



ASWED: A Digital Learning Media to Improve Students' *Istima'* and *Qira'ah* Skills in Islamic Junior High Schools

Lionyza Zaneta Rasendria Kirana

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
zara.jagogroup@gmail.com

Muhammad Ardy Zaini

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
ardyzaini@uinkhas.ac.id

Mokhammad Miftakhul Huda

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
dr.hoeda@uinkhas.ac.id

ENGLISH ABSTRACT

This study aimed to develop and evaluate ASWED (Arabic Story with Educaplay), a digital learning media designed to improve students' Arabic listening (*istima'*) and reading (*qira'ah*) skills at the junior high school level. This study aims to examine: (1) the development process of the ASWED digital media for teaching *istima'* and *qira'ah*; (2) its quality based on expert and user evaluations; and (3) its effectiveness in improving students' *istima'* and *qira'ah* skills. Using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, the media was developed through content design, integration of narration with Educaplay, and expert validation. Data were collected through validation sheets, pretest-posttest instruments, and interviews with teachers and learners. The results showed that ASWED was rated "very feasible" by experts with scores of 86.15% (material), 100% (media), and 85.3% (practitioners). In terms of effectiveness, the experimental group demonstrated a significant improvement from pretest to posttest ($M = 63.77 \rightarrow 77.79$; $p < .001$, $d = 0.56$), while the control group experienced a significant decline ($M = 84.23 \rightarrow 44.73$; $p < .001$, $d = -2.41$). Independent t-tests revealed a large effect size in favor of the experimental group ($d = 2.34$). Furthermore, student responses indicated that ASWED was engaging, motivating, and suitable for independent learning. These findings highlight that ASWED not only improves language competence but also addresses challenges in conventional Arabic instruction by integrating digital innovation. Future research may extend this approach to other Arabic skills and broader educational contexts.

Keywords: ASWED, Arabic Language Learning, Digital Learning Media, *Istima'* Skill, *Qira'ah* Skill

INDONESIAN ABSTRACT

Penelitian ini bertujuan untuk mengembangkan dan menguji efektivitas media pembelajaran digital ASWED (Arabic Story with Educaplay) dalam meningkatkan keterampilan menyimak (istima') dan membaca (qira'ah) siswa tingkat Madrasah Tsanawiyah. Penelitian ini bertujuan untuk mengkaji: (1) proses pengembangan media digital ASWED untuk pengajaran istima' dan qira'ah; (2) kualitasnya berdasarkan evaluasi ahli dan pengguna; dan (3) efektivitasnya dalam meningkatkan keterampilan istima' dan qira'ah siswa. Pengembangan dilakukan dengan menggunakan model ADDIE (Analysis, Design, Development, Implementation, Evaluation) melalui perancangan materi, integrasi narasi dengan platform Educaplay, serta validasi oleh ahli media, ahli materi, dan praktisi pembelajaran. Instrumen yang digunakan meliputi lembar validasi, tes pretest-posttest, dan wawancara dengan guru serta peserta didik. Hasil penelitian menunjukkan bahwa ASWED dinilai "sangat layak" dengan skor kelayakan 86,15% (materi), 100% (media), dan 85,3% (praktisi). Dari sisi efektivitas, kelompok eksperimen mengalami peningkatan signifikan dari nilai rata-rata pretest 63,77 menjadi 77,79 pada posttest ($p < 0,001$, $d = 0,56$), sedangkan kelompok kontrol mengalami penurunan signifikan dari 84,23 menjadi 44,73 ($p < 0,001$, $d = -2,41$). Uji beda antar kelompok menunjukkan ukuran efek besar yang menguntungkan kelompok eksperimen ($d = 2,34$). Selain itu, respons siswa mengindikasikan bahwa ASWED bersifat menarik, memotivasi, dan mendukung pembelajaran mandiri. Dengan demikian, ASWED terbukti tidak hanya meningkatkan kompetensi bahasa Arab, tetapi juga menjawab tantangan pembelajaran konvensional melalui inovasi digital.

Kata Kunci: ASWED, Pembelajaran Bahasa Arab, Media Pembelajaran Digital, Kemahiran Menyimak, Kemahiran Membaca

Introduction

Nowadays, Arabic language education is increasingly being neglected, especially by students in Indonesia. This is because the learning and teaching processes have not fully utilized existing technological advances. As a result, students feel that learning Arabic must always be conventional. Therefore, continuous improvement in learning is urgently needed (Sofa et al., 2021). We must all realize that education must remain relevant and responsive to the times, so that it is not considered outdated and to motivate the current generation to continue learning, not just playing and being lulled by convenience and luxury (Amrina et al., 2022). This is the rationale for developing digital learning media through existing platforms that are more easily accepted and comprehended by students, whether in face-to-face or online learning.

In addition to this, another challenge that reinforces the reason why digital learning media must be developed is that students often encounter difficulties when learning Arabic, which is also a foreign language. This is because Arabic is a complex

language in terms of form, meaning, derivation (*sharaf*), and structure (*tarkib*) (Ahmadi and Ilmiani, 2020).

Therefore, the research focus lies in teaching *maharah istima'* (listening skills) and *maharah qira'ah* (reading skills) in Arabic language studies for junior high school students. This focus was not arbitrarily chosen but based on strong grounds, as *istima'* and *qira'ah* are fundamental skills that must continually be sharpened to serve as useful provisions for individuals in navigating various aspects of life (Jumadil and Haniah 2024). In addition, the focus of research on listening (*istima'*) and reading (*qira'ah*) skills is also because these two skills are basic in Arabic, apart from speaking and writing skills. Therefore, by focusing on learning these two skills, it is hoped that students will be able to digest Arabic lessons gradually, as well as open up opportunities for teachers to apply a psycholinguistic approach (Aziz et al., 2022).

The skills of *istima'* (listening) and *qira'ah* (reading) in Arabic are closely related to psycholinguistics, which is the study of mental and cognitive processes in language acquisition and use. Arabic psycholinguistics helps explain how students understand and process spoken (listening) and written (reading) language input effectively through the processes of perception, attention, and memory. Communicative and contextual listening instruction can improve students' ability to grasp Arabic intonation, meaning, and structure directly, while reading reinforces recognition of letters, vocabulary, and grammar, which in turn supports text comprehension. Consistent practice of these two skills, in accordance with psycholinguistic principles, can strengthen the cognitive connection between listening and reading and improve overall Arabic communication skills (Ghumaida et al., 2023).

