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Wakelet-Assisted Qawāʿid ʿArabiyyah Learning Based on Prophetic Wisdom: A Case Study at Islamic Boarding Schools in Malang

Dien Nur Chotimah[1], Umi Machmudah[2], Sutiah[3], Ibaa Qudah[4]
[1]*Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia*
[2]*Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia*
[3]*Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia*
[4]*University of Jordan, Jordan*

Corresponding Author: Dien Nur Chotimah, E-mail; *zinedien@bsa.uin-malang.ac.id*

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ABSTRACT

The mastery of Qawāʿid ʿArabiyyah among students often faces challenges in terms of monotonous learning approaches and lack of value instilling. This study aims to explore the use of the wakelet platform in learning Qawāʿid ʿArabiyyah based on the value of al-Hikmah al-Nabawiyyah in the al-Khansa' Malang student boarding school and identify the benefits and challenges of using the wakelet as a learning medium in a religious context. This qualitative research uses an intrinsic case study approach. Data were drawn from in-depth interviews, participatory observations, and digital learning documents. Data analysis is carried out by thematic analysis with stages: transcription and verification of data, coding, code grouping, and interpretation and drawing conclusions. The results of the study show that the wakelet digital platform is applied with multi-component integrative learning, including digital media, linguistic materials, prophetic values, pedagogical strategies, and student transformation. The use of this platform not only supports the cognitive aspect, but also the affective and spiritual aspects of students. This study recommends the development of a digital learning model based on prophetic mileage as a strategic alternative to learning Arabic in Islamic boarding schools. These findings have implications for the design of integrative curriculum based on technology and spiritual values.

Keywords: *Digital Learning Medium, Islamic Boarding School, Prophetic Wisdom, Qawāʿid ʿArabiyyah, Wakelet*

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INTRODUCTION

Mastery of Arabic rules is a fundamental thing that must be possessed by students to understand Arabic texts. Especially for students who not only study at the university, but also forge and increase their knowledge by living in student boarding schools. Without understanding the right rules, learners will have difficulty understanding the subject matter. Even more so if it is used to read Islamic texts, both classical and modern (Hastang & R., 2023). Mistakes in understanding these texts can result in misperceptions and conclusions about the problems of life in society. Therefore, students need to be equipped with Arabic language learning to increase their mastery of Qawāʿid ʿArabiyyah.

However, Qawāʿid ʿArabiyyah learning is often connoted with boring, rigid and non-contextual learning (Hasyim et al., 2022). So that this reduces students' interest in learning it. Even if they still follow the learning of Qawāʿid ʿArabiyyah, it is just for the sake of aborting the obligation to attend class. As a result, they remain present without being actively involved in learning activities (Muñoz-Restrepo et al., 2020). So a new approach is needed that supports learning innovations to increase student motivation in learning Qawāʿid ʿArabiyyah.

Learning Qawāʿid ʿArabiyyah with the integration of digital technology can be an alternative solution to previous problems. Moreover, with the change in the educational paradigm in the current society 5.0 era, the use of digital technology is inevitable. The integration of learning with digital technology can create a more adaptive learning process (Hidayat et al., 2020; Rusmiati et al., 2021). Adaptive learning will attract students more interested in learning. They are also actively involved and collaborate with teachers and also with fellow students. Thus, the learning process that occurs is expected to be felt fully aware by students and more meaningful.

One of the digital technology platforms that can be used is Wakelet. This Wakelet platform can combine various types of learning content. With this media, learning materials can be presented visually, interactively and thematic. The features contained in it are also very easy to use. The platform also allows users to collect and organize content from a wide variety of sources. So that the learning materials presented can be more comprehensive (Quah, 2023). By using this wakelet media, students can improve their learning experience so that they can contribute to increasing student interest and understanding.

On the other hand, strengthening spiritual values and instilling morals in student boarding schools also remains the main core of learning that should not be abandoned (Jailani, 2022). Because values based on al-Hikmah al-Nabawiyyah are still very relevant to be given to students. A person's high knowledge and understanding of religious science and life sciences must be balanced with spiritual depth. Without the glory of morals that adorn students every day, making the knowledge they have cannot have a positive impact on society.

