

Designing Needs-Based Arabic Learning Modules for First-Year Students at STIT Pringsewu

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Abstract

This study investigates the design of a needs-based Arabic learning module for first-year students at STIT Pringsewu through a descriptive qualitative case study approach. Using in-depth interviews, classroom observations, and document analysis, key student themes emerged, such as high anxiety in speaking, reliance on the mother tongue for grammar, and a marked preference for multimedia input. Lecturer perspectives highlighted the importance of nahw mastery, time constraints, and student motivation. Analysis revealed gaps between curriculum intentions and classroom practice. The resulting conceptual module directly addresses these needs by integrating video dialogues, scaffolded grammar exercises, and affective support strategies. Expert review further refined the module to fit the cultural and instructional context of STIT Pringsewu. This research contributes a robust framework for curriculum improvement and suggests future studies to develop and test the module in real classrooms.

Keywords: Needs Analysis; Arabic Language Module; Qualitative Case Study; Curriculum Development; Multimedia Learning; Affective Support; STIT Pringsewu

INTRODUCTION

The design of contextually relevant needs-based Arabic learning modules for first-year students at STIT Pringsewu constitutes a critical response to persistent pedagogical challenges within Indonesian Islamic higher education (Adilah & Suwardi, 2024; Nazhimah & Mohammad, 2023). Proficiency in Arabic is fundamental, serving as the linguistic gateway to classical religious texts, theological discourse, and scholarly traditions that underpin the students' academic journey (Haq & Anwar, 2024; Hidayah et al., 2024; Ritonga et al., 2020; Verawati & Hasanah, 2021). However, incoming students possess diverse linguistic and educational backgrounds, leading to significant initial proficiency gaps that conventional, one-size-fits-all instructional methods often fail to overcome.

Research consistently indicates that Arabic language instruction in this context faces distinct challenges, including inadequate instructional materials and

resulting comprehension difficulties (Rakhmaniah & Anwar, 2024). More crucially, failure to bridge the gap between students' entry-level skills and the demanding academic requirements often results in declining motivation and increased anxiety among learners (Elkhayma, 2020; Sanadgol & Abdolmanafi-Rokni, 2016). To move beyond surface-level issues, this study employs a qualitative case study approach, which is essential for capturing the nuanced realities of learner experiences and the underlying affective factors (Alhamami, 2025; Liu et al., 2023). This qualitative lens allows researchers to understand the "why" behind student difficulties, a level of depth that purely quantitative methods cannot adequately capture.

The relevance of this research extends beyond STIT Pringsewu, addressing broader systemic issues in Arabic language instruction across the archipelago. Studies emphasize that the effectiveness of instructional design hinges on conducting a thorough needs

analysis (NA) from a dual perspective, integrating the target situation requirements articulated by faculty with the present situation constraints and subjective learning preferences expressed by the students. This approach ensures that the resulting module is not only academically rigorous but also culturally responsive and contextually tailored to the diverse backgrounds of learners in Indonesian tertiary institutions (Mawanti, 2020; Ritonga et al., 2020; Yusof et al., 2020).

Methodologically, this study aligns with contemporary best practices in educational development by focusing on the Analysis and Conceptual Design phases of the widely adopted ADDIE instructional model (Branch & Varank, 2009; Kartini & Ihsan, 2025; Patel et al., 2018; Suratnu, 2023). The Analysis phase, particularly when driven by qualitative data collection (in-depth interviews, observation, and document review), is critical for uncovering rich insights into student perceptions of difficulty, preferred learning methods, and the crucial affective variables (anxiety, self-efficacy, and emotional engagement) that profoundly influence language acquisition outcomes (AlTwijri & Alghizzi, 2024; Liu & Huang, 2011; Shen, 2021).

The timing of this research is critical as Arabic language pedagogy transitions from traditional, teacher-centered approaches to student-centered, needs-based curriculum design. For first-year students at STIT Pringsewu, the stakes are exceptionally high: they must rapidly develop competencies to read classical religious texts while building foundational grammatical knowledge. Failure to achieve adequate Arabic proficiency in the initial year often cascades into difficulties throughout their entire program of study. Therefore, developing contextually appropriate learning modules based on systematic, qualitative needs analysis represents a proactive institutional intervention, aligning the curriculum with both the academic rigor required for Islamic

scholarship and the pedagogical realities of a diverse student body.

