KURAS Institute

Journal of Arabic Education, Linguistics and Literature Studies

journal homepage: https://journal.kurasinstitute.com/index.php/jicallss

Enhancing Arabic Language Learning through Instructional Video: A Design and Development Study

Taṭwīr Fīdiyū Ta'līmī li-Taḥsīn Ta'allum al-Lughah al-'Arabiyyah: Dirāsah fī al-Taṣmīm wa al-Taṭwīr

Nurhappy Ramadona[1]*, Rizka Rivensky[2], Ahmad Sani[2], Rizky Rivensky[3]

[1]Sekolah Dasar Islam Terpadu Mutiara Kuala, Langkat, Indonesia

[2]Universitas Islam Negeri Sultanah Nahrasiyah Lhokseumawe, Lhokseumawe, Indonesia

[3]International Islamic University Malaysia, Gombak, Malaysia

*Corresponding E-mail: nurhappyramadona@gmail.com

DOI: https://doi.org/10.51214/jicalls.v4i2.2155

Abstract

The development of information technology has encouraged the use of digital media in education, particularly video-based learning materials that combine visual and auditory elements to support students' understanding and interest. However, appropriate digital materials for Arabic remain limited, highlighting the need for accessible instructional resources that support students' learning needs. Thus, the study aimed to design and evaluate the feasibility of an Arabic language instructional video on the chapter on family daily activities, *"Min Yawmiyyāt al-Usrah"*. The study employed a Research and Development (R&D) approach using the ADDIE development model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. The developed product was an animated instructional video designed for Grade VII students, incorporating Arabic vocabulary, dialogues, and quizzes. The product was evaluated by a media expert, a material expert, and 28 Grade VII students at State Islamic Junior High School MTsN 2 Bireuen. The data were analyzed quantitatively using percentage-based evaluation criteria. The results showed that the developed media was rated highly feasible, scoring 97.7% from the material expert and 100% from the media expert. Student responses were indicated a high level of practicality, with a score of 90%. These findings demonstrate that the designed instructional video is feasible, engaging, and can be used as a tool to increase students' motivation to learn Arabic. Therefore, this study theoretically contributes to the development of research on technology-enhanced Arabic language learning. Practically, the developed animated educational video provides teachers with a supportive instructional tool for teaching Arabic. The study highlights the importance of developing digital learning materials that are aligned with students' proficiency levels and educational needs.

Keywords: Arabic Teaching and Learning; Family Daily Activities; Instructional Video; Media Design.

ملخّص

شجع تطور تكنولوجيا المعلومات على استخدام الوسائط الرقمية في التعليم، ولا سيما المواد التعليمية القائمة على الفيديو التي تجمع بين العناصر البصرية والسمعية لتعزيز فهم الطلاب وزيادة اهتمامهم. ومع ذلك، لا يزال توفر المواد الرقمية المناسبة للغة العربية محدوداً، مما يبرز الحاجة إلى موارد تعليمية متاحة تلبي احتياجات الطلاب التعليمية. ومن ثم، هدفت هذه الدراسة إلى تصميم وتقييم مدى جدوى مقطع فيديو تعليمي للغة العربية يتناول موضوع "يوميات الأسرة". وقد اعتمدت الدراسة منهجية

© 2026 Nurhappy Ramadona, Rizka Rivensky, Ahmad Sani, Rizky Rivensky

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

البحث والتطوير (R&D) باستخدام نموذج ADDIE للتطوير، والذي يتكون من خمس مراحل: التحليل، والتصميم، والتطوير، والتنفيذ، والتقييم. تمثل المنتج النهائي في مقطع فيديو تعليمي رسومي (أنيميشن) صمم لطلاب الصف السابع، وتضمن مفردات عربية وحوارات واختبارات قصيرة. وخضع المنتج للتقييم من قبل خبير في الوسائط التعليمية وخبير في المحتوى، بالإضافة إلى تحليل استجابات ٢٨ طالباً من الصف السابع في المدرسة الثانوية الحكومية الثانية بيروين MTsN 2 Bireuen. جرى تحليل البيانات كمياً باستخدام معايير تقييم تعتمد على النسب المئوية. وأظهرت النتائج أن الوسيلة التعليمية المطورة حازت على تقييم عال من حيث الجدوى، حيث حصلت على نسبة ٩٧,٧٪ من خبير المحتوى و١٠٠٪ من خبير الوسائط. كما أشارت استجابات الطلاب إلى مستوى عال من الفائدة العملية، بنسبة بلغت ٩٠٪ . وتظهر هذه النتائج أن الفيديو التعليمي المصمم عملي وجذاب، ويمكن استخدامه كأداة لزيادة دافعية الطلاب لتعلم اللغة العربية. وبناء على ذلك، تساهم هذه الدراسة نظرياً في تطوير الأبحاث المتعلقة بتعلم اللغة العربية المعزز بالتكنولوجيا. أما من الناحية العملية، فيوفر الفيديو التعليمي الرسومي المطور أداة مساعدة للمعلمين في تدريس اللغة العربية. وتؤكد الدراسة.

الكلمات المفتاحية : الفيديو التعليمي؛ تصميم الوسائط التعليمية؛ تعليم اللغة العربية وتعلمها؛ الأنشطة اليومية الأسرية.

INTRODUCTION

In the present era, information and communication technology has brought significant changes and provided fast and extensive access to educational resources worldwide.[1] Digital learning media can be accessed and processed through digital devices, such as computers and mobile phones, in the form of videos, animations, and interactive applications that help students better understand the learning material.[2] Learning itself is defined as the process of developing students' knowledge and skills through the use of appropriate media, methods, and strategies.[3]

The current era of globalization has increased the need to integrate digital technology into education.[4] Thus, digital technology must be implemented in Arabic language learning. However, there are several obstacles related to educators' use of digital-based learning media, as some are not yet able to utilize digital learning media because they cannot fully create the media themselves.[5] The limited use of digital learning media is also evident in several educational institutions. This is supported by a study that explains that the main challenge of digitalizing learning lies in teachers' readiness. If they are unable to use digital media, teachers may hinder the learning process, even though they are the main actors in implementing it.[6]

[1] Betty Mauli Rosa Bustam, *Inovasi Media Pembelajaran Bahasa Arab Berbasis Pemanfaatan Teknologi* (UAD Press, 2024).

[2] Elgy Sundari, "Transformasi Pembelajaran di Era Digital," *Cendekia Pendidikan* 4, no. 4 (2024): 1–14, https://doi.org/https://doi.org/10.9644/sindoro.v4i5.3325.

[3] Sepling Paling et al., *Belajar dan Pembelajaran* (Deli Serdang: PT. Mifandi Mandiri DigitaL, 2023).

[4] Najwa Salsabila Putri and Marsofiyati, *Pengaruh Integrasi Teknologi Pembelajaran dan Efektivitas Pendidikan Terhadap Transformasi Paradigma Pendidikan Era Digital*, *Jurnal Mahasiswa Kreatif* 3, no. 1 (2024), 74–86. https://doi.org/10.59581/jmk-widyakarya.v3i1.4475.

