THE APPLICATION OF INTERACTIVE DIGITAL MEDIA IN IMPROVING ARABIC READING SKILLS

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ABSTRACT

This study aims to determine the effectiveness of implementing interactive digital media in improving Arabic reading skills among secondary-level students. The background of this research stems from the observed low interest and comprehension of students when engaging with Arabic texts, which often poses challenges in the language learning process. To address this issue, the study utilized interactive digital media such as Android-based learning applications, interactive quizzes, and educational animations which are believed to offer a more engaging, communicative, and student-centered learning environment. This research employed a quantitative method using a pretest-posttest design, involving two groups: an experimental group that used interactive digital media and a control group that relied on conventional teaching methods. Data were collected through standardized reading comprehension tests administered before and after the intervention. The findings revealed a statistically significant improvement in Arabic reading skills among students in the experimental group compared to those in the control group. The results support the hypothesis that interactive digital media can enhance students' motivation, attention, and understanding of Arabic texts. Therefore, it can be concluded that the integration of digital technology in language instruction provides an effective alternative to traditional methods, especially in increasing reading proficiency in Arabic among secondary school students.

Keywords: *Interactive Digital Media, Reading Skills, Arabic Language*

Introduction

Arabic is one of the international languages that holds an important position in various aspects of life, particularly in the fields of religion, education, and culture. In Indonesia, Arabic is taught from elementary to university levels, especially in Islamic educational institutions such as madrasahs, pesantren, and Islamic faculties. Mastery of Arabic is not only intended to understand classical texts (turats) and the Holy Qur'an, but also as a means of communication and a tool for developing Islamic knowledge. In this context, reading skills or maharah al-qira'ah are one of the fundamental components that must be mastered by students in the Arabic language learning process.

Teaching reading skills in Arabic still faces many challenges. One of the main challenges is the low interest of students in Arabic texts, which is caused by various factors such as the lack of interesting learning media, the limited resources of teachers in using technology, and the conventional and one-way teaching approach. Monotonous and lecture-based or rote learning makes students passive and difficult to develop their reading skills optimally. As a result, many students have difficulty understanding texts, analyzing sentence structures, grasping contextual meaning, and even pronouncing words correctly. (Syaiful, 2011)

The development of information and communication technology (ICT) has opened up great opportunities in the world of education, especially in language learning innovation. Technology can be used to create more dynamic, interactive, and appropriate learning media for the characteristics of the current digital generation. One form of technology utilization in education is the use of interactive digital media. This includes Android-based applications, language learning software, educational games, interactive animated videos, and online platforms that allow students to learn independently and collaboratively. (Asrowi, 2019)

Interactive digital media provides a learning experience that is not only visual and auditory but also kinesthetic. With features such as conversation simulations, quizzes, text animations, and immediate feedback, students can learn to read Arabic in a more enjoyable and challenging way. In addition, this media also allows teachers to design adaptive learning, according to the needs and abilities of each student. (Asrowi, 2019)

Along with the rapid development of digital technology in the world of education, there has been a paradigm shift from traditional learning to technology-based learning. The concept of Education 4.0, which emphasizes the integration of information technology in the teaching and learning process, has begun to be adopted by various educational institutions in Indonesia. In the context of language learning, especially foreign languages such as Arabic, interactive digital approaches have become one of the promising innovative strategies to overcome the limitations of conventional learning methods that tend to be teacher-centered (teacher-centered learning). (Rusman, 2017)

The importance of reading skills (maharah al-qira'ah) in Arabic language learning cannot be separated from the primary function of language as a tool for understanding information. In the Arabic language curriculum at the secondary school level, reading skills occupy a central position as they form the foundation for understanding Arabic texts, ranging from narrative and descriptive texts to religious texts such as hadith and Qur'anic exegesis.

Good reading skills will pave the way for mastery of other language skills such as writing, speaking, and listening. Therefore, the development of methods and media to support these skills is very important (Daryanto, 2013). The main challenge still faced in teaching Arabic reading is the gap between the characteristics of digital native students and the learning approaches used by teachers.