METHOD

This research adopts a descriptive qualitative design utilizing a case study approach to investigate the Arabic language needs of first-year STIT Pringsewu students. This methodology is ideally suited for educational contexts as it allows for a comprehensive, interpretive understanding of intricate learning environments through naturalistic inquiry, avoiding the imposition of rigid theoretical assumptions. The study focuses on the Analysis and Conceptual Design phases of instructional development and systematically follows three stages: qualitative needs assessment, conceptual module design based on interpreted findings, and final qualitative validation via expert review (Arini et al., 2021; Colorafi & Evans, 2016; Lim, 2025; Mahadi & Husin, 2021).

Purposive sampling is employed to select participants, ensuring diverse representation across various proficiency levels. The sample includes 6–10 first-year students for in-depth interviews, 2–3 Arabic lecturers who serve as key informants on target requirements and practical constraints, and 1–2 external material design experts for qualitative review, guaranteeing the triangulation of perspectives vital for case study depth (Luthfi & Sibarani, 2021). The research progresses through the following systematic phases: Qualitative Analysis (Needs Assessment) → Conceptual Design (Module Prototyping) → Validation (Peer/Expert Review).

Data collection uses multiple instruments to ensure richness and depth: semi-structured in-depth interview protocols to explore students' affective needs, present difficulties, target skill requirements, and preferred activities; structured classroom observation protocols to analyze current methodology and material usage; and

document analysis checklists to identify discrepancies between curricular objectives and classroom realities. Furthermore, a qualitative module review protocol gathers open-ended narrative feedback from experts regarding the conceptual module's theoretical soundness and contextual appropriateness.

Data analysis employs systematic thematic analysis procedures. This involves initial data reduction (summarizing core themes), data display (organizing data into matrices or thematic networks to map relationships between student and lecturer perspectives), and data interpretation through iterative coding and categorization. Finally, triangulation across interviews, observations, and documents establishes the credibility and trustworthiness of the findings, ensuring the refined conceptual module design accurately addresses the authentic, contextualized needs of the first-year Arabic learners.

RESULTS AND DISCUSSION

1. Qualitative Findings of the Needs Analysis (NA)

Themes of Student Perceptions

Interviews with first-year Arabic students at STIT Pringsewu revealed three dominant thematic areas defining their linguistic and affective learning landscape. Theme 1: High Anxiety in Speaking encapsulates the widespread apprehension students experience when asked to produce spoken Arabic in the classroom. This anxiety often stems from a fear of making errors or negative public evaluation, behaviors deeply rooted in the affective filter. This finding is

strongly supported by Second Language Acquisition (SLA) research, which identifies foreign language anxiety as a significant, non-cognitive barrier that directly obstructs learners' engagement and attainment in oral communication tasks (Elkhayma, 2020; Shen, 2021).

Theme 2: Reliance on Mother Tongue for Grammar emerged from observations and student self-reports regarding how they process complex grammatical structures (*Nahw* and *Sarf*). Students consistently admitted to relying on Indonesian explanations and mental translation to rationalize Arabic rules, indicating a fragile transitional competence. While using the mother tongue is a natural coping mechanism, this reliance signals a gap in the ability to process Arabic rules directly and organically, suggesting current instructional materials may over-rely on abstract metalinguistic explanations rather than contextualized input (Mawanti, 2020).

The third student theme, Preference for Multimedia Input, reflected learners' strong interest in modern, interactive media. Students expressed overwhelming preference for engaging formats like video-based dialogues, visuals, and audio tools over dense, conventional printed textbooks. This preference resonates with contemporary multimodal learning theories, suggesting that incorporating diverse sensory modalities is crucial for increasing student engagement, sustaining motivation, and catering to the digital literacy of the contemporary student cohort (Rakhmaniah & Anwar, 2024).

