

## Development and Evaluation of Interactive Learning Videos for Enhancing Arabic Speaking Skills in Junior High School

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### ABSTRACT

The integration of digital technologies into language education has created new opportunities to enhance students' speaking skills through interactive multimedia. However, Arabic language instruction in many junior high schools continues to rely on conventional teaching materials and non-interactive digital resources, limiting students' engagement and opportunities for independent speaking practice. This study developed and evaluated an interactive learning video designed to support Arabic speaking instruction for Grade VII students. The study employed a research and development approach using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) instructional design model. Product quality was assessed through expert validation involving specialists in Arabic language content, instructional media, and instructional design, followed by one-to-one evaluation, small-group evaluation, and field testing involving Grade VII students. Data were collected through observations, interviews, questionnaires, and product evaluation instruments and analyzed using descriptive qualitative and quantitative techniques. The developed interactive learning video achieved high levels of feasibility, receiving validation scores of 96% from the content expert, 95% from the media expert, and 91% from the instructional design expert. Classroom implementation further demonstrated high practicality and effectiveness across successive evaluation stages, indicating that iterative product refinement improved both usability and instructional performance. The findings suggest that the interactive learning video provides an engaging and pedagogically sound learning resource that facilitates Arabic speaking practice while supporting independent learning beyond classroom instruction. This study contributes to educational technology research by demonstrating how a systematic instructional design process can be translated into an accessible multimedia resource for Arabic language education and offers practical guidance for integrating interactive digital media into foreign language instruction.

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### ARTICLE INFO

#### Keywords:

Arabic language learning; interactive learning video; ADDIE; multimedia learning; speaking skills; instructional media.

#### Article History:

Received: 1 Juli 2026

Revised: 14 Juli 2026

Accepted: 22 Juli 2026

Published: 31 Juli 2026

#### How to Cite in APA Style:

Aziz, M., Hartono, R., & Gatot, M. (2026).

Development and Evaluation of Interactive Learning Videos for Enhancing Arabic Speaking Skills in Junior High School.

*Educational Researcher Journal*, 3(2), 81-93.

<https://doi.org/10.71288/educationalresearcherjournal.v3i2.170>

## Introduction

The rapid advancement of digital technologies has fundamentally transformed educational practices, creating new opportunities for more interactive, student-centered, and flexible learning environments. In the context of twenty-first century education, digital learning resources are no longer viewed merely as supplementary instructional tools but as essential components for fostering meaningful learning experiences, enhancing learner engagement, and promoting higher-order thinking skills. The integration of multimedia technologies into classroom instruction has been shown to facilitate deeper conceptual understanding by presenting information through multiple representations that accommodate diverse learning preferences (Mayer, 2024). Consequently, educational institutions worldwide have increasingly emphasized the development of technology-enhanced instructional media capable of supporting active learning and improving learning outcomes across various disciplines.

Foreign language education is among the educational fields that has experienced significant transformation through digital technology integration. The emergence of multimedia-based instruction, mobile-assisted language learning, and interactive digital platforms has shifted language learning from teacher-centered knowledge transmission toward learner-centered communicative experiences. Rather than focusing solely on grammar acquisition and vocabulary memorization, contemporary language instruction emphasizes meaningful communication, authentic interaction, learner autonomy, and continuous practice supported by digital technologies (Godwin-Jones, 2022). Numerous studies have demonstrated that technology-enhanced language learning improves learners' motivation, engagement, language achievement, and self-directed learning because multimedia environments provide authentic linguistic input, immediate feedback, and flexible learning opportunities beyond conventional classroom settings (Almelhes, 2024).

