

## **Development of QIRAMA Website-Based Media for Teaching Arabic Reading Skills to Eighth- Grade MTs Students in Batang**

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### **Abstract**

*The reading skill (mahārah qirā'ah) is one of the four language skills that play an important role in Arabic language learning. However, research findings indicate that Arabic reading instruction for eighth-grade students at MTs in Kota Batang remains dominated by conventional teaching methods, leading to low student interest and motivation, as well as limited ability to comprehend Arabic texts. Based on these problems, this study aims to develop a web-based learning media, QIRAMA (Qirā'ah Mudah dan Asyik), to support Arabic reading skills among eighth-grade MTs students in Kota Batang. The development model used in this study is the Hannafin and Peck model, consisting of three main stages: needs assessment, design, development, and implementation. QIRAMA was designed and developed by integrating reading materials, audio features, supporting visuals, and interactive exercises. The validation results from media, material, and language experts yielded an average score of 4.72, indicating high feasibility. These findings indicate that QIRAMA is feasible based on expert validation and ready for trial as an interactive website-based learning medium for Arabic reading skills for Grade VIII MTs students in Batang City. This study focuses on feasibility only, with classroom trials suggested as the next step.*

## Abstrak

Keterampilan membaca (mahārah qirā'ah) merupakan salah satu dari empat keterampilan berbahasa yang memiliki peran penting dalam pembelajaran bahasa Arab. Namun, temuan penelitian menunjukkan bahwa pembelajaran keterampilan membaca bahasa Arab di kelas VIII MTs di Kota Batang didominasi dengan metode pembelajaran konvensional yang berdampak pada rendahnya minat dan motivasi siswa, serta kurangnya kemampuan siswa dalam memahami teks bacaan Arab. Berdasarkan permasalahan tersebut, penelitian ini bertujuan untuk mengembangkan media pembelajaran berbasis website bernama QIRAMA (Qirā'ah Mudah dan Asyik) guna mendukung keterampilan membaca bahasa Arab siswa kelas VIII MTs di Kota Batang. Model pengembangan yang digunakan adalah Hannafin and Peck yang terdiri atas tiga tahapan utama, yaitu penilaian kebutuhan, desain, serta pengembangan dan implementasi. QIRAMA dirancang dan dikembangkan dengan memadukan materi, bacaan, audio, visual pendukung, dan latihan interaktif. Hasil uji validasi ahli media, materi, dan bahasa secara keseluruhan memperoleh skor rata-rata 4.72 dengan kategori sangat layak. Temuan ini menunjukkan bahwa QIRAMA layak berdasarkan validasi ahli dan siap untuk diuji coba sebagai media pembelajaran berbasis website yang interaktif untuk pembelajaran membaca bahasa Arab siswa kelas VIII MTs di Kota Batang. Penelitian ini hanya menekankan pada kelayakan, dengan ujicoba di kelas disarankan sebagai tahap berikutnya.

## المخلص

تعد مهارة القراءة إحدى المهارات اللغوية الأربع التي تحتل مكانة أساسية في تعليم اللغة العربية، لما لها من دور كبير في تنمية الفهم اللغوي واستيعاب النصوص. غير أن نتائج البحث الميداني أظهرت أن تعليم القراءة باللغة العربية لدى طلاب الصف الثامن في المدارس المتوسطة الإسلامية بمدينة باتانج ما يزال يعتمد في الغالب على الأساليب التقليدية، مما أدى إلى ضعف اهتمام الطلاب ودافعيتهم نحو التعلم، فضلاً عن محدودية قدرتهم على فهم النصوص العربية واستيعاب مضامينها.

وانطلاقاً من هذه المشكلات، يهدف هذا البحث إلى تطوير وسيلة تعليمية قائمة على الويب باسم «QIRAMA» (القراءة السهلة والممتعة) لدعم مهارة القراءة لدى طلاب الصف الثامن في المدارس المتوسطة الإسلامية بمدينة باتانج. واعتمدت الدراسة نموذج هانافين وبيك في التطوير، وهو نموذج يشتمل على ثلاث مراحل رئيسية، وهي: تحليل الاحتياجات، والتصميم، ثم التطوير والتنفيذ. وقد صممت منصة QIRAMA من خلال دمج مواد القراءة، والخصائص الصوتية، والوسائط البصرية المساندة، إلى جانب التدريبات التفاعلية التي تسهم في تعزيز فهم النصوص وتحفيز المتعلمين. وأسفرت نتائج التحكيم من خبراء الوسائط التعليمية، وخبراء المادة، وخبراء اللغة عن متوسط بلغ (٤,٧٢)، وهو ما يدل على ارتفاع مستوى صلاحية هذه الوسيلة التعليمية. وتشير هذه النتائج إلى أن منصة QIRAMA صالحة من حيث التقييم الخبروي، وجاهزة للتجريب بوصفها وسيلة تعليمية تفاعلية قائمة على الموقع الإلكتروني لتنمية مهارة القراءة لدى طلاب الصف الثامن في المدارس المتوسطة الإسلامية بمدينة باتانج. وقد اقتصر هذا البحث على جانب الصلاحية، مع التوصية بإجراء تجارب صافية لاحقة للتحقق من فاعليتها في الميدان.

