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by Ari Khairurrijal Fahmi

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Content Validity to Assess the LMS-Moodle-based Academic Writing Learning Model of Arabic

Ari Khairurrijal⁶, Fahmi^{a, 1}, Miatin Rachmawati^{b, 2}, Kamal Surong^{c, 3}
^aUniversitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia
^bUniversitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia
^cKing Saud University, Riyadh, Saudi Arabia

¹arikhairurrijal@uhamka.ac.id, ²miatinrachmawati@uhamka.ac.id,
³441106733@student.ksu.edu.sa *

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*Corresponding

Author:

Name: Ari Khairurrijal

Fahmi

Email:

arikhairurrijal@uhamka.ac.id

a.ac.id

Phone/WA:

085694982613

ABSTRACT

The aim of study is a deep understanding of the description of content validity of a moodle-based lms to support learning arabic academic writing. This research focuses on tracing LMS that are suitable to be used to carry out Arabic academic writing learning in college. This study uses a survey technique with the LMS IPA Matrix feasibility instrument. LMS assessment was carried out by several experts in the field of learning media who assessed the LMS used in learning Arabic academic writing. The results of this study indicate that the LMS used for learning Arabic academic writing is feasible to use based on the measurement of the science matrix.

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Keyword

Content Validity; Moodle-based LMS; Arabic; Academic Writing

مستخلص البحث

الهدف من هذه الدراسة هو الفهم العميق لصلاحية محتوى نظام التعلم القائم على نظام "المودل" لدعم تعلم الكتابة الأكاديمية العربية. يركز هذا البحث على تتبع نظام إدارة التعلم المناسب لاستخدامه في تعلم الكتابة الأكاديمية العربية في الجامعة. يستخدم هذا البحث الدراسة الاستكشافية LMS IPA Matrix. تم إجراء تقييم LMS من قبل العديد من الخبراء في مجال وسائل الإعلام التعليمية الذين قاموا بتقييم نظام LMS المستخدم في تعلم الكتابة الأكاديمية العربية. تشير نتائج هذه الدراسة إلى أن نظام إدارة التعلم المستخدم في تعلم الكتابة الأكاديمية باللغة العربية يمكن استخدامه

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INTRODUCTION

Academic writing on previous research studies focused on developing models and teaching materials. These studies have proven to be effectively used for learning academic writing, especially at the university level. Over time, especially after the world was attacked by the covid-19 pandemic, there needs to be a lot of adjustment to learning models, especially the academic writing learning model of Arabic at the university level.

The term academic writing was first conducted by Bailey. Academic writing has always been a requirement in completing the final project at the university. Students at the University use the results of academic writing in various models, methods, and forms (Arifa et al., 2022). Academic writing at the university student level begins with a paraphrase (Trinh et al., 2022), and can be developed by contextualizing the learning model (Abdul Hakim, 2018), also by developing the participation of fellow students in academic writing in the form of peer review (Setiadi, 2017).

Currently, the condition of learning Arabic academic writing requires technology to be accessible to many students (Sumardi et al., 2021). The technology that is often used is the Learning management system in which there are learning tools in the form of books, modules, videos, assignments, and course completion processes (Fery Fauzi et al., 2020). At each level of education, a learning management system is developed to support the learning process. This learning management system needs to be accepted and effective in the eyes of the learners (Oktariani et al., 2021). The existing Learning management system still accommodates many asynchronous activities (Bai & Bai, 2022) to realize the learning objectives that have been set, it is necessary to determine the validity of the content of the learning management system used. Competent parties will validate a learning management system developed for the learning model.

Previous research on the development of learning models focused more on how the learning model was developed so that it became suitable for use in learning. One of the requirements for the learning model to be declared suitable for use is to go through a feasibility test or content validity test of a learning model.

Every learning model that is developed both online and offline requires a review process called content validity or feasibility study (Lee et al., 2022). A

study on the feasibility study and content validity has been carried out to test the reliability of the learning program including testing the learning model asynchronously through the learning management system (Oster et al., 2022). Validity testing also needs to be done in detail, including the sub-components embedded in the learning management system such as teaching materials, learning videos, learning plan documents, and exercises embedded as learning activities (Arfianto et al., 2022). This is done to ensure that the learning available in the learning management system is feasible and can provide a fun learning for students (Liza et al., 2021). The feasibility of this LMS is a strategy that is outlined in the LMS-based learning model so that students can complete their courses on time (Mahbubah et al., 2021)

One of the tools used to measure feasibility through content validity is the *Importance Performance Analysis* (IPA) – Matrix (Importance performance analysis). Tests for several web pages are carried out using this measuring tool. This measuring tool is also used to test user satisfaction with the running of website-based applications (Abdillah, 2022). Things that need to be emphasized in testing content validity are the quality of a website (Andri et al., 2022).

