



Eduslamic: Jurnal Pendidikan Islam dan Keagamaan

Vol. 3 No.1 Agustus 2025

E-ISSN: 2988-6686

**THE EFFECT OF TECHNOLOGY-BASED LEARNING MEDIA ON ARABIC
LEARNING OUTCOMES AMONG STUDENTS AT
AL KAUTSAR AL AKBAR ISLAMIC BOARDING SCHOOL IN MEDAN**

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ABSTRACT

This study aims to determine the effect of technology-based learning media on Arabic learning outcomes in students. In the digital era, the use of technology in the learning process has become an important strategy to improve the effectiveness and attractiveness of learning. Arabic, as a subject that requires a deep understanding of vocabulary, grammar, and language skills, is greatly assisted by the presence of interactive and flexible technological media. Through a quantitative approach, data was collected from students who used technology-based media in Arabic language learning and analyzed to assess the extent of improvement in their learning outcomes. The results of the study indicate that the use of technology-based media has a significant impact on improving students' learning outcomes, particularly in terms of material comprehension and learning motivation. Therefore, the use of technology-based learning media is recommended as part of the teaching strategy for Arabic language instruction in schools.

Keywords: *Learning Media, Technology, Arabic Language, Learning Outcomes, Students.*



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Introduction

In this era of globalization and rapid development of information technology, the world of education is required to continuously adapt and innovate. One form of innovation in learning is the use of technology-based learning media. Technology has opened up many new opportunities in the learning process, particularly in presenting teaching materials that are more interesting, interactive, and easily accessible to students. This certainly presents both challenges and opportunities for educators in improving the quality of learning in various fields of study, including Arabic language learning. Arabic is one of the important subjects, especially in Islamic educational institutions. However, learning Arabic is often considered difficult and boring by some students. This is due to several factors, such as a lack of interest in learning, monotonous teaching methods, and a lack of variety in learning media. In this context, the use of technology-based learning media is a promising alternative solution to overcome these various obstacles (Rahman, M. M., Zainal, H. A., & Wahyudin, 2021).

Technology-based learning media can take various forms, such as instructional videos, interactive applications, e-learning platforms, and the use of augmented reality and artificial intelligence. These media are capable of presenting Arabic language material in a more interesting and easy-to-understand format, as well as providing a more dynamic learning experience. Additionally, technology enables learning to take place independently or collaboratively, both inside and outside the classroom. Student learning outcomes are greatly influenced by how the material is presented and the media used. The use of technology-based learning media can increase student motivation, broaden their knowledge, and accelerate their understanding of Arabic concepts, especially in terms of mufradat (vocabulary), qawa'id (grammar), and speaking and writing skills. With the right approach, students can learn more actively and meaningfully. (Lisaniyah, F. H., & Salamah, U, 2021)

In addition, the use of technology in Arabic language learning also allows for personalized learning. Each student can learn at their own pace and in their own style. This is a significant advantage over conventional methods, which are uniform and inflexible. In other words, technology paves the way for more inclusive and responsive learning that meets the needs of students. However, the use of technology in learning does not automatically guarantee student success. Appropriate strategies are needed in selecting and implementing media, as well as teachers' skills in managing technology as a learning tool. Without proper planning and management, technology can actually become a distraction for students. Therefore, the role of teachers as learning facilitators remains very important. (Arrova Tsany, H., Nurramadhan, L., Salma, N., & Dewiajie, S, 2022)

Research on the influence of technology-based learning media on learning outcomes has been conducted in various subjects, but studies that specifically highlight Arabic

language learning are still limited. In fact, the use of technology in teaching foreign languages such as Arabic has great potential for development. Therefore, it is important to explore and examine the extent to which the use of technology-based media is effective in improving Arabic learning outcomes. This study aims to determine the influence of technology-based learning media on Arabic learning outcomes among students. This study is expected to contribute to the development of more effective Arabic learning strategies that are in line with current developments and serve as a reference for teachers and related parties in improving the quality of Arabic learning in schools.

