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A Project-Based Arabic Journaling Kit: A Creative Learning Medium for Arabic Writing among Students of the Arabic Language Education Study Program at Universitas Negeri Jakarta

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Abstract

Arabic writing is a productive language skill that requires learners to generate ideas, use appropriate vocabulary, construct grammatically accurate sentences, and organize written texts coherently. However, learners often face difficulties in developing i deas, selecting appropriate vocabulary, and expressing their thoughts accurately in writing. These challenges highlight the importance of sustained writing practice and appropriate instructional support to help learners develop their Arabic writing skills. In addition, learning activities that provide limited opportunities for creative expression may constrain students' engagement in meaningful writing practice. In response to these challenges, this study aims to analyze students' needs and design an Arabic Journaling Kit as a creative learning medium for Arabic writing instruction based on Project-Based Learning (PjBL). This study employed a Research and Development (R&D) approach using the ADDIE model, limited to the Analysis and Design stages in the reported phase of development. Data were collected through questionnaires, supported by observations and interviews, involving 105 students enrolled in the Kitabah Muwajjahah course in the Arabic Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta. The data were analyzed descriptively to identify students' learning difficulties, media needs, interest in journaling and project-based activities, and the features required in the proposed learning medium. The findings indicate that students need more writing practice (mean = 4.37) and more varied learning activities (mean = 4.32). High levels of need were also identified for media that support Arabic writing skills (mean = 4.40), can be used independently (mean = 4.37), integrate creativity with writing activities (mean = 4.32), and provide attractive visual features (mean = 4.24). Based on these findings, the Arabic Journaling Kit was designed by integrating journaling paper, vocabulary cards, activity cards, memo notes, stickers, and washi tape within the themes of learning, family, and vacation. The findings indicate that the proposed Arabic Journaling Kit is conceptually aligned with students' learning needs and may serve as a supporting medium for PjBL-based Arabic writing instruction. Further development, expert validation, implementation, and evaluation are required to determine its feasibility and effectiveness.

Keywords:
Arabic writing; Arabic Journaling Kit; Project-Based Learning; learning media

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INTRODUCTION

Maharah al-Kitabah (Arabic writing proficiency) is one of the productive skills in Arabic language learning and requires students to express their ideas in writing. This skill involves not only producing written texts but also mastering vocabulary, grammatical structures, organizing ideas, and developing written content to meet communicative purposes **(Mustofa & Febriani, 2021; Syaiful Mustofa, 2011)**. Therefore, Arabic writing instruction requires continuous practice to give students opportunities to develop their linguistic competence while strengthening their ability to organize ideas into coherent written texts.

In the *Kitabah Muwajjahah* course offered by the Arabic Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta, instructors deliver learning materials and writing exercises to teach writing. This approach gives students the foundational knowledge needed to understand Arabic writing techniques. However, repeatedly implementing similar instructional patterns may lead to student boredom. This issue matters because writing proficiency requires intensive, continuous practice. Based on the preliminary needs analysis, students continue to struggle to develop ideas and use Arabic vocabulary in their writing. At the same time, they have expressed a strong need for more writing practice and more engaging instructional activities.

The need for instructional innovation is also reflected in the characteristics of the learning media students expect. A needs analysis of 105 students showed that the need for media to improve writing skills received a mean score of 4.40, while the need for media that could be used independently received a mean score of 4.37. The need to integrate creativity into writing activities also received a mean score of 4.32. These findings indicate that challenges in Kitabah instruction are not limited to difficulties in producing written texts; they also involve the need for a learning environment that provides appropriate stimuli, encourages creativity, and offers more flexible opportunities for practice.

One approach that gives learners continuous writing practice is journaling. In practice, learners write about predetermined themes, personal experiences, or guiding questions, using these prompts to develop their ideas into written texts and then review their work. In reflective journaling, writing activities are accompanied by reflection on the learning process, including evaluating written work and monitoring thought processes throughout the writing activity (F. E. Baresh, 2022; Ramadhanti et al., 2020). Thus, journaling can be designed as a structured writing activity that incorporates reflection on the learning process. Ramadhanti et al. (2020) also showed that reflective journals can monitor metacognitive development in writing through processes of awareness, evaluation, and regulation of learning (Ramadhanti et al., 2020). More recent studies have also shown that journaling practices support learners' writing fluency and development (Amumpuni et al., 2025; Wijaya, 2025).

