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

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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] Website-based learning

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[1] Sunarti et al., "The Effectiveness of Pop-up Book Media in Learning Reading Skills of Grade II Elementary School," *Cakrawala Pendidikan* 42, no. 2 (2023): 493–506, https://doi.org/10.21831/cp.v42i2.50381.

[2] Azkia - Ismiati and Wahyu - Lestari, "Analisis Kebutuhan Penerapan Media Pembelajaran Aplikasi Magic Card Augmented Reality Pada Gerak Dasar Tari Sunda," *Gesture: Jurnal Seni Tari* 11, no. 2 (2022): 102, https://doi.org/10.24114/gest.v11i2.35327.

[3] Ali Mustadi et al., "Pancalis: Android-Based Learning Media for Early-Reading in New Normal," *Cakrawala Pendidikan* 41, no. 1 (2022): 71–82, https://doi.org/10.21831/cp.v41i1.45883.

[4] Ahmad Aljanazrah et al., "Digital Transformation in Times of Crisis: Challenges, Attitudes, Opportunities and Lessons Learned from Students' and Faculty Members' Perspectives," *Frontiers in Education* 7, no. October (2022): 1–14, https://doi.org/10.3389/feduc.2022.1047035.

[5] Deafey Majitol and Melor Md Yunus, "Teacher's Perception on Student's Self-Regulated Learning in a Technology-Based Learning Setting," *International Journal of Evaluation and Research in Education* 12, no. 3 (2023): 1155–64, https://doi.org/10.11591/ijere.v12i3.25123.

[6] Hariman Surya Siregar, "Perceived Usefulness and Perceived Ease of Use of Online Learning for Islamic Religious Education Teacher," Jurnal Pendidikan Islam 9, no. 1 (2023): 93–106, https://doi.org/10.15575/jpi.v0i0.25518.

[7] César León Velarde et al., "Technology in the Educational Processes of Basic Education in Peru," *International Journal of Evaluation and Research in Education* 12, no. 1 (2023): 433–43, https://doi.org/10.11591/ijere.v12i1.24212.

can be used as Arabic language learning media.[8] Arabic is a language that is considered difficult by every student.[9] 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.[10] Learning media as a communication tool in the learning process.[11] One of the tasks of educators in learning is to help students achieve learning goals.[12]

In Arabic, there are the sciences of *Nahw* and *Sarf*.[13] *Nahw* science is a science that studies the position of words in a sentence.[14] 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.[15]

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

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[8] Dina Febriana and Lizda Iswari, "Pengembangan Aplikasi Pembelajaran Bahasa Arab Untuk Pemula Berbasis Web," *Insect (Informatics and Security): Jurnal Teknik Informatika* 8, no. 2 (2023): 100–109, https://doi.org/10.33506/insect.v8i2.2246.

[9] Koderi, Muhammad Aridan, and Ahmad Bukhari Muslim, "Pengembangan Mobile Learning Untuk Penguasaan Mufrodat Siswa MTs," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 2 (2020): 265, https://doi.org/10.29240/jba.v4i2.1769.

[10] Siti Nikmatul Rochma, Umi Mahmudah, and Yuangga Kurnia Yahya, "Utilizing Technology in Arabic Teaching: Implementation of Media 'Learning Aljazeera.Net' on Listening Skill Teaching at University of Darussalam Gontor," *Arabiyatuna : Jurnal Bahasa Arab* 5, no. 2 (2021): 197, https://doi.org/10.29240/jba.v5i2.2730.

[11] Svitlana Kotlyar et al., "Media Systems as a Communicative Model of Current Educational Practices," *Journal of Higher Education Theory and Practice* 22, no. 12 (2022): 212–20, https://doi.org/10.33423/jhetp.v22i12.5484.

[12] Ateng Ruhendi and Nanang Kosim, "Developing Arabic Language Teachers' Competence and Performance Through Teacher Profession Education," *Jurnal Pendidikan Islam* 8, no. 1 (2022): 37–50, https://doi.org/10.15575/jpi.v8i1.18243.

[13] Wasilah, Jumhur, and Raziqa Diah Cahyani, "Development of Quantum Teaching-Based Shorof Materials at Madrasah Aliyah," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 2 (2023): 2375–85, https://doi.org/10.35445/alishlah.v15i2.3616.

