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Teacher's Needs for Visual and Interactive Arabic Learning Media: A Case Study at Bakti Ibu Pesantren Madiun

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ABSTRACT

Arabic language learning in pesantren requires media that are appropriate to students' learning difficulties, teacher needs, and available facility conditions. This study aims to analyze the needs of a teacher as a basis for developing visual and interactive technology-based Arabic language learning media at Bakti Ibu Islamic Boarding School Madiun. This quantitative and qualitative descriptive needs analysis was conducted as a single case study through a 16-item online questionnaire filled out by one Arabic teacher at the junior high school/MTs level. Respondents reported students' difficulties in listening skills (istimāʿ) and reading (qirāʾah), lack of motivation and language practice, as well as students' diverse initial abilities. The media currently used, namely audio, video, or presentation, are rated 2 on a five-point scale, and the main obstacles are time constraints or technical abilities. Respondents had access to smartphones, laptops, projectors and speakers, as well as Wi-Fi, chose hybrid use through teacher devices and projectors, and prioritized integrated skills, vocabulary (mufradāt), pronunciation (aṣwāt), and sentence structure (tarākīb). These findings emphasize the need for visual media that is easy to use, aligned with the curriculum, and supports memorization and practice. As a single case study, the findings are exploratory and cannot be generalized.

Keywords: *Arabic Language; Visual Media; Interactive; Teacher; Islamic Boarding School*

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INTRODUCTION

The use of visual inputs in Arabic language learning has become one approach to help learners understand vocabulary, meaning, and the context of language use. Rahmaini and Nasution (2019), for example, studied the effectiveness of multimedia technology in Arabic vocabulary learning. The study showed the relevance of utilizing multimedia technology in presenting language material through a combination of visual and audiovisual elements. In line with this, Abdelhadi et al. (2020) examined Arabic language and culture learning through creative interaction with artworks. The study demonstrated the potential of visual experiences in providing cultural context and enriching the language learning process. Collectively, both studies show that visual and multimedia inputs can be utilized to support the presentation of Arabic material, especially in helping learners connect language forms with meaning and context. However, the study has not specifically explained the types of visual input most needed by teachers based on students' learning difficulties and language skill priorities in Islamic boarding school environments.

Besides visual input, interactivity is an important aspect in developing Arabic learning media because it allows students to be directly involved in the learning process. Sukmarini et al. (2021) investigated the use of Articulate Storyline 3 as an interactive media to increase students' motivation in learning Arabic. This study provides an overview of the potential of interactive features in encouraging learner engagement and motivation. In such media, interaction can be realized through exercises, questions, user responses, and feedback on students' answers. These findings show that learning media not only function as a means of delivering information but can also provide a more participatory learning experience. Nevertheless, increasing motivation as one of the goals of media development has not automatically met teachers' instructional needs, such as the types of exercises required, language skills that need to be prioritized, and feedback forms that suit student characteristics and teaching practices at certain institutions.

From the platform development side, research by Prihartini et al. (2021) shows the use of PowerPoint as a basis for developing interactive multimedia for Arabic language learning. This study shows that relatively accessible presentation software can be developed into learning media by integrating interactive materials and elements. The use of platforms already known by teachers has the potential to facilitate the development process and application of media in learning. However, the availability of software and the ability to produce interactive media do not guarantee the product's suitability with pedagogical needs, curriculum, facilities, and teachers' technical competencies. Thus, the choice of development platform needs to consider not only the available technological features but also ease of use and suitability with the conditions of the educational institution.

More broadly, previous research has mapped the development of Arabic language learning media from various perspectives. Alfurochmatin and Mat Jusoh (2024), through a review of 30 publications during the 2019–2023 period, identified trends in the development of Arabic language learning media in Indonesia in the Society 5.0 era. This review provides an overview of the direction and trends in media development research. Meanwhile, Rahman et al. (2025) examined the need for video-based media for teaching Arabic speaking skills at the Madrasah Aliyah level by paying attention to visual, auditory, text, and communicative elements. Both studies broaden understanding of media development and the importance of needs analysis in designing Arabic language learning. If synthesized, the collection of previous studies collectively established that visual, multimedia, and interactive media have pedagogical potential to support material presentation, engagement, motivation, and the development of Arabic language skills. The study also shows that various platforms, ranging from presentation software to interactive media development

