

## VALIDATION OF CREATIVE AND INNOVATIVE CONTENT-BASED NAHWU MEDIA AND MATERIALS ON SOCIAL MEDIA INSTAGRAM

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### *Abstract*

*Instagram is one of the most popular social media platforms, particularly among the Gen Z demographic. A lot of individuals use Instagram to share content, including their daily routines, food reviews, and educational material. In Arabic, nahwu can be synonymous with grammar. Many students still struggle with understanding nahwu and as a result, they are not able to become proficient in learning Arabic. As a result, scholars develop educational materials as unique and inventive nahwu content on the Instagram social media platform. The purpose of this study is to assess whether it is possible to create creative and innovative content-based materials on nahwu for Instagram social media. The participants in this research were twenty students from class XII IPA 1 at MA Al-Bairuny Sambongdukuh Jombang. This research falls under the category of descriptive quantitative. Once the nahwu learning media has been developed, approved, and replicated, and after undergoing various revisions, it is now ready to be utilized for learning nahwu on Instagram. Data was gathered through the use of a survey. Material and media experts evaluated the validation questionnaire. The evaluation employs a Likert scale featuring options like very feasible, feasible, quite feasible, and less feasible. Material experts have yielded a validation result of 92.4%, falling into the very feasible category. Similarly, media experts have rated the validation assessment at 96.7%, also within the very feasible category.*

**Keywords:** NAHWU; CREATIVE; INNOVATIVE; INSTAGRAM.

## INTRODUCTION

Education is not managed in an organized, planned manner and in accordance with learned methods or rules approved by the community (State). Instead, education is more a part of life that has existed since humans existed.<sup>1</sup>

Basically, everyone always needs education to improve their quality of life. In addition to the formal education provided in educational institutions applied at home, moral education is also important. This is because humans not only need material needs, but also need character building to improve relationships with God and fellow humans.<sup>2</sup> In the age of modernization, especially where everything is now using online and digital systems, making people more dependent on it less time to adapt to the behavior and manners in person in social interactions in the real world. one of the good attitudes that are important to maintain relationships with others.<sup>3</sup>

Information and communication technology (ICT) has significantly changed the landscape of education in Indonesia. In recent years, the development of Information and Communication Technology (ICT) has had a positive impact on accessibility, quality of learning and social equity. In addition, the COVID-19 pandemic has pushed education to adapt quickly through digital technology, accelerating the use of various online learning tools.<sup>4</sup>

Gradually, the role of information and communication technology is gaining importance and is increasingly used in education and other parts of organizations. Many studies have recognized that computer-supported collaborative learning is a key element of effective learning, allowing learners to interact on social media.<sup>5</sup> In the 21st century, one of the important and unique attributes of education is internet-based computing, which provides

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<sup>1</sup> Sukatin Sukatin and others, 'Pendidikan Karakter Dalam Dunia Pendidikan', *Anwarul*, 3.5 (2023), 1044–54 <<https://doi.org/10.58578/anwarul.v3i5.1457>>.

<sup>2</sup> Jumri H Tahang, 'Urgensi Pendidikan Agama Dalam Keluarga Terhadap Pembentukan Kepribadian Anak', *HUNAF: Jurnal Studia Islamika*, 7.2 (2010), 163–78.

<sup>3</sup> Cristina Siti Rhomadhoni and Siti Sulaikho, 'Validasi Media Pembelajaran Ispring Suite Berbasis Android Pada Kisah Nabi Ibrahim', *JoEMS (Journal of Education and Management Studies)*, 4.6 (2021), 51–62 <<http://www.ojs.unwaha.ac.id/index.php/joems/article/view/615%0Ahttps://www.ojs.unwaha.ac.id/index.php/joems/article/download/615/300>>.

<sup>4</sup> Miko Trenggono Hidayatullah and others, 'Urgensi Aplikasi Teknologi Dalam Pendidikan Di Indonesia', *Journal of Information Systems and Management (JISMA)*, 2.6 (2023), 70–73 <<https://jisma.org/index.php/jisma/article/view/785>>.

