

Design and Development of an Arabic Language Online Learning Module Based on the ADDIE Instructional Design Model

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Abstract

Arabic language education is increasingly transitioning into digital spaces to meet the demands of modern learners and expand accessibility. However, many existing online Arabic learning modules lack structured instructional design, resulting in limited learner engagement and effectiveness. This paper addresses this gap by proposing a systematic approach for developing an Arabic-language online learning module using the ADDIE instructional design model, which comprises five phases: Analysis, Design, Development, Implementation, and Evaluation. The study presents a conceptual application of each ADDIE phase tailored to Arabic language instruction, incorporating needs analysis, learning objectives, content creation, digital tools, and formative assessments. The proposed design framework is expected to result in a more coherent, interactive, and learner-centered module that improves student outcomes in language acquisition. This research contributes to Arabic language pedagogy by offering a replicable model for educators and designers to develop high-quality digital learning materials aligned with pedagogical and technological best practices.

Keywords: Arabic Language Learning; Instructional Design; ADDIE Model; Online Module; Language Education

INTRODUCTION

The advancement of digital technologies and the increasing importance of Arabic in academic, religious, and diplomatic contexts have contributed to a growing demand for Arabic language education in online formats. Digital learning environments offer the potential for greater access, flexibility, and scalability, especially in regions where Arabic is taught as a second or foreign language. The adoption of online platforms has accelerated further due to the COVID-19 pandemic, which compelled many educational institutions to rapidly transition from traditional face-to-face teaching to fully online modes. Arabic language instruction, like many other language education efforts, was significantly affected by this shift. Educators were challenged to maintain learner motivation, provide meaningful interaction, and ensure effective outcomes within virtual learning environments (Jamil et al., 2024; Ghani et al., 2023).

Despite the increased use of online learning tools, several issues persist in the delivery of Arabic as a foreign language through digital means. Arabic is a linguistically complex language with unique phonological, morphological, and syntactic features that require specialised instructional strategies. Educators often report difficulties in designing content that is both pedagogically sound and technologically engaging (Suhaimi & Ahmad Sabri, 2023). For instance, many Arabic instructors lack experience in integrating instructional design frameworks with digital tools, leading to fragmented lesson delivery and inconsistent learner outcomes. Moreover, online Arabic modules often fall short in providing personalised learning paths and interactive elements necessary for developing communicative competence (Fikri & Diana, 2020; Yahya et al., 2021; Ghani et al., 2022). The core challenge lies not merely in the availability of technology but in the design of effective and structured learning experiences. A growing body of research supports the idea that online Arabic learning must be driven by instructional design principles to ensure coherent, goal-orientated, and learner-focused outcomes. Instructional design models such as ADDIE (Analysis, Design, Development, Implementation, and Evaluation) offer a well-established framework for creating, delivering, and assessing learning modules. By following this structured process, educators can better align their content, delivery methods, and assessment strategies with the unique needs of Arabic learners. The ADDIE model has been used successfully in a variety of language learning contexts to improve learner engagement, facilitate better retention, and support self-directed learning paths (Sorongan & Fauji, 2023).

One notable benefit of the ADDIE model in language education is its iterative nature, which allows for continual refinement based on feedback and performance data. This is particularly useful in Arabic language instruction, where learners often face difficulties with pronunciation, grammar, and script recognition. With a clearly defined evaluation phase, instructors can identify these pain points and adapt their modules accordingly. Additionally, the model encourages a learner-centred approach that promotes the integration of multimedia, gamification, and mobile learning tools, which are elements that are shown to increase motivation and improve language acquisition in digital contexts (Yahya et al., 2021; Jamil et al., 2024).

Therefore, this paper aims to present a conceptual framework for the design and development of an Arabic language online learning module based on the ADDIE instructional design model. Each phase of ADDIE is explored in the context of Arabic language pedagogy, supported by recent findings and best practices in online education. The ultimate goal is to offer a structured guide for educators, instructional designers, and curriculum developers who seek to enhance the quality and effectiveness of online Arabic instruction. In doing so, this paper contributes not only to Arabic language education but also to the broader discourse on instructional design in digital language learning environments.

