

## DEVELOPMENT OF AN ARABIC LEARNING WEBSITE MODEL FOR BEGINNERS LEVEL A1 CEFR

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**Abstrak:** This research was conducted to produce a website model for learning Arabic based on the CEFR level A1 standard. The research was conducted using the ADDIE model. Product evaluation was carried out through product trials by giving questionnaires to 20 Arabic Language Education students at Jakarta State University. The results of the product evaluation in the form of a website by material experts are 94. This shows that the website is very feasible to use, and the score from media experts is 92 which means it is in the very feasible category to use. The result of a user rating of 92.3 indicates that this website product is very feasible to use. From the data above it can be concluded that the CEFR Standard Level A1 Beginner Arabic learning website model is very feasible to use as an additional learning resource

**Keywords:** Learning Arabic for Beginner, CEFR, Website Learning Model

### INTRODUCTION

The learning process, especially during the Covid-19 pandemic era and afterward, underwent many changes, especially with the emergence of various learning platforms that replaced face-to-face meetings in class. This positive change encourages researchers to develop various learning models that attract students (Sindiani et al., 2020; Dwivedi et al., 2020; Szopiński & Bachnik, 2022; Stecula & Wolniak, 2022). Learning platforms and various digital-based learning media are the main choices when there are obstacles for teachers and students to interact directly. For this reason, the teacher interestingly prepares digital learning material and then utilizes various online learning tools in delivering the material. Unfortunately, half of the training for teachers who carry out online learning do not receive adequate training, so the effectiveness of learning is minimal (Saha et al., 2022). Saha added that after the pandemic ended, teachers still had a high preference for using e-learning because it was easy to share material and save time, even though e-learning was not suitable for practical classes.

Learning foreign languages including Arabic adapts to the rapid development of information and communication technology, especially online learning during a pandemic. These technological advances can present aspects of Arabic culture that complement Arabic language learning materials (Al Lily, A. E. et al., 2020). The use of computers for foreign language learning is widely carried out which is known as Computer Assisted Language Learning and Teaching (CALL) and development research for this also exists throughout the country and for various languages (Dina & Ciornei, 2013; Weng & Chiu, 2023). By using CALL in class, teachers can provide opportunities for students to learn a lot using a variety of technological media to focus on improving students' Arabic skills. (El Omari, 2015). Although computer-based learning has many advantages for teachers of Arabic, some obstacles prevent teachers from fully implementing the curriculum in utilizing this technology. Frequent reasons for this are Arabic

teachers' limited knowledge and reluctance to use technology, lack of training for Arabic teachers, and insufficient funding for technology development in Arabic departments.

The use of websites in foreign language learning has been around for a long time (Tsou et al., 2006; Kir & Kayak, 2013). On the other hand, the development of the digital world today has changed the way humans communicate, learn, teach, and do other educational and business activities. The ways of communication and interaction in social relations that take place through new digital technologies also shape and change the meaning of learning. Communication and information technology currently support face-to-face learning, distance education, and hybrid learning. However, despite the use of technology in Arabic as a foreign language class, the development of various information technology-based learning media remains relevant to be developed according to the needs of each institution.

The Common European Framework of Reference for Languages (CEFR) is a comprehensive guide for teachers in a standardized framework for language planning, learning, teaching, and assessment, and is popularly applied in many countries (North, 2007). Learning Arabic in Indonesia is also directed to use the CEFR as a reference (Hasanah et al., 2021). The CEFR outlines learning outcomes which consist of aspects of knowledge, language skills, and cultural contexts that must be mastered by students. Apart from that, the standard level of mastery is also described which can be used as a reference for someone's mastery of the language he is learning. Thus, efforts to develop language education based on CEFR standards are important to continue at the higher education level (Setiadi et al., 2022).

Seeing the importance of continuous development efforts in advancing foreign language education and learning, especially Arabic, which meets world standards, and by utilizing technological advances, higher education institutions have ample opportunities to contribute to this regard. The development of internet-based learning tools and websites that can present more interesting and innovative learning is expected to be able to effectively produce superior learning outcomes.

Several studies have shown that practically higher education institutions in Indonesia still have difficulties in applying the CEFR as a learning achievement standard (Nurdianto & bin Ismail, 2020; Hakim et al., 2021). The application of the CEFR in teaching Arabic in Indonesia is even more important because our educational outcomes must also be supported by 21st-century skills (Syamsi Setiadi & Salsabila, 2021). In this context, it is necessary to develop Arabic language learning media that includes the four CEFR-based language skills through a website to meet teaching needs in the Arabic Language Education study program at the State University of Jakarta.

## **METHOD**

This research is development research. Development research methods are used to produce certain products and test the effectiveness of these products (Mills & Gay, 2019). This development research uses the ADDIE model, which is a model that involves five development steps including: Analysis, Design, Development, Implementation, and Evaluation (Kovalchick, & Dawson, 2004). The ADDIE model was developed by Dick and Carry in 1996 and the ADDIE development model is considered more rational and more complete (Dick, 1996).

The data used in this research is in the form of quantitative and qualitative data. Quantitative data includes a needs analysis questionnaire by Arabic beginner level A1 students, an assessment questionnaire by material experts, media experts, and an assessment questionnaire by users, namely A1 level Arabic beginner students. Qualitative data in this study are in the form of assessments in the form of suggestions and input from material experts and media experts as outlined in the format of words. Methods of data collection by distributing questionnaires to obtain data. The questionnaire used is a needs analysis questionnaire and a

validation questionnaire for media experts, material experts, and a user assessment questionnaire.