<sup>5</sup> Ulya Amelia, 'Tantangan Pembelajaran Era Society 5.0 Dalam Perspektif Manajemen Pendidikan', *Al-Marsus: Jurnal Manajemen Pendidikan Islam*, 1.1 (2023), 68–82.

various technical capabilities such as online learning. However, the use of information and communication technology in higher education is not new; recently e-learning has been developed using digital technology to support the teaching and learning process. Some authors say that young people often utilize social media technology to interact and collaborate with others.<sup>6</sup>

Instagram, which was previously only used to share photos or videos, can now be used as a learning tool. The use of Instagram, which is easily accessible and has many interesting features, is very suitable as an alternative media for learning Arabic today.<sup>7</sup> Nowadays, many Instagram accounts post content about Arabic language learning, such as information, elements, skills, learning tips, and others. The material is delivered through a variety of posts and attractive designs.<sup>8</sup>

Nahwu is considered the basic knowledge when studying Arabic. Nahwu is the most important part when mastering various Islamic literary works derived from the Arabic language, such as the Quran, hadith, classical books, and contemporary books.<sup>9</sup> This will continue to spur all Muslims to continue learning nahwu as a requirement to understand the meaning and purpose of various Islamic literature easily and accurately. However, it is not always easy to learn nahwu, there are still obstacles encountered, at least as a rule of foreign languages that are considered difficult and complicated. A foreign language that is considered difficult and complicated. Nahwu as one of the disciplines in Arabic has not shown such development not only as a science of qawaid or a marker of the final sound in a sentence but also has an important meaning. One of the major difficulties that almost every teacher and Islamic educational institution in Indonesia faces is the tendency to see Nahwu as a theoretical science and not as a science that can be used in everyday life. Therefore, Nahwu learning is still trapped in traditional patterns and does not experience significant development.<sup>10</sup>

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<sup>6</sup> Radja Erland Hamzah, 'Penggunaan Media Sosial Di Kampus Dalam Mendukung Pembelajaran Pendidikan', *Jurnal Ilmiah Ilmu Komunikasi*, 14.1 (2015), 45–70 <<https://journal.moestopo.ac.id/index.php/wacana/article/download/89/43>>.

<sup>7</sup> Rifa Suci Wulandari and Fitriana Kartika Sari, 'Media Sosial Sebagai Platform Pembelajaran Alternatif Di Era Digital', *Prosiding Nasional Pendidikan: LPPM IKIP PGRI Bojonegoro*, 3.1 (2023), 279–88.

<sup>8</sup> Syindi Oktaviani R Tolinggi, 'Microblog Pada Instagram Sebagai Inovasi Media Pembelajaran Bahasa Arab', *Prosiding Konferensi Nasional Bahasa Arab VII*, 2021, 95–111.

<sup>9</sup> Zaini Dahlan, 'Khazanah Kitab Kuning: Membangun Sebuah Apresiasi Kritis', *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam*, 2.1 (2018), 1–19.

<sup>10</sup> Adi Supardi dkk, 'Pembelajaran Nahwu Dengan Metode Deduktif Dan Induktif', *Jurnal Keislaman Dan Pendidikan*, 3.1 (2022), 23–32.

