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Teachers' Needs for Interactive Arabic Learning Media: Speaking and Offline Access at Al-Kautsar Pesantren

Kebutuhan Guru atas Media Bahasa Arab Interaktif: Kalām dan Akses Luring di Pesantren Al-Kautsar

Sayyid Amir Ali Madani*[1] Achmad Ja'far Sodik[2]

Universitas Islam Pemalang, Pemalang, Indonesia [1 2]

*Corresponding Author: amirsyyd28@gmail.com

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Abstract

Arabic language instruction in Islamic boarding schools requires learning media that address students' difficulties, teachers' needs, and available facilities. This study aims to analyze teachers' needs as a basis for developing Arabic learning media supported by visual and interactive technology at Pondok Pesantren Al-Kautsar Jakarta. A descriptive quantitative and qualitative approach was employed using an online questionnaire consisting of 16 items. The findings show that 80% of teachers identified speaking (*kalām*) as students' main learning difficulty, while 80% reported limited time or technical skills as constraints. All respondents preferred offline access to learning media. These findings highlight the need for media that supports speaking practice, aligns with the curriculum, is easy to use, and remains accessible without an internet connection. This study provides an empirical basis for developing learning media tailored to the instructional needs of Islamic boarding schools.

Keywords: Arabic; Visual Media; Interactive; Teachers; Pesantren

Abstrak

Pembelajaran bahasa Arab di pesantren memerlukan media yang sesuai dengan kesulitan belajar siswa, kebutuhan guru, dan kondisi fasilitas yang tersedia. Penelitian ini bertujuan menganalisis kebutuhan guru sebagai dasar pengembangan media pembelajaran bahasa Arab berbasis teknologi visual dan interaktif di Pondok Pesantren Al-Kautsar Jakarta. Penelitian menggunakan pendekatan deskriptif kuantitatif dan kualitatif melalui survei dengan kuesioner daring yang terdiri atas 16 butir pertanyaan. Hasil menunjukkan bahwa 80% guru mengidentifikasi keterampilan berbicara (*kalām*) sebagai kesulitan utama siswa, sedangkan 80% melaporkan keterbatasan waktu atau keterampilan teknis sebagai kendala. Seluruh responden memilih akses luring sebagai preferensi penggunaan media. Temuan ini menegaskan perlunya media yang mendukung latihan berbicara, selaras dengan kurikulum, mudah digunakan, dan dapat diakses tanpa koneksi internet. Penelitian ini menyediakan dasar empiris bagi pengembangan media yang sesuai dengan kebutuhan pembelajaran di pesantren.

Kata Kunci: Bahasa Arab; Media Visual; Interaktif; Guru; Pesantren

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INTRODUCTION

Arabic language instruction in Islamic boarding schools needs to connect the mastery of linguistic elements with the ability to use the language actively. Learning media can help present language examples through sounds, images, animations, and exercises that allow students to interact with learning materials. Abdul Ghani et al., in a qualitative study involving 16 university students who used digital games to learn Arabic, found that the medium supported vocabulary acquisition, learning engagement, and classroom participation.[1] Meanwhile, Rahmaini and Nasution specifically examined the effectiveness of multimedia technology in Arabic vocabulary learning. These studies demonstrate the relevance of technology in supporting language learning.[2] However, media selection must still consider the priority skills, learner characteristics, and instructional conditions of each educational institution.

Visual and interactive learning media should be developed to address concrete instructional needs rather than merely follow technological trends. Visual materials can provide context for understanding meaning, while interactive features allow learners to respond to questions, complete exercises, and receive feedback. Abdelhadi et al. examined Arabic language-and-culture learning through creative interactions with artworks, demonstrating the potential of visual experiences in language education.[3] In the context of digital media, Sukmarini et al. investigated the use of Articulate Storyline 3 as an interactive medium to increase students' motivation to learn Arabic.[4] These studies provide a basis for considering the integration of visual elements and interaction. Nevertheless, the appropriate form of media needs to be determined by examining learning difficulties, instructional objectives, and teachers' ability to use it.

