



DEVELOPMENT OF GOOGLE SITE AS ARABIC TEACHING MATERIALS

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Abstract

Teaching materials as a very important element in learning face the challenges of the needs of the learners. Where technology is growing and influencing the learning process. Therefore, teaching materials are expected to be developed in accordance with the latest learning technology so that they can be accessed by students in diverse places and various times, therefore researchers will develop google sites as Arabic teaching materials. The purpose of this research is the development of Arabic teaching materials based on google site. This research uses the Addie method, namely analysis, design, developmet, implementation and evaluation in the method of developing teaching materials. This research was conducted on Arabic Language Education students, Faculty of Islamic Religion, Islamic University of Malang in teaching material development courses. The results of this study are Arabic teaching material products in the form of google sites for various levels of learning.

Key words: Google Site, Arabic teaching materials

INTRODUCTION

In achieving the success of a learning there are several influencing factors. Among other things, there are good teaching materials and in accordance with the needs of students. Therefore, teaching materials have a very large role in the learning process (Syaifullah & Izzah, 2019). Teaching materials are one element in learning where teaching materials are a set of information specifically designed to be conveyed to students. Teaching materials Teaching materials can be defined as subject matter that is compiled thoroughly and systematically based on the learning principles used by teachers and students during the learning process. According to Pannen (Hamid et al., 2019), teaching materials are a set of materials that are designed and arranged systematically that are used by teachers and students to improve the learning process.

According to Joni (Syairi, 2013), teaching materials have a very important role in learning. The functions of teaching materials include providing clear direction for

teachers on how to manage teaching and learning activities, providing all materials and tools needed for each activity, serving as a medium of liaison between teachers and students, and can be used as an improvement program. Therefore, in compiling and developing teaching materials, teachers must pay attention to several aspects, including aspects of language, culture, psychology and education. This is done to realize ideal teaching materials and in accordance with the needs of students (Noviyanti & Gamaputra, 2020).

Of course, Arabic teaching materials have special characteristics that are different from other teaching materials because Arabic teaching materials are a combination of knowledge, skills, and attitude factors that are arranged systematically for use by teachers and students in the language learning process. In addition, the character of Arabic itself as a foreign language also greatly colors the pattern of the teaching material (Hamid et al., 2019).

From the explanation above, teaching materials will continue to be developed in accordance with the needs and principles of learning technology development (Mudinillah et al., 2022). Because teaching materials must have the nature to be easily accessible and support the learning of students independently (Nurdyansyah, 2015).

Google site is a web service created by Google that allows ordinary people to create and manage personal and professional websites (Suryana et al., 2023). This service can also be utilized in the learning process for both teachers and students. Google site provides diverse and practical features including free website templates, attractive website layout options, google workspace suite integration, youtube integration, google maps, google forms and calendars, image carousel, HTML embed.

In addition, the editing menu provided by the google site is also relatively easy and simple (Rosiyana, 2021). Google Site account owners have access to create their own sites and determine what content can be shared. They can also specify who is allowed to edit and improve the site, and who is allowed to view the site. Google site also has several advantages, including first, this tool is not paid. second, the process of creating a Google Sites site is very easy and simple. Third, the utilization of this site can be done collaboratively. Fourth, the site provides online storage for free. Fifth, it is easy to search using the Google search engine.

With the convenience provided by the Google Site, this web service can also be used in the learning process such as storing syllabi, materials, and evaluations(Jusriati et al., 2021). So that this site can be used by teachers and students so that learning can be done independently, interestingly, and can be done online or offline(Pubian & Herpratiwi, 2022).

So with the rapid development of technology, the needs of students are also growing which demands Arabic teaching materials that are easily accessible, interesting and practical so that participants can explore teaching materials both with teacher assistance and independently(Aminata & Junaidi, 2022).

Based on the explanation above, it is considered important to conduct research with the theme of developing a google site as Arabic teaching material. To answer the needs of teachers and students for Arabic teaching materials that are interesting, practical and support independent learning.

