

## IMPLEMENTATION OF LUMIO TO ENHANCE INTERACTIVITY IN ARABIC LANGUAGE LEARNING AT TSANAWIYAH STATE SCHOOL 1 MOJOKERTO

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### Abstract

*The service activities carried out at MTs Negeri 1 Mojokerto aim to inform teachers Arabic language regarding Lumio learning media and help to improve teachers of Arabic language abilities and skills in using technology as a learning medium to create a pleasant learning atmosphere. The service method used is training and mentoring related to making Lumio learning media. Implementation starts with an introduction to Lumio and its features, followed by training and assistance in creating Lumio learning media. As a result of this training and service activity, MTs Negeri 1 Mojokerto teachers of Arabic language were able to create sides interspersed with quizzes and were able to implement them by distributing class IDs that had been created according to their respective subjects. Lumio is an interactive learning media based on slides and quizzes that can involve or collaborate with students directly via each student's cellphone or laptop.*

**Keywords:** Lumio, Learning Media, Mentoring, Training.

### مستخلص البحث

استهدفت الأنشطة الخدمة المجتمعية المنفذة في المدرسة الثانوية الحكومية 1 موجوكرتا إلى إطلاع معلمي اللغة العربية على وسيلة التعلم لوميو ومساعدتهم على تنمية قدراتهم ومهاراتهم التقنيّة في توظيف التكنولوجيا بوصفها وسيلة تعليمية لخلق جوّ تعليميٍّ ممتع. اعتمد فريق الخدمة منهج التدريب والمرافقة في إعداد وسيلة التعلم عبر لوميو. فبدأ التنفيذ بتقديم تعريفٍ للوميو وخصائصه، ثم تلاه تدريب عمليٍّ مع مرافقة لصناعة وسيلة التعلم عليه. وقد تمكّن معلمو اللغة العربيّة في نهاية البرنامج من تصميم شرائح متداخلة مع اختبارات قصيرة، وتطبيقها عمليًا من خلال توزيع معرفات الصفوف التي أنشأوها وفق تخصصاتهم. يعدّ لوميو وسيلة تعلّم تفاعلية قائمة على الشرائح والاختبارات تمكّن الطلبة من المشاركة أو التعاون المباشر عبر الهواتف أو الحواسيب المحمولة.

**الكلمات المفتاحية:** لوميو ووسيلة التعلم والمرافقة والتدريب.



## INTRODUCTION

In the modern era, the development of the education sector continues to experience significant improvement.<sup>1</sup> Many technological products have emerged that can be used in education, providing opportunities for educators and education practitioners to enhance the quality of education through the improvement of teaching and learning processes and the discovery of methods that align with advancements in science and technology. The Ministry of Education and Culture recommends that one of the principles of learning is to utilize technology to improve the effectiveness and efficiency of education.<sup>2</sup>

Education is a conscious and planned effort to create a learning atmosphere and process that encourages students to actively develop their potential. The learning process should be conducted interactively, enjoyably, and in a way that motivates students, while also enhancing effectiveness in achieving competencies. The learning process carried out by students greatly depends on the teacher, who creates a learning environment by using all available learning resources and effective and efficient teaching methods.

In the teaching and learning process, the main factors are the teacher as the educator and the students as the learners. The teacher has a significant influence on the course of the learning process, enabling the classroom atmosphere to come alive and making each student active in their learning. Therefore, teachers are required to be creative in using learning media to achieve successful learning outcomes.

Learning media plays a very important role in the learning process, serving as an aid in the delivery of information from teachers to students and vice versa. There are various forms of learning media, including graphs, films, slides, photos, as well as learning using computers or mobile phones.

The use of learning media in the learning process can stimulate interest and even create new desires, motivation, and learning activities, as well as have psychological effects on students. The application of learning media during the introduction phase of learning will greatly enhance the effectiveness of the learning process and the delivery of messages and content of the lesson at that time.

In this digital era, integrating technology into learning activities as a form of learning media aligns well with current student interests. Considering that students often spend more time with

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<sup>1</sup> Fahmita sari et al, "Pelatihan dan Pendampingan Pembuatan Media Pembelajaran *Quizwhizzer* di UPTD SMP Negeri 13 *Sinjai*", Jurnal Pengabdian Kepada Masyarakat, 1.1 (2024), <https://doi.org/10.61220/mosaic.v1i1.506>.