These needs become particularly important when learning media must align with instructional practices at the target institution. Prihartini et al. developed interactive multimedia for Arabic language learning using PowerPoint, demonstrating that presentation software can serve as a foundation for more interactive learning media.[5] However, the availability of technological tools does not necessarily ensure that the resulting media address teachers' instructional needs, align with the curriculum, or remain feasible for classroom use. Therefore, media development should begin with a systematic assessment of users' needs and constraints. Identifying teachers' priorities, technological readiness, and preferred media features is essential to ensure that the proposed learning media are pedagogically relevant and feasible within the institutional context.

Research on Arabic learning media development has examined a range of approaches and objectives. Alfurochmatin and Mat Jusoh, through a review of 30 publications from 2019 to

1 R Gumelar, T Ramadhan, and J Maknun, "Evaluation of the Audial Comfort of the Mosque on the Cross-City Route: Al-Ghani Mosque Ciamis," *IOP Conference Series: Earth and Environmental Science* 1058, no. 1 (July 1, 2022): 1–10, https://doi.org/10.1088/1755-1315/1058/1/012003.

2 Rahmaini Rahmaini and Muhammad Nasution, "The Effectiveness of Learning Arabic Vocabulary Using Multimedia Technology," in *Proceedings of the Proceedings of The 5th Annual International Seminar on Trends in Science and Science Education, AISTSSE 2018, 18-19 October 2018, Medan, Indonesia* (EAI, 2019), https://doi.org/10.4108/eai.18-10-2018.2287337.

3 Reem Abdelhadi et al., "Creative Interactions with Art Works: An Engaging Approach to Arabic Language-and-Culture Learning," *Innovation in Language Learning and Teaching* 14, no. 3 (May 26, 2020): 273–89, https://doi.org/10.1080/17501229.2019.1579219.

4 Fitri Sukmarini et al., "Interactive Arabic Learning Media Based on Articulate Storyline 3 to Increase Students' Motivation / Pemanfaatan Articulate Storyline 3 Sebagai Media Pembelajaran Interaktif Untuk Meningkatkan Motivasi Belajar Bahasa Arab Siswa," *Al Mahara: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (June 28, 2021): 106–21, https://doi.org/10.14421/almahara.2021.071-06.

5 Yogia Prihartini, Wahyudi Buska, and M. Ridha D. S., "The Development of Interactive Multimedia of Arabic Learning," in *Proceedings of the 5th Asian Education Symposium 2020 (AES 2020)*, vol. 566, 2021, https://doi.org/10.2991/assehr.k.210715.017.

2023, mapped trends in Arabic learning media development in Indonesia during the Society 5.0 era.[6] Their review helps illustrate the direction of media development research, but an overview of research trends does not, by itself, reveal teachers' specific needs within an individual Islamic boarding school. Meanwhile, Rahman et al. investigated the needs for video-based media to teach Arabic speaking skills at the Madrasah Aliyah level, focusing on visual, auditory, textual, and communicative contextual elements.[7] Although this study is closely related to needs analysis, it differs in institutional context and scope of media. Therefore, a context-specific assessment is still needed to map teachers' needs, available facilities, language-skill priorities, and media preferences in the target boarding school.

In response to this gap, this study aims to analyze teachers' needs as a basis for developing Arabic learning media supported by visual and interactive technology at Pondok Pesantren Al-Kautsar Jakarta. The assessment covers instructional profiles, students' learning difficulties, existing media use, teachers' constraints, technological readiness, and priorities regarding language skills and media features. This focus is important because media that are theoretically effective may not necessarily suit users' available time, technical competence, facilities, or institutional curriculum. The findings are expected to provide an empirical basis for determining relevant media characteristics, including priority content, interaction formats, and offline-access requirements. The study's contribution lies in mapping context-specific needs before product development, rather than claiming that a new medium has already been proven to improve learning outcomes.

Method

This study employed a *needs assessment* design using a descriptive quantitative–qualitative approach as a preliminary stage in the research and development (*R&D*) of Arabic language learning media. The approach was used to identify instructional needs, constraints on technology use, and the characteristics of the media required by teachers before product development. Combining quantitative and qualitative data allows findings from closed-ended questions and rating scales to be complemented by information obtained from open-ended responses.[8] The study was conducted at Pondok Pesantren Al-Kautsar Jakarta in October 2026. The respondents comprised five Arabic language teachers selected through *purposive sampling*, based on the criteria that they taught Arabic at the institution and were willing to complete the questionnaire. Data were collected through Google Forms, preceded by an explanation of the academic purpose of the study and the intended use of the data for research purposes.

