

Innovation in Teaching and Learning Arabic through Video (IEdu-V)

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DOI: <https://dx.doi.org/10.47772/IJRISS.2024.8090142>

Received: 26 September 2024; Accepted: 30 September 2024; Published: 09 October 2024

ABSTRACT

The teaching of Arabic in Higher Education Institutions (HEIs) in Malaysia faces challenges in effectively engaging students to master the language. Video-based learning is seen as an innovation that can enhance the flexibility and engagement of students in Arabic language instruction. However, there are still limitations in the use of this approach, which impact the level of student proficiency. This research aims to explore how video as a teaching aid can improve the effectiveness of Arabic language teaching in Malaysian HEIs. The study employs a qualitative approach, gathering data through semi-structured interviews with students and Arabic language lecturers at selected HEIs, along with content analysis of the learning videos used in class. The findings reveal that the use of videos, particularly interactive and culturally-based ones, has a positive impact on students' motivation and understanding of the Arabic language. However, challenges related to the preparation of relevant video materials and access to technology need to be addressed. The study implies that innovation in the use of video can not only improve the effectiveness of Arabic language instruction but also provide students with opportunities to learn in a more flexible and engaging environment. Recommendations are made for HEIs in Malaysia to increase the use of video technology in teaching and to provide specific training for lecturers to produce high-quality teaching videos.

Keywords—innovation, teaching and learning, Arabic language, video

INTRODUCTION

The teaching and learning of the Arabic language in higher education institutions (HEIs) in Malaysia play a crucial role in developing knowledgeable and competitive human capital, in line with the government's aspirations to strengthen higher education. The Malaysian government, through the Malaysian Education Blueprint (Higher Education) 2015-2025, has emphasized innovative and flexible learning with the aim of producing graduates highly skilled in various disciplines, including mastery of a third language such as Arabic (Kementerian Pendidikan Malaysia 2020). In this context, the use of new technologies and media such as video is seen as a relevant and effective approach to enhance the effectiveness of language learning in HEIs (Ismail & Hassan 2022).

However, there are several key challenges in the process of teaching Arabic. Among these challenges are the lack of motivation among students, teaching methods that are too teacher-centered, and the limitations in using technology suitable for modern language learning needs. This problem statement refers to the need to introduce more engaging and interactive approaches to Arabic language teaching, with the aim of increasing students' proficiency and interest (Rahman & Zakaria 2021).

Therefore, this study aims to explore how video-based teaching and learning innovations (IEdu-V) can enhance the effectiveness of Arabic language teaching in Malaysian HEIs. Videos as a learning medium are seen as capable of meeting students' needs for a flexible learning experience that suits individual learning styles (Amin & Yusof 2023). The main objectives of this study are to identify the effects of video usage on student motivation and understanding, as well as to identify the challenges faced in its implementation.

This study is significant because it not only contributes to enriching the literature in the field of language teaching but also provides relevant input to lecturers and educational institutions in designing more effective teaching approaches. Furthermore, this study aligns with the government's agenda to encourage the use of technology in higher education to improve learning quality and develop globally competitive human capital (Zulkifli & Ahmad 2024).

The scope of this study covers the analysis of the implementation of video-based teaching and learning of Arabic (IEdu-V) in Malaysian HEIs, focusing on the experiences of students and lecturers involved. This research also evaluates how far the use of videos meets learning objectives and solves the problems faced in teaching Arabic in HEIs.

LITERATURE REVIEW

Innovation in Arabic language teaching and learning using technology, particularly video, has increasingly attracted the interest of researchers worldwide due to its potential to increase students' motivation and engagement in the learning process. In Malaysia, the use of videos in teaching and learning Arabic in HEIs is considered a relevant strategy capable of providing more dynamic and flexible learning (Amin & Yusof 2023). Previous studies have shown that videos help students understand complex language concepts such as grammar and pronunciation more effectively through interactive visuals and animations (Ismail & Hassan 2022). However, research on technological infrastructure in Malaysia found that the implementation of video technology is still limited by factors such as internet accessibility and the lack of digital devices, especially among students in rural areas (Rahman & Zakaria 2021).