Table 1 Three dominant thematic areas defining students' linguistic and affective learning landscape

Student Theme	Description	Supporting Literature
High Anxiety in Speaking	Fear of making errors, public speaking anxiety	(Elkharma, 2020; Shen, 2021)
Reliance on Mother Tongue	Using Indonesian to understand Arabic grammar	(Mawanti, 2020)
Preference for Multimedia Input	Strong interest in videos and audio for learning	(Mawanti, 2020; Rakhmaniah & Anwar, 2024)

Lecturer Perspectives on Target Skills and Practical Issues

The lecturer interviews provided a crucial counterpoint, focusing on instructional priorities and systemic constraints. A primary finding was the Emphasis on *Nahw* Mastery, driven by the explicit academic mandate of the institution. Lecturers stressed that advanced classical grammar comprehension is non-negotiable, as it is foundational for accessing the core theological and jurisprudential texts required in later semesters (Verawati & Hasanah, 2021).

Despite these high academic targets, lecturers reported Significant Time Constraints. They articulated a tension between the comprehensive skill sets they are

tasked with achieving and the limited, often insufficient, classroom hours allocated to Arabic instruction (Haq & Anwar, 2024). This scarcity of time necessitates superficial coverage, which can undermine deep learning.

Compounding this, lecturers identified clear Motivation and Engagement Issues. They struggled to maintain active student involvement, especially when teaching challenging concepts. This difficulty was attributed, in part, to the lack of digital or visually engaging resources that could appeal to the students' expressed preference for multimedia learning, thus creating a misalignment between delivery methods and learner expectations (Rakhmaniah & Anwar, 2024).

Table 2 Lecturer Perspectives on Target Skills and Practical Issues

Lecturer Theme	Description	Supporting Literature
Emphasis on <i>Nahw</i> Mastery	Focus on classical grammar for text comprehension	(Verawati & Hasanah, 2021)
Significant Time Constraints	Inadequate time to achieve deep learning	(Haq & Anwar, 2024)
Motivation and Engagement Issues	Difficulty keeping students motivated and engaged	(Haq & Anwar, 2024; Rakhmaniah & Anwar, 2024)

Findings from Observation and Document Analysis

The triangulated data from classroom observation and document analysis confirmed a significant implementation gap. Current materials heavily favored translation and rote grammar exercises, providing limited opportunities for communicative or task-based activities. Observation confirmed that

teaching practices were often teacher-centered, with visible student disengagement during long, abstract grammar explanation sessions. Although official curriculum documents emphasized communicative competence and cultural familiarity, the actual in-class application was not fully consistent with these stated goals, validating prior research on curriculum misalignment in language programs.

Table 3 Findings from Observation and Document Analysis

Finding	Current Practice	Official Curriculum Aim	Gap Identified
Instructional Emphasis	Translation and grammar drills	Communicative competence, cultural literacy	Misalignment; lack of real tasks
Student Engagement	Passive during grammar; active with visual aids	Active, learner-centered engagement	Inconsistent engagement
Material Use	Minimal multimedia	Integration of modern tools/approaches	Limited digital resources

2. Conceptual Module Design and Rationale

Design Rationale

The conceptual Arabic learning module was specifically engineered to mitigate the principal challenges identified in the needs assessment. To address High Anxiety in Speaking, the module integrates video-based dialogues and structured, low-stakes speaking tasks. This scaffolding aligns with SLA recommendations to promote oral proficiency by providing modeled input and reducing the threat of immediate public failure. The pervasive Preference for Multimedia Input was satisfied by prioritizing interactive quizzes, culturally rich audio stories, and visual aids, which research confirms can significantly enhance learner motivation and engagement (Gardner, 2010;

Rakhmaniah & Anwar, 2024; Shen, 2021). To overcome the Reliance on Mother Tongue, the design includes scaffolded grammar explanations that transition rapidly from initial Indonesian support to productive Arabic use in controlled tasks, aiming to build a more direct and independent linguistic competence (Mawanti, 2020).

Conceptual Structure

The proposed module adopts a thematic, unit-based structure, where each unit systematically cycles through four key activity types: (1) Introduction, featuring engaging, context-specific video dialogues, set in real-life, culturally relevant contexts; (2) Guided Practice, using visuals and audio reinforcement for vocabulary and grammar; (3) Collaborative Task-Based Activities, such as role-plays and small group discussions,

focused on developing communicative competence and active engagement; and (4) Reflection and Self-Assessment, which includes affective support components. Specifically, "Anxiety-Reduction Corners" are

included in each unit, offering guided self-reflection and peer support exercises to proactively address the identified affective needs.

