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ASABI App: Mobile learning media for learning procedure texts in the seventh grade of junior high school

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ABSTRACT

The purpose of this study was to describe the use and benefits of using the ASABI application in learning procedure texts in junior high school. The research was developmental research using the Hannafin and Peck model. The data was taken from Junior High School 12 of Bandar Lampung. The results of this study indicated that 89% of respondents agree that the ASABI application provides benefits in learning procedure text. The ASABI application can be used in learning procedure texts in junior high school. There was an increase in learning motivation in students themselves. The advantages obtained from the ASABI application include 1) a more attractive appearance and ability to increase enthusiasm for learning, 2) easy to use, 3) the material is easier to understand, 4) more practical and economical, and 5) equipped with evaluation questions accompanied by feedback. The use of the ASABI application in procedural text learning was not only providing benefits for students but also for the educator.

How to cite:

INTRODUCTION

Since 2013, the curriculum applied in all schools in Indonesia is the 2013 Curriculum. Even though there is a new curriculum, there are still many schools that apply the 2013 curriculum. This is held according to Minister of Education and Culture Regulation No. 22 of 2016. Based on rules, the process of learning in school is designed to be interactive, inspirational, entertaining, challenging, pushing participation actively, and depends on ability, interest, development of the physique and psychological students, available room, and enough room for initiative, creativity, and independence (Kemendikbud, 2018). This demands students can think creatively, be more active in thinking and acting, and innovate. Besides that, the curriculum of 2013 pushes teachers to be innovative in electing and defining learning sources, as well as planning meaningful learning and appropriate times for students. Teachers nowadays must have adaptive skills and study in the 21st century.

A part that teachers must master in this era is maximizing skills in IT. These steps can be implemented through the innovation of media learning. The utilization of contemporary learning media in the learning process can awaken urge and new interest, increase motivation and stimulate

curiosity to learn, and even have a positive effect on student's psychological (Indriyani, 2019). Various types of learning media in the 21st century like e-learning, learning video, learning audio even mobile learning-based learning media. Mobile learning applications can be used as tools to support activity in class and make students have better and independent life skills (Azwar et al., 2018), as possibly implementing sustainable learning (lifelong learning) and increasing the level of student's participation in the classroom and outside the classroom (Ardiansyah & Nana, 2020). Therefore, the development of Android applications as mobile learning media is necessary.

The development of Android-based mobile learning media is also done by looking at data from Android users in Indonesia. In 2022, there were 192.15 million smartphone users in Indonesia (Pusparisa, 2020). This amount is calculated to continue increasing until 89.2% of the Indonesian population owns and uses an Android cell phone in 2025 (Pusparisa, 2020). The use of devices and Android phones is motivated by lots of different needs. Started from education, work, economy, society, etc. (Aeni et al., 2022). This indicated that the development of Android-based mobile learning media has great potential, according to the needs of the times. An example of developing mobile learning is the development of Android applications with software such as Construct 2. Construct 2 is a game editor based on HTML 5, which has features that are easy to use for people who are first-time developers of 2D games (Subagio, 2014). Construct 2 has the strength to be suitable for various platform devices; the programming language is easy; has integrated physical function, and can be easily developed. The development application is done with the method of drag-and-drop (Muhtasyam, 2018), and the project can be converted to an Android application using the PhoneGap website (Widaningrum et al., 2020). Therefore, Construct 2 is suitable for the development of mobile learning media.

One of the mobile learning media that can be developed with Construct 2 is the ASABI application. ASABI was developed to answer the problem identified during the investigation which was done at SMP N 12 Bandar Lampung. The previous research gave information from problem learning, like learning which is still a natural lecture, monotonous, and less interesting. The other fact shows that students' books as learning sources used by students do not suit the student's characteristics. This causes a lack of motivation for students, so there are still lots of students who have not yet reached the Minimum Completeness Criteria.
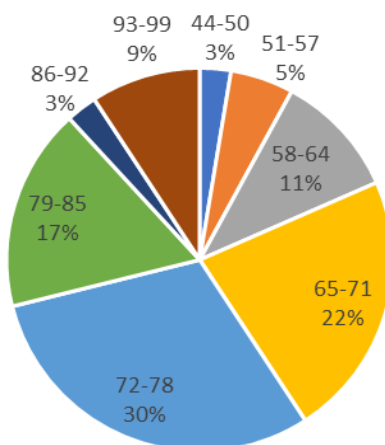

