Immersive Learning through Audio-Visual Media: Reconstructing Arabic Language Teaching for the Digital Generation

Dara Rizki Meilizia[1]
Widiya Yul[2]
Riko Andrian[3]

Email:[1]daraaarizki@gmail.com, [2]widiyayul@iainkerinci.ac.id, [3]andrianriko1@gmail.com
[1,2,3]Institut Agama Islam Negeri (IAIN) Kerinci Indonesia

Abstract

The lack of engaging instructional media in Arabic language education remains a persistent issue in the educational domain. This study aims to examine the extent to which the implementation of audio-visual media, as a response to digital-based learning, has contributed to the improvement of female students' learning outcomes at Ma'had Al-Jami'ah IAIN Kerinci. Employing a qualitative method with a grounded theory approach, data were collected through observations, interviews, and documentation within the Arabic specialization program that incorporates audio-visual media in its instructional process. The findings reveal that instructional media remain largely dominated by traditional approaches, which have yet to fully accommodate the diverse learning styles of female students. These findings underscore the importance of integrating technology into the learning process in this digital era. The final results of this study indicate that the use of audio-visual-based instructional media in Arabic language education actively contributes to enhancing both student engagement and academic achievement. This is evidenced by a more enjoyable and dynamic learning environment. This research calls on Arabic language educators to optimize the use of digital-based learning media for female students, suggesting that with varied content delivery formats, audio-visual media presents a viable solution for interactive 21st-century learning.

Keywords: *Arabic Language, Audio-Visual, Digital Generation, Learning Media.*

Introduction

Modernization, marked by technological advancement, has gradually begun to permeate the field of education. For example YouTube has emerged as a powerful medium for enhancing listening and speaking skills in Islamic boarding schools.[1] The educational sector is not only required to follow the current trends but also to innovate in developing learning models that are relevant, flexible, and adaptive to change. The presence of technology has transformed nearly all aspects of life— including politics, society, culture, the economy, and, notably, education.[2] This transformation signifies that education can no longer rely solely on conventional approaches [3]. In the book Inovating Pedagogy (2017), varios new disrupsion that drive innovation and change in the field of education are discussed, one of which is immersive learning.[4] It is not merely about adapting to increasingly complex educational and instructional processes, but also about the readiness of mindsets, methods, and learning media to respond to the demands of the times in a critical and creative manner. [5]

The National Education System Law (Sisdiknas) No. 44 of 1994 regulates the use of foreign languages as the medium of instruction in certain educational contexts [6]. One of the foreign languages referred to is Lughah Arabiyah (Arabic). This is also reinforced by Maswan Ahmadi, who highlights the recognition of Arabic as an international language in the field of communication.[7] This argument is further supported by the Decree of the Minister of Religious Affairs No. 183 of 2019, which takes a strategic stance by providing recommendations for the implementation of the Arabic language curriculum applicable to all madrasahs across Indonesia [8].

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[1] Yusuf Arisandi and Moh Tohiri Habib, "Optimizing YouTube for Interactive Arabic Learning in Pesantren: Effective Content Creation Strategies," *International Journal of Arabic Language Teaching* 7, no. 02 (September 2, 2025): 239–54, doi:10.32332/ijalt.v7i02.10363.

[2] Unik Hanifah Salsabila et al., "Peran Teknologi Pendidikan Dalam Meningkatkan Kualitas Pendidikan Di Era Disrupsi," *Jurnal on Education* 03, no. 01 (2020): 104–12.

[3] Anealka Aziz Hussin, "Education 4 . 0 Made Simple : Ideas For Teaching," *Journal of Education & Literacy Studies*, no. c (2018): 92–98, doi:http://dx.doi.org/10.7575/aiac.ijels.v.6n.3p.92.

[4] Afif Rois Yusro, Saida Ulfa, and Dedi Kuswandi, "Pengembangan Immersive Learning Berbasis Natural User Interface (NUI) Pada Materi Pembelajaran Tenis Meja," *JKTP: Jurnal Kajian Teknologi Pendidikan* 05, no. 03 (2022): 274–83, doi:10.17977/um038v5i32022p274.

