



The Use of Digital Media in Arabic Language Learning at MTs Raudhatul Hasanah Tanjung Jabung Timur

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Abstract

This study aims to analyze the use of digital media in Arabic language learning at MTs Raudhatul Hasanah Tanjung Jabung Timur and its influence on student motivation and learning outcomes. The development of educational technology requires teachers to be able to utilize digital media as an effective, interactive, and appropriate learning tool in accordance with the characteristics of the digital generation. However, in practice, Arabic learning in madrasahs is still dominated by conventional methods that cause low student motivation to learn. This study uses a mixed method approach with a sequential explanatory design. The research sample consisted of 56 grade VIII students and 2 Arabic teachers. Data collection techniques use observation, learning motivation questionnaires, interviews, documentation, and learning outcome tests. Data analysis was carried out through descriptive statistics, simple regression tests, and interactive qualitative analysis. The results show that the use of digital media such as interactive PowerPoint, learning videos, application-based quizzes, and online learning platforms has a positive influence on student motivation and learning outcomes. The average value of learning motivation increased from 65.2 to 84.6, while the average learning outcome increased from 68.4 to 86.1. The results of the regression test showed a significance value of $0.000 < 0.05$ which means that digital media has a significant effect on Arabic language learning. The novelty of this research lies in the use of digital media based on the context of rural madrasahs with limited facilities but still effective through a simple and adaptive approach. This study recommends strengthening teachers' digital literacy to improve the quality of Arabic learning in madrasahs.

Keyword: *Utilization, Media, Digital, Learning, Arabic*

Abstrak

Penelitian ini bertujuan untuk menganalisis penggunaan media digital dalam pembelajaran Bahasa Arab di MTs Raudhatul Hasanah Tanjung Jabung Timur serta pengaruhnya terhadap motivasi dan hasil belajar siswa. Perkembangan teknologi pendidikan menuntut guru untuk mampu memanfaatkan media digital sebagai sarana pembelajaran yang efektif, interaktif, dan sesuai dengan karakteristik generasi digital. Namun, pada praktiknya, pembelajaran Bahasa Arab di madrasah masih didominasi metode konvensional yang menyebabkan rendahnya motivasi belajar siswa. Penelitian ini menggunakan pendekatan mixed method dengan desain explanatory sequential. Sampel penelitian terdiri atas 56 siswa kelas VIII dan 2 guru Bahasa Arab. Teknik pengumpulan data menggunakan observasi, angket motivasi belajar, wawancara, dokumentasi, dan tes hasil belajar. Analisis data dilakukan melalui statistik deskriptif, uji regresi sederhana, dan analisis kualitatif interaktif. Hasil penelitian menunjukkan bahwa penggunaan media digital seperti PowerPoint interaktif, video pembelajaran, kuis berbasis aplikasi, dan platform pembelajaran daring memberikan pengaruh positif terhadap motivasi dan hasil belajar siswa. Nilai rata-rata motivasi belajar meningkat dari 65,2 menjadi 84,6, sedangkan rata-rata hasil belajar meningkat dari 68,4 menjadi 86,1. Hasil uji regresi menunjukkan nilai signifikansi sebesar $0,000 < 0,05$ yang berarti media digital berpengaruh

signifikan terhadap pembelajaran Bahasa Arab. Novelty penelitian ini terletak pada pemanfaatan media digital berbasis konteks madrasah pedesaan dengan fasilitas terbatas namun tetap efektif melalui pendekatan sederhana dan adaptif. Penelitian ini merekomendasikan penguatan literasi digital guru untuk meningkatkan kualitas pembelajaran Bahasa Arab di madrasah.

Kata Kunci: Pemanfaatan, Media, Digital, Pembelajaran, Bahasa Arab

Introduction

Arabic learning in madrassas has a very important position in the Islamic education system because it not only functions as a linguistic subject, but also as the main means of understanding the source of Islamic teachings. Arabic is the key to learning the Qur'an, hadith, books of tafsir, jurisprudence, morals, and various other Islamic literature. Therefore, the success of learning Arabic will have a great influence on students' ability to understand the values of Islamic teachings more deeply. In the madrasah environment, learning Arabic not only aims to make students able to read and write, but also so that they have the skills of listening (*maharah istima'*), speaking (*maharah kalam*), reading (*maharah qira'ah*), and writing (*maharah kitabah*) in a balanced manner. Along with the times, learning Arabic is required to be able to adapt to technological changes and the needs of the modern generation. The digital era has brought major changes in the world of education, including in the learning patterns of students. (Susiawati et al., 2022)

