



## Development of Interactive Book of Basic Arabic Language for Jabatan Agama Islam Melaka (JAIM) School

S. S. Rahim, N. Mohd Hanafi, S. Parumo, N. N. A'bas, A. N. Che Pee, H. A. Sulaiman, M.H.L. Abdullah and M. H. Zakaria

Center for Advanced Computing Technology (C-ACT), Fakulti Teknologi Maklumat Dan Komunikasi, Universiti Teknikal Malaysia (UTeM), 76100 Durian Tunggal, Melaka, Malaysia.

(Corresponding author: S. S. Rahim)

(Received 18 May 2020, Revised 25 June 2020, Accepted 06 July 2020)

(Published by Research Trend, Website: [www.researchtrend.net](http://www.researchtrend.net))

**ABSTRACT:** This paper presents a novel development of an interactive book for Basic Arabic Language for Jabatan Agama Islam Melaka (JAIM) schools. The proposed interactive book contains five modules, which based on the existing textbook used for teaching and learning at JAIM schools. The objective of this project is to study the requirement of interactive book content for Arabic language and to design and develop an interactive book for teaching Standard 1 Basic Arabic Language. Besides, the project aims to evaluate the user acceptance of the developed interactive book to be used in teaching and learning process. The target user for this project is for everyone, especially for Standard 1 students and the teachers of JAIM school. The challenges in developing this interactive book include the specific and verified contents, product quality and product acceptance. This new interactive book can be used as a teaching and learning material at all JAIM's schools. The proposed project aims to improve the understanding of the students on the basic Arabic language and encourage them to be more motivated to learn Arabic language. For this project development, Multimedia Production Model has been applied. By using this interactive book, the students will feel enjoy as they can interact with the characters in a way that makes the experience more real and fun. The result shows that the developed interactive book is highly accepted by the target users due to its promising features. It is envisaged that the proposed interactive book would greatly contribute to and assist the teaching delivery of Arabic language.

**Keywords:** Basic Arabic Language, Interactive Book, JAIM School, Teaching and Learning.

**Abbreviations:** JAIM, Jabatan Agama Islam Melaka; SME, Subject Matter Expert.

### I. INTRODUCTION

Interactive book is an electronic or digital book designed to include active reader participation via links or embedded reader-enacted functions. Interactive book allows the user to interact with the characters in a way that makes the experience more real and fun. Arabic language is always claimed as among the hardest language in the world. Therefore, using interactive book will help address this challenge where the user will feel excited and easy to learn basic Arabic language. Reading the interactive book could be a welcome change for them. The users can learn how to pronounce Arabic words and sentences correctly.

This interactive book is developed using Adobe InDesign. software. The language used for this interactive book are Malay and Arabic. It covers five modules based on the existing textbook used at Jabatan Agama Islam Melaka (JAIM) school; Self-Introduction ("Pengenalan Diri"), Body Parts ("Anggota Badan"), Family Members ("Ahli Keluarga"), Numbers ("Bilangan

Nombor") and Conversation in Class ("Percakapan di dalam Kelas") modules.

The problem statement of this project is derived from the current style of learning Arabic Language at JAIM school, where the conventional teaching practice is still being used and the method resulted lack of interest. Currently, the textbook as shown in Fig. 1, is used by JAIM schools for Standard 1 students for the teaching and learning process.

Interactive book is more interesting than the conventional way. Furthermore, conventional way gives less impact to the kids to learn Arabic language compared to an interactive book which gives more impact to the learners and students feel excited to learn. Faryadi and colleagues [1] reported that by using interactive book, students will be more motivated to learn and make it easier for students to remember what has been taught. The claim was supported by the student's performance, where they were performed slightly better after six weeks of the Arabic lessons delivery. It is also suggested in [1] that depth studies are

needed to appraise the face to face paradigm of teaching the Arabic language to ensure the quality of the instructions and methodology in teaching Arabic in Malaysian classrooms.

Meanwhile, Al-Bazeli and others [2] stated that in order for learning Arabic language, self-motivation of the student plays the most important factor. According to Al-Bazeli *et al.*, religion schools in Malaysia are in lack of professional language learning computer labs and computer based learning materials.

Therefore, in order to enhance the capability of learning Arabic language, these facilities should be improved [2]. In addition, Hamidin [3] presents some effective techniques in teaching and learning, and suggested that outside classroom activities provide more relaxing and fun situation.

Interactive books offer many advantages rather than using the conventional way. The advantages and disadvantages of interactive book are also highlighted in [4, 5]. Besides the multimedia elements such as text, images, audio, animation and video presented, this interactive book is an offline book, where an internet connection is not required. Therefore, this project is carried out to provide an alternative medium for students to understand about Basic Arabic Language and helps encourage them to be more motivated in learning Arabic language. It would be useful to the teachers to use this interactive book as a reference book to teach the students. Moreover, the parents can use this interactive book to teach their children and help them keep focused in learning through the interactive book.

