Analysis of the Needs and Development of Arabic Learning Content Based on Google Sites

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Abstract

In the digital era, integrating technology into education is essential. However, Al-Hikam Middle School in Jombang has not yet maximized the use of technology in Arabic language instruction. As a result, students often experience boredom during lessons and struggle to meet learning objectives. This study aims to explore the needs of teachers and students at Al-Hikam Middle School and to develop Arabic language learning content using Google Sites. Employing a qualitative descriptive approach, data were gathered through interviews, observations, and document analysis, with triangulation conducted to ensure data validity. The findings reveal that both teachers and students require more engaging and interactive teaching materials, as current resources rely heavily on printed modules. Based on the needs analysis, a prototype of Arabic learning content was developed using Google Sites. It includes vocabulary, grammar, and the four core language skills—listening, speaking, reading, and writing—presented through text, animated images, audio, video, and interactive quizzes. From this study, it is hoped that further research will test the feasibility and effectiveness of the developed content.

Kata kunci:
Analisis Kebutuhan;
Pengembangan;
Konten Bahasa Arab;
Google Sites;

Abstrak

Di era digital ini intergrasi teknologi dalam pembelajaran sangatlah penting. Namun faktanya, *Mts Al-Hikam Jombang* masih kurang memaksimalkan pemanfaatan teknologi dalam pembelajaran Bahasa arab. Dampaknya siswa belum dapat mencapai target pembelajaran yang harus dicapai karena kerap merasa bosan saat pembelajaran berlangsung. Penelitian ini bertujuan untuk mengeksplorasi kebutuhan guru dan siswa di *Mts Al-Hikam Jombang* untuk mengembangkan konten pembelajaran Bahasa arab berbasis *google sites*. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Data dikumpulkan melalui wawancara, observasi dan dokumentasi. Triangulasi dilakukan untuk menjaga keabsahan data. Hasil penelitian ini menunjukkan bahwa Guru dan siswa di *Mts Al-Hikam Jombang* membutuhkan bahan ajar yang lebih menarik dan interaktif karena masih menggunakan modul cetak. Berdasarkan hasil analisis kebutuhan tersebut, menghasilkan prototype konten pembelajaran Bahasa arab berbasis *google sites* yang terdiri dari beberapa macam,

diantaranya; konten kosakata, tata bahasa, empat keterampilan Bahasa (menyimak, berbicara, membaca, menulis) yang disajikan dalam bentuk teks, gambar animasi, audio, video dan dilengkapi juga dengan kuis interaktif.` Dari penelitian ini diharapkan adanya penelitian lanjutan untuk menguji kelayakan dan efektifitasnya.

Article Information	

INTRODUCTION

Advances in digital technology have brought significant transformations in various aspects of life, including the world of education. Education in the 21st century demands innovation in the teaching and learning process, one of which is through the use of information technology to create learning that is more effective, efficient, and relevant to the needs of the times (Mardhiyah et al., 2021). In the context of Arabic language learning, technology integration offers a great opportunity to overcome various challenges, such as limited learning media, lack of variety in teaching methods, and low student motivation to learn (Azlina & Zainuddin, 2024). However, there remains a scarcity of Arabic teaching materials that are interactive, innovative, and capable of sustaining students' interest in learning. Therefore, this study aims to develop a technology-based Arabic learning module that not only responds to these challenges but also introduces a novelty by integrating Google Sites, a platform that has not been widely utilized in the development of Arabic language instructional materials.

In Indonesia, Arabic is one of the core subjects taught in madrasahs, particularly to support students' comprehension of Islamic religious texts. However, Arabic learning at the junior high school level still encounters several challenges. Studies indicate that the learning process tends to remain traditional, dominated by lectures and textbook use as the primary instructional methods. This passive approach results in reduced student engagement and increased boredom in the classroom (Takdir, 2020).

A preliminary needs analysis conducted at Al-Hikam Middle School in Jombang further supports this. Observations and interviews revealed that more than 70% of students consider Arabic a difficult and monotonous subject, primarily due to the lack of varied learning media and limited use of technology. Teachers also noted that students often appear disengaged during lessons and rely heavily on memorization without truly understanding the material. These findings highlight the urgent need for more interactive, media-rich learning approaches tailored to the students' needs.