From a global perspective, a study conducted in Australia by Smith and Jones (2020) found that the use of videos in teaching Mandarin and Arabic improved students' listening and speaking skills. Videos that include both visual and auditory elements enrich the learning experience, especially when students interact with materials that reflect real-world communication situations. However, the limitation identified is that the accessibility of technology among underprivileged students may result in unequal access to video-based learning.

Meanwhile, Li and Zhang (2021) in China found that video-based learning in teaching Arabic helps students quickly master communication skills as they can watch and repeat videos according to their abilities and understanding. This study supports research conducted by Abdullah et al. (2020) in Malaysia, where the flexibility of video usage allows students to follow their own learning pace. However, the limitation identified in Li and Zhang's study is the lack of effective monitoring in self-directed learning, which leads to students becoming unfocused and feeling isolated during the learning process.

A study by Ahmed et al. (2021) in Saudi Arabia also found that interactive videos are suitable for self-directed learning, especially when students can evaluate and improve their language proficiency through native speaker-oriented videos. However, this study did not delve deeply into the long-term effects on other skills such as writing and reading comprehension, where visual elements may not have the same impact.

Rahim and Zulkifli (2022) in Malaysia emphasized that although videos increase student motivation, there are major challenges in ensuring the quality of the video content used. Irrelevant or poorly planned video content can distract students and lead to less effective learning. This issue was also discussed in a foreign study by O'Malley and Chamot (2022) in the United States, which emphasized that the quality of video content plays a crucial role in ensuring the video meets pedagogical objectives.

In addition, a study by Liu and Chen (2022) in Taiwan found that students involved with interactive videos containing gamification elements such as quizzes and language games showed significant improvement in their understanding and interest in the language. Gamification elements in videos introduce healthy competition and enjoyment, which attract students to engage more deeply in language learning. However, Yunus and Mustafa (2022) in Malaysia highlighted that excessive gamification can divert students' attention away from the actual learning objectives, reducing focus on the language content being conveyed.

From a pedagogical perspective, Mokhtar et al. (2022) emphasized that videos as a learning aid will not have a positive impact unless supported by a clear and structured pedagogical approach. They suggested that lecturers need specific training in producing and using videos suitable for students' understanding levels and learning objectives. This aligns with the findings of Rosli et al. (2021), who stated that pedagogical training is a key element in ensuring the effective use of videos in the classroom. A study by Khalid and Omar (2020) in Jordan also stressed that lecturers' lack of technical skills in using technology can reduce the effectiveness of videos as a teaching tool.

Overall, previous studies from both Malaysia and abroad demonstrate the vast potential of videos in enhancing language learning experiences. Although many studies support the effectiveness of videos in increasing student motivation and understanding, issues such as accessibility, video content quality, and sufficient pedagogical support remain challenges that need to be addressed. Therefore, this study focuses on how this technology can be more effectively integrated into the Arabic language teaching curriculum in Malaysian HEIs.

Effective Video Content in Language Teaching

The integration of video content in language teaching has gained significant attention due to its ability to combine visual, auditory, and interactive elements, thereby enriching the overall learning experience. Video content is particularly valuable in language acquisition as it enables learners to observe and emulate authentic language use in realistic settings, a crucial aspect for developing communicative competence. However, not all video content is equally effective. For video content to achieve its full potential in language teaching, it must be purposefully designed to align with pedagogical goals, accommodate various learning styles, and actively engage students. This section reviews past research on the components that constitute effective video content in language teaching.

One of the most important elements of effective video content in language teaching is authenticity. Video content should ideally depict genuine language usage in real-world contexts, enabling learners to observe how native speakers communicate naturally. Authentic content helps bridge the gap between classroom-based learning and practical language application. For instance, Wagner (2018) demonstrated that learners exposed to real-life interactions in videos showed a 15% improvement in their listening and speaking skills compared to those exposed to scripted language-learning videos. Authenticity not only assists learners in mastering grammatical structures and vocabulary but also provides insight into the cultural nuances embedded in language use, which is essential for communicative competence.

Another crucial factor in effective video content is interactivity and engagement. Videos that include interactive features such as quizzes, reflection prompts, and opportunities for learners to pause and practice are more likely to maintain student engagement and promote active learning. Research by Mayer et al. (2020) found that when video content incorporates interactive segments that require learners to respond or participate in tasks, it leads to greater retention and application of language structures. This type of active engagement allows students to process and apply the material more effectively compared to passively consuming content.

