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Exploring Quipper Features to Support Arabic Language Learning: A Literature Study of E-Learning Platforms

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ABSTRACT

This study aims to describe and analyze the features of the Quipper platform that can be optimized in Arabic language learning. The research uses a literature study method with a qualitative descriptive approach through a review of various sources such as journals, scientific articles, and research reports related to e-learning and Quipper. The results of the study show that the QPortal, QCreate, and QLearn features support classroom management, material preparation, and interactive learning evaluation. The use of these features is effective for developing the four Arabic language skills (listening, speaking, reading, and writing) as well as the components of grammar and vocabulary. Limitations still exist in the aspects of teacher training and the use of audio features. Overall, Quipper has the potential as an innovative learning medium that strengthens the integration of technology in Arabic language teaching in the digital age.

Keyword

Quipper; E-learning; Arabic language learning

مستخلص البحث

تهدف هذه الدراسة إلى وصف وتحليل ميزات منصة Quipper التي يمكن تحسينها في تعلم اللغة العربية. تستخدم الدراسة طريقة دراسة الأدبيات مع نهج وصفي نوعي من خلال مراجعة مصادر مختلفة مثل المجلات والمقالات العلمية وتقارير الأبحاث المتعلقة بالتعلم الإلكتروني و Quipper. تظهر نتائج الدراسة أن ميزات QPortal و QCreate و QLearn تدعم إدارة الفصل الدراسي وإعداد المواد والتقييم التفاعلي للتعلم. استخدام هذه الميزات فعال لتطوير المهارات الأربع للغة العربية (الاستماع والكلام والقراءة والكتابة) بالإضافة إلى مكونات القواعد والمفردات. لا تزال هناك قيود في جوانب تدريب المعلمين واستخدام الميزات الصوتية. بشكل عام، يتمتع Quipper بإمكانيات كوسيلة تعليمية مبتكرة تعزز تكامل التكنولوجيا في تدريس اللغة العربية في العصر الرقمي.

Quipper؛ التعلم الإلكتروني؛ تدريس اللغة العربية

كلمات أساسية

Introduction (المقدمة)

Arabic has a strategic position in education in Indonesia, especially in Islamic education. This language is spoken by around 280 million people worldwide (Ashari et al., 2022). The uniqueness of Arabic lies in its position as the language of the Qur'an and the language of worship for Muslims (Sakdiah & Sihombing, 2023). In Indonesia, the development of Arabic has been in line with the arrival of Islam in the archipelago. Initially, it was taught for the purposes of worship and communication with Allah, then it developed for the deepening of religious knowledge and other knowledge (Andriani et al., 2024). Thus, Arabic plays an important role not only in ritual aspects, but also as a key to understanding Islamic scientific knowledge.

Despite its important role, Arabic language learning in Indonesia still faces a number of complex challenges. The main difficulties encountered by learners are caused by two factors, namely linguistic and non-linguistic problems (Sakdiah & Sihombing, 2023). Linguistic problems relate to differences in the structure of Arabic and Indonesian, such as grammar (nahwu), morphology (sharf), and vocabulary (mufradat), which require a high level of memorization. Meanwhile, non-linguistic problems include low motivation to learn, monotonous learning methods, limited media, and suboptimal teacher competence. These factors have an impact on the suboptimal mastery of the four Arabic language skills (mahārāt al-lughawiyah): listening (al-istimā'), speaking (al-kalām), reading (al-qirā'ah), and writing (al-kitābah).

To address various challenges in Arabic language learning, the use of technology plays a very important role. Digital technology can increase the effectiveness of the learning process, expand access to learning resources, and create more interactive and communicative learning (Haq et al., 2025). Through the use of learning applications, interactive videos, and e-learning platforms, the Arabic learning process becomes more interesting, flexible, and encourages active student participation (Hely et al., 2024). In addition, technology also supports independent learning that adapts to the pace and learning style of each individual. Various online platforms now provide interactive exercises, tests, and virtual classes that strengthen student participation in Arabic language learning (Insan & Hermawan, 2023).