In addition to journaling, Project-Based Learning (PjBL) aligns with writing instruction by positioning students as active participants in producing a tangible outcome. In Arabic language learning, PjBL can connect the acquisition of linguistic elements with project development activities that culminate in written work. Muslimah et al. (2024) showed that PjBL can teach Arabic writing skills through a process involving idea development, collecting linguistic materials, project implementation, and

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written production (Muslimah et al., 2024). Similarly, Mahyaddin and Widodo (2025) showed that PjBL can be applied in *Maharah al-Kitabah* instruction by engaging students in project-based activities relevant to their personal experiences (Mahyaddin et al., 2025). Furthermore, Syafitri et al. (2026) highlighted the relevance of project-based learning in developing Arabic language skills and enhancing learning motivation (Syafitri et al., 2026).

Nevertheless, research on journaling and Project-Based Learning (PjBL) has largely developed along two separate lines. Studies on journaling have primarily positioned journals as reflective techniques or strategies to support writing activities. In contrast, research on PjBL in Arabic language learning has focused more on instructional models and the process of producing tangible outcomes. This leaves room for further development by integrating journaling with a learning medium designed to provide students with visual stimuli, facilitate idea development and vocabulary acquisition, support the organization of written texts, and encourage the creative production of Arabic written work.

To address this research gap, the present study develops an Arabic Journaling Kit as a creative, Project-Based Learning (PjBL)-based medium for *Kitabah* instruction. The Arabic Journaling Kit is designed as a learning resource that integrates journaling activities with several supporting components, including journaling paper, vocabulary cards, activity cards, memo notes, stickers, and washi tape. These components serve complementary functions, ranging from providing visual stimuli and helping students collect and develop vocabulary to recording ideas, organizing written texts, and creatively presenting journal products. Accordingly, this study's novelty lies in developing a learning medium that integrates journaling activities and PjBL in Arabic *Maharah al-Kitabah* instruction, rather than merely using journaling as a writing technique or PjBL as an instructional model.

This study matters because the learning medium is designed not only to add variety to Kitabah instruction but also to provide tangible learning tools that support students throughout the writing process, from receiving initial stimuli to producing written work. Based on the needs analysis, students showed interest in Arabic journaling activities (mean score = 3.86) and perceived journaling to improve their writing skills (mean score = 4.01). They also expressed a stronger preference for practical activities over theoretical instruction, with a mean score of 4.22. Meanwhile, the need for an attractive and aesthetically pleasing Arabic Journaling Kit design received a mean score of 4.20, while students' interest in using the product obtained a mean score of 4.15.

The research questions addressed in this study are: (1) What are students' needs regarding the Arabic Journaling Kit as a learning medium for the Kitabah Muwajjahah course? and (2) How can an Arabic Journaling Kit based on Project-Based Learning be designed? Accordingly, this study aims to analyze students' needs for an Arabic Journaling Kit and to design a Project-Based Learning-based Arabic Journaling Kit that aligns with the characteristics of *Maharah al-Kitabah* instruction among students of the Arabic Language Education Study Program at Universitas Negeri Jakarta. This study is limited to the initial stage of product development and therefore does not examine the medium's effectiveness in improving students' writing skills or learning motivation.

RESEARCH METHODS

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This study used a Research and Development (R&D) approach to develop a Project-Based Learning (PjBL)-based Arabic Journaling Kit to support Maharah al-Kitabah instruction in the *Kitabah Muwajjahah* course. The development model adopted was ADDIE (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model was selected because it provides a systematic framework for identifying instructional needs, designing the product, developing the learning medium, and progressively testing and evaluating the product (Maydiantoro, 2021; Winaryati, 2021).

