

## Needs Analysis of Technological Pedagogical and Content Knowledge (TPACK) in Arabic Language Learning

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### Abstract

This study aims to identify the needs of Arabic language teachers in integrating the Technological Pedagogical and Content Knowledge (TPACK) framework into the teaching and learning process. Employing a Research and Development (R&D) approach with the Dick, Carey & Carey (1990) instructional design model, the study focuses on the initial stage, namely needs analysis, which is examined using the ADDIE framework in the Analysis phase. Data were collected through questionnaires and structured interviews distributed to Arabic language teachers across various educational levels. The findings indicate that teachers' mastery of Content Knowledge (CK) and Pedagogical Knowledge (PK) falls within the good category, while Technological Knowledge (TK) and TPACK integration remain relatively low. Teachers expressed a high need for contextual, practice-based training, digital infrastructure support, and practical guidelines for implementing TPACK-based instruction that aligns with the characteristics of Arabic language learning. These findings lay critical groundwork for designing focused teacher training initiatives and enhancing the quality of Arabic language instruction in the digital age.

## Introduction

Arabic holds a revered status within Islamic tradition, serving as the primary vehicle for the transmission and preservation of divine revelation (Yunita et al., 2023). Beyond its role as the language of the Qur'an and Hadith, it is also the key to unlocking the intellectual, spiritual, and legal heritage of the Muslim world. Across numerous Islamic educational institutions, particularly in Indonesia, Arabic is regarded both as a subject of academic inquiry and a medium for conveying religious knowledge. This dual function underscores its central importance in curriculum development and educational practices (R. A. Rahmawati & Khairil Anwar, 2022). Despite its significance, the teaching and learning of Arabic continues to grapple with various structural and pedagogical challenges. These include outdated instructional approaches, limited student engagement, and insufficient integration of contemporary technology into teaching strategies (Alfurqon et al., 2023). Many Arabic language classes still rely heavily on rote memorization and grammar-translation methods, which often fail to cultivate communicative competence and critical thinking abilities (Prastiya et al., 2023). These shortcomings are exacerbated by the absence of contextual and learner-centered methodologies that adequately address the needs of 21st-century students (Fuad & Sunan Kalijaga, 2019).

In the context of rapid technological advancements, the education sector is undergoing a paradigm shift. Digital technology is increasingly recognized as a catalyst for innovation in teaching and learning. Tools such as Learning Management Systems (LMS), interactive apps, virtual classrooms, and digital content repositories have the potential to enhance accessibility,

personalization, and engagement in learning environments (Zakariya et al., 2023). However, the effective utilization of such tools depends on teachers' competencies in three interconnected domains: content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK). The intersection of these domains is conceptualized in the TPACK framework- Technological Pedagogical and Content Knowledge (Aulia et al., 2024).

TPACK provides a comprehensive model for understanding how teachers can integrate technology into their instruction in meaningful ways. It emphasizes not just the knowledge of technology itself, but how that knowledge interacts with pedagogical theories and content-specific strategies (Kamilah et al., 2022). In the field of Arabic language education, where linguistic, cultural, and religious dimensions converge, TPACK can serve as a powerful framework for designing instruction that is both contextually relevant and pedagogically sound (Chalely et al., 2024). Theoretically, this study is grounded in the work of several scholars. Needs analysis is essential for improving organizational effectiveness, particularly in educational contexts where identifying actual versus ideal performance helps shape relevant instructional strategies (Hermawati, 2019). In the context of language education, Brown (1995) notes that needs analysis serves to align curriculum content, instructional methods, learning media, and evaluation strategies with learner profiles.