In addition, this interactive book is suitable for anyone who wants to learn Basic Arabic Language.

The objective of this project is to study the requirement of interactive book content for basic Arabic language. Secondly, the project aims to design and develop an interactive book for teaching basic Arabic language. Besides, the project aims to evaluate the acceptance of the developed interactive book to be used in the classroom.

It can be summarized that there are a lot of existing application in learning Arabic language presented in various methods and different purpose of development. However, the content is more general and does not following any standard or reference in Arabic teaching and learning module.

Therefore, this proposed application is specifically developed to cover the syllabus of Standard 1 Basic Arabic Language subject offered at JAIM schools. In addition, the contents for Arabic subject at JAIM school has not implemented within these previously reported systems. Hence, this proposed project implements a novel basic Arabic language application with an interactive and also attractive approaches, based on the Arabic language module used by JAIM school.

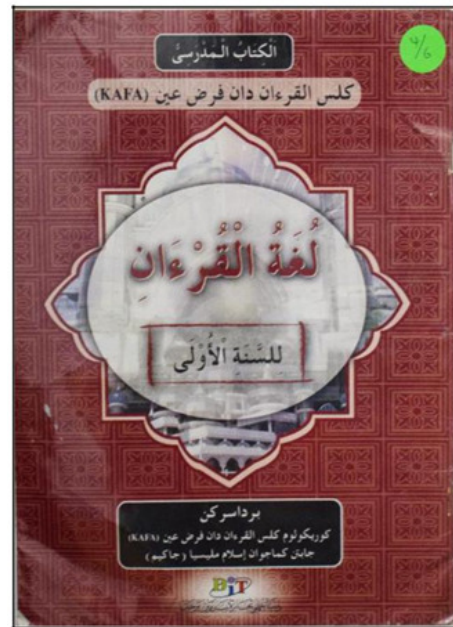


Fig. 1. Basic Arabic Language Textbook for Standard 1 JAIM.

## II. EXISTING SYSTEM

Interactive book acts as an impacted method for teaching and learning process. On the whole, language learning application, for example Arabic language, is becoming a popular research area and a lot of researchers focus on and contribute towards the advancement of this study in this area. Based on research done, there has been some research projects in teaching and learning process, for example in [6]-[11], aims to improve the quality of education.

Fun Easy Learn [12] is an application to learn Arabic with easy and fun. It is useful for those who love listening to music from other countries, traveling abroad, working for an international company, or even chatting with foreign friends. This application encourages kids to learn speaking Arabic quickly. By using this application, the users are able to learn about 6,000 words with images to illustrate words, phonetic transcriptions and pronunciation recording by native speakers. Moreover, users can select seven fun games provided to learn in a more entertaining manner. Besides, an internet connection is not required to use the application. In addition, this application has three difficulty levels, which are beginner, intermediate and advanced level.

Learn Arabic is another related system, which is a simple application for everyone who are interested to learn Arabic with fast and easy [13]. It is suitable for beginners and advanced types of users. This application is recommended for those who wish to travel to Saudi Arabia. Among the features offered are high quality translations made by Arabic speakers, besides, the users can create their own favourite list and not required an internet connection to open and use this application.

Lesson 1 Arabic from the Beginning application is the first session out of 18 lessons course designed for beginners who wish to learn Arabic [14]. In this lesson, the user is capable to read and write the Arabic alphabet in its isolate form. In addition, the course teaches everything required for reading and writing the Arabic script, as well as useful Arabic phrases.

Table 1 shows the comparison and the capabilities between three existing systems mentioned.

**Table 1: Comparison of existing system.**

Elements	Fun Easy Learn	Learn Arabic	Lesson 1 Arabic from the Beginning
Theory Field	Learning	Learning	Learning
Attraction	Attractive	Attractive	Less attractive
Type of Product	Mobile application	Mobile application	Video
Multimedia Element	Text, audio, graphic	Text, audio, graphic	Text, audio
Duration	—	—	28:56 minutes
User Control	Yes	Yes	No
Interactivity	Yes	Yes	No
Content	Covers 30 modules in this mobile application	Covers 24 modules in this mobile application	Learn to read and write the Arabic alphabet in its isolate form

### III. DEVELOPMENT

In order to develop this Basic Arabic Language Interactive Book, Multimedia Production Process is implemented as a methodology, which consists of five phases. The phases are analysis, design, development, implementation and evaluation. Each phase has their responsibilities and role, and explained briefly in the next sections.

#### A. Analysis

User needs must be done in order to structure the project for meeting the needs. User analysis is based on the target users, where the target users for this project is for Standard 1 students of Jabatan Agama Islam Melaka (JAIM) school. The content in the interactive book comprises of five modules.

