

Uncovering Innovations in Instructional System Design Models for Arabic Language Learning

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ABSTRACT

This research aims to describe the classification of instructional system design models and examples of their application in Arabic language learning. Data were collected from various scholarly sources including books and journal articles. Instructional system design models proposed by numerous experts are classified into three types: product-oriented instructional system design models, class-oriented instructional system design models, and system-oriented instructional system design models. The instructional design models utilized in Arabic language learning include ASSURE, ADDIE, and Dick & Carey. These design models assist educators and researchers in designing and developing various learning methods and tools to achieve high-quality, effective, and engaging learning experiences. In conclusion, the proper application of these instructional system design models can significantly enhance the effectiveness and quality of Arabic language instruction. The implications of this study suggest that a systematic approach to instructional design is crucial for achieving educational goals. It is recommended that educators and curriculum developers integrate these models into their instructional strategies to foster improved learning outcomes and student engagement.

Keywords: implementation, instructional design, arabic language



INTRODUCTION

Learning is a system comprised of interconnected components that synergize to achieve predetermined learning objectives.¹ The teaching-learning process serves as the backbone of the educational system, wherein teachers and students are inseparable entities.² In a learning system, the output of one component serves as the input for another component. The interdependent components of a learning system include students, objectives, methods, media, learning strategies, evaluation, and feedback.³ As a system, learning must be meticulously and thoughtfully designed. Nowadays, learning is no longer a process of filling a glass by the teacher, but has evolved into an exchange of information between both parties, namely students and teachers.⁴ This subsequently poses a distinct challenge in designing a learning module.

The design of a learning system is conceived as a comprehensive process undertaken to analyze the needs and objectives of learning, as well as to develop the delivery system of instructional materials to achieve those objectives. Another definition suggests that the design of a learning system is a systematic process performed by translating the principles of learning and teaching into designs that can be implemented in learning materials and activities.⁵ The importance and necessity of the design of a learning system are underscored, as a well-designed system is expected to yield optimal learning outcomes and performance, thereby fostering skilled individuals with extensive knowledge. Functionally, the design of a learning system is paramount not only as an organized approach to producing and developing instructional materials, but also as a process of analyzing learning problems and determining appropriate solutions to address them.

From the perspective of educational technology, design constitutes one of the five primary domains or areas of focus within it. These five domains of

¹ Muhammad Zikran Adam dkk., “Cognitive Domain Competencies in Arabic Language Subject for 7th Grade MTs Students: A Comparative Study between KMA 183 and KMA 164,” *Assutbur: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (Juli 2023), <https://doi.org/10.58194/as.v2i1.262>; Ibadurrahman Ali dan Muhammad Jundi, “كتاب اللغة العربية للصف العاشر مدرسة عالية: التحليل بنظرية إعداد الكتاب التعليمي لناصر عبد الله الغالي,” *JURNAL AL-IHDA: Media Ilmiah Bahasa Arab* 11, no. 2 (2023), <https://doi.org/10.58645/alihda.v11i2.418>.

² Eka Supriatna dan Muhammad Arif Wahyupurnomo, “Keterampilan Guru dalam Membuka dan Menutup Pelajaran Pendidikan Jasmani Olahraga Dan Kesehatan Di Sman Se-Kota Pontianak,” *Jurnal Pendidikan Jasmani Indonesia* 11, no. 1 (2015).

³ R. Benny A. Pribadi, *Model-Model Desain Sistem Pembelajaran* (Jakarta: Dian Rakyat, 2009).

⁴ Muhammad Jundi dan Zohra Yasin, “Peer Assessment in Teaching Basic Teaching Skills for Arabic Language Education Students in Micro Teaching Courses,” *Mabaraat: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (28 September 2020): 51–70, <https://doi.org/10.18196/mht.2217>; Zohra Yasin dan Muhammad Jundi, “Penilaian Sejawat Dalam Pembelajaran Keterampilan Dasar Mengajar Bagi Mahasiswa Pendidikan Bahasa Arab Pada Mata Kuliah Pembelajaran Mikro,” *Mabaraat: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (28 September 2020): 51–70, <https://doi.org/10.18196/mht.2217>.

⁵ Pribadi, *Model-Model Desain Sistem Pembelajaran*.

educational technology encompass design, development, utilization, management, and evaluation. Design stands as a crucial domain within educational technology, serving as a means to facilitate the learning process and enhance performance. The design of learning systems entails systematic and directed steps aimed at creating an effective, efficient, and engaging learning process. Grounded in foundational theories, namely systems theory, communication theory, learning theory, and instructional theory, the design of learning systems is fundamental to the field of educational technology.⁶

There are numerous design models developed by experts. A model is something that depicts patterns of thought and interconnected concepts. Models can also be viewed as efforts to concretize a theory while simultaneously serving as an analogy and representation of the variables within that theory.⁷ The models developed are typically manifested in graphical forms, process diagrams, or flow charts. In practice, these models, abundant in development by experts, possess distinct characteristics and specificities in their applications. To facilitate researchers and educators in their precise utilization, these models are classified into several types.

