



Arabic Language Rules Learning Videos Based on Student-Centered Learning

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Abstract

Student-Centered Learning (SCL)-based learning videos are an innovative alternative in learning Arabic language rules that integrate audiovisual technology with active learning activities. This study aims to examine the theoretical foundations, characteristics, implementation, and opportunities for the development of SCL-based Arabic language learning videos in higher education. The research uses a qualitative approach with a literature study method through a literature review on learning videos, SCL, nahwu and sharaf learning, constructivism, and relevant previous research. Data are analyzed descriptively-interpretively through identification, grouping, comparison, and synthesis of findings to formulate relationships between concepts and identify research gaps. The results of the study show that learning videos have the potential to help students understand grammatical concepts through a combination of verbal explanations, visualization of sentence structure, contextual examples, triggering questions, and application exercises. SCL integration allows students to engage in observing activities, identifying patterns, analyzing examples, discussing, formulating rules, and reflecting on learning outcomes. Although previous research supports the use of video and active learning strategies, studies that specifically integrate audiovisual design, student-centered activities, and the characteristics of nahwu and sharaf materials still need to be expanded. The resulting conceptual framework links media design, learning activities, student experience, as well as factors supporting and inhibiting implementation. This study confirms that the quality of video is not only determined by technical aspects, but also by the accuracy of substance, pedagogical appropriateness, and active student involvement. These conceptual findings can serve as a foundation for field research to explore the implementation, learning experience, and pedagogical implications of SCL-based Arabic language learning videos.

Keywords Learning videos; Student-Centered Learning; Arabic language rules

مستخلص البحث

تعد فيديوهات التعلم المعتمدة على التعلم المتمحور حول الطالب (SCL) بديلاً مبتكراً لتعلم قواعد اللغة العربية التي تدمج التكنولوجيا السمعية البصرية مع أنشطة التعلم النشط. تهدف هذه الدراسة إلى دراسة الأسس النظرية، والخصائص، وتنفيذها، والفرص لتطوير فيديوهات تعلم اللغة العربية المبنية على التعلم العلمي في التعليم العالي. يستخدم البحث نهجاً نوعياً مع طريقة دراسة الأدب من خلال مراجعة الأدبيات على فيديوهات

التعلم، وتعلم التعلم العلمي، والنهوض، والبنائية، والأبحاث السابقة ذات الصلة. يتم تحليل البيانات بشكل وصفي- تفسيري من خلال التحديد، والتجميع، والمقارنة، وتركيب النتائج لصياغة العلاقات بين المفاهيم وتحديد الفجوات البحثية. تظهر نتائج الدراسة أن مقاطع الفيديو التعليمية لديها القدرة على مساعدة الطلاب على فهم المفاهيم النحوية من خلال مزيج من الشروحات اللفظية، وتصور بنية الجمل، والأمثلة السياقية، والأسئلة المحفزة، وتمارين التطبيق. يتيح دمج SCL للطلاب المشاركة في أنشطة المراقبة، وتحديد الأنماط، وتحليل الأمثلة، والنقاش، وصياغة القواعد، والتأمل في نتائج التعلم. على الرغم من أن الأبحاث السابقة تدعم استخدام الفيديو واستراتيجيات التعلم النشط، إلا أن الدراسات التي تدمج التصميم السمعي البصري، والأنشطة التي تركز على الطالب، وخصائص مواد نهوض وشرف لا تزال بحاجة إلى توسيع. يربط الإطار المفاهيمي الناتج بين تصميم الوسائط والأنشطة التعليمية وتجربة الطلاب، بالإضافة إلى العوامل التي تدعم وتعيق التنفيذ. تؤكد هذه الدراسة أن جودة الفيديو لا تحددها فقط الجوانب التقنية، بل أيضا بدقة المضمون، والملاءمة التربوية، والمشاركة النشطة للطلاب. يمكن أن تكون هذه النتائج المفاهيمية أساسا للبحث الميداني لاستكشاف تنفيذ وتجربة التعلم والآثار التربوية لفيديوهات تعلم اللغة العربية المبنية على SCL.