[5] Febrizka Alya Rahma et al., "Problematika Pemanfaatan Media Pembelajaran Berbasis Digital," *Basicedu* 7, no. 1 (2023): 603–11, https://doi.org/10.31004/basicedu.v7i1.4653.

[6] Sri Wahyuni and Nur Haryanti, "Optimalisasi Kompetensi Guru Dalam Pengembangan Pembelajaran Berdiferensiasi Berbasis Media Digital," *Wahana Dedikasi: Jurnal PkM Ilmu Kependidikan* 7, no. 1 (2024): 142–54, https://doi.org/10.31851/dedikasi.v7i1.15974.

Therefore, to address this issue, educators are required to be able to use digital-based learning media in the learning process.[7] One of the interesting digital learning media for educators to use is instructional video media. Agnew et al as cited in Munir[8] defined video media as a digital medium that presents a sequence of images, creating an impression of motion and animation. It combines two key elements sound and image relying not merely on visuals but also incorporating audio, thereby enabling the simultaneous use of the senses of sight and hearing during the learning process

Video media presents information through both audio and visual channels, thereby helping students more easily receive, understand, and retain the material in the classroom learning process.[9] In another study, it was found that video media for learning Arabic is important as it plays a role in improving students' learning outcomes and motivation.[10] This indicates that video media can help students understand vocabulary, sentence structures, and the Arabic language in general, as it allows them to both hear and see Arabic in the appropriate context.[11]

In contrast, traditional methods, such as lecturing and repetitive memorization, in delivering the learning material tend to make students feel bored and diminish their interest in learning.[12] Therefore, it is necessary to incorporate digital learning media, particularly instructional videos, into Arabic language learning by designing engaging and appealing video content to prevent students from becoming disengaged during classroom activities. The use of such media can create a more stimulating learning environment, thereby enhancing students motivation and interest in learning Arabic in a more enjoyable and effective manner.[13]

Several previous studies have demonstrated the potential of video media in learning. One example is the development of Arabic language learning media based on animated videos for seventh-grade students at Darul Ishlah Islamic Boarding School, Bulukumba, using the R&D ADDIE model, which was proven to be valid, practical, and effective in enhancing students' learning activities.[14] Meanwhile, the development of Prezi video media in Islamic Religious Education on the topic of short surahs concluded that this medium captured

[7] Baginda Sitompul, "Kompetensi Guru Dalam Pembelajaran di Era Digital," *Jurnal Pendidikan Tambusai* 6, no. 3 (2022): 13953–60, https://doi.org/10.31004/jptam.v6i3.4823.

[8] Agnew et. al, Multimedia in the Classroom. Cited in Munir, Multimedia Konsep dan Aplikasi dalam Pendidikan. (Bandung: Alfabeta CV, 2012).

[9] Lita Putri Marliani, "Pengembangan Video Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa Sekolah Dasar," *Paedagogy: Jurnal Ilmu Pendidikan dan Psikologi* 1, no. 2 (2021): 125–33, https://doi.org/10.51878/paedagogy.v1i2.802.

[10] Norma, "Meningkatkan Hasil Belajar Peserta Didik Melalui Media Video Pembelajaran Pada Pembelajaran Jarak Jauh di Masa Pandemi Covid-19" *Social : Jurnal Inovasi Pendidikan IPS* 1, no. 2 (2021): 101–15, https://doi.org/10.51878/social.v1i2.697.

[11] Mira Ulfa, "Peran Media Audio Visual Dalam Pembelajaran Bahasa Arab," *Jurnal Pendidikan Islam* 2, no. 1 (2023): 20.

[12] Amirova, "Traditional vs. Non-Traditional Teaching in Secondary Education: A Comparative Analysis," *Porta Universorum* 1, No. 3 (2025): 101-109, https://doi.org/https://doi.org/10.69760/portuni.010309.

[13] Sri Handayani and Syafi'i, "Pemanfaatan Video Animasi Youtube Untuk Meningkatkan Pengembangan Maharah Istima' Bahasa Arab," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2022): 104–15, https://doi.org/10.30997/tjpba.v3i2.6138.

[14] Asrullah et al., "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Bagi Siswa Kelas VII Pondok Pesantren Darul Ishlah Bulukumba," *Journal of Arabic Education and Linguistics* 3, no. 1 (2023): 22–33, https://doi.org/10.24252/jael.v3i1.37968.

students' attention and enhanced their learning motivation, although its validity and practicality have not yet been tested.[15]

Furthermore, the use of Arabic video media to improve listening skills has been statistically shown to significantly enhance students' Arabic listening proficiency. Najmawati et al in their study on the use of Arabic Video Media to enhance listening, found that the use of video significantly improved students' Arabic listening.[16] Not only that, Norma reported the role of video media in enhancing students' learning outcomes and motivation in Arabic language learning.[17]

From these three previous studies, it can be concluded that instructional video media, whether in the form of animation, interactive presentations, or educational broadcasts, plays an important role in supporting the learning process. Although previous studies focused on developing video-based learning media, this study differs in its focus on a single Arabic language learning material, whereas previous studies included both Arabic language learning and Islamic religious education. Moreover, this research and development is more multimedia-oriented, presenting not only instructional videos but also quizzes.

Based on preliminary observations and an interview with the Arabic language teacher at MTsN 2 Bireun conducted by the researchers, it was found that teachers rarely use digital learning media during the teaching and learning process. Consequently, they rely on lecturing and rote memorization to explain the course material. This approach causes students to become bored and lose their motivation to learn. Therefore, it is essential to incorporate digital learning media, specifically video, into Arabic language instruction by designing engaging videos that prevent student boredom during classroom learning.

The video media developed in this study is designed not only to facilitate students' understanding of learning materials but also to present assignments and quizzes to enhance students' active participation. In contrast, previous studies merely presented instructional videos without incorporating multimedia elements. This study aims to design and examine the feasibility of video media for Arabic language learning among seventh-grade students at MTsN 2 Bireuen through validation by media experts, material experts, and student responses. The video media is multimedia-based, consisting of instructional video presentations combined with quizzes. Through this research, it is expected to produce a product validated by media experts, material experts, and student responses that is not only effective in delivering learning but also engaging and supportive of students' classroom learning. Thus, the product in this study is recommended as an interactive digital learning alternative that is aligned with students' needs in the modern era.

METHODS

This research adopts a Research and Development (R&D) approach by applying the ADDIE instructional design model ,focusing on the chapter on family daily activities, "*Min*

[15] Rahmat Mulyadi et al., "Pengembangan Media Prezi Video Dalam Pembelajaran Pendidikan Agama Islam," *Jurnal Pendidikan Agama Islam Al-Thariqah* 8, no. 1 (2023): 174–88, https://doi.org/10.25299/al-thariqah.2023.vol8(1).12563.

[16] Najmawati et al, *Penggunaan Media Video Bahasa Arab Dalam Meningkatkan Maharah Al-Istima' Siswa*, Sipakainge: Inovasi Penelitian, Karya Ilmiah, dan Pengembangan (Islamic Science) 2, no. 5 (2024): 53-61.

[17] Norma, "Meningkatkan Hasil Belajar Peserta Didik Melalui Media Video Pembelajaran Pada Pembelajaran Jarak Jauh di Masa Pandemi Covid-19".

