



DESIGN OF DIGITAL MEDIA DEVELOPMENT IN ARABIC LANGUAGE LEARNING FOR READING PROFICIENCY (MAHARAH QIRA'AH) IN THE ERA OF SOCIETY 5.0

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Abstract

The Society 5.0 era demands learning innovations that combine technological advances with human-centered approaches to improve the quality and equity of education. In the context of learning Arabic, reading proficiency (*maharah qira'ah*) is a core skill that serves as the basis for language mastery and the understanding of religious and academic texts. However, conventional learning still faces various obstacles, both linguistic and non-linguistic. This article examines the innovation of digital media development in Arabic language learning to improve reading skills in the era of Society 5.0. Digital media is understood as an intermediary and a technology-based learning environment that allows the presentation of material in an interactive, flexible, and adaptive manner. The discussion included the definition, function, and types of digital media; its development steps, which include needs analysis, design, development, testing, and implementation; as well as the use of various supporting software such as Microsoft PowerPoint, Canva, Flip Book Maker, and Screencast-O-Matic. In addition, this article outlines Reading learning methods (*tarīqah qirā'ah*), learning evaluation, and digital media design that are appropriate to the curriculum and the needs of students. The results of the study show that the development of planned, human-centered digital media has the potential to increase motivation, engagement, and the ability to read Arabic effectively in the era of Society 5.0. The content of this article is: (a) Definition of Media, (b) Benefits and Functions of Digital Media, (c) Types of Digital Media and Their Functions, (d) Steps to Digital Media Development, (e) Some Software in Making Digital Media in Learning Arabic for Reading Proficiency (*Maharah Qira'ah*), (f) Arabic Learning Methods for Reading Proficiency (*Maharah Qira'ah*), (g) Evaluation of Arabic Language Learning for Reading Proficiency (*Maharah Qira'ah*), and (h) Digital Media Development Design for Reading Proficiency (*Maharah Qira'ah*).

Keywords

Design 1; Development 2; Digital Media 3; Maharah Qira'ah 4; Era Society 5.0
5

مستخلص البحث

يتطلب عصر المجتمع 5.0 ابتكارات تعليمية تجمع بين التقدم التكنولوجي والنهج المتمحور حول الإنسان لتحسين جودة التعليم وإنصافه. في سياق تعلم اللغة العربية، تُعدّ مهارة القراءة أساسيةً لإتقان اللغة وفهم النصوص الدينية والأكاديمية. مع ذلك، لا يزال التعلم التقليدي يواجه عقباتٍ عديدة، لغويةً، كضعف القدرات الصوتية ونطق الحروف الهجائية، وغير لغوية، كضعف دافعية التعلم ومحدودية مصادر التعلم الشيقة. تهدف هذه المقالة إلى دراسة الابتكارات في تطوير الوسائط الرقمية في تعلم اللغة العربية لتحسين مهارة القراءة في عصر المجتمع 5.0.

تُفهم الوسائط الرقمية هنا كوسيط وبيئة تعليمية قائمة على التكنولوجيا، تُمكن من عرض المواد بطريقة تفاعلية ومرنة وقابلة للتكيف. يتضمن النقاش تعريف الوسائط الرقمية ووظائفها وأنواعها، وخطوات التطوير التي تشمل تحليل الاحتياجات والتصميم والتطوير والاختبار والتنفيذ. واستخدام برامج داعمة متنوعة مثل مايكروسوفت باوربوينت، وكانفا، وفليب بوك ميكرو، وسكرين كاست-أو-ماتيك. إضافةً إلى ذلك، تتناول هذه المقالة طريقة تعلم القراءة، وتقييم التعلم، وتصميم الوسائط الرقمية الملائمة للمناهج الدراسية واحتياجات الطلاب. وتشير نتائج الدراسة إلى أن تطوير وسائط رقمية مُخططة ومُركزة على المستخدم يُمكن أن يُعزز الدافعية والمشاركة والقدرة على قراءة اللغة العربية بفعالية في عصر الثورة الصناعية الخامسة. يتضمن هذا المقال ما يلي: (أ) تعريف الوسائط، و(ب) فوائد الوسائط الرقمية ووظائفها، و(ج) أنواع الوسائط الرقمية ووظائفها، و(د) خطوات تطوير الوسائط الرقمية، و(هـ) بعض البرامج المستخدمة في تطوير الوسائط الرقمية لتعلم اللغة العربية في مهارة القراءة، و(و) طرق تعلم اللغة العربية في مهارة القراءة، و(ز) تقييم تعلم اللغة العربية في مهارة القراءة، و(ح) تصميم الوسائط الرقمية في مهارة القراءة.

