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Integration of Digital Media in Arabic Language Learning at STIQ Rakha Amuntai

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ABSTRACT

The development of digital technology has brought significant changes to the world of education, including in the teaching of Arabic in Islamic universities. The integration of digital media has become a strategic necessity to create a more effective, engaging learning process, and in line with the characteristics of the digital generation. However, its implementation still faces various obstacles, such as limited technological competence among educators and the unequal distribution of supporting infrastructure. Therefore, this study aims to describe the forms, patterns, and impacts of digital media integration in Arabic language learning at STIQ Rakha Amuntai. The study used a descriptive qualitative approach with data collection techniques including interviews, observation, documentation, and literature review. The results show that digital media integration is not incidental but has become part of the learning system through a blended learning model that combines digital media with conventional methods. Media such as Google Classroom, Canva, YouTube, and Quizizz are used to support istima', kalam, and kitabah skills. This integration has a positive impact on increasing student motivation, participation, and learning outcomes. In addition, lecturers are transforming into facilitators and designers of digital learning oriented towards student-centered learning. The main challenges faced include limited infrastructure, digital literacy, and lecturer readiness. This study confirms that the use of digital media in Arabic language learning not only increases learning effectiveness, but also strengthens students' Islamic character through an interactive, adaptive, and contextual learning approach.

Keyword

digital media, Arabic language learning, technology integration, Islamic higher education

مستخلص البحث

لقد أحدث تطوّر التكنولوجيا الرقمية تغيّراتٍ جوهرية في ميدان التعليم، بما في ذلك تعليم اللغة العربية في الجامعات الإسلامية. وأصبح دمج الوسائط الرقمية حاجةً استراتيجية من أجل إنشاء عملية تعليمية أكثر فاعلية وجاذبية، تتناسب مع خصائص الجيل الرقمي. ومع ذلك، لا تزال عملية التنفيذ تواجه عدداً من التحديات، مثل محدودية كفاءة المدرّسين في استخدام التكنولوجيا، وعدم توافر البنية التحتية الرقمية بشكل متكافئ. ولذلك، تهدف هذه الدراسة إلى وصف أشكال وأنماط وآثار دمج الوسائط الرقمية في تعليم اللغة العربية

في معهد عالي للعلوم القرآن رَحاً أُمُنْتَاي. وقد استخدمت الدراسة المنهج الوصفي النوعي، وجمعت البيانات من خلال المقابلات والملاحظات والوثائق والدراسات المكتبية.

أظهرت نتائج البحث أنّ دمج الوسائط الرقمية ليس عملاً عرضياً، بل أصبح جزءاً أساسياً من النظام التعليمي من خلال نموذج التعليم المدمج (Blended Learning) الذي يجمع بين الوسائط الرقمية والطرق التقليدية. وقد استُخدمت وسائط مثل Google Classroom و Canva و YouTube و Quizizz لدعم مهارات الاستماع (الاستماع)، والمحادثة (الكلام)، والكتابة (الكتابة). وأسهم هذا الدمج في رفع دافعية الطلاب ومشاركتهم وتحسين نتائج تعلمهم. كما تحوّل دور المدرّس إلى ميسّر ومصمّم للتعلم الرقمي القائم على مبدأ تعلّم الطالب المحوري (Student-Centered Learning). وتتمثل أبرز التحديات في محدودية البنية التحتية، وضعف الثقافة الرقمية، وعدم جاهزية بعض المدرّسين. وتخلص الدراسة إلى أنّ توظيف الوسائط الرقمية في تعليم اللغة العربية لا يسهم فقط في رفع فاعلية التعلّم، بل يعزّز أيضاً القيم الإسلامية لدى الطلاب من خلال مقارنة تعليمية تفاعلية، متكيفة، وسياقية

الوسائط الرقمية، تعليم اللغة العربية، دمج التكنولوجيا، التعليم العالي الإسلامي

كلمات أساسية

المقدمة (Introduction)

Globalization and advances in digital technology have brought significant changes to various aspects of human life, including higher education. The increasingly open flow of information allows knowledge to be accessed without the constraints of time and space, requiring educational institutions to adapt to the digital transformation quickly and comprehensively.