There are two Subject Matter Experts (SME) for this project and they are the teachers at JAIM school. An

interview with the SME has been conducted in order to get the correct information for this project. Sekolah Rendah Agama JAIM Belimbing Dalam, Durian Tunggal, Melaka, Malaysia has been chosen to collect the information. The contents of the interactive book have been verified by the SME and also the Headmaster of the school. The contents are based on the textbook that has been used at the school, where the SME taught the students by using the conventional way. A great cooperation from the SME and students assist in getting the information easily. The video of Module 5 (“Percakapan di Dalam Kelas”) has been recorded between the SME and the students, to produce a more interesting and understandable interactive book. Table 2 shows the summary of the requirement gathering process.

**Table 2: Summary of requirement gathering process.**

Venue	SME	Task
Sekolah Rendah Agama JAIM Belimbing Dalam, Durian Tunggal, Melaka, Malaysia	Teacher 1	<ul style="list-style-type: none"> <li>i. Brief the project purpose and the reason school was selected.</li> <li>ii. Discuss the contents of Standard 1 Arabic textbook.</li> </ul>
	Teacher 1	<ul style="list-style-type: none"> <li>i. Check the content and verify by the SME and the Headmaster.</li> </ul>
	Teacher 1	<ul style="list-style-type: none"> <li>i. Record the voice of the students (boy and girl).</li> <li>ii. Get feedback from the SME.</li> </ul>
	Teacher 1 Teacher 2	<ul style="list-style-type: none"> <li>i. Record the voice of the SME.</li> <li>ii. Record the video for Module 5 (“Percakapan di Dalam Kelas”) with the SME and the students.</li> </ul>


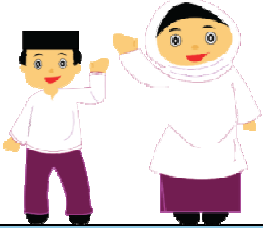
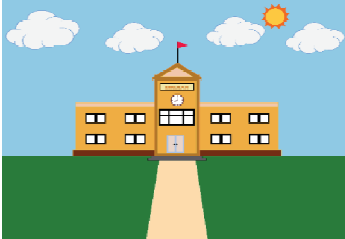
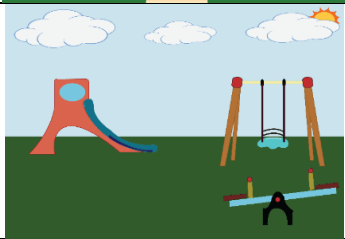

#### B. Design

The design phase involves process of creating models, buttons and others. It is important and get the data from the analysis phase. After collecting the data, the developer can start to develop the complete project. Table 3-6 visualize some of the character profiles involved for four of the modules presented in this interactive book.


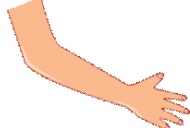
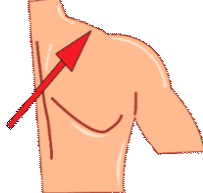
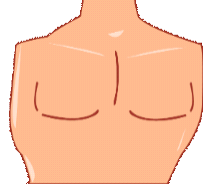
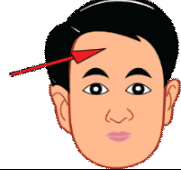





#### C. Implementation

Production of text in this project is created from Adobe InDesign software. The font type that used in Adobe InDesign is Adobe Arabic with different sizes, which are 60 pt. for Arabic word, 40 pt. for Malay word and 30 pt. for small title. Meanwhile, in this project, the graphic used is vector type. Adobe Illustrator is used to trace the images and the images are exported into Portable Network Graphics (PNG) format.

**Table 3: Models of Module 1 (“Pengenalan Diri”).**




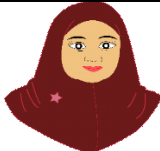

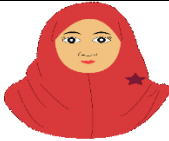
Model	Character
Teacher	
Student	
School	
Playground	
Mosque	

**Table 4: Models of Module 2 (“Anggota Badan”).**


Model	Character
Gender-male	
Arm	
Shoulder	
Chest	
Forehead	
Teeth	
Nose	
Ear	
Hair	
Eye	

Type of audio used in this project is voice over, where the voice of SME which is the teacher is recorded by using recorder of smart phone. Once the voice is recorded, the sound is edited to amplify the sound and to remove the noise. The voice is recorded in a classroom at the school. The voice sound is later saved in .mp3 format. The software that has been used to crop and add subtitle is VideoPad by NCH Software. After finished adding the subtitles, the video is finally rendered and save in .mp4 format. For animation element, the software that used to create an animation for this project is Adobe Animate. The process starts by importing the images and later modified the size. Then, animate the images process involved and finally save in .swf format.

