



Communicative-Based Short Video Design in Learning *Maharah Kalam* at Madrasah Aliyah

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Abstract:

This study aims to develop and evaluate the effectiveness of communicative-based short videos as learning media for *Maharah Kalam* at Islamic High School State. The specific objectives of this research include: (1) describing the needs of teachers and students towards the use of communicative-based short videos, (2) designing short video-based learning media design, (3) evaluating the validity of learning media through expert testing, and (4) measuring the effectiveness of media in improving students' speaking skills. This research uses the Research and Development (R&D) method by adapting the Borg and Gall steps which are simplified into five stages: identification of potential and problems, data collection, product design, product validation, and product revision. Data were collected through interviews, observations, and questionnaires. Data analysis techniques were carried out by triangulating sources for qualitative data, as well as data validity tests for quantitative data. The results showed that the need for video-based media in learning *Maharah Kalam* was very high, with the average score of the student needs questionnaire reaching 76.09%. The short video design was developed using the VlogNow application with a communicative approach involving preparation, implementation, and evaluation stages. Material expert validation scored 87.5%, while media expert validation scored 88.3%, both in the valid category. After the product revision, this learning media proved to be effective in improving students' speaking skills. Therefore, this media can be used as a reference for educators in developing technology-based learning methods that are more communicative and interactive.

Keywords: *Short Video, Communicative Approach, Maharah Kalam*

Abstrak:

Penelitian ini bertujuan untuk mengembangkan dan mengevaluasi efektivitas video pendek berbasis komunikatif sebagai media pembelajaran *Maharah Kalam* di Madrasah Aliyah Negeri. Adapun tujuan spesifik penelitian ini meliputi: (1) mendeskripsikan kebutuhan guru dan siswa terhadap penggunaan video pendek berbasis komunikatif, (2) merancang desain media pembelajaran berbasis video pendek, (3) mengevaluasi validitas media pembelajaran melalui uji ahli, dan (4) mengukur efektivitas media dalam meningkatkan keterampilan berbicara siswa. Penelitian ini menggunakan metode Research and Development (R&D) dengan mengadaptasi langkah-langkah Borg and Gall yang disederhanakan menjadi lima tahapan: identifikasi potensi dan masalah, pengumpulan data, desain produk, validasi produk, dan revisi produk. Data dikumpulkan melalui wawancara, observasi, dan angket. Teknik analisis data dilakukan dengan triangulasi sumber untuk data kualitatif, serta uji keabsahan data untuk data kuantitatif. Hasil penelitian menunjukkan bahwa kebutuhan akan media berbasis video dalam pembelajaran *Maharah Kalam* sangat tinggi, dengan skor rata-rata angket kebutuhan siswa mencapai 76,09%. Desain video pendek dikembangkan menggunakan aplikasi VlogNow dengan pendekatan komunikatif yang melibatkan tahapan persiapan, pelaksanaan, dan evaluasi. Validasi ahli materi memperoleh skor 87,5%, sedangkan validasi ahli media mendapatkan skor 88,3%, keduanya dalam kategori valid. Setelah revisi produk dilakukan, media pembelajaran ini terbukti efektif dalam meningkatkan keterampilan berbicara siswa. Oleh karena itu, media ini dapat dijadikan referensi bagi pendidik dalam mengembangkan metode pembelajaran berbasis teknologi yang lebih komunikatif dan interaktif.

Kata Kunci: *Video Pendek, Pendekatan Komunikatif, Maharah Kalam*

INTRODUCTION / المقدمة

Speaking (*Maharah Kalam*) is one of the four core competencies in Arabic language education and serves as the primary medium for interactive communication. Unlike receptive skills such as listening or reading, speaking demands spontaneous language production that incorporates correct pronunciation, grammatical accuracy, and contextual relevance (Diniz et al., 2020; Espinet & Chapman-Santiago, 2022; Kilbride et al., 2022). In the context of Islamic senior high schools, the ability to speak Arabic is not merely a linguistic goal, but also a functional skill that reflects students' readiness to engage in religious, academic, and social discourse (Feng et al., 2023; Fernández, 2022; Kong, 2022). However, in many cases, the teaching of speaking skills remains limited to rote memorization of dialogues, with minimal opportunity for practical usage or interactive learning experiences.

