



EXPLORATION OF THE NEEDS AND DEVELOPMENT OF ARABIC LEARNING CONTENT BASED ON GOOGLE SITES

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Abstract

In the digital age, integrating technology into learning is crucial. However, Al-Hikam Jombang Islamic Middle School has not fully utilized technology in Arabic language instruction, leading to student disengagement and unmet learning objectives. This study aims to explore the needs of teachers and students at the school and develop Arabic learning content using Google Sites. Employing the Research and Development (R&D) method, the study analyzed obstacles, needs, and potential for developing teaching materials, formulated a step-by-step development plan, and created Google Sites-based materials focusing on vocabulary, grammar, and the four language skills (listening, speaking, reading, writing). These materials include text, animated images, audio, video, and interactive quizzes. The developed teaching materials were validated by experts. Material experts rated the product at 87.3%, while media experts gave it a score of 95.5%. Both validations indicate that the materials are highly feasible and valid. A limited trial further confirmed positive student feedback, reinforcing the effectiveness of the materials. The study concludes that these Google Sites-based teaching materials are suitable for enhancing Arabic language learning outcomes among Grade VIII students at Al-Hikam Jombang Islamic Middle School. Future research is recommended to test the materials' effectiveness comprehensively.

Keywords: Needs Exploration, Content Development, Arabic Language Learning, Google Sites.

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INTRODUCTION | مقدمة

Advances in digital technology have brought significant transformations in various aspects of life, including the world of education (Purba & Saragih, 2023). Education in the 21st century demands innovation in the teaching and learning process, one of which is through the use of information technology to create learning that is more effective, efficient, and relevant to the needs of the times (Mardhiyah et al., 2021). In the context of Arabic language learning, technology integration offers a great opportunity to overcome various challenges, such as limited learning media, lack of variety in teaching methods, and low student motivation to learn (Sholihah et al., 2022).

In Indonesia, Arabic is one of the important subjects in schools, especially in supporting students' understanding of Islamic religious texts (Baroroh & Tolinggi, 2020). However, learning Arabic at the Middle School level is often faced with obstacles. Studies show that most of the Arabic learning process is still traditional, with the dominance of lecture and textbook methods as the main media. This causes students to be less actively involved in learning and tend to feel bored (Takdir, 2020).

This condition is also experienced by Al-Hikam Middle School in Jombang, where Arabic language learning has not fully utilized digital technology. Based on initial observations, teachers still rely on conventional teaching materials that are less interactive, while students show low interest in the material taught. In addition, the absence of digitally structured learning media is an obstacle in accommodating the diverse learning needs of students, especially in an era where access to information is increasingly widespread and fast. Some of these obstacles are often found in several other schools as in previous research. This shows that there is still a lack of technology utilization in this digital era (Sutinalvi et al., 2025).

The development of digital-based Arabic learning content is one of the potential solutions to this problem (Mahmudah & Paramita, 2023). Digital-based learning content has the main advantages including; accessibility and flexibility. Digital content is of course designed using digital media (Priantiwi & Abdurrahman, 2023). Digital media, such as interactive websites based on Google Sites, can be used to present a variety of learning content, including text, video, audio, and interactive exercises.

Google Sites is one of Google's products as a tool to create websites (Jubaidah & Zulkarnain, 2020) anyone can use or create Google Sites, especially a teacher in this digital era is required to be able to utilize technology in learning. Google sites are flexible and easy to use and do not require expensive computer and internet network infrastructure (Afrianto et al., 2022). Google Sites can be used to create web-based teaching materials so that they can be accessed by students anywhere and anytime. With this medium, students can learn independently according to their own pace, while teachers can focus more on guidance and evaluation (Febrian & Nasution, 2024).

This research is based on a constructivist approach, which emphasizes the importance of active, creative, and meaningful learning experiences (Hakiky et al., 2023). In the context of learning Arabic, this approach is relevant because language is learned through memorization and active interaction with media that supports understanding and application (Habsy et al., 2024). In addition, Mayer's multimedia theory states that learning becomes more effective when information is conveyed through a combination of well-structured visual and audio elements (Mayer, 2009).

