

## Need Analysis of Arabic Learning in MI for the Development of Collaborative Interactive E-Modules FAL (Fun Arabic Learning)

### Analisis Kebutuhan Pembelajaran Bahasa Arab di MI untuk Pengembangan E-Modul Interaktif Kolaboratif FAL (Fun Arabic Learning)

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#### **Abstract**

*Arabic language learning in Madrasah Ibtidaiyah (MI) still faces various challenges, including the lack of learning media that is interesting and in accordance with the needs of students. This study aims to analyze the needs and problems in Arabic language learning in Madrasah Ibtidaiyah (MI) as a first step in the development of collaborative interactive e-modules FAL (Fun Arabic Learning). The research employs a descriptive qualitative method with a preliminary study approach. Data were gathered through observations, interviews, and questionnaires administered to teachers and students. The data were analyzed using thematic analysis through data reduction, data display, and conclusion drawing. The validity of the data was ensured through source and method triangulation. The results showed that students had difficulty in understanding Arabic vocabulary and sentence structure, low motivation to learn due to limited learning media, lack of collaborative activities to improve Arabic language skills. Teachers also experience obstacles in delivering material interactively and collaboratively. Therefore, the development of collaborative interactive e-modules FAL (Fun Arabic Learning) is expected to be an innovative solution To enhance the efficiency and appeal of Arabic language learning in MI.*

**Keywords:** Arabic Language Learning, Collaborative, Fun Arabic Learning, Interactive E-Module

## ملخص

لا تزال عملية تعليم اللغة العربية في المرحلة الابتدائية الإسلامية (المدرسة الابتدائية الإسلامية (MI) تواجه عدداً من العقبات، من أبرزها محدودية الوسائل التعليمية القادرة على جذب اهتمام التلاميذ وتلبية احتياجاتهم بشكل أمثل. يهدف هذا البحث إلى تحليل الاحتياجات والمشكلات في تعليم اللغة العربية في المدرسة الابتدائية الإسلامية (MI)، بوصفه خطوة أولى في تطوير الوحدة الإلكترونية التفاعلية التعاونية FAL. المنهج المستخدم في هذا البحث هو دراسة تمهيدية تعتمد على المنهج الوصفي النوعي. جُمعت البيانات من خلال الملاحظة، والمقابلات، والاستبانة الموجهة إلى المعلمين والتلاميذ. وقد تم تحليل البيانات باستخدام تقنية التحليل الموضوعي من خلال تقليص البيانات، وعرضها، واستخلاص النتائج. أما صدق البيانات، فقد تم التحقق منه من خلال تنوع المصادر والأساليب (التثليث). تشير نتائج البحث إلى أن التلاميذ يواجهون صعوبات متعددة في فهم المفردات وتراكيب الجمل العربية، بالإضافة إلى انخفاض دافعهم للتعلم بسبب نقص الوسائل التعليمية الجذابة، فضلاً عن قلة الأنشطة التعاونية التي تُسهم في تنمية المهارات اللغوية. كما يواجه المعلمون صعوبة في تقديم المادة بطريقة تفاعلية وتعاونية. لذلك، يُتوقع أن يكون تطوير الوحدة الإلكترونية التفاعلية التعاونية FAL (Fun Arabic Learning) حلاً مبتكراً يهدف إلى تحسين فعالية وجاذبية تعليم اللغة العربية في المدرسة الابتدائية الإسلامية.

الكلمات المفتاحية: تعليم اللغة العربية، الوحدة الإلكترونية التفاعلية، التعاون، Fun Arabic Learning

## Introduction

Arabic is regarded as one of the most important foreign languages in the world, particularly for Muslims.<sup>1</sup> Arabic is a compulsory subject in Madrasah Ibtidaiyah (MI) Which plays a crucial role in developing students' religious and communication skills. Understanding Arabic is very important because it is the main language in Islam, thus helping a person understand the teachings of Islam better.<sup>2</sup> However, in practice, Arabic learning is often less interesting and tends to be monotonous due to less interactive learning methods, resulting in low student interest and motivation to learn. Arabic learning is often considered boring because it tends to be formal and less varied, so students quickly feel

<sup>1</sup>Wilda Rihlasyita, Siti Iliyah, and Rina Dian Rahmawati, "فعالية طريقة لعبة مطابقة الصور والكلمة لحفظ", *Al-Lahjah: Jurnal Pendidikan, Bahasa Arab, Dan Kajian Linguistik Arab* 6, no. 1 (2023): 7-18, <https://doi.org/10.32764/allahjah.v6i1.3575>.

