

Utilization of the Aljazeera Learning Arabic Website to Improve the Listening Skills of Madrasah Aliyah Insan Cendekia Gorontalo Students

Fernando Djafar^{1*}, Ummi Nadia Rahmah Azzaki²

¹IAIN Sultan Amai Gorontalo, Indonesia

²Universitas Al azhar Indonesia, Indonesia

Email Author : fernandodjafar07@gmail.com umminadia71@yahoo.com

Article information	Submission : 07/05/2026	Accepted : 15/05/2026	Published : 07/06/2026
---------------------	-------------------------	-----------------------	------------------------

Abstract: This study aims to determine the effectiveness of the Aljazeera Learning Arabic website in improving the listening skills of eleventh-grade students at MAN Insan Cendekia Gorontalo. The research employed a quasi-experimental method with a one-group pretest–posttest design involving 30 students selected through purposive sampling. Data were collected through listening tests, observations, questionnaires, and documentation. The findings showed that the use of the Aljazeera Learning Arabic website had a positive effect on students' listening abilities. The mean pretest score of 58.90 increased to 76.80 in the posttest. The paired sample t-test result revealed a significance value of 0.000 ($p < 0.05$), indicating a significant difference between students' abilities before and after the treatment. In addition to improving listening skills, the website also increased students' motivation, engagement, and confidence in learning Arabic. Therefore, Aljazeera Learning Arabic is considered an effective digital learning medium for enhancing students' listening skills in madrasah education.

Keywords: Arabic Language Education, Digital Learning Media, Listening Skills

Abstrak : Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan website Aljazeera Learning Arabic dalam meningkatkan keterampilan mendengar siswa kelas XI MAN Insan Cendekia Gorontalo. Penelitian ini menggunakan metode quasi-experimental dengan desain one-group pretest–posttest yang melibatkan 30 siswa melalui teknik purposive sampling. Data penelitian dikumpulkan melalui tes keterampilan mendengar, observasi, angket, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan website Aljazeera Learning Arabic memberikan pengaruh positif terhadap kemampuan mendengar siswa. Nilai rata-rata pretest sebesar 58,90 meningkat menjadi 76,80 pada posttest. Hasil uji paired sample t-test menunjukkan nilai signifikansi sebesar 0,000 ($p < 0,05$), yang berarti terdapat perbedaan signifikan antara kemampuan siswa sebelum dan sesudah perlakuan. Selain meningkatkan kemampuan listening, penggunaan website ini juga meningkatkan motivasi, keterlibatan, dan rasa percaya diri siswa dalam pembelajaran bahasa Arab. Dengan demikian, website Aljazeera Learning Arabic efektif digunakan sebagai media pembelajaran digital untuk meningkatkan keterampilan mendengar siswa di madrasah. Penelitian ini berkontribusi sebagai kajian empiris pertama yang mengevaluasi eektivitas situs *Aljazeera Learning Arabic* pada konteks madrasah unggulan di Indonesia.

Kata Kunci : Keterampilan Mendengar, Media Pembelajaran Digital, Pembelajaran Bahasa Arab

INTRODUCTION

Listening skills are one of the most important basic competencies in learning Arabic [1]. This ability is the foundation for mastering other language skills such as speaking, reading, and writing [2]. In the context of madrasah education, especially at MAN Insan Cendekia Gorontalo, learning Arabic requires media and technology that are able to present language



Copyright: © 2026 by the author(s).

This is open access article under the

[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

input in an authentic, clear, and interesting way. Good listening skills help students understand pronunciation, intonation, sentence structure, and the meaning of Arabic in real communication [3].

In the digital age, various web-based learning platforms have been developed to support foreign language learning, including the Aljazeera Learning Arabic website which provides authentic audio-based listening materials, interactive dialogues, Arabic transcripts, and comprehension exercises [4]. The platform allows students to gain exposure to the language of native speakers so that the learning process becomes more contextual and closer to the use of Arabic in real-life situations. In addition, the accessibility flexibility and audio replay feature help students learn independently according to their individual needs and ability levels [5].