Based on the background outlined above, the discussion in this paper will address the following problem formulations: how are models of instructional design classified and what are their characteristics? Additionally, how are these instructional design models applied in Arabic language learning?

RESEARCH METHOD

This research adopts a qualitative approach, wherein data primarily consist of verbal information, analyzed without statistical calculations. Should any analytical systems be employed within qualitative research, they are considered supplementary or secondary data rather than primary data.⁸ The research methodology employed is a literature review, which entails collecting bibliographic data, reading, noting, and subsequently synthesizing it for research purposes. Data sources include printed and graphic works such as books, journals, magazines, newspapers, as well as various types of reports, whether published or in manuscript form. Non-print sources encompass audio recordings like cassette tapes, videos, microfilm, and other electronic devices related to computer

⁶ Pribadi.

⁷ Pribadi.

⁸ Moh Ainin, *Metodologi Penelitian Bahasa Arab* (Malang: Bintang Sejahtera, 2016); Sugiyono Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*, Cet. 23 (Bandung: Alfabeta, 2016).

technology.⁹ The data analysis technique employed in this study is Content analysis, a method utilizing a set of procedures to draw conclusions.¹⁰ From a broader perspective, Content analysis is described as an in-depth examination of the content of written or printed information in mass media.¹¹

RESULT AND DISCUSSION

Classification of Instructional System Design Models

According to the Association for Educational Communication and Technology, a model is a conceptual representation that is equivalent to its original form; it can take on a physical form, a verbal description, or a graphic representation that mirrors reality, and a model is essentially a replica.¹² Instructional system design models have undergone significant development over the past few centuries. These models vary in terms of the number of steps involved, the names or terms of these steps, and their functional sequence.¹³ Gustafson and Branch elaborate that instructional system design models can be classified based on their intended use into the following three categories.¹⁴

a. Classroom-oriented instructional system design model

The classroom-oriented instructional system design model is intended to meet the needs of teachers and students for effective and efficient learning activities. The application of models belonging to this category can be implemented from elementary to higher education levels. The utilization of classroom-oriented models is based on the assumption of a number of learning activities to be conducted within a classroom setting within predetermined learning schedules.¹⁵ This model provides small-scale instructions as its implementation takes place within the classroom environment. Moreover, it does not require teamwork but rather relies on low resources and individual effort. Its straightforward application makes it accessible to anyone without requiring extensive knowledge of instructional system design models.¹⁶ Examples of

⁹ Mustika Zed, *Metode Penelitian Kepustakaan*, Cet. 2 (Jakarta: Yayasan Obor Indonesia, 2008).

¹⁰ Imam Gunawan, *Metode Penelitian Kualitatif: Teori dan Praktik* (Jakarta: Bumi Aksara, 2015).

¹¹ Afifuddin dan Beni Ahmad Saebani, *Metodologi Penelitian Kualitatif* (Bandung: Pustaka Setia, 2012).

¹² Rusydi Ananda, *Perencanaan Pembelajaran* (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2019).

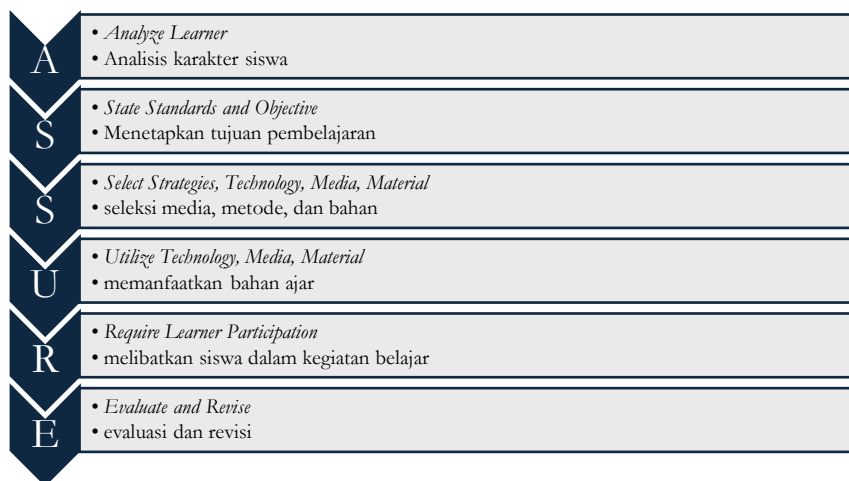
¹³ Mohammad Taufiq Abdul Ghani dan Wan Ab Ziz Wan Daud, "Adapting of Addie Instructional Model In Developing Educational Website For Language LearninG," *GJAT: Global Journal Al-Thaqafah* 8, no. 2 (Desember 2018).

