Teachers' and Students' Perceptions of the Arabic Language E-Learning Platform

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Abstract

This study aims to analyze and describe teachers' and students' perceptions about E-learning used in Minhah's class at the Markaz Arabiyah Arabic course institution. Technological progress is necessary and affects all aspects of life, including education. The influence of technological advancement can be found in the emergence of e-learning as an interactive learning media innovation that can be utilized in realizing active, innovative and independent learning and not only supporting students in mastering materials but also accelerating students in mastering 21st-century learning competencies. E-learning is becoming the right choice to realize effective distance learning. The method used in this research was a survey research method with a quantitative approach. Data were collected using observation techniques, questionnaires, and literature studies. The results showed that the Markaz Arabiyah e-learning used in learning at the Minhah Mesir Program was categorized as good in the visual aspect and quite good in the media engineering aspect, with an average percentage for the visual aspect of 79.2% and for the media engineering aspect of 71%. These results indicated that e-learning had a good appearance and features adjusted to progress technology and students' needs in accessing practice questions. However, regarding content and material aspects, Markaz Arabiyah was in a bad category with an average percentage score of 44% each. The category was not good for both indicators because the Markaz Arabiyah e-learning did not yet contain material and was only used as a learning evaluation media.

Keywords: Arabic e-learning; perception; teachers; students

Introduction

The perceptions of teachers and students are crucial in e-learning because they can influence the effectiveness of learning. [1] [2] In this regard, several previous studies have shown that teachers and students have positive perceptions of learning using e-learning.[3,4] Although existing research indicates the foregoing, observations at Markaz Arabiyah suggested that there are not always positive perceptions from teachers and students when using e-learning. Therefore, this study investigates the perceptions of teachers and students about using e-learning for Arabic language learning as an assessment of the quality and suitability of the E-learning used at the Markaz Arabiyah institution. The research findings can be valuable for needs analysis in e-learning development.

Education is currently experiencing a fairly rapid revolution with advances in technology and information systems. This is marked by the emergence of e-learning in learning activities.[5] Rodrigues defines E-learning as an innovative web-based system based on digital technology, another form of educational material whose main objective is to provide a personal, learner-centred, open, fun and interactive learning environment that supports and enhances the learning process.[6] The implementation of e-learning can be essential because it can grow students' knowledge, abilities and potential so that their learning outcomes can increase.[7] Thus, e-learning has been a necessity in education, including in teaching Arabic.

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[1] Rizki Amalia, Hery Kresnadi, and Rio Pranata, "Persepsi Guru Terhadap Pembelajaran Online Di Sekolah Dasar Negeri 06 Dan 08 Kecamatan Pontianak Utara," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 10, no. 2 (2020): 841–48; Ritha Tuken, Kamaruddin Kamaruddin, and Muhammad Khadafi, "Persepsi Guru Terhadap Pelaksanaan Pembelajaran Berbasis E-Learning Di UPTD SD Negeri Se Kelurahan Sumpang Minangae Kota Parepare," *Jurnal Publikasi Pendidikan*, 2021.

[2] Tuken, Kamaruddin, and Khadafi, "Persepsi Guru Terhadap Pelaksanaan Pembelajaran Berbasis E-Learning Di UPTD SD Negeri Se Kelurahan Sumpang Minangae Kota Parepare."

[3] Meiga Ayu Wanda Fidinda et al., "Persepsi Guru Terhadap Pembelajaran Daring (E-Learning) Siswa Kelas IV SDN Sangiang Jaya Pada Masa Pandemi Covid 19," *Jurnal Sosial Dan Sains* 1, no. 2 (2021): 53–62, https://doi.org/10.36418/sosains.v1i2.36.

[4] Ari Saputra and Taufan Iswandi, "Persepsi Guru Terhadap Pembelajaran Dengan Menggunakan E-Learning Selama Pandemi Covid-19," *Innovative: Journal Of Social Science Research* 3, no. 2 (2023): 6289–6301, https://j-innovative.org/index.php/Innovative/article/view/1096.

[5] Maretha Dewi Anggraeni et al., "Perkembangan Teknologi Dan Komunikasi Dalam Pendidikan," in *Proceeding Seminar Nasional N-ConferSE III*, 2022, 1–5, https://jurnal.unej.ac.id/index.php/fkip-epro/article/view/37101.

[6] Helena Rodrigues et al., "Tracking E-Learning through Published Papers: A Systematic Review," *Computers and Education* 136, no. 9 (2019): 87–98, https://doi.org/10.1016/j.compedu.2019.03.007.

[7] Yasdinul Huda et al., "Meta Analisis Pengaruh Media E-Learning Terhadap Hasil Belajar Pada Pendidikan Kejuruan," *Journal on Education* 05, no. 02 (2023): 2808–20, https://doi.org/https://doi.org/10.31004/joe.v5i2.929.