Google sites have been widely applied in learning in this digital era, and various studies related to this have been carried out. Among them is the research conducted by Dilla Safira et al. Regarding the Use of Google Site Learning Media in Grade V Elementary English Learning, the results stated that there is a relationship between Google Sites and students' interest in learning English subjects, students are more comfortable learning using Google Sites which can present material in the form of color text, images, videos, and audio (Adzkiya & Suryaman, 2021) Another research was conducted by Ririn Puji Utami. Regarding the use of Google Sites-based learning media in science learning in elementary schools, it is stated that the implementation of Google Sites-based learning media in science learning is reviewed from the effectiveness, motivation, and understanding of students in the good (high) category (Utami, 2023) Furthermore, similar research was conducted by Ai Fiyatoen Sevtia et al. on the Development of Google Sites-Based Physics Learning Media to Improve the Concept Mastery and Critical Thinking Ability of High School Students. The results stated that Google Sites-based physics learning media to improve the concept mastery and critical thinking skills of high school students was valid, effective, and efficient (Sevtia et al., 2022)

Some studies related to Google Sites above, show that Google Sites can be a solution to several learning problems. However, these Google sites are still rarely used in learning Arabic, this is based on the lack of research related to the use of Google sites in learning Arabic, especially for the Middle school level. So it is important for researchers to conduct this research. This research aims to explore the needs of teachers and students in learning Arabic and develop Google sites-based learning content that is in accordance with these needs. In particular, this research focuses on developing content that not only meets learning needs but also increases students' interest and motivation in Arabic.

The results of this research are expected to make practical and theoretical contributions. Practically, this research is expected to be a reference for teachers in developing learning media that are relevant to their needs. Theoretically, this research can enrich the literature on the development of digital-based teaching materials in Arabic language learning in school. Thus, this research is expected to be able to answer the challenges of learning Arabic in the digital era and support the achievement of better educational goals.

METHOD | منهج

The research method used in this study is the research and development method (research and Development), which is a research method used to produce certain products and test the effectiveness of these products (Sudaryono, 2016, p. 407). In development research, there are five main steps that are carried out, namely: (1) analysis, (2) design, (3) development, (4) evaluation, and (5) revision (Belawati, 2003, p. 27).

The analysis stage identifies obstacles, needs, and potential for developing Arabic learning materials at Al-Hikam Jombang Islamic Middle School. The planning stage outlines steps for material development, while the development stage involves creating comprehensive teaching materials based on these plans. The evaluation stage gathers feedback through expert reviews and small-group testing. Two types of data are collected: qualitative data via interviews, observations, and documentation, and quantitative data using a Likert-scale questionnaire to assess product feasibility percentages.(MM et al., 2023, p. 33) The formula used is as follows.

$$X = \frac{\sum x}{\sum n} \times 100\%$$

Information : X = Eligibility percentage

$\sum x$ = Number of points obtained

$\sum n$ = Maximum number of values

Furthermore, the eligibility percentage is categorized based on this categorization.

Table 1. Categorization of validity value percentage

Validity Criteria	Qualification
81%-100%	Very Valid
61%-80%	Valid
41%-60%	Valid with Revisions
21%-40%	Less Valid
0%-20%	Invalid

Planning for the Development of Teaching Materials Based on Google Sites

Analysis

The analysis aimed to identify obstacles in Arabic learning, the needs of teachers and students, and potential solutions for improvement. The findings are categorized into two: 1) the needs of Al-Hikam Jombang Islamic Middle School's Arabic teachers and students, and 2) the potential for integrating digital media into Arabic learning at the school.

The Needs of Teachers and Students of Al-Hikam Middle School in Jombang in Learning Arabic

The teacher stated that the teaching materials used today are still not interesting because they only rely on printed teaching modules, namely the TAQWA Module. The module is the main learning resource written based on learning outcomes and learning objectives in the curriculum that has been published by the Ministry of Religion of the Republic of Indonesia following KMA 347 and the Decree of the General of Islamic Education No. 3211 of 2022. The content refers to books published by the Ministry of Religion of the Republic of Indonesia. The book was compiled by a team of Islamic Religious Education Teachers who are members of the MTs Islamic Religious Education Teacher Study Group.

However, the teaching module still has many shortcomings, especially for Arabic language learning which contains many skills in it. Including; Less support for learning Listening and Speaking Skills, the black and white appearance is less attractive, limited in number, and prone to loss or damage. This has an impact on student learning outcomes. So that teachers at Al-Hikam Middle School in Jombang feel that the teaching materials still need to be developed. Teachers there need teaching materials that are more interesting, interactive, and easier to access. The teacher stated that the use of technology there is still minimal, even though internet access is available for free.