E-learning platforms are now an innovative solution in supporting the transformation of Arabic language learning in the digital age. Audio-visual media such as videos, multimedia, and the internet can be used to enrich the learning process, with various sources such as Arabic language learning websites, e-books, YouTube, and various interactive applications such as Google Forms, Quizizz, Kahoot, and Quizlet (Sholihah et al., 2022). Various e-learning platforms also provide supporting features, ranging from material delivery, interactive exercises, to comprehensive learning evaluations. Digital technology has been proven to enrich Arabic language learning through interactive materials and a more

personalized learning experience (Robbani et al., 2024). However, there are still obstacles such as limited access to technology, lack of training for educators, and resistance to switching from traditional learning methods (Helty et al., 2024).

In Indonesia, one of the digital learning platforms, Quipper School, has been widely used to support the education process. Quipper School is a free Learning Management System (LMS) that facilitates teachers in managing materials, exams, and student grades, while students can complete assignments and exams online. However, the use of Quipper School, especially for Arabic language learning, is still limited. Therefore, an in-depth study is needed to optimize Quipper's features in improving the four Arabic language skills.

The development of information and communication technology (ICT) has brought about major changes in the world of education. According to Muhson (2010), the use of information technology in learning is a requirement of the times because it can increase the effectiveness and efficiency of the learning process. ICT-based learning media serve as intermediaries for learning messages that facilitate the transfer of information from teachers to students in a more interesting, interactive, and contextual manner.

In the context of Arabic language learning, ICT can help teachers present material in a broad manner because it includes text, images, audio, and video, thereby reducing verbalism and increasing student engagement in learning. Thus, technology-based learning is not only the use of tools, but also part of a pedagogical strategy to create a collaborative and meaningful learning environment.

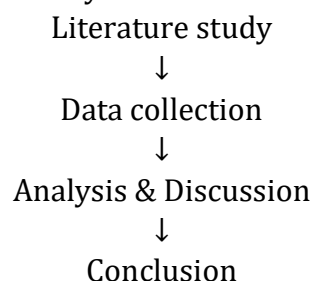
E-learning is a network-based learning system that allows the learning process to take place without space and time limitations. According to Prima et al. (2023), e-learning supports active learning because students can access material, discuss, and complete evaluations through digital platforms. This model changes the role of teachers from information centers to facilitators who guide the learning process.

In Arabic language learning, e-learning supports the mastery of four language skills (maharah al-lughah), namely *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitabah* (writing). Digital platforms provide interactive exercises, quizzes, and online discussion forums that allow students to practice independently and receive quick feedback from teachers. This is in line with the concept of student-centered learning, which places learners as active subjects in the learning process.

Kawijaya and Rusmalinda (2025) emphasize the importance of integrating digital literacy into Arabic language learning, especially in the skill of writing. Through e-learning equipped with digital dictionary features and automatic assessment rubrics, students can improve their writing skills independently and reflectively. This model also fosters metacognitive awareness, as students receive direct feedback from the system and can correct linguistic errors independently.

This research is a descriptive qualitative literature review. This literature study can be used as a foundation, overview, or medium for conducting this

research. The data used in this study comes from journals, scientific articles, and theses on Quipper as an e-learning platform to support Arabic language learning. The data obtained will be used as a benchmark in conducting this research. The research design is systematically described as follows.



The data collection process was carried out by searching various literature in academic databases such as Google Scholar, DOAJ, and Garuda Dikti using the keywords 'Quipper', 'e-learning', 'Arabic language learning', and 'digital learning media'. The data was then analyzed using content analysis, which involved data reduction, categorization, and conclusion drawing. Each piece of literature was examined to identify the main themes related to the features, functions, and role of the Quipper platform in supporting Arabic language learning.

