



E-Learning as a Solution for Arabic Writing Skills: A Website-Based Approach

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Abstract

This research aims to examine the implementation of website-based e-learning as a solution to improve Arabic writing skills among students. Good writing skills are very important for the development of communication and reasoning abilities, but many students experience difficulties in this area. Website-based e-learning has become an effective alternative because it can be accessed anytime and anywhere, providing flexibility for students to learn independently with guidance from the provided materials. This research uses a quantitative approach with an experimental method, involving two groups of students, namely the experimental group that uses a website-based e-learning platform and the control group that uses conventional learning methods. Data collection was conducted through pre-tests and post-tests to measure the improvement in students' writing skills. The research results show that the experimental group using website-based e-learning experienced a significant improvement in writing skills compared to the control group. This indicates that website-based e-learning can be an effective solution in improving writing skills, as it provides an interactive, personalized, and easily accessible learning experience. This research suggests that website-based e-learning can be more widely implemented in the context of education, especially to address the difficulties faced by students in developing Arabic writing skills.

Keywords: e-learning, writing skills, website-based learning.

Abstrak

Penelitian ini bertujuan untuk mengkaji penerapan e-learning berbasis website sebagai solusi untuk meningkatkan keterampilan menulis bahasa Arab pada siswa. Keterampilan menulis yang baik sangat penting untuk pengembangan kemampuan komunikasi dan penalaran, namun banyak siswa yang mengalami kesulitan dalam hal ini. E-learning berbasis website menjadi alternatif yang efektif karena dapat diakses kapan saja dan di mana saja, memberikan fleksibilitas bagi siswa untuk belajar secara mandiri dengan bimbingan dari materi yang disediakan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen, melibatkan dua kelompok siswa, yaitu kelompok eksperimen yang menggunakan platform e-learning berbasis website dan kelompok kontrol yang menggunakan metode pembelajaran konvensional. Pengumpulan data dilakukan melalui pre-test dan post-test untuk mengukur peningkatan keterampilan menulis siswa. Hasil penelitian menunjukkan bahwa kelompok eksperimen yang menggunakan e-learning berbasis website mengalami peningkatan keterampilan menulis yang signifikan dibandingkan dengan kelompok kontrol. Hal ini mengindikasikan bahwa e-learning berbasis website dapat menjadi solusi yang efektif dalam meningkatkan keterampilan menulis, karena memberikan pengalaman belajar yang interaktif, personal, dan mudah diakses. Penelitian ini menyarankan agar e-learning berbasis website dapat diterapkan lebih luas dalam konteks pembelajaran, terutama untuk mengatasi kesulitan yang dihadapi siswa dalam pengembangan keterampilan menulis bahasa Arab.

Kata Kunci: e-learning, keterampilan menulis, pembelajaran berbasis website.

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1. Introduction.

Currently, within the university world, especially among students, efforts to improve Arabic writing skills have transformed into an increasingly important issue in the global educational landscape (Morley & Jamil, 2021; Southworth et al., 2023). Not only is academic success in terms of strong writing skills very important, but also for professional communication and intercultural exchange. (Aririguzoh, 2022). However, there are still some students who experience difficulties in writing Arabic due to its complexity (Hakim, 2022; Nabilah et al., 2024). In traditional teaching methods, it is often still considered inadequate to meet the basic needs of individual students, especially now that technology plays a significant role. In order to find a solution to the limitations of face-to-face (offline) learning, students need to use web-based learning because it will provide high flexibility in improving their writing skills, anytime and anywhere (Mashudi, 2021; Yuniarti et al., 2023). Exploration of offline learning methods that can help improve proficiency in writing Arabic, as well as several important factors for the effectiveness in achieving the success of this learning, is the main objective of this research.