Among foreign languages taught in Indonesia, Arabic occupies a distinctive educational position because of its linguistic, cultural, religious, and academic significance. In addition to functioning as one of the major international languages, Arabic serves as the language of the Qur'an and Islamic scholarship, making it an essential subject in many Islamic educational institutions. Consequently, Arabic has been incorporated into formal education not only in Islamic boarding schools but also in Islamic integrated schools, madrasahs, and many public educational institutions as compulsory or local-content subjects. As emphasized in the initial background of this study, Arabic instruction is expected to develop students' competencies in the four essential language skills, namely listening (*mahārah al-istimā'*), speaking (*mahārah al-kalām*), reading (*mahārah al-qirā'ah*), and writing (*mahārah al-kitābah*).

Among these four competencies, speaking is widely regarded as the most demanding skill because learners are required to simultaneously retrieve vocabulary, organize grammatical structures, produce accurate pronunciation, and communicate ideas fluently in real-time interactions. Speaking competence therefore represents the ultimate manifestation of communicative language proficiency rather than simple mastery of grammatical knowledge. Recent research indicates that many Arabic language learners continue to experience considerable difficulties in developing speaking proficiency because classroom learning frequently emphasizes memorization and translation instead of authentic communicative practice (Yaacob et al., 2024). Similarly, systematic reviews on Arabic language pedagogy reveal that insufficient oral interaction, limited contextual practice, and inadequate instructional media remain persistent challenges affecting students' communicative competence (Syarifah, 2024).

These challenges are particularly evident in Indonesian junior secondary schools, where Arabic is often taught within limited instructional hours and supported primarily by conventional teaching materials. Preliminary observations conducted in this study revealed that Grade VII students at SMP Yasipa Terpadu Palabuhanratu demonstrated

relatively low motivation and participation during Arabic learning activities. According to the Arabic language teacher, many students were reluctant to engage in classroom dialogue, frequently showed passive learning behaviors, and experienced difficulties practicing spoken Arabic during instructional activities. Furthermore, learning resources were largely limited to conventional YouTube videos and PowerPoint presentations, which offered minimal opportunities for interaction and independent learning. These instructional conditions reduced students' engagement and constrained the development of communicative competence expected in Arabic language instruction.

Educational technology offers promising solutions to address these instructional challenges. One of the most effective approaches is the development of interactive multimedia learning resources that integrate audiovisual presentation, learner interaction, formative assessment, and immediate feedback within a single instructional environment. According to the Cognitive Theory of Multimedia Learning, meaningful learning occurs when learners actively process verbal and visual information simultaneously through appropriate instructional design that minimizes extraneous cognitive load while promoting essential cognitive processing (Mayer, 2024). Consequently, multimedia learning environments should not merely present attractive visual materials but should actively facilitate learners' cognitive engagement through meaningful interaction, learner control, and adaptive instructional support. These principles have become fundamental guidelines for developing effective digital instructional media across various educational contexts.

Among various forms of digital instructional media, interactive learning videos have emerged as one of the most promising technologies for language education because they integrate audiovisual presentation, learner interaction, and formative assessment within a single learning environment. Unlike conventional instructional videos that merely present information sequentially, interactive videos enable learners to control the pace of learning, respond to embedded questions, repeat specific learning segments, receive immediate feedback, and actively participate throughout the instructional process. Such characteristics are particularly beneficial for language learning because they provide repeated exposure to authentic pronunciation, contextual vocabulary, dialogue practice, and communicative exercises that facilitate both receptive and productive language skills. Consequently, interactive videos are increasingly recognized as an effective instructional medium for supporting language acquisition while simultaneously promoting learner autonomy and engagement (Mayer, 2024; Fiorella & Mayer, 2023).

The effectiveness of interactive multimedia has been extensively reported across different educational contexts. A recent systematic review conducted by Syarifah (2024) synthesized findings from numerous studies on Arabic language instruction and concluded that multimedia-based learning consistently improves students' learning motivation, vocabulary acquisition, communicative competence, and learning independence. Similarly, Almelhes (2024) reported that technology-enhanced Arabic instruction enables more meaningful learning experiences by combining multimedia presentation with active learner participation. Beyond Arabic education, research in educational technology has consistently demonstrated that interactive multimedia environments improve conceptual understanding, learner satisfaction, and instructional effectiveness because they facilitate active cognitive processing rather than passive information reception (Mayer, 2024).

