



## Technology-Based Arabic Language Learning: An Analysis of the Experiences, Adaptations, and Perceptions of PBA Students at STAIN Bengkalis

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### Abstract

This study explores the transformation of Arabic language learning through technology-based media at STAIN Bengkalis, particularly within the Arabic Language Education Study Program. Employing a qualitative approach with a phenomenological design, this research focuses on students' lived experiences in engaging with technology-integrated learning environments. Data were collected through in-depth interviews, participatory observation, and documentation, involving students who have previously taken part in technology-supported learning activities. The findings indicate that students generally hold positive perceptions toward the use of digital platforms such as Canva, Kahoot, CapCut, and Quizizz, as these tools enhance engagement, interactivity, and learning motivation. The integration of such media is perceived to make the learning process more dynamic and student-centered, contributing to improved comprehension and participation. Nevertheless, the implementation of technology-based learning also encounters several constraints, including limited access to adequate devices, unstable internet connectivity, and restricted data quotas, all of which can disrupt the continuity of learning. Despite these challenges, the study concludes that technology exerts a significantly positive influence on Arabic language learning. Strengthening institutional support through improved technological facilities and systematic training for both students and lecturers is recommended to optimize the effectiveness of digital-based learning in the future.

**Keywords:** Transformation; Technology-Based Media; Experience; Perceptions.

Article Info


Article History:

Received: 22-11-2025 Accepted: 16-12-2025 Publish: 29-12-2025



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 : 10.51590/alhimam.v5.i1.1118

## Introduction

In today's digital era, education has undergone significant changes, particularly with the increasingly widespread use of technology in the learning process. The global community highly seeks the development of technology and information due to its numerous benefits in assisting with daily life. This development of technology, information, and communication has massively reached the educational environment. <sup>1</sup>In line with this, Cilliers stated that extraordinary technological changes have had an impact on approaches to society, including in education. <sup>2</sup>The digital era has brought changes in learning approaches, requiring educators to adapt to new ways of delivering learning materials and motivating students. <sup>3</sup>Cilliers stated that today's technology is one of the things that brings together lecturers and Generation Z students.<sup>4</sup>

The role of technology in education, particularly in higher education, is becoming increasingly vital, even seeming primary and absolute. Based on relevant previous research conducted by Renti Yasmar, the current Arabic language learning and teaching process still largely relies on conventional methods such as material delivery, memorization, and practice. This type of learning is typically not supported by appropriate interactive learning media.<sup>5</sup> Many solutions have been offered to overcome this difficulty, one of which is the use of interactive learning media, either in the form of technology-based applications or by designing student-centered learning methods.<sup>6</sup>

Lecturers and students use technology to support their academic activities, including preparing materials, developing learning methods, and accessing the latest references and information. Lecturers utilize technology to find and enrich reference sources, design

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<sup>1</sup> Thoriq Aji Silmi and Abdulloh Hamid, "THE URGENCY OF USING TECHNOLOGY-BASED LEARNING MEDIA," *Inspiratif Pendidikan* 12, no. 1 (2023): 44, 1, <https://doi.org/10.24252/ip.v12i1.37347>.

<sup>2</sup> Urban and Regional Planning, Unit for Environmental Sciences and Management, North-West University, Potchefstroom, South Africa dan Elizelle Juaneé Cilliers, "The Challenge of Teaching Generation," *PEOPLE: International Journal of Social Sciences* 3, no. 1 (2017): 188–98, <https://doi.org/10.20319/pijss.2017.31.188198>.

<sup>3</sup> Aunur Shabur Maajid Amadi dan Dina Wilda Sholikha, *Perkembangan Pendidikan Bahasa Arab di Era Digital: Sistematis Literature Review*, t.t., 303.

<sup>4</sup> Urban and Regional Planning, Unit for Environmental Sciences and Management, North-West University, Potchefstroom, South Africa dan Cilliers, "The Challenge of Teaching Generation," 188–98.