E-learning is a form of education based on information technology that enables the implementation of the teaching and learning process to be conducted online (Milićević et al., 2021). Because the use of the internet refers to that concept, both in the form of software and digital media, to support interaction between teachers and students. E-learning is defined by (Riyanti et al., 2023) as the utilization of internet-based technology to facilitate access to education. Meanwhile, (Alfaro et al., 2021) on e-learning places great emphasis on the use of collaboration and communication. The differences in the definitions above suggest that e-learning encompasses several aspects such as technology, interaction, and digital content. In previous research, the main advantage of e-learning lies in the tendency to use flexibility in time and location. However, there are often obstacles, such as unstable internet connections and limited digital literacy, which become the main challenges of e-learning.

Categorization in e-learning includes several types, such as asynchronous (e.g., instructional videos) and synchronous. (for example, a webinar). In addition, the format can take the form of interactive modules, videos, or game-based simulations. A study by (Ghapanchi et al., 2020) found that visual design and interactivity greatly

influence the success of e-learning. However, previous research often overlooks the aspect of student motivation in e-learning, which is actually a key factor in its success. Another shortcoming is the lack of discussion regarding the impact of e-learning on the development of students' social skills.

The use of written language in the systematic and logical arrangement of an idea is a definition of writing skills. According to (Bem, 2021), a writer who is able to organize information, generate ideas, and edit a piece of writing is part of the creative process in writing. On the other hand, (McCarthy, 2020) argues that social actions involving the audience and context are also part of the writing activity. Both views indicate that the process and communicative goals are another aspect of writing skills, in addition to the focus on creating a product. In writing skills, the method emphasizes repetitive practice and feedback from a teacher, which is considered important, and this has been a trend in previous research.

Writing skills can be categorized based on the type of writing, such as description, exposition, argumentation, and narration. In addition, there are two types of writing formats: informal writing and formal writing, such as academic reports and personal blogs (Andersen et al., 2022; Link et al., 2022). Process-based writing education strategies are beneficial for improving students' skills, especially in the areas of editing and planning, they claim (Budiyanti et al., 2023; Pratiwi et al., 2024). However, previous research often overlooks the influence of emotional factors, such as anxiety, on the writing process. Moreover, the lack of originality in writing instruction, especially in technology-based techniques, is a significant issue that needs to be addressed.

The learning method using websites as a primary medium for interaction and material delivery with students is also part of web-based learning (Al-Gerafi et al., 2024; Halim et al., 2022; Marzani et al., 2023; Saputra & Taufiqurrahmani, 2022). It is stated by (Bashori et al., 2022; Öz & Ordu, 2021; Yaacob & Lubis, 2022) that in order to increase student participation in web-based learning, there needs to be methods that utilize features on the website such as forums, interactive quizzes, and videos. On another occasion, (Kumar & Sharma, 2021; Müller & Mildemberger, 2021) stated that there needs to be an emphasis on the flexibility and accessibility capabilities of the website to support distance learning. However, previous research concluded that student learning autonomy tends to increase in website-based learning due to the

accessibility of resources at any time. However, technical constraints, such as the unresponsiveness of the website design, become an obstacle in its implementation.

Web-based learning, which includes static, community-based, and dynamic websites, is an effort to categorize this type of learning. Non-interactive learning materials are available on static websites, while the integration of offline learning features such as Moodle and Edmodo allows teachers and students to collaborate in learning (Moore et al., 2024; Narayanasamy et al., 2022). (Ahmad Faudzi et al., 2023; Diwanji, 2023; Tichindelean et al., 2021; Zheng et al., 2024) argue that websites with user-friendly navigation and interactive design can support more effective learning. However, there are still some studies that do not discuss the role of user culture in using educational websites and its influence on design. In addition, there is a gap in research on the collaborative formation of skilled students in the context of web-based learning.

Referring to research on writing skills, e-learning, and web-based learning, it can be concluded that these three aspects have great potential in the field of improving the quality of education. However, there are still several significant weaknesses in previous research. First, the disregard for student motivation and emotional aspects, whereas determining success in learning is a key factor in this regard. Second, there is still a gap in the integration of technology with pedagogical needs. Therefore, future research needs to conduct a study on how technology adaptation can support various student learning styles.

