

The Urgency of Arabic Language Learning Media in the Digital Age

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Abstract

This article discusses the urgency of using digital learning media in Arabic language teaching in the digital era, which has fundamentally changed the educational landscape and demands significant adaptations in learning methods and media. Arabic, as a language of religious, cultural, and global significance, faces unique challenges in its learning amidst the learning style preferences of a contemporary, technology-savvy generation. The study focuses on the impact of digital media, identifying its opportunities and challenges, and reviewing successful implementations at various levels of education. The study's findings illustrate that digital learning media not only enhance motivation and accessibility but also personalize and enrich the Arabic language learning experience. Success depends heavily on a holistic implementation strategy, including teacher competency development, equitable infrastructure provision, and relevant content design. The study confirms that digital media is not merely a complementary tool but an essential component for ensuring the relevance and effectiveness of Arabic language learning in the future.

Keywords: Digital Age, Learning Media, Arabic Language, Challenges, Opportunities

INTRODUCTION

Learning Arabic is a crucial aspect of the Indonesian curriculum. Because the nuances of education in Indonesia are closely linked to Islamic education, Indonesia's status as one of the countries with the largest Moslem population is also a factor in the importance of including Arabic language learning in both formal and non-formal education curricula. Islam's primary sources of reference are the Qur'an and the Hadith, both of which use Arabic. Furthermore, the classical texts written by scholars, *Kutub Turats* (literally "the texts"), also use Arabic. From this background, various methods, strategies, and media for Arabic language learning have developed. In today's increasingly advanced electronic and digital world, educators and students are required to continually innovate in Arabic language learning.

Learning Arabic plays a crucial role in human life. This language not only serves as a means of communication but also holds a sacred place as the language of the holy Quran for billions of Moslems worldwide. Furthermore, Arabic is recognized as a religious language, a language of international communication (including at the United Nations), a language of the Islamic world, and a language of a rich culture. Mastery of Arabic also makes it easier for individuals to access and understand various scientific knowledge, especially the treasures of classical Islamic knowledge which are often preserved in the form of poetry and Arabic texts.¹

The rapid development of technology in the digital era has had a significant impact on the world of education, transforming how information is accessed and the learning process takes place. Education is no longer limited to physical classrooms or printed textbooks; learning can now occur anywhere and anytime, with access to a variety of resources through digital devices.

¹ Agus Yasin et al., "Urgensi strategi pembelajaran bahasa arab di era milenial (the urgency of arabic learning strategies in the millennial era)," *innovative: Journal Of Social Science Research* 3, No. 2 (2023): 275–86.



This fundamental shift in education creates an imperative for Arabic language learning to adapt. Arabic, as the language of an important civilization and the primary source of Islamic teachings (the Quran and Hadith), holds a crucial position in Indonesia. However, conventional learning still faces significant challenges in achieving comprehensive success in the four language skills: listening, speaking, reading, and writing. The transformations occurring in education in general indicate that if Arabic language learning does not adapt to these changes, its future relevance and effectiveness could be threatened. Therefore, the urgency of digital media is not only about improving quality, but also about the continuity and relevance of Arabic language learning in the context of modern education.

Along with changing times, education has undergone significant evolution, especially with the advent of the digital era. The digital era is defined as a time when most aspects of people's lives have been integrated with digital systems, marked by the digital revolution that began in the early 1990s. This development includes the emergence of various innovations such as electronic books (e-books), the internet, mobile phones, and social networks, enabling a clearer, more accurate, and faster flow of information. In the context of education, the digital era demands the integration of information and communication technology (ICT) into all subjects. This integration enables students to grasp various skills more easily, but also requires a high level of innovation and creativity from educators in the learning process. This transformation fundamentally alters the educational landscape, requiring significant adaptations in learning methods and media, including for Arabic, to remain relevant and effective amidst rapid cultural change.

Learning foreign languages, including Arabic, often faces inherent difficulties. This is due to the lack of direct exposure or use of the language in students' daily environments. Therefore, effective learning media are essential for students to effectively accept and understand the learning process.² Contemporary generations, particularly millennials and Generation Z, have very different learning styles than previous generations. They exhibit a strong preference for multimedia, collaborative opportunities, and the ability to gather and summarize information independently. For them, digital literacy is key to accessing various information sources, learning independently, and developing new skills relevant to the modern information age.