applications, can be utilized according to learning objectives. However, some issues remain unresolved. It has not been adequately revealed how the specific needs of teachers in Islamic boarding schools relate to students' learning difficulties, language skill priorities, media used, limited facilities, technological readiness, and learning feature preferences. The review of research trends cannot yet replace needs mapping at the institutional level, while video media studies for speaking skills have different focuses and contexts. Therefore, a needs analysis based on the teachers' real conditions and learning environment is needed before determining the form of media to be developed.

In response to this gap, this study aims to analyze teacher needs as the basis for developing Arabic language learning media supported by visual and interactive technology at Pondok Pesantren Bakti Ibu Madiun. The analysis includes teaching profiles, student learning difficulties, use of available media, learning obstacles, technological readiness, as well as the priority of language skills and expected media features. This mapping is necessary because media that are theoretically effective may not necessarily align with time allocation, teachers' technical competence, facilities, and institutional curriculum. The research results are expected to provide an initial empirical basis to determine the characteristics of relevant media, including material priorities, forms of interaction, and accessibility requirements. Thus, the contribution of this research lies in providing a needs map specific to the institutional context as a basis for media development, not in testing or claiming the effectiveness of new media on student learning outcomes.

METHODS OF RESEARCH

This study uses a needs assessment design with a quantitative–qualitative descriptive approach as the initial stage in research and development (R&D) of Arabic language learning media. This approach is used to identify teaching needs, limitations in technology use, and media characteristics required by teachers before product development. Combining quantitative and qualitative data allows findings from closed questions and assessment scales to be complemented by information obtained from open answers (Creswell & Poth, 2016). This study was conducted at Bakti Ibu Islamic Boarding School Madiun in 2026. The respondent was one of the Arabic teachers selected through mandatory sampling, based on the criteria that the teacher teaches Arabic at the institution and is willing to fill out a questionnaire. Therefore, this study is a needs profile of one case, not a survey of the teacher population. Data were collected through Google Forms, preceded by an explanation of the academic objectives of the study and the purpose of using the data intended for the research purposes.

The research instrument is a needs assessment questionnaire consisting of 16 mandatory items in three response formats: multiple-choice questions that allow multiple selection, a five-point scoring scale, and open-ended questions. This instrument was developed according to the research objectives to map teachers' needs for Arabic learning media based on visual and interactive technology. The questionnaire items are organized into five dimensions: teaching profiles and objectives, current student difficulties and learning media, technological constraints and facilities, teachers' technological competence, and media needs. The dimensions, item numbers, measurable indicators, and response formats are presented in Table 1.

Table 1. Dimensions of Instruments, Items, Indicators, and Response Formats

Dimensions	Item	Indicators	Response Format
Profile and teaching objectives	1–4	Name of institution; education level (SD/MI, SMP/M, SMA/MA/SMK, pesantren, higher/non-formal education); teaching experience (less than 1 year, 1–4 years, 5–10 years, more than 10 years); references and teaching objectives (national curriculum, pesantren/internal curriculum or certain classical texts, communication and four language skills, understanding of the Qur'an, hadith, and *Kitāb al-turāth*, mastery of *naḥw* and *ṣarf*, as well as preparation for exams or further studies).	Open response and multiple choice
Current student difficulties and learning media	5–7	Students' main difficulties and contributing factors (*istimāʿ*, *kalām*, *qirāʾah*, *kitābah*, *mufradāt*, *naḥw*, or *ṣarf*; limited motivation and language practice; varying levels of prior knowledge; limitations in methods, media, time, or facilities); currently used media (textbooks and whiteboards, audio/video/presentations, modules/digital websites/ application, or media created by the teacher); and the perceived effectiveness of the media.	Multiple choice and five-point scoring scale
Technological and facility constraints	8–10	Teacher limitations (limited time or technical skills, limited equipment/internet/cost, lack of high-quality media, or media that does not fit the teaching content); available facilities (smartphone/tablet, laptop/computer/language lab, projector and speaker, Wi-Fi, or very limited technology facilities); and preferred media access modes (online, offline, hybrid, or through teacher devices and projectors).	Multiple choice
Teacher technology competence	11	The ability to use technology for teaching and learning.	A five-point rating scale, from very limited to very good
Media needs	12–16	Priority language skills (*istimāʿ*, *kalām*, *qirāʾah*, *kitābah*, or integrated skills); types of media (smartphone apps, interactive videos/animations, digital games/quizzes, interactive electronic modules/websites, or print media with audio/video); key features (curriculum-aligned materials and exercises, audio pronunciation and video conversations, automatic assessment and feedback, offline access and low data consumption, learning progress records, as well as ease of use and customization); linguistic components (*mufradāt*, *aṣwāt*, *naḥw* and *ṣarf*, *tarākīb*, translation and text comprehension, or without special support); and preferred media accompanied by explanations of the needs and features required by the students.	Multiple choice and open response