To address this gap, educators are increasingly encouraged to integrate innovative learning media that stimulate students' interest and participation. Among the most promising tools is video-based instruction, particularly short videos that are pedagogically designed to enhance communicative competence. Audiovisual media not only support comprehension through multisensory input but also offer models for real-life language use (Eriksen et al., 2024; Hamdiui et al., 2022). Within this context, the communicative approach emerges as a relevant pedagogical foundation, as it emphasizes meaningful interaction, fluency, and real-world language application (Frick et al., 2023). Integrating communicative principles into short video materials can significantly enrich the learning process, especially for speaking skills that require context and engagement.

Recent studies have explored the effectiveness of communicative-based video media in Arabic language instruction. For instance, Bitar et al. (2022) designed a digital learning model using the Articulate Storyline platform to enhance speaking skills, while Siddiqi (2023) highlighted the strategic use of video to support kalam lessons in MA Alkhairaat Gorontalo. Similarly, Zaman (2019) demonstrated that communicative games and video-based strategies increased student enthusiasm and improved their ability to express themselves in Arabic. These findings collectively reinforce the potential of communicative multimedia tools to transform traditional instruction into dynamic, student-centered learning environments.

Nevertheless, few studies have specifically focused on developing and validating short video media tailored to the needs of Islamic high school students, especially in the context of formal Arabic speaking instruction (Hazimeh et al., 2023; Norrbom & Zuboy, 2021; Salas-Pilco et al., 2023). This presents both a practical and pedagogical gap in current language learning practices. Moreover, the integration of communicative-based digital media in Arabic instruction must also consider the cultural, religious, and academic contexts in which students operate. Addressing these dimensions requires a structured and responsive approach to instructional design.

Therefore, this study aims to develop a communicative-based short video learning media for enhancing *Maharah Kalam* at MAN 3 Palembang. The objectives of this study are

fourfold: (1) to analyze the needs of teachers and students regarding the use of communicative-based short videos in learning *Maharah Kalam*; (2) to design contextually appropriate video media that align with communicative language teaching principles; (3) to validate the instructional quality of the developed videos through expert review; and (4) to evaluate the effectiveness of the videos in improving students' speaking skills. By aligning communicative pedagogy with multimedia innovation, this research contributes to the development of culturally relevant, technologically integrated Arabic language instruction for Islamic senior high schools.

This research is grounded in the argument that effective teaching of *Maharah Kalam* requires not only appropriate pedagogical strategies, but also context-responsive instructional media that reflect learners' communicative needs and cultural environment. Unlike prior studies that merely apply general video-based learning tools, this study offers an original contribution by designing short videos specifically based on communicative principles and tailored to the actual classroom dynamics of MAN 3 Palembang. The originality of this research lies in its integration of communicative language teaching theory with practical audiovisual production aimed at fostering student interaction, fluency, and motivation. Moreover, by aligning instructional media with Islamic educational values, the study provides a replicable and pedagogically sound model for other Islamic schools seeking to modernize Arabic speaking instruction without compromising on cultural or religious identity.

RESEARCH METHOD / المنهجية

This study employed a mixed-methods research design using the Research and Development (R&D) approach adapted from the Borg and Gall model. The research aims to develop communicative-based short video learning media to enhance speaking skills (*Maharah Kalam*) among students at MAN 3 Palembang. The mixed-methods approach was chosen to integrate the strengths of both qualitative and quantitative data in informing the development, validation, and evaluation of instructional media (Rosita et al., 2021). This approach is particularly relevant for educational innovation research, where the development process must be informed by pedagogical needs and empirically tested for effectiveness.

