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

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### ABSTRACT

The aim of study was a deep understanding of the description of content validity of a LMS-Moodle Based to support learning Arabic academic writing. This research focused on tracing LMS that are suitable to be used to carry out Arabic academic writing learning in college. This study used a Research and Development method that combines two research methods to describe the validation mechanism of the LMS-Moodle Based device for learning of Arabic writing. To develop this research instrument, the researchers developed an instrument based on the IPA Matrix analysis. After developing the 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 indicated that the LMS used for learning Arabic academic writing is feasible to use based on the measurement of the matrix science.

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### Keyword

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

### مستخلص البحث

الهدف من هذه الدراسة هو الفهم العميق لصلاحية محتوى نظام التعلم القائم على نظام "الموودل" 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 لـ LMS 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 بناءً على قياس مصفوفة العلوم.

اكتساب اللغة العربية؛ صلاحية المحتوى؛ LMS-Moodle؛ عربية؛ كتابة أكاديمية

كلمات أساسية

## 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 of 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). Learning to write at the university level always finds obstacles in the formation and errors in paragraph writing (Fahmi & Fahmi, 2016; Khuwaileh & Al Shoumali, 2010). Academic writing at the university level begins with a paraphrase (Trinh et al., 2022), and can be developed by contextualizing the learning model (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 accessed for 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 (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). Learning to use LMS has always been an obstacle for everyone in exploring it (Dobre, 2015). Moreover, the use of LMS Moodle-based has been applied in various universities. 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 declared suitable learning model for use is to go through a feasibility test or content validity test of a learning model.

Every learning model developed both online and offline requires a review process called content validity or feasibility study (Lee et al., 2022). A study on the feasibility 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. 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 of schools' service. In 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 for learning Arabic academic writing.

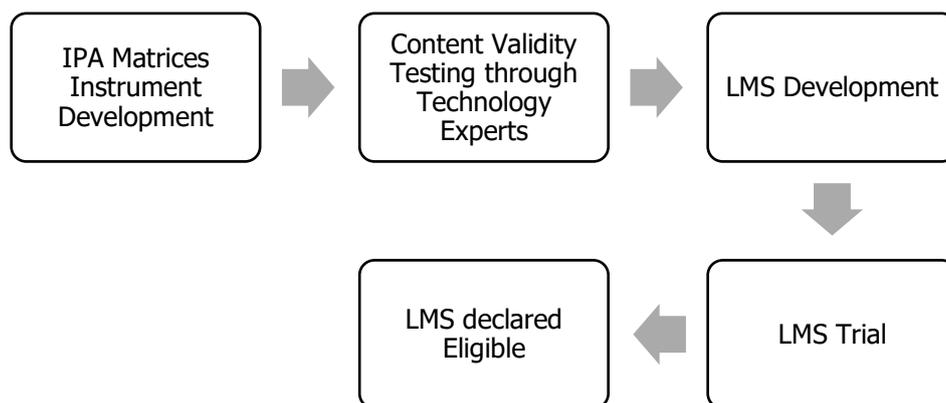
Many studies on the development of learning models have been carried out, but none have focused on the content validity of a learning management system used for learning Arabic academic writing at the university level. Therein lies the novelty of this study. Based on this novelty, in this study is necessary 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?

In learning using LMS Moodle-based, teachers will focus more on analytic data. In this case, the results of student writing will become important data to be continued to computer-based analytical data (Duin & Tham, 2020), several cases and literature considers that learning through LMS can be created under various conditions. In Thailand, many teachers use social media as a learning tool in the form of an LMS for learning to write (Tananuraksakul, 2014). Previous research focusing on LMS started its research by describing the "IoT" (internet of things). This is the philosophical foundation of how a LMS Moodle-based can be developed (Hardyanto, 2017).

Based on several previous studies that have not focused on discussing what instruments used to measure and validate the LMS used, this study has a level of significance and has great advantages.

## METHOD

Based on two research questions above, this study described the content validity of LMS used in learning Arabic academic writing. This research data is an instrument which 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 (UNJ), Universitas Muhammadiyah Sidoarjo (Umsida), dan Universitas Muhammadiyah Prof. Dr. Hamka (Uhamka). The [Figure 1](#) shows the research steps.



**Figure 1. Research Step**

The [Figure 1](#) describes the process and steps for implementing this research. This study began by developing an instrument to assess LMS based on the IPA matrix theory. Then this instrument was assessed by two experts. When it is stated as feasible, it can be developed to assess the LMS.