The research instrument was a needs assessment questionnaire consisting of 16 mandatory items in three response formats: multiple-choice questions that allowed multiple selections, five-point rating scales, and open-ended questions. The instrument was developed in accordance with the research objectives to map teachers' needs for visual and interactive technology-based Arabic learning media. The questionnaire items were organised into five dimensions: teaching profiles and objectives, students' difficulties and current learning media, technological constraints and facilities, teachers' technological competence, and media needs. The dimensions, item numbers, measured indicators, and response formats are presented in Table 1.

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6 Anisa Alfurochmatin and Ahmad Muhaimin Bin Mat Jusoh, "Tren Pengembangan Media Pembelajaran Bahasa Arab Di Indonesia Era 5.0," *Alsina : Journal of Arabic Studies* 6, no. 1 (February 29, 2024): 1–26, https://doi.org/10.21580/alsina.6.1.21278.

7 Habibur Rahman et al., "Needs Analysis for the Development of Video-Based Learning Media for Arabic Speaking Instruction at the Madrasah Aliyah," *Ahlussunnah: Journal of Islamic Education* 4, no. 3 (December 28, 2025): 904–13, https://doi.org/10.58485/jie.v4i3.868.

8 John W Creswell and Cheryl N Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (Sage publications, 2016).

Table 1. Instrument Dimensions, Items, Indicators, and Response Formats

Dimension	Items	Indicators	Response Format
Teaching profiles and objectives	1–4	Institution name; educational level; teaching experience (less than 1 year, 1–4 years, 5–10 years, and more than 10 years); instructional references and objectives (national curriculum, pesantren/internal curriculum or specific classical texts, communication and the four language skills, understanding the Qur'an, hadith, and *kitāb al-turāth*, mastery of *naḥw* and *ṣarf*, and preparation for examinations or further study).	Open-ended response and multiple choice
Students' difficulties and current learning media	5–7	Students' main difficulties and contributing factors (*istimāʿ*, *kalām*, *qirāʾah*, *kitābah*, *mufradāt*, *naḥw*, or *ṣarf*; limited motivation and language practice; diverse levels of prior knowledge; and limitations in methods, media, time, or facilities); currently used media (textbooks and blackboards, audio/video/presentations, digital modules/websites/applications, or teacher-created media); and perceived media effectiveness.	Multiple choice and a five-point rating scale
Technological constraints and facilities	8–10	Teachers' constraints (limited time or technical skills, device/internet/cost limitations, lack of high-quality media, or media that do not match instructional content); available facilities (smartphones/tablets, laptops/computers/language laboratories, projectors and speakers, Wi-Fi, or severely limited technological facilities); and preferred media access modes (online, offline, hybrid, or through the teacher's device and a projector).	Multiple choice
Teachers' technological competence	11	Ability to use technology for teaching and learning.	Five-point rating scale, from very limited to very good
Media needs	12–16	Priority language skills (*istimāʿ*, *kalām*, *qirāʾah*, *kitābah*, or integrated skills); media types (smartphone applications, interactive videos/animations, digital games/quizzes, interactive electronic modules/websites, or printed media with audio/video); key features (curriculum-aligned materials and exercises, pronunciation audio and conversational videos, automated assessment and feedback, offline access and low data consumption, learning progress records, and ease of use and customisation); linguistic components (*mufradāt*, *aṣwāt*, *naḥw* and *ṣarf*, *tarākīb*, translation and text comprehension, or no specific support required); and preferred media accompanied by explanations of students' needs and required features.	Multiple choice and open-ended responses

Source: The Author's Analysis of the Needs Assessment Questionnaire for the Development of Arabic Language Instructional Materials (2026)

The indicators in Table 1 represent the operationalisation of the research objectives into questionnaire items rather than the direct adoption of a single standardised psychometric scale. Accordingly, the indicators were retained in accordance with the instrument used in this study. Content validity and item clarity should be established through expert review or instrument piloting if these procedures are conducted. Boateng et al. explain that sound instrument development involves item generation, content validity assessment, preliminary testing, and evaluation of measurement properties.[9] In this study, expert review is not reported as evidence of validity in the absence of documented procedures. The instrument is therefore treated as a needs assessment questionnaire designed for preliminary mapping, while the absence of formal validation is taken into account when interpreting the findings.

