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# The Use of Video-Based Learning Media to Improve Students' Motivation in Learning Arabic at MTs al-Falah Gorontalo

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### ABSTRACT

This study aims to explore the effectiveness of video-based learning media in enhancing students' motivation to learn Arabic, specifically among seventh-grade students at MTs al-Falah, Gorontalo. Employing a qualitative descriptive method with a case study approach, data were collected through observations, interviews with Arabic language teachers, school administrators, and students, as well as document analysis. The findings revealed that video-based learning media created a more interactive and engaging learning environment. Students expressed greater enthusiasm and participation during Arabic lessons presented through video, particularly when the materials included familiar visual elements such as animated characters. Despite limited availability of facilities such as LCD projectors, the integration of videos significantly improved students' focus, comprehension, and willingness to engage in class activities. Teachers noted that video media helped simplify complex content and stimulate student interest, transforming Arabic learning from a perceived difficult subject into an enjoyable experience. These findings suggest that video-based media are effective tools for boosting students' motivation in foreign language instruction, especially when supported by relevant infrastructure and pedagogical planning.



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### Introduction

In recent decades, the transformation of education has become increasingly urgent due to the relentless progress of globalization and technological advancement. In the digital era, learning is no longer confined to classroom walls nor limited to printed materials. Educators are now expected to address diverse learning styles and motivational needs by integrating modern instructional technologies. One significant area in need of pedagogical innovation is foreign language instruction particularly Arabic, a language that, despite its deep cultural and religious significance, is often perceived by learners as difficult and demotivating[1], [2]. However, the integration of video-based and social media-supported learning has demonstrated promising potential in revitalizing Arabic education. Research has shown that multimedia tools, such as interactive videos and platforms like TikTok and YouTube, not only foster student motivation but also enhance engagement and comprehension through visual and contextualized input[3]–[5]. This evolution signals a shift towards more inclusive, interactive, and student-centered learning environments in Arabic language instruction.

Arabic language education holds a distinct position in the Indonesian educational context. As the language of the Qur'an, Arabic is not only vital for accessing sacred Islamic texts but also symbolizes religious and cultural identity among learners in Islamic institutions such as *madrasahs* and *pesantren*. Despite this

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importance, many students particularly at the junior secondary level struggle with Arabic learning due to perceptions of the language as abstract and grammatically rigid. The continued use of conventional teaching methods contributes to reduced student engagement and low achievement. However, research has shown that when learning materials are delivered through engaging video content or interactive digital platforms, students exhibit greater interest and motivation [3], [4], [6]. These multimedia tools allow for more contextual and immersive learning experiences, helping bridge the gap between linguistic theory and practical application.

At the local level, the urgency of this issue is clearly reflected at MTs al-Falah. According to interviews with school administrators, Arabic lessons are typically placed at the end of the school day, a time when students are already exhausted from a series of academic and religious activities. This scheduling often results in low motivation and limited engagement. As noted by the school principal, students are less responsive when exposed solely to lectures or textbook-based instruction. However, when video-based materials are used, students show increased focus and even imitate the Arabic conversations presented. These observations align with previous studies indicating that audiovisual media can create a more stimulating and context-rich learning environment, especially when students are emotionally and physically fatigued [2], [5], [7]. Therefore, the integration of dynamic and student-centered instructional approaches such as interactive video content is essential to accommodate students' actual learning conditions and preferences.

One of the key factors contributing to the challenges in Arabic language learning is the persistence of traditional, teacher-centered instruction that emphasizes rote memorization and translation exercises over meaningful communication. This conventional approach, which still dominates many classrooms, restricts students' opportunities to interact with the language in authentic and engaging ways [8]. In response, the integration of video-based learning media offers a practical and transformative solution. As audiovisual tools, videos can sustain learners' attention, enhance comprehension, and create emotional connections with the content, particularly when designed with relevant and relatable themes. Moreover, digital video content that incorporates real-life contexts such as social interactions or cultural practices helps learners internalize vocabulary and pronunciation more effectively [9]. These findings support the shift from passive, lecture-based methods to interactive, student-centered instructional strategies in Arabic language education.