METHOD

In developing teaching materials, it is necessary to pay attention to the development model to ensure the quality of teaching materials in supporting learning effectiveness, because the development of teaching materials is basically a linear process with the learning process(Noviyanti & Gamaputra, 2020). The instructional model of ADDIE is an instructional process consisting of five phases, namely dynamic analysis, design, development, implementation and evaluation. The stages of the ADDIE Model are implemented as follows(Hidayat & Nizar, 2021):

1. Analysis

Before developing teaching materials, researchers conduct a needs analysis for the development of Arabic teaching materials, analysis of student needs, student character because students have diverse abilities and skills of students. Furthermore, the analysis that needs to be done is curriculum analysis and more specifically on learning objectives. The results of the analysis of the points above will be used as the basis for the development of Arabic teaching materials developed

2. Design

After conducting the analysis, researchers began to design teaching materials according to learning objectives, gradation of abilities in each language skill

such as listening, speaking, reading and writing skills. As well as language elements such as sounds, words, sentence structure. Followed by the preparation of material in the form of text, video and audio. Of course, teaching materials are also equipped with evaluation as a measuring tool for achieving goals.

3. Development

After the design of teaching materials is ready, the next step is the development of teaching materials based on google site. By following some procedures as follows:

- a) Click google site and sign in
- b) Name the developed site as desired, click in the top left corner right next to the logo
- c) Set the title of the developed site by clicking the website title section located at the top of the page
- d) Manage the layout of the site using the various editing options available on the google site
- e) Add media to developed sites
- f) Complete the teaching content as desired
- g) Change the theme of your sites as you wish
- h) Publish sites that have been developed, by clicking the publish button on the publish button in the upper right corner

In addition, the development of teaching materials must also be adjusted to the principles of teaching material development, including; Language principles, psychological principles, cultural principles and Education principles.

4. Implementation

After developing a google site as Arabic teaching materials, the product was implemented and tested on Arabic Language Education students in the Arabic teaching material development course. To see the response of students related to Arabic teaching materials developed on the basis of google sites.

5. Evaluation

After implementation, researchers look for data to evaluate the development product as material for improvement of the product developed using questionnaires. The results of the questionnaire distributed to Arabic Language Education students in the teaching material development course totaled 25 students

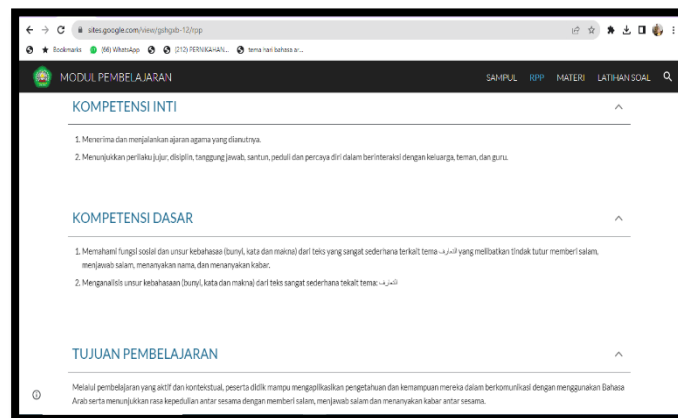
RESULT AND DISCUSSION

By following the ADDIE Procedure, researchers have developed a google site as Arabic teaching material. Researchers develop teaching materials in accordance with the results of the analysis and the principles of teaching material development. So that the google site can be developed as teaching materials that are in accordance with independent learning needs.

1. *Google Site Development*

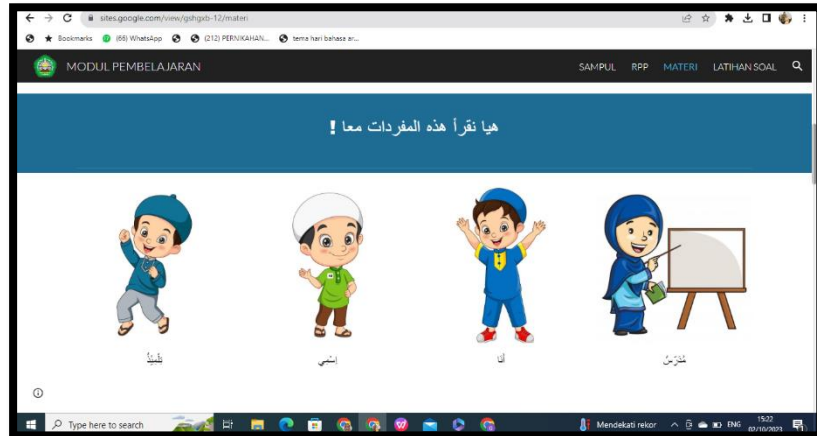
Researchers begin research by conducting analysis, design, development, implementation and evaluation. The teaching materials developed consist of cover pages, lesson plans and practice questions.