Studies on the use of digital media in Arabic language learning have been conducted. The integration of digital media in Arabic language learning shows significant potential to improve the educational process in several age groups. For example, the use of the Canva digital platform can be used to learn Arabic vocabulary and increase student motivation (Ubaidillah et al., 2023). The use of card media can also support the improvement of students' understanding of Qawāʿid ʿArabiyyah (Anisnaini, 2021). At the early childhood education level, youtube platforms and some interactive games can be an effective learning medium to maintain students' interest and provide interesting learning facilities for students who are new to learning Arabic (Syukron et al., 2022; Wasiyah et al., 2023). The results of this study show the importance and effectiveness of the use of digital media in Arabic language learning.

It's just that none of these studies have specifically used Wakelet media as a medium for learning Arabic. In fact, the use of Wakelet media as a learning medium has been studied by several researchers. Among them, the study shows that the use of wakelet can improve online learning outcomes during the covid 19 period (Azizan et al., 2021). Wakelet has also been proven to support students to increase their enthusiasm for independent learning by providing learning materials that they can access easily. Independence in this learning process encourages

them to think critically and be skilled in solving problems (Sanjaya, 2023). However, existing research does not specifically examine the use of wakelet for Arabic language learning.

In addition, research on the learning of Qawāʿid ʿArabiyyah is also carried out limited to the development of strategies, methods and learning media. As research conducted by Rojudin and Musonif (2022) stated that Qawāʿid ʿArabiyyah learning with an active learning strategy so as to increase student participation in learning activities. Research related to the Qawāʿid ʿArabiyyah learning method conducted by Nurhayati and Muflih (2021) shows that this method is able to improve the cognitive and emotional development of students in religious studies. Several learning media are used in the study of Qawāʿid ʿArabiyyah learning. The use of concept maps is used to clarify complex grammatical structures (Rahmawati & Shofiyani, 2019). The development of quizziz media is also carried out to modernize Arabic language learning, so that it is more interactive and interesting (Ilhami et al., 2022; Mardia, 2023).

From the search for some of the previous studies above, it was found that the effectiveness and involvement of students in learning Qawāʿid ʿArabiyyah will increase if they use digital media. Learning is not done traditionally. In addition, there seems to be no in-depth study that explores the use of Wakelet media for Qawāʿid ʿArabiyyah learning, and integrates it with the al-Hikmah al-Nabawiyyah approach in the context of learning in student Islamic boarding schools. For this reason, this study aims to explore and analyze in depth the application of the wakelet platform in learning Qawāʿid ʿArabiyyah based on al-Hikmah al-Nabawiyyah in the al-Khansa Malang student boarding school, and identify the benefits and challenges of using wakelet as a learning medium in a religious context.

RESEARCH METHODOLOGY

This research uses a qualitative approach with an intrinsic case study approach proposed by Stake (1995). This approach was chosen to conduct an in-depth study on the application of the wakelet platform in learning Qawāʿid ʿArabiyyah based on al-Hikmah al-Nabawiyyah at the Al-Khansa' Malang student boarding school. This intrinsic case study focuses on a student Islamic boarding school that intensively develops Arabic and English language learning based on Islamic values. The data sources in this study consist of the main informant, supporting informant and Qawāʿid ʿArabiyyah learning documents. The main informant was taken from a Qawāʿid ʿArabiyyah teacher at the al-Khansa' student boarding school in Malang. Meanwhile, the supporting informants were taken from students who took the Qawāʿid ʿArabiyyah class using the Wakelet platform in their learning. The learning document data is taken from the learning content on the wake platform, learning plans and learning evaluation notes.

