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Development of Genially-Based BAHARI Learning Media for Enhancing Arabic Speaking Skills

تطوير وسيلة تعليمية قائمة على Genially لتعزيز مهارة الكلام العربي

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ABSTRACT

This study aims to develop and evaluate BAHARI (Bahasa Arab Interaktif), a Genially-based interactive multimedia designed to enhance students' speaking skills (maharah al-kalam) at MA Al-Huda, Gorontalo City. This research employed a Research and Development (R&D) approach using the ADDIE model, encompassing analysis, design, development, implementation, and evaluation stages. The novelty of this study lies in the development of an interactive animation-based Arabic learning medium using the Genially platform specifically designed for speaking skill acquisition and aligned with the KMA No. 183 of 2019 curriculum. Data were collected through interviews, observations, expert validation, and pre-test–post-test assessments. Validation by four experts (media, material, language, and audio-linguistics) yielded an average feasibility score of 99% (excellent), indicating high pedagogical, technical, and linguistic quality. The results revealed a significant improvement in students' speaking performance, with mean scores increasing from 33.18 to 69.09 ($p < 0.05$), thereby answering the research problem regarding the effectiveness of digital interactive media in improving maharah al-kalam. The findings demonstrate that the integration of animation, narration, and interactivity enhances learners' motivation, pronunciation accuracy, and oral fluency. Theoretically, this study contributes to the development of multimedia-based Arabic learning models, while practically offering an effective and engaging digital resource to support communicative competence in classroom settings.

Keywords: Arabic Learning Media; Genially; Speaking Skills; Maharah al-Kalam; ADDIE Model.

مستخلص البحث

تهدف هذه الدراسة إلى تطوير وتقييم وسيلة تعليمية تفاعلية تُعرف باسم «باهاري(Bahasa Arab Interaktif) »، وهي وسيلة تعليمية قائمة على الرسوم المتحركة باستخدام منصةGenially ، ومصممة لتنمية مهارة الكلام (مهارة الكلام) لدى طلاب الصف العاشر في مدرسة المعهد الإسلامي العالي الهدى بمدينة غورونتالو. اعتمدت الدراسة منهج البحث والتطوير (*R&D*) باستخدام نموذج *ADDIE* الذي يتضمن مراحل التحليل، والتصميم، والتطوير، والتنفيذ، والتقويم. وتكمن جدة هذه الدراسة في تطوير وسيلة تعليمية تفاعلية قائمة على الرسوم المتحركة باستخدام منصة*Genially* ، موجهة خصيصًا لتنمية مهارة الكلام، ومتوافقة مع المنهج المعتمد في القرار الوزاري رقم ١٨٣ لسنة ٢٠١٩. تم جمع البيانات من خلال المقابلات، والملاحظات، وتحكيم الخبراء، واختبارات القبلي والبعدي. وقد أظهرت نتائج تحكيم أربعة خبراء (في الوسائط، والمحتوى، واللغة، والجانب الصوتي اللغوي) متوسط درجة صلاحية بلغ ٩٩٪ (ممتاز)، مما يدل على جودة عالية من الناحية التربوية والتقنية واللغوية. كما أظهرت النتائج وجود تحسن دال إحصائيًا في أداء الطلاب في مهارة الكلام، حيث ارتفع متوسط الدرجات من ٣٣,١٨ إلى ٦٩,٠٩($p < 0.05$) ، مما يجيب عن إشكالية البحث المتعلقة بفعالية الوسائط التعليمية الرقمية التفاعلية في تنمية مهارة الكلام. وتُظهر النتائج أن دمج الرسوم المتحركة، والتعليق الصوتي، وعناصر التفاعل يسهم في تعزيز دافعية المتعلمين، ودقة النطق، والطلاقة الشفوية. ومن الناحية النظرية، تسهم هذه الدراسة في تطوير نماذج تعلم اللغة العربية القائمة على الوسائط المتعددة، أما من الناحية التطبيقية، فتقدم موردًا رقميًا فعالًا وجذابًا يدعم تنمية الكفاءة التواصلية في بيئات التعلم الصفية.

