

# ENHANCING THE QUALITY OF ARABIC LANGUAGE TEACHERS THROUGH THE DEVELOPMENT OF A LEARNING MANAGEMENT SYSTEM BASED ON SELF-DIRECTED LEARNING IN MALANG

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**Abstract:** This study examines the improvement of Arabic language teachers' competencies in Malang through the development and implementation of a Learning Management System (LMS) that fosters self-directed learning. The LMS, tailored to Arabic education, aims to equip teachers with digital tools and skills to enhance both their teaching and student engagement. Data were collected through surveys and interviews with participating Arabic teachers in Malang, Indonesia. Findings suggest that the LMS positively impacts teacher autonomy, curriculum delivery, and student interaction. The study highlights LMS as a catalyst for professional development and collaborative growth among educators, ultimately improving Arabic language education quality.

Keywords: Arabic language, teacher quality, LMS, self-directed learning, educational technology

## 1. INTRODUCTION

The evolving landscape of educational technology has made the integration of digital tools a critical component in modern education, with Learning Management Systems (LMS) emerging as a core feature. An LMS is designed to streamline and enhance the delivery of educational content, assessment, and interaction between teachers and students. However, while LMSs are widely used in various educational disciplines, their adoption in Arabic language education, especially in Indonesia, remains limited. This gap underscores a need for dedicated initiatives to empower Arabic language educators with digital competencies, enabling them to leverage LMS platforms effectively.

The adoption of LMSs offers promising potential for Arabic language teachers in Malang, where there has been a growing recognition of the need to align teaching methods with technological advancements. This study specifically explores the LMS Arabiyatuna, tailored to the needs of Arabic educators, designed to support not only the administration of teaching materials but also the development of teachers' self-directed learning capabilities. Self-directed learning emphasizes autonomy in skill development, where educators can take proactive steps in their professional growth without reliance on constant external guidance. For Arabic language educators, self-directed learning through an LMS provides a framework to access,

create, and adapt content, enriching the learning experience for students and fostering more effective instructional practices.

In the context of Malang, where the Arabic language is taught across various educational institutions, the limitations in resources and training on digital tools for teachers present ongoing challenges. Arabic, as a classical language, requires an approach that goes beyond rote memorization; it involves interactive learning environments that can capture students' interest and enhance their understanding. The conventional methods, relying heavily on textbooks and verbal instruction, may not sufficiently address students' needs in an increasingly digital world. Thus, the implementation of an LMS such as Arabiyatuna, with features that enable multimedia content integration, interactive exercises, and real-time feedback, is timely and relevant.

The objectives of this study are threefold: first, to assess how LMS training affects the competencies of Arabic language teachers; second, to investigate the impact of LMS integration on student engagement and learning outcomes; and third, to evaluate the extent to which self-directed learning through LMS fosters professional development among Arabic language educators. By equipping teachers with the skills to independently access and develop resources, this approach aims to foster a culture of continuous improvement, reducing the need for frequent, structured professional development sessions while empowering educators to innovate within their teaching practices.

Self-directed learning, as highlighted in educational research, serves as a critical pathway for teacher professional development. It encourages educators to engage in reflective practices, self-assessment, and active pursuit of knowledge, thus preparing them to meet evolving educational demands (Duflo, 2012; Awuni et al., 2022). The unique value of LMS-based self-directed learning lies in its adaptability, as teachers can tailor their learning journey based on their individual needs and pace. For instance, educators who may not have extensive technical backgrounds can gradually build confidence by exploring basic LMS functions before advancing to more complex features, such as multimedia integration and student analytics.

Furthermore, integrating LMSs into the Arabic language curriculum aligns with broader educational goals, including the enhancement of student engagement and learning outcomes. Studies suggest that LMSs foster a structured yet flexible learning environment, where students can interact with course materials, collaborate with peers, and receive immediate feedback on assignments. For Arabic language students, these features hold particular significance, as they enable immersive learning experiences that enhance vocabulary acquisition, pronunciation, and comprehension (Gilakjani & Sabouri, 2016; Roslaini & Komara, 2020).

This study contributes to the existing body of knowledge on LMS usage in language education by providing empirical evidence on its impact on Arabic language teachers in Malang. It highlights how LMS-supported self-directed learning empowers teachers to adopt innovative instructional methods, ultimately benefiting students. The research findings are anticipated to offer valuable insights for educational institutions and policymakers seeking to support digital competency development among language teachers..

