities at school.

Another study by Anggraeni [7] describes the insertion of character values is expected to occur in all subjects, such as English, mathematics, history, geography, and others. In developing English teaching with character values, teachers have an important role because they must determine effective strategies in developing the character of students without reducing the quality of the academic content of the subject. The development of English learning that incorporates character values is carried out through various activities in the classroom, such as praying before the learning process begins (religious), giving instructions to students (curiosity), dividing students into several groups for discussion (communication), and besides In studying foreign cultures, English teachers must also raise local and national materials such as learning English by using indigenous Indonesian cultures such as legends, dances, traditional ceremonies, and Indonesian customs.

So the character can be inserted through extracurricular learning. Then through what character is inserted. Characters are inserted through learning media in the learning process activities. Research by Risabete [8] explains that learning media with animation can improve the character of the national spirit and students' learning motivation. Media turns out to have another power that can improve character. The right and good media will be liked by students so that students are enthusiastic about learning. In line with this research, another study by Muyaroah [9] states that Android-based learning media affects learning outcomes for biology subjects. The effectiveness referred to in this study is the success of the procedures made to increase students' initiative in active independent learning.

TEG Application (Tsanawiyah English Grammar)

TEG (Tsanawiyah English Grammar) is the name of an android application that we developed through adobe animate which can be embedded in all android mobile phones. Android is a mobile device software that focuses on operating systems, middleware, and applications. Development on Android uses JavaScript as a programming language. The Android platform is well known for its open platform and offers very complex and innovative application development. Developers easily benefit from hardware, running background services, access location information, set alarm times, and much more. The android development series has changed from time to time. There are series from the early generations such as android alpha, donut, cupcake, ice cream sandwich, Oreo, and android jelly bean. With its open nature, you want to install any application, making Android the prima donna of today's mobile operating system.

TEG, for later production using adobe animate. Adobe animate at a glance, the last version marketed under the name 'Macromedia' is Macromedia Flash 8. On December 3, 2005, Adobe Systems acquired Macromedia and all of

its products, with the name Macromedia Flash becoming Adobe animate. Adobe animate is a personal program developed by Adobe and a standard professional application creation program that creates very attractive animations and bitmaps for interactive and dynamic websites. Flash is designed with the power to control the hearing and includes light two-dimensional animation, Flash is used to secure and provide animated effects on websites, interactive CDs, and more. Logos, movies, games, website navigation, animated buttons, banners, interactive menus, interactive form fields, e-cards, screen savers, and other web instructions will be used[10].

This TEG application was developed with adobe animate software. Adobe animate is computer software which is the flagship product of the Adobe system. The generation is now up to adobe animate. This software is used to create animated images and vectors. Publish files or files generated from this software have several file extensions. Such as .swf. Exe.html, and can be played on mobile web browsers that have been installed with Adobe animate Player. TEG can later be applied to various kinds of cellphones with the Android operating system.

RESEARCH HYPOTHESIS

Based on the description of the background and development above, the researchers formulated research hypotheses including;

1. Ho = TEG Application can improve the English learning outcomes of MTS students
2. Ha = TEG Application cannot improve MTS students' English learning outcomes

METHODS

This study uses the Research and Development (R&D) method of the Borg & Gall model [11]. The steps taken in development research are (1) research and data collection; (2) planning; (3) product draft development; (4) initial field trials; (5) revision of trial results; (6) field trials; (7) operational product revision; (8) field implementation test; (9) final product refinement; and (10) dissemination and implementation. These steps are not standard things that must be followed, the steps taken can be adapted to the needs of the researcher, with necessary changes in research and development, this does not go through steps, 9 and 10 due to time, energy, and cost limitations Research and development that has been modified and used by researchers can be represented as follows:

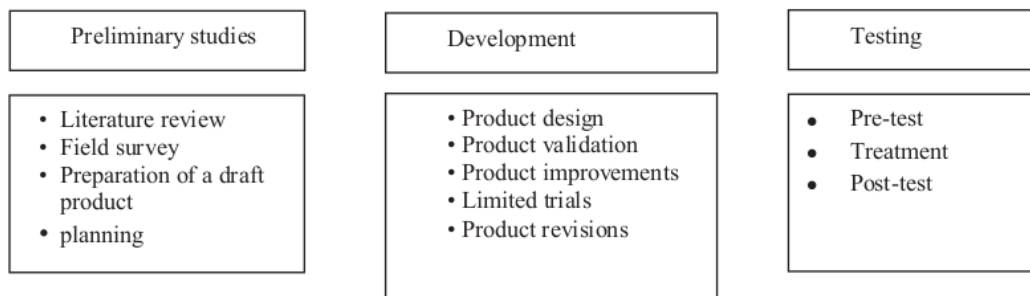
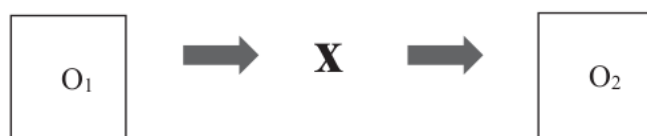