Several previous studies have shown that the use of digital media in Arabic language learning is able to improve students' motivation and listening skills [6]. Masyithoh's research found that students responded positively to the use of the Aljazeera Learning Arabic website because its authentic content and interactive features helped with listening practice and increased interest in learning [7]. However, the study focuses more on student responses and media use practices in the classroom, and has not measured the improvement of listening skills empirically using *pre-test* and *post-test* instruments. Other studies generally still focus on local applications, simple audio-visual media, or mobile-based learning, so studies on the effectiveness of international learning websites in the context of Indonesian madrassas are still relatively limited [8].

Theoretically, the use of authentic media in listening learning is in line with the *Input Hypothesis* put forward by Stephen Krashen [9]. The theory explains that language acquisition takes place optimally when students obtain *comprehensible input* or language input that is slightly above their ability level ($i+1$) [10]. In addition, Richard Mayer's *Cognitive Theory of Multimedia Learning* explains that learning becomes more effective when information is conveyed through an integrated combination of audio, text, and visuals [11]. Meanwhile, Richard Schmidt's *Noticing Hypothesis* emphasizes that students need to pay attention to certain forms of language so that the language acquisition process takes place optimally. The audio, transcript, and interactive exercise features on the learning website support the process so that students can understand the pronunciation, vocabulary, and structure of the Arabic language more effectively [12].

Based on this description, this study offers a novelty in the form of an empirical analysis of the effectiveness of the use of the Aljazeera Learning Arabic website in improving the listening skills of MAN Insan Cendekia Gorontalo students through *pre-test* and *post-test* measurements. This study not only tests the improvement of listening skills, but also examines students' responses, motivation, and involvement in the use of digital learning media. Therefore, this research is expected to contribute to the development of technology-based Arabic learning strategies in the Indonesian madrasah environment.

The purpose of this study is to analyze the effectiveness of the use of the Aljazeera Learning Arabic website in improving the listening skills of MAN Insan Cendekia Gorontalo students, identify features that support the listening learning process, and find out students' responses and involvement during the use of the learning media. Based on the objectives of the study, the research hypothesis is formulated as follows:

1. H_0 : There was no significant difference between students' listening skills before and after using the Aljazeera Learning Arabic website.
2. H_1 : There was a significant difference between students' listening skills before and after using the Aljazeera Learning Arabic website.

In addition to being the basis for mastering other language skills, listening skills also play an important role in shaping students' overall communication skills [13][14]. In learning Arabic, students often have difficulty understanding native speakers' speech due to differences in pronunciation, speaking speed, and vocabulary limitations [15]. This condition causes the listening process to be one of the most challenging aspects of learning Arabic in madrassas [16]. Therefore, a learning strategy is needed that is able to provide an authentic and repeatable listening experience so that students get used to understanding Arabic naturally [17].

Conventional listening learning often relies only on the teacher's explanation and the limited use of simple audio [18]. As a result, students are less likely to obtain a variety of listening materials that fit the context of real communication. The limitations of authentic audio sources also make students less accustomed to listening to Arabic with native intonation and accents [16]. In the long run, this condition can affect students' ability to comprehensively understand conversations and oral texts in Arabic.

The use of digital technology in Arabic language learning is one of the relevant solutions to answer these challenges [19]. The use of web-based media allows students to gain access to a wider range of learning resources in a more broad, flexible, and interactive manner. Through digital media, students not only learn in the classroom, but can also continue the learning process independently outside of learning hours [20]. This is in line with the development of 21st century education which emphasizes the importance of integrating technology in the learning process [21][22].

The Aljazeera Learning Arabic website has characteristics that support the development of listening skills because it provides authentic audio material derived from real communication situations [23]. The materials available include daily dialogues, short stories, interviews, and educational conversations organized by a specific level of difficulty. Thus, students can adjust the material according to their abilities so that the learning process takes place gradually and in a directed manner [24].