This condition is also experienced by Al-Hikam Middle School in Jombang, where Arabic language learning has not fully utilized digital technology. Based on initial observations, teachers still rely on conventional teaching materials that are less interactive, while students show low interest in the material taught. In addition, the absence of digitally structured learning media is an obstacle in accommodating the diverse learning needs of students, especially in an era where access to information is increasingly widespread and fast.

The development of digital-based Arabic learning content is one of the potential solutions to this problem (Mahmudah & Paramita, 2023). Digital media, such as interactive websites based on Google Sites, can be used to present a variety of learning content, including text, audio, and interactive exercises. Google Sites was chosen due to its seamless integration with various other Google services commonly used in online learning, such as Google Drive for material storage, Google Docs for collaboration, and Google Forms for evaluation. Furthermore, Google Sites' intuitive interface allows educators to easily create and manage learning content without requiring specialized programming skills, making it a practical and efficient choice compared to other platforms that may involve a steeper learning curve or additional costs for similar features.

Google Sites is one of Google's products as a tool to create websites (Jubaidah & Zulkarnain, 2020). So that anyone can use or create Google Sites, especially a teacher in this digital era is required to be able to utilize technology in learning. Google Sites can be used to create web-based teaching materials so that they can be accessed by students anywhere and anytime. With this medium, students can learn independently according to their own pace, while teachers can focus more on guidance and evaluation (Febrian & Nasution, 2024).

This research is based on a constructivist approach, which emphasizes the importance of active, creative, and meaningful learning experiences (Hakiky et al., 2023) In the context of learning Arabic, this approach is relevant because language is learned through active interaction with media that supports understanding and application (Habsy et al., 2024) In addition, Mayer's multimedia theory states that learning becomes more effective when information is conveyed through a combination of well-structured visual and audio elements (Mayer, 2009) The selection of Google Sites aligns with these

principles because this platform allows developers to present Arabic learning content interactively (supporting constructivism through active learner engagement) and integrate various multimedia elements such as text, images, and audio (applying Mayer's multimedia theory). Consequently, Google Sites provides a conducive environment for creating meaningful and effective Arabic learning experiences.

Google Sites has been widely applied in learning in this digital era, and various studies related to this have been carried out. Among them is the research conducted by Dilla Safira et al. Regarding the Use of Google Site Learning Media in Grade V Elementary English Learning, the results stated that there is a relationship between Google Sites and students' interest in learning English subjects, students are more comfortable learning using Google Sites which can present material in the form of colour text, images, videos, and audio (Adzkiya & Suryaman, 2021) Another research was conducted by Ririn Puji Utami. Regarding the use of Google Sites-based learning media in science learning in elementary schools, it is stated that the implementation of Google Sites-based learning media in science learning is reviewed from the effectiveness, motivation, and understanding of students in the good (high) category (Utami, 2023). Furthermore, similar research was conducted by Ai Fiyatoen Sevtia et al. on the Development of Google Sites-Based Physics Learning Media to Improve the Concept Mastery and Critical Thinking Ability of High School Students. The results stated that Google Sites-based physics learning media to improve the concept mastery and critical thinking skills of high school students was valid, effective, and efficient (Sevtia et al, 2022)

Several studies related to Google Sites show that this platform can be a solution to various learning problems. However, the use of Google Sites is still rarely explored in Arabic language learning, especially at the junior high school level. This research gap is important to address. Although previous studies have highlighted the potential of Google Sites in educational contexts in general. Research that specifically explores the utilization of Google Sites in Arabic language learning at the junior high school level is still limited. for example, in a study conducted by Samsuri et al. It was stated that the utilization of Google Sites in learning the Indonesian language for elementary school students succeeded in increasing students' motivation and learning outcomes. (Wahyudi et al., 2023). Therefore, this research aims to bridge this gap by exploring the needs of teachers and students in Arabic language learning and developing Google Sites-based

learning content that suits these needs. Specifically, this research focuses on developing content that not only fulfills learning needs but also increases students' interest and motivation in learning Arabic.

The results of this research are expected to make practical and theoretical contributions. Practically, this research is expected to be a reference for teachers in developing learning media that are relevant to their needs. Theoretically, this research can enrich the literature on the development of digital-based teaching materials in Arabic language learning in schools. Thus, this research is expected to be able to answer the challenges of learning Arabic in the digital era and support the achievement of better educational goals.

