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## **EQAWI: An E-Book for *Qawā'id al-Lughah al-'Arabiyyah* *Al-Ibtidā'iyyah* Based on Student-Centered Learning**

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### **ENGLISH ABSTRACT**

This study aims to develop an Electronic Book *Qawā'id al-Lughah al-'Arabiyyah* (EQAWI) based on Student-Centered Learning (SCL) and to evaluate its feasibility. The developed EQAWI was tested on students of the Department of Arabic Literature, State University of Malang (DSA UM). Development comprises five steps: analysis, planning, development, evaluation, and revision. To determine the feasibility of EQAWI, the product was validated by material experts, media specialists, and lecturers of the *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* course at DSA UM. The final product, an Electronic Book (e-book), consists of 28 chapters, including cover pages, remarks by the head of DSA UM, introduction, table of contents, the main texts, references, and the author's curriculum vitae. The EQAWI e-book was designed to support independent and interactive learning through the implementation of Student-Centered Learning principles. It also provides systematic and accessible materials that help students understand Arabic grammar more effectively. In addition, the use of digital media in EQAWI is expected to increase students' motivation and participation in the learning process. Validation scores were consistently high: 98% from material experts, 96% from media experts, and 95% from the course instructor, indicating that the product is highly feasible. Students' trials involving 20 students yielded a score of 94.25%, which also indicates that the product is highly feasible. Overall, EQAWI achieved an average score of 95.81%, confirming that the product is highly feasible and does not require revision.

**Keywords:** EQAWI, E-Book Development, Student-Centered Learning, Arabic Grammar

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**INDONESIAN ABSTRACT**

*Penelitian ini bertujuan untuk mengembangkan Electronic Book Qawā'id al-Lughah al-'Arabiyyah (EQAWI) berbasis Student-Centered Learning (SCL) dan mendeskripsikan kelayakan hasil pengembangannya. Hasil pengembangan EQAWI diujicobakan kepada mahasiswa Departemen Sastra Arab Universitas Negeri Malang (DSA UM). Dalam mengembangkan EQAWI terdapat lima langkah, yaitu analisis, perencanaan, pengembangan, evaluasi, dan revisi. Untuk menilai kelayakan EQAWI, produk ini divalidasi oleh ahli materi, ahli media, dan pengampu mata kuliah Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyah di DSA UM. Hasil pengembangan EQAWI berupa Electronic Book (E-book) mata kuliah Qawā'id al-Lughah al-'Arabiyyah yang terdiri atas 28 bab, meliputi sampul, sambutan ketua DSA UM, pendahuluan, daftar isi, isi E-book, daftar rujukan, dan curriculum vitae penulis. Hasil validasi menunjukkan skor sebesar 98% dari ahli materi, 96% dari ahli media, dan 95% dari pengampu mata kuliah yang menunjukkan bahwa produk sangat layak digunakan. Uji coba terhadap 20 mahasiswa memperoleh skor 94,25% dengan kategori sangat layak. Secara keseluruhan, rata-rata skor EQAWI mencapai 95,81% yang menunjukkan bahwa produk sangat layak dan tidak memerlukan revisi.*

**Kata Kunci:** EQAWI, Pengembangan E-Book, Student-Centered Learning, Tata Bahasa Arab

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**Introduction**

Textbooks play a crucial role in supporting the success of the learning process. They serve not only as the primary material for educators to teach, but also as a guide for students to explore information and knowledge beyond the classroom (Devirita, Neviyarni & Daharnis, 2021). In addition, textbooks function as tools for educators to convey knowledge and help learners to explore the desired knowledge (Hrp et al., 2022).