Third, another weakness that needs attention is the lack of focus on user culture and local context. Some researchers tend to favor a global approach without considering the specific needs of developing countries, such as Indonesia. Lastly, although innovation in the technology sector is rapidly advancing, in various institutions, classical teaching methods still dominate, thus hindering the adoption of educational technology due to a lack of resources and training. To address this constraint, future research is deemed necessary to be more oriented towards practical solutions.

The purpose of this research is to observe how web-based learning can improve Arabic writing skills and identify the factors that influence its effectiveness. This research will specifically address questions such as: How can e-learning systems

support Arabic writing? This study will also compare online learning with traditional teaching methods to see which is more effective in improving writing skills. In the future, it is hoped that this study will provide outputs on more innovative and successful methods of teaching Arabic writing.

Preliminary research shows that web-based online learning has great potential to improve Arabic writing skills. This is because online learning offers more flexibility, allowing students to practice writing independently at their own pace. Personalized assignments, real-time feedback, and interactive tools such as forums can help students overcome the challenges of writing in Arabic. Initial findings indicate that compared to their peers in traditional classroom settings, students using e-learning platforms are more motivated and confident when writing. However, there are also challenges, such as the lack of face-to-face interaction with teachers and technical issues. This study aims to address these issues and provide recommendations to improve the effectiveness of online Arabic writing education.

2. Research Method.

The type of research used is a qualitative approach in the form of a case study. The purpose of this research is to explore the role of web-based e-learning in developing the writing skills of fifth-semester students in the Arabic Language Education program. Five students were selected based on certain criteria such as interest in writing skills and their intensity of using e-learning. As additional informants, the dean and program study chair were chosen for their knowledge of the relevant curriculum and understanding of institutional policies. The data were obtained through observation methods, in-depth interviews with informants, and documentation in the form of academic reports and student learning outcomes. The purpose of this process is to understand the experiences, challenges, and institutional support provided so that the implementation of e-learning technology becomes a solution for learning to write.

The application of data analysis in three stages: (1) data reduction aims to sort the expected information (2) data display, aimed at organizing findings in the form of diagrams and narratives (3) data verification, this step uses triangulation to ensure validity. The analysis techniques include interpretative analysis to determine the

meaning of the informants' experiences, discourse analysis to understand communication patterns and learning environments, and content analysis to assess documents. Combining these approaches offers a deep understanding of the relationship between technology use, institutional policies, and how well it enhances students' writing skills. This research can yield detailed insights that can be applied to other educational institutions wishing to use similar technology due to the case study design.

3. Discussion.

The results of the interview regarding E-Learning as a solution to improve website-based writing skills can be seen in the following table. This table summarizes the respondents' opinions on how effective the website-based e-learning platform is in helping them hone their writing skills. The data presented comes from 10 respondents, consisting of students and active instructors who use the platform in teaching and learning activities.

Table 1. e-Learning Results as a Solution to Improve Writing Skills

No	Respondent	Opinion	Influencing Factors	Satisfaction Score (1-5)
1	Student (Yani)	The platform facilitates access and writing practice	Accessibility, practice	4
2	Instructor (Mr. Ahmad)	Students are more actively participating in discussion forums	Discussion, feedback	5
3	Student (Soleh)	Lack of direct interaction makes writing understanding feel limited	Interaction, feedback	3
4	Student (Malihah)	The availability of structured learning modules is very helpful	Modules, Structure	4
5	Instructor (Mr. Aimah)	The automatic assessment feature is very helpful for providing quick	Feedback, Automatic	5

The results of the interview revealed the participants' views on the use of web-based e-learning platforms in honing writing skills. Most respondents believe that this platform offers ease of access while also encouraging learning engagement through features such as discussion forums and an automatic grading system. However, some participants expressed that the lack of direct interaction with instructors is a barrier that can hinder their understanding of the material presented.