[14] Afif Kholisun Nashoih and M. Faridl Darmawan, "Pengembangan Bahan Ajar Nahwu Berbasis Kontrastif Untuk Mengatasi Interferensi Bahasa Indonesia Terhadap Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 2 (2019): 335, https://doi.org/10.29240/jba.v3i2.1008.

[15] Siti Lum'atul Mawaddah, "Problematika Pembelajaran Nahwu Menggunakan Metode Klasik Arab Pegon Di Era Modern," *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2022): 102–19, https://doi.org/10.18196/mht.v4i2.12976.

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]

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[16] Mamatkulova Nilufar Fayzullakulovna and Mamatkulova Nodira Fayzulla Kizi, "The Importance of the Learner-Centred Approach in Vocabulary Development," *Cakrawala Pendidikan* 41, no. 3 (2022): 821–31, https://doi.org/10.21831/cp.v41i3.43538.

[17] Jasrial, Andra Saputra, and Rifma, "Improving Learning Outcomes: The Effectiveness of Ebook Reading Literacy Based in Learning Management Psychology," *Cakrawala Pendidikan* 42, no. 3 (2023): 631–41, https://doi.org/10.21831/cp.v42i3.53033.

[18] Magda and Najih Anwar, "Desain Media Interaktif Berbasis Android Untuk Pembelajaran Qawa'id Siswa Kelas XII Di Madrasah Aliyah Muhammadiyah 1 Malang," *Emergent Journal of Educational Discoveries and Lifelong Learning (EJEDL)* 2, no. 4 (2023): 1–16, https://doi.org/10.47134/emergent.v2i4.8.

[19] Al-Musannif et al. 2020 : Jurnal, Pendidikan Islam, Dan Keguruan, Amalia Firdausia, Imam Asrori, and Mohammad Ahsanuddin. "Al-Musannif: Journal of Islamic Education and Teacher Training Pengembangan Media Pembelajaran Bahasa Arab Berbasis Web Offline Pada Siswa Kelas X SMA Negeri 8 Malang" 2, no. 2 (2020): 89. https://jurnal.mtsddicilellang.sch.id/index.php/al-musannif.

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.[20]

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.[21]

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.[22]

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

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[20] Mualimah, Praherdhiono, and Adi 2019 : Mualimah, Ana, Henry Praherdhiono, and Eka Adi. 2019. "Pengembangan Kuis Interaktif Nahwu Sebagai Media Pembelajaran Drill and Practice Pada Pembelajaran Nahwu Di Pondok Pesantren Salafiyah Putri Al-Ishlahiyah Malang." *Jurnal Kajian Teknologi Pendidikan* 2(3): 203–12.

[21] (Septiandini 2021)

[22] Rizqa Oktavia Amari, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Web Educandy Untuk Siswa SMP Cerdas Murni Tembung" 8, no. 10 (2023): 31–41.

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]

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[23] Edi Suresman, Fitri Ayu Febrianti, and Ruswan Dallyono, "Implementation of I-Spring Suite to Improve Students' Learning for Critical Thinking Skills in Natural Science," *Cakrawala Pendidikan* 42, no. 2 (2023): 433–46, https://doi.org/10.21831/cp.v42i2.53646.

[24] Sam Sims et al., "Effective Teacher Professional Development: New Theory and a Meta-Analytic Test," *Review of Educational Research* XX, no. X (2023): 1–42, https://doi.org/10.3102/00346543231217480.

[25] Haniah Haniah, Mahira Mahira, and Muh. Napis Djuaeni, "The Development of Interactive E-Book-Based Teaching Materials for Senior High School Students," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 55, https://doi.org/10.29240/jba.v7i1.6690.

[26] Aisyah Cahyani and Kholisin Kholisin, "Developing ArVo: Augmented Reality-Based Application to Improve Arabic Vocabulary Mastery," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 2 (2022): 465, https://doi.org/10.29240/jba.v6i2.4798.

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.[27] 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,[28] 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:

$$P = \frac{\sum X}{\sum Xi} = 100\%$$

Information :

P : Eligibility percentage

$\sum X$: The total score of validator answers

$\sum Xi$: The highest number of answer scores

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[27] Adamantia G. Spatioti, Ioannis Kazanidis, and Jenny Pange, "A Comparative Study of the ADDIE Instructional Design Model in Distance Education," *Information (Switzerland)* 13, no. 9 (2022): 1–20, https://doi.org/10.3390/info13090402.

[28] Jakub Štěpán Novák et al., "Eye Tracking, Usability, and User Experience: A Systematic Review," *International Journal of Human-Computer Interaction* 0, no. 0 (2023): 1–17, https://doi.org/10.1080/10447318.2023.2221600.

