

## Muyassar Learning: Development of Arabic Sentence Writing Learning Materials based on Moodle (Research in Progress)

Anjani Prameswari, Imam Asrori, Mohammad Ahsanudin

Universitas Negeri Malang, Indonesia

[anjani.prameswari.2402318@students.um.ac.id](mailto:anjani.prameswari.2402318@students.um.ac.id)

**Abstract:** This study aims to develop Arabic sentence writing learning materials based on the Moodle Learning Management System (LMS) specifically designed for Arabic Language Education students from non-Madrasah Aliyah backgrounds. Students with general education backgrounds generally have difficulty understanding Arabic syntactic rules due to their limited previous learning experiences. Therefore, structured, flexible, and easily accessible learning media are needed. This study employs a Research and Development (R&D) approach using the 4D development model (Define, Design, Develop, Disseminate). At this stage, the researcher conducted a needs analysis, designed the materials, and developed an initial product in the form of the Muyassar Learning module, which was integrated into the Moodle platform. The development results show that this module has a step-by-step structure, content tailored to students' initial abilities, and interactive features that support independent learning. This research contributes to the development of adaptive and inclusive Arabic language learning media in higher education. The next stage of this research will include expert validation and product effectiveness testing.

**Keywords:** Muyassar Learning, writing Arabic sentences, LMS Moodle, non-MA students, 4D model

### INTRODUCTION

Arabic is an international language that plays an important role as the language of science, religion, and culture. In learning, Arabic plays an important role as a religious orientation, academic orientation, economic-political ideological orientation, as well as practical and pragmatic orientation. (Alifia, 2024). Linguists divide Arabic language skills, known as *Maharah*, into four main skills, namely *Maharah Al-kalam* (speaking skills), *Maharah Al Istimā'* (listening skills), *Maharah Al-Qira'ah* (reading skills), and *Maharah Al Kitabah* (writing skills). (Yusuf et al., 2019).

These skills complement each other in the process of learning and teaching Arabic. Yusuf (2019) explains that *Maharah Al Kitabah* is important in Arabic language learning and is the highest level of language proficiency. *Maharah Al Kitabah* is the skill of expressing ideas or thoughts, as well as expressing something that is read or heard in written form, covering various levels of difficulty, from simple writing to more complex writing. (Hijriyah et al., 2022). Arabic writing skills are the process of expressing oneself through writing, conveying ideas and thoughts, and putting all thoughts into writing. (Mahmud et al., 2020). It is well known that Arabic writing skills are not easy to acquire. However, learning media can be used to support Arabic language learning.

On the other hand, developments in educational technology have brought about various innovative solutions. Learning Management Systems (LMS) such as Moodle have been widely used in various learning contexts, including language learning. Moodle provides interactive features that enable the integration of materials, exercises, discussions, and online evaluations. This makes it a potential platform for supporting systematic and structured Arabic language learning. (Yamaguchi et al., 2022).

The era of globalization and digitalization has changed several aspects of life, one of which is how people learn languages through the use of technology, such as learning Arabic. (Isbah, 2023). A Learning Management System (LMS) is an integrated platform designed to support e-learning activities and offers a variety of features, including learning material management, learning process management, online evaluation and testing, subject administration, and many other features. (Larasati & Andayani, 2019). Moodle is an application that converts learning media into web format without losing its function as teaching material. Moodle is specifically designed to support online and distance learning activities. (Simanjuntak & Puspasari, 2020). LMS can improve teaching efficiency and have a significant impact on the teaching and learning process. (الحجيلي & الجندی, ٢٠٢٢).

As in the research conducted by Rohaeti et al., (2021) stating that LMS is suitable for use in teaching Scientific Writing Strategies to visually impaired students. Sya' bani dan Sya'bani & Anwar, (2023) states that the use of LMS using Moodle for Arabic language education students is effective in supporting Arabic language learning. In a study aimed at analyzing the feasibility of Moodle-based e-learning, (Mariezki et al., 2021) stating that Moodle is a valid medium for development. Aliyah & Hidayanti, (2022) explains that Moodle can help increase motivation and improve Arabic language learning outcomes. Last, Dariyadi et al., (2023) believes that LMS can enable students to manage their learning according to their interests, needs, and learning pace.