Yawmiyyāt al-Usrah". ADDIE instructional design model encompasses five core phases: analysis, design, development, implementation, and evaluation.[18]

First, the analysis phase: an examination was conducted on three key aspects, which are needs analysis, curriculum analysis, and student characteristics prior to designing the instructional video media. *Second,* the design phase: relevant references were collected, a flowchart of the video media design was developed, graphical and animation materials from Canva were selected, and instruments were constructed to evaluate the developed learning media. *Third,* the development phase: the designed media was validated by a material expert and a media expert to assess its quality. *Fourth,* the implementation phase: the instructional video was implemented with seventh-grade students at MTsN 2 Bireuen, accompanied by the distribution of a student response questionnaire prepared beforehand. *Fifth,* the evaluation phase: the instructional video was reviewed by considering students' suggestions as well as feedback from both material and media experts.

The population of this study comprised all seventh-grade students, ranging from Class VII-1 to VII-8, with a total of approximately 256 students at MTsN 2 Bireuen. The sample was selected using purposive sampling, a technique based on specific considerations aligned with the research objectives.[19] The sample involved 28 students from Class VII-1. This class was selected based on a recommendation from the Arabic language teacher, as it was identified as the core class; consequently, it was deemed suitable for implementing the developed instructional medium. The selection of Class VII-1 was intended as a single-group, small-scale feasibility trial rather than a representative experimental sample. Consequently, the findings from this implementation are interpreted primarily in terms of the feasibility, usability, and students' responses to the developed instructional video rather than as evidence that can be generalized to the entire seventh-grade population.

Data collection techniques included preliminary data collection and main data collection. The main data were collected through validation sheets from media expert, material expert, and student response questionnaires. The data analysis technique employed was quantitative analysis to process data obtained from the material and media validation sheets as well as the student response questionnaires. The instruments of experts' validations and students' response questionnaires were adapted and modified from references.[20]

Table 1. Instrument of the Material Expert Validation

No	Aspect	Indicator
1	Content Material	The content material is appropriate to the concept
		There are no conceptual errors in the content of the material
		Explanation of the material in accordance with linguistic principles
		The material presented aligned with relevant sources/references
		The content of the material is in line with the textbooks used in schools
		The material is based on learning standards.
		The presentation of the material is clear.
		The material presented is easy to understand.

[18] Zef Risal et.al, *Metode Penelitian Dan Pengembangan R&D, Metode Penelitian dan Pengembangan Reseach and Development (R&D) Konsep, Teori-Teori, dan Desain Penelitian* (Malang: CV.Literasi Nusantara Abadi: 2022).

[19] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, CV, 2022).

[20] Uwes Anis Chaeruman, *Instrumen Evaluasi Media Pembelajaran*, Pusat Teknologi Informasi dan Komunikasi Pendidikan Kementrian Pendidikan dan Kebudayaan, 2015, 1–15; Hamdan Husein, *Media Pembelajaran Digital*, ed. Nur Asri (Bandung: PT Remaja Rosdakarya, 2021).

		The explanation of the material is precise
Overall comments and suggestions		
This learning medium is deemed: 1. suitable for pilot testing without revision 2. suitable for pilot testing with revisions based on suggestions 3. unsuitable for pilot testing *circle the number corresponding to the conclusion		

Table 2. Instrument of the Media Expert Validation

No	**Aspect**	**Indicator**
1	Linguistic aspect	The language used is simple so that it is easy for students to understand.
2	Presentation	The images and photos used are relevant to the material
3	Effect of media on learning strategies	Video media is easy for students to use.
		Video media enables students to learn independently without relying on the teacher.
4	Overall design feasibility	Attractiveness of media display
		Selection of font type is suitable
		Selection of font size is not too big nor too small
		The images or elements used support the understanding of the material.
		The presented text is structured to facilitate understanding.
		The colors used are not striking so they dazzle the eyes
Overall comments and suggestions		
This learning medium is deemed: 1. suitable for pilot testing without revision 2. suitable for pilot testing with revisions based on suggestions 3. unsuitable for pilot testing * Circle the number corresponding to the conclusion		

Table 3. Instrument of the Student Response Questionnaire

No	Indicator
1	The video is practical to used
2	The menu buttons on this media are easy to understand.
3	The video helps me learn independently
4	I can learn Arabic materials by myself using this video
5	I became more interested in learning the material after using this media.
6	This media helps me to be enthusiastic about learning Arabic.
7	This media helps me understand the material more easily.
8	I am invited to think and find my own answers to the quiz in this media.
9	The material related to daily life
10	the material is very useful in real life
Overall comments and suggestions	

The researchers employed a five-point Likert scale to analyze the data (Sugiyono, 2022). For the assessment conducted by the material experts and media experts, the scale consisted of: 1 = not valid, 2 = less valid, 3 = moderately valid, 4 = valid, and 5 = very valid. Meanwhile, for the students' responses, the scale was defined as: 1 = not practical, 2 = less practical, 3 = moderately practical, 4 = practical, and 5 = highly practical. The obtained scores were then

calculated by comparing the total score achieved with the maximum possible score, and subsequently converted into percentage form.

$$P = \frac{\sum \text{Maximum possible scores}}{\sum \text{Validation scores obtained}} \times 100\%$$

The resulting percentages were subsequently classified into the following criteria: 81–100% (very valid/very practical), 61–80% (valid/practical), 41–60% (moderately valid/moderately practical), 21–40% (less valid/less practical), and 0–20% (not valid/not practical).

RESULT AND DISCUSSION

First Stage: Analysis

Before developing the product, the initial stage involved collecting preliminary data on needs analysis, curriculum, and student characteristics through interviews and pre-research observations. A needs analysis was conducted through an interview with the Arabic language teacher. He stated that, despite using existing educational materials or media, they failed to effectively engage students in the learning process. This was attributed to a lack of supporting resources, such as language laboratories and digital media, which made the learning process monotonous and dampened students' enthusiasm for learning Arabic.

According to the teacher, integrating digital educational media into the teaching and learning process is essential. However, he rarely utilizes such media, relying instead on lecture-based instruction and rote memorization. Consequently, students quickly become bored and lack the motivation to engage with the lessons. Their diminished interest also stems from their educational backgrounds; as most come from public primary schools, they tend to perceive Arabic as a difficult and unappealing subject. To address this issue, there is a need to design technology-based educational media such as video resources to support the instructional content delivered by the teacher.

An analysis of the curriculum revealed that the curriculum adopted for seventh-grade students at MTsN Bireun is the Merdeka Curriculum. The researchers also observed that all subjects taught by the teacher are based on the core competencies stipulated in this curriculum.

Furthermore, the pre-research observation results on student characteristics indicated varying levels of learning motivation; some were enthusiastic, while others showed low engagement. The dominance of lecture-based methods and the limited use of technological media highlighted the need for instructional innovation. Therefore, creatively designed learning media that align with student characteristics are essential to foster a more enjoyable learning process.