The data was collected through four main techniques, namely in-depth interviews, participatory observations, document reviews and field recordings. In-depth interviews were conducted with teachers and students who took part in Qawāʿid ʿArabiyyah classes based on al-Hikmah al-Nabawiyyah using the waket platform. Participatory observation is carried out in the learning process of Qawāʿid ʿArabiyyah to record interactions, instructional strategies and the integration of al-Hikmah al-Nabawiyyah values in the classroom. Document review was conducted to collect data from the wake platform, lesson plans and learning evaluation notes

used. And field recording is used to collect all the data related to the context, spontaneous response, and learning interactions that occur in the classroom.

Data analysis is carried out by *thematic analysis* proposed by Braun and Clarke (2006) with the following stages: transcription and verification of data from interviews and observations, coding processes to identify relevant themes and units of meaning, grouping codes into key themes, and interpretation and drawing conclusions based on the relationships between themes.

RESULT AND DISCUSSION

The learning of Qawāʿid ʿArabiyyah based on al-Hikmah al-Nabawiyyah at the al-Khansa' Malang student boarding school using wakelet media can be accessed through اللغة العربية على أساس الحكمة النبوية - Wakelet. Through this wakelet platform, Qawāʿid ʿArabiyyah learning is delivered thematically in accordance with the prophetic values that are to be instilled and strengthened in students. As the message that wants to be conveyed to students, the content presented on the wakelet platform for Arabic language learning uses distinctive and strong visuals about al-Hikmah al-Nabawiyyah. The green dome, symbolizing the Prophet Muhammad's (saw) tomb, is displayed at the top to link the hearts of the students with the values they will study. This strengthens their desire to follow and emulate the morals of Prophet Muhammad (saw) in their souls. This attractive appearance also increases students' interest in learning Arabic, moving away from the outdated, old-fashioned impression. The use of Wakelet media brings a sense of modernity, sophistication, and fun to the learning experience..

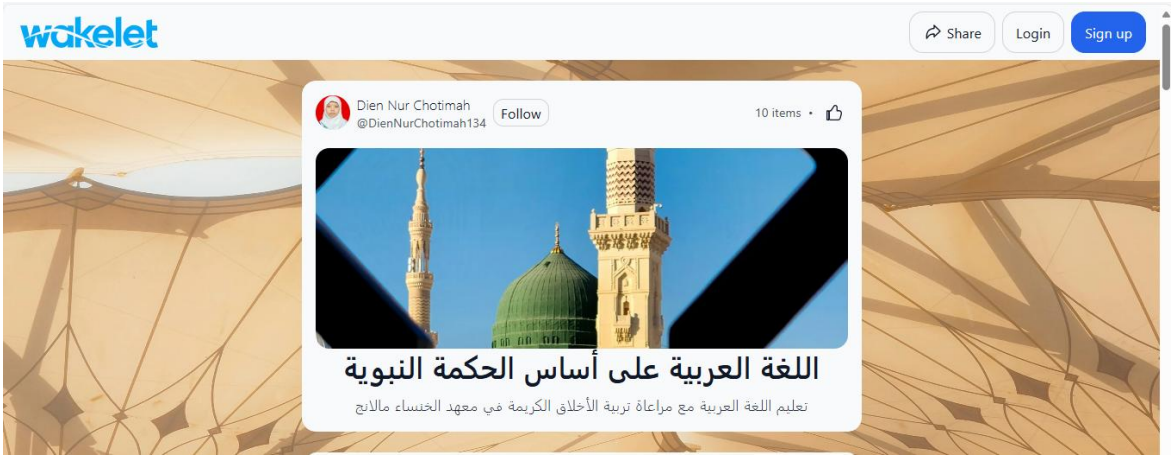


Figure 1. Initial view of Arabic language learning based on al-Hikmah al-Nabawiyyah through the Wakelet platform

In each learning material, there are at least three main parts. The first is the Arabic text, which contains messages from al-Hikmah al-Nabawiyyah, both in the form of reading texts and conversation texts or muhadatsah. The second is in the form of linguistic materials, in the form of nahwu, sharaf, mufrodat, and all Arabic language skills, starting from istima, qiroah, kalam and kitabah. The third is practice or tadribat. It is used as an interactive means for students to find out their understanding of the learning materials that have been given.