The data were analysed using descriptive statistics and thematic analysis. Responses to multiple-choice items were summarised as frequencies and percentages using the formula $P = (f/N) \times 100\%$, where P represents the percentage, f represents the response frequency, and N represents the total number of respondents. Because some items allowed multiple selections, percentages were calculated relative to the number of respondents and were not necessarily expected to total 100%. Responses to the five-point rating scales were analysed using means and standard deviations to describe the overall response patterns. Mean scores were interpreted using five equal-interval categories: 1.00–1.80 (very low), 1.81–2.60 (low), 2.61–3.40 (moderate), 3.41–4.20 (high), and 4.21–5.00 (very high). Open-ended responses were analysed thematically through reading the responses, assigning codes, grouping codes into themes, reviewing the themes, and drawing conclusions. This procedure followed the principles of thematic analysis described by Braun and Clarke.[10] The results of both forms of analysis were then interpreted together to identify priority needs and formulate recommendations for developing Arabic learning media suited to the institution's context.

RESULTS AND DISCUSSION

Learning Profiles, Students' Difficulties, and Media Use

All five respondents teach Arabic at the junior secondary level (SMP/MTs) and base their instruction on the pesantren curriculum or specific classical texts used within their institutions. In terms of teaching experience, three respondents (60%) have been teaching for 5–10 years, one (20%) for 1–4 years, and one (20%) for more than 10 years. This profile shows that the respondents have varying levels of professional experience but share a common institutional context in which Arabic instruction is closely connected to the pesantren curriculum. Understanding these characteristics is important in a needs assessment because teachers' instructional decisions are shaped by their experience, curricular expectations, and educational environment. These factors provide a foundation for identifying appropriate media to support Arabic language teaching at Pondok Pesantren Al-Kautsar Jakarta.

The respondents' teaching profiles are summarised in Table 2. All five teachers work at the junior secondary level and use the pesantren curriculum or specific classical texts as their instructional reference. Although most respondents have 5–10 years of teaching experience, the sample also includes teachers with shorter and longer periods of service. This variation provides perspectives from teachers at different stages of their professional careers. The shared curricular context is particularly relevant because learning media should complement the materials and

9 Godfred O. Boateng et al., "Best Practices for Developing and Validating Scales for Health, Social, and Behavioral Research: A Primer," *Frontiers in Public Health* 6 (June 11, 2018), https://doi.org/10.3389/fpubh.2018.00149.

10 Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (January 21, 2006): 77–101, https://doi.org/10.1191/1478088706qp063oa.

instructional objectives already used in the pesantren rather than introduce content disconnected from classroom practice. A needs analysis by Al Husna et al. similarly emphasised the importance of identifying teachers' and learners' requirements when developing interactive multimedia-based Arabic teaching materials.[11]

Table 2. Respondents' Teaching Profiles

Category	Characteristic	Frequency	Percentage
Educational level	Junior secondary (SMP/MTs)	5	100%
Teaching experience	1–4 years	1	20%
Teaching experience	5–10 years	3	60%
Teaching experience	More than 10 years	1	20%
Instructional reference	Pesantren curriculum or specific classical texts	5	100%

Source: Needs assessment questionnaire data, processed by the researcher (2026)

The most frequently reported student difficulty was *kalām* (speaking), identified by four respondents (80%). The remaining respondent (20%) identified *mufradāt* (vocabulary) as the primary difficulty. This finding indicates that speaking skills constitute the main area of concern among the teachers surveyed. Difficulties in speaking may involve more than the ability to recall vocabulary; students may also need opportunities to practise pronunciation, construct sentences, and use Arabic in meaningful communication. This finding is consistent with Khusniyah and Muhtadi, who highlighted the potential of multimedia to support Arabic communication skills among students in Islamic boarding schools.[12] Accordingly, learning media should incorporate visual and interactive elements that help students practise speaking, reinforce vocabulary, and engage more actively in classroom activities.

