



# Proceeding of International Conference on Arabic Language (INCALA)



Organized by Arabic Department, Faculty of Letters, Universitas Negeri Malang

## THE USE OF THE CLAROLINE LMS IN ARABIC LANGUAGE LEARNING

Hafriza Dafa Ramadhan\*1, Nayla Saiba Zaliya\*2, Muhamad Rifiyal Ka'bah\*3, Muhammad  
Kholid Izzuddin\*4, Shahirah Shafa Salsabilla\*5, Mohammad Ahsanuddin\*6

State University of Malang, Jl. Semarang No. 5, Malang, East Java, Indonesia

### ABSTRACT

This research analyzes the utilization of the Learning Management System (LMS) Claroline as an effective and innovative technological solution to enhance the quality of Arabic language learning, especially in Islamic educational institutions in Indonesia. Claroline was chosen because it is open source and free, thus overcoming the cost constraints of paid LMS platforms. Its technical advantage lies in its support for right-to-left text, which is highly compatible with the Arabic script. This study uses a qualitative approach with the library research method. The results of the literature review indicate that Claroline supports the active and collaborative learning paradigm. The platform's features allow educators to upload materials to train the four language skills (maharah lughawiyah), such as texts for qira'ah (reading) and audio recordings for istima' (listening). Furthermore, the discussion forum is effective for honing kitabah (writing) skills and the quiz/exercise facility is useful for interactively testing comprehension of grammar (nahwu and sharaf) and vocabulary (mufrodat).

### Keyword

Claroline; LMS; Arabic Language Learning; Library Research; Educational Technology.

### مستخلص البحث

يهدف هذا البحث إلى تحليل الاستخدام الأمثل لنظام إدارة التعلم (LMS) كلارولين (Claroline) كحلٍ تقنيٍّ فعّالٍ ومبتكرٍ لرفع جودة تعليم اللغة العربيّة خاصّةً في المؤسسات التعليميّة الإسلاميّة في إندونيسيا. تمّ اختيار كلارولين لأنّه نظامٌ مفتوح المصدرٍ ومجانٍ، ممّا يتعلّب على قيود تكاليفٍ تُظمّن LMS المدفوعة. تكمن ميزته التقنيّة في دَعْمِهِ لِلنَّصِّ ذِي الْإِتْجَاهِ مِنَ الْيَمِينِ إِلَى الْيَسَارِ (right-to-left)، وهو ما يتوافق تمامًا مع الحروف العربيّة. استُخدمت هذه الدّراسة المنهج النوعيّ بطريقتي الدّراسة المكتبيّة (library research). تُشير نتائج مراجعّة الأدب إلى أنّ كلارولين يدعم نموذج

التَّعْلُمُ النَّشِيطُ وَالتَّعَاوُنِيُّ. تَسْمَحُ مُمَيَّزَاتُ النِّظَامِ لِلْمُرَبِّينَ بِتَحْمِيلِ الْمَوَادِّ لِتَدْرِيبِ الْمَهَارَاتِ اللُّغَوِيَّةِ الْأَرْبَعِ ، مِثْلَ النُّصُوصِ لِ الْقِرَاءَةِ وَالتَّسْجِيلَاتِ الصَّوْتِيَّةِ لِ الْإِسْتِمَاعِ. عِلَاوَةً عَلَى ذَلِكَ، يُعَدُّ مُنْتَدَى النِّقَاشِ فَعَالًا لِصَقْلِ مَهَارَةِ الْكِتَابَةِ، وَتُفِيدُ تَسْهِيْلَاتُ الْإِحْتِبَارَاتِ/التَّدْرِيبَاتِ فِي إِحْتِبَارِ فَهْمِ النَّحْوِ وَالصَّرْفِ وَالْمُفْرَدَاتِ بِشَكْلِ تَفَاعُلِيٍّ.