FIGURE 1. Research and development steps

In this test, the researcher uses a one-group pretest-post-test design pattern, which in this design takes one class. One class consists of 20 students. This class was given a pre-test and post-test treatment to see whether or not there was effectiveness in using media to learn English.



Keterangan:

- O₁ = Pre-test
- O₂ = Post-test
- X = Treatment

FIGURE 2. One Group Pre-test And Post-Test Design

The study was conducted at Al muhsin II, Kasihan district, Bantul regency, Yogyakarta with a sample of grade 7 a and b. The independent variable was tsanawiyah english grammar and the dependent variable was students' english learning outcomes. Data collection techniques using a questionnaire (questionnaire), interviews, and test instruments. The instruments used in this study were expert validation sheets, observation sheets, student response questionnaires, and test questions. The evaluation of the media used experimental research with a pretest posttest-control group design, which was to compare the learning outcomes between before and after using TEG Application in the class. The types of data used in this study are quantitative data and qualitative data so that there are two kinds of data analysis techniques carried out, namely descriptive statistical analysis and inferential statistical analysis.

RESULT AND DISCUSSION

Following the procedure proposed by Borg and Gall [11] there are ten stages of research and product development used in this study. The results of research and development are as follows;

Media Development

This TEG (Tsanawiyah English Grammar) was developed using the Borg and Gall Research and Development Model, which includes ten steps, namely:

1) Research and Information collection.

Based on the research results that have been described in the background, the initial stage of development is data collection by conducting the following analysis; a) market analysis, the future android application market is very wide open and always growing. Therefore, the development of the android model needs to be carried out, b) user analysis, because of the rapid development of gadgets and technology both from teachers and their students are ready to operate the TEG application), c) material analysis, aims to determine which materials will be used. included in the TEG application and d) analysis of facilities and infrastructure, the researcher found that the school concerned had sufficiently complete facilities, in the form of LCD, computers, wifi, and laptops to support learning using the online system learning media with TEG.

2) The second step is Planning

At this stage, the plan includes media content that will be made according to needs, product design plans, development process plans, and media implementation plans.

3) Development (Product Draft Development)

This application was developed with a waterfall model from the requirements, design, coding, testing, and maintenance stages.

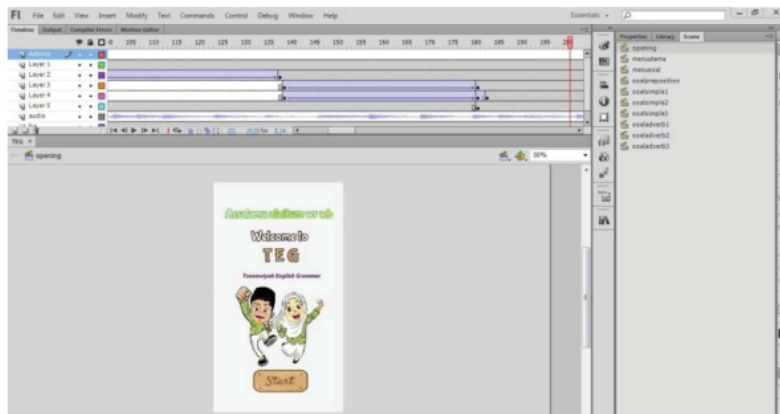


FIGURE 3. Developing an applications using adobe animate

This student icon image is a representation of the students of Mts Al Muhsin in typical Mts clothes. This outfit is the proud uniform of this school complete with a headscarf for female students and caps for male students. The hope is that after students see this, the character of students will be embedded in polite clothes every day. More details are in the following image.



