

Effectiveness Of Using Audio, Visual, And Multimedia Media in Arabic Language Learning in the Digital Era

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Abstract:

This study aims to examine the effectiveness of using audio, visual, and multimedia media in teaching Arabic in the increasingly developing digital era. In the context of modern education, the utilization of technology is crucial for enhancing the quality of learning. By employing a mixed-method approach, this research combines quantitative and qualitative data to provide a more comprehensive picture of the impact of media on students' learning outcomes. The findings indicate that the use of audio media significantly contributes to the improvement of students' listening skills, which is an essential aspect of mastering the Arabic language. Additionally, visual media, such as images and graphics, have proven effective in reinforcing vocabulary comprehension, allowing students to more easily remember and use new words in the appropriate context. Audiovisual media, which combines audio and visual elements, creates a more interactive and engaging learning experience, leading to greater student involvement in the learning process. Furthermore, this study also found that the use of interactive media, such as educational applications and online learning platforms, can significantly enhance student participation. Thus, this research highlights the importance of integrating appropriate media in Arabic language teaching to improve student motivation and learning outcomes, as well as providing recommendations for educators to leverage technology in the learning process.

Keywords: *Arabic Language Learning, Multimedia Learning Media, Digital Era Education.*

Introduction

In the learning process, media serves as a tool that can support the achievement of educational goals. Media can also be considered an undeniable reality in education. Therefore, it is essential to use media in every learning session, with the hope that it will help students better understand the material presented by the teacher. In this context, the use of instructional media should be viewed as an integral part of the learning system, functioning as an intermediary in the teaching and learning process. However, as times change, teachers are expected to be able to utilize media that align with the current era. This means that teachers should not rely solely on textbooks as learning media.¹ Instructional media are an integral part of teaching methods that play a crucial role in enhancing interaction between educators, students, and the learning environment. The use

¹ Asni Furoidah, 'Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran Dan Pembelajaran Bahasa Arab', *Al-Fusha : Arabic Language Education Journal*, 2.2 (2020), pp. 63–77, doi:10.36835/alfusha.v2i2.358.

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of such media is expected to improve the quality of the learning process and have a positive impact on student learning outcomes.²

In the context of modern education, Arabic language learning in the digital era faces a variety of complex challenges.³ One of the main issues is the low student interest in learning Arabic, which is often perceived as a difficult, monotonous subject with little relevance to their practical needs. On the other hand, the learning process is still largely dominated by traditional teacher-centered methods, relying on one-way approaches that do not actively engage students. This results in limited achievement in language competencies, including listening (*maharab istima'*), speaking (*maharab kalam*), reading (*maharab qira'ah*), and writing (*maharab kitabah*).⁴ Arabic consists of four language skill components: *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitabah* (writing).⁵ Each of these language skills has its own learning objectives that must be achieved equally, as each skill is interconnected and cannot be separated from the others.⁶ However, achieving this is not an easy task for either educators or students. Therefore, it is essential to have instructional media that can support the attainment of learning objectives.⁷

In the context of Arabic language learning, instructional media can be categorized into three main types: audio media (*al-sam'iyyah*), such as recorded conversations or Arabic songs; visual media (*al-bashariyyah*), such as images, graphics, and texts; and audiovisual or multimedia media (*al-sam'iyyah al-bashariyyah*), which combine both sound and visual elements simultaneously. The use of these three types of media holds great potential for enhancing Arabic language skills. However, in many educational institutions, the use of audio, visual, and multimedia media has not yet been systematically optimized, due either to limited facilities or the lack of teacher training in how to use them effectively.⁸ Therefore, it is important to thoroughly examine the effectiveness of using these

² Fina Nur Fadhilah, 'Pengembangan Media Bahasa Arab Menggunakan Web Educandy', *Al-Ittihad : Jurnal Keilmuan Dan Kependidikan Bahasa Arab*, 2023, doi:10.32678/al-ittihad.v14i1.5609.