In addition to providing authentic audio, the platform also features transcripts and interactive exercises that help students understand the content of the material in more depth. The audio repetition feature allows students to listen to the material many times until they understand the meaning and pronunciation of words correctly. The existence of these features makes the learning process more interactive than conventional methods that tend to be one-way [25]. In the context of learning a foreign language, exposure to authentic languages is very important to improve the ability to understand speech naturally. According to the theory of language acquisition, students will understand language more easily if they get contextual input that is close to the use of everyday language [26]. Therefore, the use of learning websites that present native speakers can help students increase their sensitivity to the sounds, intonations, and rhythms of the Arabic language [27].

The use of digital media also contributes to increasing students' motivation to learn. The attractive visual display, variety of learning activities, and ease of access make students more interested in participating in listening learning. When students feel comfortable and interested in the media used, their level of participation and concentration in the learning process tends to increase. This condition has a positive impact on the learning outcomes obtained by students [28]. In addition to the motivation aspect, the use of learning websites also encourages the formation of learning independence. Students have the opportunity to set their own learning tempo, choose the material as needed, and repeat the parts that are not yet understood without relying entirely on the teacher. Learning independence is one of the important skills in modern learning because it helps students build responsibility for their own academic development [29].

This research is important because MAN Insan Cendekia Gorontalo is one of the leading madrasahs that have utilized technology in various learning activities. However, the use of international learning platforms in Arabic language learning has not been widely studied scientifically. Research on the effectiveness of the use of listening learning websites in leading madrasah environments can provide an overview of the potential for the integration of digital technology in Arabic language learning more broadly. In addition to making an academic contribution, this research also has practical benefits for teachers and educational institutions. Teachers can use the results of the research as a reference in choosing effective listening learning media that is in accordance with students' needs. Meanwhile, the madrasah can use the results of this research as a basis for developing technology-based learning policies to improve the quality of Arabic language learning in the madrasah education environment [30].

METHODS

1. Research Design

This study uses a quantitative approach with a *quasi-experimental* design through a *one-group pretest–posttest design* model. The design aims to measure differences in students' Arabic listening skills before and after the use of *the Al-jazeera Learning Arabic* website as a learning medium. In this design, participants are given a *pre-test* before treatment and *post-test* after treatment to determine the improvement of students' listening skills.

Although *the one-group pretest–posttest* design allows for direct measurement of changes in students' abilities, this study has a limitation in the absence of a control group. Therefore, the increase in learning outcomes cannot be fully attributed causally to the use of the website because there is still a possibility of the influence of other factors, such as *the maturation effect, testing effect, and other external factors.*

2. Participants and Sampling Techniques

The research participants amounted to 30 students in class XI of MAN Insan Cendekia Gorontalo who were selected using *the purposive sampling technique*. The sample count was considered adequate for a simple experimental study based on the minimum sample size recommendation on parametric statistical analysis and consideration of the affordability of the field research. The sample was taken from the total population of grade XI students totaling 120 students in the 2024/2025 school year. The inclusion criteria in this study include:

1. Students have studied Arabic for at least one year;
2. Have basic Arabic listening skills;
3. Have access to digital devices and internet networks;
4. Be willing to follow the entire research series.

The exclusion criteria include students who did not participate in one of the research stages or did not complete the learning activities in full.

3. Research Instruments

The research instruments consist of:

- a. Listening skills tests are in the form of *pre-tests* and *post-tests* to measure students' understanding of Arabic vocabulary, phrases, and dialogues;
- b. Observation sheets to monitor student activity and interaction during learning;
- c. Perception questionnaire uses the Likert scale to determine students' responses and motivations to the use of learning media;
- d. Documentation in the form of notes of the learning process and the results of student activities as supporting data for research.[9]

The validity of the test instruments and questionnaires was tested through *expert judgment* by two Arabic education lecturers and one Arabic teacher of MAN Insan Cendekia Gorontalo. The validation results show that the instrument is suitable for use after going through revisions according to the validator's suggestion. The reliability of the listening test was calculated using the KR-20 formula and obtained a reliability coefficient of 0.82 which was in the high category. Meanwhile, the student perception questionnaire was tested using Cronbach's Alpha with a value of 0.87 which indicates high reliability.