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

The indicators in Table 1 represent the operationalization of research objectives into questionnaire items, rather than direct adoption of a single standard psychometric scale. Content validity and item clarity

must be determined through expert review or instrument testing if this procedure is performed. Boateng et al. explain that good instrument development involves item creation, content validity assessment, initial testing, and evaluation of measurement properties (Boateng et al., 2018). In this study, expert reviews were not reported as evidence of validity without documented procedures. Therefore, the instrument was treated as a needs assessment questionnaire designed for initial mapping, while the absence of formal validation was taken into account when interpreting the findings.

Data were analyzed using descriptive and thematic analysis. Because the study involved one respondent, responses to multiple-choice items were reported as chosen options, without percentages, frequency among respondents, or inferential statistics. Responses to the five-point rating scale were reported as given scores and 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 responses were analyzed thematically by reading answers, assigning codes, and associating the resulting themes with closed answers, following principles explained by Braun and Clarke (Braun & Clarke, 2006). Because open answers consist of a single sentence, thematic analysis is limited to identifying core needs. Both forms of analysis are interpreted together to identify priority needs and formulate recommendations for developing Arabic language learning media that fit the institutional context.

RESULTS AND DISCUSSION

Results

Learning Profile, Student Difficulties, and Media Usage

Respondents teach Arabic at the junior high school level (SMP/MTs) and base their teaching on pesantren or internal curriculum or certain classical texts. Respondents have taught Arabic for one to four years. This profile describes a teacher with relatively short teaching experience working within the pesantren curriculum. Understanding these characteristics is important in needs assessment because teaching decisions are shaped by experience, curriculum expectations, and the educational environment. This profile is summarized in Table 2. The curriculum context is highly relevant because learning media must complement the materials and instructional objectives already used in pesantren, rather than introducing content separate from classroom practice. A needs analysis by Al Husna et al. also emphasizes the importance of identifying the needs of teachers and learners when developing Arabic teaching materials based on interactive multimedia (Husna et al., 2025).

Table 2. Respondents' Teaching Profile

Category	Respondents' answers
Institutions	Bakti Ibu Islamic Boarding School, Madiun
Education level	Junior High School (SMP/MTs)
Teaching experience	1–4 years
Instructional references	Pesantren/internal curriculum or certain classical texts

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

Respondents identified four main difficulties and causal factors: listening (istimāʿ), reading (qirāʾah), limited motivation and language practice, as well as students' varying levels of knowledge. Speaking

(kalām), writing (kitābah), vocabulary and grammar (mufradāt, naḥw, ṣarf), as well as limitations in methods, media, time, or facilities were not selected. This pattern combines difficulties in receptive skills with learner-related factors. Difficulties in listening and reading indicate that students require richer input, such as visually-supported audio and text models, while limited motivation and uneven prior knowledge indicate that activities must be engaging and adaptable to various levels. Khusniyah and Muhtadi highlighted the potential of multimedia to support Arabic language learning among students in Islamic boarding schools (Khusniyah & Muhtadi, 2018), and Sukmarini et al. link interactive media with student motivation (Sukmarini et al., 2021). Therefore, learning media must combine visual, audio, and interactive elements that provide input, encourage practice, and enable learners at various levels to participate.