They only use Google Forms or QUIZIZZ for exams and feel the need for more technology integration in learning, especially in this digital era. Students consider Arabic to be a difficult, scary, and even boring subject. This is because the learning materials provided tend to be monotonous. They want more varied and active learning. They prefer when learning to use technology such as the use of interactive games from Quizizz. This adds to his enthusiasm for learning (F. Mustain, personal communication, 22 September 2024)

Potential Use of Digital Media in Arabic Language Learning

Observations reveal that Al-Hikam Middle School in Jombang has adequate digital learning facilities, including internet access, infocus devices, computers, and permission for smartphone use. Despite this, technology integration in teaching remains limited. The needs analysis highlights Google Sites' potential as a user-friendly platform supporting various media formats (e.g., animated images, videos, texts, interactive games), which can enhance Arabic language instruction by facilitating listening, vocabulary, reading, speaking, and comprehension skills.

Design

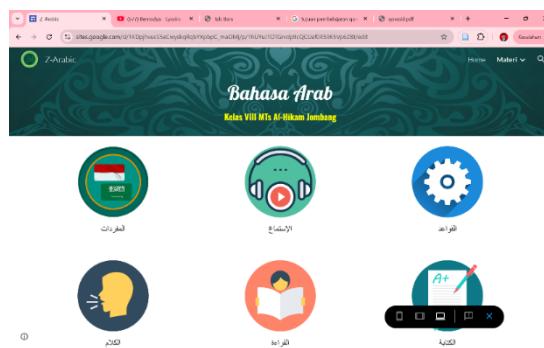
In this stage, the researcher plans the main tasks and specific steps needed in the development of google sites-based teaching materials.

Table 2. Planning Development Steps

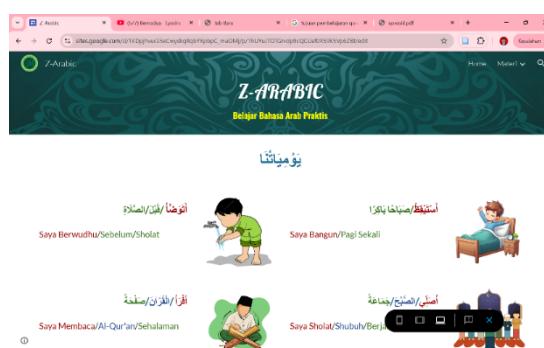
Main Tasks	Specific Steps
Designing teaching materials based on Google Sites	<ol style="list-style-type: none"> Identify relevant material. Collect content materials (images, audio, video). Design the Google Sites view. Input material into Google Sites. Integrate interactive games into Google Sites Google sites publishing
Testing Google Sites-based teaching materials	<ol style="list-style-type: none"> Validating the teaching materials that have been developed to experts Apply google sites-based teaching materials to small groups to find out students' responses to the product
Evaluate google sites-based teaching materials	Evaluate google sites-based teaching materials based on the results of validation and limited trials.

Development

This stage aims to produce website-based teaching material content. The following is the design of the menu display on Google sites-based teaching materials.

**Figure 1.** Menu Display

The vocabulary content is presented in the form of short sentences that are easy to understand. The goal is for students to be able to directly apply the vocabulary given in different contexts. Each word is given a separator (/) and a different colour code according to the position of the word in the sentence. So that students will also be able to know the position of the word. Translations are included in the same format as their Arabic, so students will still be able to know the meaning of the words from the vocabulary. In addition, each sentence is supported with relevant images for easy understanding. The vocabulary given adjusts to the material.

**Figure 2.** Vocabulary Content

The grammar Content is presented in the form of text and tables. The explanation is written in Indonesian to make it easier for students to understand and memorize the rules both in groups and independently. In addition, several example sentences with different contexts are also included. Distinguishing colours in the writing are used to make it easier to explain and for students to understand the material more easily.

