Utilization of Computer-Based Learning Technology to Enhance Students' Arabic Language Profeciency: A Study at MIMA Zainul Hasan Balung

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Abstract:
This study aims to analyze the implementation of Computer-Based Learning (CBL) methods in Arabic subjects at MIMA Zainul Hasan Fullday School Balung Jember. This study tries to identify the ad-vantages, challenges, and impacts on students' language skills. Using descriptive qualitative methods, data were collected trough observation, interviews, and documentation. The results of the study indicate that CBL, especially trough simulations, educational games, and interactive multimedia, is effective in increasing students' motivation, engagement, and Arabic language proficiency. CBL enables personalized, flexible, and engaging learning with instant feedback. However, challenges such as limited infrastructure and teachers' technological competence still exist. This study concludes that CBL is a relevant method fo 21st-century education, but requires curriculum development, teacher training and continuous technological support to optimize its implementation in madrasah.

Keywords: *Arabic Language Learning, Computer-Based Learning, Educational Technology.*

Introduction

The use of media in language teaching is very important. Especially Computer Based Learning (CBL) because it can increase motivation, efficiency, and quality of learning outcomes.[1] This media allows for more interactive, interesting and tailored learning to individual learning styles, and facilitates mastery of the four Arabic language skills: listening, speaking, reading, and writing. The meaning of media is an intermediary or messenger of the word medium which is Latin. In the context of learning, it can be said that media is a vehicle for conveying messages or larninng information. More than that, in the media there is a combination of hardware and software. In other words, no need media is hardware that has been filled with software.[2]

Learning Arabic, as one of the international languages used in various parts of the world, has its own challenges, especially in teaching language skills such as listening, spaking, reading and

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[1] Khoirul Huda and Nawang Wulandari, "Media Pembelajaran Bahasa Arab Berbasis E-Learning," *Kalimatuna: Journal of Arabic Research* 1, no. 2 (2022): 191–210, https://doi.org/10.15408/kjar.v1i2.28277.

[2] Umi Macmudah and Wahab Rosyidi, *Active Learning Dalam Pembelajaran Bahasa Arab* (Malang: UIN-Malang Press, 2008).

writing. Along with the advancement of information and communication technology, Arabic language education has also undergone a transformation, one of wich is the implementation of the Computer Based Learning (CBL) method. Computer Based Learning (CBL) is a learning method that utilizes computer devices and information technology to support the teaching and learning process. In the context of teaching Arabic, CBL is often associated with e-learning, wich is the use of digital platforms such as application, websites, or software to teach language skills such as listening, speaking, reading, and writing.[3]

CBL refers to the use of computer hardware and software tools to support, enrich, and enhance the learning process. These technologies not only provide a variety of educational resources, but also enable more personalized, flexible, and engaging learning. In the context of Arabic language learning, CBL can include apllications, computer programs, or internet-based platforms that allow learners to interact with Arabic language learning materials directly and effectively. CBL allows the presentation of Arabic language materials interactively, visually, and audibly so that it can increase learning motivation, accelerate understanding, and enable more flexible and personalized learning. For example, by using interactive Arabic learning software, students can hear the pronunciation of words or phrases by native speakers, work on exercises with instant feedback, and access materials at any time independently.[4]

In this digital era, Arabic language learning is no longer limited to conventional methods such as textbooks or face-to-face teaching. Computer technology opens wider access for student from various backgrounds and location to learn Arabic. Through various online platforms, learning applications, and interactive software, students can get a more interesting, practical, and tailored learning experience to their needs. CBL also allows the integration of interactive exercises and automatic quizzes that support learning evaluation. Teacher can use certain software to design adaptive and varied teaching materials. Thus, CBL becomes an innovative solution of traditional learning methods.

In addition, the use of CBL in Arabic language learning also provides an opportunity to utilize multimedia such as audio, video, and animation. This is very important to help students understand the nuances of Arabic, from pronunciation to understanding complex grammar. In this

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[3] Mohammad Iqbal Assyauqi, "Pengembangan Media Pada Pembelajaran Kosa Kata Bahasa Arab Berbasis Komputer Menurut Konsep Teknologi Pembelajaran," *Jurnal Al-Maqayis* 5, no. 1 (2021): 52, https://doi.org/10.18592/jams.v3i1.266.

