DEVELOPING ARABIC LEARNING WITH MANAGEMENT SYSTEM (MOODLE CLOUD) AT MTs NU MIFTAHUL ULUM MARGASARI

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Abstract
This research aims to: (1) find out the actual conditions of learning Arabic at MTs NU Miftahul Ulum Margasari; (2) explained the development of Learning Management System (Moodlecloud) Arabic language learning on Arabic subjects at MTs NU Miftahul Ulum Margasasi; (3) to find out the form of implementation of LMS (Moodlecloud) -based Arabic language learning at MTs NU Miftahul Ulum Margasari. This research uses the Research and Development (R & D) method. This research used observation and questionnaire on scale of 1-5. The results of this study indicate that: (1) the conditions at MTs NU Miftahul Ulum Margasari support to LMS-based Arabic language learning (Moodlecloud) application; (2) This LMS (Moodlecloud) Arabic language learning was developed according to the needs of LMS users, especially in terms of display and learning materials in Arabic; (3) LMS (Moodlecloud) Arabic language learning at MTs NU Miftahul Ulum Margasari is very acceptable, and can be applied to other subjects.

Keywords: LMS, Moodlecloud, R & D, Online Arabic Learning

Abstrak
Penelitian ini bertujuan untuk: (1) mengetahui kondisi aktual pembelajaran bahasa Arab di MTs NU Miftahul Ulum Margasari; (2) memaparkan pengembangan pembelajaran bahasa Arab berbasis Learning Management System (Moodlecloud) pada mata pelajaran bahasa Arab di MTs NU Miftahul Ulum Margasasi; (3) untuk mengetahui bentuk implementasi pembelajaran bahasa Arab berbasis LMS (Moodlecloud) di MTs NU Miftahul Ulum Margasari. Penelitian ini menggunakan metode Research and Development (R&D). Metode pengumpulan data dengan cara observasi dan kuesioner dengan skala 1-5. Hasil penelitian menunjukkan bahwa: (1) kondisi pembelajaran bahasa Arab di MTs NU Miftahul Ulum Margasari mendukung untuk diterapkan berbasis LMS (Moodlecloud); (2) Pembelajaran bahasa Arab berbasis LMS (Moodlecloud) ini dikembangkan sesuai kebutuhan pengguna LMS, khususnya dari sisi tampilan dan materi pembelajaran bahasa Arab; (3) Pembelajaran bahasa Arab berbasis LMS (Moodlecloud) di MTs NU Miftahul Ulum Margasari sangat diterima, dan dapat diterapkan pada mata pelajaran lainnya.

Kata Kunci: LMS, Moodlecloud, R & D, Pembelajaran bahasa Arab Online
INTRODUCTION

E-learning is the information and communication technology to enable students to study whenever and wherever.\(^1\) This electronic learning utilizes internet networks by applying learning to a website. In the current era of technology, types and forms of media are very varied, such as tapes, videos, laboratories, slides, LCDs, and computers. The purpose of the use of this media is very clear, namely that the presentation of material is more lively and attractive to students so that they can deliver examples and correct language information and practice it effectively.\(^2\) In summary, e-learning needs to be created as if students learn conventionally, only being transferred into digital systems via the internet.\(^3\)

E-learning is the result of the development of learning technologies adapted to the development of the modern era, with aims to attract students to the spirit of learning and can be used anytime and anywhere. So, learning on e-learning can be carried out without time restrictions. It is very easy for the teacher when submit assignments to their students. The students can find information about a task directly via e-Learning media without waiting time. In order for the e-learning program to run, it is necessary to have an application that accommodates e-learning called the learning management system. The usual abbreviated Learning Management System (LMS) is an application or software for online activities e-learning program, and training content.\(^4\)