D'Ambra, Akter, and Mariani emphasized that digital transformation not only implies changes in learning tools but also a shift in the educational paradigm toward a data-driven, collaborative, and experience-oriented system. Education in the digital era demands a more flexible and interactive learning model capable of integrating information technology as part of a sustainable learning strategy. (D'Ambra, J et al., 2022) Furthermore, in the context of higher education, the use of digital technology has proven to be a crucial factor in increasing the effectiveness of the teaching and learning process. Hidayat et al. found that the use of digital media significantly increased student motivation, participation, and learning outcomes in Indonesian universities. (Hidayat et al., 2022) These findings align with Okoye's research, which revealed that digital transformation in various countries, including Latin America, has had a positive impact on the quality of learning, although it still faces obstacles in terms of equal access and readiness of educational infrastructure. (Okoye et al., 2023)

In the context of higher education, particularly Islamic universities in Indonesia, the challenges faced are increasingly complex. Islamic universities have a strategic role in producing human resources who excel not only academically but also possess Islamic character. Key challenges include curriculum quality, human resource management, and the use of technology in learning. Therefore, innovative educational management is essential for Islamic universities to balance academic competence with the development of students' morals. (Rodin et al., 2025)

Several studies have explored the integration of technology and Islamic values in education. For example, "Internalizing Digital Technology in Islamic Education" by (Muslim, 2024) examined the use of technologies such as AR and AI in Islamic education and found that although technology increases access and interactivity, there is a risk of reducing religious literacy and technological dependency. Furthermore, "THE EFFECTIVENESS OF DIGITAL MEDIA IN LEARNING ISLAMIC RELIGIOUS EDUCATION (PAI) IN THE ERA OF SOCIETY 5.0" by (Hafizah Almardiah & Abd. Muis, 2025) researched digital media (e-learning, applications, games) in Islamic Religious Education learning and found that these media were effective in increasing student motivation, but did not delve into how Islamic values were conceptually integrated. Then, "FAITH MEETS TECHNOLOGY: NAVIGATING STUDENT SATISFACTION IN INDONESIA'S ISLAMIC HIGHER EDUCATION ONLINE LEARNING" by (Tanti et al., 2025) conducted a survey of 3,270 students at Islamic higher education institutions and concluded that Islamic values were the dominant factor in online learning satisfaction, even more so than technological convenience. Finally, "The Islamic Education System, Integration of Religious Knowledge and Digital Technology" by (Saiful, 2023) conceptually reviews that the Islamic education system has the potential to unite religious knowledge and digital science and technology, but this research is of a literary nature and there has not been much empirical research at the specific level of study programs in Islamic universities.

Thus, although various studies have highlighted aspects of technology, digital media, and Islamic values in Islamic educational settings, several limitations remain noteworthy. First, studies such as those conducted by Almardiah & Muis have largely measured the effectiveness of digital media in terms of motivation and interaction, but have not yet thoroughly explained how Islamic values are methodologically and implementally integrated into digital-based learning at Islamic universities. Second, although Tanti found that Islamic values have a dominant influence on online learning satisfaction, this research is still limited to large institutions with general student samples and has not examined specific curriculum aspects, lecturer strategies, or learning models at accredited Islamic universities. Third, conceptual research by Saiful demonstrates the great potential for integrating religious knowledge and digital science and technology, but it is still a literature review and there is little empirical fieldwork exploring how such integration is practically and measurably implemented in Islamic universities facing

the context of eastern Indonesia or outside Java. Therefore, there is a significant research gap in understanding models of scientific integration that are not only adaptive to technological developments but also oriented towards Islamic character, Islamic university curricula, and contextualization in underserved areas.

Based on this description, it is clear that the integration of Islamic values and the use of digital technology in learning at Islamic higher education institutions is an urgent need in the era of globalization and digital transformation. Although various studies have been conducted, gaps remain in the implementation of this integration, which simultaneously addresses conceptual, pedagogical, and practical aspects. Islamic higher education institutions are expected to utilize technology not only as a learning tool but also as a medium for instilling Islamic values and developing students' noble character.

Thus, this research is expected to provide a scientific contribution to enriching studies on scientific integration in the digital era, particularly in Islamic higher education. Theoretically, this research will broaden understanding of scientific integration models relevant to technological developments and global challenges. Practically, the results are expected to provide strategic recommendations for lecturers, higher education administrators, and Islamic education policymakers in designing and implementing digital learning that remains grounded in Islamic values.