The data in this study were in the form of indicators that are tested by experts. These indicator items were analyzed through 2 experts, namely experts in the field of technology and in the field of programming. Data analysis was carried out with a trial process in LMS testing. In this case the LMS being tested was LMS Uhamka.

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 (Universitas Muhammadiyah Prof. Dr. Hamka) Online Learning Management System (LMS).

## RESULTS & DISCUSSION

To answer the first question, the researchers 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;

**Table 1. IPA Matrix Indicators**

Item	Indicators	Condition
Performance	<i>Uhamka online learning works according to its function as a learning management system</i>	<i>Very good (5)</i>
Feature	<i>Online Learning Uhamka has Icons and Objects that complement the basic functions of LMS</i>	<i>Very good (5)</i>
Functionality	<i>Uhamka online learning has technology and programming languages that make interaction with users</i>	<i>Very good (5)</i>
Suitability:	<i>Uhamka Online Learning is an LMS that complies with similar Learning Management System standards</i>	<i>Very good (5)</i>
Compatibility:	<i>Online Learning Uhamka is supported by browsers and various Plug-Ins (Google Chrome, Mozilla, Opera, Maxthon, Safari)</i>	<i>Very good (5)</i>
Durability:	<i>Online Learning Uhamka has proven resilience and economic life</i>	<i>Very good (5)</i>
Maintenance time:	<i>Uhamka Online Learning can be used for a long time</i>	<i>Very good (5)</i>
Beauty;	<i>Graphic display of online learning Uhamka</i>	<i>Good (4)</i>
Perception;	<i>Your views on Uhamka's Online Learning</i>	<i>Very good (5)</i>
Usability;	<i>Ease of access to online learning Uhamka</i>	<i>Good (4)</i>
Navigation:	<i>Menu design and commands in Uhamka's Online Learning</i>	<i>Very good (5)</i>
Useful Content;	<i>Online Learning Uhamka provides useful learning content</i>	<i>Very good (5)</i>

Table 1 describes some of the indicators used to measure the feasibility of LMS used in learning, especially Arabic writing. The indicators above become the main reference in assessing and validating the LMS. Based on several research results that examine the development of an instrument to measure the feasibility of LMS, this instrument has met the criteria as done by David Garvin those are: 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 Arabic academic writing Online learning 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 2. Screen shot LMS Online learning uhamka

Figure 2 shows initial view of the LMS design development at Uhamka. This LMS design has been assessed through IPA Matrix Analysis. This design was not as shown previously. After being assessed using the IPA Matrix instrument, the LMS display adjusts as shown in Figure 2.

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

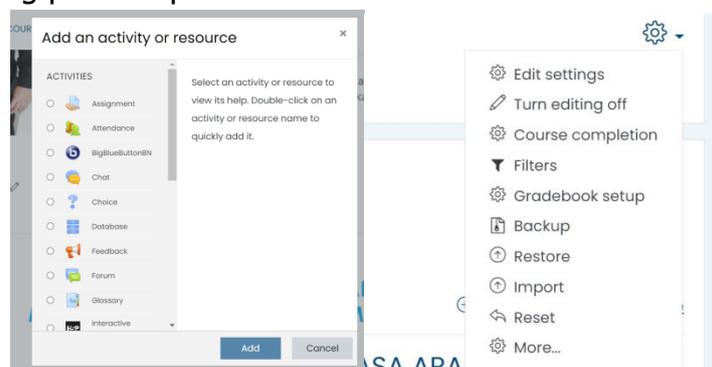


Figure 3. Features available in the Uhamka's LMS Online learning

Figure 3 describes the features available in the LMS to accommodate learning, especially learning Arabic academic writing in universities. The picture above shows a feasibility of an LMS in the feature indicator.

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 got very good category.