Based on these studies and considering the benefits, Moodle LMS can be applied in the development of Arabic sentence writing learning materials based on Moodle. LMS learning media using Moodle has been widely used. However, research on the development of Arabic sentence writing materials based on Moodle for non-MA students is still limited. Most previous studies have focused more on vocabulary learning or reading skills. Therefore, this research is important to fill the gap by introducing the *Muyassar Learning* module, specifically designed to help beginner students build basic sentence-writing skills.

There are several Arabic language problems experienced by students. The influencing factors include the environment, which encompasses family, community, and school. (Jihad & Suaeb, 2018). There is a grouping of classes based on Arabic language proficiency among the 2024 cohort of students in the Arabic Literature Department at Malang State University. After conducting an interview with Ustadz Ali Ma'sum, M.Pd., an Arabic language lecturer at Malang State University and the instructor for the *Kitabah Ibtida'i* course in Offering D for the 2024 cohort, the researcher found that the class consists of 26 students. The class consists of 26 students. He stated that the class requires special attention, particularly in terms of Arabic writing skills. There is a need for reinforcement, especially in simple writing exercises up to writing longer texts. The students in the class come from various educational backgrounds. After conducting observations, the researcher found that 70% of the students believe there should be materials packaged with specialized learning media focused on Arabic sentence-writing skills. Given the students' familiarity with technology, it was found that 55.2% of the students are already familiar with LMS, and 30% are somewhat familiar with LMS.

Given this background, the researcher aims to develop materials that focus on Arabic writing skills based on the Moodle LMS for undergraduate students majoring in Arabic Language Education at Malang State University who require more attention and guidance in Arabic writing skills. Specifically, this study aims to describe the development process and design a functional design. The expected outcome of this research is Arabic sentence writing learning materials based on Moodle that can be used as learning media for non-madrasah aliyah students or students who wish to learn Arabic sentence writing skills.

## 1. LITERATURE REVIEW

### 1.1. Arabic Language Learning

Arabic language learning has been studied extensively from various perspectives, both as a foreign language and as a second language. Some studies emphasize that the main difficulty for students who do not have a background in Islamic boarding schools or madrasahs lies in the aspects of nahwu (grammar) and sharaf (morphology), which has implications for their sentence writing skills (Ulfah & Insaniyah, 2023).

#### 1.1 Utilization of Moodle LMS in Language Learning

LMS is known as one of the most flexible and widely used e-learning platforms in the world of education (Fahmi et al., 2022). Several studies have shown that Moodle effectively increases student engagement, particularly through its quizzes, forums, and interactive modules (Bendridi, 2021). However, research utilizing Moodle for the development of Arabic writing materials is still limited (Ismail et al., 2023).

#### 1.2. Development of Arabic Writing Materials

is one of the most difficult aspects for students to achieve, especially in constructing correct sentences. (Efflamengo & Asyrofi, 2020). Efforts to develop materials are often still traditional, in the form of printed textbooks and student worksheets. Some digital innovations have begun to emerge, but they are mostly focused on vocabulary mastery and reading exercises (Nurhuda, 2022). Thus, there is a research gap in the development of interactive technology-based writing materials.

#### 1.3. Research Gap

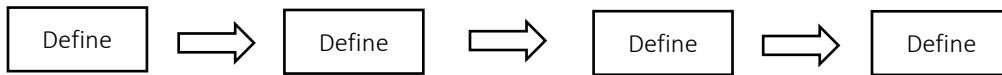
- Previous research has focused heavily on reading and vocabulary, while Arabic writing skills have been neglected.
- Moodle has proven effective for foreign language learning, but it is rarely used specifically for Arabic writing instruction.
- Students without a madrasah background need more structured, technology-based materials to facilitate understanding.

Thus, this study aims to fill this gap through the development of Arabic sentence writing learning materials based on Moodle, called *Muyassar Learning*.

## Method

This study uses a Research and Development (R&D) approach with a 4D model. (Define, Design, Develop, Disseminate) by Thiagarajan, S., Semmel, D. S., & Semmel, M. I in 1974, modified according to the researchers' needs.