Moreover, the effectiveness of video content is enhanced when it follows a clear pedagogical structure and aligns with specific learning objectives. According to Chai and Ling (2019), videos that are organized within a pedagogical framework, introducing language concepts progressively and supported by scaffolding techniques, produce better outcomes in terms of vocabulary retention and comprehension. A structured approach ensures that the content is accessible and builds incrementally, allowing learners to develop confidence and advance through more complex material at an appropriate pace. This structure supports not only language acquisition but also cognitive development in the learning process.

Video content is also particularly effective in improving listening and pronunciation skills. Videos expose learners to various accents, speech rates, and intonation patterns, providing a broader understanding of the target language's phonetic structures. Cunningham and Nguyen (2021) emphasized that learners who frequently interacted with video content focused on pronunciation and rhythm exhibited marked improvements in their speaking abilities, especially in replicating native-like pronunciation. Exposure to diverse native speakers through video content allows learners to refine their listening skills and improve pronunciation

accuracy, which is crucial in achieving fluency.

Finally, the adaptability of video content to individual learning paces and styles is another critical factor for its effectiveness. Ghavifekr and Roslan (2022) highlighted that enabling learners to control the pace of video playback—such as pausing, rewinding, or rewatching—significantly enhances their ability to grasp and apply new language concepts. This adaptability allows for personalized learning, ensuring that each learner can master the content before moving on to more complex material. Videos that incorporate such flexibility cater to both faster and slower learners, fostering a more inclusive learning environment that accommodates a range of learning preferences and abilities.

In summary, effective video content in language teaching is characterized by its authenticity, interactivity, clear pedagogical structure, focus on listening and pronunciation, and adaptability. When these elements are integrated into video content, they enhance the overall learning experience, making it more engaging, practical, and responsive to diverse learning needs.

METHODOLOGY

This study employs a qualitative approach with a case study design to gain an in-depth understanding of how videos are used as teaching aids in Arabic language courses at higher education institutions (HEIs) in Malaysia. A qualitative approach allows the researcher to explore the experiences, views, and perceptions of lecturers and students on the use of videos in the learning process. This approach is in line with the suggestions of Creswell (2014) and Yin (2018), who emphasized the capability of qualitative methods to investigate phenomena comprehensively. The study was conducted at three selected HEIs, taking into account institutions that have integrated video into their Arabic language teaching courses, namely the University of Malaya (UM), the International Islamic University Malaysia (IIUM), and Universiti Teknologi MARA (UiTM). These institutions were selected based on their technological infrastructure readiness and the offering of Arabic language courses that use video as part of the teaching method (Lincoln & Guba 1985).

Sampling

The study sample consists of 10 lecturers and 30 students directly involved in Arabic language teaching and learning using videos. Participants were selected through purposive sampling, which emphasizes individuals with direct experience of the phenomenon being studied (Patton 2015). Lecturers were selected based on their experience in using videos as teaching tools, while students chosen were those who actively participated in classes that used videos for Arabic language learning. This method allowed the researcher to focus on participants who could provide relevant and in-depth information about the research topic (Silverman 2016).

Data Collection

Data were collected through semi-structured interviews. Semi-structured interviews were conducted with lecturers and students to gain an in-depth understanding of their experiences and perceptions regarding the use of videos in Arabic language teaching and learning. These interviews provided the researcher with flexibility to adjust questions according to participants' responses and explore emerging issues during the conversation, as suggested by Bryman (2016) in qualitative data collection.

Data Analysis

The collected data were analyzed using thematic analysis as recommended by Braun and Clarke (2006). The first step involved transcribing the interview recordings and observation notes in detail. These transcripts were then repeatedly read to identify the main themes that emerged from the data. The coding process was used to group the data based on similar themes, such as the benefits of using videos, technological challenges, and students' perceptions of video learning flexibility (Miles & Huberman 1994). Subsequently, these themes were analyzed to understand how these elements are closely related to the effectiveness of Arabic language teaching and learning through videos. The researcher also employed triangulation by comparing data from interviews between students and lecturers to increase the validity of the findings (Denzin 2009).