تصميم 1؛ تطوير 2؛ الوسائط الرقمية 3؛ مهارة القراءة 4؛ عصر المجتمع 5.0

كلمات أساسية

Introduction

We have now entered the era of Society 5.0. This concept of a future society was introduced by the Japanese Government through the Cabinet Office around 2016 (Mustari & Darmayanti, 2024). This concept describes the stage of societal development in which cyberspace and physical space coexist harmoniously, with humans at the center (a human-centered society). The era of Society 5.0 marks an important shift from the dominance of technology towards the harmonization of technology and humanity. In education, this era demands learning innovations that are student-centered, utilize technology wisely, and improve the quality and fairness of education (Izzah & Ma'sum, 2021).

The development of educational technology and the availability of digital media open up opportunities to overcome these obstacles. Studies of video-based media development and interactive platforms reported positive student responses and increased learning motivation when media presented text, audio, and contextual visuals that supported repetitive Reading practices (Ali et al., 2024). The use of digital comics has also been shown to present Arabic texts in a visual-narrative manner, thereby increasing students' understanding and involvement in qira'ah practice. In addition, Text-to-Speech (TTS) technology and e-learning applications provide self-paced pronunciation and recording feedback, which can accelerate improvements in Reading fluency. For creating digital media, a specialized application is needed. The application must also be supported by qualified Human Resources (HR) personnel. If an application is for digital media but lacks adequate human resource skills, it will undoubtedly be less meaningful (Malikh, Mubaligh, & Fitriani, 2025).

Reading is essential. Reading is a cognitive activity whose content contains several ability processes, namely: analyzing, understanding, absorbing technical

knowledge, and evaluating (Shofaussamawati, 2016). A person who is used to Reading will have extensive knowledge, think creatively, have a strong imagination, think in terms of progress, and their thinking will undoubtedly continue to develop. Reading is also a means for humans to become intelligent, creative, and forward-thinking. Reading proficiency (*maharah qira'ah*) is part of proficiency in Arabic. Reading is one of the keys to mastering Arabic. Experts agree that Reading proficiency is the main requirement for students to master Arabic (Harras, 2011). However, keep in mind that mastering Arabic proficiency is not easy. There needs to be a serious and earnest effort to achieve it.

Mastery of Reading skills (*maharah qira'ah*) is the primary key to mastering the Arabic language. Reading is one of the main supports for learning Arabic. Through Reading, students can deepen their knowledge of the information they seek (Wibawanto, 2016). The study's results show that students experience two main problems when learning Arabic Reading proficiency (*maharah qira'ah*). These two problems are: from the non-linguistic side of linguistics. The problem from a non-linguistic perspective is the lack of support from the environment. These environments include family, community, and school, and they motivate students to read Arabic texts. In addition, students' low motivation to learn is another issue. The problem on the linguistic side is students' limited ability to distinguish sound systems. It was found that some students were unable to correctly distinguish the sounds of hijaiyyah letters (Shoimah F, 2018).

Reading proficiency (*maharah qira'ah*) is one of the core skills in learning Arabic that plays an important role in both language mastery and understanding of religious and academic texts. However, conventional learning practices often encounter obstacles: limited sources of interesting Reading materials, variations in students' ability to master phonology and fluency, and a lack of automatic feedback for pronunciation and intonation correction (Wijaya & Hikmah, 2023). Therefore, a learning approach is needed that provides repetitive exercises, direct feedback, and contextual materials to make the learning process more effective and meaningful. There needs to be a strong effort in improving students' ability to read Arabic texts. One of them is to create attractive digital media.

This article explains several aspects of innovation in the development of digital media for learning Arabic Reading proficiency (*maharah qira'ah*) in the era of Society 5.0. The content of this article is: (a) Definition of Digital Media, (b) Benefits and Functions of Digital Media, (c) Types of Digital Media and Their Functions, (d) Steps for Digital Media Development, (e) Some Software in the Manufacture of Digital Media in Learning Arabic for Reading Proficiency (*Maharah Qira'ah*), (f) Arabic Language Learning Methods for Reading Proficiency (*Maharah Qira'ah*), (g) Evaluation of Arabic Language Learning for Reading Proficiency (*Maharah Qira'ah*), and (h) Design of Digital Media Development for Reading Proficiency (*Maharah Qira'ah*).

