qurtub.my.id: Website Innovation as a Nahw Learning Media at Ar-Rohmah Integral High School of Malang

Muhammad Haddad Richard¹, Anisatu Thoyyibah²*
Universitas Muhammadiyah Malang, Indonesia¹,²
mhaddadrichard17@gmail.com¹, anisatu_thoyyibah@umm.ac.id²*

Cite this article:

Received: 29-01-2024 Revised: 15-03-2024 Accepted: 18-04-2024

Abstract

This research aimed to develop innovative learning media based on the qurtub.my.id website in Nahw learning, which made it easier for students to understand materials, questions and Arabic texts. The problem in this research was that the Nahw learning media used at Ar-Rohmah Integral High School of Malang still used less interesting learning media. This research method used Research and Development using the ADDIE development model, which consisted of five stages, namely, analysis, design, development, implementation, and evaluation. The instruments used in this research were questionnaires, product feasibility sheets for material experts, language experts, and media experts, as well as assessments for Ar-Rohmah Integral High School students. Data collection methods comprised observation, interviews, and questionnaires. The research results indicated that, during the analysis stage, observation, interviews with subject teachers, and literature review were conducted. The design stage produced flowcharts, user interfaces, and user experience. During the development stage, product designs were created using Figma, and websites were built using HTML, CSS, and JavaScript. The implementation stage, namely conducting product trials by material experts, resulted in a presentation score of 76% with valid criteria, while the presentation score was 76% from linguists with valid criteria and a value presentation of 52% from media experts with quite valid criteria. The final stage was an evaluation of conducting trials on students who got a presentation score of 82.93% with very valid criteria.
Based on the results above, it can be concluded that overall, the developed product was "very suitable" for use in the learning processes.

**Keywords:** Learning media; technology; website

**Introduction**

Learning media is tools that can help teachers deliver learning materials.\(^1\) The application of website-based learning media can create an efficient, interactive, and exciting learning atmosphere in the learning process.\(^2\) Learning requires a medium that is flexible and has easy access.\(^3\) It can help build a sustainable education model.\(^4\)

Website-based learning becomes a necessity nowadays.\(^5\) Website-based learning utilizes computer programs housing educational content accessible online through computer technology, the internet, and the web.\(^6\) The internet that comes with technology is great help in learning.\(^7\)

---


can be used as Arabic language learning media. Arabic is a language that is considered difficult by every student. However, using suitable learning media will make it easier for educators to convey the learning material that will be delivered so that it is easy to understand. Learning media as a communication tool in the learning process. One of the tasks of educators in learning is to help students achieve learning goals.

In Arabic, there are the sciences of Nahw and Sarf. Nahw science is a science that studies the position of words in a sentence. Success markers in the field of Nahw science encompass: 1. Proficiency in comprehending Arabic grammatical rules; 2. Competence in arranging Arabic words in their proper sequence; 3. Capability in identifying the positions of words within sentences; 4. Proficiency in utilizing Arabic both orally and in written form accurately and precisely.

Nahw knowledge is still a problem for most students, even students who study at Islamic institutions such as madrasah aliyah (MA) and high schools (SMA). One of them was experienced by several students at Ar-Rohmah 8


Integral High School Malang. From the results of observations at the school, problems were found in learning Nahw, including: (1) The problems that occur with students Lack of motivation to learn because they still use simple and less interesting learning media;\(^{16}\) (2) Students' diverse backgrounds and difficulties vocabulary placement in accordance with Arabic rules.\(^{17}\) Apart from that, the learning facilities and infrastructure are equipped with projectors, which can help the learning process.