This background inspired the researcher to develop and evaluate an innovation in the form of digital learning media, namely **Arabic Story with Educaplay (ASWED)**, aimed at improving listening (*istima'*) and reading (*qira'ah*) skills. The media integrates the Educaplay platform by Juan Diego Polo, a Spanish engineer and professor, assisted by the InShot application to align narration with the visual media. The objective is to make Arabic learning, particularly *istima'* and *qira'ah*, which are often perceived as difficult, more accessible through simplification and engaging, contemporary delivery. This, in turn, can motivate students to engage more actively and enthusiastically in

learning, accelerating the transfer of knowledge through practical and targeted approaches (Nada and Zuhriyah, 2024).

The reason for choosing the Educaplay platform is that it is easy to use for beginners, especially for teachers who are not yet familiar with digital media. In addition, the feature of creating interactive quizzes that can be displayed during video playback is something that researchers have only found on this platform, making it unique and different from other platforms. The selection of supporting applications, such as InShot, is also intended to make it easier for teachers who are still new to digital media, as it is easy to use and has fairly complete editing features, especially since it can produce HD-quality videos without watermarks (Mahbubillah et al., 2025).

The research questions, which simultaneously serve as the objectives of this study, are as follows: how is the development process of the ASWED digital learning media for teaching *istima'* and *qira'ah* to junior high school students, how is the quality of the ASWED digital learning media in terms of validation by material experts, media experts, learning practitioners, and user (student) responses, and to what extent is the effectiveness of ASWED in improving the *istima'* and *qira'ah* skills of junior high school students.

Several previous studies indicate that the use of digital learning media can improve students' language skills. However, research specifically focusing on developing ASWED using Educaplay with the support of the InShot application remains rare. Therefore, this study seeks to fill that gap by reviewing previous studies as follows.

Tiara Tazqya Fillah (2025) in her study titled *The Development of Arabic Language Learning Media in the Form of Animation Videos and Crosswords for Vocabulary Mastery* revealed that the development of digital learning media for Arabic shows innovative and effective trends in supporting language skills. Using the IDI development model, she obtained expert validation that indicated the media's excellent quality in terms of content and presentation. This demonstrates that digital learning media play an essential role in helping students master language skills, thereby supporting the present study related to ASWED development.

Meanwhile, Subiyakto et al. (2021) examined mobile learning (m-learning) systems in Indonesia to develop new models of learning. Although not directly focused on Arabic, the study discussed how m-learning platforms such as Ruang Guru, Zenius,

and Quipper achieved predominantly “good” and “very good” success levels. This affirms that mobile learning systems trigger better comprehension among learners compared to conventional systems.

Furthermore, Razida and Abidin (2025) studied the impact of digital media on Arabic learning motivation among senior high school students using a quantitative correlational design and questionnaires. Their findings showed a significant positive correlation between digital media use and learning motivation. Thus, it is evident that digital learning media make teaching and learning more enjoyable, engaging, and less monotonous, thereby enhancing student interest.

Similarly, Rochim et al. (2025) conducted R&D research using the 4-D model to develop the digital dictionary “Hubbah” for junior high school students. The results indicated high levels of validity and effectiveness, with significant increases in motivation and learning outcomes. This demonstrates that digital learning media not only enhance language ability and comprehension but also foster motivation, supporting the outcomes of previous studies.

Another study by Hasanah and Rufaiqoh (2025) described the use of YouTube as a medium for Arabic learning in pesantren (Islamic boarding schools) through a case study approach. Their findings revealed that video platforms increase flexibility and attractiveness in Arabic learning. This is highly relevant to the present study, as digital media provide flexibility by allowing students to learn anytime and anywhere, not just in formal institutions. This implies that digital media can unify direct and indirect learning, or, in other words, combine conventional and modern methods.

After reviewing these prior studies, the strength of the present research lies in developing ASWED by integrating Arabic stories into the Educaplay platform, customized using the InShot application, resulting in a multimodal approach that has not been widely explored. This is an advantage, because this combination will create digital learning media that is not unique but also concise, interactive, and interesting. In addition, with this multimodal approach, students can access it to review material anytime and anywhere because it is practical and can be tailored to the needs of the material that the teacher wants to convey (Parikesit and Amrullah 2025). Moreover, the researcher not only conducted development and validation but also analyzed its

effectiveness in improving listening (*istima'*) and reading (*qira'ah*) skills, making this study both unique and scientifically contributive.

Methods

This study employed the Research and Development (R&D) method with both quantitative and qualitative descriptive approaches. The R&D method was chosen because it aligns with the researcher's objective, namely to develop ASWED (Arabic Story With Educaplay) digital learning media supported by the InShot application and to test its quality and effectiveness in improving students' listening (*istima'*) and reading (*qira'ah*) skills.

Then, the research model applied was the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). This model was selected for its systematic and practical framework in developing learning media. The ADDIE stages include (Shodiq and Ziihah, 2024): 1) Analysis, 2) Design, 3) Development, 4) Implementation, 5) Evaluation.

The study was conducted at MTsN 1 Lumajang, involving class VII A and C students as the experimental group and class VII E as the control group. The experimental group included 61 students, while the control group consisted of 26 students. Additionally, Arabic language teachers served as practitioner validators, providing assessments and participating in interviews.

Next, the research procedures, based on the ADDIE model, are summarized in the following table:

Table 1. Research Procedures		
Stage	Main Activities	Outputs Produced
Analysis	Identification of conventional Arabic language learning problems. Finding the impact: student demotivation, boredom, and difficulty understanding <i>Maharah Istima' & Qira'ah</i> .	Formulate learning problems and media development needs.
Design	1. Design the material and storyline of digital learning media. 2. Developing assessment instruments for expert validators, materials, and practitioners.	Draft learning media and validation instruments.