كلارولين؛ نظام إدارة التعلم (LMS)؛ تعلم اللغة العربية؛ الدراسة المكتيبيّة؛ التقنيّة التعليميّة

كلمات أساسية

## Introduction (المقدمة)

In the context of Arabic language learning, advancements in information technology have brought about significant transformations in the field of education. Today, educational institutions both schools and universities are required to continually innovate by utilizing technology to make the learning process more effective, interactive, and relevant to the needs of the digital era. This also applies to specialized fields such as Arabic language instruction. One form of such adaptation is the implementation of a Learning Management System (LMS), a platform designed to organize and facilitate online learning activities. However, not all educational institutions can afford paid LMS platforms due to relatively high costs

In response to this need, the Catholic University of Louvain in Belgium developed Claroline in 2001 an open-source and free online learning system. Claroline was designed with a simple and flexible interface and supports multiple languages, including Indonesian. This multilingual support feature is particularly advantageous for foreign language learning such as Arabic, as the system is compatible with right-to-left (RTL) scripts. This advantage enables both educators and learners to use Claroline easily without the burden of expensive licensing fees.

More than just a platform for sharing learning materials, Claroline was developed based on a learning concept that emphasizes activity and collaboration. Learners do not merely act as recipients of information but are also involved in discussions, group work, and independent study. Thus, Claroline aligns with the

modern learning paradigm that positions students as active participants in the learning process. The features available on Claroline offer various benefits: educators can easily upload learning resources to support the mastery of the four language skills (maharah lughawiyah). For example, reading texts for qira'ah (reading practice), audio recordings from native speakers for istima' (listening practice), and conversational videos for kalam (speaking practice). Meanwhile, the discussion forum feature can be utilized by students to enhance their kitabah (writing) skills by giving and receiving feedback in Arabic. Additionally, exercises or quizzes can be used to test understanding of grammar (nahwu and sharaf) and vocabulary (mufrodat) interactively

To date, Claroline has been utilized by hundreds of institutions in more than 70 countries. This fact demonstrates that Claroline successfully meets the educational world's need for an affordable, user-friendly online learning platform that encourages the implementation of innovative learning methods. Several studies have reinforced this notion. For instance, Tubagus, Muslim, and Suriani (2020) found that Claroline is effective in improving students' learning outcomes through the blended learning model. Similarly, Mathar, Akbar, and Arifin (2020) discovered that the use of Claroline in Islamic higher education institutions in Indonesia has successfully enhanced student interaction and engagement in online learning activities

These findings are highly relevant considering that Arabic language learning is one of the core disciplines in many Islamic educational institutions, where the use of platforms such as Claroline can serve as an efficient technological solution to overcome spatial limitations and expand language practice opportunities beyond face-to-face sessions.

Therefore, it is necessary to conduct a more comprehensive study on the optimal implementation of the Claroline LMS in Arabic language learning, particularly within the context of Islamic educational institutions in Indonesia. Such research is crucial to identify the extent to which Claroline contributes to improving the quality of Arabic language learning processes and outcomes, as well as to

examine how the platform can serve as a model for effective, efficient, and sustainable educational technology implementation.

Thus, the utilization of the Claroline LMS in Arabic language learning is not merely an effort to integrate technology into the realm of digital education but also a form of pedagogical innovation that reinforces active and collaborative learning approaches. Through the implementation of this system, Arabic language learning activities can be conducted more effectively, adaptively, and in alignment with the demands of higher education globalization in the present era

## Methods (منهجية البحث)

This study employs a qualitative approach using the library research method. According to Zed (2008), library research is a series of activities related to methods of collecting library data, reading, taking notes, and processing research materials derived from literature sources. This approach is used because the focus of the study lies in conceptual analysis of theories, previous research findings, and scientific documents that discuss the use of the Learning Management System (LMS) Claroline in Arabic language learning.

The data sources in this research consist of primary data, namely the main literature that directly discusses the Claroline LMS and its implementation in learning such as the study by Tubagus, Muslim, & Suriani (2020) and secondary data, which include books, journals, and other scientific articles that support the analysis, such as research on technology integration in education and the use of LMS in distance learning.

Data were collected using the documentation technique, which involves examining various written sources both printed and online that are relevant to the research topic. According to Moleong (2018), documentation is a data collection technique carried out through notes, books, official documents, reports, and other media that can provide information about the phenomenon under study. The data collection process was conducted in the following stages: The data collection process was conducted in the following stages: (1) Identifying literature sources relevant to the topics of the Claroline LMS and Arabic language learning; (2) Collecting data from verified national and international scientific journals; and (3) Recording and categorizing the data according to the main focus of the research discussion. Data analysis was carried out using a qualitative descriptive approach

by examining the content of various literature sources to identify patterns, concepts, and conclusions related to the effectiveness of using the Claroline LMS. According to Miles and Huberman (1994), descriptive analysis is conducted through three stages: data reduction, data display, and conclusion drawing. In the context of a literature study, these stages are applied to filter key information from references, present it systematically, and draw logical conclusions based on the synthesis of theories and previous research findings. The validity of the data was ensured through literature source triangulation, which involves comparing information from multiple academic references to obtain an objective and comprehensive understanding. According to Sugiyono (2019), source triangulation is carried out by testing the consistency of data through the comparison of various literature materials that discuss the same topic.