The study was conducted within a two-year research scheme using the ADDIE model. In the first year, the research focused on the Analysis and Design stages. The Analysis stage identified students' difficulties in developing ideas and using Arabic vocabulary, their need for writing practice and instructional variety, and their preferences for learning media, journaling activities, and project-based learning. Data were collected through questionnaires administered to 105 students, supported by observations and interviews with the course instructor. The findings served as the basis for determining the characteristics of the learning medium to be developed.

The Design stage involved translating the needs analysis findings into a conceptual design of the Project-Based Learning (PjBL)-based Arabic Journaling Kit. This stage included developing a project-based learning sequence, selecting learning themes such as learning (التعلم), family (الأسرة), and holidays (العطلة), and determining the media components, which consisted of journaling paper, vocabulary cards, activity cards, memo notes, stickers, and washi tape. This stage produced a blueprint that served as the foundation for prototype development. The Development, Implementation, and Evaluation stages are scheduled for the second year. Therefore, this article reports only the needs analysis findings and the conceptual design of the learning medium; it does not yet include product feasibility testing or effectiveness evaluation.

The research subjects were students in the Arabic Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta, enrolled in the *Kitabah Muwajjahah* course in the 2024 cohort. The research population consisted of 131 students distributed across six classes. The needs analysis questionnaire was administered to the entire population, and 105 students responded, resulting in a response rate of 80.2%. In addition to students, the instructor of the *Kitabah Muwajjahah* course served as a supplementary source of information through observations and interviews, providing insights into instructional practices and the need for learning media.

Data were collected through a literature review, observations, interviews, and a needs analysis questionnaire. The literature review focused on *Maharah al-Kitabah* instruction, the principles of journaling, the characteristics of Project-Based Learning (PjBL), and the principles of instructional media development. Observations were conducted to identify the implementation of the *Kitabah Muwajjahah* course, writing practice activities, the use of learning media, and student engagement in the learning process. Interviews with the course instructor focused on instructional practices, students' difficulties in Arabic writing, challenges in using learning media, and the need for supplementary instructional resources. Meanwhile, the questionnaire collected quantitative data on students' learning difficulties, their need for writing practice, variations in instructional activities, media preferences, their interest in journaling and PjBL, and the characteristics expected of the learning medium. These four techniques

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helped identify instructional needs and served as the basis for designing the Arabic Journaling Kit.

The needs analysis questionnaire employed a five-point Likert scale, consisting of Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). The instrument covered four main aspects: (1) difficulties in Kitabah instruction, (2) the need for instructional media, (3) the need for journaling activities and project-based learning, and (4) the required features of the Arabic Journaling Kit. Quantitative questionnaire data were analyzed descriptively by calculating the frequency and mean scores for each indicator. The analysis results were used to determine the characteristics and specifications of the learning medium to be developed.

The Analysis stage identified the gap between existing instructional practices and students' learning needs. The analysis covered student characteristics; difficulties in developing ideas and using vocabulary; the need for writing practice; the need for instructional variety; and students' preferences for visual media, independent learning activities, journaling, and projects that result in tangible products. The findings from this stage served as the basis for determining the development objectives and product characteristics.

The Design stage involved translating the needs analysis findings into instructional and learning media designs. For instruction, a PjBL sequence was developed, comprising material presentation, writing practice, reflection, project planning, project implementation and monitoring, product assessment, and evaluation of the learning experience. In terms of the learning medium, the Arabic Journaling Kit was designed to consist of journaling paper, vocabulary cards, activity cards, memo notes, stickers, and washi tape. The product was developed around several themes closely related to students' experiences, namely التعلم (Learning), الأسرة (Family), and العطلة (Holidays).

The media design considered each component's pedagogical function. Journaling paper served as the primary space for developing vocabulary, sentences, and paragraphs; vocabulary cards provided stimuli and supported vocabulary acquisition; memo notes were used to record ideas and Arabic vocabulary (*mufradat*); activity cards provided instructions for project activities; while stickers and washi tape offered visual stimuli and opportunities for creative product presentation. The outcome of the Design stage was a conceptual design or blueprint of the Arabic Journaling Kit, which served as the foundation for the subsequent product development stage.