Development	<ol style="list-style-type: none"> 1. Develop ASWED media based on the Educaplay platform assisted by the Inshot application. 2. Adding quizzes, achievement points, and interactive features. 3. Validation by media and material experts and revision according to feedback. 	ASWED media products and validation results.
Implementation	<ol style="list-style-type: none"> 1. Media trial on seventh grade students of MTsN 1 Lumajang. 2. Presenting the media through a projector in face-to-face learning. 3. Giving students access to repeat the material independently. 	Data on pretest-posttest results and student responses.
Evaluation	<ol style="list-style-type: none"> 1. Conducting posttests, interviews with practitioners and students. 2. Requesting practitioner validator assessment regarding feasibility & effectiveness. 	ASWED media effectiveness & feasibility data.

The descriptive details of the ADDIE stages are as follows:

Analysis

At this stage, the researcher identified problems in the field, discovering that Arabic teaching was still highly conventional. As a result, students in both general schools (where Arabic is taught as a local subject) and Islamic schools experienced similar challenges: lack of motivation, boredom, and difficulty in comprehension, especially in mastering basic skills such as *istima'* and *qira'ah*.

Design

In this phase, the researcher designed the learning materials, storyline for the digital learning media, and assessment instruments for expert validators in media, materials, and pedagogy.

Development

At this stage, the researcher developed ASWED through the InShot application to align PowerPoint-based video materials with narration, which was then uploaded to Educaplay to incorporate quizzes, achievement points, and interactive lives (Rahmadayanti et al. 2024). Validation by media and material experts was conducted, and revisions were made based on their feedback before implementation.

Implementation

The implementation stage involved piloting ASWED in grade VII classes at MTsN 1 Lumajang, focusing on *istima'* and *qira'ah* lessons covering *At-Ta'aruf* and *Min Yaumiyatil Usroh*. The media was presented via projector during face-to-face learning, and students were later allowed to independently review the material as needed.

Evaluation

Following the previous stages, evaluation was conducted through posttests, interviews with teachers and selected students, and assessments by practitioner validators regarding the feasibility and effectiveness of ASWED.

Then, data was collected using the following instruments: 1) Expert validation sheets (materials, media, and practitioners) using a Likert scale. 2) Pretest and posttest sheets covering *istima'* and *qira'ah* questions. 3) Interview guidelines for practitioners and some students. 4) Observation and reading skills test sheets.

The data analysis techniques based on the research questions are as follows:

Research Question 1 — “How is the development process of the ASWED digital learning media?” To answer RQ 1, the data will be analysed using documentation, field notes, design drafts, and development procedures (ADDIE stages). Then, the analysis technique is descriptive qualitative analysis, referring to the steps of the ADDIE model. The researcher described each development phase and validated it using expert feedback and revision notes.

Research Question 2 — “How is the quality of ASWED in terms of validation by material experts, media experts, practitioners, and student responses?” To answer RQ 2, the data will be analysed using validation sheets (Likert scale) from material experts, media experts, and learning practitioners.

- Analysis techniques:

Quantitative descriptive analysis

Each item score was summed and converted into a percentage using:

$$\text{Score (\%)} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100\%$$

- Interpretation based on feasibility criteria, e.g.:

86–100% = Very Feasible

71–85% = Feasible

56–70% = Enough

<55% = Not Feasible

Research Question 3 — “To what extent is ASWED effective in improving students’ *istima’* and *qira’ah* skills?” To answer RQ 3, the data will be analysed using pretest–posttest scores of experimental and control groups.

Analysis techniques:

- N-Gain Score: to measure the magnitude of improvement in learning outcomes.
- Paired t-test: to compare pretest and posttest scores within each group and identify significant improvements.
- Independent t-test: to compare posttest scores between experimental and control groups.
- Effect Size (Cohen’s d): to determine the strength of ASWED’s impact.
- Normality and homogeneity tests: as prerequisites for inferential statistical analysis.
- Descriptive statistics: mean, standard deviation, and score distribution patterns.