[5] Ichsan Fauzi Rachman Resti Herliawati, Revalina Julianti Abdul Fatah, "Strategi Pendidikan Berkelanjutan Di Tengah Gelombang Disrupsi" 2, no. 3 (2024): 267–76, doi:https://doi.org/10.61722/jssr.v2i3.1347.

[6] Mustafa Mustafa, "Dinamika Metode Pembelajaran Bahasa Arab," *Loghat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 2 (2021): 56, doi:10.36915/la.v1i2.17.

[7] Maswan Ahmadi, A Fajar Awaluddin, and Fakultas Tarbiyah, "URGENSI BAHASA ARAB SEBAGAI BAHASA INTERNASIONAL," *ATTA'DIB: Jurnal Pendidikan Agama Islam*, n.d., 15–28, doi:10.30863/attadib.v5i2.7308.

[8] Sri Rahayu Adelia Dwi Karenina, Baiq Kurnia Buana, "Tinjauan Penyempurnaan Kurikulum Bahasa Arab Berdasarkan KMA 183 Dan 184 Tahun 2019," *Jurnal Pendidikan Dan Konseling* 4, no. 3 (2022): 1865–76, doi:https://doi.org/10.31004/jpdk.v4i3.4973.

The development of current educational paradigms necessitates the use of interactive teaching methods, such as group discussions, digital-based learning, and even the simulation of techniques that support the language acquisition process [9]. This shift calls for a well-structured instructional design that integrates technology with pedagogical principles, particularly in the field of language education. Effective language learning models should not only facilitate the acquisition of linguistic competence but also foster communicative competence through meaningful interaction [10].

Therefore, designing a language learning model must involve the strategic incorporation of audio-visual media, task-based activities, and learner-centered approaches [11]. These elements enable learners to engage actively with the content, collaborate with peers, and apply the language in contextually relevant situations. Such a model aligns with contemporary theories of language acquisition, which emphasize the importance of interaction, exposure, and contextualized input in developing language proficiency.

According to research, [12] several studies have reported that the number of internet users in Indonesia reached 171.17 million out of a total population of 264.16 million in the year 2020. Meanwhile, the Indonesian Telecommunications Agency confirmed that the number of internet users increased to 221 million by 2024 [13]. This phenomenon is attributed to the fact that the higher an individual's level of education, the greater their intensity in accessing the internet.

Building upon the aforementioned arguments, the author contends that the implementation of Arabic language learning systems still appears to be more of a discourse than a fully realized practice, as it has yet to meet the expected standards. This assertion is supported by preliminary research conducted by the author, which focused on female students in Class A and B of the Arabic Specialization Program (Takhassus) at Ma'had Al-Jami'ah IAIN Kerinci, who came from various academic backgrounds. These disciplinary differences have led to varying teaching approaches among educators across classes.

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[9] Idam Kholid, Metode Pengajaran, and Evaluasi Program, "EFEKTIVITAS PEMBELAJARAN BAHASA ARAB INOVATIF DI MA ' HAD AL-JAMI ' AH," *Jurnal Review Pendidikan Dan Pengajaran* 8 (2025): 430–35, doi:https://doi.org/10.31004/jrpp.v8i1.41440.

[10] Widiya. Andrian Riko Yul, "Arabic Teaching Efficacy Model (ATEM): A Language Teaching Model Design," *International Journal of Arabic-English Studies (IJAES)* 23, no. 2 (2023): 369–84.

[11] Agustin Krismawati et al., "Pengembangan Media Audio-Visual Sebagai Model Pembelajaran Problem Based Learning Di Sekolah Dasar Pada Era 5.0," *MUBTADI: Jurnal Pendidikan Ibtidaiyah* 4, no. 2 (2023): 186–94, doi:10.19105/mubtadi.v4i2.7719.

[12] Moh Hafizni, "Local Print Media Strategy to Maintain Market Existence in the Digital Era (Management of the ' SUARA NTB ' New Spaper in Lombok , West Nusa Tenggara)" 13, no. 5 (2024): 1268–82.

