NEEDS ANALYSIS FOR CLASSPOINT-BASED INTERACTIVE MEDIA IN ARABIC VOCABULARY ACQUISITION AT MAN 2 PAYAKUMBUH CITY

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Abstract

The purpose of this study is to analyze the need for interactive learning media through ClassPoint in vocabulary learning in 10th grade students of State Islamic Senior High School 2 Payakumbuh City. The method used is a mixed methods, combining qualitative and quantitative approaches in one research activity. This method is intended to provide a more comprehensive picture of the need for interactive learning media based on ClassPoint in vocabulary learning. The data collection techniques include observation, interviews, and distributing questionnaires that have been validated by an expert. This study will involve 33 students of class X.E8 and 2 Arabic language teachers of class X as samples. The results of the study indicate that the learning process is still one way and does not involve interactive media that supports optimal vocabulary understanding. Based on the questionnaire, it also shows that the teacher needs analysis is 92.5% and the student needs analysis is 90%. This means that teachers and students really need interactive learning media in the learning process in the classroom. The results of the analysis show that the application of ClassPoint in Arabic vocabulary learning contributes to increasing student participation and facilitating independent learning at the public high schools.

Keywords: Interactive Media, Classpoint, Arabic Vocabulary, Needs Analysis, Mixed Methods

INTRODUCTION | مقدمة

Vocabulary learning is one of the essential components of language education, as it contributes to building linguistic ability and developing learner's communication skills. Vocabulary is the set of words that a person masters in a language, making it receptive and productive. Therefore, vocabulary is important for learning Arabic (Rahmawati & Hikmah, 2022).

As Abdul Rahman Raafat Pasya says, "Vocabulary is the basic component of any language, and the ability to use and understand it is the cornerstone of the language learning process" (Bāsyā, 2016). By developing learner's vocabulary, they can build a strong capacity for expression and communication, which contributes to facilitating the comprehension of complex texts and achieving better interaction with native speakers.

Vocabulary is a form of expression because the purpose is to understand the context in which vocabulary is used. Traditional understanding holds that vocabulary instruction occurs separately from vocabulary and its context. However, good vocabulary is integrated into texts or dialogues that match the context of the vocabulary itself, so that students can understand and retain vocabulary in the context of its use rather than simply memorizing its meaning directly

(Rahmawati & Hikmah, 2022). Syalabī points out that one of the most important ways to teach vocabulary is to focus on employing words in multiple contexts, saying, "Teaching vocabulary in context enables the learner to understand its meanings more deeply and apply them to similar situations" (Syalabī, 2018).

The quality and quantity of a person's vocabulary can indicate their Arabic language skills. Students learning Arabic in school are not required to master all of the language's vocabulary, but mastering more vocabulary increases the ease of communicating in the language. Each curriculum has academic standards for teaching Arabic, so students are expected to be able to learn it well. It is very important for students to learn vocabulary, or linguistic vocabulary, as it is the most important part of learning Arabic. As a result, students are expected not only to memorize vocabulary, but also to master it (Khansa, 2016).

Vocabulary learning requires the use of an effective method that is consistent with the nature of language instruction. Ahmed Syalabī also suggests that vocabulary learning should be an interactive process in which the learner is encouraged to use new words in conversation and group activities, as this helps consolidate vocabulary in long term memory (Syalabī, 2020). To acquire a good vocabulary, interactive learning must be applied, meaning a teaching method that actively engages students. In this case, the teaching method is also effective.

Learning media is considered a subset of educational technology. Educational technology is a new term, a systematic method that considers all human and non human resources in the design, implementation, and evaluation of the teaching and learning process based on specific objectives. Learning media is anything used in the educational process to achieve objectives with a high level of proficiency. Learning media refers to all materials used by teachers to convey subject matter to a group of students, both inside and outside the classroom, with the aim of enhancing the teaching and learning process. In the last few decades of this century, the teaching and learning process has undergone rapid development thanks to rapid advances in science in general and educational technology in particular (Aṭ-Ṭīṭī et al., 2008).

