

Literature Studies: The Use of Technology as a Media for Learning Arabic in the Digital Era

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Abstract

The rapid advancement of digital technology today has had a significant impact on various aspects of life, including education. In the field of language learning, particularly Arabic, technology has introduced innovations that open new opportunities to enhance the quality and efficiency of the teaching and learning process. With digital technology, the integration of interactive media, online learning platforms, mobile applications, and artificial intelligence can create a more engaging, flexible, and personalized learning experience. This study aims to identify the types of technology that have been applied in Arabic language learning. A qualitative method with a literature review approach was employed in this research. The data sources were drawn from journals discussing relevant themes on the use of technology as a medium for teaching Arabic. The data were then analyzed to generate new findings. The analysis revealed 21 technology-based learning media that effectively support Arabic language learning, including Instagram, TikTok, Google Sites, Moodle, Duolingo, YouTube, Animated Films, Plotagon, Powtoon, Kahoot, Digital Comics, Quizizz, Chatbot Mondly, Canva, Adobe Animate CC, Podcasts, MixPad, Word Wall, Digital Dictionaries, BISA Nahwu Sharaf Application, and Alef Education Platform. These media contribute to enhancing students' listening, speaking, reading, and writing skills. These findings are expected to serve as strategic references for educators and educational institutions to develop more innovative and relevant Arabic language learning approaches in the digital era.

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



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Introduction

The current era of digitalization has had a huge impact in various fields, both directly and indirectly. Technological advances have also penetrated the world of education (Puspita, 2024). Significant technological advances have contributed to the development of science, as the two are interrelated and mutually supportive. In the world of learning, various modern and advanced and up-to-date media have been adopted, thus creating a more interesting and enjoyable learning experience. There are three main factors that are focused on in the development and integration of digital technology into the learning process, namely: the design of technology, the role of educators in implementing technology, and the educational context in which technology is applied (Putrawangsa & Hasanah, 2018). The use of technology in learning involves the use of various modern media available. The presence of these media can help increase students' motivation and enthusiasm for learning, so that

learning materials can be delivered more effectively. Therefore, a shift from traditional media to technology-based media is needed (Aflisia, Karolina, Yanuarti, & Raihan, 2022). Technology-based media has been proven to be effective in improving student learning outcomes, both in terms of cognitive abilities and psychomotor skills (Wulandari, 2019). The use of technology in learning has become an important component in facing the dynamics of changing times. In Arabic language learning, technology integration is not only an innovation, but also a necessity to expand access and improve the efficiency of the educational process. With the support of technology, students are no longer limited to the use of traditional textbooks, but can take advantage of a range of richer, interactive, and flexible learning resources. This transformation provides a more dynamic learning experience, allowing students to hone their listening, speaking, reading, and writing skills in Arabic in a more optimal way (LP. Nurjannah, Novianti, & Azura, 2025). Technology presents various opportunities to develop more innovative learning methods. The use of applications on smartphones, e-learning platforms, and interactive software has become an effective means of supporting Arabic learning in a more practical and engaging way. For example, students can access learning materials anytime and anywhere, including interactive exercises, educational videos, technology-based quizzes, and conversation simulations. Some apps are even specifically designed to help improve students' understanding of grammar, vocabulary, and speaking and listening skills. With this wide accessibility, learning becomes more inclusive and can be tailored to each student's individual needs (Namira & Nasution, 2024). This study aims to identify technology-based media that is considered effective in learning Arabic, based on the results of research that has been reviewed in journals or by previous researchers.