**Keywords:** Arabic reading skills; educational website; Hannafin and Peck; interactive learning media; QIRAMA

## Introduction

Starting in the 1980s, dependence on technology has defined the 21st century as the digital era.<sup>1</sup> By the early 2000s, the concept of digital learning gained momentum alongside advancements and developments in technology.<sup>2</sup> These technological advancements were then used in the education sector to create more interactive, flexible, and easily accessible learning experiences for students. This change has also

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<sup>1</sup> Johni Eka Putra et al., "The Urgency of Digital Technology in Education: A Systematic Literature Review," *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia* 10, no. 1 (2024): 224-34, <https://doi.org/10.29210/1202423960>.

<sup>2</sup> I Wayan Redhana, *Pembelajaran Digital Pada Abad Ke-21* (Singaraja: Undiksha Press, 2024).

influenced learning, which is now beginning to transform, no longer relying solely on conventional methods but integrating technology through the development of various learning media.

Learning media plays an important role in education. Several studies have demonstrated the effectiveness of using media in learning as a supporting element of the classroom learning process.<sup>3</sup> One example is research on the use of interactive media, utilizing virtual reality technology, in language-speaking skills, as seen in the MVR Abbas project.<sup>4</sup> and the study of Kahoot Gamification: Fostering Critical Thinking in Arabic Listening Comprehension.<sup>5</sup> This is consistent with the statement that integrating media into learning is beneficial, especially in increasing students' confidence and motivation.<sup>6</sup> This relevance is increasing in the context of learning in the 5.0 era, especially for subjects that students find challenging, such as Arabic.

Therefore, in the development of Arabic language learning media in the era 5.0, digital technology plays an important role in creating innovative and effective learning methods.<sup>7</sup> This is

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<sup>3</sup> Bintang Parikesit and Muhammad Afif Amrullah, "Development of Interactive Learning Media with InShot Application in Arabic Language Subjects," *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025): 149–64, <https://doi.org/10.29240/jba.v9i1.11771>.

<sup>4</sup> Novita Kusumadewi et al., "MVR ABBAS: Multimedia Virtual Reality Game Berbicara Bahasa Arab untuk Siswa Jenjang Menengah Pertama," *Arabi: Journal of Arabic Studies* 4, no. 1 (2019): 45–54, <https://doi.org/10.24865/ajas.v4i1.136>.

<sup>5</sup> Sholihatul Atik Hikmawati et al., "Kahoot Gamification: Fostering Critical Thinking in Arabic Listening Comprehension," *Alsina: Journal of Arabic Studies* 7, no. 1 (2025): 29–62, <https://doi.org/10.21580/alsina.7.1.28086>.

<sup>6</sup> Fajar Kurniawan et al., "Teachers' and Students' Perceptions of the Use of Learning Media in Improving Swimming Learning Outcomes in Junior High Schools in Cirebon City," *Journal of Ecohumanism* 4, no. 1 (2025): 4586–92, <https://doi.org/10.62754/joe.v4i1.6357>.

<sup>7</sup> Anisa Alfurochmatin and Ahmad Muhaimin Bin Mat Jusoh, "Tren Pengembangan Media Pembelajaran Bahasa Arab di Indonesia Era 5.0,"

because students nowadays prefer things related to digital technology. Therefore, developing digital-based media in learning can be one solution to increase students' motivation and understanding, especially in Arabic language learning, particularly in reading skills, which are considered difficult. In practice, many students still experience various difficulties in mastering these reading skills.

Reading skills (*mahārah qirā'ah*) are one of the four language skills that hold an important position in learning Arabic.<sup>8</sup> Reading skills also encompass two aspects: the ability to convert written symbols into sounds, and the ability to grasp the meaning from the overall context represented by the text and sounds.<sup>9</sup> Therefore, because reading skills are not only essential for recognizing written symbols but also for understanding the whole meaning, reading and comprehending Arabic texts present a unique challenge.<sup>10</sup>

Difficulties in learning Arabic reading skills are generally influenced by two factors: internal and external factors. Internal factors include limited Arabic-language learning experience (e.g., never having studied Arabic), limited fluency in reading the Qur'an, and low talent, interest, and motivation for learning Arabic. External factors include a lack of support

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*Alsina: Journal of Arabic Studies* 6, no. 1 (2024): 1-26, <https://doi.org/10.21580/alsina.6.1.21278>.

<sup>8</sup> Andy Hadiyahanto et al., "Model Pembelajaran Bahasa Arab Multiliterasi Berbasis Kearifan Lokal dan Moderasi Islam di Perguruan Tinggi Negeri," *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies* 4, no. 1 (2020): 117-40, <https://doi.org/10.21009/004.01.07>.