Currently, students are a generation that grows up with digital technology, the internet, social media, and various electronic devices. They are more interested in learning that is visual, interactive, communicative, and non-monotonous. (Aspari, 2016) The presence of digital technology provides a great opportunity for teachers to create a more innovative and fun learning atmosphere so as to increase students' interest in learning Arabic. In the context of modern education, teachers no longer only play a role as the only

source of information, but also as facilitators who are able to utilize technology to support the learning process. The use of digital media in learning Arabic can be a solution to overcome various learning difficulties for students, especially in understanding vocabulary (*mufradat*), pronunciation, conversation, and understanding Arabic texts. Digital media such as learning videos, animations, interactive presentations, learning apps, online quizzes, conversational audio, and online learning platforms can help students learn more actively and engagingly. With digital media, abstract material can be presented concretely so that it is easier for students to understand. (Hasanuddin, 2024)

However, the reality on the ground shows that Arabic language learning in many madrassas is still dominated by conventional methods. The learning process is often centered on teachers with lectures, memorization, and the use of textbooks alone. This condition causes students to tend to be passive, quickly feel bored, and lack high motivation to learn. Monotonous learning also makes students consider Arabic as a difficult and less interesting subject. In fact, if teachers are able to use digital media appropriately, learning Arabic can become more lively, communicative, and fun. The use of digital media has an important role in increasing the effectiveness of Arabic language learning. (Saputra & Nuha, 2025)

According to Hermawan, learning media functions as a means that can help teachers convey material more effectively and help students understand the material more easily. In learning Arabic, digital media

is able to improve the mastery of mufradat, train listening skills (*maharah istima'*), and improve speaking skills (*maharah kalam*). In addition, digital media can also increase student participation because they are directly involved in the learning process through interactive activities. Thus, the use of digital media not only helps the delivery of material, but is also able to increase student motivation and learning outcomes. On the other hand, the implementation of digital media in learning often faces various challenges, especially in madrassas in rural areas. Limited facilities such as internet access, technological devices, and multimedia facilities are quite significant obstacles. (Rachmayanti & Alatas, 2023)

In addition, teachers' abilities in utilizing technology are also still diverse. However, these limitations are not always a barrier to creating innovative learning. Teachers can still take advantage of simple digital media such as offline learning videos, PowerPoint presentations, learning audio, and simple applications that can be accessed via mobile phones. Teachers' creativity in utilizing technology is an important factor in the success of digital-based Arabic learning. Research on the use of digital media in learning has actually been carried out, but most of the research focuses more on schools in urban areas that have complete facilities and adequate access to technology. Meanwhile, research examining the implementation of digital media in madrassas in rural areas is still relatively limited. (Nurul Mivtakh, 2020)

Therefore, this study has *novelty* because it seeks to examine the use of digital media in the context of rural madrassas, especially at MTs Raudhatul Hasanah Tanjung Jabung Timur. This research is important to find out how teachers use digital media in a simple but still effective way to

support Arabic language learning in the midst of limited facilities and infrastructure. MTs Raudhatul Hasanah Tanjung Jabung Timur is an interesting location to research because this madrasah has begun to implement the use of digital media in the Arabic language learning process even though it is in an environment with limited technological facilities. Teachers try to use digital media to increase students' motivation to learn and help students understand the material more easily and interestingly. The use of digital media in this madrasah is expected to create a more active, creative, and innovative learning atmosphere so that students not only understand the material theoretically, but also be able to apply Arabic language skills in daily life. (Ainul et al., 2025)

Based on this description, the formulation of the problem in this study is how the use of digital media in learning Arabic at MTs Raudhatul Hasanah Tanjung Jabung Timur and whether the use of digital media affects student motivation and learning outcomes. The purpose of this study is to describe the use of digital media in Arabic language learning and analyze its influence on student motivation and learning outcomes. The hypothesis in this study consists of a null hypothesis (H_0) and an alternative hypothesis (H_1). H_0 states that digital media does not have a significant effect on students' motivation and Arabic learning outcomes, while H_1 states that digital media has a significant effect on students' motivation and Arabic learning outcomes. With this research, it is hoped that it can contribute to the development of Arabic learning in madrassas, especially in the use of digital media as an effective, interesting, and in accordance with the times.