Qualitative data were analyzed descriptively through data reduction, thematic categorization, data presentation, and conclusion drawing. Data obtained from observations, interviews, and the literature review were used to strengthen the interpretation of the questionnaire findings. Subsequently, the study integrated quantitative and qualitative data to determine the learning medium's needs and specifications. Through this procedure, the research findings not only described the level of students' needs but also provided an empirical foundation for designing a PjBL-based Arabic Journaling Kit.

RESULTS AND DISCUSSION

Needs Analysis of the Arabic Journaling Kit for *Kitabah Muwajjahah* Instruction

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The needs analysis findings served as the basis for determining the characteristics of the Arabic Journaling Kit developed for *Maharah al-Kitabah* instruction. The analysis included 105 students from the Arabic Language Education Study Program at Universitas Negeri Jakarta who enrolled in the *Kitabah Muwajjahah* course. The study examined four aspects: students' difficulties in Kitabah instruction, their needs for instructional media, their interest in journaling activities and project-based learning, and their needs regarding the features of the Arabic Journaling Kit.

Students' Difficulties in Kitabah Instruction

The data revealed two main issues in *Kitabah* instruction. First, students continued to struggle with the writing process. Difficulties in developing ideas received a mean score of 3.93, while difficulties in using vocabulary obtained a mean score of 3.85. These findings indicate that challenges in writing instruction are not limited to sentence construction but also involve the ability to develop ideas and select appropriate vocabulary to express them in writing. These difficulties align with issues identified in Arabic writing instruction, particularly identifying main ideas, developing paragraphs, and selecting vocabulary appropriate to the sentence context **(Setiadi & Rafli, 2017)**. Therefore, students need instructional support to develop ideas and use Arabic vocabulary appropriately in writing.

Second, students demonstrated a strong need for increased writing practice opportunities and greater variety in instructional activities. The need for more writing practice received the highest mean score (4.37), while the need for more engaging instructional variations received a mean score of 4.32. These findings indicate that practice opportunities and variations in learning activities are important considerations in instructional media design. Based on these findings, the Project-Based Learning (PjBL)-based Arabic Journaling Kit was designed to provide more structured writing activities through themes, journaling activities, and project implementation. This design is expected to provide students with opportunities to express their ideas, develop written texts, and use Arabic vocabulary through more varied learning activities. Thus, the needs analysis findings serve as the basis for determining the characteristics of the developed medium to ensure its alignment with students' difficulties and learning needs in Kitabah instruction.

These findings indicate that learning challenges stem not only from mastery of linguistic elements but also from insufficient opportunities for students to develop ideas and practice their writing skills. This condition aligns with the characteristics of writing proficiency, which requires continuous practice and integrated mastery of language, content, and text organization **(Mustofa & Febriani, 2021; Syaiful Mustofa, 2011)**. Therefore, the learning medium being developed needs to provide stimuli that help students generate ideas while offering opportunities for sustained writing practice.

These needs support incorporating journaling into Kitabah instruction. Journaling enables students to write progressively based on personal experiences, ideas, or specific themes, allowing writing activities to focus not merely on completing exercises but also on the continuous process of producing written texts. Research on reflective journaling shows that journal-based activities can help learners monitor their thinking processes and writing development by reflecting on and evaluating their written work (F. E. Baresh, 2022; Ramadhanti et al., 2020).