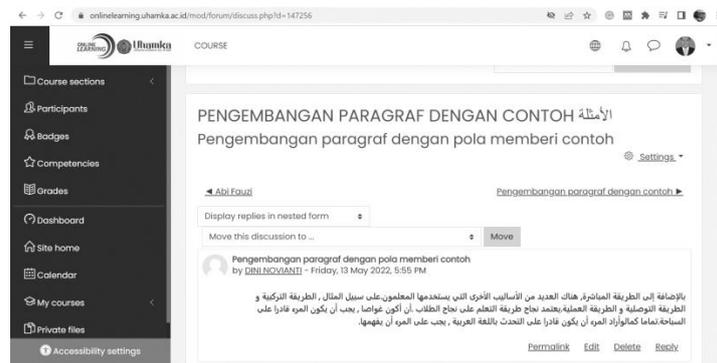


Figure 4. The Function screen shot

Figure 4 explains how well the process of learning Arabic academic writing prepared in the LMS. This is something that is very crucial in learning. The process of monitoring the results of writing can be monitored in this feature.

4) Suitability, Uhamka's online learning management system (LMS) is suitable with similar learning management programs such as Google Classroom which is as 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, it 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.

Based on the discussion of the findings, it can be proposed a discussion those are; (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 an Aggrawal's (1999) study that every web-based learning needs to meet several criteria. Mckimm 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 developed LMS is very necessary to run online learning, either in the form of blended learning or fully online learning (Amalia & Fahmi, 2021); and (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 is necessary to validate learning tools (Omari, 2015).

In answering the next research question, the researchers 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 explaining tutorials on using reference management programs, 7) at the eighth, ninth, and tenth meeting were explained with learning videos related to peer-reviewed tutorials, paraphrasing tutorials, and collecting articles using the annotated bibliography technique tutorials, 8) at the eleventh meeting until the end, it focuses on making a final project which became the final target of academic writing in the form of writing in Indonesian and Arabic.

In using LMS Moodle-based, teachers will focus more on analytic data. In this case, the results of student writing will become important data to be continued to computer-based analytical data (Duin & Tham, 2020), several cases and literature considers that learning through LMS can be created under various conditions. In Thailand, many teachers use social media as a learning tool in the form of an LMS for learning to write (Tananuraksakul, 2014). Previous research focusing on LMS started its research by describing the "IoT" (internet of things). This is the philosophical foundation of how a LMS Moodle-based can be developed (Hardyanto, 2017).

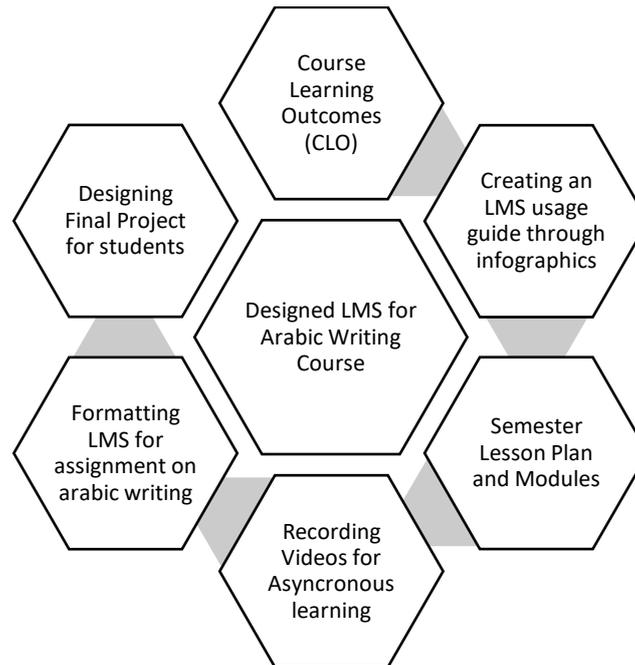


Figure 5. Designed LMS for Arabic Academic writing

Figure 5 explains how the LMS has been developed based on the validation results derived from the validation instrument based on the IPA Matrix. This LMS is in the form of learning how to write Arabic in universities (Uhamka).

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 Setiadi's research explained that one of the elements needed 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 and finding reference sources in the form of reference management (Hikmat&Solihati, 2020). In this finding, complements for academic writing are available in the form of video tutorials that are integrated with Uhamka's learning management system (Mufidah et al., 2019).

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 learning writing. Especially when comparing the results of previous studies that have developed learning models for writing Arabic with contextual models (Hakim, 2018), as well as the development of LMS in learning various parts of the world (Tananuraksakul, 2014), and researchers who developed LMS-based learning models (Sumardi et al., 2021) then the deepening of content validity to assess LMS becomes the strongest point of this study.

## CONCLUSIONS

This study answered two research questions posed at the beginning of this discussion, firstly 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 used in learning. The results of this study explained that in developing LMS Arabic academic writing, it 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 in 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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