Second Stage: Design

After the preliminary data were collected, the next stage was designing the learning media to be developed. At this stage, the video media design was constructed using a flowchart to illustrate the workflow of the instructional video program. The flowchart visualized the entire sequence, ranging from the main menu and button menu to the researcher profile, materials, vocabulary, dialogues, and practice exercises. In the development stage, the product was created based on the results of the needs analysis and the previously prepared initial design. The video was designed using Canva.

The instructional content was structured into several sequential components, including an opening and introduction, learning objectives, vocabulary introduction *(Mufradāt)*, conversations *(Hiwār),* and exercises. This sequence was designed to move students progressively from vocabulary recognition to understanding expressions in context and, finally, to comprehension practice.

The next step in the design phase involved preparing a visual storyboard. The storyboard specified the content for each scene, including text, illustrations, animations, vocabulary, dialogue, learning activities, and transitions. The visual elements were selected based on their relevance to the topic of family daily activities and their ability to support students' comprehension of the Arabic material. The storyboard also considered font consistency and size, visual layout, readability, and synchronization between visual elements and spoken language. Canva was used to create and arrange the visual components

After that, the audio script was prepared. The script specified the Arabic vocabulary, sentences, and dialogues that would be presented orally. Particular attention was given to the clarity and accuracy of Arabic pronunciation, appropriate speech rate for seventh-grade students, audibility, and correspondence between the spoken material and the visual information. Finally, the researchers prepared the instruments that would subsequently be used to evaluate the developed product.

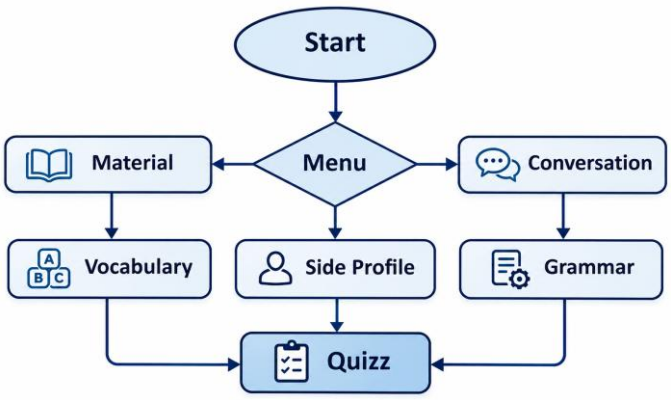


Figure 1. Flowchart of the Video

Thus, the flowchart, storyboard, audio script, content structure, and evaluation instruments provided a systematic basis for producing the instructional video in accordance with the findings of the analysis stage and the principles of the ADDIE model. After the development process was completed, material and media experts validated the video to assess content feasibility and media design alignment with the learning objectives.

Third Stage: Development

Material Expert Validation Result

At this stage, the educational video medium was designed based on the results of the needs analysis and the previously prepared initial design. After the production process was completed, the medium was presented to a subject matter expert and an educational media expert to assess the suitability of the content and the medium's design in relation to the educational objectives. The evaluation results provided data that formed the basis for the

necessary adjustments. These adjustments were made comprehensively to ensure that the produced video medium was engaging and of high quality.

Table 4. Comparison Between the Material Expert's Evaluation Before and After the Modification

No	Aspect	Indicator	Before	After
1	Content Material	The content material is appropriate to the concept	5	5
		There are no conceptual errors in the content of the material	4	5
		Explanation of the material in accordance with linguistic principles	5	5
		the material presented aligned with relevant sources/references	5	5
		The content of the material is in line with the textbooks used in schools	5	5
		The material is based on learning standards.	4	5
		The presentation of the material is clear.	5	5
		The material presented is easy to understand.	4	5
		The explanation of the material is precise	5	5
The Ideal Result			*45*	*45*
Number of validation points			43	*44*
Percentage Value			95.5%	*97.7%*
Percentage Range			81-100%	*81-100%*
Criteria			Very valid	*Very valid*

Based on the subject matter expert's data in Table 4, before the adjustment, a score of 43 out of a maximum of 45 was achieved, representing 95.5%. This indicates that the prepared material falls within the very valid category, although some aspects still require improvement. After the adjustment, taking into account the feedback from the evaluation, the score increased to 44, representing 97.7%. These scores were obtained by multiplying the number of items evaluated, which is 9. The Likert scale used in this research ranges from 1 to 5, and since the highest score is 5, 5 x 9 = 45. The formula for calculating the percentage is as follows:

$$\mathrm{P} = \frac{\sum x}{\sum \mathrm{xi}} \times 100\%$$

$$\mathrm{P} = \frac{44}{45} \times 100\%$$

$$\mathrm{P} = 97{,}7\ \%$$

The instrument also included overall comments and suggestions from the expert. Hence, based on the comments, the aspects were modified as shown in Figure 2.

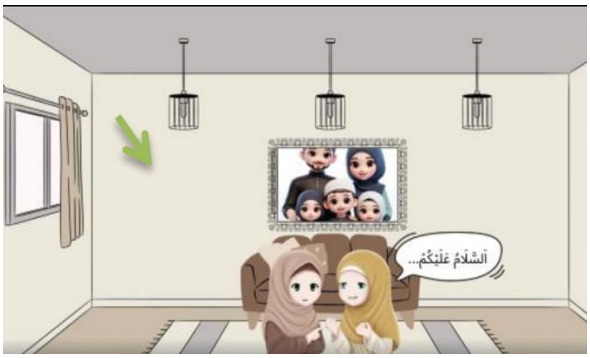
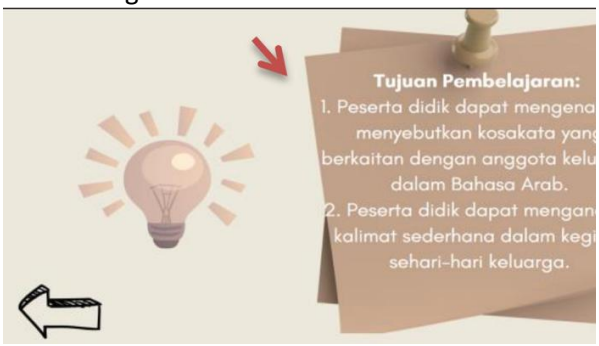
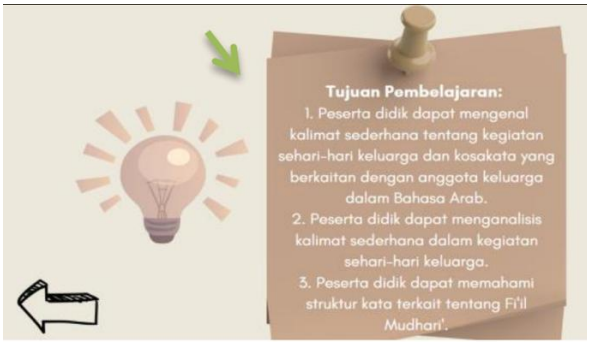
Before Modification	After Modification
	
The font used was too small and the background colour was not attractive	Enlarge the letters and change the background color.
	
