MTs Arabic Website as Information Media for Arabic Language Learning

Fathur Riyadhi Arsal[1]*, Eva Lathifah Fauzia[2], Ali Mursyid[3], Abdul Kodir[4]

[1,2,3,4]*UIN Sunan Gunung Djati Bandung, Indonesia*
*Corresponding E-mail: fathur.arsal@gmail.com

Abstract

Arabic as one of the foreign languages taught in madrasah, requires innovation to overcome various limitations of teachers and students. As a medium of learning information, websites are able to provide quick and broad access to various teaching materials, references, and information relevant to learning topics. The research used a qualitative approach with netnography method. Data collection techniques were carried out by means of observation, screen capture, and reading and recording techniques. The data was taken from the MTs Arabic website page. The purpose of this study is to analyze the visual presentation of the MTs Arabic website, analyze the content of Arabic learning information on the MTs Arabic website, and analyze the benefits of the MTs Arabic website. The results showed that visually the website of MTs Arabic is quite attractive and makes it easier for visitors to find information about Arabic language learning. The Arabic learning information content on the MTs Arabic website is easily accessible, informative, and always updated. In terms of benefits, the response of visitors is very varied but many of them feel helped and happy with the presence of this website.

Keywords: Website, Information Media, Arabic Language Learning

Introduction

Website is one type of internet technology, where technology is a system created by humans with the aim of helping to make their work easier, achieve better results, and save energy and resources (Sugianto et al., 2023). Since there is a search engine available on the internet, users can use it to search for web pages that are relevant to the information they need. After users type the information they need into the search engine, the internet will display various web pages and the information contained therein (Andriyan et al., 2020).

As a human creation, it should be easy to facilitate various aspects of life, including finding information, which is an important part of life. Aided by the advent of devices such as tablets and smartphones, which have made it easier for many people to access information, the internet has developed into a cheaper and more affordable alternative medium for obtaining information. This is in contrast to information distributed through print or electronic media based on television and radio, which are expensive (Yulhan et al., 2021). The website is the most appropriate, fast and accurate information media to use, because every information described on

the website page can be conveyed clearly and support each other so that the explanation of the information can be understood easily, such as describing something through text and then can be strengthened by adding images or videos (Wibowo, 2022, p. 9). As a medium of learning information, websites are able to provide quick and broad access to various teaching materials, references, and information relevant to learning topics. The use of the website enables efficient dissemination of information among teachers and students, and enhances collaboration between various parties in the teaching and learning process (Nurdin, 2016).

The importance of Arabic language learning information media, especially through digital platforms, is significant given the challenges of teaching this language in Indonesia. Arabic, as one of the foreign languages taught in madrasah, requires innovation to overcome various limitations of teachers and students (Mahdi & Uyuni, 2023). With the development of the times, there are still teachers who lack access to understanding the latest policies in the world of education, such as the curriculum. There are also teachers who lack access to information and examples of learning tools, teacher workbooks, questions, and the latest information about Arabic language learning (Ghofur & Riski, 2024).

Websites like MTs Arabic provide a solution by offering learning materials that are structured, easily accessible, and in line with the latest curriculum. With this digital media, students can learn Arabic more flexibly and effectively, while teachers can access updated and relevant learning tools. The website as an Arabic learning information media has an important role in improving the quality of learning in madrasah, supporting students to achieve the expected competencies, as well as enriching the teaching methods used by teachers. Therefore, researchers are interested in discussing "MTs Arabic website as information media for arabic language learning".

Methods

A qualitative approach is the approach used in this research, with an analysis knife using a netnographic study. This method was chosen because this research uses tiktok as a research field. According to Kozinet, research using the netnography method is a form of ethnography adapted for the social world mediated by computer devices. According to him, Netnography is a qualitative research methodology that

adapts ethnographic research techniques to study online culture and communities. Kozinets changed the field of ethnographic work to Computer Mediated Communication (CMC), or computer mediated interaction. The guidelines for conducting netnography are similar to those for conducting ethnographic research, but netnography researchers conduct ethnographic research on online culture (Kozinet, 2010, pp. 4–7).