<sup>2</sup>Betty Mauli Rosa Bustam et al., *Inovasi Media Pembelajaran Bahasa Arab Berbasis Pemanfaatan Teknologi* (UAD PRESS (Anggota IKAPI dan APPTI), 2024).

bored.<sup>3</sup> Teacher-centered learning makes students less active, so their opportunity to think more developed is limited.<sup>4</sup> Learning Arabic is often considered difficult and boring by students.<sup>5</sup> The limited availability of interactive and collaborative learning media is a key factor that impedes students' comprehension of the taught material. Engaging learning media can enhance students' motivation and interest in learning Arabic.<sup>6</sup> The use of technology in learning Arabic is very important to create interesting media for students. In addition, technology also facilitates and accelerates access to various learning resources.<sup>7</sup> Arabic language learning in various educational institutions is required to be more innovative by adjusting to technological developments that continue to develop from time to time.<sup>8</sup>

In today's rapidly advancing digital era, integrating technology into education has become essential. Educational technology plays a crucial role in enhancing the teaching and learning process, encouraging innovation in education to keep growing and in tune with advances in various fields.<sup>9</sup> The development of technology and information systems today can be utilized to develop learning media.<sup>10</sup> The use of digital technology and electronic media in learning offers several advantages and distinctive characteristics that can contribute to enhancing the effectiveness of the Arabic language teaching and learning process.<sup>11</sup> In Arabic language learning, the use of digital media can help improve the effectiveness and efficiency of the teaching-learning process. One of the innovations in

<sup>3</sup>Amalia Firdausia, Imam Asrori, and Mohammad Ahsanuddin, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Web Offline Pada Siswa Kelas X SMA Negeri 8 Malang," *Al-Musannif* 2, no. 2 (2020): 89–100, <https://doi.org/10.56324/al-musannif.v2i2.39>.

<sup>4</sup>I Ketut Andika Pradnyana, Ketut Agustini, and I Wayan Santyasa, "Pengembangan E-Modul Interaktif Kolaboratif Pada Mata Pelajaran Komputer Dan Jaringan Dasar," *Jurnal Jendela Pendidikan* 01, no. 02 (2022): 48–60, <https://doi.org/https://doi.org/10.57008/jjp.v1i04.24>.

<sup>5</sup>Hamidah Hamidah, Adelina Dewi Nuryaman, and Muhsinah Muhsinah, "Pemanfaatan Gawai Oleh Guru Berlatar Belakang Non-Pba Dalam Pembelajaran Bahasa Arab," *Arabi: Journal of Arabic Studies* 7, no. 1 (2022): 51–62, <https://doi.org/10.24865/ajas.v7i1.426>.

<sup>6</sup>Bustam et al., *Inovasi Media Pembelajaran Bahasa Arab Berbasis Pemanfaatan Teknologi*.

<sup>7</sup>Bustam et al.

<sup>8</sup>Ghifaria Ayu, Darmawati, and Herdah, "Pengembangan E-Modul Bahasa Arab Berbasis Contextual Teaching and Learning Pada Materi Al-'Unw'Ānu Kelas VII MTs PPM Al-Ikhlash Sulawesi Barat / Development of Arabic Language E-Modules Based on Contextual Teaching and Learning on Al-'Unw'Ānu Material For," *Loghat Arabi* 5, no. 1 (2024).

<sup>9</sup>Sitaman Said, "Peran Tekonologi Sebagai Media Pembelajaran Di Era Abad 21," *Jurnal PenKoMi: Kajian Pendidikan & Ekonomi*. 6, no. 2 (2023): 194–202.