Research Method

This study uses a basic quantitative method that aims to determine the relationship and influence between the use of technology-based learning media and Arabic learning outcomes in students. The research was conducted at Al Kautsar Al Akbar Islamic Boarding School, located on Jalan Pelajar, Binjai, Medan Denai District, Medan City, North Sumatra. The sample respondents in this study were 30 eighth-grade students at Al Kautsar Al Akbar Islamic Boarding School. This method was conducted by collecting data in numerical form through the distribution of questionnaires and administering learning achievement tests to the students who were the respondents.

The data obtained were analyzed statistically to measure the extent of the influence of the independent variable, namely technology-based learning media, on the dependent variable, namely Arabic learning outcomes. This study is descriptive quantitative in nature because it focuses on collecting numerical data to describe and explain the phenomenon being studied objectively and systematically. Data analysis techniques were carried out through correlation and simple regression tests to see the strength of the relationship and the level of influence between variables.

Results and Discussion

A. Learning Arabic Using Technology-Based Learning Media

Learning Arabic is an important aspect of Islamic studies and international communication. Arabic is not only used as a language of communication, but also as the language of the Qur'an, which holds a high position in Islam. Therefore, learning Arabic effectively has become a necessity for many students, especially in Islamic educational settings. As times have evolved, approaches to Arabic language learning have also transformed, one of which is through the use of technology. Technology-based learning media has emerged as an innovative solution to address the challenges of learning Arabic, which has long been considered difficult. Technology provides easy access to information, flexibility in time, and interactive and engaging presentation of materials. For example, the use of learning apps such as Duolingo, Memrise, or Busuu allows students to practice vocabulary, grammar, and conversations in Arabic independently and enjoyably. (Kafrawi, M., Luthfi, A., & Munir, M, 2020).

In addition to applications, technology also enables the use of educational videos, podcasts, and e-learning platforms that present material in various formats. Teachers can integrate animated videos, interactive quizzes, and online discussion forums to increase student engagement in the learning process. This helps create a dynamic and non-monotonous learning environment, making it easier for students to understand and remember Arabic language material. Technology also enables distance or online learning, which is very useful, especially in certain situations such as a pandemic. Through platforms such as Zoom or Google Meet, students can still attend Arabic lessons directly from the teacher, with the help of screen sharing and digital whiteboard features that facilitate the teaching process. Thus, the learning process continues without the barriers of space and time.

The use of technology in Arabic language learning also strengthens overall language skills. Not only reading and writing, but also listening and speaking. Some applications and platforms provide voice recognition features that can train students' pronunciation to be closer to that of native speakers. In this way, students can improve their speaking skills independently through instant feedback from the system. Despite its many advantages, the use of technology in Arabic language learning also presents challenges. Not all students or teachers have adequate access to devices and stable internet connections. In addition, the lack of training for teachers in effectively integrating technology can reduce the benefits of technology-based learning media. Therefore, support from various parties is needed to optimize the use of technology in learning. (Hidayatullah, A. N, 2021)

It is important for educational institutions to provide training and facilities that support technology-based Arabic language learning. Teachers must be equipped with technological skills so that they can develop creative and innovative materials. Meanwhile, students also need to be guided in using technology wisely and productively so that the learning process is not disrupted by digital distractions. Learning Arabic using technology-based learning media is a positive step in improving the effectiveness and quality of learning. With the right support, technology can be a very useful tool in overcoming difficulties in learning Arabic and opening new opportunities in foreign language proficiency in the era of globalization. The integration of traditional methods and modern technology can create a balanced and adaptive learning approach to the needs of the times. (Ismail, A, 2020)

B. The Effect of Technology-Based Learning Media on Arabic Learning Outcomes in Students

In today's digital era, the world of education is undergoing significant transformations in terms of learning approaches. One such transformation is the use of technology-based learning media, which has become an integral part of the teaching and learning process at various levels of education. Technological innovations not only enrich learning resources but also enable the learning process to be more interactive and engaging for students. Arabic, as a complex subject, requires learning methods that can increase students' interest and understanding. In practice, many students experience difficulties in learning vocabulary, grammar, and speaking and writing skills in Arabic. Therefore, effective learning strategies are needed to help students overcome these difficulties, one of which is through the application of technology-based learning media. (Achyar, S, 2021)

The use of technology in Arabic language learning includes various forms of media, such as animated videos, interactive learning applications, digital platforms such as Kahoot or Quizizz, and social media used for communication practice. These media are not only capable of delivering material visually and auditorily, but also provide space for students to practice independently and repeatedly. Technology-based learning media can increase student motivation to learn. When students are interested in the media used, they will be more active in the learning process. In addition, technology enables learning to be more personalized, adapting to the pace and learning needs of each student. This certainly has a positive impact on improving their learning outcomes, especially in understanding material that was previously considered difficult.