¹⁴ Mehmet Donmez dan Kursat Cagiltay, "A Review and Categorization of Instructional Design Models," dalam *Proceedings* (E-Learn 2016: World Conference on E-Learning, Washington DC: Association for the Advancement of Computing in Education (AACE), 2016).

¹⁵ Pribadi, *MODEL-MODEL DESAIN SISTEM PEMBELAJARAN*.

¹⁶ Donmez dan Cagiltay, "A Review and Categorization of Instructional Design Models."

classroom-oriented instructional system design models include the ASSURE Model and the Cycle Model proposed by Jerold E. Kemp et al.



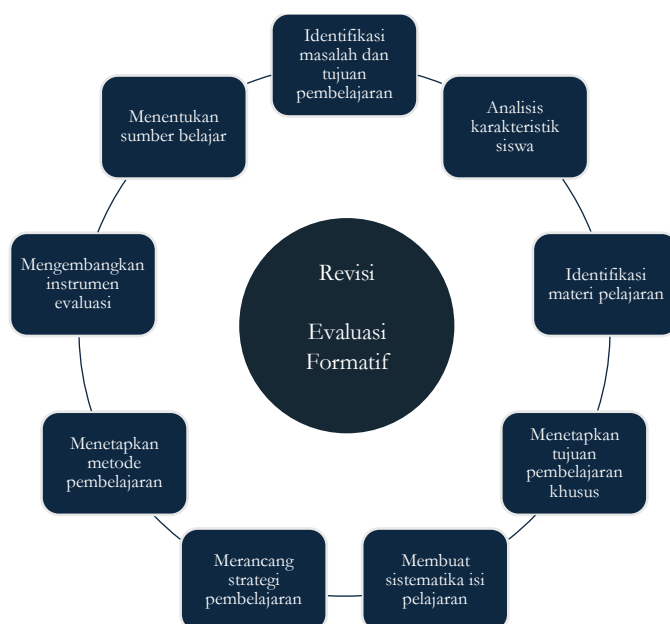
The ASSURE instructional design model was developed and published by Sharon Smaldino, Robert Heinich, James Russell, and Michael Molenda in their book titled "Instructional Technology and Media for Learning" in 2002.¹⁷ In developing the ASSURE model, they drew upon Robert M. Gagne's perspective on the "Events of Instruction," which posits that effective instructional design should commence with efforts capable of triggering or motivating an individual to learn. Subsequently, a systematic learning process, assessment of learning outcomes, and continuous feedback provision are deemed necessary.¹⁸ This model was devised for systematic and comprehensive learning activities, particularly those integrating media and technology to create meaningful learning experiences.¹⁹ Meaningful learning refers to effective, efficient, and engaging learning experiences.²⁰

¹⁷ R. Benny A. Pribadi, *Model ASSURE Untuk Mendesain Pembelajaran Sukses* (Jakarta: Dian Rakyat, 2011).

¹⁸ Pribadi, *MODEL-MODEL DESAIN SISTEM PEMBELAJARAN*.

¹⁹ Heri Achmadi, Suharno, dan Nunuk Suryani, "PENERAPAN MODEL ASSURE DENGAN MENGGUNAKAN MEDIA POWER POINT DALAM PEMBELAJARAN BAHASA INGGRIS SEBAGAI USAHA PENINGKATAN MOTIVASI DAN PRESTASI BELAJAR SISWA KELAS X MAN SUKOHARJO TAHUN PELAJARAN 2012/2013," *JURNAL TEKNOLOGI PENDIDIKAN DAN PEMBELAJARAN* 2, no. 1 (Maret 2014).

²⁰ Rozie Iskandar dan Farida F, "Implementasi Model ASSURE untuk Mengembangkan Desain Pembelajaran di Sekolah Dasar," *JURNAL BASICEDU* 4, no. 4 (2020), <https://doi.org/10.31004/basicedu.v4i4.468>.



Meanwhile, the instructional system design model proposed by Jerold E. Kemp et al. is presented in the form of a circle or cycle.²¹ This model is classified by Gustafson and Branch as a class-oriented model.²² It also adopts a student-centered approach in its design.²³ The circular-shaped model signifies a continuous process in implementing instructional system design. The cyclical model provides flexibility for users to initiate instructional system design activities from any phase or component as needed.²⁴ However, with the Indonesian education curriculum being goal-oriented, the application of this model begins with formulating objectives. The advantage of this model lies in the continuous revision and evaluation conducted at each stage.²⁵ The Kemp et al. instructional system design model is depicted in the following diagram.

²¹ Yelis Nur Wahidah, Muhamad Lutfi Assidiq, dan Muhammad Maliki, "Jerold E. Kemp Model Learning Design Based on Multimedia in Qur'an Hadith Lessons," *Nazhrunna* 5, no. 2 (2022).

