Assuthur
https://ejournal.iaingorontalo.ac.id/index.php/assuthur
E ISSN : 2963-0657

Assuthur: Jurnal Pendidikan Bahasa Arab
Vol. 5, No. 1 Juni 2026
https://doi.org/10.58194/as.v5i1.3598

Enhancing Students' Vocabulary Mastery in Arabic Language Learning Through Nearpod Media

Amir Supriatna[1]*, Muhamad Farhan Zaqie Maulana[2].

[1]Universitas Islam Nusantara, Bandung
[2]Institut Pesantren Mathali'ul Falah, Pati
Email Author : amir_supriatna@uninus.ac.id[1], darussalamsantri429@gmail.com[2]

Article information	Submission : 25/04/2026	Accepted : 26/05/2026	Published : 15/06/2026

Abstract: This study aims to evaluate the effectiveness of using Nearpod media in enhancing students' vocabulary (mufradat) mastery in Arabic language learning. The research was motivated by the low level of vocabulary acquisition among eleventh-grade students at MAN 2 Kota Bandung, which is attributed to monotonous teaching methods and the limited use of interactive learning media that can engage students actively. A quantitative approach with a quasi-experimental design was employed, involving two groups: an experimental class that utilized Nearpod as a digital learning tool, and a control class that received conventional instruction without interactive media. Data were collected through pre-tests and post-tests to measure students' vocabulary mastery before and after the treatment, and were analyzed using independent statistical tests and gain analysis. The results revealed a statistically significant difference between the two groups, with the experimental class showing a higher improvement in vocabulary mastery compared to the control class. These findings indicate that the use of Nearpod as an interactive learning medium is effective in supporting students' vocabulary acquisition. Therefore, it is recommended that educators consider integrating interactive digital media into Arabic language instruction as an innovative strategy to enhance students' learning outcomes.

Keywords: *Arabic Language, Learning Media, Nearpod, Quasi Experiment, Vocabulary.*

Abstrak: Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan media Nearpod dalam meningkatkan penguasaan kosakata (mufradat) siswa dalam pembelajaran bahasa Arab. Penelitian ini dimotivasi oleh rendahnya tingkat penguasaan kosakata di kalangan siswa kelas sebelas di MAN 2 Kota Bandung, yang disebabkan oleh metode pengajaran yang monoton dan terbatasnya penggunaan media pembelajaran interaktif yang dapat melibatkan siswa secara aktif. Pendekatan kuantitatif dengan desain kuasi-eksperimental digunakan, yang melibatkan dua kelompok: kelas eksperimen yang menggunakan Nearpod sebagai alat pembelajaran digital, dan kelas kontrol yang menerima pengajaran konvensional tanpa media interaktif. Data dikumpulkan melalui pre-test dan post-test untuk mengukur penguasaan kosakata siswa sebelum dan sesudah perlakuan, dan dianalisis menggunakan uji statistik independen dan analisis gain. Hasil penelitian menunjukkan perbedaan yang signifikan secara statistik antara kedua kelompok, dengan kelas eksperimen menunjukkan peningkatan penguasaan kosakata yang lebih tinggi dibandingkan dengan kelas kontrol. Temuan ini menunjukkan bahwa penggunaan Nearpod sebagai media pembelajaran interaktif efektif dalam mendukung penguasaan kosakata siswa. Oleh karena itu, disarankan agar pendidik mempertimbangkan untuk mengintegrasikan media digital interaktif ke dalam pengajaran bahasa Arab sebagai strategi inovatif untuk meningkatkan hasil belajar siswa.

Kata Kunci: Bahasa Arab, Media Pembelajaran, *Mufradat*, *Nearpod*, Quasi Eksperimen

INTRODUCTION

The Education, in its philosophical and practical context, is an integral and continuous process that is not only focused on cognitive aspects such as mastering the material but also

includes a broader dimension, namely the transformation of values, internalization of life skills, and strengthening the cultural and spiritual identity of students (Ismail, 2013). Education, from this perspective, should be understood as a means to form a fully developed human being capable of actively and responsibly contributing to society. In the context of national development, education occupies a strategic position as the main foundation in shaping competent, competitive, and highly integrated human resources. This is emphasized in Law Number 20 of 2003 on the National Education System, Article 3, which mandates that education aims to develop students' potential to become individuals who are faithful, devout, morally noble, knowledgeable, skilled, creative, independent, and democratic citizens with a sense of responsibility (Pelawi & Is, 2021).

According to Ganda (2015), education is more than just an institutional tool; it contains spiritual and transcendental values that are substantively inseparable from religious dimensions. In the Islamic perspective, knowledge is not a secular entity standing alone, but rather part of a process of getting closer to Allah SWT. The verse in the Qur'an, Surah Al-Mujadalah (58):11, explicitly states that Allah will raise the status of those who believe and are knowledgeable. This statement shows that the process of education should transcend the boundaries of knowledge transfer and become a medium for the formation of a perfect human being (insan kamil) who possesses spiritual depth, intellectual breadth, and moral resilience. Therefore, in the practice of Islamic education, there should ideally be an integration of faith-based values and scientific understanding that is rational, critical, and applicable, including in the field of language studies.