4. Research Procedure

The research was carried out for 2 meetings with a duration of 90 minutes per meeting, so that the total intervention lasted for 9 hours of learning. The research activities were carried out for three weeks, starting from February 5 to February 23, 2024. The initial stage of research begins with the preparation and validation of instruments, then continues with the implementation of *pre-tests* to measure students' initial listening skills. After that, students were given treatment in the form of learning using the Aljazeera Learning Arabic website.

The materials used on the platform are at the *beginner-intermediate* level with a focus on the themes of daily conversations, educational dialogues, and simple news in Arabic. The platform's features include *audio playback*, *Arabic transcript*, comprehension exercises (quizzes), and audio repetition to help students understand the content of the conversation. During the learning process, students are asked to listen to audio material, answer comprehension questions, discuss the content of the material, and conclude the information obtained.

The researcher also conducted observations during the learning process to document the level of student participation and engagement. After all treatments are completed, students are given a *post-test* to find out the improvement of listening skills. Furthermore, a perception questionnaire was distributed to obtain information about students' responses to the use of website-based learning media.

5. Data Analysis Techniques

The research data was analyzed using quantitative and qualitative approaches. The data of *the pre-test* and *post-test* results were analyzed using *the paired sample t-test* to determine the significance of improving students' listening skills after treatment. Before the t-test is carried out, a normality test is first carried out on the *difference scores* between *the pre-test* and *post-test* scores as the main assumption in *the paired sample t-test*. In addition, the improvement of students' abilities was also analyzed using *gain scores*.

Table 1. N-Gain Value

N-GAIN VALUE	CATEGORY
$G < 0,30$	Low
$0,30 \leq G < 0,70$	Medium
$G \geq 0,70$	Height

Questionnaire data was analyzed descriptively using percentages and average scores to determine the tendency of students' perception towards the use of learning websites. The observation and documentation data were analyzed through the stages of data reduction, data presentation, and conclusion drawing to obtain a comprehensive picture of the effectiveness of website use in learning Arabic listening skills.

This research has obtained permission from the Head of MAN Insan Cendekia Gorontalo. In addition, written consent (*informed consent*) was obtained from

parents/guardians of students because the study participants were still minors. All respondent data is kept confidential and student participation is carried out voluntarily in accordance with the principles of research ethics.

RESULTS AND DISCUSSION

1. Research Results

Table 2. Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	49	70	58.90	5.020
Posttest	30	67	89	76.80	5.702
Valid N (listwise)	30				

Based on the results of *the descriptive statistics* analysis in Table 1, it is known that the number of students involved in this study is 30 people. The *pretest* score shows a score range between 49 to 70 with a mean value of 58.90 and a standard deviation of 5.020. These results show that students' initial listening skills are in the medium category with relatively homogeneous variation in grades. The *posttest* score showed a score range between 67 to 89 with an average score of 76.80 and a standard deviation of 5.702. The increase in the average score from 58.90 to 76.80 indicates an increase in students' listening skills after the implementation of learning using the Aljazeera Learning Arabic website. The distribution of data on *the posttest* also remained stable and did not show extreme variations, so it can be concluded that the improvement in ability occurred relatively evenly in most students.

Table 3. Test Of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.071	30	.200*	.992	30	.998
Posttest	.057	30	.200*	.982	30	.886

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the normality test in Table 2 show that the research data is distributed normally. The significance values of Kolmogorov–Smirnov and Shapiro–Wilk on all variables were above 0.05. Thus, the data meets the assumption of normality so that parametric analysis using *paired sample t-test* can be performed. In this study, the assumption of normality is focused on the distribution of *difference scores* between *pretest* and *posttest* as required in the *paired sample t-test*. The test results show that the distribution of the score difference is in the normal category so parametric statistical analysis is feasible.