The data source used in this research is the MTs Arabic website page, https://mts-arabic.blogspot.com/. The focus in this research is the visual presentation, the presentation of learning information content, and the benefits of the MTs Arabic website. The steps in this research are (1) Conducting observations with the aim of selecting data, (2) Collecting data related to the research topic using the screenshot technique, (3) Classifying data according to the scheme in accordance with the focus in this study. The data collection in this study was carried out using screenshots on each page of the MTs Arabic website. In addition, data collection also uses reading techniques and note-taking techniques. The first step in collecting data in this study is to view and read the MTs Arabic website page. then the data obtained is recorded and classified based on the scheme in accordance with the focus of the research.

Result and Discussion

Visual of MTs Arabic Website

Image 1. MTS Arabic website home page

On the home page of the header section, there is a logo "MTS Arabic" with a green color that reflects Islamic nuances that are very suitable for the website theme.

The addition of leaf elements also gives an aesthetic and natural impression. At the top, there are social media icons (Facebook, Twitter, WhatsApp, Telegram, etc.), which make it easy for visitors to share content and connect with other platforms. However, the header does not display the main navigation menu directly, as it is located at the bottom of the home page near the footer. This could be improved by adding a horizontal menu at the top to make navigation more intuitive.
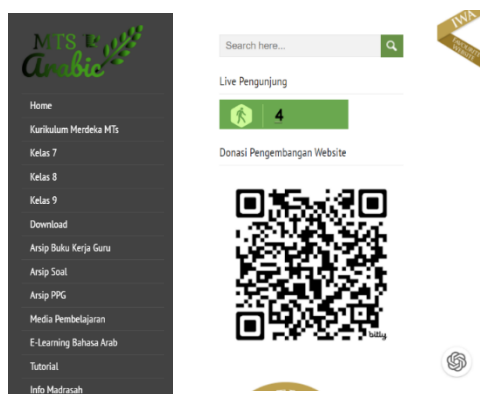

Image 2. Sidebar website MTs Arabic

The sidebar is quite comprehensive with structured navigation menus for various classes (7, 8, 9) and other materials such as downloads, question archives, PPG archives, learning media, and tutorials. This helps users find relevant content quickly. The number of live visitors also gives the impression that the site is actively used, which can motivate new users. The QR code for website development donations is also an interesting touch, making it easier for visitors to contribute through donations..

Image 3. Content section of MTs Arabic website

In the content section, there is a main section, which contains the latest posts from the website owner, indicating that the website is actively updating information.

The structure of the article is clear with supporting images, a prominent title, and the date of posting listed. The use of images to support the article is very good, but the size of the images and the proportion of the text can be further optimized to make the reader more comfortable. The font selection is clear enough, but it would be better if there was an emphasis on the subtitle or heading to make the hierarchy of information clearer.

Image 4. Footer of Arabic MTs website

The footer features branding elements that are consistent with the rest of the site, reflecting a strong identity and branding. The MTS Arabic logo at the bottom left is a good cap to each page. A sizable number of social media followers are displayed, reflecting the level of engagement and active community. The included 'Follow' button simplifies the process for visitors to join the community. The visitor count logger shows transparency and gives an idea of site traffic that could be of interest to advertisers or sponsors.

Suyanto (2007) explains that visual web design is an art and process of creating a single or whole web page that involves the aesthetics and mechanical intricacies of a website operation. The description explains that website design means an effort to organize the appearance of a website in order to convey the information in it to site visitors.

Learning Information Content on MTs Arabic Website

Information content on the MTs Arabic website is grouped according to the themes in the sidebar. These themes are MTs independent curriculum, grade 7, grade 8, grade 9, downloads, teacher workbook archives, question archives, PPG archives, learning media, Arabic e-learning, tutorials, and Madrasah info.

On the theme of the independent curriculum, there is a lot of updated information about the independent curriculum that is being implemented by many madrasas in Indonesia. The independent curriculum is a curriculum concept that allows teachers and students to choose and develop learning content that suits local needs and conditions. The independent curriculum is designed to allow students to be active subjects in their own learning, not just objects of learning. This approach aims to improve the quality of learning by taking into account the uniqueness and needs of each learning environment (Wahyuni, 2022). On the theme of the independent curriculum, there are many articles that support Arabic language learning with the independent curriculum, such as Arabic learning tools for the independent curriculum phase D grade 9, grade 8, grade 7, Arabic e-modules for the independent curriculum phase D, questions and answers to the madrasah assessment of the MTs Arabic language map in the 2023-2024 school year, the grid of madrasah assessment questions for the MTs Arabic language map in the 2023-2024 school year-the independent curriculum, and examples of the flow of learning objectives for Arabic language MTs phase D grade 7-9-the independent curriculum, and others.