مقاطع فيديو تعليمية؛ التعلم المتمحور حول الطالب؛ قواعد اللغة العربية

كلمات أساسية

Introduction

Learning Arabic rules is an important part of the development of language competence, especially in understanding sentence structure, determining the syntactic function of words, and applying word form changes according to the context in which they are used. Arabic rules that include nahwu and sharaf have systematic, hierarchical, and interrelated characteristics (Mursyidan et al. 2026; Makinnuddin et al. 2026). Nahwu helps learners understand the relationships between words in sentences, while sharaf explains the formation and change of word forms. The complexity of these two fields demands learning that not only emphasizes memorizing definitions and patterns, but also provides students with the opportunity to observe examples, identify patterns, formulate rules, and apply them in a meaningful linguistic context.

The development of digital technology opens up opportunities to present learning Arabic rules through more flexible, visual, and interactive media (Fauzan, 2025). Learning videos allow the presentation of material through a combination of verbal explanations, text, meaningful examples, word function marking, illustrations, and sentence analysis demonstrations. These characteristics can help learners connect abstract explanations with concrete representations. However, the use of video does not automatically result in effective learning. Videos that only present long explanations without questions, exercises, or reflective activities have the potential to place students as passive recipients of information. Therefore, the pedagogical quality of videos needs to be considered along with the visual quality and accuracy of linguistic substance (Fauzan, 2026; Fauzan et al. 2025).

The Student-Centered Learning approach provides a pedagogical foundation to overcome learning limitations that are too oriented to the delivery of material by lecturers. In this approach, students are placed as active subjects who build understanding through observing, asking questions, exploring examples, discussing, solving problems, and reflecting on learning outcomes. The role of lecturers shifts from being the only source of information to being a facilitator who designs learning experiences, provides feedback, and

helps students overcome conceptual difficulties. In learning Arabic rules, these principles can be realized through the activities of finding linguistic patterns from examples, comparing sentence structures, testing hypotheses about a rule, and explaining grammatical reasons based on the evidence found.

The integration of learning videos with SCL needs to be understood as a combination of digital media and pedagogical strategies, not just the transfer of lecturers' explanations into an audiovisual format (Fauzan & Asrori, 2026). Videos designed based on SCL principles can contain triggering questions, pauses for analysis, identification exercises, task of comparing examples, and rule application activities. Students can stop, repeat, or slow down the video playback according to their learning needs, then discuss the results of the analysis with friends or lecturers. Thus, videos serve as learning resources that support students' cognitive activities, while SCL directs how these resources are used to build language understanding and skills.

From the perspective of constructivism, understanding of rules is not enough to be formed through the reception of information, but develops when learners relate initial knowledge to new information, test their understanding, and revise concepts based on learning experiences (Fauzan et al. 2022). This perspective is relevant to learning Arabic rules because students can have different initial understandings of word functions, word formation patterns, or the relationship between form and meaning. Videos accompanied by gradual examples, analytical questions, and feedback can provide a situation for students to test this understanding. Meanwhile, the interpretivism paradigm supports the study of how students and lecturers interpret the use of video, experience the learning process, and interpret its benefits and limitations in the context of Arabic language education (Fauzan et al. 2026; Fauzan et al. 2025).

Based on this foundation, the study of learning videos on Arabic rules based on SCL needs to integrate the dimensions of technology, pedagogy, linguistic substance, and learner experience. The analysis is not only directed at the existence of audiovisual features, but also at the suitability of the material for learning objectives, student involvement in learning activities, interaction patterns, forms of feedback, and constraints on media use. The qualitative approach allows researchers to understand how these elements are applied and interpreted in real learning situations. Thus, this literature review is the basis for identifying the relationships between concepts, examining previous research findings, and formulating research gaps that are relevant to the development of Arabic language learning in higher education.