The use of technology in Arabic language learning has been proven to make the learning process more effective, interactive, and less monotonous, preventing students from feeling bored. Various studies have shown that the use of technology can significantly increase students' motivation to learn and improve their Arabic language proficiency. Therefore, research on the importance of Arabic language learning media in the digital age is highly relevant for identifying optimal strategies to address current educational dynamics.³

METHOD

The author uses a qualitative research methodology through literature study to obtain the required information. This method was chosen because the purpose of qualitative research is to obtain an overview of a phenomenon or situation while obtaining an in-depth description from various sources or opinions related to the situation being studied. Data collection is carried out by searching for books, journals, and other text sources that are thought to be able to assist the research. Library research is a data collection technique by studying, reviewing and understanding data sources in several books related to the research, called library research

² S Marpaung, "Penggunaan Media dalam Pembelajaran Bahasa Arab," *Tarbawiyah* 12, No. 1 (2015): 4158.

³ Betty Mauli Rosa Bustam et al., *inovasi Media Pembelajaran Bahasa Arab Berbasis Pemanfaatan teknologi* (Yogyakarta: UAD Press, 2024).

because the data or materials needed to complete the research come from libraries in the form of books, encyclopedias, dictionaries, journals, documents, magazines and so on.

ANALYSIS

The Urgency of Arabic Language Learning Media in the Digital Age

The development of the digital era and the characteristics of modern learners have triggered a fundamental transformation in the paradigm of Arabic language learning. The intrinsic difficulties of learning a foreign language, often caused by a lack of direct exposure, are combined with the contemporary generation's preference for interactive and multimedia-based learning experiences.⁴ This convergence demonstrates that the urgency of digital media is not simply the adoption of new tools, but rather a necessary paradigm shift. This shift moves from traditional, teacher-centered and rote-based learning to a more student-centered, interactive, and independent learning experience facilitated by techNology. This shift is crucial not only for pedagogical effectiveness but also for maintaining the relevance and appeal of Arabic language education in a techNology-driven world, especially given the language's sacred and cultural significance.

The primary focus in media use is that it supports the learning and teaching process, ensuring that the material presented is delivered effectively and easily understood by students without becoming bored. This is because the teaching and learning process is not monotonous, thus improving Arabic language proficiency, fostering enthusiasm, and stimulating students' desire to learn new things.⁵ The main principle that must be considered when using media in every teaching and learning activity is that media should be used and directed to facilitate student learning and understanding of the subject matter. Therefore, media use must be viewed from the perspective of student needs. This is important to emphasize because media is often prepared solely from the perspective of the teacher.⁶

Furthermore, for digital media to truly realize its potential in Arabic language learning, students and educators must possess fundamental digital literacy skills. Digital literacy is crucial for accessing information, enabling independent learning, and fostering skills development in the modern information age. On the other hand, the challenges faced are also quite complex. One major obstacle is the digital divide, where not all students and teachers have equal access to techNology. Slow or unstable internet access in rural areas poses a serious obstacle to online learning. Furthermore, the lack of digital skills among Arabic language teachers is also a problem that needs to be addressed through specialized training. Mastery of techNology is crucial, especially in this digital era, where teaching ability depends not only on language proficiency but also on the ability to utilize digital tools in the learning process.⁷

Education in the digital age empowers students to acquire a variety of skills more easily when information and communication technologies are integrated. This means that educational institutions need not only to provide digital tools but also to actively embed and integrate digital

⁴ Mila Aftina, Muasomah Muasomah, and Dzulkifli M Mooduto, "inovasi Pembelajaran Bahasa Arab Dengan Aplikasi Android: Pengembangan Media Berbasis iSpring Suite Pada Materi Al-Adawātu Al-Madrasiyyatu," *Islamic Education: Jurnal Pendidikan Islam* 1, No. 01 (2025): 14–24.

⁵ Damar Gemilang and Hastuti Listiana, "Teaching Media in the Teaching of Arabic Language/Media Pembelajaran Dalam Pembelajaran Bahasa Arab," *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 1, No. 1 (2020): 49–64.

⁶ Asni Furoidah, "Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran Dan Pembelajaran Bahasa Arab," *Al-Fusha: Arabic Language Education Journal* 2, No. 2 (2020): 63–77.

⁷ Avika Afdiana Khumaedi, "Perkembangan Literasi Digital Bahasa Arab : Peluang Dan Tantangan Era 5.0," *Jurnal Bima : Pusat Publikasi Ilmu Pendidikan Bahasa Dan Sastra* 2, No. 4 (November 2024): 257–64, <https://doi.org/10.61132/bima.v2i4.1380>.

literacy training as a fundamental or parallel component of their language teaching programs. This goes beyond simply using technology; it is about building the capacity to utilize it effectively.

