Strategies for the Use and Evaluation of Arabic Language Learning Media Based on the ASSURE Model

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Abstract:
This research is a qualitative study, with data collection techniques include documentation, interviews, and observation. The instructional development model used is the ASSURE model, which recommends six main activities in instructional planning: (A) Analyze the general characteristics of the target group.(S) State or formulate the learning objectives. (S) Select, modify, or design and develop appropriate materials and media. (U) Utilize the materials and media. (R) Require learner participation or responses. (E) Evaluate the learning process. There are various types of learning evaluation, including formative and summative evaluation. Formative evaluation is the process of collecting data during the development of instructional media with the aim of determining its feasibility. This evaluation includes several instruments that serve as parameters for assessing the quality of the media from the perspectives of content, educational value, and technical quality. Summative evaluation, is used to determine the effectiveness of the instructional media after its implementation. This includes written tests, performance assessments and practicum, portfolio assessments, project evaluations, and rubric-based assessments.

Keywords: *Arabic Language Learning Media, ASSURE Model, Strategies and Evaluation.*

Introduction

The learning process aims to develop students' competencies in specific areas, including language acquisition. In the context of Arabic language learning, instructional media serve as a vital tool to facilitate students' understanding and engagement. Learning media, whether traditional or digital, play an essential role in delivering content effectively and supporting instructional goals.[1] As the integration of technology in education continues to grow, the use of appropriate instructional media becomes increasingly important. In the field of education, the role of teachers is not only confined to delivering material but also encompasses the ability to develop instructional meth-

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[1] Y Fauzi, S Lisnawati, and Rofi'ah, "Strategi Penggunaan Media Pembelajaran Berbasis Video Terhadap Minat Belajar Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam," *Annual Conference on Islamic Education and Social Sains (ACIEDSS)* 1, no. 1 (2019): 41–49.

ods and media that can facilitate student understanding more effectively. One of the main challenges faced by teachers is how to develop learning media that align with students' needs and the rapidly evolving technology.[2]

Technology-driven models not only help present material in more engaging ways but also align with modern learners' needs. One such model is the ASSURE model, which emphasizes systematic planning of instruction by analyzing learners, selecting media, and evaluating outcomes. [3] In evaluating learning, educators often rely on both formative and summative assessments to understand how well students grasp the material. This ASSURE model can serve as a reference for teachers in developing instruction through systematic planning that integrates technology and media to become more effective and meaningful for students. The utilization of the ASSURE model plays a significant role in addressing instructional issues, particularly in enhancing students' potential. Based on this assumption, it can be concluded that, fundamentally, the ASSURE model contributes to the learning process, especially concerning the problems faced in student and teacher instruction.[4]

These evaluations are necessary to identify strengths and weaknesses, allowing improvements in both instructional delivery and learning results. However, in Arabic language instruction, there is still a lack of research focusing on how media, supported by structured instructional models such as ASSURE, impact learning outcomes.[5] This study addresses that gap by exploring the integration of technology-based media using the ASSURE model in the context of Arabic language learning, offering insights into its practical effectiveness and evaluation outcomesIn learning Arabic there are 4 aspects of skill components or called maharah that must be understood including: listening skills (maharah al-istima'), speaking skills (maharah al-kalam), reading skills (maharah al-qiro'ah), and writing skills (maharah al-kitabah).

These four skills are closely related to each other. Someone who wants to master Arabic must understand these 4 components. By studying these 4 skills, it can make it easier to master Arabic by practicing slowly starting from listening skills, reading and so on. If it is not studied and does not pay attention to the skills mastered, it will experience difficulties in Arabic language skills.

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[2] Ario Dwi Santidar, "Pengembangan Game Edukasi Baamboozle Berbasis Assure Untuk Fikih Kelas X Di MA Hidayatul Insan" 3, no. 1 (2025).

[3] Miftahul Khair and Muhammad Jundi, "Uncovering Innovations in Instructional System Design Models for Arabic Language Learning" 01, no. 01 (2024).

[4] Pradika Adi Wijayanto et al., "Pentingnya Pengembangan Geography Virtual Laboratory (Geo V-Lab) Sebagai Media Pembelajaran Litosfer," *Jurnal Pendidikan (Teori Dan Praktik)* 3, no. 2 (2018): 119, https://doi.org/10.26740/jp.v3n2.p119-125.