Table 3. Paired Samples Test

		Paired Samples Test						
		Paired Differences					Sig. (2- tailed)	
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		f		
air 1	Pretest - Posttest	17.900	1.125	18.320	17.480		87.190	0.000

The results of the paired sample t-test in Table 3 show that there is a very significant difference between students' pretest and posttest scores. The mean difference of -17,900 indicates an improvement in listening skills after students participated in learning using the Aljazeera Learning Arabic website.

The t-value calculated as -87.152 with a degree of freedom (*df*) of 29 and a significance value of $p < 0.001$ indicates that the difference is statistically significant. Thus, the use of learning websites has a positive influence on improving the listening skills of MAN Insan Cendekia Gorontalo students. In addition to the significance test, this study also calculated the effect size using Cohen's *d* to determine the magnitude of the effect of the treatment in practice.

$$d = \frac{M \text{ diff}}{SD \text{ diff}} = \frac{17.900}{1.125} \approx 15,9$$

The calculation results show that Cohen's value of *d* is 15.9 which is included in the category of very large effects. This shows that the use of learning websites is not only statistically significant, but also has a very strong practical impact on improving students' listening skills.

Table 4. N-Gain Category

Mean Pretest	Mean Posttest	N-Gain	Category
58,90	76,80	0,44	Medium

The improvement of student learning outcomes was also analyzed using *normalized gain (N-gain)* to determine the level of learning effectiveness.

$$N\text{-gain} = \frac{\text{Posttest} - \text{Pretest}}{100 - \text{Pretest}}$$

Based on the calculation results, an *N-gain value* of 0.44 was obtained which is included in the medium category. These results show that the use of learning websites is quite effective in improving students' listening skills.

Table 5. Student Perception Survey Results

Assessment Aspects	Mean	Category
Ease of use of the website	4,32	Excellent
Student learning motivation	4,28	Excellent
Interest in audio material	4,41	Excellent
Learning independence	4,19	Good
Effectiveness of interactive exercises	4,36	Excellent

The results of the perception questionnaire showed that most students responded positively to the use of learning websites. The aspect of interest in audio material obtained the highest score with an average of 4.41. This shows that students find the audio material presented interesting and helps them understand Arabic conversations better. In addition, the aspects of motivation for learning and interactive exercises also obtained a very good category. These findings show that the use of digital-based learning media is able to increase students' interest and involvement in the listening learning process.

Table 6. Student Engagement Observation

Meetings	Activeness Percentage	Category
Meeting 1	78%	Good
Meeting 2	86%	Excellent

The duration of the research intervention was relatively short because it was only carried out in two meetings, so the results of the study could not describe the long-term impact of the use of learning media on students' listening skills.

2. Discussion

The results of the study show that the use of the Aljazeera Learning Arabic website has a positive influence on improving the listening skills of MAN Insan Cendekia Gorontalo students. The increase in the average score from 58.90 in the *pretest* to 76.80 in the *posttest* shows that the use of digital-based learning media is able to help students understand listening material more effectively.

These findings are in line with Mahmudah's research which shows that the use of authentic audio media in Arabic learning can improve listening comprehension and enrich students' vocabulary. The results of this study also support Baity's findings that digital platform-based learning is able to increase students' motivation and learning independence because it provides more flexible and interactive learning access.

Theoretically, the improvement of students' listening skills can be explained through *the Input Hypothesis* put forward by Stephen Krashen. This theory explains that language acquisition will take place optimally if students get *comprehensible input* or language input that is slightly above their ability level ($i+1$). The learning website provides authentic materials in the form of dialogues, conversations, and simple news delivered by native Arabic speakers so that students gain exposure to natural and contextual language. In addition, the audio repeating feature and self-learning control on the platform also supports *Self-Determination Theory* which emphasizes the importance of autonomy in increasing student learning motivation. Students have the freedom to set the learning tempo, repeat difficult material, and choose the study time according to their needs. This condition makes students more comfortable and motivated in participating in learning. From the perspective of *Cognitive Load Theory*, the use of multimodal media in the form of audio, transcript texts, and interactive exercises helps reduce the cognitive burden of students in understanding listening material. Information is not only received through a single channel, but is combined in various forms to help students understand the content of the conversation more effectively.