[4] Rachmad Ramadhan, Danial Hilmi, and Ahmad Azhari, "Penggunaan E-Learning Dalam Pembelajaran Bahasa Arab: Fitur Dan Pola Pengajaran," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 8, no. 1 (2023): 47–58, https://doi.org/10.55187/tarjpi.v8i1.4885.

case, CBL can play a role in improving listening, speaking, reading, and writing skills in a more integrated and comprehensive way.

MIMA Zainul Hasan Fullday School Balung Jember is one of the favorite Elementary Madrasah in Jember Regency. It is known for its achievements in producing high-quality young generations. One of the subjects of interest in this madrasah is Arabic language, which is taught with a comprehensive and in-depth approach. Arabic is not only studied as a foreign language, but also as a tool for learning and deepening religious knowledge, considering that many religious texts are written in Arabic. Therefore, the Arabic subject in this Elementary Madrasah is a favorite subject for student there. Because it not only improves language skills, but also opens wider insight into a deeper understanding of Islamic religion and culture.

In the process of learning Arabic at MIMA Zainul Hasan Fullday School Balung Jember is still quite borin, because subject teachers still use previous methods, such as teachers and still use manual learing media. The lack of use of computer-based learning media, creates students less enthusiastic about learning Arabic. This digitalization will lead students to high curiosity about the outside world that they do not yet know. Accordingly, the application of this digital technology must be carried out on a large scale. Like edutainment with CBL which has many features that have been provided. So that it makes it easier for teachers to be creative in delivering the material to be taught. Makes students not get bored quickly during the teaching and learning process. A process like this not only helps students improve one aspect, but can also improve several aspects of skills in Arabic language subjects.

However, although technology provides many conveniences, its application in Arabic language learning still faces several challenges, such as limited technological infrastructure in some areas, as well as the need to design appropriate curricula and learning materials to maximize the use of this technology. Therefore, it is important to conduct a more in-depth study of the application of CBL in Arabic language learning to identify the potential, advantages, and challenges that exist.

Based on previous research by Nurul Anam entitled Development of Computer Based Instruction Multimedia Digitalization of Arabic Language Learning in LPBA Basic Class of Al-Qodiri Islamic Boarding School wich contains the utilization and development of CBI-based learning so that the learning process can run effectively. The research motivates researcher to apply learning methods so that they do not seem monotonous and boring. Therefore researchers present a new innovation, namely apllying this Computer Based Learning method to Arabic language learning at MIMA Zainul Hasan Fullday School Balung Jember.

Therefore, research on the analysis of CBL at MIMA Zainul Hasan Fullday School Balung Jember is important to do. This study aims to analyze the effectiveness of using CBL in improving

students' Arabic language skills at MIMA Zainul Hasan Fullday School Balung Jember. A deep understanding of CBL is expected to provide a positive contribution in efforts to improve the quality of Arabic language learning at the Elementary School level or others, so that the expected learning objectives can be achieved more effectively and efficiently. Especially in Arabic subjects at MIMA Zainul Hasan Balung Jember.

Methods

This study uses a descriptive research design and a qualitative methodology. Because it enables the researcher to thoroughly examine a number of facets of the implementation of Computer Based Learning (CBL) in Arabic language instruction at MIMA Zainul Hasan Fullday School Balung Jember, the qualitative approach was selected. By employing this method, the researcher hopes to gain a comprehensive understanding of the field's reality, including the procedures, tactics, and effects of applying CBL in a learning environment.

This study's need goal is to conduct a thorough examination of the methods used by Arabic language instructors, particularly with regard to the use of technology and computer-based media in their lessons. Direct classroom observation, in-depth interviews with topic teachers, and document analysis including lesson plans (RPP), student interest questionnaires, and evaluation findings were the three primary methods the researcher used to gather pertinent data.

Document analysis guides, interview protocols, and observation standards were among the tools utilized in this investigation. Direct observations of how CBL was applied in practice were made throughout the learning process. Teachers were given the opportunity to freely express their experiences and viewpoints through semi-structured interviews. In the meantime, the administrative facets of organizing and assessing the learning process through CBL were examined through documentation.

The stages of qualitative analysis—data reduction, data presentation, and conclusion-drawing—were used to examine the gathered data. Selecting pertinent and important information from all gathered sources was the process of data reduction. After then, the information was given in the form of a descriptive narrative to help find patterns and meanings in the occurrences under study. Ultimately, interpretations of the data analysis were used to derive conclusions.