Learning Videos as Digital Learning Media

Video learning is an audiovisual medium designed to convey information, visualize concepts, and facilitate learning activities through a combination of moving images, sounds, text, and demonstrations. In the context of higher education, video can be used as an independent learning resource as well as as part of face-to-face, online, and blended learning. Noetel et al. (2021), through a systematic review and meta-analysis of 105 studies with a total of 7,776 students, found that replacing existing learning methods with videos provided a relatively small improvement in learning outcomes, while the addition of video as a complement to learning showed greater benefits. These findings confirm that video has the potential to support learning, but its effectiveness depends on instructional design and how video is integrated into learning activities.

In learning Arabic rules, videos can be used to show the process of gradual analysis of sentence structure, mark the position of words, distinguish morphological change patterns, and provide examples of the application of rules in the context of sentences (Makinnuddin et al. 2026). For example, learning about al-fā'il can be presented through Arabic sentences accompanied by the marking of verbs and actors, explanations of syntactic relationships, and questions that encourage students to identify the characteristics of the perpetrators independently. This kind of presentation makes video not only a means of conveying definitions, but also a representation of the thought process in understanding the rules.

For videos to function as a learning medium that supports comprehension, the design needs to pay attention to the segmentation of the material, the readability of the Arabic text, the clarity of audio, the consistency of visual marking, and the suitability between the narrative and the examples. Tseng (2021) showed that teacher annotations in the form of emphasizing important parts and questions inserted in the video can increase students' behavioral and cognitive engagement, although increased emotional engagement was not found to be significant.

These findings are relevant for the development of Arabic rules videos that direct students' attention to important grammatical elements and encourage them to review answers based on linguistic evidence. Thus, the learning video in this study is operationally defined as an audiovisual media that presents nahwu and/or sharaf material through explanations, authentic or contextual examples, marking of linguistic elements, triggering questions, and practice in applying the rules. The quality of the video is not only determined by the technical aspect, but also by the accuracy of the content, the regularity of the presentation, the suitability with the learning outcomes, and its ability to provide space for student learning activities.

Student-Centered Learning in Arabic Language Learning

Student-Centered Learning (SCL) is a learning approach that places students as the main actors in the process of building knowledge, while lecturers play the role of facilitators who design learning environments, provide support, and provide feedback. This approach emphasizes active engagement, independence, collaboration, problem-solving, reflection, and student responsibility for the learning process. Doolittle et al. (2023), in a limited systematic review of the definition of active learning, found that active learning is generally associated with student-centered knowledge construction, development of higher-level thinking skills, and engagement in learning activities.

In Arabic language learning, SCL can be applied through problem-based learning, group discussions, cooperative learning, guided discovery, presentation of analysis results, and individual reflection. In nahwu material, for example, lecturers can provide a number of sentences without first conveying the formulation of the rules. Students then observe patterns, group examples, identify relationships between words, and formulate conclusions based on data characteristics (Mursyidan, et al. 2026). In the sharaf material, students can compare word forms based on their wazan, identify changes in form, and explain possible relationships between morphological patterns and meaning.

Research by Hakim and Sirojudin (2022) on SCL-based Arabic learning at KH University. A. Wahab Hasbullah Jombang shows that the student-centered approach is applied through different strategies according to the characteristics of the course, including interactive learning, discussions, knowledge sharing, and peer lessons. These findings

provide an idea that the implementation of SCL does not have to use one uniform method, but needs to be adjusted to the learning objectives and needs of students.

Operationally, SCL in this study is understood as an approach that provides opportunities for students to actively carry out intellectual and social activities through the use of learning videos (Putri & Lestari, 2025). The indicators include involvement in observing the material, the ability to ask questions, activities to identify patterns, independence in repeating the material, participation in discussions, the ability to convey grammatical arguments, and reflection on learning outcomes. With these indicators, SCL can be analyzed as an observable pedagogical practice, not just as a label included in the media design.