Research Methods

This study uses a *mixed method approach* with a sequential explanatory design, which is a research approach that combines quantitative and qualitative methods sequentially. In the initial stage, the researcher collected and analyzed quantitative data to determine the influence of the use of digital media on students' motivation and learning outcomes of Arabic.(Setiawan et al., 2025) Furthermore, the results of the quantitative research are strengthened and deepened through the collection of qualitative data so that researchers can obtain a more comprehensive picture of the process of using digital media in learning Arabic. This approach was chosen because it is able to provide a deeper understanding, not only in terms of numbers and statistics, but also from the experiences, responses, and views of teachers and students during the learning process. The research was carried out at MTs Raudhatul Hasanah Tanjung Jabung Timur in the 2025/2026 school year. The selection of the research location was based on the consideration that the madrasah had begun to utilize digital media in learning Arabic even though it was in an environment with limited technological facilities.(Azhari et al., 2023)

This condition makes this madrasah interesting to research because it can provide a real picture of the implementation of digital media in the context of rural madrasahs. The population in this study is all students of grade VIII MTs Raudhatul Hasanah Tanjung Jabung Timur which totals 92 students. From the number of populations, the researcher determined the sample using the purposive sampling technique, which is a sampling technique based on certain considerations that are relevant to the research objectives. The research sample consisted of 56 students who were considered able to provide data

according to research needs. In addition, this study also involved 2 Arabic teachers as supporting informants to obtain more in-depth data on the use of digital media in the learning process. In the data collection process, the researcher uses several research instruments to obtain valid and complete data.(Mixed & Lumajang, 2024)

These instruments include student learning motivation questionnaires used to determine students' motivation levels before and after the use of digital media, Arabic learning outcome tests to measure students' abilities after participating in learning, observation sheets used to observe the implementation of digital media use in the classroom, semi-structured interview guidelines to dig deeper information from teachers and students, as well as documentation of the learning process as data supporting research.

The learning motivation indicators used in this study include several important aspects, namely students' attention to learning, enthusiasm in following lessons, activeness in asking and answering questions, perseverance in completing assignments, and interest in independent learning. The five indicators are used to find out the extent to which the use of digital media can increase students' learning motivation in learning Arabic.(Asmoro et al., 2021)

The data analysis technique in this study was carried out quantitatively and qualitatively. Quantitative data were analyzed using descriptive statistics to find out an overview of the research data, a normality test to find out whether the data was normally distributed, and a simple regression test to determine the influence of digital media use on student motivation and learning outcomes. Meanwhile, qualitative data was analyzed using the Miles and

Huberman analysis model which included three stages, namely data reduction, data presentation, and conclusion drawn. This analysis is carried out so that the data from observations, interviews, and documentation can be understood systematically and in depth. The results of the study show that the use of digital media in learning Arabic at MTs Raudhatul Hasanah Tanjung Jabung Timur is carried out through various simple but effective media. (Kalbarczyk et al., 2025)

Based on the results of the interview, the teacher said that students looked more enthusiastic and active when learning using visual and interactive media compared to the usual lecture method. Students become more enthusiastic in following lessons, more actively ask questions, and more easily understand the material presented by the teacher. In addition, the use of digital media also helps teachers create a more communicative and fun learning atmosphere. The results of quantitative research show that there is an increase in student motivation and learning outcomes after the use of digital media is applied consistently. Students' learning motivation scores increased from 65.2 to 84.6, while student learning outcomes increased from 68.4 to 86.1. This increase shows that the use of digital media is able to have a positive impact on the Arabic language learning process and outcomes.

Table 1. Learning Motivation Score and Student Learning Outcomes

Indicator	Before	After
Learning motivation	65,2	84,6
Learning outcomes	68,4	86,1

The results of the simple regression test showed a significance value of 0.000 which was smaller than 0.05. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Thus, it can be concluded that the use of digital media has a significant effect on the motivation and learning outcomes of Arabic students at MTs Raudhatul Hasanah Tanjung Jabung Timur. These findings show that digital media can be one of the effective learning innovations to improve the quality of Arabic language learning, both in terms of motivation and the achievement of student learning outcomes.