This study employed source triangulation to guarantee the validity and reliability of the results. In order to guarantee the accuracy and consistency of the data, the researcher compared and validated material from three primary sources: documentation, interviews, and observation. Through this method, the study is expected to provide a comprehensive and in-depth description of the implementation of CBL in Arabic language learning at the madrasah level and contribute meaningfully to the development of relevant teaching methods in the digital age.

Results and Discussion

1. **Definition and Development of CBL in Arabic Language Teaching**

The use of media in language teaching is based on the theory that most of a person's knowledge, skills and attitudes are acquired through sight and direct experience. Media were selected and used because they were considered effective in facilitating language learning through visuals and direct interaction. Media serves as an intermediary or introduction to learning, combining hardware and software. Computer Based Learning (CBL) is a method that uses computers and information technology to support teaching, especially in Arabic. CBL is often associated with e-learning and enables interactive teaching of language skills, increases student motivation and comprehension, and provides flexible learning.[5] CBL is often associated with e-learning, which is the use of digital platforms such as applications, websites, or software to teach language skills such as listening, speaking, reading, and writing.

The development of CBL in Arabic language learning began in the late 20th century, where initially the use of computers was limited to the presentation of simple texts. Although complementary to conventional methods, computers bring new nuances to learning Arabic. Some developments in CBL include the use of online learning platforms, learning applications such as Duolingo, the integration of interactive multi-media, the development of adaptive learning systems, and the use of speech recognition technology. The use of media in Arabic language learning has significantly increased students' average scores and their active participation. CBL becomes an innovative solution to improve the effectiveness of Arabic language teaching.[6] The use of CBL allows students to hear the pronunciation of words directly from native speakers and complete exercises with immediate feedback.

2. **Key Elements in Using CBL to Improve Arabic Language Competence**

In Arabic language teaching, CBL involves various important components with the aim of improving student competence. These are the important components: 1) Hardware consists of all physical devices, such as computers and projectors. Hardware is essential to ensure that students have effective access to learning resources, 2) The software is a programme used to teach students Arabic[7], 3) Teaching tools, also known as courseware, are learning content such as texts and videos that help students understand Arabic, 4) Humanware consists of teachers

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[5] Huda and Wulandari, "Media Pembelajaran Bahasa Arab Berbasis E-Learning.", *Kalimatuna: Journal of Arabic Research* 1, no. 2 (2022): 191–210, https://doi.org/10.15408/kjar.v1i2.28277"

[6] Ahmad Asse, "Strategi Pembelajaran Bahasa Arab Di Insutut Agama Islam Negeri Palu," *Jurnal Penelitian Ilmiah* 2, no. 2 (2019): 2338–25.

[7] A Arifin, S Hidayat, and M Hosnan, "Pengembangan Computer Assisted Language Learning (CALL) Untuk Pembelajaran Bahasa Arab Di Agus Arifin Institute," … *Pendidikan Dan Pembelajaran) …* 6, no. 1 (2019): 1–12.

who have been trained to use learning technology[8], 5) Blended learning methods increase student participation[9], 6) Feedback and evaluation are essential for measuring student progress, (7) Learning becomes more enjoyable when there is interaction and engagement.[10]

In Arabic language learning at MIMA Zainul Hasan Fullday School Balung Jember has begun to use the elements used in this CBL. For example, using hardware and software assistance to make it easier for teachers to provide explanations and make it easier for students to receive explanations from teachers. The teaching uses computers and projectors as hardware elements and online-based learning media as software elements.

3. **Interactive Models and Computer-Based Approaches in Arabic Language Learning**

Various forms of media usage or computer models in interactive learning include drill and practice interactive models, simulation interactive models, game interactive models, and tutorial interactive models. 1) The drill and practice interactive model involves repeated practice to master the skills and knowledge that have been learnt. Prior to the exercise, students are given theoretical knowledge. For example, practice filling in the missing word in an Arabic sentence or choosing the correct meaning of a word. This model aims to strengthen Arabic vocabulary and improve reading, writing and speaking skills.[11] , 2) Simulated interactive models make it easier for students to understand lessons by providing real-world-like experiences. For example, simulating a conversation in a market or restaurant in Arabic with elements of text, images, and motion [12], 3) Game models aim to make learning more fun and help students remember ideas and skills for longer. Examples are charades, crossword puzzles, or vocabulary quizzes, which make learning Arabic more interactive[13], 4) The problem-solving learning model focuses on teaching problem-solving skills using Arabic, so that students can improve their critical thinking skills. An example is composing a dialogue based on a given scenario, [14]

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[8] Muhammad Azhar et al., "Penggunaan Teknologi Dalam Pembelajaran Bahasa Arab Di Indonesia," *Jurnal Review Pendidikan Dan Pengajaran* 6, no. 4 (2023): 3160–64.