Figure 1. Diagram of Student Scores for Procedure Text

Based on preliminary research which is depicted in Figure 1, as many as 41% of students in the seventh grade of SMP N 12 Bandar Lampung have not yet fulfilled the minimum passing score of 72 on the material procedure text, specifically for basic competencies examining the structure and writing procedural text. This becomes a problem because almost half of the students do not fulfill the minimum score for that competency. After a thorough analysis, it was discovered that the cause of the failures is 1) the learning techniques used are less varied; 2) the limited number of books that can be made into learning resources; 3) the available learning resources are less attractive; 4) lack of availability of media and learning resources that are more diverse and can be used as support for

learning procedural text; and 5) unavailability of the internet to facilitate learning. Besides those problems, there are opportunities such as the whole seventh graders who own Android devices. This can be an opportunity to develop media learning through mobile learning. From the need analysis, it was concluded that it is needed to develop media learning following students' needs, especially in mobile learning media.

Based on that data, previous research has tried to develop applications for mobile learning that can be operated using the student's Android phone. The application was developed using Construct 2 software. The development of a mobile learning application that will be operated using students' devices is a way to facilitate learning procedural texts. Apart from that, the product produced in the form of an Android application is also expected to be a solution to the problem of device addiction that occurs among teenagers. The resulting application must be able to become a mobile learning media that helps students master the procedural text material being taught.

The development of mobile learning with Construct 2 of the course is not yet widespread in Indonesia, whereas Construct 2 can produce mobile learning applications which are very helpful for learning (Koderi et al., 2019; Nuqisari & Sudarmilah, 2019; Widaningrum et al., 2020). Nuqisari & Sudarmilah (2019) successfully developed an application that uses Construct 2, an Android-based game education app for learning solar systems that can be used on phones and computers to support the learning process. Koderi et al., (2019) developed an Android application for learning the Arabic language with a score efficiency of 49.04462. Widaningrum et al., (2020) succeeded in developing an educational game, Math & Trash, which increases awareness of the importance of mathematics subjects and protecting the environment. However, no one has developed media for mobile learning that uses Construct 2 for studying languages in Indonesia yet.

Based on preliminary research, this research tried to develop mobile learning media in the form of an Android application using Construct 2 software to facilitate the learning of procedural texts in junior high schools, especially basic competencies examining the structure and writing of procedural text. The application developed must be suitable for student characteristics. The ASABI application developed is also adapted to student's circumstances and needs so that it contains 1) procedural text material, 2) student activities as a process of material consolidation, and 3) practice questions as an assessment of students' understanding of the structure and linguistic rules of procedural texts. After the development process is complete, it is necessary to explain the use of the ASABI application in Indonesian language learning activities. Therefore, this research will discuss the use of ASABI as a mobile learning media for learning procedural texts in junior high school. This research contributes to improving English language subjects on procedure text topics.

METHOD

This research is a type of research and development (R&D). This research design uses research and development methods from modifications to the Hannafin and Peck model. There are three main steps used in this research, namely: 1) needs analysis; 2) design and planning; and 3) development and implementation which is depicted in Figure 2 (Hannafin & Peck, 1988).
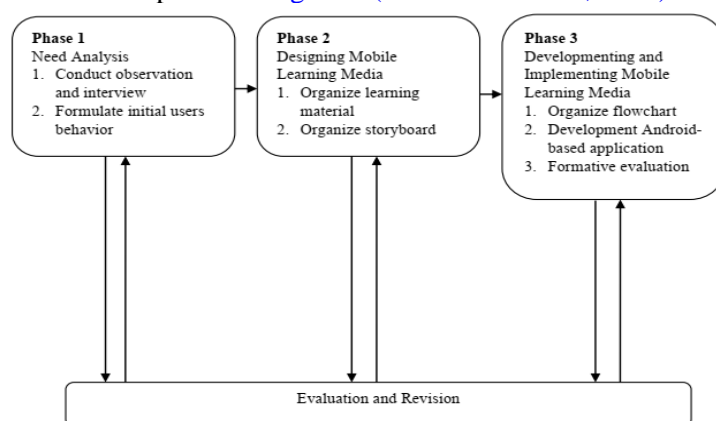