<sup>5</sup> Renti Yasmar, "Interactive Multimedia Arabic Language Learning for Madrasah Aliyah Students," *Arabiyatuna: Arabic Language Journal* 1, no. 2 (2017): 199–216, <https://doi.org/10.29240/jba.v1i2.325>.

<sup>6</sup> Husnaini Jamil and Nur Agung, "Challenges of Arabic Language Learning in the Society 5.0 Era: Analysis of Arabic Language Learning Based on Interactive Applications," *Alibbaa': Journal of Arabic Language Education* 3, no. 1 (2022): 40, 1, <https://doi.org/10.19105/ajpba.v3i1.5536>.

interactive learning media, and expand the scope of the material taught. As quoted by Ritonga, Clark stated that the use of technology in learning significantly assists in preparing materials effectively and efficiently. For <sup>7</sup>Students, technology facilitates access to scientific references, enables the creation of more engaging presentations, and supports a more flexible and adaptive learning process.

In the context of Arabic language learning, developing technology-based learning materials and media is a crucial aspect. Through the use of technology, learning materials can be presented in more engaging and interactive formats, enabling students to be more engaged and actively participate. Various multimedia elements such as images, audio, and video can be used to enrich the learning experience. Learning content can be accessed flexibly through online platforms, digital books, or specialized Arabic learning applications.<sup>8</sup>

The use of this technology is not only aimed at supporting the teaching and learning process, but is also in line with the vision and mission of the Arabic Language Education Study Program of STAIN Bengkalis: *An Example in the Development of Information Technology-Based Arabic Language Education, with Islamic and Malay Characters in Southeast Asia*. With this vision, the study program is committed to producing graduates who not only master Arabic academically, but are also able to apply this knowledge with the support of technology, so that they can adapt to the needs of the times and maintain the Islamic and Malay characters that are their distinctive identity. Of course, the preparation of this vision and mission is also based on current needs.

To date, research addressing the transformation of Arabic language learning includes research conducted by Titi Fitri and Reni Hasibuan,<sup>9</sup> Tb. Ahmad Mahdi and Yuyun Rahmatul Uyuni, and research by Mahmudah and Nurhapsari Pradnya Paramita. These <sup>10</sup>Studies explore the implementation of curriculum-based Arabic language learning with a technology model in elementary schools and the impacts of digital technology on Arabic

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<sup>7</sup> "Information and Communication Technology-Based Arabic Language Learning in Padang City," *Arabiyat: Journal of Arabic Language Education and Arabic Language* 3, no. 1 (June 28, 2016): 2, <https://doi.org/10.15408/a.v3i1.2879>.

<sup>8</sup> Amadi and Sholikhah, *Development of Arabic Language Education in the Digital Era: Systematic Literature Review*, 304.

<sup>9</sup> Titi Fitri and Renni Hasibuan, "Transformation of Arabic Language Learning at Alam Talago Integrated Islamic Elementary School: A Technology-Based Curriculum Approach," *Journal in Teaching and Education Area* 1, no. 1 (February 29, 2024): 113–29, <https://doi.org/10.69673/vwd5c048>.

<sup>10</sup> Muhammad Zakaria Mahmuda, "Transformation of Arabic Language Learning in the Digital Era: Challenges and Opportunities in Education," *IMLA Proceedings*, 2023, <http://journal.uinmataram.ac.id/index.php/tasamuh/article/view/543>.

language learning. The success of technology implementation in learning is largely determined by the teacher's understanding and skills in integrating technology into learning. Previous studies have generally focused on curriculum implementation and the impact of digital technology use in primary and secondary education, emphasizing the role and competence of teachers in integrating technology. However, in-depth research exploring the subjective experiences and perceptions of students as key actors in higher education learning, particularly in the context of the Arabic Language Education Study Program, remains limited. Therefore, this study offers a novelty by presenting students' phenomenological perspectives on the use of technology-based learning media in Arabic language learning at STAIN Bengkalis, while also revealing the dynamics of adaptation, challenges, and their impact on Arabic language skills.