[5] Muhimmatul Choiroh, "Evaluasi Pembelajaran Bahasa Arab Berbasis Media E-Learning," *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 3, no. 1 (2021): 41–47, https://doi.org/10.47435/naskhi.v3i1.554.

Methods

This study addresses that gap by exploring the integration of technology-based media using the ASSURE model in the context of Arabic language learning, offering insights into its practical effectiveness and evaluation outcomes. This research employs a qualitative approach with a case study design. It aims to explore the evaluation and strategies involved in teaching Arabic as a second language. The qualitative method allows for an in-depth understanding of the phenomena being studied by focusing on events that occur in real educational settings.

Data were collected using three techniques: interviews, observations, and documentation. These sources provided rich and contextual insights into how Arabic language learning media were implemented and evaluated. The type of case study used is instrumental, as it helps to illuminate the effectiveness of media use and instructional strategies within a particular context.

The data were analyzed using the interactive model of Miles and Huberman, which consists. four steps which include data collection, data condensation, data display and verification/conclusion drawing[6] This process enabled the researcher to identify patterns, relationships, and key findings that are relevant to the research objectives.

Results and Discussion

1. **Strategy for Using Arabic Language Learning Media**

   a. Principles and Effective Approaches in Utilizing Arabic Language Learning Media.

   Media are tools that can facilitate interaction between teachers and students during the teaching and learning process. Media greatly assist teachers in delivering learning materials. Based on several expert opinions above, it can be concluded that media are visual aids or means used to convey messages and serve as support tools in the teaching and learning process[7] In using learning media, the principle that must be considered is that every learning media aims to make it easier for students to understand the material presented by the educator. Thus, the use of media must be seen from the needs of students, not only from the interests of the teacher. Learning media is media that can be seen or heard. In terms of its use, media is involved with human senses in order to gain

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[6] Neringa Kalpokaite and Ivana Radivojevic, "Demystifying Qualitative Data Analysis for Novice Qualitative Researchers," *Qualitative Report* 24, no. 13 (2019): 44–57, https://doi.org/10.46743/2160-3715/2019.4120.

[7] Fakultas Tarbiyah, "Penggunaan Media Audio-Visual Pada Mata Pelajaran Bahasa Arab Intan Nurhasana" 2, no. 2 (n.d.): 2021.

knowledge. Thus, media consists of three types, namely: audio media, visual media, and audiovisual media[8].

Audio media is a listening media which contains learning materials in the form of messages that are arranged as interestingly as possible and its application only uses the sense of hearing. This audio media is only in the form of sound. Examples of audio media include: recordings of Arabic conversations to train listening and pronunciation, Arabic songs, Arabic applications such as duolingo. [9]Visual media is media that only involves the sense of sight. Learning media certainly aims to make it easier for educators to convey learning materials.

Visual learning media is able to display what should be there and its appearance is real [10]Examples of visual media include pictures and illustrations such as Arabic flash cards, posters such as animal pictures or the like in Arabic, books or modules such as Arabic textbooks. Audiovisual media is media that combines the sense of hearing and the sense of sight, the purpose is clear as a tool to make it easier for students to understand the material presented by the teacher. Audiovisual media has been developed with words, colors, sounds and movements. This type is classified as a type of multimedia. Examples of audiovisual media include: Arabic films and series accompanied by subtitles, power point applications accompanied by audio and video such as explaining vocabulary accompanied by pronunciation.[11] Effective Approach in Utilizing Arabic Language Learning Media. The meaning of effective shows how far the learning objectives that have been determined have been achieved. Effective learning is learning that has an influence and produces learning objectives that are right on target. Both for the present and the future.[12]

As with film media in Arabic language learning, especially those applied to children, they feel more comfortable and do not feel bored because the delivery of the material is considered light and does not burden students so that they respond quickly to receiving learning materials. Educators only need to prepare the next material and the

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[8] Asni Furoidah, "Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran Dan Pembelajaran Bahasa Arab," *Al-Fusha : Arabic Language Education Journal* 2, no. 2 (2020): 63–77, https://doi.org/10.36835/alfusha.v2i2.358.