The need for e-learning in learning Arabic is based on the development of social life, which is no longer concerned with distance and time limits. In this regard, e-learning solves the limitations of space and time that students and teachers have in carrying out learning.[8] The presence of e-learning will allow students to be served quickly outside the classroom.[9] In addition, e-learning can increase 21st-century students' skills through critical thinking, communication, creativity, and collaboration.[10] Need forability is accommodated by e-learning which requires students to be directly involved in the learning process that utilizes the internet.[11] The presence of e-learning has an impact on increasing students' critical thinking in solving problems, improving argumentation skills through discussion, and increasing students' learning independence with open access to materials through internet utilization.[12]

Markaz Arabiyah, one of the epicentres of Arabic language education and the mediator of Middle Eastern studies, is also aware that e-learning is essential in learning Arabic, which produces KAPOK (in English it stands fro Creative – Active – Achievement – Objective – Contributive).[13] This is evidenced by interactions between teachers and students at Markaz Arabiyah Pare Kediri, that are bridged by using e-learning in the implementation of Arabic learning. They use e-learning as a platform fo evaluation and examinations carried out daily, weekly and monthly on a regular basis.[14] However, using e-learning as an evaluation media raises the question of whether it has accommodated all students' and teachers' needs, or it still leaves learning

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[8] Mohammad Ahsanuddin, "Pemanfaatan E-Learning Untuk Pembelajaran Keterampilan Qiroah," in *Konferensi Nasional Bahasa Arab I (KONASBARA)*, 2015, 232, http://prosiding.arab-um.com/index.php/konasbara/article/view/31.

[9] Siti Alfi Aliyah and Primasti Nur Yusrin Hidayanti, "Pembelajaran Bahasa Arab Dengan Menggunakan E-Learning Berbasis Moodle," *Aphorisme: Journal of Arabic Language, Literature, and Education* 3, no. 1 (2022): 81, https://doi.org/10.37680/aphorisme.v3i1.1447.

[10] Ida Bagus Putu Arnyana, "Pembelajaran Untuk Meningkatkan Kompetensi 4c (Communication, Collaboration, Critical Thinking Dancreative Thinking) Untukmenyongsong Era Abad 21," in *Prosiding: Konferensi Nasional Matematika Dan IPA Universitas PGRI Banyuwangi*, 2019, 3, http://ejournal.unibabwi.ac.id/index.php/knmipa/article/view/829.

[11] Erfin Nurfalah, "Optimalisasi E-Learning Berbasis Virtual Class Dengan Google Classroom Sebagai Media Pembelajaran Fisika," *Physics Education Research Journal* 1, no. 1 (2019): 46, https://doi.org/10.21580/perj.2019.1.1.3977.

[12] Anisa Nurfalah Muthy and Heni Pujiastuti, "Analisis Media Pembelajaran E-Learning Melalui Pemanfaatan Teknologi Dalam Pembelajaran Matematika Di Rumah Sebagai Dampak 2019-NCoV," *Jurnal Math Educator Nusantara: Wahana Publikasi Karya Tulis Ilmiah Di Bidang Pendidikan Matematika* 6, no. 1 (2020): 94–103, https://doi.org/10.29407/jmen.v6i1.14356.

[13] "Profil Markaz Arabiyah," markazarabiyah.com, accessed February 14, 2023, https://markazarabiyah.com/.

[14] Abd Syakur, Mohammad Zaelani Musonif, and Rachmawaty, "Taqwīmu Ta'līmi Al-Lugati Al-'Arabiyyati 'Alā Asāsi at-Ta'Līm Al-'iliktrūnī Fī Barnāmiji I'Dādi Ad-Dirāsati Li Syarqi Al-Ausaṭi," in *Proceeding International Conference of Students on Arabic Language.*, 2022, 54, https://prosiding.arab-um.com/index.php/semnasbama/article/view/1185.

problems to be resolved. Therefore, teachers and students also need to be involved in considering the need for and readiness to use e-learning in education because students' acceptance of using e-learning is a prerequisite that must be considered.[15]

Based on its essential position in learning, it is crucial to know the perceptions of teachers and students at Markaz Arabiyah regarding the use of e-learning that has been carried out. Such perceptions can serve as an evaluation material to determine the extent to which the benefits of e-learning are felt by students and teachers and as a basis for the development of e-learning. As a matter of fact, e-learning that does not have reasonable standards will not positively impact learning processes.[16] Islamiyah and Widayanti stated in their research that students' learning outcomes at STMIK Asia Malang in basic physics with using e-learning have not increased and are not better than learning with conventional methods.[17] This is caused by the unpreparedness of e-learning implementation. Hence, it is essential to analyse teachers' and students' perceptions of e-learning to improve the quality of e-learning produced and used in education.[18]