³ Sitaman Said, 'Peran Teknologi Sebagai Media Pembelajaran Di Era Abad 21', *Jurnal PenKoMi: Kajian Pendidikan & Ekonomi*, 6.2 (2023), pp. 194–202.

⁴ Aulia Sofia Safitri, Aulia Rahmah Alfattunisa, and Aulia Nur Afifah, 'Efektivitas Media Interaktif Berbasis Digital Dalam Pembelajaran Bahasa Arab Untuk Siswa MI', 03.2 (2025), pp. 45–56.

⁵ Achmad Sirojul Munir and Muassomah Muassomah, 'Implementasi Teknologi Informasi Dan Komunikasi Dalam Pembelajaran Bahasa Arab Di MI Manarul Islam Malang', *Lisanul Arab: Journal of Arabic Learning and Teaching*, 10.1 (2021), pp. 93–102 <<https://journal.uinsi.ac.id/index.php/bjle/article/view/6403>>.

⁶ Mochamad Afroni, 'Kriteria Telaah Materi Ajar Bahasa Arab', *Madaniyah*, 12.1 (2022), pp. 99–110, doi:10.58410/madaniyah.v12i1.456.

⁷ Aulia Mustika Ilmiani and others, 'Multimedia Interaktif Untuk Mengatasi Problematika Pembelajaran Bahasa Arab', *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN Palangka Raya*, 8.1 (2020), pp. 17–32, doi:10.23971/altarib.v8i1.1902.

⁸ M. Hilmi, H., Zuhra, S. F., & Hikmah, 'ANALISIS EFEKTIVITAS BERBAGAI JENIS MEDIA PEMBELAJARAN DALAM PENGAJARAN BAHASA ARAB', *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 7.(3) (2024), pp. 11146–56.

media in Arabic language learning in the digital era, in order to provide alternative teaching strategies that are more adaptive to the demands of the digital age and the current needs of learners. This article will discuss the effectiveness of audio, visual, and multimedia media in Arabic language learning in the digital era.

Methods

This study employs a mixed methods approach with a sequential explanatory design, which combines quantitative and qualitative data in sequence within a single study to obtain a more comprehensive and in-depth understanding of the phenomenon being investigated.⁹ The quantitative approach is used to measure the effectiveness and impact of Arabic instructional media on student learning outcomes through numerical data such as questionnaires, pre-tests, and post-tests, which are analyzed statistically. Meanwhile, the qualitative approach aims to systematically describe the phenomenon of using audio, visual, and multimedia media through observations, interviews, and literature review. The combination of these two approaches broadens the analysis and enhances the quality of the research findings.¹⁰

Quantitative data analysis in this study was conducted using descriptive statistics to provide an overall picture of the data, such as the average student learning outcomes before and after using instructional media. In addition, a gain test was employed to measure the level of improvement in student learning outcomes quantitatively. This gain test helps determine the extent of change or progress following the implementation of audio, visual, and multimedia media. Meanwhile, qualitative data were analyzed using the model developed by Miles and Huberman, which consists of three main stages: data reduction, which involves filtering and selecting important data; data display, which organizes the data to make it easier to understand, for example, in the form of narratives or tables; and conclusion drawing, which is the final interpretation to understand the meaning and patterns from the collected data.¹¹ By combining quantitative and qualitative analyses, the researcher is able to obtain a comprehensive understanding of the effectiveness of using Arabic instructional media, while also gaining insight into the dynamics and contextual implementation in the digital era.

⁹ Panduan Praktis Merencanakan and Melaksanakan dan Analisis dalam Penelitian Kuantitatif, *Metode Penelitian Kuantitatif*, 2021.

¹⁰ Ardiansyah, Risnita, and M. Syahrani Jailani, 'Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif', *Jurnal IHSAN: Jurnal Pendidikan Islam*, 1.2 (2023), pp. 1–9, doi:10.61104/ihsan.v1i2.57.