In the first stage, define (definition), researchers conduct preliminary analysis (front-end analysis) to identify problems, learner analysis to understand student characteristics, concept analysis to determine relevant subject matter, and formulate expected learning outcomes. The second stage, design, focuses on developing assessment criteria instruments, selecting appropriate learning media and activities, designing the presentation format of the material, and conducting learning simulations using the selected media. The third stage, development, involves validating the design by subject matter and media experts, revising the design based on expert input, conducting limited trials in a small scope, and refining the learning model. The fourth stage, dissemination, is carried out by implementing the learning product in actual classrooms so that it can be used more widely.



**Figure 1. Stages of the 4 D Model**

This model was chosen because it is practical, systematic, and suitable for developing learning products in the form of Arabic writing materials based on the Moodle LMS. The stages of this research can be explained as follows:

1. Define

At this stage, a needs analysis was conducted through observation and interviews with students enrolled in the Arabic Language Education program who did not have a madrasah background. The results of the analysis showed that students had difficulty constructing Arabic sentences because they lacked a basic understanding of Arabic grammar.

2. Design

Researchers developed the initial design of *Muyassar Learning* by utilizing Moodle features such as lessons, quizzes, forums, and assignments. The material focused on simple sentence writing skills with reinforcement of grammatical concepts. An initial mock-up of the interface design was also created to make users feel familiar with and easily access the material.

3. Develop

The learning materials are uploaded to the Moodle platform. Features such as interactive exercises, practice questions, and automatic feedback are provided to increase student engagement. At this stage, the product is still under development and has not yet undergone expert validation or effectiveness testing.

4. Disseminate (Penyebaran)

This stage has not yet been carried out because the research is still in the development stage. However, the dissemination plan includes publication through international journals and limited implementation in classrooms to obtain feedback.

## Results and Discussion

### 1. Initial Development Results

This study produced a prototype of *Muyassar Learning*, an LMS Moodle-based learning media. This product is a package of materials for writing simple Arabic sentences, specifically designed for students who did not attend Madrasah Aliyah. Based on a needs analysis, students in this category tend to have limited mastery of the basics of writing Arabic sentences. The results of the analysis show that the majority of students:

- 1) Does not yet understand the basic structure of nominal and verbal numbers.
- 2) Has difficulty understanding Arabic sentences.
- 3) Has a limited vocabulary (*mufradāt*) relevant to constructing simple sentences.
- 4) Does not yet have the confidence to try writing Arabic sentences without the help of a translation app.

In response to these needs, *Muyassar Learning* was designed with the main features of Moodle, namely:

- a. Lesson: presenting material gradually, starting from *nahwu-sharaf* theory to its application in sentences.
- b. Quiz: providing interactive exercises, including drag-and-drop, matching, and multiple choice.

- c. Assignment: allows students to upload their writing assignments, which are then reviewed by their instructors.
- d. Forum: providing a discussion forum where students can exchange ideas and discuss difficulties in writing sentences.

This early development product has not yet been tested on students, so its status is still a design ready for validation.

## 2. Discussion

### Integration of Technology in Arabic Language Learning

Initial findings indicate that Moodle LMS has great potential for use as a medium for learning Arabic writing. This is in line with previous studies which state that learning technology can increase motivation, independent learning, and student participation (Herayanti & Fuadunnazmi, 2017). Moodle was chosen because it is open source, flexible, and supports various forms of interactive learning activities.

In the context of beginner students, the use of this technology serves not only as a medium for delivering material, but also as a means of visualizing grammar, which is often considered abstract. For example, drag-and-drop exercises for sorting the structure of ismiyah provide a more concrete learning experience than mere theoretical explanations.

### Strengthening Arabic Writing Skills

One of the main innovations of Muyassar Learning is its focus on Arabic sentence writing. Until now, Arabic language learning at the university level has often treated nahwu-sharaf as a separate subject focused on memorization. However, for beginner students, writing skills cannot develop without a basic understanding of sentence structure. For example, after studying the patterns of nominal phrases, students are asked to write simple sentences using both nouns and verbs. These exercises are accompanied by automatic feedback that highlights errors, such as mistakes in the marfu' of the subject or predicate.