Results & Discussion (نتائج البحث ومناقشاتها)

Quipper Platform as a Digital Learning Medium

Quipper is an e-learning platform designed to support an integrated online learning process. Based on research by Prima et al. (2023), Quipper has three main features, namely:

1. QPortal (Teachers): helps teachers manage classes, distribute assignments, and monitor student progress.
2. QCreate (Content Creation): gives teachers the freedom to design materials and evaluations according to their needs.
3. QLearn (Students): provides access to materials, quizzes, and an online interaction space between students and teachers.

Research by Aini et al. (2024) at MAN 1 Cilacap shows that the use of Quipper in Arabic language learning can improve the effectiveness of evaluation. Teachers can easily design competency-based questions, provide automatic feedback, and analyze learning outcomes. In addition, students are more motivated and active because the learning process becomes more flexible and interactive.

Furthermore, teachers' digital literacy is a key factor in the successful implementation of platforms such as Quipper. Teachers who understand how to make optimal use of digital features can create a collaborative and data-driven

learning environment. Thus, digital literacy is not only a technical skill, but also a pedagogical skill to integrate technology into language learning.

Digital learning media play an important role in creating pedagogical innovation. Muhson (2010) states that ICT-based media can strengthen student engagement, foster learning motivation, and streamline teachers' time and energy. The main advantage of digital media is its ability to tailor learning to individual learning styles, making the learning process more personalized and oriented towards student needs.

In the context of Arabic language learning, Quipper can serve as a means of combining various digital learning resources. Features such as interactive videos, online exercises, and automatic evaluation can enrich the learning experience of students and help teachers evaluate learning progress in real time. This shows that the use of digital platforms such as Quipper is not only a tool, but also a form of pedagogical innovation to achieve 21st century learning objectives.

Although the Quipper e-learning platform has been used for Arabic , in-depth exploration of its features is still limited. Based on this gap, the problem formulation of this literature study is:

1. What features are available on the Quipper platform that can be used to support Arabic language learning?
2. How relevant and suitable are Quipper's features for learning the four Arabic language skills (listening, speaking, reading, and writing)?
3. How can Quipper's features support the learning of Arabic language components, namely qawa'id (grammar) and mufradat (vocabulary)?
4. What are the advantages and limitations of the Quipper platform as a medium for learning Arabic based on literature studies?

In line with the problem formulation, the objectives of this literature study are:

1. To identify and comprehensively describe the features available on the Quipper platform (both on the teacher portal and student portal) that can be optimized for Arabic language learning.
2. To analyze the potential of Quipper features to support the development of the four Arabic language skills (listening, speaking, reading, and writing).
3. To explain the use of Quipper features for learning qawa'id (grammar) and mufradat (vocabulary) components.

4. To evaluate the advantages and limitations of the Quipper platform as a medium for Arabic language learning through a systematic literature review of various previous studies.

Quipper Platform Features for Arabic Language Learning

1. Identification of Quipper Platform Features

Based on a literature review, the Quipper platform provides various features that can be used to support Arabic language learning. These features are divided into two main integrated portals.

1.1 Quipper School Link (Teacher Portal)

a. Virtual Class Management

The class management feature is a fundamental feature in Quipper School Link that allows teachers to systematically create and manage online classes. Teachers can create unique class codes which are then shared with students to join the virtual class (Prima et al., 2023). In the context of Arabic language learning, this feature facilitates teachers to organize learning based on class levels, language proficiency levels (mubtadi', mutawasith, mutaqaddim), or even based on specific language skills such as special classes for kitabah, qira'ah, istima', or kalam.

This structured class organization is in line with the principles of Arabic language learning, which requires differentiation based on student abilities. This also supports the opinion of Kawijaya & Rusmalinda (2025), who emphasize the importance of contextual learning based on the specific needs of Arabic language learning.

b. Creation and Distribution of Learning Content

Quipper School Link provides facilities for teachers to create, upload, and distribute learning materials to students. This feature is very important considering that Arabic language learning requires various types of materials, ranging from reading texts (qira'ah), dialogues (hiwar), vocabulary (mufradat), to grammatical explanations (qawa'id).