## **2. LITERATURE REVIEW**

### **2.1 Self-Directed Learning in Education**

Self-directed learning is an educational approach that empowers learners to take charge of their own development, setting their own goals, and selecting resources to meet these objectives. For educators, particularly in language teaching, self-directed learning fosters a continuous improvement mindset, where teachers independently seek new techniques and

tools to enhance instructional quality. In language education, self-directed learning has shown benefits in fostering critical thinking and adaptability among teachers, enabling them to address diverse student needs and evolving classroom challenges (Duflo, 2012; Awuni et al., 2022).

## 2.2 Learning Management Systems in Language Education

Learning Management Systems provide a platform for educators to manage course content, assess student progress, and facilitate interaction. LMS platforms support instructional effectiveness by incorporating multimedia content, quizzes, and other interactive features. Research indicates that LMS tools can enhance student engagement, particularly in language classes where visual and auditory materials improve comprehension and pronunciation skills (Gilakjani & Sabouri, 2017; Roslaini & Komara, 2020).

## 2.3 Role of Technology in Arabic Language Education

Despite the broad adoption of LMS in other fields, its integration into Arabic language education has been limited. Research highlights that LMS technology offers significant advantages for Arabic language teaching, including enhanced content accessibility and structured practice environments (Nurani & Rosyada, 2015). This approach addresses specific needs in Arabic instruction, allowing educators to manage resources effectively and offer interactive language activities for students.

## 3. METHOD AND DATA

### Research Design

This study employs a qualitative case study approach to assess the impact of LMS training on Arabic language teachers in Malang.

### Participants

The participants comprised Arabic language teachers from secondary schools in Malang, with a range of teaching experience and digital literacy levels.

### Data Collection

Data collection included surveys, interviews, and participant observation during LMS training sessions. Surveys gauged teachers' prior experience with digital tools and their comfort level with the LMS platform. Interviews provided in-depth insights into teachers' learning experiences, while observation captured their interactions with the LMS.

### Data Analysis

The data were analyzed through thematic analysis to identify patterns related to teacher competency and instructional practices. Descriptive statistics from the surveys offered a quantitative measure of competency improvement.

## 4. RESULTS AND DISCUSSION

### 4.1 Teacher Competence and LMS Integration

The implementation of the LMS Arabyatuna has shown a significant improvement in teacher competence across various aspects of instructional delivery. Before the training, many teachers reported limited experience with digital platforms, relying primarily on traditional methods, such as printed materials and in-person lectures. Post-training surveys and interviews, however, indicate that teachers are now able to navigate the LMS effectively, utilizing its various tools to create, organize, and distribute course materials. This transition reflects a marked improvement in teachers' digital literacy, which is essential in adapting to modern educational needs.

The integration of LMS into their teaching practices has allowed teachers to build skills in managing digital resources effectively, including multimedia content, quizzes, and interactive exercises. These tools were found to be highly beneficial in enhancing lesson engagement, enabling teachers to create content that addresses different learning styles and preferences. This enhancement was not only in their technical abilities but also in their pedagogical understanding of how digital tools can support language instruction. For example, teachers learned to utilize Arabiyatuna's multimedia features to integrate audio and video resources, which facilitated better pronunciation practice, listening comprehension, and interactive language exercises for students. The capacity to incorporate various media formats has allowed teachers to design a more dynamic and engaging classroom environment, catering to the diverse learning needs of students who benefit from varied content delivery.

Additionally, LMS usage has streamlined classroom management tasks, allowing teachers to automate repetitive tasks such as assignment submissions, grading, and feedback distribution. Teachers noted that using LMS for these administrative activities significantly reduced the time they spent on paperwork, enabling them to allocate more time to interactive lesson planning and student engagement. This efficiency aligns with previous research highlighting LMS's potential to optimize educational processes and enhance teaching quality by improving content management and student engagement tools (Gilakjani & Sabouri, 2017). The enhanced competence gained through LMS integration ultimately enabled teachers to take a more student-centered approach, focusing on individual student progress and providing personalized feedback.

#### **4.2 Self-Directed Learning and Professional Development**

The introduction of LMS Arabiyatuna has also promoted self-directed learning among teachers, which has been a crucial aspect of their professional development. Teachers reported a newfound confidence in exploring LMS features independently and continuously seeking out new resources and strategies to improve their teaching practices. This self-directed approach has encouraged teachers to reflect critically on their instructional methods, fostering a mindset of lifelong learning and adaptability.