### Research Potential and Limitations

These initial development results indicate that Muyassar Learning has great potential in supporting the Arabic writing skills of non-MA input students. However, this research is still in the design and development stage, so it is not yet possible to conclude the effectiveness of the product. Expert validation of the material, media experts, and student readability tests need to be conducted in the next stage to ensure product quality.

The limitations of this research reinforce its nature as ongoing research. In other words, this article provides an overview of the product's development direction, which remains open to improvement. The next validation and implementation stages are expected to empirically test the product's reliability.

### Academic and Practical Implications

Academically, this research contributes to the development of technology-based Arabic teaching materials with a focus on writing skills. Its main contribution is the integration of nahwu-sharaf rules into practical and contextual writing activities.

Practically, this product can serve as an alternative solution for instructors and students in addressing challenges in writing Arabic sentences, particularly for students without a formal religious education background. If successfully validated and implemented, Muyassar Learning has the potential to become a replicable learning model across various universities.

## Conclusion

This study is an initial effort to develop Arabic sentence writing teaching materials based on the Moodle LMS under the name *Muyassar Learning*. The results of the needs analysis indicate that students without a Madrasah Aliyah background face difficulties in understanding basic sentence structure, particularly in the areas of nahwu-sharaf and its application in writing. Therefore, the initial design of *Muyassar Learning* focuses on strengthening practical understanding of grammar and providing interactive exercises that facilitate writing skills.

The initial product was designed to utilize Moodle's main features, such as lessons, quizzes, assignments, and forums, which are integrated into a single learning system. The results of the study show that Moodle has great potential as a medium for learning Arabic, particularly because it can provide interactive exercises, give automatic feedback, and increase student motivation.

Although still in the design phase, *Muyassar Learning* is expected to become a practical solution for beginner students facing challenges in writing Arabic sentences. Moving forward, this research needs to proceed to the expert validation and limited testing phases to assess the product's effectiveness, thereby producing a learning medium that is truly valid, practical, and effective for use in Arabic language courses.

## REFERENCES

- Alifia Selviana Agnie Putri, & Taufik, T. (2024). Meningkatkan Keterampilan Menulis Bahasa Arab Melalui Strategi Pembelajaran Imla'. *Mahira*, 4(1), 35–50.  
<https://doi.org/10.55380/mahira.v4i1.554>
- Aliyah, S. A., & Hidayanti, P. N. Y. (2022). Pembelajaran Bahasa Arab dengan Menggunakan E-Learning Berbasis Moodle. *Aphorisme: Journal of Arabic Language, Literature, and Education*, 3(1), 80–95. <https://doi.org/10.37680/aphorisme.v3i1.1447>
- Bendridi, A. (2021). Uses Of Communicative And Collaborative Activities In E-Learning: Moodle Platform As A Model/ منصة استخدامات الأنشطة التواصلية والتعاونية في التعليم الالكتروني: نموذج. *Ijaz Arabi Journal of Arabic Learning*, 4(2).  
<https://doi.org/10.18860/ijazarabi.v4i2.10923>
- Dariyadi, M. W., Ahsanuddin, M., Ma'sum, A., & Arab, D. (2023). *Pengembangan Learning Management System Berbasis Self Directed Learning pada Pembelajaran Bahasa Arab*.
- Efflamengo, L., & Asyrofi, S. (2020). Analisis Faktor Kesulitan Belajar Bahasa Arab pada Siswa Tunanetra di MAN 2 Sleman. *EDULAB: Majalah Ilmiah Laboratorium Pendidikan*, 4(2).  
<https://doi.org/10.14421/edulab.2019.42-03>