This model not only prepares material in written form, but also video-based learning material in the form of video or on-demand streaming. As is well known that television and video have long been used as common media that are very useful in the learning process and also for preparing educational material especially online learning programs, open, and flexible. BPPTIK (Balai Pelatihan dan Pengembangan Teknologi Informasi dan Komunikasi) has released 12 of the best Open Source Learning Management System (LMS) providers,\(^5\) including: (1) modle (http://www.moodle.org), (2) Blackboard CourseSites (http://www.coursesites.com), (3) Schoology (http://www.schoology.com), (4) Latitude Learning (http://www.latitudelearning.com), (5) Academy of Mine (http://www.academyofmine.com), (6) LRN (http://www.dotlrn.org), (7) eFront (http://www.wfrontlearning.net), (8) Dokeos (http://www.dokeos.com), (9) Sakai (http:

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The number one LMS according to BPPTIK was Moodle. Moodle is the best in terms of features compared to other LMS software. Recorded more than thirty thousand educational institutions use Moodle as their basic LMS engine. Including most of the Schools and Universities in Indonesia using Moodle. One of the interesting things in Moodle is the customization process which is relatively inconvenient, even though we don't understand programming skills well. The templates and themes provided by Moodle are also numerous, and support 100 languages including Indonesian. The "Lesson" Moodle feature is also interesting and doesn't exist in other LMS. This "Lesson" feature allows directing students and e-learning participants to be directed automatically to other pages according to the answers to questions on a page. Comparison of Open Source based Learning Management Systems, Research from Graf shows that Moodle is among the best in terms of features compared to other LMS software.6

Moodle is a learning platform originally designed by Martin Dougiamas (first version of Moodle was released on August 20, 2002). Moodle, as a robust open-source e-learning platform, and was used and developed in the years following its release by a global collaborative effort of the international community. Moodle is designed and continually improves to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments. Moodle is also designed so that universities, schools, businesses, and even individual instructors can begin to utilize the benefits of web technology as a supplement to traditional classrooms.8

Based on observations, in terms of facilities and infrastructure of MTs NU Miftahul Ulum Margasari has WIFI facilities, two computer laboratories; one computer laboratory (1) there are 17 computers and two computer laboratories (2) there are 30 computers and adequate human resources. Development of learning, especially learning Arabic based moodlecloud at MTs NU Miftahul Ulum Margasari, can be done considering the availability of adequate computer and network facilities.

The use of e-learning in learning especially Arabic is a breakthrough that is expected to increase the motivation of students to learn subjects in MTs NU Miftahul Ulum Margasari in

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general and Arabic in particular, because in e-learning there are direct interactions between students (students) with material, assignments, and evaluations. This direct interaction is an active learning activity from students, so that educators (teachers) in learning function as facilitators only.

Based on these observations, the researchers wanted to develop LMS (Moodlecloud) Arabic language learning at MTs NU Miftahul Ulum Margasari as an online learning media. With the aim of (1): knowing the actual conditions of learning Arabic at MTs NU Miftahul Ulum Margasari; (2) explained the development of Learning Management System (Moodlecloud) Arabic language learning on Arabic subjects at MTs NU Miftahul Ulum Margasari; (3) to find out the form of implementation of LMS (Moodlecloud) -based Arabic language learning at MTs NU Miftahul Ulum Margasari.

METHOD

This study uses the Research and Development (R & D) method that has been developed by Borg and Gall (HR Borg and MD Gall, 1983). According to Borg and Gall, “Educational Research and Development (R & D) is a process used to develop and validate educational products”. Thus, R & D has a series of cyclical research and development steps. In addition, each step to be taken must refer to the results of the previous step. Thus at the end of the stage or end of the step a new educational product will be obtained.