الكلمات المفتاحية: وسائط تعلم اللغة العربية؛ *Genially* ؛ مهارة الكلام؛ نموذج *ADDIE*

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INTRODUCTION

Arabic language learning in Indonesia has entered a transformative phase marked by the integration of digital technology and communicative teaching approaches (Rahmawati, 2021; Rasyid, 2023). This shift requires teachers to move beyond conventional, teacher-centered practices by adopting competency-oriented strategies that foster active participation, linguistic creativity, and meaningful oral interaction (Rohman dan Rosyadi 2021; Ridho 2024; Zahra Atika Mappiara et al. 2023) . In many madrasah contexts, however, students' speaking skills (maharah al-kalam) remain underdeveloped because learners have limited exposure to authentic communicative activities and interactive materials, leading to low motivation and restricted oral proficiency (Aripi dan Rohani 2023). Therefore, modernization of Arabic pedagogy through technology-enhanced media has become a pedagogical imperative (Wahyuni & Satianingsih, 2024; Yolanda et al., 2023).

The expansion of e-learning innovations offers educators new opportunities to modernize Arabic instruction(Ainiyah et al., 2024). Applications such as Quizizz, Kahoot, and Genially enable dynamic learning environments that integrate text, sound, and animation to make abstract linguistic elements more accessible (Safitri et al., 2024). Among them, Genially stands out as an interactive web-based platform that allows teachers to create multimedia learning resources combining visual, auditory, and textual features(Hadnistia Darmawan et al., 2024). These multimodal designs enhance learner engagement and autonomy while fostering contextual understanding(Hasanah, 2024). Empirical studies show that the use of interactive media improves both cognitive and affective aspects of language learning(Yandi et al., 2023), thereby supporting the holistic development of communicative competence holistically and the use of technology-based interactive learning media, such as Genially, has the potential to improve students' Arabic speaking skills by providing a more applicable, intensive learning environment and supporting active communication practices(Hasibuan et al., 2025).

In Arabic education, digitalization contributes significantly to improving learners' motivation and classroom dynamics(Sanulita et al., 2024). Multimedia-based instruction accommodates diverse learning preferences visual, auditory, and kinesthetic ensuring that all students benefit from multimodal exposure (Fadilah et al., 2023). Learners are provided with pronunciation models, contextual visual support, and interactive speaking activities that enhance their maharah al-kalam (Arabic speaking skills) (Hidayati & Darmuki, 2021). Moreover, technology-supported activities reduce learners'

anxiety and encourage spontaneous participation in oral communication(Hidayat & Pangesti, 2023). This combination of interactivity and self-paced learning aligns well with the 21st-century skills framework and promotes a learner-centered classroom culture. Furthermore, technological support facilitates the use of target vocabulary in meaningful speaking activities (Miolo et al., 2025).

Despite advancements, a substantial gap persists in providing engaging Arabic-speaking materials suitable for secondary education (Maidarlis et al., 2023). Many instructional resources emphasize rote grammar exercises rather than communicative practice (Kosim, 2021). Teachers often struggle to design interactive digital learning media that align with the national curriculum and students' linguistic needs (Fauzana Annova 2022). The textbook Al-'Arabiyyah Bayna Yaday Awlādina, although comprehensive, is traditionally text-heavy and less interactive for digital-age learners (Safitri & Arie, 2022). Consequently, transforming this book's content into interactive media that supports modern pedagogy is crucial to enhance students' speaking skills (Sholihah et al., 2022) as the digital age demands the integration of technology and interactive media to make communication more effective, adaptive, and relevant to students' modern learning styles (Batalipu & Talibo, n.d.).

Constructivist learning theory underpins the integration of interactive media into Arabic pedagogy. The theory emphasizes active learner engagement, collaboration, and contextualized knowledge construction (Lahay et al., 2023). In this view, students build understanding through experience and dialogue (Ramdani et al., 2023). The use of digital media empowers learners to manipulate linguistic input, receive instant feedback, and reflect on their learning progress (Salsabila et al., 2020). The Technology Acceptance Model (TAM) also highlights the importance of user-friendly design and perceived usefulness in ensuring successful technology adoption (Sufia & Vebriyanto, 2024). Thus, Arabic learning media must integrate pedagogical clarity with interactive functionality to maximize learning outcomes (Kaharuddin et al., 2022).

The ADDIE model (Analysis, Design, Development, Implementation, Evaluation) provides a systematic framework for developing instructional media. In the context of this study, ADDIE was selected because its structured and iterative stages support the development of Genially-based interactive media, from identifying students' speaking needs to designing, implementing, and evaluating media that enhance maharah al-kalam. Its effectiveness for structured product design has also been reflected in e-module

implementations that strengthen higher-order thinking (Pujiono et al., 2024) and in workflows that incorporate expert and user feedback to raise instructional quality (Fauziah et al., 2023). Within Islamic and Arabic education contexts, such development connects learning theory to classroom practice (Jailani et al., 2021) while maintaining technological soundness in multimedia products (Enstein et al., 2022).

