



A basic conceptual framework for web-based Arabic Language Learning

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ABSTRACT

The use of websites in everyday life has become a necessity. Every aspect of human activity is followed by a search on a website's search engine. Likewise, websites have been widely practiced in learning activities, from the planning process through implementation to the evaluation process. Web-based learning has also become one of the most popular learning models, not only because it is easy to use but also because it can provide various information needed, especially in Arabic language learning. This paper provides an overview of the basic conceptual framework in web-based Arabic language learning, starting from input, process, and output. To get a valid conceptual framework, a search for related research documents will be carried out to be compiled and made into a complete figure. This paper finds that the basic concept of web-based Arabic learning must pay attention to input, process, and output. First, the input includes students and teachers categorized based on independent and dependent learners' characteristics. Second is the process, which includes pedagogy, content, technology, learning models, and Arabic language skills; third, the output resulting from input and process are self-regulated learners, a smart learning environment, and unlimited information, tools, and media.

Keywords: Basic concept; framework; Arabic web-based learning

1. INTRODUCTION

Talking about learning development, there are currently so many learning models that are used to support a good learning process. In this 5.0 society, learning focuses on developing skills that enable individuals to overcome the challenges of modern life. Traditional learning models are no longer sufficient to equip learners with the basic skills needed to live in today's world. Changes in the 21st-century learning paradigm clearly illustrate that the world of education needs a learning model that is, by the times, namely, a learning model that can accommodate basic human abilities as provisions for life. Retni S. Budiarti et al. state that 21st-century learning is meaningful because it ensures students have learning skills.

The rapid advancement of technology provides many benefits for human life, so it is very important to know and understand the technology itself, as stated by Mohammad Asif et al., "Now it is important not only to be aware of the technology but to have a better understanding of it" (Asif et al., 2022). The Ministry of Education and Culture states that information, computing, automation, and communication are four components of the 21st century (Saripudin, 2015). So, building and developing learning models to support a good classroom learning process is necessary.

The existence of technology makes technology-based learning more attractive; the term is often used to call it online learning or e-learning. E-learning is a learning process that collects and displays materials online (Zubaidah et al., 2021). E-learning is web-based learning that can be accessed from the web. In this case, learning and materials are developed according to student's needs and distributed through the media (Zubaidah et al., 2021). According to Shabryna Mathovani and Doni Septi (Mathovani & Septi, 2022), educators are greatly helped by the web-based online learning system in delivering materials. This system allows students to more easily access lessons that educators have delivered. Therefore, it can be said that web-based e-learning is an alternative to face-to-face schooling.

Digital media-based learning is one of the answers to technology and learning development in the 21st century. The use of the internet lately has also made a real contribution to human life, especially in education. Even recently, new techniques in learning depend on the use of internet-based technology. To get a more complete picture of Internet and website-based learning, it is necessary to conduct an in-depth study so that it is clear to us how this Internet-based and website-based learning model is; therefore, this paper will present and describe the design of Internet and website-based learning development starting from understanding, conceptual framework, and examples of internet and website-based Arabic learning design.

2. METHODS

The narrative review approach was utilized in this paper, which is a systematic, explicit, and reproducible process for finding, analyzing, and synthesizing research works and thoughts created by researchers and practitioners. The goal is to identify and summarize previously published studies, avoid duplication of research, and look for new study areas that have not been investigated. In more detail, the purpose of this narrative review is stated as follows: 1) provide a background or theoretical basis for the research to be conducted; 2) study the depth or breadth of existing research related to the topic to be studied; and 3) answer practical questions with an understanding of what has been produced by previous research.

3. RESULTS AND DISCUSSION

Conceptual Framework for Web-Based Arabic Language Learning

Before discussing the conceptual framework for web-based Arabic language learning, the concepts or theories that build it will be presented first.

a. Web-Based Learning

Electronic education (e-learning) uses the internet as a learning tool, and web-based learning is one of its types. Web-based learning is also known as web-based training (WBT) or web-based education (WBE), which uses web technology applications in the education process (Sulasmianti, 2021). According to Said Hadjerroit (2010), web-based learning can be defined as a technology that consists of four main features: a) being provided through a website; b) educating material that meets appropriate learning objectives and is in line with the curriculum; c) being created based on learning theory and pedagogical strategies; and d) containing elements that can be reused. According to Chang S. Nam and Tonya L. Smith-Jackson (S. et al., 2007), WWW can create many applications if combined with information technology (LAN, WAN, Internet, etc.). One well-known application is for educational purposes, such as web, distance, or e-learning. Of course, this provides opportunities for students and educators to experience learning in a fresh and exciting teaching environment that cannot be presented in a conventional classroom. Meanwhile, according to Fadli (2013), web-based learning is a learning experience that utilizes the internet to communicate and deliver learning materials to learners.