<sup>9</sup> Ahmad Fuad Effendy, *Metodologi Pengajaran Bahasa Arab* (Malang: Misykat, 2012).

<sup>10</sup> Anwar Abd. Rahman, "Keterampilan Membaca dan Teknik Pengembangannya dalam Pembelajaran Bahasa Arab," *Diwan: Jurnal Bahasa dan Sastra Arab* 3, no. 2 (2018): 155-69, <https://doi.org/10.24252/diwan.v3i2.4602>.

from family and school environments,<sup>11</sup> as well as limited facilities and infrastructure that support Arabic learning, especially in the area of *qirā'ah* skills.<sup>12</sup>

This requires a guided and in-depth learning process, because small mistakes in reading or misinterpreting sentences and their structures can lead to significant changes in meaning.<sup>13</sup> Therefore, learning tools that support more effective mastery of Arabic reading skills are needed, as well as tools that help students understand Arabic texts more easily and accurately.

Based on the researcher's initial observations at several MTs in Batang City, with eighth-grade students as subjects, most students consider Arabic a fairly complex subject, especially in reading. This is caused by several factors, including the fact that some students have never studied Arabic before and that Arabic instruction is considered monotonous, lacking interactive learning materials that can boost students' enthusiasm and motivation to learn.

Starting from these problems, this research focuses on developing a web-based learning media called QIRAMA (*Qirā'ah Mudah dan Asyik*). This media is designed to be interactive and engaging to facilitate the learning of Arabic reading skills (*mahārah qirā'ah*), particularly for eighth-grade students at MTs in Batang City. Therefore, it is hoped that students can learn in a more flexible way that aligns with current technological developments. QIRAMA is developed

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<sup>11</sup> Nur Khikmah, "Problematika Membaca Teks Arab bagi Siswa Madrasah," *Alsina: Journal of Arabic Studies* 1, no. 1 (2019): 47–66, <https://doi.org/10.21580/alsina.1.1.3666>.

<sup>12</sup> Dinda Lestari Hamka et al., "Analisis Faktor Kesulitan Membaca Teks Bahasa Arab Siswa Sekolah Madrasah Tsanawiyah Kelas Tujuh di Kota Makassar," *Pinisi Journal of Education* 1, no. 2 (2021): 196–205, <https://ojs.unm.ac.id/PJE/article/view/27138>.

<sup>13</sup> Hiroki Fujita, "On the Parsing of Garden-Path Sentences," *Language, Cognition and Neuroscience* 36, no. 10 (2021): 1234–45, <https://doi.org/10.1080/23273798.2021.1922727>.

using the foundation and domain of Google Sites. Google Sites is a tool from one of Google's products created to make it easier for users to build websites, whether for personal or group purposes.<sup>14</sup> This Google site can facilitate learning for teachers and students because it offers many features and is easy to access.<sup>15</sup> The site can include documents and data from other Google applications, such as Google Docs, Sheets, Forms, and can also incorporate text, files, photos, graphics, links, videos, and more. Even this site can be designed with various interesting themes.<sup>16</sup>

Although developed on Google Sites as the leading platform, QIRAMA also integrates several interactive educational game platforms, such as Wayground and Educaplay, to facilitate structured interactive reading activities. This study aims to develop a website-based Arabic reading instructional medium for Grade VIII MTs students in Batang City and determine its feasibility through expert validation covering content, media design, and language aspects. This study does not assess the effectiveness of QIRAMA in improving students' learning outcomes but is limited to product development and feasibility validation.

QIRAMA learning media contains complete material for one semester, organized into several chapters. Each chapter includes vocabulary (*mufradāt*), grammar (*qawā'id*), and

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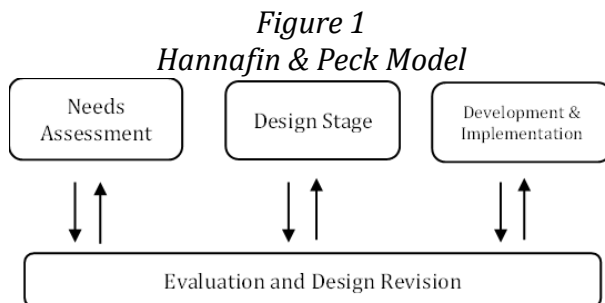
<sup>14</sup> Taufik Taufik, *Pengembangan Media Pembelajaran Bahasa Arab Berbasis Google Sites untuk Meningkatkan Keterampilan Menyimak dan Berbicara pada Siswa Kelas VI MIS Raudlatul Mubtadiin Sampang (Master Thesis)* (Surabaya: Universitas Islam Negeri Sunan Ampel Surabaya, 2022), [http://digilib.uinsa.ac.id/59277/4/Taufik\\_02041020016\\_OK.pdf](http://digilib.uinsa.ac.id/59277/4/Taufik_02041020016_OK.pdf).