Methods (منهجية البحث)

This study uses a descriptive qualitative approach focused on an in-depth understanding of the phenomenon of digital media integration in Arabic language learning at STIQ Rakha Amuntai. This approach was chosen because it is suitable for examining contextual learning practices and requires an in-depth interpretation of lecturers' pedagogical strategies in utilizing educational technology. The subjects of this study were Arabic language lecturers who have integrated various digital media into their teaching processes, such as Google Classroom, Quizizz, Canva, and YouTube. Research data were collected through in-depth interviews, documentation of learning activities, and relevant literature review to strengthen field findings.

Digital media-based approaches are becoming increasingly important in modern education because they require adaptation to the diversity of student abilities, interests, and learning styles. This aligns with the opinion of Sri Wahyuni and Nur Haryanti, who emphasized that the success of digital media-based learning is largely determined by educators' competence in understanding educational technology, designing student-centered learning, and creatively managing learning interactions.(Wahyuni & Haryanti, 2024)In the context of this research, interviews

were conducted to explore the reasons, goals, and strategies for using digital media in Arabic language learning, while documentation was used to obtain empirical evidence in the form of photographs, notes, and digital devices used by lecturers. Literature review was used to provide a theoretical foundation and strengthen the interpretation of field data.

Data analysis was conducted interactively through three stages: data reduction, data presentation, and conclusion drawing. The collected data was processed thematically to identify patterns of digital media integration and their impact on the learning process.

Results & Discussion (نتائج البحث ومناقشاتها)

A. Forms and Patterns of Digital Media Integration in Arabic Language Learning

The integration of digital media in Arabic language learning at STIQ Rakha Amuntai reflects a shift in pedagogical paradigm from conventional methods to a more adaptive and interactive approach. The application of digital technology is not merely a supplement but has become part of a planned teaching strategy oriented towards increasing learning effectiveness. Based on interviews with Arabic language lecturers (informant S), it was found that the use of digital media is carried out consistently as an effort to create more varied, efficient, and easily understood learning for students. Informant S stated that:

"My reason for using digital media is that it can reduce paper usage, make learning more varied, and make it easier for students to understand the material."

This statement demonstrates a pedagogical awareness that digital media integration is not solely driven by technological demands, but rather as part of a learning innovation oriented toward efficiency and improving the quality of student understanding. From this quote, several key elements can be identified that are then analyzed as part of the integration pattern, namely: (a) motivation to reduce paper use (efficiency and environmental), (b) variety of teaching methods, and (c) ease of student understanding.

1. Motives and Context of Integration

The first motive, namely paper reduction, indicates that lecturers are beginning to view digital media as a response to two challenges: resource costs and limited access to printed materials. This aligns with literature suggesting that digital technology in language learning can reduce costs and make material distribution more efficient. For example, a study by Faiqoh, Gadoum, & Baity (2025) in the context of Arabic language learning found that digital media allows for faster material distribution, more flexible access, and more environmentally friendly learning. (Faiqoh et al., 2025)

The second motive, the variety of methods, illustrates a more responsive pedagogical adaptation to the characteristics of the digital generation. Lecturers recognize that "digital native" students are more easily engaged when the media is more interactive, not just lecture-based. This supports the theoretical framework of TELL (Technology-Enhanced Language Learning), which states that digital media enables a more active, collaborative learning environment and showcases multimodality.(Perez Peguero, 2024).

2. Digital Media Integration Patterns

From the data interviews and observations (including the lecturer's explanation that "digital media can be combined with print media as a companion"), the following practical patterns can be identified:

Blended-media model: Digital media doesn't completely replace print media or conventional methods, but rather complements them. For example, lecturers may continue to use printed textbooks but add digital audio/video for enrichment. This demonstrates a pattern of complementary integration, not total substitution.

Selection of media based on skill objectives: Although the details of media types are explained in the following sub-chapters, from the interviews it was seen that lecturers chose media (audio, video, applications) according to the characteristics of the Arabic language skills being taught.