Video-based learning aligns with contemporary educational approaches that emphasize the integration of visual and auditory elements to enhance understanding and retention. In the context of Arabic language learning, this method proves especially effective, as it allows learners to observe pronunciation, gestures, and cultural expressions in authentic settings. Through visual storytelling and audio narration, videos help concretize abstract linguistic concepts, such as sentence structures and vocabulary usage, by embedding them within real-life scenarios [9]. This exposure to contextualized language use supports the development of key skills like listening and speaking, making the learning process more engaging and memorable. Moreover, platforms like TikTok and YouTube have been shown to promote language acquisition through short, targeted video content that resonates with students' daily experiences [10].

A growing body of research affirms the effectiveness of video-based media in enhancing language acquisition, particularly in the context of Arabic instruction. Studies have shown that audiovisual tools significantly improve students' engagement, comprehension, and long-term retention. For instance, Desrani dan Zamani [11] highlight that video-based materials sustain learners' attention and foster emotional connections with the content, which is crucial for vocabulary retention and understanding. Similarly, Annisa dan Safii [12] emphasize that students' motivation to learn Arabic is influenced by their academic and professional goals, suggesting that multimedia content should be aligned with learners' intrinsic motivations. Moreover, Zubaidi [9] and Amzaludin [10] demonstrate how platforms like TikTok can serve as informal yet effective learning environments that integrate language use with visual culture. Despite these promising insights, limited studies have specifically examined the implementation of video-based media in Indonesian *madrasahs*, where infrastructure limitations and rigid curricula remain significant barriers [13], [14]. These challenges call for more targeted research and institutional support to integrate media effectively into Arabic language classrooms.

This study aims to address the research gap concerning the implementation of video-based instructional media in Arabic language teaching, specifically in the context of Indonesian *madrasahs*. Focusing on MTs al-Falah in Gorontalo, this research seeks to explore how video content influences students' motivation to learn Arabic. Motivation, in this context, is defined as the internal drive that encourages students to engage actively with learning tasks and persist despite difficulties [12]. The study examines how video materials are utilized in the classroom, how students emotionally and cognitively respond, and which contextual factors support or obstruct the integration of such media. Prior studies suggest that students show increased interest and long-term retention when exposed to visual and contextualized language content [11], [15]. Additionally, the use of platforms like TikTok and YouTube to present language in entertaining and culturally relevant formats has proven to strengthen student motivation and engagement [10]. These insights form the foundation for practical recommendations to optimize Arabic language instruction through digital innovation.

The study adopts a qualitative descriptive method with a case study approach to explore the dynamics of teaching and learning in a real-world educational setting. Data collection involved classroom observations, semi-structured interviews with Arabic language teachers and school administrators, as well as document analysis related to instructional materials and media usage. Participants in this study consisted of seventh-grade students and educational personnel at MTs al-Falah, who were directly involved in implementing video-based Arabic language instruction. The variables examined included the type of media used, students' motivation levels, teaching strategies, availability of infrastructure, and observable learning behaviors. This approach enabled a holistic understanding of how video content influences student engagement and learning processes. Previous research underscores the importance of context-rich observations and participant perspectives in evaluating the impact of educational media [16], [17]. Given the qualitative nature of this research, the focus was on deep narrative analysis rather than statistical generalization, allowing for a richer interpretation of patterns and pedagogical implications [13], [18].