Several studies have researched students' perceptions of e-learning. Moya-Salazar explained that there was positive perception feedback from Medical students in Peru regarding the use of e-learning with the notion that E-learning served as an effective virtual platform in supporting feedback with recorded lectures.[19] However, different findings were obtained by Mudzingiri et al.. According to research they conducted on students' perceptions of e-learning at State Universities in Zimbabwe, the students preferred face-to-face learning to e-learning. Students felt that the e-learning platform had limited interactions

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[15] Marzieh Rafiee and Salman Abbasian-Naghneh, "E-Learning: Development of a Model to Assess the Acceptance and Readiness of Technology among Language Learners," *Computer Assisted Language Learning* 34, no. 5–6 (July 4, 2021): 1, https://doi.org/10.1080/09588221.2019.1640255.

[16] Imam Shofwan et al., "The Effect of E-Learning on Students' Learning Interest in the Equivalence Education Program," *Journal of Nonformal Education* 7, no. 1 (2021): 103–11, https://doi.org/https://doi.org/10.15294/jne.v7i1.29276.

[17] Mufidatul Islamiyah and Lilis Widayanti, "Efektifitas Pemanfaatan E-Learning Berbasis Website Terhadap Hasil Belajar Mahasiswa STMIK Asia Malang Pada Mata Kuliah Fisika Dasar," *Jurnal Ilmiah Teknologi Informasi Asia* 10, no. 1 (2016): 45, https://doi.org/ISSN: 0852-730X.

[18] Pebry Adi Prakoso, "Analisis Tingkat Kelayakan E-Learning Sip Tenan (Sistem Pengembangan Kompetensi Berbasis Elektronik) BPSMD Provinsi Jawa" (Universitas Negeri Semarang, 2020), 9, http://lib.unnes.ac.id/42405/.

[19] Jeel Moya-Salazar et al., "What Is the Perception of Medical Students about ELearning during the COVID-19 Pandemic? A Multicenter Study in Peru," *Electronic Journal of General Medicine* 19, no. 6 (2022), https://doi.org/10.29333/ejgm/12289.

and required more resources, making it more expensive.[20] These two studies show that the perceptions of teachers and students are fundamental to evaluate the use of e-learning because previous studies have demonstrated varied satisfactions and perceptions from students regarding the use of e-learning. This research on teachers' and students' perceptions works on assessing the quality and appropriateness of e-learning at Markaz Arabiyah. Studies assessing e-learning are important to determine the feasibility of e-learning. Such studies have been conducted by Larasti[21], Prakoso[22], Firdaus and Rasydianah[23], and Jannah and Inayah[24]. The studies' results indicate that the e-learning needs to be evaluated to determine its standards of feasibility. Therefore, concerning Markaz Arabiyah e-learning, assessment of its feasibility is a necessary step in the developmental process to make e-learning better. Therefore, this research is conducted to develop and enhance e-learning that has been used in the learning process at Markaz Arabiyah.

This study investigated teachers' and students' perceptions of using e-learning in Arabic language learning processes at Markaz Arabiyah. These perceptions served as an assessment of e-learning quality in order to develop it further. This study used a quantitative research method with a survey design that aimed to describe teachers' and students' perceptions about using e-learning in learning Arabic at Markaz Arabiyah Pare Kediri. The survey collected information from a sample of individuals taken out of a population by looking at the respondents' responses to the questions asked.[25] The survey used a questionnaire with items assessed numerically in the form of open, closed, or mixed questions.[26]

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[20] Ashton Mudzingiri, Sanderson Abel, and Tafirenyika Mafugu, "Student Perceptions of Covid-19 Induced ELearning in State Universities in Zimbabwe," *International Journal of Learning, Teaching and Educational Research* 21, no. 10 (2022): 296, https://doi.org/10.26803/ijlter.21.10.16.

[21] P D Larasati, "Analisis Dan Perancangan Sistem E-Learning Classroom for Academic Menggunakan Dynamic System Development Method (DSDM) Studi Kasus: School of Engineering and Technology Tanri Abeng University," *Jurnal Sistem Komputer Dan Kecerdasan Buatan Vol. III No. 2 Tahun 2020 Analisis* III, no. 2 (2020): 77–82, http://jurnal.tau.ac.id/index.php/siskom-kb/article/view/150.

[22] Prakoso, "Analisis Tingkat Kelayakan E-Learning Sip Tenan (Sistem Pengembangan Kompetensi Berbasis Elektronik) BPSMD Provinsi Jawa."