¹¹ Sofwatillah and others, 'Teknik Analisis Data Kuantitatif Dan Kualitatif Dalam Penelitian Ilmiah', *Journal Genta Mulia*, 15.2 (2024), pp. 79–91.

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Results and Discussion

1. The Role of Audio and Visual Media in Enhancing Arabic Language Learning

Audio media (*al-wasā'il al-sam'iyyah*) play a significant role in enhancing listening skills (*mahārāh istimā'*) in Arabic language learning. These tools focus on sound, helping students to master pronunciation, intonation, and dialect variations. By engaging with audio materials, learners can improve their concentration, analytical abilities, and capacity to identify relevant ideas during listening activities.¹² Various audio sources are used in Arabic language instruction. Podcasts offer discussions on topics such as culture or current events, training students to recognize different accents and dialects. Language learning applications like Duolingo and Memrise provide listening exercises that help students develop comprehension and sentence structure. Listening to Arabic lectures on platforms like YouTube or educational websites enhances understanding of formal language. Engaging with Arabic music aids in recognizing everyday language and informal vocabulary. Listening to Arabic news programs improves diverse comprehension skills and the ability to process information quickly. The application of audio media in Arabic language education has proven effective in enhancing.¹³ For example, a study at MT's Ashri Jember showed that after the integration of audio media, student engagement increased significantly. Students not only answered questions more accurately but also became more active in discussions and better at retaining new information.

Visual instructional media (*al-wasā'il al-bashariyyah*) are tools used to convey messages in education that are perceived through the sense of sight without involving sound. In the context of Arabic language learning, teachers can utilize various types of visual media, one of which is images. Images serve as visual aids that stimulate students' imagination, enabling them to describe the events depicted in the images using words.¹⁴ Image-based media help students articulate what they observe in the pictures. In teaching Arabic, teachers can use images that depict real-life situations in environments such as schools, markets, or bus terminals. The use of such visual media is highly relevant and effective. Moreover, visual media in Arabic language learning helps students understand and retain vocabulary and language structures more effectively.¹⁵ This type of media

¹² Mira Ulfa, 'Peran Media Audio Visual Dalam Pembelajaran Bahasa Arab', *JURNAL SEUMUBEUET: JURNAL PENDIDIKAN ISLAM*, 2 (2023), pp. 16–23.

¹³ Hilmi, H., Zuhra, S. F., & Hikmah, 'ANALISIS EFEKTIVITAS BERBAGAI JENIS MEDIA PEMBELAJARAN DALAM PENGAJARAN BAHASA ARAB'.

¹⁴ Zuliatin Nafisah, 'Peningkatan Keterampilan Berbicara Bahasa Arab Melalui Media Gambar', *LANGUAGE : Jurnal Inovasi Pendidikan Bahasa Dan Sastra*, 2.4 (2022), pp. 319–27.

¹⁵ 'رمضاننا إنتان', استخدام وسائل بطاقة الفالاش في ترقية حفظ المفردات العربية لدى طالبات الصف السابع بمعهد الدينية للبنات لامبونج & *Doctoral Dissertation, UIN RADEN INTAN LAMPUNG*, 2023.

provides a more realistic context and reinforces understanding through visual perception, thereby accelerating the learning process. Visual media play an important role in Arabic language learning. As found in a study conducted at MTs Ashri Jember, students all of whom are santri (Islamic boarding school students) quickly become bored and anxious when the instructional media are monotonous, especially in Arabic language instruction. Therefore, teachers must be more creative and innovative in developing engaging instructional media that facilitate Arabic learning, taking into account each student's individual needs in this case, visual media. The visual media applied at MTs Ashri Jember consisted of images depicting objects relevant to the material being taught. Students were asked to memorize vocabulary by referring to the images provided by the teacher, and this approach proved to be more effective compared to students who were asked to write and memorize independently.