The procedure of research conducted by researchers in this development was adapted from the development steps developed by Borg & Gall with restrictions. Borg & Gall in Emzir stated that it is possible to limit research on a small scale, including limiting research steps. The steps are simplified into seven steps in a scheme as follows:

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10 Emzir, Metodologi Penelitian Pendidikan: Kualitatif dan Kuantitatif (Jakarta: Raja Grafindo Persada, 2013), 271
The results of the development of the initial product were then validated by moodlecloud-based learning media experts which included syllabus, lesson plans, media display quality and ease of use of moodlecloud-based media. In addition, products are also tested on students to get responses. Data is collected through questionnaires for students. Data were analyzed by descriptive statistics. From this scheme, this research will end in the Final Product. The final product of this study is an LMS-based online Arabic language learning website (moodlecloud) and the application of LMS-based Arabic language learning (moodlecloud) at MTs NU Miftahul Ulum Margasari.
RESULT AND DISCUSSION
Arabic Language Learning Based on Learning Management System (Moodlecloud)

Moodle (Modular Object-Oriented Dynamic Learning Environment) is basically an Open Source e-learning platform. Moodle is a Course Management System (CMS) a software package designed to help educators to create quality online courses. Such e-learning systems are sometimes also called Learning Management Systems (LMS) or Virtual Learning Environments (VLE). Moodle presents an excellent platform for resources and communication tools. It was created by Martin Dougiamas, a computer scientist and educator who deeply believes that a CMS should be created by an educator and not by an engineer.\(^\text{11}\) One type of e-learning platform, Moodle, enables the content management (courses, homework), ensures synchronized collaboration (by chat or video conference) as well as non-synchronized collaboration (forum, message, blog.) and, it can be used in managing the students that applied for the course\(^\text{12}\).

Language learning in KBBI means the process, method, action of making people or living things learn.\(^\text{13}\) Arabic learning is the process of presenting and delivering knowledge by Arabic teachers to students with the aim that students understand and master Arabic and can develop it.\(^\text{14}\) In a journal\(^\text{15}\), H. Bisri Mustofa, M.A. and H.M. Abdul Hamid, M.A. revealed in his book "Metode & Strategi Pembelajaran Bahasa Arab" that the purpose of learning Arabic when viewed on the educator's side is to be able to make Arabic easily mastered by students. While for students to understand is to be able to master Arabic. On another occasion, they said that in general the motivation and encouragement of Arabic in Indonesia is for religious purposes, namely to study and deepen Islamic teachings and sources of resources that support Arabic.

In the modern era, Arabic learning is based online is very easy to find. Learning Arabic through mailing lists, blogs, social media such as Facebook so that WhatsApp is not left behind. The process in question can be done in the form of face to face with the teacher and can also be done independently. Also Arabic learning can be interpreted as a process and someone learns Arabic, either through interactive media or just face to face.\(^\text{16}\) Learning is based online or e-learning is a breakthrough in the world of education in the modern era, therefore, there are many

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\(^\text{15}\) Rahmat Iswanto, “Pembelajaran Bahasa Arab Dengan Pemanfaatan Teknologi,” Arabiyatuna 1, no. 2 (2017): 143.
\(^\text{16}\) Baso, Pengembangan Model, 4.
providers of Open Source Learning Management Systems (LMS) that offer learning that can be changed in a web.

At least there are three electronic learning functions of classroom learning activities, namely as supplements which are optional, complementary (complement), or substitute (substitution).

1) Suplements
   It is said to function as a supplement (additional), if the students of MTs NU Miftahul Ulum Margasari are free to choose, whether they will use electronic learning material or not. In this case, there is no obligation for students to access electronic learning material. Even though it is optional (optional), students who use it will certainly have additional knowledge or insight.

2) Complement
   Electronic learning material is said to be an enrichment, if students who can quickly master or understand the subject matter delivered by the teachers’ face-to-face (fast learners) are given the opportunity to access electronic learning materials that are specifically developed for them. The goal is to further strengthen the level of mastery of students on the subject matter presented by the teacher in the classroom. It is said to be a remedial program, if students who have difficulty understanding the subject matter presented by teachers face-to-face in slow learners are given the opportunity to utilize electronic learning material that is specifically designed for them. The goal is to make students easier to understand the subject matter easily presented by the teacher in the class.