[23] Firdaus and Rasydianah, "Analisis Usability Aplikasi Google Classroom Sebagai E-Learning Selama Masa Pandemi COVID-19," *Bioma* 2, no. 1 (2020): 1–7, https://ojs.unsulbar.ac.id/index.php/bioma/article/view/739.

[24] Silfia Mifthahul Jannah and Desy Tri Inayah, "Kelayakan Media Pembelajaran E-Learning Berbasis Edmodo Untuk Mata Pelajaran," *Jurnal Keluarga* 8, no. 1 (2022): 26–34, https://doi.org/10.30738/keluarga.v8i1.11356.

[25] Joseph Check and Russell K Schutt, *Research Methods in Education* (Sage publications, 2012), 160.

[26] Julie Ponto, "Understanding and Evaluating Survey Research.," *Journal of the Advanced Practitioner in Oncology* 6, no. 2 (2015): 168.

In this survey method, data were obtained from two teachers and 30 students, so the sample used was teachers and students of the Minhah class at Markaz Arabiyah Pare Kediri. The sample was drawn from a population of students at Markaz Arabiyah who had previously used e-learning in Arabic language learning. The accidental sampling technique was applied, where all students from the "Minhah Mesir" class of the 52nd batch and some alumni from the Minhah class who were encountered by the researchers were included, resulting in a total sample size of 30 individuals. The 52nd generation of students was the most recent to use e-learning, making them novices in its use. Additionally, for the purpose of gathering their perceptions about the e-learning experience, a few students from different generations had been randomly selected for consideration.

The survey research procedures were carried out with the following stages:
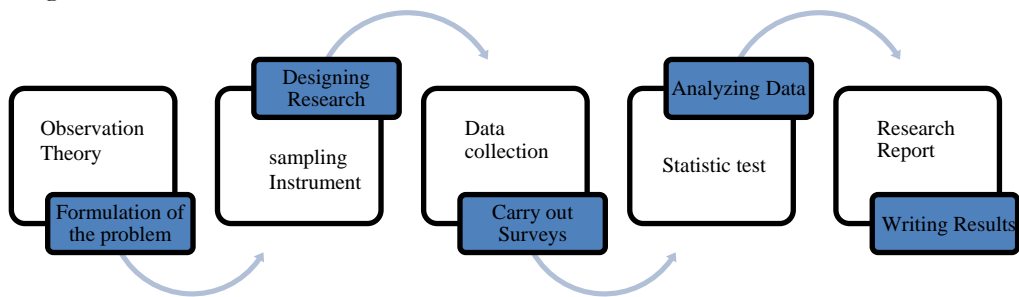

Diagram 1. Research Flow

Research data were collected using the techniques of observation, questionnaire, and literature studies. The questionnaire used was a mixed questionnaire that provided closed questions with predetermined answer choices and open questions with no answer options. The purpose of these open questions were to find out in more detail teachers' and students' perceptions regarding the use of e-learning in learning Arabic at Markaz Arabiah Pare Kediri. Validity and reliability tests of the questionnaire were conducted by utilizing the IBM SPSS 26 application with the computation using Bivariate Pearson correlation (Product Moments Pearson) and Cronbach's Alpha formulas. The literature study was used as a support and verification of the data that had been collected from the respondents. The literature study was done by reading a number of sources from books, journals, and other written sources related to the problem under study.

Before the questionnaire results were analyzed, the validity and reliability tests of questionnaires had been undertaken. This validity test was carried out to assess whether the data collected using this study's questionnaires were categorized as valid. As for test reliability, the questionnaire was evaluated to test the consistency of a measurement result in a repetitive way.

Data analysis was carried out by analyzing the results of teachers' and students' responses in filling out questionnaires which consisted of five answer choices with the following assessment categories:

Table 1. Response Questionnaire Rating Scale

Category	Score
Strongly Agree (SS)	5
Agree (S)	4
Quite Agree (KS)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Findings and Discussions

The questionnaire instrument was validated using the Bivariate Pearson Correlation (Pearson Product Moment) formula using IBM SPSS 26. The decision-making criteria are as follows:

1. The questionnaire item is considered valid if the significance value is < 0.05.

2. The questionnaire item is considered invalid if the significance value is > 0.05.[27]

The reliability test of the instrument was conducted using Cronbach's Alpha formula using IBM SPSS 26, with the decision-making criteria as follows:

1. The instrument is considered reliable if the Cronbach's Alpha value is > the significance level (0.60).

2. The instrument is considered unreliable if the Cronbach's Alpha value is < the significance level (0.60). [28]

After conducting the Pearson Product Moment test on the questionnaire instrument, two items were found to be invalid, namely item number five with a significance value of 0.062 and item number 13 with a significance value of 0.083. Both had significance values greater than 0.05. Therefore, these two questionnaire items were excluded from the analyzed items. The reliability test result showed that the obtained Cronbach's Alpha value was 0.900, which was greater than 0.60. Thus, the questionnaire instrument was considered reliable, and the analysis could proceed.