²² Rupa Basu, "Instructional Design Models: Benefits and Challenges," *Sambodhi UGC Approved Journal* 41, no. 1 (2018).

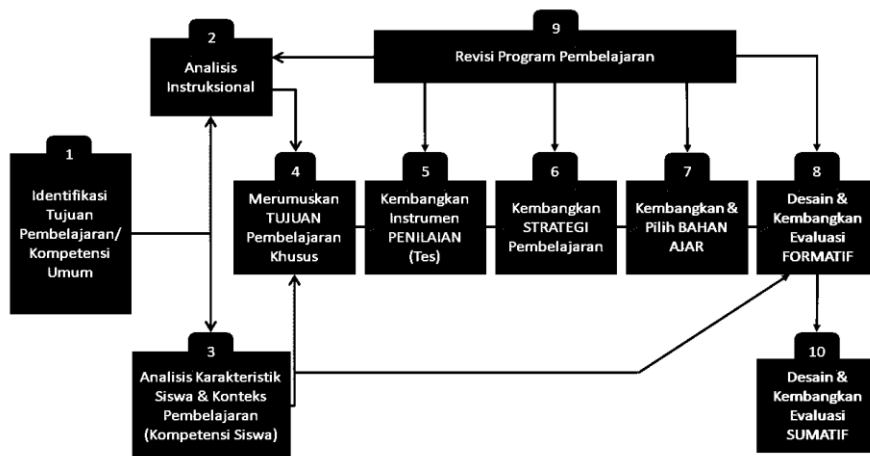
²³ Basu.

²⁴ Hamdani, *Strategi Belajar Mengajar* (Bandung: Pustaka Setia, 2011).

²⁵ Ira Irviana, "Understanding the Learning Models Design for Indonesian Teacher," *IJAE: International Journal of Asian Education* 1, no. 2 (2020).

b. Product-Oriented Instructional System Design Models

Models classified as product-oriented instructional system design are typically based on four fundamental assumptions: the necessity of learning products or programs, the need for the production of new learning products or programs, the requirement for testing and revision processes of learning products or programs, and the usability of learning products or programs even with minimal guidance from facilitators.²⁶ The design models falling under the product-oriented instructional system design category include the Dick & Carey Model and the Smith & Ragan Model.



Walter Dick developed the instructional system design model in collaboration with his postgraduate student, Lou Carey, who specialized in educational technology and new media. The outcome of this development was presented in the book "The Systematic Design of Instruction". Over time, this model became known as the Dick and Carey Model.²⁷ It is characterized by highly detailed steps, which serve as both its strength and weakness.²⁸ Consequently, this model is better suited for complex learning scenarios with specific subject matter and diverse student populations. The steps of this model are illustrated in the diagram above.²⁹

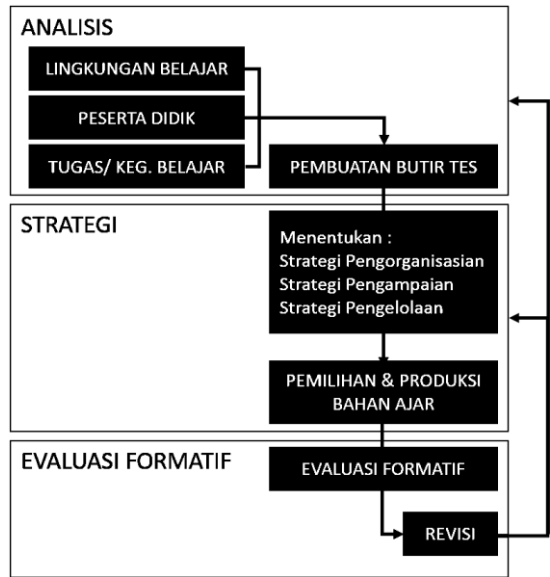
²⁶ Prijadi, *Model-Model Desain Sistem Pembelajaran*.

²⁷ Alfian Hadist, "Desain Pembelajaran Membaca Kitab Kuning Model Dick And Carey Di Madrasah Diniyyah Daruttaqwa Gresik," *Al-Tajdid: Jurnal Ilmu Tarbiyah* 10, no. 1 (24 Juni 2021): 234–65, <https://doi.org/10.52640/tajdid.v10i1.206>.

²⁸ Irviana, "Understanding the Learning Models Design for Indonesian Teacher."