Many students are accustomed to visualization, audio, and interactivity in their daily activities, especially through devices such as smartphones and computers. On the other hand, Arabic language learning materials presented in the classroom are often still in the form of static text that is uninteresting and requires high cognitive processing without visual or audio assistance (Munir, 2015).

Interactive digital media presents itself as a solution that not only presents material in a more engaging format but also actively involves students through interactive features such as practice questions with automatic feedback, educational games (edu-games), phonetic exercises with audio, and the ability to learn independently through instructional videos and interactive simulations. Interactive digital media also enables personalized learning, where students can learn at their own pace and according to their individual learning styles. (Munir, 2015)

The urgency of utilizing interactive digital media has increased with changes in national education policies that encourage school digitization through the Merdeka Belajar (Freedom to Learn) program, Minimum Competency Assessment (AKM), and digital learning platforms such as Rumah Belajar (Learning House). This is a strategic moment to integrate interactive digital media into Arabic language learning to make it more relevant to the times and the needs of students.

Not only from a technical perspective, but also from a pedagogical standpoint, the use of interactive digital media can help develop 21st-century competencies in students, such as critical thinking, communication, collaboration, and creativity (4C). In the context of Arabic language learning, these media can be used to develop critical thinking skills in understanding textual contexts, communication skills through online discussions, and creativity in interpreting the content of readings in an interactive manner.

Collaboration can also be built through online group quizzes or digital reading projects that involve students in teams. The application of interactive digital media supports a differentiated instruction approach that adapts to visual, auditory, and kinesthetic

learning styles. In the contemporary educational perspective, language learning is not only seen as a process of mastering a linguistic system, but also as a complex social and cultural activity.

Arabic, as a language with high historical, religious, and academic value, occupies a strategic position in the Indonesian education curriculum, especially in madrasahs, Islamic boarding schools, and Islamic educational institutions. Proficiency in Arabic is a prerequisite for students to access Islamic knowledge directly, without having to rely on translations. In this context, reading skills are crucial, as reading is the gateway to understanding and interpreting Arabic texts in various forms and levels of complexity (Rusman, 2017).

Learning to read in Arabic is not without challenges. The phonological, morphological, and syntactic differences between Arabic and Indonesian often pose obstacles in teaching. Complex sentence structures, the presence of harakat, differences in word meanings based on context, and the unique root word system (al-judzur) make learning to read require a systematic and sustained approach.

Unfortunately, in many classroom practices, reading skills are still taught conventionally through lectures, translation exercises, and text repetition without visual strategies or adequate use of technology. (Nasution, 2013) Limited classroom space, lack of time, and a heavy curriculum load make it difficult for teachers to develop innovative reading teaching methods.

This is exacerbated by limited educational resources such as rigid textbooks that are not contextual and lack illustrations that support students' visual understanding. As a result, students' reading abilities stagnate and do not develop optimally, especially in terms of discourse comprehension and recognition of more complex language structures.

In response to these challenges, there is an urgent need to integrate technology-based approaches into Arabic language learning, particularly through the use of interactive digital media. This media not only presents text in an attractive visual form but also provides audio features that allow students to hear correct pronunciation, videos that explain cultural contexts, and interactive quizzes and exercises that provide immediate feedback. Thus, interactive digital media is not only a visualization tool, but also functions as a pedagogical instrument capable of shaping a holistic and enjoyable learning experience. (Mahsun, 2014)

In terms of educational psychology, interactive digital media has been proven to support the theory of multiple intelligences developed by Howard Gardner. Students with visual-spatial, auditory, linguistic, and kinesthetic intelligences will find it easier to absorb material through varied digital formats. For example, animated videos that include Arabic text with translations and voice narration will make it easier for students with auditory and visual learning styles to understand the text better. Meanwhile, kinesthetic learners

can take advantage of drag-and-drop features, responsive clicks, or reading simulations in the form of educational games. (Muhibbin Syah, 2016)

The use of interactive digital media also supports the creation of a student-centered learning environment. In this approach, students are given the freedom to explore material at their own pace and according to their preferences. Teachers are no longer the sole source of information but act as facilitators guiding students in effectively utilizing digital media. This undoubtedly fosters learning autonomy, enhances intrinsic motivation, and builds confidence in learning Arabic. (Hidayat, 2022)