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[27] Aziz Alimul Hidayat, *Menyusun Instrumen Penelitian & Uji Validitas Realibilitas* (Surabaya: Healts Books Publishing, 2021).

[28] Budi Darma, *Statistik Penelitian Menggunakan SPSS (Uji Validitas, Uji Reabilitas,Regresi Linier Sederhana, Regresi Linier Berganda, Uji t, Uji F, R2)* (Jakarta: Guepedia, 2021).

The research focused on investigating teachers' and students' perceptions of four aspects of e-learning: visual aspects, media engineering aspects, content aspects, and aspects of the Markaz Arabiyah e-learning materials that had been used in the learning process in Minhah Mesir classes. The study involved 30 students and two teachers with the following results:

Teachers' and Students' Perceptions about Visual Aspects of E-learning at Markaz Arabiyah Pare Kediri

The term "visual" refers to something that can be seen by the sense of sight (the eyes).[29] In line with this, Arifin et al. explained that visual refers to the identity or character that is visible or perceived by the human sense of sight in an object. Visual is an essential factor because it can be attractive and serve as a means of communication that can explain the object to any observer.[30] Concerning this research, the visual aspects studied included layout, colour, type and size, display, buttons, and determination of activities in e-learning. After the questionnaires were distributed to the respondents, the following results were obtained:

Table 2. Result of Visual Aspects of E-learning

No	Indicators	Alternative Answers					Total	Ket
		SS (%)	S (%)	CS (%)	TS (%)	STS (%)		
1	Layouts	37.5%	46.9%	15.6%	0.0%	0.0%	84%	Good
2	Colour proportion	31.3%	43.8%	9.4%	15.6%	0.0%	78%	Good
3	Font type and size	37.5%	43.8%	9.4%	6.3%	3.1%	81%	Good
4	Determination of learning activities	21.9%	40.6%	18.8%	15.6%	3.1%	73%	Quite Good
5	Button placement	31.3%	31.3%	25.0%	12.5%	0.0%	76%	Good
6	Appearance	43.8%	34.4%	12.5%	9.4%	0.0%	83%	Good

The data above shows that in the visual aspect, Markaz Arabiyah Pare Kediri e-learning was in a good category with an average score of 79.2%. This

[29] Ebtas Setiawan, "Kamus Besar Bahasa Indonesia (KBBI) Versi Online," KBBI Daring, 2023.

[30] Indah Sri Permatasari Arifin, Muchlis, and Diena Yudiarti, "Perancangan Fasilitas Olahraga Di Taman Lansia Kota Bandung Dengan Aspek Visual," in *E-Proceeding of Art & Design*, vol. 6, 2019, 2880–86, https://openlibrarypublications.telkomuniversity.ac.id/index.php/artdesign/article/view/10118/9974.

value was obtained by taking into account six indicators. The indicator of layout which received a percentage score of 84% and was in a good category. The indicator of the proportion of colours was in the good category with a percentage value of 78%. The indicator of the type and size of letters was in a good category with a percentage value of 81%. The indicator of the determination of learning activities got a quite good category with a percentage score of 73%. The indicator of button placement was in a good category with a percentage score of 76%. The overall display was in a good category, with a percentage score of 83%. Thus, it could be concluded that teachers and students had good perceptions of the visual aspects of Markaz Arbaiyah e-learning. In this regard, Dimas, a 35th batch student, conveyed his experience using e-learning with the impression of "fun" because, in terms of appearance and service, it is interesting."[31] The following is a visual display of Markaz Arabiyah e-learning:
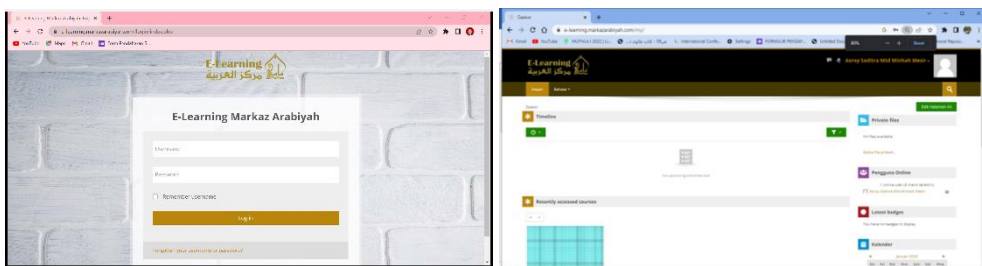