### **Participant**

Researchers conducted a needs analysis to find out the problems experienced and the needs of A1 beginner-level Arabic learners at Universitas Negeri Jakarta by distributing questionnaires via WhatsApp to 36 A1 beginner-level Arabic education students. By knowing the problems that exist, researchers can develop products that are suitable as solutions to existing problems.

To assess the feasibility of the product, the researchers involved 1 media expert and 1 material expert to fill out a product feasibility questionnaire. After the product had been verified for eligibility the researchers involved 24 students of the Arabic language education study program class of 2022-2019 in product trial activities in the form of websites that had been developed and validated by material experts and media experts. Of the 24 students who attended the product trial activities via the Zoom platform, 20 A1 beginner-level students tried the product (website) and assessed it through the questionnaires distributed. This stage is carried out to test the product (website), determine the attractiveness of the website, and find out the user's response when using the website.

### **Instrument**

To obtain the data needed in this study, researchers used a questionnaire consisting of 4 types of questionnaires, the first is a needs analysis questionnaire to find out the problems and the needs of Arabic learners so that researchers can develop products according to their needs, then a media expert questionnaire to determine the feasibility product (website) from the media side, then a material expert questionnaire to find out the feasibility of the material side of the product (website) and finally a user response questionnaire to find out the user's response when using the product.

## **FINDINGS AND DISCUSSION**

Based on the results of the needs analysis and analysis of the curriculum documents for the Arabic Language Education study program and the CEFR competency descriptions, a learning website was developed which can be accessed via a link *WEBPBAUNJ – WEBSITE PEMBELAJARAN BAHASA ARAB (syamsi-setiadi.com)*. This program is designed so that students can learn independently interactively by pressing the button "MULAI" at "KELAS BELAJAR MANDIRI" and starting self-study classes according to the level provided.

Based on the results of the study it was found that students experienced several obstacles in learning Arabic, and Arabic learning websites as additional learning resources became one of the needs. The validation results from media experts and material experts show that website-based Arabic language learning media for A1 beginners with the CEFR standard is very feasible to use. The score obtained from the Material Expert is 94% which means that the material in the media is very feasible, and the score obtained from the Media Expert is 92% which means that this media website is very suitable for use. Responses from students show that this website is in the proper category to use with a score of 75%. This also shows that Arabic language learning websites with CEFR standards can attract students' interest and attention. As today's learners are very familiar with the internet and technology, more and more efforts have been made to develop and use various technology-based media that help learners reduce foreign language anxiety and increase their motivation (Bashori et al., 2021).

Website-based learning media with CEFR standards are feasible to use both in terms of media and material aspects. This is in line with previous research on 2 main aspects, namely that CEFR is very feasible to be applied in foreign language learning including Arabic and website-based learning media which are considered effective in language teaching. This study

also emphasizes the convenience for users to understand the language of material on the website and the results show a very decent value of 90%, meaning that this advantage has succeeded in overcoming the shortcomings of the previous media which were considered less friendly to foreign learners. However, the researcher found the lowest score for the aspect of ease of operating learning media by 85%, this could be caused because this website has not been specifically designed for use on mobile phones so the appearance and features on mobile phones are different from those on laptops or computers whose performance is more optimal.

Arabic requires changes in teaching methods both for native speakers and for speakers of other languages. Arabic also needs to modernize its teaching methods and present creative and interesting content in line with the progress and development of the global world in the digital era (Dajani, 2015). The design and development of successful e-learning media require a better approach because one of the successes in the development of learning media can be seen from the high level of student involvement (Czerkawski & Lyman, 2016).

This designed Arabic learning website allows students to independently access the desired material according to their abilities it will make it easier for students to learn Arabic more quickly. Thus, self-directed learning becomes an important factor in the success of this web-based learning (Rashid & Asghar, 2016). Furthermore, this learning website can be developed as a Massive Open Online Courses (MOOCs) platform that can accommodate large numbers of students to learn Arabic based on CEFR standards. In the MOOC learning system, students study knowledge material with information nodes and multimedia tools based on the evolving state of knowledge of the learning system (Tsai et al., 2018).

Researchers also experienced limitations in collecting student samples in participating in trials because trials were carried out online so researchers could not control and ensure students filled out the questionnaire sheets distributed. In addition, the limited time and ability to improve several media features are also still an obstacle. However, these limitations do not affect the main results and main objectives of the research, so that future research is expected to refine and improve what has not been maximized in this study, including direct trials that are recommended by researchers and feature enhancements and maximum media performance.

## **CONCLUSIONS**

The conclusion of this study illustrates that students experience several obstacles in learning Arabic, and having an Arabic language learning website as an additional learning resource is a necessity. The results of the validation from media experts and material experts show that website-based Arabic learning media for beginners A1 with CEFR standards is very feasible to use as well as responses from students indicating that this website is in the appropriate category to use. This also shows that the Arabic learning website with CEFR standards can attract students' interest and attention.

However, the website product is not free from deficiencies that need to be addressed, such as the Media Website learning Arabic cannot provide feedback on speaking practice automatically and the appearance of the website on mobile phones does not provide maximum performance as when used on a laptop or computer. For this reason, this website needs to be developed on a wider scale for further research, including adding material topics, adding variations in the form of practice questions, and developing at other levels. The need for further development in the learning evaluation section on this website to measure student learning outcomes.

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