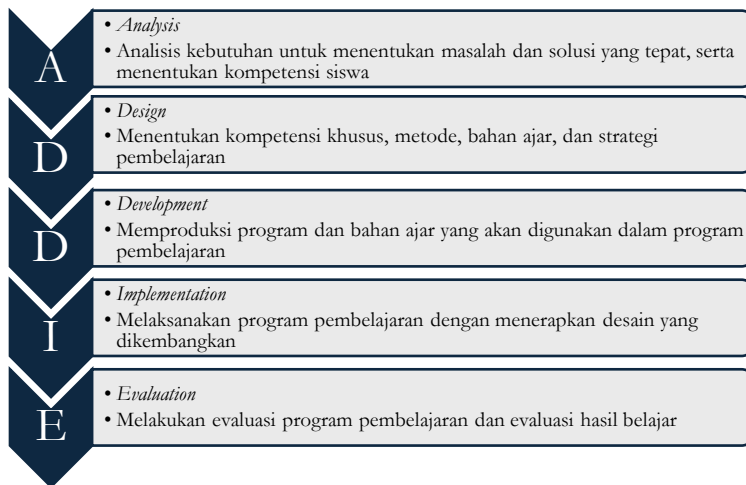
²⁹ Basu, "Instructional Design Models: Benefits and Challenges."

Meanwhile, Patricia L. Smith and Tillman J. Ragan proposed a popular instructional system design model among students and professionals, which tends to favor the implementation of cognitive learning theory. Nearly all steps and procedures in this instructional system design model are focused on the design of learning strategies.³⁰ The instructional system design model presented by Smith and Ragan consists of several key steps and procedures as depicted in the accompanying diagram. Moreover, Smith and Ragan's instructional system design model has been widely recognized for its emphasis on cognitive learning theory and its applicability to various educational contexts.



c. System-oriented instructional system design model

The system-oriented design model is undertaken to develop a large-scale system such as an entire subject or curriculum. Its implementation requires considerable expertise and resources. This model applies intensive evaluation and testing. What sets it apart from product-oriented models is the relatively larger scale of its development.³¹ Models included in the system-oriented instructional



³⁰ Pribadi, *Model-model Desain Sistem Pembelajaran*.

³¹ Pribadi.

system design model are, among others, the ADDIE Model and the Front-End System Design Model.

The ADDIE model is an instructional system design model that presents basic stages of instructional system design that are simple and easy to comprehend.³² One of the advantages of this model is its capability to provide feedback based on ongoing assessment throughout each stage.³³ In recent years, many researchers and educators have utilized the ADDIE model in developing learning products, courses, and training.³⁴ The ADDIE instructional system design model with its components can be illustrated in the following diagram.

The Front-End System Design model was proposed by A.W. Bates and is closely associated with the development of instructional materials utilized in the implementation of Distance Education Systems (DES).³⁵ The steps involved in the Front-End System Design model are as follows. First Step: Developing the course outline by identifying learner objectives, analyzing the curriculum, determining content/materials, and selecting instructional approaches. Second Step: Choosing the media and technology for delivering the content/materials, taking into account ACTIONS (access, cost, teaching function, interaction/user friendliness, organizational issue, novelty, speed). Third Step: Delivering the content/materials in the DES program with supporting resources including media and instructional materials storage facilities, libraries, and adequate communication and technology systems.³⁶

Application of Instructional System Design Model in Arabic Learning

a. Classroom-Oriented Instructional System Design Model

Contemporary Arabic language instruction often integrates various internet-based technological media. For instance, the utilization of platforms like YouTube for teaching Imla' at Darusaalam Gontor Islamic Boarding School has demonstrated efficacy.³⁷ Arabic language learning through technology, such as online Nahwu instruction, has been practiced during the pandemic. The instructional design planning for such learning needs is aptly addressed by the

³² Pribadi.

³³ Rifqa Gusmida dan Nur Islami, "The Development of Learning Media for the Kinetic Theory of Gases Using the ADDIE Model with Augmented Reality," *Journal of Educational Sciences* 1, no. 1 (2017).

³⁴ Gusmida dan Islami.

³⁵ Pribadi, *Model-model Desain Sistem Pembelajaran*.

³⁶ Pribadi.

³⁷ Laïli Mas Ulliyah Hasan dan Umi Machmudah, "Imla' Learning Media by Using Youtube for Prospective Students at Gontor Islamic Boarding School Darussalam," dalam *Advances in Social Sciences, Education and Humanities Research*, vol. 644 (International Symposium on Religious Literature and Heritage (ISLAGE 2021), Atlantis Press, 2022).

ASSURE model. An example of ASSURE model implementation in Arabic language education research is found in the study titled "Implementation of the ASSURE Model in Online Learning for Arabic Language Subjects at MI Nurul Hidayah" by Rachma Nika Hidayati, published in the *Paramurobi Journal of Islamic Religious Education* in 2021. The aim of this research is to delineate the implementation of the ASSURE instructional design model in online Arabic language instruction by integrating technology therein.³⁸ In recent years, particularly since the onset of the pandemic, online learning has been extensively utilized through various design formats. One of these is the adoption of e-learning platforms developed by schools for remote learning purposes.³⁹ The process of remote learning, devoid of direct face-to-face interaction, presents numerous challenges, one of which is the obscured implementation of affective aspects in learning.⁴⁰ As mandated by the 2013 Curriculum, learning should continue to accommodate three main domains: affective, cognitive, and psychomotor. With the ASSURE design model, learning should be well-designed without disregarding any of the three existing domains.