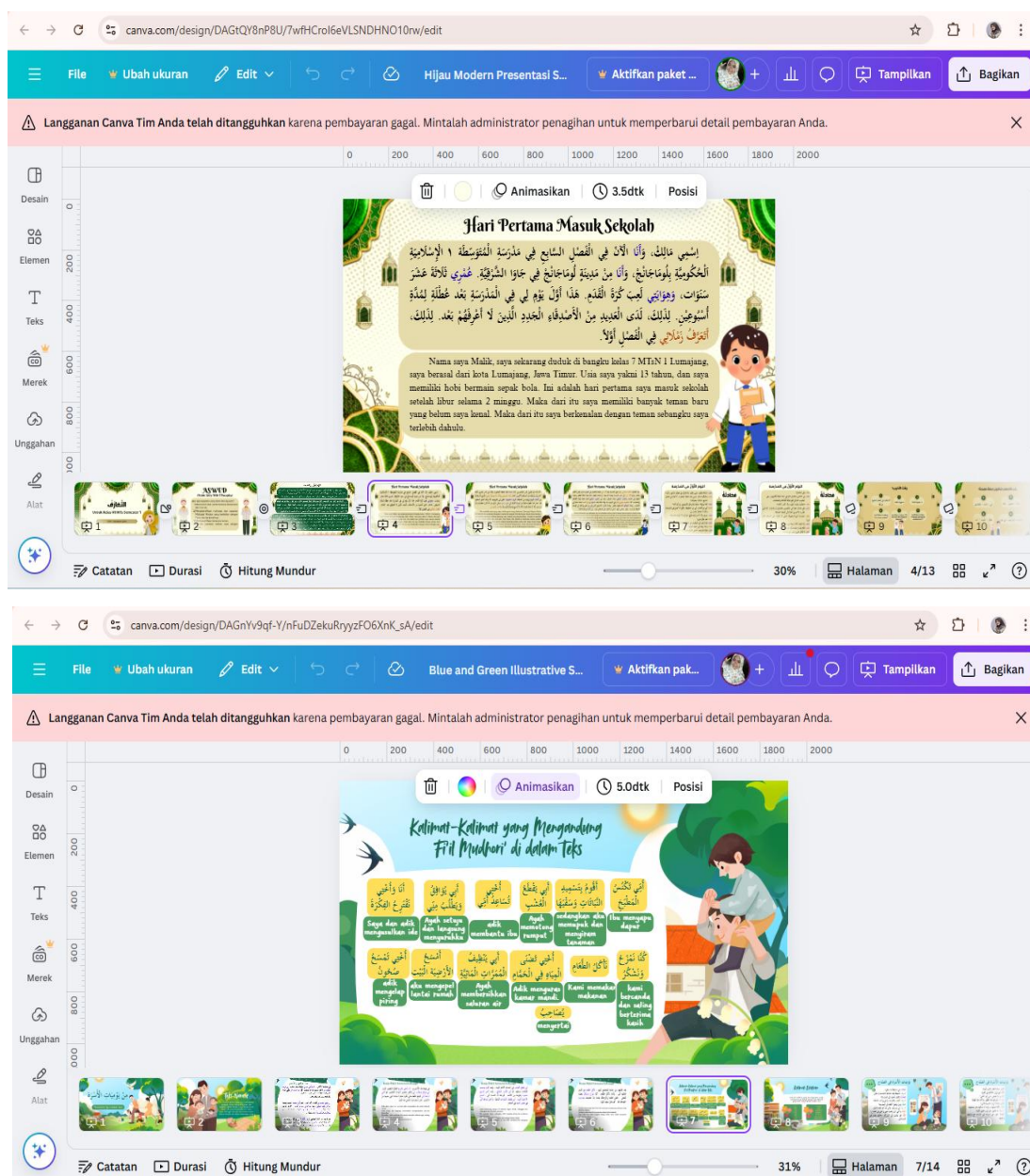
Result and Discussion

This section presents the results and discussion focusing on the development process of ASWED digital learning media. It explains the stages undertaken in designing, developing, and organizing the learning content, including instructional planning, material presentation, and interactive components, as well as discussing how each stage contributes to the effectiveness of ASWED as a digital learning medium in supporting students’ learning objectives.

Development Process of ASWED Digital Learning Media

To develop the ASWED digital learning media, the researcher carried out the following steps:

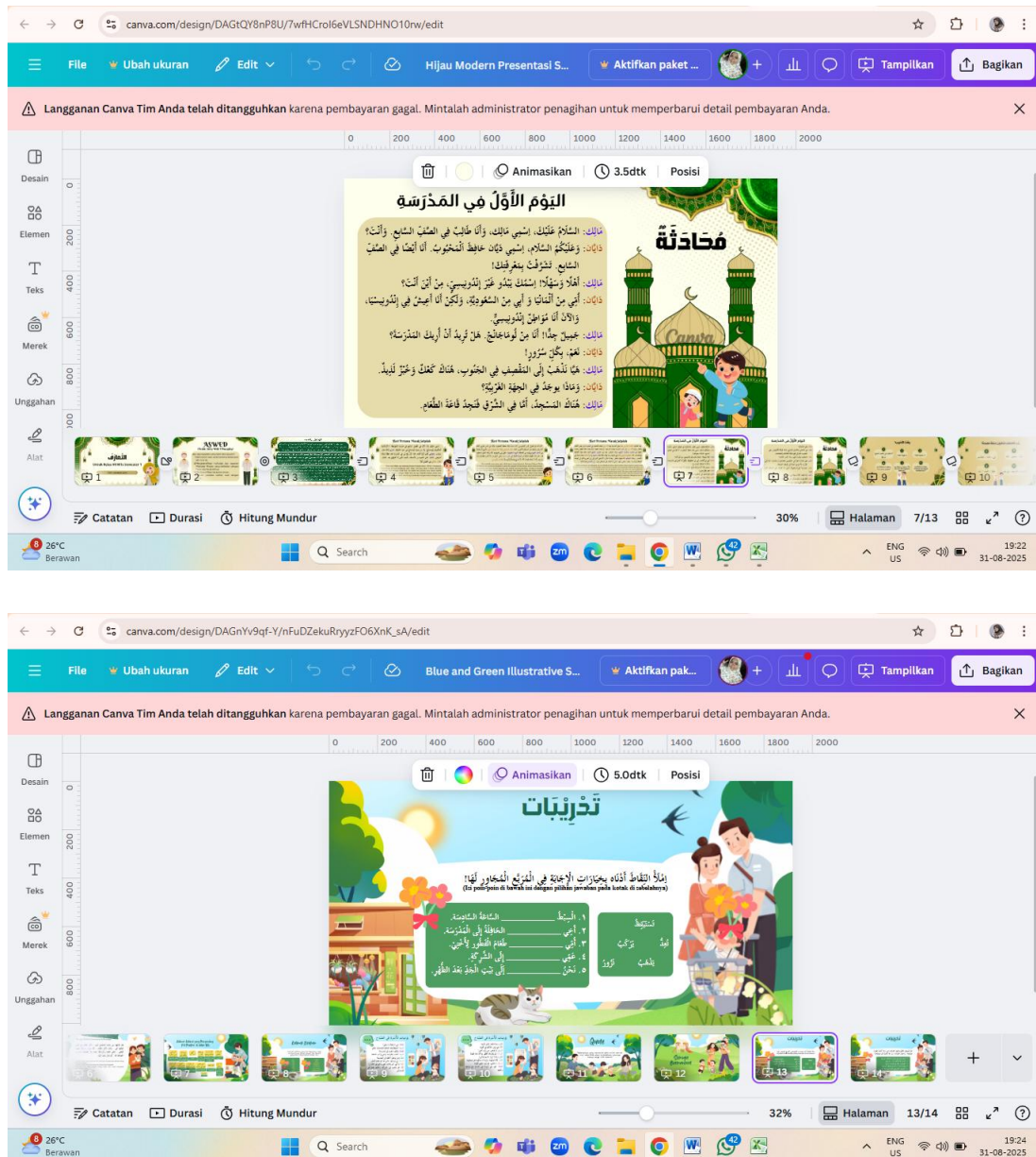
First, the preparation of presentation slides is carried out to systematically display reading texts while also organizing key vocabulary and essential lessons related to descriptive and narrative texts, so that students can more easily understand the structure, language features, and main ideas of the texts, as well as develop their reading comprehension and vocabulary mastery in an integrated and engaging manner.