FIGURE 4. The Display of application

After planting the character of polite clothing, when entering the application, the habit of reading prayers is also inserted to start the learning process. After studying, students will also read a prayer to end the learning process. Directly or indirectly later students will memorize and get used to it. At this stage, it cannot be skipped or skipped, because inevitably when entering and exiting the application there is a prayer that students must-read. So the planting of character values is entered from this stage. Here is a display of the application;

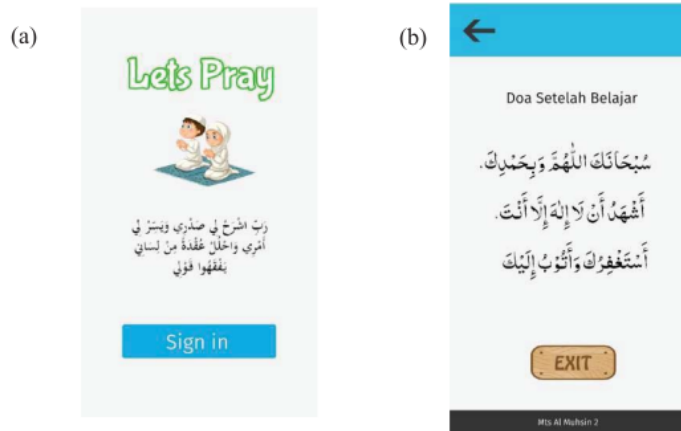


FIGURE 5. Prayer display when starting and ending learning with TEG

Moving on from there, students will enter through the sign-in button and go to the main button. The main menu button contains learning achievements, instructions for using media, developer information, learning materials, and practice questions. The full image is below.

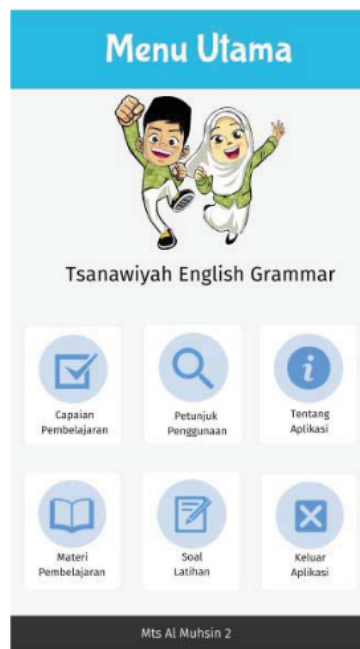


FIGURE 6. Main menu display

TEG (Tsanawiyah English Grammar) This application has the advantage that this media is easy to operate by SMP/MTs students. The installation of this application can be done for low-type to high-type android types. So it doesn't matter when the student's android phone is still the old type. For temporary installation limitations, this application is only for Android, for IOS it still can't. With the initial appearance that has icons such as student uniforms in Mts, this media is attractive to students. Students can learn English anywhere and anytime. The main

menu content in the application is made with an arrangement of simple button icons that make it easy to use. The operation of this media uses an android phone that can be used even though it is not connected to the internet. Without a connection, it is not a problem to be able to learn Grammar. The grammar content in the application is adapted to the abilities of SMP/MTs students. The following is a display of learning achievements and materials in the application adapted to the national curriculum.

The material is interesting and easy for students to understand. The characters displayed in the application are also arranged with Islamic characters. The characters of the players are also displayed in Islamic names which makes this TEG (Tsanawiyah English Grammar) Application suitable for learning in SMP/MTs. This application also provides quiz games for student practice. Every material in this application has a quiz game according to the topic. This can train students to learn grammar repeatedly until they get a good score. The questions in the quiz are arranged randomly or randomly, so students will feel challenged to learn many times. After playing the quiz, the student's name and score will be displayed. And most importantly in the material and quizzes in this application, to insert Islamic character values in the application of all figures and characters and their activities, they contain Islamic names and activities around MTs which are packaged in the form of questions and materials. The material display and quiz display are below;