Regarding the media currently used in Arabic instruction, three respondents (60%) reported using audio, video, or presentation materials. One respondent (20%) relied on textbooks and a blackboard, while another (20%) used digital modules or applications. These results indicate that some forms of technology are already present in the teaching process, although the types of media used vary among teachers. However, the use of digital media does not necessarily mean that classroom activities are sufficiently interactive or that the media effectively address students' specific learning difficulties. Aburezeq examined the use of participatory video to develop Arabic speaking skills, demonstrating the relevance of video-based instruction to language learning.[13] In this context, developing media for Pondok Pesantren Al-Kautsar Jakarta should involve more than presenting information visually; the media should also provide opportunities for students to practise language skills and participate actively in learning.

Table 3 presents the main difficulties reported by students, the learning media currently used by teachers, and the teachers' assessments of media effectiveness. The distribution shows that *kalām* is the most frequently identified difficulty, while audio, video, and presentations constitute

11 Lathifah Al Husna et al., "A Mixed-Methods Needs Analysis for Interactive Multimedia-Based Arabic Teaching Materials for Grade 8 at State Islamic Junior High School (MTsN) 17 Tanah Datar," *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 2 (November 30, 2025): 786–801, https://doi.org/10.29240/jba.v9i2.14430.

12 Tri Wardati Khusniyah and Ali Muhtadi, "Developing Arabic Language Learning Multimedia," *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran* 2, no. 2 (November 30, 2018): 247–61, https://doi.org/10.21831/jk.v2i2.18856.

13 Ibtehal Aburezeq, "Using Participatory Video as an Instructional Tool to Develop Arabic Speaking Skills: Its Impact and Attitudes towards It," *Journal of Educational and Psychological Studies* 14, no. 2 (April 30, 2020): 307–25, https://doi.org/10.53543/jeps.vol14iss2pp307-325.

the most commonly reported category of existing media. These findings provide a clearer picture of the relationship between students' learning needs and the resources currently used in the classroom. They also establish a basis for examining whether existing media adequately support speaking practice and other language-learning activities.

Table 3. Students' Main Difficulties, Current Learning Media, and Perceived Effectiveness

Aspect	Response	Frequency/Mean	Percentage
Main difficulty	*Kalām* (speaking)	4	80%
Main difficulty	*Mufradāt* (vocabulary)	1	20%
Current media	Audio, video, or presentations	3	60%
Current media	Textbooks and blackboard	1	20%
Current media	Digital modules or applications	1	20%
Media effectiveness	Mean rating	3.20	—

Source: Needs assessment questionnaire data, processed by the researcher (2026)

Teachers' ratings of the effectiveness of their current learning media ranged from 3 to 4, with a mean score of 3.20. Four respondents gave a rating of 3, while one gave a rating of 4. Although these ratings do not indicate uniformly low effectiveness, they suggest room for improvement in the media currently used. This result should be interpreted in relation to the reported difficulty in *kalām*: media may support the delivery of learning materials without providing sufficient opportunities for students to practise speaking. The findings therefore point to the need for learning media that combine clear visual presentation with interactive activities relevant to the target language skills. These considerations provide a basis for further examining teachers' constraints, technological readiness, and preferences for developing more suitable Arabic learning media.

Teacher Constraints and Technological Readiness in Arabic Instruction

The needs assessment also examined the constraints teachers face when using learning media, the availability of technological facilities, their preferred mode of access, and their self-assessed technological competence. The questionnaire results showed that four respondents (80%) faced constraints related to limited time or technical skills, while one respondent (20%) reported a lack of high-quality learning media. All five respondents reported having access to a laptop or computer and preferred learning media that could be accessed offline. These findings indicate that the development of learning media should take into account not only pedagogical requirements but also the practical conditions teachers face. The availability of technological devices does not necessarily resolve limitations related to time, technical skills, or the quality of instructional materials. Details of the findings on teachers' constraints and technological readiness are presented in Table 4.