Picture 1. Presentation Display of Reading Texts and Vocabulary Grouping

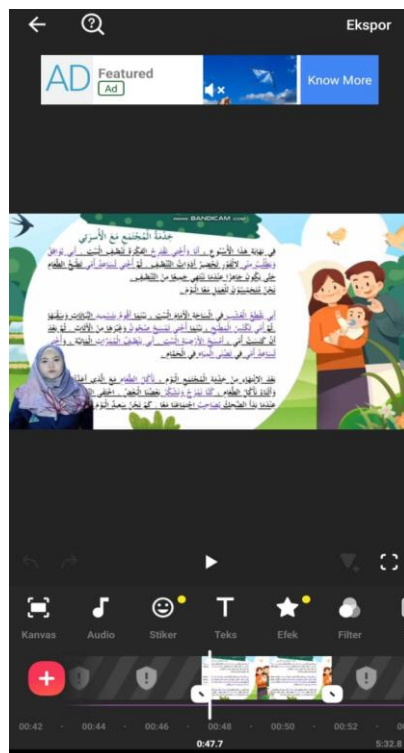
Second, the presentation slides are continued by incorporating dialogues (*hiwar*) that reflect the themes and language patterns of the texts, followed by practice questions

at the end of the material, which aim to reinforce students' understanding, encourage active participation, and provide opportunities for learners to apply vocabulary and sentence structures in meaningful communicative contexts.



Picture 2. Presentation Display of Dialogue and Practice Questions

- Converting the completed presentation slides into video format and processing them in the InShot application to merge them with the narrator's explanation.



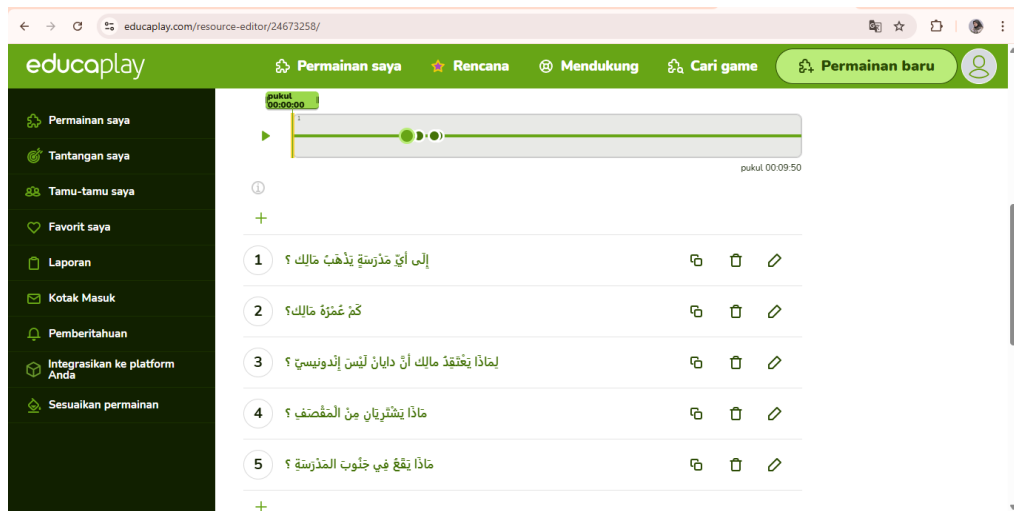
Picture 3. Integration of Narrator's Explanation with Video Material

- b. Uploading the narrated video material to YouTube to obtain a link for input into the Educaplay platform.
- c. On the Educaplay platform, select the Video Quiz menu, then input the YouTube link of the material video that has been uploaded successfully, until it looks like the image below.



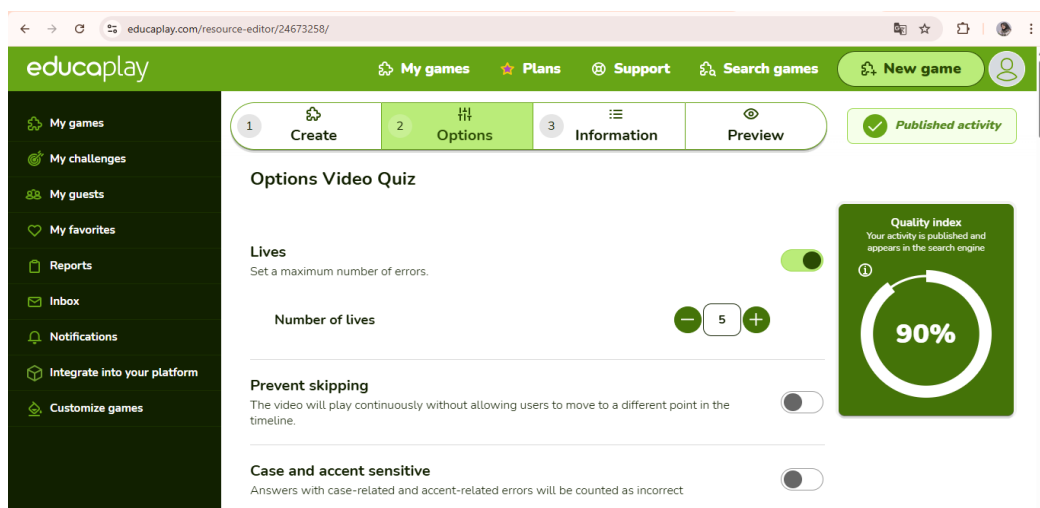
Picture 4. Display of Video Material Successfully Uploaded to Educaplay

- d. In the next step, select at what minute the interactive quiz will appear. Then enter the question items and answer options.