The R&D model originally consists of ten steps, but for practical and contextual reasons, this study adapted it into five key stages as suggested by Zulmaidah et al. (2020): (1) Potential and Problems – identifying students' low motivation and limited speaking proficiency in Arabic as the core issue; (2) Data Collection – conducting interviews with Arabic teachers, administering student tests, and distributing validation questionnaires to gather initial needs and development inputs; (3) Product Design – creating short video prototypes based on communicative teaching principles tailored to *Maharah Kalam* content; (4) Product Validation – engaging subject matter experts to assess the instructional, linguistic, and media design aspects of the product and provide constructive feedback; and (5) Product Revision – refining the video content and structure in response to expert recommendations to ensure pedagogical relevance and usability.

Table 1. Validation Assessment Categories

Value	Range	Validity
80 - 100	Very Good	Very Valid
65 - 79	Good	Valid
55 - 64	Good Enough	Valid Enough

40 - 54	Less Good	Less Valid
0 - 39	Not Good	Not Valid

The population in this study included all grade XI students at MAN 3 Palembang. The sample consisted of two randomly selected classes, XI.A and XI.B, each comprising 22 students. Data collection techniques included classroom observation, semi-structured interviews with teachers, and questionnaires for both validation and student responses. Classroom observations helped document the integration of video into speaking instruction, while interviews offered insights into teacher perceptions and challenges. Questionnaires provided measurable data to assess the media's validity and effectiveness.

Qualitative data were analyzed using source triangulation, comparing insights from interviews, observations, and documentation to ensure consistency and depth (Eder et al., 2021; Nadirah et al., 2022). Meanwhile, quantitative data were subjected to descriptive statistical analysis, particularly validity score categorization using a five-point scale as shown in Table 1. The validation criteria ranged from "Very Valid" (scores 80–100) to "Not Valid" (scores 0–39), offering clear benchmarks for expert review outcomes. This methodological design ensures that the resulting video media is both pedagogically sound and empirically tested, aligning with the specific needs of Arabic speaking instruction in Islamic educational settings.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

Findings

Identification of Pedagogical Needs and Students' Challenges in *Maharah Kalam* Learning

The initial phase of this research focused on identifying instructional challenges in teaching *Maharah Kalam* at MAN 3 Palembang. Through observations and interviews, it was found that the predominant teaching methods consisted of lectures, memorization of vocabulary, and recitation of dialogue texts without the use of supporting visual or auditory media. Both teachers and students acknowledged that the materials while aligned with curriculum content were often disconnected from students' real-life experiences, particularly in contexts such as shopping or social interaction. A needs analysis survey administered to students reinforced these findings, with over 76% of students expressing the need for audio-visual media to support their understanding of conversational Arabic. Additionally, 84.89% of students explicitly stated the necessity of using media in muhadatsah (conversation) lessons. These results affirm a strong pedagogical need for modern, context-based instructional media that align with the communicative approach and address students' limited speaking proficiency and engagement.

In the first step, researchers analyzed the needs of communicative-based *kalam* materials in Arabic language learning. This analysis was carried out in two ways, namely teacher interviews and distributing student needs questionnaires. Based on the results of the interview with Mr. Awang, the learning objectives of Arabic are adjusted to the independent curriculum. The learning resources used are e-books published by Erlangga and also Durusullughoh books as teacher handbooks.

Table 2: Questionnaire of student needs

No.	Questions	Answer					Persentase
		5	4	3	2	1	
1	Do you need media in learning muhadatsah?	13	30	2	0	0	84.89%

2	Does the teacher currently only use written text?	3	29	10	3	0	74.22%
3	Does the teacher currently only tell you to memorize?	4	23	11	7	0	70.67%
4	Do you find it difficult to understand the muhadatsah material?	6	22	9	7	1	71.11%
5	Are you not able to speak Arabic properly and correctly?	19	16	5	4	1	81.33%
6	Do you currently use your own way of understanding muhadatsah learning?	9	31	5	0	0	81.78%
7	Is muhadatsah currently difficult to understand and boring?	3	23	13	5	1	69.78%
8	Is the teacher's delivery of muhadatsah material rather difficult to understand?	3	23	15	4	0	71.11%
9	Is there a lack of use of media and learning methods?	2	30	9	2	2	72.44%
10	Do you need audio-visual (video) learning media?	15	24	5	1	0	83.56%
TOTAL SCORE		76,09%					