Figure 2. Modification of Hannafin & Peck Model

At the needs analysis stage, interviews and observations were carried out to obtain data on conditions in the field. This stage is also carried out to map existing problems in the field as well as opportunities for problem-solving solutions. This activity also succeeded in identifying that the problems that occurred included 1) the learning techniques used by teachers are less diverse, 2) there were fewer books available for being learning resources, 3) the available learning resources were less attractive, 4) there were fewer media and source studies available that are more diverse and can be used as supporter learning text procedures, and 5) there was no internet for facilitating learning. Opportunities found were students who have Android devices as learning support.

At the design stage, android-based mobile learning media was designed. The first step was to compile the material that is used as material in the developed media. The second step was compiling a storyboard as a reference for developing the media. The third step was the background image design process assisted by Adobe Photoshop. The material contained in the media was adapted from the Indonesian language book for seventh graders published by the Ministry of Education and Culture. The material was developed and evaluation questions were added in the form of multiple-choice and essays. Multiple-choice questions were obtained from the results of question development by researchers. The essay questions come from YouTube in the form of a video of the procedure for making temporal. The selection of questions was based on the consideration of highlighting local culture in Lampung and the student's lack of knowledge regarding making typical Lampung food. The preparation of material and evaluation questions were adjusted to basic competency to examine the structure and writing procedural text in seventh-grade Indonesian language learning. The material contained in the ASABI application included 1) types of procedural texts, 2) structure of procedural texts, 3) linguistic aspects of procedural texts, and 4) provisions for writing procedural texts. At the development and implementation stage, there were three steps carried out. The first step taken was organizing a flow chart as a reference for developing the Android application. The second step was to develop an Android application by giving commands according to the flow chart that had been prepared. The third step was exporting and building an Android application using Construct 2. The next implementation step was validating and testing by experts, practitioners, and students.

Development of ASABI app done with add object and command use Construct 2. The commands given follow an organized flow chart. After development, the ASABI app was exported to make documents with the .rar extension. Application made/executed through the making process using the Phonegap website. After processing it, the application with extension .apk will made and ready to be installed on Android phones. When the application is ready for installation, it will go through the validation and testing process. The test takes were individual tests, small group tests, and big group tests. The experiment was done on a teacher and 32 students from the seventh grade of SMP N 12 Bandar Lampung. After that, an evaluation of the experiment was carried out, looking for deficiencies, and analyzing whether the application developed could be used and was useful for learning Indonesian Language in seventh grade.

The targets of this research were teachers and students of seventh grade at SMP N 12 Bandar Lampung. The research was carried out at SMP N 12 Bandar Lampung. Data collection used interview techniques, observation, and distribution of questionnaires. Data was collected using questionnaires, interview guides, and observation sheets. Interview guides and observation sheets were used to find out about procedural text learning that had been carried out at SMP N 12 Bandarlampung and mapped problems and opportunities that could be used to develop products. Questionnaires were used for the expert validation process and to find out responses from students and teachers regarding the applications that have been developed. The questionnaire used for expert validation uses a Likert scale with ratings of 1 (very inadequate), 2 (not feasible), 3 (quite feasible), 4 (decent), and 5 (very feasible). The assessment sheet for practitioners/educators and students uses the Guttman scale, namely yes and no choices. Data were analyzed using data reduction and verification techniques. At the data reduction stage, the data that has been collected is then sorted to obtain data that suits the goal of this research. The results of data reduction are presented in the form of diagrams and explanatory sentences. At the data verification stage, the data is verified to find out the benefits and impacts of using the ASABI application. From this stage, the benefits of the application being developed are concluded. The questionnaire data used to determine the feasibility

of the application media being developed was analyzed using a score percentage formula and criteria were determined based on the following Table 1 (Ernawati & Sukardiyono, 2017).