The development of digital education platforms such as Google Classroom, Moodle, Kahoot, Quizizz, and various language learning applications like Duolingo, Memrise, and Aswaatul Arabiyyah has proven that technology can be used to design interactive and easily accessible language learning experiences. In fact, in the era of the Internet of Things (IoT) and artificial intelligence (AI), the development of interactive digital media is advancing with adaptive features that can automatically adjust the difficulty level of questions to students' abilities (Fadhilah, 2021). The success of integrating interactive digital media into learning does not solely depend on the availability of technology, but also on the pedagogical and digital competencies of teachers. Teachers must possess the skills to design and manage relevant digital content, as well as the ability to evaluate its effectiveness in learning.

Research Methods

This study uses a quantitative approach with a quasi-experimental research design to measure the effect of interactive digital media on students' Arabic reading ability. A quantitative approach was chosen because it allows researchers to measure and analyze data objectively based on numbers and statistics, thereby determining the extent of change that occurred before and after the treatment was administered. In this context, a non-equivalent control group design was used, which is an experimental design involving two groups of students, namely an experimental group that was given treatment in the form of interactive digital media and a control group that used conventional learning methods, without random assignment in determining the groups. This design was chosen because it takes into account the limitations of the school environment, where it is not possible to randomly divide students but still want to evaluate the differences in learning outcomes between groups that receive special treatment and those that do not (Izzan, 2012).

The population in this study was all tenth-grade students at a Madrasah Aliyah in Medan, totaling 120 students. From this population, two classes were selected that were considered to have relatively equivalent academic abilities based on previous report card grades and input from Arabic language teachers. The sample selection was conducted using purposive sampling, which involves selecting samples based on specific

considerations deemed capable of providing relevant data for the research objectives. Each of the two classes consisted of 30 students, resulting in a total sample size of 60 students, which were then divided into two groups: an experimental group (30 students) and a control group (30 students).

Results And Discussion

Interactive digital media is one of the fastest growing forms of information and communication technology in the world of education. In general, interactive digital media refers to a set of tools or applications based on digital technology that enable two-way interaction between users (students) and learning content in a direct and dynamic manner. This medium is capable of presenting instructional materials in various attractive formats such as text, images, audio, video, simulations, animations, and interactive quizzes that can be manipulated by users according to their individual needs and abilities. (Asrowi, 2019)

According to Heinich et al. (2015), interactive media is media that allows users not only to passively receive information but also to actively participate in the learning process through specific responses, such as answering questions, choosing learning paths, evaluating results, and repeating material at their own pace. This is an added value compared to conventional media, which is one-way and less stimulating for active student involvement.

In Arabic language learning, interactive digital media is a very potential tool for developing students' language skills, especially in the aspect of reading (qirā'ah). This media can present reading texts accompanied by visual illustrations, voice guides (audio pronunciation), vocabulary exercises, and quizzes that provide immediate feedback to users. This interactivity makes the learning process more interesting, personalized, and tailored to each individual's learning style. (Jamaludin, 2021) Clark and Mayer (2016) state that interactive digital media-based learning can improve students' cognitive efficiency because information is conveyed not only verbally but also visually. When information is conveyed in various modalities, the brain finds it easier to process, remember, and understand the information.

This is in line with the theory of *multimedia learning* developed by Richard E. Mayer, which emphasizes that learning is more effective when information is conveyed through text and images (dual-channel processing). The main characteristics of interactive digital media include several important aspects that support a more effective learning process. First, this media is responsive and real-time, meaning that users can respond to the material presented and receive immediate feedback. Examples can be found in interactive quizzes or automated assessment systems that provide instant results.

In addition, interactive digital media is multimodal, presenting information in various forms such as text, images, sound, and video. This diversity of formats helps improve learners' understanding because it accommodates different learning styles. Furthermore, there is a personalization feature, where learning materials can be tailored to the learning speed, specific needs, and preferences of each learner. This allows for more flexible and adaptive learning.

