

Assessment of the Usability of the Website *Diwaan Al-Mufassirin* for Learning the Subject of *Manahij Al-Mufassirin*

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Abstract

Learning Manahij al-Mufassirin is important in the interpretation of al-Quran for students of tafsir. Therefore, this paper aims at evaluating the usability of the Diwaan al-Mufassirin website as a learning medium for the Manahij al-Mufassirin (Methodology of Quran Interpreter) course. Based on students' feedback, the website was evaluated based on quantitative and qualitative data. The quantitative data evaluates students' perceptions of website content and design, while the qualitative data was analysed from four main criteria: accessibility and ease of review, interactivity and variety of elements, effectiveness in improving understanding, increasing student interest and motivation. The results showed that this website makes easier for students to access information at any time and place, helps self-study, and can be used repeatedly. Interactive elements such as quizzes and brainstorming exercises increase students' motivation and make the learning process more enjoyable. In terms of understanding, this website helps students understand the topic more deeply through the presentation of clear and concise information. In addition, this website successfully attracts students to spend more time with learning as well as increase their curiosity. Overall, Diwaan al-Mufassirin is a relevant, beneficial innovation that suits the needs of today's students. For better effectiveness, future improvements could aim to increase the range of interactive elements, introduce adaptive learning features, or facilitate real-time discussion and feedback mechanisms. Additionally, student engagement and learning success could be improved if collaborative learning opportunities are facilitated by forums or group activities on the platform.

Keywords: VARK, Manahij al-Mufassirin, Quranic Interpretation, Islamic Education, Learning Innovation

Introduction

In the digital age, online learning is becoming essential. Innovative learning tools like interactive websites are becoming more and more popular as information technology advances. *Diwaan al-Mufassirin* is one example of a platform designed specifically to help gaining deeper understanding (*Manahij al-Mufassirin*) course. All students in the program of

Quran and Sunnah studies are required to take the course, (*Manahij al-Mufasssirin*). This article evaluates the usability of this website based on student feedback. A total of 42 students answered the questionnaire that was delivered via Google Form and consisted of two sections: one requiring a student to provide a brief response and the other utilising a Likert 5 scale was completed by 42 students in total. Then, this data, both quantitative and qualitative data is analysed. Whereas qualitative data focuses on accessibility, interactivity, effectiveness, and increased interest and motivation in learning, quantitative data concentrates on website design and content, while qualitative data focuses on accessibility, interactivity, effectiveness, and increased interest and motivation in learning. The aim of this evaluation is to ascertain the effectiveness of this website as an educational resource for current students (Bidin, 2025).

Background of the Diwaan Al-Mufasssirin Website

The *Diwaan al-Mufasssirin* website represents a technological educational innovation designed to enhance students' comprehension of *Manahij al-Mufasssirin*. This subject is frequently seen as a complicated subject because it involves mastering the methodology of different figures of al-Quran interpretation. Consequently, this platform was created to offer an interactive, flexible, and easily accessible self-learning resource, catering to the needs of students in the digital age. As each student possesses a unique learning style, conventional methods might not meet their specific needs. As a result, learners who do not adhere to the instructional approach might not acquire a profound understanding, which could affect their performance and engagement in the educational process (Bidin, S.N.B.S., 2024). Fleming, N. (1987) presented the VARK model, which classifies learning styles into four primary categories: Visual (V): Learners who excel when provided with visuals, diagrams, or mind maps. Students who favour listening to lectures, discussions, or audio recordings are identified as auditory (A) learners. Reading/Writing (R): Students who prefer written texts or reading resources. Kinaesthetic (K): Individuals who acquire knowledge through manipulating objects or engaging in practical experiences.

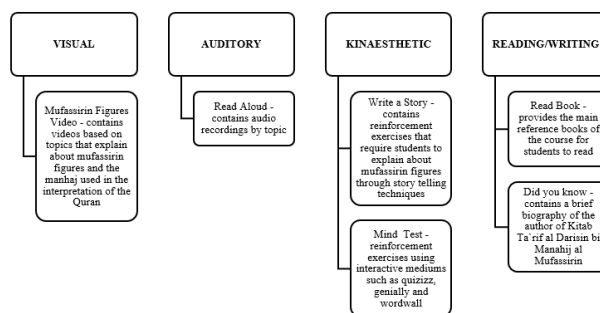
The VARK model acts as a crucial educational resource that assists educators in recognizing and comprehending students' learning preferences. Utilizing this model enables educators to create a more inclusive classroom that recognizes and addresses the diverse needs of their students. Moreover, teachers are encouraged to incorporate creativity into their lesson plans. Educators can boost student involvement and cater to different learning preferences by developing multimodal instructional strategies. Rather than being limited to one style, this approach allows students to explore various modalities (Mirza & Khurshid, 2020). A study by Rijki et al. (2024) indicates that educators can enhance academic achievement by implementing the VARK model and establishing a more engaging, effective, and inclusive learning atmosphere that addresses the diverse needs of students. While there is currently limited research regarding the application of the VARK model in Islamic studies, it is thought that this diverse learning strategy can enhance students' understanding of traditional study resources, such as the *Manahij al-Mufasssirin* course.