Figure 1. Visual Display of Markaz Arabiyah E-learning

The image above indicates that the E-learning platform used by Markaz Arabiyah has met the standards of visual quality. This is evident through the harmonious color scheme and page layout. The selection of legible fonts is also a clear indicator that the visual aspect of E-learning falls under the category of good quality. This is an important aspect that needs to be considered in learning because the visual aspect of an attractive and understandable appearance can enhance students' motivation to learn.[32]

Teachers' and Students' Perceptions about The Engineering Aspect of E-learning Media at Markaz Arabiyah Pare Kediri

The Engineering Aspect of E-learning at Media Markaz Arabiyah in question concerned technological engineering and its instructions in e-learning. In this case, several indicators were assessed, such as instructions for use, program interaction with users, navigation, widgets, log in/log out, and

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[31]Dimas Adi Saputra, A student of Markaz Arabiyah, Open questionnaire answers

[32] Andi Aulia Hamzah, Achmad Syarief, and Ifa Safira Mustikadara, "Analisis Kualitatif Tampilan Visual Pada Situs E-Learning," ITB Journal of Visual Art and Design 5, no. 2 (2013): 176–94.

automatic recap of evaluation. The results of the questionnaire showed the following values:

Table 3. Results of Engineering Aspects of E-learning Media

No	Indicator	Alternative Answers					Total	Ket
		SS (%)	S (%)	CS (%)	TS (%)	STS (%)		
1	Instructions for use	12.5%	31.3%	18.8%	15.6%	21.9%	59%	Not good
2	Program interaction	21.9%	25.0%	37.5%	9.4%	6.3%	69%	Quite Good
3	Navigation and widgets	12.5%	40.6%	28.1%	12.5%	6.3%	68%	Quite Good
4	Log in and log out	40.6%	37.5%	9.4%	9.4%	3.1%	81%	Good
5	Value recap	31.3%	43.8%	9.4%	12.5%	3.1%	78%	Good

As presented, the indicators of program interaction with users and navigation and widgets fell into the category of quite good, with percentages of 69% and 68%, respectively. Meanwhile, the indicators of summary of grades and log in/log out fell into the good category, with percentages of 81% and 78%, respectively. As for the indicator of user guidance, it was the lowest aspect and fell into the category of less good with a percentage of 59%. Based on the foregoing data, teachers and students of Markaz Arabiyah perceived that the aspects of e-learning media engineering had fulfilled the category of quite good, with an average percentage of 71%.

The low indicator of guidance could be separated from the oversight of e-learning media engineering that provided clear user guidance. Regarding user guidance, students found it difficult to access e-learning expecelly for beginners due to the lack of user guidance.[33] In addition, there was a student eho found it difficult to log in e-learning because the display was confusing.[34] This issue indicated that there were some aspects of e-learning that had not yet reached the level of feasibility. Therefore, there was a need for the development of e-learning in this aspect, which included the provision of user guidelines to assist its users.[35]

The program interaction indicator fell into the category of quite good. The indicator of the navigation and widget fell into the category of quite good. Th indicator of login and log-out fell into the good category. Subsequently, the

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[33]Naufal Muhammad Najib, A student of Markaz Arabiyah, Open questionnaire answers
[34]Alfi Nabila Trisnasari, A student Markaz Arabiyah, Answers to an open questionnaire
[35]Faiz, Markaz Arabiyah student, Open questionnaire answers

indicator of summary of grades was also good. Regarding these indicators, sometimes, grades might not appear immediately in the system, and there were instances where questions in e-learning could not be accessed after the exam.[36] However, it did not happen all the time. Therefore, in general, in this aspect, Markaz Arabiyah's e-learning met the feasibility standards.

Teachers' and Students' Perception about the Content Aspects of E-learning at Markaz Arabiyah Pare Kediri

The content aspect is vital because it is the core of e-learning. Appropriate content in the e-learning development process will offer content that provides material according to students' needs and levels of understanding.[37] Therefore, respondents were asked several indicators to find out the content contained in Markaz Arabiyah e-learning, such as material and evaluation, the variety of material and assessments, videos, ebooks, and important additional information. The results of the respondents' answers show:

Table 4. Results of Content Aspects of E-learning

No	Indicator	Alternative Answers					Total	Ket
		SS (%)	S (%)	CS (%)	TS (%)	STS (%)		
1	Material	3.1%	9.4%	6.3%	50.0%	31.3%	41%	Not good
2	Evaluations	15.6%	37.5%	28.1%	12.5%	6.3%	69%	Quite Good
3	Complete material	3.1%	9.4%	9.4%	37.5%	40.6%	39%	Not good
4	Content variations	0.0%	12.5%	12.5%	31.3%	43.8%	39%	Not good
5	Video content	0.0%	9.4%	6.3%	34.4%	50.0%	35%	Not good
6	Ebook Content	3.1%	6.3%	15.6%	34.4%	40.6%	39%	Not good
7	Additional information	6.3%	12.5%	18.8%	37.5%	25.0%	48%	Not good