Definition of Digital Media

The word media is the plural of the word medium, meaning “intermediary” or “introduction”. The word medium is taken from Latin. Media can also be interpreted as an introduction to a message. The sender relays the message to the recipient (Asrori & Moh. Ahsanuddin, 2015). Digital media in education refers to any form of media that uses digital technology to convey information, materials, or learning content. This media includes software, applications, platforms, video, audio, animation, and interactive content that can be accessed on electronic devices such as computers, tablets, and smartphones. In learning, digital media serves as an intermediary between educators and learners, facilitating knowledge transfer and increasing interaction, interest, and engagement in flexible, context-specific ways.

More specifically, digital media is not only a tool for delivering materials but also a learning environment that supports student interaction, direct feedback, and access to learning resources anytime and anywhere. The integration of digital media into learning opens up opportunities for learning strategies that are more adaptive, collaborative, and aligned with students' needs in the Society 5.0 era (Rais et al., 2024).

Benefits and Functions of Digital Media

Rohani (2019) said some of the benefits of digital media. Some of these benefits are: (a) the delivery of subject matter is uniform, (b) it makes learning more interesting and clear, and (c) it makes learning in and out of the classroom more interactive. Details of the explanation of the three benefits are contained in the following review.

1. Delivery of Subject Matter to Be Uniform

Digital media is designed to be accessible anytime, anywhere. The existence of digital media helps educators in explaining material to students. Digital media is a sign of what educators must convey to students. If educators teach many classes at the same level, digital media makes it easier for them to deliver uniform material across all classes. This allows for uniformity in the material presented.

2. Making learning more engaging and clear

Oral explanations from educators are sometimes poorly understood by students. The existence of the media helps ensure that all students focus on what the educator conveys. Students will not only focus on the educator's oral explanations, but the use of digital media will also enhance their understanding. If the digital media is packaged well, then learning will undoubtedly be more interesting.

3. Making learning in and out of the classroom more interactive

Learning without using digital media will only make learning go one way. Learning will also be boring if engaging methods are not used. The existence of digital media makes the learning environment more active and interactive.

Digital media plays a vital role in the learning process as a means of facilitation, transformation, and optimization (Judijanto et al., 2025). For educators, digital media functions as a pedagogical tool to deliver material more effectively, variedly, and systematically. Digital media allows teachers to present learning content in various formats, such as text, audio, video, animation, and interactive simulations, so that abstract material becomes more concrete and easier to understand. In addition, digital media helps educators manage learning, provide feedback, and conduct evaluations more efficiently and continuously (Sandika, 2022).

For students, digital media serves as a flexible and interactive learning resource. Students can access the material anytime, anywhere, according to their needs and learning pace (Purba & Saragih, 2023). Digital media also increases students' motivation, interest in learning, and active involvement through features such as interaction, visualization, and independent practice (Melati et al., 2023). In language learning, especially Reading skills, digital media supports repetitive exercises, text comprehension, and contextual reinforcement of vocabulary and language structure. Thus, digital media not only serves as a technical tool but also supports learner-centered learning and aligns with the demands of education in the era of Society 5.0, which emphasizes the use of technology to improve the quality and equity of education (Hsb, 024).

Types of Digital Media and Their Functions

Media is divided into two, namely: traditional media and cutting-edge technology media (Arsyad, 2005). The explanation of both can be seen in the following details.

1. Traditional Media

- a. Projected still visuals, e.g., slides, overhead projections, film strips, and opaque projections.
- b. Visuals that are not projected, among examples: diagrams, info boards, images, graphs, and posters.
- c. Audio, such as cassettes and vinyl records.
- d. Print, such as scientific magazines, programmatic texts, and modules.
- e. Games include simulation, board games, and crossword puzzles.
- f. Reality, such as maps, models, and dolls.

2. Cutting-edge Media Technology

- a. Telecommunication-based media, for example, include distance learning and teleconferencing.
- b. Micropose-based media, such as computer games, interactive videos, learning applications, and digital media.