## Results & Discussion (نتائج البحث ومناقشاتها)

The research findings indicate that the use of the Learning Management System (LMS) Claroline in Arabic language learning has a positive impact on the effectiveness, flexibility, and interactivity of the learning process. Through a systematic library research method, this study successfully synthesized key findings regarding the utilization of the Claroline LMS in the context of Arabic language learning.

The results of the literature review show that Claroline possesses two main advantages that make it both relevant and efficient. First, as an open-source and free platform, Claroline offers a cost-effective technological solution, overcoming budget constraints commonly faced by educational institutions. Second, from a technical perspective, the platform is highly compatible with Arabic language instruction because it fully supports the writing and display of right-to-left (RTL) scripts.

In addition to its technical advantages, Claroline pedagogically supports a modern learning paradigm that emphasizes activity, collaboration, and active learner participation rather than one-way knowledge transmission. Furthermore, analysis of Claroline's feature potential demonstrates how the platform can be optimally utilized to support the mastery of the four language skills (maharah lughawiyah). Educators can upload various audio and video materials to train maharah istima' (listening) and maharah kalam (speaking), as well as provide reading texts for maharah qira'ah (reading). In addition, the discussion forum feature has been identified as highly effective in enhancing maharah kitabah (writing) through interaction and feedback between students and instructors, while the interactive quiz tool is useful for testing understanding of grammar (nahwu and sharaf) and vocabulary (mufrodat). Finally, empirical evidence from previous studies reinforces these findings. The study by Tubagus, Muslim, & Suriani (2020) demonstrated the effectiveness of Claroline in improving learning outcomes, while research by Mathar, Akbar, & Arifin (2020) revealed that the use of Claroline

successfully strengthened student interaction and engagement in online learning activities.

The Claroline Learning Management System (LMS) is an online learning platform that supports flexible learning through an e-learning system. Claroline encourages active student participation in delivering materials, discussions, and evaluations effectively. The learning materials in Claroline are designed to be interactive, allowing students to utilize audio, video, and text features. The LMS also provides a discussion feature that can be used by both students and teachers to give feedback on the learning process. Accessing learning through Claroline enables students to easily reach the learning materials. The current advancement of technology has had a significant impact on the field of education, including in the teaching and learning of the Arabic language.

This transformation provides convenience in the learning process by enhancing the use of digital technology to support education. In this context, the use of a Learning Management System (LMS) plays a crucial role. Claroline stands out for its open, efficient, and flexible open-source learning system. It has been developed using various approaches to learning, such as collaborative, innovative, and participatory methods. The implementation of the Claroline LMS facilitates learning by providing easy access through an online system. Claroline can serve as an alternative technological solution for Arabic language learning that aligns with the demands of the modern era, particularly for educational institutions seeking to implement online learning without incurring high costs.

The results of the study reveal the outcomes of utilizing the Claroline LMS in the process of Arabic language learning through a series of scholarly activities, including data collection from the literature, critical reading, note-taking, and the processing of relevant library materials to address the research problem. In other words, this approach emphasizes an analytical and reflective review of existing scientific sources to gain a deeper understanding of the phenomenon under study. Subsequently, the collected data were analyzed using a qualitative descriptive method. This analysis involved examining the content of each literature source to identify patterns, concepts, and both theoretical and practical connections between the Claroline LMS and the improvement of Arabic language learning quality. Through this descriptive approach, the researcher sought to interpret the data in depth, thereby generating new insights relevant to the context of online learning in the digital era.