[13] Kominfo, "Pengguna Internet Meningkat, Kominfo Galang Kalaborasi Tingkatkan Kualitas Layanan," *Kementerian Komunikasi Dan Digital*, 2024, doi:https://www.komdigi.go.id/berita/siaran-pers/detail/siaran-pers-no-80-hm-kominfo-01-2024-tentang-pengguna-internet-meningkat-kominfo-galang-kolaborasi-tingkatkan-kualitas-layanan.

Based on observations, it was found that the Arabic learning media employed in these classrooms primarily relied on traditional methods, emphasizing textbooks or classical sources during each session. As a result, the learning experience appeared less engaging and tended to be monotonous. This is reflected in the students' low participation levels during lessons. This finding is consistent with [14] who argue that one of the key factors contributing to suboptimal learning outcomes is the lack of engaging and effective teaching methods and media. This issue is also evident in the learning assessment process, where cognitive, affective, and psychomotor evaluation results indicate that students have not yet fully achieved the intended learning indicators [15]. Therefore, innovation in the use of learning media and teaching methods is urgently needed to foster active student engagement—so that assessment functions not merely as a final measurement tool, but also as a reflection of a meaningful learning process.

Considering the high number of internet users in Indonesia, one potential breakthrough strategy in Arabic language instruction is the adoption of digital-based learning systems [16]. In this context, the author believes that one of the most appropriate alternative learning approaches is the use of audio-visual-based instructional media. The use of audio-visual-based learning methods in modern education has become one of the most effective approaches to enhancing the quality of instruction. [17] This type of media not only offers variety in material delivery but also fosters enthusiasm and motivation among learners through engaging, interactive, and easily comprehensible presentations [18]. This aligns with learning theories that assert the more senses involved in the learning process, the greater the learners' comprehension and retention of the material. In this context, the presentation of content through uniquely designed, creative, and contextual audio-visual media has proven effective in creating a more vibrant and dynamic learning environment.

Based on initial observations, there has been a significant improvement in learning outcomes when this method is applied, particularly in the teaching of foreign languages such as Arabic. Audio-visual media facilitate the delivery of linguistic aspects such as pronunciation, intonation, and contextual understanding

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[14] Sabardin Belen et al., "PEMBELAJARAN BAHASA ARAB PROBLEMATIKA DAN SOLUSI PADA MAHASISWA SEMESTER II KELAS PBA 2 IAIN TERNATE Bahasa Arab Merupakan Salah Satu Program Studi Pendidikan Bahasa Arab," *Jurnal Pasifik Pendidikan* 03, no. 02 (2024): 80–88, doi:https://jukip.univpasifik.ac.id › jpp › article › view.

[15] Widiya Yul et al., "Assessing Arabic Speaking Skills: A Critical Study for Implementation of Final Examination in Indonesia," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 5, no. 2 (2022): 151–66, doi:10.22219/jiz.v5i2.22294.

[16] Widiya. Andrian Riko Yul, "INDONESIAN MUSLIMS AND ARABIC LANGUANGE: LEAVES AND LIGHT IN THE REALM OF RELIGI-LINGUSTICS," *Alsinatuna: Journal of Arabic Linguistik and Education* 10, no. 1 (2024): 20–43, doi:https://doi.org/10.28918/alsinatuna.v10i1.8499.

[17] Khusnul Hotimah and Fatwiah Noor, "Optimization Of Audio Visual Media To Improve Students' Concentration In Arabic Language Learning/ Optimalisasi Media Audio Visual Untuk Meningkatkan Konsentrasi Siswa Pada Pembelajaran Bahasa Arab," *Jurnal Bahasa Arab* 1, no. 1 (2024): 10–20, doi:10.69988/z92yzt76.