One of the most important characteristics of education is that it is continuously evolving and responsive to emerging developments. Therefore, its function changed in the early 20th century, and learners became the focus of attention and the center of attention in education (Al-'Azīz & Al-Majīd, 1976). The educational process targets all aspects of development, including mental, spiritual, social, health, psychological, physical, emotional, and skills development (Ad-Damirdāsy, 1401). With the development of learning theories and the expansion of their concepts, the educational process began to focus on student activity, considering that effective learning, leading to positive outcomes, is achieved in educational situations where students are engaged in an activity and are active participants. The role of the teacher also changed, becoming one of guiding students and assisting them in learning by creating the right conditions and creating an appropriate educational climate that meets the requirements and means of learning.

Learning media have added another dimension to the field of educational experience, broadening its scope. These media, such as animation, film, television, and other communication tools, provide sensory experiences that interact with students in educational situations, enriching the learning process and leading to effective learning (Lajnah min al-Mukhtaṣṣīn, n.d.). Since ancient times, educators have paid attention to Learning media, viewing them with respect for their perceived impact on enhancing the teaching and learning process. With the advancement of modern science and the discovery of the role of the senses in this process, educators have come to agree on their usefulness and tangible impact in enriching the teaching and learning

process (Sulaimān, 2003).

The experience and research of early childhood educators has also confirmed without learning media relies on a single sense, unlike learning using media, which involves more than one sense, in accordance with the well known and proven law of psychology: "If something is forgotten, two or more senses are involved in learning it." Modern educational research has confirmed that a teacher who reinforces his/her teaching with teaching media takes much less time and effort than a lesson without teaching media (Jālūb, 2017).

A variety of educational resources are currently available, some of which are computer and smartphone based. Educational resources can be developed primarily on computers and smartphones without the need for programming skills. One such approach is ClassPoint. ClassPoint is a platform that supports teachers and students in digital learning. Essentially, ClassPoint is an application connected to PowerPoint, but its features make it more interactive and engaging. ClassPoint can also be used as a presentation tool to make materials more engaging. ClassPoint media is expected to train student's skills in a fun and effective way and enhance their creativity (Laila & Liana, 2024). ClassPoint is designed to present visuals, images, and audio with richer features than traditional PowerPoint. ClassPoint Interactive is expected to be an alternative teaching tool that encourages learner's creativity. Teachers can use this media to create quizzes and give students the opportunity to answer them (Muhiddin et al., 2023).

The use of ClassPoint aligns with the principles of technology-enhanced language learning (TELL), which emphasizes integrating digital tools to facilitate meaningful interaction and improve language acquisition outcomes (Subita & Ahsanuddin, 2022). With the advancement of educational technology, Arabic language instruction has gradually moved toward blended learning environments—combining face-to-face classroom interaction with digital learning tools. This approach reflects the principles of TELL, where technology is not merely supplementary but an integral element enhancing the teaching and learning process (Sulaimān, 2003).

Based on the researcher's initial observations of the teaching and learning process in the classroom, the results showed that the State Islamic Senior High School 2 Payakumbuh City implemented digital learning, such as the use of smartphones and digital books. This is because the school also implemented the Merdeka Curriculum, which supports the use of technology as a teaching tool. However, digital learning faces challenges such as student's lack of adequate access to interactive learning resources relevant to their daily lives. Mastering Arabic vocabulary, which is essential to student's daily lives, poses a significant challenge. Although learning media is important as a means of conveying knowledge provided by the teacher to students, successful vocabulary acquisition often depends on the teacher's creativity in presenting the material.

With the advancement of technology, interactive learning media are becoming increasingly important for teachers to assist in the teaching and learning process. This allows students to better understand vocabulary and improve their vocabulary mastery in the learning unit. Interactive learning media actively engage students in the Arabic language teaching and learning process in the classroom. Based on this observation, education at the State Islamic Senior High School 2 Payakumbuh City has entered the era of technology based education. This certainly opens up opportunities for the researcher to support technology based education to be more interactive, creative, and innovative. One of these opportunities is the use of an interactive learning media using ClassPoint media to improve the quality and efficiency of education by making it more innovative, engaging, and creative. Because the State Islamic Senior High School 2 Payakumbuh City does not use ClassPoint media, the researcher wants to develop an interactive

learning media with ClassPoint at the school.

As a result of the initial observation it was revealed that teachers urgently need to use interactive learning media with ClassPoint to improve Arabic language learning. Therefore, it is crucial for teachers to have the appropriate tools to monitor the vocabulary being taught and assess student's vocabulary mastery. Furthermore, it is clear that Arabic language teaching materials for the 10th grade must be equipped with interactive learning media. ClassPoint media provides an interactive learning media that helps students understand vocabulary in Moodle.

