
Abstract

There are times when children aged 6-8 years have limitations in cognitive and motor abilities, so it is necessary to consider the interaction style that will be used in educational applications that will be developed for children to complete tasks. Based on the observations of grade 1 elementary school students and interviews conducted with one of the SDIT Luqmanul Hakim teachers, it appears that some students have difficulty learning Arabic. Therefore, a learning support tool is needed in the form of digital media that applies the right interaction style between students and the learning media. In this research, the author prepares two User Interface/User Experience (UI/UX) designs for Arabic learning applications that implement two different interaction styles, namely drag and touch, to compare and conclude the right interaction style to support student effectiveness in learning Arabic. The approach used in designing the UI/UX of this application is Child-Centered Design (CCD). Testing of this design uses the Usability Testing method with testing parameters including effectiveness, efficiency, and satisfaction when using the application. From the research, it can be concluded that the touch interaction style is more effective, efficient, and satisfying to use in Arabic learning apps. However, some students prefer the drag interaction style.

Keywords: arabic, drag, touch, comparison, interaction style, first-grade students