<sup>10</sup>Fadilah Belanisa, Fachrur Razi Amir, and Desky Halim Sudjani, "E-Modul Interaktif Sebagai Media Pembelajaran Bahasa Arab Untuk Meningkatkan Motivasi Siswa," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 1–12, <https://doi.org/10.30997/tjpba.v3i1.4754>.

<sup>11</sup>عمر محمد أبو شعالة، "تطوير علا ءعلا ميلعت يف بنور تكللا ميلعتلا مادختسلا حرتقم روصت ايبيلا يف ماعلا ميلعتلا اب اهملعتو" *مجلة البحوث الأكاديمية*، 2024، 240–55.

digital media that is starting to be widely used is electronic-based learning media such as e-modules. E-modules are quite ideal products to facilitate student learning where e-modules are the result of the development of printed module learning tools into digital ones equipped with programs that can be accessed with technological devices.<sup>12</sup> E-module is a transformation of conventional modules into digital form in terms of content and system.<sup>13</sup> E-modules are instructional materials systematically developed according to a specific curriculum and structured into time-based units, presented through electronic devices.<sup>14</sup> An e-module is a systematically designed digital learning resource that incorporates educational content, including text, images, videos, animations, and interactive elements, and can be accessed through the internet.<sup>15</sup> E-modules incorporate multimedia features, including text, images, audio, video, and interactive elements, enabling students to engage more actively in the learning process. E-modules facilitate both independent and collaborative learning for students. Utilizing e-modules on smartphones helps redirect students' focus toward more beneficial educational content, offering teachers a solution to address the challenges posed by technological and informational advancements in education.<sup>16</sup> In addition, e-modules can be used flexibly without being limited by time and location, because their utilization is adjusted to the ability of students to access them.<sup>17,18</sup>

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<sup>12</sup>Ruhban Masykur et al., "Developing and Validating E-Learning Module for Islamic Higher Education Digital Literacy in Preventing Hoax (EMODILPH)," *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 8, no. 2 (2023): 341, <https://doi.org/10.24042/tadris.v8i2.14549>.

<sup>13</sup>Mohd. Taqwudin Mohd. Yazid et al., "Potensi E-Modul Dalam Pembelajaran Bahasa Arab Pada Era Globalisasi," *Innovative Teaching and Learning Journal* 7, no. 1 (2023): 1-11, <https://doi.org/10.11113/itlj.v7.97>.

<sup>14</sup>Rizki Aryawan, I Gde Wawan Sudatha, and Adrianus I Wayan Ilia Yuda Sukmana, "Pengembangan E-Modul Interaktif Mata Pelajaran IPS Di SMP Negeri 1 Singaraja," *Jurnal EDUTECH Universitas Pedidikan Ganesha* 6, no. 2 (2018): 180-91.

<sup>15</sup>فابيلا نيماس ويدارس أنجوا, "وهانيس لاسنجا قرودا قسسوم في يندنتيلما ينك ترشلم بدل قيساسلا قيوغلا تاءافلا 15 "ققتل بيولا عقوم ساسا بلع قينوتركللا قيرعلا قغلا قحو دادعا وهانيس لاسنجا قرودا قسسوم في يندنتيلما ينك ترشلم بدل قيساسلا (2024).

<sup>16</sup>Tristi Ardita Rismayanti, Nurul Anriani, and Sukirwan Sukirwan, "Deskripsi Kebutuhan E-Modul Berbantuan Smartphone Untuk Meningkatkan Kemampuan Berpikir Kritis Matematis Siswa Smp," *Wilangan: Jurnal Inovasi Dan Riset Pendidikan Matematika* 3, no. 3 (2022): 203, <https://doi.org/10.56704/jirpm.v3i3.13292>.

<sup>17</sup>Sri Wahyuni Harahap, Mardianto Mardianto, and Salminawati Salminawati, "Pengembangan E-Modul Fikih Dalam Pembelajaran Fikih Untuk Madrasah Tsanawiyah Di Medan," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 4, no. 2 (2024): 625-42, <https://doi.org/10.37680/scaffolding.v4i2.5235>.