**Table 5: Models of Module 3 ('Ahli Keluarga').**

Model	Character
Grandfather	
Grandmother	
Father	
Mother	
Brother	
Sister	

**Table 6: Models of Module 4 ("Bilangan Nombor").**

Model	Character
1 - 10	

#### IV. TEST RESULT AND ANALYSIS

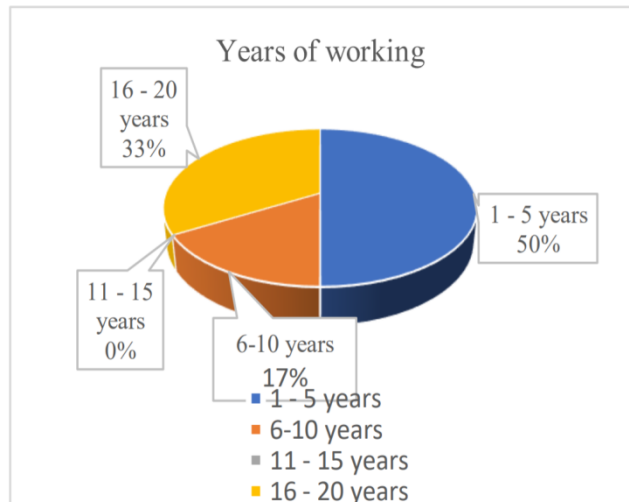
The third objective of this project is to evaluate the acceptance of the developed interactive book to be used in the classroom. The purpose of the system testing is to monitor whether the system is running smoothly or not and to find any bugs.

For test user, there are totally 51 respondents participated in this testing and they are divided into three categories, which are teachers, students and lecturers who are expert in multimedia system. The first cycle of testing is conducted at Sekolah Rendah Agama Jabatan Agama Islam Melaka (JAIM) Belimbing Dalam, Durian Tunggal, Melaka, Malaysia, where 46 respondents including teachers and students

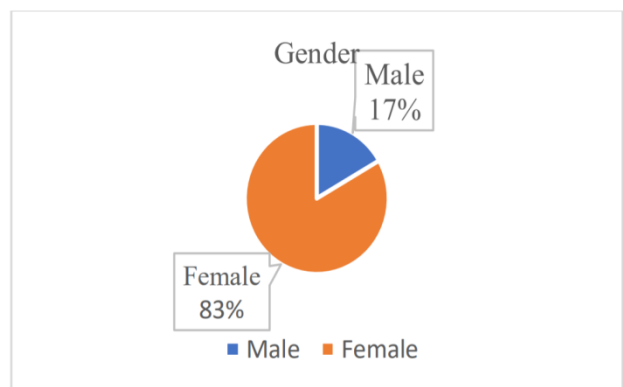
participated in this testing. The second testing takes place at the Faculty of Information and Communication Technology, Universiti Teknikal Malaysia Melaka, where five lecturers are participated.

#### A. Test Results for Teachers at Sekolah Rendah Agama JAIM Belimbing Dalam, Durian Tunggal, Melaka

For the demographic feature on years of working, presented in Fig. 2, it can be summarized that three out of six respondents work around one to five years (50%), one respondent work for six to ten years (17%) and two respondents have working experience between 16 to 20 years (33%). It is concluded that most of the teachers involved are junior teachers. Based on gender information, five out of six respondents are female (83%), while only one teacher is male (17%). It can be summarized that majority teacher at Sekolah Rendah Agama Jabatan Agama Islam Melaka (JAIM) Belimbing Dalam, Durian Tunggal, Melaka are female teachers. Fig. 3 shows the result about gender of the teachers in pie-chart form.



**Fig. 2.** Result about years of working.

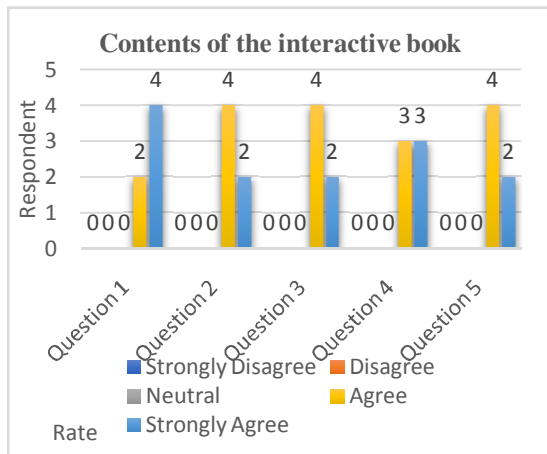


**Fig. 3.** Result about gender of respondent.

There are five questions provided for the evaluation on the content of the interactive books, which are presented in Table 7. Meanwhile, Fig. 4 shows the result about content of the interactive book.

**Table 7: Question for Content.**

Question 1: The information provided is valid and correct.
Question 2: The information provided is sufficient for public knowledge.
Question 3: The explanation about each of the module is clear and easy to understand.
Question 4: The flow of each content is valid and correct.
Question 5: The video in Chapter 5 help user to easily understand about the chapter content.