[9] Ruwaida, "Pengembangan E-Learning Mata Pelajaran Bahasa Arab Berbasis Aplikasi Moodle Untuk Siswa Kelas X MA Mu'allimat Nahdlatul Wathan Pancor Lombok Timur NTB," *Tarbawi* 7, no. 7 (2018): 1–17.

[10] Sekolah Tinggi, Agama Islam, and Nahdlatul Ulama, "GAME-BASED LEARNING : CARA MENYENANGKAN BELAJAR BAHASA ARAB DI ERA DIGITAL" 12, no. 1 (2024): 12–20.

[11] Maya Nur, "Implementasi Metode Drill Dalam Meningkatkan Hafalan Kosakata Bahasa Arab Di Madrasah Aliyyah Al Amiriyyah Blokagung Banyuwangi," *Tadris Al-Arabiyyat: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 1, no. 2 (2021): 329.

[12] Aswar Muhaammad, "Penerapan Model Pembelajaran Simulasi Dalam Meningkatkan Menghafal Mufrodat Peserta Didik Kelas VIII MTs DDI Kanang" (Institut Islam Negeri Parepare sulawesi selatan, 2019).

[13] Robiatul Yahya, "Seni Mengajar Qowaid Bahasa Arab Berbasis Games Ala Glorious Bimbel Di Desa Brani Wetan Maron Probolinggo.," *Jurnal Pendidikan Tambusai.* 8, no. 3 (2024): 43680.

[14] Fery Kurniawan Ady Putra, "Penerapan Model Pembelajaran Problem Solving Untuk Meningkatkan Hasil Belajar Siswa Kelas XII TKR Pada Mata Pelajaran Sistem Pengapian Konvensional Di SMK Negeri Madiun," *Jurnal Pendidikan Teknik Mesin* 02, no. 03 (2018): 1–8.

5) The tutorial model provides learning guidance to students using computer programmes as teaching aids. It allows students to learn independently and follow exercises with immediate feedback, for example a learning programme that explains nahwa or sharaf concepts[15].

Approaches in computer-based Arabic learning include communicative, contextual, multimedia-based, problem-based, and constructivistic approaches. The communicative approach emphasizes communication and language skills. Contextual approaches use relevant media for real communication situations. Multimedia-based approaches use a variety of interactive media to support learning. Problem-based approaches cultivate real-world problems as a way of thinking critically. The constructivistic approach emphasizes the active role of students in language learning through interaction with the digital learning environment.[16]

In this case, Arabic language learning at MIMA Zainul Hasan Fullday School Balung Jember uses computer-based interactive media such as making evaluations with interactive games. For example, by using the wordwall application in the evaluation of mufrodat material. Students are expected to be able to answer puzzles that have been provided by the teacher through the wardwall application. Furthermore, after students do the evaluation, students are asked to give feedback to the teacher. The teacher analyses the answers and feedback that students have completed. The teacher gives a conclusion to both results.

4.   **Simulation and Educational Games to Improve Arabic Language Mastery**

In expansion to making a difference understudies get it Arabic concepts way better, recreations and instructive recreations can be an viable methodology to make strides Arabic dialect procurement. This inquire about appears that recreation models have been utilized in Arabic lexicon learning, particularly at the essential school level, and offer assistance understudies get it unused lexicon through fun and intuitively exercises. Advanced instructive recreations are problem-solving that utilize persistent learning and give a road for authority of the fabric through amusement. Computer-based recreations and instructive diversions can make strides Arabic dialect procurement by making learning more intelligently, curiously and fun. Educandy diversions can be utilized in online learning, but they are considered less compelling since it is troublesome for instructors to know who is getting to them as well as learners' scores.

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[15] Utomo Jepri & Purwaningsih, "Pembelajaran Berbasis Komputer Model Tutorial Di Sekolah Dasar," *Pendekar Jurnal: Pengembangan Dan Pembelajaran Sekolah Dasar*. 1, no. 1 (2022): 29.

[16] Hanik Mahliatussikah and Universitas Negeri Malang, "Problem Based Learning (Pbl) Dalam Pembelajaran Bahasa Arab Di Madrasah Aliyah," *Sendikan: Seminar Nasional Pendidikan Dan Pembelajaran*, 2021, 135–41.

The utilize of recreations and instructive recreations can be a fun way to progress Arabic dialect securing[17].