The Rules of Arabic as an Object of Learning

The rules of the Arabic language or *qawā'id al-lughah al-'arabiyyah* are a system of rules that explain the structure and formation of the Arabic language. In basic learning, the rules mainly include *nahwu* and *sharaf*. *Nahwu* deals with the syntactic relationships between words, the function of words in sentence structure, and the grammatical consequences that accompany them. *Sharaf* focuses on the internal structure of words, patterns of word formation, and changes in word form based on specific morphological categories. The two fields are complementary because the understanding of word forms needs to be linked to their function and use in sentences.

Learning Arabic rules needs to develop declarative and procedural skills. Declarative knowledge is related to the ability to explain definitions, terms, and formulations of rules, while procedural knowledge is related to the ability to use rules to analyze, shape, and understand sentences. Students who are able to memorize the definitions of *mubtada'* and *khbar*, for example, are not necessarily able to identify them in sentences with varying structures. Therefore, learning needs to connect knowledge of rules with analysis and application exercises.

Akzam and Zubaidah (2024), through research on the teaching of *nahwu* and *sharaf* in the Arabic language education program at the Islamic University of Riau, examined the implementation of learning in these two fields by paying attention to the teaching process and the relationship between grammatical and morphological materials. The research is relevant because it shows the importance of understanding the practice of learning rules in an institutional context, not just as a matter of material mastery.

From a pedagogical point of view, rule material can be compiled deductively or inductively. The deductive approach begins with an explanation of the rule formulation, then continues with examples and exercises. On the other hand, the inductive approach begins with the presentation of examples, pattern observation, data grouping, and the formulation of rules by students with the guidance of lecturers. In SCL-based videos, both approaches can be used contextually. However, when learning objectives emphasize concept discovery and active engagement, the presentation of examples followed by analytical questions can be an appropriate option.

Thus, the rules of Arabic in this study are positioned as a learning substance that must meet three criteria, namely linguistic accuracy, conceptual orderliness, and applicability. Linguistic accuracy means explanations in accordance with the Arabic rules learned. Conceptual sequencing means that the material is presented from prerequisite concepts to

more complex concepts. Applicability means that each rule is accompanied by the opportunity to identify, analyze, and use it in sentences or texts.

Integration of Learning Videos and Student-Centered Learning

The integration of learning videos and SCL is a pedagogical design that combines the characteristics of audiovisual media with the principle of active learning. In this design, video provides a representation of materials and sources of information, while SCL activities direct students to process information, build understanding, test the results of analysis, and apply rules. This integration is different from the use of conventional video that only places students as spectators, because learning activities are designed as an integral part of the viewing experience.

One relevant strategy is to divide the video into short segments, each with a specific learning objective. Each segment can consist of examples, triggering questions, opportunities to analyze, explanation of concepts, and application exercises. In the *maf'ul bih* material, for example, students may be asked to identify the word that is the object of the action, compare several examples, determine its grammatical function, and then explain the reason for determining the function. Students can then discuss the answers and review the relevant parts of the video.

Tseng's (2021) research supports the importance of pedagogical support in video through annotations and questions. Meanwhile, Zhang et al.'s (2025) meta-analysis of active learning strategies in video shows that the insertion of active strategies has the potential to improve retention, comprehension, and knowledge transfer compared to passively watching videos.

Both studies provide a basis for viewing interactivity not solely as a technical feature, but as a design that encourages students to carry out cognitive activities during the learning process. The implementation of video integration and SCL can be analyzed through three stages. First, the pre-learning stage, namely the introduction of goals, the activation of initial knowledge, and the provision of orientation questions. Second, the core learning stage, namely video observation, concept identification, example analysis, discussion, and comprehension testing. Third, the post-learning stage, namely the application of rules in new sentences, the delivery of analysis results, the provision of feedback, and reflection. The three stages can be carried out synchronously or asynchronously by adjusting learning needs.

In qualitative research, the integration needs to be examined based on the suitability between objectives, materials, media, student activities, lecturer roles, and evaluation. The researcher does not sufficiently note that video has been used, but it is necessary to observe how students utilize the video, what activities arise during learning, how the discussion takes place, and how the lecturer provides support. Thus, the integration of video and SCL can be understood as a learning practice that involves a reciprocal relationship between media design, pedagogical strategies, material characteristics, and student learning experiences.