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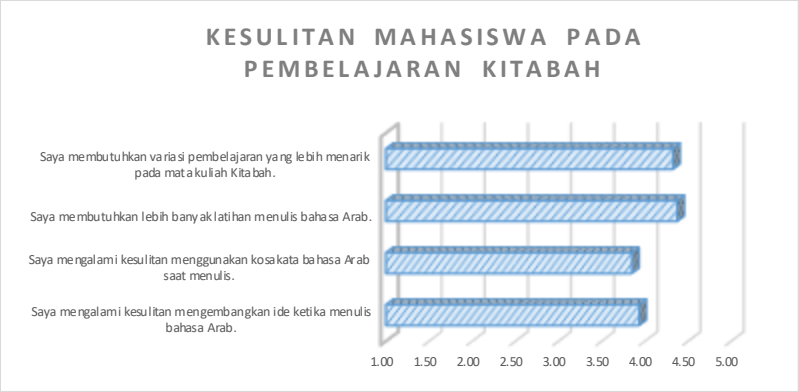


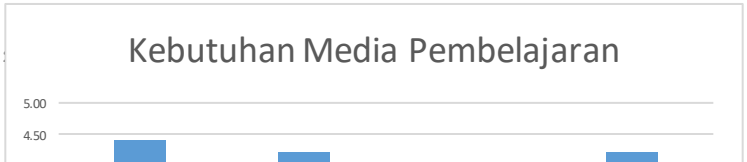
Figure 1. Students' Difficulties in Learning Arabic Writing

Students' Needs for Instructional Media

In addition to identifying students' difficulties, this study analyzed their need for learning media to support Kitabah instruction. Based on the data collected, all indicators related to the need for instructional media obtained mean scores above 4.00. The need for media that could help improve writing skills received the highest mean score of 4.40. This was followed by the need for media that could be used independently (mean score of 4.37); the need to integrate creativity into writing activities (mean score of 4.32); and interest in visually appealing media (mean score of 4.24). The high scores across all indicators suggest that students expect learning media not only to deliver instructional content but also to support writing practice and provide learning experiences aligned with their needs (Zhang et al., 2022).

Furthermore, the need to integrate creativity and visual appeal suggests that students also consider how learning media are presented as part of their learning experience. Research on emotional design in multimedia learning shows that visual design elements, such as colors and shapes, can influence emotional experiences and learning outcomes. However, their effects depend on design characteristics and instructional contexts **(Mayer & Estrella, 2014)**. In writing activities, journaling can also give students opportunities to reflect on their learning experiences and generate ideas to express in writing (Kasprabowo et al., 2021). Based on these findings, the development of the Project-Based Learning (PjBL)-based Arabic Journaling Kit aims to integrate writing practice, journaling activities, and creative and visual components into a single learning resource. Thus, this medium is designed to address students' need for resources that support writing skills, facilitate independent practice, and provide more varied learning activities.

These findings provide the foundation for designing the Arabic Journaling Kit as a learning medium that combines linguistic, visual, and creative functions. Visual media can provide initial stimuli to help students develop ideas, while supporting components such as vocabulary cards and memo notes can scaffold students when they struggle to find appropriate vocabulary or organize their ideas. Accordingly, the medium is designed to address two needs simultaneously: support throughout the writing process and a more engaging learning experience.



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Figure 2. Students' Needs for Instructional Media

Students' Interest in Journaling Activities and Project-Based Learning

The subsequent analysis focused on students' responses to journaling activities and project-based learning. Their responses indicated a positive tendency toward practice-oriented writing instruction. The statement that students found it easier to learn writing through practice than through theory obtained the highest mean score of 4.22. This suggests that students tend to regard direct engagement in writing activities as an essential part of the learning process. This tendency may reflect the nature of writing proficiency, which requires applying linguistic knowledge from idea development to sentence construction.

The perception that journaling could help improve writing skills received a mean score of 4.01, indicating positive acceptance of journal-based writing activities. Meanwhile, interest in project assignments that produce tangible outcomes obtained a mean score of 3.91, while interest in creating journals in Arabic received a mean score of 3.86. The relatively lower scores for these two indicators may suggest that students do not demonstrate equally strong interest in specific types of activities compared with writing practice in general. However, the questionnaire findings alone cannot conclusively determine the factors underlying these differences.