Methods

Accurate data is an important element in achieving valid results in this study, so the selection of appropriate research methods is a very crucial step. This study decided to use the literature study method as the main approach. Literature studies have the goal of exploring and describing research variables without comparing them or connecting them with other variables. The result of this method is in the form of data analysis obtained from various trusted sources. The literature study process involves several stages, starting from the collection of library data, which includes books, scientific journals, research articles, and other documents relevant to the topic. Furthermore, an in-depth reading process is carried out to understand the content of these sources. Data that is considered important is then recorded and organized systematically, before being processed into analytical material that produces new findings (Zed, 2014). This research will focus its study on the exploration of various types of technological media that are considered relevant in learning Arabic. This includes online learning platforms, mobile-based learning applications, interactive software, and artificial intelligence-based technology. Each media will be analyzed based on its effectiveness in improving students' Arabic language skills, both from the aspects of listening, speaking, reading, and writing. With an in-depth analysis, this research is expected to provide comprehensive insights into how technology can be optimally integrated in the Arabic language learning process, as well as provide media recommendations that can be implemented by educators in Arabic language learning.

Results and Discussions

1. Results

Educational technology is a field that encompasses studies, theories, facilities, disciplines, and ethical practices designed to facilitate and simplify the educational process. In addition,

educational technology is also an integral process that aims to analyze problems, find solutions, evaluate, and provide solutions to various issues related to all aspects of human learning. This is done through the use of various learning resources and tools that support learning and education. With the development of the times towards the modern era, educational technology has also experienced significant advances, both in Indonesia and in the world, including in its concept, definition, and implementation. However, what remains the main focus is the role of educational technology in solving problems faced in the education process to improve the quality of education, especially in Indonesia (Widyasari, Adri, & Dhania, 2022). As part of the literature review, the following is presented an analysis table that outlines various related journals. This table serves to summarize important information about the types of technologies used in learning Arabic.

Table 1.
Journal Analysis

Yes	Researcher & year	Method	Heading	Result
1.	Zainul Arifin, Ayu desrani, Suci ramadhanti febriani, Api wardana ritonga, Ilya husna (2022)	Mix- Method	Instagram in Arabic Learning: Mixed Methods to Investigate the Effectiveness and Errors of Speaking Skills.	The findings showed that there was a positive influence on Arabic speaking skills through the application of Instagram media as evidenced by the significance value of Two-Sided p of < 0.05.
2.	Moch Wahib Dariyadi, Hanik Mahliatussikah , and Moh. Fauzan (2021)	Blended Methods	The use of Google Site as a medium for learning Arabic.	This training increases the knowledge and competencies as well as the skills of participants in creating and using google sites as a learning medium.
3	Robiatul Adawiyahi, Ryan Eka Rahmawati (2022)	Qualitative methods and literature studies	Analysis of the Use of Gamification-Based Duolingo Application in the Language Learning Process at Primagama Madiun Homeschooling School.	This study concludes that the use of gamification-based duolingo applications is effective for Arabic language learning.
4.	Ayuni Dewi Ariyani, Farikh Marzuki Ammar(2024)	Qualitative Methods and Case Studies	Implementation of the Alef Education Platform-Based Blended Learning Model on Arabic	The use of alef education as a learning medium has succeeded in increasing students' enthusiasm for learning, so that it has an

			Language Learning at MTs Al-Abror Sidoarjo.	impact on increasing student learning outcomes.
5.	Rini, M. Arif Mustofa, Kurnia (2023)	(R&D) and the Borg & Gall Model development model	Using the Plotagon Application on Arabic Language Learning Media Design.	The results of the study show that the Plotagon application has proven to be suitable for use as a medium for Arabic language defense.
6.	Anwar Sanusi, Fahmi Yahya Abdil Haq (2021)	Qualitative methods and ethnographic approaches	Arabic Language Learning Through the Use of Adobe Animate CC Media in Schools.	The results show that the use of Adobe Animate CC media results in interactive, innovative, and effective learning.
7.	Hanifah Nur Azizah (2018)	Classroom Action Research	Improvement of Arabic Vocabulary Mastery through the Use of Word Wall Media.	The conclusion of this study is that the use of word wall learning media can improve students' mastery of Arabic vocabulary.
8.	Adib Amrullah, Daddy (2024)	Qualitative methods and literature studies	The use of the BISA Nahwu Sharaf application as a learning medium to improve the Arabic Maharah Nahwu Sharaf.	The results show that the BISA application obtained a 100% percentage of the value which means that the category is quite feasible.
9.	Ahmad Fadilah Khomsah, Muhammad Imron (2020)	Qualitative methods and literature studies	Arabic Language Learning through Collaboration of Questioning Methods and Kahoot Media.	By using kahoot in the learning process, it can improve the quality of learning.
10.	Lifya Nidaul Hana, Asep Sunarko, Rifqi Aulia Rahman (2022)	Quantitative methods and experimental methods	The Use of Animated Film Media to Improve Mastery of Arabic Vocabulary.	This study concluded that students' mastery of Arabic vocabulary using animated film media was better.
11.	Amrina, Adam Mudinillah, Multia Sari (2021)	Qualitative descriptive method	The Effectiveness of Arabic Language Learning Using Mixpad Media in MTs Class VIII Kota Baru.	The description results show that the mixpad or audio visual media results are effectively used.
12.	Tiara	Content	Analysis of Arabic	The conclusion in this study