This media also has a high level of accessibility because it can be accessed anytime and anywhere via digital devices such as laptops, tablets, or smartphones. This convenience means that the learning process is no longer limited by space and time. Finally, interactive digital media encourages active engagement from learners. They are not only recipients of information, but also actively explore, select materials, evaluate information, and practice their knowledge directly through various interactive features available.

Concrete examples of the application of interactive digital media in Arabic language learning include the use of applications such as Duolingo, Memrise, or Quran Companion, which combine Arabic language learning with elements of gamification (game-based learning). These applications do not only present material in the form of memorization or text, but also include quizzes, score rankings, and achievement badges that motivate students to continue learning consistently and enjoyably.

In addition to apps, Learning Management System (LMS) platforms such as Google Classroom, Moodle, and Edmodo also support interactivity in online learning by providing discussion forums, interactive assignments, and customizable learning videos tailored to students' needs. From a pedagogical perspective, interactive digital media supports constructivist learning, where students actively build their own knowledge through experience, exploration, and engagement. In other words, students do not merely memorize material but also construct meaning independently through interaction with digitally presented content that is engaging and contextual.

The success of interactive digital media implementation also depends heavily on teacher readiness, the availability of technological infrastructure, and the digital literacy of students. Teachers must be able to integrate this media into their lesson plans appropriately and provide guidance to students in accessing and using the media optimally. Interactive digital media is not merely a learning tool but also a pedagogical strategy that can stimulate interest, enhance active participation, and accelerate students' understanding of Arabic, particularly in reading skills that require comprehension of vocabulary, sentence structure, and overall contextual meaning.

A. Arabic Reading Skills

Arabic reading skills are one of the most important basic skills in mastering the language. When learning Arabic as a foreign language (second or third language), reading skills involve more than just reciting texts or identifying letters; they also include a deep

understanding of the content of the text, its grammatical structure, and its implied meaning. Therefore, reading ability in Arabic is a multi-layered competency that combines linguistic, cognitive, and cultural aspects.

a. The Nature of Reading in Arabic

In general, reading (القراءة) in Arabic is the process of recognizing written symbols (letters and words) and associating them with the correct sounds and meanings according to their context. In a broader sense, reading includes the skills of understanding the content of a text, interpreting information, and drawing conclusions based on the context of the reading. The process of reading in Arabic often requires additional skills due to the unique characteristics of the Arabic language, such as its complex morphological structure, the use of short vowels (harakat) that are not always written, and the various forms of verbs and nouns (isim) that vary according to i'rab (grammatical rules). (Rohmah, 2021)

Within a pedagogical framework, reading ability in Arabic can generally be classified into two main types, namely reading aloud (qirāʼah jahrīyah) and reading comprehension (qirāʼah fahmīyah). Reading aloud focuses on phonetics and correct pronunciation. In this activity, students are trained to master makhārijul ḥurūf (the place of articulation of letters) and tajwid rules so that they can pronounce each word correctly and fluently. This skill is very important, especially in the context of reading sacred or formal texts that require accuracy in sound.

Meanwhile, reading comprehension emphasizes cognitive aspects, namely the ability to grasp the content of the text as a whole. This type of reading includes understanding the main ideas, identifying important details, and analyzing the relationships between ideas in a text. The main objective is for readers to not only be able to read technically, but also to be able to absorb and evaluate the meaning contained in the text.

b. Challenges in Reading Arabic

Learning to read Arabic faces various challenges, especially for non-Arabic speakers. One of the main obstacles is the Arabic writing system, which is written from right to left and uses letters that are connected to each other. This often poses a particular difficulty for beginner readers who are not yet accustomed to this form and direction of writing. In addition, the complex grammar is also an obstacle. Arabic has a very rich and varied morphological and syntactic system. Learners need to understand verb patterns, sentence structure, gender differences, and grammatical cases, all of which can affect the form and meaning of words. Another challenge lies in the lack of harakat in many Arabic texts, especially at the intermediate and advanced levels. The absence of short vowel marks requires readers to have high inference skills in order to understand the meaning of words and sentences based on context. Additionally, unfamiliar vocabulary often poses

difficulties for learners. Many terms in Arabic are classical (fushah) or rarely used in everyday life, necessitating extra effort to expand and deepen vocabulary.