Regarding the media currently used, respondents reported using textbooks and whiteboards along with audio, video, or presentations. Respondents rated the effectiveness of these media as 2 on a five-point scale, which falls into the low category. These results should be interpreted carefully because they reflect the perception of one teacher. However, this indicates that the presence of audio-visual media does not guarantee that classroom activities are sufficiently interactive or that the media addresses students' specific difficulties. Aburezeq examines the use of participatory video to develop Arabic speaking skills, demonstrating the relevance of video-based teaching to language learning (Aburezeq, 2020). In this context, media development for Pondok Pesantren Bakti Ibu Madiun must involve more than just visual presentation of information; the media must also provide opportunities for students to practice language skills and participate actively. Table 3 summarizes these findings.

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

Aspects	Respondents' answers
Main difficulty chosen	Istimāʿ (listening); qirāʾah (reading); limited motivation and language practice; varying levels of prior knowledge
Unselected difficulty	Kalām; kitābah; mufradāt, naḥw, or ṣarf; limited methods, media, time, or facilities
Current media	Textbooks and whiteboards; audio, video, or presentations
The effectiveness of the media currently felt	2 on a five-point scale (low)

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

Teacher Limitations and Technology Readiness

The needs assessment also examined the obstacles faced by teachers when using learning media, the availability of technological facilities, preferred access methods, and self-assessed technological competencies. Respondents reported time constraints or technical skills as the main obstacles. Constraints related to devices, internet, or cost, lack of high-quality media, and mismatches between media and teaching content were not selected. Institutions provided smartphones or tablets, laptops, computers or language laboratories, projectors and speakers, as well as Wi-Fi or internet access. Respondents chose hybrid access and access through teacher devices and projectors as the most suitable models, and did not select only online or offline access. Because the questionnaire does not define "hybrid," it is interpreted here as a combination of online and offline use. Details are presented in Table 4.

Table 4. Teacher Limitations and Technology Readiness

Aspects	Respondents' answers
Main constraints selected	Limited time or technical skills
Constraints not selected	Limited devices, internet, or costs; lack of high-quality media; media that does not match the content or abilities of students
Available facilities	Smartphone or tablet; laptop, computer, or language lab; projector and speaker; Wi-Fi or internet access
Desired access mode	Hybrid; through teacher devices and projectors
Technology competency (self-assessment)	4 on a five-point scale (high)

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

Respondents rated technology competence as 4, which falls into the high category, but reported time constraints or technical skills as the main obstacles. Because the questionnaire combined time and technical skills into one option, the data could not show which is more important of the two. The combination of high competence and adequate facilities suggests that preparation time may be a more reasonable constraint, although this remains an interpretation that needs to be confirmed through interviews. It should also be noted that these scores are self-assessments, not objective tests of technical ability. Al Anshory identified several challenges related to the use of information technology-based Arabic language learning media, including teachers' limited skills in operating media, internet connectivity issues, and lack of alignment between media and teaching needs. In this case, connectivity and device limitations were not reported, so the practical priority was to reduce preparation time through ready-to-use materials aligned with the curriculum.

The availability of projectors, speakers, and laptops, along with usage preferences through teacher devices and projectors, provides a practical basis for media that teachers can operate from a single device in the classroom. The preference for hybrid access, combined with the availability of Wi-Fi and smartphones, indicates that optional online or mobile components can expand media beyond the classroom. Offline access and low data consumption are not chosen as main features, so offline operations are not designated here as a requirement, unlike settings where connectivity is limited. Mudinillah, in a study on the development of interactive multimedia using the Lectora Inspire application for Arabic language learning, highlighted the importance of curriculum alignment, clear design and layout, and ease of operation. These principles are relevant to the design of learning media for Bakti Ibu Islamic Boarding School Madiun. Overall, media must be easy to operate, require minimal preparation time, work through the teacher's devices and projectors, and allow for simple activity adaptation without special programming skills.