One of the most essential aspects of mastering a foreign language, especially Arabic, is the ability to master vocabulary (mufradat). Vocabulary is the fundamental element that functions as a component that forms and drives the language system, as well as a means of thinking and conveying ideas (Prayitno et al., 2024). From a structural linguistic perspective, vocabulary mastery or lexical competence is viewed as a prerequisite for the development of other language skills, namely listening, speaking, reading, and writing. In other words, a limited vocabulary will become a major obstacle in the overall communicative ability of students (Nur et al., 2024).

However, the reality in the field shows that vocabulary learning in many educational institutions, including at MAN 2 Kota Bandung, is still carried out in a conventional manner and does not reflect the principles of modern pedagogy. Observations indicate that teachers still use a one-way lecture method and repetitive memorization assignments, without variations in teaching strategies that can fully accommodate the learning needs of students. This approach not only hinders active student participation but also tends to decrease motivation and interest in learning. As a result, students face difficulties in absorbing, understanding, and recalling the vocabulary being taught. Empirical evidence shows that only 42.85% of the total 43 students managed to exceed the Minimum Mastery Criteria (KKM), a figure that reflects the urgency of innovating the approach to vocabulary learning.

This challenge is even more complex given that the current student profile is dominated by Generation Z, who are characteristically more responsive to visual, digital, and technology-based learning approaches. The failure of the learning system to adapt to the needs of this generation will lead to a breakdown in pedagogical communication between teachers and students. In this context, digital learning media can no longer be positioned as supplementary or alternative; rather, it has become a main component that must be systematically integrated into the educational process. Technology-based learning media can act as a catalyst in transforming vocabulary learning from being passive and mechanical into active, contextual, and constructive (Muammar & Suhartina, 2018).

According to Utomo (2023), one of the digital media innovations that has proven effective in supporting interactive and collaborative learning processes is Nearpod. Nearpod is a cloud-based learning platform that allows teachers to design multimedia instructional material, integrating various features such as interactive quizzes, polls, open discussions, and video content that can be accessed synchronously or asynchronously via digital devices. The advantage of this platform lies in its ability to create an adaptive, engaging learning environment that encourages active student participation. Its user-friendly interface and collaborative features allow students to interact not only with the learning material but also with their peers in a reflective and critical manner.

In Arabic language learning, Nearpod holds significant potential in facilitating vocabulary mastery in a more contextual and meaningful way. Features such as matching pairs enable students to associate vocabulary with visual images or equivalent meanings, while live quizzes and open-ended questions encourage exploration of meanings through discussion and reflective thinking. Research conducted by Kanaya (2024) concluded that the use of Nearpod can increase student participation by up to 78% and accelerate material comprehension, particularly in foreign language learning.

From a learning theory perspective, the use of Nearpod is aligned with the constructivist paradigm, which emphasizes the importance of learning as a process of constructing meaning through direct experience. Knowledge is not understood as something that is transferred linearly from the teacher to the student, but rather formed through interaction, experimentation, and reflection. Therefore, Nearpod functions as a bridge between theory and pedagogical practice, bridging the gap between the potential of educational digitalization and the concrete needs of students in the context of language learning (Susanto, 2021).

Although various studies have discussed the use of digital learning media in foreign language instruction, most previous research has primarily focused on general student engagement, learning motivation, or broad language achievement outcomes. Studies specifically examining the effectiveness of Nearpod in improving Arabic vocabulary (mufradat) mastery at the senior Islamic high school level remain limited, particularly within the context of Madrasah Aliyah in Indonesia. In addition, previous studies tend to emphasize technological aspects without sufficiently integrating pedagogical, contextual, and spiritual dimensions that are essential in Islamic education. Therefore, there is still a significant research gap regarding how interactive digital platforms can be systematically utilized to enhance Arabic vocabulary acquisition while simultaneously supporting meaningful and value-oriented learning processes.

The novelty of this study lies in its effort to integrate interactive digital learning media with the contextual needs of Arabic language education in Islamic schools. Unlike previous studies that generally focus on conventional digital implementation, this research specifically examines the effectiveness of Nearpod in vocabulary learning among Generation Z students within the environment of MAN 2 Kota Bandung. Furthermore, this study positions Nearpod not merely as a technological tool, but as a transformative pedagogical medium that encourages active participation, collaborative interaction, reflective thinking, and contextual understanding in Arabic language learning. This integration between educational technology, constructivist learning theory, and Islamic educational values constitutes the distinctive contribution of the present research.

Based on the background described above, this study aims to determine the effectiveness of Nearpod media in improving Arabic vocabulary mastery among eleventh-grade students at MAN 2 Kota Bandung. In addition, this research seeks to analyze how interactive digital learning media can enhance student participation, motivation, and comprehension in Arabic language learning. The findings of this study are expected to contribute both theoretically and

practically to the development of innovative, contextual, and technology-based Arabic language learning models that are relevant to the demands of 21st-century education and the challenges of the digital era.