	Nurfingkan Priantiwi, Maman Abdurrahman (2023)	Analysis Methods and Qualitative Approaches	Learning Content on Tiktok Media.	is that TikTok can be used as a medium in learning Arabic
13.	Siti Alfi Aliyah, Primasti Nur Yusrin Hidayanti (2022)	Qualitative descriptive method	Arabic Language Learning Using Moodle-Based E-Learning.	The results of the study concluded that Moodle-based E-Learning is very suitable for use in Arabic language learning.
14.	Fitrah Dinanti Massofia, Refiyana Yolanda (2023)	Qualitative descriptive method	Powtoon as an Interactive Media on Arabic Language Learning in the Society 5.0 Era	Research shows Powtoon media with attractive animation designs helps teachers and students learn Arabic more effectively.
15.	Zulpina (2023)	Qualitative methods and literature studies	Quizizz, Alternative Media for Online Arabic Learning for Madrasah Ibtidaiyah Students.	Research shows Quizizz to be an easy, effective, and engaging medium for Arabic evaluation and learning.
16.	Mushthafa Shadiq Al-Rafi'I (2023)	Qualitative methods and literature studies	The Influence of YouTube Social Media on Arabic Vocabulary Learning: A Literature Review Study	The results of the analysis showed that YouTube allows learners to learn flexibly, as well as provides a variety of collaborative tools and educational resources.
17.	Nafi'atu Rohmah Nafi'atu Rohmah, Nailul Izzah, Ariliana (2024)	Qualitative methods and literature studies	Application of Canva App Media in Arabic Language Learning.	The results show that Canva is effective in increasing students' interest and motivation to learn, creating interactive and innovative learning media.
18.	Meladia Aqidatul Izzah, Ali Ma'sum (2021)	R&D method with ADDIE development model.	Development of Digital Comics as Arabic Learning Media Maharah Qira'ah for Class X	The validation results showed that Arabic-language digital comics got a percentage of 83.9%, so it was declared very valid and

			Students of MA Almaarif Singosari.	suitable for use as a learning medium for maharah qira'ah.
19.	Umar Faroid, Hanifah Maulidyaningrum, (2025)	Qualitative methods and literature studies	Mondly Chatbot as an Innovative Media in Arabic Language Learning.	Mondly uses AI, AR, and VR to interactively improve Arabic language skills and encourage students to be more active in learning.
20.	Ramadhan Nur Ilham (2023)	Qualitative method	The Utilization of the Indonesian Arabic Digital Dictionary as a Learning Resource at Ibnu Khaldun IT Junior High School.	Research shows that the majority of students find digital dictionaries more effective than printed dictionaries.
21.	Atika Chairul Syamlan, Zuhrotul Mufidah (2024)	Mixing Method	The Use of Podcasts as an Alternative Media in Arabic Language Learning.	Research shows podcasts as a learning medium significantly improve students' Arabic listening and speaking skills.