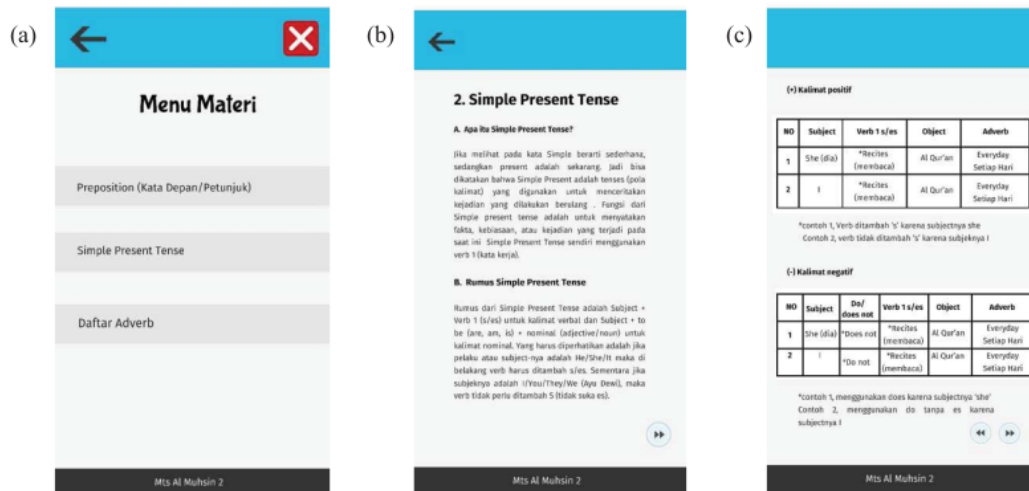


FIGURE 7. Material menu display

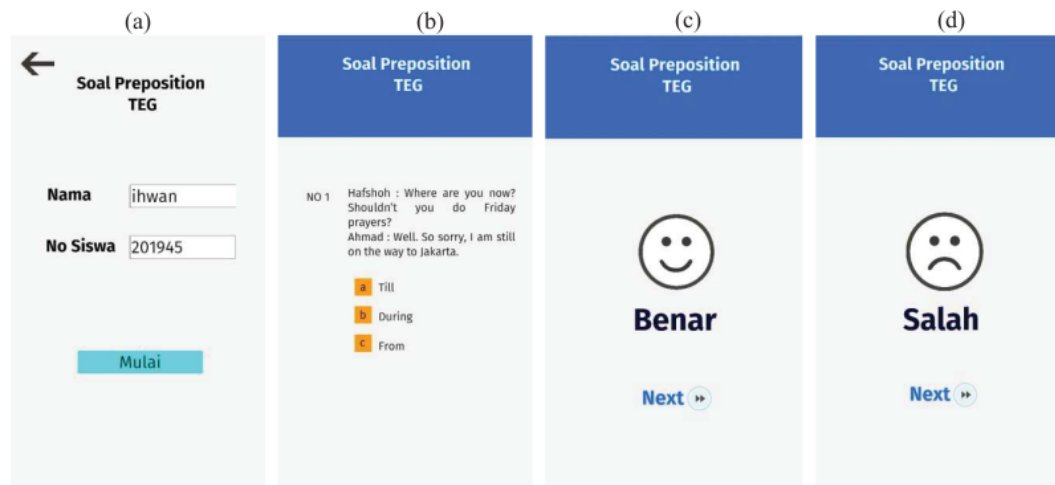


FIGURE 8. Quiz Display

4) Product Validation

The fourth step is media validation, the finished media is then validated by experts. Validation consists of material validation ¹¹ media expert validation. The first material validator came from an English teacher at Mts Al Muhsin, the results are as follows;

Table 1. Results of material expert judgment

NO	Variable	Score Max	Score	Percentage	Classification
1	Content aspect	60	54	90	Very good ¹¹
2	Aspek Material accuracy	160	138	86,5	Very good

While the results of media expert validation by the head of PPTIK PGRI Yogyakarta University are as follows; ¹¹

Table 2. Results of the media expert assessment

NO	Variable	Skor Max	Score	Percentage	Classification
1	Aspects of Program Quality	90	80	88.8	Very good
2	Aspects of Media Design	90	84	93	Very good
3	Visual Communication Aspects	60	52	86.6	Very good

The validation results state that the results are ⁴ very good, meaning that the media can be tested in the trial class with suggestions or small revisions before the trial.

5) *Product Revision* ⁴

The fifth step is product revision, this revision is obtained from input from experts.

6) *Limited trials* ⁴

The sixth step is the application of media in the test class. The number of participants in the trial class is 10 students taken from ⁴ class 7B.

7) The seventh step is Product Revision, refined again when there are still problems with the product

8) Field implementation test

In this 8th stage, the researcher looked for student response data after using the media and conducted a pre-test and post-test of learning outcomes using the TEG application. ²⁶

Table 3. Student responses in the use of media

NO	Variable	Score Max	Score	Percentage	Classification
1	Aspects of media use	80	74	92,5	Very Good
2	Apek Effectiveness for Students	100	86	86	Very Good

Based on the student response ⁴ table, according to the average student assessment in the aspect of media use, the percentage obtained is 92.5% in the very good category. Meanwhile, from the aspect of product effectiveness, students get a score of 86% in the very ⁴ good category. Through these descriptions, it can be concluded that TEG (Tsanawiyah English Grammar) results are obtained which effectively helps students in learning.