<sup>18</sup>Dian Juwita et al., "PENGEMBANGAN E-MODUL UNTUK PEMBELAJARAN BAHASA ARAB DI SD ISLAM NAZHIRAH BANDAR LAMPUNG," *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan* 14, no. April (2023): 142-55.

Based on initial observations in one of the MIs, it was found that most students have difficulty in understanding Arabic vocabulary and structures, besides that the teacher also stated that the lack of interactive learning media is a major challenge in increasing student participation in the classroom. This highlights the necessity for innovative Arabic teaching methods, particularly through digital media that can enhance student participation.<sup>19</sup> The observation results show that the teaching method is dominant with the use of textbooks as the main source. Students tend to be passive in learning, and teachers have difficulty in providing engaging collaborative activities. Therefore, This research seeks to explore the needs and challenges in Arabic language learning at MI to develop a collaborative interactive e-module FAL (Fun Arabic Learning) that can increase student engagement.

Interactive media is media that allows Students are encouraged to engage actively in the learning process through various interactive activities such as asking questions, discussing, and conducting experiments.<sup>20</sup> Interactive e-modules are the result of the development of printed module learning tools into digital ones equipped with interactive programs that are accessed through technological devices, namely computers and smartphones to facilitate student learning.<sup>21</sup> The FAL (Fun Arabic Learning) collaborative interactive e-module is an approach that combines digital interactivity with collaboration-based learning to increase student engagement and understanding in Arabic. Prior to the development of this e-module, preliminary research is needed to find out the learning conditions in MI as well as the needs of students and teachers related to effective learning media.

There are several studies that are relevant to the purpose of this research, including research by Husnaini Jamil and Nur Agung (2022) showing that the availability of e-modules Technology plays a crucial role in the learning process, yet the limited number of educators proficient in the latest technological advancements poses a challenge in Arabic language learning, making the applied methods less engaging for students.<sup>22</sup> Sonnia has conducted research on the development of e-modules for Arabic language learning et al

<sup>19</sup>Said, "Peran Teknologi Sebagai Media Pembelajaran Di Era Abad 21."

<sup>20</sup>Lika Jafnihirda et al., "Efektivitas Perancangan Media Pembelajaran Interaktif E-Modul," *Innovative: Journal Of Social Science Research* 3, no. 1 (2023): 227-39, <https://j-innovative.org/index.php/Innovative/article/view/2734>.

<sup>21</sup>Belanisa, Amir, and Sudjani, "E-Modul Interaktif Sebagai Media Pembelajaran Bahasa Arab Untuk Meningkatkan Motivasi Siswa."

<sup>22</sup>Husnaini Jamil and Nur Agung, "Tantangan Pembelajaran Bahasa Arab Di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 38-51, <https://doi.org/10.19105/ajpba.v3i1.5536>.

(2024) which shows that students' enthusiasm is very high in learning Arabic with e-module media.<sup>23</sup> On the other hand, research on the effectiveness of e-modules shows that technology-based learning can increase student understanding and engagement. Research by Murod, et al. (2021) showed an increase in student understanding and involvement with the use of android-based interactive e-modules.<sup>24</sup>

This study employs a qualitative descriptive method, which aims to depict natural phenomena as they occur without any manipulation<sup>25</sup> This research aims to explore the phenomenon in depth by analyzing data collected from research subjects using a preliminary study approach to identify needs in Arabic language learning in Madrasah Ibtidaiyah (MI). This research was conducted on March 13, 2025 in class 5 of MI Ar-Rosyaad Kediri District with 25 students and 1 teacher. Data collection techniques used included observation, interviews, and questionnaires to teachers and students. Observations were made to identify teaching methods, media use, and challenges faced in the learning process. According to Sugiyono (2017), observation is a data collection technique that is done by directly observing the phenomena that occur in the field.<sup>26</sup> Interviews with teachers aim to understand the needs in developing more interactive and collaborative learning media. Creswell (2014) explains that interviews allow researchers to explore in-depth information that cannot be obtained only through observation or questionnaires.<sup>27</sup> Meanwhile, the questionnaire was given to students to find out their interest, motivation, and difficulties in learning learning ArabicThe collected data were analyzed using thematic analysis techniques, including data reduction, data presentation, and conclusion drawing, as proposed by Miles, Huberman, and Saldana (2014), thematic analysis is a process in qualitative research that aims to manage and interpret data based on patterns or themes that emerge.<sup>28</sup> Data reduction is done by filtering and summarizing information that is in accordance with the research focus. Data reduction refers to the process of gathering and