Based on the data presented in the table, there is a pattern indicating that web-based e-learning platforms play a role in improving writing skills. The majority of respondents gave satisfaction scores between 4 and 5. Those who are satisfied highlight the advantages of this platform, such as well-structured learning modules and automatic assessment features that allow them to receive feedback quickly and efficiently. However, respondents with lower satisfaction levels highlighted the lack of direct interaction with instructors, which they considered important for deepening their understanding of writing techniques.

This difference in satisfaction levels underscores the need to integrate two important elements: the flexibility of e-learning technology with a more personal touch of face-to-face interaction. Although web-based e-learning platforms have proven effective in delivering learning materials and providing feedback, data shows that direct interaction still plays a crucial role in deepening writing skills. Therefore, the development of a platform that can combine technology-based self-directed learning with interactive sessions could be a more optimal and holistic solution.

Observations of students using a web-based e-learning platform to learn writing skills show that most students tend to access the material at flexible times, especially in the evenings after finishing their classes or work. The table below presents data on the frequency of platform usage, types of activities performed, and access times recorded from 15 students over a two-week period.

Table 2. Results of e-learning usage frequency observation

No	Respondent	Access Time	Main Activities	Access Frequency
1	Cintiya	Night	reading materials, writing assignments	4 times/week
2	Ahmad Faris	Daytime	Discussion, editing writings	3 times/week
3	Zaki Amrullah	Night	Writing personal blog	5 times/week
4	Syafi'udin	Morning	Reading materials, writing practice	3 times/week
5	Rohmatul Azizah	Night	Writing, reading discussion forums	4 times/week

The table above presents the results of observations that illustrate the usage patterns of the website-based e-learning platform by the students. Most students access this platform more frequently in the evening, with the main activities including writing assignments, discussing, or editing texts. The frequency of platform usage varies, averaging between 3 to 5 times a week, depending on the type of activities being

carried out.

The data shows that students tend to utilize the e-learning platform at flexible times, especially after completing their main activities during the day. The most dominant activities are reading learning materials and writing assignments or personal blogs, which indicate that this platform serves as a means to develop writing skills independently outside of formal study hours. Additionally, some students also use the platform for discussions, although the intensity is not as high as personal writing activities.

The more intensive use of the e-learning platform at night reflects the flexibility of time offered to students. Many students take advantage of their free time to access learning materials and practice writing, making features like flexible study schedule settings or modules that can be tailored to individual needs highly relevant to develop. This innovation has the potential to enhance the effectiveness of web-based writing learning.

The collected documentation consists of writing assignment results from 10 students who have completed an online writing course for one month. The generated score table shows an improvement in writing quality, with the average final assignment scores increasing by about 13 to 20 points. This data indicates that the web-based e-learning platform is effective in supporting the development of students' writing skills.

Table 3. Results of respondents' scores for web-based learning

No	Respondent	Initial Task Score	Final Task Score	Score Improvement
1	Cintiya	70	85	15
2	Ahmad Faris	65	80	15
3	Zaki Amrullah	75	88	13
4	Syafi'udin	60	80	20
5	Rohmatul Azizah	68	82	14

The data in the table shows that most students experienced a significant improvement in writing skills after taking this course. The average score increase ranged from 13 to 20 points, which can be attributed to the implementation of structured learning methods and easy access to materials and exercises. These findings indicate that the platform is effective in helping students improve their writing skills in a relatively short period of time.

Based on the documentation of assignment scores, it is evident that the majority of students show significant improvement in the quality of their writing. The average

score increase, ranging from 13 to 20 points, reflects the effectiveness of the web-based e-learning platform in supporting the development of students' writing skills. This progress is likely driven by a combination of systematic teaching methods and the flexibility in accessing materials and writing exercises.

The significant improvement in students' assignment scores underscores the positive impact of using a web-based e-learning platform on their writing skills. This platform not only provides students with the opportunity to learn independently, but also offers constructive feedback so they can continuously hone their skills. By allowing students to learn at their own pace, this platform has successfully encouraged significant development in writing skills in a relatively short period of time. Therefore, this platform can be considered an effective and innovative solution for developing writing skills.