In the study by Aini et al. (2024), it is mentioned that teachers can upload learning materials gradually and in an organized manner to the platform. These materials can be accessed by students at any time, allowing for flexible independent learning. This advantage is very relevant to the characteristics of Arabic language learning, which requires repetition and continuous practice outside of formal class hours.

c. Assignment and Exercise Creation

The assignment creation feature allows teachers to design various types of assignments for students. In the context of Arabic language learning, teachers can create various assignments such as:

1. Vocabulary exercises (mufradat)
2. Grammar exercises (qawa'id nahwiyyah wa sharfiyyah)
3. Writing assignments (kitabah) such as writing short essays or letters
4. Reading comprehension exercises (fahm al-maqr'u')

Based on the findings of Kawijaya & Rusmalinda (2025), in a limited trial involving 12 students, the use of integrated e-learning modules resulted in an increase in the average post-test score of 22.4 points compared to the pre-test, demonstrating the effectiveness of using digital platforms in improving Arabic language competence.

d. Evaluation and Assessment Features

One of Quipper School Link's standout features is its ability to create and conduct digital learning evaluations. This feature includes:

1. Question Creation: Teachers can create various types of questions such as multiple choice, essay, short answer, and matching questions. In Arabic language learning, this variety of question types allows for comprehensive assessment of various aspects of language proficiency.
2. Time and Completion Limits: Teachers can set the duration of the exam and the deadline for submission, ensuring discipline and order in the evaluation process.
3. Automatic Correction: For objective questions, the system can perform automatic corrections, saving teachers time and providing quick feedback to students (Aini et al., 2024).
4. Question Bank: This feature allows teachers to save and organize questions that have been created for future reuse or modification.

The use of this digital assessment feature has proven effective at MAN 1 Cilacap, where the Quipper platform is used in the implementation of Mid-Semester Assessments (PTS/ASTS) and End-of-Semester Assessments (PAS/ASAS) for Arabic language subjects (Aini et al., 2024).

e. Learning Outcome Analysis and Reporting

Quipper School Link is equipped with data analysis features that allow teachers to monitor student learning progress individually and in groups. The data that can be analyzed includes:

1. Task completion rate

2. Class average score
3. Identification of materials with the most errors
4. Individual student progress over time

According to Prima et al. (2023), this analysis feature is very helpful for teachers in identifying specific weaknesses in students, so that they can provide targeted interventions. In Arabic language learning, this data can be used to identify which language skills need more attention, for example, whether students are weaker in qawa'id, mufradat, or text comprehension.

f. Communication and Interaction

The Quipper platform facilitates two-way communication between teachers and students through messaging and discussion forum features. Teachers can:

1. Send announcements to the entire class
2. Provide individual feedback on student assignments
3. Answer student questions related to learning materials
4. Create discussion forums for specific topics

These communication features support the principles of interactive and communicative language learning. As stated by Kawijaya & Rusmalinda (2025), adequate interaction and constructive feedback are key factors in effective Arabic language learning.

1.2 Quipper School Learn (Student Portal)

a. Access to Learning Materials

The student portal provides full access to all learning materials uploaded by teachers. Students can:

1. Access materials anytime and anywhere as long as they are connected to the internet.
2. Reread materials to deepen their understanding.
3. Download materials to study offline.

This flexibility of access is very important in learning Arabic, considering that mastering a language requires time and continuous practice. Students can repeat materials that they do not understand without being limited by class time.

b. Completing Assignments and Exercises

Through the student portal, students can:

1. Viewing the list of tasks to be completed

2. Completing tasks within the specified deadline
3. Submitting work online
4. Viewing the status of tasks (completed/not yet completed)

Prima et al. (2023) explain that this feature makes it easier for students to manage their tasks and ensures that no tasks are missed.

c. Online Exams/Quizzes

Students can take exams or quizzes created by teachers directly through the platform. Available features include:

1. Clear and structured question display
2. A timer to manage time
3. Easy navigation between questions
4. Automatic saving of answers to prevent data loss

