Perception of the Usefulness and Benefits of Raptivity platform in Arabic Teaching

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A R T I C L E   I N F O

A B S T R A C T

This study examines students' perceptions of Raptivity platforms in Arabic lectures. This study uses a qualitative method with a descriptive approach. The source of this research data is a questionnaire that the researcher distributes using the Google form, which is distributed online to students using the WhatsApp application and has 20 questions. Questions were divided into two groups: the first was to find out students' opinions about the Raptivity platform in Arabic language lectures, and the second was to explore the benefits students get through the Raptivity platform. The results of this study indicate that implementing Raptivity platforms in lectures contributes positive value to students because students become more active and participate in learning so that the learning atmosphere becomes centred on students (student centre) and can be used as an alternative to organizing fun learning from the student side and also improving the quality of lecturers in terms of science and technology.

1. INTRODUCTION

The existence of online education using the help of the internet has brought technical advances in instructional design and innovation of teaching platforms (Nilson & Goodson, 2018). Throughout the 1960s, as online learning continued to advance, various tools were created by teachers and software developers. Teachers collaborated with developers to pioneer new educational platforms, marking the dawn of the modern online learning era (Scigliano, 2000). Online education began to get much attention in the 21st century, and the peak was during the COVID-19 pandemic (Harasim, 2000).

Since the pandemic, the whole world has learned how to deal with the eventuality, namely the transition from face-to-face to online education. Salmi Jamil explained that the unpreparedness of schools and universities caused approximately 20,000 educational institutions to stop operating normally and send students home. Many institutions are trying to switch to online classes after completing preparations. Even the world that asks only 1, 2 or 3 per cent of online learning turns into 100%. While higher education institutions strive to make online education successful, the readiness to rapidly transition to an all-online environment is highly uneven between countries and institutions. One of the efforts that can be made is maximising virtual learning or using learning platforms (Salmi, 2020).

In the future, the continued growth of online learning or schools offering virtual classes will likely cater to more students in a broader context. Changes in the world of education also brought changes in teaching methods and a shift in attitudes towards the new educational model (Kelly Waltman-Payne, 2023). Virtual learning began to be used in various circles, from college, middle school and even elementary school. This is inevitable because technological development occurs so quickly. So, if you rely on the traditional model, you will be left behind. Therefore, teachers or lecturers must be able to operate and find a learning platform that suits their subjects. This learning platform will not centre the learning centre on teachers but on students because students themselves will directly operate it, while the role of teachers in virtual learning is to monitor students (Yurianto & Aliah, 2021).

The shift from teacher-centred learning (TCL) to student-centred learning (SCL) stands as a testament to innovation in education. Evidence from various studies indicates that student-centred learning can significantly enhance student outcomes. (Febriyana & Winarti, 2021). In addition to developing learning media, application technology, and various learning platforms, learning began to move into media-centred learning, with teachers, in this case, only facilitators and supervisors. Some say the learning approach is still centred on students only based on specific media or platforms.

Relating to the media-centred learning approach, there have been many perceptions from various parties, such as teacher, student, and educator observer perceptions. Of them, researchers found many studies that tried to examine student perceptions of the use of various platforms in lectures, such as the use of Kahoot Kahoot (Isnaini et al., 2022), quizis (Saud et al., 2021) and Bamboozle applications, as well as the use of games in lectures or gamification (Efendi & Sesmiarni, 2022). Some used various platforms in online learning

during the Covid-19 period(Khairani et al., 2021), and some still use them in offline learning or some use blended learning (Lutfiyatun, 2021).

In response to the development of this learning platform, of course, it is necessary to have educational observers, teachers or even students who are aware of the emergence of new platforms. These namely platforms are feasible and suitable for learning support so that the learning atmosphere becomes not dull and makes students enthusiastic and active in learning and from the teacher's side, it will increase their competence or professionalism in teaching because they can make the best use of technology.

When teaching an Interactive learning platform to students, a lecturer needs to listen or understand his perception of the platform. This is because students are the object of the platform. By gaining students' perceptions of a platform, we will get results, input, and suggestions that can be our reference when implementing the platform in Arabic language learning. Of course, using learning platforms in learning experiences has different results when applied to online, offline, or blended learning. Cakrawati (2017) also researched student perceptions of utilizing online platforms in the classroom.