Add another learning objective.	The educational goal was added
	
The letters were covered with one of the elements	The letters are not covered with the element

Figure 2. Before-After Modification Steps

The validation process yielded several suggestions that served as the basis for revisions, such as adding explicit learning objectives and enlarging the font size in the video. After revisions were made based on the evaluation feedback, the score from the material expert increased from 43 (95.5%) to 44 (97.7%).

Media Expert Validation Result

The instructional video was validated by a media expert to assess its feasibility and overall quality as a learning medium. The evaluation covered linguistic aspects, presentation, the effect of the media on learning strategies, and overall design feasibility. The validation results provide a basis for identifying necessary improvements and determining the validity of the developed instructional video.

Table 5. Comparison Between the Mediator Expert's Evaluation Before and After the Modification

No	Aspect	Indicator	Before	After
1	Linguistic aspect	The language used is simple so that it is easy for students to understand.	5	*5*
2	Presentation	The images and photos used are relevant to the material	5	*5*
3	Effect of media on learning strategies	Video media is easy for students to use.	5	*5*
		Video media enables students to learn independently without relying on the teacher.	5	*5*
4	Overall design feasibility	Attractiveness of media display	5	*5*
		Selection of font type is suitable	4	*5*
		Selection of font size is not too big nor too small	4	*5*
		The images or elements used support the understanding of the material	4	*5*
		The presented text is structured to facilitate understanding.	5	*5*
		The colors used are not striking so they dazzle the eyes	5	*5*
The Ideal Result			50	*50*
Number of validation points			47	*50*
Percentage Value			94%	*100%*
Percentage Range			81-100%	*81-100%*
Criteria			Very valid	*Very valid*

Based on the data in Table 5, before modification, a score of 47 out of a maximum of 50 was obtained, representing 94%. This indicates that the designed educational material falls within the very valid category, although some aspects require improvement. After adjustments based on feedback from the evaluation, the score increased to 50, representing 100%. These scores were obtained by multiplying the number of items evaluated, which is 10. The Likert scale used in this research ranges from 1 to 5, and since the highest score is 5, 5 x 10 = 50. The formula for calculating the percentage is as follows:

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

$$P = \frac{50}{50} \times 100\%$$

$$P = 100\%$$

The modifications were made based on the overall comments and suggestions, as shown in Figure 3.

Before Modification	After Modification
	
Replacement letters with an element	
	
Replacement letters with an element	
	
The background has been deleted, along with many other elements.	
	
The background has been deleted, along with many other elements.	

Figure 3. Before-After Modification Steps

The media expert's evaluation showed that, before revision, the product scored 47 out of a maximum of 50, equivalent to 94%. This indicated that the media design was categorized as very valid, although certain aspects still required improvement, such as adding elements

relevant to the content and replacing backgrounds that contained excessive details. After revisions were made based on the evaluation feedback, the score increased to 50 with a percentage of 100%.

Fourth Stage: Implementation

The revised product, validated by material and media experts, was subsequently implemented with Grade VII-1 students of MTsN 2 Bireuen. The researchers conducted the application phase on May 20th, 2025, at State Islamic Senior High School 2 Bireun. This phase aimed to assess the students' use of the designed educational medium. The research was conducted in a single classroom meeting, specifically in Class VII-1, at MTsN 2 Bireun. Initially, the researchers planned to present the educational video to the students using a projector. However, due to a projector malfunction, the researchers had to use a laptop and play the video multiple times until all students could view it clearly. After watching the video, the researchers distributed a response questionnaire to the students and provided guidance on how to complete it.

Table 6. Student Response

Stu-dent	The video media is practical to be used	The menu buttons are easy to understand.	This media helps me learn independently	I can learn Arabic material by myself using this video	I became more interested in learning the material after using this media.	This media helps me to be enthusiastic about learning Arabic.	This media helps me understand the material more easily.	I am invited to think and find my own answers to the quiz in this media.	The material is related to daily life	The material is very useful in real life
S1	5	4	5	5	4	4	4	4	4	4
S2	4	4	4	4	4	4	4	5	4	4
S3	4	4	5	5	5	4	5	4	5	5
S4	4	4	4	4	4	4	4	4	4	4
S5	4	4	5	4	4	4	5	4	5	5
S6	4	4	5	4	4	4	5	4	4	5
S7	5	4	4	5	5	5	5	5	4	5
S8	4	4	5	5	4	5	5	5	5	5
S9	4	5	5	4	4	5	4	4	5	4
S10	5	4	4	4	5	4	4	5	5	4
S11	4	5	5	5	5	5	5	4	5	5
S12	3	4	5	4	4	4	4	5	5	4
S13	4	5	5	4	4	4	4	5	5	4
S14	4	5	5	4	4	4	4	5	5	4
S15	5	4	5	4	5	4	4	4	5	4
S16	5	5	5	5	5	5	5	5	5	5
S17	5	5	5	3	5	5	5	5	5	5
S18	5	4	4	5	5	5	5	5	4	5
S19	4	4	5	5	4	5	5	5	5	4
S20	5	4	5	5	5	5	5	5	4	5
S21	5	4	5	5	4	5	5	5	5	5
S22	4	4	5	5	5	5	4	5	5	5
S23	4	4	4	5	4	4	4	5	4	4
S24	4	4	4	4	5	5	5	4	4	4
S25	4	4	4	4	5	5	5	5	5	5
S26	5	4	4	5	5	5	4	4	5	4
S27	5	4	4	5	5	4	5	5	5	5
S28	4	5	4	4	3	4	4	5	4	5

The results obtained from the student response questionnaire indicated a score of 1260 out of a maximum of 1400, equivalent to 90%. Based on the classification criteria, percentages between 81–100% fall into the very practical category.

The students' responses to the open-ended questions indicate that the Arabic learning video was positively received and considered an effective and enjoyable learning medium. The students generally found the video interesting, easy to understand, useful, and motivating, particularly because it incorporated engaging elements such as quizzes and songs. The video also helped students understand the Arabic learning materials more easily and increased their enthusiasm for learning. Although the students expressed positive opinions overall, they also provided suggestions for improvement, including adding more quizzes and increasing the audio volume. These responses suggest that the video can support students' Arabic learning effectively while still allowing further development to make the learning experience more engaging and accessible.

Fifth Stage: Evaluation

During the evaluation phase, the researchers conducted a final review based on feedback from the subject matter expert and the instructional media expert to refine the product. The initial evaluation resulted in several recommendations for revision. The material matter expert provided suggestions concerning the suitability of the material presented in the video with the learning objectives and the students' level of Arabic proficiency. After the recommended revisions were incorporated, the instructional video obtained a score of 97.7%, which falls within the very valid category.

Second, the media expert evaluated the technical and visual aspects of the instructional video, including the presentation, visual elements, typography, audio quality, synchronization between audio and visual elements, and the media's suitability for supporting students' learning. The media expert recommended font and element adjustments. Following the incorporation of these recommendations, the instructional video obtained a score of 100%, indicating that the media was considered very valid from the media-design perspective.

Subsequently, an evaluation was conducted based on student responses to a questionnaire administered during the implementation phase. These responses indicated a 90% acceptance rate for the developed product, signifying that no further modifications were required. Thus, it can be concluded that the designed Arabic language instructional medium falls generally within the very practical category.