Several empirical studies have specifically investigated the use of instructional videos in Arabic language learning. Hasyim et al. (2023) found that video-assisted instruction significantly improved students' speaking performance by providing contextual dialogue models and opportunities for repeated pronunciation practice. Likewise, Wahyuni et al. (2023) demonstrated that multimedia-supported Arabic instruction enhanced students' listening and speaking competencies through integrated audiovisual learning activities. Other studies have reported positive effects of interactive digital learning resources, including mobile learning applications, web-based

instructional media, and interactive multimedia platforms, on students' engagement, vocabulary mastery, and communicative performance (Yaacob et al., 2024). Collectively, these findings indicate that digital instructional media have considerable potential to improve Arabic language learning outcomes when appropriately designed and implemented.

Despite these promising findings, several important limitations remain evident in the existing literature. First, a considerable proportion of previous studies have focused primarily on evaluating the effectiveness of existing multimedia resources without describing the systematic instructional design process underlying product development. Consequently, limited evidence is available regarding how instructional needs analysis, expert validation, iterative revision, and learner feedback contribute to producing high-quality instructional media. Second, many studies emphasize learning achievement while providing relatively little evidence concerning product validity, usability, and practicality prior to classroom implementation. Third, although interactive videos have become increasingly popular in digital education, relatively few studies have developed interactive learning videos specifically for Arabic local-content instruction in Indonesian junior high schools using a comprehensive instructional design framework such as ADDIE. These limitations indicate that further research is required to strengthen both the theoretical and practical understanding of interactive multimedia development in Arabic language education.

The present study seeks to address these gaps through the systematic development and evaluation of an interactive learning video for Arabic language instruction using the ADDIE instructional design model. Unlike conventional instructional videos that primarily deliver learning materials in a linear format, the developed product integrates contextual Arabic conversations, pronunciation modeling, vocabulary enrichment, learner-controlled navigation, interactive exercises, and immediate formative feedback into a single multimedia learning environment. Furthermore, the product was developed through a comprehensive instructional design process involving needs analysis, product design, expert validation, iterative revision, implementation, and evaluation to ensure both pedagogical quality and instructional effectiveness before wider classroom application. This systematic development process represents an important contribution because it provides empirical evidence not only regarding the effectiveness of the final product but also regarding the instructional design procedures required to develop interactive multimedia for Arabic language learning.

Accordingly, the novelty of this study lies in three principal aspects. First, the study develops an interactive learning video specifically designed to support *mahārah al-kalām* through contextual dialogues, guided pronunciation practice, interactive learning activities, and learner-controlled multimedia navigation. Second, the product is developed using a comprehensive ADDIE framework that integrates needs assessment, expert validation, iterative product revision, and multi-stage field testing to ensure instructional quality. Third, the study evaluates the product comprehensively by examining its validity, practicality, and instructional effectiveness, thereby providing stronger empirical evidence than studies focusing solely on learning outcomes. These contributions are expected to enrich the growing literature on technology-enhanced Arabic language learning while offering practical guidance for educators seeking to integrate interactive multimedia into secondary school instruction.

Therefore, this study aims to develop and evaluate an interactive learning video for Arabic language instruction among Grade VII students at SMP Yasipa Terpadu Palabuhanratu. Specifically, the objectives of this study are to: (1) describe the development process of the interactive learning video using the ADDIE model, (2) evaluate the validity and practicality of the developed product through expert judgment and learner evaluation, and (3) examine its effectiveness in supporting Arabic language learning, particularly students' speaking competence. The findings are expected to

contribute both theoretically to the field of educational technology and practically to the development of innovative digital learning resources for Arabic language education.