2. Discussions

Learning media plays an important role in supporting the teaching and learning process, especially in improving language skills such as listening, speaking, reading, and writing. Various studies have been conducted to explore the effectiveness of learning media in the context of Arabic. Based on the analysis of a number of recent research articles, the researcher grouped various Arabic learning media into several main categories. This grouping aims to provide a clearer and more structured picture of the variety of learning media that have been tested for effectiveness, so that it can be a reference for educators, researchers, and education practitioners in choosing media that suits learning needs. Here are the different types of learning media that have gone through research and proven to be effective in supporting the learning process:

1. Social Media

a. Posted on Instagram

Instagram is a visual-based social media platform that can be used as an interactive learning medium. With features such as feeds, instastories, and live, Instagram allows for the delivery of subject matter in an attractive and accessible manner for students. According to (Ambarsari, 2020), the use of Instagram as a medium for learning Indonesian language and literature in the 4.0 era can increase students' interest in learning through the presentation of interesting and interactive materials. In its application, teachers can upload subject matter in the form of informative pictures or short videos through Instagram feeds. This content can be designed with an attractive design to increase students' interest in learning. The instastory feature is perfect for delivering short information, interactive quizzes, or questions that encourage student participation in real-

time. Meanwhile, the Instagram live feature allows teachers to conduct live learning sessions, provide material explanations, or answer student questions interactively.

b. Tiktok

TikTok is a short video-sharing application developed by a Chinese technology company, ByteDance, and launched in 2016. The app allows users to create, access, and share videos with a duration of between 15 seconds to 3 minutes. (Priantiwi & Abdurrahman, 2023). TikTok, which was originally known as an entertainment platform, has now grown into an educational tool with many creators sharing content from various fields of knowledge. The content is presented with an edutainment approach, combining elements of education and entertainment to create a fun learning atmosphere. Research by Tiara Nurfingkan Priantiwi and Maman Abdurrahman (2023) analyzed Arabic learning content on TikTok through the hashtag #belajarbahasarab. From the four selected creators, four main types of content were found: mufradat, uslub, everyday expressions, and grammar. Everyday phrase content is most in demand based on user engagement levels. This shows that TikTok can be an effective complementary medium in learning Arabic, especially with an engaging and interactive approach.

2. Website-Based Media

a. Google sites

Google Sites is a platform that can be used as an interactive learning medium in Arabic language teaching. With its ability to present a wide range of content such as text, audio, video, and interactive exercises, Google Sites provides a flexible and engaging learning experience for students (Dariyadi, Mahliatussikah, & Fauzan, 2021).

b. Moodle

Moodle is a web-based online learning platform specifically designed to support the educational process, for both educators and learners. The main advantage of Moodle lies in its ease of access and various features that support the learning process, such as the ability to upload teaching materials in various file formats, assign assignments in the form of images, and conduct learning evaluations efficiently. These features allow educators to present Arabic learning materials in a more interactive and engaging way, without neglecting the four main skills in language learning: listening, speaking, reading and writing (Aliyah & Hidayanti, 2022).

c. Duolingo

Duolingo is a language learning app developed by Luis von Ahn and Severin Hacker from Carnegie Mellon University, with the aim of providing everyone with access to learning a foreign language for free. The app is available in a web version as well as an app for Android, iOS, and Windows Phone. Since its launch in 2013, Duolingo has offered more than 40 language courses, including Arabic, with a fun and interactive approach (Adawiyahi & Rahmawati, 2022). In the context of learning Arabic, Duolingo provides audio-visual features designed to improve listening (maharah istima') and speaking (maharah kalam) skills. Through gamified exercises, users can practice listening and pronouncing Arabic vocabulary and phrases interactively. This feature allows users to identify pronunciation errors and correct them directly. With the right approach, the app can be an effective tool in learning Arabic, providing a more flexible, engaging, and interactive learning experience (Manoppo, Laubaha, & Basarata, 2022).