The cover page consists of the subject title, there is also a lesson plan page that covers the syllabus and daily lesson plan that will be taught to students. So that students can observe the purpose of learning



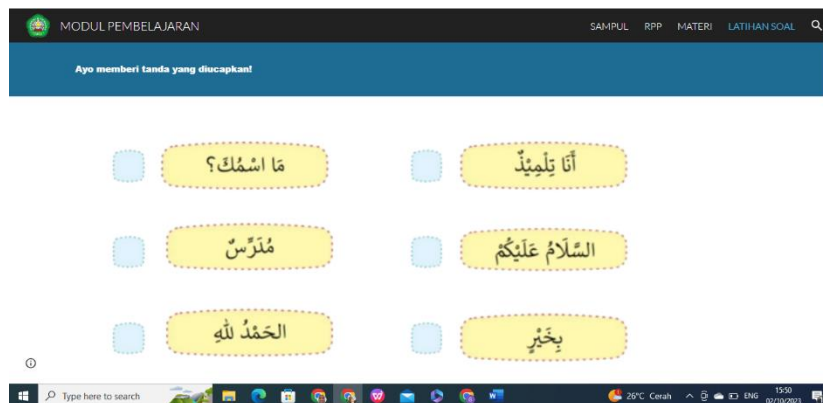
Picture 1. Learning objectives page

Next is the material page containing vocabulary, as well as conversations that match the title of the teaching material. There are also instructions to paractic conversations according to themes with peers.



Picture 2. Material pages

While the last page contains practice questions as an evaluation of the material that has been taught. There are several instructions in the practice questions such as searching for the same word, connecting questions and answers and marking sentences read by the teacher



Picture 3. Practice questions page

After developing teaching materials, researchers began to implement and evaluate the developed products. By distributing questionnaires to students. There are several question items and answer scales The results of the questionnaire are explained in the table below:

No	Questionnaire Items	Valuation				
		5	4	3	2	1
1	Attractive teaching material design	20	4	1	-	-
2	Teaching materials are easy to use	18	5	2	-	-
3	Teaching materials have been in accordance with the needs of students	19	6	-	-	-
4	Teaching materials in accordance with learning objectives	18	7	-	-	-
5	The language used is easy to understand	19	6	-	-	-
6	Teaching materials help students in independent learning	19	6	-	-	-
7	Teaching Materials are easily accessible	20	5	-	-	-
8	Teaching materials relevant to student culture	17	8	-	-	-
9	Teaching materials according to the student's level of thinking	18	7	-	-	-
10	Teaching materials help teachers in delivering teaching materials	20	5	-	-	-

Information: 5: Excellent, 4: Good , 3: Enough, 2: Less, 1: Bad

Table 1. Questionnaire Results

Based on the table above, it can be concluded that teaching materials have applied all the principles of developing teaching materials such as language principles by adjusting the text, and the language of the material according to the level of students, on the principles of psychology, researchers have also adjusted the cognitive level of students according to their level and adjusted the design of teaching materials that can attract the attention of students. On the basis of culture, researchers also develop material according to the habits that occur around students so that students do not experience culture shock when learning Arabic. And finally, on the principle of Education, researchers have adjusted the teaching materials developed with learning objectives with the curriculum being used

2. Opportunities and constraints

In the process of developing Google Site as Arabic teaching material, researchers saw the easy access provided by Google Site with a variety of tools in it. In addition, researchers also saw the lack of Arabic teaching materials developed using Google Site. This is inversely proportional to the benefits and

needs of students. However, researchers also experienced difficulties when developing this google site with limited Arabic font menus and limited knowledge of the use of tools on the google site.

CONCLUSION

At the end of this study, researchers concluded the first two points that the development of Google Site as Arabic using the ADDIE model is one of the efforts to answer the needs of students and teachers for teaching materials that support independent, practical and flexible learning. Secondly, there is a great opportunity to develop Arabic teaching materials. This research is also very likely to be developed further.

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