The use of visual media in Arabic language learning has been proven to enhance students' understanding and retention of vocabulary and language structures. By incorporating images that depict real-life situations, students are better able to connect the language with their everyday experiences, making the learning process more meaningful and engaging. This approach not only improves language proficiency but also fosters a more interactive and dynamic learning environment. In conclusion, integrating visual media into Arabic language instruction is an effective strategy for enhancing the student learning experience. By utilizing images and other visual aids, teachers can create a more engaging and context-rich learning environment that supports language skill development. This approach aligns with students' needs and preferences, leading to increased motivation and achievement in learning Arabic. Audio-visual media are instructional tools that combine sound and visuals to enhance the learning experience. They engage both the auditory and visual senses, making learning more interactive and enjoyable. Examples include films, television, and videos. With technological advancements, audio-visual media have evolved into multimedia formats that integrate text, color, sound, and motion. Richard Mayer's Cognitive Theory of Multimedia Learning argues that individuals learn more effectively when information is presented through both words and images, rather than words alone.

This approach utilizes dual channels—auditory and visual—to process information, leading to better understanding and retention. A quantitative study conducted at Madrasah Diniyah Anak Darut Taqwa demonstrated the effectiveness of audio-visual media in teaching Arabic language acquisition. Using Arabic songs, the average student pretest score increased from 47.11 to 88.52 in the posttest. A t-test revealed a significant difference ($t = 15.818 > t\text{-table} = 2.055$), indicating that audio-visual media significantly enhance knowledge absorption. The benefits of using audio-visual media in Arabic language learning include increased motivation and interest, the introduction of

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new understanding in more accessible contexts, exposure to real-life experiences, more meaningful learning activities, and improved listening and speaking skills. These advantages align with Mayer's theory, which emphasizes that combining auditory and visual elements enhances comprehension and memory retention.¹⁶ Furthermore, interactive media plays a significant role in enhancing Arabic language proficiency, particularly in speaking and listening skills. This type of media provides students with opportunities to actively engage, receive immediate feedback, and participate in a dynamic learning environment. While static media, such as textbooks and posters, offer foundational knowledge in vocabulary and grammar, they lack the interactive elements that encourage deeper engagement. Dynamic media, including videos and animations, enrich the learning experience by presenting realistic contexts and cultural nuances, thereby facilitating better understanding and retention. Interactive media, such as educational apps and online quizzes, further enhance this effect by allowing students to actively participate, develop language skills in real time, and receive instant feedback.¹⁷

2. Integrating Multimedia and Interactive Technologies in Arabic Language Instruction

Integrating the appropriate media into Arabic language instruction is essential for optimizing learning outcomes. Each type of media static, dynamic, and interactive offers distinct advantages and limitations. Static media is useful for introducing basic concepts but may struggle to maintain student interest. Dynamic media provides engaging content that illustrates language use in context, though it may require technological resources. Interactive media offers personalized learning experiences and immediate feedback, but it may depend on access to advanced devices and a stable internet connection.¹⁸ Therefore, a balanced integration of these types of media, tailored to the specific needs and resources of the educational environment, can significantly enhance the effectiveness of Arabic language instruction. Multimedia refers to the transmission and manipulation of various forms—such as text, images, video, audio, numbers, or words—that are digitally processed as information. According to Vaughan, as cited by Rukimin, multimedia is a combination of text, audio, images, animation, and video delivered using computers or digital innovations. Interactive multimedia, a subcategory of multimedia, allows users to control the

¹⁶ Richard E Mayer and others, 'Multimedia Learning', June 2020, 2025, pp. 40–41.

¹⁷ Ilmiani and others, 'Multimedia Interaktif Untuk Mengatasi Problematika Pembelajaran Bahasa Arab'.