[18] Nurul Reza Pertiwi, Dyah Kumalasari, and Johan Setiawan, "Audio Visual Based Learning Media in Learning the History of Human Life in the Pre-Literacy Age in Indonesia," *JPI (Jurnal Pendidikan Indonesia)* 12, no. 1 (2023): 124–34, doi:10.23887/jpiundiksha.v12i1.53478.

of meaning. For example, through the use of interactive dialogues, conversational videos, vocabulary animations, or even short Arabic-language films, learners are not only exposed to auditory and visual input, but are also actively engaged in acquiring the language as a means of communication rather than merely as an academic subject.

Through this study, the author will conduct an in-depth examinaton of audio-visual-based learning media specifically designed for students from variousstudy programs at Ma'had Al-Jamiah, IAIN Kerinci. This research is also in line with the concept of immersive learning, in wich learners are "immersed" in an interactive and contextual learning experience. The use of audio-visual media creates a learning environment that allows students to feel as if they are in real-life Arabic-speaking situations, enabling their language skills to develop naturally. This approach also supports the paradigm shift from passive learning to active, student-centered learning, enhancing students' motivation, participation, and emotional connection to the material being studied.

Melalui penelitian ini, penulis akan mengkaji lebih dalam mengenai media pembelajaran berbasis audio-visual ang secara khusu ditujukan bagi mahasiswa dari berbagi program studi di Ma'had Al-Jamiah, IAIN Kerinci. Penelitian ini juga sejalan dengan konsep pembelajaran imersif, dimana peserta didik "ditenggelamkan" dalam pengalaman belajar yang interaktif dan kontekstual. Penggunaan media audio-visual menciptakan lingkungan belajar yang memungkinkan mahasiswa merasa seolah-olah berada dalam situasi nyata berbahasa Arab, sehingga keterampilan berbahasa dapat berkembang decara alami. Pendekatan ini juga mendukung pergeseran paradigma dari pembelajaran pasif menuju pembelajaran aktif dan berpusat pada oeserta didik, menigkatkan motivas, partisipasi serta keterhubungan emosional mahasiswa terhadap materi yang dipelajari.

Method

This study employs a qualitative method with a grounded theory approach, developed based on data collected directly from the field. The aim is to construct a conceptual framework for analyzing Arabic language learning through audio-visual media within the institutional context of IAIN Kerinci. The population of this research consists of all Arabic specialization students from Classes A and B, with a total sample of 30 students drawn from various academic departments at IAIN Kerinci.

The research steps in this study involve several stages, beginning with the identification of the problem and formulation of the research title, followed by a review of related literature, determination of the research method, data collection, data processing and analysis, interpretation and discussion, and finally the drawing of conclusions and recommendations. The data collection techniques used in this study include interviews, observation, and document analysis. Interviews were conducted to explore participants' experiences and perceptions, observation was used to identify the instructional processes previously implemented, and document analysis served as supporting evidence in examining the problems under investigation.

The data analysis technique used in this study follows a step-by-step coding process, including open coding, axial coding, and selective coding. In the open coding phase, data were collected through interviews with students from the Arabic specialization program to identify key concepts related to the research topic. The subsequent axial coding phase involved analyzing the relationships between the emerging categories to understand how audio-visual media could serve as a solution to monotonous learning experiences. Finally, the selective coding stage aimed to construct a core theory that emerged from the study.

Result and DIscussion

1.   The Paradigm Shift from Traditional to Audio-Visual Learning

The term "traditional learning" is often associated with educational practices that lack the integration of technology. Several scholars have argued that traditional learning media tend to rely heavily on the use of chalkboards or whiteboards as primary tools in the classroom [19]. As explained by [20], traditional classroom environments typically depend on textbooks, blackboards, lecture-based teaching methods, and view the teacher as the sole source of information. Such traditional learning systems are considered inadequate in meeting the demands of today's fast-paced and dynamic information era, resulting in slow and often unsatisfactory learning outcomes.

Since the invention of the telephone by Graham Bell in 1876, communication has undergone a significant leap toward greater efficiency and speed [21]. This advancement was further accelerated by the emergence of the internet in 1969, which triggered rapid global communication development [22]. According to a survey conducted by the Indonesian Internet Service Providers Association (APJII) during the 2019–2020 period, internet penetration in Indonesia reached approximately 73.7% of the total population [23]. This figure has continued to rise, reaching 77.01% in 2022, 78.19% in 2023, and ultimately 79.5% by 2024. [24].