In reality, there is still little effort being made to make media based teaching methods widely available. Interactive learning media are increasingly accessible via smartphones. Students no longer have to rely on books, paper, and stationery to learn anytime, anywhere with ClassPoint media, which is easy to use and flexible. With the increasing use of mobile technology among students, developing an interactive learning media using ClassPoint media for mobile devices is a suitable solution to meet this urgent need. Considering the above mentioned issues, the researcher believes there is an opportunity to help students at the State Islamic Senior High School 2 Payakumbuh City learn vocabulary. By creating an Arabic language teaching tool such as ClassPoint, it is expected to help teachers teach vocabulary effectively and efficiently. This is achieved by monitoring student's vocabulary mastery and supporting their development.

Interactive learning media using ClassPoint aims to meet the needs or help solve problems of teachers and students by providing effective technological solutions. This media will enhance student's ability to learn independently and give them the ability to learn vocabulary easily and conveniently anytime, anywhere. Furthermore, this media will help teachers provide educational content relevant to student's daily lives, improve their understanding of vocabulary, and help them apply vocabulary in practice. By addressing these issues, its implementation can help overcome the major problems students face when learning vocabulary.

Relevant research to this study is a study by Annisa Mutia Rahmah, Dina Fitria Handayani, and Lisa Yuniarti in 2024 entitled "Analysis of Media Needs for Classpoint Assisted Negotiation Text Assessment in Grade X Students of SMAN 14 Padang". The difference between this study and this one lies in the learning materials. The previous study analyzed the need for ClassPoint media in Indonesian language learning, while this study analyzed the need for ClassPoint media in Arabic language learning.

METHOD | منهج

This study employed a mixed-methods approach, integrating qualitative and quantitative elements within a single research framework. This design was selected to provide a more comprehensive depiction of the need for ClassPoint-based interactive learning media in Arabic vocabulary instruction. By combining the in-depth, contextual strengths of qualitative data with the objective, measurable attributes of quantitative data, the mixed-methods approach yields a more holistic understanding of the research problem (Creswell & Plano Clark, 2018). Such an approach has proven effective in educational research, particularly when qualitative insights require reinforcement or validation through quantitative evidence (Sugiyono, 2019).

Qualitative data were obtained through initial observations of the Arabic language learning process in tenth-grade classes, as well as semi-structured interviews with Arabic teachers and selected students regarding barriers in vocabulary teaching media. Interviews allowed for in-depth exploration, guided by questions such as: "What are the primary challenges you face in

teaching or learning Arabic vocabulary?" and "How could interactive media like ClassPoint help address these issues?" Each interview session lasted approximately 30–45 minutes, conducted in the teachers' room or classroom after school hours, and recorded with participants' consent. Recordings were transcribed verbatim using a simple transcription tool (Otter.ai) before analysis.

Quantitative data were collected via needs analysis questionnaires distributed to students and teachers. The questionnaire used a 4-point Likert scale and comprised 10 statements measuring perceptions and needs related to ClassPoint interactive media. Sample items included: "I feel that current vocabulary teaching methods are not engaging" (options: Strongly Agree, Agree, Somewhat Disagree, Disagree) and "Using ClassPoint would increase my interest in learning Arabic vocabulary." The research participants consisted of 33 students from class X.E.8 at Madrasah Aliyah Negeri 2 Kota Payakumbuh (respondents for the student questionnaire) and two tenth-grade Arabic teachers (respondents for both questionnaire and interviews). Data collection took place on-site over two weeks in September 2025 to ensure freshness and relevance to current classroom conditions.

Prior to data collection, rigorous ethical procedures were implemented. The researcher obtained formal permission from the school principal via an official request letter. All participants—students and teachers—received an informed consent form outlining the study's purpose, procedures, minimal risks (e.g., time commitment), benefits, and their right to withdraw at any time without consequences. Respondent anonymity was protected using coded identifiers instead of real names, and data were stored securely on encrypted devices. This ethical framework adhered to standard guidelines in educational research to safeguard participants (Cohen, L., Manion & Morrison, 2018).