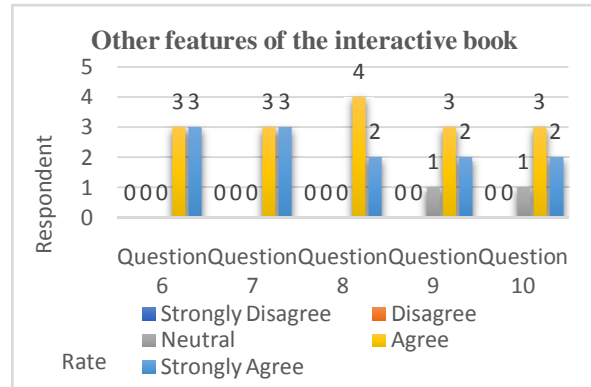
**Fig. 4.** Result of the interactive book contents.

In the graph presented in Fig. 4., all of the respondents agree that the information provided is valid and correct, as the information is based on the textbook. It is also agreed that the information provided is sufficient for public knowledge. Currently the information presented in interactive book contains five modules and it would be better to add more information in the interactive book. Regarding the explanation for each module, it shows that the interactive book is simple and the user can understand the module easily. Since most of the respondents agree that the content provided is valid and correct, it shows that the interactive book can be used at other JAIM's school as well.

Meanwhile Fig. 5 shows the result about the other features of the interactive book, which consists of the remaining five questions, Question 6 to Question 10, presented in Table 8.

**Table 8: Question for Other Features.**

Question 6: The interface of interactive book is pleasant.
Question 7: The interface attracts me to know more about the information of Basic Arabic Language.
Question 8: The audio of the project is clear.
Question 9: The navigation of the buttons are accurate.
Question 10: The size and type of font used is suitable.



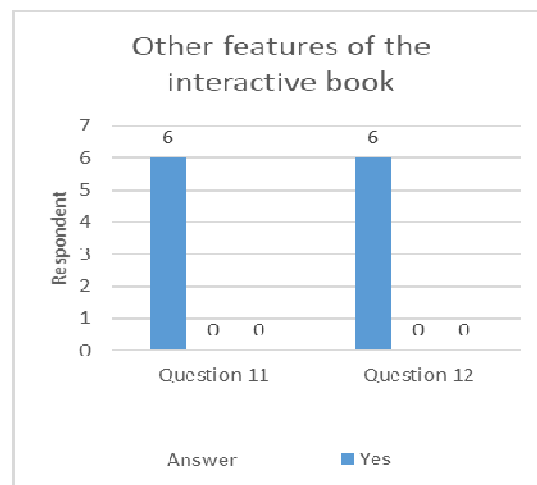
**Fig. 5.** Result about the other features of the interactive book.

Based on the bar chart presented in Fig.5, it can be concluded that all of the respondents are satisfied and happy with the user interface. It is because the user gets the correct and valid information. Since the interface of the interactive book is simple and enable the user to easily get the information, the respondents agree that the interface attracts them to know more about the information of Basic Arabic Language. Most of the respondents agree that the audio of the project is clear, as clear audio is important to deliver the information correctly. The navigation accuracy can be improved due to some of the button does not working properly. Meanwhile, the size and the type of font used is suitable. A good design should look good without requiring the user to enlarge or reduce the text size.

Fig. 6 shows the result for Question 11 and Question 12, referring to acceptance features of the interactive book, presented in Table 9.

**Table 9: Question for Acceptance Feature.**

Question 11: I would like to use and get this product for this school.
Question 12: I would like to recommend this project for the teaching and learning process using this interactive book at all JAIM's school.



**Fig. 6.** Result about the acceptance of the interactive book.

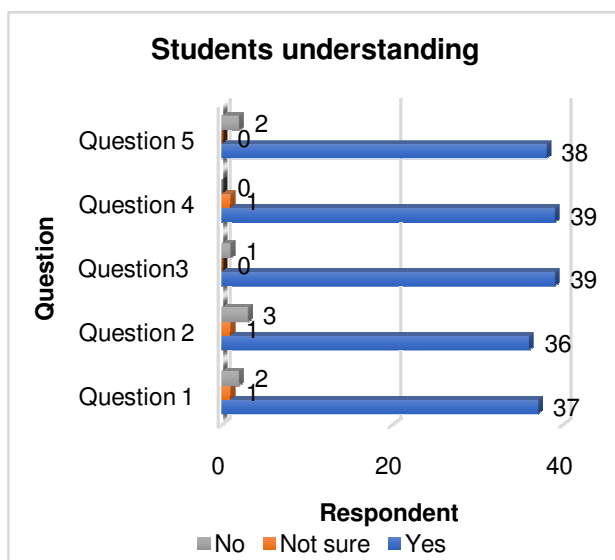
All respondents (six teachers) agree to use and get this product for the school. The interactive book is easy to use and make the students more understand what they learn. The product can be used in a teaching and learning process. The result also shows that all respondents recommended this interactive book as a teaching and learning medium at all JAIM's school. It is claimed that this product gives more impact to the students, where the student will feel excited to learn.