Table 4. Teachers' Constraints and Technological Readiness in Instruction

Aspect	Response	Frequency	Percentage
Main constraint	Limited time or technical skills	4	80%
Main constraint	Lack of high-quality learning media	1	20%
Available facilities	Laptop or computer	5	100%

Preferred access mode	Offline access	5	100%
Technological competence	Mean self-assessment score	3.00	—

Source: Needs assessment questionnaire data, processed by the researcher (2026)

Limited time and technical skills were the most frequently reported constraints. This finding suggests that teachers need learning media that are practical, easy to operate, and adaptable to the instructional materials they already use. Media that require complicated installation or extensive technical preparation may increase teachers' workloads rather than facilitate instruction. Ease of use should therefore be a primary design consideration, alongside visual quality, interactivity, and alignment with learning objectives. Al Anshory identified several challenges associated with the use of information technology-based Arabic learning media, including teachers' limited skills in operating the media, internet connectivity issues, and a lack of alignment between the media and instructional needs.[14] These findings are relevant to the conditions reported by the respondents in the present study. One potential option is an interactive PowerPoint presentation that enables teachers to integrate learning materials, audio, illustrations, and exercises into a format that can be readily adapted.

The availability of laptops or computers among all respondents provides a practical basis for developing computer-based Arabic learning media. However, all respondents also preferred offline access, indicating that the proposed media should function without requiring a continuous internet connection. This preference has implications for the technical format and distribution of the learning materials. Ideally, the materials should be stored locally, allowing text, images, audio, video, and interactive exercises to be accessed directly from a computer. An offline format may also help teachers conduct lessons when internet connectivity is unstable or unavailable. Nevertheless, access to computers does not automatically guarantee that every device can support all the planned features. Device compatibility, file size, ease of use, and the reliability of offline functions should therefore be considered during the development and testing of the learning media.

The respondents' self-assessments of their technological competence yielded scores of 3, 3, 2, 4, and 3 on a five-point scale, resulting in a mean score of 3.00. This result indicates a moderate level of perceived technological competence, although individual ratings varied. It suggests that the proposed media should not assume that all teachers possess advanced technical skills. Instead, the interface should be intuitive, functions should be clearly labelled, and instructions should be concise. Teachers should also be able to select and adapt activities without requiring specialised programming skills. Mudinillah, in a study on the development of interactive multimedia using the Lectora Inspire application for Arabic language learning, highlighted the importance of curricular alignment, clear design and layout, and ease of operation.[15] These principles are relevant to the design of learning media for Pondok Pesantren Al-Kautsar Jakarta. It should be noted, however, that the scores in the present study represent respondents' self-assessments rather than the results of objective tests of their technical abilities.

Overall, the findings point to three practical requirements for developing Arabic learning media at Pondok Pesantren Al-Kautsar Jakarta. First, the media should be easy to operate and require minimal preparation time. Second, it should support offline use on laptops or computers. Third,

14 Abdul Muntaqim Al Anshory, "Use of Information Technology-Based Arabic Learning Media in the Arabic Language Center (PKPBA) Universitas Islam Negeri Maulana Malik Ibrahim Malang," *Tarling : Journal of Language Education* 3, no. 1 (January 4, 2020): 41–58, https://doi.org/10.24090/tarling.v3i1.3089.

15 Adam Mudinillah, "The Development of Interactive Multimedia Using Lectora Inspire Application in Arabic Language Learning," *Jurnal Iqra' : Kajian Ilmu Pendidikan* 4, no. 2 (December 31, 2019): 285–300, https://doi.org/10.25217/ji.v4i2.570.

its design should accommodate varying levels of technological competence through simple navigation and well-organised learning activities. These considerations are consistent with Bustam, Mahmudah, and Hidayat (2024), who developed Arabic instructional videos using a relatively accessible application as an approach to encouraging teachers to use technology in their instruction. In the present study, technology should be selected according to its suitability for instructional needs and user conditions, rather than merely the sophistication of its features. These findings provide a foundation for examining teachers' priorities regarding language skills, media formats, instructional features, and linguistic components to be incorporated into the proposed learning resource.

Priority Needs for Developing Arabic Learning Media

The needs assessment results indicate that the development of Arabic learning media at Pondok Pesantren Al-Kautsar Jakarta should focus on the language skills that require the most support, teachers' preferred media formats, and features that can enhance the learning process. Four respondents (80%) prioritised *kalām* (speaking), while one respondent (20%) selected *istimāʿ* (listening). Preferences for media formats varied, including interactive videos, interactive PowerPoint presentations, digital games or quizzes, and interactive electronic modules. Nevertheless, the respondents' open-ended answers revealed a preference for engaging and interactive PowerPoint presentations. These findings provide a basis for identifying media characteristics that align with teachers' needs, particularly in terms of target language skills, presentation formats, and support for learning activities.