Qualitative Foundations: Constructivism and Interpretivism

The qualitative approach is relevant to study SCL-based Arabic language learning videos because the focus of the study lies not only on learning outcomes, but also on the process, interaction, experience, and meaning of the learners. Qualitative research allows

researchers to identify how lecturers design and use videos, how students respond to the activities given, and how learning conditions affect their involvement. Thus, learning phenomena can be understood contextually and deeply.

The constructivist paradigm provides a foundation for understanding that knowledge is built through the interaction between experience, prior knowledge, and new information. In learning the rules of Arabic, students can interpret examples based on previous understandings, propose conjectures about a pattern, and then revise their understanding after finding inappropriate evidence. Videos provide a source of linguistic representation, while analysis, discussion, and reflection activities provide space for the formation and adjustment of understanding.

The interpretivism paradigm complements this perspective by emphasizing the importance of understanding the meaning that individuals give to their social experiences. Students may interpret videos as a means of self-study that helps them repeat explanations, while other students may have difficulties due to the speed of explanation, vocabulary limitations, or complexity of the material. These differences in experience are not solely treated as score variations, but as data that helps explain the conditions that support or hinder learning.

Research data can be obtained through learning observations, semi-structured interviews with lecturers and students, video documentation and learning tools, and artifacts from student work. Analysis can be carried out thematically through data introduction, coding, category grouping, theme formation, and interpretation of inter-theme relationships. For example, data on video repeating activities, discussing, and examining answers can be grouped into themes of independent learning strategies and cognitive engagement.

The validity of interpretation can be strengthened through triangulation of sources and techniques, checking the suitability of interpretations with the data, documentation of the analysis process, and adequate contextual descriptions. The use of a qualitative approach does not mean that the study should ignore the results of student exercises or assessments. The data can be used as supporting information to understand the process, but the main claims of the research remain based on the research questions and the type of evidence actually collected.

Therefore, the qualitative approach in this study is directed to produce an in-depth understanding of the characteristics of video design, the application of SCL principles, student involvement, learning experience, as well as the factors that support and inhibit the learning of Arabic rules. If the research also intends to measure the statistical improvement of learning outcomes, the research design needs to be expanded or adjusted, for example through a mixed approach. The selection of an approach must still follow the objectives and formulation of the research problem.

Previous Research, Research Gap Analysis, and Conceptual Framework

1. Previous research

Relevant previous research can be grouped into three areas: the effectiveness of learning videos, active strategies in the use of video, and the application of SCL in Arabic language learning. These groupings help to build a cross-field synthesis while also identifying aspects that have not been adequately explained.

First, Noetel et al. (2021) examined the effectiveness of video in higher education learning through systematic reviews and meta-analysis. This study aimed to determine the impact of video on student learning outcomes by analyzing experimental results that met the selection criteria. The main findings show that videos tend to be useful, especially when used as a complement to existing learning. Its relevance lies in the empirical support for the use of video in higher education learning. However, the study is cross-disciplinary and does not specifically explain students' experiences when learning nahwu and sharaf through SCL-based videos.

Second, Tseng (2021) examined the influence of teacher annotation on student engagement and learning video viewing behavior. The study used a comparative design involving 42 students, accompanied by engagement surveys, recording of viewing behavior, and interviews. The results showed that teacher annotation was associated with increased behavioral and cognitive engagement, but did not show a significant emotional improvement. Relevant to this study is the importance of inserting concept markers and reflective questions in the video. The difference is that the context of the study is not learning Arabic rules and the design is more oriented towards testing the influence of annotation.