Steps to Digital Media Development

There are five steps to developing digital teaching materials. These steps are: (a) needs analysis, (b) media design, (c) media development, (d) testing, and (e) implementation (Irsyada & Rohmah, 2020).



Figure 1: Steps of digital media development

1. Needs Analysis

Five things must be considered in a needs analysis; at least five must be. These five things are: time allocation, learning objectives, teaching materials, learning methods, and references used in learning (Fauzan et al., 2019). Needs analysis is the first step in developing digital media. This initial step will determine the success of the development in the following steps.

2. Media Planning

When designing media, it must be guided by a needs analysis. Media design is guided by the analysis conducted. In design, of course, it is guided by the available time allocation, the learning objectives set, the desired teaching materials, the learning methods used, and the references used in learning.

3. Media Development

The next step is to develop the media. Media development, of course, is based on media design. In this stage, media makers must be able to realize media designs as new media products.

4. Testing

Media products produced from media development need to be tested. Trial media products are essential for assessing whether the media created are suitable for dissemination. Media product job testing can involve media experts, material experts, and students. If the media product is deemed feasible, the Bosa will proceed to the next stage. However, if it is declared unfeasible, it must be revised until the media is declared feasible.

5. Implementation

Media products can be implemented if the products produced are deemed feasible. The feasibility of the product can involve three elements, namely: media experts, material experts, and students. The media products produced are implemented in learning and can be disseminated so that many people can use them.

Some Software In Digital Media Manufacturing In Arabic Language Learning For Reading Skills (Maharah Qira'ah)

Among the computer programs that can be used in the creation of digital media are as following.

1. Microsoft PowerPoint

Microsoft PowerPoint is proprietary software in the Microsoft Office suite. This program is specifically designed to deliver presentations that are popular in many circles, especially the world of education. This program can display text, images, diagrams, sounds, and links to movies. Its use in presentations will be interesting if this program is well packaged. Asrori & Moh. Ahsanuddin (2015:177-179) said, there are several steps to make digital media using Microsoft PowerPoint, i.e., (a) activate Windows and wait for the screen to appear, (b) click the Start button on the taskbar and select Microsoft PowerPoint, and (c) if it has appeared, then please create the desired material.

2. Canva

Canva is a program that can be used for presentations, resumes, posters, invitation cards, banners, and more. The Canva program offers a wide variety of templates and many transitions, making transitions between slides more engaging. Fauzan et al. (2021:88-89) provide steps in creating digital media using Canva, namely: (a) access the Canva link on the internet, (b) click the sign up button after entering the Canva link, (c) please register with a Google account using an email address or Facebook, and (d) Canva can be used in creating digital media.

3. Flip Book Maker

Flip Book Maker is software used to create digital media. This software turns digital media into a book. This software can display text, images, and videos. Fauzan (2016) mentioned several rare things in creating digital media using this software, namely: (a) write Flip Book Maker in the Google search engine or others, (b) after the link appears and then download the software, (c) search for the software file on the computer, then install the software, and (d) after installing Flip Book Maker ready to be used in the manufacture of digital media.

4. Screnshoot-O-Matic

Screnshoot-O-Matic is software used to create digital media. This software can be used as a recording tool for presenting material. In the recording, the software can display the teacher's voice, image, and face as they explain. The use of this software can be done in several ways, namely: (a) write Screnshoot-O-Matic in the Google search engine or others, (b) after the link appears and download the software, (c) search for the software file on the computer, then install the software, and (d) after installing Screnshoot-O-Matic is ready to be used in the creation of digital media.

Arabic Learning Methods for Reading Proficiency (Maharah Qira'ah)

There are interesting findings from Effendy (2009:167). He had observed several teachers in teaching. His observations show that some teachers take shortcuts in teaching Reading proficiency (*maharah qira'ah*). The shortcut is to translate Arabic word by word and sentence by sentence. This learning activity makes students happy and also makes it easier for them to understand the Reading text independently. When it comes to Arabic language for Reading proficiency (*maharah qira'ah*), of course, there needs to be the proper learning method. According to Afandi et al. (2013), a learning method is a way a person uses to achieve set goals.