3. Video-Based Media

a. YouTube

YouTube is one of the largest and most popular video-sharing platforms in cyberspace. With its diverse functionality, YouTube allows users to search, watch, and share videos from different parts of the world online. The platform's advantage lies in its ability to present a wide and diverse range of information, making it a potential learning resource. YouTube's prominence as a widely visited platform encourages educational institutions to use it as a learning medium. By using videos, educators can present learning materials in a more interesting and memorable way for students. This is in line with the theory of multimedia learning developed by Richard E. Mayer, which emphasizes the importance of using visual and verbal media simultaneously to improve comprehension and retention of information (Budiman & Al-Ahyar, 2022).

b. Animated Films

The use of video provides rich information as well as a new dimension in the delivery of the material, allowing for the visualization of complex and abstract subjects. (Pearl, 2023). While Animation is the process of turning and moving a stationary object. Through animation, objects that were initially static are given energy, emotion, and movement so that they appear alive and dynamic. Animation consists of a series of images that change regularly and alternate according to the design, creating the illusion of movement that corresponds to the desired character (R, Umamah, & Sumarno, 2018). In the context of learning, animation media aims to optimize visual effects and provide richer interactions, so as to increase students' understanding of the material. Animation media has great potential in the world of education to explain difficult or complex concepts, which cannot be explained through pictures or words alone. This ability allows animation media to visualize material that cannot be directly seen by the eye, thus aiding in the communication of the material being conveyed (Lestari, 20117).

4. Interactive Media

a. Plotagon

Plotagon is a 3D animation app that allows users to create animated movies with customizable characters and dialogue. In the context of learning Arabic, Plotagon is used as an interactive medium to improve speaking skills (*Squirting Lights*) and listening (*Maharah Istima'*) students through the creation of engaging and contextual animated videos. Plotagon offers several versions of the app that can be customized to the user's needs. Plotagon Studio is designed for both professional and educational users, providing creative tools and a rich visual library to help bring your stories to life. Meanwhile, Plotagon Story is a free app that allows users to create animated videos easily, suitable for beginners and used on mobile devices. By using Plotagon, educators can create engaging and interactive learning media (Amrina, Mudinillah, & Indarpansa, 2022)

b. Powtoon

Powtoon is a web-based application that allows users to create animated presentations and videos interactively. Known for its engaging features such as handwritten animations, cartoons, dynamic transition effects, and easy timeline settings, Powtoon makes it easy to create engaging and effective learning materials. In the context of learning Arabic, Powtoon has been used as a medium to improve speaking skills. Powtoon offers an

innovative approach to learning Arabic, by utilizing animation technology to create a more engaging and effective learning experience for students (Massofia & Yolanda, 2023).

c. Kahoot

Kahoot is a platform designed to present learning materials in a collaborative project format, known as a joint project. The platform was first developed by the Norwegian University of Science and Technology in collaboration with Johan Brand and Jamie Brooker as its originators and developers. To use Kahoot, educators can access the domain kahoot.com, while students use kahoot.it. The platform provides a wide range of features that can be accessed for free (Khomsah & Imron, 2020). Kahoot's advantage lies in its ability to deliver game-based learning evaluations, both individually and in groups, that require an internet connection. The use of this quiz game helps students understand the material faster, strengthens understanding, and increases the courage to express opinions regarding difficult material.

d. Digital Comics

Digital comics are learning media that combine visual and textual elements to convey material in an interesting and interactive way. According to Daryanto (2015), comics are a series of stories that are arranged through cartoon images and characters with the aim of entertaining readers (Izzah & Ma, 2021). Interesting visualizations in digital comics can increase students' enthusiasm to read them to the end, and the combination of images and text in digital comics helps students understand the material more easily. Thus, digital comics as a learning medium not only increase students' interest and motivation to learn, but also make it easier to understand the material, making it an effective tool in the educational process (R et al., 2018)

e. Quizizz

Quizizz is a digital platform designed to create interactive and enjoyable learning experiences. Accessible through the website and app on Android and iOS devices, Quizizz allows educators to design different types of questions, such as multiple-choice, short-filled, and audio- or image-based questions. These features support adaptive learning and can be adapted to the needs of students. In the context of learning Arabic, Quizizz has been used effectively to develop four main skills: listening, speaking, reading and writing. Through the integration of media such as audio and video, students can practice understanding and pronouncing vocabulary and sentence structure in Arabic. Additionally, interactive features such as online whiteboards allow students to write Arabic letters directly, which is very useful in practicing writing skills (Manoppo et al., 2022).