Repetition and flexible access: With digital media, students can access learning resources at any time (e.g., native speaker audio), so the learning process is not limited to face-to-face hours. This pattern is confirmed by Obojska's findings, which show that digital media in multilingual environments expands access and flexibility in language learning.(Obojska & Vaiouli, 2025).

3. Thematic Analysis: Integration as a Multifaceted Process

Analysis of the data shows that the integration of digital media at STIQ Rakha Amuntai involves three interrelated dimensions:

- a. **Technical/Operational:** Device selection (audio, video, applications), material distribution, and digital teaching materials preparation. This relates to lecturer skills and infrastructure readiness.
- b. **Pedagogical:** Digital media is integrated into teaching strategies, for example, the use of native speaker audio for *istima'*, interactive videos for *kalam*—demonstrating the adaptation of media to learning objectives.
- c. **Socio-psychological:** When students experience more "lively" and varied learning, their motivation and participation increase. This pattern shows that digital media integration is not only technical but also influences classroom dynamics and student engagement. Furthermore, from a theoretical framework, this digital media integration can be seen as a form of technological affordance, namely the features and opportunities provided by

digital media: re-access, authentic audio-visuals, the integration of online/offline collaboration, which, according to Kaur in her study of adaptive systems, accelerates language acquisition. (Kaur et al., 2023)

4. Relation to Field Findings

Data from students shows that lecturers refer to “more thorough preparation” as challenges, but the benefits far outweigh those in terms of student understanding and a more lively classroom atmosphere. This is consistent with the literature that suggests that while adopting digital media requires an initial investment (time, training), the results are increased participation, understanding, and learning flexibility. (Faiqoh et al., 2025).

5. Implications for Arabic Language Learning in Islamic Universities

Based on the identified patterns, several key implications emerge: Institutions like STIQ Rakha Amuntai need to plan faculty training in digital literacy and digital media instructional design for effective integration. The Arabic language curriculum must accommodate a blended model and provide students with access to digital materials outside of face-to-face sessions. The choice of digital media must align with language skills objectives, establishing institutional standards that audio is for *istima'*, video for *kalam*, and so on, to ensure integration is not haphazard and remains pedagogical. Media variety and flexible access can be a competitive advantage for institutions, especially in the context of internationalization and the digital generation.

B. Goals and Pedagogical Implications of Using Digital Media

Digital media integration in Arabic language learning at STIQ Rakha Amuntai is not simply the adoption of technology, but a pedagogical transformation oriented towards more effective, interactive, and contextual learning objectives. Based on the results of interviews with Arabic language lecturers (informant S), the main objectives of using digital media include three things: improving student understanding, maintaining concentration and learning motivation, and creating a dynamic classroom atmosphere. The informant's statement that "digital media can make it easier for students to understand the material and make the classroom atmosphere more lively" illustrates the pedagogical awareness to position media not just as a visual aid, but as an instrument for shaping the learning experience.

1. Pedagogical Goal: Increase Student Engagement and Understanding

In the context of modern learning theory, the purpose of using digital media aligns with the principles of student-centered learning, which positions students as active subjects in the learning process. Through audio, video, and interactive platforms, students are no longer merely recipients of information but actively participate through observation, analysis, and language practice. Findings at STIQ Rakha Amuntai indicate

that digital media helps students maintain concentration longer and reduces boredom during typically repetitive Arabic language lectures.

Research by Fauziah and Achmad confirms that digital media can increase students' intrinsic motivation because it provides instant feedback, attractive visual displays, and flexibility in study time.(Fauziah & Achmad, 2025)In the context of learning Arabic, this motivation is very important because language skills require repeated practice which is often boring without a variety of media.

Furthermore, Kuhlmann's research results show that the use of authentic videos and interactive applications in second language learning can increase students' understanding of semantics and syntactic structures by 35% compared to traditional methods.(Kuhlmann et al., 2024)This aligns with observations by research students at STIQ Rakha Amuntai, who found that learning with native speaker videos helped students understand the context of sentences, intonation, and Arabic communication culture more concretely.

2. Didactic Objective: Adapting Learning to the Character of the Digital Generation

Today's students are part of a digital generation (digital natives) accustomed to visual media, rapid responses, and online interactions. Therefore, lecturers at STIQ Rakha Amuntai utilize platforms like Canva, YouTube, and Google Classroom to tailor their learning approaches to their students' personalities. This utilization is not simply about following technological trends but also about ensuring pedagogical relevance.