Needs-based educational design is further supported by Aflah & Rahmani, who stress that curriculum and instructional development should not be based on assumptions but rooted in clear empirical data about learner needs and learning environments (Aflah & Rahmani, 2018). Needs analysis enables the prioritization of actions and the provision of meaningful instructional outcomes (Asrina & Sihombing, 2019). As a result, needs analysis becomes a practical and strategic tool for bridging the gap between what currently exists and what should be achieved in the educational process (Ismail et al., 2022). The TPACK framework, introduced by Mishra and Koehler (2006), builds upon the foundation of Shulman's (1986, 1987) Pedagogical Content Knowledge (PCK) (Chalely et al., 2024). This framework adds the technological dimension to traditional teaching competencies, arguing that effective teaching in the digital age requires knowledge of technology and how it intersects with both content and pedagogy (Saputra et al., 2023). Technology should not only be seen as an instructional aid but also as an integral part of designing active, meaningful, and engaging learning experiences (Ahmadi & dkk, 2024). In the Arabic language classroom, where the content involves deep linguistic and cultural components, the integration of TPACK can help educators create more dynamic learning experiences (Maharani et al., 2021). For example, utilizing digital tools to support the teaching of nahwu (grammar) and sharaf (morphology) can make abstract concepts more tangible and interactive. The application of TPACK in Arabic teaching improves student motivation and participation, as it aligns instructional content with learners' digital tendencies and cognitive preferences (Arkadiantika et al., 2019). Teachers' mastery of TPACK significantly determines the success of technology-integrated instruction (Aulia et al., 2024). Their studies suggest that teachers' inability to merge CK, PK, and TK often results in fragmented instructional delivery (M Choirul Muzaini, 2023). Therefore, understanding the specific needs of teachers in terms of TPACK is crucial for planning effective training programs and instructional innovations that address practical classroom challenges.

Moreover, in the Indonesian educational context, the implementation of government policies like Merdeka Belajar highlights the importance of professional autonomy and creativity in

instructional design (Nurjannah, 2018). Teachers are expected to explore and apply learning strategies that are tailored to student needs, supported by relevant technologies. A teacher's capacity to translate this policy into action is largely determined by their TPACK competency (Haniefah & Samsudin, 2023). Hence, building TPACK skills is not only a pedagogical necessity but also a professional imperative in the era of independent learning (Ulya et al., 2023).

## Method

To address these issues, this study adopts a Research and Development (R&D) approach using the Dick, Carey & Carey (1990) model, focusing on the initial phase of needs analysis. This phase is instrumental in identifying the level of teacher understanding and preparedness in using TPACK for Arabic instruction (Failasuf et al., 2022). The use of the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) helps to structure this process systematically, starting from analyzing real-world conditions to mapping the required competencies for instructional improvement (C. Rahmawati & Naseha, 2023). Data were collected through questionnaires and structured interviews, targeting Arabic teachers across educational levels in Lampung. This combination of methods allows for a more comprehensive capture of both quantitative patterns and qualitative insights. Triangulating data sources such as surveys and interviews ensures the reliability of findings and helps generate a holistic understanding of the issues being studied (Annisa & Safii, 2023).

Ultimately, this study aims to fill the research gap in Arabic language education by offering empirical data on teachers' TPACK needs, contributing to theoretical frameworks in instructional design, and informing stakeholders about the conditions necessary for the effective implementation of technology-integrated teaching in Islamic educational settings (Firmansyah, 2019). The integration of TPACK not only supports more effective and engaging instruction but also prepares students and teachers to thrive in a digital learning environment that aligns with global educational demands (Ambarwati et al., 2022).

## Results and Discussion

### Questionnaire Results

#### Technological Knowledge (TK)

The questionnaire results showed that technological knowledge among Arabic teachers is still developing. The score of 3.2 out of 5 reflects a moderate understanding, with only 20% of teachers being highly proficient in using tools such as Google Classroom, Zoom, and Canva. This illustrates a gap in the adoption of educational technology, which is crucial in digital pedagogy. Teachers' limited exposure to tools for collaboration, formative assessment, and content delivery suggests a pressing need for systematic and hands-on digital literacy training. This is particularly important given the global trend toward hybrid and online learning models.

#### Pedagogical Knowledge (PK)

The average score of 4.1 on pedagogical knowledge indicates that most Arabic teachers have a strong grasp of instructional strategies. Teachers reported using active learning approaches like group discussion and problem-solving activities. However, interviews revealed that while pedagogical awareness is high, its implementation often lacks variation and innovation. There is a need to connect these methods with digital supports to maximize student engagement. Without integration into technology, pedagogical strengths risk remaining within traditional modes.

### **Content Knowledge (CK)**

The content knowledge domain achieved the highest average score (4.3). This suggests that Arabic teachers generally have mastery over the subject matter, including grammar (*nahwu* and *sharaf*), composition (*insya'*), and comprehension. However, high CK without corresponding TK and PK synergy may limit instructional effectiveness. Teachers who are strong in CK but less confident in digital pedagogy may struggle to translate their expertise into engaging classroom practices, especially in online or blended environments.