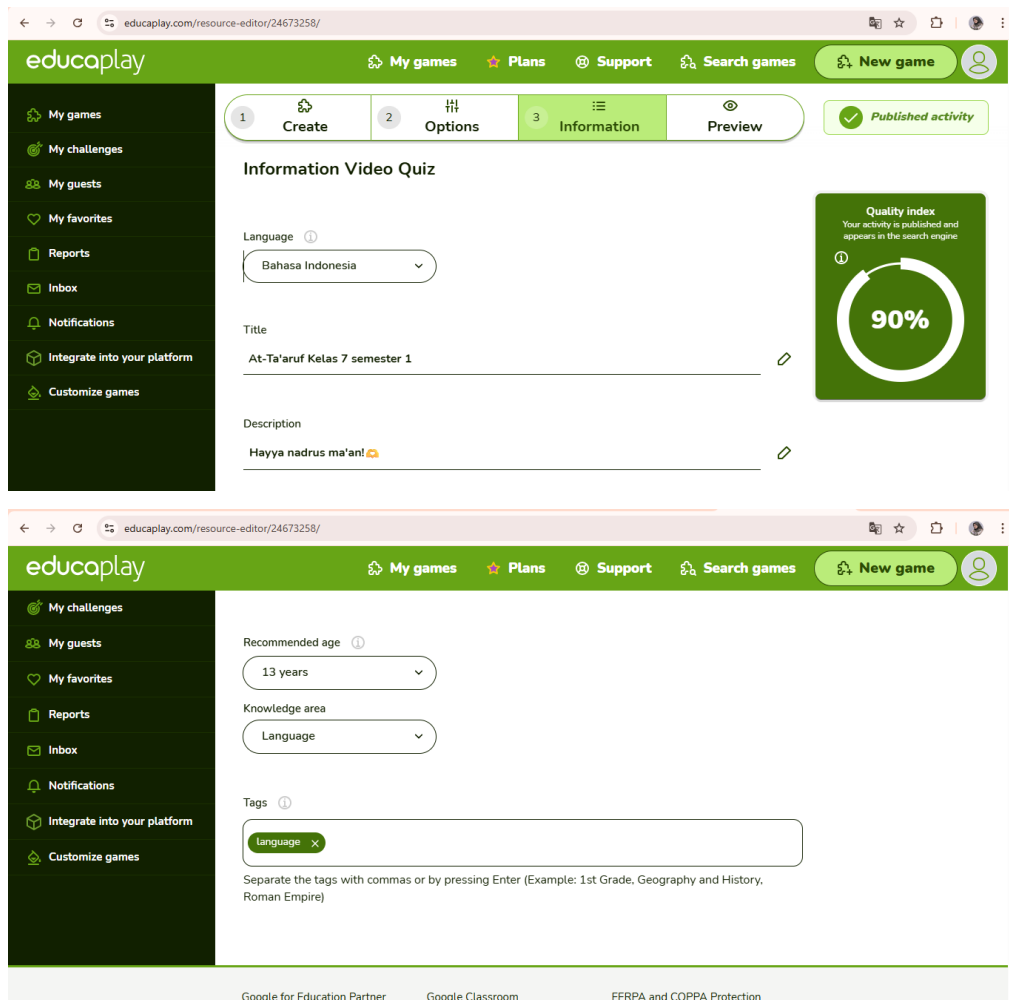
Picture 5. Display of Time Selection and Quiz Input

- e. Editing the quizzes and answer options, adjusting them as necessary, then moving to the “Options” menu to set the number of lives and enable/disable video skipping.



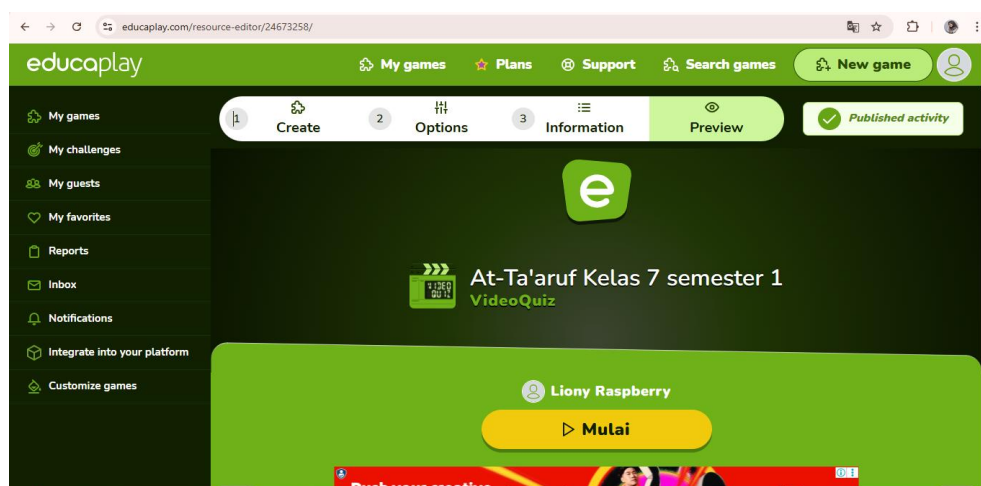
Picture 6. Options Menu Display

- f. Proceeding to the “Information” menu to set the language, description, age recommendation, and tags.



Picture 7. Information Menu Display

g. Previewing the final result to ensure accuracy before publishing



Picture 8. Tampilan Menu Preview.

- h. All steps complete, the ASWED media link can be distributed to students and teachers.

Feasibility of ASWED Digital Learning Media

After being developed, in line with the ADDIE stages, ASWED was implemented following validation by experts. The validation included assessments by material experts, media experts, and practitioner validators. The results are as follows:

Material Validation Results

This subsection presents the results of material validation conducted by experts to evaluate the relevance, accuracy, and suitability of the learning content. The findings are discussed to determine the feasibility of the materials used in the ASWED digital learning media.

Table 2. Material Validation Results

No	Assessment Aspect	Indicator	Score (1-5)
1.	Appropriateness to Learning Objectives	Arabic language materials in accordance with the learning objectives to be achieved	5
		Topics and vocabulary (<i>mufradat</i>) in accordance with the learning theme being taught	5
2.	Concept Correctness	The text presented is relevant to the material of <i>At-Ta'aruf</i> and <i>Min Yaumiyyatil Usroh</i> .	5
		The material concept is in line with actual conditions.	5
3.	Linguistic Rules (<i>Qawā'id al-Lughah</i>)	Arabic grammar (<i>nahwu: i'rab, jumlah ismiyyah/fi'liyyah</i>) is used appropriately.	4
		Sharaf rules (word change patterns) are used according to the correct word form	4
		Sentence structure and <i>lughawiyyah</i> arrangement in accordance with standard Fusha Arabic rules	4
4.	Completeness of Material	The material includes text presentation, muhadatsah (conversation), and exercises in the form of quizzes and written questions.	4
		Includes examples of how to read,	4

		illustrations, or activities that clarify the material. (Relevant to improving <i>Qira'ah</i> and <i>Istima'</i> Skills)	
5.	Appropriateness to the Characteristics of Learners	Materials are adapted to everyday life through simple delivery (straightforward and relevant to the current generation).	4
		The material is presented while still paying attention to Islamic values in the madrasah tsanawiyah environment.	4
6.	Strengthening the Value of Education	Contains character education values such as cooperation, tolerance, curiosity, patriotism, and communicativeness.	4
		Materials are free from negative content that is not in accordance with religious and cultural norms.	4

Final Score = Total score / Maksimum score x 100 %

Final Score = 56 / 65 x 100% = 86,15 %

Media Validation Results

This subsection presents the results of media validation carried out by experts to assess the design, usability, and technical quality of the ASWED digital learning media. The results are discussed to determine the feasibility and effectiveness of the media in supporting the learning process.