The characteristics of modern learners shaped by the digital age, coupled with the inherent challenges of learning Arabic as a foreign language, create a crucial interdependence. The digital age has profoundly shaped the characteristics of today's learners, making them more likely to favor multimedia, collaborative learning, and independent information gathering. This era simultaneously demands the integration of information and communication technologies (ICT) into educational practices. Learning Arabic, as a foreign language, inherently presents unique challenges, often due to limited exposure.⁸

This situation creates a critical interdependence: the urgency of digital media is not simply a consequence of technological advancement, but rather a direct response to the need to bridge the gap between the characteristics of contemporary learners, the inherent challenges of Arabic language acquisition, and the prevailing technological environment. If traditional methods fail to adapt, they will struggle to effectively engage and educate these learners, making digital media an essential component for maintaining pedagogical relevance and effectiveness.

Learning media is defined as a tool that serves to simplify, clarify, and expedite the delivery of material to students, so that the core material can be fully understood. Furthermore, media also plays a role as a source of influence that can increase interest and motivation in learning, as well as a means to improve learning outcomes. In the Arabic language learning process, media is essential because Arabic is often considered a difficult subject, so appropriate media are needed for its delivery.⁹

In the digital era, learning media enables the implementation of technologically experimental learning methods. This media is also crucial in facilitating communication interactions between teachers and students, ultimately contributing to the achievement of learning objectives and improving learning outcomes. Various types of common digital media that can be utilized in education include webinars and video conferences, Virtual Reality (VR) and Augmented Reality (AR) technology, electronic books (e-books), learning simulations and games, learning videos, and various learning applications.

Media selection should be aligned with learning objectives. If the target objective is listening skills (*al-Mahārah al-Istimā'*), then the most appropriate media is audio. Appropriateness relates to the efficiency of media use, so the media used must not have an impact on student abilities. The student's condition is also an important consideration, as some students are more prominent in auditory intelligence (*al-Dzakā' al-Sam-'ī*), while others are more prominent in visual intelligence (*al-Dzakā' al-Bhasarīy*). The availability of facilities and infrastructure also plays a role in media selection. For example, we can't use audio-visual media in the classroom if there isn't an infocus device or loudspeakers. Cost is also a consideration, ensuring that the cost of learning media doesn't deviate from the learning objectives achieved.¹⁰

Arabic is highly important for several fundamental reasons. It is the language of the Quran, the language of Islam, the official language of communication at the United Nations

⁸ Fazri Nur Insan and Acep Hermawan, "Perkembangan teknologi Media Pembelajaran Bahasa Arab," *Al-Fakkaar* 4, No. 2 (2023): 158–78.

⁹ Nurmala - Fitria, "Dampak Penggunaan TekNologi Dalam Pembelajaran Bahasa Arab Menurut Perspektif Psikologi," *Al-TARQIYAH: Jurnal Pendidikan Bahasa Arab* 6, No. 2 (December 2023): 71, <https://doi.org/10.30631/al-tarqiyah.v6i2.59>.

¹⁰ Euis Sholihah, Adi Supardi, and Irpan Hilmi, "teknologi Media Pembelajaran Bahasa Arab," *Al-Urwatul Wutsqo: Jurnal Ilmu Keislaman Dan Pendidikan* 3, No. 1 (2022): 33–42.

(UN), the language of the Islamic world, and the language of culture. This makes it highly significant for billions of Muslims worldwide. Mastery of Arabic also facilitates access to and understanding of various scientific knowledge, especially that derived from classical Islamic scholarship.

Despite its high importance, learning a foreign language, including Arabic, is often considered difficult due to the lack of direct exposure in students' daily lives. Conventional learning methods are often deemed incapable of providing optimal satisfaction for successful Arabic language mastery. Therefore, adaptation and innovation in learning media are crucial to addressing these challenges and ensuring Arabic learning remains effective and engaging.

The integration of digital media in Arabic learning brings various impacts, both opportunities and challenges that need to be identified and managed strategically. Among the potential opportunities are increased motivation and interest in learning, accessibility and flexibility, personalized learning, comprehensive language skill development, diverse and rich learning resources, and collaboration and communication facilities. Meanwhile, the challenges include uneven content quality, limited internet access and infrastructure, the potential for reduced social interaction, digital security and health risks, and technical difficulties with Arabic script. The impact of digital media on Arabic language learning demonstrates a clear duality: significant pedagogical benefits are offset by numerous challenges. Successful digital media integration lies not only in the adoption of new tools, but also in how these tools are strategically implemented. This requires a sophisticated strategy for technology integration. Educators must not only embrace technological tools but also develop robust filtering mechanisms, instill digital citizenship in students, strive for equitable access, and design blended learning approaches that maintain and enhance valuable human interactions. The urgency of digital media use extends to developing comprehensive pedagogical expertise to navigate and mitigate these dual impacts.