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Sucahyi Mas'an and his friends, Student Perceptions in the Use of Various Online Learning Platforms has researched student perceptions of the use of online learning technology. The study results show that the platform provided by lecturers to students must be easy to use, whereas the results show that the presentation of knowledge about the platform is 95% self-taught. So that without lecturers, students can still access it independently in their homes.

Research on student perceptions of the use of learning technology in offline or face-to-face lectures conducted by Ayu Desrani et al., who examined Student Perceptions of the Use of Arabic Learning Technology in Limited Face-to-Face Meetings during the COVID-19 Pandemic. The results of the study showed that 58.6% of students prefer the implementation of learning carried out online and offline or blended learning, 34.5% of students prefer offline learning, and as many as 6.9% are set to be entirely online. This online learning option is not without conditions but must also be accompanied by adequate learning platforms or technologies, such as Zoom, Google Classroom, WhatsApp quizzes, etc (Desrani et al., 2022).

Research on student perceptions of using learning technology in blended lectures conducted by Muhammad Ansarulullah S. Tabbu and friends titled Student Perceptions of the LMS Moodle-Based Blended Learning Model. This research found that students like to learn in a comfortable and quiet environment and feel relaxed when learning online because blended learning provides flexibility to learn anywhere in addition to quizzes presented online through the Quizizz or Kahoot platforms, which are more effective and efficient (Tabbu et al., 2023).

Research specifically discussing the Raptivity platform has been conducted by Tira Nur Fitria with the title Using Game Design Techniques (Gamification) in Teaching and Learning Process: A Review. This study shows that learning becomes interesting if made with a gamification model. Various platforms, such as EdApp, Kahoot, Gametize, Centrical, Archy Learning, Hoopla and Raptivity, can be used. However, this study did not mention the results of using the Raptivity platform (Fitria, 2022).

This research differs from previous studies that only present the use of platforms in in-network, off-network and blended learning modes. This research targets using Raptivitysplatformsd in Arabic language learning with various features such as gamification, presentation, and quis. Because there still needs to be more research related to this Raptivity platform, why researchers are interested in researching further.

2. METHODS

Research Design

Researchers using a mixed method approach combine quantitative and qualitative data in this study. His research paradigm involves the collection and analysis of quantitative and qualitative data to get a better understanding of answering research questions investigated in learning research (Malik & Hamied, 2016). Creswell (2009) also expressed the same, explaining that the mixed method combines qualitative and quantitative methods.

Data Collection

The study was conducted from September 23 to November 15, 2023. It involved 35 students, all first-semester Arabic students of UIN Prof. Saifuddin Zuhri Purwokerto. The Participants came from various school backgrounds. In this study, researchers used questionnaires and interviews to collect data. The questionnaire was adapted from similar previous studies conducted by Laxmy (2023) and Manowong (2016).

The data collection method in this study was a questionnaire, distributed online using a Google form via the WhatsApp application after researchers conducted a Raptivity platform experiment on students who were the research object. The questionnaire consists of 20 closed-ended questions using a fife-Likert scale. According to Sugiono (2011), respondents' perception in a study is measured using the Likert scale, which measures individuals and groups' attitudes, opinions, and perceptions about something. The Likert scale is divided into five points, namely Strongly Disagree (STS), Disagree (TS), Disagree / Doubt (KS / R), Agree (S) and Strongly Agree (SS). Where the assessment in this study uses a Likert scale with the

following range:
a. Index 0% - 19.99% categorized as strongly disagree
b. Index 20% - 39.99% categorized as disagree
c. Index 40% - 59.99% categorized as disagree
d. Index 60% - 79.99% categorized as agree
e. Index 80% - 100% categorized strongly agree

Data Analysis

The data from the students' closed-ended questionnaire was statistically computed to determine each statement's percentage and then interpreted descriptively. The questionnaire was administered to determine students' perceptions of online learning platforms such as Raptifity in the classroom. The data from the questionnaire and interview were used to describe students' perceptions of using online learning platforms such as Raptifity and the benefits felt by students after using the learning platforms in the Arabic teaching and learning process.

3. RESULTS AND DISCUSSION

Raptivity is an interactive learning platform that can be used by educators/teachers/lecturers to create e-learning materials or accessed by students to make presentations of specific courses. This platform can utilise several themes, such as interactive displays, games and quizzes. All of that makes students energized and active in learning. Not only that, researchers have used this platform for various media in lectures, and the results are beneficial, but also, because access is free and does not need to be used, it usually makes this platform easier for anyone to use.