[9] 2011 Fahyuni.E.F, "Fakultas Agama Islam Universitas Muhammadiyah Sidoarjo Tahun Ajaran 2017" 1, no. 1 (2017): 5–6.

[10] Annisa Mayasari et al., "Pengaruh Media Visual Pada Materi Pembelajaran Terhadap Motivasi Belajar Peserta Didik," *Jurnal Tahsinia* 2, no. 2 (2021): 173–79, https://doi.org/10.57171/jt.v2i2.303.

[11] Jepri Nugrawiyati, "Media Audio Visual Dalam Pembelajaran Bahasa Arab.Pdf" 6 (2018).

[12] Maulid Anwar Sidiq, "Efektifitas Penggunaan Media Gambar Dalam," *Jurnal AS-SAID* 6, no. 2 (2019): 41–48.

final step is to conduct an evaluation to find out the extent of student understanding. This fil media can train students' istima' skills.[13]

2. Learning Media Usage Strategy

The ASSURE model, based on Heinich's framework, can be utilized in instructional design and includes six key steps in the learning process as follows:

a. Analyze the general characteristics of the target group, whether they are high school or college students, their specific characteristics which include, among others, knowledge, cultural and socio-economic background, and analyze their initial skills and attitudes.

b. State or formulate learning objectives, namely what new behavior or abilities (knowledge, skills, or attitudes) are expected to be possessed and mastered by students after the teaching and learning process is complete. This objective will influence the selection of media and the sequence of presentation and learning activities. The formulation of this objective needs to be conveyed to students at the beginning of learning.

c. Selecting, modifying, or designing and developing appropriate materials and media. If the available learning materials and media will be able to achieve the objectives, the materials and media should be used to save time, energy, and costs. In addition, it is also necessary to consider whether the materials and media will be able to arouse students' interest, have accurate information, have good quality, provide opportunities for students to participate, have been proven effective if they have been tested, and provide instructions for discussion or follow-up activities. If the existing materials and media do not match the objectives or do not match the target participants, the materials and media can be modified. If it is not possible to modify what is available, then choose the third alternative, namely designing and developing new materials and media. Of course, this activity is much more expensive in terms of costs, time, and energy. However, this activity makes it possible to prepare materials and media that are consistent and in accordance with the objectives to be achieved.

d. Using materials and media. After selecting the right materials and media, preparation is needed on how and how much time is needed to use them. In addition to practicing and practicing using them, room preparation is also needed, such as student seating arrangements, necessary facilities such as equipment tables, electricity, screens, and others must be prepared before the presentation. (R) Asking for student responses. Teachers should encourage students to provide responses and feedback on the effectiveness of the teaching and learning process.

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[13] Evi Nurus Suroiyah, "Efektivitas Penggunaan Media Film Dalam Pembelajaran Bahasa Arab Di Tpq Sunan Muria Bendo Jabung Malang," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2020): 241–54, https://doi.org/10.51339/muhad.v2i2.210.

Student responses can vary, such as repeating facts, presenting an overview or summary of information/lessons, or analyzing alternative solutions to problems/cases. Thus, students will show greater participation. This step emphasizes the importance of order or active participation of students in the learning process that takes place in the classroom.

e. Evaluating the learning process. The main purpose of the evaluation here is to determine the level of student achievement regarding learning objectives, the effectiveness of the media, approaches, and the teacher himself.[14]

To this end, well-designed instruction begins by stimulating students' interest, followed by presenting new material, involving student feedback, assessing their understanding, and continuing to the next activity. This model is more focused on lesson planning to be used in actual classroom situations.[15]

3. Evaluation of the Use of Arabic Language Learning Media

In general, the evaluation of learning media is grouped into 2, namely formative and summative evaluation In general, the purpose of learning evaluation is to determine the effectiveness and efficiency of the overall learning system. This learning system includes objectives, materials, methods, media, learning resources, environment, and the assessment system itself, all of which help in evaluating and improving learning strategies, evaluating and refining curriculum programs, assisting students in learning and developing their strengths, and also aim to identify students' weaknesses. It provides data to support decision-making[16] which will be explained along with the components or evaluation instruments as follows:

a. Formative Evaluation

1) Material aspects include: In accordance with the initial objectives that have been designed, Content is easy to understand, In accordance with the level of students, Covers the integrity of the material.