Reliability and Validity

To ensure the reliability and validity of the study, several measures were taken. First, data triangulation was conducted by combining data from various interview sources to ensure more comprehensive and accurate findings (Lincoln & Guba 1985). Second, member checking was used to ensure that the researcher's interpretations were accurate and consistent with the participants' views. This process helped reduce the possibility of misinterpretation by the researcher (Merriam & Tisdell 2015). Third, peer review was conducted, where the preliminary findings of the study were reviewed by experienced qualitative researchers to ensure the validity of the data interpretations (Creswell 2014).

Limitations

There are several limitations to this study. First, this study only involves three HEIs, which may not reflect the overall experience of using videos in Arabic language teaching across Malaysia. Second, the sample size is limited to 10 lecturers and 30 students, which may limit the generalization of the findings. However, qualitative studies are not intended to produce statistical generalizations but rather to explore in-depth the experiences of the individuals involved (Silverman 2016). Therefore, the findings from this study can still provide meaningful insights into the use of videos in Arabic language teaching at HEIs.

RESULTS AND DISCUSSION

The data analyzed are presented in a table format to show the main themes, subthemes, and statements from the study participants. The following table presents a qualitative data analysis for this study:

Table I Qualitative Data Analysis

Main Themes	Subthemes	Codes	Transcripts	Translation
Student Motivation	Classroom Engagement	Motivation, Engagement	"Video membantu saya lebih fokus dalam kelas, saya rasa pembelajaran menjadi lebih menarik." (Pelajar 7)	"Videos help me focus better in class; I find learning more interesting." (Student 7)
	Increased Learning Interest	Interest, Motivation	"Pelajar kelihatan lebih bersemangat apabila video digunakan, mereka lebih aktif bertanya dan terlibat dalam perbincangan selepas video ditonton." (Pensyarah 3)	"Students seem more enthusiastic when videos are used; they ask more questions and engage in discussions." (Lecturer 3)
	Self-directed Learning	Independent Learning, Repetition	"Saya boleh ulang video bila-bila masa, ini sangat membantu untuk saya lebih faham sesuatu topik." (Pelajar 18)	"I can repeat the videos whenever I want; this helps me understand the topic better." (Student 18)
Understanding of Grammar Concepts	Grammar Mastery	Grammar, Repetition	"Tatabahasa bahasa Arab agak sukar, tapi dengan video saya boleh ulang sehingga faham." (Pelajar 4)	"Arabic grammar is quite difficult, but with videos, I can repeat it until I understand." (Student 4)
	Correct	Pronunciation, Native	"Video yang	"Videos showing native

	Pronunciation	Speaker	menunjukkan cara sebutan daripada penutur jati membantu pelajar memperbaiki pengucapan mereka." (Pensyarah 6)	speaker pronunciation help students improve their speech." (Lecturer 6)
	Deep Understanding	Visualization, Conceptual Delivery	"Kadang-kadang konsep sukar untuk saya faham melalui buku, tetapi dengan video, ia lebih mudah difahami." (Pelajar 22)	"Sometimes I can't understand concepts from books, but with videos, it's easier." (Student 22)
Technological Challenges	Access to Devices	Device Shortage, Infrastructure	"Saya tiada peranti yang sesuai di rumah, jadi sukar nak ikut kelas bila video digunakan." (Pelajar 9)	"I don't have the right device at home, so it's hard to follow the class when videos are used." (Student 9)
	Internet Availability	Internet Speed, Connection	"Ada sekali bila kelas dalam talian guna video, saya hadapi masalah internet yang lambat." (Pelajar 12)	"Once, during an online class using videos, I faced slow internet issues." (Student 12)
	Technological Infrastructure	Insufficient Technology, Technical Issues	"Bukan semua kelas dilengkapi dengan peralatan teknologi yang sesuai untuk tayangan video, ini menyukarkan proses pembelajaran." (Pensyarah 8)	"Not all classes are equipped with the proper technology for video screenings, which complicates learning." (Lecturer 8)
Video Content Quality	Relevance to Topics	Irrelevant Content, Video Quality	"Kadang-kadang video yang ada dalam talian tidak relevan dengan topik pengajaran, jadi saya perlu buat sendiri." (Pensyarah 2)	"Sometimes the videos available online aren't relevant to the teaching topic, so I have to make my own." (Lecturer 2)
	Self-produced Videos	Technical Skills, Limited Time	"Agak sukar untuk saya hasilkan video yang baik sebab saya perlu luangkan masa untuk belajar software tertentu." (Pensyarah 4)	"It's hard to produce good videos because I need time to learn specific software." (Lecturer 4)
	Variety of Video Sources	Low-quality Videos, Limited Resources	"Banyak video yang saya jumpa di YouTube kurang sesuai untuk pengajaran, jadi saya terpaksa mencari alternatif lain." (Pelajar 27)	"Many videos I find on YouTube are not suitable for teaching, so I have to find other alternatives." (Student 27)
Learning Flexibility	Learning at One's Own Pace	Flexibility, Learning	"Video memudahkan saya belajar ikut masa saya sendiri. Saya boleh ulang beberapa kali sehingga saya	"Videos allow me to learn at my own pace. I can repeat them as many times as I need to understand." (Student