DISCUSSION

Arabic language learning at MTsN 2 Bireuen remains predominantly reliant on lecture and memorization methods, with limited utilization of instructional media in the classroom. As a result, students demonstrated low motivation and limited interest in learning Arabic. Previous studies consistently indicate that learning without media is less effective in capturing students' attention, whereas integrating media significantly increases focus and engagement throughout the learning process.[21]

In fact, learning Arabic as a foreign language presents a unique challenge for non-native speakers. Among the most common obstacles students face is difficulty understanding

[21] Wann Nurdiana Sari et al., "Penerapan Video Pembelajaran IPA Dalam Meningkatkan Motivasi Belajar Siswa Pada Pembelajaran Online Kelas V SD N Pulorejo 02," *JIIP: Jurnal Ilmiah Ilmu Pendidikan* 5, no. 8 (2022): 2795–800, https://doi.org/https://doi.org/10.54371/jiip.v5i8.744.

linguistic aspects, such as vocabulary, grammar, and pronunciation.[22] Therefore, to address this issue, an instructional video was designed to reduce students' boredom, enhance their motivation to learn, and foster greater engagement and enthusiasm, thereby encouraging more active participation in the classroom.[23]

Video media is defined as a digital medium that presents a sequence of images, creating an impression of motion and animation. It combines two key elements sound and image relying not only on visuals but also incorporating audio, thereby enabling the simultaneous use of sight and hearing during the learning process. This aligns with Mayer's theory as cited in Surjono, which posits that human working memory comprises two channels auditory and visual and that learning is enhanced when both channels are used simultaneously to process information.[24] Another research finding indicates that learning is more effective and mutual interaction is fostered when using audiovisual media that stimulate two senses simultaneously.[25]

This research employed the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation.[26] The study aimed to assess the validity of an educational video resource by having a media expert and a material expert evaluate it, as well as by gauging student responses. The study resulted in a final product: an educational video for teaching Arabic to seventh-grade students.

The analysis stage involved collecting preliminary data on needs analysis, curriculum, and student characteristics through interviews and pre-research observations. The needs-analysis interview results showed that, despite the use of instructional materials, students' interest in learning remained low due to monotonous teaching methods, limited use of digital media, and their background, which made Arabic a difficult subject. Furthermore, the curriculum analysis revealed that MTsN 2 Bireuen has implemented the Merdeka Curriculum, in which all learning materials are aligned with the prevailing core competencies. [27]

The Arabic language curriculum for the seventh year of Islamic high school incorporates core competencies or fundamental learning outcomes that serve as the foundation for the teaching and learning process. Students are expected to acquire vocabulary, employ speech acts to present information related to specific topics, and analyze simple sentences. This is based on the prescribed core theme: From the Family Daily Activities "*Min Yawmiyyāt al-Usrah*". The theme encompasses linguistic elements such as vocabulary, dialogue, and appropriate grammatical structures.

During the design phase, researchers developed an educational video medium incorporating key elements such as a menu, content, dialogue, vocabulary, word structure, and quizzes. The design was presented as a flowchart a structured diagram serving as a guide for the sequence of the medium's use. The content was based on the seventh grade textbook

[22] Nikmatus Sakdiah and Fahrurrozi Sihombing, "Problematika Pembelajaran Bahasa Arab," *Jurnal Sathar* 1, no. 1 (2023): 34–41, https://doi.org/10.59548/js.v1i1.41.

[23] Sanovriharisa Bekti Pardana and Nurkhairo Hidayati, "Video Dalam Proses Pembelajaran: Peran Pentingnya Sebagai Media Pembelajaran," *Jurnal Pendidikan Biologi* 9 (2024): 630–32, https://doi.org/https://doi.org/10.30605/biogenerasi.v9i1.3352.

[24] Herman Dwi Surjono, *Multimedia Pembelajaran Interaktif* (Yogyakarta: UNY Press 2017).

[25] Riska Aini Putri, "Pengaruh Teknologi Dalam Perubahan Pembelajaran Di Era Digital." Journal of Computers and Digital Business 2, no. 3 (2023): 105–11. https://doi.org/10.56427/jcbd.v2i3.233.

[26] Zef Risal, *Metode Penelitian Dan Pengembangan R&D Konsep, Teori-Teori, dan Desain Penelitian*.

[27] Baharuddin Faruq, *Bahasa Arab MTS VII* (Direktorat KSKK Madrasah Direktorat Jenderal Pendidikan Islam 2020).

aligned with the Merdeka curriculum, specifically the topic Family Daily Activities "*Min Yawmiyyāt al-Usrah*". The design also took into account student characteristics.

The next phase was the development stage. During this phase, the designed educational video medium was evaluated to determine its suitability. The evaluation results placed the medium in the very valid category; specifically, the rating for the content rose from 95.5% to 97.7%, and the rating for the medium itself increased from 94% to 100% following revisions. This indicates that the video medium is suitable for use in the educational process.

In the implementation phase, presenting the educational video to Class VII-1 students at MTsN 2 Bireun elicited a positive response, as evidenced by a 90% approval rate in the questionnaire. The students responded positively to the Arabic learning video, finding it interesting, easy to understand, enjoyable, and helpful in improving their learning. They also suggested adding more quizzes and increasing the audio volume to further improve the video this aligns with previous studies indicating that the use of video media in education boosts student enthusiasm, increases success rates, and captures attention during the learning process.

In the evaluation phase, expert feedback and student responses were utilized to refine the product. Thus, this research demonstrates that the video medium is suitable and effective for students, fostering greater interest in learning. The developed Arabic learning video not only aligns with theoretical and practical foundations but also fosters learning motivation and strengthens language skills through engaging audiovisual presentations, as stated in the previous study.[28]

Similarly, the results show that design media videos help students learn independently; students can learn by themselves using these videos. It is because video media plays a significant role in facilitating the learning process. Its importance is evident in the following aspects: firstly, it conveys messages in ways that transcend the limitations of verbal communication, making it easier for learners to grasp the information presented. Secondly, it helps overcome temporal and spatial barriers by enabling flexible remote learning. Thirdly, it makes the educational process more engaging and stimulates student interest.

Fourthly, it boosts learner motivation and encourages students to follow the course material presented by the teacher. Fifthly, it fosters self-learning skills in students, tailored to their individual capabilities.[29] Based on this, it can be concluded that video media offers five fundamental aspects that support the learning process. Given the significant importance of this medium, it encourages teachers to design and implement it optimally, shifting the methods of presenting course material which previously relied solely on verbal communication toward an approach that relies more heavily on video media.

The result of student response indicates that the use of visual media in learning exposes them to real life experiences as stated in the questioner "the material related to daily life" and "the material is very useful in real life". This result is similar with another study which revelaed that watching videos exposes students with authentic learning experience. The

[28] Sri Astutik, "Penggunaan Media Video Pembelajaran Dan Power Point Dalam Mata Pelajaran Tik Kelas Vii Di Smp Negeri 1 Gurah," *Science, Engineering, Education, and Development Studies (SEEDS): Conference Series* 4, no. 2 (2021): 80–86, https://doi.org/10.20961/seeds.v4i2.56735.