In addition, the display on this platform also allows access to mobile phones, tablets, and laptops. Access to this platform is relatively easy when we later log in or register using a Facebook account or Google account only. Fill in your data, name, country of origin, and what institution and needs it is, for example, as a teacher. This is what makes this platform easy and straightforward to operate.

This Raptivity platform has 19 templates that can be used to help and support the learning process and can be adjusted to the conditions or needs of educators. The 19 *Raptivity* interaction showcase was divided into three themes, namely 1) Interactive displays or interactive displays totalling six templates: videogenic, layered display, panning slides, horizontal parallax, vertical parallax and 360 Images. 2) Games or games that total five templates, namely Super Gold, spin the Wheel, Reach Your Goal Faster, Balloon Pop, and Dart Game. 3) Quizzes or quizzes totalling eight templates: pin it, open book challenge, pizza, vertical parallax with assessment, bowling rush, mountain climb, cheese quest, and happy meter.

Here is a look at the three themes of each template on the platform.

Figure 1. Template Display of Platform Raptivity
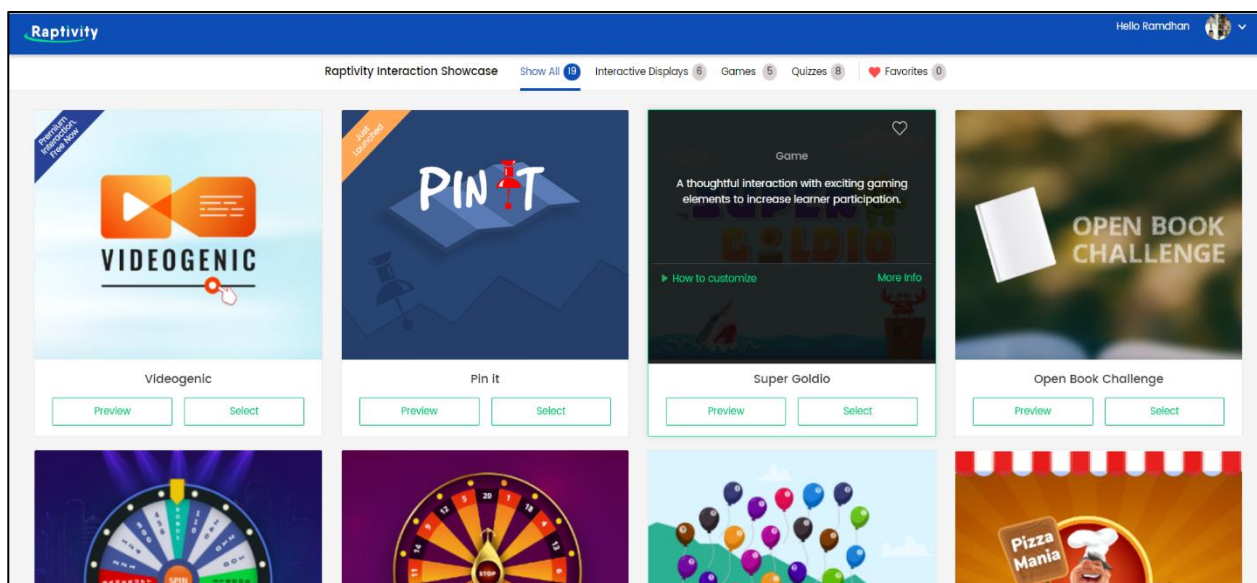
Based on the results of data collection from Kesionel that has been distributed to students, as many as 27 students of Arabic language development courses, it shows the level of overwhelming majority approval, followed by those who agree, and there are only a few who disagree with the Raptivity platform used in Arabic lectures. In addition, one of the advantages of the Raptivity platform over e-learning platforms or other gamification platforms is that this platform is free or free, as can be seen from pictures 1-3 above.

Students used the Raptivity platform in the even semester of the 2023/2024 academic year at UIN Prof. Saifuddin Zuhri Purwokerto. After using the Raptivity platform, students filled out a questionnaire. Research questions are generally divided into two groups: first, to find out what students think about the Raptivity platform in Arabic lectures, and second, to explore the benefits obtained by students through the Raptivity platform.