This study will explore students' experiences and perceptions of the use of technology-based media in Arabic language learning at STAIN Bengkalis. Systematically, this study aims to determine the perceptions of Arabic Language Education Study Program students regarding the use of technology-based learning media, reveal the challenges faced by students, and determine the impact of technology-based media use on the Arabic language skills of Arabic Language Education Study Program students. The findings of this study are expected to provide conceptual and practical contributions in the development of technology-based Arabic language learning models that are contextual, sustainable, and aligned with student needs and the institution's vision in the digital era.

This study uses a qualitative approach with a descriptive phenomenological approach that focuses on understanding students as individuals who experience transformation in learning Arabic. The descriptive phenomenological approach aims to uncover and describe students' lived experiences *in* technology-based Arabic learning. This approach was chosen because it focuses on understanding students' subjective experiences as they experience and realize them, without adding existential or hermeneutic theoretical interpretations. This approach relates to personal views of the world and interpretations of various events they encounter. This approach attempts to understand phenomenal events experienced by individuals without the burden of preconceptions. <sup>11</sup>Descriptive phenomenology focuses on efforts to

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<sup>11</sup> Arief Nuryana, Pawito Pawito, and Prahastiwi Utari, "Introduction to Research Methods for a Deep Understanding of the Concept of Phenomenology," *ENSAIN'S JOURNAL* 2, no. 1 (January 29, 2019): 21, <https://doi.org/10.31848/ensains.v2i1.148>.

discover the essence of shared experiences through systematic and in-depth descriptions of the perceptions and meanings that emerge from participants.

To maintain the purity of the meaning of the participants' experiences, the researcher applied the principle of epoche operationalized through bracketing, namely by suspending assumptions, personal experiences, and the researcher's initial knowledge regarding technology-based Arabic language learning. The population included all 33 students of the Arabic Language Education Study Program. The sampling technique used was *purposive sampling*, a deliberate selection of samples based on certain criteria. These namely, students have participated in technology-based learning for at least two semesters and have direct experience with the use of technology-based learning media.

Data collection techniques included interviews, participant observation, and documentation. Interviews were conducted to explore students' perceptions regarding the use of technology-based media in Arabic language learning. Participant observation was conducted to directly understand how students use technology in their daily learning process and to observe their interactions with the learning media. Documentation, in the form of notes or learning materials used in class, served as additional evidence to strengthen the research findings.

Data collected through interviews, observations, and documentation will be analyzed using thematic analysis. According to Braun and Clarke, as cited by Novendawati, thematic analysis *is* a method of analyzing data to identify patterns or discover themes through the collected data.<sup>12</sup>In thematic analysis, researchers will identify themes that emerge from the data, such as student perceptions, challenges faced, and the impact of technology-based media use on Arabic language skills. The steps in thematic analysis are: 1) Familiarizing *with data*: Researchers need to understand and be deeply involved in understanding the data they have by reading and re-listening to the recordings and transcripts of interviews during the data collection process; 2) Coding, *namely* finding the main themes from the interview results; 3) Finding themes that are in line with the research objectives; and 4) drawing conclusions from the existing codes to create basic themes.<sup>13</sup>To ensure data validity, this study will use method triangulation techniques, which are carried out by comparing and confirming data obtained through in-depth interviews, participatory observation, and documentation. Interview data regarding student perceptions of the use of technology-based learning media were confirmed

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<sup>12</sup> Novendawati Wahyu Sitasari, "Understanding Content Analysis and Thematic Analysis in Qualitative Research," tt, 80.

<sup>13</sup> Yuli Asmi Rozali, *USE OF CONTENT ANALYSIS AND THEMATIC ANALYSIS* , tt, 71–72.

through observations of student engagement during the learning process, including levels of participation, interaction, and responses when using digital media. Source triangulation was conducted by comparing information obtained from several participants to identify consistency in experiences and perceptions across students. Documentation such as lesson plans (RPS), digital learning materials, and student assignment archives was used to strengthen and verify the findings from the interviews and observations.