Figure 1. Internet Penetration in Indonesia (Source: APJII)

[19] Yesi Arikarani, "Adaptasi Teknologi Dan Media Pembelajaran Melalui Canva Terhadap Pelaksanaan Pembelajaran Pendidikan Agama Islam Dalam Kurikulum Merdeka," *Edification Journal Pendidikan Agama Islam* 6, no. 2 (2024): 111–27, doi:10.37092/ej.v6i2.677.

[20] Abdul Sakti, "Meningkatkan Pembelajaran Melalui Teknologi Digital," *Jurnal Penelitian Rumpun Ilmu Teknik* 2, no. 2 (2023): 212–19, doi:10.55606/juprit.v2i2.2025.

[21] Pramana Pramana et al., "Beradaptasi Dengan Perubahan Teknologi: Kecerdasan Buatan Dan Evolusi Komunikasi Interpersonal," *Jurnal Ilmiah Dinamika Sosial* 7, no. 2 (2022): 214–25, doi:10.38043/jids.v7i2.4909.

[22] Michael Carlos Kodoati, "Kematian Dan Kebangkitan Jurnalisme: Suatu Tinjauan Menurut Konsep Media Massa Jurgen Hubermas Dan Tradisi Jurnalisme Sandra L. Borden," *LUMEN VERITATIS: Jurnal Filsafat Dan Teologi* 15, no. 1 (2024): 86–105, doi:10.30822/lumenveritatis.v15i1.

[23] Rudy Gunawan et al., "Adiksi Media Sosial Dan Gadget Bagi Pengguna Internet Di Indonesia," *Jurnal Techno-Socio Ekonomika* 14, no. 1 (2021): 1–14, doi:10.32897/techno.2021.14.1.544.

24 APJII, "APJII Jumlah Pengguna Internet Di Indonesia Tembus 221 Juta Orang," APJII, 2024, https://apjii.or.id/berita/d/apjii-jumlah-pengguna-internet-indonesia-tembus-221-juta-orang.
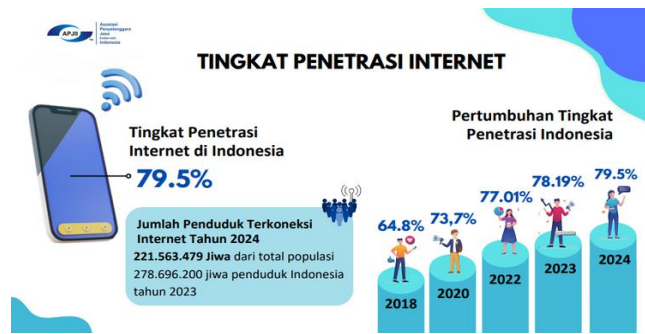
The rapid advancement of technology has revolutionized the way humans interact with information, culture, and educational processes [25]. The paradigm of 21st-century education has shifted from a teacher-centered, one-way instructional model to an interactive, student-centered learning approach [26]. The cognitive theory of multimedia learning emphasizes that effective learning occurs when information is presented through multiple channels [27]. Among the technological elements that have become central to enhancing interactive learning is audio-visual media.

The popularity of the digital world based on audio-visual media, known in Arabic as al-wasā'il al-sam'iyyah wa al-baṣariyyah, refers to tools that integrate both auditory and visual elements [28]. From the perspective of Arabic language learners, well-integrated digital media significantly contribute to improving learning progress. The combination of sound and visuals—whether in the form of videos or multimedia presentations—offers a more vivid and contextualized Arabic language learning experience [29]. Rather than passive listening, students are exposed to real-life scenarios that enhance their comprehension. Interestingly, the use of audio-visual media in Arabic language instruction has been recognized as a powerful tool for creating a more dynamic and enjoyable learning environment [30]. It not only increases students' focus and understanding but also boosts their enthusiasm due to the multimodal delivery of learning materials through both visual and auditory channels.