METHOD

This study uses a qualitative descriptive approach. It aims to describe the phenomenon in detail based on data collected from observations, interviews, and documents (Rosmita et al., 2024). Qualitative research focuses on meaning, by providing a comprehensive description of the phenomenon according to its context (Safarudin et al., 2023) to analyze needs and identify relevant content in the development of Google Sites-based Arabic language learning. In this study, this approach was chosen to understand the needs of users in depth and produce appropriate learning content recommendations. This research was conducted at Al-Hikam Middle School in Jombang. The subjects in this study are Arabic teachers and grade VIII students of Al-Hikam Middle School in Jombang. The data collection techniques used are interviews, observations and documentation. Interviews were conducted with teachers and students to find out their needs, obstacles and expectations related to technology-based Arabic language learning, especially Google sites. Observations were made to observe the conditions of the learning environment, the availability of technology facilities and the interaction between teachers and students. Documentation is carried out to collect supporting data such as syllabus, lesson plans and teaching materials that are currently used. In this study, the researcher acts as the main instrument that is directly involved in the data collection process. Researchers conduct direct observations, interviews, and document analysis and become planners, implementers, and data analysts. To ensure the validity of the data, data triangulation is carried out to compare data from the results of interviews, observations and documentation (Alfansyur & Mariyani, 2020). With this

research, it is hoped that it will be able to make a real contribution to the development of Arabic language learning innovations in the madrasah environment.

RESULTS AND DISCUSSION

The Needs of Teachers and Students of Al-Hikam Middle School in Jombang in Learning Arabic

The teacher stated that the teaching materials used today are still not interesting because they only rely on printed teaching modules, namely the *TAQWA* Module. The module is the main learning resource written based on learning outcomes and learning objectives in the curriculum that has been published by the Ministry of Religion of the Republic of Indonesia following *KMA* 347 and the Decree of the General of Islamic Education No. 3211 of 2022. The content refers to books published by the Ministry of Religion of the Republic of Indonesia. The book was compiled by a team of Islamic Religious Education Teachers who are members of the MTS Islamic Religious Education Teacher Study Group. However, the teaching module still has many shortcomings, especially for Arabic language learning, which contains many skills. Including: Less support for learning Listening and Speaking Skills, The black and white appearance is less attractive, limited in number and prone to loss or damage. This has an impact on student learning outcomes. Teachers at Al-Hikam Middle School in Jombang feel that the teaching materials still need to be developed. Teachers there need teaching materials that are more interesting, interactive and easier to access. The teacher stated that the use of technology there is still minimal, even though internet access is available for free. They only use Google Forms or QUIZIZZ for exams and feel the need for more technology integration in learning.

In this study, the researcher involved an Arabic teacher and 26 grade VIII students from Al-Hikam Middle School in Jombang through semi-structured interviews and classroom observations. The participation of these teachers and students aimed to gain an in-depth understanding of their needs and challenges related to teaching materials and technology utilization in Arabic language learning.

Especially in this digital era, students consider Arabic a difficult, scary, and even boring subject. This is because the learning materials presented tend to be monotonous. They want learning that is more varied and active. They prefer learning that uses

technology, such as the use of interactive games from Quizizz. This adds to their enthusiasm in learning *(F. Mustain, komunikasi pribadi, 22 September 2024)*. To support this qualitative statement, the researcher conducted a survey, and the data obtained showed that 85.7% of students had no interest in learning Arabic. Furthermore, 78.6% of students stated that they would be more motivated to learn Arabic if the learning materials were more interactive and used technology (based on responses to questions number 5 and 11 in the questionnaire).