<sup>23</sup>Lara Sonnia, Zulhannan, and Syaripuddin Basyar, "Pengembangan E-Modul Pada Pembelajaran Bahasa Arab Bagi Siswa Kelas IV Madrasah Ibtidaiyah," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 24, no. 7 (2024): 28–42.

<sup>24</sup>Makmun Murod, Slamet Utomo, and Sri Utaminingsih, "Efektivitas Bahan Ajar E-Modul Interaktif Berbasis Android Untuk Peningkatan Pemahaman Konsep Lingkaran Kelas VI SD," *Fenomena* 20, no. 2 (2021): 219–32, <https://doi.org/10.35719/fenomena.v20i2.61>.

<sup>25</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2017).

<sup>26</sup>Sugiyono.

<sup>27</sup>John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed-Methods Research*, SAGE Publications, Inc, vol. 4, 2009, <https://doi.org/10.1128/microbe.4.485.1>.

<sup>28</sup>M. B. Miles, A. M. Huberman, and J Saldaña, *Qualitative Data Analysis: A Methods Sourcebook* (3rd Ed.) (Thousand Oaks, CA: SAGE Publications, 2014).

selecting relevant data, then sorting out the data in certain concept units, with a certain.<sup>29</sup> After that, the data is presented in the form of categories or findings that describe the learning conditions in the field. The final stage of this process is drawing conclusions based on patterns or themes that have been identified in the data analysis. To maintain data validity, this study employed triangulation of sources and methods. Source triangulation is done By cross-checking information from multiple respondents and validating it through method triangulation by comparing observational findings, interviews and questionnaires. Triangulation is a method to verify the validity of data by reducing ambiguity and double meaning through various perspectives during the data collection and analysis process.<sup>30</sup> With this approach, the research can produce more valid findings and become a strong basis in The design of collaborative interactive e-modules based on Fun Arabic Learning (FAL) aims to enhance the effectiveness of Arabic language learning at the elementary school level.

## Results and Discussion

### 1. Observation Results

Observations conducted in Grade 5 of the Madrasah Ibtidaiyah revealed the following findings:

- a. The teaching methods were still dominated by lectures and memorization.
- b. The learning media were limited to textbooks and a whiteboard.
- c. Student engagement was low; students appeared passive and demonstrated limited participation.
- d. There was a lack of interactive exercises and insufficient in-depth exploration of the material.
- e. No collaborative activities among students were observed, and speaking skills remained underdeveloped.

### 2. Interview Results with the Teacher

The teacher reported that:

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<sup>29</sup>Ahmad and Muslimah, "Memahami Teknik Pengolahan Dan Analisis Data Kualitatif," *Proceedings* 1, no. 1 (2021): 173–86.

<sup>30</sup>Wiyanda Vera Nurfajriani et al., "Triangulasi Data Dalam Analisis Data Kualitatif" 10, no. September (2024): 1–23.

- a. The learning process was predominantly teacher-centered.
- b. The media used were limited to printed books and a whiteboard, with no use of technology.
- c. The main challenges included low student motivation, difficulty in memorizing vocabulary, and a lack of speaking practice.
- d. The teacher recommended the use of an interactive e-module based on **Fun Arabic Learning (FAL)**, incorporating learning videos, animations, educational games, practice exercises, and speaking drills, along with collaborative activities to increase student engagement.