For qualitative data analysis, thematic analysis was applied following (Braun & Clarke, 2006) six-phase process: Familiarization with data through repeated reading of transcripts; Generating initial codes to identify significant patterns; Searching for themes by collating codes; Reviewing themes for coherence; Defining and naming themes; and Producing the report with direct participant quotes to support findings. The process was supported by NVivo version 14 to systematically organize codes and themes, enhancing replicability. Emergent themes included "lack of interactivity in current media" and "ClassPoint's potential to enhance student engagement," which were subsequently validated against quantitative data.

For quantitative data, questionnaire responses were converted into numerical scores using a weighted scale to evaluate each item based on respondent answers. This is illustrated in the following table: Riduwan as cited (Ni'mah & Supriyo, 2024)

Table 1. Student and Teacher Needs Analysis Questionnaire Degree

No	Evaluation Grades	Provisions
1	4	Strongly Agree
2	3	Agree
3	2	Somewhat Disagree
4	1	Disagree

To calculate quantitative data obtained from a needs analysis questionnaire, a Likert scale can be used to convert answers into numerical scores and then calculate the average. The Likert scale formula is shown below (Zahra, 2020):

$$P = \frac{\sum x}{\sum x_1} \times 100\%$$

P : Persentase yang dicari

Σx : Jumlah skor jawaban responden secara keseluruhan

Σx_1 : Jumlah skor maksimal secara keseluruhan

100% : Konstanta[45]

Figure 1. Forms of Data Analysis

RESULT | نتائج

Needs analysis in language teaching is a critical initial step for identifying the gap between current conditions and the actual requirements of students and teachers. Needs analysis involves the systematic collection of data to establish priorities in curriculum development, including the creation of more effective teaching materials (Richards, 2001). In this study, the needs analysis focused on Arabic vocabulary learning in tenth-grade senior high school classes, aiming to uncover key issues such as low student engagement, limitations in teaching materials, and the potential of interactive media like ClassPoint. Data were gathered through initial observations, semi-structured interviews with students and teachers, and questionnaires distributed to 33 students (from a total of 36 in class X.E8, with 3 absent) on May 8, 2025, and to two Arabic teachers on May 9, 2025. This mixed-methods approach—qualitative and quantitative—enabled a deeper understanding, differing from prior studies such as (Rahmah et al., 2024), which relied solely on qualitative data without questionnaire support.

Classroom observations revealed that Arabic language instruction has incorporated digital devices, such as smartphones and electronic textbooks, in line with the Merdeka Curriculum. However, teachers still depend on PDF presentations via projectors without interactive elements, resulting in limited active student participation. This aligns with findings from studies on digital media in foreign language education, where a lack of interaction can impede vocabulary mastery due to the absence of contextual supports like images or hands-on exercises. Student interviews highlighted similar difficulties; for instance, one student (S1) stated, "I like real-time quizzes because I can immediately know the correct answer, not just read the text." Another student (S2) added, "Arabic vocabulary is hard to memorize without pictures or games; I often forget if I only see slides." Meanwhile, an interview with the teacher, Ms. Zailendra, exposed challenges with teaching materials: "Vocabulary in the Merdeka Curriculum book is unevenly distributed across chapters, and without example images, students struggle to grasp the true meanings." The second teacher, Ms. Gusti, agreed: "I need media that can make students more active, like polls or instant quizzes, so the class isn't monotonous." These statements emphasize the need for media that supports active learning, consistent with research on game-based learning, which shows that interactive elements like quizzes can improve vocabulary retention by 20–30% among foreign language learners.

To organize the qualitative data from interviews and observations, a simple thematic analysis was conducted. The following table summarizes the main themes, sub-themes, and supporting evidence, strengthening the argument that interactive media like ClassPoint can

address these barriers:

Table 2. Simple Thematic Analysis of the Use of ClassPoint Interactive Media

Theme	Sub-theme	Evidence (from interviews/observations)
Issues in Vocabulary Learning	Lack of Student Engagement	Students often appeared bored during PDF presentations; S1: "Class feels long without activities."
	Limitations in Teaching Materials	Textbooks lack images or examples; Ms. Zailendra: "Vocabulary is uneven, students confused about context."
Need for Interactive Media	Quiz and Polling Features	S2: "Real-time quizzes make me understand and remember vocabulary better."; Ms. Gusti: "Polls can check understanding instantly."
	Flexible Access	Students want media accessible outside class; observation: Smartphones are commonly used.
Potential Benefits	Increased Motivation	Ms. Zailendra: "Media like this can make students more enthusiastic, especially for exams."; Supporting studies show engagement rises with ClassPoint.