Based on the results of the questionnaire analysis of student needs in learning *Maharah Kalam* at MAN 3 Palembang, an average score of 76.09% was obtained, which is included in the category of "good" or "necessary". These results indicate that most students feel a high need for innovation in learning media, especially in the form of audiovisual media such as short videos based on a communicative approach. The majority of respondents stated that the learning that has been carried out so far is still conventional, namely focusing on text and memorizing dialogues without the support of interesting visual or audio media. In addition, many students admitted to having difficulty understanding the muhadatsah material and feeling bored and unmotivated during the learning process. In fact, most students rely on independent learning methods to understand the material, which shows a gap between the learning methods used by teachers and students' actual learning needs.

These findings indicate the importance of developing learning media that are more contextual, interactive, and in accordance with the development of the digital age. The high enthusiasm of students for video media (with a score of more than 83% on questions about the need for audiovisual media) strengthens the urgency of integrating a communicative approach in learning kalam. Therefore, the preparation of short learning videos that present the context of everyday life such as shopping activities or light conversations is a strategic step to answer students' needs. This data not only provides a picture of the real needs of students, but also becomes a strong basis for designing media that can bridge the gap between learning objectives and students' direct learning experiences.

Development and Validation of Communicative-Based Short Videos Using VlogNow Application

In response to the needs identified, the researcher developed a set of short videos using the VlogNow application, grounded in the principles of the communicative approach. The development process followed three stages: (1) Preparation, which involved selecting relevant themes such as shopping and daily interaction; (2) Implementation, where videos were produced with a duration of 3–4 minutes and contained targeted expressions and dialogue patterns; and (3) Evaluation, which included embedded interactive prompts and verbal tasks encouraging students to replicate expressions. Product validation by two expert reviewers yielded high scores: 87.5% from the material expert and 88.3% from the

media expert, placing both in the “valid” category. Experts praised the alignment of content with curriculum goals, clarity of language use, realistic object representation, and visual design. Some revisions were recommended, including enhancements in subtitle timing, the addition of commonly used *uslub* (expressions), and better visual-text integration, all of which were incorporated in the revised version. The use of videos using the VlogNow application is designed based on a communicative approach which has three steps and is tailored to the theme to be studied.

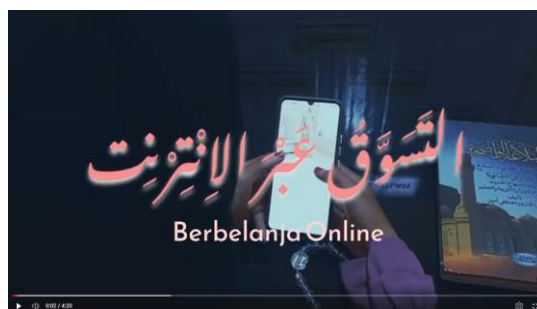


Figure 1. Preparation of *kalam* material through video

In the preparation stage from figure 1, the researcher began the process of developing learning media by selecting relevant *kalam* material that is close to students' daily lives, namely the theme of shopping activities. The selection of this topic aims to make it easier for students to understand and apply expressions in Arabic in real contexts that they often encounter. After the topic was determined, the researcher designed and produced a short learning video using the VlogNow application. This application was chosen because of its ease in editing videos practically and efficiently. All *kalam* materials are presented in the form of short videos that show conversations or shopping scenarios, paying attention to aspects of language, pronunciation, and the use of sentence structures that are in accordance with the principles of the communicative approach. The videos produced at this stage become the main foundation for implementing the next stage in the process of developing communicative video-based learning media to improve students' speaking skills.