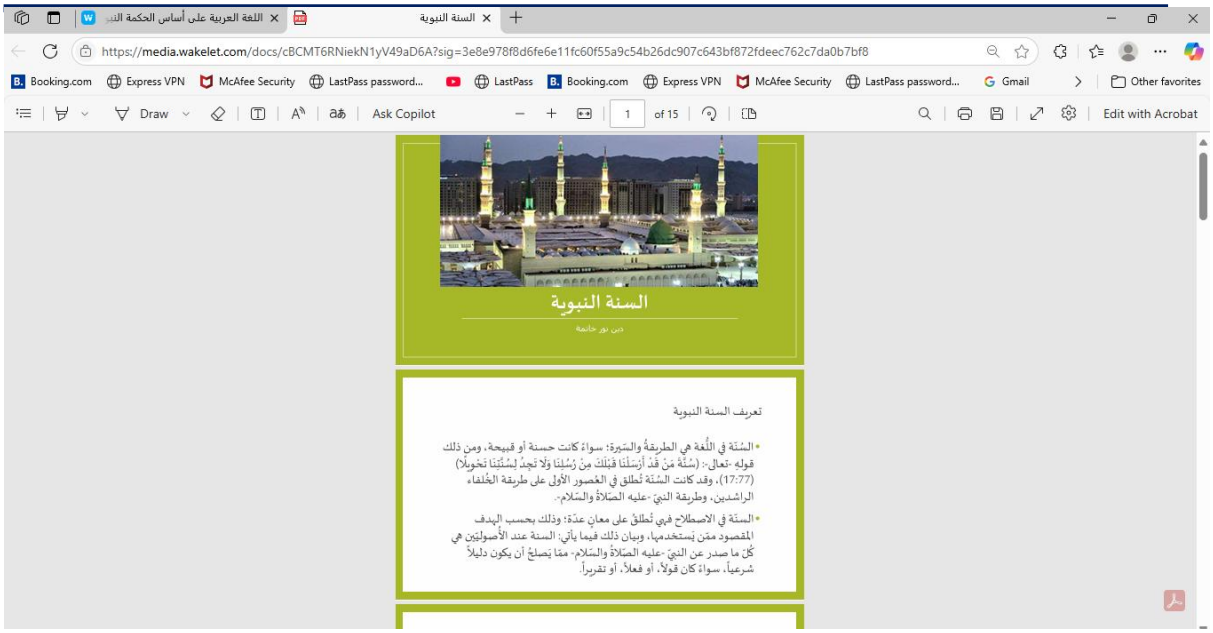


Figure 2. Example of display of Arabic material based on al-Hikmah al-Nabawiyyah with the theme of al-Sunnah al-Nabawiyah

Qawāʿid ʿArabiyyah taught in Arabic language learning based on al-Hikmah al-Nabawiyyah includes nahwu and sharaf materials. The nahwu material taught includes the *number of ismiyah and the number of fi'liyah, marfu'atul asma,* and *tawabi'*. The theme of al-Hikmah al-Nabawiyyah used to teach nahwu material includes the themes of Islamic faith ihsan and taqwa, ittiba' rasul fi al-ibadah, and akhlaq. Meanwhile, sharaf learning includes *shighat fi'il madhi material, mudhari' and amr, plural taksir,* and *tashrif lughawiy*. These materials are integrated in the discussion of al-Hikmah al-Nabawiyyah themes such as *al-sunnah al-nabawiyah, talabul ilmi,* and *birrul walidain*.

When compared to interactive learning media such as Quizizz and Kahoot, Wakelet has fundamentally different pedagogical characteristics. Quizizz and Kahoot are strongly oriented towards quizze-based, competition-based, and quick-response formative evaluations(Mdlalose et al., 2021; Özdemir, 2025). These medias make highly effective for measuring instant comprehension, boosting short-term motivation, and creating a competitive learning atmosphere(Lashari et al., 2024; Zhang & Crawford, 2024). However, this orientation tends to be fragmentary and does not support the presentation of complex and layered linguistic materials such as Qawāʿid ʿArabiyyah which requires a gradual, reflective, and contextual process of understanding (Candan & Başaran, 2024).