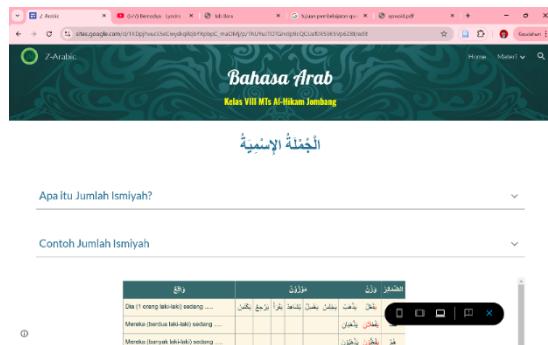


Figure 3. Grammar Content

The listening skills content is presented in the form of short narrative audio related to the theme studied. In each chapter, three audios can be played repeatedly by students anywhere and anytime. In addition, there are practice questions to measure students' listening ability from each audio. The audio is input through Google Drive which is then embedded in Google Sites.

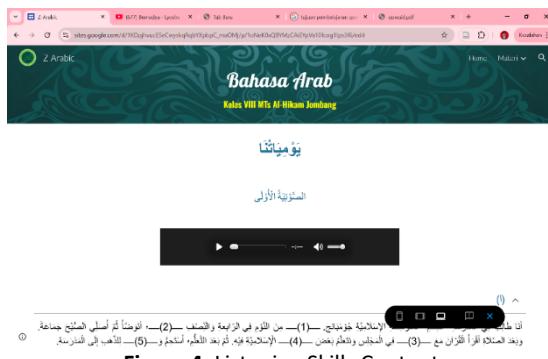


Figure 4. Listening Skills Content

The speaking skills content is presented in the form of conversation animation videos taken from YouTube. The YouTube link is embedded on Google Sites so that students can access it directly from the website independently. In addition, text is also presented that is similar to the content of the video conversation. So that students can learn to speak by imitating, reciting and memorizing conversational texts at the same time.

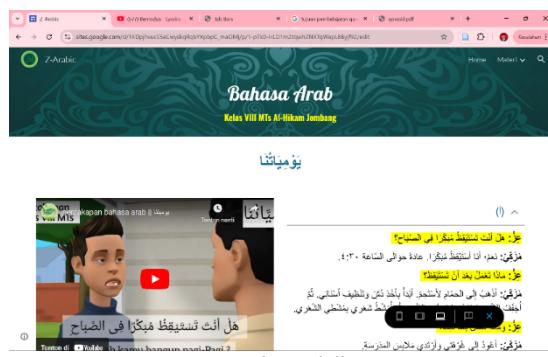


Figure 5. Speaking Skills Content

Reading skills content is presented in narrative texts related to the theme, the text is accompanied by animated images that follow the purpose of making it easier for students to

understand the flow of the text. The text is expected to be complete so that students can read it repeatedly anywhere and anytime.

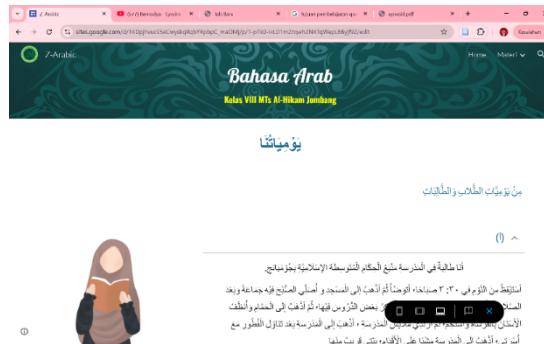


Figure 6. Reading Skills Content

The writing skills content is not much different from the teaching module, but the practice instructions are accompanied by translations and distinguishing colours so that students can more easily understand the commands. There are three different forms of exercise in each chapter. Starting from; change the order of sentences, arrange words into sentences and create short sentences with certain guidelines.

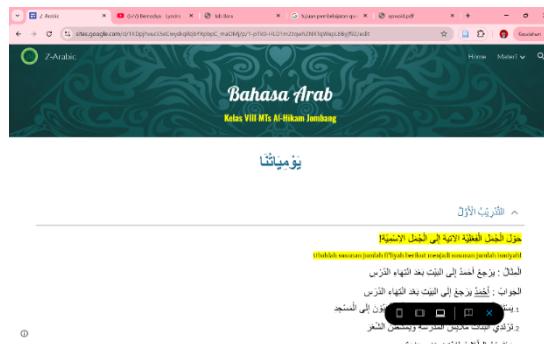


Figure 7. Writing Skills Content

In this Google sites-based teaching material, various forms of quizzes are applied according to each material provided. Here is one of the views of the quiz in it. After completing the quiz, students will be able to see their scores live. So that teachers can give reviews afterwards.