METHODS

This study was conducted at Madrasah Aliyah Negeri (MAN) 2 Kota Bandung during the second semester of the 2024/2025 academic year from April to May 2025. The study employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design, following the procedure proposed by Septiyanti (2023) and Idhayani et al. (2023). This design was selected because the researcher could not randomly assign participants into groups due to the existing classroom structure in the school environment. The primary learning material used in the experimental group was the Nearpod interactive media, including its built-in features such as interactive quizzes, collaborative boards, visual presentations, polls, and vocabulary matching activities. These features were designed to facilitate active student participation and improve Arabic vocabulary mastery through technology-based learning activities.

The population consisted of all eleventh-grade students of MAN 2 Kota Bandung, while the samples were class XI B (n = 34) as the experimental group and class XI A (n = 32) as the control group. The samples were selected through purposive sampling based on academic equivalence, students' readiness to use digital learning media, and teacher recommendations (Ruswandi et al., 2023). The experimental group received Arabic vocabulary learning using Nearpod interactive media, whereas the control group received conventional learning methods commonly applied by the teacher. Before treatment, both groups were administered a pretest to measure initial vocabulary mastery. After the intervention, a posttest was conducted to determine the effectiveness of the treatment.

The intervention procedures were carried out in three stages: preparation, implementation, and evaluation (Maharani, 2024). During the preparation stage, the researcher prepared lesson plans, Nearpod-based learning materials, and research instruments. The implementation stage involved classroom learning activities using Nearpod features such as interactive quizzes, visual presentations, collaborative boards, and vocabulary exercises. The evaluation stage involved data collection and statistical analysis. The instrument used in this research was a vocabulary achievement test consisting of 20 multiple-choice items designed to measure vocabulary recognition, meaning comprehension, and the ability to use vocabulary in sentence contexts. Instrument validity was tested using product-moment correlation, while reliability was measured using Cronbach's Alpha. Item difficulty and discrimination indexes were also analyzed to ensure the psychometric quality of the instrument (Sabhrina, 2025). Data analysis was conducted using SPSS and Microsoft Excel through normality testing with Kolmogorov–Smirnov, homogeneity testing with Levene's Test, and hypothesis testing using an independent sample t-test with a significance level of 0.05.

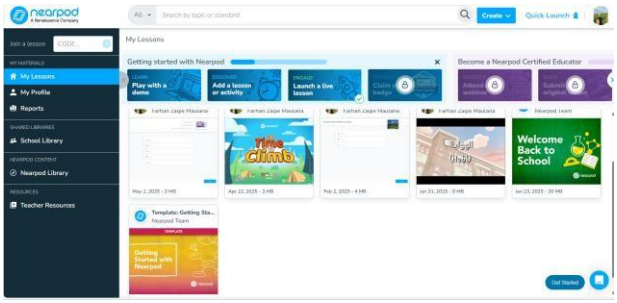
RESULTS AND DISCUSSION

Results After the intervention using nearpod media in the experimental class, the analysis results showed a significant improvement in students' vocabulary mastery compared to the control class, which used conventional learning methods. Initially, both groups had similar pretest average scores, with the experimental group scoring around 58 and the control group scoring 57. This indicates that the initial abilities of both groups were relatively equal, allowing the intervention applied to the experimental group to be evaluated objectively (Pramana et al., 2024). The improvement in learning outcomes was evident in the posttest scores, where the experimental group achieved an average score of

82, while the control group only increased to about 69. The improvement experienced by the experimental group was not only quantitative but also qualitative, as shown by their high level of active participation during the learning process. Students displayed greater enthusiasm for the lessons and demonstrated better abilities in recalling, understanding, and using the vocabulary taught.

According to Harianto (2020) the use of nearpod media in this study proved to be effective in delivering a fun and interactive learning experience. Features such as live quizzes, word-matching activities, and other collaborative tasks enabled students to engage directly in the learning process. The use of visuals, such as images and videos, also facilitated students' understanding of the context in which vocabulary should be used. As a result, the learning process, which initially felt abstract and monotonous, became more concrete and easier to grasp.

Figure 1. Diversity of Nearpod Features



During the observation process, the teacher who taught the experimental group also reported that students appeared more focused, less distracted, and tended to show a high level of curiosity toward each new vocabulary introduced. The learning activities became more dynamic as the teacher could directly control the learning process through the device and adjust the pace of learning based on the students' responses. Learning with Nearpod not only provided an enjoyable learning experience but also improved the efficiency of learning time, as students were able to absorb the material more quickly through direct interaction.

Figure 2. Students' Enthusiasm in Nearpod Learning in the Classroom

From a cognitive perspective, students appeared more capable of associating vocabulary with the appropriate context. They were able to remember words for a longer period due to the reinforcement provided through repeated activities on Nearpod. The periodic quizzes also acted as formative assessments, helping students review the material

and correct mistakes immediately. In contrast, in the control class, the one-way learning process through lectures and written exercises did not provide enough opportunities for students to engage actively, resulting in less improvement compared to the experimental group. From a psychological standpoint, the use of nearpod also boosted students' confidence. They felt more valued as their opinions and answers were immediately displayed and counted within the class. This increased their sense of ownership over the learning process and strengthened their intrinsic motivation. The gamification system within the Nearpod platform also fostered a healthy sense of competition, motivating students to study harder and achieve the best results. The data for this study were gathered using an effective method, namely by administering exams (pretest and posttest). The data obtained were categorized into quantitative data. Quantitative data was derived from the results of the students' exams (pretest and posttest).