<sup>15</sup> Titik Mulyaningsih et al., "Literature Review: Development of Google Sites - Based Multimedia to Improve Elementary School Students' Reading Literacy," *International Journal of Emerging Research and Review* 1, no. 4 (2023): 000045, <https://doi.org/10.56707/ijoerar.v1i4.45>.

<sup>16</sup> Beri Nopriansyah et al., "Google Sites: Maharatul Istima Learning Innovation in Madrasah Tsanawiyah Class 7," *Edukatif: Jurnal Ilmu Pendidikan* 6, no. 3 (2024): 1878-87, <https://doi.org/10.31004/edukatif.v6i3.6573>.

reading texts, with audio to help students practice pronunciation. Additionally, QIRAMA is equipped with various interactive games for warm-up activities, as well as formative and summative assessment exercises to measure students' understanding comprehensively.

This media development research uses a research and development (R&D) approach, with a development model based on the Hannafin and Peck model. This model consists of three main processes: first, the needs assessment stage; second, the design stage; and third, the development and implementation stage. In this model, all stages involve evaluation and revision processes.<sup>17</sup>



The subjects of this study were Grade VIII students at Madrasah Tsanawiyah (MTs) in Batang City. A total of 80 students were involved in the needs analysis. Data were also obtained from four Grade VIII Arabic teachers and three expert validators. The data collection techniques included observation, interviews, questionnaires, and expert validation checklists. Data collected from these participants were analyzed using qualitative data analysis techniques to describe the needs analysis findings and the feasibility of the developed learning media.

The expert validation instruments consisted of two forms. The material and language validation instrument comprised

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<sup>17</sup> Imade Tegeh et al., *Model Penelitian Pengembangan* (Yogyakarta: Graha Ilmu, 2014).

25 items covering three dimensions: content feasibility, presentation, and language appropriateness. The media validation instrument consisted of 20 items assessing software engineering, communication, audio, and visual aspects. One example item in the media validation instrument was: *“The media is communicative: visual elements support the instructional material to facilitate students’ understanding.”* All items were rated using a five-point Likert scale: Not feasible, Less feasible, Moderately feasible, Feasible, and Highly feasible.

The validation process involved two media experts and two material and language experts. The media experts consisted of a multimedia lecturer from the Japanese Language Education Study Program at Universitas Negeri Semarang and an Arabic language teacher. The material and language experts consisted of a lecturer in Arabic Language Education and an Arabic language teacher for Grade VIII. The validation was conducted in one round. Based on the experts’ feedback, revisions were made, including content refinement, technical improvements, interface adjustments, and feature enhancements. The revised product was subsequently reviewed to ensure that all recommendations had been properly implemented. Next, the average scores were determined for feasibility based on a specification table constructed based on the highest score, lowest score, number of categories, and interval range as follows: to reduce potential bias, the ratings of all validators were compared to ensure consistency.<sup>18</sup> In addition, all suggestions provided by the experts were implemented in the revisions of the learning media, including refinements to content, interface layout, and interactive features.

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<sup>18</sup> S. Eko Putro Widoyoko, *Teknik Penyusunan Instrumen Penelitian* (Yogyakarta: Pustaka Pelajar, 2015).

$$\begin{aligned}\text{Interval range} &= \frac{\text{Maximum score} - \text{minimum score}}{\text{Number of categories}} \\ &= \frac{5-1}{5} \\ &= 0.8\end{aligned}$$

Based on the calculation results, a classification interval of 0.8 was obtained, as shown in the following table.

*Table 1*  
*Eligibility assessment criteria*

<b>Score</b>	<b>Categories</b>
4.21 – 5.00	Highly feasible
3.41 – 4.20	Feasible
2.61 – 3.40	Moderately feasible
1.81 – 2.60	Less feasible
1.00 – 1.80	Not feasible

The average score for each aspect is then matched with the intervals in the table to determine its eligibility category. This category conversion result serves as the basis for determining the media's overall suitability.

To test the data's validity, the researcher applied source and technique triangulation. Source triangulation was conducted by analyzing the needs of various eighth-grade students at MTs in Batang City, as well as those of several Arabic language teachers from different schools. Meanwhile, triangulation of techniques was conducted through a combination of distributing questionnaires on student and teacher needs, conducting interviews, and observing the learning process. By implementing source and technique triangulation, the accuracy and validity of the research data can be improved, making the results of the QIRAMA learning media development more reliable and representative of the actual field conditions. Permission to conduct the study was obtained from the researcher's university and subsequently from the school principal and the student affairs office, and the teachers

provided informed. All participants' identities were kept anonymous, and the data were used solely for research purposes.

## **Result**

### ***Need Assessment***

The needs analysis conducted with 80 eighth-grade students from various Madrasah Tsanawiyah (MTs) in Batang City showed that 61.3% of students experience difficulties understanding Arabic reading passages. These difficulties do not arise without cause but are influenced by several interconnected factors. The most dominant factor is the lack of motivation and interest among students in learning Arabic, as expressed by 56.3% of respondents.