[25] Sindi Septia Hasnida, Ridho Adrian, and Nico Aditia Siagian, "Tranformasi Pendidikan Di Era Digital," *Jurnal Bintang Pendidikan Indonesia* 2, no. 1 (2023): 110–16, doi:10.55606/jubpi.v2i1.2488.

[26] Agus Sriyanta, "Kemajuan Digital Dalam Pembelajaran Mengubah Paradigma Pendidikan," *Jurnal Tahsinia* 4, no. 2 (2023): 312–25.

[27] Alfa Dadi Putra and Hasna Salsabila, "Pengaruh Media Interaktif Dalam Perkembangan Kegiatan Pembelajaran Pada Instansi Pendidikan," *JURNAL UPI* 18, no. 2 (2021): 231–41, doi:10.17509/jik.v18i2.36282.

[28] Amalia Putri, "USE OF AUDIO VISUALS IN LEARNING ARABIC SPEAKING SKILLS FOR AL-AZHAR," *Berajah Journal: Jurnal Pembelajaran Dan Pengembangan Diri* 3, no. 3 (2023): 599–604, doi:https://doi.org/10.47353/bj.v3i3.271.

[29] Yogi Fernando, Popi Andriani, and Hidayani Syam, "Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar Siswa," *ALFIHRIS : Jurnal Inspirasi Pendidikan* 2, no. 3 (2024): 61–68, doi:10.59246/alfihris.v2i3.843.

[30] Wirman Halawa, "Improved Writing Ability Poster By Using Media Pictures Grade Viii Smp Negeri 1 Sawo Year Learning 20 20 /20 21," *AL-FIKRU: Jurnal Pendidikan Dan Sains* 1, no. 2 (2020): 141–51, doi:10.55311/aioes.v1i2.67.

Figure 2. The 21st-Century Education Paradigm
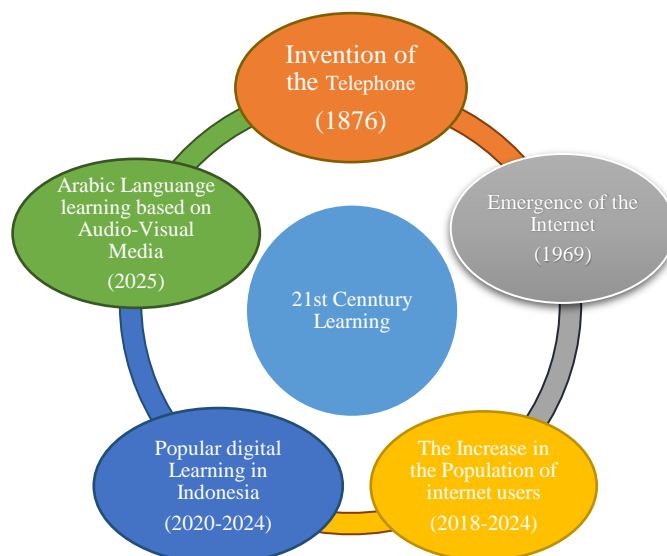
The result of a long evolutionary journey in the field of education has paved the way for audio-visual-based learning as a concrete representation of technology integration within the language learning process. This development reflects the educational sector's response to the demands of the disruption era, where technological involvement has become an essential element in creating more effective learning experiences. Neglecting the role of technology in education constitutes a strategic error that may hinder the progress of the learning process. The integration of technology in instruction is no longer a mere option but a necessity in realizing relevant and sustainable education—particularly in the context of Arabic language learning.

The delivery of material and comprehension within the learning process are essential components of education. Initially, learning media were merely perceived as supplementary tools in the learning process [31]. This view is supported by Law No. 20 of 2004, Article 1 Paragraph 20, which states that learning media are a crucial component in supporting educational success [32]. However, learning media serve not only as supporting elements but also as instruments that enhance learning motivation, accommodate various learning styles, facilitate interactive learning, and expand access to educational resources [33]. Therefore, the use of media should be given serious attention in every stage of

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[31] Evy Aldiyah, "Perubahan Gaya Belajar Di Masa Pandemi Covid-19," *CENDEKIA: Jurnal Ilmu Pengetahuan* 1, no. 1 (2021): 8–16, doi:https://doi.org/10.51878/cendekia.v1i1.24.