The results of interviews regarding the use of e-learning as a solution for developing writing skills through websites reveal both functional and dysfunctional aspects. While many students and instructors appreciate the flexibility, accessibility, and structured learning paths offered by e-learning platforms, some users face challenges due to the lack of direct interaction with instructors. This duality reflects both the functional benefits and the potential limitations of using e-learning in enhancing writing skills.

Research (El-Sabagh, 2021; Panigrahi et al., 2021) shows that flexibility and accessibility in e-learning can enhance student engagement in the learning process. However, studies (Caskurlu et al., 2020; Kim & Park, 2021) highlight that reduced direct interaction can lower the level of learning satisfaction. Furthermore, (Cavalcanti et al., 2021; Rajabalee & Santally, 2021) found that the limited feedback mechanisms in e-learning can hinder the development of students' writing skills. (Alamri et al., 2020; Reeve & Cheon, 2021) also noted that although students appreciate the autonomy offered by online learning, this autonomy cannot fully replace the need for personalized teaching feedback. The findings from this interview underscore the importance of a balanced approach in the implementation of e-learning. This approach needs to combine the advantages of flexibility and accessibility offered by e-learning with more interactive and personalized teaching methods. This step is necessary to ensure that e-learning can effectively support the development of students' writing

skills without neglecting their need for deeper interaction and feedback.

The correlation between the interview findings and the role of the e-learning platform in writing skill development lies in the structure of the platform's usage. The way the e-learning platform is designed directly affects students' interaction with the learning materials. One of the main advantages is the flexibility of access to learning resources at any time, but the lack of direct feedback and real-time interaction poses a significant obstacle in achieving optimal learning outcomes.

Studies by (Astell-Burt et al., 2022; Donovan & Blazer, 2020) show that e-learning platforms with asynchronous content offer high flexibility, but often result in lower engagement levels without real-time interaction. (Landrum, 2020) also found that although online learning provides students with the convenience of studying independently, there is often a lack of interactive dialogue necessary to support the mastery of writing skills in depth. (Lamon, 2020) revealed that students have difficulty understanding complex writing concepts without direct guidance from the instructor. A similar point was made by (El Sadik & Al Abdulmonem, 2021) that passive learning can reduce the overall effectiveness of writing instruction. Additionally, (Hensley et al., 2022) noted that the lack of feedback and personalized guidance often makes students feel disconnected from the writing learning process.

The relationship between the structure of e-learning platforms and learning outcomes highlights the importance of integrating interactive elements into platform design. This approach can address the weaknesses of online self-directed learning while simultaneously enhancing the effectiveness of student writing skill development. Thus, creating a balance between flexibility and active interaction becomes key to maximizing the potential of e-learning in education. Observation results reveal that student behavior during e-learning, particularly in the development of writing skills, reflects both functional and dysfunctional aspects. Although students actively engage in writing tasks by utilizing the time flexibility offered, there are concerns regarding the impact of asynchronous learning styles on long-term skill retention. Moreover, students tend to focus more on individual writing activities rather than collaborative or interactive discussions that could enrich their learning process.

Research (Panigrahi et al., 2021) shows that although flexibility in e-learning can enhance student engagement, it also reduces opportunities for collaborative learning,

which plays a crucial role in the development of writing skills. (Kooloos et al., 2020) add that passive online learning tends to result in lower retention rates compared to more interactive learning methods. (Berestok, 2021) identified that although asynchronous learning offers convenience, this approach limits interaction among students, which is crucial for improving writing fluency. Additionally, (Rizvi & Nabi, 2021) found that students often lose the social context that is typically available in real-time classrooms, which can ultimately trigger feelings of isolation and decrease learning motivation.