Figure 8. Interactive Quiz Content

The feasibility of the results of the development of Google sites-based teaching materials

To find out the shortcomings and advantages of the products produced, researchers conducted product trials. There are two trials carried out, namely expert trials and field trials. The expert trial was carried out by two experts, namely design experts and material experts.

Meanwhile, field trials were carried out on small groups of students. To obtain the data, validation sheets, questionnaires and interviews were used.

Expert Trial

Results of Material Expert Validation by Sahya Husein, M. Pd. I.

Table 3. Validation Results from Material Experts

No.	Statement	Alternative Answer
Content Eligibility	Suitability of material to learning outcomes	4
	The language used is easy for students to understand	4
	Compatibility of image, audio, and video content with the theme	5
	Presentation of engaging content	5
	The material presented is clear and relevant	4
Pedagogical Qualifications	This google sites-based teaching material can increase students' interest in learning, especially in reading skills	5
	The content presented can help students improve their discussion skills, especially reading	4
	This Google sites-based teaching material can be used as an effective and interactive medium in learning Arabic, especially reading	5
Linguistics Qualification	The use of Arabic in Google sites-based teaching materials is in accordance with the rules of language	4
	The vocabulary used is according to the level of understanding of the student	4
	The sentence structure used is varied and according to the context	4
Total Score		48
Percentage	$X = \frac{\sum x}{\sum n} \times 100\% \rightarrow X = \frac{48}{55} \times 100\% = 87,3\%$	VERY VALID

Based on the previous categorization, it can be concluded that the validity of the product in terms of material/content which obtained a score of 87.3% is in the range of 81%-100%. So that the material/content of the product is categorized as very valid. Therefore, this product is very feasible to use with little revision based on expert input.

Results of Validation of Design Experts by Dr. Ahmad Makki Hasan

Table 4. Validation Results from Design Experts

No.	Statement	Alternative Answer
Visual Quality	The content presented is interesting and in accordance with the target audience	5
	Interface Design (Features, Colors, Fonts) is good	5
	Easy to access and use, not complicated	5
	Use of color in a harmonious look	5
	The content presented is able to support the understanding of the material	5
Desain	The overall website design is attractive and simple according to the target	5
	The overall layout of the feature is easy to follow	4
	The use of fonts and sizes is appropriate and easy to read	4
	The overall website teaching materials are engaging and interactive	5
Total Score		43
Percentage	$X = \frac{\sum x}{\sum n} \times 100\% \rightarrow X = \frac{43}{45} \times 100\% = 95,5\%$	VERY VALID

Based on the previous categorization, it can be concluded that the validity of the product in terms of media/visual which obtained a score of 95.5% is in the value range of 81%-100%. So that the media/visual of the product is categorized as very valid. Therefore, this product is very feasible to use with little revision based on expert input.

Small group trials

The researcher conducted a trial of Google sites-based teaching materials to 14 students to get feedback. The results obtained are as follows.

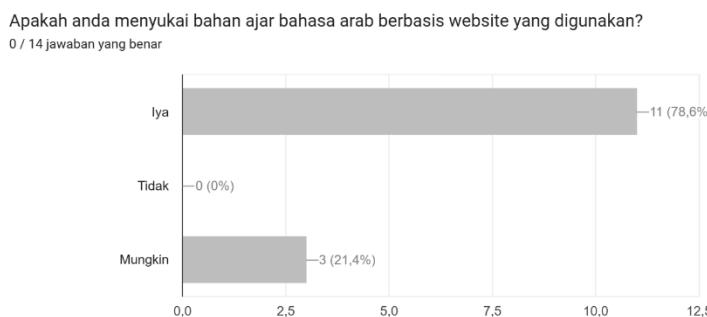


Figure 9. Students' enthusiasm for Google sites-based teaching materials

As many as 78.6% of students stated that they liked the google sites-based teaching materials developed. This shows that the teaching materials are interesting to use in learning.