Instead, Wakelet serves as a learning content curation and organization platform that allows for thematic and continuous integration of text, visual, audio, video, and exercise. In the context of Qawāʿid ʿArabiyyah learning based on al-Hikmah al-Nabawiyyah, Wakelet provides space for the presentation of nahwu and sharaf material that is structured, narrative, and full of value meaning (Yusufien et al., 2024). Thus, Wakelet does not replace media functions such as Quizizz or Kahoot, but rather complements them. Wakelet is more optimally used as the main learning hub, while Quizizz and Kahoot act as supporting instruments for evaluation and strengthening understanding (Jen et al., 2023).

The Wakelet platform's dependence on an internet connection is a crucial aspect that has double implications in the learning process. On the one hand, the availability of a stable internet

connection allows learning to take place flexibly, continuously, and beyond the boundaries of the classroom (Zidanti, 2024). Students can access qawaid arabiyah material at any time, retrace the explanations of nahwu and sharaf, and relate them to the values of al-hikmah al-nabawiyah independently. This condition supports the development of self-regulated learning and strengthens the meaning of learning, especially for pesantren students who are used to the rhythm of independent learning outside of formal hours (Mahdiannur et al., 2021).

But on the other hand, reliance on an internet connection also has the potential to hinder the learning process when network access is unstable or limited. Technical glitches such as slow content loading, limited data quotas, or differences in the quality of access between students can reduce concentration and learning effectiveness (Candan & Başaran, 2024). In the context of student Islamic boarding schools, this condition requires teachers to prepare anticipatory strategies, such as simplifying digital content, setting access times, or providing alternative offline learning. These findings confirm that the success of using Wakelet is not only determined by the quality of the content and pedagogical design, but also highly depends on the readiness of the digital infrastructure that supports the learning process evenly (Pebsrikova & Akhiriyah, 2024).

Multi-Component Integrative Learning

In its application, the learning of Qawāʿid ʿArabiyyah based on al-Hikmah al-Nabawiyyah at the al-Khansa' Malang student boarding school using wakelet media is carried out by integrating five components at once. The five components are the use of digital media, the delivery of Qawāʿid ʿArabiyyah material, the cultivation of prophetic values (al-Hikmah al-Nabawiyyah), pedagogical strategies, and student transformation. The integration of the five components can be seen in the following table:

Table 1. Multicomponent Integrative Qawāʿid ʿArabiyyah Learning

Component	Function/Explanation
1. Digital Media (Wakelet)	Arabic learning platform: structuring nahwu and sharaf materials visually and thematically.
2. Language material (*Qawāʿid ʿArabiyyah*)	Nahwu and sharaf materials: *sum, marfuatul asma, sighat fi'il, plural taksir, tashrif.*
3. The Prophetic Value (*al-Hikmah al-Nabawiyyah*)	Value themes: faith, Islam, ihsan, akhlaq, thalabul ilmi, birrul walidain, etc.
4. Pedagogical Strategy	The use of digital, collaborative, personalized learning, and communicative media.
5. Student Transformation	Cognitive (mastery of Qawāʿid ʿArabiyyah), affective (strengthening values), and spiritual (independence and meaning of learning).

The use of digital media in the form of the Wakelet platform functions as a medium for compiling Qawāʿid ʿArabiyyah material which includes nahwu and sharaf with a visual appearance according to the theme of al-Hikmah al-Nabawiyyah that is to be instilled. The delivery of Qawāʿid ʿArabiyyah material is given thematically based on the Arabic text taught,

such as nahwu material on the number of ismiyah, the number of fi'liyah, marfu'atul asma and tawabi', and sharaf material such as sighat fi'il madhi, sghat fi'il mudhari', sighat fi'il amr, plural taksir and tashrif lughawi. The cultivation of prophetic values (al-Hikmah al-Nabawiyyah) is carried out simultaneously and integratively. The integration process is manifested in the delivery of nahwu and sharaf materials, which are packaged in the scope of al-Hikmah al-Nabawiyyah themes such as faith, islam, ihsan, thalabul ilmi, birrul walidain, and akhlaq.