Table 1. Student perception of the Raptivity platform

Research Questions	Totally Agree	Agree	Hesitate/ Less Agree	No Agree	Very Disagree
Do you like the Raptivity platform for in-class lectures?	96.2%	3.8%	0%	0%	0%
Does using the Raptivity platform for in-class lectures excite you?	96.2%	3.8%	0%	0%	0%
Do you enjoy studying Arabic with the Raptivity platform?	88,5%	11,5%	0%	0%	0%
Does the Raptivity platform help you understand Arabic lectures?	84,6%	15,4%	0%	0%	0%

Does the Raptivity platform help you focus more on Arabic studies?	84,6%	15,4%	0%	0%	0%
Does the Raptivity platform help you remember information in Arabic?	80,8%	19,2%	0%	0%	0%
Do lecturers properly guide running the Raptivity platform?	84,6%	15,4%	0%	0%	0%
Do you want the Raptivity platform to be used at the end of a lecture meeting?	73,1%	23,1%	3.8%	0%	0%
Do you want the Raptivity platform to be used to do college assignments?	80,8%	15,4%	3.8%	0%	0%
Do you recommend *the* Raptivity platform for other courses	96,2%	3.8%	0%	0%	0%

96.2% of students totally agreed, which means students love using the Raptivity platform in class because it excites students, and only 3.8% answered in the affirmative. This means that no one disagrees or disagrees that *the* Raptivity platform is boring if used as an Arabic learning platform.

88.5% of students totally agree that the Raptivity platform makes the atmosphere of Arabic lectures in the classroom pleasant. Even the rest who answered 11.5% did not say they disagreed but agreed. This means that learning Arabic using the Raptivity platform is not dull.

84.6% of students said they totally agreed that the Raptivity platform helps them understand Arabic student material and can help them focus more on lectures, and 15.4% of students agreed. From a cognitive point of view, this can be interpreted as greatly influenced by the Raptivity platform.

80.8% of students totally agree that the Raptivity platform makes it easier for them to remember material, while a small percentage, 19.2%, say they agree.

Within the same preset, 84.6% of students totally agreed that the lecturer had clearly explained the Raptivity platform guidelines. A small percentage, 15.4%, agreed. This means there is no complaining about the difficulty of understanding the lecturer's explanation of the guidelines or how to use *the* Raptivity platform.

73.1% of students totally agree that the Raptivity platform can be used for semi-final exam media, but there are some student opinions: 23.1% agree, and 3.8% express doubt or disagree. This means that a small number do not want the Raptivity platform to be used for end-of-semester exams.

80.8% of students agreed if tasks outside the campus used the Raptivity platform, such as making presentation materials. *15.4*% of students agreed, and 3.8% of students were hesitant to use the Raptivity platform to do college assignments.

96.2% of students said they totally agreed that the Raptivity platform was recommended for other courses because of its ease of operation and free access, while 3.8% of students only agreed.

Table 2. Student perception of the benefits of the Raptivity platform

Research Questions	Totally Agree	Agree	Less Agree	No Agree	Very Disagree
Do you think *the* Raptivity platform is interactive?	100%	0%	0%	0%	0%
Do you think the Raptivity platform brother can be used for simulation?	96.2%	3.8%	0%	0%	0%
Do you think the Raptivity platform can be used for gamification?	100%	0%	0%	0%	0%
Do you think the Raptivity platform can be used for presentations?	96.2%	3.8%	0%	0%	0%
Is *the* Raptivity platform easy to access and use?	80,8%	19,2%	0%	0%	0%
Do you think the Raptivity platform offers a diverse menu for lectures?	76,9%	23,1%	0%	0%	0%
Is it easy to access *the* Raptivity platform?	73,1%	26,9%	0%	0%	0%
Do you think the Raptivity platform brother is user-friendly?	73,1%	23,1%	3.8%	0%	0%
Do you think *the* Raptivity platform is suitable for *e-learning*?	92,3%	7,7%	0%	0%	0%
Does the Raptivity platform still need updates and new features?	92,3%	7,7%	0%	0%	0%

100% of students totally agree that the Raptivity platform is an interactive platform and gamification platform that can be used for digital-based learning or e-learning.

96.2% of students said they totally agreed that the Raptivity platform makes it easy for users to make learning simulations and presentations of lecture materials because it allows for easy editing of existing material, while 3.8% of students think they agree.

80.8% of students totally agree that the Raptivity platform as a whole is easily accessible, both from the first list, the existence of a guide to using the platform, and the various features and menus provided, including interactive templates, games, and quizzes. Only 19.2% of students agree.