The implementation steps of the ASSURE model in the research titled "Implementation of the ASSURE Model in Online Learning for Arabic Language Subject at MI Nurul Hidayah" involve several stages. First, Analyze Learner: Analyzing students' learning needs through observation methods. It was found that students prefer learning activities that engage them, such as listening to audio, viewing visuals, practicing vocabulary, and memorization. Second, State Standards and Objectives: Teachers determine the learning objectives. Third, Select Strategies, Media, and Materials: The chosen strategy is student-centered learning. The media and materials used are audio-visual media integrated with technology. Fourth, Utilize Technology, Media, and Material: Teachers prepare the learning environment and play Arabic language videos during the lesson. The utilization of technology-based instructional media and the development of an immersive Arabic language environment can effectively enhance students'

³⁸ Rachma Nika Hidayati, "Implementasi Model Assure dalam Pembelajaran Daring pada Mata Pelajaran Bahasa Arab di MI Nurul Hidayah," *Paramurobi: Jurnal Pendidikan Agama Islam* 4, no. 1 (Juni 2021).

³⁹ Ibadurrahman Ali dkk., "Implementation of KMA 183 in Presenting Arabic Language Materials through E-Learning at MAN 1 Kab. Gorontalo," *PIWULANG Jurnal Pendidikan Agama Islam* 4, no. 2 (2022), <https://doi.org/10.32478/piwulang.v4i2.969>; Ibadurrahman Ali dkk., "Implementasi KMA 183 dalam Penyajian Materi Bahasa Arab Berbasis E-Learning Di MAN 1 Kabupaten Gorontalo," *PIWULANG Jurnal Pendidikan Agama Islam* 4, no. 2 (2022), <https://doi.org/10.32478/piwulang.v4i2.969>.

⁴⁰ Muhammad Jundi dan Muhammad Dalle, "The Affective Aspect in Online Arabic Language Learning, Based on KMA 183 of 2019," *Mubadasab: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (7 Desember 2020): 204–26; Muhammad Dalle dan Muhammad Jundi, "Aspek Afektif Dalam Pembelajaran Daring Bahasa Arab Berdasarkan KMA 183 Tahun 2019," *Mubadasab: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (7 Desember 2020): 204–26.

proficiency.⁴¹ Fifth, Require Learning Participation: Teachers administer quizzes and group discussions, followed by student presentations. Sixth, Evaluate and Revise: Students fill out questionnaires and participate in interviews. Regarding competency achievement, students are assessed using test instruments.⁴²

Another example of the implementation of the ASSURE model in the field of Arabic language education is found in the study titled "Development of Interactive Multimedia for Arabic Language Subject, Professional Material for Grade VIII Students at Al-Huda Junior High School, Wonogiri" by Muhammad Luqman Hakim, Asrowi, and Muhammad Akhyar, published in the Journal of Educational Technology in 2018. The objectives of this research were to produce interactive multimedia tailored to students' needs and to enhance students' mastery of Arabic vocabulary using interactive multimedia.⁴³ The steps of applying the ASSURE model in this study are detailed as follows. Firstly, the learner analysis revealed that the students, aged 12-13 years, tended towards active learning. While they had some knowledge of environmental vocabulary, it was not yet effectively utilized in communication due to its limited quantity, and the availability of supporting technological facilities had not been fully exploited. Consequently, interactive multimedia was developed. Secondly, state standards and objectives were aligned with the curriculum and syllabus used by the school, with the selected material focusing on the topic of professions. Thirdly, strategies, media, and materials were selected, with the teacher developing new interactive multimedia in the form of a CD. The developed product was validated by two instructional media experts and then tested three times. Fourthly, technology, media, and materials were utilized, with the validated and tested interactive multimedia being employed in teaching. Fifthly, learning participants were required to engage, with the interactive multimedia applied to 24 students using direct teaching methods and evaluation through practice exercises. Lastly,

⁴¹ Muhammad Dalle dan Muhammad Jundi, "البيئة العربية في المدرسة العالية ثنائية اللغة باتو," *Jurnal Naskhi: Jurnal Kajian Pendidikan dan Bahasa Arab* 3, no. 2 (29 Oktober 2021): 57–68, <https://doi.org/10.47435/naskhi.v3i2.662>; Muhammad Jundi, "تصميم برنامج أندرويد لتعزيز إتقان المفردات لدى طلاب المدرسة العالية," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 2 (31 Juli 2023): 140–58, <https://doi.org/10.35316/lahjah.v4i2.140-158>; Renni Hasibuan dan Muhammad Jundi, "إدارة البيئة," *Islamic Manuscript of Linguistics and Humanity* 5, no. 2 (13 Desember 2023): 76–95; Muhammad Jundi dan Mohommed Ali, "Assessing The Classroom Learning in Arabic Matriculation Program: Tutor and Student Perspective," *Jurnal Al-Maqayis* 10, no. 2 (29 November 2023): 21–36.