## THEORETICAL FOUNDATION

Some relevant research has been carried out by previous researchers, but of course there are differences between researchers with one another, such as the thesis entitled *"Kelayakan Media Pembelajaran ISPRING SUITE berbasis Android pada Mata Pelajaran Nahwu Shorof* oleh "Fadilah, Y. W., & Sulaikho, S. (2022). In the journal *Arabia*, 13(2), 315. This research centers on the suitability of iSpring Suite as a learning media for Nahwu Shorof subjects that have been assessed by experts. While the assessment results from material experts are 83.93% with very feasible criteria, linguist assessment is 81.25% with very feasible criteria, media expert assessment is 70.63% with feasible criteria, and student response is 90% with very feasible criteria. Based on the average percentage of material experts, linguists, and media experts, as well as student responses of 81.45%, it can be concluded that the Android-based iSpring Suite learning media for Nahwu Shorof lessons is very suitable for use to increase effectiveness during online learning.<sup>11</sup> Then the journal entitled *"Pembelajaran Nahwu Dengan Metode Deduktif"* oleh Supardi, A., Gumilar, A., & Abdurohman, R. (2022). In the *Journal Ilmu Keislaman dan Pendidikan*, 3(1), 23-32. This study concluded that The importance of implications in learning methods for beginners who are learning Arabic, so that they are preferred to make examples and do practice rather than just understand the theory. This article will show the suitability of creative nahwu materials to be used in Instagram content learning media by utilizing quantitative methods.<sup>12</sup>

The author utilizes nahwu lessons because they are often used in everyday life. Based on interviews with educators, most students still do not fully understand this material even though educators have tried to explain with various methods. Learners' lack of understanding of this lesson can be seen from the behavior of a good, polite, and exemplary learner. That is why the author is interested in investigating Instagram content regarding nahwu material.

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<sup>11</sup> Yayang Wiwik Fadilah and Siti Sulaikho, 'Kelayakan Media Pembelajaran ISpring Suite Berbasis Android Pada Mata Pelajaran Nahwu Shorof', *Arabia*, 13.2 (2022), 315  
<<https://doi.org/10.21043/arabia.v13i2.10710>>.

<sup>12</sup> Supardi and others.

## RESEARCH METHODS

This research is a type of quantitative descriptive research. The research participants were students of class XII IPA 1 at MA Al-Bairuny Jombang. The number of students who participated was 20 people. The data collection method involves the use of questionnaires and percentage calculations. The measurement scale is based on a Likert scale with 4 levels of gradation.

The data for this study has been compiled by obtaining validation from 2 experts and using a Likert scale in analyzing the data. The formula to get the percentage score is as follows:

$$xi = \frac{\sum S x}{Smax} \times 100 \%$$

Description:

Smax = Highest score

$\sum S$  = Total score

xi = Question eligibility score for each aspect

As for the validation assessment, material experts and media experts use 4 choices like this:

**Table 1.** Score Range

No	Percentage	Criteria
1	Very good	4
2	Good	3
3	Fair	2
4	Insufficient	1

The percentage of the total score is obtained from the research data in the table below:

**Table 2.** Media Feasibility Analysis Scale

No	Percentage score	Category
1	81% - 100%	Very decent

2	61% - 80%	Feasible
3	41% - 69%	Decent enough
4	21% - 40%	Not feasible
5	0% - 20%	Very unfeasible

Percentage analysis, as a source of insight to test the feasibility of the content. Classified as very feasible, if  $X > 81\%$ : categorized as feasible, while  $61\% < X \leq 80\%$ : with a sufficient category, a score of  $41\% < X \leq 61\%$ : categorized as less, if  $21\% < X \leq 41\%$ : categorized as very less and a very less category if  $X \leq 20\%$ .<sup>13</sup>

## RESULTS AND DISCUSSION

### A. Material Expert Validation

Name : Efan Chairul Abdi, M.H

NIDN : 215089401

Instance : STIQ Wali Songo, Situbondo Jawa Timur.

The percentage results of the validity evaluation by material experts on learning content are:

**Table 3.** Material expert validation assessment results

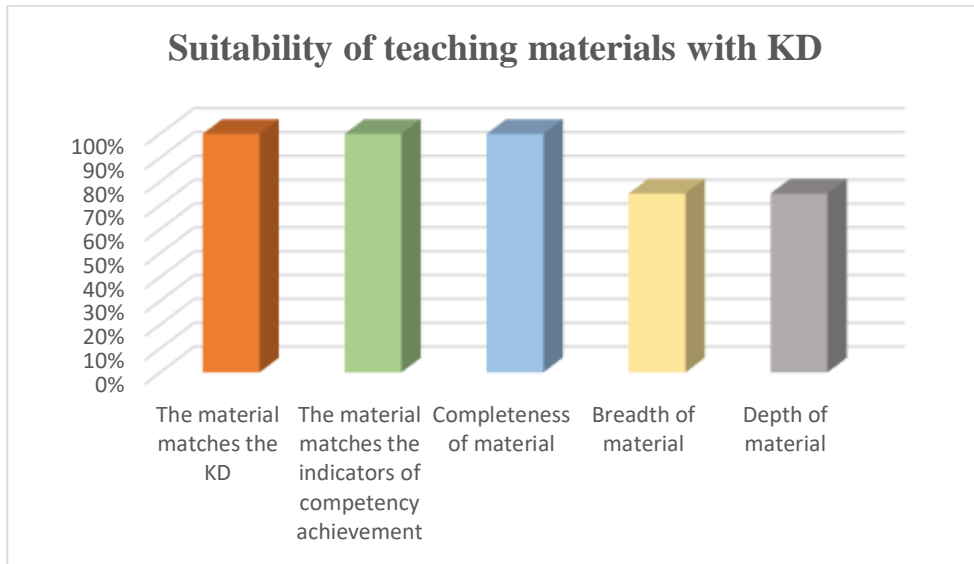
No	Aspects	%
<b>Suitability of teaching materials with KD</b>		
1	The material matches the KD	100%
2	The material matches the indicators of competency achievement	100%
3	Completeness of material	100%
4	Breadth of material	75%
5	Depth of material	75%
<b>Accuracy of material</b>		
6	Accuracy in concepts and definitions	100%
7	Accuracy in data and facts	100%
8	Accuracy in examples and cases	100%

<sup>13</sup> Almira Eka Damayanti dkk, 'Kelayakan Media Pembelajaran Fisika Berupa Buku Saku Berbasis Android Pada Materi Fluida Statis', *Indonesia Journal of Science and Mathematics Education*, 1.1 (2018), 63–70 <<https://ejournal.radenintan.ac.id/index.php/IJSME/index>>.

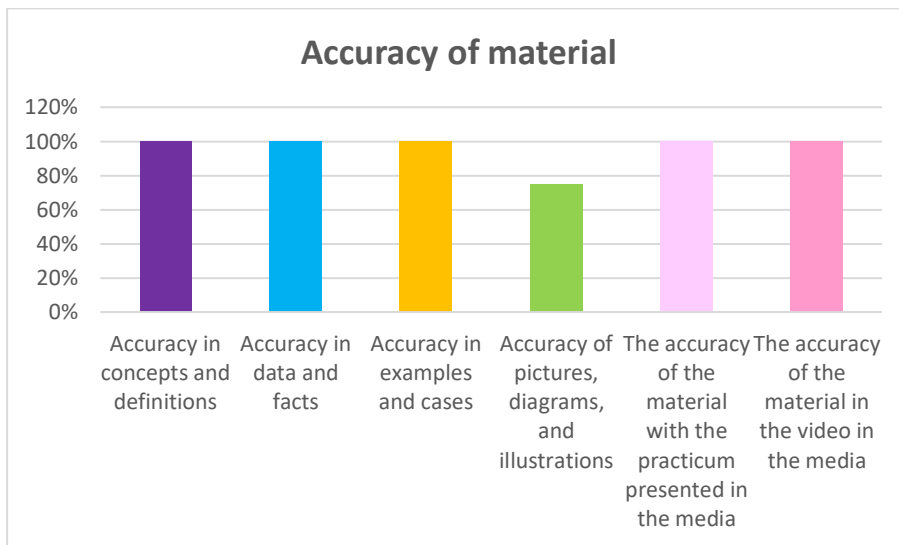
9	Accuracy of pictures, diagrams, and illustrations	75%
10	The accuracy of the material with the practicum presented in the media	100%
11	The accuracy of the material in the video in the media	100%
<b>Recency of material</b>		
12	Drawings, diagrams, and illustrations in everyday life	75%
13	Use situations that occur in life.	100%
14	Using virtual practicum according to illustrations in daily life	100%
<b>Increase curiosity</b>		
15	Triggers curiosity	100%
16	Visual practicum fosters psychomotor skills	100%
17	Video creates psychomotor skills	100%
18	Builds questioning skills	100%
<b>Presentation Aspect</b>		
19	Conciseness of concept	100%
20	Displays materials, videos, virtual learning and practicum	100%
<b>Presentation of Learning</b>		
21	Learner engagement in material delivery	75%
22	Learner involvement in virtual practicum	75%
23	Learner engagement in understanding the learning video	75%
<b>Average</b>		92,4%