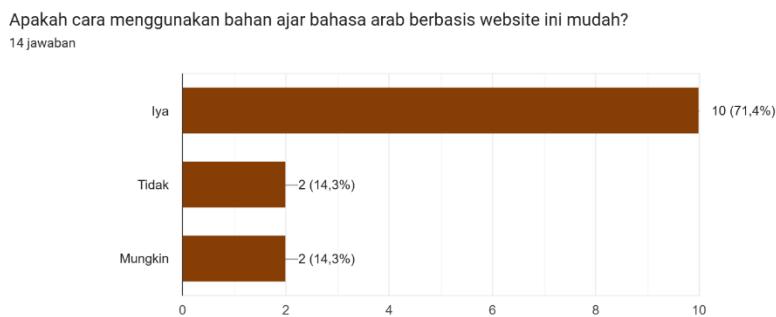


Figure 10. Use of Google sites-based teaching materials

As many as 71.4% of the total students stated that the use of Google sites-based teaching materials is relatively easy. This shows that students are able to access and use it well. So that this teaching material will support students in understanding the material both independently and in groups.

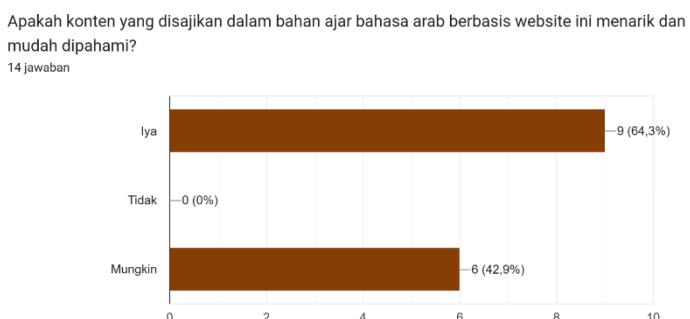


Figure 11. Attractiveness of content

The majority of students stated that the content presented in the Google sites-based teaching materials was quite interesting and easy to understand. This will certainly be able to have a positive impact on students. Both in increasing student learning motivation and learning outcomes.



Figure 12. The usefulness of teaching materials in learning Arabic

The data above proves that the google sites-based teaching materials that have been developed are quite helpful for students in learning Arabic, especially in reading skills. Students are able to understand Arabic texts better after using the teaching materials.

DISCUSSION | مناقشة

Planning for the development of Google sites-based teaching materials to improve student learning outcomes at Al-Hikam Jombang Islamic Middle School

Based on the analysis of needs and analysis of the teaching modules used at Al-Hikam Middle School in Jombang, the content developed through Google Sites includes four chapters, namely about: يومياتنا، الهواية، الرياضة، المهنة The content is grouped based on Arabic learning elements starting from; Provision of vocabulary, language rules, up to four language skills; listening, speaking, reading and writing, and quizzes. The selection of content is based on the learning outcomes that must be achieved in phase D of the independent curriculum that is currently being used and considers the design side of Google Sites so that students can more easily and structurally understand the material presented in this Google sites-based teaching material.

Vocabulary

Vocabulary mastery occupies a very important place in the Arabic learning process. Fundamentally, the mastery of vocabulary has a significant impact on mastering the four Language Skills, namely listening skills (istima'), speaking skills (kalam), reading skills (qiro'ah) and writing skills (kitabah). With adequate vocabulary mastery, a person will be able to communicate well, convey his ideas and feelings to others or his interlocutors, in the language he learns (Ahmadi, 2024) So important is vocabulary development an opinion that states that learning a foreign language must begin with the introduction and learning of vocabulary. Therefore, the researcher inserted the content of Vocabulary separately from the language skills.

Grammar

Learning grammar is an activity that has a relationship between students and grammar, so there will be changes in students' behavior that causes students to be able to know and master

the rules and hope that students can speak Arabic well and correctly according to the rules (Labib & Antika, 2022) In learning Grammar, two components must be learned, namely nahwu and Sharaf. Both have an important role in improving students' Arabic language skills. In learning Grammar, teachers should give many examples of sentences that vary according to the subject matter. The purpose of this learning is so that students can understand and string words properly and correctly both orally and in writing.

Listening Skills

Listening (Istima') is an activity that involves the use of hearing aids (ears), the mind and full concentration on what is being heard (Chalik, 2021). This listening activity contains activities for students to listen to hijaiyah letters, daily Arabic vocabulary (Mufradat) of at least 500 vocabulary, Arabic sentences (al-jumlah al-arabiyyah), paragraphs (al-faqrah), simple texts (al-nushus al-Arabiyyah), and songs (alughniyyah) that are listened to (fahm al-masnu') through cellphones, radio, television, the internet, and other media.