Empirical evidence shows that multimedia integration improves achievement and motivation across learning contexts (Hadnistia Darmawan et al., 2024). In language learning, digital media can bolster listening practice and overall language development (Titin et al., 2023) and support cognitive gains through well-designed thematic materials (Azizah & Alnashr, 2022). Electronic learning resources also help cultivate evaluation skills within science topics, illustrating transferability of multimedia approaches (Oktaviani et al., 2021).

Arabic instruction likewise benefits from technology-driven modules. Web-based interactive media developed with Genially demonstrate practical feasibility for classroom use (Made et al., 2025), and Genially-based designs have been shown suitable for differentiated instruction within the Merdeka Curriculum (Mutiara, Dali, 2024). Such flexibility accommodates both synchronous and asynchronous learning modes and expands access to resources for diverse school settings.

Student engagement in technology-mediated learning correlates with better academic performance through heightened curiosity, sustained attention, and growing confidence (Laubaha et al., 2024). Teacher responses to interactive media also indicate positive acceptance that supports classroom implementation (Margareth, 2022). Role-playing and similar interactive strategies further nurture students' oral expression in Arabic classrooms (Nabilatul Khanifah, Muasomah, 2024).

Nevertheless, specific studies on the Genially platform for Arabic remain limited relative to other subjects, indicating a meaningful research gap in Islamic educational contexts (Ummah, 2023). Addressing this, the present study introduces BAHARI (Bahasa Arab Interaktif) an interactive learning product developed from Al-'Arabiyyah Bayna Yaday Awlādina using Genially to enhance communicative competence among students (Alqori & Fahamsyah, 2024).

Based on these considerations, this study aims to develop and evaluate BAHARI media based on the Genially application to improve the speaking skills (maharah al-kalam) of tenth-grade students at MA Al-Huda in Gorontalo City. Using the ADDIE model, the research proceeds through needs analysis, design, expert validation,

implementation, and evaluation. This work contributes to Arabic digital pedagogy by presenting an empirically grounded model of multimedia integration that enhances speaking proficiency and learner motivation(Musyrifah et al., 2022; Nurjannah, 2022).

RESEARCH METHOD

This study applied a Research and Development (R&D) design using the ADDIE model, which consists of five systematic stages: Analyze, Design, Develop, Implement, and Evaluate. The research was conducted at MA Al-Huda, Gorontalo City, involving one Arabic teacher and seventeen tenth-grade students as the research subjects during the 2025 academic year. The study aimed to develop BAHARI (Bahasa Arab Interaktif) a Genially-based interactive learning media designed to enhance students' speaking skills (maharah al-kalam). The content of the media was adapted from Al-'Arabiyyah Bayna Yaday Awlādina and aligned with the KMA No. 183 of 2019 curriculum to ensure conformity with the national standards of Arabic education. The ADDIE framework was chosen because it provides a structured, iterative process that supports continuous improvement throughout each stage of development from needs analysis, media design, and prototype creation to classroom implementation and final evaluation.

Data were collected using four research instruments: interviews, observations, documentation, and questionnaires. A structured interview with the Arabic language teacher was conducted on April to June 2025, to identify instructional needs and challenges in teaching speaking skills. Observations were carried out during classroom implementation to analyze students' engagement and interaction while using the BAHARI media. The product underwent validation by four experts, consisting of a media expert, material expert, linguistic expert, and audio-linguistic expert, each providing assessments through a Likert-scale validation sheet focusing on design quality, usability, linguistic accuracy, and interactivity. Feedback from the validators was used to revise and refine the media before classroom testing to ensure pedagogical, linguistic, and technical feasibility.

The collected data were analyzed using qualitative and quantitative methods to obtain a comprehensive understanding of the product's effectiveness. Qualitative data from interviews, observations, and documentation were analyzed descriptively to identify recurring patterns related to students' motivation, media usability, and classroom engagement. Quantitative data from expert validation and students' pre-test and post-test scores were analyzed using Microsoft Excel and SPSS version 26.0. To make

the findings clearer, the quantitative results were also presented in tables and graphical form, particularly the comparison between students' pre-test and post-test mean scores. This visualization was used to show the improvement in students' speaking skills after the implementation of the BAHARI media.