Ramadhan, Nurhayati, and Malik's research confirms that adapting learning styles to the characteristics of digital natives strengthens students' cognitive and affective engagement.(Ramadhan et al., 2023)At STIQ Rakha, this implementation is evident in students' increased engagement in online discussions and responses to video materials before face-to-face meetings.

BesidesAdditionally, digital media also allows lecturers to implement differentiated instruction, which is teaching tailored to each student's individual abilities. For example, students with slow learning speeds can repeat learning videos, while those with faster learning speeds can continue practicing through additional applications. This principle aligns with the Universal Design for Learning (UDL) theory, which emphasizes accessibility and flexibility in technology-based learning.(CAST, 2023)

3. Pedagogical Implications for Learning Processes and Strategies

From In terms of implications, the use of digital media at STIQ Rakha Amuntai has an impact on three main areas: learning design, class dynamics, and the role of lecturers.

a. Learning Design.

Lecturers need to design lessons with a blended learning approach to maintain a balance between direct and digital interactions. Observational data shows that lecturers combine the use of e-books, native speaker audio, and interactive videos in a single learning unit. This requires strong instructional design skills, as suggested by Pasaribu et al., who stated that the effectiveness of digital media integration is highly dependent on pedagogical planning and alignment with learning objectives. (Pasaribu, R et al., 2024).

b. Class Dynamics.

The use of digital media has shifted the interaction pattern between lecturers and students from teacher-centered to collaborative learning. Students are more likely to have discussions, work on digital projects, and reflect on their learning through online forums. This finding confirms the research of Rosyid & Mubin, which asserted that digital media-based collaborative learning increases students' sense of responsibility and participation in class. (Rosyid, A & Mubin, M, 2024).

c. The Role of Lecturers.

Lecturers are transforming from material presenters to facilitators and designers of learning experiences. In an interview, informant S emphasized that preparing for learning with digital media "does take longer, but the results are worth it because students are much more active and understand the language context." This statement illustrates a shift in pedagogical paradigm that aligns with the concept of Technology Pedagogical Content Knowledge (TPACK), namely the synergistic integration of content mastery, pedagogy, and technology. (Mishra, P. & Koehler, M., 2023).

4. Affective and Cognitive Implications for Students

Effectively, the use of digital media creates a more enjoyable and relevant learning environment for students. They feel "close" to the material because it's presented in familiar formats, such as short videos, online quizzes, or interactive infographics. Hussin's findings indicate that the interactivity and visual elements in digital media increase students' emotional engagement by up to 40% compared to conventional methods. (Hussin, N., 2024)

Cognitively, students experienced improved analytical and linguistic abilities. This was evident in their understanding of Arabic language structures through context-based media—for example, watching authentic conversation videos or reading interactive e-books. This finding aligns with

research by Abu Bakar et al., who concluded that integrating digital media into Arabic language instruction enhances deep learning and long-term retention of new vocabulary.(Abu Bakar, M et al., 2025)

5. Institutional Implications and Sustainability

For STIQ Rakha Amuntai, the long-term implications of digital media use include increased institutional competitiveness and operational efficiency. Digital media integration can become a leading learning model in Islamic higher education environments, while simultaneously strengthening the institution's image as adaptive to educational technology transformations. Rahim's study confirms that universities that successfully integrate digital learning demonstrate significant improvements in student satisfaction and study program accreditation.(Rahim, N., 2024)

Thus, the use of digital media in Arabic language learning at STIQ Rakha Amuntai not only achieves the short-term goal of improving student understanding, but also contributes to the institutional vision that is oriented towards quality and global relevance.

C. Implementation of Digital Media Integration in Arabic Language Learning at STIQ Rakha Amuntai

Digital media integrationThe introduction of digital media in Arabic language learning at STIQ Rakha Amuntai represents a strategic step reflecting the transformation of Islamic higher education in the digital era. Observations and interviews with Arabic language lecturers revealed that the use of digital media is no longer merely a supplement to learning but has become an integral part of the teaching process. These media include interactive platforms such as Google Classroom, WhatsApp Groups, Quizizz, Canva, and YouTube, as well as Arabic language learning apps like Nahwu Wadih, Duolingo Arabic, and Dhad App.