The results of observation and perception questionnaires also strengthen the quantitative findings of this study. The level of student engagement increases gradually during the learning process, while the results of the questionnaire show that students feel more motivated and interested in digital-based listening learning. This shows that the use of websites not only improves learning outcomes, but also improves the overall quality of students' learning experience.

3. Research Limitations

This research has several limitations. First, *the one-group pretest–posttest* design does not involve a control group so that the improvement in learning outcomes cannot be fully attributed causally to the use of the learning website. Second, the research sample only comes from one leading madrasah, namely MAN Insan Cendekia Gorontalo, so the generalization of research results to regular madrasas or public schools needs to be done carefully.

Third, the duration of the research intervention was relatively short, namely two meetings in three weeks, so it could not describe the long-term impact of the use of learning media on students' listening skills. In addition, there is a possibility of the Hawthorne effect, which is an increase in student performance due to the awareness that they are part of the research. Therefore, further research with a stronger experimental design and wider sample coverage is urgently needed to validate the findings of this study.

CONCLUSION AND IMPLICATIONS

1. Conclusion

Based on the results of the research, it can be concluded that the use of the Aljazeera Learning Arabic website has a significant impact on improving the listening skills of MAN Insan Cendekia Gorontalo students. Through the presentation of authentic, varied, and contextual audio material, this website succeeds in presenting a more interesting and easy-to-understand learning experience. Students get a more natural exposure to listening, so their ability to capture oral information, understand new vocabulary, and recognize different pronunciation models is better. In addition to improving in terms of ability, the use of this website also encourages changes in students' learning attitudes. They look more confident, more enthusiastic about participating in listening activities, and more independent in accessing and repeating material. Learning becomes more flexible because students can learn at any time, adjust their own tempo, and repeat the material without limitations.

2. Research Implications

These findings have several important implications for educational practice:

- a. For Arabic Language Teachers, the results of this study show that the integration of digital media such as Aljazeera Learning Arabic can be an effective learning strategy to improve listening skills. Teachers can use this platform as a support or even a core part of learning activities, both in the classroom and in independent assignments.
- b. For educational institutions, this study provides an overview that strengthening technology-based learning facilities is very necessary. Madrassas can consider providing better internet access, adequate audio devices, and training for teachers in utilizing digital platforms to support language learning.
- c. For Curriculum Development, these findings affirm the importance of including modern digital media as part of the Arabic language learning approach. The use of interactive websites can be one of the components in a competency-based curriculum to comprehensively improve language skills.
- d. For the next researcher, this research is the basis for developing follow-up studies on other aspects, such as speaking or reading skills, or comparing the effectiveness of various other Arabic learning platforms. Follow-up research can also explore the influence of duration of use, material variation, or integration of other learning methods.

Overall, the use of the Aljazeera Learning Arabic website not only results in an increase in scores, but also has an impact on the quality of students' learning experience. Therefore, this digital media deserves to be developed and used more widely as part of Arabic learning innovations in the modern era.