### **TPACK Integration**

Despite strong scores in CK and PK, only 35% of respondents felt confident integrating TK, PK, and CK in classroom practice. The average integration score of 3.0 indicates uncertainty and lack of experience. This suggests that while teachers may be competent in isolated domains, they require training on how to merge them effectively through instructional design. The TPACK framework must be made more accessible and operational for Arabic educators.

### **Structured Interview Results**

#### **Challenges in Technology Integration**

Interviews revealed infrastructure limitations, such as weak internet and insufficient hardware, as major barriers. The absence of confidence and clarity among teachers regarding the integration of technology into the teaching and learning process is a crucial issue. Aspirations to use digital tools such as Quizizz or Kahoot frequently collide with a minimal technical understanding. Therefore, the development of relevant capacity that aligns with the context of Arabic language instruction in the classroom has become a pressing need.

#### **Need for Practical Training**

Interview participants consistently highlighted the crucial need for training that is practical, contextually relevant, and directly tied to Arabic language instruction, emphasizing that such training must equip them with immediately applicable skills and address the specific challenges of their teaching environment. Teachers expressed their dissatisfaction with abstract, theoretical workshops that lacked real-world utility, failing to provide concrete strategies for their classrooms. To address this, they strongly suggested incorporating hands-on activities that allow for direct practice, dedicated lesson planning Arabic language teaching.

#### **Perceptions of TPACK**

While most teachers were familiar with the TPACK framework, they perceived it as overly theoretical, and this disconnect between theory and practice was clearly evident. Teachers are seeking specific examples and adaptable models that illustrate the effective integration of technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK) within classroom settings. Without this being provided, TPACK will remain a theoretical idea rather than a practical reality.

### **Discussion**

The outcomes of this research the preparedness and specific requirements of Arabic language educators in relation to the TPACK framework and its application within their instructional methodologies. A pivotal discovery within these findings underscores a distinct disparity in their knowledge profiles. Specifically, while these teachers exhibit robust content knowledge (CK),

demonstrating a strong grasp of the subject matter, and possess considerable pedagogical knowledge (PK), indicating well- developed teaching skills and strategies, their technological knowledge (TK) presents a notable limitation. More significantly, their capacity to effectively synthesize these three critical knowledge domains – content, pedagogy, and technology – into cohesive and meaningful instructional practices remains underdeveloped. This observed imbalance necessitates a comprehensive and nuanced discussion that delves into the intricate interplay between these distinct yet interconnected knowledge areas. Furthermore, this discussion must extend to consider the broader implications of this finding for the design and implementation of targeted professional development initiatives, the strategic development of effective instructional designs, and the formulation of informed educational policies aimed at enhancing the integration of technology in Arabic language education.

Firstly, a lag in their digital literacy compared to the rapid development of educational technology. This is a common issue in other language disciplines globally, where digital tools are often underutilized not because they aren't useful, but because teachers lack the specific training and confidence needed. The digital divide, concerning both access and skills. For Arabic language teachers in Islamic education, this challenge is often compounded by limited institutional support, making it harder for them to experiment with and implement technology in their teaching. Second, the relatively high scores in CK and PK demonstrate that Arabic language teachers have solid traditional teaching competencies. This finding resonates with the work of Koehler & Mishra (2009), who argued that the strength of TPACK lies not merely in the possession of each domain, but in their thoughtful integration (Renni Hasibuan, Ira Safira Haerullah, 2023). However, many teachers in this study were found to be operating within segmented domains, with minimal overlap. For example, teachers who excelled in subject matter delivery often did not adapt their instruction to leverage interactive or adaptive technologies.

Teachers demonstrated significant enthusiasm for incorporating digital resources, such as Quizizz and Kahoot, into their teaching. However, they lacked the practical skills and relevant examples needed to use these tools effectively. This discovery points to a significant weakness in current teacher training: it often focuses on how to use technology in a theoretical and broad manner, rather than within the specific teaching methods and language aspects relevant to Arabic language education. As a result, training needs to shift its focus from just teaching the mechanics of a tool to demonstrating how to integrate it purposefully into a language lesson with a clear educational goal.