### 3. Questionnaire Results from Students

- a. Learning Interest: Only 39% of students expressed a strong interest in Arabic, while 61% stated they did not like the subject.
- b. Teaching Method: 73% of students reported that the teacher only used books and a whiteboard.
- c. Learning Difficulties:

**Table 1.** Learning Difficulties

Type of Difficulty	Percentage
Memorizing vocabulary	37 %
Speaking	32%
Reading	15%
Writing	16%

- d. Media Needs

**Table 2.** Media Needs

Type of Media Needed	Percentage
Learning Videos	41%
Education Games	30%
Learning Applications	29%
Interactive E-modules	29%

- e. The most desired features in e-modules are

**Table 3.** The Most Desired Features

Type of Media Needed	Percentage
Interactive games and quizzes	25%
Images and animations	23%
Learning videos	41%



Practice speaking with voice	11%
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## f. Students' Expectations

**Table 4.** Students' Expectations

Preferred Learning Model	Percentage
Learning through videos/animations	42 %
Educational Games	28%
Group Discussions	20%
Speaking Practice	10%

The main objective of this study is to analyze the need for developing an interactive collaborative e-module in Arabic learning at Madrasah Ibtidaiyah (MI), particularly in Grade V. The findings generally support the initial assumption that Arabic learning at MI still faces several challenges, especially in terms of conventional teaching approaches, limited instructional media, lack of collaborative activities, and underdeveloped productive language skills among students. The dominance of lecture-based methods, which lead to low student participation and motivation, along with the minimal use of digital learning media, negatively impacts students' active engagement. The need for more innovative and engaging learning methods is further reinforced by the direct support from both teachers and students for the use of interactive e-modules.

## 1. Dominance of Conventional Methods

Based on the results of observations and interviews, Arabic language teaching in the Madrasah Ibtidaiyah is still teacher-centered and predominantly relies on lecture and memorization methods. This aligns with the views of Maulidiana and Nasirudin, who argue that traditional teaching approaches often focus on the delivery of information by the teacher without actively involving students.<sup>31</sup> This method results in passive students with limited participation. This is further supported by the results of the questionnaire, which show that only 39% of students enjoy learning Arabic, while 61% do not. This indicates that the monotonous approach negatively affects students' interest and motivation in learning.

## 2. Limited Media and Interactive Exercises

<sup>31</sup>Muarifatul Maulidiana and Nasiruddin Nasiruddin, "Development of E-Module Media in Learning Arabic for Class X Students of MAN 4 Ngawi," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2020): 279-92, <https://doi.org/10.14421/almahara.2020.062.07>.

Observations and interviews indicate that the learning media are limited to printed books and a whiteboard. There is a lack of technology use, such as videos, animations, or educational games, which could enhance students' interest in learning. Multimedia learning has been shown to improve students' understanding by presenting information in both visual and auditory forms simultaneously.<sup>32</sup> The research findings reveal that 58% of students expressed a desire to use interactive e-modules, and 42% favored learning videos, indicating a real need for digital-based learning. Interactive media enable meaningful learning, as students are actively involved in the learning process.

### 3. Lack of Collaborative Activities and Productive Skills

In the learning process, collaborative activities among students are minimal. This results in a lack of oral communication skills, as the teacher acknowledged that students struggle with speaking. Furthermore, 42% of students reported difficulties in speaking skills, indicating that productive skills have not been adequately developed. Speaking skills are a crucial component of communicative competence in language learning. A second or foreign language should ideally be taught through direct practice in real-life, collaborative contexts, such as group discussions or pair dialogues. Actively involving students in communicative situations, such as role-playing activities or simulations, can help students hone their foreign language skills in meaningful contexts that are relevant to real life.<sup>33</sup> This aligns with the Communicative Language Teaching (CLT) approach, which emphasizes the use of language as a tool for communication.<sup>34</sup>

### 4. The Need for Learning Innovation

In light of the existing issues, the teacher suggested the development of an interactive e-module containing videos, animations, educational games, practice exercises, speaking drills, and collaborative activities. This is an innovative approach that aligns with the research findings. The use of technology can create a more engaging and

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<sup>32</sup>Ferdinand Salomo Leuwol et al., "Efektivitas Metode Pembelajaran Berbasis Teknologi Terhadap Peningkatan Motivasi Belajar Siswa Di Sekolah," *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi* 10, no. 3 (2023): 988–99, <https://doi.org/10.47668/edusaintek.v10i3.899>.