According to table 9.4, validation by material experts shows that the learning aspect is given a score of 92.4%. The average score of the material expert validator is 92.4% with a very feasible category. The graph of the material expert score data also shows the relationship between the evaluation results of each part of the assessment, contributing to a deeper understanding.



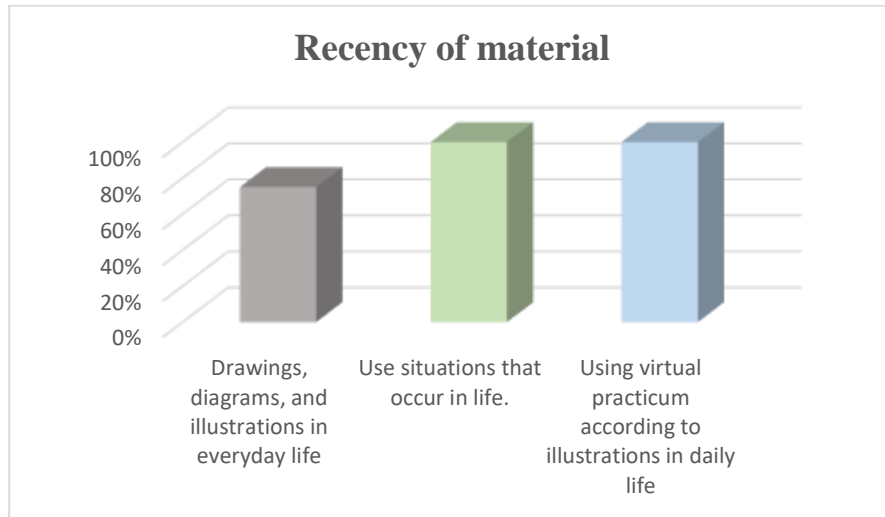


**Figure 1.** Suitability of material with KD

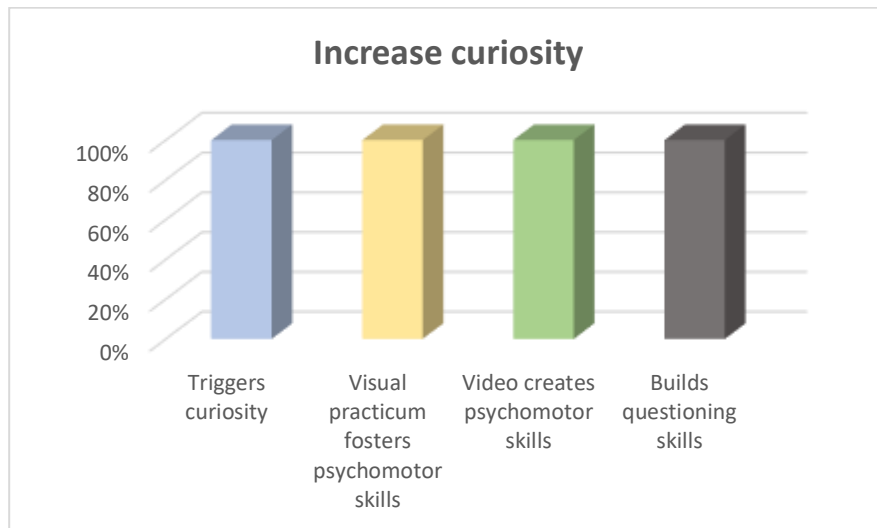