Table 1. Validation Results Percentage Criteria

No.	Score in Percent (%)	Eligibility Category
1	< 21 %	Very Not Feasible
2	21 – 40 %	Not Feasible
3	41 – 60 %	Feasible Enough
4	61 – 80 %	Feasible
5	81 – 100 %	Very Feasible

RESULTS AND DISCUSSION

Results

This research succeeded in developing a mobile learning media in the form of an application called ASABI. ASABI is an Android-based application that functions as learning media for procedural text material in junior high schools. This application supports mobile learning-based learning but it can also be used in learning that takes place in the classroom. This application was created to provide learning media according to students' needs and circumstances when learning procedural texts. The use of this application was also expected to improve student learning outcomes. This application contains material, student activities, and evaluation questions that highlight elements of local wisdom, namely Lampung culture. Trials carried out on one teacher and 32 students indicate that this application can be used on Android devices with the Android 4.0 (Ice Cream Sandwich) to Android 11.0 (Red Velvet Cake) operating system without experiencing failure or problems. The following is a display of the ASABI application which has been tested and the results of the ASABI application trial on teachers and 32 class VII students which is depicted in Figure 3.

Figure 3. Application Display

Content in the Application

Table 2. ASABI Application Content Assessment

No.	Indicator	Many Respondents Agree	Percentage
1	Use of Language that is Easy to Understand	32	97
2	Language Free of Bias or Multiple Interpretations	33	100
3	Suitability of Material to Regional Culture	30	91
Percentage Average			**96**

Table 2 shows that of the 33 respondents consisting of teachers and students who were sampled in this research, as many as 96% assessed that the ASABI application had content in language that was easy to understand, was free of bias, and had material that was compatible with regional culture. Thus, it can be concluded that in terms of content, the ASABI application is easy to use and has material that is appropriate to regional learning and culture. These results show that ASABI is very suitable for use as an Indonesian language learning medium.

Learning Design

Table 3. Assessment of ASABI Application Learning Design

No.	Indicator	Many Respondents Agree	Percentage
1	Applications can Stimulate Creativity	28	85
2	Applications can Spur Collaboration	29	88
3	The Application Helps in Practice and Evaluation	31	94
Percentage Average			**89**

Table 3 shows that of the 33 respondents consisting of teachers and students, 89% thought that the ASABI application could stimulate creativity, spark collaboration, and help with training and evaluation. From these results, it can be concluded that in terms of learning design, the ASABI application can increase interest in learning, generate creativity and collaboration, and help in implementing learning evaluations. These results show that ASABI is very suitable for use as an Indonesian language learning medium.

Appearance

Table 4. Assessment of ASABI Application Appearance

No.	Indicator	Many Respondents Agree	Percentage
1	The Application is Easy to Operate	28	85
2	The Application Appearance is Simple and Attractive	28	85
3	The Design of the Application Display is not Difficult	28	85
Percentage Average			**86**

Table 4 shows that 33 respondents consisting of students and teachers assessed that in terms of appearance, the ASABI application has a simple and attractive appearance, makes the application easy to operate, and the design of the application display is not difficult. It can be concluded that in terms of appearance, the ASABI application has a simple and attractive appearance so that it does not make it difficult for application users. These results show that ASABI is very suitable for use as a learning media.

Graphics, multimedia, and navigation

Table 5. Assessment of Graphics, Multimedia, and Navigation of ASABI Applications

No.	Indicator	Many Respondents Agree	Percentage
1	The Attractiveness of the Application Display	26	79
2	Color Selection	29	88
3	Navigation Buttons Work Fine	30	91
4	Audio Compatibility	30	91
5	Application Programs can Operate Properly	33	100
Percentage Average			**90**

Table 5 shows that 33 respondents consisting of students and teachers assessed that in terms of graphics, multimedia, and navigation, the ASABI application has attractive graphics and color choices, the navigation buttons can work well, the audio selection matches the appearance of the application, and the application can operate well without any problems. It can be concluded that in terms of graphics, multimedia, and navigation, the ASABI application has attractive use of graphics, navigation, and multimedia buttons, does not make it difficult for users, and can operate well without causing problems for the application when operated. These results show that ASABI is very suitable for use as a learning medium.