- Fahmi, A. K., Rachmawati, M., & Surong, K. (2022). Content Validity to Assess the LMS-Moodle-based Academic Writing Learning Model of Arabic. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 5(2).  
<https://doi.org/10.22219/jiz.v5i2.21542>
- Herayanti, L., & Fuadunnazmi, M. (2017). *PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS MOODLE PADA MATAKULIAH FISIKA DASAR. 2.*
- Hijriyah, U., Zulhannan, Z., Nufus, Z., & Aridan, M. (2022). Pengembangan Media Strip Story Bergambar Terhadap Pembelajaran Maharah Al-Kitabah. *Arabi : Journal of Arabic Studies*, 7(2), 225–238. <https://doi.org/10.24865/ajas.v7i2.490>
- Isbah, F. (2023). *Pengembangan Learning Management System Al Talkhis Lil Al-Istima' (ATLIS)*. 6(2). <https://doi.org/10.35931/am.v6i2.2276>
- Ismail, M., Ahmad, F. S., & Ma'ruf, M. A. (2023). The Impact of Learning Management System “arabi.id” Web-Based Application on Developing Arabic Language Skills. *Al-Ta’rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 11(2), 213–232. <https://doi.org/10.23971/altarib.v11i2.6591>
- Jihad, D. H. S., & Suaeb, M. (n.d.). *Strategi Guru dalam Mengatasi Kesulitan Belajar Siswa Dalam Pelajaran Mufrodat Kelas VI MI NW Dasan Agung Mataram Tahun Pelajaran 2016/2017.*
- Larasati, N. A., & Andayani, S. (2019). *Pengaruh Penggunaan Learning Management System (LMS) Terhadap Tingkat Kepuasan Mahasiswa Menggunakan Metode DeLone and McLean. 04.*
- Mahmud, A. F., Al, A.-M., Turuqu, M. W., Riyadh, T., & Muslim, A. (2020). *Strategi Pembelajaran Menulis Bahasa Arab untuk Mahasiswa Program Studi Bahasa Inggris.*
- Mariezki, R., Juita, E., & Tanamir, M. D. (2021). Pengembangan Media E-Learning Berbasis Moodle sebagai Suplemen Pembelajaran Geografi pada Materi Mitigasi Bencana

- Alam. *JAMBURA GEO EDUCATION JOURNAL*, 2(2), 54–62.  
<https://doi.org/10.34312/jgej.v2i2.11043>
- Nurhuda, A. (2022). Analisis Kesulitan Belajar Bahasa Arab pada Santri Nurul Huda Kartasura. *Al-Fusha : Arabic Language Education Journal*, 4(1), 23–29.  
<https://doi.org/10.62097/alfusha.v4i1.749>
- Rohaeti, E. E., Amelia, R., Rukanda, N., & Fauziya, D. S. (2021). *Team Teaching Model (TTM) Berbasis Learning Management System (LMS) Pada mahasiswa Disabilitas Netra*. 8(1).
- Simanjuntak, C. N. S., & Puspasari, D. (2020). Pemanfaatan Media E-Learning Moodle Untuk Menunjang Pembelajaran Mahasiswa di Fakultas Manajemen dan Bisnis Universitas Ciputra. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8(1), 169–179.  
<https://doi.org/10.26740/jpap.v8n1.p169-179>
- Sya'bani, M. Z., & Anwar, K. (2023). Development of a Learning Management System Using Moodle in the Arabic Language Education Study Program. *Loghat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 4(2), 245. <https://doi.org/10.36915/la.v4i2.136>
- Ulfah, Y., & Insaniyah, A. L. (2023). *Kesulitan Belajar Bahasa Arab Mahasiswa Program Studi Pendidikan Agama Islam Universitas Islam Zainul Hasan Genggong*.
- Yamaguchi, S., Kondo, H., Ohnishi, Y., & Nishino, K. (2022). Design of Question-and-Answer Interface using Moodle DATABASE Function. *Procedia Computer Science*, 207, 976–986. <https://doi.org/10.1016/j.procs.2022.09.153>
- Yusuf, J., Alhafidz, A. Z., & Luthfi, M. F. (2019). Menulis Terstruktur Sebagai Urgensi Pembelajaran Maharah Al-Kitabah. *An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab*, 21(02), 203. <https://doi.org/10.32332/an-nabighoh.v21i02.1683>
- في التعليم الجامعي (LMS) الحجلي، س. ا.، & الجندی، ع. ع. ا. (٢٠٢٢). واقع تقييم قابلية استخدام نظم إدارة التعلم (مراجعة منهجية). *المجلة العربية للعلوم التربوية والنفسية*, 7(٢٥), ٣٩٥–٤٣٢.  
<https://doi.org/10.21608/jasep.2022.212120>