Previous research was conducted by Magda and Anwar in 2023 regarding Android-based interactive media in Nahw learning for twelfth-grade students at Madrasah Aliyah Muhammadiyah 1 Malang, which aimed to determine the process of creating Android-based interactive media designs in qawa'id learning for class XII students in Madrasah Aliyah Muhammadiyah 1 Malang and find out the response to the Android-based interactive media design for class XII students' qawa'id learning at Madrasah Aliyah Muhammadiyah 1 Malang.\(^{18}\)

The research was also conducted by Al-Musannif in 2020 regarding offline website-based Nahw learning in class X SMA Negeri 8 Malang regarding the difficulties in learning Nahw, which included four language skills starting from listening, speaking, reading, and writing. From this research, the offline web-based Arabic learning media that was developed contained all aspects of language proficiency, starting from listening, speaking, reading, and writing, intended to make it easier for students to learn Arabic according to aspects of language proficiency and to make it easier for students to learn independently and be able to become a means to make it easier for teachers to convey material.\(^{19}\)


The same research was also carried out by Mualimah, Praherdhiono, and Adi in 2019 regarding developing interactive Nahw quizzes as Drill and Practice learning media in Nahw learning at Salafiyah Putri Al-Ishlahiyah. Malang Islamic Boarding School has yet to utilize media in the classroom learning process. This research aimed to develop drill and practice learning media through interactive Nahw quizzes that were valid and suitable for students to use in their learning and development. Nahw's interactive quizzes were for the convenience of learners practice the material that has been studied.

Septiandi also conducted research in 2021 regarding the development of WordPress web-based Arabic language learning media for class IX MTS students as part of the WordPress web-based Arabic language learning media development. The WordPress website was practical and easy to access, thus aiding in Arabic learning. The objectives of this developmental research were to describe the WordPress web-based Arabic learning media product for class IX MT's Private Bustanul Ulum Batang Kuis, assess the feasibility of WordPress web-based Arabic language learning media for class IX MTs Private Bustanul Ulum Batang Kuis, and evaluate the usage of WordPress web-based Arabic language learning media for class IX MTs Private Bustanul Ulum Batang Quiz.

In 2023, Amari also conducted research on developing web-based Educandy Arabic language learning media for Smart Murni Tembung Middle School students. The research aimed to ensure that the learning motivation of students using the Educandy application was higher compared to those not exposed to it. The research findings supported the notion that students' learning motivation fell within a good category when utilizing the Educandy application in the learning process.

After reviewing the literature on various previous studies, several problems were found in Nahw learning, including the media used: 1) This application can only be operated on the Android system and requires adequate memory storage; 2) The offline web that is being developed is still limited to one access and cannot be shared with the internet; 3) The Drill and Practice learning media is only in the form of an interactive Nahw quiz and can only be evaluated in Nahw learning; 4) Arabic language learning media Nahw WordPress website

---


21 (Septiandini 2021)

has shortcomings in learning, users must install WordPress before entering the website; 5) Educandy web-based Nahw Arabic language learning media can only be accessed online and Web Educandy is a paid website that still needs more interesting audio media.

Citing five preceding studies, it has been noted that learning Nahw poses challenges attributed to the complexity and attractiveness of existing learning media. Given these challenges, there arises a necessity for learning aids tailored to Nahw instruction at Ar-Rohmah Malang Integral High School, preferably in the form of website-based resources. With website-based learning media, the learning process is more varied than before. 23

Using only simple and less interesting media, 24 this research aims to develop innovative learning media based on the qutub.my.id website in Nahw learning, which makes it easier for students to understand the material, questions, and Arabic text.

This media was created for tenth-grade students at Ar-Rohmah Integral High School with Nahw material. Research and development method was carried out using ADDIE. 25 The research procedure goes through five stages, namely:

Picture 1. ADDIE Development Model 26

Data for each stage of research and development procedures that have been carried out are as follows: 1) The analysis stage referred to the stage of identifying needs. The students' needs were identified through field surveys and literature studies. Field surveys were conducted using observation and interviews. The observation aimed to identify the Nahw learning process among class 10 D students at Integral High School Ar-Rohmah Malang and to identify teaching materials using the book Al-Miftah Lil 'ulum. The literature study aimed to determine the content of the book Al-Miftah Lil 'ulum; 2) In the Design stage, researchers compiled basic competencies, indicators, learning objectives, materials, training, and evaluation. They created product designs including menus, homepages, content, material designs, and compiled assessment instruments; 3) During the development stage, the researchers arranged the material, compiled a flow diagram, and determined the user interface and user experience, Programs via HTML, CSS and JavaScript, and arranged the material in the correct systematic order. After the researchers carried out the development, validation of the product was conducted. The validator assessed the product to ensure its validity. Then, the implementation stage involved feasibility testing and trial of the products, which were declared feasible. Feasibility testing determined whether the product met certain criteria. The evaluation stage was used to revise the final product. The researchers considered suggestions from material experts, media experts, and language experts regarding the shortcomings of the qurtub.my.id media website in terms of material, media, and language. Subsequently, the researchers made revisions or improvements to the product until it was valid and suitable for use. Data analysis in this research uses a percentage calculation technique adapted from Arikunto. Data analysis began by calculating the average value using the formula:

\[ P = \frac{\sum X}{\sum X_i} = 100\% \]

Information:

\( P \) : Eligibility percentage
\( \sum X \) : The total score of validator answers
\( \sum X_i \) : The highest number of answer scores

---

The subject of the feasibility trial was a validator for material experts, media experts and language experts by Arabic language education lecturers, Muhammadiyah University of Malang and Nahw teachers at Ar-Rohmah Integral High School Malang. Meanwhile, the subject of product development trials was carried out involving thirty 10th grade D students at Ar-Rohmah Integral High School, Malang. Two types of data were obtained from the results of the feasibility tests conducted with student respondents: quantitative and qualitative. Quantitative data were based on a Likert scale ranging from 5 to 1 and were calculated as a percentage of the product validation results. This data revealed the level of suitability of the Nahw learning material for class 10 at Ar-Rohmah Integral High School Malang. Meanwhile, qualitative data consisted of criticism, comments, and expert guidance collected from the trial questionnaire sheets. This data provided insights into the suitability of the learning material before testing. The results of this analysis will serve as a reference for improving the developed learning materials. The quantitative data contained in the Likert scale is in the following categories:

<table>
<thead>
<tr>
<th>Number</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Very worthy/very valid</td>
</tr>
<tr>
<td>4</td>
<td>Eligible/valid</td>
</tr>
<tr>
<td>3</td>
<td>Decent Enough</td>
</tr>
<tr>
<td>2</td>
<td>Not worthy/less valid</td>
</tr>
<tr>
<td>1</td>
<td>Very inadequate/very invalid</td>
</tr>
</tbody>
</table>

The research instrument used was a questionnaire sheet using the questionnaire method. The questionnaire method collected data by distributing written statements to respondents, who provided written answers. This method utilized indirect data collection techniques, where the data instrument consisted of a series of questions that respondents were required to respond to. This research addressed the questionnaire to validators and test subject students to explore product feasibility data. The questionnaire applied was a rating questionnaire using a Likert scale. Two types of questionnaires were utilized in this research: a feasibility test questionnaire and a trial questionnaire. Expert validators assessed several aspects, including material experts evaluating content feasibility, presentation feasibility, and contextual assessment. Language experts scrutinized language clarity, communicativeness, dialogical and interactive nature, suitability for student development, adherence to language rules, and usage of terms, symbols, and icons. Media experts evaluated display quality,

---

software engineering, implementation, interface, and compatibility. Meanwhile, the trial questionnaire was intended for students to evaluate the appearance and benefits of the presentation of material on the qurtub.my.id website.

The process of revising product measuring instruments involved the following criteria:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Criteria</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 21 %</td>
<td>Not worth it</td>
<td>No/ total revision</td>
</tr>
<tr>
<td>21 – 40 %</td>
<td>Not feasible</td>
<td>Not suitable/major revision</td>
</tr>
<tr>
<td>41 – 60 %</td>
<td>Decent Enough</td>
<td>Decent enough/minor revisions</td>
</tr>
<tr>
<td>61 – 80 %</td>
<td>Worthy</td>
<td>worthy/no need for revision</td>
</tr>
<tr>
<td>81 – 100 %</td>
<td>Very Worth It</td>
<td>Very Appropriate/no need for revision</td>
</tr>
</tbody>
</table>

Results and Discussion

The results of learning media product development are presented through the following presentation, including (1) analysis, (2) planning, (3) development, (4) implementation, and (5) evaluation.30

Analysis

At this stage, two methods were carried out: field studies and literature studies.