The advent of the digital era has aggressively driven innovation across multiple sectors, including education. One prominent development is the development of Electronic Books (e-books) (Rahmadhani et al., 2022; Subba Rao, 2003; Chu, 2003; Staiger, 2012). E-books are an alternative to textbooks for both educators and students. However, their emergence does not entirely replace printed textbooks in the learning process. Instead, they represent a viable option that continues to attract the interest of educators and students (Susilawati, 2022) because of their pedagogical advantages. It offers ease of access through digital devices, flexibility of use, and the capacity to integrate diverse learning media such as images, audio, video, and interactive exercises. In the context of *Qawā'id al-Lughah al-'Arabiyyah* instruction, students can explore grammatical rules, complete exercises, and review linguistic examples independently using a single device, eliminating the need for multiple reference books. Instructors

likewise benefit from the ability to update materials more readily in response to evolving learning needs. These characteristics establish e-books as effective alternatives to conventional teaching materials, supporting flexible, interactive, and student-centered learning (Hidayat & Abidin, 2024; Ritonga, 2024; Amaliyah, et al., 2025; Khairanis & Aldi, 2025; Ni'mah, 2023).

The effectiveness of an e-book is grounded in a specific learning approach. In this study, the researcher adopted the Student-Centered Learning (SCL) framework. SCL emphasizes active student engagement (Kurniawan, 2022; Salsabila, 2024). Rather than limiting students to mastering course content, SCL fosters the development of essential 21st-century skills, including collaboration, critical thinking, and digital literacy (Hanikah et al., 2022).

The *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* course is a compulsory course for students of the Department of Arabic Literature at the State University of Malang (DBA UM). It introduces the fundamentals of Arabic grammar, covering *nahw* and *sharf*. It serves as a prerequisite for the *Qawā'id al-Lughah al-'Arabiyyah Tsanawiyah* course. Many students find this course challenging, as evidenced by the 2024 replacement test. The test was diagnostic and consisted of 50 items, including aspects of *nahw* and *sharf*, and the application of Arabic grammatical rules in sentence analysis. Based on the minimum passing standard set by the department (a score of 55), 60 out of 120 DBA FS UM students scored below this threshold. Observations and interviews with both students and instructors revealed that this low achievement was not solely due to the complexity of *qawā'id* material, but also to limitations in the available teaching resources, which remain largely textual, lack interactivity, and do not adequately support students' independent learning. To address this issue, innovation is needed, particularly through the development of the *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* e-book (EQAWI). The EQAWI initiative is expected to provide alternative solutions that enable students to grasp *qawā'id* concepts in an active, systematic, and meaningful manner.

Previous researchers have also developed electronic books (e-books). Indariani et al. (2019) demonstrated that e-books are effective teaching materials, enabling students to learn flexibly and independently. Mawarni & Ali Muhtadi (2017) found that e-books are highly feasible for development, as they encourage creativity and self-directed

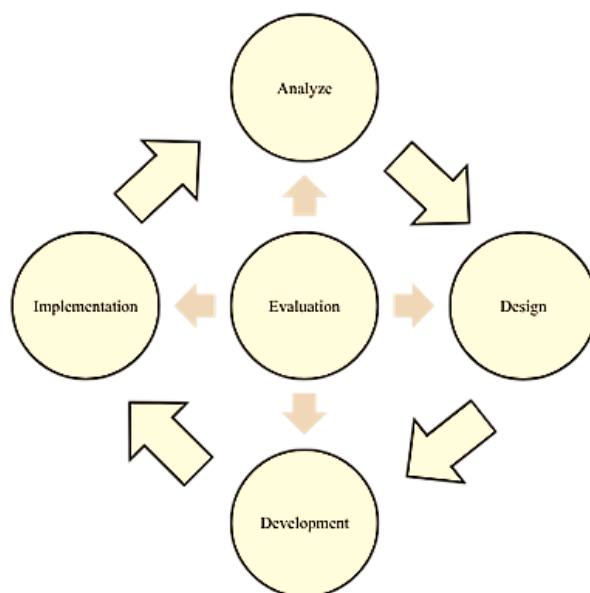
learning. Similarly, Yayil and Yuliana (2019) reported positive responses from validators, students, and instructors to the developed e-book. Fauzan (2020) further confirmed that interactive teaching materials in e-books are highly feasible to use in the learning process.