This media implementation was carried out using a blended learning approach, where students interact not only in the classroom but also through digital spaces. Lecturers used Google Classroom for material distribution, assignment collection, and evaluation, while Quizizz was utilized for interactive, game-based exercises that increased student engagement. Meanwhile, WhatsApp Groups were used as a fast communication medium, enabling informal discussions and sharing of learning resources in real time. Field findings showed that this combination of various media increased learning effectiveness because students could access materials anytime and anywhere, and had a more flexible interaction space.

BesidesFurthermore, interviews with students showed that the use of digital media encouraged them to be more active and motivated. For example, the use of learning videos from YouTube and visual materials from Canva made the concepts of grammar and grammar easier to grasp. This aligns with research by Al-Khalidi, who found that digital media improves retention of Arabic vocabulary and

grammatical structures through a combination of text, images, and audio. (Al-Khalidi, 2022).

Furthermore, lecturers at STIQ Rakha have also begun developing app-based teaching materials, such as creating e-modules using Canva and Liveworksheet. These e-modules contain interactive exercises, audio tutorials, and explanatory video links, making learning more contextual and engaging. The use of this technology supports self-regulated learning, as students can review the material individually outside of class hours.

According to interviews, there has also been increased collaboration between students. Online group discussions via Google Meet and the breakout room feature allow students to practice speaking Arabic (maharah kalam) more intensively. This approach aligns with Warschauer & Kern's perspective, which emphasizes that computer-based communication can expand the scope of linguistic interaction and increase the participation of foreign language learners. (Warschauer & Kern, 2000).

However, this integration is not without challenges. Limited internet access in certain areas and low digital literacy among some students hinder optimal implementation. Despite this, the university is gradually implementing digital literacy training and workshops on the use of innovative learning media. This step demonstrates the institution's commitment to adapting to the 21st-century learning paradigm, which demands mastery of technology, communication, and collaboration.

Thus, the implementation of digital media integration at STIQ Rakha Amuntai not only serves as a tool but has also created an adaptive, interactive learning ecosystem oriented toward the comprehensive development of student competencies. Arabic language learning is no longer limited to textbooks and lectures but has entered the digital realm, rich with resources and meaningful learning experiences.

D. Impact and Evaluation of Digital Media Integration in Arabic Language Learning at STIQ Rakha Amuntai

Digital media integrationThe use of digital media in Arabic language learning at STIQ Rakha Amuntai has had a significant impact on various aspects of the teaching and learning process, including cognitive, affective, and psychomotor skills. Based on interviews, observations, and documentation, it was found that the use of digital media has increased students' learning motivation, active participation, understanding of linguistic concepts, and communication skills. Furthermore, digital media also plays a crucial role in creating collaborative and contextual learning, in line with the characteristics of 21st-century learners.

1. Impact on Student Motivation and Engagement

STIQ Rakha Amuntai students demonstrated increased learning motivation after implementing various digital media such as Quizizz, Wordwall, and Canva. They felt that learning became more engaging, interactive, and less monotonous. One student stated that "every time the teacher uses Quizizz, the classroom atmosphere becomes lively and competitive." This demonstrates that game-based media can foster enthusiasm for learning while reducing boredom in learning nahwu and sharaf.

This finding is consistent with the research of Hernández-Ramos & Martínez-Abad which states that the integration of interactive digital media is able to increase student engagement through intrinsic motivation that arises from learning experiences based on challenges and rewards. (Hernández-Ramos & Martínez-Abad, 2021). In addition, Alqurashi's research also shows that the success of online learning in the context of a foreign language is greatly influenced by students' perceptions of the ease and enjoyment of using digital media. (Alqurashi, E, 2020).

Thus, digital media integration is not only a technical tool, but also functions as a stimulator of motivation and learning participation, which are key factors for the success of Arabic language learning in the digital era.

2. Impact on Arabic Language Understanding and Learning Outcomes

Based on the results of the evaluation data collection, students demonstrated significant improvements in learning outcomes, particularly in understanding the structure of nahwu (grammar), istima' (Islamic Qur'anic text), and kitabah (literary text) skills. Students who actively engage in digital media-based activities tend to have higher average grades than those who are passive. Media such as YouTube learning videos, the Dhad app, and Canva e-modules have been shown to help students understand abstract concepts through a visual and contextual approach.