## **Results and Discussion**

### **Perceptions of students of the Arabic Language Education Study Program at STAIN Bengkalis regarding the use of technology-based media in Arabic language learning**

Based on interviews with eight students in the Arabic Language Education Study Program at STAIN Bengkalis regarding their perceptions of the use of technology-based media in Arabic language learning, it can be concluded that students generally welcome the application of technology in the learning process. All interviewed students expressed enjoyment, interest, and increased motivation when lecturers used technology in their Arabic language teaching. Students feel that the use of technology in learning makes it easier for them to understand the material being taught. One of the main factors influencing comprehension is the motivation generated by the use of technology-based media. As Maryam Muhammad points out, motivation is closely related to learning.<sup>14</sup> With the use of technology, students feel more engaged in their learning, which in turn increases their interest and ability to understand the material being taught.

However, students and lecturers face several obstacles related to the use of technology. Obstacles commonly encountered in the field related to technology use include physical and non-physical barriers. Physical barriers can include inadequate facilities and infrastructure. Non-physical barriers include educators' lack of confidence in using technology in the learning process, a lack of educator competence, and educators' unwillingness to change their attitudes and views about technology itself.<sup>15</sup> The most frequently encountered problems in Arabic language learning at STAIN Bengkalis are limited internet access for students, data quotas, and devices (such as mobile phones or laptops) that do not support the applications used in learning. However, despite facing these obstacles, students remain happy and prefer

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<sup>14</sup> Maryam Muhammad, "The Influence of Motivation in Learning," *Lantanida Journal* 4, no. 2 (2017): 94, <https://doi.org/10.22373/lj.v4i2.1881>.

<sup>15</sup> Erwin Sawitri and Made Sumiati Astiti, "Obstacles and Challenges of Information and Communication Technology-Based Learning," 2019, 212.

using technology in their learning because the use of technology shows that the benefits they gain far outweigh the existing technical barriers. These obstacles must be a concern for educational administrators and teachers so they can find appropriate solutions, such as providing facilities that support the maximum use of technology in the classroom.

The most popular and frequently used apps for Arabic language learning are Canva, CapCut, Kahoot, and Quizizz. Furthermore, social media is also a popular tool for students, such as uploading videos or Arabic language learning content. Regarding this, Awal Kurnia Putra stated that social media should not be used merely for the sake of usage, but rather for integration. This means that social media must be carefully designed so that social media and learning become one. The use of social media in learning must also be accompanied by proper and well-prepared learning steps to ensure that learning proceeds according to the lesson plan.<sup>16</sup>

The use of technology in Arabic language learning at STAIN Bengkalis not only makes learning more engaging and interactive but also encourages students to be more active in the learning process. Students don't just sit quietly listening to lectures, but rather engage directly in the learning process by utilizing various available applications and media. This increases their participation and stimulates them to think more quickly and creatively. The use of technology in education also makes learning more flexible in terms of time, place, and age. Students also have more freedom to access the information they need anywhere and anytime. Because learning becomes more individualized, this can improve students' cognitive processes and thinking skills.<sup>17</sup>

Based on the research results, the use of technology in Arabic language learning has a very positive impact on students. Students feel more interested and motivated to learn Arabic when technology is used in the learning process. This aligns with Azhari Zabir's research findings, which found that technology use has a significant influence on student learning motivation.<sup>18</sup>

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<sup>16</sup> Awal Kurnia Putra Nasution, "Social Media Integration in Generation Z Learning," *Journal of Information Technology and Education* 13, no. 1 (2020): 82, <https://doi.org/10.24036/tip.v13i1.277>.

<sup>17</sup> Sudarsri Lestari, "The Role of Technology in Education in the Era of Globalization," *EDURELIGIA; JOURNAL OF ISLAMIC RELIGIOUS EDUCATION* 2, no. 2 (2018): 97, <https://doi.org/10.33650/edureligia.v2i2.459>.

<sup>18</sup> Azhari Zabir, "The Influence of the Use of Learning Technology on the Learning Motivation of Students at Smpn 1 Lanrisang, Pinrang Regency," tt

In this study, students revealed that technology-based media such as Canva, CapCut, Kahoot, and Quizizz helped them more easily understand Arabic language learning materials. These technologies not only make the material more engaging but also enable students to learn more interactively. Using these applications allows students to interact with the material through various means, such as visual design, quizzes, and educational games. This can increase their engagement in the learning process and accelerate their understanding of the material being taught.