Potential Use of Digital Media in Arabic Language Learning

Observations show that Al-Hikam Middle School in Jombang has sufficient facilities to support digital-based learning, such as internet access in schools and in-focus devices and computers. To give a clearer picture of the school's infrastructure, here is a breakdown of the digital facilities available:

Table 1. Supportive Facilities

No	Facilities	Availability	Description
1.	Internet Access	Available	in all areas of the school
2.	Computers	Available	in the Computer Lab
3.	LCD Monitors	Available	in some classes
4.	Wifi Network	Available	in all classrooms
5.	Student handphones	Available	If needed when studying

In addition, students are also allowed to use smartphones. However, the use of technology in learning is still very limited. The needs analysis shows that Google Sites has great potential as a learning platform, as it is easy for teachers and students to use and supports a wide range of media formats such as animated images, videos, texts, and interactive games. This will be very helpful for teachers and students in learning, especially Arabic, such as audio for Listening Skills, animated images for Vocabulary and Reading Skills, videos for kalam, interactive games to measure student comprehension and others.

Google Sites Arabic Learning Content Prototype

Based on the analysis of needs *and* analysis of the teaching modules used at Al-Hikam Middle School in Jombang, the content developed through Google Sites includes four chapters, namely: يومياتنا، الهواية، الرياضة، المهنة. The content is grouped based on Arabic learning elements, starting from the provision of vocabulary, language rules, up to four language skills: listening, speaking, reading and writing, and quizzes.

The selection of these chapters and themes is based on several key considerations. First, the themes (المهنة [Professions], يومياتنا [Daily Activities], الهواية [Hobbies], الرياضة [Sports]) were chosen because of their relevance to the daily lives of grade VII students (in accordance with Phase D of the applicable independent curriculum), so that it is expected to increase their learning engagement and interest. Secondly, the order of presentation of the materials (from vocabulary and language rules to the four language skills) follows the basic principles of systematic and progressive language teaching. Finally, the integration of quizzes at the end of each chapter aims to measure student understanding formatively and provide ongoing feedback. This content selection also considers the design of Google Sites so that students can more easily and structuredly understand the material presented in this Google Sites-based teaching material. The following is a draft menu display on Google Sites-based teaching materials.
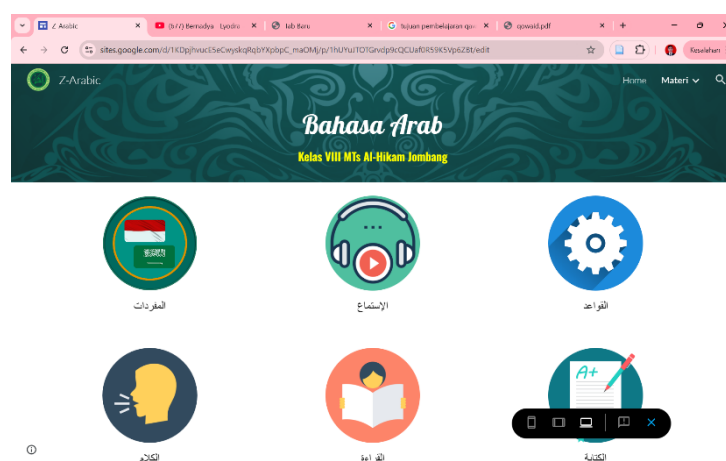

Figure 1. Menu Display

1. **Vocabulary**

Vocabulary mastery occupies a very important place in the Arabic learning process. Fundamentally, the mastery of vocabulary has a significant impact on mastering the four Language Skills, namely listening skills *(istima')*, speaking skills *(kalam)*, reading skills *(qiro'ah)* and writing skills *(kitabah)*. With adequate vocabulary mastery, a person will be able to communicate well, convey their ideas and feelings to others or their interlocutors, in the language they learns (Ahmadi, 2024). So important is vocabulary development that an opinion states that learning a foreign language must begin with the introduction and learning of vocabulary. Therefore, the researcher inserted the content of Vocabulary separately from the language skills.