The trial was carried out by using the ASABI application in learning procedural texts. A trial was carried out to obtain valid data regarding the use of the ASABI application in learning the Indonesian language in junior high schools. This application was tested for learning the structure and linguistic rules of procedural texts. The trial process is carried out like normal learning by following the guidelines that have been made by the teacher in the lesson plan for learning competencies examining the structure and writing procedural text. The following is an overview of the trial implementation of the ASABI application, adapted to the steps in the lesson plan in Table 6.

Table 6. Text Procedure Learning Implementation Plan Using the ASABI Application

No.	Education Level	Learning Activities	The ASABI Application Menu Used
1	Initial Activity: Orientation	• The Teacher Greets and Asks how the Students are doing. • The Teacher Checks the Students' Attendance.	-
2	Apperception	• The Teacher Engages Students to Connect the Learning Material or Activities that Students' Experiences with Previous Material/Activities will be carried out.	-
3	Motivation	• The Teacher Provides an Overview of the Benefits of Studying the Material that will be Studied in Everyday Life. • The Teacher Conveys the Learning Objectives. • The Teacher Asks Trigger Questions.	"Kompetensi" menu and "Tujuan Pembelajaran" Menu
4	Core Activities: Stimulation	• The Teacher Invites Students to Observe the Procedure Text in the ASABI Application.	Procedure Text Entitled "Membuat Batik Tulis"

5	Problem Statement	• The Teacher Invites Students to Read the Procedural Text Entitled "Membuat Batik Tulis".
		• The Teacher Asks Students Questions such as the Following Questions.
		  1. What is the Content of the text you have Read?
		  2. Do you Know the Difference Between the Procedure Text you have Read and Other Texts?
		  3. What is the Special Feature of the Procedure Text that You have Read?
			Procedure Text Entitled "Membuat Batik Tulis"

No.	Education Level	Learning Activities	The ASABI Application Menu Used
6	Collection of Problems	• The Teacher Directs Students to Discuss Together the Structure and Linguistic Rules of the Procedural Text they have Read. Material Regarding the Structure and Linguistic Rules of Procedural Texts can be Read in the ASABI Application.	Display of Material Rules and Linguistic Characteristics of Procedural Texts.
7	Proof (Verification)	• Students Together with the Teacher Discuss the Results of Observations Regarding the Structure and Linguistic Rules of Procedural Texts. • The Teacher Guides Students to be Able to Carry out Discussions Together.	Display of Student Activities from Activity 1 to Activity 5.
8	Draw Conclusions	• The Teacher Directs Students to Make Conclusions from Learning Regarding the Structure and Linguistic Characteristics of the Procedural Texts that have been Discussed.	-
9	Closing Activities: Reflection	• The Teacher Invites Students to Reflect on the Learning that has been Carried out. • The Teacher Invites Students to Play Games in the form of doing Exercises in the ASABI Application.	The "Pengetahuan" Exercise Display is in the form of Multiple-Choice Questions.
10	Closing Activities	• Students Conclude the Results of the Learning that has been Carried out. • Students and Teachers Pray Together.	-

Discussion

The research results show that the ASABI application can be used for learning Indonesian in class VII, especially in examining the structure and linguistic characteristics of procedural text competencies from various sources that are read and heard. Utilizing the ASABI application can accommodate procedural text learning which still lacks learning media and does not yet have interesting learning media. The results of the trial and distribution of questionnaires given to students and teachers indicated that as many as 89% of respondents agreed that the ASABI application was interesting and provided benefits in learning procedural texts in class VII of junior high school. The following are several benefits that students and teachers can gain from using the ASABI application in learning procedural texts.