METHOD

This research uses Research and Development (R&D) and uses a descriptive qualitative approach. The focus is on designing a conceptual framework for a digital-based Arabic language learning module using the ADDIE model. Data were obtained from a needs analysis of Arabic language students and lecturers, as well as from the literature on digital Arabic language learning and the ADDIE model. Observations of existing online modules were used for comparison.

The research instruments used were questionnaires or interviews for needs analysis and an instructional design evaluation checklist (based on ADDIE standards). Descriptive qualitative data analysis techniques were used to analyze user needs and perceptions. Data triangulation from questionnaires, interviews, and trial results increased validity.

RESULTS AND DISCUSSION

The Need for Arabic Language Learning in the Digital Era

The global expansion of Arabic as a language of religion, culture, and diplomacy has created increasing demand for Arabic language instruction across educational sectors. Digital transformation in education, especially after the COVID-19 pandemic, has accelerated the move toward online and blended learning environments. This shift presents new opportunities but also introduces unique challenges for Arabic language instruction, particularly due to the complexity of the language's morphology, script, and pronunciation. Digital tools and online modules offer the potential for flexible and engaging learning environments, especially for non-native speakers and learners in remote or underserved areas (Yuliyanti & Fauji, 2023).

Despite the growing adoption of online Arabic instruction, research highlights critical shortcomings. Many digital modules lack a structured instructional framework, resulting in fragmented content and minimal learner engagement. Studies report that modules often fail to cater to learners' real-life communication needs, especially in religious, social, or academic contexts (Kirembwe et al., 2023). Furthermore, technology is frequently underutilised, with insufficient integration of multimedia, gamification, or interactivity. As a result, learners experience reduced motivation and struggle with self-regulated learning. Modules also lack iterative evaluation processes to ensure continued relevance and effectiveness (Yakob, 2022; Hamid & Charis, 2021).

ADDIE Model in Instructional Design

To address these challenges, the ADDIE model consisting of Analysis, Design, Development, Implementation, and Evaluation, offers a robust framework for systematic instructional design. Widely used across disciplines, the ADDIE model facilitates learner-centred content, structured development, and continuous evaluation. In Arabic language learning, ADDIE enables educators to tailor content based on learner needs, incorporate engaging design features, and ensure the content is pedagogically sound and contextually relevant (Szabo, 2022). Research supports the model's utility in enhancing student outcomes and instructional quality in both formal and informal Arabic education settings (Agustine & Fauji, 2024).

Multiple studies have successfully applied the ADDIE model to Arabic language learning. Sanjaya and Hidayat (2024) designed an Arabic module for primary school students and reported significant improvements in content comprehension and learner motivation (Sanjaya & Hidayat, 2024). While Sorongan and Fauji (2023) developed interactive Arabic learning media using Google Sites, noting enhanced student engagement through the inclusion of quizzes and multimedia elements (Sorongan & Fauji, 2023). Gamification also features prominently in recent designs. Ariyani and Hikmah (2023) utilised a "snakes and ladders" board game to support vocabulary learning, and Setiadi et al. (2024) implemented an Arabic e-module using Heyzine Flipbook to support visual and interactive learning (Ariyani & Hikmah, 2023; Setiadi et

al., 2024). Meanwhile, Farid et al. (2024) developed a module focused on Islamic finance (*muamalat*), while Hidayatullah and Gunawan (2025) designed character-based Arabic modules for middle-school students (Farid et al., 2024; Hidayatullah & Gunawan, 2025). These applications confirm the versatility of ADDIE across various Arabic education settings, including young learners, adults, formal institutions, and mobile learning environments.

While the literature demonstrates the ADDIE model's effectiveness in Arabic instructional design, several gaps remain. First, many studies focus only on one or two phases of the ADDIE process, often neglecting systematic evaluation and learner feedback loops. Second, there is a lack of standardised templates or frameworks that guide educators through the step-by-step design of Arabic modules, especially for non-native Arabic speakers. Third, few studies provide replicable, scalable models that combine pedagogy with emerging technologies like gamification, mobile apps, or digital storytelling. This study addresses these gaps by proposing a conceptual framework and practical guide for developing Arabic online learning modules using the full ADDIE model. It aims to contribute a step-by-step development process that integrates both instructional theory and Arabic-specific pedagogical needs, ensuring usability, engagement, and learner success.