Table 1.
Average Data of Experimental and Control Group Students

NO	Kel	as Kontrol (Kon	vensional)	Ke	las Eksperimen (N	earpod)
	Pre-Test	Post-Test	Rata-Rata	Pre-Test	Post-Test	Rata-Rata
1	35	40	37.5	48	60	54
2	45	50	47.5	52	70	61
3	50	75	62.5	60	75	67.5
4	65	65	65	44	60	52
5	20	55	37.5	44	80	62
6	55	60	57.5	40	75	57.5
7	60	75	67.5	56	80	68
8	52	60	56	52	85	68.5
9	50	70	60	46	70	58
10	46	50	48	60	90	75
11	54	55	54.5	50	75	62.5
12	48	70	59	60	80	70
13	60	75	67.5	54	80	67
14	52	70	61	52	95	73.5
15	60	60	60	58	75	66.5
16	60	60	60	60	80	70
17	75	80	77.5	44	90	67
18	46	60	53	46	90	68
19	56	75	65.5	58	85	71.5
20	54	55	54.5	54	75	64.5
21	60	60	60	36	70	53
22	70	75	72.5	38	80	59
23	38	65	51.5	38	85	61.5
24	40	80	60	40	65	52.5
25	40	75	57.5	40	80	60
26	36	40	38	36	75	55.5
27	54	70	62	54	65	59.5
28	50	70	60	52	80	66
29	60	65	62.5	60	85	72.5
30	38	65	51.5	40	90	65
31	52	70	61	46	75	60.5

32	60	60	60	60	90	75
33	50	75	62.5	60	90	75
34	54	60	57			

The processing and analysis of quantitative data were carried out using statistical tests on the results of the pretest and posttest, focusing on students' vocabulary comprehension between the experimental and control groups. The data collected were then processed and analyzed with the assistance of Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) application (Kamil, 2015).

Statistically, there are four stages of data processing to assess the effectiveness of using Nearpod media, which include: (1) normality test, (2) homogeneity test, (3) parametric test (t-test), and finally, (4) N-gain test. Below are the results of statistical data processing through these stages of statistical tests:

(1) Normality Test

a) Normality Test of Pre-test for Experimental and Control Groups Using Lilliefors Significance Correction

The following is a table that combines the results of the normality test for the experimental group and the control group in one table:

Table 2. Normality Test of Pre-test for Experimental and Control Groups

Group	Uji Normalitas	Statistic	df	Sig.
Control Group	Kolmogorov-Smirnova	0,128	33	0,184
	Shapiro-Wilk	0,909	33	0,184
Experimental Group	Kolmogorov-Smirnova	0,128	34	0,173
	Shapiro-Wilk	0,964	34	0,323

The results of the normality test for the pretest data for both the experimental and control groups show that both groups follow a normal distribution. For the experimental group, the Kolmogorov-Smirnov test yielded a significance value (Sig.) of 0.184 and the Shapiro-Wilk test produced a Sig. value of 0.184, both of which are greater than 0.05, indicating that the pretest data is normally distributed. The same applies to the control group, where the Kolmogorov-Smirnov test produced a Sig. value of 0.173 and the Shapiro-Wilk test produced a Sig. value of 0.323, both of which are also greater than 0.05, indicating that the pretest data for the control group is normally distributed as well. Overall, both the experimental and control groups have normally distributed data based on the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests.

b) Normality Test of Post-test for Experimental and Control Groups Using Lilliefors Significance Correction

Below is the table that combines the results of the normality test for the experimental and control groups on the posttest scores:

Table 3. Normality Test of Post-test for Experimental Group

Group	Uji Normalitas	Statistic	df	Sig.
Control Group	Kolmogorov-Smirnova	0,148	34	0,058
	Shapiro-Wilk	0,933	34	0,039
Experimental Group	Kolmogorov-Smirnova	0,129	33	0,176
	Shapiro-Wilk	0,950	33	0,135

The results of the normality test for the posttest scores of the control and experimental groups show differences in data distribution. For the control group, the Kolmogorov-Smirnov test yielded a significance value (Sig.) of 0.058, which is greater than 0.05, indicating that the data is normally distributed according to this test. However, the Shapiro-Wilk test showed a significance value (Sig.) of 0.039, which is less than 0.05, suggesting that the data is not normally distributed. On the other hand, for the experimental group, both the Kolmogorov-Smirnov test with a Sig. value of

0.176 and the Shapiro-Wilk test with a Sig. value of 0.135, both of which are greater than 0.05, indicate that the pretest data of the experimental group follows a normal distribution according to both tests. Therefore, only the experimental group has posttest data that is normally distributed, while the control group does not follow a normal distribution based on the Shapiro-Wilk test.

(2) Homogeneity Test

a) Homogeneity Test of Pre-test and Post-test Results for Experimental and Control Groups Using Lilliefors Significance Correction

Below is the table that combines the results of the Test of Homogeneity of Variance for two different variables, namely the results from the experimental and control groups:

Table 4.