⁴² Hidayati, "Implementasi Model Assure dalam Pembelajaran Daring pada Mata Pelajaran Bahasa Arab di MI Nurul Hidayah."

⁴³ Muhammad Luqman Hakim, Asrowi, dan Muhammad Akhyar, "Pengembangan Multimedia Interaktif Mata Pelajaran Bahasa Arab Materi Profesi Bagi Siswa Kelas VIII SMP IT Al-Huda Wonogiri," *Jurnal Teknologi Pendidikan* 20, no. 3 (Desember 2018).

evaluation was conducted by comparing the learning outcomes of students who used interactive multimedia with those who did not.⁴⁴

b. Product-Oriented Instructional System Design Model

An example of implementing the Dick and Carey model in Arabic language education research can be found in the study entitled "Designing Reading Learning of Yellow Books Using the Dick and Carey Model at Daruttaqwa Islamic Elementary School in Gresik" by Moh. Alfian Hadits Saputra, published in *Attaqwa: Journal of Islamic Education Science* on March 1, 2020. Several facts related to these matters were discovered in the research and then analyzed to obtain a comprehensive descriptive understanding of the students' needs and the form of the yellow book reading learning design, as well as its implementation in the learning process.⁴⁵

The implementation steps of the Dick and Carey Model in this study are as follows: Firstly, identifying the General Learning Objectives involved designing a program by determining the overall learning objectives. These objectives include various general learning objectives for reading the religious books at Madrasah Diniyah Daruttaqwa Gresik that need to be achieved. Secondly, conducting Learning Analysis involves analyzing the learning process to determine the competencies possessed by the learners. This analysis covers cognitive, psychomotoric, and affective competencies. The research found that students have varying abilities in several Arabic language learning areas, such as knowledge of Nahwu and Shorof (cognitive), responsibility, teamwork, politeness, honesty (affective), and the ability to compose Arabic texts orally and in writing (psychomotoric). Next, analyzing Learners and Learning Contexts entails examining the differences found in the research, divided into three categories: beginning, intermediate, and advanced levels, according to the students' conditions. Subsequently, formulating Performance Objectives involves categorizing the performance objectives of Madrasah Ibtidaiyyah Daruttaqwa Gressik into three levels: beginner, intermediate, and advanced. Furthermore, developing Research Instruments, whether test or non-test, involves developing learning research tools for the yellow book curriculum, starting from fluency, accuracy of meaning and vocabulary, Arabic grammatical intonation, and mastery of the material. Mastery of vocabulary and understanding of language rules are

⁴⁴ Hakim, Asrowi, dan Akhyar.

⁴⁵ Moh. Alfian Hadits Saputra, "Desain Pembelajaran Membaca Kitab Kuning Model Dick and Carrey di Madrasah Diniyah Daruttaqwa Gresik," *Attaqwa: Jurnal Ilmu Pendidikan Islam* 16, no. 1 (Maret 2020).

essential for a learner of Arabic language.⁴⁶ Additionally, developing Learning Strategies encompasses the utilization of various teaching methods such as drilling, memorization, demonstration, problem-solving, cooperative learning, questioning and answering, presentations, discussions, memorization, with simple media such as yellow books and blackboards. Choosing and Developing Learning Materials involves presenting diverse subjects to students, not limited to Nahwu and Shorof materials, but also including various Islamic studies such as aqidah, morality, the Qur'an, hadith, fiqh, ushul fiqh, and history. Designing and Conducting Formative Evaluation includes applying a formative evaluation design called Tamrin, implemented after completing each learning material. Tamrin activities usually involve correcting reading mistakes, summarizing memorization, and summarizing the reading abilities of students. Revising the Draft Learning Program follows formative evaluation, where a meeting is held to discuss the obtained evaluation data. The data is then analyzed to improve any identified deficiencies. Lastly, Designing and Conducting Summative Evaluation involves formal school assessments, including midterm and final exams conducted twice a year, as well as EBTADIN exams for students in their final year at each level of the madrasah.⁴⁷

c. System-Oriented Instructional System Design Model

The ADDIE model is known for its ease of application, flexibility, systematic approach, and allowance for revisiting previous phases. It can be applied in the development of distance learning platforms, e-learning, online learning communities, and websites. An example of the implementation of the ADDIE model in Arabic language education research can be found in the study titled "Development of LTSA-Based m-Learning in Arabic Language with the ADDIE Approach" by Andri Kusuma Bhakti, Firdaus Solihin, and Fitri