2) Educational aspects include: Being a breakthrough in learning, Having an attraction, Motivating quality, Having a relationship with other learning programs, Having an impact on learning development for students, Having an impact on teachers in learning

3) Technical quality aspects include: Readability, Easy to use.

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[14] Bahasa Arab et al., "8," الوسائل التعليمية الصحيحة والمهمة لتحقيق أهداف مساعدة المعلمين على أسس دينية, no. 1 (2024).
[15] Learning Model and Learning Outcome, "Keywords : Learning Model, ASSURE, and Learning Outcome" 2, no. 7 (2024): 652–60.
[16] Pendidikan Diniyyah and Formal Pdf, "Implementasi Evaluasi Sumatif Pembelajaran Bahasa Arab Di" 2, no. January (2025): 218–27.

b. Summative Evaluation

If the formative evaluation of learning media aims to measure the feasibility of learning media, then this summative evaluation is a parameter to determine the extent to which the effectiveness of the learning media that has been used. There are several instruments to determine the effectiveness of the learning media used, including: The evaluation methods include written tests (comprising multiple-choice, short answer, and essay formats), practical or skills-based assessments, portfolio reviews, project assessments, and the use of assessment rubrics.

No	The Stages of the ASSURE Model	Statements	1	2	3	4	5
1.	Analyze Learners	The teacher understands my learning style and needs in learning Arabic.				√	
		The material is designed according to my abilities and learning preferences.				√	
2	State Objektives	The learning objectives are clearly explained before the lesson begins.				√	
		I understand what is expected from each learning session.				√	
3.	Select Media & Materials	The media (audio, visual, Arabic text) used supports the material effectively.			√		
		The teaching materials enrich my vocabulary and grammar well.			√		
4.	Utilize Media & Materials	The media is prepared and clearly explained before being used.					√

		I am given the opportunity to actively try the media myself.					√
5.	Require Learner Participation	I actively participate in discussions, exercises, or question-and-answer sessions.			√		
		My activeness increases due to the media and methods used.			√		
6.	Evaluate & Revise	The teacher provides evaluations (quizzes/assignments) to measure my understanding.					√
		The teacher gives feedback that helps me improve my understanding.					√

The research explored the strategic use of Arabic language learning media through the lens of effective principles, instructional design models, and evaluation techniques. The study focused particularly on the application of the ASSURE model and its relevance in shaping learner-centered Arabic instruction. Data was collected and analyzed to assess how media-based strategies were implemented in actual classroom practices and how learners responded to such approaches.

The findings highlight that the use of Arabic learning media—classified into audio, visual, and audiovisual types—significantly enhances students' engagement and comprehension. Audiovisual media, such as Arabic films or PowerPoint presentations with integrated audio, were especially effective in helping students acquire vocabulary and improve their listening (istima') skills. Students showed a high level of appreciation for materials that matched their learning needs and preferences, particularly those that were interactive and visually appealing. The application of these media also aligned well with the principle that instructional tools must serve learner needs more than teacher convenience.

Through the framework of the ASSURE model, the research revealed that while teachers successfully addressed key aspects such as analyzing learners and stating objectives, certain areas

like media utilization and student participation still required improvement. Student feedback indicated that while objectives were clearly communicated and appropriate media were selected, learners were rarely given opportunities to actively engage with the media or receive formative feedback. The evaluation phase, both formative and summative, was appreciated when present, but appeared inconsistently applied. Therefore, to maximize media effectiveness in Arabic learning, it is essential not only to select relevant tools but also to involve students actively and systematically assess outcomes to inform ongoing revisions and improvements.

Conclusion

This study concludes that the ASSURE model is an effective framework for planning and evaluating Arabic language learning media. By systematically analyzing learner characteristics, selecting appropriate media, and conducting both formative and summative evaluations, teachers can significantly enhance instructional quality. The findings demonstrate that formative evaluation contributes to improving the design and feasibility of the media, while summative evaluation helps measure its actual effectiveness in classroom implementation.

The integration of media based on the ASSURE model not only supports student engagement but also ensures that the instructional process aligns with learners' needs. Therefore, the appropriate selection and evaluation of instructional media are essential in achieving successful learning outcomes in Arabic language education. These results highlight the importance of combining structured instructional planning with media that is relevant, interactive, and learner-centered.

Acknowledgment

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