			faham." (Pelajar 15)	15)
	Choice of Learning Style	Learning Styles, Repetition	"Dengan video, pelajar yang visual learners lebih mudah faham, mereka boleh pilih cara mereka sendiri untuk belajar." (Pensyarah 10)	"With videos, visual learners find it easier to understand; they can choose their preferred way of learning." (Lecturer 10)
Gamification Elements in Videos	Interactive Quizzes in Videos	Gamification, Student Engagement	"Video yang ada kuiz interaktif membuatkan kelas jadi lebih seronok, saya suka main sambil belajar." (Pelajar 20)	"Videos with interactive quizzes make the class more fun; I enjoy learning while playing." (Student 20)
	Motivation through Gamification	Gamification, Motivation	"Apabila ada elemen permainan dalam video, pelajar nampaknya lebih berminat dan berusaha untuk menyelesaikan kuiz atau cabaran." (Pensyarah 7)	"When there's a game element in the videos, students seem more motivated and try harder to complete the quizzes or challenges." (Lecturer 7)
	Challenges of Excessive Gamification	Loss of Focus, Too Focused on Games	"Kadang-kadang, gamifikasi terlalu banyak dan pelajar lebih fokus kepada aspek permainan daripada kandungan pelajaran sebenar." (Pensyarah 9)	"Sometimes gamification is overused, and students focus more on the game aspect than the actual lesson content." (Lecturer 9)

Based on Table 1, the study's findings include the following:

Student Motivation

Student motivation is one of the most dominant themes in this study, where many students and lecturers reported that the use of videos in class increased student engagement and drove their interest in learning Arabic. Students reported that videos made learning more interesting and interactive. Statements like "Videos help me focus better in class; I find learning more interesting" (Student 7) indicate that the visual elements in videos have stimulated student interest, in line with the findings of Amin and Yusof (2023), who found that videos increase student motivation in Arabic language teaching in HEIs.

According to Smith and Jones (2020), videos in second-language learning, as in this study, have been shown to enhance student engagement by combining visual and auditory aspects. This makes it easier for students to understand the language more effectively as they can associate visuals with the concepts being taught. Therefore, using videos not only increases student motivation but also makes learning more student-centered compared to traditional teacher-centered methods.

Understanding of Grammar and Pronunciation Concepts

In addition to increasing motivation, videos are also seen as effective tools in reinforcing students' understanding of grammar and pronunciation concepts in Arabic. Students mentioned that videos helped them understand difficult grammar concepts, such as the use of harakat (vowel marks) through visualization. For instance, "Arabic grammar is quite difficult, but with videos, I can repeat it until I understand" (Student 4).

This finding is consistent with the study by Ismail and Hassan (2022), which found that the use of videos as a teaching medium helped facilitate student understanding of difficult grammar concepts.

Videos featuring native Arabic speakers also played an important role in helping students improve their pronunciation. This is particularly important in Arabic, where pronunciation differences can change the meaning of words. The study by Rahman and Zakaria (2021) supports this finding by showing that videos featuring native speakers help students imitate the correct pronunciation, which aligns with the study by Li and Zhang (2021), who found an improvement in student pronunciation skills through video use in universities in China.