These findings matter because they highlight the need for learning experiences that help students apply their Arabic knowledge through structured writing activities. In writing instruction, activities that produce tangible products can give a concrete purpose to idea development and text composition. This characteristic aligns with Project-Based Learning (PjBL), which integrates learning with project implementation and product creation. Previous research has shown that implementing PjBL in teaching Arabic writing skills can connect the development of linguistic elements with the process of producing written work (Muslimah et al., 2024). Based on these findings, the Arabic Journaling Kit was designed to integrate writing practice, journaling activities, and project implementation in a gradual and structured manner. This design is expected to bridge students' preference for practical writing activities with learning experiences that result in tangible products.

Meanwhile, the mean score of 3.86 for students' interest in creating journals in Arabic suggests that journaling may not yet be a familiar activity for all students. This finding further emphasizes the importance of providing learning media that offer

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structure and stimuli for carrying out journaling activities. By incorporating themes, vocabulary support, activity guidelines, and structured writing spaces, students do not have to begin the writing process without initial guidance or stimuli.

Accordingly, the Arabic Journaling Kit is not designed merely as an empty journal. Instead, the medium is situated within a PjBL framework to ensure that journaling activities have clear objectives, stages, and final products. Students are guided through a series of activities that involve exploring stimuli, developing ideas, collecting vocabulary, composing text, revising, and producing a journal as the final project outcome.

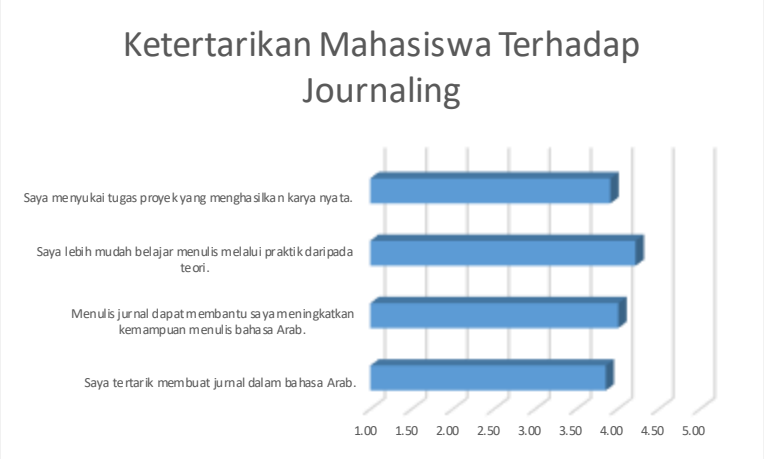


Figure 3. Students' Interest in Journaling Activities

Students' Needs Regarding the Features of the Arabic Journaling Kit

Based on the analysis of instructional needs and students' responses to journaling, the study further identified the features required in the Arabic Journaling Kit. All four indicators related to the required features of the learning medium obtained mean scores above 4.00. The need for an attractive and aesthetically pleasing design received the highest mean score of 4.20, followed by students' interest in using the Arabic Jou rnaling Kit, with a mean score of 4.15; the need for writing examples or guidelines, with a mean score of 4.13; and the need for vocabulary stickers, with a mean score of 4.08. The high score for an attractive, aesthetically pleasing design indicates that students consider not only the medium's functional aspects but also its visual appeal as a factor that contributes to their learning experience. This may be related to the need for learning media that make writing activities more engaging and less monotonous.

Meanwhile, the need for writing examples or guidelines highlights the importance of providing support to help students initiate and develop their writing, especially when they struggle to express their ideas. The need for vocabulary stickers also indicates the importance of supplementary components that help students identify and use vocabulary throughout the writing process. Visual elements in instructional design can support learning experiences when they align with the learning materials and objectives (Mayer & Estrella, 2014). Furthermore, providing guidance and gradual support in writing instruction can help students develop the structure and linguistic elements of their written texts (Sun, 2024).

