



Needs Analysis for the Development of Video-Based Learning Media for Arabic Speaking Instruction at the Madrasah Aliyah

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Abstract

Speaking proficiency (*maharah al-kalam*) is an important competency in Arabic language learning because it is closely related to students' ability to use the language orally in communicative contexts. However, *maharah al-kalam* instruction continues to face limitations in providing learning media that support contextual, interactive, and sustained speaking practice. This study aims to analyze the needs for developing video-based learning media as an initial foundation for developing media for *maharah al-kalam* instruction at the Madrasah Aliyah level. The study employed a qualitative approach with a case study design positioned as a preliminary study in the initial stage of research and development. Data were collected through observation, semi-structured interviews with teachers and students, and documentation. Data trustworthiness was established through technique and source triangulation, while the data were analyzed using the interactive model of Miles, Huberman, and Saldaña through data condensation, data display, and conclusion drawing and verification. The findings indicate that *maharah al-kalam* instruction relies predominantly on textbooks, whiteboards, worksheets, and basic presentations, while the use of video remains limited. This condition limits students' opportunities to obtain contextual models of Arabic communication and engage in repeated speaking practice. Teachers and students need learning media that integrate visual, auditory, textual, and communicative contextual elements and provide activities involving imitation, repetition, dialogue completion, oral questioning, and simulation. These findings indicate that user needs should be a central consideration in designing video-based media for *maharah al-kalam*. This study provides an empirical foundation for the subsequent design and development of learning media.

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INTRODUCTION

Speaking proficiency (*maharah al-kalam*) is one of the core competencies that students are expected to develop in learning Arabic as a foreign language. Alongside listening (*maharah al-istima'*), reading (*maharah al-qira'ah*), and writing (*maharah al-kitabah*), speaking is an important indicator of language learning achievement

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because it is directly related to students' ability to use language for communication. Speaking proficiency involves not only mastery of linguistic elements, such as vocabulary, grammar, and pronunciation, but also the ability to use language appropriately across different communicative situations.

In Arabic language education, speaking is positioned as a central objective of foreign language learning. Saminu et al (2025) explains that speaking refers to the ability to use oral language to express ideas, opinions, experiences, and feelings communicatively. Similarly, Mesa et al (2025) emphasize that a major purpose of learning Arabic is to enable learners to communicate orally. Therefore, the success of Arabic language instruction should not be assessed solely through students' mastery of linguistic rules but also through their ability to use Arabic actively and appropriately in meaningful communicative contexts.

Despite its importance, the development of *maharah al-kalam* remains challenging in many educational settings. Students may experience difficulties in expressing ideas orally because of limited vocabulary, low confidence, insufficient opportunities for speaking practice, and learning media that do not adequately support communicative interaction. These conditions can result in teacher-centered instruction in which students spend more time listening to explanations, reading texts, and completing written exercises than engaging in meaningful oral communication. Consequently, opportunities to develop spontaneous and contextual speaking skills may remain limited (Marlius et al., 2021).

The use of appropriate learning media is one factor that can support the development of speaking proficiency. Learning media can assist teachers in presenting instructional content in a more concrete, engaging, and accessible manner. In language learning, however, media should not merely function as tools for delivering information. They can also provide language input, stimulate interaction, and create opportunities for students to observe and practice language use in meaningful contexts. Thus, the selection of learning media needs to be aligned with the communicative objectives and specific characteristics of the language skills being developed (Datu et al., 2023; Snow & Matthews, 2016).

The advancement of digital technology has expanded opportunities for the use of audiovisual media in language instruction. Video-based learning media are particularly relevant because they can integrate visual, auditory, textual, and contextual elements within a single learning experience. Through video, students can observe examples of language use while simultaneously attending to pronunciation, intonation, facial expressions, gestures, and communicative situations. The replayability of video also allows students to review language input, imitate spoken expressions, and practice oral production at their own pace.