c. Reading Skill Development Objectives

According to the communicative approach to language learning, the ultimate goal of reading instruction is for students to be able to understand texts comprehensively, whether literal, inferential, critical, or creative. Understand narrative, descriptive, and argumentative texts in Arabic. *First*, identify the main ideas and supporting ideas in a paragraph; *Second*, interpreting implied meanings based on the Arab cultural context; *Third*, answering questions and summarizing based on the text.

d. Arabic Reading Learning Strategies

In learning practice, there are various strategies that can be applied to improve Arabic reading skills effectively. One of the most widely used strategies is the top-down and bottom-up approaches. The top-down approach focuses on understanding the overall context and the learners' ability to predict the global meaning of a text. In contrast, the bottom-up approach emphasizes details, such as word recognition, sentence structure, and literal meaning. These two approaches can complement each other and be used in an integrated manner according to the needs of the students.

Another equally important strategy is graded practice. This process begins with the use of simple texts accompanied by harakat to facilitate reading, then gradually moves on to more complex texts without the aid of harakat. This stage aims to build readers' abilities systematically and gradually. To overcome vocabulary comprehension difficulties, the use of digital dictionaries and thematic glossaries is very helpful. These tools can support students in expanding their vocabulary and improving their understanding of the texts they encounter. In addition, the use of interactive digital media is also an important part of the reading learning strategy. The use of e-books accompanied by harakat, Arabic-Indonesian dictionary applications, and game-based reading comprehension exercises can increase students' motivation and engagement in the learning process.

e. The Role of Teachers in Strengthening Reading Skills

Teachers play a central role in guiding, facilitating, and evaluating students' reading skills. In teaching Arabic reading, teachers must be able to: *First*, select texts that are appropriate for the students' skill level; *Second*, Explain the cultural and grammatical context that appears in the text; *Third*, encourage students to think critically and creatively about the content of the text; *Fourth*, provide constructive feedback on reading errors, both phonetic and comprehension-related. (Muhibbin Syah, 2016).

B. Description of Pre-test and Post-test Data

Before the treatment was carried out, both groups were tested using a pretest to determine the students' initial Arabic reading ability. The average pretest score for the experimental group was 63.2, while the control group obtained an average score of 62.8. This shows that the initial abilities of both groups were at a relatively equal level. After the treatment was administered, a post-test was conducted to measure changes or improvements in reading ability. The experimental group, which used interactive digital

media, showed an increase in the average score to 83.7, while the control group improved to 70.5. The following table compares the average pre-test and post-test scores:

Group	Average Pretest	Average Posttest	Difference
Experiment	63,2	83,7	+20,5
Control	62,8	70,5	+7,7

The difference in value increase of +20.5 points in the experimental group shows a much more significant increase than the control group.

a. Statistical Analysis Results

Statistical analysis was performed using an independent sample t-test to determine whether the difference in value increase between the experimental group and the control group was statistically significant. The results of the independent sample t-test showed a significance value (Sig. 2-tailed) of 0.001, which means that the value is less than the significance level of 0.05 (0.001 < 0.05). Thus, H_0 was rejected and H_1 was accepted, meaning that there was a significant difference between the experimental group and the control group after the treatment was given. This means that the use of interactive digital media has a significant effect on improving students' Arabic reading skills.

b. Students' Responses to Interactive Digital Media

In addition to quantitative data in the form of test results, the researcher also conducted observations and distributed questionnaires to determine students' responses to the use of interactive digital media. Based on the questionnaire results, 87% of students stated that digital media made learning more enjoyable and easier to understand. They felt more motivated and enthusiastic when learning Arabic texts through applications equipped with sound (الصوت), images (الصورة), and animations. One student expressed in the questionnaire comment column:

"القراءة بواسطة التطبيق ممتعة وأسهل من الكتاب فقط، لأنني أستطيع أن أسمع النطق الصحيح وأرى الصور التي تساعدني على الفهم".