Previous studies have shown that the development of e-books has received positive responses from educators, students, and observers of education, which motivated the researcher to develop EQAWI. While this study shares similarities with earlier work, namely, the development of e-books that can be accessed anytime and anywhere, it also presents distinct differences. First, the focus is on the *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* course, which has not previously been addressed. Second, the development of EQAWI adopts a Student-Centered Learning (SCL) approach, providing a pedagogical framework that distinguishes it from prior research. SCL is an instructional approach in which students are the core of the learning process, while lecturers act as facilitators. Within this framework, students are encouraged to actively observe, analyze, solve problems, and construct knowledge independently. The application of SCL in teaching *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* is considered to be relevant because Arabic grammar mastery cannot be achieved merely through rules' memorization; it requires active student engagement in discovering linguistic patterns, analyzing sentence structures, and applying grammatical principles across diverse language contexts. Therefore, it was selected as the foundation for developing EQAWI since the characteristics of an e-book enable students to learn autonomously, flexibly, and at a pace suited to their individual learning needs.

## Methods

The research design employed in this study is Research and Development (R&D), which is used to produce a specific product and to test its effectiveness (Sugiono, 2010: 407). The researcher applied the ADDIE or a simplified version of Borg and Gall's model to suit the needs and context of the study. The development includes these stages: (1) needs analysis, (2) design, (3) development, (4) trial, and (5) revision (Mariam & Nam, 2019). This design was selected because it provides systematic procedures for developing educational media and evaluating its feasibility. Through these stages, the researcher was able to identify students' needs, develop appropriate learning materials,

and improve the product based on expert validation and students' feedback. The R&D approach also ensures that the final product is practical, effective, and suitable for use in Arabic grammar learning.



**Figure 1.** ADDIE model (Waruwu, 2024)

The first stage is analysis, which involves two steps: a review of relevant literature and field studies. The literature review was conducted to find references related to e-books, SCL, and *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* learning. Meanwhile, the field studies were done to gather information on the teaching and learning of *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* at DBA UM. This includes an examination of the curriculum, textbooks, learning media, learning methods, students' perspectives, and their academic needs. The second stage is planning, in which the researcher formulates learning objectives, selects material topics, designs learning steps, determines the evaluation method, and chooses appropriate media for the *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* course at DBA UM. The third stage is development, where the planned design is implemented. At this stage, the researcher developed EQAWI: the Electronic Book of *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* for DBA UM students. The fourth stage is evaluation to assess product quality. This included expert validation and field testing. Two experts, a media specialist and a materials expert, provided feedback on the products. Following revisions, the product was then tested with a small group of 20 students, who were asked to provide input to ensure its

suitability for broader use. The fifth stage is revision, which serves as a follow-up to evaluation. Feedback from media and material experts, students, and course lecturers was used to improve the product and enhance its quality.

To determine the feasibility of the EQAWI product, validation and pilot testing were conducted. Expert validation involved material experts, media experts, and lecturers of the *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* course at the Department of Arabic Literature, State University of Malang (DBA UM). In addition, the product was tested on 20 students from the Department of Arabic Literature, State University of Malang (DBA UM). Among them, 7 students demonstrated high ability, 8 demonstrated moderate ability, and 5 demonstrated low ability based on the placement test results. The sample was selected using purposive sampling by considering the students' placement test results to ensure the representation of high-, moderate-, and low-ability groups.

Two types of data were collected: qualitative and quantitative. Data collection techniques included interviews and observations, supported by instruments such as interview guidelines, validation sheets, questionnaires, field notebooks, and recording devices. The validation sheets were employed to assess the feasibility of EQAWI from both material and media perspectives. The material expert validation sheet consisted of 10 items evaluating content completeness, breadth, depth, logical sequencing, ease of comprehension accuracy, alignment with the course syllabus (RPS), product completeness, appropriateness of exercises, and variation in exercise formats. The media expert's validation sheet also comprised 10 items, focusing on ease of use, product effectiveness, text clarity, content organization, design and layout, material completeness, design attractiveness, suitability of exercises, and clarity of practice questions.