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[29] 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 1. Alternative Likert Scale Answers

Number	Information
5	Very worthy/very valid
4	Eligible/valid
3	Decent Enough
2	Not worthy/less valid
1	Very inadequate/very invalid

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,

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[29] Rini, Muhammad Arif Mustofa, and Kurnia Kurnia, "Using the Plotagon Application on Arabic Language Learning Media Design," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (2023): 637–54, http://journal.iaincurup.ac.id/index.php/ARABIYATUNA/article/view/8446.

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 2. Percentage of eligibility

Percentage	Criteria	Information
< 21 %	Not worth it	No/ total revision
21 – 40 %	Not feasible	Not suitable/major revision
41 – 60 %	Decent Enough	Decent enough/minor revisions
61 – 80 %	Worthy	worthy/no need for revision
81 – 100 %	Very Worth It	Very Appropriate/no need for revision

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

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[30] Abdullah M. Almelhi, "Effectiveness of the ADDIE Model within an E-Learning Environment in Developing Creative Writing in EFL Students," *English Language Teaching* 14, no. 2 (2021): 20, https://doi.org/10.5539/elt.v14n2p20.

[31] Rini Setyawati, "Pembelajaran Diferensiasi Untuk Meningkatkan Pemahaman Tentang Pancaindera Manusia Pada Siswa Kelass 4C SD Negeri Ngaglik 01 Batu Tahun Ajaran 2022/2023," *Jurnal Pendidikan Taman Widya Humaniora (JPTWH)* 2, no. 1 (2023): 232–59, https://jurnal.widyahumaniora.org/.

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.[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 *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 nakiroh*, *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'*, *nashob*, and *jer*, rules of *fi'il mujarrod* and *mazid*, *fi'il muta'addi* and Generally, the rules of *fi'il ma'lum* and *majhul*, *fi'il shahih* and *fi'il mu'tal*, then the fourth volume contains the rules of *isim-isim* which are read *rafa' (marfu'atulasma')*, the second chapter contains the rules of isim -isim which is read *nasab (manshubatul asma')*, the third chapter contains the rules of *isim-isim* which is read *khafd (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'.[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 mamdud*, and *isim*

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[32] Abiodun Adekunle Bada and Loyiso C. Jita, "Student's Rating of Secondary School Physics Teachers' Classroom Practice: Implications for Teaching and Learning," *International Journal of Evaluation and Research in Education* 12, no. 1 (2023): 477–86, https://doi.org/10.11591/ijere.v12i1.24078.

[33] Ibnu Ubaidillah and Ali Rif'an, "Efektivitas Metode Al-Miftah Lil 'ulum Dalam Meningkatkan Kualitas Membaca Kitab Kuning Pada Santri Madrasah Diniah," *Journal PIWULANG* 2, no. 1 (2019): 36, https://doi.org/10.32478/piwulang.v2i1.300.

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

In semester 2, there are 3 discussion materials: Material 1: *isim mufrod*, *isim mutsana'*, and *isim jama'*; material 2: *isim mu'rob* and *mabni*; material 3: *isim marfu*, *isim manshub*, and *isim 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,[34] user interface and user experience,[35] Programming via HTML, CSS, JavaScript[36] and arranging material in the correct systematic order. The following is a flowchart image for creating a website:
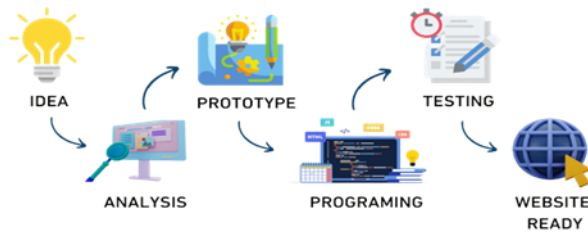

Picture 2. Flowchart for creating the qurtub.my.id website

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[34] Lin Zhu and Jiachang Lu, "Development of Artistic and Creative Activities for Design Students," *Harmonia: Journal of Arts Research and Education* 23, no. 1 (2023): 121–31, https://doi.org/10.15294/harmonia.v23i1.43806.

[35] Aurora Berni and Yuri Borgianni, "From the Definition of User Experience to a Framework to Classify Its Applications in Design," *Proceedings of the Design Society* 1, no. August (2021): 1627–36, https://doi.org/10.1017/pds.2021.424.