The next content available in the sidebar theme is "Grade 7". The meaning of the 7th grade theme is all information related to Arabic language learning in grade 7 madrasah. The articles on the 7th grade theme include Arabic language learning tools for the independent curriculum phase D grade 7, core competencies and basic competencies of Arabic language MTs grade 7, indicators of Arabic language questions MTs grade 7 chapter 1-chapter 6, indicators of achievement of Arabic language competencies MTs grade 7 chapter 1-chapter 6, a collection of indicators of achievement of competencies in Arabic language subjects MTs, Arabic language midterm assessment questions MTs grade 7, lesson plan 1 Arabic language sheet MTs grade 7 chapter 1-chapter 6, and others. In addition to the articles, in the 7th grade theme there are also many sub-themes, namely *ta'aruf* (introduction), *Al-Marafiq Al-Madrasiyyah* (school facilities), *Al-Adawat Al-Madrasiyyah* (school equipment), *Al-'Unwan* (address), *Al-Bayt* (home), *Yaumiyyat Al-Usroh* (family daily life).

Kelas 7	الدرس الأول - التعارف
Kelas 8	الدرس الثاني - المرافق المدرسية
Kelas 9	الدرس الثالث - الأدوات المدرسية
Download	الدرس الرابع - العنوان
Arsip Buku Kerja Guru	الدرس الخامس - البيت

Image 5. Sub themes in grade 7 themes

The next content available in the sidebar theme is "Grade 8". The meaning of the 8th grade theme is all information related to Arabic language learning in grade 8 madrasah. The articles on the 8th grade theme include Arabic language learning tools for the independent curriculum phase D grade 8, core competencies and basic competencies of Arabic language MTs grade 8, indicators of Arabic language questions MTs grade 8 chapter 1-chapter 5, indicators of achievement of Arabic language competencies MTs grade 8 chapter 1-chapter 6, a collection of indicators of achievement of competencies in Arabic language subjects MTs, Arabic language midterm assessment questions MTs grade 8, RPP 1 sheet Arabic language MTs grade 8 chapter 1-chapter 6, and others. In addition to articles, in the 8th grade theme there are also many sub-themes, namely *As-Sa'ah* (hours), *Yaumiyyatuna* (our daily life), *Al-Hiwaayah* (hobbies), *Ar-Riyaadhoh* (Sports), *Al-Mihnah* (profession), *'Iyaadatul Mariidh* (visiting the sick).

Kelas 8	الدرس الأول - الساعة
Kelas 9	الدرس الثاني - يومياتنا
Download	الدرس الثالث - الهواية
Arsip Buku Kerja Guru	الدرس الرابع - الرياضة
Arsip Soal	الدرس الخامس - المهنة
Arsip PPG	الدرس السادس - عيادة المريض

Image 6. Sub themes in grade 8 themes

The next content available in the sidebar theme is "Grade 9". The meaning of the grade 9 theme is all information related to Arabic language learning in grade 9 madrasah. The articles on the 9th grade theme include Arabic language learning tools for the independent curriculum phase D grade 9, core competencies and basic competencies of Arabic language MTs grade 9, indicators of Arabic language questions MTs grade 9 chapter 1-chapter 6, indicators of achievement of Arabic language competencies MTs grade 9 chapter 1-chapter 6, a collection of indicators of

achievement of competencies in Arabic language subjects MTs, Arabic language midterm assessment questions MTs grade 9, lesson plan 1 Arabic language sheet MTs grade 9 chapter 1-chapter 6, and others. In addition to the articles, in the 9th grade theme there are also many sub-themes, namely *Ra'su Sanah Al-Hijriyah* (Hijriyah new year), *Al-Haflu Bizikro Maulid Ar-Rasuul SAW* (commemoration of the maulid of the Apostle SAW), *Nuzuulul Qur'an wal 'Idaani* (Descent of the Qur'an and two Id), *Jamaalu tobii'ah* (natural beauty), *khooliqul 'alam* (creator of the universe), *Al-Hifaadzu 'ala Bii'ah* (protecting the environment).