⁴⁶ Suleman D. Kadir, Renni Hasibuan, dan Muhammad Jundi, "Probing the Fusion of Arabic and Gorontalo Dialect in the Daily Linguistic Landscape of Students at Al-Falah Islamic Boarding School," *Kitabina: Jurnal Bahasa & Sastra Arab* 4, no. 02 (8 Desember 2023): 34–46, <https://doi.org/10.2345/kitabina.v4i02.20255>; Nabila Nabila dan Muhammad Jundi, "Transformational-Generative Theory Perspective in Teaching The Four Language Skills of Arabic," *Al-Fusha: Arabic Language Education Journal* 5, no. 2 (30 Juni 2023): 72–81, <https://doi.org/10.36835/alfusha.v5i2.1193>; Muhammad Jundi dan Renni Hasibuan, "Enhancing Arabic Language Proficiency among Students: A Case Study of Language Matriculation Strategies at Al-Hasyimiyah Darul Ulum Sipaho Islamic Boarding School," *Kilmatuna: Journal Of Arabic Education* 3, no. 2 (31 Oktober 2023): 114–29, <https://doi.org/10.55352/pba.v3i2.619>; Muhammad Jundi, Yuslin Kasan, dan Suleman D. Kadir, "Arabic MaFul Mutlaq and English Cognate Object: Contrastive Analysis and Syntactic Analysis on Juz 'Amma," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 5, no. 2 (31 Desember 2021): 153–78, <https://doi.org/10.32699/liar.v5i2.2190>; Yuslin Kasan, Muhammad Jundi, dan Suleman D. Kadir, "MaFul Mutlaq Bahasa Arab dan Cognate Object Bahasa Inggris: Analisis Kontrasif dan Sintaksis pada Juz 'Amma," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 5, no. 2 (31 Desember 2021): 153–78, <https://doi.org/10.32699/liar.v5i2.2190>.

⁴⁷ Saputra, "Desain Pembelajaran Membaca Kitab Kuning Model Dick and Carrey di Madrasah Diniyyah Daruttaqwa Gresik."

Damayanti at Madrasah Diniyah Takmiliyah Al-Qadar, Sumenep Regency, published in the *Simantec Journal* on December 2, 2017. Similarly, Isiaka et al.'s research utilized instructional development models to create an LTSA-based website.⁴⁸ Various pertinent facts related to these endeavors were identified in the research and subsequently analyzed to obtain a comprehensive descriptive understanding of students' needs and the design of LTSA-Based m-Learning Development with the ADDIE Approach, as well as its implementation in the learning process.⁴⁹

The steps of implementing the ADDIE Model in research are outlined as follows: Firstly, the Analysis phase involves analyzing the textbooks utilized, student data, teacher data, and learning needs. Secondly, in the Design phase, the development of the application is planned based on the analysis results, providing an overview of the Learning, Teaching, and Assessment (LTSA) through flowcharts, use case diagrams, and other means. Thirdly, during the Development phase, the application is created and developed according to the previously planned design. Fourthly, in the Implementation phase, the application is introduced to the Madrasah Diniyah Takmiliyah Al-Qadar in Sumenep Regency. After students understand how to use the application, they are asked to study the material and participate in quizzes based on the content. Lastly, Evaluation is conducted by distributing questionnaires to experts, teachers, and students, as well as testing the functionality and portability of the application.⁵⁰

CONCLUSION

The classification of instructional design models in learning comprises three main categories. First, there are classroom-oriented instructional system design models, such as the ASSURE Model and the Kemp Model. Second, we have product-oriented instructional system design models, which include the Dick and Carey Model and the Smith and Ragan Model. Lastly, there are classroom-oriented instructional system design models, which feature the ADDIE Model and the Front-end System Design Model.

In order to enhance the effectiveness of Arabic language learning, this study proposes the implementation of several different instructional system design models. The application of the ASSURE Model in Arabic language instruction

⁴⁸ R.M. Isiaka dkk., "An Enhanced Learning Technology System Architecture for Web-Based Instructional Design," dalam *AICTTRA 2015*, vol. IX (9th International Conference on ICT Applications, Nigeria: Obafemi Awolowo University in collaboration with Kwara State University, 2015).

⁴⁹ Kusuma Bhakti, Firdaus Solihin, dan Fitri Damayanti, "Pengembangan M-Learning Bahasa Arab Berbasis LTSA dengan Pendekatan ADDIE," *Jurnal Simantec* 6, no. 2 (2017).

⁵⁰ Bhakti, Solihin, dan Damayanti.

demonstrates that the use of technology, such as online platforms, can enhance student engagement and learning effectiveness. Meanwhile, the Dick and Carey model is utilized to design more structured learning programs that systematically target learning objectives. Finally, the application of the ADDIE Model in developing LTSA-based m-Learning showcases the flexibility and effectiveness of this model in constructing technology-based learning platforms responsive to learners' needs. Thus, this research provides valuable insights into designing innovative and responsive Arabic language learning systems to address modern learning challenges.

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