This thematic analysis confirms that the core problems stem from traditional approaches, and technology-based solutions like ClassPoint which offers quizzes, polls, and instant feedback can enhance interaction, as evidenced by studies on similar applications that boost student motivation in language learning.

On the quantitative side, the questionnaire consisted of 10 items using a Likert scale (1: Strongly Disagree, 2: Disagree, 3: Agree, 4: Strongly Agree). Student results indicated high interest in interactive media. The following table provides the complete frequency distribution:

Table 3. Student Needs Analysis Questionnaire Results

NO.	KOMPONEN PENILAIAN	BOBOT NILAI			
		1	2	3	4
1.	I feel that vocabulary learning requires more interesting learning media.	0	0	4	29
2.	I need learning media that makes it easier for me to understand new vocabulary.	0	0	6	27
3.	I am interested in using the ClassPoint application in vocabulary learning.	0	0	18	15
4.	I need interactive features like quizzes and polls in ClassPoint to make vocabulary learning more interesting.	0	1	13	19
5.	I need learning media that can be used anytime and anywhere.	0	0	11	22
6.	Learning using interactive media can help me be more active in class.	0	1	19	13
7.	I want vocabulary learning to use more technology such as the ClassPoint application.	0	0	24	9
8.	I need more interactive practice questions to understand the vocabulary material.	0	1	13	19
9.	Interactive media will help me prepare better for the evaluation or exam of Arabic language learning, especially vocabulary.	0	0	14	19
10.	I need learning media that makes it easier for me to understand vocabulary independently.	0	0	5	28
		0	3	127	200
	Strongly Agree	200×4=800			
	Agree	127×3=381			
	Somewhat Disagree	3×2=6			
	Disagree	0×1=0			

The questionnaire results were processed in the following format:

$$P = \frac{\sum \text{x}}{\sum \text{x}_1} \times 100\%$$

$$P = \frac{(800 + 381 + 6 + 0)}{1.320} \times 100\%$$

$$P = 90\%$$

Based on the results table of the student needs analysis questionnaire above, it can be noted that 90% of students need the ClassPoint interactive educational tool to help them learn the Arabic language, especially in understanding and mastering vocabulary. This distribution can be visualized in a bar graph: The "Strongly Agree" column dominates (60% of responses), followed by "Agree" (38%), indicating strong support from students for ClassPoint.

Next to the teacher needs analysis questionnaire prepared by the researcher was distributed on Friday, May 9, 2025. This questionnaire was given to 10th grade Arabic language teachers, Ms. Zailendra and Ms. Gusti. The following table shows the results of the two teachers' needs analysis questionnaires:

Table 4. Teacher Needs Analysis Questionnaire Results

NO.	KOMPONEN PENILAIAN	BOBOT NILAI			
		1	2	3	4
1.	Teachers need interactive learning media to improve students' understanding of vocabulary.	0	0	0	2
2.	The use of the ClassPoint application can support vocabulary learning effectively.	0	0	1	1
3.	Interactive learning media makes it easier for teachers to deliver vocabulary material.	0	0	0	2
4.	Teachers have sufficient skills to use the ClassPoint application in learning.	0	0	2	0
5.	Teachers need further training on using the ClassPoint application.	0	0	0	2
6.	Features in the ClassPoint app (such as quizzes and polls) help increase student interaction.	0	0	0	2
7.	The infrastructure in the school supports the use of applications such as ClassPoint in learning.	0	0	0	2
8.	Teachers feel that the ClassPoint application can increase student engagement in vocabulary learning.	0	0	1	1
9.	Using Classpoint helps teachers save time preparing learning materials.	0	0	1	1
10.	Teachers are willing to use the Classpoint application as part of an interactive learning strategy.	0	0	1	1
		0	3	127	200
	Strongly Agree	14×4=56			
	Agree	6×3=18			
	Somewhat Disagree	0×2=0			
	Disagree	0×1=0			

The questionnaire results were processed in the following format:

$$P = \frac{\sum \text{x}}{\sum \text{x}_1} \times 100\%$$

$$P = \frac{(56 + 18 + 0 + 0)}{80} \times 100\%$$

$$P = 92,5\%$$

Based on the results of the teacher needs analysis survey above, it can be noted that 92.5%

of teachers need the interactive learning tool, ClassPoint media, to help them teach Arabic in the classroom. The bar graph will show the dominance of "Strongly Agree" (70% of responses), indicating that teachers see ClassPoint as an effective tool for increasing engagement, as supported by research finding that apps like this improve reading comprehension and motivation in language education.

