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Learning Arabic Through Virtual Classroom (LAVC) For Year Six Students

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ABSTRACT

Arabic education in Malaysian schools has taken a systematic turn to keep up with the need to comprehend the fundamental sources of Islam: the Quran, prophetic sayings, and other Islamic Sciences. Today, the Program Jawi, Quran, Arabic, and Fardhu Ain (JQAF) has substantially contributed to Malaysia's consolidation of Arabic education. From being an option, it was later declared mandatory for all Malaysian students in national primary schools and secondary schools. In observation, teaching Arabic language can be challenging as there is a lack of online sources related to Arabic language that is based on syllabus taught in Malaysia schools. Hence, this study is conducted in response to the issue. Through this study, a virtual classroom (LAVC) is proposed aimed at addressing the challenges faced by year 6 students in Sekolah Kebangsaan Dato' Yahya Subban, Perak as the focus group. LAVC is a platform that consists of teaching materials, activities, assessments, and others. LAVC is developed using the Universal Design for Learning (UDL) theory and the Adapted System Development Life Cycle (SDLC) method. UDL has been chosen as it is comprised of three theory components which are (i)engagement, (ii)representation, and (iii)action and expressions. The phases in the adapted SDLC are Planning, Analysis, Design, Development, Implementation, and Report. The virtual classroom was evaluated through a collaborative effort involving a supervisor, IT experts, Arabic specialists, and 30 respondents. The evaluation results showed that the virtual classroom developed meets the requirements and provides a positive learning experience for students.

Keywords: Arabic Language; Courseware; Islamic Class; Islamic Courseware; Multimedia Courseware.

1. INTRODUCTION

Today, the Program Jawi, Quran, Arabic, and Fardhu Ain (JQAF) has substantially contributed to Malaysia's consolidation of Arabic education. From being an option, it was later declared mandatory for all Malaysian students in national primary schools to secondary school. Researches identify several key challenges, such as a lack of motivation, limited exposure to Arabic outside of school, and difficulties with the Arabic script (Al-Azawei et al., 2016; Ibrahim & Rahman, 2018; Al Shlowiy, 2019; Bukhari et al., 2021). Hence, this study is conducted in response to the issue. As a start for this study, the focus has been set on managing Arabic

learning materials that focus on year 6 students. In this study, researchers proposed to develop a virtual classroom that will be an online repository and classroom focused on Arabic language aimed at year 6 students. The study proposes using the Universal Design for Learning (UDL) theory and the Adapted System Development Life Cycle (SDLC) method. UDL has been chosen as it is comprised of three theory components which are (i)engagement, (ii)representation, and (iii)action and expressions (Al-Azawei et al., 2016; CAST, 2020; Lee & Griffin, 2021). The phases in the adapted SDLC are planning, data analysis, designing, product development, implementation, and report writing.

2. METHODOLOGY

For this study, three objectives have been set up. All three objectives have their approach and method to ensure each objective is accomplished. The methodology adopted in this study is illustrated schematically in Table 1.

Table 1. A Schematic Overview of the Methodology Adopted in this study

RESEARCH OBJECTIVE	<i>To identify the problem in learning the Arabic language for primary school users</i>	<i>To design and develop the LAVC for primary school users to perform their knowledge.</i>	<i>To evaluate the functionality of the proposed system</i>
RESEARCH APPROACH	<ul style="list-style-type: none"> • Empirical Study • Theoretical Study 	<ul style="list-style-type: none"> • Project development 	<ul style="list-style-type: none"> • Functionality and usability testing

Based on the three principles of UDL, eight LAVC criteria have been identified. These three principles will be implemented appropriately in the development process for this study to ensure that the research goals are accomplished. All criteria are believed to be able to improve the proposed virtual classroom in terms of its functionality and usability. **Table 2** shows table the mapping of UDL principles with LAVC criteria.