Student learning outcomes are not only influenced by internal factors such as cognitive abilities and interest in learning, but also by external factors such as the strategies and learning media used by teachers. In this context, teachers play an important role as facilitators who are able to utilize technology appropriately to create an effective and enjoyable learning environment. The selection of media that is appropriate to the characteristics of Arabic language material is crucial to the success of learning. Various studies have shown that the use of technological media in foreign language learning, including Arabic, has a positive impact on students' conceptual understanding and language skills. Students tend to understand material more quickly when it is delivered through interactive and visual media. In addition, the use of technology also enables collaboration between students, making the learning process more dynamic and meaningful. (Yulianto, N, 2024)

The successful implementation of technology in learning depends heavily on the readiness of infrastructure, teacher competence, and support from educational institutions. Without careful planning and adequate training, the use of technology can actually become an additional burden or distract students from their learning objectives. Therefore,

it is important for schools to provide facilities and training for teachers so that they are able to integrate technology optimally. The use of technology-based learning media has a significant influence on Arabic learning outcomes in students. Technology is not merely a tool but also a bridge connecting students to richer and more enjoyable learning experiences. With the right approach, technology can be the key to enhancing students' Arabic language competencies in this modern era. (Afaria, Z., Sudjani, D. H., & Rachma, F. M, 2022)

Comparison of Arabic Learning Outcomes in Students with and without the Use of Technology-Based Learning Media

Learning Group	Number of Students	Average Pretest Score	Average Posttest Score	Average Improvement (%)
With Technology Based Media	30	60	82	36,7%
Without Technology Based Media	30	62	70	12,9%

The table above shows a significant difference between the group of students who used technology-based learning media and those who used conventional learning methods. The group that utilized technology media experienced an increase in average scores from 60 to 82, which means there was an increase of 36.7%. Conversely, the group without technology-based media only increased from an average score of 62 to 70, or about 12.9%. The higher increase in the group using technology-based media shows that the use of digital learning media can improve the effectiveness of Arabic language learning. Technology-based media such as interactive videos, Arabic language learning applications, and digital quizzes provide a more engaging learning experience, making students more motivated and easier to understand the material.

The advantage of technology-based media also lies in its ability to provide visual and audio content that can help students master vocabulary, grammar, and communication skills in Arabic. This media allows students to learn independently with more flexible time and methods, which is difficult to achieve with traditional learning methods. However, the success of using technology-based media also depends heavily on the readiness of teachers in integrating the technology into the learning process. Teachers must be able to select and manage media that are appropriate for the characteristics of students and lesson materials so that the media truly functions as an effective learning tool. (Rani, S. A, 2017)

In addition, supporting facilities such as the availability of devices and internet access are also important factors for the optimal use of technology-based learning media. If the infrastructure is inadequate, the use of technology media will encounter obstacles and

have an impact on student learning outcomes. The use of technology-based learning media can be said to have a positive effect on improving students' Arabic learning outcomes. The integration of technology in learning needs to be supported by training for teachers and the provision of adequate facilities in order to provide maximum results.

Conclusion

Based on the description above, it can be concluded that the use of technology-based learning media has a positive effect on Arabic learning outcomes in students. Technology media is able to present learning materials in a more interesting, interactive, and easy-to-understand manner, thereby increasing students' motivation, interest, and involvement in the learning process. In addition, technology enables more flexible learning that is tailored to individual needs, thereby encouraging improved understanding and mastery of Arabic language materials. Therefore, the integration of technology in Arabic language learning should continue to be developed and adapted to learning objectives to achieve optimal results.

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