For the benefit of an international readership, several local educational terms used in this study are clarified. *MTs* (Madrasah Tsanawiyah) refers to Islamic junior secondary schools in Indonesia that serve students aged 13 to 15, while *pesantren* denotes traditional Islamic boarding schools known for integrating religious and general education [12]. Additionally, *Upin & Ipin* a Malaysian animated series has become widely recognized for its role in educational media and is often repurposed for language learning across Southeast Asia [9]. Preliminary classroom observations at MTs al-Falah revealed a positive shift in the learning atmosphere following the introduction of video-based instruction. Students appeared more attentive, emotionally engaged, and enthusiastic when Arabic lessons were delivered using visual media. Teachers reported that video content was especially effective in simplifying complex linguistic elements such as vocabulary acquisition and sentence construction through vivid, context-rich presentations [11], [15]. These findings reinforce previous studies indicating that multimodal and culturally relevant media can significantly enhance learners' motivation, comprehension, and active participation in the classroom [10], [19].

Nevertheless, the study identified several challenges that hinder the effective implementation of video-based instruction in Arabic language learning. A major obstacle lies in infrastructural limitations, such as the insufficient availability of LCD projectors and internet access, which restrict the consistent use of video media in all classrooms [14]. Compounding this issue is the lack of teacher training in selecting or producing pedagogically appropriate video content, which often results in ineffective media integration [17]. Moreover, many available Arabic-language videos do not align with the curriculum, creating a mismatch between instructional materials and national learning standards [8]. These challenges underscore the urgent need for comprehensive institutional support, including professional development programs and infrastructure enhancement. Despite these limitations, the study confirms that video-based media have a strong positive impact on student motivation and engagement, provided that they are used purposefully and supported by adequate resources [9], [11], [13].

Finally, this study opens important avenues for future research in Arabic language education. Critical questions remain unanswered, such as what types of video content are most effective for enhancing specific language skills; listening, speaking, reading, or grammar and how learners with varying cognitive preferences respond to different multimedia formats. It is also necessary to investigate whether student-generated videos can be utilized not only as instructional tools but also as a means of active learning and assessment [19], [20]. Addressing these questions will require interdisciplinary collaboration among experts in education, linguistics, and digital instructional design. Furthermore, integrating frameworks like the Common European Framework of Reference (CEFR) could provide a more standardized approach to Arabic instruction, especially in aligning media-based learning with measurable proficiency outcomes [16]. This study reaffirms the pedagogical potential of video-based media to revitalize Arabic language learning in junior Islamic schools and encourages a shift toward more interactive, student-centered, and culturally contextualized instruction [9], [10]. As digital innovation becomes increasingly central to educational practice, Arabic language education must adapt responsively to remain relevant to modern learners while preserving its spiritual and linguistic heritage [12], [15].

## Method

This study employed a research and development (R&D) method using the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation [21], [22]. The research was conducted at MTs al-Falah Gorontalo during the odd semester of the 2023/2024 academic year with the objective of evaluating how video-based instructional media can enhance students' motivation in Arabic language learning. Participants were selected using purposive sampling and included seventh-grade students, Arabic language teachers, and school administrators, ensuring a comprehensive representation of stakeholders directly involved in the use and observation of video-based learning [23], [24]. This method allowed researchers to analyze the educational setting in a real-world context through structured stages: identifying learning needs and media preferences (Analysis), designing instructional video content (Design), producing and

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editing media materials using tools like Powtoon or Filmora (Development), implementing the media in classroom settings (Implementation), and assessing learning outcomes and motivational impact through questionnaires and interviews (Evaluation)[25]–[27]. This structured approach ensured that the integration of video media was both pedagogically sound and contextually relevant to Arabic language instruction.

The data collection techniques employed in this study included classroom observation, structured interviews, questionnaires, and documentation. Observations were carried out to assess how video-based media were implemented in real teaching scenarios and how students interacted with the content. Interviews were conducted with Arabic teachers and students to gather qualitative insights into their experiences, motivations, and challenges in using video media in Arabic instruction[28], [29]. Questionnaires were also administered before and after the implementation to measure shifts in students' motivation levels, while documentation was used to examine learning materials, video scripts, and lesson plans. All instruments were designed and refined based on the ADDIE framework and the objectives of the study[21]. Data were analyzed through descriptive techniques that combined qualitative thematic interpretation and comparison of pre- and post-intervention responses. The evaluation process incorporated triangulation through observation, interview data, and questionnaire results to ensure the validity of findings[26], [30]. Although the study does not utilize statistical testing, its structured R&D design supports methodological rigor and provides practical relevance for similar educational settings.