¹⁸ S. Nurfadhillah, 'MEDIA PEMBELAJARAN Pengertian Media Pembelajaran, Landasan, Fungsi, Manfaat, Jenis-Jenis Media Pembelajaran, Dan Cara Penggunaan Kedudukan Media Pembelajaran' (CV Jejak (Penerbit Jejak), 2021)

<<https://books.google.co.id/books?id=zPQ4EAAAQBAJ&lpq=PP1&ots=LS0G9cXzS0&lr&hl=id&pg=PP1#v=onepage&q&f=false>>.

content, offering a more engaging and flexible learning experience. Interactive multimedia includes various forms, such as applications, websites, social media, and video games. In the context of Arabic language learning, these tools can transform traditional lessons into more enjoyable and student-friendly experiences. One such tool is Canva, a graphic design application that facilitates the creation of visual content such as posters. Its user-friendly interface and wide range of free features make it accessible for educational purposes. Research by Nurul Aisyah Salsabila Panjaitan and Harun Al Rasyid shows that using Canva to develop Arabic language comics significantly improves student engagement and learning outcomes.¹⁹

Prezi, another application, offers a dynamic alternative to traditional presentation tools. Its zoomable canvas and interactive features help present complex Arabic grammar rules more effectively. A study by Ilham Fatkhu Romadhon shows that Prezi can enhance students' interest and understanding in learning complex Arabic grammar concepts.²⁰ Powtoon provides an easy-to-use platform for creating animated videos, making it well-suited for audio-visual learning. Research by Indah Dewi Lestari shows that using Powtoon to teach Arabic listening skills (*maharatul istima'*) results in significant improvements in student performance, as evidenced by higher post-test scores compared to traditional methods.²¹ YouTube, a widely used social media platform, offers a variety of educational content, including podcasts, tutorials, and instructional videos. Its features, such as comments and discussions, enable learners to actively engage with the content, enhancing their understanding and providing access to diverse learning materials from around the world. Duolingo is a free language learning app that gamifies the learning process, making it appealing to a wide range of ages. The app covers writing, speaking, and listening skills, and its game-like format helps maintain learner motivation. Research by R. Umi Baroroh, Nur Khomisah Pohan, and Irfan Hania shows that Duolingo effectively improves Arabic listening skills while boosting learners' confidence and motivation.²² Busuu, another language learning platform, offers comprehensive practice in the four main language skills: listening, reading, speaking, and writing.²³ This is very beneficial for beginners and those who want to strengthen their Arabic language skills. A study by

¹⁹ Nurul Aisyah, Salsabila Panjaitan, and Harun Al Rasyid, 'Pengembangan Media Pembelajaran Komik Bahasa Arab Berbasis Canva', *Journal Of Education Research*, Vol.4.No.2 (2023), p. 484.

²⁰ Ilham Fatkhu Romadhon, 'PEMBUATAN MIND MAP DENGAN APLIKASI PREZI DESKTOP DALAM PEMBELAJARAN NAHWU', *Seminar Nasional Babasa Arab Mahasiswa I*, 1, 2017, pp. 365–76 <<http://arab.sastra.um.ac.id/wp-content/uploads/2017/11/25-Ilham-Fatkhu.pdf>>.

²¹ Mushthafa Shadiq and Al- Rafi, 'PENGARUH MEDIA SOSIAL YOUTUBE TERHADAP PEMBELAJARAN KOSAKATA BAHASA ARAB : STUDI LITERATUR REVIEW', 6.2 (2023), pp. 1–7.

²² Irfan Hania R. Umi Baroroh¹, Nur Khomisah Pohan², 'Pengembangan Aplikasi Duolingo Untuk Meningkatkan Kemahiran Mendengar Siswa Kelas VIII Di Ma'had Al-Ansor Dengan Standar CEFR.', *PROSIDING KONIPBSA: Konferensi Nasional Inovasi Pembelajaran Babasa Dan Sastra Arab*, 2.1 (2022), pp. 67–74.

²³ Azkia Muharom Albantani and others, 'OPTIMALISASI APLIKASI BUSUU Arabi: Journal of Arabic Studies', 3.1 (2018), pp. 1–10.