The second significant factor is the limited use of interactive learning media, as 68.8% of students stated that Arabic language learning in the classroom remains conventional and lacks engaging media.

Additionally, the perception that Arabic is a complex subject is the third factor that also influences students' low reading ability. Some students also mentioned that they had never studied Arabic before, so they needed more time to adapt to recognizing Arabic letters, sounds, and the language's structure.

Meanwhile, the results of the teacher needs analysis indicate that several primary factors contribute to students' difficulties in understanding Arabic reading: Arabic is a new language for most students and is considered difficult; students have low interest in learning; and students have diverse abilities. Although students' reading skills are generally quite good, teachers report that students still often struggle to understand the meaning and structure of texts. From the teachers' perspective, 100% of respondents reported challenges in teaching reading skills, mainly due to limited

learning facilities and infrastructure. The second most prominent factor is the difficulty in selecting appropriate learning media for teaching Arabic reading skills, as expressed by 66.7% of teachers. Additionally, the survey results show that 66% of teachers still use learning media sparingly; when they do, they more frequently use videos or images.

The questionnaire results on teachers' and students' needs align with observations and interviews, which indicate that students are less enthusiastic about learning Arabic reading skills. This condition is influenced by a monotonous learning process that uses minimal interactive learning media. Teachers generally still use conventional methods without variation, making the learning experience less engaging, causing students to become bored quickly, and reducing their motivation to develop their Arabic reading skills.

Based on the results of the needs questionnaire and interviews, teachers expressed the hope that engaging, interactive, and easy-to-use learning media would be available for both teachers and students. Teachers also hope that students can use the media independently. These expectations informed the need to develop QIRAMA as an interactive, technology-based learning medium to support Arabic reading skills.

### ***Design Stage***

Based on the results of the teacher and student needs questionnaires, components that need to be included in the QIRAMA (*Qirā'ah Mudah dan Asyik*) web-based learning media were identified. These components include learning materials, supporting images, evaluation games, user guides, and introductory activities. The media is designed using two languages, namely Arabic and Indonesian, to make it easier for students to understand the content. The questionnaire results also show that teachers and students want an attractive and enjoyable media display, so cartoon-style images are used in

the design to create a more lively learning atmosphere. The evaluation questions are designed in three types: multiple choice, true–false, and matching, with 10 questions in each exercise. Aspects assessed include the ability to determine the meanings of vocabulary, identify explicit facts, and interpret implied meanings in the reading texts. The color scheme is not explicitly defined, but it must appear attractive and comfortable for students to use.

In the design stage, the researcher began developing the appearance and structure of QIRAMA-based learning media for use on various devices, including laptops, smartphones, and tablets. This design was created so that the media is easy for students to use anytime and anywhere, whether independently or with teacher guidance.

The main page of the QIRAMA media features a navigation menu or table of contents that includes several main components: preface, user guide, learning objectives, list of chapters, developer profile, closing remarks, and a column for criticism and suggestions. Each menu is designed with a simple yet attractive appearance, making it easy for users to access the desired sections. In the chapter list section, each learning chapter consists of several submenus arranged systematically, namely: pre-activity, vocabulary material, vocabulary evaluation, reading texts, grammar, and final assessment. This structure is designed to help students learn gradually, starting with vocabulary introduction, understanding the reading content, and reinforcement through evaluation exercises.

Each page in the QIRAMA media features 'next' and 'back' buttons to facilitate navigation between chapters or submenus. Additionally, engaging, fun interactive games are provided in the introduction and evaluation sections. Each game includes a brief usage guide, as well as links and QR codes (barcodes) so students can access the games directly on their devices. The QIRAMA interface is designed to be interactive and responsive,

allowing the layout and element sizes to adapt to the device being used. The choice of colors, icons, and illustrations considers readability and visual comfort. The media display also features cartoon-style illustrations to attract students' attention without diminishing the educational impression.

### ***Development***

QIRAMA was developed as an interactive web-based learning medium integrating visual elements, audio features, and gamified evaluation to support Arabic reading skills among Grade VIII MTs students in Batang City. The media is developed gradually based on validation results and expert input to ensure it is suitable and engaging for learning Arabic reading skills. The overall interface of QIRAMA was developed with a clean and visually engaging layout to attract students' attention and ease navigation (Figure 2).

*Figure 2*

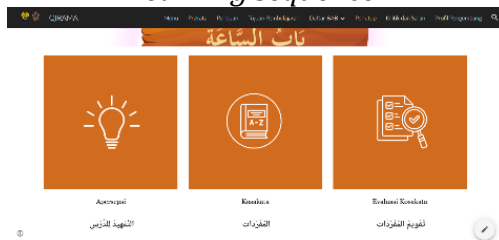
*The cover page of the QIRAMA website-based learning media*



Each chapter is accessible through a structured menu that guides students through pre-activity, vocabulary, reading text, grammar, and evaluation in sequence (Figure 3).