In addition, the use of social media in learning also has a positive impact, where students can more easily access learning materials and participate in online learning discussions. Social media provides a space for students to share videos and learning content, so they can learn more flexibly and independently outside the classroom. However, despite having many positive impacts, according to .... the use of technology also has a negative impact on students. Many students are accustomed to thinking pragmatically, instantly, and hedonistically, while also showing students' laziness in building their knowledge. The lack of sensory activities and mental activities carried out does not contribute to increasing student knowledge. In addition to being related to intellectual aspects, it is also directly related to mental and moral aspects, where students lack good mental attitudes such as hard work, responsibility, and honesty. <sup>19</sup>However, this can be avoided and minimized with direction and guidance from lecturers. The soul of every learning is the educator.

Overall, technology-based media in Arabic language learning at STAIN Bengkalis has proven effective in increasing student motivation, interest, and engagement. This demonstrates that integrating technology into Arabic language education is the right step to develop more interactive and enjoyable learning, in line with the demands of the increasingly digital age. Therefore, greater attention is needed to provide supporting facilities so that all students can experience the full benefits of technology in their learning.

### **Challenges faced by students in using technology-based media in Arabic language learning**

Several key challenges faced in using technology-based media in Arabic language learning were identified through student interviews and direct observations by lecturers. The primary challenge students frequently encountered was inadequate technological devices. Several students reported that their devices, such as mobile phones or laptops, did not support the

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<sup>19</sup> Lalu Sumardi and M Ismail, *The Impact of Information Technology on Learning*, tt, 306.

learning applications recommended by their lecturers. This made it difficult for students to participate in the learning process optimally.

Furthermore, many students report experiencing difficulties using new technology. While lecturers often provide guidance or demonstrate how to use the technology, there is still a learning curve for students to master the application or device. Another challenge is the accessibility of technology-based learning media, where poor internet connections or limited data quotas often present significant barriers. Difficulty accessing these learning media, especially when the internet connection or data quota is unstable, often results in wasted time, as students must wait for the device or network to work properly before continuing learning. Unstable internet connections are common when using campus *Wi-Fi*. This raises the expectation and recommendation for institutions to expand and improve campus internet networks.

Furthermore, limited storage space on students' *smartphones* is also a barrier to using technology. Some students are sometimes unable to download apps or videos assigned by lecturers due to full *smartphone storage*, and not all students have laptops. The economic conditions of students, most of whom are middle- to lower-middle-class, also affect the use and accessibility of technology in learning.

Despite technical challenges, students felt that learning using technology was more efficient than conventional learning methods. Several students stated that they encountered fewer obstacles in understanding Arabic language materials using technology compared to conventional learning media. Nevertheless, they still appreciated the assistance provided by lecturers, such as guiding them through the steps of using technology or even lending devices to support the learning process. Technology has become an essential part of Arabic language learning, providing a more interactive and engaging learning experience. To address this, improved facilities and support from lecturers are essential. Lecturers need to be more flexible in assessing class readiness for technology and ensuring that the technology used is accessible to all students.

Furthermore, students expressed that learning Arabic using technology felt more challenging and engaging than learning using conventional methods. The use of apps like Kahoot and Quizizz made learning more competitive because students could immediately see their evaluation results. This motivated them to learn better and increased their engagement.

The recommendations put forward by students, such as improving learning facilities and addressing classroom conditions, are highly relevant. If campuses can provide better access

and support more equitable technology use, the challenges faced by students in using technology-based media will be minimized. In this regard, campuses can expand their relationships with relevant parties involved in procuring campus facilities. Furthermore, further training for lecturers and students in utilizing technology can also improve learning effectiveness.