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These findings have direct implications for the Arabic Journaling Kit's product specifications. First, the medium is designed with an attractive, aesthetically pleasing visual appearance while keeping visual elements relevant to their instructional functions. Second, the medium includes writing examples and guidelines as scaffolding to help students understand the expected stages and forms of writing. Third, vocabulary stickers are provided as supplementary components to help students access and recall relevant vocabulary during writing activities. Vocabulary-focused cards and activities also have an empirical basis in second language learning. However, their effectiveness depends on the nature of the activities and the context in which they are implemented (Webb et al., 2020). Fourth, the product is designed to give students opportunities to produce written work in a personal and creative way. Thus, each component of the Arabic Journaling Kit serves not merely as a visual complement but is specifically designed to support students' needs in carrying out writing activities in a more structured and creative way.

Based on these four aspects, the Arabic Journaling Kit was designed as a learning resource that combines linguistic and visual components. Vocabulary cards provide vocabulary support; activity cards guide learning activities; memo notes provide space to record ideas and mufradat (Arabic vocabulary); journaling paper serves as the primary space for producing written texts; and stickers and washi tape provide visual stimuli and opportunities for creativity in presenting the final product.

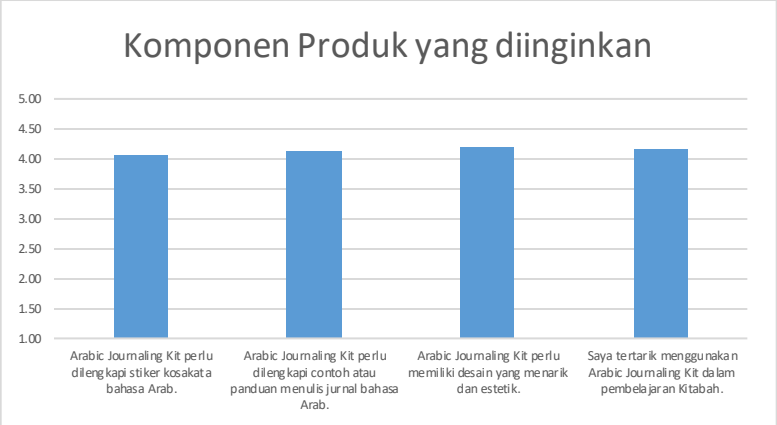


Figure 4. Students' Preferred Components of the Arabic Journaling Kit

Design of the Project-Based Learning (PjBL)-Based Arabic Journaling Kit

The needs analysis findings were then translated into an instructional design and a learning media design. These two designs were not developed independently; they were integrated to ensure the medium served a clear purpose at each stage of the writing project.

The instructional process was designed around several stages: material

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presentation, writing practice, reflection, project planning and guidance, project implementation and monitoring, project assessment, and evaluation of the learning experience. In the initial stage, the lecturer provides students with the necessary learning materials, including vocabulary, sentence structures, writing techniques, and sample texts. This stage provides scaffolding before students begin project activities.

The next stage involves gradual writing practice, progressing from vocabulary and sentences to paragraphs and simple texts. After gaining initial writing experience, students reflect on their writing processes, identify difficulties, and determine strategies for improvement. This reflective process aligns with using journals to enhance students' awareness of their learning processes and writing development (Ramadhanti et al., 2020).

The Arabic Journaling Kit is primarily used during the project planning and implementation stages. During project planning, students select a theme, develop ideas, collect vocabulary, and prepare a writing outline. Vocabulary cards support vocabulary collection, memo notes record ideas, activity cards provide activity instructions, and journaling paper helps students begin translating ideas into written form.

During project implementation, students develop their initial plans into Arabic-language journals. This process involves writing, editing, and refining their work. The lecturer provides guidance and feedback on linguistic accuracy, idea development, and writing quality. Thus, students use the medium not merely to create visually appealing journal layouts but also as a practical tool throughout the writing process.

The following diagram illustrates the instructional process and the implementation of the Arabic Journaling Kit:



Figure 5. Instructional Design Using the Arabic Journaling Kit

Theme and Instructional Media Component Design

Based on the needs analysis, the Arabic Journaling Kit was designed around

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themes closely related to students' everyday experiences. The three initial themes developed were التعلم (Learning), الأسرة (Family), and العطلة (Holidays). These themes were selected to provide familiar contexts, enabling students to connect more easily with their prior knowledge and personal experiences.