## **Method**

### **Research Design**

This study employed a Research and Development (R&D) approach to develop and evaluate an interactive learning video for Arabic language instruction. Research and Development is a systematic research approach intended to design, develop, validate, and evaluate educational products to improve instructional quality (Sugiyono, 2024). The development process followed the ADDIE instructional design model, which consists of five sequential phases: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it provides a systematic, learner-centered, and iterative framework that facilitates continuous product refinement through formative evaluation (Branch, 2009; Molenda, 2015). Furthermore, ADDIE has been widely adopted in educational technology research due to its flexibility and applicability in developing digital learning resources across diverse educational settings (Arofah & Cahyadi, 2019). The final product was developed as an interactive digital learning video that can be accessed through YouTube and other digital platforms to facilitate both classroom instruction and independent learning.

### **Research Setting and Participants**

The study was conducted at Junior High School Yasipa Terpadu, Palabuhanratu, West Java, Indonesia, during the 2025/2026 academic year. Participants consisted of one Arabic language teacher and 20 seventh-grade students who were involved in the needs analysis, product implementation, and product evaluation stages. The teacher participated in identifying instructional problems and evaluating the relevance of the developed media, whereas students participated in product trials and effectiveness evaluation. Product validation was conducted by three experts representing Arabic language content, instructional media, and instructional design. Expert judgment is widely recommended in educational product development to ensure content validity, media quality, and instructional appropriateness before field implementation (Plomp, 2013).

### **Development Procedures**

The interactive learning video was developed following the five stages of the ADDIE model (Branch, 2009). During the analysis phase, classroom observations, semi-structured interviews with the Arabic language teacher, and student needs questionnaires were conducted to identify instructional problems, learner characteristics, curriculum requirements, and media needs. The findings revealed limited availability of interactive learning media and low student participation during Arabic speaking activities, providing the rationale for developing an interactive instructional video.

During the design phase, learning objectives were formulated, instructional materials were organized, storyboards were prepared, and multimedia components were selected according to the learning objectives and students' characteristics. The instructional content emphasized contextual Arabic conversations (mahārah al-kalām), vocabulary acquisition, pronunciation practice, and formative learning activities designed to encourage active learner participation. Consistent with multimedia instructional design principles, visual, textual, and audio elements were carefully organized to support meaningful learning (Mayer, 2024).

During the development phase, the interactive learning video was produced by integrating animations, illustrations, Arabic narration, subtitles, interactive exercises, and contextual learning scenarios. The prototype was subsequently evaluated by experts in Arabic language content, instructional media, and instructional design. Feedback from the validation process was used to revise and improve the instructional product before classroom implementation. Formative evaluation throughout product development is essential to ensure instructional quality and usability prior to wider implementation (Branch, 2009).

During the implementation phase, the revised product was evaluated through three successive stages consisting of one-to-one evaluation, small-group evaluation, and field testing involving Grade VII students. These stages aimed to examine product usability, learner responses, and instructional effectiveness under authentic classroom conditions before producing the final version of the instructional media.

Finally, the evaluation phase involved analyzing qualitative and quantitative feedback collected from experts, teachers, and students. Product revisions were conducted based on the findings obtained from each evaluation stage to improve instructional quality, usability, and learning effectiveness. This iterative revision process represents one of the primary strengths of the ADDIE instructional design framework because it enables continuous improvement throughout product development (Branch, 2009).

### **Research Instruments**

Multiple instruments were employed to collect both qualitative and quantitative data. Classroom observations and semi-structured interviews were conducted during the needs analysis stage to identify instructional problems and learner characteristics. Student questionnaires were administered to investigate learning needs and perceptions of the developed media. Product quality was evaluated using expert validation questionnaires covering three dimensions: content validity, media quality, and instructional design quality. In addition, learner response questionnaires were administered during one-to-one, small-group, and field-testing stages to evaluate the practicality and usability of the developed instructional video. The use of multiple instruments in educational development research enables comprehensive evaluation of both product quality and instructional effectiveness (Plomp, 2013).