*Figure 3*

*The chapter menu of QIRAMA displaying the structured learning sequence*



The vocabulary section presents words with supporting visuals and audio to assist students in recognizing pronunciation and meaning (Figure 4).

*Figure 4*  
*The vocabulary (mufradāt) page of QIRAMA featuring audio-supported word presentation*



Reading texts are presented with full diacritical marks (harakat) to support accurate pronunciation and comprehension (Figure 5).

*Figure 5*  
*The reading text (qirā'ah) page of QIRAMA with diacritical marks and contextual vocabulary*



Each chapter concludes with an interactive evaluation that covers vocabulary meaning, explicit facts, and implied meaning within the reading text (Figure 6).

*Figure 6*  
*The interactive final evaluation page of QIRAMA incorporating gamified assessment activities*



The QIRAMA media display is designed with attention to visual appeal, readability of content, and ease of use for teachers and students. Each element and component on the page is systematically arranged to support the integration of learning materials and the use of technology.

### ***Implementation***

At this stage, the researcher conducts a product feasibility test with media, material, and language experts to assess the quality and suitability of the QIRAMA learning media. The aspects evaluated in the media feasibility test include software engineering, communication, audio, and visual aspects. Then, the aspects assessed in the material and language feasibility test include content feasibility, presentation, and language. This testing is carried out through filling out a questionnaire with the Table 2.

*Table 2*  
*Rating scale*

<b>Score</b>	<b>Category</b>
5	Highly feasible
4	feasible
3	Moderately feasible
2	Less feasible
1	Not feasible

Media testing is conducted to assess the display's suitability and the product's technical quality, ensuring it can be used effectively in learning. The media experts involved in this feasibility test include lecturers teaching Multimedia courses in the Department of Japanese Language Education at Universitas Negeri Semarang, as well as teachers responsible for Arabic language subjects for eighth-grade students at MTs in Batang City.

*Table 3*  
*Result of media expert validation*

<b>Aspect</b>	<b>Average Score</b>
Software engineering	4.50
Communication	4.80
Audio	4.80
Visual	4.50
Overall Score	4.65 (Highly feasible)

The results of the media expert validation test indicate that the software engineering aspect received an average score of 4.50 in the highly feasible category, covering indicators such as compatibility, maintainability, reliability, reusability, documentation, usability, and the effectiveness and efficiency of use. The communication aspect scored 4.80 in the highly feasible category, including indicators such as communication, creativity, simplicity, unity, and navigation interactivity. The audio aspect also scored 4.80 in the highly feasible category, encompassing narration clarity, navigation consistency, and sound effect quality. Meanwhile, the visual aspect received a score of 4.50 in the highly feasible category, covering layout, typography, color selection, images, and the accuracy of navigation for each layer. Overall, the media validation test results obtained an average score of 4.65, placing it in the highly feasible category.

The media revisions were carried out based on feedback from the media expert validation. The title display size on each page was adjusted to ensure consistent readability across devices, including smartphones and laptops (Figure 7).

*Figure 7*  
*The revised QIRAMA interface displayed on a laptop screen*  
*after title size adjustment*



Content and language validation was subsequently conducted by Arabic Language Education lecturers at Universitas Negeri Semarang, graduates of higher education institutions in the Middle East, and eighth-grade Arabic subject teachers at MTs in Batang City. The validation results are presented in Table 4.

*Table 4*  
*Result of content and language expert validation*

<b>Aspect</b>	<b>Average Score</b>
Content feasibility	4.65
Presentation feasibility	4.90
Language feasibility	4.77
Overall score	4.80 (Highly feasible)

The content feasibility aspect received an average score of 4.65, covering completeness and breadth of material, accuracy of concepts, terminology, images, and relevance to students' development and daily life. The presentation feasibility aspect scored 4.90, reflecting consistency of systematics, logical flow of concepts, student engagement, and integration between learning activities. The language feasibility aspect received a score of 4.77, encompassing correctness of structure and grammar, sentence effectiveness, standardization of terminology, and the ability to motivate and encourage

students to think critically. Overall, the content and language expert validation yielded a total score of 4.80, placing QIRAMA in the highly feasible category.

Based on expert feedback, several content and language revisions were made. A typographical error in the reading text was corrected, changing *اتناول الفصور* to *اتناول الفطور*. Additionally, examples were added to the grammar section to clarify the distinction between *jumlah ismiyyah* and *jumlah fi'liyyah* (Figure 8), and the rules of *adad tartibi* with supporting examples were incorporated to enhance grammatical completeness (Figure 9).

Figure 8

Added examples of *jumlah ismiyyah* and *jumlah fi'liyyah* following content expert revision



Figure 9

Added rules and examples of *adad tartibi* following content expert revision



The overall results of expert validation across both dimensions are summarized in Table 5.