1. Field Study

Field studies were carried out through interviews and observations. An interview is a conversation with a specific purpose by two parties.31 According to the results of the researcher's interview with the teacher of class 10 D Nahw on Monday, January 12 2023, at 10.30 WIB directly at Ar-Rohmah Integral High School, Malang, it resulted in answers to questions submitted by the researcher to the resource regarding teaching and learning activities to read the Nahw book in class 10 D SMA Integral Ar-Rohmah Malang. As a result of the interview, he stated, "Nahw lessons have indeed been combined with textbook learning media, and the learning method still uses the lecture method." He added that

---


the innovation of learning media using the website qurtub.my.id makes students very enthusiastic about learning and the website does not stop in semester 1 but will continue in semesters 2 and 3." Therefore, teachers have a very important role in the classroom in using learning media.\textsuperscript{32} Meanwhile, the results of observations carried out for two months from August to September during the field practice program as accompanying teachers at Nahw Ar-Rohmah Integral High School Malang were that students' abilities still needed to improve in terms of Nahw Arabic language rules.

2. Literature review

Based on the results of the analysis of the \textit{Nahw Al-Miftah lil ulum} package book, the researchers obtained information, namely that the package book there are four volumes and has six books; the first volume is about the sentences isim, fi'il, and letters, isim, mabni and mu'rob, while second volume isim makrifat and isim nakirob, isim mudzakar and muannats, and isim jamid and musytaq. The third volume contains fi'il sentences (verbs) along with their i'rob. The division of i'rob fi'il sentences is i'rob rafa', nasbob, and jer, rules of fi'il mujarrod and mazid, fi'il mta'addi and Generally, the rules of fi'il ma'lum and majbul, fi'il shahib and fi'il mu'tal, then the fourth volume contains the rules of isim-ism which are read rafa' (marfu'atulasma'), the second chapter contains the rules of isim -ism which is read nasab (manshubatul asma'), the third chapter contains the rules of isim-ism which is read khafid (makhfudzatulasma'), while the fifth volume is equipped with nadhom which is a diaran of Indonesian songs as a complement to the material and to support students.\textsuperscript{33}

Design

The researchers designed Nahw material, which was developed via a website based on the analysis results. The content of this website includes: (1) the website menu containing the school name, home, materials, location, about, biography, Nahw learning, and login menu; (2) the home menu containing selected class materials for class 10, semester 1, and semester 2; class 11 materials for semester 1 and semester 2; materials for class 12, semester 1, and semester 2; (3) then the user enters semester 1 of class 10, which contains three discussion materials, namely material 1: understanding nahw and sarf, material 2: isim, fi'il, and hurf, material 3: isim mangshur, mangqush, isim mamdu, and isim


After entering the material, there are competencies, indicators, learning objectives, materials, exercises, and evaluation.

In semester 2, there are 3 discussion materials: Material 1: *isin mufrod, isim mutsana*, and *isin jama*; material 2: *isin mu’rob* and *mabni*; material 3: *isin marfu, isim manshub*, and *isin majrur*. After entering the material, there are competencies, indicators, learning objectives, materials, exercises, and evaluation. Additionally, there is a biography of the developer of the website qurtub.my.id. Learning indicators and objectives contain what is desired after the learning process. The material includes definitions, explanations, and examples of simple sentences. Practice involves answering simple questions that are appropriate to the material. The bibliography contains several material references.

**Development**

The results of the development of the website qurtub.my.id, which includes several sections, namely: Compiling a flowchart in creating website, website prototype design and innovative product design, user interface and user experience, Programming via HTML, CSS, JavaScript and arranging material in the correct systematic order. The following is a flowchart image for creating a website:

![Flowchart for creating the qurtub.my.id website](image)

**Picture 2.** Flowchart for creating the qurtub.my.id website

---


Flowchart is a graphic depiction of the procedural sequences of a program:

Picture 3. Prototype design of the qurtub.my.id website

Prototyping involves developing a product by establishing a fundamental design or framework. Here are the outcomes of developing the user interface and user experience on the qurtub.my.id website:

Figures 4 and 5 depict the initial appearance of the website, showcasing a button for accessing the site, along with options for location, about, biography, and a welcoming home image introducing the Nahw learning platform.