The results above show that only the indicator of evaluation had been included in the quite good category. In addition to these indicators, all indicators were included in the bad category. The learning video content indicator was the lowest indicator, with a percentage of 35%. From an open questionnaire,

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[36]Salman Al Farisy, A student of Markaz Arabiyah, Open questionnaire answers

[37] L. Antony Rosewelt and J. Arokia Renjit, "A Content Recommendation System for Effective E-Learning Using Embedded Feature Selection and Fuzzy DT Based CNN," *Journal of Intelligent and Fuzzy Systems* 39, no. 1 (2020): 1–14, https://doi.org/10.3233/JIFS-191721.

Rohmanudin said that the weak point of e-learning is a "lack of learning materials and videos."[38] Thus, Yazid said, "It is necessary to develop learning materials in video and audio."[39] The complete material content, content variations, and the ebook content occupied the second lowest position, with a percentage of 39% for each. The additional information indicator was also in the bad category, with a percentage of 48%. This meant that the content was not yet varied and, based on open questionnaire answers, it only offered practice questions.

The assessment of these indicators showed that the content aspect of E-learning Markaz Arabiyah Pare Kediri was not up to a good standard. While the platform had good exercise content, it lacked other essential learning materials that could be presented in interactive form or as PDFs. Additionally, there was no content on additional information students needed regarding university admission in the Middle East. Therefore, these indicators were caused by the low score for the content aspect, indicating the need for the development of e-learning related to these indicators.

Some respondents also mentioned that the main weakness of Markaz Arabiyah's e-learning was the lack of learning materials. They stated that one of the shortcomings of e-learning was the thing related to the materials. E-learning only provided exercise questions.[40] However, students also needed access to learning materials Independently. Therefore, there was a need for the development of e-learning that provided comprehensive learning materials. The need for this development was expressed by a student. She said that there was a need to add materials according to students' abilities and to be more careful in the equation between questions and answers[41] It was necessary to prepare materials in learning and added features that assisted in learning.[42] Thus, although technically e-learning appeared to be well-established, it still needed further development by adding the learning materials that students required.[43]

The exercise content indicator was the best in the content aspect, with a percentage of 69%. Some open-ended survey answers showed that there were quite a lot of varied questions that could help students prepare for the entrance exam to Al-Azhar University. Alfi, for example, stated that e-learning maked it easy for them to do questions online.[44] Similarly, Hayatunnufus stated that the studtents used e-learning in Minhah class in doing test questions. It greatly made

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[38]Muhammad Farid Rohmanudin, A student of Markaz Arabiyah, Open questionnaire answers

[39]Yazid Bustomi, A student of Markaz Arabiyah, Open questionnaire answers

[40]Miftaqul Qhoeriyah, A student Markaz Arabiyah, Answers to an open questionnaire

[41]Nawalia wulan redyana, A student Markaz Arabiyah, Answers to an open questionnaire

[42]Hayatunnufus, A student of Markaz Arabiyah, Open questionnaire answers

[43]Miftaqul Qhoeriyah, A student Markaz Arabiyah, Answers to an open questionnaire

[44]Alfi Nabila Trisnasari, A student Markaz Arabiyah, Answers to an open questionnaire

them easier.[45] Nawalia also agreed with both of them, stating that e-learning maked it easier to access questions and exercises, which could give an idea of the difficulty level.[46] There was also an acknowledgement from Murasal that e-learning was very helpful in doing questions and was very relevant.[47] Moreover, Miftah added that e-learning was very helpful in examination. E-learning helped students in acquiring diverse and challenging questions. With it, students would become more diligent and enthusiastic to learn Arabic more at the Markaz Arabiyah institution.[48]

Based on the data and explanations above, it can be concluded that Markaz Arabiyah's teachers and students perceive that the content aspect of Markaz Arabiyah's e-learning is in the category of not good, with an average percentage value of 44%, and only the exercise aspect has entered the category of moderately good. This is because e-learning only offers question exercises, and there is no learning material yet.

Teachers' and Students' Perceptions about the Material Aspects of E-learning at Markaz Arabiyah Pare Kediri

Learning material is the last aspect examined as one of the indicators of teachers' and students' perceptions of e-learning. The material needed by students is generally presented in teaching materials and it is vital in the learning process.[49] Materials represented in teaching materials that meet good standards will improve the quality of students' learning.[50] This improvement can be marked by an increase in students' learning outcomes.[51] Regarding the study preparation program for the Middle East, the material learned in the Minhah Mesir class is comprehensive in preparing for university selection tests. Through open-ended surveys, it is known that students have learned several materials, including Arabic grammar, Balaghah, reading, writing, and vocabulary.