Learning Outcomes: Students are able to explore the information they hear about; يومياتنا، الهواية، الرياضة، المهنة by using grammatical arrangements: Al-Adad at-tartibi, Al-Jumlah al-Ismyiah and Al-Jumlah Al-Fi'liyah To understand the explicit and implicit information of the text heard.

Speaking Skills

Speaking (al-kalam) is an activity to express and explain something according to the speaker's intention (Hilmi, 2021). Speaking in Arabic includes student activities to give greetings, greetings, thanking (taqdim al-syukr), giving information, asking questions and answering questions (al-su'al wa al-jawab), having a dialogue with others (muhawarah/muhadatsah), discussing (munaqasyah), explaining the purpose, describing the nature of people and objects, conveying messages, presenting a daily activity (al-a'mal al-yaumiyyah), telling stories about family (al-usrah), tourism (al-rihlah), life at school (al-hayat fi al-madrasah), as well as analyzing the content of texts that have positive values in the lives of students.

Learning Outcomes: Students are able to build interactions about; يومياتنا، الهواية، الرياضة، المهنة using the grammatical order: Al-Adad at-tartibi, Al-Jumlah al-Ismyiah dan Al-Jumlah Al-Fi'liyah As a global communication tool.

Reading Skills

Reading (al-qira'ah) is the activity of understanding letters, words, and sentences in Arabic texts (Pakihun et al., 2021). This reading activity (al-qira'ah) contains student activities related to the activity of understanding and analyzing the meaning and message of language texts. Arabic, summarizing the content of the text, and capturing the express and implied meanings (fahm al maqru') of books, the internet, newspapers, papers, brochures, and various other texts Reading (al-qira'ah) is the activity of understanding letters, words, and sentences in Arabic texts.

This reading activity (al-qira'ah) contains student activities related to the activity of understanding, and analyzing the meaning and message of Arabic texts, concluding the content of the text, and capturing the expressed and implied meaning (fahm al maqru') from books, the internet, newspapers, papers, brochures, and a variety of other texts.

Learning Outcomes: Students are able to understand and reflect on various types of visual or multimodal texts about; يومياتنا، الهواية، الرياضة، المهنة using the grammatical order: Al-Adad at-

tartibi, Al-Jumlah al-Ismyah dan Al-Jumlah Al-Fi'liyah To understand the express and implied information of different types of text.

Writing Skills

Writing (Al-Kitabah) is a language activity that involves the activity of the power of the mind in reasoning, the strength and flexibility of the hands to form letters and words into sentences and texts, as well as the power of sight (eyes) to help the hands and mind (Rathomi, 2020).

This Arabic writing activity contains student activities related to the skill of writing hijaiyah letters correctly and precisely, beautifully (khat), writing vocabulary (Mufradat) and sentences (Jumlah) as well as texts in Arabic, answering questions, explaining an activity, expressing feelings, providing information, making conclusions, describing the situation/atmosphere in a place, and analyzing texts in Arabic in writing correctly.

Learning Outcomes: Students are able to connect and present sentences through simple paragraphs on various types of texts and create a logically connected sequence of; يومياتنا، الهواية، المهمة الرياضة، المنهج using the grammatical order: Al-Adad at-tartibi, Al-Jumlah al-Ismyah dan Al-Jumlah Al-Fi'liyah To express ideas according to the structure of the text in writing and orally.

Interactive quizzes

The last content is an interactive Quiz that students can play. Interactive quizzes themselves are media or applications that contain learning materials in the form of interactive questions that make students able to increase their insight and knowledge about learning materials and can be developed as an alternative to independent learning (Amal & Anwar, 2024). Quizzes are created with the help of interactive quiz-maker websites such as Wordwall/Quizizz. Then the link that has been created is embedded in Google Sites. So that students can access directly through the website. Quizzes are very necessary to measure students' mastery of the material that has been taught. This interactive quiz will provoke students' responses so that they can be more active and enthusiastic in learning than just filling in questions given in writing (Rahmayanti & Abidin, 2023).

Google site-based teaching materials are interactive teaching materials. So that the content or material presented, as a whole, is designed based on the following elements of interactivity.

Text: Text is a basic element in the presentation of information that functions to convey learning material directly and clearly. In this Google sites-based teaching material, text is used on every aspect of skills to provide vocabulary, grammar explanations, narratives or dialogues. The use of text allows students to understand the material in detail and systematically.