[29] Arif Agus et al., "Urgensi Media Audio Visual Dalam Pempelajaran PAI," *Misykat* 06, no. 2 (2021): 183–96. https://doi.org/10.33511/misykat.v6n2.183-196.

video present contextualized language input that can enhance students' listening skills in real life situations.[30]

Thus, Instructional videos have been proven effective in delivering information through audiovisual means and in enhancing students' knowledge, skills, and learning autonomy across various contexts.[31] Consequently, the use of video in education has proven effective and can foster students' interest in the material being presented. The results of this study are in line with previous studies such as the study of[32] entitled Development of Learning Media Arabic Language Based on Animation Videos for Class VII Students at Darul Ishlah Islamic Boarding School Bulukumba, which highlights the effectiveness of using video media in Arabic learning.

This current study also supported the previous study by[33] entitled Development of Prezi Video Media in Islamic Religious Education Instruction. This study focuses on developing Prezi video media for Islamic Religious Education instruction, specifically focusing on short Quranic surahs: Al-Fil, Al-Ikhlas, and Al-Kawthar by using ADDIE model. It can be concluded that Prezi video has the potential to serve as an instructional medium capable of capturing students' attention and enhancing their motivation during lessons on short Surahs within the Islamic Religious Education (PAI) curriculum.

Not only that the previous study by[34] also suggests that video media can be considered an innovative and effective tool that can be implemented in teaching Arabic language skills. This study recorded significant improvements in students' Arabic listening skills after the use of video media. Thus, the study recommends the continuous integration of video media into the curriculum and training for teachers to further enhance students' Arabic listening skills.

In another study, it was recorded that employing video media for learning Arabic is very crucial as it plays an important role in enhancing students' learning outcomes and motivation.[35] This shows that video media is an effective tool can help students understand vocabulary, sentence structures, and the Arabic language in general, as it allows them to both hear and see Arabic in the appropriate context.[36]

The present study extends the findings of previous studies by developing a video specially designed for seventh grade Arabic learning at MTsN 2 Bireuen by aligning its content with the Merdeka curriculum and the theme specifically the topic Family Daily Activities "*Min Yawmiyyāt al-Usrah*". Thus, the novelty of this study lies in the development of a curriculum aligned audiovisual resource that intergrates vocabulary, dialogue, word structure, and quizzes within a single learning medium.

The findings also have theoretical implications for Arabic language learning through video media as the study contributes to the development of research on technology

[30] Desepta Isna Ulumi et al., "Peningkatan Kualitas Pengajaran Di Era Digital Melalui Pelatihan Pengembangan Video Pembelajaran Interaktif," *Absyara: Jurnal Pengabdian Pada Masyarakat* 4, no. 2 (2023): 198–205, https://doi.org/10.29408/ab.v4i2.24251.

[31] Asari Andi, *Media Pembelajaran Era Digital* (Yogyakarta: Cv. Istana Agency.2023).

[32] Asrullah et al., "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Bagi Siswa Kelas VII Pondok Pesantren Darul Ishlah Bulukumba".

[33] Rahmat Mulyadi et al., "Pengembangan Media Prezi Video Dalam Pembelajaran Pendidikan Agama Islam.

[34] Najmawati et.al, *Penggunaan Media Video Bahasa Arab Dalam Meningkatkan Maharah Al-Istima'Siswa*.

[35] Norma, "Meningkatkan Hasil Belajar Peserta Didik Melalui Media Video Pembelajaran Pada Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19."

[36] Mira Ulfa, "Peran Media Audio Visual Dalam Pembelajaran Bahasa Arab."

enhanced Arabic language learning. From the practical aspect, the findings suggest that the developed animated educational video provides teachers a supportive instructional tool in Arabic language teaching.

Despite the developed video-based instructional medium yielded excellent results during the evaluation and implementation phases, this study is subject to certain limitations. One such limitation is the experiment on this study was conducted within a single class session, making it difficult to comprehensively assess long-term effectiveness. Furthermore, this study also focused on a specific topic and did not cover all topics in Merdeka curriculum These limitations could be addressed in future studies to expand the scope of the educational video medium and enhance its overall impact and effectiveness.

In conclusion, the video medium designed for Arabic language instruction successfully addressed both the theoretical and practical aspects of the teaching-learning process. It not only boosted student motivation but also supported lingustic skills through an engaging audiovisual approach that aligns with the students' daily lives. Therefore, in the current era which focuses on innovative teaching and learning tools, it is recommended that this medium be utilized as an effective alternative for teaching Arabic at MTsN 2 Bireuen.

CONCLUSION

This study aimed to develop video-based media and to determine its feasibility in Arabic language learning. By using the ADDIE development model, this study successfully developed Arabic language learning video media for seventh-grade students, focusing on the chapter of family daily activities "*Min Yawmiyyāt al-Usrah*". The process involved analyzing needs, curriculum, and learner characteristics, followed by the design process using Canva. The validation results indicated excellent feasibility, with scores of 97.7% from material experts and 100% from media experts. After revisions, implementation in class VII-1 with 28 students received positive responses, with a practicality score of 90%. Thus, the developed video media is deemed feasible for use in Arabic language learning and serves as an engaging, interactive, and relevant alternative for students in the digital era. Despite these findings, this study has several limitations, as it was conducted with only one class at a single school; it also did not provide sufficient evidence regarding its long-term effectiveness. Furthermore, this study also focused on a specific topic and did not cover all topics in the Merdeka curriculum. Future studies, therefore, should involve larger samples and conduct longer-term implementation. Quasi-experimental studies could also be conducted to compare pre- and post-test outcomes. In line with these findings, Arabic language teachers are encouraged to utilize video media to enhance students' interest and comprehension while also developing digital literacy to design learning media tailored to learners' needs.

DECLARATIONS

Author Contribution

Nurhappy Ramadona: Conceptualization, Writing-Original Draft, Editing and Visualization. Rizka Rivensky: Writing–Review, Editing, Supervision. Ahmad Sani: Review, Editing, Validation, and Supervision. Rizky Rivensky: Review and Editing.

Funding Statement

This research received no external funding.

Conflict of Interest
The authors declare no conflict of interest.

Declaration of AI Use
ChatGPT was used to improve language clarity under author supervision. DeepSeek was used to generate more concise and engaging title ideas.

Additional Information
Not applicable.

REFERENCES

Agnew et. al, Multimedia in the Classroom. Cited in Munir, Multimedia Konsep dan Aplikasi dalam Pendidikan.Bandung: Alfabeta CV, 2012. Google

Agus, Arif, Mujahidin Aisyah, and Luthfi Hasanah. "Urgensi Media Audio Visual Dalam Pempelajaran PAI." *Misykat* 06, no. 2 (2021): 183–96. https://doi.org/10.33511/misykat.v6n2.183-196.

Amirova. "Traditional vs. Non-Traditional Teaching in Secondary Education: A Comparative Analysis." *Porta Universorum* 1, No. 3 (2025): 101-109, https://doi.org/https://doi.org/10.69760/portuni.010309.