The التعلم (Learning) theme helps students write about learning activities. Stickers depicting study materials and academic activities serve as visual stimuli, while the journaling paper provides space for developing vocabulary and paragraphs. The الأسرة (Family) theme focuses on writing about family and students' immediate surroundings. Visual components depicting family members and the home environment serve as stimuli for developing vocabulary, sentences, and written structures. The العطلة (Holidays) theme gives students opportunities to express their travel or holiday experiences in Arabic writing.

The following figure illustrates the components of the Arabic Journaling Kit:



Figure 6. Components of the Arabic Journaling Kit

The selection of experience-based themes aligns with PjBL's characteristics by situating project activities in contexts meaningful to students. Implementing PjBL in *Maharah al-Kitabah* instruction can engage students in projects relevant to their personal experiences (Mahyaddin et al., 2025). Accordingly, themes drawn from students' everyday lives can provide an initial context for developing ideas.

The integration of these components demonstrates that the Arabic Journaling Kit was designed not merely as a collection of decorative materials but as an instructional medium with specific pedagogical functions. Stickers provide visual stimuli; vocabulary cards support vocabulary acquisition; memo notes facilitate idea recording; activity cards guide learning activities; journaling paper provides space for written production; and washi tape allows students to exercise creativity in presenting their work. Together, these components establish a process that moves from visual stimulation to idea development, writing production, and the presentation of students' work.

In this respect, the Arabic Journaling Kit serves as a supporting medium for PjBL, while PjBL remains the instructional framework that governs project planning,

implementation, and completion. This positioning emphasizes that the medium is intended to facilitate students' activities throughout the writing process rather than replace the stages of project-based learning. A product or artifact is a key characteristic of PjBL and can serve as evidence of learning achievement (Guo et al., 2020). In Arabic language instruction, written products have also been used as project outcomes in teaching *Maharah al-Kitabah* (Muslimah et al., 2024).

Students' journals can then serve as both learning artifacts and project outcomes assessed using a rubric. Assessment may cover linguistic accuracy, content, idea development, and creativity to ensure product quality is evaluated not only by visual appearance but also by students' writing proficiency. Previous studies have discussed using rubrics to assess artifact quality in PjBL, as well as product- or project-based assessment in writing instruction (Guo et al., 2020; Salsabila & Baroroh, 2024). Thus, the Arabic Journaling Kit's decorative functions remain supportive elements. In contrast, students' writing quality and the development of their Arabic language skills remain the primary focus of instruction.

Overall, the needs analysis reveals an alignment among the learning challenges, student characteristics, and the design of the Arabic Journaling Kit. Students need more opportunities for writing practice, greater instructional variety, support in developing ideas and vocabulary, and an engaging medium that allows them to express their creativity. The Arabic Journaling Kit addresses these needs by integrating journaling, visual stimuli, vocabulary support, and projects that result in written products. At this stage, these findings indicate the conceptual feasibility of the proposed medium and its alignment with students' needs. However, they do not yet provide a basis for concluding that the Arabic Journaling Kit improves students' writing skills or motivation. Subsequent research will need to examine its effectiveness through implementation and evaluation.

SIMPULAN

This study indicates that students need an instructional medium that supports the development of Maharah al-Kitabah skills through more varied, engaging, independent, and creative writing activities. In response to these needs, the Arabic Journaling Kit was designed as a supporting medium for Project-Based Learning (PjBL) that integrates journaling paper, vocabulary cards, activity cards, memo notes, stickers, and washi tape across three themes: التعلم (Learning), الأسرة (Family), and العطلة (Holidays). These components are intended to provide stimuli, support idea and vocabulary development, and help students produce Arabic-language journal projects.

This study is limited to the Analysis and Design stages of the ADDIE model and therefore does not yet provide empirical evidence of the medium's feasibility or effectiveness. Accordingly, future research should proceed to prototype development, expert validation, revision, implementation, and evaluation to examine the feasibility and effectiveness of the Arabic Journaling Kit in Maharah al-Kitabah instruction.

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