The pedagogical strategy is carried out to integrate digital media and communicative learning during learning. Digital media is used by students with personalized learning to enhance the learning experience that combines cognitive, affective and spiritual aspects of learning. Student transformation shows an increase in the cognitive aspect of mastering Qawāʿid ʿArabiyyah, affective of strengthening prophetic values in students, and spiritual in the form of independence and meaningfulness of the learning process in students.

Thus, the wakelet platform becomes an interesting and fun learning medium for students. The interest in learning that was initially low due to a priori incorrect nahwu and sharaf turned into an increase with the use of easily accessible digital media. The use of digital learning media in the form of applications and online platforms in teaching nahwu has been proven to make the learning process more interesting and effective (Aldhafeeri & Alotaibi, 2022). Moreover, with the availability of interactive features so that it provides a learning experience that can be adjusted to the needs of learners. In addition, digital visual displays in the modern educational landscape are also effective in improving Arabic speaking skills or maharah kalam (Wachidah, 2023). Meanwhile, the integration of Islamic values in thematic Arabic teaching, makes learning not only teach language skills, but also instill cultural and religious values that are very important for students (Sodik et al., 2023).

This is also supported by appropriate visualizations to increase their interest and seriousness in learning Arabic. Not only that, Qawāʿid ʿArabiyyah-based learning based on al-Hikmah al-Nabawiyyah through the wakelet platform also succeeded in fostering learning independence and creating meaningful Arabic learning for students. This personalized learning allows learners to tailor their learning experience to the individual needs, motivations, and knowledge they previously had (Pérez-Garcias Et Al., 2022). Moreover, supported by the integration of learning technology with the learning environment, it has been proven to significantly improve students' cognitive abilities. This is achieved through a dynamic learning process and the renewal of acquired knowledge (Toma Et Al., 2023). In addition, the affective dimension is also enhanced through collaborative and communicative interactions, which are essential for developing emotional and social skills in a digital learning environment (Sayed Et Al., 2023). Coupled with spiritual improvement which is characterized by independence and meaningfulness in learning. This is supported by a pedagogical learning strategy that emphasizes self-regulation and personal agency in the learning process (Brod et al., 2023). All of this makes them internalize prophetic and Islamic values in themselves with a very supportive learning atmosphere and visualization.

Meaningful Learning

The implementation of Qawāʿid ʿArabiyyah learning based on al-Hikmah al-Nabawiyyah through Wakelet is carried out with an integrative learning strategy that combines thematic,

contextual, and reflective approaches. This strategy begins with the presentation of Arabic texts that contain prophetic values as the main context of learning. From the text, students are directed to identify relevant linguistic structures (nahwu and sharaf), such as the *jumlah ismiyah*, *jumlah fi'liyah*, *sighat fi'il*, and *jama'* (plural forms). With this strategy, Qawāʿid ʿArabiyyah learning does not stand as an abstract study, but is present as a tool to understand the value message contained in the text.

Learning activities are designed in stages, starting from independent exploration through Wakelet content, small group discussions to examine the structure of language and the meaning of values, to individual reflection related to the relevance of al-Hikmah al-Nabawiyyah values in daily life. The integration between digital media, pedagogical strategies, and prophetic values is evident in this process. Wakelet functions as a binder (integrator) of all learning components: language materials, collaborative activities, and internalization of values. Thus, the use of Wakelet not only clarifies the delivery of Qawāʿid ʿArabiyyah, but also strengthens the affective and spiritual learning goals that are characteristic of learning in student Islamic boarding schools.

In practice, the Wakelet platform used in Qawāʿid ʿArabiyyah learning not only functions as a medium for delivering material, but also as a fun learning space for students. Students who participated in this learning activity admitted that they were very happy with the learning process provided. As stated by Anggi in the interview session:

> *"Usually, when you learn nahwu or sharaf, you are bored and lazy. But by using digital media like this, it turns out to make learning the nahwu interesting."* (Interview data with students)

The learning of Nahwu and Sharaf, which was previously considered difficult, made students not have a strong interest in learning it. Moreover, if the learning of nahwu or sharaf is taught by traditional methods. Therefore, with the use of digital media in the form of a waket platform, it is a new breakthrough to give an easy and fun impression in learning Qawāʿid ʿArabiyyah.