### **Data Analysis**

Qualitative data obtained from classroom observations, interviews, and expert suggestions were analyzed descriptively to support product revision during each development stage. Quantitative data derived from expert validation and student response questionnaires were analyzed using descriptive statistics by calculating percentage scores for each assessment component. Product feasibility was interpreted according to predetermined eligibility criteria based on Likert-scale responses, while product effectiveness was evaluated using effectiveness index scores obtained from one-to-one evaluation, small-group evaluation, and field testing. Descriptive statistical analysis is commonly applied in educational product development research to determine product validity, practicality, and effectiveness during formative evaluation (Sugiyono, 2024; Tegeh et al., 2019).

## **Results**

### **Development of the Interactive Learning Video**

The interactive learning video was developed using the ADDIE instructional design model, consisting of five sequential phases: Analysis, Design, Development, Implementation, and Evaluation. The development process began with a needs analysis involving classroom observations, interviews with the Arabic language teacher, and student questionnaires. The findings revealed that Arabic instruction relied primarily on conventional PowerPoint presentations and publicly available YouTube videos, which provided limited learner interaction and insufficient opportunities for independent learning. Students also demonstrated relatively low participation during Arabic speaking activities, indicating the need for more engaging digital instructional media. These findings served as the foundation for the development of an interactive learning video specifically designed for Grade VII Arabic language instruction.

Based on the identified instructional needs, the design phase focused on developing learning objectives, instructional flow, storyboards, multimedia layouts, and contextual

learning activities aligned with the Grade VII curriculum. The developed instructional content centered on the introductory topic *At-Ta'aruf* and incorporated contextual conversations, vocabulary learning, pronunciation practice, and interactive exercises intended to strengthen students' Arabic speaking skills.

The development phase resulted in an interactive multimedia product integrating two-dimensional animations, contextual illustrations, Arabic narration, subtitles, vocabulary presentation, pronunciation models, and formative learning activities. Visual representations were designed around familiar school situations to facilitate students' comprehension of vocabulary and conversational expressions. Synchronization between visual, textual, and auditory elements was intended to improve learning effectiveness while minimizing unnecessary cognitive load.



Figure 1. Initial Product

The prototype subsequently underwent expert validation followed by iterative revisions before being implemented in classroom trials. Three implementation stages, namely one-to-one evaluation, small-group evaluation, and field testing, provided opportunities to obtain learner feedback and improve the instructional product. Finally, qualitative and quantitative evaluation results were synthesized to produce the final version of the interactive learning video for classroom use.

Table 1. Summary of the ADDIE Development Process

| Phase          | Main Activities                                                      | Output                                                     |
|----------------|----------------------------------------------------------------------|------------------------------------------------------------|
| Analysis       | Needs assessment through observation, interviews, and questionnaires | Identification of instructional problems and learner needs |
| Design         | Learning objectives, storyboard development, multimedia planning     | Prototype design                                           |
| Development    | Multimedia production and expert validation                          | Interactive learning video prototype                       |
| Implementation | One-to-one, small-group, and field testing                           | User feedback                                              |
| Evaluation     | Product revision based on expert and student feedback                | Final instructional product                                |

### Expert Validation

The instructional product was evaluated by experts representing Arabic language content, instructional media, and instructional design before classroom implementation. Overall, the validation results indicated that the product achieved excellent feasibility across all evaluation dimensions.

The content expert assigned a feasibility score of **96%**, indicating that the instructional materials, learning objectives, and language content were highly appropriate for Grade VII students. The instructional media expert awarded a score of **95%**, while recommending minor revisions to improve several aspects of the media presentation. Likewise, the instructional design expert assigned a score of **91%**, confirming that the learning sequence and instructional organization adequately supported the intended learning objectives. Collectively, these findings demonstrate that the developed interactive learning video fulfilled the predetermined feasibility criteria and was considered appropriate for implementation after minor revisions.