Kelas 9	الدرس الأول - رأس السنة الهجرية
Download	الدرس الثاني - الحفل بذكرى مولد الرسول ص.م
Arsip Buku Kerja Guru	الدرس الثالث - نزول القرآن و العيدان
Arsip Soal	الدرس الرابع - جمال الطبيعة
Arsip PPG	الدرس الخامس - خالق العالم
Media Pembelajaran	الدرس السادس - الحفظ على البيئة

Image 7. Sub themes in grade 9 themes

The next theme is download. In the download theme there is Arabic language learning support content, which contains information and materials that can be downloaded by visitors. These materials include the technical guidelines for madrasah PPDB for the 2024-2025, 2023-2024 and 2022-2023 academic years, as well as 1 sheet of lesson plans for each class. These materials are not only found in the download content, but can also be found in other themes. The existence of this download theme is to facilitate visitors in finding Arabic learning materials that usually need to be downloaded.

In the download theme, there are sub-themes that can be used by Arabic language teachers to make it easier for them to create learning tools in each class. The sub-theme consists of grade 7 learning tools, grade 8 learning tools, and grade 9 learning tools.

Download	Perangkat Pembelajaran Kelas 7
Arsip Buku Kerja Guru	Perangkat Pembelajaran Kelas 8
Arsip Soal	Perangkat Pembelajaran Kelas 9

Image 8. Sub themes on download

The next theme is workbook archives. In the workbook archive theme, there are contents supporting teacher performance in presenting Arabic learning. These

materials include the format of the teacher's teaching schedule, the teacher's work follow-up program, the teacher's work self-evaluation list, the list of teacher or student handbooks, the list of student grades (attitude, knowledge and skills forms), the teacher's agenda journal, the Arabic semester program for MTs Grade 7-9, the annual Arabic program for MTs Grade 7-9, and others.

In the workbook archive theme, there are sub-themes that can be used by Arabic language teachers to make it easier for them to view teacher workbooks. The sub-themes consist of teacher workbook 1, teacher workbook 2, teacher workbook 3, and teacher workbook 4.

Arsip Buku Kerja Guru	Buku Kerja Guru 1
Arsip Soal	Buku Kerja Guru 2
Arsip PPG	Buku Kerja Guru 3
Media Pembelajaran	Buku Kerja Guru 4

Image 9. Sub themes in the workbook archive

The next theme is question archives. On the theme of question archives, teachers are able to get references in making Arabic questions. These materials include questions and answers to the madrasah assessment of Arabic language subjects for MTs in the 2023-204 and 2022-2023 school years, archives of questions for the 5th Arabic Language Olympiad (OBA) in 2022 at the junior high school / MTs level at the district / city level, archives of questions for the 4th national Arabic language competition (KOMBANAS) in 2021 at the junior high school / MTs level at the national, provincial, district / city levels, practice questions for PAT Arabic language MTs grade 7 & 8 google form for the 2021-2022 school year, questions and answers to the madrasah exam in Arabic language subjects for MTs in the 2021-2022 school year, and others.

In the question archive theme, there are sub-themes that can be used by Arabic language teachers in adding references to making questions. The sub-theme consists of daily assessments, mid-semester assessments, end-of-semester assessments, end-of-year assessments, and madrasah exams.

Arsip Soal	Penilaian Harian
Arsip PPG	Penilaian Tengah Semester
Media Pembelajaran	Penilaian Akhir Semester
E-Learning Bahasa Arab	Penilaian Akhir Tahun

Image 10. Sub themes in the question archive

The next theme is not PPG archives, because the author focuses on the use of this website as an Arabic learning information media, so the next theme is learning media. In the learning media theme, teachers and students can see the learning media provided by this website. However, this theme does not present much material and is less updated. The only learning media materials available are Arabic animated learning media (Nahwu) and Arabic animated learning media (Sharf). In this learning media theme, there are only two sub-themes, namely nahwu and sharf.