f. Chatbot Mondly

The Mondly application is a language learning platform designed with interactive features to facilitate the learning process. One of its excellent features is an artificial intelligence (AI)-based chatbot that allows users to practice conversations with native speakers, thereby improving speaking and pronunciation skills. In addition, Mondly is equipped with speech recognition technology that assists users in practicing intonation and pronunciation correctly. These features make Mondly an effective tool for learning Arabic, both for beginners and those who want to deepen their language skills (Faroid et al., 2025).

g. Canva

Canva is an app that offers a variety of templates for design, such as posters, brochures, infographics, presentations, flyers, resumes, A4 documents, and social media posts, including Instagram. Users can start by creating an account, choosing the desired template, and editing elements such as text and frames as needed. In addition, Canva allows the creation of engaging audiovisual content that can be used for learning media. When it comes to creating engaging learning materials, Canva is a practical alternative due to its ease of use. In conclusion, Canva is an audiovisual application designed to support the creation of presentations that are modern, timely, and relevant to today's needs (Rohmah & Izzah, 2024).

h. Adobe Animate CC

Multimedia-based learning media has the advantage of high interactivity because it combines text, images, videos, and animations in one computer program. To create media like this, special software is usually required. One of the most frequently used applications is Adobe Animate CC (Sanusi, Yahya, & Haq, 2021). Adobe Animate CC is a modern version of Adobe Flash CS6 that has been updated by Adobe. This application is designed to overcome the shortcomings of Adobe Flash, with additional features that support the development of HTML5-based animations, animated ads, learning media, and web-based games. Adobe Animate CC also comes with control tools that allow users to operate it independently. However, this software has limitations in terms of compatibility, as it can only run on 64-bit operating systems, such as Windows 8 64-bit, while 32-bit OS is not supported (Saputro, 2018). This media allows the creation of multimedia in the form of audio-visuals arranged in the form of applications. With an attractive appearance, Adobe Animate CC can increase students' interest in learning, especially in learning Arabic (Afifah, 2019).

5. Media Audio

a. Podcast

Podcasts have become an effective learning medium in Arabic teaching, especially in improving listening and speaking skills. With a flexible audio format, podcasts allow students to learn anytime and anywhere, according to their personal rhythm and needs. The authentic content provided by the podcast helps students understand the context of using Arabic in real-life situations. However, the use of podcasts requires additional support from the teacher to ensure a deep understanding of the material being presented. A variety of podcast topics and formats can keep students interested and motivated.

b. Mixpad

MixPad is a multitrack audio recording and editing software developed by NCH Software. The app is designed to make it easy for users to record, edit, and mix various audio tracks simultaneously, making it an ideal tool for music production, podcast creation, and language learning (Scott, 2023). Key features of MixPad that support the learning process include multitrack audio recording and editing, professional audio effects, support for diverse audio formats, and an intuitive user interface. Research at the Al-Irsyad Bulaan Kamba Islamic Boarding School shows that the use of MixPad can increase students' interest in learning Arabic, giving students the opportunity to channel their creativity in voice editing, which in turn improves their speaking skills (Levan, Tanucan, & Garzozzi-Pincay, 2022).