Table 2. Vocabulary Content Development

| Teaching Module	Google Sites-based Teaching Materials
In the teaching module used at Al-Hikam Middle School in Jombang, vocabulary is presented in a table accompanied by its meaning.	The vocabulary content is presented in the form of short sentences that are easy to understand. The goal is for students to be able to apply the vocabulary given in different contexts directly. Each word is given a separator (/) and a different colour code according to the position of the word in the sentence. So that students will also be able to know the position of the word. Translations are included in the same format as their Arabic, so students will still be able to know the meaning of the words from the vocabulary. In addition, each sentence is supported by relevant images for easy understanding. The vocabulary given adjusts to the material.
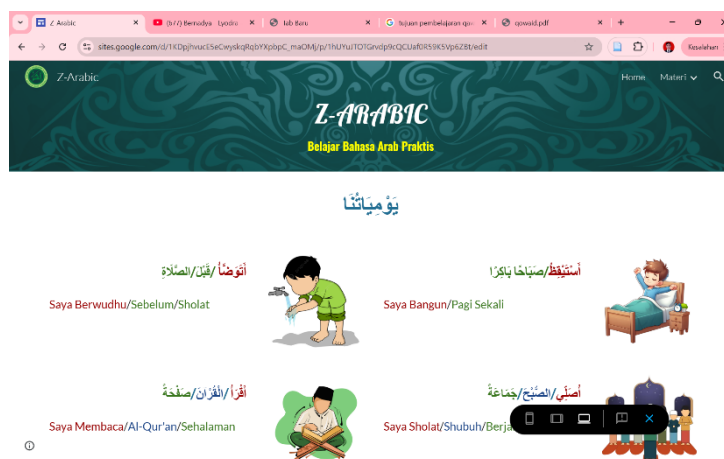
Figure 2. Vocabulary Content

2. Grammar

Learning grammar is an activity that has a relationship between students and grammar, so there will be changes in students' behaviour that cause students to be able to know and master the rules and hope that students can speak Arabic well and correctly according to the rules (Labib & Antika, 2022). In learning Grammar, two components must be learned, namely *nahwu* and *Sharaf.* Both have an important role in improving students' Arabic language skills. In learning Grammar, teachers should give many examples of sentences that vary according to the subject matter. The purpose of this learning is so that students can understand and string words properly and correctly, both orally and in writing.

Table 3. Grammar content development

Teaching Module	Google Sites-based Teaching Materials
Grammar material is presented as the last sub-chapter in the form of text and also tables in each chapter. Then followed by the form of practice questions. There are very few explanations in Indonesian, so students find it difficult to understand	Content is presented in the form of text and tables. The explanation is written in Indonesian to make it easier for students to understand and memorize the rules both in groups and independently. In addition, several example sentences with different contexts are also included. Distinguishing colours in the writing are

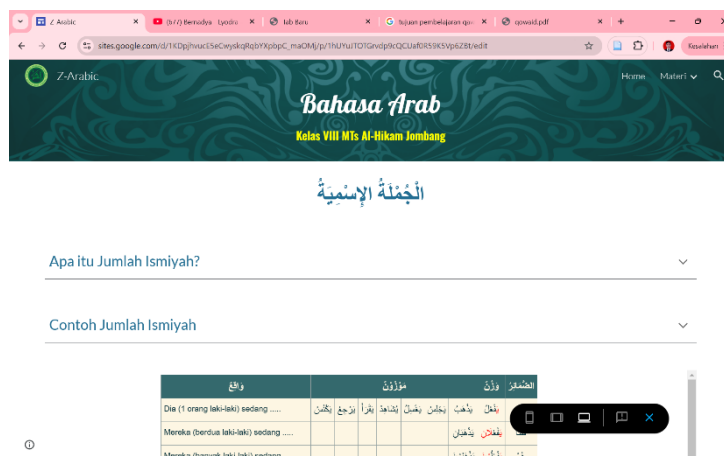| independently.	used to make it easier to explain and for students to understand the material more easily.

Figure 3. Grammar Content

3. Listening Skills

Listening *(Istima')* is an activity that involves the use of hearing aids (ears), the mind and full concentration on what is being heard. This listening activity contains activities for students to listen to *hijaiyah* letters, daily Arabic vocabulary *(Mufradat)* of at least 500 vocabulary, Arabic sentences *(al-jumlah al-arabiyyah)*, paragraphs *(al-faqrah)*, simple texts *(al-nushus al-Arabiyyah)*, and songs *(alughniyyah)* that are listened to *(fahm al-masmu')* through cellphones, radio, television, the internet, and other media.

Learning Outcomes: Students can explore the information they hear about; يومياتنا، الهواية، الرياضة، المهنة by using grammatical arrangements: *Al-Adad at-tartibi, Al-Jumlah al-Ismiyah* and *Al-Jumlah Al-Fi'liyah* To understand the explicit and implicit information of the text heard.