Homogeneity Test of Pre-test and Post-test for Experimental and Control Groups

Homogeneity Test Results	Based on Mean	Based on Median	Based on Median and with adjusted df	Based on trimmed mean
Experimental Group	0,902	0,899	0,899	0,920
Control Group	0,298	0,262	0,262	0,291

The results of the homogeneity of variance test indicate that for the experimental group, all significance values across various approaches based on mean, median, median with adjusted df, and trimmed mean were greater than 0.05 (0.902, 0.899, 0.899, and 0.920), which suggests that the variances between the groups are homogeneous, meaning there is no significant variance difference. Similarly, for the control group, the significance values for each approach based on mean, median, median with adjusted df, and trimmed mean were 0.298, 0.262, 0.262, and 0.291, all of which are also greater than 0.05, indicating

that the variances between the groups in terms of vocabulary mastery scores are homogeneous as well. Therefore, both in the experimental group and the control group, the results of the homogeneity of variance test show that the variances between the groups being tested are equal.

(3) Parametric Test (t-test)

a) Parametric Test for Experimental and Control Groups Using Lilliefors Significance Correction

Table 5. Parametric Test (t-test) for Experimental and Control Groups

Variance Condition	df	One-Sided p	Two-Sided p
Equal variances assumed	65	0.001	0.002
Equal variances not assumed	61.837	0.001	0.002

Based on the results of the independent samples test, a significant difference was found between the vocabulary mastery scores of participants who used the memorization method and those who used the Nearpod media. In the t-test for equality of means, both with the assumption of equal variances and without equal variances, the two-tailed significance value obtained was 0.002, which is smaller than
0.05. This indicates that the difference in vocabulary mastery scores between the two groups is statistically significant. In other words, the use of Nearpod media has a greater impact on improving students' vocabulary understanding compared to the more conventional memorization method.

The group that used Nearpod showed a higher average score of 64.21, while the group that used the memorization method only achieved an average score of 57.87. This significant difference in scores indicates that Nearpod media is more effective in improving students' vocabulary mastery. This result supports the idea that technology- based learning, such as using Nearpod, can be a more superior and interactive approach compared to conventional methods like memorization. Therefore, the findings of this study suggest that the integration of technology in learning, especially in language teaching, can make a positive contribution to improving student learning outcomes.

(4) N-Gain Test

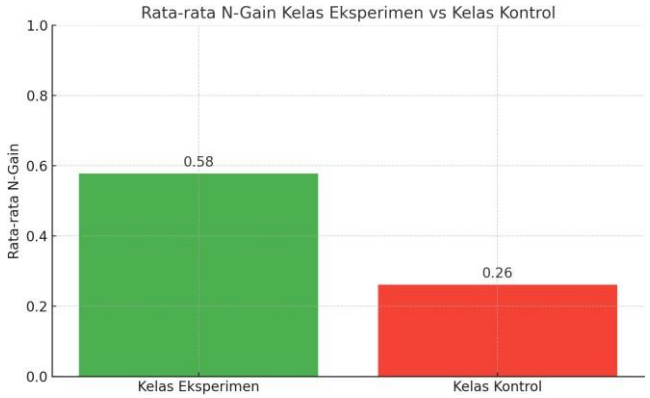
Table 6. N-Gain Test for Experimental and Control Groups

Group	Pretest Average Score	Posttest Average Score	N-Gain Average	Category
Experimental Group	[Insert Pretest Score]	[Insert Posttest Score]	0.5774	Medium to High
Control Group	[Insert Pretest Score]	[Insert Posttest Score]	0.2613	Low to Medium

The N-Gain results obtained from the SPSS application show the comparison of the average N-Gain values between the experimental class using Nearpod as a learning media and the control class using the conventional learning method. The experimental class obtained an average N-Gain of 0.5774, which falls into the medium category, approaching high. This indicates that the use of Nearpod as an interactive media in the learning process is quite effective in enhancing students' understanding and learning outcomes.

In contrast, the control class, which did not use Nearpod, showed an average N- Gain of 0.2613, which falls into the low to medium category. This value suggests that learning without the support of interactive media such as Nearpod tends to result in a lower improvement in learning outcomes. Below are the comparison results between the experimental group using Nearpod and the control group using the conventional method (memorization):

Figure 3.
Comparison Graph Of The Effectiveness Between The Two Learning Methods Visually



Based on the pretest and posttest results from both the experimental and control groups, the difference in pretest and posttest scores in the experimental group was 65.5. This indicates that the experimental group, which used the Nearpod media, achieved better learning outcomes compared to the control group, which used the memorization method. This analysis shows a significant effect of using the Nearpod-based learning model on students' vocabulary mastery in Arabic language learning.

Both groups, experimental and control, were normally distributed, as evidenced by the assumption tests showing that L0 equaled the critical value (Ltabel), and the homogeneity test showing that the calculated F value (Fhitung) equaled the tabulated F value (Ftabel), indicating that the variance between groups was homogeneous. Hypothesis testing using a t-test at a 95% confidence level showed no significant difference between the average pretest scores of the control and experimental groups, but there was a significant difference between the posttest scores of the experimental group using Nearpod and the control group using the conventional approach. Based on the normal gain test, the experimental group achieved an average normal gain value of 0.5774, while the control group scored 0.2613.