In principle, IPA is a method used to determine student perceptions and responses to services in schools. Importance Performance Analysis has eight main indicators to be able to measure learning services in schools (Wibisono, 2019). The IPA matrix used in this study is an IPA matrix which was developed specifically for the Learning management system developed for learning Arabic academic writing.

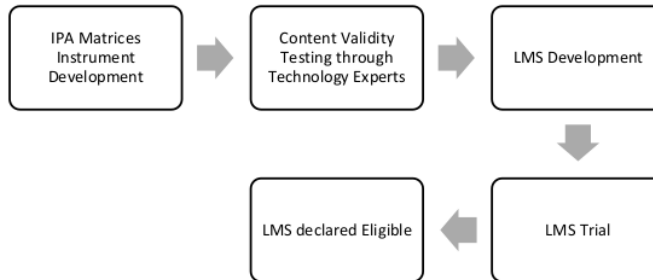
Many studies on the development of learning models have been carried out, but none have focused on the content validity of a learning management system used for learning Arabic academic writing at the university level. Therein lies the novelty of this study. Based on this novelty, in this study it is necessary to ask two research questions; how is the content validity instrument capable of measuring the reliability of the learning management system for learning activities? and what is a good learning management system to use in the Arabic learning model for academic writing at the university level?

METHOD

Based on the two research questions above, this study describes the content validity of an LMS used in learning Arabic academic writing. This research data is an instrument whose validity is tested by learning media experts. The theory used to develop this instrument is the theory of "Importance performance analysis (IPA)" by David Garvin. Content validity testing is carried out within 4 months. The validation process begins with the form of FGDs with learning media experts and with lecturers of allied knowledge. In the final part of the validation

process, as proof of content validity, this instrument was used in learning Arabic academic writing involving 3 universities which were used as a trial; namely Universitas Negeri Jakarta, Universitas Muhammadiyah Sidoarjo, dan Universitas Muhammadiyah Prof. Dr. Hamka.

The following are the research steps used;



After the data in the form of a content validity instrument was formed, this study resulted in a design of an Arabic academic writing learning model in the form of learning steps contained in the Uhamka Online Learning Management System (LMS).

RESULTS & DISCUSSION

¹To answer the first question, the researcher will describe the instrument used to test the content validity of a learning management system for Arabic academic writing at the college level.

Based on the development of an instrument, to measure the feasibility and content validity of a Learning management system, several aspects and indicators are needed based on the IPA Matrix. These aspects include;

Item	Idicators	Condition
Performance	Uhamka online learning works according to its function as a learning management system	Very good (5)
Fiture	Online Learning Uhamka has Icons and	Very good (5)

	Objects that complement the basic functions of LMS	
Funcionality	Uhamka online learning has technology and programming languages that make interaction with users	Very good (5)
Suitability:	Uhamka Online Learning is an LMS that complies with similar Learning Management System standards	Very good (5)
Compatibility:	Online Learning Uhamka is supported by browsers and various Plug-Ins (Google Chrome, Mozilla, Opera, Maxthon, Safari)	Very good (5)
Durability:	Online Learning Uhamka has proven resilience and economic life	Very good (5)
Maintenance time:	Uhamka Online Learning can be used for a long time	Very good (5)
Beauty;	Graphic display of online learning Uhamka	Good (4)
Perception;	Your views on Uhamka's Online Learning	Very good (5)
Usability;	Ease of access to online learning Uhamka	Good (4)
Navigation:	Menu design and commands in Uhamka's Online Learning	Very good (5)

Usefull Content;	Online Learning Uhamka provides useful learning content	Very good (5)
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Based on several research results that examine the development of an instrument to measure the feasibility of an LMS, this instrument has met the criteria as done by David Garvin that

1) performance, in terms of performance; LMS certainly needs to work as its function as a learning management system. In this case, from the results of the assessment of technology experts, Uhamka's LMS Online learning for learning Arabic academic writing is considered very good for carrying out the process of learning Arabic academic writing. Uhamka's online learning LMS based on its performance according to the assessor's expertise is following the function.