Previous studies have reported positive contributions of audiovisual media to Arabic language learning, including improvements in students' motivation, comprehension, vocabulary acquisition, and speaking-related learning outcomes. Salsabila et al (2025), for example, demonstrated that audiovisual media could support students' motivation, engagement, and speaking skills in Arabic language learning. Hafidz et al (2023) found that video media contributed to the improvement of Arabic listening skills, while Khairunisa et al (2025) reported that audiovisual media produced better outcomes than conventional instruction in improving Arabic vocabulary mastery. These findings indicate the pedagogical potential of audiovisual media in supporting different dimensions of Arabic language learning.

However, the existing literature predominantly focuses on examining the effectiveness or implementation of audiovisual media that are already available. Relatively less attention has been given to the needs analysis that precedes the development of video-based media specifically designed for *maharah al-kalam*. This represents an important gap because the effectiveness of an instructional product is

closely related to its alignment with learners' characteristics, teachers' needs, instructional objectives, and the learning context. Within a Research and Development (R&D) framework, needs analysis therefore constitutes an essential preliminary stage for identifying the problems, expectations, and characteristics that should inform product design.

The preliminary investigation in this study identified a similar gap between the current use of learning media and the pedagogical requirements of *maharah al-kalam* instruction. Arabic language instruction continues to rely predominantly on textbooks, whiteboards, worksheets, and basic presentations, while the use of video remains limited. Consequently, students have relatively few opportunities to obtain contextual models of oral Arabic and to engage in repeated speaking practice. The available videos are also not necessarily designed according to the learning objectives, students' proficiency levels, or the specific content being taught. These conditions indicate the need for a systematic needs analysis before developing video-based learning media.

Accordingly, this study aims to analyze the needs for developing video-based learning media for *maharah al-kalam* instruction. The analysis focuses on the learning media currently used, challenges encountered by teachers, and the needs of teachers and students regarding the characteristics and functions of the expected learning media. The findings are expected to provide an empirical foundation for designing video-based learning media that are pedagogically relevant, contextually appropriate, and aligned with the characteristics of students and the instructional needs of Arabic language learning at the Madrasah Aliyah.

METHODS

Research Design

This study employed a qualitative approach with a case study design. The study was conducted as a preliminary study in the initial stage of developing video-based learning media for *maharah al-kalam* instruction. The case study approach was selected to obtain an in-depth and contextual understanding of Arabic language instruction, the use of learning media, the challenges encountered by teachers, and the needs of teachers and students regarding the learning media to be developed. Accordingly, the study was not intended to examine the effectiveness of a particular learning medium but rather to identify the conditions and needs that could serve as a foundation for designing the instructional product (Elizabeth, 2016; Engkizar et al., 2025; Engkizar, Jaafar, Hamzah, Syafril, Oktavia, et al., 2026; Renjith et al., 2021; Savin-Baden & Major, 2025).

Research Context and Participants

The study was conducted at the Madrasah Aliyah level. The participants consisted of Arabic language teachers and students involved in Arabic language instruction. The teachers were selected as informants because they had direct experience in planning and implementing instruction and using various learning media. Students were involved to provide user perspectives on their learning experiences, the use of learning media, and their needs in *maharah al-kalam* instruction. The involvement of both groups enabled the needs analysis to be conducted from the perspectives of educators and the intended end users of the learning media.

Data Collection Techniques

Data were collected through observation, semi-structured interviews, and documentation. Direct observations were conducted during Arabic language instruction to identify patterns of classroom interaction, teacher and student activities, forms of *maharah al-kalam* practice, and the use of learning media. Semi-structured interviews were conducted with Arabic language teachers and students to

obtain information regarding their learning experiences, the use of learning media, challenges in speaking instruction, and the characteristics of the media needed. Documentation was used to complement the observation and interview data by examining instructional materials, textbooks, worksheets, presentation materials, learning media used by teachers, and other relevant instructional documents.

Data Trustworthiness

The trustworthiness of the data was established through triangulation of techniques and sources. Technique triangulation was conducted by comparing information obtained through observation, interviews, and documentation. Source triangulation was conducted by comparing the perspectives of teachers and students regarding instructional conditions, the use of learning media, instructional challenges, and the need for video-based learning media. This triangulation process was used to identify consistencies and differences across sources, thereby ensuring that the interpretation was not dependent on a single data collection technique or perspective.