Priority Needs to Develop Arabic Language Learning Media

Respondents prioritized integrated language skills (four maharāt) over just one skill. Three types of media were chosen: smartphone applications, interactive or animated videos, and digital games or quizzes. Interactive electronic modules or websites and print media with audio or video were not selected. The main features chosen were materials and exercises aligned with the curriculum, audio pronunciation and video conversations, as well as ease of use and adaptation to student needs. Automatic assessment and feedback, offline access and low data consumption, as well as learning progress records were not chosen. In the open-

ended question about the most needed media, respondents wrote that the priority was learning media that presented visuals that made it easier for students to memorize mufradāt or tarākīb. These findings are summarized in Table 5.

Table 5. Priority Needs for Developing Arabic Language Learning Media

Aspects	Respondents' answers
Priority language skills	Integrated (four maharāt)
Selected media type	Smartphone apps; interactive videos or animations; digital games or quizzes
Key features selected	Materials and exercises aligned with the curriculum; audio and video conversations; ease of use and adaptation to student needs
Unselected features	Automatic assessment and feedback; offline access and low data consumption; learning progress records
Open response (summary)	Visual learning media that helps students memorize mufradāt or tarākīb

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

The selection of integrated skills shows that the proposed media should not be limited to just one skill, but must connect vocabulary, pronunciation, sentence patterns, listening, and reading in a coherent sequence. This is consistent with the reported difficulties in listening and reading as well as the need for an audio model. Syafe'i explained that instructional media can have several functions, including motivating students, delivering information, and providing instructions, following the media functions proposed by Kemp and Dayton (Shawn, 2020). Therefore, the proposed media must combine content presentation with structured exercises, using images, audio, short videos, and quiz activities that align with the pesantren curriculum and students' proficiency levels.

Three types of media were chosen, so no single format emerged as the only option. Interactive or animated videos can present vocabulary and model sentences with audio, digital games or quizzes can provide repetitive practice and motivation, and smartphone applications can expand practice beyond the classroom. Hakim, Asrowi, and Akhyar developed interactive multimedia for Arabic vocabulary learning and reported positive feasibility assessments from experts and users (Hakim et al., 2018). Their findings support the consideration of interactive multimedia as an alternative for teaching development, although the final format must be tailored to the needs and conditions of the institution. Given the limited preparation time, a viable starting point is a package that teachers can run from a laptop and projector, with optional quizzes or mobile components.

Respondents chose three linguistic components that required media support: vocabulary (mufradāt), sound and pronunciation (aṣwāt), and sentence structure (tarākīb), as shown in Table 6. Grammar (naḥw and ṣarf) as well as translation and text comprehension were not selected. Open responses specifically linked visual media to memorizing mufradāt and tarākīb. Vocabulary could be presented through images paired with text and audio, pronunciation through audio examples, and sentence patterns through visual cues and sentence construction exercises. Nurhidayah, Fadhli, and Ulfa developed drill-and-practice multimedia for Arabic vocabulary learning by integrating text, images, audio, and video into structured exercises, while Ramadhani and Arifin developed augmented reality flashcards that combine visual and interactive elements for vocabulary learning. Similarly, Robi'ah et al. developed Android-based interactive multimedia to support vocabulary learning (Fatimah, no notes) These studies illustrate how visual elements

and interactivity can facilitate language learning, although they do not automatically indicate which design is best for the institution studied here.

Table 6. Linguistic Components Requiring Media Support

Linguistic components	Selected by respondents
Vocabulary (mufradāt)	Yes
Sound and pronunciation of speech (aṣwāt)	Yes
Grammar (naḥw and ṣarf)	No
Sentence structure (tarākīb)	Yes
Translation and text comprehension	No
No special support required	No

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

Overall, the needs assessment indicates that Arabic learning media at this institution must be visual and interactive, aligned with the pesantren curriculum, easy to operate from teachers' devices and projectors, and designed to support vocabulary, pronunciation, and integrated cross-skill sentence structure. Content may include image-supported vocabulary, model sentences with audio, short conversation videos, and progressively organized quizzes or games. These recommendations are findings from the initial single case needs assessment and provide a conceptual basis for the media design phase; it does not mean that the proposed product has been developed or its effectiveness has been tested.