Media Pembelajaran	Ilmu Nahwu
E-Learning Bahasa Arab	Ilmu Sharaf

Image 11. Sub-theme on learning media

The next theme is Arabic e-learning. In the Arabic e-learning theme, teachers and students are facilitated to access learning materials virtually, so far in Arabic e-learning available only Arabic textbook files. The content on the Arabic e-learning theme is the form for filling in full access to the MTs Arabic e-learning and the Arabic e-learning version of the website and android application. This theme is not much developed and updated by the website maker, because e-learning was made to deal with learning during the Covid-19 period.

The last theme is tutorials. In the tutorial theme, teachers and students are able to get guidance related to the use of software related to Arabic language learning. The content in this tutorial theme is a tutorial to download the latest test result analysis application and a tutorial to give dhammah, kasrah, fathah, etc. with special codes in Microsoft Word.

In a website, content is the main thing that must be considered. Because the content is the information that must be conveyed to web visitors. According to Huning (2011) web systematics must pay attention to several factors: the location of the menu / information submitted, the completeness of the material, the depth of the

content, the accuracy of the content with web visitors, the ease of searching, the systematics in conveying information and the ease of understanding.

Benefits of MTs Arabic Website

The MTs Arabic website on September 26, 2024 was recorded to have been visited by 1, 902,103 visitors. From the number of visitors who have reached millions, it is found that many have commented on the content of the MTs Arabic website. Researchers want to analyze the extent to which the MTs Arabic website benefits from the comments made by its visitors.

A. Feel happy and helped

Table 1. Comments from happy and helpful visitors

No	Comment
1	*Alhamdulillah dan mengucapkan trima kasih atas fail dan format yang saya perlukan. Semoga amal baik kita di lipat gandakan oleh Tuhan Yang Maha Esa. Amiiin* (Alhamdulillah and thank you for the files and formats that I need. May our good deeds be multiplied by God Almighty. Amiiin)
2	*Alhamdu Lillah Ustadz, terimakasih atas soalnya.* (Alhamdu Lillah Ustadz, thank you for the question)
3	*Terima kasih ustadz, sangat membantu.. barakallah, jazakumullah..* (Thank you ustadz, very helpful... barakallah, jazakumullah...)
4	*Ya Alloh ya Robb..bermanfaat sekali, semoga berkah ilmunya dunia akhirat* (Ya Allah ya Robb..very useful, hopefully the blessing of knowledge in the world hereafter)
5	*Terimakasih sangat membantu saya sebagi guru bahsa arab yang masih awam tentang administrasi pembelajaran*

(Thank you very much for helping me as an Arabic teacher who is still unfamiliar with learning administration)

B. Complain

Table 2. Comments from visitors who complained

No	Comment
1	*File nya tidak ada* (The file doesn't exist)
2	*vedio tidak bisa diputar* (The video not playing)

From the various responses or comments, researchers categorized visitor responses into two things, namely feeling happy and helped and also complaining. From the comments there are many visitors who feel this website is very useful and helpful, for example in table 1 numbers 1,3,4, and 5. In addition there are also visitors who only say thank you as in number 2.

But it cannot be denied, this website still has shortcomings as well, so that it gets complaints or complaints from its users, for example in table 2 numbers 1 and 2 where visitors find it difficult to access this web. However, this could have happened due to user inattention and a weak internet connection.

As stated by Aji Supriyanto (2007) that there are many factors for a quality site, namely speed, users are able to survive for a long time, have clear goals, are timely, maintain the existence of the site. users are able to last long, have a clear purpose, are timely, maintain the existence of access, easy to get or easily accessible by users, and safe. Related to the usefulness of the MTs Arabic website in terms of speed, purpose, and ease of access is the same as what is conveyed by the theory above. accessible is the same as what is conveyed by the theory above, it's just that users need to pay attention to their own internet connection.

Conclusion

Websites are considered a fast, precise, and accurate medium of information, providing convenience for teachers and students in obtaining teaching materials, references, and relevant information. The use of websites supports the teaching and learning process, enables efficient information dissemination, and enhances collaboration. Digital innovation in overcoming the limitations of teachers and students in learning Arabic, especially in Indonesia, where access to educational information is sometimes limited. The "MTs Arabic" website offers a solution through the provision of learning materials that are structured and in line with the latest curriculum, ultimately improving the quality of Arabic learning in madrasahs.