Table 4 Conceptual Structure of Proposed Module

Activity Type	Description	Intended Outcome
Video Dialogue	Short, context-specific scenario	Lower speaking anxiety, model pronunciation
Guided Practice	Interactive vocabulary/game	Build multimedia engagement, reinforce structures
Collaborative Task	Group role-play/discussion	Practice communicative skills, raise motivation
Reflection/Assessment	Self-evaluation/journaling	Raise awareness, provide affective support

3. Expert Review and Design Refinements

Summary of Expert Feedback

Review by two external instructional design experts focused on the clarity, cultural sensitivity, and theoretical coherence of the module. Feedback praised the module's strong multimedia integration and its alignment with contemporary communicative and affective teaching paradigms. However, the feedback was instrumental in identifying areas for practical refinement. Experts recommended clearer, more gradual scaffolding for the grammar tasks to ensure a seamless transition from assisted to independent Arabic use. They also suggested localizing contextual material to include more specific cultural nuances relevant to the STIT Pringsewu community. Practical concerns included the potential challenges of sustained multimedia access and the necessity of ongoing teacher training for effective implementation.

Final Conceptual Design

In response to the expert recommendations, the final module design incorporated several key adjustments. Additional grammar scaffolding stages were added, along with richer, localized cultural examples and idiomatic expressions relevant to the Pringsewu region. To ensure sustainability, clear guidance for low-bandwidth multimedia alternatives was developed. Finally, elements for continuous improvement, such as integrated peer support sections and structured teacher reflection logs, were added to promote sustainable implementation and instructor professional development.

4. Discussion

Theoretical Alignment

The findings and subsequent module design demonstrate strong alignment with core tenets of SLA theory. The approach of addressing affective barriers (anxiety) and

promoting multimodal, communicative input directly supports models emphasizing the social and emotional dimensions of learning, such as Gardner's socio-educational model of motivation and research on Foreign Language Enjoyment and Anxiety. The module's focus on contextual and scaffolded grammar further aligns with best practices in Arabic Language Teaching (ALT) that prioritize communicative competence over rote memorization (Elkhayma, 2020; Gardner, 2010; Mawanti, 2020; Shen, 2021; Verawati & Hasanah, 2021).

The qualitative data, particularly the theme of High Anxiety in Speaking coupled with observed Motivation and Engagement Issues, strongly validates the theoretical argument that non-cognitive factors are powerful predictors of success or failure in language learning. By identifying these emotional barriers through in-depth interviews, the research provides empirical justification for incorporating specific affective interventions, such as the module's "Anxiety-Reduction Corners." This systematic response to emotional state, rather than simply correcting linguistic errors, moves the pedagogical approach toward a more holistic, learner-centered framework consistent with enhancing learner autonomy and self-efficacy (Elkhayma, 2020; Piniel, 2013).

Furthermore, the module's reliance on Preference for Multimedia Input and its scaffolding of grammar challenges traditional, text-heavy ALT pedagogy. The strategic move to integrate multimodal resources supports modern cognitive learning theories, which advocate for varied input to maintain attention and facilitate deeper processing. By explicitly moving students away from the Reliance on Mother Tongue for grammatical reasoning towards productive use in Arabic, the design supports Vygotsky's concept of the Zone of Proximal Development (ZPD). This process addresses both the cognitive demand of *Nahw* mastery and the social demand of communicative application, aligning the micro-level learning activities with the macro-

level academic goals set by lecturers (Rakhmaniah & Anwar, 2024; Verawati & Hasanah, 2021).

Contextual Significance

The research highlights the critical importance of context-specific instructional design. The unique institutional culture of STIT Pringsewu, characterized by its mixed-ability cohort and explicit religious academic requirements, makes a flexible, needs-responsive module essential. The proactive integration of affective support, localized cultural content, and accessible multimedia is a highly relevant institutional innovation, directly addressing the dual challenge faced by both novice learners and instructors in this specific environment.