Discussion

The results of the needs analysis show that Arabic language learning at Bakti Ibu Islamic Boarding School Madiun requires visual and interactive media tailored to the characteristics of the students and the pesantren curriculum. The respondents were Arabic language teachers at the junior high school/MTs level with 1–4 years of teaching experience. The main difficulties of students include listening skills (*istimāʿ*), reading (*qirāʾah*), low motivation and language practice, as well as differences in students' initial knowledge levels. The media used so far include textbooks, whiteboards, audio, videos, and presentations, but their effectiveness is still perceived as low, at 2 out of 5. These findings indicate the need for media that not only deliver material but also provide a more engaging learning experience and encourage active student involvement.

From the technology readiness aspect, the institution already has facilities such as smartphones, laptops, computers, projectors, speakers, and internet access. Teachers also rated their technological competence in the high category with a score of 4 out of 5. Nevertheless, limited time or technical skills remain obstacles in using learning media. Teachers prefer a hybrid access system and use media through devices connected to projectors. This condition indicates that the developed media needs to have a simple appearance, ease of operation, and not require a long preparation time.

Based on development priorities, teachers want media that support the four Arabic language skills in an integrated manner through smartphone applications, interactive videos or animations, as well as digital games or quizzes. Prioritized features include material alignment with the curriculum, audio pronunciation, video conversations, and ease of use. Specifically, linguistic components that require media support are vocabulary (*mufradāt*), sounds and pronunciation (*aṣwāt*), and sentence structure (*tarākīb*). These findings indicate that the use of images, audio, short videos, and quizze-based exercises can be alternatives to help

students understand and remember Arabic material. Thus, media development should be directed towards visual and interactive learning packages that can be run via laptops and projectors, accompanied by additional activities via smartphones. These recommendations are the basis for designing media based on teacher needs, not proof that media has been proven to improve student learning outcomes.

CONCLUSION

This study identifies the needs of Arabic language teachers at Bakti Ibu Islamic Boarding School Madiun related to the development of visual and interactive learning media. Respondents reported difficulties in listening and reading, limited motivation and language practice, as well as varying levels of prior knowledge, and rated current media, including audio, video, and presentations, as low effectiveness. Limited time or technical skills were the main obstacles despite high self-assessed competence and adequate facilities, and respondents preferred hybrid use through teacher devices and projectors. Respondents prioritized integrated skills and requested visual media that supported memorization of vocabulary and sentence structure, with materials aligned with the curriculum, audio pronunciation, video conversations, and ease of use as main features. Therefore, this study provides a profile of the institution's specific needs connecting pedagogical priorities, technological readiness, and practical design requirements to inform the development of Arabic learning media.

However, findings must be interpreted considering several limitations. Analysis involves only one teacher from one pesantren, so findings are exploratory and cannot be generalized to other teachers or environments. Data are based on questionnaire answers and self-assessment, without classroom observation or measurement of student learning outcomes. The combined options of "time or technical skills" and undefined "hybrid" terms also limit interpretation accuracy. Future research should involve more teachers and students in the institution, combine classroom observations and interviews, and directly review students' perspectives. The next stage should develop prototypes based on identified needs, validate content and usefulness through expert reviews and user testing, and evaluate its effectiveness in improving Arabic language skills.

AUTHOR CONTRIBUTIONS

Sayyid Amir Ali Madani contributed to the conceptualization of the study, methodological formulation, data collection, and preparation of the initial manuscript. Achmad Ja'far Sodik was responsible for data analysis, result interpretation, provision of supporting literature, as well as providing critical review and manuscript editing. Both authors have read and discussed the findings, approved the final version of the manuscript, and are fully responsible for the integrity and accuracy of this scientific work.

CONFLICT OF INTEREST

The authors state that there is no financial or non-financial conflict of interest with any party that could affect the conduct of research, data analysis, preparation, or publication of this article.

ARTIFICIAL INTELLIGENCE (AI) USE STATEMENT

In preparing this article, the authors used artificial intelligence (AI) technology specifically Grammarly as an aid to improve grammar, spelling, and sentence structure, thereby enhancing the readability of the manuscript. AI is not used in any capacity to generate data, conduct analysis, or draw research conclusions. The authors have carefully reviewed all edits and take full responsibility for the accuracy, originality, and overall content of this article.

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