*B. Test Results for Students Testing Session at Sekolah Rendah Agama JAIM Belimbing Dalam, Durian Tunggal, Melaka*

Based on the questionnaires that have been distributed to the students, an analysis has been performed. All the ten questions are presented in Table 10. Meanwhile, Fig. 7 shows the result about students understanding for the first five questions, while the results of the other five questions are presented in Fig. 8.

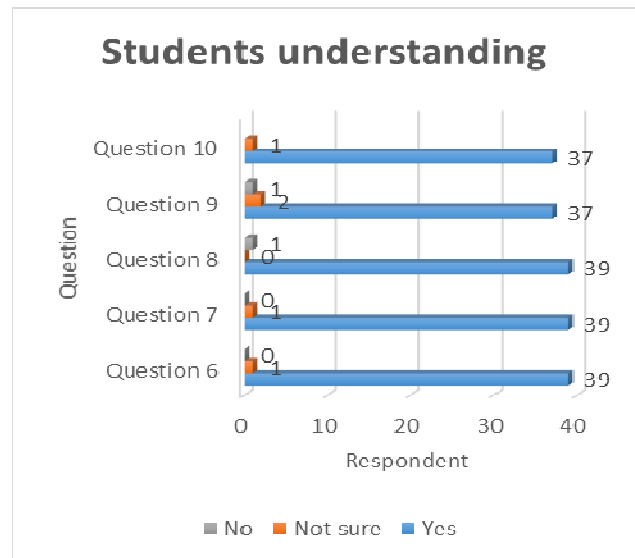
**Table 10: Question for Students Understanding.**

Question 1: I easily understand the Basic Arabic Language after use this product
Question 2: I prefer to use this interactive book rather than textbook to learn Basic Arabic Language.
Question 3: I can answer the quiz easily.
Question 4: I can use this interactive book easily.
Question 5: I understand how to learn using interactive book.
Question 6: This product helps me to understand more about each of the module.
Question 7: The explanation about each of the module is clear and easy to understand.
Question 8: The audio of the project is clear.
Question 9: Graphics and images used helps me to understand the content better.
Question 10: The video provided in Chapter 5 is helpful for better understanding.



**Fig. 7.** Result about students understanding (Question 1 to Question 5).

Based on the bar chart on the students understanding which presented in Fig. 7 and 8, it shows that majority of the students agree that the information is easy to understand and they are able to use this product to learn Basic Arabic Language. In addition, the students claim that they prefer to use this interactive book and understand how to learn using this book. Since the book consists of animation, images and also video, it attracts the students to easier understand about the contents delivered.



**Fig. 8.** Result about students understanding (Question 6 to 10).

The bar chart in Fig. 8 presents that majority of the respondent agree that the product help them to understand each of the module. Each module provides images and audio. This will make them more understand and they can know the correct pronunciation after listening to the audio provided. The module is full with images so they can easily know what they learn. They also confirmed that they can listen the recorded voice clearly. Moreover, students are attracted to learn using this interactive books as the images are colorful, compared to static, black and white images in the textbook. There is a video recorded on the conversation in the classroom between the students and the teacher and included in this interactive book. The students agree that the video provided is helpful for them for better understanding on Module 5.

*C. Test Results for Multimedia Lecturer at Faculty of Information and Communication Technology, UTeM*

Based on questionnaires that have been distributed to the lecturers, an analysis has been performed. Fig. 9, Fig. 10 and 11 show the result from functionality testing, usability testing and interface testing, respectively. Meanwhile Table 11 presents five functionality testing questions, five usability testing and followed by five interface testing.

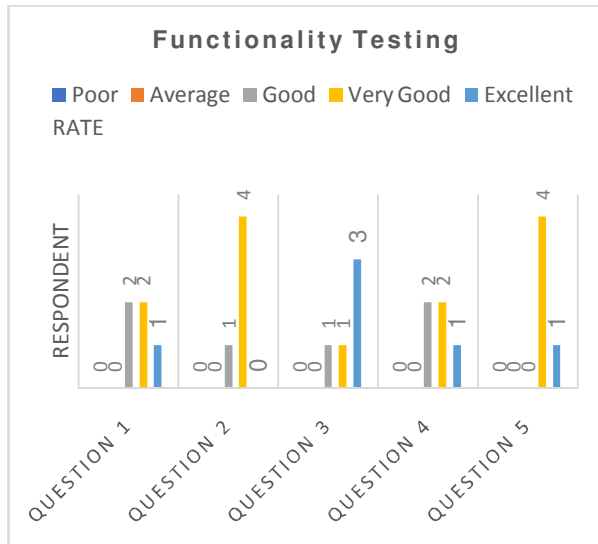


Fig. 9. Result about functionality testing.