Data Analysis

The data were analyzed using the interactive model proposed by Akinyode & Khan (2018); Engkizar et al (2026); Lungu (2022), which consists of data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, focusing, and organizing the data according to themes related to the conditions of *maharah al-kalam* instruction, the use of learning media, instructional challenges, and the need for video-based learning media. The condensed data were then presented in thematic descriptions and tables to facilitate the identification of patterns and relationships among the findings. Conclusions were subsequently drawn progressively and verified by comparing findings across different sources and data collection techniques. The analysis was conducted iteratively throughout and after the data collection process until an adequate understanding of instructional needs was obtained as a basis for developing video-based learning media.

RESULT AND DISCUSSION

The Condition of *Maharah al-Kalam* Instruction

The observation results indicate that *maharah al-kalam* instruction has been implemented in accordance with the applicable curriculum, with Arabic textbooks serving as the primary learning resources. The instructional process is conducted systematically through concept explanations, examples, dialogue-reading exercises, and question-and-answer activities. However, classroom activities remain largely teacher-centered, limiting students' opportunities to use Arabic communicatively.

During the learning activities, students were generally able to follow the text-and dialogue-reading exercises provided in the textbook. However, when asked to express their opinions or engage in spontaneous dialogue, some students still showed hesitation in using vocabulary, lacked confidence when speaking, and tended to rely on examples provided by the teacher. This condition indicates that speaking activities have not yet fully facilitated spontaneous and contextual use of Arabic.

These observational findings were reinforced by interviews with the informants. One informant explained:

...When following the dialogues in the textbook, students can usually do it. However, when they are asked to speak on their own or answer using their own sentences, many of them still hesitate and need examples to guide them.

A similar condition was observed in the pattern of speaking practice. Activities were more frequently conducted through reading and imitating dialogues than through independently producing utterances. As a result, students became more accustomed to following predetermined language patterns than to developing their speaking skills according to communicative contexts. The informant stated:

...Speaking practice is provided, but it is mostly based on dialogues that are already available. When students have to create their own conversations, some of them still have difficulty choosing vocabulary and constructing sentences.

These findings indicate that *maharah al-kalam* instruction requires activities that provide students with greater opportunities to listen to, imitate, produce, and use Arabic in meaningful communicative situations.

The Use of Learning Media

The results of observations, interviews, and documentation indicate that teachers have utilized several types of learning media to support Arabic language instruction. However, the use of learning media remains dominated by conventional media and has not been specifically directed toward developing speaking skills.

Table 1. Learning Media Used in Instruction

Learning Media	Frequency of Use	Function in Instruction
Textbook	Very frequent	Primary source of materials, reading practice, and vocabulary exercises
Whiteboard	Very frequent	Explaining vocabulary and language structures
Student worksheets	Frequent	Providing written exercises
Basic PowerPoint presentations	Occasionally	Presenting key learning materials
Instructional videos	Very rarely	Supplementing the learning materials

The textbook is the most frequently used medium for presenting learning materials, conducting reading exercises, and developing vocabulary. The whiteboard is used to explain sentence structures, introduce new vocabulary, and provide examples of language use. Meanwhile, PowerPoint presentations are used for certain topics but have not been specifically designed to provide students with speaking practice.

The use of instructional videos remains very limited. The available videos are generally used as supplementary materials and have not been systematically adapted to the objectives of *maharah al-kalam* instruction, students' proficiency levels, or the contexts of the materials being taught. One informant explained:

...Videos have been used, but not very often. Usually, we look for videos that are already available and then select those that seem relevant to the material. There are not yet any videos specifically developed for maharah al-kalam practice.

Thus, the media currently used primarily serve to deliver and reinforce learning materials rather than function as interactive tools for practicing oral language production.

Challenges in the Use of Learning Media

The interview findings revealed several challenges faced by teachers in utilizing technology-based learning media. The first challenge concerns the limited availability of media that are appropriate for Arabic language materials at the Madrasah Aliyah level. Available media do not always correspond to students' linguistic proficiency, vocabulary needs, or communicative contexts. The informant stated:

...Not every video we find can be used directly. Sometimes the language is too difficult or the content does not match what the students are learning, so we have to select and adapt it first.