Technological Challenges

Despite the benefits of videos in enhancing student understanding and motivation, technological challenges remain significant issues as reported by both students and lecturers in this study. Students faced difficulties in accessing videos due to a lack of devices and unstable internet connections. For example, "I don't have the right device at home, so it's hard to follow the class when videos are used" (Student 9) indicates that sufficient access to technology remains a major barrier. Abdullah et al. (2020) also identified technological infrastructure issues in HEIs as one of the main challenges in the implementation of technology-based learning.

The lack of technological equipment also posed a problem for lecturers teaching in HEIs. Some classrooms were not equipped with the necessary technology to effectively use videos. This challenge is a responsibility for lecturers who try to utilize technology to enhance student learning. Rahim and Zulkifli (2022) found similar challenges in Malaysian HEIs, where lecturers faced technical issues that hindered the comprehensive use of videos in teaching.

Video Content Quality

The quality of video content also plays an important role in the effectiveness of its use in Arabic language teaching. Lecturers reported difficulty in finding suitable and high-quality videos that were relevant to their teaching topics. For instance, "Sometimes the videos available online aren't relevant to the teaching topic, so I have to make my own" (Lecturer 2). This reflects the findings of O'Malley and Chamot (2022), who noted that the quality of video content is critical in ensuring students remain focused on learning.

The difficulty lecturers faced in producing videos also added to time constraints, as they needed to produce videos that aligned with learning objectives. Mokhtar et al. (2022) emphasized that training for lecturers in video technology usage is essential to ensure they have the skills to produce high-quality content.

Learning Flexibility

Flexibility in language learning was also mentioned by students. They reported that videos allowed them to learn at their own pace and repeat them as needed. "Videos allow me to learn at my own pace. I can repeat them as many times as I need to understand" (Student 15). This finding is consistent with Abdullah et al. (2020), who found that videos provide high flexibility in the context of remote or online learning.

Gamification in Video

Lastly, the gamification elements in videos, such as interactive quizzes, increased student engagement and motivation. Students enjoyed the challenge of learning Arabic with fun games. As mentioned by Student 20, "Videos with interactive quizzes make the class more fun; I enjoy learning while playing." Gamification elements increased students' motivation to be more active in learning, as noted in the study by Liu and Chen (2022). However, lecturers also noted that excessive gamification could shift students' focus away from the main learning content. Yunus and Mustafa (2022) emphasized that gamification should be used in balance so that students do not solely focus on the gaming aspects.

In conclusion, the use of videos in Arabic language teaching in Malaysian HEIs has proven to provide many benefits, particularly in increasing student motivation, engagement, and understanding of grammar and

pronunciation concepts. However, several challenges, particularly related to technological access and video content quality, still need to be addressed. The use of gamification elements also provides positive effects but needs to be balanced with relevant academic content to avoid disrupting the learning process. As suggested by Zainuddin and Ahmad (2023), future studies should focus on the long-term effects of video usage on student academic performance, especially in mastering Arabic. Future research should also evaluate how gamification elements in videos can be balanced to increase motivation without distracting from academic content. Further studies can help develop a comprehensive teaching model combining the use of videos, interactive tools, and traditional teaching methods to create a more inclusive and flexible learning experience. This matter is also supported by the findings of Zainuddin and Ahmad (2023). The results can also be visualized in the form of a word cloud, as shown in Figure 1 below:

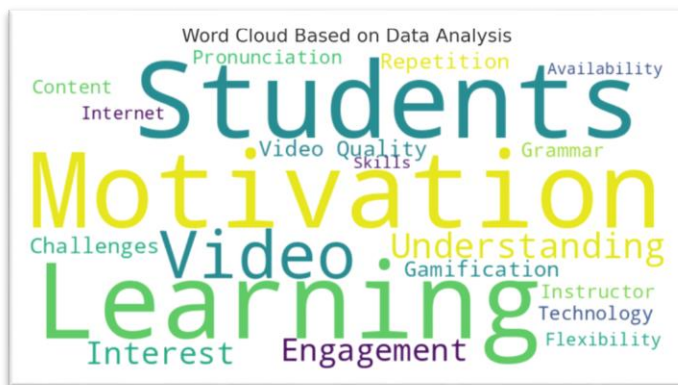


Figure 1: The word cloud above illustrates the visualization of key terms that emerged from the data analysis in this study. Each word in the figure represents themes, subthemes, or codes identified during the thematic analysis process. Larger words indicate that the themes or concepts were frequently mentioned by students and lecturers, signifying their importance in the study.