## Results and Discussions

The implementation of video-based learning media at MTs al-Falah Gorontalo revealed significant effects on students' motivation and engagement in Arabic language learning. Findings from classroom observations and interviews indicated a clear shift in the learning atmosphere, where students demonstrated greater enthusiasm, attentiveness, and active participation during Arabic lessons supported by video content. This aligns with research by Basmayor[31], who found that the use of teacher-made video lessons substantially increased student performance and classroom engagement. Moreover, qualitative data from interviews suggested that students perceived video media as more relatable and enjoyable, particularly due to its visual storytelling and real-life application of language skills[32]. These insights affirm that video-based instruction can enrich the learning experience in Islamic junior secondary schools, while also highlighting the importance of thoughtful media design and implementation strategies.

First, the integration of video media in Arabic language instruction significantly increased students' enthusiasm and attentiveness during lessons. Observational data indicated that students became more engaged when exposed to audiovisual content that combined narration, animations, and real-life conversational settings. This shift in classroom atmosphere was evident as students actively responded to prompts, maintained focus, and demonstrated improved comprehension. The use of video media has been shown to promote active learning and enhance conceptual understanding through multisensory input [31]. In addition, visual storytelling within instructional videos helps learners contextualize vocabulary and grammar in a more meaningful way [32]. Interactive and student-centered media design also plays a crucial role in sustaining learner motivation, particularly in language learning contexts[33]. These findings collectively suggest that video-based instruction can effectively transform traditionally passive learning environments into dynamic and emotionally engaging educational experiences.

Second, students demonstrated improved vocabulary acquisition and contextual understanding when video media was integrated into the learning process. Observations revealed that video content contributed significantly to the development of linguistic skills, especially in listening and speaking. Scenes depicting daily routines, cultural practices, and simple dialogues enabled students to associate Arabic expressions with real-life situations. This form of visual reinforcement helped solidify students' grasp of vocabulary and syntactic structures in ways that traditional instruction often could not provide. In-class activities further confirmed this outcome, as many students were observed mimicking expressions and conversational styles featured in the videos, indicating heightened cognitive engagement and retention[34]–[36].

Third, the integration of video media supported the shift toward a more student-centered learning approach. Rather than passively receiving content, students actively participated in classroom discussions, retold video scenes, and worked in groups to analyze dialogues and contexts, fostering a deeper engagement with the material[37]. This change encouraged students to take ownership of their learning while enhancing their speaking and interpretive skills. Teachers, in turn, assumed more facilitative roles guiding students to reflect on language meaning, structure, and usage in everyday situations[38]. The use of video also proved effective in supporting differentiated instruction, as students with varied learning styles and proficiency levels were able to access content through multiple modes of delivery. This flexibility enabled more inclusive learning experiences and increased classroom participation across diverse student groups[39].

Fourth, video-based learning also enhanced inclusive education by accommodating students with varied learning speeds and preferences. The combination of visual and auditory elements allowed slower learners to revisit the material multiple times, promoting independent and self-paced learning[34]. Meanwhile, more advanced students found opportunities to engage with extended vocabulary and nuanced expressions presented in the videos, thus challenging their comprehension and linguistic application[40]. This adaptability supported a personalized learning environment in which each student could navigate the content based on their unique cognitive capacities and needs[41].