RESULT AND DISCUSSION

This section reports the results of the BAHARI (Bahasa Arab Interaktif) learning media and its classroom implementation. The findings are presented in three parts: the ADDIE-based production process, expert validation results, and the effectiveness of the media in improving students' Arabic speaking skills (maharah al-kalam). These findings show the pedagogical feasibility, technical quality, and measurable impact of the BAHARI media on students' speaking performance.

The development results describe how the media was systematically produced using the ADDIE model, resulting in an interactive multimedia product that integrates visual, audio, and interactive elements. The validation results provide evidence of the media's feasibility based on expert judgment, covering pedagogical, linguistic, and technical aspects. Meanwhile, the effectiveness results present empirical data derived from pre-test and post-test assessments, supported by statistical analysis to determine the significance of students' improvement.

Overall, the results are presented in a structured and concise manner to highlight the key findings of the study while maintaining analytical clarity. Each subsection is designed to provide clear evidence of the media's validity and effectiveness as a tool for enhancing students' speaking performance.

Development Process (ADDIE)

The production of the BAHARI media followed the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. In the Analysis stage, students' learning needs in Arabic language learning were systematically identified, with particular attention to the development of Arabic speaking skills (maharah al-kalam). The needs assessment revealed that students had difficulty expressing ideas orally because they had limited opportunities for speaking practice and were mostly exposed to teacher-centered classroom instruction. These conditions indicated the need for an interactive learning medium that could provide more structured, engaging, and communicative speaking activities.

Based on these findings, the design stage focused on developing a learning

structure that emphasizes communicative competence. The learning materials were adapted from Al-'Arabiyyah Bayna Yaday Awlādina and aligned with KMA No. 183 of 2019. The design incorporated thematic units, each consisting of vocabulary introduction, model dialogues, guided speaking exercises, and evaluation activities. Special attention was given to the integration of visual and audio elements to support students' comprehension and engagement. The interface was also designed to be simple and intuitive to ensure ease of use.

The development stage resulted in an interactive multimedia product created using the Genially platform. The media integrates text, images, animation, audio narration, and interactive tasks into a cohesive learning environment. During the implementation stage, the media was used in classroom learning, allowing students to interact directly with the content through guided activities. The evaluation stage involved both expert validation and testing of learning outcomes to determine the feasibility and effectiveness of the developed media.

Image 1. Main Interface

The main interface of the BAHARI media is presented in Image 1. This initial display serves as the entry point for users before accessing the learning content. It provides a general overview of the media and introduces the structure of the available learning units. The interface is designed in a simple and visually clear format to ensure that students can immediately understand how to begin using the media. Through this initial screen, students are guided to proceed to the main menu, which contains the core learning features. This introductory layout plays an important role in creating a user-friendly learning environment and supporting ease of access from the beginning of the interaction.

Image 2. Main Menu

The main menu interface of the BAHARI media is presented in Image 2. This section functions as the central navigation hub that connects all components of the learning media. From this menu, students can access various features, including speaking exercises, video-based materials, interactive games, and other supporting learning activities. Each menu option is clearly organized and visually distinguishable, allowing students to navigate between sections without difficulty. The layout is intentionally designed to be intuitive and structured, enabling students to explore the content based on their learning needs. This organization supports a more flexible learning process, where students can engage with different types of activities in a systematic and efficient manner.

Image 3. Speaking Activity Selecting Secret Envelope

One of the core speaking activities implemented in the BAHARI media is presented in Image 3. This activity is designed in the form of a picture-based description task, where students are required to select one of several closed envelopes containing hidden images. After selecting an envelope, students are asked to describe the revealed

image orally using Arabic. This activity encourages students to construct sentences, use appropriate vocabulary, and express ideas in a contextual manner. By engaging directly in speaking practice, students are given the opportunity to develop fluency and confidence. The contextual and interactive nature of this task makes it particularly effective in supporting the development of maharah al-kalam.

Expert Validation

The feasibility of the BAHARI media was evaluated through expert validation conducted by three validators covering four aspects: media, material, language, and audio-linguistics. The results indicate that the developed media achieved a very high level of validity across all assessed aspects. The media aspect obtained a score of 97%, indicating that the product is visually appropriate, systematically designed, and easy to use. The material aspect reached 100%, confirming that the content is relevant, well-structured, and aligned with learning objectives and curriculum standards.