Furthermore, digital media serves as a catalyst for pedagogical innovation, going beyond simply replacing traditional teaching tools. Educational technology impacts the entire learning paradigm by transforming the traditional roles of teachers and students.¹¹ The digital era demands innovation and creativity in the learning process. Technology can make learning more engaging through creative and engaging presentations. This fundamentally reshapes the learning process itself, empowering students with greater autonomy and transforming teachers into facilitators, content curators, and designers of learning experiences. This requires a re-evaluation of existing teaching methodologies, encouraging the adoption of innovative strategies such as gamification and project-based learning to maximize student engagement and effectively address the complexities of the digital learning environment. The urgency lies not only in which media to use, but in how these media catalyze the transformation of the entire teaching and learning ecosystem.

Advantages and Disadvantages of Arabic Digital Learning Media

Aspects	Advantages	Disadvantages
Motivation and Interest	Increase students' enthusiasm, interest, and motivation to learn because it is more fun, interactive, and not monotonous.	It can create an apathetic attitude towards teachers because students feel they can learn independently.

¹¹ Ulfi Hayati, "Penggunaan Media Gambar Dalam Pembelajaran Bahasa Arab di MIN," *Jurnal At-Tarbiyyah: Jurnal Ilmu Pendidikan Islam* 7, No. 2 (2021): 215–25.

Accessibility and Flexibility	Enables access to materials anytime and anywhere, solutions to educational gaps in remote areas, personalization of learning style and pace.	Requires stable and fast internet access, limited digital infrastructure in some areas.
Language Skills	Improve listening skills, vocabulary mastery, speaking skills, and grammar comprehension.	Children's language can exceed the language system in the general phase because they are accustomed to the language of techNology.
Learning Resources	Provides diverse learning resources (audio, visual, text, images, animation) and richer information (e-books).	Content quality varies, requiring selectivity; risk of exposure to negative content.
Interaction and Collaboration	Facilitate communication and discussion between students; teachers can monitor student progress.	Potential reduction in direct social interaction between students and teachers.
Other Impacts	Facilitating research and access to the latest information, developing 21st century skills (digital literacy, collaboration).	Digital security risks (fraud, harassment), distraction from ads/notifications, hindering physical and creative development, negative emotional impacts (irritability).
Technical	Makes it easier to convey the material in its entirety.	Special constraints in typing and using Arabic letters digitally.

Types and Examples of Arabic Digital Learning Media

Digital learning media for Arabic are diverse, including apps, online platforms, multimedia, and even simple media adaptations to digital formats. Various mobile apps, online platforms, and mobile applications have been developed for Arabic learning. For example, FunEasyLearn allows users to learn Arabic vocabulary from 62 different native languages. Furthermore, there are mobile apps specifically designed for learning Arabic vocabulary for junior high school students, utilizing advanced algorithms such as Matches From Right for searching and Fisher Yates Shuffle for quizzes.¹²

General e-learning platforms, communication and online learning platforms such as Google Meet and Zoom Meeting, are widely used for virtual meetings, replacing face-to-face classroom learning. Google Teams and Google Classroom are also utilized as stand-alone learning platforms, facilitating assignments and discussions. Next, there are web-based learning management systems (LMS). A significant innovation is ARABILITAS, a web-based LMS designed specifically for visually impaired students. This application contains fourteen Arabic language topics presented in easy-to-understand, relaxed, and communicative language, and includes a self-evaluation feature. Furthermore, there are specialized language learning

¹² Fatta Liyatur Rohmat et al., "Aplikasi edukasi pembelajaran bahasa arab berbasis mobile," *Journal Information technology Education (JFITED)* 1, No. 01 (2024): 11–21.

applications, such as Rosetta Stone, which has been evaluated for its effectiveness in improving students' Arabic vocabulary mastery. Its features include speech recognition, image-based exercises, and dynamic repetition, making the learning process more interactive and effective.