So overall, web-based learning is a learning method that uses the internet network to deliver learning materials to students, both in the form of implementation and assessment to assess students' understanding of the material delivered to provide an innovative learning experience.

There is a lot of website utilization in education to support the learning process, and much research has been conducted on this matter, which states that the use of websites has a positive impact. Although some studies state a negative impact of using the website in learning, this only happens to a few users. One of the positive impacts is that learners can access learning materials not only during learning but also before and after learning. This can be done through the website that has been provided. Web-based learning allows teachers and learners to access learning materials or topics anytime and anywhere, as long as they are connected to the internet. The website provides all information connected to the internet, ranging from useless information to information that is very useful for learning. Therefore, using websites in learning requires teachers' understanding and mastery as facilitators who use websites as learning media.

Information dissemination that is very fast and not bound by time and space has become the advantage of the web (Batubara, 2018). With the website, one can efficiently perform various activities without leaving home. For example, enrolling in educational institutions, accessing various learning resources, participating in discussions with others, and sharing their thoughts (Batubara, 2018). However, there are fundamental things that need to be understood about web-based learning, namely the supporting factors. According to Maspaeni et al. (Maspaeni & Nurkholis, 2019), the three main factors in web-based learning systems are pedagogy, content, and technology. To make this clear, see the figure below:

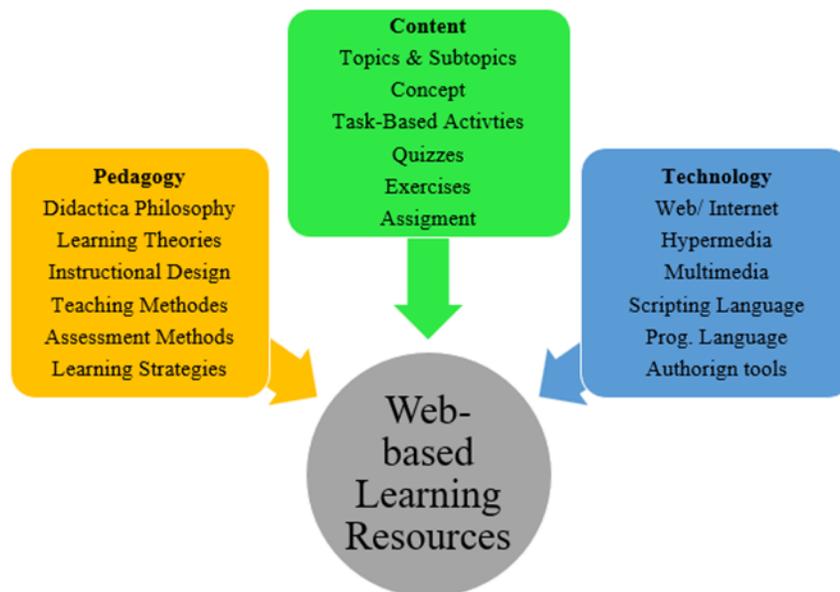


Figure 1 Web-Based Learning Resources

b. Web-Based Learning Models

Careful planning is needed when designing a web-based learning model to meet user needs and achieve the expected goals. Here are some options for web-based learning models that can be chosen:

1) Web Enhanced Learning

Using internet technology as an additional learning resource is a learning model that aims to enrich the knowledge of students participating in classroom learning. In this case, the teacher must be able to search for information online, guide learners in searching and finding sites relevant to the lesson theme, present material through a website or blog platform, provide guidance and communicate via email, and have other skills needed.

2) Blended/ Hybrid Learning

This learning method combines online and face-to-face learning. Some teaching materials are provided online, and some through face-to-face meetings. The aim is to overcome the obstacles that arise in face-to-face learning with online learning and students' difficulties in learning through online learning with face-to-face learning. The proportion of online learning activities in this model ranges from 30% to 79%. In this method, the instructor guides the learners to study the teaching materials through the prepared website. The learner is also given directions to find other relevant sources. In face-to-face meetings, students and teachers mainly discuss the material learned through online learning.

3) Fully Online

This teaching model can be conducted partially or entirely online through an online learning platform. Teachers and students can communicate separately without the need to meet in person. This teaching model is also known as distance learning. The online learning platform delivers all teaching materials, discussions, assignments, exercises, exams, and other learning activities.