Arabic Online Module Development Process

This conceptual research adopts the ADDIE instructional design model as its guiding framework. The ADDIE model, which comprises Analysis, Design, Development, Implementation, and Evaluation, is widely recognised for its structured yet adaptable approach to instructional design, particularly within digital and higher education contexts. As noted by Sánchez-García et al. (2023), ADDIE supports systematic development while allowing iterative revisions that align learning materials with learner needs and institutional goals (Sánchez-García et al., 2023). In Arabic language education, recent studies confirm that ADDIE can be effectively applied to both beginner and advanced learning contexts, especially when integrating technology tools such as Google Sites and Quizizz for content delivery and engagement (Daud et al., 2026; Sorongan & Fauji, 2023).

In the analysis phase, the research identified the specific needs of postgraduate students enrolled in the Arabic Language Education programme. Unlike undergraduate learners, these students are expected to master both advanced Arabic linguistic content and pedagogical strategies for teaching. Through a review of postgraduate course syllabi, academic interviews, and institutional learning outcomes, several gaps were identified, particularly the absence of digital learning tools that emphasise applied linguistics, instructional design, and reflective pedagogy. The analysis also indicated a need for modules that simulate real teaching tasks, such as designing lesson plans, analysing authentic Arabic texts, and evaluating classroom practices, all while engaging with digital platforms.

The design phase involved outlining the learning objectives and structuring the module content accordingly. Five thematic units were identified based on academic needs: (1) *Applied Arabic Syntax* (النحو التطبيقي), (2) *Educational Rhetoric* (البلاغة التعليمية), (3) *Digital Arabic Lesson Design* (تصميم الدروس باستخدام التكنولوجيا), (4) *Assessment Methods in Arabic Education* (أساليب التقويم), and (5) *Curriculum and Language Planning* (التخطيط اللغوي). Each unit was mapped to cognitive levels of Bloom's taxonomy to ensure

progression from understanding to creation. Activities were designed to include analysis of teaching texts, creation of digital teaching tools, and reflections on instructional effectiveness.

The development phase focused on building the module using Google Sites as the main platform, supplemented by interactive tools such as Canva, Quizizz, and Padlet. These tools allowed the integration of multimedia content, including lecture videos, reading resources, interactive quizzes, and student-teacher discussion forums. Unlike traditional text-based modules, this digital module includes embedded videos demonstrating teaching practices and showcases sample lesson plans created using instructional principles. This approach was inspired by previous research emphasising the potential of media-rich learning environments to foster critical thinking and practical teaching skills (Agustine & Fauji, 2024).

In the implementation phase, the module is intended to be deployed in postgraduate courses either as a blended learning tool or an online supplement. Although this paper is conceptual, the module has been pre-tested by two Arabic education lecturers for usability and academic alignment. This phase includes practical instructions for faculty, including how to integrate the module into Moodle, Google Classroom, or as a standalone digital resource. The materials are designed to be self-explanatory but are supported by a user manual and scaffolding documents for classroom activities.

Finally, the evaluation phase is designed around both formative and summative components. Each unit includes embedded self-assessments, peer feedback opportunities, and discussion prompts for reflective practice. A summative project at the end of the module requires learners to design a full Arabic language lesson that integrates classical text, grammar analysis, and digital media tools. While expert and student feedback are scheduled for future empirical validation, the structure follows recommendations from Yuliyanti & Fauji (2023), who advocate for expert validation and student-centred design in instructional development (Yuliyanti & Fauji, 2023).

The primary result of this conceptual study is the structured development of a postgraduate-level online Arabic learning module, guided by the ADDIE instructional design model. This module is tailored specifically for students enrolled in Arabic Language Education programme at the postgraduate level, with a focus on both theoretical understanding and pedagogical application. The final product includes six advanced learning units delivered through a Google Sites platform, integrating academic Arabic texts, linguistic analysis tasks, pedagogy-focused reflection exercises, and multimedia resources such as lecture videos, interactive vocabulary tools, and discussion forums.