According to the study conducted by Musliza et al. (2019) indicated that by integrating cognitive multimedia learning with the VARK learning style, teachers can effectively evaluate student performance and develop a tailored learning experience. Digital tools, such as the Quizizz platform, have shown to enhance student engagement and simplify the learning

process. As stated by Kusuma et al. (2023), these interactive digital applications aid in creating captivating educational resources while also organizing the learning process. Additionally, in the era of digital education, interactive digital tools enhance cognitive, behavioural, and emotional involvement among students by leveraging technological advancements and effective educational management strategies (Adiyono et al. 2023). In 2024, Septiani Selly Susanti and colleagues carried out exploratory research on the innovative application of digital media in teaching Islamic religious education. This research utilizes digital media to highlight the evolving landscape of Islamic education and offers a contemporary perspective on learning within this field. In Islamic education, advanced digital media not only meet the demands of contemporary technology but also inspire innovative methods of instruction. To guarantee that Islamic Studies stays pertinent in the digital era and adapts to the evolving educational environment, this innovation is essential (Susanti et al.,2024).

By using the VARK (Visual, uditory, Reading, Kinaesthetic) approach, this site supports a variety of student learning styles. The objectives of the website's development are to help students to understand the Quran interpreter's methodology with a simpler and more interesting approach and provide an interactive self-learning platform. Besides, it also encourages the use of technology in the learning of Islamic Studies courses in innovative ways as well as supports various student learning styles by using VARK elements. The site is also user-friendly as it is designed responsively, allowing students to access it easily using various devices such as laptops, tablets, and smartphones. This site provides access without time and place limitations, allowing students to use it for self-study. The site has several interactive segments designed to meet the various learning needs of students:

- i. Read Aloud: Audio recordings of important topics using the Wondercraft application to help students understand the basic concepts of *Manahij al-Mufasssirin*.
- ii. *Mufasssirin* Figures Video: Short video content that introduces the main figures of mufasssirin and their methodology. The construction of this video uses the ViralfacesAI application.
- iii. Write a Story: A creative activity that allows students to understand *Manahij al-Mufasssirin* through a storytelling approach. Students write stories according to their creativity using the Padlet application.
- iv. Read the Book: Allows students to access the contents of the tafsir book for in-depth reading. The soft copy of *Ta`rif al-Darisin bi Manahij al-Mufasssirin*, which is the main reference text for this subject, was uploaded using Google Drive.
- v. Your Question, My Answer: An interactive question-and-answer space between students and instructors. This space gives students the opportunity to submit their questions on Google Form and Google Sheet.
- vi. Mind Test: An interactive quiz designed to test students' understanding. Quizizz, Genially and Wordwall applications are used with various types of interactive quizzes according to subject topics.
- vii. Did you know: Interesting facts about Dr. Salah `Abd al-Fattah al-Khalidi, author of the book *Ta`rif al-Darisin bi Manahij al-Mufasssirin*(Bidin, 2025).Figure 1: *Diwaan al Mufasssirin* website content infographic based on VARK's learning style



Source: Authors' Interpretation

Methodology

This study employs a mixed-methods design, integrating quantitative and qualitative data, to assess the effectiveness of the *Diwaan al-Mufassirin* website as a learning platform for the *Manahij al-Mufassirin* course. A questionnaire set, comprising two sections, was given to 42 respondents who are all final-year students of the Diploma in Al-Quran and Al-Sunnah at Universiti Sultan Zainal Abidin, and who were taking this course in Semester 1 of the 2024/2025 academic session. The first section of the questionnaire employs a 5-point Likert scale to measure the perceptions of the students regarding the website's content and structure. The second part contains open-ended response questions with the intent to gain overall perceptions on accessibility and ease of revision, interactivity and variation of components, effectiveness in terms of understanding facilitated, and interest and motivation enhancements in students. This analytical structure allows the study to identify strengths of the website in supporting independent learning while augmenting students' understanding and motivation levels concurrently.