Picture 4

Picture 5

Picture 6

Picture 7
Figures 6 and 7 illustrate the display of class options and visuals of the materials available on the website.

Figures 8 and 9 showcase visuals of the website's materials and depict success indicators, materials, and evaluation forms.

Figures 10 and 11 display images of learning materials and visuals of evaluation forms for essay questions.
Figures 12 and 13 present Images of the evaluation form for reading sentences in Arabic, a simple Arabic story and a website developer biography.

![Image of evaluation form](image1.png)

![Image of story](image2.png)

![Image of biography](image3.png)

Figures 14 and 15 demonstrate images of programming results using HTML, CSS and JavaScript.

![Image of HTML/CSS/JavaScript](image4.png)

The innovations on the qurtub.my.id website can be seen at the following link: https://www.qurtub.my.id/.

![Website components diagram](image5.png)

Website components are the parts that make up a website that function as the website's framework.

**Implementation**

After the researchers finished designing and developing Nahw learning media based on the website https://www.qurtub.my.id/, the next step was to conduct an expert test. The expert test was carried out by three validators: material expert Mohammad Masrur Rohman Ghazali, Lc, a teacher at Integral Ar-Rohmah Malang High School, who provided 20 questions focusing on
various aspects such as Content Feasibility, Presentation Feasibility, and Contextual Assessment. The linguist, Muhammad Ainur Roziqi, S.Pd., M.Pd, a lecturer in Arabic language education at the University of Muhammadiyah Malang, contributed 20 questions focusing on language clarity, communicativeness, dialogical and interactive nature, suitability for student development, adherence to language rules, and usage of terms, symbols, or icons. The media expert, Mochammad Firdaus, B.Ed., M.Ed, an Arabic language education lecturer at the University of Muhammadiyah Malang, provided 20 questions focusing on display quality, software engineering, implementation, interface, and compatibility.

After being tested by material experts, language experts and media experts, the assessment from material experts obtained a percentage of material validation value of 76% with valid criteria, while language experts received a percentage of language validation value of 76% with valid criteria and the media expert's assessment obtained a percentage of media validation value of 52% with quite valid criteria. The next stage occurred after expert validation and revision, and the developed product was declared valid. Subsequently, it was tested. The results of the product trial assessment were carried out by 30 students and obtained a percentage of 82.93% with very valid criteria with 10 questions; several aspects were asked, namely the quality of the qurtub.my.id website, the appearance of the qurtub.my.id website, presentation of material and benefits. Therefore, this percentage value indicated that Nahw's material development product was included in the "very suitable" category based on the eligibility criteria. After undergoing expert validation and revision of the developed product, the next stage was to declare it valid, and then the media was tested against student responses.

**Evaluation**

The evaluation stage is to see the media researchers' success level in revising or improving the product after it has been tested. The following are expert suggestions and revision results obtained in the assessment of development materials:

Figures 17 and 18 demonstrate that there are numbers in sentences that do not comply with Arabic language rules (عشرون قلمًا) (عشرون عشر قلمًا) become (عشرون قلمًا)

1. Linguist Revision

Figures 19 and 20 showcase replacing words (ممرسانات) which shows the exercise to be replaced (تدريبات).