Table 4. Listening Skills Content Development

Teaching Module	Google Sites-based Teaching Materials
There is no special sub for listening	There is special content to practice

skills. In the learning process, teachers usually only recite vocabulary or example sentences directly. So that students have minimal experience in listening to the sounds or pronunciation styles of native speakers.

students' listening skills. The content is presented in the form of short narrative audio related to the theme studied. In each chapter, three audio files can be played repeatedly by students anywhere and anytime. In addition, there are practice questions to measure students' listening ability from each audio. The audio is input through Google Drive, which is then embedded in Google Sites.
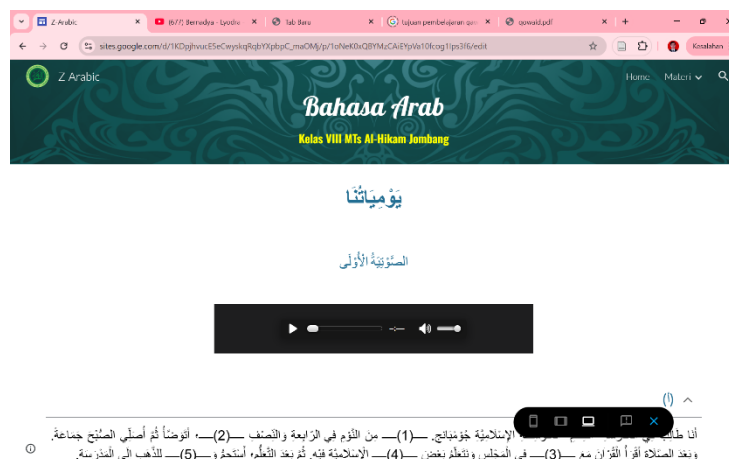

Figure 4. Listening Skills Content

4. Speaking

Speaking (al-kalam) is an activity to express and explain something according to the speaker's intention. Speaking in Arabic includes student activities to give greetings, greetings, thanking *(taqdim al-syukr)*, giving information, asking questions and answering questions *(al-su'al wa al-jawab)*, having a dialogue with others *(muhawarah/muhadatsah)*, discussing *(munaqasyah)*, explaining the purpose, describing the nature of people and objects, conveying messages, presenting a daily activity *(al-a'mal al-yaumiyyah)*, telling stories about family *(al-usrah)*, tourism *(al-rihlah)*, life at school *(al-hayat*

fi al-madrasah), as well as analyzing the content of texts that have positive values in the lives of students.

Learning Outcomes: Students are able to build interactions about: يومياتنا، using the grammatical order: *Al-Adad at-tartibi, Al-Jumlah al-Ismiyah,* and *Al-Jumlah Al-Fi'liyah.* As a global communication tool.

Table 5. Speaking Skills Content Development

| Teaching Module	Google Sites-based Teaching Materials
Speaking skills material is in the form of conversational texts and accompanied by several practice commands. The teacher usually reads the text, and then the students recite and memorize it.	Speaking skills material is presented in the form of conversation animation videos taken from YouTube. The YouTube link is embedded on Google Sites so that students can access it directly from the website independently. In addition, text is also presented that is similar to the content of the video conversation. So that students can learn to speak by imitating, reciting and memorizing conversational texts at the same time.
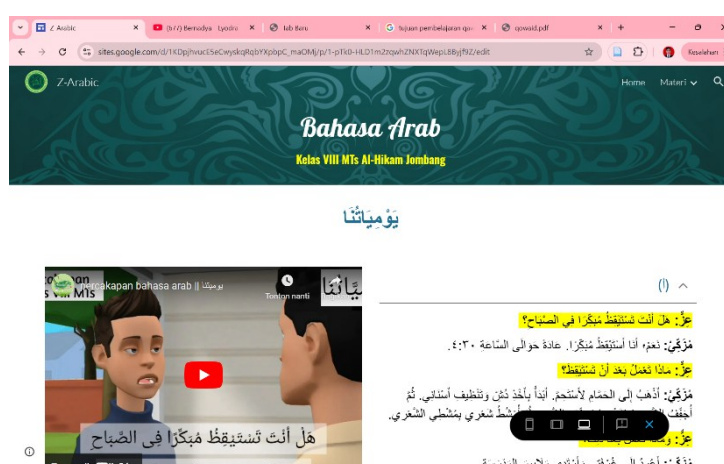
Figure 5. Konten Keterampilan Berbicara

5. **Reading Skills**

Reading *(al-qira'ah)* is the activity of understanding letters, words, and sentences in Arabic texts. This reading activity *(al-qira'ah)* contains student activities related to the activity of understanding and analyzing the meaning and message of language texts. Arabic, summarizing the content of the text, and capturing the expressed and implied meanings *(fahm al maqru')* of books, the internet, newspapers, papers, brochures, and various other texts. Reading *(al-qira'ah)* is the activity of understanding letters, words, and sentences in Arabic texts.