In addition, the EQAWI product was evaluated by the course lecturer of *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* using a 20-item instrument. This evaluation addressed the quality of content, presentation, assessment components, ease and effectiveness of use, design and layout, and overall product completeness. The student response questionnaire contained 20 items measuring ease of use, content clarity, interactivity, learning motivation, and user satisfaction with EQAWI. Qualitative data were analyzed through identification, categorization, presentation, interpretation, and

conclusion. Quantitative data were analyzed using percentage data analysis. The results are presented in Table 1.

**Table 1.** Conversion of Achievement Rate by Scale (Sugiono, 2016)

Score	Achievement Rate	Qualification	Information
5	90%-100%	Highly feasible	No revision required
4	75%-89%	Proper	No revision required
3	65%-74%	Quite feasible	Revision
2	55%-64%	Less worthy	Revision
1	0%-54%	Not eligible	Revision

## Results and Discussion

This study resulted in two main outcomes: (1) the design of EQAWI (Electronic Book *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah*) based on the Student-Centered Learning (SCL) approach for students of the Department of Arabic Literature at the State University of Malang (DSA UM), and (2) the evaluation of the feasibility of EQAWI as a product of SCL-based development for DSA students. These outcomes are explained in detail below.

The first finding of this study concerns the design and development of EQAWI (Electronic Book *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah*) based on the Student-Centered Learning (SCL) approach for students of the Department of Arabic Literature, State University of Malang (DSA UM). The development process consisted of five stages. The explanation of these stages is presented as follows. The development of SCL-based EQAWI for DSA UM students involved three main activities: analysis, planning, and development. The first stage was the analysis phase. At this stage, the development of EQAWI began with an examination of the Semester Learning Plan (RPS), the learning process, instructional materials, and learning resources used in the *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* course for DSA UM students. The results of the analysis revealed that the course encompasses a broad and complex range of topics, including *nahw* and *sharf* that students are required to master within a limited instructional period (Mayudana & Sukendra, 2020).

Furthermore, data obtained from classroom observations, interviews with the course instructor, and placement test results indicated that several students continued to experience difficulties in developing a comprehensive understanding of *qawā'id* concepts. These difficulties were attributed to the complexity of the subject matter, the

limited availability of instructional materials, and the lack of learning media capable of supporting independent learning and active student engagement. Based on these findings, the SCL approach was selected as the foundation for the development of EQAWI, as it aligns with the characteristics of *qawā'id* instruction, which requires students not only to memorize grammatical rules but also to identify patterns, analyze linguistic structures, and apply the rules in various contexts (Msonde & Msonde, 2017; Tholibon et al., 2022). Through the SCL approach, students are encouraged to construct their own understanding through activities such as observations, analysis, practice, and reflection (Rappleye & Komatsu, 2024; Lathifah et al., 2025). Accordingly, EQAWI was designed using an inductive method, contextualized examples, progressive exercises, and independent learning activities that enable students to take an active role in the learning process. Therefore, the adoption of the SCL approach was based not only on theoretical considerations but also on the need to address the practical challenges identified in the teaching and learning of *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* in the Department of Arabic Literature, Universitas Negeri Malang.

The second stage is planning, which involves two key activities: formulating learning objectives and integrating them into the EQAWI materials. The learning objectives of EQAWI include enabling students to describe various categories of Arabic words, understand the concept of *mu'rab* and *mabni*, identify types and markers of *mu'rab* and *mabni*, explain the concept of nominal sentences (*jumlah ismiyyah*), *mubtada'* and *khobar*, along with their requirements, distinguish between masculine (*ism mudzakkar*) and feminine (*ism muannats*) nouns and their markers; recognize singular (*ism mufrad*), dual (*mitsanna*), and plural (*jama'*) forms and their derivation; understand verbal sentence (*jumlah fi'liyah*) and their characteristics; analyze the role of the subject (*fa'il*) and related elements; classify verbs (*fi'il*) by type, markers, and pattern (*wazan*); explain the concepts and types of the object (*Maf'ul Bih*) and its syntactic position; describe the concept and types of the passive subject (*Naibul Fa'il*) and the formation of passive verbs (*Fi'il Mabni Majhul*); distinguish between simple and complex predicates (*Khobar Mufrad and Khobar Jumlah*); and analyze basic and derived verbs (*fi'il mujarrad and fi'il mazid*) along with their patterns and meanings (Herigunawan & Asepnurshobah, 2018; Oktavera, Ritonga & Pratiwi, 2024; Muslim & Hasyim, 2018).