2. Media Expert Revision

Figures 21 and 22, create more attractive color gradations.
3. Questionnaire Test Results

Table 3. Questionnaire Test Results

<table>
<thead>
<tr>
<th>No.</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The website is easy to understand</td>
</tr>
<tr>
<td>2.</td>
<td>Its unique appearance can attract users</td>
</tr>
<tr>
<td>3.</td>
<td>The learning media design of the Nahw website is quite attractive</td>
</tr>
<tr>
<td>4.</td>
<td>More interesting than studying just using books</td>
</tr>
<tr>
<td>5.</td>
<td>Creative and good design</td>
</tr>
<tr>
<td>6.</td>
<td>The design is attractive</td>
</tr>
<tr>
<td>7.</td>
<td>Good</td>
</tr>
<tr>
<td>8.</td>
<td>Good, because the design of the qurtub.my.id website is good to look at</td>
</tr>
<tr>
<td>9.</td>
<td>The design is excellent to look at</td>
</tr>
<tr>
<td>10.</td>
<td>Learning Nahw is more fun</td>
</tr>
<tr>
<td>11.</td>
<td>Design is not attractive</td>
</tr>
<tr>
<td>12.</td>
<td>Add animations such as slides or videos</td>
</tr>
<tr>
<td>13.</td>
<td>Good and very enjoyable</td>
</tr>
<tr>
<td>14.</td>
<td>The Nahw learning media design based on the website is exciting</td>
</tr>
<tr>
<td>15.</td>
<td>Adapting current designs</td>
</tr>
<tr>
<td>16.</td>
<td>It's normal because you don't like the lesson.</td>
</tr>
<tr>
<td>17.</td>
<td>Very creative and easy to understand</td>
</tr>
<tr>
<td>18.</td>
<td>Adapt the design to the tastes of today's children</td>
</tr>
<tr>
<td>19.</td>
<td>Overall, it is interesting</td>
</tr>
<tr>
<td>20.</td>
<td>Added Arabic words</td>
</tr>
<tr>
<td>21.</td>
<td>The website is excellent</td>
</tr>
<tr>
<td>22.</td>
<td>Good and easy to understand</td>
</tr>
<tr>
<td>23.</td>
<td>It is hoped that this website can be used by beginners who want to understand Nahw and Sarf</td>
</tr>
<tr>
<td>24.</td>
<td>The design looks modern</td>
</tr>
<tr>
<td>25.</td>
<td>Add features that make users interested</td>
</tr>
<tr>
<td>26.</td>
<td>Adding material to the website</td>
</tr>
<tr>
<td>27.</td>
<td>The design is boring</td>
</tr>
<tr>
<td>28.</td>
<td>Biography is made more exciting</td>
</tr>
<tr>
<td>29.</td>
<td>Explanations of the material are given engaging animations so that users don't get bored</td>
</tr>
<tr>
<td>30.</td>
<td>Fascinating and easy to understand</td>
</tr>
</tbody>
</table>

Conclusion

This research succeeded in innovating the qurtub.my.id website as a Nahw learning medium for class X students at Ar-Rohmah Integral High School, Malang. The website qurtub.my.id can be accessed via the link:
https://www.qurtub.my.id/. It can be operated on a laptop or cell phone that has a Windows operating system, it can be accessed using the internet network, and the qurtub.my.id website is free, so educators and students can access it. This innovative product was tested by assessing material, media and language validators and then distributed to thirty class 10 D students at Ar-Rohmah Integral High School. The research results show that this innovative product is suitable as a *Nabw* learning medium in Indonesian institutions. This assessment stems from the feasibility tests conducted by material, media, and language experts. The material expert, who is a *Nabw* teacher at Ar-Rohmah Integral High School Malang, achieved a validity score of 76%. Meanwhile, the language suitability assessment was conducted by a language lecturer from the University of Muhammadiyah Malang, achieving a validity score of 76%. Additionally, the media suitability evaluation was performed by a media expert, specifically a media lecturer from the University of Muhammadiyah Malang, who obtained a score of 52%, meeting the criteria for adequacy. Subsequently, after undergoing the enhancement process, the product was tested with student responses, resulting in a percentage score of 82.93%, indicating a very satisfactory level of qualification following the feasibility test. Based on these outcomes, it can be concluded that this innovative product is highly suitable for use in the learning process. It's important to note that the products resulting from this research are currently accessible only online, thus requiring internet connectivity for their utilization.

**References**


https://doi.org/10.21831/cp.v42i2.50381.