A More Attractive Appearance

Seventh graders are students who are classified as early teens because they are still 11-13 years old (Wulandari, 2014). At this age, children tend to prefer learning media that has an appearance with attractive colors, and appropriate illustrations, and is not monotonous. This is realized in the ASABI application in the form of selecting appropriate colors, a simple and attractive appearance, and illustrations that are appropriate to the student's age. The aim is to increase student enthusiasm by choosing bright colors which are expected to raise learning motivation in students.

Easy to Use

Teachers and students agree that the ASABI application is easy to use. This is because the ASABI application is designed to make it easier for users. The ASABI application is equipped with a user manual which can be found on the home screen. Instructions for use are clearly stated. Apart from that, the use of navigation buttons is easy to use and does not confuse users. The navigation buttons used are quite large with clearly visible icons. The choice of letters in the ASABI application also does not make it difficult for users to read the written text.

The Material is Easier to Understand

The material contained in the ASABI application is designed according to the material sub-chapters in the Indonesian language book published by the Ministry of Education and Culture. Clearer examples are also added to these materials so that users can more easily understand the material. Apart from that, the language used in the material in the ASABI application is appropriate to the age of the user. This application is designed for use by class VII students so that the language used in the material is also adapted to the age of the students. Students can also understand the material in the ASABI application independently because it is detailed.

Media is More Practical to Use

ASABI application as a media mobile learning is more practical to use because it does not require a large space. This application can be operated on cellphones with the Android 4.0 to 11.0 operating system without having to use an internet network. This makes it easier for users because it can save more on internet usage and doesn't take up as much space as when using textbooks.

Be Equipped with Evaluation Questions

The ASABI application is equipped with evaluation questions in the form of multiple-choice and essays. Multiple-choice questions can be used creatively, such as material for playing games with students. Multiple choice questions are also equipped with the final score obtained by students so that students can immediately find out the score they obtained after answering the questions. Apart from that, multiple-choice questions also include audio as an illustration of when students answer the question correctly or incorrectly. This adds to the attractiveness of the multiple-choice evaluation question displayed in the ASABI application.

The five factors above can attract students to use the ASABI application in learning procedural texts. The strongest attraction lies in the attractive appearance of the ASABI application which is designed to have a display full of bright colors and illustrations in the form of supporting images and sounds. The choice of bright colors, supportive sound and visual illustrations, and easy-to-read writing is adapted to the psychological condition of students who are still in their early teens so they still enjoy attractive visuals and illustrations that arouse emotions (Mahmud, 2016). Seventh graders are students who have just graduated from elementary school so their emotions are still unstable. Students at this age prefer the use of bright colors, attractive illustrations, and letters and numbers that are easy to read (high readability according to the student's development phase) (Putri et al., 2020).

The ASABI application is also able to accommodate procedural text learning because it is more flexible and practical to use. Use of applications that only require a phone and do not require the use of an internet network when operating it, which is an added value for the ASABI application. This makes the ASABI application more practical to operate when learning inside and outside the classroom and can increase students' learning motivation. This is following the aim of developing digital learning media which should be able to help students learn anytime and anywhere and can optimize students' abilities and independence because it can be used repeatedly and encourages students to have meaningful learning experiences.

The ASABI application is a medium of learning that was developed using a software computer. This application is operated using an Android-based cellphone which is included in computer-based learning media or ICT. There are 14 characteristics of ICT-based learning media (Cahdriyana & Richardo, 2016). The ASABI application meets the characteristics of ICT-based learning media according to the following explanation.

There are Clear Learning Objectives

One of the menus displayed on the ASABI application is the learning objectives menu. In general, ASABI consists of 1) a material menu, 2) an evaluation menu, 3) a core competency menu, 4) a basic competency menu and competency achievement indicators, 5) a learning objectives menu, 6) a learning material concept map menu, and 7) application manual menu. The learning objectives menu describes the learning objectives to be achieved after carrying out learning using the ASABI application. This objective is adjusted to the core competencies and basic competencies contained in the ASABI application. This application was developed based on the current curriculum's competencies.