Figure 2. Implementation stage through short videos

In the implementation stage of figure 2, the researcher began to apply the results of the previously created video learning design using the VlogNow application. The compiled *Kalam* material was presented in the form of short videos with a duration of between 3 and 4 minutes. This duration was chosen to ensure that the delivery of the material remained focused, concise, and easily absorbed by students without reducing the depth of the content. The videos contained conversations that were in accordance with the chosen theme, paying attention to linguistic aspects such as pronunciation, sentence structure, and communicative expressions in Arabic. Through the presentation of material in this audiovisual format, students were invited to understand and directly observe the use of

Arabic in a communicative context, so that learning became more lively, interactive, and relevant to their experiences. This stage also allows teachers to evaluate students' initial responses to the media used before entering further evaluation stages.



Figure 3. Evaluation stage through short videos

At the evaluation stage on figure 3 above, the researcher assessed students' understanding and ability to use the kalam material that had been delivered through the video. This evaluation was carried out in an integrated manner, both through features in the VlogNow application and verbally in class. At the end of each video, the researcher inserted elements of *uslub* or language style that reflected the use of expressions that were appropriate to the context of the material, such as in everyday conversations about shopping. After watching the video, students were asked to practice dialogue using the *uslub* they had learned. This aims to measure the extent to which students are able to imitate, understand, and apply Arabic expressions communicatively and contextually. This evaluation not only tests memorization aspects, but also assesses students' skills in using language actively and naturally in oral interactions. With this approach, the evaluation process becomes more meaningful and in line with the principles of teaching based on a communicative approach.

Enhanced Student Engagement and Communicative Readiness through Validated Short Video Media

After the communicative-based video media was refined, classroom observations and student responses revealed a significant improvement in student engagement and readiness to use Arabic in real communicative contexts. Teachers noted an increased level of participation and a noticeable boost in students' confidence when responding to prompts or participating in dialogue tasks. Students also expressed that the media helped them better grasp the structure and usage of expressions in real-life scenarios. The embedded *uslub* (*Arabic expressions*) and thematic dialogues proved effective in linking textbook content with practical application, making learning more contextual and relatable. Although formal statistical testing was not conducted at this phase of the R&D cycle, the descriptive data and triangulated qualitative findings provided strong evidence that the video media enhanced students' speaking skills and fostered a more dynamic and student-centered classroom atmosphere. This model thus offers a replicable framework for other Arabic language instructors, especially in Islamic senior high schools aiming to integrate digital innovations in culturally relevant ways.

Supporting these classroom findings, the product was also subjected to expert validation, particularly by Kemas Muhammad, M.A., who served as a material expert lecturer. His evaluation covered critical dimensions including learning objectives, content relevance, and language clarity. The validation process assessed how well the video media aligned with curriculum standards, presented material in a way that suited student

characteristics, and employed accurate and understandable Arabic. These validations confirmed that the video content not only met pedagogical standards but also supported meaningful language use. Together, the expert review and classroom evidence underscore the media's effectiveness both as a teaching tool and as a model for enhancing *Maharah Kalam* instruction through communicative, media-enriched approaches.

Table 3. Assessment of Material Validators

No	Indicators	Statement	Score				
			1	2	3	4	5
1	Learning	Suitability of material with basic competencies					√
		The suitability of the presentation of material to students					√
2	Material	The suitability of the material on the media used					√
		Clarity of concept in the media				√	
		The suitability of the material with the theory used				√	
		The suitability of the object on the media with the material.					√
3	Language	Clarity of language on the media in conveying messages				√	
		The accuracy of the language used in the media			√		
Total Score			35				
Presentase			87,5%				
Category			Good/ Valid				

Based on the validation results in table 3 above, the learning media in the form of short videos based on the VlogNow application with a communicative approach obtained a score of 87.5% and was included in the "good/valid" category. This shows that the material is in accordance with basic competencies and is suitable for use. However, before being applied in class, several revisions are needed such as improving sentences, adding Arabic uslub, and improving the visual appearance to increase the effectiveness and attractiveness of learning.