This study formulated several indicators to determine teachers' and students' perceptions of the learning material available in Markaz Arabiyah Pare Kediri e-learning. These indicators included online material, comprehensive

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[45]Hayatunnufus, A student of Markaz Arabiyah, Open questionnaire answers

[46]Nawalia wulan redyana, A student Markaz Arabiyah, Answers to an open questionnaire

[47]Mursal Musthofa, A student Markaz Arabiyah, Answers to an open questionnaire

[48]Miftaqul Qhoeriyah, A student Markaz Arabiyah, Answers to an open questionnaire

[49] M. Abdul Hamid, Danial Hilmi, and M. Syaiful Mustofa, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Teori Belajar Konstruktivisme Untuk Mahasiswa," *Arabi : Journal of Arabic Studies* 4, no. 1 (2019): 101, https://doi.org/10.24865/ajas.v4i1.107.

[50] Nurdyansyah and Nahdliyah Mutala'liah, "Pengembangan Bahan Ajar Modul Ilmu Pengetahuan Alam Bagi Siswa Kelas IV Sekolah Dasar," *Universitas Muhammadiyah Sidoarjo*, 2018, 5, http://eprints.umsida.ac.id/1607/.

[51] Imam Makruf and Anisatul Barokah, "Peningkatan Mutu Pembelajaran Bahasa Arab Berbasis Aktivitas Di Madrasah Ibtidaiyah," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2020): 54, https://doi.org/10.14421/almahara.2020.061-03.

material, material adjustment to student needs, material variation, and material suitability for evaluation. These indicators were arranged by considering the feasibility of e-learning to determine which indicators had met good standards and which had not yet. Therefore, development could be carried out on the indicators that had not yet met good standards. After filling out the survey, the research results showed the following findings:

Table 5. Result of Material Aspects of E-learning

No	Indicator	Alternative Answers					Total	Ket
		SS (%)	S (%)	CS (%)	TS (%)	STS (%)		
1	Online material	3.1%	12.5%	9.4%	34.4%	40.6%	41%	Not good
2	Material of four skills	18.8%	15.6%	12.5%	25.0%	28.1%	54%	Not good
3	According to the needs of students	3.1%	18.8%	12.5%	31.3%	34.4%	45%	Not good
4	Various Material	6.3%	12.5%	12.5%	28.1%	40.6%	38%	Not good
5	Suitability between material and evaluation	3.1%	21.9%	15.6%	37.5%	21.9%	44%	Not good

The data above shows that the Material aspects of the Markaz Arabiyah e-learning fell into the bad category, marked by all indicators having a percentage below 55%. The material variation indicator was the lowest of the four indicators above, with a percentage of 38%. The low value was due to e-learning not presenting the necessary materials for students; as Yazid pointed out, one of the weaknesses of e-learning was "the absence of learning materials in e-learning and sometimes problematic connections." [52] All learning materials were presented only in face-to-face learning in the classroom. This made Nawalia say, "There is no available material in e-learning, making it difficult for students to understand the questions." [53] This was also reinforced by the low percentage obtained by the online material indicator, 41%, and the material suitability and evaluation indicator, 44%.

The highest indicator of the material aspect was the coverage indicator of material against the four language abilities. Based on observations, this

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[52]Yazid Bustomi, A student of Markaz Arabiyah, Open questionnaire answers
[53]Nawalia wulan redyana, A student Markaz Arabiyah, Answers to an open questionnaire

referred to the questions presented in e-learning that had included these four abilities.

Conclusion

Teachers and students of Markaz Arabiyah perceive that the e-learning of Markaz Arabiyah is in a good category in the visual aspect and is quite good in the engineering aspect of the e-learning media of Markaz Arabiyah. This is evidenced by the average percentage of the respondents' answers which obtained the visual aspect quite high, namely 71% and the engineering aspect of e-learning media of Markaz Arabiyah of 71%. Thus, the e-learning of Markaz Arabiyah has a good standard according to the perceptions of teachers and students regarding display, legibility, acceptance by the senses of the eye, and technological engineering in the features offered.

Teachers and students perceive that E-learning of Markaz Arabiyah has not yet met the good category in terms of content and material. This is evidenced by the average percentage score of the content and material aspect, which is 44%. E-learning only presents exercise questions without explanations about the materials, making the content of e-learning less varied. In addition, there is no content about additional information on university registration in the Middle East that students need.

Based on these results, this research contributes as a basis for the development and a needs analysis study in developing E-learning Markaz Arabiyah. Through this research, it is known that there is a need for the development of e-learning of Markaz Arabiyah that focuses on three things, namely the development of material content in e-learning, the development of the varied presentation of material in the form of video and modules in e-learning, and the development of additional information in e-learning.

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