The library research method was applied systematically and qualitatively to provide a theoretical contribution in the form of conceptual mapping regarding the utilization of the Claroline LMS in Arabic language learning. Through the implementation of Claroline, Arabic language educators can easily manage teaching materials, provide feedback, and monitor students' learning progress online. The quiz and exercise features also assist in evaluating students' comprehension. Conceptually, the findings of this study demonstrate that the use of the Claroline LMS not only enhances learning efficiency but also strengthens pedagogical aspects

by integrating technology and communication in Arabic language instruction. This system responds to the educational demands of the digital era, which require flexibility, collaboration, and technology-based learning. Thus, Claroline can serve as a model for sustainable educational technology implementation and a strategic solution for Islamic educational institutions in Indonesia to optimize Arabic language learning, making it more modern, active, and adaptive to global developments.

## Conclusions (الختامة)

The use of the Learning Management System (LMS) Claroline represents an effective, efficient, and innovative technological solution to improve the quality of Arabic language learning, particularly within Islamic educational institutions in Indonesia.

Claroline, as a free and open-source online learning platform, addresses the cost constraints often associated with paid LMS platforms. Its strengths lie in its simple and flexible design, as well as its support for right-to-left (RTL) text, making it highly compatible with the Arabic script. Claroline facilitates the implementation of active and collaborative learning paradigms, in which learners are engaged in discussions and independent learning activities.

Claroline's features enable Arabic language educators to:

- Upload various learning materials to train the four language skills (maharah lughawiyah), such as reading texts (qira'ah), audio recordings (istima'), and conversational videos (kalam).
- Utilize discussion forums to enhance writing skills (kitabah) and provide peer feedback.
- Offer exercise or quiz tools to test understanding of grammar (nahwu and sharaf) and vocabulary (mufrodat) interactively.

Thus, the use of Claroline is not merely a form of technological integration but also a pedagogical innovation that strengthens interaction, student engagement, and the effectiveness of the Arabic learning process, making it more adaptive to the demands of the digital era and the globalization of higher education. Further research is needed to optimize its application in the context of Arabic language learning in Indonesia

## References (المراجع)

- Mathar, T., Akbar, A. K., & Arifin, N. (2020). Terkait Pemanfaatan Claroline di perguruan tinggi Islam (UIN Alauddin Makassar). (Judul yang tepat tidak tersedia secara eksplisit dalam teks sumber, namun hasil pencarian merujuk pada artikel mengenai e-learning di UIN Alauddin Makassar).
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. SAGE.
- Moleong, L. J. (2018). *METODOLOGI PENELITIAN KUALITATIF / Lexy J. Moleong* | Perpustakaan Universitas Bina Darma. PT Remaja Rosdakarya. <https://perpustakaan.binadarma.ac.id/opac/detail-opac?id=40>
- Ramadhani, R., & Yuhanna, W. L. (2021). Integrasi Teknologi dalam Pembelajaran di Era Digital: Peluang dan Tantangan. *Jurnal Pendidikan dan Pembelajaran*, 28(1), 45–54.
- Ridha, M. Rasyid, Siti Khurotun Ayuni, dan M. Jafar Shodiq. (2023). Pengembangan Media Learning Management System (LMS) Berbasis Kitāb Al-‘Arabiyah Li An-Nāsyii’īn. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban*, 6(1), 1-28. doi: 10.35931/am.v6i1.1842.
- Sanusi, Yusring. (2019). Pengembangan Model Pembelajaran Bahasa Arab Online Berbasis Learning Management System (LMS) Pada Program Studi Sastra Arab Universitas Hasanuddin. *Jurnal Chemical Information and Modeling*, 53(9), 1689–99
- Sugiono. (2019). *METODE PENELITIAN KUANTITATIF KUALITATIF DAN R&D* (Edisi II, Vol. 444). Alfabeta. <https://perpustakaan.binadarma.ac.id/opac/detail-opac?id=24>
- Tubagus, M., Muslim, S., & Suriani, S. (2020). Development of Learning Management System-Based Blended Learning Model using Claroline in Higher Education. *International Journal of Interactive Mobile Technologies (ijIM)*, 14(06), 186–194. <https://doi.org/10.3991/ijim.v14i06.13399>
- Wahyuni, S. (2020). Pemanfaatan Learning Management System dalam Pembelajaran Jarak Jauh di Perguruan Tinggi. *Jurnal Pendidikan Terbuka dan Jarak Jauh*, 21(1), 67–78.
- Zed, M. (2008). *Metode Penelitian Kepustakaan*. Yayasan Pustaka Obor Indonesia