*Table 5*  
*Overall results of expert validation*

<b>Expert validation</b>	<b>Average score</b>
Media expert validation	4.65
Content and language expert validation	4.80
Overall Score	4.72 (Highly feasible)

The combined expert validation score of 4.72 places QIRAMA in the highly feasible category across all assessed dimensions, confirming its readiness to proceed to the implementation stage.

### **Discussion**

The overall expert validation score of 4.72 places QIRAMA in the highly feasible category across all assessed dimensions, confirming that its content, media design, and language components collectively meet the standards required for effective instructional media (see Table 5). Among the three validation dimensions, content and language experts awarded the highest overall score (4.80), while media experts rated the product at 4.65, both within the highly feasible range. These results indicate that QIRAMA is technically sound and pedagogically aligned with the learning needs identified during the needs assessment stage, particularly the widespread lack of interactive media reported by 68.8% of students and the difficulty comprehending Arabic texts acknowledged by 61.3% of respondents, and that the product is ready to proceed to the classroom trial stage.

The high feasibility ratings across all validation dimensions can be attributed to several key design decisions embedded in the development of QIRAMA. The presentation feasibility score of 4.90, the highest of all individual aspects, reflects the coherence of the content sequence, which moves systematically from vocabulary (*mufradāt*) introduction through grammar (*qawā'id*) and reading texts to formative and

summative assessment. This graduated structure is consistent with scaffolded instruction principles, which have been shown to support progressive skill-building in language learning contexts.<sup>19</sup> The communication and audio aspects, both rated 4.80, reflect the effectiveness of interactive navigation and audio features that support correct pronunciation practice, a critical dimension in Arabic reading where misreading a single vowel can alter meaning substantially.<sup>20</sup> By allowing students to listen to passages before reading independently and to engage with game-like evaluation activities rather than conventional tests, QIRAMA scaffolds the learning process in ways designed to reduce reading anxiety and foster a motivating practice environment. Meanwhile, the slightly lower scores in software engineering and visual aspects (4.50) likely reflect the inherent challenges of ensuring cross-device consistency across smartphones, tablets, and laptops, which Alqurni and Estrada-Molina et al. identify as a persistent difficulty in the usability of digital educational resources.<sup>21</sup>

These results extend a growing body of research on technology-enhanced Arabic language learning. Taufik demonstrated that Google Sites-based media could enhance

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<sup>19</sup> Ahmad Hidayatullah Zarkasyi et al., "Teaching Aids Development for Arabic Lessons to Enhance Student's Reading Skills," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 1 (2022): 124–36, <https://doi.org/10.15408/a.v9i1.25496>.

<sup>20</sup> Fujita, "On the Parsing of Garden-Path Sentences."

<sup>21</sup> Jihad Saad Alqurni, "Evaluating the User Interface and Usability Approaches for E-Learning Systems," *International Journal of Information Technology and Web Engineering* 18, no. 1 (2023): 1–25, <https://doi.org/10.4018/IJITWE.333638>; Odiel Estrada-Molina et al., "The Assessment of the Usability of Digital Educational Resources: An Interdisciplinary Analysis from Two Systematic Reviews," *Education and Information Technologies* 27, no. 3 (2022): 4037–63, <https://doi.org/10.1007/s10639-021-10727-5>.

Arabic listening and speaking skills,<sup>22</sup> while Mulyaningsih et al. confirmed the platform's viability for developing reading literacy at the elementary level.<sup>23</sup> QIRAMA builds on these precedents by contextualizing the approach within the specific challenges of Arabic reading instruction at the MTs level, where students frequently encounter difficulties with script recognition, grammatical interpretation, and text comprehension alike.<sup>24</sup> The integration of interactive game platforms such as Wayground and Educaplay further aligns with Almelhes's finding that gamification in Arabic language learning effectively increases student engagement,<sup>25</sup> while the use of QR codes to facilitate exercise access reflects emerging best practices in technology-enhanced pedagogy.<sup>26</sup> Together, these design choices position QIRAMA as a product grounded in and contributing to an internationally relevant evidence base, rather than a merely local development effort.

From a pedagogical standpoint, QIRAMA addresses several structural barriers that the needs analysis revealed. Students' low motivation, reported by 56.3% of respondents (a finding consistent with Self-Determination Theory, which links autonomous motivation to improved learning outcomes)<sup>27</sup> is

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<sup>22</sup> Taufik, *Pengembangan Media Pembelajaran Bahasa Arab Berbasis Google Sites untuk Meningkatkan Keterampilan Menyimak dan Berbicara pada Siswa Kelas VI MIS Raudlatul Muhtadain Sampang (Master Thesis)*.

<sup>23</sup> Mulyaningsih et al., "Literature Review: Development of Google Sites - Based Multimedia to Improve Elementary School Students' Reading Literacy."