<sup>33</sup>Sunarti, "Indonesian Research Journal on Education : Jurnal Ilmu Pendidikan," *Indonesian Research Journal on Education* 2, no. 3 (2024): 1030–37.

<sup>34</sup>Teh Wendy, "Communicative Language Teaching (CLT) in the Context of Online Learning: A Literature Review," *International Journal of TESOL & Education* 1, no. 2 (2021): 65–71, <https://ijte.org/index.php/journal/article/view/23>.

interactive learning environment while supporting the creation of a more effective and efficient learning experience.<sup>35</sup>

Thus, the results of this study are in line with expectations, confirming the importance of developing more interactive, collaborative, and digital learning media. This indicates that the development of the Fun Arabic Learning (FAL)-based e-module is a strategic and relevant step in addressing the current needs and challenges of Arabic language learning in Madrasah Ibtidaiyah (MI). In addition to supporting the achievement of Arabic language competence, this approach also promotes active and enjoyable student engagement in the learning process.

This study is in line with previous findings by Firdausia (2020), who found that learning Arabic is often considered boring because it tends to be formal and lacks variety, causing students to quickly feel bored.<sup>36</sup> Murod (2021) also found that the use of digital-based interactive media can enhance students' interest and engagement.<sup>37</sup> For example, the use of interactive e-modules employing the discovery learning method in English language learning at the senior high school level has been shown to significantly increase students' active participation.<sup>38</sup> This reinforces the idea that a similar approach can be effectively applied in the context of Arabic language learning. However, it should be acknowledged that this study has several limitations, including the limited research scope being conducted at only one Madrasah Ibtidaiyah (MI) and a relatively small number of respondents. In addition, the study focused solely on the needs analysis stage and did not extend to the implementation and evaluation of the developed e-module.

For future research, it is recommended to develop and test the interactive e-module based on Fun Arabic Learning (FAL) across different classes and Madrasah Ibtidaiyah (MI), accompanied by an evaluation of its impact on students' learning outcomes and communication skills. Experimental or quasi-experimental studies may also be conducted to compare the effectiveness of conventional methods with e-module-based learning.

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<sup>35</sup>Leuwol et al., "Efektivitas Metode Pembelajaran Berbasis Teknologi Terhadap Peningkatan Motivasi Belajar Siswa Di Sekolah."

<sup>36</sup>Firdausia, Asrori, and Ahsanuddin, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Web Offline Pada Siswa Kelas X SMA Negeri 8 Malang."

<sup>37</sup>Murod, Utomo, and Utaminingsih, "Efektivitas Bahan Ajar E-Modul Interaktif Berbasis Android Untuk Peningkatan Pemahaman Konsep Lingkaran Kelas VI SD."

<sup>38</sup>Rina Agustina, "Penggunaan Emodul Interaktif Menggunakan Metode Discovery Learning Untuk Meningkatkan Performa Akademik Siswa Pada Mata Pelajaran Bahasa Inggris Di Kelas X Mipa 7 Sman 1 Garut," *CENDEKIA: Jurnal Ilmu Pengetahuan* 1, no. 2 (2021): 119-29, <https://doi.org/10.51878/cendekia.v1i2.154>.

Additionally, it is important to examine teacher readiness and infrastructure as supporting factors for the successful implementation of digital media in Arabic language instruction.

## Conclusion

The results of the needs analysis show that Arabic learning in MI still faces various obstacles, such as low student interest, lack of interactive learning media, and lack of collaborative activities. Therefore, the development of Fun Arabic Learning (FAL) collaborative interactive e-modules It is anticipated to serve as an innovative approach that enhances students' motivation and comprehension of Arabic.

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