This study supports previous research findings that show the Nearpod-based learning model is more effective in enhancing vocabulary mastery compared to conventional methods. The use of Nearpod as an interactive learning medium helps students master vocabulary through various games and interactive quizzes. This model not only assists students in better understanding vocabulary but also enhances their ability to collaborate and learn in an enjoyable way. Nearpod-based learning has proven to be beneficial and effective, yielding better results than traditional methods in Arabic language learning.

Thus, the results and discussion indicate that integrating interactive digital media like Nearpod is no longer just an addition to the learning process but has become a critical necessity in responding to the challenges of education in the digital age. Teachers, as facilitators, must be able to leverage this technology to create an effective, enjoyable, and meaningful learning environment for students. Based on the research conducted over

approximately two months, the researcher acknowledges some limitations in this study. The research was only focused on Arabic language teaching, specifically on vocabulary learning, and is not generalized to other concepts within the same subject or to other subjects or educational levels.

CONCLUSION AND IMPLICATION

1. Conclusion

Based on the research results on eleventh-grade students at MAN 2 Kota Bandung regarding the use of Nearpod media to improve vocabulary mastery in Arabic language learning, it can be concluded that the application of this media showed significant achievement. Before using Nearpod, the students' vocabulary mastery was relatively low. This was evident from the average pretest scores, which indicated that most students did not have a good understanding of Arabic vocabulary. This condition reflected that the previous teaching methods, which used conventional approaches such as memorization, were not effective enough in facilitating the students' learning needs, especially in terms of active engagement and the attractiveness of learning media.

After the implementation of learning using Nearpod media, there was a significant improvement in the students' vocabulary mastery. The average posttest scores showed a clear increase, reflecting an improvement in the understanding of Arabic vocabulary among the students. Nearpod, as an interactive technology-based learning media, was able to provide a more engaging, visual, and participatory learning experience. Interactive features such as quizzes, polls, collaborative boards, and dynamic visual content made students more active in the learning process. They were not only receiving material passively but also participating directly, making the learning process more enjoyable and effective.

The comparison of vocabulary mastery before and after using Nearpod shows a clear difference. This significant improvement indicates that the use of Nearpod media in Arabic language learning has a positive impact on students' vocabulary mastery. Learning becomes more effective because it aligns with the characteristics of the current digital generation, which is more responsive to technology-based learning media. Therefore, it can be concluded that Nearpod, as an interactive learning medium, has a substantial impact on improving students' understanding and engagement in learning Arabic vocabulary.

However, this study has several limitations. The sample involved only two classes at MAN 2 Kota Bandung, so the generalization of the findings is still limited. In addition, the implementation of Nearpod was conducted only within a short period of time, meaning that the long-term effects of the media on students' vocabulary retention and language development have not been fully examined.

Therefore, future research is recommended to involve larger and more diverse samples from different educational institutions in order to obtain broader findings. Further studies may also apply a true experimental design to strengthen the validity of the research results. Moreover, future researchers are encouraged to examine other aspects of Arabic language learning, such as learning motivation, speaking skills, critical thinking, collaboration skills, and digital literacy through the use of interactive learning media.

2. Implication

Based on the research results on eleventh-grade students at MAN 2 Kota Bandung regarding the use of Nearpod media to improve vocabulary mastery in Arabic language learning, it can be concluded that the application of this media showed significant achievement. Before using Nearpod, the students' vocabulary mastery was relatively low. This was evident from the average pretest scores, which indicated that most students did not have a good understanding of Arabic vocabulary. This condition reflected that the previous teaching

methods, which used conventional approaches such as memorization, were not effective enough in facilitating the students' learning needs, especially in terms of active engagement and the attractiveness of learning media.

After the implementation of learning using Nearpod media, there was a significant improvement in the students' vocabulary mastery. The average posttest scores showed a clear increase, reflecting an improvement in the understanding of Arabic vocabulary among the students. Nearpod, as an interactive technology-based learning media, was able to provide a more engaging, visual, and participatory learning experience. Interactive features such as quizzes, polls, collaborative boards, and dynamic visual content made students more active in the learning process. They were not only receiving material passively but also participating directly, making the learning process more enjoyable and effective.

The comparison of vocabulary mastery before and after using Nearpod shows a clear difference. This significant improvement indicates that the use of Nearpod media in Arabic language learning has a positive impact on students' vocabulary mastery. Learning becomes more effective because it aligns with the characteristics of the current digital generation, which is more responsive to technology-based learning media. Therefore, it can be concluded that Nearpod, as an interactive learning medium, has a substantial impact on improving students' understanding and engagement in learning Arabic vocabulary.

However, this study has several limitations. The sample involved only two classes at MAN 2 Kota Bandung, so the generalization of the findings is still limited. In addition, the implementation of Nearpod was conducted only within a short period of time, meaning that the long-term effects of the media on students' vocabulary retention and language development have not been fully examined.

Therefore, future research is recommended to involve larger and more diverse samples from different educational institutions in order to obtain broader findings. Further studies may also apply a true experimental design to strengthen the validity of the research results. Moreover, future researchers are encouraged to examine other aspects of Arabic language learning, such as learning motivation, speaking skills, critical thinking, collaboration skills, and digital literacy through the use of interactive learning media.