**Figure 2.** Accuracy of the material

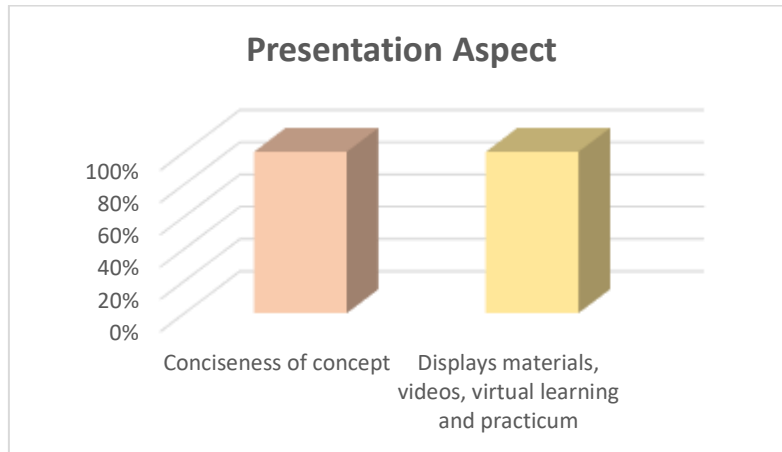




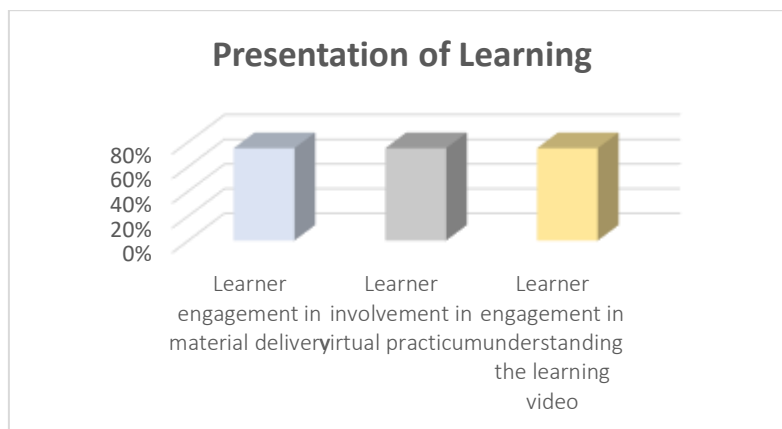
**Figure 3.** Recency of material



**Figure 4.** Increase curiosity



**Figure 5.** Presentation aspect



**Figure 6.** Presentation of learning

### Media Expert Validation

Validator name : Sugirma M.Pd.I

NIDN : 2006108801

Instance : Institut Agama Islam Negeri Ternate.

The results of the percentage of media expert validation on content are presented in the table below:

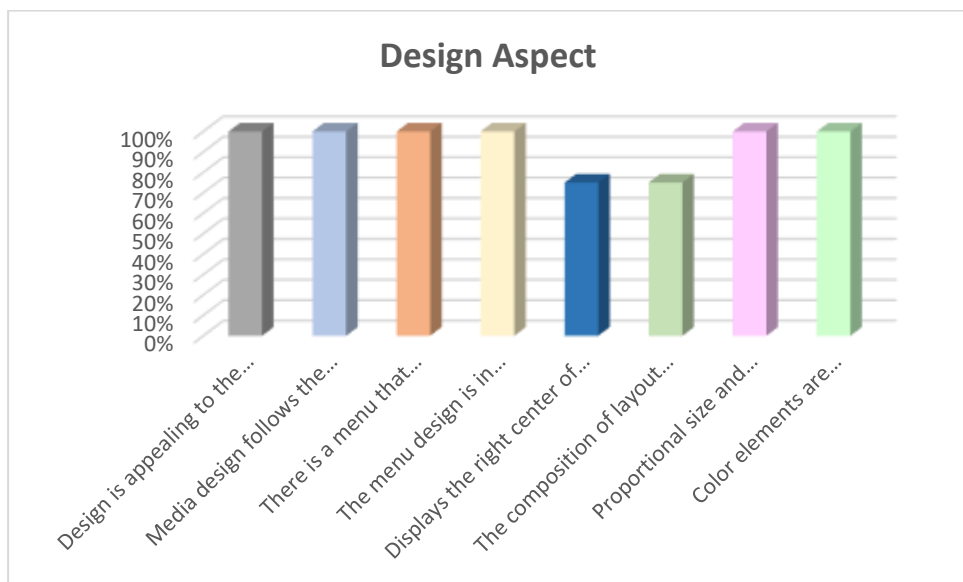
**Table 4.** Media expert validation assessment