Based on these objectives, EQAWI comprises 28 chapters. The e-book is structured using an inductive approach, beginning with examples of the application of *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* (QAI) rules in sentences, followed by discussion and formulation of the rules. Each chapter includes practice exercises aligned with Student-Centered Learning (SCL), such as sentence analysis based on QAI rules, sentence completion tasks, and sentence construction activities. The implementation of EQAWI in classroom activities follows these steps: the sessions begin with prayer; students read examples of sentences containing QAI rules; students discuss the examples collaboratively; students formulate the rules based on the discussion; and finally, students complete practice exercises related to the rules studied.

The EQAWI e-book is designed based on the inductive method, in which examples illustrating the application of *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* (QAI) are presented first, followed by discussions and the formulation of grammatical rules derived from the analysis of those examples. Each chapter is accompanied by exercises developed according to the principles of SCL. These exercises require students not only to recall grammatical rules but also to analyze sentence examples, identify linguistic patterns, draw conclusions, and apply rules in new contexts. Consequently, students play an active role in constructing their own understanding through observation, analysis, and problem-solving processes. In addition, EQAWI provides feedback on completed exercises, enabling students to engage in self-reflection and independent evaluation of their learning progress. These characteristics demonstrate that EQAWI supports active learning, inquiry-based learning, and learner autonomy, which are fundamental principles of SCL.

The third stage is development, during which the researcher developed the eBook's content based on the previously formulated objectives. Several activities were undertaken in this stage, including consulting reference books, developing writing ideas, designing practice exercises, preparing the book layout, and converting the manuscripts into an electronic format. These steps followed the procedures outlined by Supardi (2022). The outcomes of this stage represent the completed development of EQAWI. In this stage, the researcher also integrated Student-Centered Learning (SCL) principles into the eBook materials and exercises to encourage active student participation. Various learning features, examples, and activities were designed to improve students'

understanding of Arabic grammar concepts. Furthermore, the electronic format of EQAWI was intended to provide flexible and accessible learning media for students both inside and outside the classroom.