Table 2. Mapping of UDL Principles with LAVC Criteria

UDL PRINCIPLES	LAVC CRITERIA
ENGAGEMENT	<ol style="list-style-type: none"> 1. Make sure that students have the opportunity to engage in the activity. 2. Provide students with opportunities to do activities.
REPRESENTATION	<ol style="list-style-type: none"> 1. Different types of content, including notes, videos, and slides will be offered to accommodate various learners. 2. Offer a wide variety of different activities. 3. Entertaining activities such as quizzes and crossword puzzles.
ACTION AND EXPRESSIONS	<ol style="list-style-type: none"> 1. Provide self-assessment for students to self-evaluate. 2. Make it possible for students to provide feedback on their teachers through an online questionnaire. This would help the teachers improve. 3. Allow students to voice their opinions about the content of the course.

3. DEVELOPMENT AND EVALUATION RESULT OF LAVC

For LAVC, the system's code is being developed in PHP and HTML using VS Code. In addition, the XAMPP Control Panel creates a connection between the system's database and the Google Chrome browser, providing students with easy access to the content. Wordwall is being utilized to construct quizzes and exercises that motivate students to participate in their learning actively. In addition, using quizzes and exercises is believed to be able to help in testing student comprehension and offer performance feedback. Figure 1 and Figure 2 show the sample interfaces of LAVC.

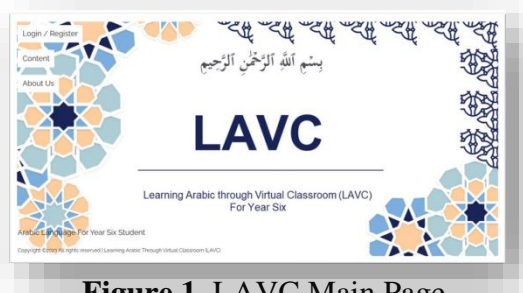


Figure 1. LAVC Main Page

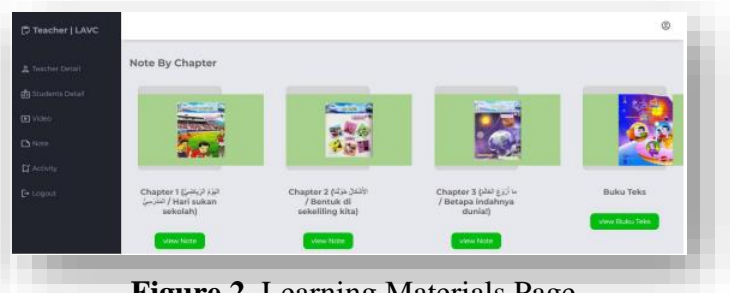


Figure 2. Learning Materials Page

LAVC was evaluated through a collaborative effort involving a supervisor (1 person), IT experts (2 persons), an Arabic specialist (1 person), and users (30 students). Table 3 shows summarized results of the evaluation of LAVC that have been conducted.

Table 3. Evaluation Result of LAVC

TESTER	FACTOR				
	User Interfaces	Functionality	Content	User Friendliness	Reliability
SUPERVISOR	80%	85%	90%	80%	80%
IT EXPERTS	85%	85%	80%	80%	85%
SPECIALIST	85%	80%	75%	85%	75%
USER	78%	80%	85%	80%	80%

During the evaluation, testers are required to rate the performance of LAVC based on five main factors which are user interfaces, functionality, content, user-friendliness, and reliability. Each factor is assessed to ensure that LAVC meets the user requirements that have been identified in the early stage of project development. The evaluation results showed that the virtual classroom developed for this study meets the requirements and provides a positive learning experience for students.

4. CONCLUSION

The LAVC is a valuable tool for primary school students who are in Year Six and anyone who want to improve their understanding on the Arabic language. In a traditional classroom setting, teachers often cannot provide individual attention to each student, particularly those who may be struggling with the material. The virtual classroom provides an alternative learning environment where students can receive personalized attention and work at their own pace. This study contributes to education in several ways. First it allowed personalized learning experience by providing a customized learning experience for each student, allowing them to focus on

areas in which they need improvement. Second, improved accessibility by providing educational resources for students who may not have access to a traditional classroom setting. This makes education more accessible and inclusive. Lastly, it increased engagement by providing a dynamic and interactive learning environment, making it easier for students to stay engaged and motivated. Overall, the LAVC has the potential to revolutionize the way Arabic is taught to primary school students, providing them with a more effective and engaging learning experience.

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