Table 11: Question for Functionality, Usability and User Interface Testing.

Questions for Functionality
Question 1: All the buttons are clickable and function well.
Question 2: The button displays the right information/images.
Question 3: The video of Chapter 5 can be played well.
Question 4: The quiz performs well with accurate result.
Question 5: The overall system functionality is smooth.
Questions for Usability
Question 6: The explanation about each of the module is clear and easy to understand.
Question 7: The content of the five modules are easy to understand.
Question 8: I am able to understand about Basic Arabic Language after reading this interactive e-book.
Question 9: The information displayed on each page are organized logically.
Question 10: The navigation of the buttons are accurate.
Questions for User Interface
Question 11: The texts in this interactive book are readable.
Question 12: The colour used in this interactive book is suitable.
Question 13: The interface of the interactive book is pleasant and suitable.
Question 14: The audio is clear and helps the reader to understand more on the five modules.
Question 15: I am able to know which page I am currently visit.

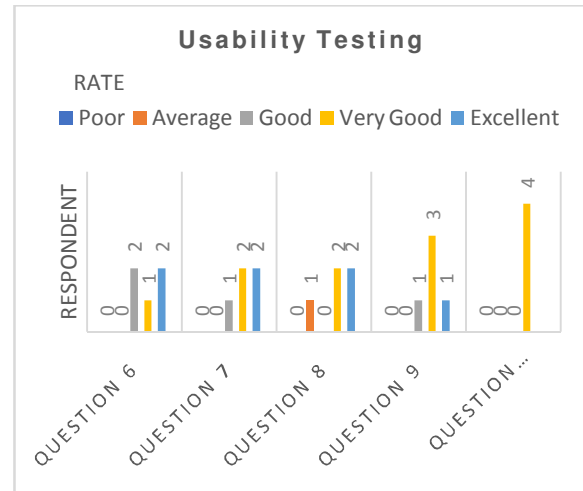


Fig. 10. Result about usability testing.

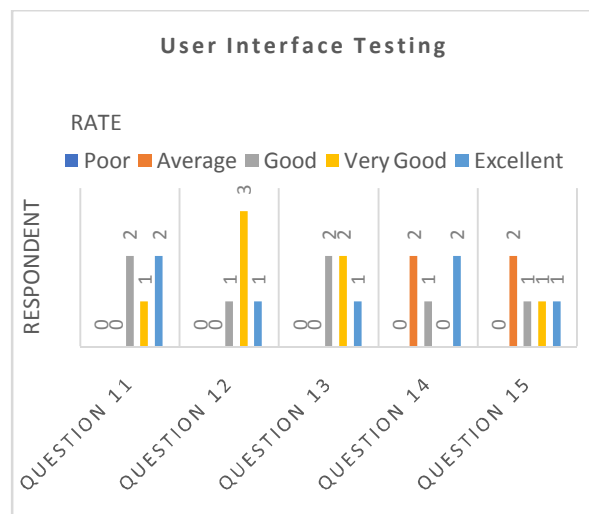


Fig. 11. Result about user interface testing.

It can be concluded from the functionality, usability and user interface testing, all of the respondents satisfy and agree that all buttons are clickable and functioning well. From the good functionality features offered by this application, the user is able to watch the video and answer the quiz well. Overall, the system functionality is smooth and the system can work well. In regard to the application usability, all the respondents agree that the explanation of each of the module is clear and easy to understand and hence gives more impact to the users. In addition, the proposed interactive book consists of image, which can help the user remember the contents easily. Using interactive book enable the user to understand more due to the multimedia elements provided such as, images, video and audio. One of the usability features is fulfilled as all of the respondents claimed that the texts in this interactive book are readable. Clear text and simple sentences are important features. In addition, the colour selection is an important role to make it looks appealing. The interface of the interactive book is pleasant and suitable. Besides, by using interactive book, the user able to listen to the audio provided, unlike the textbook where the user does not able to know how to pronounce the words correctly.



Moreover, every page of interactive book has the page number and the user can track the pages as it is in the right order.

## V. DISCUSSION

Based on the testing feedback gathered from the target users, strength of this product is discovered. The product is accepted as a step forward in Arabic learning for Standard 1 students. Moreover, this product is suitable for not only for Standard 1 students but for everyone that want to learn Basic Arabic Language. This product can help the students understand Basic Arabic Language easily and attract the students to learn Arabic language. The application looks as a conventional book, but with more interactivity and attraction. This novel application produces a different sight of teaching and learning platform compared to others existing systems, unlike proposed in [6-14].