Table 2. Expert Validation Results

| Validator                   | Score (%) | Category      |
|-----------------------------|-----------|---------------|
| Content expert              | 96        | Very feasible |
| Media expert                | 95        | Very feasible |
| Instructional design expert | 91        | Very feasible |

Overall, the expert evaluation confirmed that the interactive learning video met the required standards regarding instructional content, multimedia quality, and instructional design. The recommendations obtained from the validation process were incorporated into the revised version before student implementation.

### Product Revision Following Expert Evaluation

Following expert validation, the prototype underwent several rounds of revision before classroom implementation. The revision process followed the iterative nature of the ADDIE model, whereby expert comments and learner feedback were systematically incorporated to improve the instructional product. The revised product emphasized improvements to the overall presentation and instructional quality prior to one-to-one evaluation and subsequent classroom trials.



Figure 2. Revised Product

Overall, the revision process resulted in improvements to the instructional media before progressing to the next evaluation stage.

Table 3. Summary of Product Revision

| Evaluation Stage       | Basis for Revision     | Purpose                                                       |
|------------------------|------------------------|---------------------------------------------------------------|
| Expert validation      | Expert recommendations | Improve instructional quality before classroom implementation |
| One-to-one evaluation  | Student feedback       | Improve usability and clarity                                 |
| Small-group evaluation | Learner responses      | Refine learning activities before field implementation        |
| Field testing          | Overall evaluation     | Finalize instructional product                                |

### Product Practicality

Following revision, the interactive learning video was evaluated through three implementation stages involving one-to-one evaluation, small-group evaluation, and field testing. The results demonstrated a consistent improvement in product practicality throughout the iterative development process.

The initial one-to-one evaluation produced a feasibility score of **81.25%**, indicating that the instructional video met the established feasibility criteria. After incorporating student feedback, the small-group evaluation yielded a higher feasibility score of **83%**. The final field-testing stage involving the full participant group resulted in a feasibility score of **88.75%**, representing the highest practicality score obtained during product implementation. These progressively increasing scores indicate that continuous revision substantially enhanced the usability and acceptability of the instructional media.

Table 4. Product Practicality Results

| Trial Stage            | Score (%) | Category      |
|------------------------|-----------|---------------|
| One-to-one evaluation  | 81.25     | Very feasible |
| Small-group evaluation | 83.00     | Very feasible |
| Field testing          | 88.75     | Very feasible |

### Product Effectiveness

The instructional effectiveness of the developed interactive learning video was evaluated using effectiveness index analysis after each implementation stage. The revised one-to-one evaluation produced an effectiveness score of 66.67%, demonstrating that the revised product effectively supported student learning. Further improvement was observed during the small-group implementation, which achieved the highest effectiveness index (82%). During field implementation involving the entire participant group, the product maintained a high level of effectiveness with an effectiveness index of 72%.

These findings indicate that the developed instructional media consistently supported Arabic language learning across different implementation stages and remained effective when applied under authentic classroom conditions.

Table 5. Product Effectiveness Results

| Trial Stage           | Effectiveness Index (%) | Category       |
|-----------------------|-------------------------|----------------|
| One-to-one (revised)  | 66.67                   | Effective      |
| Small-group (revised) | 82.00                   | Very effective |
| Field testing         | 72.00                   | Very effective |

## Discussion

### Interactive Learning Videos Address Identified Challenges in Arabic Language Learning

The findings demonstrate that the development of an interactive learning video successfully addressed several instructional challenges identified during the needs analysis. Prior to the intervention, Arabic language instruction relied predominantly on teacher-centered approaches using conventional presentation slides and publicly

available online videos, which provided limited opportunities for learner interaction and independent speaking practice. These instructional limitations reduced student engagement and contributed to relatively passive classroom participation during Arabic learning activities.