This reading activity *(al-qira'ah)* contains student activities related to the activity of understanding, and analyzing the meaning and message of Arabic texts, concluding the content of the text, and capturing the expressed and implied meaning *(fahm al maqru')* from books, the internet, newspapers, papers, brochures, and a variety of other texts.

Learning Outcomes: Students are able to understand and reflect on various types of visual or multimodal texts about يومياتنا، الهواية، الرياضة، المهنة using the grammatical order: *Al-Adad at-tartibi, Al-Jumlah al-Ismiyah,* and *Al-Jumlah Al-Fi'liyah.* To understand the express and implied information of different types of text.

Table 6. Reading Skills Content Development

| Teaching Module	Google Sites-based Teaching Materials
Reading skills material is in the form of narrative texts related to the theme. Accompanied by orders to practice questions related to reading texts. In the text, there are still many incomplete harakats. So it is difficult to understand the text.	Reading skills material is presented in narrative texts related to the theme, the text is accompanied by animated images that follow the purpose of making it easier for students to understand the flow of the text. The text is expected to be complete so that students can read it

repeatedly anywhere and anytime.
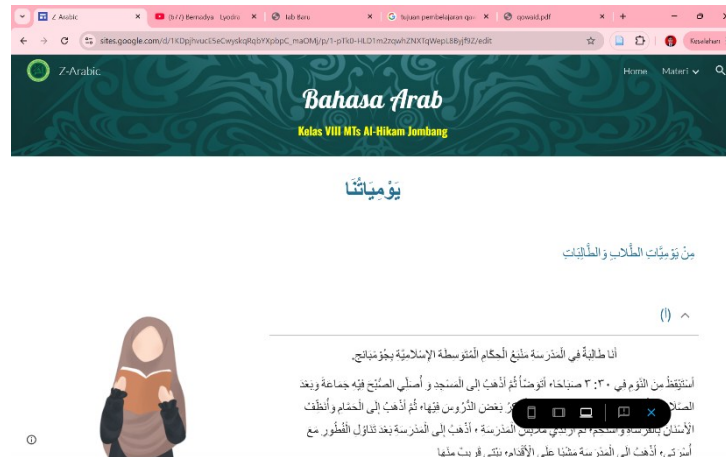
Figure 6. Reading Skills Content

6. Writing Skills

Writing *(Al-Kitabah)* is a language activity that involves the activity of the power of the mind in reasoning, the strength and flexibility of the hands to form letters and words into sentences and texts, as well as the power of sight (eyes) to help the hands and mind (Firdaus & Baroroh, 2025).

This Arabic writing activity contains student activities related to the skill of writing *hijaiyah* letters correctly and precisely, beautifully *(khat)*, writing vocabulary *(Mufradat)* and sentences *(Jumlah)* as well as texts in Arabic, answering questions, explaining an activity, expressing feelings, providing information, making conclusions, describing the situation/atmosphere in a place, and analyzing texts in Arabic in writing correctly.

Learning Outcomes: Students are able to connect and present sentences through simple paragraphs on various types of texts and create a logically connected sequence of يومياتنا، الهواية، الرياضة، المهنة using the grammatical order: *Al-Adad at-tartibi, Al-Jumlah al-Ismiyah,* and *Al-Jumlah Al-Fi'liyah.* To express ideas according to the structure of the text in writing and orally.