REFERENCES

- [1] S. Stefanelli *et al.*, “The Daily Linguistic Practice Interview : A New Instrument To Assess Language Use And Experience In Minority Language Children And Their Effect On Reading Skills,” vol. 12, no. February, 2024, doi: <https://doi.org/10.1016/j.amper.2024.100166>
- [2] T. Taye, “Social Sciences & Humanities Open Students ’ And Instructors ’ Perceptions Of Reading Strategy Effectiveness : Insights From Communicative English Skills Courses At An Ethiopian Higher Education Institution,” *Soc. Sci. Humanit. Open*, vol. 13, no. September 2025, p. 102833, 2026, doi: <https://doi.org/10.1016/j.ssaho.2026.102833>
- [3] A. Nikolsky and A. Benítez-burraco, “Physics Of Life Reviews The Evolution Of Human Music In Light Of Increased Prosocial Behavior : A New Model,” *Phys. Life Rev.*, vol. 51, no. November 2023, pp. 114–228, 2024, doi: <https://doi.org/10.1016/j.plrev.2023.11.016>
- [4] T. Czvetkó, G. Honti, V. Sebestyén, and J. Abonyi, “Heliyon The Intertwining Of World News With Sustainable Development Goals : An Effective Monitoring Tool,” vol. 7, no. June 2020, 2021, doi: <https://doi.org/10.1016/j.heliyon.2021.e06174>
- [5] S. A. Rani, “ةمخضلا تناايبلاو (IoT),” vol. 14, no. 2, pp. 267–286, 2024.
- [6] M. Abdullah, M. H. Al-khresheh, A. H. Al-qadri, I. Ali, T. Issa, and M. Alomaim, “Acta Psychologica Motivation And English Self-Efficacy In Online Learning Applications Among Saudi EFL Learners : Exploring The Mediating Role Of Self-Regulated Learning Strategies,” *Acta Psychol. (Amst.)*, vol. 254, no. October 2024, p. 104796, 2025, doi: <https://doi.org/10.1016/j.actpsy.2025.104796>
- [7] N. Baity, A. Khoirunnisa, and R. A. Hamidah, “Digital Transformation in Arabic Language Learning : Utilizing the Learning Al-Jazeera Website to Enhance Listening Comprehension (Maharah Istima ’),” vol. 1, no. 1.