The developed instructional media responded directly to these identified needs by integrating contextual conversations, vocabulary learning, pronunciation models, animations, subtitles, and interactive learning activities into a single digital learning environment. Rather than functioning merely as a video presentation, the developed product was designed to facilitate active learning through multiple forms of learner interaction. This finding supports the Cognitive Theory of Multimedia Learning, which argues that meaningful learning occurs when learners actively integrate verbal and visual information rather than receiving information passively (Mayer, 2024).

The present findings also reinforce previous studies reporting that interactive multimedia improves learner engagement in language education. Earlier studies have demonstrated positive effects of interactive video on Arabic writing, listening, and multimedia-based instruction. However, most previous studies focused on particular language skills or specific educational contexts. In contrast, the present study extends previous research by developing an interactive learning video specifically intended to strengthen Arabic speaking competence among beginning junior high school learners while integrating multimedia features into a flexible YouTube-based learning resource. This contextual adaptation represents an important contribution because speaking instruction requires repeated exposure, pronunciation practice, and contextual communication opportunities that are often difficult to achieve through conventional classroom instruction alone.

### ***High Expert Validation Indicates Strong Instructional and Multimedia Quality***

Expert validation demonstrated that the developed instructional media achieved consistently high feasibility scores across the three evaluation domains, with content validity (96%), media quality (95%), and instructional design (91%) all exceeding the threshold for very feasible instructional products.

These findings suggest that the product successfully integrated pedagogical principles with multimedia design. The high content validation score indicates that the learning objectives, vocabulary selection, and contextual conversations appropriately reflected the curriculum requirements for Grade VII Arabic instruction. Similarly, the favorable evaluation of media quality indicates that visual presentation, narration, and multimedia integration effectively supported instructional delivery. The instructional design evaluation further confirms that learning activities were systematically organized to facilitate progressive skill development.

The iterative revision process following expert validation also reflects one of the defining characteristics of educational design research. Rather than viewing validation as a single assessment stage, the present study incorporated expert feedback to refine the instructional product before classroom implementation. Such formative evaluation is considered essential in instructional product development because it enables researchers to identify weaknesses and improve product quality before measuring effectiveness (Branch, 2009).

The consistently high validation scores obtained in this study are comparable to previous multimedia development studies reporting high levels of expert acceptance for digital instructional media. Nevertheless, the current study differs by integrating instructional quality, contextual Arabic communication, and platform accessibility into a single multimedia product, thereby expanding the practical applicability of interactive learning videos within junior secondary Arabic education.

### ***Progressive Improvement During Classroom Trials Demonstrates the Importance of Iterative Product Refinement***

One notable finding is the progressive increase in product practicality throughout successive implementation stages. Product feasibility increased from 81.25% during one-to-one evaluation to 83% during small-group evaluation and finally reached 88.75% during field testing.

The gradual improvement observed across implementation stages suggests that continuous revision based on learner feedback substantially enhanced the usability of the instructional product. Rather than considering product development complete after expert validation, the study adopted an iterative refinement approach in which each evaluation stage informed subsequent improvements. This process aligns closely with contemporary instructional design principles emphasizing learner-centered product development and continuous improvement.

From a pedagogical perspective, increasing practicality scores indicate that students perceived the instructional media as increasingly accessible, understandable, and engaging following each revision cycle. Interactive multimedia allows learners to regulate their own learning pace, revisit instructional content, and practice speaking repeatedly without depending exclusively on teacher demonstrations. Such opportunities are particularly important in foreign language learning, where repeated exposure and practice play central roles in language acquisition.

These findings are consistent with previous educational technology research demonstrating that usability and learner acceptance improve when instructional products undergo multiple formative evaluation cycles before wider implementation. The present findings therefore reinforce the importance of iterative evaluation in producing digital instructional resources that are both pedagogically meaningful and practically usable.