Results and Discussion

Students' Perceptions Towards Segments In The Diwaan Al Mufassirin Website

The results of student feedback on this site were analysed based on the quantitative data obtained. Data were collected using a Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). Here is a summary of the data analysis:

Table 1

Average Score of the Students' Perception of the elements in the Diwaan al-Mufassirin website

Criteria	Average Score (maximum: 5)
Does the site content suit your learning style?	4.82
A view of the contents of the Reading Aloud menu	4.73
A view of the content of the Mufassir Video menu	4.81
A View of the contents of the Write Story menu	4.53
A View of the Read Book menu content	4.77
A View of the contents of the menu Your Question, My Answer	4.83
A view of the content of the Mind Test menu	4.88
A View of the content of the menu Did you know.	4.81
Does this site help with self-study?	4.86

Source: Google Form Questionnaire's Response, 18.1.2025

Table 1 above shows the average score of student perception obtained for each segment found in the site. The content compatibility segment with the student's learning style obtained a score of (4.82). This shows that the content of this site is very suitable for the students' learning style. These high scores indicate that learning materials are provided in relevant and varied formats, meeting the needs of students with different learning styles such as visual, auditory, kinaesthetic, or reading/writing. A student-centred approach is the main factor in achieving this score.

The Reading Aloud segment got a score of (4.73). This segment provides content that supports auditory learning, where students listen to readings that may help them understand better. However, this score is a little low compared to other segments. The Video Commentary segment obtained a score of (4.81). This segment stands out as an important element in learning about the figure of the mufassir. The video content provides a visual experience that helps students understand the figure of the mufassir in a more interesting way. The popularity of this menu shows that video is a medium that students are very interested in for dynamic learning.

The Write Story segment got a score of (4.53). A lower score indicates that the menu is less attractive to some students. Although it is still considered useful, it just needs improvement. The Read Book segment got a score of (4.77). This segment is liked for providing in-depth learning material suitable for students who love to read. This content may be in the form of e-books or quality articles. The advantage of this segment is that it offers a deep and comprehensive understanding of the topic.

Your Question, My Answer segment scored (4.83). This segment is one of the most interactive elements and supports the concept of two-way learning. Students can ask questions and get answers directly, which encourages active learning. This score shows that students appreciate the responsive features and focus on their needs.

The Mind Test segment obtained a score of (4.88). This segment is the most popular menu with the highest score. Its content in the form of quizzes or intellectual games is very popular because it combines elements of fun and learning. The effectiveness of this segment lies in its ability to directly test student understanding and provide immediate feedback.

The Did You Know segment scored (4.81). This segment provides interesting facts that add to the student's knowledge beyond the main content. This element is not only educational but also increases the attractiveness of the site with informative and fun content. While for the question related to the effectiveness of the website for self-learning, the score was (4.86). This site is highly rated as a self-learning tool. This shows that the content is suitable for students who want to learn according to their own schedule, and the site structure is user-friendly and supports the independent learning process.

The site is rated very well overall, with an average score above 4.5 for each criterion. The main strength of this site is the content design that is interactive, interesting, and supports various learning styles. The main challenge is to ensure that menus like Write Story are more attractive and user-friendly. With a little improvement, this site has the potential to become a more effective learning tool for students.

Usability Of Diwaan Al-Mufassirin Website For Learning Manahij Al-Mufassirin Course

The usability analysis of this website is based on qualitative data from student feedback (Bidin, S.N.B.S., 2025. Soal selidik kebolehgunaan laman Diwaan al-Mufassirin retrieved January, 18, 2025). It focuses on accessibility, interactivity and effectiveness, as well as increasing interest and motivation in learning, as follows:

i. Accessibility and ease of review. Accessibility is one of the main features evaluated in this study. The *Diwaan al-Mufassirin* website provides easy access to students, allowing them to access learning content anytime and anywhere. This is particularly relevant in the context of self-study, especially for students with busy schedules. One of the students stated, "A very convenient method where students can review anywhere." This feature gives students the flexibility to fit learning into their daily routine. In addition, this website also allows students to review independently without the presence of an instructor. Students could review the learning material according to their own level of understanding. Another student also stated, "This website is very helpful for me to do self-study." In addition, these pages can be used repeatedly, which helps reinforce students' understanding of the topic. As one student stated, "It's great because students can review themselves many times." This shows that the accessibility of the website meets the students' needs for flexible repetitive learning.

ii. Interactivity and Variety of Elements Interactivity is an important element in ensuring an interesting and meaningful learning experience. The *Diwaan al-Mufassirin* website offers a variety of interactive elements such as quizzes, games, and brainstorming activities aimed at increasing student engagement in the learning process. One of the students stated, "Very interesting interactive, easy for me to revise later." These elements not only make learning more fun but also help students remember the content better. The diverse brainstorming exercises are also one of the main attractions of this website. Students reported that, "There are also different types of brainstorming exercises that keep me from getting bored." By providing a variety of training formats, the website ensures that learning remains dynamic and not monotonous. The diversity of these elements provides a more holistic learning experience for students.