Product validation in this study was conducted by a media expert lecturer, namely Rendi Sabana, M.Pd.I., who assessed the media based on aspects of format, simplicity, integration, balance, and form. This assessment includes the accuracy of the size of the instructions, the suitability of the color and video combination, the simplicity of the objects used, and the integration of media elements with learning materials. The validation results show that the short video-based communicative learning media meets the eligibility criteria and is declared valid for use in the teaching and learning process.

Table 4. Media Validator Assessment

No	Indicator	Statement	Skor				
			1	2	3	4	5
1.	Format	The instructions in the short video are in the right size and shape.				√	
		The combination of color, writing, video clips in short videos is appropriate.					√
2.	Simplicity	The objects in the communicative-based short video on <i>kalam</i> learning are simple.					√
		The objects used support the clarity of the material presented.					√
		Objects are realistic with students					√

		Objects used according to the cognitive development of students				√	
3.	Integrity	The order of the theory in the video is appropriate				√	
		Taking video objects is appropriate				√	
4.	Balance	The layout of the text and each video clip is appropriate				√	
		The duration of each video clip is appropriate					√
5.	Shape	The language used is interesting				√	
		The objects used can attract students' attention from the material explained				√	
Total Score			53				
Percentase			88,3%				
Category			Good/valid				

Based on the validation results conducted by media expert lecturers in table 4 above, it is known that the kalam material in the form of short videos based on a communicative approach obtained a percentage score of 88.3% and was included in the good or valid category. This shows that overall the design, format, and content of the learning media have met the eligibility standards for use in *Maharah Kalam* learning. Validation includes important aspects such as video format, simplicity of objects, integration of materials with visual displays, balance between text and images, and the attractiveness of the presentation form. These results provide a strong basis that the short videos developed have effectively responded to students' needs in improving their communicative Arabic speaking skills.

However, even though it has been declared valid, there are still several revisions needed before the media is actually applied in class. These revisions include improving sentences that are less appropriate in structure or context, adding voice-overs in Arabic so that students can more easily imitate pronunciation, inserting uslub or common expressions that are often used in everyday communication, and combining letter colors with images so that the visual display becomes more attractive and communicative. This revision reflects the researchers' efforts to produce not only technically feasible media, but also pedagogically optimal media, so that it is better able to increase students' understanding and motivation in video-based learning.

Discussion

The development and integration of short videos using the VlogNow application within *Maharah Kalam* instruction at MAN 3 Palembang signifies a pedagogical transition from rote-based and text-heavy methods toward a more interactive, student-centered, and multimodal approach. The initial findings, drawn from both qualitative interviews and a structured needs analysis questionnaire, revealed that over 76% of students expressed a pressing need for audio-visual support in learning muhadatsah. These findings resonate with Mayer's Cognitive Theory of Hasan & Mahameed (2020), which asserts that the dual-channel processing of visual and verbal stimuli enhances comprehension and retention, particularly in language acquisition settings. Students not only struggled with understanding spoken Arabic but also reported low motivation, primarily due to the passive and non-contextual nature of instruction. This pedagogical gap indicates that traditional textbook-based methods are insufficient to meet the communicative demands of 21st-century Arabic learners, especially within Islamic school environments where digital

exposure is increasing but instructional methods remain static.

In response to this disjunction between student needs and instructional delivery, the researchers designed and validated a communicative-based video media using the VlogNow platform. The design process was grounded in contextual themes such as shopping and daily conversation domains highly relevant to students' lived experiences (Abdullah, 2024; Alramamneh et al., 2023). These thematic choices align with the principles of task-based language teaching (TBLT) and the communicative language teaching (CLT) model, which emphasize authentic language use in meaningful contexts. During classroom implementation, the short videos (3–4 minutes each) embedded commonly used Arabic expressions within scenarios that mimicked real-life interaction. The inclusion of these linguistic elements supported what Herlina (2024) describes as "pushed output", where learners are encouraged to produce language beyond their comfort zone, fostering greater fluency and accuracy. Student engagement increased significantly, with teachers noting improvements in learners' willingness to respond orally and participate in dialogues. These gains suggest that the video media functioned as both linguistic scaffold and motivational catalyst bridging the gap between passive knowledge and communicative competence.