<sup>2</sup> Ruhsoh Triyani, "Penggunaan *Game Interaktif* Berbasis *Wordwall* Sebagai Media Pembelajaran Matematika pada Siswa SMP", Intellectual Mathematics Education, 1 (2023). <https://doi.org/10.59108/ime.v1i1.24>.

their gadgets, the use of Technology, Information, and Communication (TIK)-based learning media becomes highly relevant. Based on research conducted by Yatini (2022) in the fourth grade at MI Darul Qur'an in Malang regarding the effectiveness of TIK-based learning media on improving student learning outcomes, it was found that before the use of such media, student engagement was very low, at only 28% of the total students, and the average class score was only 59.08, with just 32% of students meeting the passing criteria. However, after utilizing various TIK-based learning media, student engagement rose to 92%, and the average class score increased to 83.40. The conclusion of this study indicates that the use of TIK-based learning media is very effective in enhancing student engagement and learning outcomes. Therefore, it is crucial for educational institutions to integrate learning with technology, so that teachers possess not only pedagogical skills but also content knowledge. Nevertheless, many educators still have not utilized and integrated technology into classroom learning activities, predominantly relying on classical (conventional) teaching methods in delivering material.<sup>3</sup>

Based on research conducted by Janah et al. (2023) at MTs Al-Khairiyah Pipitan, it was found that teachers are accustomed to using books and blackboards, leading students to tend not to pay attention to the teacher's explanations. Students only observe, read, and write, as well as look at the blackboard without being involved in the use of learning media. As a result, students are unable to answer questions from the teacher, which contributes to their low ability to think critically because they do not engage fully in the learning process.

Based on the research conducted by Janah et al. (2023) at MTs Al-Khairiyah Pipitan regarding the influence of using Lumio by Smart presentation media in the subject of Numerical Processing Applications to enhance critical thinking skills among seventh-grade students, it was found that there is a positive impact from the use of Lumio presentation media in the learning process. Additionally, there was a 41.4% increase in students' critical thinking skills after using the Lumio learning media.

Lumio has many advantages. In addition to allowing educators to explain lessons using prepared PowerPoint slides, educators can also collaborate directly with students through their individual gadgets by utilizing various interesting features available in Lumio for free. These features include games and quizzes that can be interspersed within the PowerPoint slides. Furthermore, educators can request student responses regarding their understanding of the

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<sup>3</sup> Dewi Agustini et al, "Pengembangan Media Pembelajaran Interaktif Berbasis Discovery Learning pada Mata pelajaran Bahasa Inggris Materi Descriptive Text di SMP Negeri 4 Singaraja", 12.1 (2023), <https://doi.org/10.23887/karmapati.v12i1.57728>.

material presented using the provided features, allowing students to respond directly through their gadgets instead of just speaking out.

Another advantage is that educators can control student activities through their gadgets. The slides displayed in the Lumio classroom will only advance when moved by the educator. Therefore, if the educator is explaining the displayed slide and students touch their gadgets before the game or quiz starts, it can be ensured that the students are not engaged in the Lumio classroom. Knowing the advantages of Lumio, the author is interested in disseminating this learning media to educators by conducting training and providing information about Lumio learning media to Arabic language teachers at MTs Negeri 1 Mojokerto.

## METHOD

The community service activity was conducted on Wednesday, specifically on November 6, 2024, at MTs Negeri 1 Mojokerto. The activity included a presentation on the use of Lumio media, employing presentation and lecture methods, where participants were informed about Lumio, its benefits, and its application features. Subsequently, a training session was held for creating Lumio media, during which participants were guided through the processes of registration, creating presentations, quizzes, and distributing materials to students. In the final stage, participants were given a questionnaire via Google Form to gather their responses or feedback after attending the training.

## RESULTS AND DISCUSSION

The training activity for creating Lumio learning media was held in the computer laboratory of MTs Negeri 1 Mojokerto, specifically on Wednesday, November 6, 2024, with a total of 23 teacher participants. The event began with a welcoming speech and was opened by the Head of MTs Negeri 1 Mojokerto, followed by the main activity, which was a presentation on Lumio media by the presenter.