Table 3. Media Validation Results

No	Assessment Aspect	Indicator	Score (1-5)
1.	Visual Display	Attractive, consistent, and not overwhelming	5
		Use of colors, images, and fonts is appropriate and easy to read	5
2.	Audio Narration &	Clear sound, no interference or noise	5
		Narration is delivered with the right intonation and is interesting	5
3.	Technical Production	Transitions between sections are smooth and unobtrusive	5
		Video duration is proportional and not too long	5
4.	Goal Suitability	Video content supports the achievement of learning objectives	5

		The material is presented coherently and systematically	5
5.	Attractiveness	Eye-catching and not boring	5
		Has elements that arouse student curiosity	5
6.	Student Characteristics	Language and delivery style are appropriate for grade 7 students (not too simple or excessive)	5
		Visuals and content match the Islamic values in the madrasah tsanawiyah environment	5
7.	Relevance to Qira'ah and Istima' Skills	Text presentation is easy to read, not blurry, and uses appropriate fonts.	5
		Does not contain content that confuses the text presented with the one being listened to	5

Final Score = Total score / Maksimum score x 100 %

Final Score = 70 / 70 x 100% = 100 %

Learning Practitioner Validation Results

This subsection presents the results of validation conducted by learning practitioners to evaluate the practicality, clarity, and instructional suitability of the ASWED digital learning media in real classroom contexts. The findings are discussed to determine the media's readiness for implementation in the teaching and learning process.

Table 4. Learning Practitioner Validation Results

No	Assessment Aspect	Indicator	Score (1-5)
1.	Material Feasibility	The material is in line with the learning objectives of the themes من يوميات الأسرة والتعارف	5
		Materials include relevant social functions (introducing yourself/others, asking where you are from, giving/asking for information on family activities).	5
		Accuracy of linguistic elements: sound, vocabulary, meaning, and grammatical rules (هل – من أين, تصريف المضارع المفرد)	4
		The text structure is appropriate for the type of	4

		text being taught (conversation and simple narrative).	
		The presentation of the material is coherent and easy for students to follow.	4
2.	Presentation Feasibility	The media displays examples of texts and conversations that fit the context of the theme.	5
		Balance between text, illustrations/images, and audio.	4
3.	Language Feasibility	The language used is easy for students to understand.	4
		Appropriate use of terms according to the context of the theme.	4
4.	Technical Aspects	Ease of use of the media by teachers and students.	5
		Consistency of design, navigation and readability (if digital/interactive).	4
		The media helps students understand the social function, text structure, and linguistic elements of both themes.	4
5.	Impact on Learning	The media improves students' reading skills (maharah qira'ah) according to the context of the theme.	4
		The media improves students' listening skills (maharah istima') according to the theme context.	4
		Media increases students' interest and motivation to learn Arabic.	4

Final Score = Total score / Maksimum score x 100 %

Final Score = 64 / 75 x 100% = 85,3 %

The interpretation of the validation score is:

Table 5. Validation Score Interpretation

86 - 100 % = Very Feasible
71 - 85 % = Feasible
56 - 70 % = Feasible Enough
< 55 % = Not Feasible

(Paputungan and Ahsanuddin, 2024).

Based on the interpretation table, it can be detailed that the material validation results show 86.15% which means very feasible. Then the results of media validation show 100% which means very feasible. While the results of the learning practitioner validation show a figure of 85.3% which is feasible. Because the dominance of the results of the validators shows a very feasible interpretation, this media can be said to be very feasible to be used in the process of teaching and

learning Arabic, especially to improve Maharah Istima' and Maharah Qira'ah (Wachidah 2024).

Effectiveness of ASWED in Arabic Language Learning

The effectiveness of ASWED was tested through statistical analysis. The summary of data is as follows:

Table 6. Descriptive statistics — Pretest & Posttest

Group	N	Pre_Mean (SD)	Post_Mean (SD)	Mean Gain	N-Gain Mean
Experimental	61	63.77 (25.03)	77.79 (18.65)	14,02	0,127
Control	26	84.23 (16.36)	44.73 (14.49)	-39,5	-3,502

Experimental (n = 61)

Pretest mean = 63.77, SD = 25.03

Posttest mean = 77.79, SD = 18.65

Control (n = 26)

Pretest mean = **84.23**, SD = **16.36**

Posttest mean = **44.73**, SD = **14.49**

The interpretation of the data above is that the experimental group increased from an average of 63.8 → 77.8, while the control group decreased from 84.2 → 44.7. This indicates that without special treatment, such as the use of ASWED media, the learning outcomes of the control class can stagnate or decrease.

N-Gain

Experimental: N-Gain mean = 0.127 (SD = **0.928**), N valid = **59**

Category per student: High = **17**, Medium = **21**, Low = **7**, Negative = **14**

Control: N-Gain mean = **-3.502** (SD = **3.186**), N valid = **22**

Category per student: Negative = **21**, Low = **1**

This interpretation of the N-Gain data shows that although some students in the experimental class showed Medium/High category N-Gain, the average N-Gain was small (0.127) due to the large variation, including negative values. The control group generally showed negative values (decrease).