There are Learning Materials According to the Competencies you want to Achieve

The preparation of material in the ASABI application refers to the syllabus in the 2013 curriculum. The material adapts the structure and linguistic characteristics of procedural texts. The material contained in the ASABI application includes 1) procedure text structure consisting of objectives, materials and tools, steps, and conclusion; 2) a type of procedural text consisting of how to make something and how to do something; 3) linguistic aspects of procedural texts consisting of command sentences, suggestion sentences, prohibition sentences, criteria or limitations, passive forms, adverbs, conjunctions, references; and 4) provisions for writing procedural texts consisting of title, introduction or purpose, 3) materials and tools, 4) steps or stages, and 5) conclusion.

Contains Material Concepts that are Presented Correctly

The material presented follows the material contained in the syllabus because it is adapted from an Indonesian language book published by the Ministry of Education and Culture. Apart from that, the materials summarized in the ASABI application are also obtained from other supporting and appropriate sources.

Contains Explanations of Material According to Students' Thinking Abilities

The delivery of material in the ASABI application is stated in text form which is supplemented with supporting visual and audio illustrations. The delivery of material is designed to suit students' thinking abilities. This is shown in the order of material presented in the ASABI application. The material presented begins with presenting Elements and Competencies, and Learning Objectives first. The presentation of the material then begins by showing an example of a procedural text as a form of modeling that can be used to build a learning context. Before studying the structure of procedural texts, students are invited to first understand the types of procedural texts that will influence the different forms of procedural text structures. This material is presented first before the material on the structure and linguistic rules of procedural texts in the ASABI application.

There is a Clear Learning Flow

The systematic material used in the ASABI application refers to the current curriculum. The learning carried out also adapts to the 2013 Curriculum. The ASABI application is designed by taking into account the lesson plan that has been created by the teacher so that the systematic preparation of the material is also adjusted to the learning flow contained in the lesson plan and the module.

Equipped with Clear Instructions

The ASABI application is equipped with clear instructions for use. These instructions are found in the "Manual Aplikasi" menu which is located in the application's home view. This menu is available on the initial display after the ASABI application has been successfully opened. The application manual contains instructions for using each menu along with instructions for using each button in the application. This application's manual menu is also equipped with images that match the menu and buttons shown. The "Manual Aplikasi" also contains the application usage steps recommended by the developer. This makes it easier for teachers to create learning using the ASABI application.

There is Apperception

The ASABI application also contains an apperception section. This apperception section is shown in the procedure text entitled "Membuat Batik Tulis". This text can be used as modeling and to build a learning context.

There are Conclusions, Examples, and Exercises with Feedback

The ASABI application presents material equipped with explanatory sub-material. The material is equipped with examples that make it easier for students to understand the existing material. The ASABI application is also equipped with varied exercises in the form of plural choices and essays. In exercises in the form of multiple choices accompanied by feedback. Feedback is provided in visual and audio form. When a student answers a question incorrectly, a cross will appear accompanied by audio saying "Sorry you're wrong", "yeah that's not right", "oh oh", or "Yeah that's wrong" and there are no additional points shown at the bottom left. screen. When students succeed in answering a question correctly, a checklist will appear accompanied by audio that says "extraordinary", "solid", "cool", or "correct" and additional points shown at the bottom left of the screen. After the student has finished answering all the questions, the final score display will appear followed by audio that says "Congratulations, you are great!". The drawback of this application is that it does not provide conclusions from the material that has been explained.

Can Raise Students' Learning Motivation

The ASABI application can raise students' learning motivation. This is shown by students who are enthusiastic when learning using the ASABI application. Students are more active and show a more enthusiastic response than when they didn't use the ASABI application. For example, when playing a game and answering evaluation questions in the form of plural choices, students express their feelings by laughing, saying thanks, exclaiming with joy, and even wanting to repeat the game they have played again. The responses written by students in the comments column in the distributed questionnaire also show that the ASABI application can arouse students' learning motivation. The comments written were "The application is good and can broaden your learning horizons. And it can increase cooperation", "the application is good and can be used by everyone", "The application is good and easy to understand, suitable for all groups", "the application is good and makes you want to play again", "if you could make an application like this for all materials Indonesian language lessons" etc.