Further reinforcing the pedagogical efficacy of the media, validation scores from experts revealed high levels of feasibility. The material validator, Kemas Muhammad, MA., assessed the video content based on its alignment with curriculum standards, clarity of concept, and relevance to learners' developmental stages resulting in a commendable score of 87.5%. Meanwhile, the media validator, Rendi Sabana, M.Pd.I., evaluated the format, integration, visual balance, and instructional appeal of the videos, assigning an 88.3% validity score. These assessments not only confirmed the technical readiness of the media for classroom use but also affirmed its instructional coherence and visual effectiveness. According to scholars such as Setiawan Putri et al. (2024), well-designed educational videos can significantly reduce extraneous cognitive load, allowing learners to focus on core content. The concise duration, thematic consistency, and careful visual-text alignment in the VlogNow videos reflect these principles, thus reinforcing the media's pedagogical value.

Beyond the technical and linguistic dimensions, the development of this media also reflects a shift toward teacher professional agency. The researcher as both curriculum designer and practitioner exemplified adaptive expertise by responding to localized classroom needs with contextually grounded innovation. This reflects the framework of "design-based research" by Sarhan et al. (2021), where solutions emerge through iterative cycles of problem identification, design, testing, and refinement. The product revision phase, which included the addition of Arabic voice-overs, improvement of sentence structures, and insertion of commonly used *uslub*, illustrates a reflective pedagogical process that prioritizes clarity, authenticity, and learner engagement. Such enhancements are particularly crucial in Islamic educational settings where students often rely on memorization of formulaic expressions without grasping their pragmatic application (Salikh Nadir, 2021; Syafei, 2023; Zakraoui et al., 2021). By designing media that combines semantic accuracy with contextual relevance, the researcher bridged the divide between linguistic form and functional use.

In sum, the implementation of short video-based media for *Maharah Kalam* learning at MAN 3 Palembang represents not merely a digital innovation, but a comprehensive pedagogical shift toward multimodal, communicative, and learner-responsive instruction.

The convergence of empirical needs assessment, instructional design grounded in communicative theory, and rigorous expert validation situates this project as a replicable model for Arabic language educators seeking to revitalize speaking instruction in Islamic senior high schools. Moreover, the project embodies the intersection of instructional design, digital literacy, and faith-based education demonstrating that meaningful innovation arises not solely from the use of technology, but from a commitment to culturally situated and pedagogically sound teaching practices. Future implementations could integrate peer dialogue recordings, performance-based assessments, and AI voice feedback tools to further enrich the communicative experience and individualize learning pathways.

CONCLUSION / الخلاصة

Based on the findings and discussions of this study, it can be concluded that the development of communicative-based short videos for *Maharah Kalam* learning at the Islamic senior high school level constitutes an effective and innovative instructional strategy to enhance students' speaking skills in Arabic. The design of the videos integrates daily conversational themes and commonly used expressions, enabling students to engage with contextual language use that reflects real-life communicative situations. The development process is rooted in a thorough needs analysis and validated through expert reviews, with material and media validators assigning high feasibility scores of 87.5% and 88.3%, respectively indicating the media is pedagogically appropriate and ready for classroom application. Additionally, the revised version incorporates improvements such as accurate sentence structuring, Arabic voice-overs, and visual enhancements to ensure clarity and learner engagement. This media not only supports active and meaningful oral interaction but also serves as a valuable reference for Arabic language teachers and researchers seeking to implement communicative and multimedia-based approaches in *Maharah Kalam* instruction. Ultimately, this project offers a practical model for integrating Islamic educational values with 21st-century learning tools, bridging the gap between curriculum goals and students' communicative readiness.

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