Andi, Asari. *Media Pembelajaran Era Digital*. Yogyakarta: CV. Istana Agency, 2023. Google

Asrullah, Muhammad Yaumi, and M. Yusuf T. "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Bagi Siswa Kelas VII Pondok Pesantren Darul Ishlah Bulukumba." *Journal of Arabic Education and Linguistics* 3, no. 1 (2023): 22–33. https://doi.org/10.24252/jael.v3i1.37968.

Astutik, Sri. "Penggunaan Media Video Pembelajaran Dan Power Point Dalam Mata Pelajaran Tik Kelas Vii Di Smp Negeri 1 Gurah." *Science, Engineering, Education, and Development Studies (SEEDS): Conference Series* 4, no. 2 (2021): 80–86. https://doi.org/10.20961/seeds.v4i2.56735.

Bustam, Betty Mauli Rosa. *Inovasi Media Pembelajaran Bahasa Arab Berbasis Pemanfaatan Teknologi*. Yogyakarta: UAD Press, 2024. Google

Chaeruman, Anis Uwes. *Instrumen Evaluasi Media Pembelajaran*. Pusat Teknologi Informasi dan Komunikasi Pendidikan Kementrian Pendidikan dan Kebudayaan, 2015. Google

Faruq, Baharuddin. *Bahasa Arab MTS VII*. Direktorat KSKK Madrasah Direktorat Jenderal Pendidikan Islam, 2020. Google

Handayani, Sri, and Syafi'i. "Pemanfaatan Video Animasi Youtube Untuk Meningkatkan Pengembangan Maharah Istima' Bahasa Arab." *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2022): 104–15. https://doi.org/10.30997/tjpba.v3i2.6138.

Husein, Hamdan. *Media Pembelajaran Digital*. Edited by Nur Asri. Bandung: PT Remaja Rosdakarya, 2021. Google

Marliani, Lita Putri. "Pengembangan Video Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa Sekolah Dasar." *Paedagogy: Jurnal Ilmu Pendidikan dan Psikologi* 1, no. 2 (2021): 125–33. https://doi.org/10.51878/paedagogy.v1i2.802.

Mulyadi, Rahmat, Nandang Faturohman, and Lukman Nulhakim. "Pengembangan Media Prezi Video Dalam Pembelajaran Pendidikan Agama Islam." *Jurnal Pendidikan Agama Islam Al-Thariqah* 8, no. 1 (2023): 174–88. https://doi.org/10.25299/al-thariqah.2023.vol8(1).12563.

Najmawati, Kaharuddin dan Muhammad Irwan. *Penggunaan Media Video Bahasa Arab Dalam Meningkatkan Maharah Al-Istima'Siswa*. Sipakainge: Inovasi Penelitian, Karya Ilmiah, dan Pengembangan (Islamic Science) 2, no. 5 (2024): 53-61 https://doi.org/10.35905/sipakainge.v2i4.17042.

Norma. "Meningkatkan Hasil Belajar Peserta Didik Melalui Media Video Pembelajaran Pada Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19." *Social : Jurnal Inovasi Pendidikan IPS* 1, no. 2 (2021): 101–15. https://doi.org/10.51878/social.v1i2.697.

Paling, Sepling, Rita Sari, Resekiani Mas Bakar, et al. *Belajar dan Pembelajaran.* Deli Serdang: PT. Mifandi Mandiri Digital. 2023. Google

Pardana, Sanovriharisa Bekti, and Nurkhairo Hidayati. "Video Dalam Proses Pembelajaran: Peran Pentingnya Sebagai Media Pembelajaran." *Jurnal Pendidikan Biologi* 9 (2024): 630–32. https://doi.org/10.30605/biogenerasi.v9i1.3352.

Putri, Najwa Salsabila and Marsofiyati. "Pengaruh Integrasi Teknologi Pembelajaran dan Efektivitas Pendidikan Terhadap Transformasi Paradigma Pendidikan Era Digital", *Jurnal Mahasiswa Kreatif* 3, no. 1 (2024), 74–86. https://doi.org/10.59581/jmk-widyakarya.v3i1.4475.

Rahma, Febrizka Alya, Hary Soedarto Harjono, and Urip Sulistyo. "Problematika Pemanfaatan Media Pembelajaran Berbasis Digital." *Basicedu* 7, no. 1 (2023): 603–11. https://doi.org/10.31004/basicedu.v7i1.4653.

Risal, Zef, Hakim, Rachman and Abdullah, Aminol Rosid. *Metode Penelitian Dan Pengembangan R&D Konsep, Teori-Teori, dan Desain Penelitian*. Malang: CV. Literasi Nusantara Abadi, 2022. Google

Riska Aini Putri. "Pengaruh Teknologi Dalam Perubahan Pembelajaran di Era Digital." *Journal of Computers and Digital Business* 2, no. 3 (2023): 105–11. https://doi.org/10.56427/jcbd.v2i3.233.

Sakdiah, Nikmatus, and Fahrurrozi Sihombing. "Problematika Pembelajaran Bahasa Arab." *Jurnal Sathar* 1, no. 1 (2023): 34–41. https://doi.org/10.59548/js.v1i1.41.

Sitompul, Baginda. "Kompetensi Guru Dalam Pembelajaran di Era Digital." *Jurnal Pendidikan Tambusai* 6, no. 3 (2022): 13953–60. https://doi.org/10.31004/jptam.v6i3.4823.

Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandung: Alfabeta, CV, 2022.

Sundari, Elgy. "Transformasi Pembelajaran Di Era Digital." *Cendekia Pendidikan* 4, no. 4 (2024): 1–14. https://doi.org/10.9644/sindoro.v4i5.3325.

Surjono, Herman Dwi. *Multimedia Pembelajaran Interaktif*. Yogyakarta: UNY Press, 2017.

Ulfa, Mira. "Peran Media Audio Visual Dalam Pembelajaran Bahasa Arab." *Jurnal Pendidikan Islam* 2, no. 1 (2023): 20. Google

Ulumi, Desepta Isna, Herry Sujaini, Anggi Perwitasari, and Haried Novriando. "Peningkatan Kualitas Pengajaran Di Era Digital Melalui Pelatihan Pengembangan Video Pembelajaran Interaktif." *Absyara: Jurnal Pengabdian Pada Masyarakat* 4, no. 2 (2023): 198–205. https://doi.org/10.29408/ab.v4i2.24251.

Wahyuni, Sri, and Nur Haryanti. "Optimalisasi Kompetensi Guru Dalam Pengembangan Pembelajaran Berdiferensiasi Berbasis Media Digital." *Wahana Dedikasi: Jurnal PkM Ilmu Kependidikan* 7, no. 1 (2024): 142–54. https://doi.org/10.31851/dedikasi.v7i1.15974.

Wann Nurdiana Sari, Pendit Gustanu, Muhamad Suprayitno, Ratna Etriya, and Clarisa Ayu Aprilia. "Penerapan Video Pembelajaran IPA Dalam Meningkatkan Motivasi Belajar Siswa Pada Pembelajaran Online Kelas V SD N Pulorejo 02." *JIIP (Jurnal Ilmiah Ilmu Pendidikan)* 5, no. 8 (2022): 2795–800. https://doi.org/10.54371/jiip.v5i8.744.