3) Substitutions
   Some universities in developed countries provide several alternative models of learning / lecturing activities to their students. The goal is that students can flexibly manage their lecture activities according to the time and other activities of the students' daily lives. There are 3 alternative models of learning activities that can be chosen by students, namely: (1) fully face-to-face (conventional), (2) partially face-to-face and partly through the internet, or even (3) entirely through the internet. Any alternative learning model that students will choose is not a problem in the assessment. Because the three models of presentation of lecture material get the same recognition or assessment. If students can complete the lecture program and pass through conventional or fully methods through the internet, or even through the combination of these two models, the education institution will give the same recognition. This very flexible situation is considered very helpful for students to accelerate the completion of their lectures.
Ryan K. Ellies said: 17

“Learning Management System or abbreviated as LMS according to Ellis is a software (software) for administrative purposes, documentation, reports on an activity, teaching and learning activities and activities online, e-learning and training materials, all of which are done online.”

According to Riyadi, LMS is software that is used to make web-based online lecture material and manage learning activities and their results. 18 In the LMS there are also features that can meet all user needs in terms of learning. These features include: administration, material delivery and ease of access to sources of reference, assessment, online examinations, gathering feedback and communication which includes online discussion forums, discussion mailing lists, and chat.

According to Xue Shi there are three effects of using an e-learning platform to support teaching can be concluded from three aspects: 19

1) Moodle is a cost-effective learning environment which stimulates students’ interest in the course and their commitment to finishing assignments. With more and more installment in Chinese universities, the Moodle platform will definitely have a significant and positive impact on the teaching-learning process.

2) Based on this comparative study, the e-learning platform has been considered as a support for students in order to facilitate their learning. They are more involved in the course and more actively interact with professors and their colleagues through the on-line chat room or discussion forum. So far, it has proved to be a successful experience.

3) In the future, more and more courses will be posted on this platform. However, according to the feedback from students, a number of functions need to be improved and both teacher and student users’ demands should be taken into consideration. As a final conclusion, this elearning platform is highly recommended in supporting teaching activities, homework tasks and course communication.

Moodle is an Open Souce Course Management System (CMC), which means a dynamic learning place using object-oriented models, also known as a Learning Management System (LMS) or Virtual Learning Environment (VLE). Moodle is an application program that can transform learning media into web forms. The benefits of using LMS using moodle online are very important,

including overcoming the limitations of face-to-face frequencies between students and teachers or teachers with their students.

Moodle LMS on the site provides two types of variations: (1) Hosting and domain versions of http://www.moodlecloud.com, namely: using hosting and domain provided from Moodlecloud, meaning users only use hosting and domain provided by the moodlecloud to save and upload files in the e-learning site created, and the domain provided ends in Moodlecloud.com, here are two versions of moodlecloud, the free version and the paid version. The difference is the maximum free version 50 users (200MB maximum file storage) and no additional features, and a paid version of up to 500 users and maximum file storage up to 1GB along with additional features, (2) Software version (application), namely with download the moodle software at http://www.moodle.org, the difference with moodlecloud is if the software version of the user must have NU Miftahul Ulum Margasari hosting and own domain and install on each hosting to run online, or can install software on Xampp to run offline.

Hartanto and Purbo in Lovy Herayanti state that there are several reasons for using moodle to improve teaching, namely:

1) Being able to give students access to course materials in a controlled environment so that learning can take place anywhere;
2) Monitor progress and keep student learning records;
3) Expanding the class by providing online discussions, evaluations, activities, and most importantly enabling collaboration and communication for learning;
4) Utilizing attractive multimedia, interactive 3D media, and web-based content that allows students with different learning styles to access the curriculum; and
5) Help educators collaborate, share and store teaching resources.

In moodlecloud, users do not need to install the moodle application (software) on other hosting, but users can save files on the moodle itself, because moodlecloud uses online storage (cloud), user data and files in the moodlecloud will be stored online or backup and need to be known because moodlecloud does not use other hosting, so users are required to pay according to the offer plan offered for user quota and file storage and also features in the moodlecloud, the greater the user quota in the selected plan, the more also the price incurred. So, users only need to design online learning media in the moodlecloud. Users can add subjects, assignments, learning

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schedules, and announcements on the moodlecloud. Here is a list of features and package prices in moodlecloud.