This observation highlights that although e-learning provides significant flexibility, the lack of interactivity can reduce student engagement and lead to isolation, thereby limiting the overall effectiveness of writing skill development. Therefore, efforts are needed to enhance interactive and collaborative elements in online learning so that the full potential of e-learning can be realized. The basic structure of asynchronous e-learning can explain why student engagement levels with writing assignments and other course materials often vary. The asynchronous system that allows students to learn at their own pace, although flexible, can lead to a lack of engagement when there is no external accountability or collaboration with peers. One of the main factors that trigger disengagement is the absence of direct feedback and real-time instr A study by (Martin et al., 2020) shows that the lack of real-time feedback contributes to the low level of student engagement, particularly in writing tasks. A similar point was made by (Dahlstrom-Hakki et al., 2020), who highlighted that asynchronous platforms often lack opportunities for receiving social feedback, an essential element in the development of writing skills. Additionally, (Çebi, 2023) notes that low-interaction e-learning environments tend to make students feel isolated and struggle to maintain focus on tasks. Research by (Rahimi & Fathi, 2022) also found that students performed better in writing tasks when the learning structure included interactive elements, such as discussion forums or peer reviews. Overall, the lack of real-time interaction and peer feedback in asynchronous e-learning can reduce student engagement and hinder the development of writing skills. Therefore, it is important to incorporate interactive components in online learning to enhance student motivation and engagement.

The use of web-based e-learning platforms for writing skills development has

implications that encompass functional benefits as well as potential limitations. Although this approach offers a flexible learning structure, high accessibility, and opportunities for self-directed learning, its limitations in providing personalized feedback and encouraging collaborative engagement can be obstacles for students to optimally hone their writing skills.

(Luburić et al., 2021) note that students in online courses often face difficulties in transforming passive learning into practical application in writing. On the other hand, research by (López-Pellisa et al., 2021) highlights the importance of real-time feedback and collaborative writing activities in supporting the improvement of students' writing skills. Thus, although web-based e-learning has advantages in functional aspects, its limitations in replacing personal feedback and direct collaboration can restrict its effectiveness, especially for students who require more intensive support in the process of developing writing skills.

The structure of website-based e-learning environments, which often lack real-time feedback and collaborative elements, encourages students to rely more on self-directed learning and independent study. Although this approach can enhance student autonomy, it also reduces opportunities to receive insights and reflections from instructors and fellow students. (two important elements in the development of writing skills).

(Cheung et al., 2021) found that a learning environment that emphasizes interaction can enhance students' writing skills through continuous feedback. Similarly, (Saputra & Taufiqurrahmani, 2022) highlight that although website-based e-learning provides space for independent learning, the presence of teacher feedback and interaction with peers is essential to support the improvement of writing skills. Thus, there is a clear relationship between the structure of website-based e-learning and students' ability to develop writing skills. Excessive reliance on self-directed learning without support in the form of direct feedback has the potential to limit the effectiveness of skill development. uctor guidance.

4. Conclusion.

This research shows that website-based e-learning can be an effective solution in developing writing skills, thanks to the flexibility and accessibility it offers. However,

the main findings reveal that the limitations of interaction in asynchronous online learning can hinder students' active engagement, which in turn restricts the deep development of writing skills. Therefore, although e-learning has various advantages, it is important to integrate interactive and collaborative elements into the learning process so that a more optimal and holistic learning experience can be achieved. The main conclusion of this study is the need for a balance between flexibility and interaction in online learning to support the more effective development of writing skills.

This research makes an important contribution to the field of education, particularly in the development of writing skills in the e-learning era. Through interviews and observations, this research presents in-depth insights into how web-based platforms can both support and hinder students' writing abilities. From a scientific perspective, this research updates our understanding of the use of educational technology and emphasizes the importance of integrating collaborative and interactive elements in e-learning platforms. Nevertheless, this research has several limitations, such as a small sample size and the use of limited methods, so the results may not fully reflect the conditions of the broader population. Therefore, further research with a larger sample and external factor analysis is needed to better understand the impact of e-learning on writing skills.

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