Meaning: *"Reading through the app is fun and easier than just using a book, because I can hear the correct pronunciation and see pictures that help me understand."*

Other respondents also added that the instant evaluation feature and quiz games in the app made them feel more challenged and less bored.

c. Sample Questions and Student Responses

The questions used in the reading test are as follows:

Text:

<div dir="rtl">

ذهب خالدٌ إلى المدرسةِ مبكرًا .قرأ دروسهُ في الفصلِ، ثم كتب الواجبَ في الدفترِ.

</div>

Question:

<div dir="rtl">

١. إلى أين ذهب خالدٌ؟

٢. ماذا فعل خالدٌ في الفصلِ؟

٣. ما الذي كتبهُ خالدٌ في الدفترِ؟

</div>

The responses of students in the experimental group showed more accurate and complete answers, such as:

<div dir="rtl">

١. ذهب خالدٌ إلى المدرسةِ.

٢. قرأ خالدٌ دروسهُ في الفصلِ.

٣. كتب خالدٌ الواجبَ في الدفترِ.

</div>

The results of the study indicate that the use of interactive digital media has a positive and significant effect on improving students' Arabic reading skills. This is demonstrated by the significant difference in post-test average scores between the experimental group, which received treatment using interactive digital media, and the control group, which continued to use conventional learning methods. where the experimental group showed an average increase of 20.5 points, while the control group only experienced an increase of 7.7 points. This difference proves that a learning approach that integrates interactive technology is capable of producing more optimal learning outcomes compared to conventional approaches that are one-way and lack active participation from students.

This condition is in line with constructivism theory, which emphasizes the importance of active student involvement in the learning process, where interactive digital media provides space for students to explore, respond, and reflect on information independently and repeatedly according to their individual learning speeds. Features such as interactive exercises, educational games, audio pronunciation (الصوت), visualization of meaning (الصورة), and instructional videos make Arabic language learning no longer feel rigid and boring, but rather a fun, flexible, and meaningful learning experience.

Based on student responses in the questionnaire, most stated that they found it easier to understand Arabic reading when using applications that present text in an interactive format, including features such as text with harakat (الضبط), native speaker audio, and illustrations that support the understanding of word or sentence meanings. This indicates that the integration of technology in foreign language learning, particularly Arabic, is not

only relevant but also highly necessary in addressing the challenges of limited interest and motivation among students in the digital age. (Daryanto, 2013)

The immediate feedback from the application after students answer questions provides the reinforcement needed in the learning process. Students can instantly identify their mistakes, correct them, and try again without feeling pressured by the formal classroom environment. This approach undoubtedly creates a more friendly, democratic learning environment that allows for error-based learning (learning from mistakes), which is highly effective in the context of mastering a foreign language.(Fauzan, 2018)

When it comes to reading skills in Arabic, which include the ability to recognize letters (تمييز الحروف), read words (قراءة الكلمة), read sentences (قراءة الجملة), and understand texts comprehensively (فهم النص), interactive digital media has been able to address all these aspects simultaneously and in an integrated manner. This is because, through a single device, students can listen to pronunciation, see the writing of letters and words, match images with meanings, and answer questions that test contextual understanding, which is undoubtedly beneficial in fostering active and critical reading habits (القراءة الفعالة والنقدية). (Ahmad, 2020)

Conclusion

Interactive digital media plays a significant role in improving students' Arabic reading skills. This conclusion was obtained from quantitative data analysis showing an increase in the average score of the experimental group that used interactive digital media compared to the control group that only used conventional learning methods. The interactive digital media used in this study included various forms, such as Android-based learning applications, animated videos, interactive quizzes, and digital modules that allowed students to interact directly with the learning material. Through these media, the learning process became more interesting, less monotonous, and more in line with the learning styles of students in today's digital era. The interactivity offered allows students to learn independently, explore content at their own pace, and receive immediate feedback, thereby supporting the effective achievement of learning objectives.

The significant improvement in students' reading comprehension also shows that interactive digital media can bridge the gap between theory and practice in Arabic language proficiency. With the help of visual, audio, and animation elements, students not only understand the literal meaning but also connect the text to a broader context. This demonstrates that interactive digital media can strengthen students' cognitive connections to Arabic texts while enhancing their motivation to learn.

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