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Ummu Salamah, Samsul Ulum, and Sutaman at Al-Mahira Islamic International Boarding School found that using Busuu significantly improved students' speaking skills, as reflected in better post-test scores.²⁴ In short, integrating interactive multimedia tools such as Canva, Prezi, Powtoon, YouTube, Duolingo, and Busuu into Arabic language teaching can significantly enhance the learning experience. These tools not only make learning more engaging but also cater to diverse learning styles and needs, ultimately leading to better educational outcomes.

The following section elaborates on the findings of the study by analyzing the role and impact of various media—audio, visual, audio-visual, and interactive multimedia—in enhancing Arabic language instruction. Drawing on both theoretical frameworks and empirical data collected from educational institutions such as MTs Ashri Jember and Madrasah Diniyah Anak Darut Taqwa, this discussion highlights how media integration significantly contributes to students' learning experiences and outcomes in Arabic language education.

The findings reveal that audio and visual media each play distinct yet complementary roles in Arabic language learning. Audio media significantly enhance listening skills by exposing students to authentic pronunciation, intonation, and dialectal variations, thereby improving their ability to comprehend and process spoken Arabic in various contexts. Students at MTs Ashri Jember, for instance, demonstrated increased engagement and retention after the integration of audio materials such as podcasts, music, and online lectures. Similarly, visual media, particularly image-based tools, proved effective in helping students understand and memorize vocabulary and sentence structures. Teachers who employed real-life imagery found that students were more responsive, imaginative, and better able to associate Arabic vocabulary with everyday scenarios. This approach not only fostered more meaningful learning experiences but also addressed students' boredom with monotonous instruction by offering a visually stimulating and context-rich environment.

Furthermore, the integration of audio-visual and interactive multimedia technologies has been shown to substantially improve language proficiency across various domains, especially listening and speaking. Audio-visual tools like videos, animated presentations, and songs align with Richard Mayer's Cognitive Theory of Multimedia Learning, which supports the use of dual sensory channels—visual and auditory—for better comprehension and retention. Empirical data from Madrasah Diniyah Anak Darut Taqwa supports this, with student scores increasing dramatically after the implementation of Arabic songs as instructional media. Additionally, interactive platforms

²⁴ Ummu Salamah and Samsul Ulum, 'Al Mi ' Yar : Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban Effectiveness of BUSUU Application Improving Speaking Skills Students at The Al-Mahira Islamic International Boarding School', 8.1 (2025), pp. 17–26.

such as Canva, Prezi, Powtoon, YouTube, Duolingo, and Busuu offer dynamic, personalized learning experiences that promote learner autonomy and motivation. These tools not only accommodate different learning styles but also create immersive environments where learners can practice language skills in real time, receive immediate feedback, and engage more deeply with the content. In summary, the study underscores the necessity of combining static, dynamic, and interactive media to enrich Arabic language instruction, making it more engaging, effective, and adaptable to learners' diverse needs.

Conclusion

Based on the explanation above, this study finds that the use of audio, visual, and multimedia media in teaching Arabic in the digital era has a significant impact on the effectiveness of the learning process. Audio media plays a role in improving students' listening skills by providing opportunities to hear various accents and dialects, as well as deepening their understanding of formal language through lectures and podcasts. Meanwhile, visual media such as images and graphics can stimulate students' imagination and help them better understand vocabulary and language structures. Additionally, audiovisual media, which combines sound and visual elements, makes learning more interactive and enjoyable, which in turn can increase students' motivation and interest. This study also shows that the integration of interactive media, such as educational applications and online platforms, contributes to the development of students' speaking and listening skills. Using a mixed-methods approach, the results indicate that the appropriate use of media can significantly improve student learning outcomes and create a more dynamic and engaging learning environment. Therefore, it is essential for educators to continuously develop and optimize the use of media in Arabic language teaching to meet the needs and preferences of students in the digital era.

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