[36] Rahul Semil, "Web Page Designing Using Html, Css and Javascript," *International Research Journal of Modernization in Engineering Technology and Science Www.Irjmets.Com @International Research Journal of Modernization in Engineering* 3201, no. 05 (2022): 2582–5208, www.irjmets.com.

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:
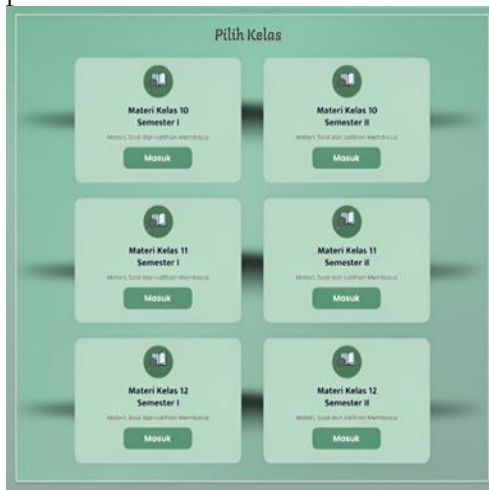

Picture 4

Picture 5

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 6

Picture 7

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

Nahwu dan Shorof

Bahasa Arab

Nahwu

Shorof

Alokasi Waktu : 45 Menit Jam Pelajaran

Indikator Keberhasilan :
- Mengetahui pengertian Nahwu dan Shorof
- Membedakan antara Nahwu dan Shorof
Materi :
- Pengertian Nahwu dan Shorof
- Membedakan kalimat Nahwu dan Shorof
Evaluasi :
- Evaluasi 1 Soal Berbentuk Essay
- Evaluasi 2 Soal Berbentuk Memilih Jawaban yang Benar
- Evaluasi 3 Latihan Baca Kitab Bahasa Arab

Picture 8   Picture 9

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

Pengertian

Nahwu
Ilmu Nahwu adalah ilmu yang mempelajari tentang keadaan atau harokat akhir suatu kata[1]
Contoh :

ذَهَبَ طَالِبٌ   رَأَيْتُ طَالِبًا   مَرَرْتُ بِطَالِبٍ

ضَرَبَ مُحَمَّدٌ زَيْدًا   أَكَلَ مُحَمَّدٌ خُبْزًا   القَلَمُ مِنْ مُحَمَّدٍ

Shorof
Ilmu Shorof adalah ilmu yang mempelajari tentang perubahan suatu kata untuk mendapatkan makna tertentu[2]
Contoh :

كَتَبَ   يَكْتُبُ   اكْتُبْ

قَرَأَ   يَقْرَأُ   اقْرَأْ

Soal 1 :
Jawablah Pertanyaan Berikut ?

1. Pengertian dari Nahwu ?

2. Pengertian dari Shorof ?

3. Contoh dari Nahwu ?

4. Contoh dari Shorof ?

Picture 10   Picture 11

Figures 10 and 11 display images of learning materials and visuals of evaluation forms for essay questions.

Soal 2 :
Bedakan antara Nahwu dan Shorof?

Baca Kitab Bahasa Arab :

حضر زيد مبكرا من المدرسة. ذهب أولا الى غرفة أمه
و سالها : كيف أنت الآن يا أمي؟
اجابت أمه : الحمد لله أنا الآن بخير يا إبني
أخضر زيد الدّواء و الماء فقال: تفضّلي يا أمّي تناولي الدّواء
واشربي الْماء ثمّ اشترحي و لا تَعْبي. ساعدَ الطّعام و الْغداء

Referensi :

[1] Abu Yusuf Akhmad Ja'far, 'Belajar Bahasa Arab Dari Nol', 2020, 14.
[2] Abu Yusuf Akhmad Ja'far, 'Belajar Bahasa Arab Dari Nol', 2020, 14.
[3] https://haloedukasi.com/contoh-cerita-pendek-bahasa-arab
[1] Anwar, 'Ilmu Terjemah Matan Jurumiyah Dan Imrithi', 1995, 12 <http://lib.unnes.ac.id/3785/>.
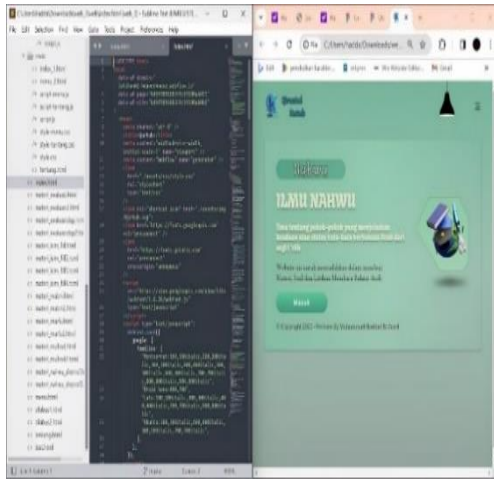[1] TIM FIAI-UNISI, Nahwu Sharaf Untuk Perguruan Tinggi, 2019.