Results and discussion

A. Use of Digital Media

The use of digital media in the world of education is a form of learning innovation that is growing rapidly along with the advancement of information and communication technology. Digital media is any form of electronic technology-based media that is used to help the process of delivering information and learning, either through computer devices, smartphones, the internet, learning applications, audio, video, and other online platforms. In the context of education, digital media functions as a means that can make it easier for teachers to deliver material and help students understand learning more effectively, interestingly, and interactively. The development of digital technology has brought major changes in learning patterns in schools and madrasas. If previously the learning process was more teacher-centered with lecture methods and the use of textbooks, now learning is starting

to shift to a more modern and technology-based approach. The use of digital media allows the learning process to take place in a more varied manner because the material can be presented in the form of visual, audiovisual, animation, and interactive simulations.(Kuntari, 2023)

This makes students not only listen to the teacher's explanation, but also actively engage in the learning process. In learning, digital media has various important functions. Digital media can increase students' attention and interest in learning because the material is presented in an interesting and non-monotonous manner. The use of images, videos, audio, and animations is able to create a more lively learning atmosphere so that students can more easily understand the material being taught. In addition, digital media also helps teachers explain abstract material to be more concrete and easy to understand. For example, in learning Arabic, the use of conversation videos and pronunciation audio can help students understand how to pronounce words correctly and understand the context of language use in daily life. The use of digital media can also increase students' motivation to learn. Students in the digital era today are a generation that is very close to technology. They are used to using smartphones, the internet, social media, and various digital applications in their daily lives.(Yuniarti et al., 2023)

Therefore, the use of digital media in learning can create a learning experience that is in accordance with the characteristics of the modern generation. Students become more enthusiastic about learning because the learning process feels more fun, interactive, and not boring. In addition to increasing motivation, digital media also provides convenience in the learning evaluation

process. Teachers can use various digital applications such as Google Form, Quizizz, Kahoot, and other learning platforms to make evaluations more interesting and practical. Through the application, students can immediately find out their learning results, while teachers can more easily assess and analyze learning outcomes. Thus, the use of digital media can increase the effectiveness and efficiency of the learning process. In learning Arabic, the use of digital media has a very important role because it can help develop students' language skills.(Research, 2024)

Digital media is able to support the learning of mufradat, qira'ah, istima', kalam, and kitabah through various forms of interactive media. The use of audio and video can help students practice listening and speaking skills, while learning apps can help students enrich Arabic vocabulary independently. In addition, digital platforms also allow students to learn anytime and anywhere without space and time limitations. However, the use of digital media in learning also faces several challenges. Not all schools and madrasas have complete technology facilities. Limited internet access, learning tools, and teachers' ability to use technology are often obstacles in the application of digital media. In addition, the uncontrolled use of digital media can also have negative impacts, such as decreased student learning concentration due to excessive use of gadgets. Therefore, the use of digital media must be done wisely, directed, and adjusted to the learning objectives.(Borman & Purwanto, 2019)

Teachers have an important role in the successful use of digital media in learning. Teachers are required to have creativity and digital literacy in order to be able to choose and use media that suits the

needs of students. The use of digital media is not only to follow technological developments, but also to be able to support the achievement of learning goals effectively. With the ability of teachers to utilize educational technology, the learning process can take place more innovatively, communicatively, and relevant to the times. Overall, the use of digital media is one of the important steps in improving the quality of education in the modern era. Digital media not only serves as a learning tool, but also as a means to create a more active, creative, and enjoyable learning experience. With the right use of digital media, the learning process can be more effective so that it can increase students' motivation, understanding, and learning outcomes.

B. Arabic Language Learning

Learning Arabic is one of the important parts of Islamic education because Arabic has a very special position as the language of the Qur'an, hadith, and various Islamic literature. Arabic is not only studied as a means of communication, but also as a means of understanding the teachings of Islam more deeply. Therefore, Arabic learning in educational institutions, especially madrassas and Islamic boarding schools, has a broader purpose than foreign language learning in general. Arabic learning is directed so that students are able to understand religious texts, develop language skills, and instill Islamic values in daily life. In the educational process, learning Arabic aims to develop four language skills or maharah, namely maharah istima' (listening skills), maharah kalam (speaking skills), maharah qira'ah (reading skills), and maharah kitabah (writing skills). These four skills are interrelated and must be developed in a balanced manner so that students are able to use Arabic properly and correctly. (Ghoffar & Muid, 2024)