## VI. CONCLUSION

In conclusion, this product can contribute to all Jabatan Agama Islam Melaka (JAIM) school and public for teaching and learning process. The information provided in this interactive book is sufficient for public knowledge and easy to understand. This interactive book gives benefits to the users to be more motivated and make it easier to remember what has been taught. This interactive book gives more impact to the learners as they will feel excited to learn.

## VII. FUTURE SCOPE

This product is expected to be enhanced so that the students can learn more creatively and more effective in learning Arabic language. It is suggested that the quiz should be added more for each of the modules in order to test the student's understanding. Besides, the content of the video also can be improved by enhancing the quality of the audio and video, such as using multiple type of shots. In addition, the development of this interactive book could be improved by using iBook author software, so that many interactive activities can be included by using various type of gadgets provided in iBook Author. The other improvement is by adding more video to attract students to learn Arabic language.

## ACKNOWLEDGEMENTS

This project is a part of Final Year Project being carried out at the Faculty of Information and Communication Technology, Universiti Teknikal Malaysia Melaka. The authors are thankful to the Headmaster, teachers and students from Sekolah Rendah Agama JAIM Belimbing Dalam, Durian Tunggal, Melaka, Malaysia for providing the information and their involvement in the analysis and testing phases. In addition, the deepest

gratitude and thanks go to the lecturers from the Department of Interactive Media, Faculty of Information and Communication Technology, Universiti Teknikal Malaysia Melaka for their expertise during the testing evaluation of the product.

**Conflict of Interest:** There is no conflict of interest.

## REFERENCES

- [1]. Faryadi, Q., Abu Bakar, Z. and Maidinsah, H., (2007). Determining an Effective Interactive Multimedia Arabic Language Courseware for Malaysian Primary School: An Alternative Paradigm for Learning in the Classroom". *National Conference on Software Engineering & Computer Systems. Kuantan*.
- [2]. Al-Bazeli, A. J., Alreshidi, A. N. G., Naimie, Z. and Halili, S. H., (2015). Malaysian Students Learning the Arabic Language in Arab Schools in Malaysia: A Future Study. *The Online Journal of New Horizons in Education*, 4(4): 106-113.
- [3]. Hamidin, N. M., (2015). Effective Technique of Teaching and Learning Arabic Language in the Classroom: A Case Study in Selected National Religious Secondary School (SMKA) in Selangor. *The International Conference on Language, Literature, Culture and Education. Kota Kinabalu, Sabah*.
- [4]. Hajdukovic, M., (2014). Advantages and Disadvantages of printed and e-Books, available at <https://www.slideshare.net/tatjanalipovac5/advantagesand-disadvantages-of-printed-and-e-books-marinahajdukovi>
- [5]. Harman, M., (2018). Top 10 Advantages of eBooks over Printed Books, available at <https://kitaboo.com/top10-advantages-of-ebooks-over-printed-books/>.
- [6]. Suson, R. and Ermac, E., (2020). Computer Aided Instruction to Teach concepts in Education. *International Journal on Emerging Technologies*, 11(3): 47-52.
- [7]. Sahu, Y., Thakur, G. S. and Dhyani, S., (2019). Dynamic Feature based Computational model of Sentiment Analysis to Improve Teaching Learning System. *International Journal on Emerging Technologies*, 10(4): 17-23.
- [8]. Kalyanova, L. M., (2019). The Project Method in Teaching Special Disciplines to Students of Technical Universities. *International Journal of Emerging Technologies*, 10(3): 23-26.
- [9]. Shamsiev, A. and Babin, E., (2019). Evaluation of the Effectiveness of the University Electronic Information and Educational Environment. *International Journal on Emerging Technologies*, 10(2a): 160-164.
- [10]. Mahanta, P.K. and Das, D., (2019). Application of ICT in the College Libraries of Assam. *International Journal of Emerging Technologies*, 10(2): 317-322.
- [11]. Aravind, B. R. and Rajasekaran, V., (2020). A Qualitative Research through an Emerging Technique to Improve Vocabulary for ESL Learners. *International Journal on Emerging Technologies*, 11(2): 441- 446.
- [12]. FunEasyLearn.com (2017). Fun Easy Learn, available at <http://www.funeasylearn.com/app/learnarabic/>
- [13]. Google (2017). Learn Arabic, available at <https://play.google.com/store/apps/details?id=com.metalanguage.learnarabicfree>
- [14]. Alawiye, I. (2017). Basic Arabic Learning, available at <https://www.youtube.com/watch?v=>

**How to cite this article:** Rahim, S. S., Mohd Hanafi, N., Parumo, S., A'bas, N. N., Che Pee, A. N., Sulaiman, H. A., Abdullah, M. H. L. and Zakaria, M. H. (2020). Development of Interactive Book of Basic Arabic Language for Jabatan Agama Islam Melaka (JAIM) School. *International Journal on Emerging Technologies*, 11(4): 321-329.