Motivation (Motivasi)

The word motivation emerged as one of the most dominant, indicating that student motivation is a key issue associated with the use of videos in teaching. Many students reported that videos increased their interest in actively engaging with the learning process of the Arabic language.

Engagement (Pelibatan)

Student engagement in the classroom was also frequently mentioned, indicating that videos helped students focus better and interact more effectively in class. Higher engagement is typically closely linked to student motivation and interest.

Learning (Pembelajaran)

Learning is one of the main focuses of this study, particularly regarding how videos are used to enhance students' understanding of complex topics such as grammar and pronunciation. The use of videos facilitates the learning process by providing interactive visual elements.

Pronunciation (Sebutan) dan Grammar (Tatabahasa)

Both pronunciation and grammar emerged as important topics in this study, showing that videos are widely used to help students improve correct pronunciation and grammatical understanding in Arabic, two critical aspects of language learning.

Challenges (Cabaran)

Technological challenges, such as stable internet access and device quality, also frequently emerged as themes, indicating that while videos are highly effective, their implementation is often limited by inadequate

infrastructure in HEIs.

Gamification (Gamifikasi)

The element of gamification in videos was also frequently mentioned, suggesting that students felt this method helped make learning more enjoyable and engaging. However, there were concerns that this method could divert attention away from the actual academic content.

Flexibility (Fleksibiliti)

The flexibility provided by videos, where students can access them at any time and at their own pace, was also noted as an important aspect, especially in the context of self-directed learning.

CONCLUSION

This study found that the use of videos in Arabic language teaching at higher education institutions (HEIs) has a significant impact on student motivation, engagement, and understanding of difficult topics, particularly grammar and pronunciation. However, challenges related to technology access and video content quality need to be addressed to maximize the effectiveness of video usage in education. The most impactful finding is the increase in student motivation and engagement through videos. Students showed a higher interest in Arabic, as videos allowed for flexible access to learning materials, enabling them to revisit content as needed. Videos also improved pronunciation and grammar mastery, especially through examples from native speakers and the visualization of complex concepts. The study presents several important implications. First, videos should be integrated into the curriculum as a teaching tool for Arabic instruction. With proper training for lecturers in video production, videos can become a central strategy for enhancing student comprehension. Furthermore, issues regarding technological access, such as the availability of devices and internet connectivity, must be addressed. HEIs could consider investing in digital infrastructure to ensure that students, particularly those in rural areas, are not left behind. In addition, technical training for lecturers is crucial to help them effectively use video technology in the classroom, with support in producing high-quality, pedagogically aligned video content. Future research should explore the long-term effects of video usage on students' academic performance, particularly in mastering Arabic. Studies could also examine how gamification elements in videos can be balanced to boost motivation without distracting from academic content. Further research could help develop a comprehensive teaching model that combines video usage, interactive tools, and traditional teaching methods to create a more inclusive and flexible learning experience. Overall, this study highlights the potential of videos to enhance Arabic language learning in HEIs. However, to ensure their effectiveness, challenges related to technology access and content quality must be addressed. To fully harness the potential of video content, educators need technical and pedagogical training, including the creation of high-quality video content that aligns with learning objectives and reflects authentic language use. Educators should also learn to incorporate interactive features, structure lessons progressively, and enhance listening and pronunciation skills through diverse accents and speech patterns. Moreover, the adaptability of video content to different learning paces and styles should be emphasized, alongside technology integration through learning management systems. Disparities in technology access, especially with the widespread use of video in education, significantly impact learning outcomes. Students from various socioeconomic backgrounds and geographic locations may face difficulties accessing digital learning materials due to unstable internet or a lack of devices. This digital divide creates an imbalance, where underprivileged students risk falling behind their peers who have better access to technology. The lack of access to authentic and diverse learning materials also limits their educational experience. To ensure equitable learning outcomes, educational institutions must address these disparities by providing devices, improving infrastructure, and offering offline access to digital resources.

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