Number	Aspect	%
<b>Design aspects</b>		

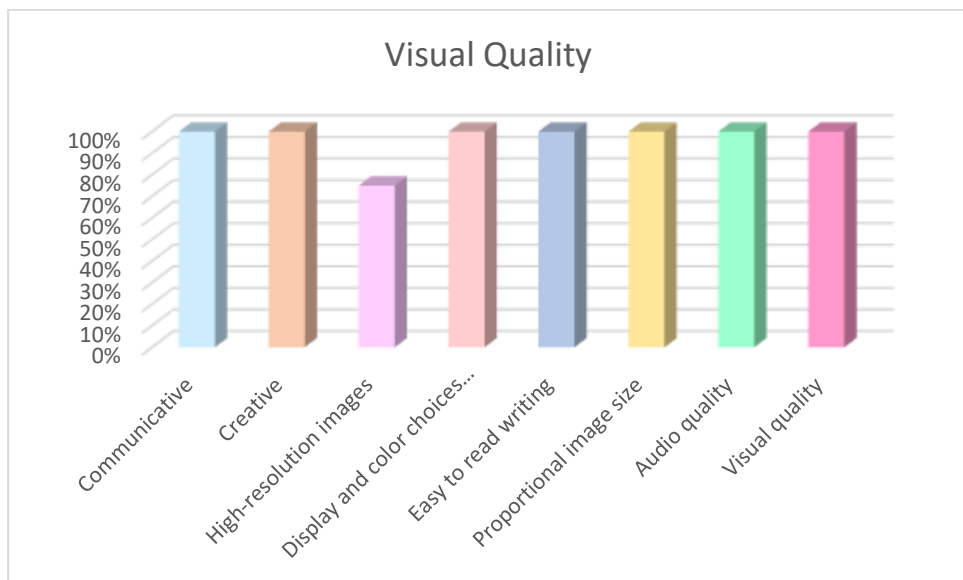
1	Design is appealing to the eye	100%
2	Media design follows the development of technology	100%
3	There is a menu that directs readers	100%
4	The menu design is in accordance with the theme discussed	100%
5	Displays the right center of view	75%
6	The composition of layout elements is proportional to the arrangement of content	75%
7	Proportional size and arrangement of writing elements	100%
8	Color elements are arranged in a balanced manner to clarify the function (media content).	100%
<b>Visual quality</b>		
9	Communicative	100%
10	Creative	100%
11	High-resolution images	75%
12	Display and color choices are not boring	100%
13	Easy to read writing	100%
14	Proportional image size	100%
15	Audio quality	100%
16	Visual quality	100%
<b>Content</b>		
17	Content suitability with learning materials	100%
18	Video suitability with learning materials	100%
19	Suitability of practicum with learning material	100%
20	Media content is easy to understand	100%
<b>Language organization and readability</b>		
21	Language is easy to understand and does not cause double meaning	100%
22	The organization of the media is coherent including material, learning videos, and evaluation	100%
23	Color selection in learning videos is very natural	100%