We tested the learning outcomes of MTS students in this lesson using the Wilcoxon test. Because the data is less than 25 and does not require normality and homogeneity tests, ⁶ the appropriate analysis is to use the Wilcoxon test. Judging from the effectiveness test using the Wilcoxon pre-test and post-test student learning outcomes in English subjects before and after using the TEG application, the following data were obtained;

Ranks

		N	Mean Rank	Sum of Ranks
Post test - Pre test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	20 ^b	10.50	210.00
	Ties	0 ^c		
	Total	20		

a. Post test < Pre test

b. Post test > Pre test

c. Post test = Pre test

Test Statistics^b

	Post test - Pre test
Z	-3.924 ^a
Asymp. Sig. (2-tailed)	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

FIGURE 9. Wilcoxon test display

31 The Wilcoxon test above can be interpreted as follows: 6 The first negative rank shows the number 0 both in N, the mean rank, and the sum of ranks, the value 0 shows that there is no decrease or reduction from the pre-test value to the post-test value. The positive results of the rank difference (positive) in the test contained 20 positive data (N), which means that 20 students experienced an increase in learning outcomes from pre-test scores to post-test scores. The mean rank or average increase is 10.50, while the number of positive rankings or the sum rank is 210.00. Furthermore, the "ties" or the similarity value of the pretest and posttest values show the number 0 so it can be said that there is no equal value between the pretest and posttest. The basis for making this test decision is if the asymp. Sig value < 0.05 then the hypothesis is accepted. Sig (2-tailed) is 0.000 less than 0.05, so it can be concluded that "the hypothesis is accepted". This means that there is a difference between the results of learning English from the pre-test and post-test. Thus, it can be concluded that the use of TEG applications in learning English is effective in improving student learning outcomes. This is the result of the media effectiveness test.

34 the next stages in the research of the Borg and Gall model are stages 9 and 10, namely;

18 9) *Final product improvement; and (10) dissemination and implementation,*

At this stage, the researchers could not do it due to time, cost, and energy limitations, so it was only completed in the eighth stage.

Discussion

Discussing this research more deeply, is also related to previous research studies. Research presented by Alzatma, alaaqin & khader, khader[4] from the university of gaza stated that the main feature of mobile learning (m-learning) is a potential for personalized, random, casual, and widely available learning processes. While studying on a smartphone can take longer than a computer, learners have greater time and location sensitivity and they can take advantage of their free time to learn a second language whenever and wherever they are. Mobile-assisted language learning (mall) is to utilize smartphone devices to learn languages. Unlike classroom learning, students do not need to stay in class or in front of the computer to get class material. In addition, in terms of place and time, mall can be called the optimal response to language learning barriers. Thus, the advantages of using mobile phones in learning english as a second language can be realized well.

Mobile-assisted language learning (mall) is almost similar to our application, namely teg (tsanawiyah english grammar) which uses mobile phones as a medium for learning english. The difference is that we favor the insertion of character values in our application and specifically for junior high school students.

Shyshkanova [5] her research states that innovative information technology must be implemented in a way that improves Self ability. Students' educational activities can serve as models for their future professional work. The development of m-learning techniques should be aimed at turning education into a seamless part of life so that one does not recognize it as training at all. The new generation is used to services on the web, so the mobile application the device makes the learning process more dynamic, natural, and psychologically comfortable. Students are motivated to use mobile technology in education. Their attitude towards the m-test is like they have for a new game and they want to win. The author believes that the use of mobile apps for testing can become a new hobby for students, as is a good habit that encourages lifelong learning. The proposed approach not only promotes students' interest in learning but also improves their achievement in mathematics courses.

27 In line with this research, the results of our findings in the field are that students now prefer to use cell phones in their activities. The flexibility offered by using cell phones makes students enthusiastic about the existing learning. Student responses regarding the ease and effectiveness of learning show a positive response, which means they are happy with learning to use teg.