76.9% of students said they totally agreed that the Raptivity platform offers several menus or various features, 19 interactive places can be used and chosen according to the learning model, and only 23.1% of students agreed.

73.1% of students said they totally agree that the Raptivity platform is user-friendly, meaning that it is easy to learn, understand, use, fun, interesting, and not too difficult to play. 23.1% of students agreed, and 3.8% doubted or did not agree. This means that there are still a small number of students who cannot access or use this platform easily.

92.3% of students totally agree that the Raptivity platform is very suitable for e-

learning, especially student-centred learning or student centre; this is because almost all students interact and get direct feedback from this platform, while 7.7% of students agree. Still, in the same percentage, students also want more features offered by this Raptivity platform, making it easier for students to choose and sort out interactive templates that can be used to help the student learning process.

Table 3. Student feedback on the benefits of the Raptivity platform

Comments and Suggestions
"I totally agree that if some courses or even all of them use the Raptivity platform, many are more excited and actively participate in paying attention to the learning process."
"Many interactive templates are offered, but they are still lacking when compared to the variety of courses and needs."
"Students need more guidance to use *this* Raptivity platform fully."
"There are already images, sounds, animations, games, etc. It is complete and effective enough to help the learning process."
"It would be great if there were game models or quizzes that could be accessed randomly to make it more challenging."
"If a game can be done per team, it will be even more interesting."
"Expand the game and quiz."
"Making a presentation does not need to be difficult because there is a simple theme that is enough for the presentation of papers and assignments."

Based on the student comments and suggestions above, students are delighted with the many benefits and conveniences provided by the Raptivity platform and the increase in student motivation and enthusiasm to learn. According to students, the Raptifity platform is suitable for learning Arabic because of the various features offered and the ease of accessing each feature. Students only need to use a template to use the Raptivity platform. The availability of audio, photos, videos and even animations on the Raptivity platform makes them not quickly bored because they can change other templates if one template is boring.

Students' Perceptions of Raptivity platforms

The data shown above provides various responses about the use of captive platforms in Arabic language learning. Most respondents responded positively to the use of captive platforms.

The students who participated in the study agreed that the Raptivity platform was suitable for learning Arabic. They assume that this Raptivity platform is easy to use and simple for foreigners to learn because this platform offers English in its appearance. The ease of using this platform is also one factor in increasing students' motivation to access and utilize this platform. This is in line with what Manowong revealed: the use of the platform is simple, and it also increases motivation, flexibility, and participation in online learning (Manowong, 2016).

Students find this platform easy to use due to its wide variety of ready-to-use templates. This is beneficial for students as they can prepare teaching materials from scratch without spending time preparing teaching materials from scratch. They need to add their primary content and choose a template that suits their needs. At the university and high school levels, simple and easy-to-use technology has proven to be very helpful in facilitating and streamlining the teaching and learning process (Abidah, 2023).

Apart from being simple and easy, the templates provided are time efficient, so you can save time creating one of the Arabic language learning media. Students only need to choose one template. Research proves that the existence of online learning platforms is ready to make learning more effective and efficient in managing time; this is because teachers and lecturers can create learning platforms from scratch and only use templates that have been offered (Cakrawati, 2017).

Only some people are proficient in using the platform, including students. Not all students can understand the platform well from the first time they see it. Therefore, a teacher needs to introduce the platform. Teachers need to be present by explaining what kind of platform will be used in learning, what the items on the platform are, and how to operate the platform so that it can be used for learning. This is the need for the platform to be socialized or for specific applications to be used before the application can be used as a whole (Musdalifah, 2022).

They stated that a simulation or introduction to the learning platform will equip them to use the platform, and the possibility of students accessing it becomes an essential point in student interaction with the platform. In addition, teachers need to learn how to use learning platforms, and students also need to be equipped with them. Educational institutions must adjust to the development of digital technology, which has proliferated. In line with that, there must also be policies in utilizing these technologies in education; this is none other than to form students who are also competent to become the next generation of the nation who are clothed in the development of science and technology (Anwar et al., 2020).

Overall, students strongly agree with the use of the learning platform because, from the beginning, the lecturer has explained and provided understanding to students; the lecturer does not necessarily directly use the platform but also ensures that the platform is feasible and suitable for specific learning. This is because the platform selection should be flexible but must follow the procedures and learning needs (Samsinar, 2019).