In addition, learning Arabic also includes mastery of mufradat (vocabulary) and qawaid (grammar) which are the basis for understanding the structure and use of language. Arabic language learning has its own characteristics that distinguish it from other language learning. Arabic is known for its complex grammatical structure, diverse word shapes, and distinctive pronunciation systems. This condition often makes students feel that Arabic is a difficult subject to learn. Therefore, teachers are required to have the right learning abilities and strategies so that students can learn easily, actively, and funly. Teachers not only play the role of material presenters, but also motivators and facilitators who are able to create a conducive learning atmosphere. In its implementation, Arabic learning requires methods, media, and approaches that are in accordance with the development of students. The use of monotonous learning methods such as lectures and memorization often makes students less interested in Arabic lessons. As a result, students' motivation to learn is low and it is difficult to develop their Arabic language skills optimally. (Yurianto et al., 2023)

Therefore, learning innovations are needed that are able to increase student interest and involvement in the learning process. Along with the development of technology and the world of modern education, Arabic learning has also undergone significant changes. Teachers began to utilize various learning media, both print and digital media, to support the learning process. The use of audiovisual media, learning videos, digital applications, educational games, and online platforms can help students understand the material more easily and interestingly. Interactive learning is able to create a more lively learning atmosphere so that students not only listen to

the teacher's explanation, but also actively engage in learning activities. In addition, learning Arabic also has an important role in shaping the religious character of students. Through learning Arabic, students are introduced to Islamic values contained in the Qur'an, hadith, and various other Islamic texts. (Mustofa, 2011)

Thus, learning Arabic not only aims to improve students' linguistic skills, but also builds their morals, spirituality, and religious understanding. Arabic is a bridge for students to get closer to the source of Islamic teachings and expand Islamic scientific insights. In the context of education in madrasas, Arabic learning is one of the core subjects that supports the learning of other Islamic religious education. The ability to understand Arabic will make it easier for students to learn tafsir, jurisprudence, moral creed, and other Islamic sciences. Therefore, the quality of Arabic learning needs to continue to be improved so that the goals of Islamic education can be achieved optimally. However, learning Arabic also faces various challenges, especially in increasing students' interest and motivation to learn. (Zulhannan, 2014)

Many students consider Arabic to be a difficult subject because of the large vocabulary that must be memorized and the difference in language structure with Indonesian. In addition, the limitations of learning media and less varied methods are also factors that hinder the success of learning Arabic. Therefore, teachers' creativity is needed in choosing learning strategies that are able to make students feel comfortable and interested in learning Arabic. Overall, learning Arabic is a very important educational process in building students' language skills and Islamic understanding. Arabic language learning is

not only oriented to the ability to read and write, but also to the ability to understand, appreciate, and practice Islamic teachings in daily life. With the use of the right learning methods and media, Arabic learning can take place effectively, interestingly, and can increase student motivation and learning outcomes. (Unsi, 2024)

C. The Use of Digital Media in Arabic Language Learning at MTs Raudhatul Hasanah Tanjung Jabung Timur.

The use of digital media in learning Arabic at MTs Raudhatul Hasanah Tanjung Jabung Timur is a form of learning innovation carried out to improve the quality of the teaching and learning process in madrasas. In the midst of increasingly rapid technological developments, teachers are required to be able to adapt learning methods and strategies to the characteristics of students living in the digital era. Students today are more familiar with the use of technology such as smartphones, the internet, social media, and various digital applications so that the learning process also needs to be developed to be more interesting, interactive, and in accordance with the needs of the times. Therefore, the use of digital media is one of the important efforts in creating more effective and enjoyable Arabic language learning. (Giwangkencana et al., 2023) At MTs Raudhatul Hasanah Tanjung Jabung Timur, the use of digital media is carried out as part of a learning strategy to help students understand Arabic material more easily. (Ariyanti et al., 2021)

Teachers use various simple digital media such as interactive PowerPoint, learning videos, Arabic audio, online quiz applications, and WhatsApp Groups as learning support tools. Even though this madrasah is located in an environment with limited technological facilities, teachers still

try to make the most of the available media to improve student motivation and learning outcomes. The use of interactive PowerPoint helps teachers deliver material in a more systematic and visual way. The subject matter displayed through slides with pictures, colors, animations, and important points makes students more focused and interested in learning. The visual presentation of the material helps students understand Arabic mufradat and structure more easily than through just oral explanations or writing on the board. (Saputra & Nuha, 2025)