The second challenge concerns the time and technical skills required to develop learning media independently. Developing instructional videos requires material planning, script preparation, recording, editing, and alignment with learning objectives. This becomes challenging when teachers also have other instructional and administrative responsibilities. As one informant explained:

...Creating our own videos certainly requires time and technical skills. From preparing the materials to editing the videos takes time, while teachers also have many other responsibilities.

Another challenge relates to students' characteristics. The observations indicate that students tend to show greater interest in materials presented through visual and audio elements. However, the availability of media that combine these elements with speaking practice remains limited. The informant noted:

...Students are usually more interested when there are pictures, sounds, or videos. They pay more attention and find it easier to follow pronunciation examples. However, this type of media is not always available for every topic.

These findings demonstrate that the limitations of learning media concern not only the availability of media but also their alignment with instructional objectives and students' characteristics.

The Need for Video-Based Learning Media

Based on the results of observations, interviews, and documentation, several key needs were identified that should be considered in developing video-based learning media for *maharah al-kalam*.

First, the media should present contextual examples of Arabic communication that are relevant to students' everyday lives. Dialogues related to real-life communicative situations can help students understand the relationship between vocabulary, expressions, and the contexts in which they are used.

Second, the media should integrate visual, audio, textual, and illustrative elements in a balanced manner. Visual elements can help students understand the context and meaning of vocabulary, while audio elements can provide models of pronunciation, intonation, and expressions that students can imitate.

Third, the media should provide activities that enable students not merely to watch the videos but also to practice speaking. Such activities may include pronunciation imitation, dialogue repetition, completing conversations, responding to oral questions, and conducting communication simulations.

Fourth, the media are expected to be easy to use, replayable, and applicable both in face-to-face instruction and independent learning. These characteristics would allow students to review the materials according to their individual learning needs and pace. This need was also emphasized by the informant:

...If there is a video, it should not only explain the material. Students need examples of conversations and opportunities to imitate and practice them. That way, the video can really help them develop their speaking skills.

Another informant added:

...The most helpful media would be those that can be used repeatedly. If students do not understand something in class or are not yet fluent in pronouncing it, they can watch and practice it again.

These findings indicate that the required media are not merely audiovisual materials but systematically designed instructional videos based on the objectives of *maharah al-kalam* instruction, students' characteristics, and teachers' needs.

Summary of the Needs Analysis

Table 2. Summary of the Needs Analysis

Aspect	Findings
Learning conditions	Instruction remains largely teacher-centered, and speaking practice has not been conducted optimally
Learning media used	Dominated by textbooks, whiteboards, student worksheets, and basic PowerPoint presentations
Use of videos	Still very limited and not specifically developed for <i>maharah al-kalam</i>
Teacher challenges	Limited availability of appropriate media, development time, and technical skills
Student characteristics	Students show greater interest in media integrating visual and audio elements

Media needs	Attractive, contextual, communicative, interactive, easy to use, and replayable
Practice needs	Activities for imitation, repetition, dialogue completion, and communicative practice
Development implication	Video-based learning media should be designed according to instructional objectives and users' needs

Overall, the preliminary study reveals a gap between the current practice of *maharah al-kalam* instruction, which remains dominated by conventional media, and students' need for a more communicative, audiovisual, and contextual learning experience. This gap provides an empirical basis for developing video-based learning media that function not only as sources of information but also as tools for active language production practice.

The findings indicate that *maharah al-kalam* instruction still faces limitations in providing students with opportunities to use Arabic spontaneously. Although students are generally able to follow existing dialogues, they experience difficulties when required to produce utterances independently. This condition suggests that mastery of linguistic forms does not automatically translate into communicative competence. Speaking proficiency requires practice that enables students to produce language repeatedly in meaningful contexts.

These limitations are associated with the pattern of learning media use. Textbooks, whiteboards, and PowerPoint presentations continue to play dominant roles in delivering learning materials. Although these media retain pedagogical functions, they do not fully provide models of oral communication that students can observe and imitate. In foreign language learning, access to models of pronunciation, intonation, expression, and language use in context is important because these aspects cannot always be adequately represented through text-based media.