REFERENCES

[1] Ganda, "Perilaku Organisasi dan Pendidikan Karakter (Strategi Pengembangan Karakter Melalui Keaktifan Berorganisasi Siswa Intra Sekolah Di SMA Negeri 7 Surakarta)," *Sosialitas J. Ilm. Pendidik. Sos. Antropol.*, vol. 5, no. 2, 2015, https://jurnal.fkip.uns.ac.id/index.php/sosant/article/view/6543.

[2] E. Harianto, "Keterampilan Membaca dalam Pembelajaran Bahasa," *Didaktika J. Kependidikan*, vol. 9, no. 1, pp. 1–8, 2020, https://jurnaldidaktika.org/article/view/74.

[3] N. Idhayani, N. Nurlina, R. Risnajayanti, H. Halima, and B. Bahera, "Inovasi Pembelajaran Anak Usia Dini: Pendekatan Kearifan Lokal dalam Praktik Manajemen," *J. Obsesi J. Pendidik. Anak Usia Dini*, vol. 7, no. 6, pp. 7453–7463, 2023, https://obsesi.or.id/index.php/obsesi/article/view/5643.

[4] S. Ismail, "Tinjauan Filosofis Pengembangan Fitrah Manusia Dalam Pendidikan Islam," *At-Ta'dib*, vol. 8, no. 2, 2013, https://ejournal.unida.gontor.ac.id/index.php/tadib/article/view/570.

[5] R. I. Kamil, "Pengembangan Media Pembelajaran Bahasa Arab," *Pros. Konf. Nas. Bhs. Arab*, vol. 1, no. 1, 2015, http://prosiding.arab-um.com/index.php/konasbara/article/view/57.

[6] K. Kanaya, "Pengaruh Penggunaan Nearpod Sebagai Media Pembelajaran Interaktif dalam Pembelajaran Bahasa Indonesia," *J. Belaindika (Pembelajaran Dan Inovasi*

Pendidikan), vol. 6, no. 1, pp. 49–55, 2024, https://belaindika.nusaputra.ac.id/article/view/198.
[7] N. Machendrawaty and A. A. Safei, *Pengembangan Masyarakat Islam*. Bandung: PT Remaja Rosdakarya Offset, 2001.
[8] P. S. Maharani, P. A. T. Prasasti, and R. S. Retno, "Kelayakan Media Nearpod Berbasis Problem Based Learning dalam Pembelajaran IPAS Kelas V Sekolah Dasar," *Pros. Konf. Ilm. Dasar*, vol. 5, pp. 381–389, 2024, https://prosiding.unipma.ac.id/index.php/KID/article/view/5123.
[9] M. Muammar and S. Suhartina, "Media Pembelajaran Berbasis Teknologi Informasi dalam Meningkatkan Minat Belajar Akidah Akhlak," *Kuriositas*, pp. 176–188, 2018, https://ejurnal.iainpare.ac.id/index.php/kuriositas/article/view/137.
[10] U. Z. Nur, S. M. Alhadar, A. Adam, and S. A. Said, "Strategi Pembelajaran Bahasa Arab Pada Anak Usia Dini," *J. Pasifik Pendidikan*, vol. 3, no. 2, pp. 70–79, 2024, https://jurnal.pasifik.ac.id/index.php/pasifik/article/view/512.
[11] J. T. Pelawi and M. F. Is, "Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional dalam Upaya Pencegahan Pernikahan Dini (Dibawah Umur)," *J. Educ. Dev.*, vol. 9, no. 2, pp. 562–566, 2021, https://journal.ipts.ac.id/index.php/ED/article/view/2540.
[12] P. M. A. Pramana, N. K. Suarni, and I. G. Margunayasa, "Relevansi Teori Belajar Konstruktivisme dengan Model Inkuiri Terbimbing Terhadap Hasil Belajar Siswa," *Ideguru J. Karya Ilm. Guru*, vol. 9, no. 2, pp. 487–493, 2024, https://jurnaldikpora.jogjaprov.go.id/index.php/jurnalideguru/article/view/876.
[13] H. J. Prayitno et al., "Peningkatan Kemampuan Berbahasa Arab dan Inggris Berpendekatan Sosiopragmatik Bagi Siswa SMK Muhammadiyah Lampung," *Buletin KKN Pendidikan*, pp. 169–178, 2024, https://journals.ums.ac.id/index.php/buletinkkndik/article/view/22812.
[14] A. Ruswandi, M. A. Firdaus, R. Ruswandi, and A. Supriatna, "Integration Of Character Education With Islamic Religious Education Subjects Based On School Culture," *J. At-Tarbiyat J. Pendidik. Islam*, vol. 6, no. 2, 2023, https://jurnal.staiannawawi.com/index.php/At-Tarbiyat/article/view/412.
[15] A. F. Sabhrina, "Model Media Penilaian Untuk Pelajaran Bahasa Arab Menggunakan Classtime (Penelitian Pengembangan di Sekolah SMA-IT Alia Islamic School, Tangerang)," Undergraduate Thesis, Universitas Negeri Jakarta, Jakarta, Indonesia, 2025, https://repository.unj.ac.id/45678/.
[16] A. D. Septiyanti, "Efektivitas Penggunaan Nearpod sebagai Media Pembelajaran Interaktif Pada Materi Redoks," Undergraduate Thesis, FITK UIN Syarif Hidayatullah Jakarta, Jakarta, Indonesia, 2023, https://repository.uinjkt.ac.id/dspace/handle/123456789/73456.
[17] T. A. Susanto, "Pengembangan E-Media Nearpod Melalui Model Discovery untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Di Sekolah Dasar," *J. Basicedu*, vol. 5, no. 5, pp. 3498–3512, 2021, https://jbasic.org/index.php/basicedu/article/view/1397.
[18] F. T. S. Utomo, "Inovasi Media Pembelajaran Interaktif untuk Meningkatkan Efektivitas Pembelajaran Era Digital di Sekolah Dasar," *Pendas J. Ilm. Pendidik. Dasar*, 2023, https://journal.unpas.ac.id/index.php/pendas/article/view/9997.
[19] A. Alenezi, "Digital Learning And Student Engagement in Language Education: A Systematic Review," *Educ. Inf. Technol.*, vol. 28, no. 4, pp. 4551–4570, 2023, https://doi.org/10.1007/s10639-022-11211-5.
[20] M. K. Khalil and I. A. Elkhider, "Applying Learning Theories and Instructional Design Models for Effective Instruction," *Adv. Physiol. Educ.*, vol. 40, no. 2, pp. 147–156,