In addition, the language validation showed that the linguistic components used in the media are accurate, clear, and appropriate for students' proficiency level, while the audio-linguistic validation indicated that pronunciation, intonation, and synchronization between audio and visual elements are clear and supportive of speaking practice. Overall, all validation aspects fall into the "excellent" category, demonstrating that the BAHARI media meets the criteria of validity in terms of pedagogical, linguistic, and technical quality.

Although the overall results were highly satisfactory, several minor revisions were suggested by the validators, including improvements in color consistency, animation timing, and audio synchronization in certain sections. These revisions were implemented in the final version of the media. Thus, the validation results confirm that the BAHARI media is valid and feasible for use in Arabic language learning.

Image 4. Speaking Activity Spin Question Wheel

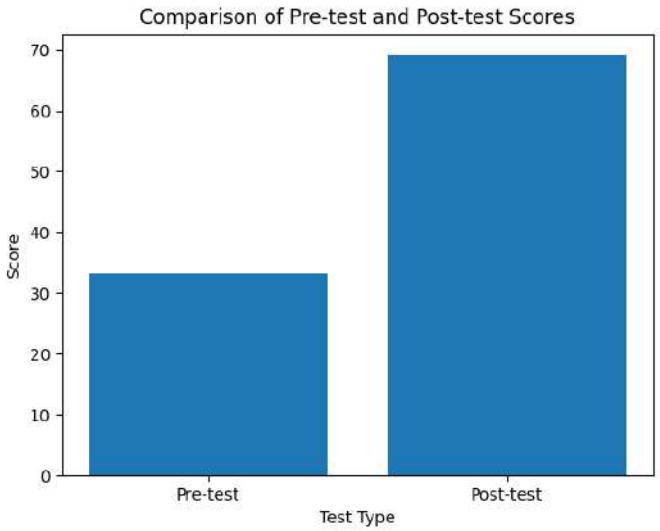
An additional interactive feature included in the BAHARI media is shown in Figure 4. This activity utilizes a game-based format adapted from the Wordwall platform, specifically a spin question game. In this activity, students spin a virtual wheel that randomly generates a question, which they are required to answer orally. The randomization of questions creates a dynamic learning environment and encourages spontaneous responses. This activity promotes active participation and increases students' engagement during the learning process. Moreover, the game-based format helps reduce anxiety and creates a more enjoyable atmosphere, allowing students to practice speaking in a more relaxed and interactive setting.

Effectiveness of the Media

The effectiveness of the BAHARI media was measured through pre-test and post-test assessments conducted before and after the implementation of the media. The results show a significant improvement in students' speaking ability. The average pre-test score was 33.18, indicating that students initially had limited ability in expressing ideas orally in Arabic. After the implementation of the media, the average post-test score increased to 69.09, demonstrating a substantial improvement in students' speaking performance.

Table 1. Pre-test and Post-test Scores and Wilcoxon Test Results

No	Variable	Pre-test Mean	Post-test Mean	Mean Difference	Sig. (p-value)
1	Speaking Skill	33.18	69.09	35.91	0.000



As presented in Table 1, the average score increased from 33.18 in the pre-test to 69.09 in the post-test, with a mean difference of 35.91. The Wilcoxon test result shows a significance value of 0.000 ($p < 0.05$), indicating a statistically significant improvement. The increase in scores reflects not only improvement in linguistic accuracy but also better

fluency and confidence in speaking. The use of interactive media allowed students to engage more actively in learning activities, thereby increasing their opportunities to practice speaking.

Overall, the findings of this study indicate that the BAHARI media meets the criteria of validity and effectiveness in supporting Arabic language learning. The integration of multimedia elements and interactive features provides students with a more engaging and meaningful learning experience. The structured learning activities encourage active participation, which contributes to the improvement of students' Arabic speaking skills (maharah al-kalam). In addition, the consistent increase in students' performance demonstrates that the use of interactive learning media can enhance learning outcomes in a measurable way. These findings provide the basis for discussing how the integration of interactive multimedia within the ADDIE framework supports the development of Arabic speaking competence and contributes to more learner-centered instructional practices.