Normality & Homogeneity Test (Prerequisite)**Shapiro-Wilk:**

- a.) For Gain: both showed a normal distribution ($p > 0.05$), so the analysis on Gain met the prerequisite of normality.
- b.) Pre/Post some show $p < 0.05$ (not normal) - but as the experimental sample size is quite large ($n=61$), the t-test is still quite robust; for control, be careful as $n=26$.

Levene:

- a.) **Levene (Gain):** $p = 0.0099 \rightarrow$ **non-homogeneous variance for Gain** (equal_var = False).
- b.) **Levene (Posttest):** $p = 0.9589 \rightarrow$ **homogeneous variance for Posttest** (equal_var = True).

T-test and Effect Size

Paired t-test (pre vs post) — each group

Experiment ($n=61$)

n	mean_pre	mean_post	mean_diff	sd_diff	t	p	cohen_d
61	63,77	77,79	14,016	25,03	4,3736	0	0,56

mean_pre = **63.77** \rightarrow mean_post = **77.79**

mean_diff = +14.016, sd_diff = **25.030**

$t = 4.3736$, $p < .001 \rightarrow$ **significant improvement.**

Cohen's d (paired) = 0.560 \rightarrow **medium effect.**

Control ($n=26$)

n	mean_pre	mean_post	mean_diff	sd_diff	t	p	cohen_d
26	84,23	44,73	-39,5	16,362	-12,31	0	-2,414

mean_pre = **84.23** \rightarrow mean_post = **44.73**

mean_diff = -39.50, sd_diff = **16.362**

$t = -12.3100$, $p < .001 \rightarrow$ **significant decrease.**

Cohen's d (paired) = -2.414 \rightarrow very large effect (negative direction).

Independent t-test (experiment vs control)

On Gain (post-pre difference):

$t = 11.8006, p < .001$ (unequal variances domain is used)

Cohen's d (independent) = 2.345 → **effect is very large (experiments are far superior to Gain).**

On Posttest only:

$t = 8.0508, p < .001$ (equal_var = True).

Cohen's d (independent) = 1.886 → very big effect.

The interpretation is that the improvement in the experimental group is significant and of medium magnitude in the paired test; when compared to the control class, the difference is very large (the control group actually decreased).

In the results of the data analysis that has been carried out, it was found that there was a drastic decrease in the control class. This can occur because the control class contains students who are dominated by *santri* (residing in a dormitory). So that they already know more about basic Arabic language material while attending Islamic Elementary School. The author tested the same pre-test questions in all classes with a minimal level of difficulty of the questions, so that the results obtained by the control class became superior to the experimental class (Wardani et al. 2025).

But after the questions were increased to be more difficult, and the experimental class was given treatment, while the control class only used conventional methods, the results obtained were unexpected. The experimental class really showed good results, even though they initially scored lower on the easier questions. While the control class got lower scores because they only relied on basic *Maharah istima'* and *qiraah* skills, so that when the difficulty of the questions was increased, the scores they got actually decreased (Safitri et al., 2025).

However, so far, ASWED digital learning media can be said to be effective for use in the learning process of *Maharah Istima'* and *Maharah Qira'ah*, which is also supported by the results of the author's interviews with learning practitioners and students. The summary of the interview is as follows;

Interview with Learning Practitioner

According to the Arabic language teacher as a learning practitioner, ASWED media has its own advantages in terms of using existing digital technology. Since the students think that Arabic is a very difficult subject, this media can help them have a different experience from what they usually get through lectures or group discussions (Lubis and Harahap 2023).

The material presented in this video is also in accordance with the basic competencies or learning outcomes in the Arabic curriculum, especially in the *At-Ta'aruf* and *Min Yaumiyatil Usroh* chapters. The ASWED media display is also attractive and contemporary, and uses language that is easy to understand. Regarding the existence of quizzes in the middle and end of the video, it is good in helping students remember the material because it is immediately questioned again shortly after the material is delivered (Sholihah, Supardi, and Hilmi 2022).

In addition, the duration of the video is ideal, and it can be used for face-to-face, online, and independent learning. This media can also simplify the explanation because the visuals are displayed and directly applied to a sentence or text presented. The advantages are that this media is quite interactive because it is not monotonous and not only full of material delivery but also related quizzes. Then, for the shortcomings, some parts of the video seem too small (writing *mufradat*, and so on). If this media is used widely, then this is possible, but it needs to get some improvements as suggested.

Interview with Selected Students

In the interview section with these selected students, the researcher invited three students representing the total experimental class, namely AKF, NAN, and ZAH. According to AKF, learning *Maharah Istima'* and *Qira'ah* with this media is very exciting, like playing a game. Then, according to NAN, ASWED learning media makes her understand better and more enthusiastic about learning Arabic. Furthermore, ZAH added that this way of learning makes me more motivated and not bored (Sastramiharja et al. 2021).

According to AKF, the media display is also interesting, so it adds enthusiasm to learn. Furthermore, according to NAN, the ASWED media display

is interesting because the color and image combinations make her more curious and want to continue learning. Then, when asked about whether or not a teacher's role was needed in explaining and accompanying students when using the media, NAN and ZAH agreed that it was not necessary, because this media was already complex with various meanings and explanations from the narrator. AKF, on the other hand, felt that he still needed teacher assistance because this media is a breakthrough that must be guided to minimize errors in use or in understanding it (Elsya et al. 2025).

With the use of this media, all three students agreed that the material presented was easier to digest and understand because the narrator delivered the material in great detail and with an exciting personality. However, according to them, there are still materials that are difficult to understand, even though they have used this media, for example, *Mufradat*, that are not conveyed in the media but are mentioned in the quiz. Even so, they also agreed that this media can be applied to all chapters in Arabic language subjects (Hasanuddin 2024).

Conclusion

This study indicates that integrating ASWED, a digital Arabic learning media based on the ADDIE model, has a positive impact on students' listening and reading skills, as well as their engagement and motivation in Islamic junior high schools. The use of digital storytelling and interactive features offers advantages that conventional teaching methods often lack. However, the study is limited by its short implementation period, single research setting, and focus only on receptive skills, excluding speaking and writing. Despite these limitations, ASWED contributes to technology-assisted Arabic learning as an innovative model that combines multimedia narration with interactive assessment. Future studies are encouraged to apply this model in broader contexts, involve more diverse participants, and examine its effects on other language skills and long-term learner development.

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