<https://doi.org/10.33367/naatiq.v1i2.6224>

- [8] A. Saboor, T. Allen, K. Dooley, and E. Chisom, “Current Research In Environmental Sustainability Engaging The Public In Groundwater Conservation Through Digital Communication: Pathways To Inclusive Policy,” vol. 11, no. April, 2026. <https://doi.org/10.1016/j.crsust.2026.100347>
- [9] N. Nururahmah, A. S. Haqi, M. Rifai, and L. Alawiyah, “EDUSIANA : Jurnal Manajemen dan Pendidikan Islam Penerapan Metode Istima ’ Untuk Meningkatkan Keterampilan Menyimak Bahasa Arab Siswa Sdit Bait Adzkie Islamic School,” pp. 131–142, 2025. <https://doi.org/10.47077/edusiana.v12i2.581>
- [10] A. F. Ananda *et al.*, “Pendekatan Pembelajaran untuk Mengoptimalkan Hasil TOEFL Listening,” vol. 1, no. 6, pp. 4063–4071, 2025.
- [11] S. Murhayati, “Al-Mutharahah :,” vol. 22, no. 1, pp. 12–25, 2023, doi: 10.46781/al-mutharahah.
- [12] M. P. Smp, “Bahasa Kedua , Studi Kasus pada Jenjang Sekolah,” vol. 7.
- [13] M. I. Ubaidillah and A. Holis, “Kemampuan Menyimak sebagai Pondasi Pengembangan Keterampilan Berbahasa Siswa Kelas Rendah pada Mata Pelajaran Bahasa Indonesia,” vol. 5, pp. 439–448, 2025. <https://doi.org/10.53299/jppi.v5i1.1404>
- [14] K. F. Dalimunthe *et al.*, “Jurnal Mudabbir,” vol. 5, pp. 4217–4225, 2025. <https://doi.org/10.56832/mudabbir.v5i2.2223>
- [15] M. Kosakata, B. Arab, and O. Pelajar, “FASHOHAAH : Jurnal Ilmiah Pendidikan Bahasa Arab,” vol. 5, pp. 29–38, 2025. <https://doi.org/10.33474/fsh.v5i1.22999>
- [16] U. I. N. Sunan, G. Djati, and I. C. E-mail, “Gunung Djati Conference Series, Volume 62 (2026) Education and Social Humanities Conference (ESHCo),” vol. 62, 2026.
- [17] A. N. Hidayatullah, “Inovasi Strategi Pembelajaran Bahasa Arab Berbasis Keterampilan Komunikatif,” no. September, 2025.
- [18] C. Lai, J. Qin, L. Jiang, and C. H. Lin, “ur na l P r f,” *Comput. Educ.*, p. 105589, 2026, doi: 10.1016/j.compedu.2026.105589. <https://doi.org/10.1016/j.compedu.2026.105589>
- [19] R. Rahmat, A. A. Hamzah, and K. Abu, “Al-Mustla : Jurnal Ilmu-Ilmu Keislaman dan Kemasyarakatan Urgensi Artificial Intelligence (AI) dalam Pembelajaran Bahasa Arab,” vol. 7, pp. 241–259, 2025, doi: <https://doi.org/10.46870/jstain.v7i1.1660>
- [20] D. A. N. Relevan, “Integrasi Teknologi Digital dalam Pengembangan,” vol. 2, no. April, pp. 391–402, 2025.
- [21] N. Arif Ganda Nugroho, Akhmad Syakir, “Integrasi Pembelajaran Abad Ke 21 Berbasis Joyful Learning,” no. April, 2026.
- [22] S. Dasar, “Integrasi Teknologi AI dalam Pembelajaran Adaptif Untuk Meningkatkan Keterampilan Abad 21 Di Sekolah Dasar,” 2025.
- [23] W. Erwita and A. A. Hamzah, “Pengembangan Bahan Ajar Bahasa Arab Berbasis Keterampilan Berbahasa,” vol. 2, 2025.
- [24] A. M. Nurul Hamdani, Daimil Ihsani, Muhammad Beckham Yusuf, “Strategi Guru dalam Mengajarkan Bahasa Indonesia yang Menyenangkan (Teacher’s Strategy In Teaching Fun Indonesian),” vol. 4, no. 1, pp. 22–31, 2026. <https://doi.org/10.70305/jle.v4i1.187>
- [25] M. Iqbal, Z. Putra, Y. Mujiwati, and M. H. Ali, “Media Pembelajaran Interaktif dalam Upaya,” vol. 11, no. 1, pp. 280–288, 2026.
- [26] A. Dinil, H. Ayuma, A. N. Jhonatan, and L. R. Sari, “Pembelajaran Bahasa Pada Hakikatnya Peran Konteks Budaya dan Lingkungan Dalam Pembentukan Kemampuan Bahasa,” vol. 2, pp. 425–428, 2026.
- [27] E. I. Munawaroh and D. Syamsiah, “Maharah Istima ’ dalam Pembelajaran Bahasa Arab Bagi Non Penutur Asli Perspektif: Perspektif Muhammad Kamil An- Naqoh,” vol. 5,

no. 2, pp. 77–86, 2025.

- [28] S. Di, L. Sekolah, M. Rais, and U. Hijriyah, “Pengaruh Penggunaan Media Digital Terhadap Motivasi Belajar,” vol. 3, no. 4, pp. 46–52, 2024. <https://doi.org/10.57218/jupenji.Vol3.Iss4.1332>
- [29] N. D. R. April and H. W. S. , Fingka Wahyu Anggraini, Rademptus Pulo Kelen, “Analisis Pemanfaatan E-Modul Interaktif dalam Meningkatkan Kemandirian Belajar Siswa Sekolah Dasar,” vol. 11, pp. 320–334, 2025.
- [30] A. Angelie, W. Chumairoh, A. N. Fradana, and M. Sidoarjo, “CJPE : Cokroaminoto Jurnal of Primary Education Penggunaan Media Audiovisual dalam Pembelajaran Bahasa Indonesia di Sekolah Dasar,” vol. 8, pp. 955–966, 2025. <https://doi.org/10.30605/cjpe.8.2.2025.6362>