iii. Effectiveness in Enhancing Understanding. In terms of effectiveness, this website helps students understand the *mufassir's* teaching in depth through an innovative approach. The content presented in a clear and concise manner also makes it easier for students to study quickly. For example, one student stated, "The input is clearly presented and the interactive elements in it help students to revise quickly." The visual and interactive approach used in this website also plays an important role in improving student understanding. Elements such as graphics, short videos, and animations help explain complex concepts in a more understandable way. This makes learning more effective and interesting, especially for students who are more inclined to a visual learning style.

iv. Increased Interest and Motivation The creative design of the website succeeded in attracting students to spend more time with learning. Students report that this kind of creative element increases their curiosity about the topic being studied. A student stated, "Makes you want to know more about the topic being studied." Furthermore, the website uses a gamification approach to keep students motivated. Elements such as grading,

achievement badges, and scoreboards make learning more fun and competitive. These features help students feel valued for their efforts and motivate them to continue learning.

v. Useful and relevant innovation. The *Diwaan al-Mufassirin* website is considered an innovation that is relevant to the needs of today's students. It is not only useful for the students of this course, but also beneficial for other students and the public who want to know about the figure of the mufassir. As stated by one of the students, "It is very helpful for students, undergraduates, and the general public to know about the figure of the *mufassir*". In addition, this website is also relevant to the growing needs of distance learning. By providing an easily accessible online platform, *Diwaan al-Mufassirin* supports inclusive and user-friendly educational initiatives.

Students' priorities, as displayed in the pie chart below, provide more insight into the *Diwaan al-Mufassirin* website's usability.

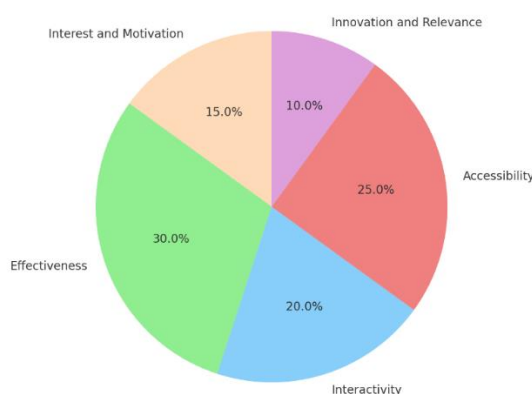


Figure 2: Students' percentage of priority for each aspect

Source: Author's Interpretation

According to the Figure 2 above, accessibility is ranked second in importance, at 25%, behind efficacy, this demonstrates how much students value websites' accessibility, particularly how simple it is to obtain educational resources at any time and from any location. The third-highest priority (20%) is interaction. This indicates that students are drawn to interactive components that add interest to learning, such as games, quizzes, and brainstorming sessions. Additionally, the effectiveness component attained 30%. This demonstrates that the most significant factor in students' priorities is effectiveness. Because of the site's straightforward and succinct delivery style, students find it highly beneficial in increasing their grasp of the subject.

Motivation and interest aspects receive a score of 15%. This feature highlights the degree to which the website is successful in generating interest and raising students' desire to learn. Despite its importance, accessibility and effectiveness are given more attention. Relevance and Innovation Aspects receive the lowest priority (10%). Nonetheless, this component is still crucial for assessing how well websites use an innovative strategy to satisfy the demands of today's students. In summary, this graph indicates that students pay greater attention to websites' usability and efficacy. To guarantee that students are actively participating, the element of interaction is also crucial. Despite receiving a lower percentage, motivation, creativity, and relevance all play a part in the learning process.

Conclusion

Diwaan al-Mufassirin proved to be an effective and relevant learning medium for the Manahij al-Mufassirin course. The features of accessibility, interactivity, and effectiveness in improving understanding make this website suitable for students at various levels of education. With innovations like this, online learning can be expanded and strengthened, in line with the needs of the digital age. Overall, this site is recognised as an effective learning aid for the subject of Manahij al-Mufassirin.

This research also presents several innovative enhancements for the Diwaan al-Mufassirin platform, including the incorporation of interactive features, flexible learning models, real-time feedback systems, multilingual support, and collaborative learning features. Gamified testing, personalized learning paths using artificial intelligence, peer-to-peer forums, multilingual support, and social learning features are likely to increase student engagement and render the learning process of methodology of Quran interpreters. Further research is recommended to assess the long-term impact of the use of this website on the academic performance of students, as well as the potential of its use in other related courses.

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