DISCUSSION

The results of this study indicate that the BAHARI (Bahasa Arab Interaktif) media is effective in improving students' Arabic speaking skills (maharah al-kalam), as evidenced by the significant increase in pre-test and post-test scores. This finding supports previous research showing that technology-enhanced learning environments can improve learning outcomes, particularly when multimedia elements are used to support both cognitive and affective aspects of learning (Darmawan et al., 2024; Yandi et al., 2023).

The improvement in students' speaking performance can be directly linked to the communicative and practice-oriented design of the BAHARI media. The speaking activities, especially the picture-based description task, provide students with opportunities to actively produce language rather than passively receive input. This addresses the issue identified in the results, where students initially showed low speaking ability (mean score 33.18). Such findings are consistent with the view that limited exposure to communicative activities leads to low oral proficiency, and that active participation is essential for developing speaking skills (Aripi & Rohani, 2023; Rohman & Rosyadi, 2021).

In addition, the integration of multimedia elements in the BAHARI media contributes to increased student engagement during the learning process. The results

showed that students were able to achieve higher post-test scores (69.09), indicating improved understanding and performance. This can be explained by the use of Genially as an interactive platform that combines visual, auditory, and textual components into a unified learning experience (Safitri et al., 2024). Such multimodal learning environments are known to accommodate diverse learning styles and enhance student motivation (Fadilah et al., 2023).

The effectiveness of the media is further supported by the inclusion of interactive and game-based elements, such as the Wordwall activity. These features encourage students to participate actively and respond spontaneously to questions, which is essential for developing fluency. The improvement observed in the results reflects how interactive learning environments can reduce anxiety and promote confidence in speaking (Hidayat & Pangesti, 2023). This is particularly relevant given that one of the initial problems identified was students' reluctance to engage in oral communication.

From a theoretical perspective, the findings align with constructivist learning theory, which emphasizes active engagement and knowledge construction through experience. The interactive features of the BAHARI media allow students to practice, receive feedback, and refine their language use, supporting meaningful learning processes (Lahay et al., 2023). This explains why students not only improved in scores but also demonstrated better participation during the learning activities.

Furthermore, the positive validation results reported in the findings indicate that the media is not only effective but also feasible for instructional use. This aligns with the Technology Acceptance Model (TAM), which highlights the importance of perceived usefulness and ease of use in determining successful adoption of educational technology (Sufia & Vebriyanto, 2024). The high validation scores suggest that the BAHARI media meets these criteria, contributing to its effectiveness in classroom implementation.

The use of the ADDIE model in developing the media also plays a crucial role in ensuring its quality. The systematic process of analysis, design, development, implementation, and evaluation allows the product to be refined based on actual learning needs and expert feedback. This supports previous findings that structured instructional design models can improve the quality and effectiveness of learning media (Pujiono et al., 2024).

Moreover, this study addresses the gap identified in the introduction regarding the lack of interactive Arabic learning materials, particularly those that focus on speaking skills. By transforming content from Al-'Arabiyyah Bayna Yaday Awlādina into an

interactive format, the BAHARI media provides a more relevant and engaging learning experience for students. This supports the argument that traditional materials need to be adapted into digital formats to meet the demands of modern learners (Sholihah et al., 2022).

Overall, the findings confirm that the integration of communicative activities, multimedia elements, and interactive features in the BAHARI media contributes significantly to improving students' speaking skills. The combination of these elements creates a learning environment that is not only engaging but also effective in facilitating language production and interaction. These results reinforce the importance of using technology-based media to support Arabic language learning in contemporary educational contexts.

CONCLUSION

This study concludes that the development of BAHARI (Bahasa Arab Interaktif) media using the Genially platform is effective in improving students' Arabic speaking skills (maharah al-kalam). The findings show a significant increase in students' performance, as indicated by the improvement in mean scores from pre-test to post-test and supported by the Wilcoxon test results. The effectiveness of the media is attributed to its integration of communicative activities, multimedia elements, and interactive features that encourage active participation and provide meaningful opportunities for speaking practice.

Furthermore, the BAHARI media demonstrates strong feasibility and pedagogical relevance, as confirmed by expert validation across media, material, language, and audio aspects. The use of a systematic development model (ADDIE) ensures that the product is aligned with learners' needs and instructional objectives. This study contributes to Arabic language pedagogy by providing an example of how traditional learning materials can be transformed into interactive digital media to support communicative competence. Future research is recommended to explore the implementation of similar media in different educational contexts and to examine its long-term impact on students' language proficiency.

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