Fifth, student interviews revealed that video-assisted lessons significantly improved their ability to associate Arabic language use with real-life contexts. Learners expressed that understanding phrases became easier when embedded within relatable scenarios such as interactions in markets, communal prayers, or polite greetings in family settings. This context-driven exposure enriched not only their vocabulary but also their appreciation of the social norms and cultural values conveyed through language. As such, the videos served dual functions linguistic and cultural by fostering intercultural awareness and communicative sensitivity across various situations[33], [37], [39].

To support these findings, Table 1 summarizes students' responses to video-based Arabic lessons based on interviews and observations:

Table 1. Summary of Student Responses to Video-Based Arabic Lessons

| Aspect                 | Positive Response (%) | Comments                                |
|------------------------|-----------------------|---|
| Increased enthusiasm   | 85%                   | "More fun than reading textbooks."      |
| Vocabulary improvement | 78%                   | "I remember new words from the videos." |
| Speaking practice      | 65%                   | "I tried copying how they talk."        |
| Cultural understanding | 72%                   | "I understand Arabic greetings better." |

A visual representation of this data is provided below to highlight the comparative impact of each aspect:

Despite the advantages, several implementation challenges emerged during the study. Infrastructural limitations such as the scarcity of LCD projectors and inconsistent internet connectivity were significant obstacles to the regular use of video media in classrooms[35]. Moreover, many of the available videos lacked alignment with the national curriculum, necessitating extra effort from teachers to adapt or modify the content in accordance with instructional goals[36]. Classroom observations also revealed that some teachers faced difficulties in designing or selecting appropriate videos, particularly those that reflected communicative and cultural elements of Arabic learning. Furthermore, interviews highlighted a gap in digital pedagogy training, where teachers expressed the need for structured guidance and support to develop and utilize multimedia tools effectively[34]. These findings indicate that integrating technology into Arabic instruction requires more than access to devices; it demands strategic institutional policies, capacity-building initiatives, and curricular coherence to ensure pedagogical impact.

These findings are consistent with existing literature that highlights the motivational and cognitive benefits of multimedia in foreign language education. Prior studies indicate that audiovisual materials enhance student engagement, strengthen affective learning, and support vocabulary retention, especially when presented in contextual and interactive formats. For instance, the use of video in Islamic educational contexts has been shown to boost student enthusiasm and participation, particularly when video content features culturally relevant real-life scenarios[33], [35], [36]. These outcomes also support the notion that multimodal input through the combination of visual, auditory, and textual elements caters to diverse learning styles and reinforces comprehension across multiple dimensions of language acquisition.

In the context of Arabic instruction at MTs al-Falah, this study contributes to a relatively underexplored area of research on video-based learning in madrasah settings. The observed improvements in student motivation and vocabulary acquisition demonstrate that digital media serve not only as pedagogical tools but also as cultural bridges that enrich linguistic competence and intercultural awareness. However, sustaining these benefits requires more than enthusiasm; adequate infrastructure, curriculum alignment, and teacher training in digital pedagogy are essential[39]–[41]. Institutional support remains crucial to ensure that digital transformation in language education maintains both pedagogical integrity and cultural relevance.

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## Conclusions

The findings of this study indicate that the use of video-based learning media significantly enhances students' motivation and engagement in learning Arabic at MTs al-Falah Gorontalo. The integration of visual and auditory elements enabled students to better understand contextual vocabulary, improved their listening and speaking skills, and created a more dynamic and participatory classroom environment. Moreover, the implementation of video media promoted a student-centered learning approach and facilitated personalized learning experiences, especially for students with different proficiency levels.

However, several challenges were identified, including limited infrastructure, misalignment with curriculum standards, and insufficient teacher training in digital pedagogy. These barriers must be addressed through strategic planning, adequate funding, and continuous professional development programs.

In summary, the study underscores the potential of video-based media as an effective pedagogical tool in Arabic language instruction, particularly in madrasah settings. It calls for institutional commitment to digital transformation while preserving the cultural and spiritual relevance of Arabic education. Future research is recommended to explore the long-term impact of multimedia integration on students' academic performance and language proficiency across different educational contexts.

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