2016, https://doi.org/10.1152/advan.00138.2015.
[21] A. Rahman and S. Hidayat, "Transformasi Pembelajaran Bahasa Arab Berbasis Teknologi Digital," *Asshutur J. Pendidik. Bhs. Arab*, vol. 2, no. 1, pp. 15–24, 2023, https://ejournal.iaingorontalo.ac.id/index.php/asshutur/article/view/2211.
[22] M. Fauzi and N. Lestari, "Media Interaktif dalam Meningkatkan Motivasi Belajar Bahasa Arab," *Asshutur J. Pendidik. Bhs. Arab*, vol. 3, no. 2, pp. 45–57, 2024, https://ejournal.iaingorontalo.ac.id/index.php/asshutur/article/view/2456.
[23] R. Hakim, "Implementasi Pembelajaran Berbasis Digital pada Generasi Z," *Asshutur J. Pendidik. Bhs. Arab*, vol. 2, no. 3, pp. 66–74, 2023, https://ejournal.iaingorontalo.ac.id/index.php/asshutur/article/view/2298.
[24] W. Sopandi, "Inovasi Model Pembelajaran RADEC untuk Meningkatkan Kompetensi Abad 21 Peserta Didik," Pedagogia: Jurnal Pendidikan, vol. 10, no. 1, pp. 19–34, 2021, doi: https://doi.org/10.21070/pedagogia.v10i1.1853
[25] A. Nurpratiwi, G. Hamdu, and R. Sianturi, "Literasi Sains Siswa Sekolah Dasar melalui Model Pembelajaran Read-Answer-Discuss-Explain-and-Create (RADEC)," Jurnal Ilmiah Ilmu Pendidikan, vol. 6, no. 8, pp. 5956–5962, 2023, doi: https://doi.org/10.54371/jiip.v6i8.2670
[26] R. N. Lasari, W. Fadly, P. F. Nuranisak, and A. Karenina, "The Effectiveness of RADEC Learning on Critical Thinking and Creative Thinking in the Era of Super Smart Society 5.0," Advances in Social Science, Education and Humanities Research, 2023, doi: https://doi.org/10.2991/978-2-38476-060-2_13
[27] S. I. Fhilrizki, W. Sopandi, M. N. Kusumastuti, and I. Fauzi, "RADEC (Read-Answer-Discuss-Explain and Create) as a New Learning Model in Indonesia: How Does it Impact on the Science Literacy of Primary School Students?," Jurnal Iqra': Kajian Ilmu Pendidikan, vol. 9, no. 1, 2024, doi: https://doi.org/10.25217/ji.v9i1.4563
[28] R. Rosdalina, A. Rahmi, and H. Fitriani, "Penerapan Model Pembelajaran Read, Answer, Discuss, Explain, Create (RADEC) untuk Meningkatkan Kognitif Siswa," CHEDS: Journal of Chemistry, Education, and Science, vol. 8, no. 1, pp. 106–116, 2024, doi: https://doi.org/10.30743/cheds.v8i1.9263
[29] W. Widodo, S. Suciati, and R. Hidayat, "Implementasi Model Pembelajaran RADEC (Read Answer Discuss Explain Create) serta Dampaknya pada Kemampuan Berpikir Tingkat Tinggi dan Kemampuan Komunikasi," Jurnal Studi Guru dan Pembelajaran, vol. 7, no. 1, pp. 270–285, 2024, doi: https://doi.org/10.30605/jsgp.7.1.2024.3706
[30] H. Riska, S. P. Nasution, and S. Andriani, "Pengaruh Read, Answer, Discuss, Explain, dan Create (RADEC) terhadap Keterampilan Pemecahan Masalah Matematika dan Pemahaman Matematika Berdasarkan Gaya Belajar Siswa," Kognitif: Jurnal Riset HOTS Pendidikan Matematika, vol. 5, no. 1, 2025, doi: https://doi.org/10.51574/kognitif.v5i1.2403