In a study conducted at MAN 1 Cilacap (Aini et al., 2024), students could access Arabic exam questions through their respective accounts, with a system that ensured each student worked on the questions fairly and was monitored.

d. Cheating Detection Feature

One feature that students consider effective is the cheating detection system. This feature can:

1. Detect if students switch tabs or applications
2. Provide warning notifications
3. Record suspicious activity for teachers to review
4. Randomize the order of questions for each student

According to the findings of Aini et al. (2024), students consider this feature effective in maintaining honesty in exams and creating healthy competition among students.

e. Feedback and Assessment Results

After completing assignments or exams, students can:

1. See their scores immediately (for objective questions)
2. Read comments and feedback from teachers
3. View question discussions
4. Monitor their progress over time

This rapid feedback system is very important in Arabic language learning. As stated by Kawijaya & Rusmalinda (2025), adequate formative feedback helps

students correct their mistakes immediately so that they do not form permanent error patterns.

f. Discussion and Collaboration Forums

The student portal also facilitates peer-to-peer interaction through:

1. Class discussion forums to discuss material
2. The ability to ask classmates questions
3. Sharing additional learning resources
4. Group discussions for collaborative assignments

Muhson (2010) emphasizes that collaborative learning with peers can increase student retention by up to 90%, which is much higher than the 5% retention rate achieved through lecture-based methods.

1.3 Other Supporting Features

a. Multi-Platform Compatibility

Quipper can be accessed through various devices:

1. Desktop/laptop computers via a browser
2. Smartphones (Android/iOS) via a mobile application
3. Tablets

This flexibility of access allows learning to take place without being limited by location and time, supporting the concept of independent learning which is very important in foreign language acquisition (Prima et al., 2023).

b. User-Friendly Interface

The Quipper platform interface is designed with:

1. Intuitive and easy-to-understand navigation
2. Modern and attractive design
3. Systematic content organization
4. Good responsiveness on various screen sizes

Based on interviews with students at MAN 1 Cilacap (Aini et al., 2024), the modern and interactive display makes learning more enjoyable and reduces the boredom that often occurs in conventional learning.

c. Notification System

The platform is equipped with a notification system that informs students about:

1. New assignments given by teachers
2. Reminders of assignment deadlines
3. Announcements from teachers or schools
4. Assessment results that have been released

This notification system helps students stay updated with learning developments and not miss important assignments or exams.

2. Utilizing Features for Arabic Language Learning

2.1 Integrating Features with Arabic Language Skills

Arabic language learning encompasses four main skills (maharah arba'ah): listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah).

Various Quipper features can be used to develop these four skills:

a. Maharah Istima' (Listening Skills)

- Teachers can upload audio files containing conversations, dialogues, or reading texts in Arabic.
- The video feature can be used to display audiovisual material.
- Listening comprehension exercises can be created in the form of quizzes with audio.

b. Maharah Kalam (Speaking Skills)

- Although limited, teachers can give voice recording assignments through the assignment feature.
- Discussion forums can be used for conversation writing practice.
- Written feedback from teachers can help students correct their pronunciation mistakes.

c. Maharah Qira'ah (Reading Skills)

- Reading texts can be uploaded in various levels of difficulty.
- Reading comprehension quizzes can be created to measure comprehension skills.
- The question bank can contain various types of texts (narrative, descriptive, expository) in accordance with the curriculum.

d. Maharah Kitabah (Writing Skills)

- Writing assignments (insya') can be given through the assignment feature.
- Digital assessment rubrics can be used for objective evaluation.
- Written feedback can be provided for improvement.

The research by Kawijaya & Rusmalinda (2025) specifically focused on developing maharah kitabah through the integration of e-learning and digital dictionaries, showing a significant improvement with a gain score of 0.63 in the experimental group.