Study Alyeksyeyeva et al. supports this finding, that the use of visual and audio-based digital media can increase memory and understanding of Arabic grammar by up to 35% compared to conventional methods. (Alyeksyeyeva et al., 2022). Furthermore, a study by Rahim & Abdullah also confirmed that digital media encourages deep learning processes because students can re-access materials and explore additional resources at their own learning pace. (Rahim, NA & Abdullah, MS, 2023).

Thus, digital-based learning not only improves learning outcomes, but also forms independent and reflective learning patterns that are in line with the self-directed learning approach.

3. Impact on Lecturer-Student Interaction

Digital media integration as well This has changed communication patterns between lecturers and students. Previously limited to formal classroom interactions, they can now interact continuously through Google Classroom,

WhatsApp Groups, and Zoom Meetings. This relationship strengthens academic intimacy while increasing lecturers' accessibility to mentor students.

According to the Social Presence theory put forward by Garrison, Anderson, & Archer, social presence in online learning spaces plays a big role in creating a sense of togetherness and emotional involvement. (Garrison, D. R et al., 2000) In the context of STIQ Rakha Amuntai, this interaction is evident through the lecturers' quick responses to student questions, language discussions via voice notes, and speaking practice sessions via video conference.

This is in line with the concept of connectivism. (Siemens, G., 2025) which states that knowledge is constructed through digital networks and dynamic social relationships, not simply through the one-way transfer of information. Thus, digital media serves as a relational and epistemological bridge between lecturers and students.

4. Evaluation and Implementation Challenges

Despite its significant positive impact, the evaluation results also revealed several challenges. First, not all students have stable internet access or adequate devices. Second, some lecturers still have limited technological capabilities, so not all media can be utilized optimally. Third, more systematic institutional policies are needed to integrate digital media so as not to rely solely on individual lecturer initiative.

Solutions to these challenges include:

- a. Organizing ongoing digital literacy training for lecturers and students;
- b. Developing a digital learning innovation center (digital learning hub) on campus;
- c. Develop a digital media-based curriculum guide that is integrated with learning outcomes.

These steps are important to ensure the sustainability of innovation and equal access to digital learning within the STIQ Rakha Amuntai environment.

5. Academic and Social Implications

Academically, the integration of digital media has fostered a culture of collaborative and reflective learning. Students become more independent, creative, and able to adapt to developments in educational technology. Socially, the implementation of digital media also strengthens the identity of a modern Islamic campus that adapts to digital transformation without losing its Islamic values.

Thus, the evaluation results show that the integration of digital media is not just a technological innovation, but also a pedagogical reform that brings a paradigm shift in Arabic language learning at STIQ Rakha Amuntai — from traditional to humanistic and constructive technology-based learning.

E. Contextual Analysis: Arabic Language Learning in the Era of Global Digital Transformation

The digital transformation sweeping the world of education has brought about significant changes in the paradigm of language learning, including Arabic. In this era, learning is no longer solely teacher-centered, but has shifted to learner-centered learning based on technology and global collaboration. This phenomenon provides a crucial context for STIQ Rakha Amuntai in developing an Arabic language learning model that is innovative, adaptive, and relevant to the demands of the times.

According to Bawa & Watson, digital transformation in education creates a new landscape known as Education 4.0, where digital technology is no longer just a tool, but becomes an integral part of the learning system itself. (Bawa, P. & Watson, M., 2022) In the context of Arabic language learning, this concept demands the integration of pedagogical competence and technological fluency, so that lecturers not only master the language material but are also able to manage it through an effective digital ecosystem.

1. Contextualization of Digitalization of Arabic Language Learning in Indonesia

Indonesia, as a country with the largest number of Islamic educational institutions in the world, has a significant opportunity to leverage digital transformation to strengthen Arabic language learning. However, the challenges faced are not only technical, but also cultural and pedagogical. Many institutions remain stuck in conventional learning patterns based on memorization and lectures, even though the current generation of students—known as digital natives—are more responsive to interactive and multimodal learning.