Figure 1. Screen shot LMS Online learning uhamka

2) features, in the feature aspect, Uhamka's online learning LMS assessment is emphasized objects that support the assignment process, discussion process, and Arabic academic writing practice process.

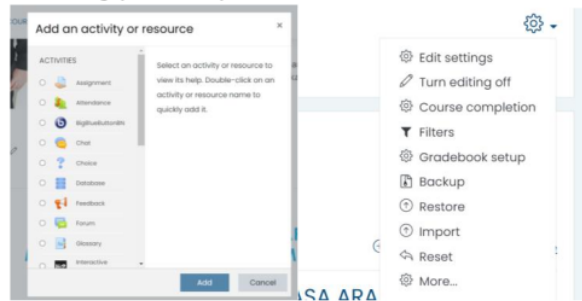


Figure 2. Features available in the Uhamka's LMS Online learning

3) Functionality, Functional requirements are various types of requirements in which there are processes carried out by Uhamka's Learning Management system. In terms of Uhamka's Online Learning functionality which is used for the Arabic academic writing learning model, it has entered the very good category.

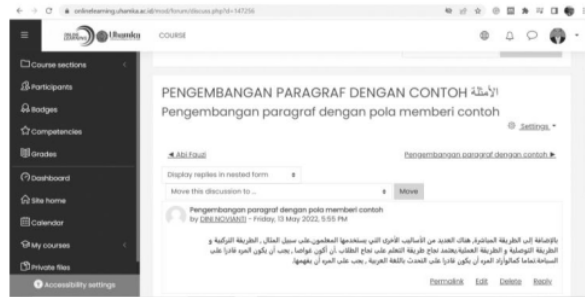


Figure 3. The Function screen shot

4) Suitability, Uhamka's online learning management system (LMS) is suitable with similar learning management programs. Similar learning management programs such as Google Classroom are a benchmark for the suitability of the learning management system used. In academic writing, several features have been used to accommodate students' writing exercises, starting from developing instruments for understanding writing theory, developing sentences and developing paragraphs in both Indonesian and Arabic.

5). Compatibility, Uhamka's Online learning is one of the measuring tools to ensure that Uhamka's online learning tools in the form of a learning management system can be run in several browsers such as Mozilla Firefox, Google Chrome, Safari, and other browsers. Uhamka's online learning has met these compatibility criteria.

6). Durability, is one aspect that needs to be seen and studied to achieve the feasibility of a learning management system. Durability is the economic life of a web-based application. Uhamka's online learning has gone through a durability assessment test that fits the needs of web-based distance learning.

Other aspects such as perception, beauty, and navigation in the Learning management system have gone through a process of expert testing that got good results to be implemented in a learning management system for learning Arabic academic writing.

¹ Based on the discussion of the findings above, it can be proposed a discussion that;

(1) an instrument is needed to test the validity of the content of a learning management system used for academic writing in Arabic, it was conveyed in Aggrawal's study that every web-based learning needs to meet several criteria

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(Aggarwal, 1999). McGinn added that every learning management system is not only sophisticated in features but needs to contain a good curriculum and learning plan that can be seen in an LMS (Mckimm et al., 2003). The LMS developed is very necessary to run online learning, either in the form of blended learning or fully online learning (Amalia & Fahmi, 2021),

(2) Many learning models have been developed by teachers and lecturers to maximize distance learning which requires content validity. Omari's research confirms that to maximize distance learning it is necessary to validate learning tools (Omari, 2015).

In answering the next research question, the researcher described how the LMS content for Arabic academic writing was proposed to be developed further. The LMS contained several main points which include; 1) graduate achievements and course outcomes, 2) infographics and tutorials using the Learning management system, 3) features for downloading RPS and Learning Modules. 4). The first until the fourth meetings discussed academic writing theory which was equipped with learning videos and multiple-choice quizzes to measure students' understanding of academic writing theory, 5) at the fifth and sixth meetings, features were made for sentence and paragraph development exercises in Indonesian and in Arabic, 6) at the seventh meeting, a learning video was provided that explained tutorials on using reference management programs, 7) at the eighth, ninth, and tenth meeting were explained with learning videos related to peer-reviewed tutorials, tutorials on paraphrasing, and tutorials on collecting articles using the annotated bibliography technique, 8) at the eleventh meeting until the end, it was focused on making a final project which became the final target of academic writing in the form of writing in Indonesian and Arabic.