Contains Evaluation Questions Accompanied by a Discussion of Evaluation Questions and Results

The ASABI application provides two types of evaluation. The first evaluation is in the form of multiple-choice questions containing 10 questions. The second evaluation was in the form of essay/description questions contained in Student Activities, totaling five activities and one description question which included a video of making tempoyak chili sauce.

Selection of Images, Animation, Text, and Colors Presented Harmoniously, Harmoniously, And Proportionally

The ASABI application contains illustrative images adapted to the student's theme and condition. The colors used in the application graphics are a combination of bright colors to increase students' enthusiasm for learning. Apart from that, the images and videos displayed are visible. The selection of background audio and sound effects is adjusted to the characteristics of the students so that they can arouse learning motivation without breaking the students' concentration. The background music in the ASABI application can be adjusted whether you want to activate or deactivate it. Each screen display uses a harmonious combination of colors and letters, as well as not too many illustrations so as not to break concentration or cause discomfort.

Interactive

The presentation of material in the ASABI application is still in the form of text and is one-way. Students can't get direct feedback when asking questions or writing comments on the

application. The presentation of the material is also not in the form of videos or simulations so students cannot provide many comments or interact with the application. The form of interaction that students can get in the ASABI application is in the multiple-choice questions menu. Each question answered correctly will display a correct answer warning. Questions that are answered incorrectly will raise a warning that the answer is incorrect.

Easy Navigation

The ASABI application has 24 navigation buttons which make it easier for users. These navigation buttons are equipped with button name labels so that users can navigate more easily. For example, the buttons "Latihan, Belajar, Elemen, Kompetensi, Tujuan Pembelajaran, Peta Konsep Materi, Materi Pembelajaran, Aspek Kebahasaan, Jenis Teks Prosedur, Ketentuan Penulisan, Struktur Teks Prosedur, Teks Panduan Menari Bedana, Keterampilan, and Pengetahuan" that uses button name labels. The information button, sound button, exit button, home button, forward button, back button, pause button, son button, and menu button are buttons that do not use name labels but use symbols. The ASABI app icon button uses a photo of the ASABI app home screen as the icon.

The Language Used is Easy for Students to Understand

The ASABI application uses standard Indonesian so it does not cause misinterpretation. The language used is a formal variety of Indonesian which is usually used in learning activities so that it does not cause bias or double interpretation. This is also proven by the scores obtained from the questionnaires distributed. As many as 97% of respondents agreed that the ASABI application uses language that is easy to understand and 100% of respondents agreed that the language used in the ASABI application is free of bias or double interpretation.

CONCLUSION

ASABI application is an Android-based mobile-learning media that offers lots of profit for learning procedure text for seventh graders. ASABI offers several benefits that can considered by teachers and students as media in learning procedure text which can be used inside and outside the class or as a learning mobile. ASABI can become a choice which suitable for processing understanding and examining the structure and feature language of procedure text. This application can also be used to understand how to write procedural texts. ASABI was developed based on the needs of students. This indicates that the ASABI application can be used and beneficial for learning procedural texts both inside and outside the classroom.

The ASABI application provides meaningful experiences and learning for students because it has advantages, including 1) a more attractive, simple appearance and able to raise enthusiasm for learning, 2) easy to use because there are instructions for using the application and language that is easy to understand and free of bias, 3) the material easier to understand because appropriate and detailed examples are added, 4) more practical and economical because it only requires an Android cellphone, does not require additional devices such as an LCD or projector, does not require an internet network connection when operating and does not require a large amount of space/memory, 5) be equipped with evaluation questions accompanied by feedback, making it easier for teachers to carry out evaluations. Apart from that, using the ASABI application also makes it easier for students to re-study the material that has been taught without using textbooks. This helps students to get good learning results and reach the minimum completeness criteria that have been set. The forms of evaluation questions are varied which also makes it easier for teachers to choose which evaluation questions to give to students.

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