The researcher discusses the visuals and content of the MTs Arabic website as information media for learning Arabic. In terms of design, the website displays an Islamic logo with natural aesthetics, but there are shortcomings in the placement of navigation menus that are less intuitive. The sidebar functions well with a complete navigation menu for various classes, as well as a donation feature via QR code. The content section shows an active updating of information with a clear structure, while the footer reinforces the branding of the site. The website content covers various themes such as the independent curriculum, materials for grades 7, 8, and 9, as well as question archives, workbooks, and learning media. These themes provide structured teaching materials, supporting Arabic language learning in madrasah. In addition, there are e-learning features and tutorials to assist teachers and students in accessing and utilizing learning technology. The benefits of this website are greatly felt by its users, especially teachers who find it helpful in the administration of learning. However, some complaints arise regarding the accessibility of files and videos that cannot be played, although this problem could be caused by technical constraints or weak internet connection

References

Andriyan, W., Septiawan, S. S., & Aulya, A. (2020). Perancangan Website sebagai Media Informasi dan Peningkatan Citra Pada SMK Dewi Sartika Tangerang. *Jurnal Teknologi Terpadu*, 6(2), 79–88. https://doi.org/10.54914/jtt.v6i2.289

Ghofur, A., & Riski, R. B. (2024). Pembelajaran Bahasa Arab di Era Digital: Tantangan, Peluang, dan Strategi Menuju Pembelajaran yang Efektif. *El-Fusha: Jurnal Bahasa Arab Dan Pendidikan*, 5(1), 15–28.

Huning Anwariningsih, S. (2011). Multi Faktor Kualitas Website. *Jurnal Gaung Informatika*, 4(0271), 1–13. https://jurnal.usahidsolo.ac.id/index.php/GI/article/view/152

Kozinet, R. V. (2010). Netnografi: Melakukan Penelitian Etnografi Secara Online. In *Sage*. Sage Publications.

Mahdi, T. A., & Uyuni, Y. R. (2023). Transformasi Bahasa Arab dalam Era Digital dalam Perkembangan Pembelajaran Bahasa Arab di Indonesia. *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab*, 14(1), 1488–1498. https://doi.org/10.24090/tarling.v2i2.2926

Nurdin, A. (2016). Inovasi Pembelajaran Pendidikan Agama Islam Di Era Information and Communication Technology. *TADRIS: Jurnal Pendidikan Islam*, 11(1), 49. https://doi.org/10.19105/tjpi.v11i1.971

Sugianto, O., Afifah, M. S., & Lathifah, N. (2023). Pengelolaan Teknologi Pendidikan dan Peranannya pada Pendidikan Agama Islam. *Social Science Academic*, 1(2), 213–220. https://doi.org/10.37680/ssa.v1i2.3491

Supriyanto, A. (2007). Arsitektur dan Teknik Desain Informasi pada Web. *JurnalTeknologi Informasi DINAMIK*, 12(1), 1–9.

Suyanto, A. H. (2007). *Step by Step: Web Design Theory and Practices*. Andi.

Wahyuni, S. (2022). Pengembangan Kurikulum Merdeka untuk Meningkatkan Kualitas Pembelajaran. *Jurnal Pendidikan Dan Konseling*, 4(6), 13404–13408. https://doi.org/10.47467/reslaj.v6i4.1339

Wibowo, H. R. D. H. (2022). *Pembangunan Website Untuk Sistem Peminjaman Barang dan Ruangan di Universitas Sahid Surakarta*. Universitas Sahid Surakarta.

Yulhan, Suryana, F., Jeprimansyah, Johan, T. M., & Efendi, R. (2021). Implementasi Media Digital dalam Rangka Keterbukaan Informasi Publik di Wilayah Kanagarian Koto Gaek Guguak, Kabupaten Solok. *Jurnal Laporan Abdimas Rumah Ilmiah*, 2(2), 67–72. http://www.jlari.org/index.php/jlari/article/view/35