In addition, teachers can also insert pictures and examples of simple conversations so that students can more easily understand the context of language use. Video media is also one of the effective means of learning Arabic in the madrasah. Teachers use learning videos to introduce new vocabulary, practice listening skills (*maharah istima'*), and provide examples of simple conversations in Arabic. Through videos, students can hear firsthand the correct pronunciation of words and see the use of language in certain situations. This makes the learning process more lively and helps students understand the material more realistically. The audiovisual experience gained by students through videos is also able to improve memory and understanding of the subject matter. In addition to the use of videos and interactive presentations, teachers also use digital applications such as Quizizz and Google Form as a medium for learning evaluation. The use of these applications makes evaluation activities more interesting and not boring. (Susiawati et al., 2022)

Students feel more enthusiastic because the evaluation is done in the form of interactive quizzes that display scores and rankings in person. This condition creates a competitive but still fun learning atmosphere so that students are more motivated to learn

and understand Arabic material well. WhatsApp Groups are also used as a medium of communication and discussion between teachers and students outside of class hours. Through the group, teachers can share materials, assignments, learning videos, and provide additional explanations to students. The use of WhatsApp Groups helps the learning process continue even outside the classroom and gives students the opportunity to learn more flexibly. In addition, students can also ask the teacher if they have difficulty understanding the subject matter. The use of digital media in learning Arabic at MTs Raudhatul Hasanah Tanjung Jabung Timur has a positive impact on student motivation and learning outcomes. Students become more active in participating in learning, are more courageous to ask and answer questions, and are more likely to understand the material presented by the teacher. (Rizkiyah et al., 2024)

Learning that previously tended to be monotonous turned into more interactive and fun. The presence of digital media also helps teachers create a more communicative learning atmosphere so that the relationship between teachers and students becomes better. However, the use of digital media in this madrasah also faces several obstacles, such as limited internet access, lack of technological devices, and the digital skills of some teachers and students that still need to be improved. However, these limitations are not the main obstacle in the implementation of digital-based learning. Teachers are still able to utilize simple media that is easily accessible and in accordance with the conditions of the madrasah. Teachers' creativity and innovation are the main factors in the successful use of digital media in learning Arabic. The use of digital media at MTs Raudhatul Hasanah Tanjung Jabung Timur shows that technology-based learning

transformation can be applied not only in urban schools with complete facilities, but also in rural madrasas with limited facilities. This proves that the success of the use of digital media is not always determined by the sophistication of the facilities, but by the readiness and creativity of teachers in utilizing available technology. With the right use of digital media, Arabic learning can take place more effectively, interestingly, and relevant to the times so that it can improve the quality of education in madrasas.

The results of the study show that the use of digital media has a positive influence on Arabic language learning. Digital media is able to create a more interesting, interactive, and learning atmosphere in accordance with the characteristics of digital generation students. Interactive PowerPoint helps teachers present material systematically and visually. Learning videos provide an audiovisual experience that strengthens students' understanding of mufradat and simple conversations. Meanwhile, app-based quizzes provide a fun and competitive evaluation experience. These findings are in line with Mustofa's research that digital media is able to increase students' intrinsic motivation in learning Arabic. (Ristiyani et al., 2025) Rahmawati's research also shows that the use of video and online platforms significantly improves student learning outcomes. (Rahmawati et al., 2024) *The novelty* of this research lies in the implementation of digital media in the context of rural madrasas with limited facilities. Teachers don't rely on computer labs or expensive devices, but take advantage of smartphones, simple LCDs, and free apps that are easily accessible. This approach shows that digital transformation does not always require large costs, but requires creativity and digital literacy of teachers. The

implications of this study show that improving the quality of Arabic language learning is highly dependent on teachers' readiness to adapt to educational technology. Digital media must be positioned not as a complement, but as an essential part of modern learning strategies

Conclusion

Based on the results of the research, it can be concluded that the use of digital media in Arabic learning at MTs Raudhatul Hasanah Tanjung Jabung Timur has a significant effect on student motivation and learning outcomes. This is evidenced by an increase in learning motivation scores from 65.2 to 84.6 and learning outcomes from 68.4 to 86.1, accompanied by regression test results with a significance of $0.000 < 0.05$. Digital media such as interactive PowerPoint, learning videos, app-based quizzes, and online platforms have proven effective in increasing student participation, comprehension, and enthusiasm in learning Arabic. This study recommends that Arabic teachers in madrasas improve digital literacy competencies and utilize digital media systematically and sustainably. Further research can develop Arabic learning models based on blended learning or artificial intelligence.

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