![Figure 2. Details of Moodlecloud Package Features and Prices](image)

**Arabic learning based on LMS (Moodlecloud) at MTs NU Miftahul Ulum Margasari**

E-learning at MTs NU Miftahul Ulum Margasari is implemented with integrated online learning using LMS (Learning Management System) Moodlecloud. LMS is software for making lecture material online (web-based), managing learning activities and their results, facilitating interaction, communication, collaboration between teachers and students. LMS supports a variety of activities, including: administration, delivery of learning materials, assessment (assignments, quizzes), tracking / tracking & monitoring, collaboration, and communication / interaction.

Through this E-learning the Teachers can manage the subject matter especially Arabic language teachers, namely: compiling syllabus, uploading lecture material, giving assignments to students, accepting student work, making tests / quizzes, giving grades, monitoring student activity, processing student grades, interact with students and teachers through discussion and chat forums, etc. On the other hand, students can access information and learning material, interact with students and teachers alike, conduct lecture assignments, do tests / quizzes, see achievement of learning outcomes, etc. E-learning at MTs NU Miftahul Ulum Margasari is located at https://mulelearning.moodlecloud.com/. The following figure can be seen in the front view of the e-learning of MTs NU Miftahul Ulum Margasari.
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Figure 3. E-Learning Home of MTs NU Miftahul Ulum Margasari

The following are the results of observations based on questionnaires on the most active teachers from 15 subjects at MTs NU Miftahul Ulum Margasari in the last month (20 August - 26 November 2018) can be seen in the following table 1:

Table I. The Most Active Teachers in Using E-Learning

<table>
<thead>
<tr>
<th>Rank</th>
<th>Teacher Name</th>
<th>Course Name</th>
<th>Total Contents</th>
<th>Total Activity</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Habibah, S.Pd.I</td>
<td>Bahasa Arab Kelas IX</td>
<td>13</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Munasir ,S.Pd.I</td>
<td>FIQIH Kelas VIII</td>
<td>13</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>Amalia Yusnita ,S.Si</td>
<td>Matematika Kelas VII</td>
<td>17</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>Annisa A. ,S.Pd</td>
<td>IPS Kelas VII</td>
<td>17</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Aufa Syukron Akhmad</td>
<td>SKI Kelas VIII</td>
<td>12</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>6</td>
<td>Fajar Syahru R ,S.T</td>
<td>Prakarya Kelas VII dan VIII</td>
<td>14</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>7</td>
<td>Ika Susanti ,S.Pd</td>
<td>Matematika VIII A,B,C dan IX A, B</td>
<td>10</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>8</td>
<td>Kapsah ,S.Pd.I</td>
<td>Bahasa Jawa Kelas VII, VIII, IX</td>
<td>13</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>9</td>
<td>Khaerul Umam ,S.Pd.I</td>
<td>TIK Kelas VII, VIII, IX</td>
<td>13</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>10</td>
<td>Khomsatun ,M.Pd.I</td>
<td>Quran Hadist Kelas VIII, IX</td>
<td>15</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>11</td>
<td>Khotibul Umam ,A.Md</td>
<td>KE-NU-AN Kelas VII, VIII, IX</td>
<td>14</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>12</td>
<td>Marwoto Marwoto</td>
<td>Bahasa Inggris Kelas VII</td>
<td>13</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>13</td>
<td>Milah Hanaefiah ,S.Pd.I</td>
<td>BK</td>
<td>16</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>14</td>
<td>Mohamad Asrori ,S.Pd</td>
<td>Bahasa Indonesia Kelas VIII</td>
<td>10</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>15</td>
<td>M. Muhazir ,S.Pd</td>
<td>IPA Kelas IX</td>
<td>16</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>16</td>
<td>Puji Suswanto ,S.E</td>
<td>IPS Kelas VII</td>
<td>12</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>17</td>
<td>Sri Ningsih ,S.E</td>
<td>Bahasa Indonesia Kelas VII, IX</td>
<td>11</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>18</td>
<td>Sri Rahayu N. ,S.Pd.I</td>
<td>Bahasa Inggris Kelas VIII, IX</td>
<td>14</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>19</td>
<td>Sudirjo ,S.Ag</td>
<td>BK</td>
<td>14</td>
<td>3</td>
<td>17</td>
</tr>
</tbody>
</table>
From the results of the observations it can also be seen subject teachers in using the menu and features that exist in e-learning based on: descriptions of subjects, schedules, announcements, upload assignments, assignments, forums, chat, private files, and grade (assessment). The questionnaire can be seen in the picture below:

![Figure 4. Frequency of Menu Use and LMS Features](image-url)

LMS (Moodlecloud) Arabic Language Learning Development Model at MTs NU Miftahul Ulum Margasari

At this stage, researchers conducted a revision of previous Arabic language learning online. Topics discussed include the online Arabic language learning application, material revisions in Arabic, and the layout of menu appearances and supporting icons. Revision of the language material in question or more precisely adding materials related to Arabic subjects. This is an instruction in activating in this online Arabic language learning.

Learning Arabic online has been tested by Dr. Zaenal Arifin Ahmad, M.Ag Lecturer at UIN Sunan Kalijaga Yogyakarta on 4-5 May 2018, he is an expert on Arabic language learning media (especially in making online media). Dr. Zaenal Arifin Ahmad, M.Ag also has a role as
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manager in e-learning at MTs NU Miftahul Ulum Margasari. Then the researchers tested the teacher through Online Learning Media Training held on 29 June 2018 attended by 23 teachers of general subjects and Arabic in particular. In the training the teacher designs each subject on the e-learning web by their way of making new subjects (new courses), filling in subject matter, making assignments and making announcements. Furthermore, the researchers conducted a trial of Miftahul Ulum Margasari's MTs NU students on August date 8, 15, 22 and 29, 2018. The researchers tried on class VIII D. After conducting several trials the researchers reevaluated and obtained the final e-learning product LMS (Moodlecloud) based that is ready to be applied at MTs NU Miftahul Ulum Margasari.

**Implementation of LMS (Moodlecloud) Based Learning at MTs NU Miftahul Ulum Margasari**

The final product of this study is the availability of an LMS-based Arabic language learning that is using LMS moodlecloud. This product is expected to be an alternative media for supporting Arabic learning. To prove that this product is ready for mass use, research and development have stages. One step that researchers must do is evaluation. That is validation by experts, then revision stage I, then validation by the teacher, and revision phase II is then tested on students. This stage has been passed by researchers in its application at the MTs NU Miftahul Ulum Margasari.

The measuring instrument used in measuring effectiveness and efficiency is by conducting a survey through a questionnaire. In this questionnaire, the range (scale) of the answers are: Strongly Agree (SA), Agree (A), Doubt (D), Disagree (DA), and Strongly Disagree (SDA). This questionnaire is distributed to teachers and students who are registered on the school e-learning website. The aspects assessed were about the perceptions of teachers and students about the implementation of LMS (Moodlecloud) for learning at MTs NU Miftahul Ulum Margasari.

The questionnaire results of teacher and student perceptions about the implementation of e-learning for learning at MTs NU Miftahul Ulum Margasari can be seen in the following table 2 and 3:

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher Perception</th>
<th>Range (Scale) Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>1</td>
<td>e-learning is very helpful in developing learning</td>
<td>87%</td>
</tr>
<tr>
<td>2</td>
<td>e-learning makes it easy for teachers to deliver subject matter</td>
<td>78%</td>
</tr>
</tbody>
</table>

Table 2. Teacher Perception Questionnaire Results About LMS (Moodlecloud) Implementation For Learning
### Table 3. Student Perception Questionnaire Results About LMS (Moodlecloud) Implementation For Learning