Table 7. Content Development Writing Skills

Teaching Module	Google Sites-based Teaching Materials

|	
The material is presented in the form of writing skill exercises with different varieties according to the material taught in each chapter.	The presentation of the material is not much different from the teaching module, but the practice instructions are accompanied by translations and distinguishing colours so that students can more easily understand the commands. There are three different forms of exercise in each chapter. Starting from, change the order of sentences, arrange words into sentences and create short sentences with certain guidelines.
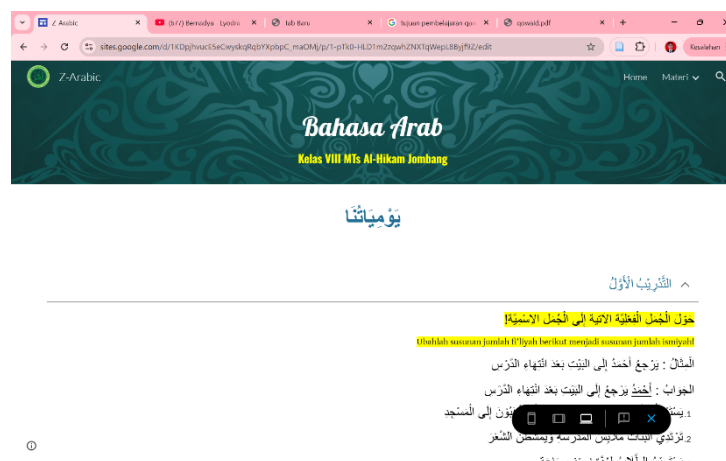
Figure 7. Writing Skills Content

7. Interactive quizzes

The last content is an interactive Quiz that students can play. Quizzes are created with the help of interactive quiz-maker websites such as Wordwall/Quizziz/Kahoot. Then the link that has been created is embedded in Google Sites. So that students can access the website directly. Quizzes are very necessary to measure students' mastery of the material that has been taught. This interactive quiz will provoke students' responses so that they can be more active and enthusiastic in learning than just filling in questions given in writing. In this Google Sites-based teaching material, various forms of quizzes are applied

according to each material provided. After completing the quiz, students will be able to see their scores live. So that teachers can give reviews afterwards. Here is one of the views of the quiz.

Figure 8. Interactive Quiz Content

The effectiveness of this interactive quiz will be evaluated in several ways. First, analyzing students' scores on each quiz to see their level of understanding of the material that has been taught. Second, qualitative feedback from students will be collected through a short survey or comment section after they have completed the quiz regarding their experience, the difficulty level of the questions, and the usefulness of the quiz in aiding their understanding. Third, comparing students' average scores on interactive quizzes with the results of other formative assessments (e.g., in-class participation or written assignments) to see if there is a positive correlation between engagement in interactive quizzes and overall understanding of the material. In addition, some of the quiz platforms used (such as Wordwall and Quizizz) provide analytics features that make it possible to see patterns in student answers, identify questions that are considered difficult, and track individual student progress over time.

CONCLUSION

After conducting a needs analysis in learning Arabic for teachers and students at Al-Hikam Middle School in Jombang, it was found that there are still several obstacles to learning. The teaching materials used in learning Arabic are still in the form of printed teaching modules that are less interesting and less relevant to use in this digital era.

Although the potential for technology utilization at Al-Hikam Middle School is quite good because there are adequate facilities. However, it is not maximized by the teachers there. Based on the results of the analysis, a prototype of Arabic language learning content was made, which was developed from the teaching module into a Google Sites-based language learning website. The website is designed by referring to the needs of teachers and students and the modules used. The content developed in it consists of; First, vocabulary content presented in the form of text (short sentences) and images; Second, Grammar Content presented in the form of text (explanations and examples) and tables; Third, the content of listening skills presented in the form of audio and text (Practice); Fourth, Speaking skills content presented in the form of videos and texts (Conversation); Fifth, the content of reading skills presented in the form of images and text (Reading); Sixth, the content of writing skills presented in the form of text (exercises); Seventh, Interactive Quiz Content. From this study, it is recommended that there be further research to test the feasibility of the teaching materials developed and also their effectiveness in learning Arabic.

This study has several limitations. First, it is an initial prototype development study without extensive empirical effectiveness testing. Second, the research context is limited to one school (SMP Al-Hikam Jombang), so the generalizability of the findings may be limited. Third, the main focus was on content development, while aspects of implementation, technical support, and integration of comprehensive assessment have not been explored in depth. Future research is recommended to address these limitations.

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