Additionally, the data expose a gap in perception: while teachers recognize the conceptual value of TPACK, many view it as theoretical and hard to realize without direct, practical guidance. This resonates with concerns found in similar research across different language subjects, implying that the successful incorporation of TPACK depends not only on teachers' openness but also on the presence of structured mentorship, coaching, and chances for reflection. Therefore, developing professional learning communities (PLCs) centered on the practical application of TPACK could be vital in overcoming this challenge. Another crucial aspect to consider is the institutional factor. Numerous teachers pointed out that a lack of infrastructure and support hindered their ability to implement technology-integrated learning approaches. This finding should prompt policymakers and school administrators to recognize the necessity of comprehensive support systems for teacher innovation. Integrating TPACK isn't just about a teacher's individual skills; it's also influenced by broader systemic elements like leadership's vision, financial resources, infrastructure, and curriculum guidelines.

The implications for curriculum design are also significant. Given the strength of teachers' CK and PK, curriculum designers have a strong foundation to build on. However, the challenge lies in creating learning experiences that naturally align with technological tools in ways that support Arabic language acquisition. For example, digital storytelling tools can be used to support writing (*insya'*), while interactive simulations could be applied in teaching Arabic morphology (*sharaf*). By aligning content with technology-mediated pedagogy, designers can model TPACK integration and support teacher implementation. Furthermore, this study suggests a need to redefine what constitutes professional development in the digital age. Traditional workshops that focus on passive reception of information are insufficient. Instead, there is a growing need for job-embedded professional learning that includes co-teaching, peer observation, and iterative lesson design. Teachers should be encouraged to experiment with technology, reflect on their practice, and share insights within collaborative communities.

It is also essential to consider students' experiences in this equation. While the study focused on teacher perspectives, the ultimate goal of TPACK integration is to enhance student learning. Therefore, future research should include student voice, measuring engagement, comprehension, and achievement in TPACK-informed classrooms. Data triangulation involving student feedback, teacher self-assessment, and classroom observation would provide a more robust understanding of impact. The current study, while offering valuable insights, has limitations. It is geographically limited to one province and focused on Islamic education institutions, which may not be representative of all Arabic language learning contexts. However, this specificity also provides a rich case study that can inform similar contexts globally. Comparative studies across regions or religious and secular institutions could offer broader perspectives.

This discussion underscores the vital importance of TPACK in influencing modern Arabic language teaching. Nevertheless, it also highlights the difficulty in moving from theoretical knowledge to real-world practice. A considerable gap persists between understanding the concept of TPACK and actually using it effectively in the classroom. This gap can be partly explained by inadequate training, a scarcity of relevant support tailored to specific teaching situations, and limitations imposed by educational institutions. Bridging this gap requires a collaborative effort from teacher training programs, school administrators, curriculum designers, and government officials. Essentially, the findings of this research strengthen the notion that successfully integrating TPACK into Arabic language instruction is not only a matter of teaching skills but also a responsibility of the entire educational system. It demands not just the commitment of individual teachers, but also supportive settings that encourage experimentation, provide necessary resources, and value innovative approaches. By embracing such a comprehensive strategy, Arabic language education can evolve to meet the demands of the digital era while still maintaining its rich linguistic and cultural heritage.

## Conclusions

Based on the insights gained from questionnaire data analysis and in-depth structured interviews, it becomes evident that Arabic language teachers encounter a multifaceted set of challenges when attempting to integrate the TPACK framework into their instructional practices.

A significant number of teachers express a persistent need for enhanced digital literacy, particularly concerning the effective utilization of educational technology tools and platforms specifically designed or highly relevant for Arabic language learning. Many feel inadequately

prepared and lack the necessary confidence to leverage digital media optimally within their classrooms, highlighting a clear demand for practical, step-by-step technical training and ongoing support.

While these teachers often demonstrate a solid foundation in both content knowledge (CK) – their understanding of the Arabic language itself – and pedagogical knowledge (PK) – their grasp of effective teaching methodologies – they frequently find it challenging to seamlessly and meaningfully integrate these established competencies with the technological aspects of TPACK. This struggle underscores the critical need for professional development initiatives that explicitly address how specific Arabic language teaching strategies can be enriched, transformed, and made more engaging through the thoughtful and purposeful application of appropriate technological tools and resources.

The successful and sustainable integration of TPACK is heavily reliant on robust institutional support. Teachers require continuous professional development opportunities that go beyond introductory workshops, the provision of a reliable and adequate digital infrastructure within their schools, and the establishment of clear school policies that actively encourage and value innovation in teaching and learning. Without this comprehensive support system, individual teacher efforts to embrace and implement the TPACK framework are likely to face significant obstacles and may not be maintained over the long term.

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