<table>
<thead>
<tr>
<th>No</th>
<th>Student Perception</th>
<th>Range (scale) Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>1</td>
<td>e-learning is very helpful in learning activities</td>
<td>79%</td>
</tr>
<tr>
<td>2</td>
<td>e-learning makes it easier for students to access subject matter</td>
<td>83%</td>
</tr>
<tr>
<td>3</td>
<td>e-learning is effective for improving the quality of the learning process</td>
<td>83%</td>
</tr>
<tr>
<td>4</td>
<td>e-learning can improve the quality of interaction and communication of students and teachers</td>
<td>58%</td>
</tr>
<tr>
<td>5</td>
<td>It is quite easy to use e-learning in the subjects currently being followed</td>
<td>75%</td>
</tr>
<tr>
<td>6</td>
<td>e-learning makes it easy to understand and work on subject tasks</td>
<td>96%</td>
</tr>
<tr>
<td>7</td>
<td>e-learning makes it easy for students to get feedback from the results of teacher evaluations</td>
<td>63%</td>
</tr>
<tr>
<td>8</td>
<td>e-learning can be used to carry out remediation and enrichment for students who need it</td>
<td>46%</td>
</tr>
</tbody>
</table>

Maximal Score = 120
Explanation:
Total number of students = 24
Measurement scale: SA = 5, A = 4, D = 3, DA = 2, SDA = 1
Maximal Score = 120

\[ \% = \frac{\sum \text{range of answer scales}}{\sum N} \]

The results above (tables II and III) show the similarity of vision between teachers and students that e-learning meets the elements of teaching and learning activities (KBM) needed in learning. It is necessary to stimulate the motivation of teachers to develop e-learning for example by providing special incentives for teachers who develop Arabic subjects especially with e-learning moodlecloud.

**Final Product**

The final stage of research with the R & D approach is the creation of a product. The product of this study is an LMS-based online Arabic learning application. This product in the form of online LMS (Moodlecloud) based Arabic learning is ready to use. But before that, this e-learning must be used by teachers in Miftahul Um Margasari’s MTs NU in general. The more people who use e-learning, the more feasible to support learning, not only for Arabic subjects but also for other subjects. The official address of this product is http://www.mu-elearning.moodlecloud.com/.

Figure 5. MU-Elearning Dashboard Page
Developing Arabic Learning With Management System (Moodlecloud) at MTs Nu Miftahul Ulum Margasari

Figure 6. MU-Elearning Site Home

Figure 7. Display of Arabic Language Courses at MU-Elearning

Figure 8. List of Students in Arabic Language Courses at MU-Elearning.
These LMS products are socialized in the form of workshops. In this workshop participants in this matter were teachers. The teacher is not only taught how to design this online learning media but also maximizes the use of sub-menus in LMS.

CONCLUSION

From the data and conditions of LMS-based (Moodlecloud) Arabic language learning at MTs NU Miftahul Ulum Margasari supports it to be applied. This can be seen from the perceptions of teachers and students who have the capacity to access learning media online. Facilities and infrastructure also support the successful implementation of this LMS in schools. The readiness of e-learning is very feasible to be applied as an LMS (Moodlecloud) based learning media.

The development of LMS (Moodlecloud) -based Arabic language learning has been revised, both in terms of the display (dashboard) and the addition of new menus and features. And also the addition of subject matter in Arabic subjects. In addition to adding other subjects, researchers also added a chat and forum feature to discuss both students between students and teachers between students or vice versa.

The results of this study indicate that the implementation of LMS (Moodlecloud) -based Arabic language learning at MTs NU Miftahul Ulum Margasari was very well received. This LMS-based learning has been validated by online learning media experts and also some teachers who are experts in information technology. The experts have revised it, so it helps researchers evaluate this LMS product. Thus, learning LMS (Moodlecloud) based Arabic can be tested and used.

This LMS-based learning has also been piloted in other subjects, adding several teachers along with the subjects they have provided. In addition to Arabic subjects, other subjects also show that LMS (Moodlecloud) based learning can be used well. The results show that LMS (Moodlecloud) Arabic language learning products are not only used on Arabic subjects, but also support other subjects.

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