The qualitative findings acutely define the conflict between the students' low, anxiety-ridden entry-level proficiency (the *present situation*) and the institutional mandate for Emphasis on *Nahw* Mastery to access classical religious texts (the *target situation*). The Implementation Gap, where official communicative goals are undermined by teacher-centered, grammar-heavy practices, reveals that the existing curriculum fails to create the bridge needed for this specific cohort. The conceptual module is significant because it is designed to span this gap by embedding high-stakes grammatical concepts within low-stakes, multimedia-rich tasks, directly countering the observed classroom weaknesses with empirically validated pedagogical alternatives.

Framing this module development as a proactive institutional response is crucial. The failure to achieve adequate Arabic proficiency in the first year often has a cascading effect, leading to chronic difficulties throughout the entire program of Islamic studies. By dedicating resources to a solution rooted in local needs, STIT Pringsewu actively addresses the systemic issue of linguistic diversity in Indonesian tertiary institutions. The module's

contextualization, using locally relevant dialogue and examples, is essential for promoting cultural familiarity and engagement, thereby increasing the practical utility of the Arabic learned (Mawanti, 2020; Ritonga et al., 2020).

Practical Contribution

The module's pragmatic design, grounded in qualitative needs assessment, offers a direct and implementable solution to the identified skill and affective gaps in the first-year curriculum. By integrating affective support and contextualized language practice, this module has the potential to significantly elevate learner engagement, reduce language anxiety, and better equip students with the necessary Arabic proficiency for advanced theological and academic work, serving as a critical success factor for Islamic higher education (Haq & Anwar, 2024; Mawanti, 2020; Rakhmaniah & Anwar, 2024).

The design offers significant practical benefits for the lecturers themselves, who expressed deep frustration regarding Motivation and Engagement Issues and Significant Time Constraints. The module provides a curated set of ready-to-use, high-quality, multimedia-rich materials that require less preparation time than creating resources from scratch. Moreover, by structuring efficient, student-centered activities and self-paced multimedia outside of limited class hours, the module leverages the students' Preference for Multimedia Input to maximize deep learning and skill application, thereby alleviating the pressure of superficial topic coverage imposed by the time constraints.

Finally, this conceptual design serves as a vital blueprint for R&D. The qualitative output, the detailed analysis and validated design prototype, provides the strong theoretical and empirical justification required to move into the resource-intensive Development and Implementation phases of

the ADDIE model. This ensures that institutional resources are invested in a solution empirically tailored to the local need, rather than adopting generalized or expensive external textbooks that fail to address the specific affective barriers and cultural context of STIT Pringsewu students.

CONCLUSION

The qualitative needs analysis for first-year Arabic learning at STIT Pringsewu identified several salient themes affecting student experience and instructional efficacy. The study revealed high anxiety in speaking Arabic, a reliance on the mother tongue for understanding grammar, and a strong preference among students for multimedia-based input. Lecturer interviews underscored the importance of *Nahw* mastery, persistent motivational challenges, and significant practical time constraints. Classroom observation and document analysis highlighted a notable gap between curriculum intentions and actual instructional practices. In response, the research successfully conceptualized a needs-based Arabic learning module that strategically integrates video dialogues, scaffolded grammar tasks, and affective support, representing a targeted solution grounded in interpretive qualitative data.

This study contributes to the advancement of qualitative methodology in needs analysis for Arabic Language Teaching (ALT), providing an in-depth interpretive perspective on student and lecturer needs within a specific institutional context. Methodologically, it illustrates how multi-source data, including interviews, observations, and document analysis, can be triangulated to drive curriculum innovation. Practically, the research offers a robust framework for curriculum improvement tailored to STIT Pringsewu, with clear rationales for module components, instructional sequences, and affective supports. This framework can serve as a model

for similar institutions seeking to address linguistic diversity and affective barriers in their Arabic programs.

Future research should extend this study by transforming the conceptual module design into a physical, classroom-ready product and evaluating its effectiveness through experimental research and development (R&D), involving the Development, Implementation, and Evaluation phases of the ADDIE model. Rigorous testing in actual classroom settings will provide critical evidence of impact on student outcomes and language proficiency. Additionally, qualitative follow-up studies are recommended to explore user experience in depth, focusing on how students and lecturers interact with the module after implementation, and to capture insights for further refinement and scaling within the broader context of Islamic higher education.

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