Meanwhile, Sudrajat (2008) defines method as a way a person uses to implement a predetermined plan through concrete, practical activities to achieve the desired learning goals. From these two definitions, a common thread emerges: a method is a concrete approach a person uses to achieve desired learning goals. One method for improving Reading proficiency (*maharah qira'ah*) in Arabic is the Reading method (*tahariqah qira'ah*).

Fahrurrozi & Erta Mahyuddin (2010: 65) provide several steps in the method of Reading (*tahariqah qira'ah*). Some of the steps are expressed as follows.

1. The teacher discusses some of the text's complex vocabulary using picture cards.
2. Students are required to understand the text independently.
3. Students are asked to discuss the text's content and answer the teacher's questions.
4. When all students text, the teacher explains the rules in the text.
5. Students are asked to do the existing exercises.
6. Students are given Reading materials that are in accordance with the theme of the text discussed as enrichment material.

The appropriate Reading method is used to achieve the goal of learning Arabic to a certain level of Reading proficiency (*maharah qira'ah*) (Rathomi, 2019). The goal is to read by heart and analyze quickly and creatively. However, if the goal is to read aloud, this method needs to be developed. The learning steps for developing these methods are as follows.

1. The teacher discusses the complex vocabulary in the text using picture cards. The steps are as follows.
 - a. The teacher gives an example of Reading the complex vocabulary, and students are asked to imitate it.
 - b. Students are asked to read complex vocabulary that the teacher has read, and to imitate it both individually and in groups.
 - c. The teacher shows the picture card without writing, accompanied by the Arabic pronunciation of the picture, and the student teacher asks the student to imitate what the teacher says.

- d. Next, the teacher shows a specific picture, and the student is asked to mention his or her Arabic.
2. The teacher reads the text aloud, and students are asked to imitate.
3. Students are asked to read the text individually and in groups.
4. Students are asked to read the text by heart.
5. Students are asked to discuss the Reading.
6. When students have understood the text they read, the teacher's next step is to provide an explanation related to the rules in the text.
7. Students are asked to do exercises in the textbook.
8. The next step is to give students Reading materials as enrichment.

Evaluation of Arabic Language Learning for Reading Proficiency (*Maharah Qira'ah*)

Evaluation is one part of the learning process that should not be left out (Phafiandita et al., 2022). Evaluation is needed as a tool to measure the success or failure of the learning. If the evaluation results are good, the learning that has been carried out should be maintained. However, if the results are not as desired, then there needs to be improvement. Evaluation is an information-gathering tool that provides data to inform decision-making (Matondang et al., 2019). Learning evaluation is the process of making decisions about the quality of learning. Decision-making involves considering values based on the data and information collected. The data and information are also systematically analyzed and interpreted (Asrori, Muhammad Thohir & M. Ainin, 2012:6). When evaluating learning, a measurement tool is necessary. One of these measuring tools is by holding a test.

Tests are a means of collecting the data needed (Asrori, Muhammad Thohir & M. Ainin, 2012:6). In principle, the test is a measuring tool for collecting various necessary data, which are used as a basis for revealing a fact (Wijayanto, Allifah, & Amirrudin, 2016). Test data is indispensable for learning evaluation. To determine the test for Arabic Reading proficiency (*maharah qira'ah*), it is necessary to consider the learning objectives to be achieved. Among the learning objectives used as the basis for the Reading proficiency test (*maharah qira'ah*) is the ability of students to pronounce sound symbols correctly and to be able to capture explicit and conditional messages accurately and correctly. There are several basic competencies in Reading activities, namely: (a) Reading fluently and correctly, (b) determining the meaning of vocabulary, (c) finding explicit facts in the text, (d) finding implicit meaning in the text, (e) finding the main idea of the paragraph, (d) finding the supporting ideas of the paragraph, (e) connecting the ideas in the text, (f) summarizing the main idea of the Reading text, and (h) providing comments or criticisms on the Reading text (Asrori, Muhammad Thohir & M. Ainin, 2012:131-135).

Digital Media Development Design for Reading Proficiency (*Maharah Qira'ah*)

In developing digital media for learning Arabic Reading skills (*maharah qira'ah*), several factors must be considered. Among them are the curriculum, teaching materials, methods, and evaluation tools used (Anam, 2021). As mentioned earlier, there are four software tools for developing digital media, namely Microsoft PowerPoint (PPT), Canva, FlipBook Maker, and Screencast-O-Matic.