The next type of digital learning media for Arabic is audio-visual-based multimedia, such as instructional videos. Teachers can combine documents, images, and audio to convey learning materials, for example, in the form of animated videos. Videos with sound are also very effective for conversation practice. Social media platforms like YouTube, TikTok, Instagram, and Facebook can also be utilized as audio-visual learning tools. Their use has been shown to improve learning motivation, listening skills, vocabulary mastery, and speaking ability. Interactive e-books, which integrate sound, graphics, images, and animation, present richer information than conventional books. An example is the Heyzine Flipbook interactive e-book for the topic of ta'aruf (learning and understanding).¹³ Then there's the LCD projector. This tool allows for audio-visual presentations that engage students. With its ability to display large slides and even films, an LCD projector is an effective medium for presenting lesson material.

However, it's important to remember that learning media doesn't always have to be sophisticated; simple digital media are also available. Visual media such as pictures, whiteboards, and textbooks can be digitized or used digitally. Audio media such as radio and voice recorders containing correct pronunciation are also relevant. Audio-visual media such as videos and PowerPoint presentations can also be used. Vocabulary cards, or digitized picture cards, are also examples of simple visual media that are effective for improving vocabulary.

The diversity of digital media used in Arabic language learning reveals that "digital media" is not a single entity, but rather a highly versatile category. The various implementation examples found, ranging from sophisticated applications like Rosetta Stone and specialized LMS platforms like ARABILITAS, to more accessible tools like social media and digital enhancements to traditional media, demonstrate a broad spectrum. These applications cover a wide range of educational levels and diverse learning objectives.¹⁴

This wide diversity underscores that there is no single "best" digital solution that fits all contexts. The urgency of digital media lies in its capacity to address a variety of pedagogical objectives (e.g., vocabulary acquisition, grammar comprehension, conversational fluency), accommodate the needs of different learners (e.g., students with visual impairments), and adapt to the varying availability of technological and human resources across educational institutions. The key to successful implementation is not simply adopting the latest technology, but rather selecting the media that best aligns with specific learning objectives, learner characteristics, and institutional context.¹⁵ This also highlights the enormous potential for blended learning approaches, which integrate a variety of digital and traditional tools to create a comprehensive and effective learning environment.

Furthermore, the role of teachers in maximizing the effectiveness of digital media is crucial. While the primary focus may be on digital media itself, several sources consistently highlight the central role of educators. There is explicit emphasis on the need for teacher training and professional development to implement learning media effectively. The successful

¹³ Luwilmi Sahefa Ashari and Durinda Puspari, "Pengembangan E-Modul Berbasis Heyzine Flipbook Pada Mata Pelajaran Otomatisasi Humas Dan Keprotokolan di SMKN 2 Buduran Sidoarjo," *InNovative: Journal Of Social Science Research* 4, No. 1 (2024): 2565–76.

¹⁴ Adib Amrullah, "Pemanfaatan Aplikasi BISA Nahwu Sharaf Sebagai Media Pembelajaran untuk Meningkatkan Maharah Nahwu Sharaf Bahasa Arab," *Lisan An Nathiq: Jurnal Bahasa Dan Pendidikan Bahasa Arab* 6, No. 1 (2024): 1–18.

¹⁵ Moh Naqib and Ubaidillah Ubaidillah, "inovasi Pembelajaran Bahasa Arab Berbasis Digital Di Era Modern: Transformasi Metode, Media, Dan Strategi Pembelajaran," *Jurnal Pemikiran Dan Ilmu Keislaman* 8, No. 1 (2025): 83–111.

use of techNology depends heavily on the competence and role of educators as facilitators.¹⁶ The critical responsibility of teachers in screening content to ensure its appropriateness is also emphasized.

Digital tools, however sophisticated, are only as effective as the educators using them are competent. The importance of digital media in Arabic language learning, therefore, significantly extends to investments in ongoing professional development for teachers. This development must equip them not only with technical skills, but more importantly, with advanced pedagogical strategies for seamlessly integrating techNology, curating high-quality content, managing potential digital risks, and creating dynamic and interactive learning environments. This often overlooked aspect is a crucial determinant of the success and sustainability of digital media integration in language education as a whole.

CONCLUSION

The digital era has transformed education, demanding changes in Arabic language learning. Digital learning media is crucial for increasing student motivation, expanding access, personalizing the learning experience, and improving language skills. However, challenges arise, such as varying content quality, disparities in internet access, lack of social interaction, and digital security risks. The successful use of digital media depends on the development of inNovative tools, improved teacher competency, adequate digital infrastructure, and adaptive education policies, ensuring Arabic language education remains relevant and effective.

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¹⁶ Silvester et al., *Melangkah Ke Era Digital: Kompetensi Guru Sekolah Dasar Dalam Pembelajaran Berbasis teknologi* (Sumedang: CV. Mega Press Nusantara, 2024). Hal. 14.

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