Deni Darmawan (Darmawan, 2016) explained three examples of web-based learning that have been developed at Universiti Tun Abdul Razak (UNITAR) Malaysia, namely: a) CD/Web-Based Courseware, where interactive multimedia is used instead of educators and is developed based on design issues of teaching forms. Moreover, it can be accessed by learners at any time; b) the Virtual Online Instructional Support System (VOISS), where learning is delivered through web-based learning features such as discussion forums, frequently asked questions (FAQ), announcements, assignments,

quizzes, exam schedules, and decisions for each learner; c) tutorial sessions, where online and face-to-face learning is held at least four times a semester to discuss important issues.

c. Conceptual Framework for Web-Based Arabic Language Learning

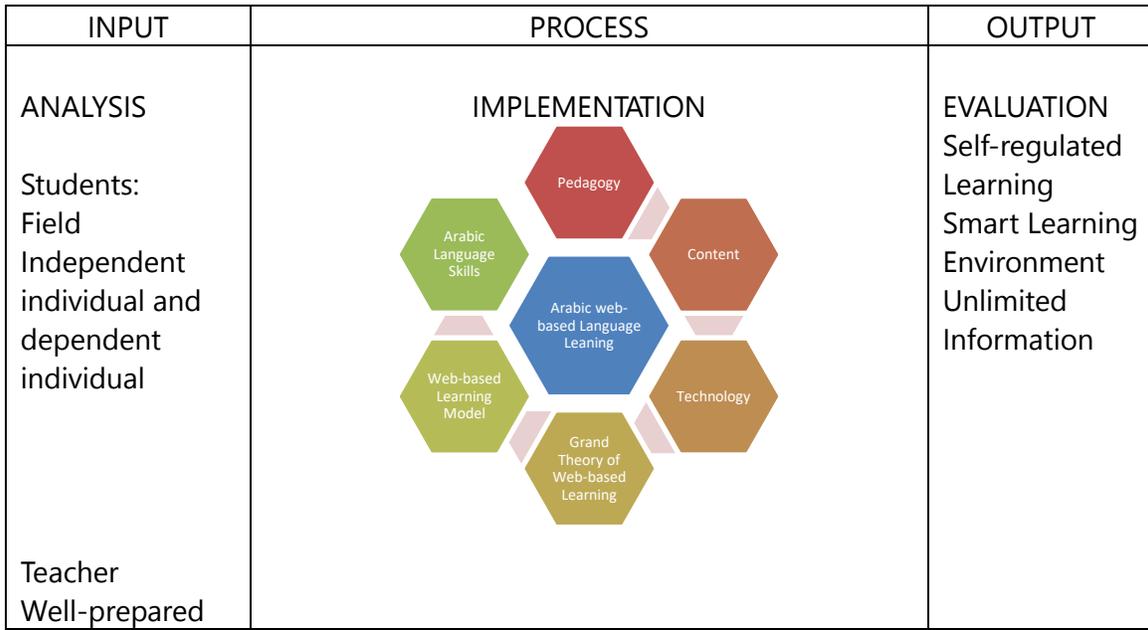


Figure 2 A Proposal Conceptual Framework for Web-Based Arabic Language Learning

From the picture of the conceptual framework, it can be described as follows: web-based Arabic language learning must consist of three stages: first input, second process, and third output. At the input stage, it is necessary to analyze the needs of learners, taking into account some of their characteristics, such as field-dependent and field-independent, high prior knowledge, and low prior knowledge. After knowing the needs of learners before the learning process takes place, a well-prepared teacher will prepare everything related to the learning that will be carried out. Teachers will design learning based on the results of the needs analysis that has been done before. After the preparation, the teacher will implement web-based Arabic learning by looking at aspects of pedagogy, content and materials, technology used, learning theory, learning model used, and Arabic language skills to be achieved. It is expected that by considering these aspects in the learning process, learners can regulate themselves (self-regulated learners) and unlimited information.

This conceptual framework provides an overview of a systematic Arabic language learning process designed and planned by teachers who prepare their learning design well through web-based learning. Although, according to Mohammad Taufiq Abdul Ghani et al., implementing technology in education, especially in Arabic language

learning, is still new and limited, web-based learning can provide new experiences to students. Language learning can also be taught independently, interactively, collaboratively, and fun. Ronment and unlimited information will be produced.

To provide an accessible overview of web-based Arabic language learning, several Arabic language learning links will be presented, which include maharah Istima', maharah Kalam, maharah Qira'ah, and maharah Kitabah:

- a. <https://www.youtube.com/@ArabPodcasts>
- b. <https://www.youtube.com/@saudwesara>
- c. <https://www.duolingo.com/characters>
- d. <https://3asafeer.com/>
- e. <https://learning.aljazeera.net/ar/pages/about-us>
- f. <https://www.busuu.com>
- g. <https://www.alefbata.com/>
- h. <https://languagedrops.com/>

As for the development of web-based learning, there are also many that can be used, such as <https://quizizz.com/?lng=id>, <https://quizlet.com/id>, <https://create.kahoot.it/discover>, and <https://wordwall.net/about/template/quiz>.

4. CONCLUSIONS

Based on the previous discussion, it can be concluded that the basic concept of web-based Arabic learning must pay attention to input, process, and output. First, the input includes students and teachers categorized based on independent and dependent learners' characteristics. Second is the process, which includes pedagogy, content, technology, learning models, and Arabic language skills; third, the output resulting from input and process are self-regulated learners, a smart learning environment, and unlimited information, tools, and media.

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