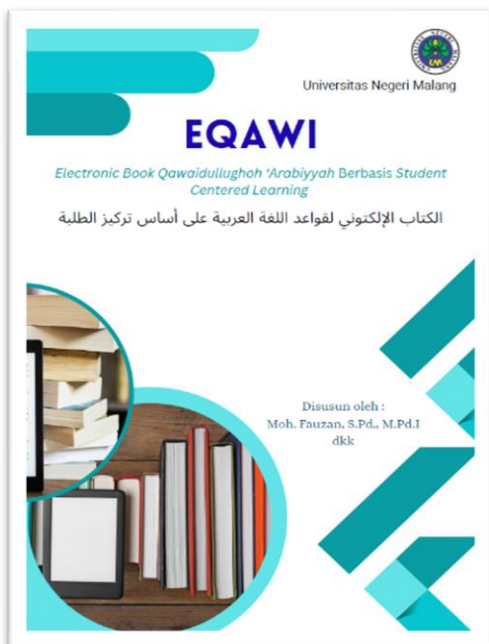


Figure 2. EQAWI cover design

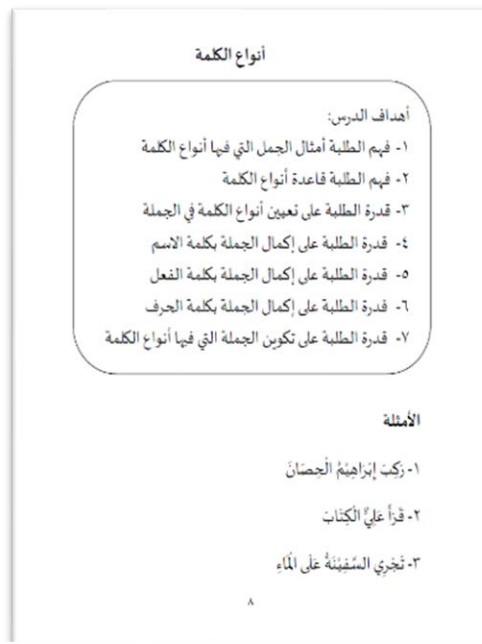


Figure 3. Page 8 of EQAWI contains the learning objectives of the chapter *Anwā' al-Kalimāt*

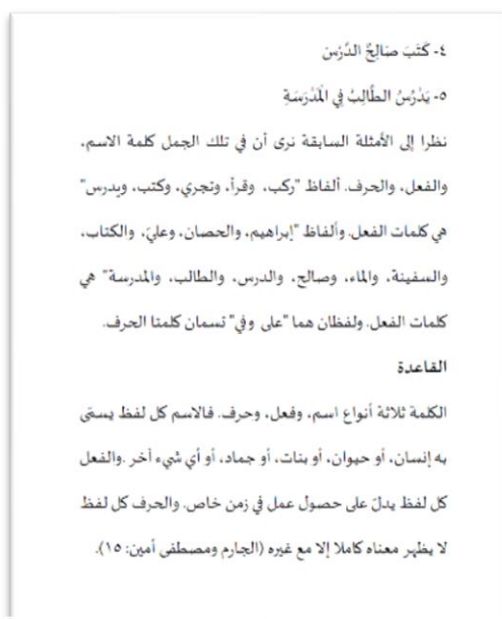


Figure 4. Page 9 of EQAWI contains a discussion of the rules and formulation of the rules of *anwa' al-kalimat*

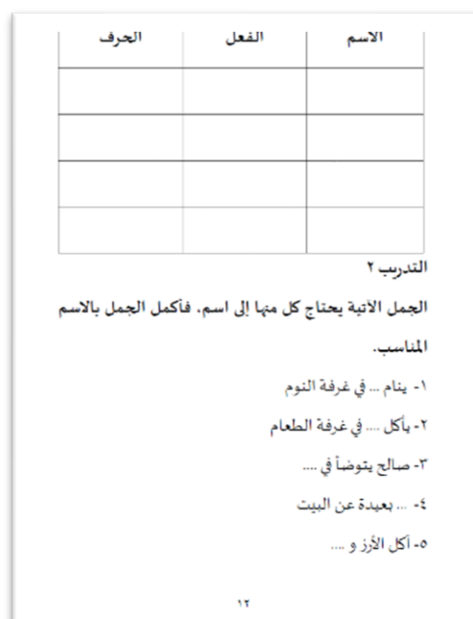


Figure 5. Page 12 EQAWI Practice questions related to the chapter of *anwa' al-kalimat*

The fourth stage is evaluation, which aims to measure the feasibility of EQAWI development. Product quality was assessed through testing designed to identify both strengths and weaknesses. Two types of evaluation were conducted: expert testing and field testing. In the expert test, three evaluators participated: a material expert in *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah*, a media expert, and the course instructors. Their feedback was used to improve the quality of the product (Kholis, 2025). The second evaluation was a field test, in which EQAWI was trialled with 20 DSA UM students enrolled in the *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* course. The students assessed the product in small groups, providing input that was essential to ensure EQAWI's alignment with learners' needs and interests (Kurniawan & Pahrudin, 2024). The revision was made to the instructional material in the *al nafyu* (negation) section. The correct form of the sentence is *mā ḥamala al-musāfiru al-mā'a*, in which *al-mā'a* is marked with a *fathah* as it serves as the *maf'ul bih* (direct object), rather than with a *kasrah*. This revision was undertaken to maintain the accuracy of the instructional content and ensure its consistency with established Arabic grammatical principles. The following section presents the results of these evaluations.

### **Material Expert Validation Results**

The following are the results of the validation of the material experts.