The results at the development stage above we can explain that TEG (Tsanawiyah English Grammar) learning media has been produced in the form of an android application for learning English in MTs/SMP. TEG as a file type (.apk) which is a file type for android applications. The developed media has been declared valid by material experts

and media experts. 33 based on the value of the validation from the team of media experts used in learning, it was declared very good by media experts and material experts with few revisions.

Regarding the results of Mts students' responses in operating TEG 20 learning media, as long as they study at home using the TEG application according to students, they become easier in learning English activities during the covid-19 pandemic. TEG facilitates learning anywhere and anytime even without using the internet. Students stated that TEG media is easy to operate anywhere. Students enjoy learning with this media because the practice questions are fun because they are equipped with quiz games in practice questions. In an Islamic character, TEG media also teaches students to start all learning activities with prayer, and end with prayer. The application is equipped with audio and text prayers before and after the study. The content of the material also includes the character and activities surrounding the school or the daily activities of MTs students. This application is also inserted with Islamic nuanced content. The application icon that uses a headscarf and cap as well as a typical school uniform indirectly reminds students to always be polite in dressing. Not to mention when the content of the material is also filled with material for Mts student activities such as the Koran, learning discipline, tahlilan, playing the tambourine, all packaged in English material. So students are very enthusiastic about using this learning application.

This research shows that using TEG can help 10 students to be more active 15 learning both online during the covid pandemic. TEG makes the learning process more practical and easier. From the results of the questionnaire filled out by students in the broad trial, most of the students stated that the criteria were very good on the aspect of product results and good criteria on the aspect of effectiveness for students. This can be an indicator that the TEG (Tsanawiyah English grammar) media is feasible to use, besides that students get usefulness and convenience in learning activities.

3 In addition to being valid and practical 3, TEG-based media products need to be measured for their effectiveness. Effectiveness according to Akker [12] refers to the level that the experience and results of the intervention are consistent with the goals to be achieved, indicators of effectiveness can be seen from learning outcomes, responses, and motivation in participating in learning and working on questions.

3 Based on the results of learning English. The process of teaching and learning activities is said to be effective if in the learning process each component functions properly, students feel happy, satisfied with learning 3 outcomes, impressed with the learning media used, adequate facilities and facilities, and professional educators. Effectiveness can be achieved if all the elements 3 and components contained in the learning system function following the goals and objectives that have been set. The effectiveness of learning can be achieved if the planning for preparation, implementation, and evaluation can be carried out according to procedures and according to their respective functions. The final result of learning can be said to be effective if there is an increase in student achievement 6. The learning achievement observed in this study 15 is more likely on the cognitive aspect. From the comparison test of the pretest and posttest, the learning outcomes showed a significant increase from pre-test to post-test.

3 This is evident from the results of the Wilcoxon test, the average achievement before learning has increased. 5 Based on the output of the "Statistical test", it is known that Asymp. Sig (2-tailed) is 0.000 less than 0.05, so it can be concluded that "the hypothesis is accepted". This means that there is a difference between the results of learning English 15 for the pre-test and post-test. Thus, it can be concluded that the use of TEG applications in learning English is effective in improving student learning outcomes.

CONCLUSION

32 Based on the results of research and development on teg (tsanawiyah english grammar) to improve the learning outcomes of mts/smp students, we as researchers can conclude that the media we developed which was 2 carried out through several stages that adopted the borg & gall theory obtained very good and proper results and has validated by media experts and materials experts. The process of installing software on mobile phones is very easy, inexpensive, practical operation can save time and energy costs and makes it easier for mts / junior high school students to learn english even remotely during the covid 19 pandemic. In the application development process, islamic character values

are inserted in the media. Through the content. How to use media, get used to prayer activities, and at the beginning of using the application.

The content of the material also contains about the daily activities of mts students which are full of islamic nuances. Everything is neatly packaged in the form of prepositions, simple present tense adverbs, and quizzes. The implementation of this application is equipped with strengthening the character of islamic values according to the guidance of the prophet Muhammad. The effectiveness of the media using this teg can be seen from the pre-test and post-test scores of the class. Based on the output of "wilcoxon test", it is known that asymp.sig (2-tailed) is 0.000 less than 0.05, so it can be concluded that "the hypothesis is accepted". This means that there is a difference between the results of learning english for the pre-test and post-test. In other words, learning using teg has increased significantly. So the conclusion is that teg (tsanawiyah english grammar is effective for improving student learning outcomes for MTs student.

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- Mts Al Muhsin School is a place of research that has provided us with opportunities, trust, and facilities to carry out research.

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