A number of the ways it is utilized join: Arabic learning reenactments that mirror genuine circumstances, intelligently instructive recreations that coordinate words with implications, virtual classrooms, streak card applications for lexicon, and multiplayer talking diversions. These strategies not as it were make learning more curiously but too permit understudies to hone talking, tuning in, perusing and composing abilities in ordinary settings.

In this case the instructor gives a few questions exterior the assessment as a update of the fabric that has been clarified. As an Arabic dialect subject educator at MIMA Zainul Hasan Fullday School Balung Jember, I utilize the Arabic snakes and steps diversion with online highlights through the site as an middle person for reminding a few of the mufrodat that the instructor has given that day. Already, understudies were inquired to remember the mufrodat given by the instructor by singing. At that point, all understudies were inquired to come forward to play the Arabic snakes and stepping stools amusement. Understudies who can reply the questions well and accurately will get a score, and the score can be an extra esteem within the last summative assessment score.[18]

5. **Challenges and Future Prospects of CBL (Computer Based Learning) in Arabic Language Learning**

a. **Challenges of CBL (Computer Based Learning) in Arabic Language Learning**

Arabic language learning in formal educational institutions in Indonesia, such as schools and madrasahs, is faced with various challenges. Firstly, there is no clear model for Arabic language teaching. This is due to the confusion between the purpose of learning Arabic to master language skills and as a tool to understand other knowledge. Secondly, there is confusion about the type of Arabic being taught, whether it is classical, modern or colloquial Arabic. Thirdly, there is uncertainty between using old methods or new methods in teaching. The problems faced in learning Arabic include a number of linguistic aspects. The difference in writing systems between Indonesian and Arabic makes students, especially those who are new to Arabic letters, feel confused. In addition, the pronunciation of certain letters in Arabic also makes it difficult for students. The

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[17] Nur Annas, "Digital Game-Based Learning (DGBL) Sebagai Media Pembelajaran Membaca Bahasa Arab Kelas VII" (Universitas Negeri Semarang, 2017).

[18] Parihin, "Model Pembelajaran Bahasa Arab Berbasis Gamifikasi Untuk Meningkatkan Siswa Kelas XI Mqnh Ulya Putri Nurul Hakim," *Jurnal Matluba* 1, no. 3 (2024): 251.

morphological, syntactic, and semantic differences between the two languages also pose a significant challenge[19].

Apart from the linguistic aspect, there are also issues related to the curriculum. In Indonesia, there are two curriculum systems for Arabic: integrated and separated. However, in madrasahs, the curriculum is not clear in differentiating learning objectives. Teaching materials sometimes do not focus on language skills, and the teaching materials used in pesantren are often inappropriate for non-Arabic students. The teaching methods used are also less creative, and the students' varying starting abilities pose a challenge for teachers. Arabic teachers are often not able to be good examples, and many of them have inadequate educational backgrounds. In addition, the use of alternative learning media in madrasah is still minimal, even though there are many digital technologies that can be used to improve learning. Learning evaluation is also not well planned and implemented, so the questions used are often invalid. Finally, there are sociological issues that affect Arabic language learning. Social support for Arabic in Indonesia is lower compared to English, which is evident from the lack of media attention to Arabic. In addition, graduates who master Arabic have difficulty in finding jobs, compared to graduates who master English. This discourages students from learning Arabic, as the job prospects look less promising.[20]

b. The Prospect of CBL (Computer Based Learning) in Arabic Language Learning

The development of Computer Based Learning (CBL) is very fast due to various aspects of human life. Currently, CBL has reached the third wave in technology. Humans can utilise their abilities to increase productivity, and education plays an important role in building quality resources, especially in Arabic language learning. Many educational policies are made to prepare people for the future more effectively and efficiently, including utilising CBL. Using CBL for education has become a necessity. Various CBL applications are already available and can be utilised for education.[21] Education reform in Indonesia needs to continue in order to keep up with the times. Currently, Indonesian education

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[19] Ahmad Syagif, "Paradigma Pembelajaran Bahasa Arab Di Era Society 5.0," *FiTUA: Jurnal Studi Islam* 3, no. 2 (2023): 134–44, https://doi.org/10.47625/fitua.v3i2.407.

[20] Ahmad Syifa Al Qolbi, Lubna Farah Khan, and Ihsan Zikri Ulfiandi, "Tantangan Dan Prospek Bahasa Arab Di Era Modern," *Ma'arif Journal of Education, Madrasah Innovation and Aswaja Studies* 3, no. 1 (2024): 25–31, https://doi.org/10.69966/mjemias.v3i1.51.