Images: Images or graphics are used to clarify and enrich information conveyed through text. In this Google sites-based teaching material, images can help students understand the context of the meaning of certain words, providing a visual understanding of the narrative text. The use of images can increase the attractiveness and understanding of the material or narrative text by students.

Audio: Audio includes sound elements such as music, sound effects, and sound recordings that are used to add depth and realism to the content. In this Google sites-based teaching material, the audio used is in the form of short narrative recordings with certain themes that help

students understand the correct pronunciation and intonation. The use of audio can improve students' listening and speaking skills.

Video: Video combines visual and audio elements to convey information dynamically and interactively. In this Google sites-based teaching material, videos are used to display real communication situations as well as dialogue tutorials that illustrate the use of language in everyday contexts. The use of videos can improve students' speaking skills, motivation and engagement in learning.

Interactive Games: Interactive games are a form of learning that combines elements of games with educational materials, allowing users to learn through interaction and hands-on experience. In this Google sites-based teaching material, interactive games are used to train students' vocabulary, grammar, and reading comprehension skills through interesting challenges. The use of interactive games can increase motivation, engagement, and retention of material by students, in addition to that it can also measure students' abilities.

The use of various forms of media in learning Arabic is in line with Mayer's theory of multimedia learning, which states that "people learn better from words and pictures than from words alone".(Mayer, 2009) By integrating text, images, audio, video, and interactive games, the learning process becomes more effective and engaging for students.

The feasibility of the results of the development of Google sites-based teaching materials to improve student learning outcomes at Al-Hikam Jombang Islamic Middle School.

Testing the resulting teaching materials is a very important thing to do. The purpose of the trial is to find out the advantages and disadvantages of the teaching materials produced. In addition, another purpose is to ask for input for the improvement of teaching materials produced by validators, teaching lecturers, and correspondents. The input from them is used as a repair material so that the products produced can be maximized. There are two trials carried out, namely expert trials and field trials. The expert trial was carried out by two people, namely material experts and media experts, while the field trial was carried out on 14 grade VIII students at Al-Hikam Jombang Islamic Middle School. After being validated by material experts and media experts, the conclusion of the scores produced by the two shows that Arabic teaching materials based on google sites to improve student learning outcomes are very valid. The percentage of validity and feasibility from material experts was 87.3%. Meanwhile, the score from media experts on the validity and feasibility of the teaching materials is 95.5%. From the results of the field test, the average correspondent gave a positive response to the google sites-based teaching materials.

CONCLUSION | خاتمة

After conducting a needs analysis in learning Arabic for teachers and students at Al-Hikam Middle School in Jombang, it was found that there are still several obstacles to learning. The teaching materials used in learning Arabic are still in the form of printed teaching modules that are less interesting and less relevant to use in this digital era. Although the potential for technology utilization at MTs Al-Hikam is quite good because there are adequate facilities. However, it is not maximized by the teachers there. Based on the results of the analysis, a prototype of Arabic language learning content was made which was developed from the teaching module into a Google sites-based language learning website. The website is designed by referring to the needs of teachers and students and the modules used. The content developed in it consists

of; First, vocabulary content presented in the form of text (short sentences) and images; Second, Grammar Content presented in the form of text (explanations and examples) and tables; Third, the content of listening skills presented in the form of audio and text (Practice); Fourth, Speaking skills content presented in the form of videos and texts (Conversation); Fifth, the content of reading skills presented in the form of images and text (Reading); Sixth, the content of writing skills presented in the form of text (exercises); Seventh, Interactive Quiz Content. From this study, it is recommended that there be further research to test the feasibility of the teaching materials developed and also their effectiveness in learning Arabic.

The results of the validation of Arabic teaching materials products based on Google Sites to improve the learning outcomes of grade VIII students at Al-Hikam Jombang Islamic Middle School are as follows. The value of the validation results of the material experts is 87.3%. The percentage of validation results from media experts on the value of this product is 95.5%. So it can be concluded that the validation results of the two experts are very feasible and very valid. The feasibility is supported by the positive response given by the majority of correspondents, meaning that this teaching material product is very valid and very suitable for use in learning.

Based on the research carried out, there are several recommendations that need to be considered, including; 1. In using Arabic-based teaching materials based on google sites, internet facilities and supporting devices are needed. 2. For the next researcher, further research can be conducted, for example, related to the effectiveness of the use of Arabic teaching materials based on Google sites or conducting similar development research but carried out on different objects.

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