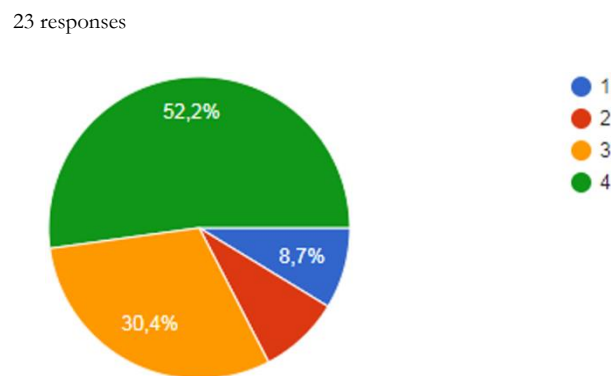
The presenter explained what Lumio is, its advantages and disadvantages, as well as an introduction to its features. After the presentation, participants were asked to prepare their laptops or phones to practice using Lumio. The practice began with how to register on the Lumio registration page, create presentation media, and how to create quizzes by clicking “import” if a PowerPoint design was already available, or “new” if they wanted to create directly in Lumio, as well as how students could join the Lumio media. Various features provided by the system can be used for free. Lumio offers a space that makes it easy for teachers to add text, images, and even mathematical symbols. Additionally, various interactive quiz features can also be added to the

presentation media. Previously, the participants stated that they had never seen this learning media, so they were very enthusiastic while practicing using their laptops and phones.

At the end of the activity, the participants were given an evaluation by distributing a link to an e-questionnaire. Each statement category had the following rating scale:

- 4 = strongly agree,
- 3 = agree,
- 2 = neutral,
- 1 = disagree.

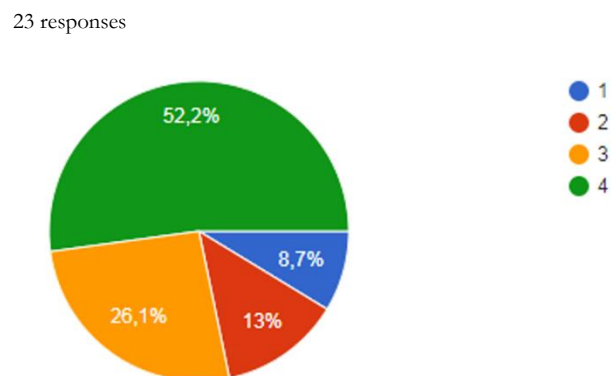
This activity provides an opportunity to be more productive in teaching.



**Figure 1.** Participants' Responses to statement 1

From Figure 1, it is evident that this community service activity provides an opportunity for teachers to be more productive in teaching. This is shown by the 23 respondents, where 12 or 52.2% of teachers expressed strong agreement, and 7 or 30.4% agreed. Meanwhile, 2 respondents or 8.7% were still unsure, and the number of those who disagreed was the same.

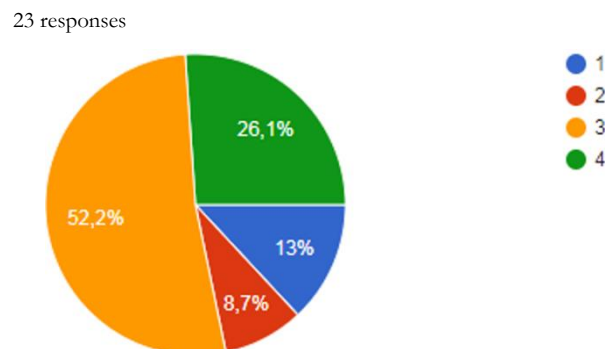
This activity can provide a solution for the use of learning media in the classroom.



**Figure 2.** Participants' Responses to statement 2

From the image above, it is clear that the Lumio learning media is one of the solutions that can be implemented in the classroom to motivate students to learn. This is evidenced by 23 respondents, where 12 or 52.2% of teachers expressed strong agreement, 6 or 26.1% felt agree, 3 or 13% chose neutral or were still unsure, while only 2 teachers felt disagree. This indicates that more teachers agree than those who disagree.

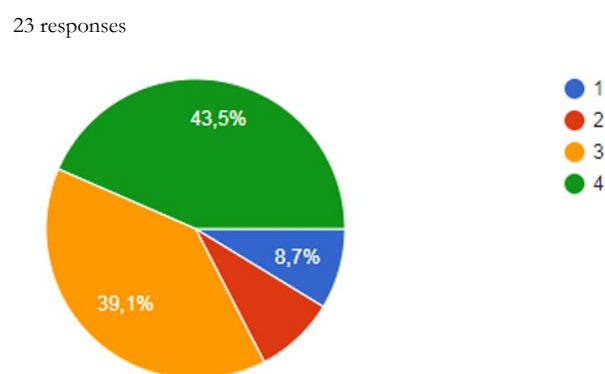
The media presented in this activity is not difficult to use.



**Figure 3.** Participants' Responses to statement 3

Figure 3 shows that the Lumio learning media is considered easy to use. This is evidenced by 23 respondents, where 6 or 26.1% strongly agree, 12 or 52.2% agree, 2 or 8.7% are neutral or feel slightly difficult, and 3 or 13% still find it difficult to use Lumio media. Although some experience difficulties, it is clear that more respondents find it easy to use or apply Lumio media.