### ***Interactive Learning Videos Effectively Support Arabic Speaking Instruction***

The effectiveness evaluation further demonstrated that the developed instructional video successfully supported Arabic learning throughout classroom implementation. Effectiveness indices reached 66.67% during one-to-one evaluation, increased to 82% during small-group implementation, and remained high at 72% during field testing.

The highest effectiveness observed during the small-group implementation suggests that interactive learning environments may function particularly well when learners have opportunities to collaborate while simultaneously receiving individualized attention from teachers. Although effectiveness decreased slightly during field implementation, the product continued to demonstrate high instructional effectiveness under authentic classroom conditions involving a larger number of students. This finding indicates that the instructional media remained robust when transferred from controlled implementation to regular classroom practice.

The observed effectiveness may be explained by several instructional characteristics embedded within the multimedia design. Contextual conversations, synchronized narration, visual illustrations, subtitles, and interactive exercises collectively provided multiple representations of learning content, enabling students to develop speaking competence through repeated exposure and multimodal reinforcement. These findings are consistent with multimedia learning theory, which proposes that coordinated visual and verbal information facilitates deeper cognitive processing and improves learning outcomes (Mayer, 2024).

Beyond improving classroom instruction, the developed learning video also offers practical implications for Arabic language education. Because the instructional media can be accessed independently through digital platforms, students are able to continue practicing pronunciation, vocabulary, and conversational skills outside classroom hours. Consequently, the product not only functions as classroom instructional media but also

supports self-directed learning, thereby extending learning opportunities beyond formal instructional settings.

### ***Theoretical and Practical Implications***

This study contributes to the growing body of educational technology research by demonstrating that interactive learning videos can effectively support Arabic speaking instruction through a systematic instructional design process. Unlike many previous studies that focused primarily on validating multimedia products, the present study documents the complete development cycle, including needs analysis, iterative refinement, expert validation, classroom implementation, and effectiveness evaluation. Consequently, the findings provide empirical support for applying the ADDIE model in developing multimedia resources for foreign language instruction.

From a practical perspective, the developed instructional video offers teachers an accessible digital learning resource that can complement face-to-face instruction while simultaneously promoting independent student learning. Its integration with widely available digital platforms increases the feasibility of implementation in schools with varying technological capacities.

### **Conclusion**

This study developed and evaluated an interactive learning video for Arabic language instruction using the ADDIE instructional design model. The development process systematically addressed the instructional challenges identified during the needs analysis by integrating contextual dialogues, pronunciation practice, vocabulary learning, animations, subtitles, and interactive learning activities into a single multimedia resource. The expert validation and classroom implementation demonstrated that the developed product achieved a high level of instructional quality, practicality, and effectiveness for supporting Arabic speaking instruction among Grade VII junior high school students. These findings indicate that interactive learning videos can serve as an effective instructional medium that promotes learner engagement, facilitates independent learning, and enriches classroom-based Arabic language instruction.

This study contributes to the growing body of educational technology research by providing empirical evidence that a systematically designed interactive learning video can effectively support foreign language learning through iterative development, expert validation, and staged classroom implementation. Unlike many previous studies that primarily focused on evaluating multimedia products, this study demonstrates how a complete instructional design process can be translated into a practical digital learning resource suitable for junior secondary Arabic education. The findings also provide practical guidance for teachers seeking to integrate accessible digital media into Arabic language instruction while encouraging students to continue learning beyond the classroom through self-directed practice.

Despite these contributions, the study has several limitations. The product was developed and evaluated within a single school, involved a relatively small number of participants, and focused exclusively on the introductory Arabic topic *At-Ta'aruf*. Consequently, the findings should be interpreted within the context of the present study and should not be generalized to other educational settings without further investigation. Future research should examine the implementation of interactive learning videos across different schools, educational levels, and Arabic language topics using larger and more diverse participant groups. In addition, future studies are encouraged to employ more rigorous experimental or quasi-experimental designs to investigate the long-term effects of interactive multimedia on Arabic language proficiency, learner motivation, and communicative competence.

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