1. Digital Media Development Design Using Microsoft Power Point (PPT)

Microsoft PowerPoint (PPT) is built-in software on laptops and computers. Digitized media in PPT format can be exciting if taken seriously. Here are some design considerations for creating digital media in PPT. The design of digital media is in accordance with the *qira'ah* method, namely: (1) the cover whose content is the institution's logo, media title and developer identity, (2) key vocabulary (images and *mufradat*), (3) Reading texts, (4) exercises (choosing accurate, accurate and wrong answers and answering questions), (5) closing.



Figure 2: Example of digital media design using PPT

2. Digital Media Development Design Using Canva

Canva is an online application for creating digital media. For *maharah qira'ah*, Canva can be used to design Arabic vocabulary and texts. The design for Arabic vocabulary is its Arabic image and vocabulary. As for the Reading text, it can be on one sheet. Here is an example of the design.



Figure 3: Example of a word card digital media design using Canva

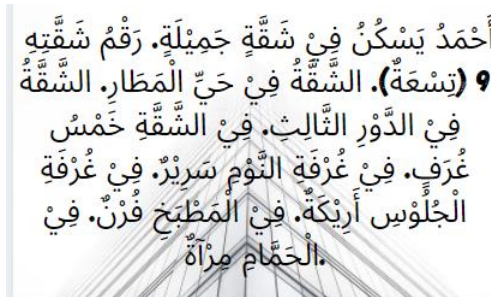


Figure 4: Example of digital media design for Arabic text using Canva

3. Digital Media Development Design Using Flip Book Maker

Flip Book Maker is an online application that can turn a textbook into a digital flip book (Fauzan, 2016). The book can be opened and closed like other books; it just requires a digital device, such as a mobile phone, computer, or laptop, to use. Here is an example of a flip-book design created with the application.



Figure 5: Example of digital media design using Flip Book Maker

4. Digitized Media Development Design Using Screencast-O-Matic

Screencast-O-Matic is an application used in making learning videos (Darnawati, Irawaty, & Uke, 2021). Before recording, the developer must prepare the material first. One easy way is to use PPT. Once the PPT material is ready, the developer can record using Screencast-O-Matic. The results of the recording were mixed, with audio and visual media. Here is an example of the recording results using the application.



Figure 6: Example of learning video results using Screencast-O-Matic

Conclusion

This article discusses the innovation of digital media in developing Reading skills (*maharah qirā'ah*) in Arabic in the era of Society 5.0. Where the Society 5.0 era emphasizes the harmonization of technology and humanity, with humans at the center, education must offer adaptive, humanist, and technology-based learning. Digital media is seen as a solution to improve the quality, equity, and effectiveness of Arabic language learning, especially Reading skills.

Reading proficiency (*maharah qirā'ah*) is a core skill in learning Arabic, the key to language mastery, and the understanding of religious and academic texts. However, conventional learning faces various obstacles, both linguistic (difficulties with the phonology and pronunciation of hijaiyyah letters) and non-linguistic (low motivation and limited environmental support). Therefore, the development of engaging and interactive digital media is an urgent need.

This article outlines the definition of digital media as a technology-based learning intermediary that not only delivers material but also builds an interactive, flexible, and adaptive learning environment. Digital media plays an important role for educators as a pedagogical tool for presenting material in varied and systematic ways, and for students as an independent learning resource that increases motivation, engagement, and understanding.

Furthermore, the article explains the types of digital media, including traditional media and cutting-edge technology media, as well as the steps in digital media development: needs analysis, design, development, testing, and implementation. The article also describes several supporting software tools for developing digital media for *maharah qirā'ah*, such as Microsoft PowerPoint, Canva, Flip Book Maker, and Screencast-O-Matic, along with their functions and applications.

In addition, appropriate Reading methods (*ṭarīqah qirā'ah*) for supporting the use of digital media are discussed, including steps for learning to read by heart and to read aloud. The article also emphasizes the importance of learning evaluation as a tool for measuring the success of *maharah qirā'ah* learning, by focusing on fluency in Reading, understanding meaning, main ideas, and text analysis.

At the end, the article presents the design of digital media development for *maharah qirā'ah*, based on various digital applications tailored to the curriculum, teaching materials, methods, and evaluations. Overall, this article confirms that the development of planned, human-centered digital media is an effective strategy for improving Arabic literacy in the era of Society 5.0.

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