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Saya adalah Mahasiswa Universitas Muhammadiyah Malang mengambil jurusan Pendidikan Bahasa Arab Fakultas Agama Islam dan sekarang semester 7. Salah satu keahlian saya adalah seorang penulis Buku, Esai, LKTI, Jurnal dan sekarang menggembangkan Web dalam pembelajaran.
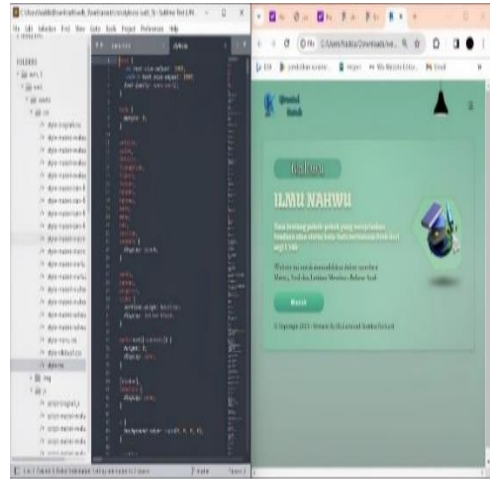
Biografi Penulis
Nama : Muhammad Haddad Richard
TTL : 28 Mei 2001
Instragram : mhaddadrichard
Linkedin : Muh Haddad Richard
No Whatsapp : 085745474804

Picture 12   Picture 13

Figures 12 and 13 present Images of the evaluation form for reading sentences in Arabic, a simple Arabic story and a website developer biography.
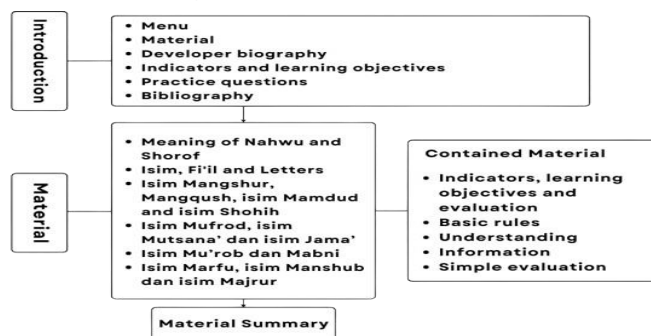

Picture 14   Picture 15

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

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

Picture 16. Website components qurtub.my.id

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.[37] The following are expert suggestions and revision results obtained in the assessment of development materials:

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[37] Sindy Syafira and Syafri Ahmad, "Pengembangan Media Pembelajaran SAC (Smart Application Creator) Dengan Model Discovery Learning Di Kelas IV SD," *Jurnal Pendidikan Tambusai* 7, no. 2 (2023): 17497–502.

Picture 17   Picture 18

Before revision   After revision

Figures 17 and 18 demonstrate that there are numbers in sentences that do not comply with Arabic language rules **(عَشَرُوْنَ نَعَشَرَ قَلَمًا)** become **(عِشْرُوْنَ قَلَمًا)**
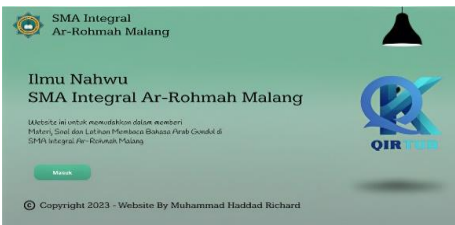
1. Linguist Revision

Picture 19   Picture 20
Before revision   After revision

Figures 19 and 20 showcase replacing words **(مُمَرَّسَاتُ)** which shows the exercise to be replaced **(تَدْرِيْبَاتُ).**

2. Media Expert Revision

Picture 21   Picture 22
Before revision   After revision

Figures 21 and 22, create more attractive color gradations.

3. Questionnaire Test Results

Table 3. Questionnaire Test Results

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

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 *Nahw* 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 *Nahw* 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.

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