**Table 2.** Material Expert Validation Results

No	Indicator	Valuation				
		1	2	3	4	5
1	EQAWI material completeness					√
2	Breadth of EQAWI material					√
3	Depth of EQAWI material					√
4	The sequence of EQAWI material starts from easy discussions to difficult discussions					√
5	Ease of understanding EQAWI material					√
6	Truth of EQAWI material content					√
7	Compatibility of EQAWI material content with RPS					√
8	Completeness of EQAWI					√
9	Compatibility of training with EQAWI material					√
10	Variations of EQAWI training forms					√
<b>Total Value</b>		<b>49</b>				
<b>Percentage</b>		<b>Highly Valid</b>				
<b>49 x 100 = 98%</b>						
<b>50</b>						

The results of the validation by material experts show that the value of EQAWI products is 98%. This means that the resulting product is very feasible.

### **Media Expert Validation Results**

The following are the results of the validation by media experts.

**Table 3.** Media Expert Validation Results

No	Question	Valuation				
		1	2	3	4	5
1	Ease of use of EQAWI					√
2	Effectiveness of EQAWI products				√	
3	Clarity of writing ( <i>font type, font size, and font color</i> ) of EQAWI products					√
4	Organizing the sequence of materials, examples, and exercises in EQAWI					√
5	EQAWI design and appearance					√
6	Completeness of EQAWI material (theory, examples, and exercises)					√
7	The attractiveness of EQAWI design					√
8	Suitability of the exercises presented in EQAWI					√
9	Variations of exercises presented in EQAWI					√
10	Clarity about EQAWI training				√	
<b>Total Value</b>		<b>48</b>				
<b>Percentage</b>		<b>Highly Valid</b>				
<b><math>48 \times 100 = 96\%</math></b>						
<b>50</b>						

The results of the media experts' validation show that the value of EQAWI products is 96%. This means that the resulting product is very feasible.

### **Results of Course Teacher Validation**

**Table 4.** Assessment results of the *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* course instructor

No	Indicator	Valuation				
		1	2	3	4	5
1	EQAWI material completeness					√
2	Breadth of EQAWI material					√
3	Depth of EQAWI material					√
4	The sequence of EQAWI material starts from easy discussions to difficult discussions				√	
5	Ease of understanding EQAWI material					√
6	Truth of EQAWI material content					√
7	Compatibility of EQAWI material content with RPS				√	
8	Completeness of EQAWI					√

9	Compatibility of training with EQAWI material	√
10	Variations of EQAWI training forms	√
11	Ease of use of EQAWI	√
12	Effectiveness of EQAWI products	√
13	Clarity of writing ( <i>font type, font size, and font color</i> ) of EQAWI products	√
14	Organizing the sequence of materials, examples, and exercises in EQAWI	√
15	EQAWI design and appearance	√
16	Completeness of EQAWI material (theory, examples, and exercises)	√
17	The attractiveness of EQAWI design	√
18	Suitability of the exercises presented in EQAWI	√
19	Variations of exercises presented in EQAWI	√
20	Clarity about EQAWI training	√
<b>Total Value</b>		<b>95</b>
<b>Percentage</b>		
<b><math>95 \times 100 = 95\%</math></b>		<b>Highly Valid</b>
<b>100</b>		

The results of the validation of the *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* course instructor showed that the value of the EQAWI products was 95%. This means that the resulting product is very feasible.

### **Small Group Test Results**

EQAWI products were tested on 20 students who took the *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* course. After the trial, students were asked to give an assessment of EQAWI products. Students were provided with response options ranging from 1 to 5.