Third, Hakim and Sirojudin (2022) examined SCL-based Arabic learning at KH University. A. Wahab Hasbullah Jombang. The study uses a qualitative descriptive approach to describe the learning process and strategies used in several study programs. The results show the use of interactive strategies, discussions, knowledge sharing, and peer lessons in accordance with the characteristics of the course. This research is relevant because it provides contextual evidence regarding the application of SCL in Arabic language learning in Indonesia. However, the focus has not specifically been on the integration of learning videos with rule analysis activities.

Fourth, Arif, Roziqi, and Ilmi (2025) examined the application of the SCL-based Qawā'id wa Tarjamah method in the learning of Qirā'ah Muwassa'ah at IAI Sunan Kalijaga Malang. The study used a descriptive qualitative approach by collecting data through observation, interviews, and documentation. The results of the study showed that the application of the method encouraged student participation and connected grammar understanding with the reading of Arabic texts. The relevance is very close to this study because it combines grammatical materials and the SCL approach in the context of Arabic language learning. The difference lies in the use of the Qawā'id wa Tarjamah method in learning to read, not in the design of audiovisual videos as the main medium of learning rules.

Fifth, Zhang et al. (2025) conducted a meta-analysis of active learning strategies in video. This study compares strategies that encourage learning activities with passive video watching activities. The results show that active strategies in video have the potential to increase retention, understanding, and knowledge transfer, with learner characteristics and video design as factors that also influence the results. This research is relevant as a foundation for incorporating questions, exercises, and analytical activities into SCL-based video design. However, because the scope is cross-disciplinary, the findings do not specifically explain the most appropriate form of activity to understand the rules of nahwu and sharaf.

Sixth, Rosikh (2026) examines the innovation of Arabic language pedagogy based on student-centered learning in higher education. The research uses a qualitative approach with a case study design, through non-participatory observation, in-depth interviews, and

documentation. The focus is on the implementation and impact of more active, collaborative, and student-centered learning. Its relevance lies in strengthening the evidence regarding the practice of SCL in Arabic language education in higher education. However, the focus of the study is broader on pedagogical innovation, so that the design and use of learning videos specific to Arabic language rules is still a research space that can be developed.

Seventh, Akzam and Zubaidah (2024) examined the teaching of nahwu and sharaf in the Arabic language education program at the Islamic University of Riau. This study uses a sequential approach that combines quantitative and qualitative data, with data collection through observation, interviews, and document analysis. The focus is on the learning process of grammar and morphology in the context of the study program. The research is relevant because it provides a contextual foundation regarding the learning objects studied, namely nahwu and sharaf. However, the study does not focus on the integration of audiovisual design with the principles of SCL as a pedagogical unit.

2. Comparison of previous research

Researchers and years	Focus of the study	Method	Relevance and limitations
Noetel et al. (2021)	Video in higher education	Systematic review and meta-analysis	Supports the use of video, but is not specific to Arabic rules
Tseng (2021)	Annotation and engagement while watching videos	Comparative, survey, behavioral analysis, interview	Explain cognitive support in the video, but not on nahwu and sharaf
Hakim and Sirojudin (2022)	SCL in Arabic language learning	Qualitative descriptive	Explain SCL practices, but don't focus on rules videos
Akzam and Zubaidah (2024)	Teaching nahwu and sharaf	Sequential approach	Explain the context of the learning rules, but not the video-SCL integration
Arif et al. (2025)	Qawā'id wa SCL-based translation	Qualitative descriptive	Close to grammatical context, but focused on learning to read
Zhang et al. (2025)	Active strategy in video	Meta-analysis	Supports active activity in videos, but not specific to Arabic
Rosikh (2026)	SCL's innovation in Arabic language education	Qualitative case studies	Explain the implementation of SCL, but don't focus on the video design of the rules

Overall, previous research has shown that video can support learning, active strategies can strengthen student engagement, and SCL has been applied in a variety of Arabic language education contexts. However, the three research groups still show relatively separate focuses: video research tends to emphasize the effectiveness or behavior of watching, SCL research discusses pedagogical strategies in general, while nahwu and sharaf research focus on the implementation of rule learning.