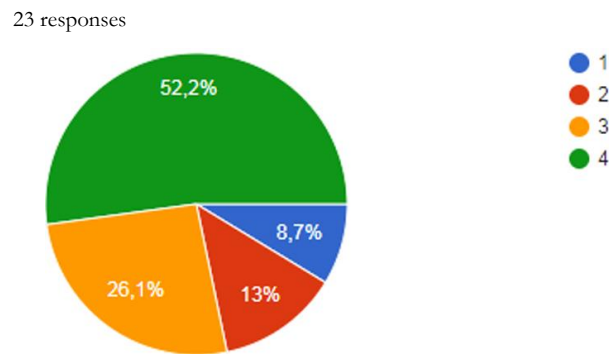
I am satisfied with this research.



**Figure 4.** Participants' Responses to statement 4

From Figure 4, it can be concluded that this training provides a distinct satisfaction for the majority of participants. This is evident from the fact that 10 or 43.5% of teachers feel very agree or very satisfied, 9 or 39.1% feel agree or satisfied, 2 or 8.7% feel neutral or somewhat satisfied, and only 2 or 8.7% feel disagree or dissatisfied.

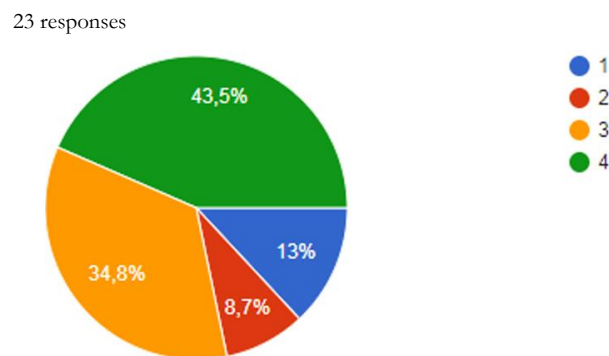
This activity is very useful for me.



**Figure 5.** Participants' Responses to statement 5

The figure above shows that this training is useful for the majority of participants. This is evidenced by 23 respondents, where 12 or 52.2% of teachers feel very agree or find it very useful, 6 or 26.1% agree or find it useful, 3 or 13% choose neutral, while only 2 or 8.7% feel disagree.

The learning media and evaluation media studied in this training can attract students' interest in learning.

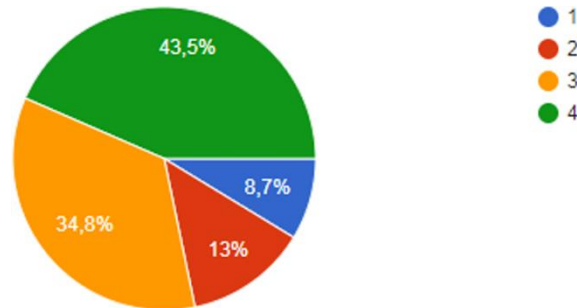


**Figure 6.** Participants' Responses to statement 6

From Figure 6, it can be seen that the Lumio learning media can attract students' interest in learning. This is evidenced by 10 respondents or 43.5% who strongly agree, 8 respondents or 34.8% who agree, 2 respondents or 8.7% who are neutral, and 3 respondents or 13% who somewhat disagree.

This training is enjoyable for me.

23 responses

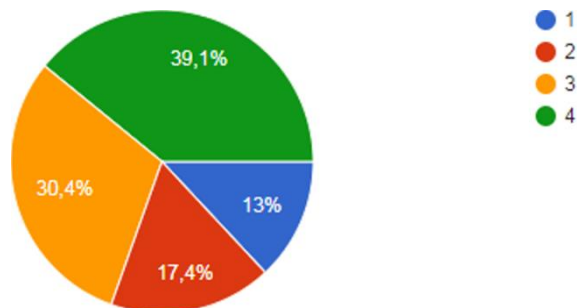


**Figure 7.** Participants' Responses to statement 7

Figure 7 shows that this learning media is enjoyable for the majority of participants. This is evidenced by 23 respondents, where 10 or 43.5% strongly agree or find it very enjoyable, 8 or 34.8% agree or find it enjoyable, 3 or 13% choose neutral, and 2 or 8.7% somewhat disagree or find it less enjoyable.

I am happy with the way the material is presented.