Students not only learn about Qawāʿid ʿArabiyyah, but also internalize Islamic and prophetic values explicitly through the themes of al-Hikmah al-Nabawiyyah that are given and displayed in digital media. Students are not only enthusiastic about participating in the Arabic language learning process, but also enthusiastic about instilling prophetic and Islamic values. As Shofi revealed during the interview:

> *"What makes learning Arabic fun is that we not only learn the language, but are also always invited to continue to get closer to Allah and the Prophet Muhammad. It seems that there is no such distance between us and the Prophet Muahmmad. Moreover, in the media there are pictures of the prophet's mosque, masyaallah!"* (Interview data with students)

Students who tend to be critical, progressive and independent are challenges for teachers to straighten out their behavior and attitudes in teaching. However, by integrating learning with al-Hikmah al-Nabawiyyah, it makes them independent and fosters awareness in them about how they should internalize prophetic and Islamic values in their daily attitudes. This also improves their learning experience so that the learning process they do is more meaningful.

Thus, the results of this study show that the use of the wakelet platform in Qawāʿid ʿArabiyyah learning significantly supports the student learning process to be more meaningful, contextual and valuable. This supports Ausubel's view in the theory of meaningful learning which emphasizes the importance of relating the new material taught in the learning process to the cognitive understanding possessed by previous learners (Muamanah, 2020). With the involvement of students who actively play a role in the learning process, their motivation and self-efficacy increase (Bedi, 2023). In addition, face-to-face interactions that are still carried out while still utilizing digital technology further balance the learning process and strengthen all aspects of students (Islam Et Al., 2023). So as to make the learning process more enjoyable, there is a strong relevance and is very valuable for learners.

CONCLUSION

The results of this study conclude that the use of the Wakelet platform in learning Qawāʿid ʿArabiyyah at al-Khansa' Malang student boarding school is able to create an integrative, meaningful and valuable learning experience. Through the delivery of nahwu and sharaf materials presented in the themes of al-Hikmah al-Nabawiyyah, students not only master the aspects of Qawāʿid ʿArabiyyah, but also internalize prophetic and Islamic values in themselves deeply. This emphasizes that technology-based learning does not have to be separated from religious and spiritual values. In fact, the use of learning technology, especially digital media such as the wakelet platform, can be an effective means of providing value-based learning in the context of student Islamic boarding schools.

However, there are some limitations in this study, so further research is recommended to conduct studies in several student Islamic boarding schools, so that the results can be generalized. This study has also not quantitatively measured the effectiveness of the use of wakelet media in the study of Qawāʿid ʿArabiyyah in student Islamic boarding schools. Therefore, the next research is expected to combine qualitative and quantitative studies to evaluate the impact of teaching more comprehensively. Development research related to digital learning media based on spiritual and prophetic values is also still very open to continue to be carried out.

Finally, this research raises significant social and ethical implications. In the midst of the flow of digitalization that tends to be free and liberal, this research shows that digital media such as wakelet can be used to strengthen the character of students with Islamic spiritual values. This research can be used to encourage the integration of learning not only from the aspects of digital media and learning materials, but also to integrate them with values and manners. This research can also be used as a basis for realizing student boarding schools that develop digital media while still adhering to and upholding Islamic values in the era of information disclosure. Thus, student pesantren can become pioneers in developing integrative, ethical and meaningful digital learning models.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work, the author used ChatGPT (Open AI) to assist with language editing, sentence structure refinement, and the enhancement of academic writing

clarity. Following the use of this tool, the author reviewed, verified, and edited the content as necessary and bears full responsibility for the accuracy, originality, and content of this publication.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.
Author 4: Formal analysis; Methodology; Writing - original draft.

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None.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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