**Average 96,7%**

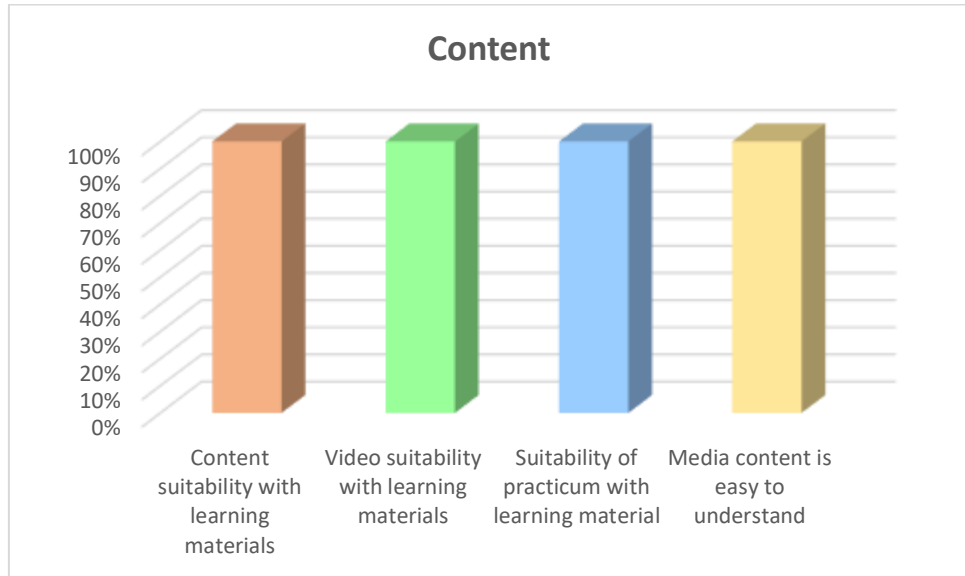
The average assessment of media expert validators was 96.7% and was given a very feasible category. The material expert assessment data is presented in a graph table, useful for knowing the relationship between the evaluation results by media experts from each aspect of the assessment.



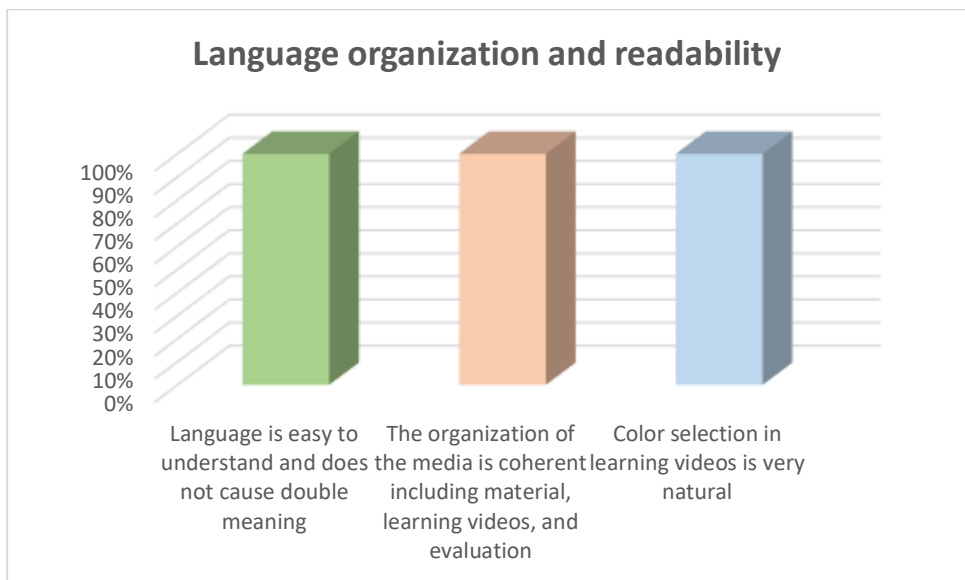
**Figure 7.** Design aspects



**Figure 8.** Visual quality



**Figure 9.** Content quality



**Figure 10.** Language organization and readability

## CONCLUSIONS

The nahwu learning content by utilizing Instagram social media for class XII IPA 1 MA Al-Bairuny Sambongdukuh Jombang is feasible to use in the teaching and learning process. The content is considered feasible based on the average assessment of material experts which is 92.4% while from media experts 96.77%, both in the category of very feasible.

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