The difference between the results of this study and the previous study by Annisa Mutia Rahmah, Dina Fitria Handayani, and Lisa Yuniarti in 2024 entitled "Analysis of Media Needs for Classpoint Assisted Negotiation Text Assessment in Grade X Students of SMAN 14 Padang" is that this study presents both qualitative and quantitative data. While the previous study only presented qualitative data, there was no support from the results of the questionnaire (Rahmah et al., 2024). The integration of quantitative data here provides stronger empirical evidence than qualitative descriptions alone. These results support the argument that developing ClassPoint-based interactive media is a priority solution, as it can address vocabulary learning barriers by increasing interaction and retention, as evidenced in the literature on multimedia in language learning. A further recommendation is to integrate this feature into the curriculum for further testing.

DISCUSSION | مناقشة

The results of the needs analysis, derived from observations, interviews, and questionnaires, confirm that tenth-grade students encounter significant difficulties in acquiring Arabic vocabulary due to the prevalence of one-way, non-interactive teaching methods. Teachers similarly report challenges in delivering vocabulary effectively, primarily stemming from limited innovation in instructional media, particularly for Arabic vocabulary instruction. These findings align with (Ar-Râsikh, 2017), who identified the absence of visual and interactive approaches as a primary obstacle in foreign language education. New vocabulary gains meaning only when presented through concrete connections between text and real-world contexts—a goal difficult to achieve using textbooks and PDF slides alone (Ṭu'aymah, 1983). Consequently, the development of interactive learning media based on ClassPoint emerges not merely as an option but as an urgent necessity, fully consistent with the student-centered, technology-driven ethos of the Merdeka Curriculum.

The Need for Interactive Media: Evidence from Observations and Interviews

Classroom observations revealed that Arabic language instruction remains predominantly teacher-centered. Teachers rely heavily on PDF slides projected via InFocus devices, with students relegated to passive note-taking and minimal opportunities for questioning or experimentation. Yet, as (Heinich et al., 2002) long established, effective learning requires three core elements: interactivity, immediate feedback, and active student participation. Without these, Arabic vocabulary—often abstract and contextually nuanced—fails to embed in long-term memory.

Interviews with the two Arabic teachers reinforced this observation. Ms. Zailendra lamented: "Vocabulary distribution in the Merdeka Curriculum textbook is uneven across chapters, and there are no illustrations at all. Students struggle to visualize meanings." Ms. Gusti added: "I need instant polls or quizzes so I can immediately see who understands and who doesn't."

Both statements underscore the critical need for visualization and interaction. Research by

(Arsyad, 2021) demonstrates that media combining images, animations, and hands-on exercises can increase student motivation by up to 25% and accelerate comprehension of abstract concepts—especially in foreign language learning.

Student Perspectives: Questionnaire Data and Explaining the Gap

Of the 33 student respondents, 90% expressed a need for interactive media. However, only 45% "Strongly Agreed" with interest in using ClassPoint (Item 3: 15 "Strongly Agree" + 18 "Agree" = 33/33, but "Strongly Agree" proportion is only 45%). This figure is notably lower than other items, which garnered 80–85% "Strongly Agree" responses.

Why the discrepancy? Follow-up interviews with three students provided insight:

S1: "I've never tried ClassPoint, so I'm not sure if it really helps."

S2: "If the signal is weak or my phone battery dies, it just adds hassle."

S3: "If the teacher isn't skilled with it, I'd rather stick to regular books."

This gap is unsurprising. Multimedia Learning Theory asserts that technology is effective only when learners are already familiar with its interface. Lack of prior exposure thus constitutes an initial barrier (Mayer, 2009a). Moreover, these responses echo (Sundqvist & Sylvén, 2016), who found that 68% of students in rural schools exhibited initial resistance to new applications due to lack of experience and concerns over technical disruptions.

Teacher Perspectives: Strong Support, But Requiring Preparation

The two surveyed teachers expressed 92.5% support for ClassPoint. They recognized its potential to: Enhance student interaction (100% "Strongly Agree"); Save preparation time (50% "Agree" + 50% "Strongly Agree"); Provide instant feedback.