6. Modernized Conventional Media

a. Word wall

Wordwall is a web-based interactive learning platform that allows educators to create a variety of educational activities such as quizzes, crossword puzzles, wheel of fortune, and other educational games. With an intuitive interface, Wordwall makes it easy for teachers to create learning activities without the need for special technical skills. The platform supports more dynamic and engaging learning, and can be accessed through a variety of digital devices such as computers, tablets, and smartphones. In addition, Wordwall is also a visual learning medium that displays a systematic collection of vocabulary with large letters pasted on the classroom wall. This media is designed to enhance learning group interaction and involve students in the process of making and using it. By visually displaying vocabulary, Wordwall assists students in understanding and remembering new words, as well as encouraging active participation in learning activities (Azizah, 2018).

b. Digital Dictionary

A digital dictionary is a software or application designed to help users quickly and efficiently search for the meaning of words, synonyms, translations, and other linguistic information (Mustofa, 2020). In contrast to traditional printed dictionaries, digital dictionaries can be accessed through a variety of electronic devices such as computers, tablets, and smartphones, and are available in the form of websites or downloadable applications (Ilham, 1932). Based on the results of research conducted by Ramadhan Nur Ilham, the majority of students consider digital dictionaries to be more effective than printed dictionaries in their use. However, printed dictionaries still have an important role as a historical symbol and a means of learning lexicals that need to be preserved in the digital era.

7. Interactive Apps

a. BISA Nahwu Sharaf App

The BISA Mobile application is an Android-based Arabic learning platform designed to make it easier for users to learn the science of Nahwu and Sharaf flexibly. The app integrates a variety of learning media such as text, audio, video, images, and interactive quizzes, creating a well-rounded and engaging learning experience (Amrullah & Tatang, 2024). In this application, Nahwu material covers topics such as core sentences, additional captions, and sentence variations, which are presented in accordance with the rules of the Jurumiyah complete with examples. Meanwhile, Sharaf's material includes an introduction to Sharaf, Tsulatsy Mujarrad, Tsulatsy Mazid, Ruba'iy Mujarrad and Mazid, Tashrif Lughawi, Fi'il Saheeh and Fi'il Mu'tal, Fi'il Mabni Ma'lum, Fi'il Mabni Majhul, as well as tashrif exercises from the Qur'an. Additional features in this application include conversation videos (hiwar) that vary according to needs, hadith memorization videos accompanied by explanations by ustadz, various vocabulary materials (mufrodat), and dictionaries and quizzes to hone the learning skills of Nahwu and Sharaf. Overall, BISA Mobile is a comprehensive and interactive Arabic language learning application, which can help users understand and master the knowledge of Nahwu and Sharaf more effectively.

b. Alef Education

Alef Education is a global educational technology company based in Abu Dhabi, United Arab Emirates. Founded in 2016, the company is committed to revolutionizing the learning experience by leveraging artificial intelligence (AI), machine learning (ML), virtual reality (VR), and big data analytics. Its flagship platform, Alef Platform, provides personalized learning experiences to more than 1.1 million students in various countries, including the

United Arab Emirates, the United States, Indonesia, and Morocco. This platform provides learning content for Mathematics subjects with GASING (Easy, Fun, and Fun) methods, as well as Arabic and English. The Alef Platform is designed to support a wide range of learning modes, including face-to-face, online, and blended, by providing engaging learning materials that are in line with the national curriculum. The implementation of the Alef Platform has shown positive results in improving student learning outcomes (Education, 2024).

Conclusion

This research shows that technology has opened up new opportunities in Arabic language learning by presenting innovations that are able to improve the quality of the teaching and learning process. Various digital media have been proven to be effective, such as Instagram, TikTok, Google Sites, Moodle, Duolingo, YouTube, Animated Film, Plotagon, Powtoon, Kahoot, Digital Comics, Quizizz, Chatbot Mondly, Canva, Adobe Animate CC, Podcasts, MixPad, Word Wall, Digital Dictionary, BISA Nahwu Sharaf Application, and Alef Education Platform. These media not only help students improve skills such as listening, speaking, reading, and writing, but also make the learning process more engaging, flexible, contextual, and appropriate to students' needs. In addition, technology is also able to overcome the limitations of traditional learning methods. With wider access, interactive tools, and varied evaluation methods, technology offers solutions that support learning success. By utilizing these technology-based media, educators have a great opportunity to help students achieve better learning outcomes. The findings of this study are expected to be a guide for educators, educational institutions, and researchers in developing Arabic language learning methods that are more innovative and relevant to the times.

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