Table 5. Priority Needs for Developing Arabic Learning Media

Aspect	Option	Frequency	Percentage
Priority language skill	*Kalām* (speaking)	4	80%
Priority language skill	*Istimāʿ* (listening)	1	20%
Media format	Interactive video	2	40%
Media format	Interactive PowerPoint presentation	1	20%
Media format	Digital game or quiz	1	20%
Media format	Interactive electronic module	1	20%
Main feature	Curriculum-aligned materials and exercises	4	80%
Main feature	Automated assessment	1	20%

Source: Needs assessment questionnaire data, processed by the researcher (2026)

The predominance of *kalām* as the priority skill indicates that the proposed media should provide students with opportunities to use Arabic actively rather than merely read or memorise learning materials. Activities could include vocabulary introduction, model dialogues, pronunciation practice, sentence construction, and simulated conversations appropriate to the learners' proficiency levels. Syafe'i explained that instructional media used in teaching *mahārat al-kalām* can serve several functions, including motivating students, conveying information, and providing instruction.[16] Accordingly, the proposed media should combine content presentation with structured communicative practice. Interactive videos could present conversational

16 Isop Syafe'i, "Implementasi Media Bahasa dalam Pembelajaran Mahārat Al-Kalām Berdasarkan Fungsi Media Pembelajaran Menurut Kemp dan Dayton," *TSAQOFIYA Jurusan Pendidikan Bahasa Arab IAIN Ponorogo* 2, no. 2 (October 5, 2020): 44–59, https://doi.org/10.21154/tsaqofiya.v2i2.19.

situations, while interactive PowerPoint presentations could organise vocabulary, model dialogues, questions, and exercises in a gradual sequence. The selection of activities should remain consistent with the pesantren curriculum and students' language proficiency.

In terms of format, the responses indicate that no single type of media was preferred by all teachers. Interactive videos received two selections (40%), whereas interactive PowerPoint presentations, digital games or quizzes, and interactive electronic modules each received one selection (20%). However, the open-ended responses revealed a preference for engaging and interactive PowerPoint presentations. This format could therefore be considered a practical starting point for development, while incorporating relevant visual, audio, and interactive elements. Hakim, Asrowi, and Akhyar developed interactive multimedia for Arabic vocabulary learning and reported positive feasibility assessments from experts and users.[17] Their findings support the consideration of interactive multimedia as an alternative for instructional development, although the final format should be tailored to the needs and conditions of Pondok Pesantren Al-Kautsar Jakarta.

The most frequently prioritised feature was the provision of curriculum-aligned materials and exercises, selected by four respondents (80%). One respondent (20%) prioritised automated assessment. These findings indicate that teachers place particular importance on the alignment of instructional content with curricular requirements, while assessment features may serve as supplementary tools for monitoring students' understanding. The proposed media should therefore include structured materials, examples of language use, progressive exercises, and feedback to help students understand their mistakes. Nurhidayah, Fadhli, and Ulfa developed *drill-and-practice* multimedia for Arabic vocabulary learning by integrating text, images, audio, and video into structured exercises.[18] Their study demonstrated that instructional content and practice activities could be incorporated into multimedia assessed as feasible by experts. This approach is relevant to designing repeated practice activities that remain focused on specific learning objectives.

In addition to identifying preferred media formats and key features, the needs assessment identified linguistic components that should be considered when developing instructional materials. The respondents' answers included vocabulary (*mufradāt*), speech sounds (*aṣwāt*), grammar (*naḥw* and *ṣarf*), and sentence structures or patterns (*tarākīb*). These components can be integrated into activities that support language skills, particularly *kalām*. Vocabulary and speech sounds, for example, can be presented through images, text, and audio examples, while grammar and sentence patterns can be reinforced through sentence-construction exercises or dialogue completion. Ramadhani and Arifin developed augmented reality flashcards for Arabic vocabulary learning by combining visual and interactive elements.[19] Similarly, Robi'ah et al. developed Android-based interactive multimedia to support vocabulary learning.[20] Both studies illustrate how visual elements and interactivity can facilitate language learning, although the

17 Muhammad Luqman Hakim, Asrowi Asrowi, and Akhyar Akhyar, "Pengembangan Multimedia Interaktif Mata Pelajaran Bahasa Arab Materi Profesi Bagi Siswa Kelas VIII SMP IT Al-Huda Wonogiri," *JTP - Jurnal Teknologi Pendidikan* 20, no. 3 (December 31, 2018): 249–63, https://doi.org/10.21009/jtp.v20i3.9537.