Azhari & Adnan's research shows that Islamic educational institutions in Indonesia that have successfully carried out digital transformation tend to have a flexible hybrid learning approach and personalized technology-based materials. (Azhari, M. & Adnan, M., 2023) STIQ Rakha Amuntai has shown signs of this trend by utilizing digital media such as YouTube learning channels, Quizizz, and Google Classroom in Arabic language learning. Thus, the integrative model implemented by this campus serves as a micro-example of the macro-transformation currently occurring globally.

Furthermore, this phenomenon indicates that Arabic language learning in Indonesia can no longer be separated from the flow of global digitalization, which demands technological literacy, information literacy, and religious digital literacy.

2. Global Analysis: Trends and Innovations in Digital Arabic Language Learning

Globally, Arabic language learning has undergone a significant revolution through the development of e-learning platforms such as Madinah Arabic, Busuu, and Al-Jazeera Learning Arabic. These platforms not only facilitate linguistic interaction but also provide learning based on the context of modern Arabic culture.

According to N. Al-Amri, the integration of digital media in Arabic language learning can improve cross-cultural communication skills and expand global access to Arabic as a language of science and diplomacy (N. Al-Amri, 2021). This is in line

with the viewLai, C & Li, Z which emphasizes that digital-based foreign language learning provides the opportunity to create global learning networks, where students from various countries can interact and collaborate with each other in virtual spaces. (Lai, C & Li, Z, 2022).

In this context, STIQ Rakha Amuntai has the potential to develop an international collaborative network, for example through virtual exchanges with Middle Eastern or Southeast Asian campuses, to broaden students' perspectives on Arabic as a language of global civilization.

3. The Newness and Position of STIQ Rakha Amuntai on the Global Map

The novelty of digital media integration practices at STIQ Rakha Amuntai lies in the combination of local Islamic values and global technological adaptations. The campus not only adopts digital media for learning efficiency but also utilizes it as a means to strengthen students' religious character. Thus, digital integration at STIQ Rakha does not simply follow the flow of globalization but also forms a unique model based on values (value-based digital pedagogy).

This is in line with research resultsH. Khalil & AG Al-Zubaidiwho found that Arabic language education based on values and technology produces more meaningful communicative competence, because it balances cognitive, affective and spiritual aspects. (H. Khalil & AG Al-Zubaidi, 2023).

Thus, STIQ Rakha Amuntai occupies a strategic position in integrating the Islamic worldview with digital transformation, making it a potential model for Islamic universities in Indonesia in facing the challenges of globalization of language education.

4. Implications and Directions for Future Development

This contextual analysis shows that the direction of Arabic language learning development in the global digital era must consider four main pillars:

- a. Pedagogical Transformation: from traditional methods to digital pedagogy and microlearning-based learning.
- b. Global Collaboration: expanding international networks with Arabic-oriented institutions through online platforms.
- c. Curriculum Innovation: designing an integrative curriculum that combines digital literacy, critical thinking, and Quranic values.
- d. Data-Based Policy: every digital innovation needs to be accompanied by evaluative research based on empirical data to maintain its effectiveness and sustainability.

These steps can make STIQ Rakha Amuntai a center of excellence in developing digital-based Arabic language learning in the Kalimantan region and even Southeast Asia.

Conclusions (الختامة)

This research shows that the integration of digital media in Arabic language learning at STIQ Rakha Amuntai has positively impacted the effectiveness and quality of learning. Digital media, such as interactive applications, e-learning platforms, and multimedia-based content, have been shown to increase student motivation, participation, and learning outcomes. The learning process becomes more flexible, communicative, and contextual while remaining grounded in the Islamic values that characterize Islamic higher education institutions.

Besides Therefore, the successful implementation of digital media integration is greatly influenced by lecturer readiness, students' digital literacy skills, and institutional support. These factors are key to realizing an effective and sustainable learning process in the digital era. However, this study also identified challenges, such as limited facilities and infrastructure, and varying levels of technological adaptability among lecturers and students.

Thus, the integration of digital media is not merely a modern learning strategy, but rather a strategic step towards transforming Islamic education to be relevant to the needs of the times, without abandoning the principles of Islamic values and character that are the main foundation of religious higher education.

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