23 responses

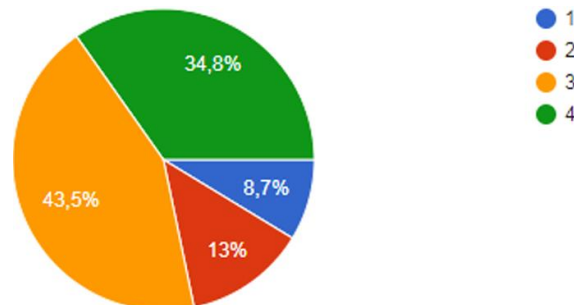


**Figure 8.** Participants' Responses to statement 8

From Figure 8, it can be seen that the majority of participants are pleased with the way the material is presented by the speaker. Out of 23 respondents, 9 or 39.1% strongly agree, 7 or 30.4% agree, 4 or 17.4% are neutral, and 3 or 13% somewhat disagree.

Through this activity, I was able to learn about Lumio media quickly.

23 responses



**Figure 9.** Participants' Responses to statement 9

The figure above shows that the majority of participants feel they can quickly learn the Lumio learning media. This is evident from the number of respondents who agree, with 8 or 34.8% strongly agreeing, 10 or 43.5% agreeing, 3 or 13% being neutral, and 2 or 8.7% somewhat disagreeing.

From the description above, it can be concluded that the community service at MTs Negeri 1 Mojokerto provides new innovations to teachers regarding interactive learning media, thereby attracting students' interest and motivation in the classroom learning process by utilizing Lumio learning media. The participants, namely the teachers at this school, were very enthusiastic about attending the training, even though there were some challenges encountered during the practice.

Based on the results of previous research conducted by Janah et al. (2023) in Class VII of MTs Al Khairiyah Pipitan, it was found that the use of Lumio by Smart presentation media had an impact on enhancing students' critical thinking skills in that class, with an improvement of 41.4%.<sup>4</sup> Additionally, research by Fauziyyah & Hikmah (2024) at SMP Muhammadiyah 8 Batu indicated that the use of Lumio media effectively improved students' mastery of Arabic vocabulary at the school.<sup>5</sup> This aligns with the study conducted by Wirda et al. (2023) in Class IV of SDN 182 Hutan Lindung/I, which showed that the use of interactive multimedia Lumio by Smart could enhance students' learning outcomes. After using Lumio by Smart presentation media in the Mathematics subject focusing on division of two-digit numbers, it was found that there was an increase in

<sup>4</sup> Sri Wardatul Jannah, Dewi Surani dan Ade Fricticarani, "Pengaruh Penggunaan Media Presentasi Lumio by Smart Pada Mata Pelajaran Aplikasi Pengolah Angka Dalam Meningkatkan Pola Pikir Kritis Siswa di Kelas VII MTs Al-Khairiyah Pipitan", *Journal on Education*, 6.1 (2023), <https://doi.org/10.31004/joe.v6i1.4217>.

<sup>5</sup> Itsnaini Laras Fauziyyah dan Khizanatul Hikmah, "Efektivitas Penggunaan Web Lumio Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab di SMP Muhammadiyah 8 Batu", <https://doi.org/10.21070/ups.4657>.

students' learning outcomes, with 40% in cycle 1, 65% in cycle 2, and 85% in cycle 3.<sup>6</sup> Therefore, based on the previous research findings, it can be concluded that the use of Lumio media as interactive learning media is highly recommended for teachers to apply in their teaching, in order to create an enjoyable and meaningful learning environment.

## CONCLUSION

This community service activity is a training and information session for teachers at MTs Negeri 1 Mojokerto regarding Lumio learning media. This learning media provides new innovations for teachers to increase students' motivation and interest in learning, which will certainly impact students' academic achievement. From the results of the e-questionnaire distributed to the teachers at this school, it shows that the majority of participating teachers already understand and are capable of creating interactive learning media, namely Lumio based on slide presentations tailored to the subjects to be taught. Additionally, most teachers are also able to use this media to encourage students to join the Lumio learning sessions that have been shared as a result of the training and information they received. However, due to the limited time for training, it cannot be denied that not all teachers fully understand how to use this media. Therefore, it is important for teachers who have mastered the use of this media to share their knowledge with those who have not yet understood, so that this learning media can be more widely implemented among Arabic language teachers at MTs Negeri 1 Mojokerto.

## ACKNOWLEDGMENT

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<sup>6</sup> Aina Wirda et al, "Meningkatkan Hasil Belajar Peserta Didik melalui Multimedia Interaktif Berbasis Lumio by Smart", *Journal on Teacher Education*, 5.2 (2023),  
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