3. Research gap analysis and gaps

Based on this synthesis, the research gap can be formulated in four dimensions.

- a. Conceptual integration gap. The video learning research and SCL research have shown their respective potential, but a more in-depth explanation of how the characteristics of video translate into truly student-centered activities in learning Arabic language is still needed.
- b. Contextual gaps. SCL's research in Arabic learning has examined discussion, interactive learning, and reading learning. However, its application in nahwu and sharaf learning with video support that shows the gradual process of grammatical analysis still needs to be explored further.
- c. Gaps in learning processes and experiences. A number of studies assess learning outcomes or measure student involvement. There is still room to understand in depth how students observe examples, interpret explanations, identify errors, discuss, and use video features to overcome difficulties in understanding the rules.
- d. Pedagogical and media design gaps. A study is needed that connects the accuracy of nahwu and sharaf substances, the quality of audiovisual presentation, concept discovery activities, collaboration, and feedback in one integrated analytical framework.
- e. This gap does not mean that there has never been research on video, SCL, or learning Arabic rules. The novelty that can be developed lies precisely in the integrative focus and depth of analysis on the relationship between video design, student learning activities, grammatical material characteristics, and learning experiences. This claim of novelty needs to be confirmed through a wider literature search of databases such as Scopus, Web of Science, ERIC, DOAJ, and Garuda before the article is submitted to a journal.

4. Conceptual framework of the research

The conceptual framework of this study is built on the assumption that learning Arabic rules based on SCL is a process influenced by the relationship between media design, material substance, pedagogical strategies, and characteristics of student experience. Video acts as a source of linguistic representation, SCL is the principle of organizing learning activities, while Arabic rules are the object of knowledge that is learned and applied.

- a. Landasan theoretis
Constructivism, multimedia learning and Student-Centered Learning.
- b. Arabic language learning video design
Material accuracy, concept visualization, grammatical examples, lighter questions, and Exercises.
- c. SCL-based learning activities
Observe, identify patterns, analyze, discuss, apply, and reflect.
- d. Learning process and experience
Student involvement, learning independence, interaction, concept meaning, use of feedback.
- e. Qualitative research findings
Implementation characteristics, student experience, supporting and inhibiting factors, and pedagogical application.

The framework is used as an analysis guide, rather than as a model of cause-and-effect relationships that must be statistically proven. Researchers can use them to construct observation guidelines, interview questions, and initial categories of document analysis. These categories remain open-ended so that new themes can be developed from field data. For example, students may reveal that color marking helps distinguish word functions, but narratives that are too fast make it difficult to understand. Such findings can enrich interpretations of the relationship between audiovisual design and learning experiences.

In its application, the analysis was carried out by comparing the video design, the learning activities that actually took place, the lecturer's explanation, the student experience, and the artifacts of the work. The results of the analysis are expected to explain not only whether the video is used, but how the video supports the SCL principle, under what conditions the support appears, and what aspects need to be improved to improve the quality of learning Arabic rules.

Conclusion

Based on theoretical studies and previous research, Arabic language learning videos based on Student-Centered Learning can be understood as a learning design that integrates audiovisual media, linguistic substance, and active learning activities. Videos provide a representation of material that can be accessed flexibly, while SCL ensures that students do not stop at watching activities, but are involved in observation, analysis, concept discovery, discussion, application, and reflection. The success of the integration depends on the accuracy of the material, clarity of presentation, suitability of activities for learning objectives, and lecturers' support for student needs.

Previous research provides an empirical foundation regarding the potential of video, the importance of active learning strategies, and the relevance of SCL in Arabic language education. However, there is still room to examine in depth the implementation of SCL-based video in nahwu and sharaf learning, especially with regard to the interaction between media design, student activities, grammatical concept meaning, and learning experience. Therefore, qualitative approaches are relevant to generate a contextual understanding of the learning process, supporting and inhibiting factors, and its pedagogical implications. The conceptual framework developed in this study can serve as a basis for directing data collection, establishing categories of analysis, and interpreting research findings systematically.

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