[21] Abdul Munip, "Tantangan Dan Prospek Studi Bahasa Arab Di Indonesia," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2019): 303–18, https://doi.org/10.14421/almahara.2019.052.08.

still faces many problems, caused by the low quality of human resources. Many students are good at memorising but lack understanding of the substance of the material.[22]

Improving the quality of education depends on the role of the teacher, who must create interesting learning so that students are more interested. Utilising technology as a learning medium has a positive impact on learning outcomes. With the advancement of technology, learning Arabic can be made more interesting. Therefore, innovative steps are needed to improve education through CBL in Indonesia[23].

The findings of this study reveal significant insights into the application of Computer-Based Learning (CBL) in Arabic language education, particularly within the context of MIMA Zainul Hasan Fullday School Balung Jember. The integration of CBL into Arabic language instruction is supported by both pedagogical theory and technological advancement. This method not only facilitates the delivery of learning materials through digital platforms but also enhances student engagement, motivation, and comprehension. As CBL evolved from simple text displays to dynamic, interactive multimedia platforms and speech recognition tools, it has proven to be an effective and flexible approach to Arabic language learning. The school's adoption of hardware, software, and blended learning strategies illustrates a progressive shift toward technology-enhanced instruction aimed at fostering language acquisition through immersive experiences.

Furthermore, the implementation of key components in CBL—such as hardware, software, courseware, trained educators, interactive engagement, and formative feedback—has shown promising outcomes in increasing student participation and performance. The interactive models used in the school, including drill and practice, simulations, games, and tutorials, offer students opportunities to apply their knowledge in real-life scenarios, promoting deeper understanding. For instance, using applications like Wordwall to evaluate mufrodat material not only reinforces vocabulary learning but also provides immediate feedback, allowing teachers to assess progress more accurately. These approaches are aligned with communicative, contextual, and constructivist learning principles, which emphasize active student involvement and critical thinking in digitally mediated environments.

Despite these advancements, challenges persist in the widespread adoption of CBL for Arabic learning. Issues such as unclear pedagogical models, differences in Arabic varieties (classical

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[22] Hilman Fauzi, R. Poppy Yaniawati, and Nenden Mutiara Sari, "Penerapan Pembelajaran Computer-Based Learning Dalam Upaya Meningkatkan Kemampuan Pemahaman Matematika Siswa," *Jurnal Inovasi Pembelajaran Matematika: PowerMathEdu* 3, no. 2 (2024): 225–40, https://doi.org/10.31980/pme.v3i2.1671.

[23] Rubiyati, Muhamad Asrori, and Luhur Wicaksono, "Pengaruh Pemanfaatan Media Sosial Instagram Terhadap Kreativitas Belajar Pada Remaja Kelas VII," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 7, no. 5 (2018): 1–8.

vs. modern vs. colloquial), and inconsistencies in curricula hinder the optimal implementation of CBL. Moreover, infrastructural limitations, insufficiently trained educators, and sociocultural factors such as the low perceived utility of Arabic compared to English contribute to students' lack of motivation. Nevertheless, the future of CBL in Arabic education holds promise. As digital tools continue to evolve and educational policies adapt, CBL can become a cornerstone in modernizing Arabic instruction, provided that systemic barriers are addressed. Empowering teachers to utilize innovative, interactive digital tools will be crucial in transforming Arabic language learning into a more effective, enjoyable, and future-ready educational experience.

Conclusion

The conclusion of an article the application of Computer Based Learning (CBL) in Arabic learning at mima Zainul Hasan Fullday School Balung Jember. This is proven by an increase in student motivation, involvement, and understanding of the learning material. The use of various interactive models such as simulations, educational games, and multimedia-based approaches can create a more interesting and fun learning atmosphere. Important elements such as hardware, software, courseware, teacher involvement, as well as appropriate learning methods contribute greatly to the success of CBL. On the other hand, there are still a number of challenges such as limited infrastructure, diversity of student backgrounds, and lack of digital competence of some educators. However, with the support of education policies and continuous innovation, CBL has bright prospects as a strategic solution in improving the quality of Arabic language learning at the madrasah level and basic education in general. Therefore, this study strongly supports the policy of Arabic language subject teachers at MIMA Zainul Hasan Fullday School Balung Jember by using CBL-based methods.

Acknowledgment

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