One important finding is the limited use of video in *maharah al-kalam* instruction. Pedagogically, video has the potential to integrate verbal and visual information within a single learning experience. Nismawati et al (2021) explains that multimedia learning enables students to process information through verbal and visual channels, thereby supporting the construction of knowledge representations. In language learning, such integration can help students connect language sounds with meanings, objects, actions, and communicative contexts.

The findings of this study are also consistent with Nicolaou et al (2019), who found that the use of audiovisual media can support students' motivation, engagement, and speaking skills in Arabic language learning. However, the present study places a different emphasis because its focus is not on testing the effectiveness of existing media but on identifying users' needs as a basis for media development. This distinction is important in development research because the alignment of a product with users' characteristics is an important consideration before its effectiveness is tested.

The findings also support Sofyan et al (2022), who found that the use of video media contributed to improvements in Arabic listening skills. Although the targeted language skill differs, the findings demonstrate the potential of video media to provide language input through audio and visual elements. In the present study, this potential is further directed toward supporting *maharah al-kalam*, particularly by providing models of pronunciation, intonation, expression, and dialogue that students can imitate and develop.

Another finding is consistent with Azizah et al (2024), who demonstrated that audiovisual media produced better outcomes than conventional instruction in improving Arabic vocabulary mastery. Vocabulary knowledge is one of the components supporting speaking proficiency because students require an adequate vocabulary to produce meaningful utterances. Therefore, video media that present

vocabulary within communicative contexts have the potential to support not only vocabulary comprehension but also its use in oral communication.

Compared with previous studies, the contribution of the present study lies in the use of needs analysis as the initial foundation for media development. Previous studies have predominantly examined the use or effectiveness of audiovisual media, whereas this study first maps learning conditions, teacher challenges, student characteristics, and users' needs for learning media. This approach is consistent with the principles of Research and Development, which place users' needs as an important basis for designing educational products (Guspita et al., 2025; Ibrahim et al., 2025).

Based on the needs analysis, the video media to be developed should have several key characteristics. The media should present dialogues aligned with instructional objectives and everyday communicative situations, integrate audio and visual elements, provide textual support proportionately, and include practice activities that enable students to imitate, repeat, complete, and perform dialogues. The media should also be designed to be easy for teachers to use and accessible to students for independent learning (Khairunisa et al., 2025; Ritonga et al., 2025).

Thus, the need for learning media identified in this study is not merely a need for new technology but a pedagogical need to create a more communicative learning experience. The video media should function as a bridge between the presentation of learning materials and actual language use, allowing students to receive language models while also having opportunities to produce oral language (Sundirah et al., 2026).

These findings provide both a conceptual and empirical foundation for the subsequent stage of product development. The novelty of this study lies in mapping teachers' and students' needs as the basis for designing video media for *maharah al-kalam*, rather than merely introducing video technology into Arabic language instruction. Through this approach, the resulting product is expected to demonstrate stronger alignment with instructional objectives, students' characteristics, and teachers' practical needs.

CONCLUSION

This study concludes that the development of video-based learning media for *maharah al-kalam* should be grounded in the actual instructional conditions and the needs of both teachers and students. The case study indicates a need for learning media that not only presents Arabic language content but also supports contextual oral communication, repeated practice, and greater student engagement in speaking activities. In this context, video-based media represent a relevant development direction because they can integrate auditory, visual, and contextual elements to support the acquisition and practice of spoken Arabic.

The main contribution of this study lies in providing an empirical basis for the initial stage of developing video-based learning media. Rather than directly evaluating the effectiveness of an existing product, the study identifies the pedagogical requirements that should inform subsequent product design, particularly the integration of contextual communication models, pronunciation and intonation, interactive speaking activities, and flexible opportunities for classroom and independent practice. These findings highlight the importance of aligning instructional media with learning objectives, user characteristics, and the specific demands of *maharah al-kalam* instruction.

The study is limited to the preliminary needs-analysis stage and therefore does not provide evidence regarding the validity, practicality, or effectiveness of the proposed video-based media. Future research should build on these findings by proceeding to systematic stages of design, development, expert validation, and field

testing. Such research is necessary to determine whether the resulting media are pedagogically appropriate and whether their implementation can support the development of students' Arabic speaking proficiency at the Madrasah Aliyah level.

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