**Table 5.** Small Group Test Results

No	Question	Valuation				
		1	2	3	4	5
1	Ease of use of EQAWI products in <i>learning Qawā'id al-Lughah al-'Arabiyyah</i>					20
2	Completeness of EQAWI material (theory, examples, and exercises)				5	15
3	Clarity of writing ( <i>font type, font size, and font color</i> ) of EQAWI products				8	12
4	The Attractiveness of EQAWI in <i>Qawā'id al-Lughah al-'Arabiyyah Learning</i>				10	10
<b>Total</b>		0	0	0	92	285
<b>Total Value</b>		<b>377</b>				
<b>Percentage</b>						
<b><math>377 \times 100 / 400 = 94,25\%</math></b>		<b>Highly Valid</b>				

Meanwhile, the results of the student trials involving 20 participants demonstrated that the EQAWI product obtained a score of 94.25%. This result indicates that the product falls into the category of “highly feasible” and is considered very effective for use in the learning process. The high percentage reflects the students’ positive responses toward the product in terms of its content, presentation, usability, and overall learning experience. In addition, the findings suggest that the EQAWI product is capable of supporting students in understanding the materials more effectively and increasing their engagement during the learning activities.

The fifth stage of this research and development process was revision. However, based on the validation results provided by material experts, media experts, and lecturers of the *Qawā‘id al-Lughah al-‘Arabiyyah Al-Ibtidā’iyyah* course, the product achieved an average score of 96.3%. This score confirms that the EQAWI product is categorized as “highly feasible” and meets the required standards for implementation in learning activities. Therefore, referring to the feasibility criteria proposed by Arikunto (2008), the product did not require any major revisions, since it had already fulfilled the aspects of content quality, instructional design, media presentation, and practicality.

The second outcome of this study concerns the feasibility of EQAWI development based on the SCL approach for DSA UM students. Validation was conducted by two experts: media and materials experts, as well as the course instructor. In addition, the product was tested with 20 students enrolled in the *Qawā‘id al-Lughah al-‘Arabiyyah Al-Ibtidā’iyyah* course at DSA UM. The validation results from the material experts yielded a score of 98%, while media experts reported 96%, and the course instructor reported 95%. They confirmed that the product is highly feasible and suitable for implementation in Arabic language learning activities. The high validation scores also indicate that the product has met the standards of content quality, media design, and instructional effectiveness. Meanwhile, the student trial produced a score of 94.25%, further supporting the product’s feasibility. Taken together, the validation result from experts and instructors, along with student trial outcomes, produced an overall average score of 95.81%. This indicates that EQAWI is highly feasible and does not require revision (Arikunto, 2008).

## Conclusion

This study developed EQAWI (Electronic Book *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah*), a Student-Centered Learning (SCL) based instructional e-book developed through five stages: needs and curriculum analysis, planning, product development, evaluation, and revision. Validation conducted by a subject-matter expert, a media expert, the course instructor, and student users demonstrated that EQAWI is highly feasible for implementation in the teaching and learning of *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah*. The main contribution of this study is the development of EQAWI, a digital instructional resource that integrates Student-Centered Learning (SCL) principles into Arabic grammar (*qawā'id*) instruction. The learning materials are designed using an inductive approach that enables students to observe linguistic examples, identify grammatical patterns, formulate conclusions, and apply grammatical rules through a range of active and self-directed learning activities. As such, EQAWI serves not only as a digital learning resource but also as a pedagogical tool that fosters students' active participation and engagement in the learning process.

This product is relevant to the instructional needs of *Qawā'id al-Lughah al-'Arabiyyah Al-Ibtidā'iyyah* as it helps address students' difficulties in understanding Arabic grammatical rules through the presentation of materials that are systematic, interactive, and accessible. Furthermore, the inclusion of varied exercises and learning feedback provides students with opportunities for independent learning in accordance with the principles of twenty-first-century education. The product also encourages active student participation and supports a more student-centered learning environment through the application of the SCL approach. In addition, the digital format of EQAWI makes the learning process more flexible, allowing students to access learning materials anytime and anywhere according to their individual learning pace. Nevertheless, this study has several limitations. The product trial involved only 20 students from the Department of Arabic Literature at Universitas Negeri Malang; therefore, the generalizability of the findings remains limited. In addition, the study focused primarily on assessing the feasibility of the product and did not experimentally examine the effectiveness of EQAWI in improving students' learning outcomes. Accordingly, future research is suggested to investigate the effectiveness of EQAWI using a larger sample and to compare its impact with that of other instructional materials or teaching methods.

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