<sup>24</sup> Rahman, "Keterampilan Membaca dan Teknik Pengembangannya dalam Pembelajaran Bahasa Arab."

<sup>25</sup> Sultan A. Almelhes, "Gamification for Teaching The Arabic Language to Non-Native Speakers: A Systematic Literature Review," *Frontiers in Education* 9 (2024), <https://doi.org/10.3389/feduc.2024.1371955>.

<sup>26</sup> Pelin Sağit et al., "A Systematic Review on The Pedagogical Use of QR Codes," *Journal of STEM Teacher Institutes* 4, no. 2 (2024): 106-26, <https://jstei.com/index.php/jsti/article/view/73>.

<sup>27</sup> Joshua L Howard et al., "Student Motivation and Associated Outcomes: A Meta-Analysis From Self-Determination Theory,"

partly attributable to the monotony of conventional instruction methods,<sup>28</sup> compounded by limited support from both home and school environments,<sup>29</sup> and QIRAMA responds by offering varied activity types, interactive exercises, and a visually engaging interface that sustains interest. Although teachers reported that videos and images were the most commonly used media, their limited and unsystematic use has not yet fully optimized reading skill development, underscoring the need for a more structured, interactive solution such as QIRAMA. The self-navigating structure allows students to learn independently at their own pace and across multiple devices, which is particularly valuable in blended learning contexts where classroom time is limited. For teachers, 100% of whom reported challenges in teaching reading skills partly due to limited learning facilities, QIRAMA reduces the burden of material preparation by providing ready-made, expert-validated content for a full semester, including built-in evaluation instruments that offer immediate formative feedback. This dual utility aligns with what Kurniawan et al. describe as the role of learning media in boosting both students' motivation and teachers' instructional confidence.<sup>30</sup>

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*Perspectives on Psychological Science* 16, no. 6 (2021): 1300–1323, <https://doi.org/10.1177/1745691620966789>.

<sup>28</sup> Nooraihan Ali et al., “A Preliminary Study of Arabic Text Reading Skills Instruction Based on Effective Reading Strategies,” *Journal for Educators, Teachers and Trainers* 14, no. 3 (2023): 228–36, <https://doi.org/10.47750/jett.2023.14.03.030>; Salma Salsabila Prissa et al., “Review of Constructivism Theory In Analyzing Conventional Learning Media for Arabic Subjects,” *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 7, no. 2 (2025): 410–33, <https://doi.org/10.21154/93hs7f32>.

<sup>29</sup> Eman Ahmed Ahmed Elmesalamy and Fekry Mohamed Hassan El-Ater, “The Role of the Home Literacy Environment and Parent Education in Effecting the Developmental Differences of Phonological Awareness During Early Childhood,” *American Journal of Applied Psychology* 11, no. 1 (2022): 36–48, <https://doi.org/10.11648/j.ajap.20221101.15>.

<sup>30</sup> Kurniawan et al., “Teachers’ and Students’ Perceptions of the Use of Learning Media in Improving Swimming Learning Outcomes in Junior High Schools in Cirebon City.”

Nevertheless, several limitations of this study must be acknowledged. The present research focused exclusively on expert validation as a measure of feasibility, consistent with the scope of the Hannafin and Peck model's development and implementation phase, and no classroom trial or experimental design was conducted. Consequently, while the validation results are encouraging, they do not yet constitute evidence of QIRAMA's effectiveness in improving students' actual Arabic reading outcomes, a distinction that is critical in R&D educational research.<sup>31</sup> The validation process also involved a limited number of experts in a single round and was conducted within a specific geographic context, which may limit the generalizability of findings. Future research should therefore prioritize classroom trials using pre- and post-test designs to measure learning gains alongside effect size calculations. Usability evaluations involving students as end-users, expanded sampling across multiple schools and regions, and comparative studies examining QIRAMA alongside other digital media formats would further strengthen the evidence base and support the broader implementation of QIRAMA in Arabic language classrooms across Indonesia.

## **Conclusion**

The development of QIRAMA, a web-based interactive learning medium for Arabic reading skills (*mahārah qirā'ah*) designed for eighth-grade students at MTs in Batang City using the Hannafin and Peck model, yielded an overall expert validation score of 4.72, placing it in the highly feasible category. This result confirms that QIRAMA meets the content, media design, and language standards required for use as a

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<sup>31</sup> M Triono and E Retnowati, "Validity Assessment of a Multimedia Based on Cognitive Load Theory for Undergraduate Plane Geometry Learning," *Journal of Physics: Conference Series* 1320, no. 1 (2019): 012084, <https://doi.org/10.1088/1742-6596/1320/1/012084>.

supporting tool in interactive and engaging Arabic reading instruction.

As the present study was limited to the development and validation stage, classroom trials were not conducted. Future research is therefore recommended to address this limitation by conducting classroom trials with pre- and post-tests, calculating effect sizes, testing the media across multiple schools, and performing usability evaluations to further validate its effectiveness and practical implementation.

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