The challenges faced are quite common problems, as stated by Alta Damayanti in her research, that unstable internet connections, difficulties in understanding the material, and technicalities in using the technology itself are challenges in using technology in learning.<sup>20</sup>

Despite the challenges, students remain motivated and enthusiastic about learning Arabic. They expressed that the use of technology has given them a new dimension in the learning process, making it more interactive and enjoyable. To mitigate the challenges of using technology-based media, students suggested that the campus improve learning facilities so that lecturers and students can easily access and use technology-based media. Furthermore, lecturers are expected to pay attention to classroom conditions and ensure that technology use is appropriate to the prevailing conditions.

Overall, the use of technology-based media in Arabic language learning at STAIN Bengkalis shows great potential to improve the quality of learning. However, there are still several challenges that need to be overcome to make learning more effective and efficient.

### **What is the impact of using technology-based media on students' Arabic language skills at STAIN Bengkalis?**

Based on data obtained through interviews with students of the Arabic Language Education Study Program at STAIN Bengkalis, it can be concluded that the use of technology-based learning media has a significant influence on students' Arabic language skills, including listening (Istima'), speaking (Kalam), reading (Qira'ah), and writing (Kitabah) skills.

1. **Listening Skills (Istima')** Students feel that the use of technology-based learning media, such as video and audio applications sent via WhatsApp, makes it easier for them to access listening materials. The main advantage of using technology is the ability to repeat the material as many times as needed outside of class, which makes the learning process more flexible and effective. Media such as video and audio provide a more immersive learning experience, as students can listen and imitate

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<sup>20</sup> Alta Damayanti et al., *Challenges of Elementary School Teacher Education Students at Jambi University in Using E-Learning*, 13, no. 2 (2023): 1205.

correct pronunciation in Arabic, both for vocabulary comprehension and to improve speaking fluency.

2. **Speaking Skills (Kalam)** Technology-based media also impacts students' speaking skills. Through videos shared by lecturers in class or technology-based applications, students can imitate the correct pronunciation and intonation of native speakers or the speakers in the videos. This activity is very useful in building students' confidence in speaking Arabic and improving their accent and fluency. It also raises students' awareness of the importance of oral communication in the Arabic language learning process. One of the major benefits of technology in learning is the ability of students to learn independently. They can access online learning resources, including speaking exercises, learning videos, and other interactive materials. This ability to learn independently allows students to practice speaking in a structured way outside the classroom environment. This ability to learn independently also promotes students' independence in developing their speaking skills. This is important because students who can learn independently are more likely to continue practicing and improving their speaking skills even after they graduate from school.
3. **Reading Skills (Qira'ah)** The use of technology in reading instruction has also proven effective. Lecturers often use technology-based media to display Arabic reading texts, either in the form of images or text that can be viewed on students' device screens. This allows students to more easily access and study the reading texts, as well as improve their ability to understand and read Arabic texts well. Students stated that learning with this technology media allows them to focus more and quickly understand the material being taught.
4. **Writing Skills (Kitabah)** Technology also impacts students' Arabic writing skills, particularly through the use of applications like ChatGPT. This application provides students with the opportunity to practice writing in Arabic interactively and effectively. Through text-based conversations, students can practice their writing skills by communicating directly in Arabic. This accelerates the learning process, as students can receive immediate feedback or corrections on their writing, ultimately improving their writing skills.
5. **Strengthening Vocabulary and Phraseology:** One of the major benefits of using technology in Arabic learning is improving vocabulary and expression mastery. Lecturers who use images or videos to teach Arabic vocabulary have been shown to

improve students' retention of that vocabulary. Visualizations with images or videos are more engaging than simply relying on writing on a chalkboard, making it easier for students to remember newly learned vocabulary or expressions. This process is also aided by color and other visual elements that add to the appeal of the learning material, which helps students focus better and remember the material more quickly. The use of technology-based media in Arabic language learning has significantly improved students' Arabic language skills at STAIN Bengkalis. Media such as video, audio, and other technology-based applications provide a more interactive and enjoyable learning experience, which in turn increases student motivation to learn.