The self-directed learning component was especially valuable for teachers with limited access to structured professional development programs. By engaging in self-directed exploration within the LMS, teachers were able to build a personalized learning path tailored to their unique strengths and areas needing improvement. For instance, teachers who initially struggled with digital content creation found the LMS's user-friendly interface supportive in gradually building these skills. They began by learning basic functions, such as uploading documents and creating quizzes, and eventually moved to more complex tasks like designing multimedia lessons. This experience aligns with research on the benefits of self-directed learning, particularly in fostering autonomy, resilience, and problem-solving skills among educators (Ge et al., 2022; Arizpe & Botey, 2019).

Moreover, the professional development gained through LMS also facilitated peer collaboration, as teachers began to share resources and strategies with each other. The LMS environment encouraged teachers to exchange feedback on course materials, discuss challenges, and share best practices. This collaboration not only strengthened their technical skills but also created a professional community of practice, where teachers could continuously support one another in improving instructional quality. The development of self-directed learning skills and collaborative networks has therefore not only benefited individual teachers but has contributed to the collective improvement of teaching standards within the Arabic language education community.

### 4.3 Student Engagement and Learning Outcomes

A critical area where LMS Arabiyatuna demonstrated its impact was in student engagement. Teachers observed a noticeable increase in student participation and motivation, as the LMS provided a more interactive and engaging learning environment. Students responded positively to the inclusion of multimedia resources, interactive quizzes, and collaborative activities available within the LMS. These features allowed for a more personalized learning experience, catering to different learning preferences and encouraging students to actively participate in their language-learning journey.

The LMS also facilitated immediate feedback, enabling teachers to address student misconceptions promptly and reinforce learning in real time. This aligns with the principles of formative assessment, which underscore the importance of timely feedback in supporting student progress. As a result, students exhibited improved performance in vocabulary acquisition, reading comprehension, and pronunciation, as evidenced by pre- and post-assessment results analyzed by teachers. Teachers reported that students appeared more confident in their language abilities, as the interactive and self-paced aspects of LMS learning helped them better internalize vocabulary and language structures. These outcomes highlight the potential of LMS technology to transform traditional Arabic language instruction into a more engaging, student-centered experience (Anggadwita, Indarti, & Ratten, 2023).

Furthermore, the LMS's collaborative features, such as discussion boards and group activities, enabled students to engage in peer learning, which supported their comprehension of complex language concepts. Teachers noted that students were more willing to participate in group activities and discussions when facilitated through the LMS, as the platform allowed them to communicate asynchronously, giving each student time to contribute thoughtfully. This improvement in learning outcomes reflects the LMS's ability to foster an interactive, inclusive, and supportive learning environment.

### 4.4 Challenges in LMS Implementation

Despite these positive outcomes, several challenges were encountered during the LMS implementation. One primary obstacle was the initial resistance to digital tools among some teachers, particularly those with limited prior exposure to educational technology. This resistance often stemmed from a lack of familiarity and confidence with digital platforms, which presented a barrier to seamless LMS adoption. To address this, the training sessions included foundational digital literacy components, which enabled teachers to gradually build confidence in using the LMS.

Another challenge was the disparity in digital literacy levels among teachers, which required differentiated training approaches. While some teachers quickly adapted to the LMS, others required additional support to master even basic functionalities. This disparity underscored the need for ongoing technical assistance and follow-up training to ensure that all teachers could fully leverage the LMS's capabilities. Continuous support and mentorship helped mitigate this challenge to some extent, but teachers with lower digital literacy still needed additional time and resources to become fully comfortable with LMS features.

Infrastructural issues also posed limitations on LMS effectiveness, particularly in schools located in areas with inconsistent internet connectivity. Teachers in these regions reported difficulties in accessing LMS resources, which occasionally disrupted their lesson plans and hindered student engagement. This limitation highlights the importance of adequate infrastructure for the effective adoption of digital tools in educational settings, emphasizing the need for policy interventions to improve internet accessibility in underserved areas.

In summary, while the LMS Arabiyatuna significantly enhanced teacher competence, student engagement, and professional development, these challenges indicate that effective LMS implementation requires ongoing support, resources, and infrastructure development. Future implementations of similar digital learning platforms should address these challenges, ensuring smoother and more inclusive transitions for educators across varying levels of digital proficiency.

## 5. CONCLUSIONS

The study concludes that LMS Arabiyatuna significantly enhances Arabic language teaching by providing a platform for structured, interactive, and self-directed learning. The system empowers teachers to independently improve their digital skills and fosters a collaborative teaching culture. Future research could explore the long-term impact of LMS on Arabic language proficiency and expand the study to other regions..

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