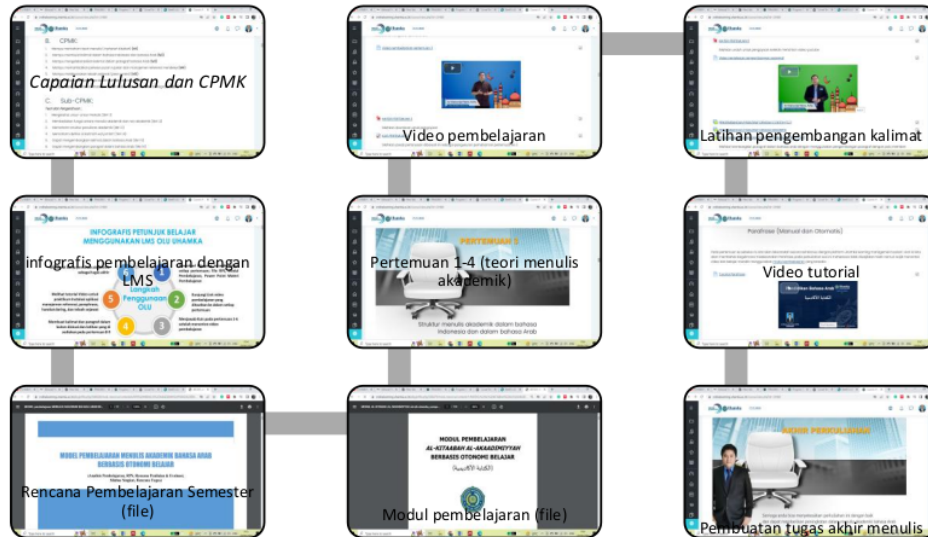


Figure 4. Designed LMS for Arabic Academic writing

Based on the findings in the form of an LMS design, that is feasible to use for learning Arabic academic writing. This finding complements several previous studies that have discussed how academic writing learning conditions should be. In Syamsi's research, it is explained that one of the elements that need to be present in writing activities is peer review (Setiadi, 2017), it is also applied in learning apart from academic writing (Gumelar & Ramadhany, 2020). In this finding, the researchers applied a peer-reviewed procedure to represent the actual academic writing process (Bailey, 2006).

Compared to the results of other similar studies, academic writing requires supporting equipment that supports the writing process (Arifa et al., 2022), such equipment as tools for translation, tools for finding reference sources in the form of reference management (Hikmat Ade, Solihati Nani, 2020). In this finding, complements for academic writing are available in the form of video tutorials that are integrated with Uhamka's OLU learning management system.

The findings of this study require further research that is more specific in detail, such as the evaluation mechanism in the form of multiple choice quizzes, which is one of the shortcomings of this study. This research still requires deepening in the form of proof in the form of trials in several universities to get the value of the effectiveness of its use.

The validity of the content and design of the LMS proposed in this study is one of the references that can be used for the development of an Arabic academic writing learning model that may become a reference for lecturers and academics who will develop an LMS for writing learning.

CONCLUSIONS

This study answers two research questions posed at the beginning of this discussion, firstly that the construct validity of a learning management system for learning needs to be created and carried out by every teacher/lecturer who develops learning models with LMS. Content validity will measure the readiness of the LMS to carry out Arabic learning academic writing. The points used in the content validity instrument include; LMS Performance, Features, Functionality, Suitability, Compatibility, durability, maintenance time, beauty, perception, reusability and navigation. The content validity instrument can be used to measure the feasibility of the LMS to be used in learning.

The results of this study further explain that in developing LMS academic writing Arabic is designed in several steps starting from the description of graduate and course achievements, infographic tutorials on using LMS, theoretical elaboration supported by learning videos and quizzes, discussion forums for sentence and paragraph development. Arabic, video tutorials integrated with LMS, guides for using writing support tools such as Mendeley, paraphrases, annotated bibliography tables, and final project writing templates.

This research requires further research that focuses on effectiveness testing. This follow-up research can be carried out by integrating the LMS developed with any learning. The deepening in each meeting will be the focus of further research.

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