- 1. Improving Istimah' and Kalam Skills:** Students consider technology-based media, such as video and audio, to be very helpful tools in honing their listening and speaking skills. A major advantage of this technology is that it allows students to review the material at any time outside of class hours. This encourages students to be more active and independent learners, which is crucial for foreign language acquisition.
- 2. Improving Qira'ah and Kitabah Skills:** Technology media also contribute significantly to improving reading and writing skills. Technology not only provides easy access to Arabic text materials but also introduces students to new techniques for better memorization and writing through the use of interactive applications. This helps students comprehend reading texts more quickly and practice writing with greater confidence. The use of technology-based media in learning will have a positive impact on learning and language skills if used in accordance with its principles and objectives, and supported by direction and guidance from educators.<sup>21</sup>
- 3. Visual Appeal:** The use of images and videos in vocabulary learning significantly supports student memory development. According to learning theory, visualization is an effective way to improve comprehension and memory. In recent years, audio-visual media have been further developed by integrating words, color, sound, and movement.<sup>22</sup>The use of color, images, and videos in Arabic vocabulary teaching helps students more easily remember the words and phrases taught.

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<sup>21</sup> Mumu Muhammad, Dian Rahadian, and Erna Retna Safitri, "Using Android-Based Digital Books to Improve Motivation and Reading Skills in Arabic Language Lessons," *PEDAGOGIA* 15, no. 2 (September 5, 2017): 178–79, <https://doi.org/10.17509/pedagogia.v15i2.8094>.

<sup>22</sup> Nur Fithriyani, "The Effectiveness of Using Audio Visual Media in Arabic Language Learning," tt

Overall, the use of technology-based media has had a very positive impact on students' Arabic language skills, including listening, speaking, reading, writing, and vocabulary recall. Despite challenges such as technical constraints that can impact the smooth use of technology, students remain highly motivated to participate in technology-based learning. Therefore, lecturers and the university must continue developing and utilizing technology-based media in Arabic language learning to improve the quality of Arabic language education at STAIN Bengkalis.

## **Conclusion**

This study explores the use of technology-based media in Arabic language learning at STAIN Bengkalis, specifically in the Arabic Language Education Study Program. In general, students demonstrated a positive attitude toward the application of technology in learning, stating that the use of technology-based media made the learning process more interesting and interactive, and motivated them to be more active in understanding the material. Applications such as Canva, Kahoot, CapCut, and Quizizz have proven effective in increasing student engagement and accelerating material comprehension.

However, while the benefits of technology in learning are clear, a number of challenges remain. The main obstacles faced by students and lecturers include limited technological devices, unstable internet connections, and limited data quotas, which hinder the smooth learning process. Despite this, students still find technology helpful in their learning, and they appreciate the support provided by lecturers, both in providing guidance on using applications and other facilities.

Based on the research results, it can be concluded that the use of technology in Arabic language learning at STAIN Bengkalis has a positive impact on increasing student interest and engagement. Technical obstacles, such as inadequate devices and network problems, need to be addressed by improving learning facilities and support from lecturers so that all students can experience the full benefits of technology use. The integration of technology in Arabic language education is in line with the vision and mission of the Arabic Language Education Study Program, which focuses on developing technology-based Arabic language education with an Islamic and Malay character.

Researchers recommend several operational and gradual steps. In the short term, institutions need to conduct training for lecturers focused on the pedagogical integration of technology in Arabic language learning, such as designing data-efficient interactive learning media,

selecting digital platforms appropriate to the characteristics of Arabic language materials, and implementing technology-based evaluation and assessment strategies. Furthermore, strengthening technical support by expanding campus Wi-Fi access and providing shared learning devices should also be a priority to ensure a smooth learning process.

In the long term, institutions are expected to develop a roadmap for technology-based learning development that is integrated with the curriculum and graduate learning outcomes. This way, technology utilization will no longer be incidental but will become part of a sustainable academic culture.

As a recommendation for further research, longitudinal research is recommended to assess the sustainability and long-term impact of technology-based media use on students' Arabic language skills. Furthermore, comparative research across Islamic Religious Higher Education Institutions (PTKI) with varying levels of technological readiness is also important to identify contextual factors influencing the effectiveness of technology-based Arabic language learning.

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