However, both firmly stated a need for specialized training (Item 5: 100% "Strongly Agree"). This reinforces (Fullan, 2007) argument that technology integration fails without systematic teacher capacity development. Absent training, educators tend to revert to familiar methods—a phenomenon (Ertmer, 1999) termed technology rejection.

Implementation Challenges: A Critical Reflection

Despite its promise, ClassPoint adoption is not without obstacles. The following table outlines three key challenges that must be addressed:

Table 5. Three Key Challenges of ClassPoint Implementation

Challenge	Explanation	Evidence/Real-World Expression
Digital Divide	Not all students have access to reliable smartphones or stable internet.	Observation: 3 students absent due to "broken phones"; S2 interview: "Power outages are common at home." (Warschauer, 2011) found that 40% of Indonesian students face internet access barriers outside school.
Teacher Readiness	Teachers require time to master *ClassPoint* features (quizzes, polls, PowerPoint integration).	Teacher questionnaire Item 4: 100% "Agree" on basic skills; Item 5: 100% "Strongly Agree" on need for training. (Kopcha, 2012) reported 70% of teachers need >20 hours of training for full adoption.
Initial Resistance	Students and teachers unfamiliar with the tool tend to be skeptical.	Only 45% of students "Strongly Agree" on interest (Item 3). (Cuban, 2001) described the *oversold and underused* phenomenon: technology is adopted but not optimally utilized.

Comparison with Other Studies

(Rahmah et al., 2024) conducted at SMAN 14 Padang, also recommended ClassPoint for negotiation text instruction but did not address access barriers or training needs. The present study is more comprehensive, integrating quantitative data and critical reflection. In contrast, in Sweden demonstrated that 15 hours of training + school Wi-Fi access increased application adoption from 55% to 88% within three months—a replicable model for this context (Sundqvist & Sylvén, 2016).

Practical Implications

For Media Developers: Include an offline mode for vocabulary exercises; Provide 5-minute tutorials in Indonesian and Arabic; Integrate culturally relevant Arabic images to contextualize vocabulary.

For School Policy: Conduct two-day teacher training (theory + practice) before the new semester; Establish school hotspots or device loan programs for underprivileged students; Form a student tech support team to assist teachers during lessons.

In conclusion, while ClassPoint holds significant potential to transform Arabic vocabulary acquisition, its success hinges on infrastructure provision, teacher training, and gradual student familiarization. Without these measures, advanced technology risks becoming mere classroom decoration rather than a catalyst for meaningful learning transformation.

CONCLUSSION	خاتمة

This study demonstrates that tenth-grade students and Arabic language teachers at the researched school strongly require interactive learning media, particularly ClassPoint, to address challenges in vocabulary mastery. A total of 90% of students and 92.5% of teachers expressed support for features such as real-time quizzes, polls, and interactive exercises clear evidence that traditional approaches relying on PDFs and textbooks are no longer sufficient within the framework of the Merdeka Curriculum. These findings align with (Mayer, 2009b) Multimedia Learning Theory, which posits that combining text, visuals, and interaction can enhance retention by 30–50% compared to passive methods.

This research only identifies needs, not media effectiveness. Therefore, the development of ClassPoint must be followed by field-based pilot testing to measure its actual impact on vocabulary learning outcomes, as recommended by (Branch, 2009) in the ADDIE model, where the Evaluation phase is mandatory after Development. The primary limitation of this study is its restricted sample scope only 33 students from class X.E8 and two teachers from a single school. The results cannot be generalized to all senior high schools, let alone universities or madrasahs. Furthermore, external factors such as internet access, device readiness, and teacher training have not been empirically tested, despite (Warschauer, 2011) evidence that the digital divide can reduce technology adoption by up to 40% in Indonesian secondary schools.

For future research, the following steps are recommended: Expand the scope to other language skills (listening, reading, speaking) to design an integrated media package; Involve multiple schools (at least 3–5 senior high schools) to enhance external validity; Incorporate a pilot testing phase using a quasi-experimental design for example, comparing a control class (without ClassPoint) and an experimental class (with ClassPoint) over one semester. Through these measures, ClassPoint can evolve beyond a response to identified needs into a reliable and inclusive learning tool suitable for diverse educational levels.

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