This design supports postgraduate learners in enhancing both their Arabic language proficiency and their capacity to teach Arabic effectively in diverse educational settings. One of the distinguishing features of the module is its integration of theoretical readings with practical teaching applications. Learners engage with classical and contemporary Arabic texts, followed by tasks requiring instructional design analysis, critical pedagogy reflection, and simulated teaching activities. This structure addresses the higher-order cognitive demands of postgraduate learners and is consistent with the use of Higher Order Thinking Skills (HOTS) frameworks in Arabic education (Dawod & Ghani, 2026; Maswani et al., 2023). In doing so, the module bridges content mastery with didactic reflection, equipping future educators with both linguistic competence and teaching confidence.

The design aligns with recent scholarship advocating for the use of the ADDIE model in Arabic education, particularly for digital module development. The choice of Google Sites and integrated applications such as Wordwall, Canva, and Quizizz reflects findings from Sorongan and Fauji (2023), who demonstrated that such tools improve learner engagement and comprehension in Arabic language instruction (Sorongan & Fauji, 2023). However, this module extends beyond beginner-level designs by incorporating pedagogical critique tasks and curriculum alignment activities, distinguishing it from prior undergraduate-focused modules.

The expected pedagogical benefits of this module are multifaceted. Postgraduate students are expected to develop stronger abilities to evaluate instructional materials, design content for specific learner profiles, and critically apply educational theories in Arabic language contexts. These outcomes are aligned with the findings of Sanjaya and Hidayat (2024), who emphasised the importance of content relevance and structured progression in Arabic module design (Sanjaya & Hidayat, 2024; Borham et al., 2024). Although their work was aimed at younger learners, the underlying design principles, which are clarity, alignment, and scaffolded content, remain applicable and were adapted for a postgraduate academic audience in the present study.

Despite its innovations, the module's development encountered several challenges. These included balancing academic rigour with digital accessibility, selecting appropriate Arabic texts that combine linguistic complexity with pedagogical relevance, and ensuring that assessments reflect both language and teaching competence. Similar challenges were noted by Arifin et al. (2023), who highlighted the need for equitable and adaptable digital learning environments, particularly for complex subject matter (Arifin et al., 2023). Through iterative design and formative evaluation, these challenges were addressed by revising learning outcomes, refining multimedia delivery, and incorporating peer feedback activities.

In conclusion, this conceptual output provides a postgraduate-level Arabic learning module that blends linguistic depth, instructional design theory, and practical pedagogy. It not only serves as a digital learning tool but also models how Arabic language instruction can be innovatively reimaged in higher education. The development process reflects both theoretical alignment and practical responsiveness to current challenges in postgraduate Arabic language education.

CONCLUSION

This study has presented the conceptual design and systematic development of an online Arabic language learning module tailored for postgraduate students majoring in Arabic Language Education. Grounded in the ADDIE instructional design model, the module integrates pedagogical theory, curriculum needs, and digital tools to support the advanced language and instructional competencies required of future Arabic educators. Each phase of the ADDIE process, from needs analysis to evaluation, contributed to a coherent, structured, and pedagogically relevant learning experience. The use of Google Sites, alongside platforms such as Padlet and Quizizz, ensures both accessibility and interactivity, providing students with a rich digital environment to explore advanced topics such as *nahw*, *balaghah*, curriculum design, and classroom assessment.

The findings and design outcomes reflect existing research that supports the effectiveness of interactive, digital instructional media in Arabic language education. For instance, Sorongan and Fauji (2023) demonstrated how Google Sites enhances

engagement in Arabic instruction when guided by ADDIE principles. Similarly, Farid et al. (2024) found that structured, validated modules can significantly improve learners' mastery of advanced Arabic concepts within Islamic education contexts. These findings underscore the potential of well-designed online modules to close the gap between traditional instruction and 21st-century digital learning requirements.

Several recommendations emerge from this conceptual work. First, further empirical testing is needed to validate the module's effectiveness with actual postgraduate learners. This includes usability testing, assessment of learning outcomes, and feedback from both students and instructors. Second, module developers should consider integrating AI-powered analytics to personalise learning experiences and provide real-time feedback, a practice that has shown promise in recent innovations in Arabic education. Lastly, collaborative content development with experienced Arabic educators and curriculum specialists is crucial to ensure both academic rigour and cultural relevance. In conclusion, this conceptual study contributes a structured, adaptable, and pedagogically sound model for digital Arabic language module design at the postgraduate level. It provides a blueprint for future instructional designers, Arabic language educators, and researchers aiming to modernise and enhance the delivery of advanced Arabic instruction in higher education.

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