2.2 Support for Learning Qawa'id (Grammar)

Learning qawa'id (nahwu and sharaf) is an important component in learning Arabic. Quipper's features can be used to:

- Present qawa'id material in the form of infographics or explanatory videos
- Create drill exercises for mastering sentence patterns (tarakib)
- Administering quizzes to test understanding of nahwu and sharaf rules
- Providing a bank of example sentences that students can access at any time

2.3 Vocabulary Development

Vocabulary mastery is fundamental to learning Arabic. Quipper can support vocabulary learning through:

- Vocabulary quizzes with a spaced repetition system
- Vocabulary grouping based on theme (maudhu'i)
- Practice using vocabulary in sentence contexts
- Periodic evaluations to measure students' vocabulary growth

Kawijaya & Rusmalinda (2025) in their research showed that the integration of digital dictionaries into e-learning platforms greatly helps students access the right vocabulary and understand sentence contexts, as well as correct structural errors independently.

3. Advantages and Limitations of the Quipper Platform

This section addresses the fourth research question by evaluating the advantages and limitations of Quipper as an Arabic language learning medium, based on literary findings.

3.1 Advantages of the Quipper Platform

Based on the literature review, Quipper offers several significant advantages. Generally, ICT-based media have been proven to enhance student engagement and motivation while simultaneously improving time and energy efficiency for educators.

The specific advantages of Quipper within the context of Arabic language, particularly concerning evaluation, were demonstrated in the research by Aini et al. (2024). The primary advantages include:

- **Evaluation Efficacy:** The platform is highly effective for conducting digital evaluations. It facilitates educators in designing competency-based questions and analyzing learning outcomes.
- **Automated Feedback:** The automated correction feature for objective-type questions saves educators' time and provides instantaneous feedback to students.
- **Motivation and Flexibility:** Students reportedly exhibit higher motivation due to the flexible and interactive learning process. The modern, user-friendly interface is also perceived as more engaging.
- **Learning Management:** The QPortal (educator) and QLearn (student) features provide an integrated system for managing classes, distributing assignments, and monitoring progress.
- **Accessibility:** Multi-platform compatibility (computer and smartphone) supports independent learning that can be conducted anytime and anywhere.
- **Assessment Integrity:** The inclusion of features such as cheating detection and question randomization is considered effective by students in maintaining academic honesty during examinations.

3.2 Limitations of the Quipper Platform

Despite its advantages, the literature review also identifies several fundamental limitations in the application of Quipper for Arabic language instruction.

- **Dependency on Educator's Digital Literacy:** A primary pedagogical limitation is the heavy reliance on an educator's digital literacy. Ineptitude in technical or pedagogical utilization hinders the creation of an effective learning environment.
- **Limited Support for Productive Skills:** The platform has inherent limitations in facilitating productive skills (*kalam* and *kitabah*). Features for *maharah kalam* (speaking) are highly restricted, often limited to asynchronous submissions.
- **Absence of Language-Specific Features:** Most significantly, Quipper lacks features specifically designed for Arabic. Research proves that *kitabah* instruction relies on tools like integrated digital dictionaries and automated rubrics, which were not identified in the reviewed literature on Quipper.
- **Arabic Script Rendering Issues:** Technical complaints include suboptimal Arabic script display, such as small fonts or missing diacritics (*harakat*), impeding the *maharah qira'ah* (reading) process.
- **Restricted Audio Functionality:** The platform shows indications of limited interactive audio features, which are essential for advanced *istima'* (listening) and *kalam* (speaking) practice.

Conclusions (الختامة)

The results of the study show that Quipper has features that are relevant to supporting effective and interactive Arabic language learning. Through the QPortal feature, teachers can manage classes, assign tasks, and conduct evaluations digitally. The QLearn feature makes it easy for students to access materials and get quick feedback, while QCreate allows teachers to customize content to learning needs. This platform contributes to the development of istima', kalam, qira'ah, and kitabah skills, as well as mastery of qawa'id and mufradat. However, its successful utilization depends on teachers' digital literacy skills and the availability of audio features for speaking practice. Thus, Quipper has the potential to become an innovative learning tool that drives digital transformation in Arabic language teaching.

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