The Benefits of Using Raptivity platforms in Arabic Teaching

The ease of accessing existing features and the reciprocity of students make these students' learning durability longer than traditional learning. This is because the Interactive platform is considered more exciting and fun and not dull. The Raptivity platform itself, such as interactive multimedia, is what makes it a unique attraction for students to use in learning Arabic (Manurung, 2020). Learning with a teacher-centred or just lecture is very boring while learning combined with games becomes more fun and exciting. Research has also proven that the media plays a role in increasing student interest and motivation.(Febrita & Ulfah, 2019)

The use of the platform in learning Arabic is only for the benefit of students, but from the assignments given by lecturers, the products that students make can be enjoyed or used by other students. One of which is as an interactive simulation media in learning. Research proves that the existence of interactive simulations in subjects can improve the ability to use the platform itself (Harahap et al., 2023).

Students think Arabic itself is not easy, and this makes them feel the need for technological innovation in Arabic language learning. The Raptivity platform is attractive in Arabic learning because it does not only come with one mode but various modes such as gamification, presentations, and quizzes. This technological innovation answers the anxiety of students who feel bored with learning. (Ritonga et al., 2022) One such mode is gamification mode on Raptivity platforms. Gamification has also been proven to increase student activity in learning Arabic (Yahaya et al., 2022).

In addition, in lectures, students are also required to be able to make materials and presentations and present them in Arabic; previously, students were confused by making engaging presentations and practising presenting in Arabic. However, the presentation mode on the Raptivity platform makes it easier for them to do Arabic coursework and only focus on how to present it in Arabic. With Adnaya presentation templates make presentations more effective. An effective presentation can easily digest the information conveyed (Mailoa, 2008).

Students consider the Raptivity platform user-friendly. However, the obstacle encountered is the limitation of good internet access because not all students can access the internet smoothly; if on-campus, students can access the internet for free using campus wifi even smoothly. This is a problem faced by students when they are off campus. At least, it is a common obstacle to learning that relies on networks (Mintarsih, 2021).

Students consider the Raptivity platform suitable for Arabic language learning because in Arabic learning, there is a need for audio, and the audio-visual feature makes it easier for Arabic language learners to learn Arabic listening skills *(estimate).* (Ulfa, 2023) The purpose of learning Arabic is to master the use of Arabic in speaking, reading, listening, and writing functionally. This means that both the productive and receptive abilities of students master it. (Thu'aimah & Al-Naqoh, 2006) The combination of audio and visual is more effective than audio or visual alone (Gemilang & Listiana, 2020). In addition, the effectiveness of audio-visual media on Arabic language learning is more focused on individual abilities; students can hear Arabic material directly from audio to reduce auditory misunderstandings.(Abna & Nawawi, 2018)

The students consider the Raptivity platform very suitable for e-learning platforms in Arabic courses. This platform can be accessed anywhere and anytime, and the material initiated by students can be shared and finally learned by other students; there is an exchange of materials, which further increases students' knowledge of Arabic.(Marbun & Sinaga, 2021) E-learning learning media is essentially a medium students use to learn outside the classroom or remotely by using data to access it (Huda & Wulandari, 2022).

One of the other disadvantages of the Raptivity platform is that because this platform has been developed and is ready to use, we cannot add specific templates or features; this

makes the creativity of students who use limited existing features and templates. This is closely related to learning technology innovation. (silahuddin & Azhari, 2019) The learning platform must constantly adapt to the Jungle of the Age.(Putri & Hasan, 2023) Besides that, innovation on the learning platform must also consider the characteristics of students to make it easier to achieve learning goals (Kholiq, 2020).

4. CONCLUSION

This research is limited to how students respond to using Raptivity platforms in Arabic language learning. Based on the data processing results, it can be concluded that the Raptivity platform in learning Arabic has many positive impacts on students, one of which is student interaction and also because of the feedback so that students are made to actively participate in lectures or learning activities. Most students stated that they strongly agreed with using the Raptivity platform in Arabic language learning. However, there are several suggestions and inputs for further studies: a) This Raptivity platform seems to only be able to cover a few courses, cannot broadly cover all courses and coursework, b) Need to wait for many additional features so that more choices of interactive templates are used in the learning process.

Further researchers can conduct further research with a project-based learning model for this Raptivity platform to produce products in Arabic learning media, such as presentations, gamification, or quizzes. This makes various media available for learning Arabic. In addition, there is also a need for expert validation of the material used in the development of Arabic learning media.

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