18 Siti; Fadhli Nurhidayah Muhibuddin; Ulfa, Saida, "Development of 'Tikrar Space' Multimedia Based on Drill and Practice for Arabic Vocabulary Learning," *Jurnal Inovasi Teknologi Pendidikan* 11, no. 4 (2024): 482–97, https://journal.uny.ac.id/index.php/jitp/article/view/77834/22818.

19 Ummu Hanifah Ramadhani and Moch. Bahak Udin By Arifin, "Augmented Reality Flashcards for Arabic Vocabulary Learning," *Indonesian Journal of Islamic Studies* 12, no. 2 (May 31, 2024), https://doi.org/10.21070/ijis.v12i2.1756.

20 Siti Robi'ah et al., "Development of Interactive Multimedia for Arabic Vocabulary Learning through Android Applications," *International Journal of Arabic Language Teaching* 5, no. 02 (December 22, 2023): 301, https://doi.org/10.32332/ijalt.v5i02.7957.

media proposed in the present study should be adapted to the respondents' preference for offline access.

Table 6. Linguistic Components Required in Arabic Learning Media

Linguistic component	Number of respondents selecting the component	Percentage
Vocabulary (*mufradāt*)	4	80%
Speech sounds (*aṣwāt*)	3	60%
Grammar (*naḥw* and *ṣarf*)	2	40%
Sentence structures or patterns (*tarākib*)	2	40%

Source: Needs assessment questionnaire data, processed by the researcher (2026)

Overall, the needs assessment suggests that Arabic learning media should be interactive, aligned with the pesantren curriculum, and designed to support speaking practice. Interactive PowerPoint presentations could serve as an initial format because they reflect the preference expressed in the open-ended responses, while video, audio, images, and quizzes could be incorporated according to the learning objectives. The content should cover vocabulary, pronunciation, model dialogues, sentence structures, and progressively organised exercises. Assessment features could also be included to provide feedback on students' responses. In addition, all components should be designed for offline use on laptops or computers, consistent with the preference identified in the preceding subsection. These recommendations represent the findings of an initial needs assessment and provide a conceptual foundation for the media design phase; they do not imply that the proposed product has already been developed or its effectiveness tested.

CONCLUSION

This study identified the needs of Arabic language teachers at Pondok Pesantren Al-Kautsar Jakarta regarding the development of visual and interactive learning media. The findings indicate that speaking (*kalām*) is the primary skill requiring support, as identified by four of the five respondents (80%). Although teachers already use various instructional media, their effectiveness ratings suggest room for improvement, particularly in providing meaningful opportunities for language practice. Limited preparation time and technical skills, together with the preference for offline access, further shape the type of media required. These findings suggest that the proposed media should prioritise interactive PowerPoint presentations supported by visual and audio elements, structured exercises, and curriculum-aligned content that can be accessed offline. The study therefore contributes an institution-specific needs assessment that connects pedagogical priorities, teachers' technological readiness, and practical design requirements to inform the development of Arabic learning media.

This study contributes to the preliminary design of context-sensitive Arabic learning media by identifying the language skills, linguistic components, media formats, and technical features most relevant to the teachers' needs. However, its findings should be interpreted in light of several limitations. The analysis involved only five teachers from one pesantren, limiting the generalisability of the findings to other educational settings. In addition, the data were based primarily on teachers' questionnaire responses and self-assessments, without direct observation of classroom practices or measurement of students' learning outcomes. Future research should involve a larger and more diverse sample of teachers and students, incorporate classroom

observations and interviews, and examine learners' perspectives more directly. The next stage should develop a prototype based on the identified needs, validate its content and usability through expert review and user testing, and evaluate its effectiveness in improving Arabic language skills, particularly *kalām*. These steps would establish a stronger empirical basis for determining the educational value of the proposed media.

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