[32] Aisyah Fadilah et al., "Pengertian Media, Tujuan, Fungsi, Manfaat Dan Urgensi Media Pembelajaran," *Journal of Student Research (JSR)* 1, no. 2 (2023): 1–17, doi:https://doi.org/10.55606/jsr.v1i2.938.

[33] Khamila Husna and Supriyadi Supriyadi, "Peranan Manajeman Media Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa," *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora (E-ISSN 2745-4584)* 4, no. 1 (2023): 981–90, doi:10.37680/almikraj.v4i1.4273.

the learning process. According to several experts, media function as a means of communication that stimulate students' thinking, emotions, and attention [34]. Moreover, learning media play a significant role in supporting content delivery and optimizing the effectiveness of the learning process [35].

The majority of students from various academic disciplines at Ma'had Al-Jami'ah, IAIN Kerinci expressed their perceptions regarding the learning media used on campus, stating that whiteboards are predominantly utilized for explaining course material. In addition, the Arabic language learning system often involves student presentations based on papers, followed by lecturers' explanations after the presentations are delivered. Other students also mentioned that the learning media commonly take the form of printed handouts containing the course material, which are used consistently from the beginning to the end of the semester. Furthermore, learning resources such as textbooks or instructional modules are sometimes used as teaching media and are explained in parallel with class discussions.

Upon closer examination, the findings from the interviews appear to be inconsistent with the arguments supporting higher education curriculum reform, which aims to transform local life perspectives into a more global outlook [36]. This inconsistency is reflected in the use of outdated or stagnant learning media, which can lead to decreased motivation and, consequently, suboptimal learning outcomes. In fact, active student participation is one of the key elements in fostering interactive learning [37]. The more engaging the learning media, the greater the enhancement and optimization of student learning outcomes.

In reality, the implementation of Arabic language learning media at IAIN Kerinci has yet to align with the intended space outlined in the curriculum. Ideally, every educational institution should adapt learning media as part of a progressive and innovative curriculum development process that responds to the demands of the times [38]. Discrepancies in teaching methods necessitate reforms that harmonize students' needs with more effective instructional approaches. In the context of religious linguistics, such changes are essential to link Arabic language learning with Islamic values [39]. By utilizing more interactive learning media, such as audio-visual tools, students can more easily grasp the religious meanings embedded in sacred texts, such as the Qur'an and Hadith. This approach

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[34] Anita Trisiana, "Penguatan Pembelajaran Pendidikan Kewarganegaraan Melalui Digitalisasi Media Pembelajaran," *Jurnal Pendidikan Kewarganegaraan* 10, no. 2 (2020): 31, doi:10.20527/kewarganegaraan.v10i2.9304.

[35] Nurul Audie, "Peran Media Pembelajaran Meningkatkan Hasil Belajar," *Posiding Seminar Nasional Pendidikan FKIP* 2, no. 1 (2019): 586–95.

[36] Fatwiah Noor, "Kurikulum Pembelajaran Bahasa Arab Di Perguruan Tinggi," *Arabiyatuna : Jurnal Bahasa Arab* 2, no. 1 (2018): 1, doi:10.29240/jba.v2i1.305.

[37] Khima Malidar, "Inovasi Pembelajaran PAI Dengan Pendekatan Interaktif Untuk Generasi Milenial," *Jurnal Review Pendidikan Dan Pengajaran* 7, no. 3 (2024): 7899–7906, doi:https://doi.org/10.31004/jrpp.v7i2.36365.

[38] Adtman Adjun Hasan, "Arabic Language Learning Curriculum Islamic Boarding School System," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 4, no. 2 (2020): 138–52, doi:10.15575/jpba.v4i2.9985.

[39] Yul, "INDONESIAN MUSLIMS AND ARABIC LANGUANGE: LEAVES AND LIGHT IN THE REALM OF RELIGI-LINGUSTICS."

not only enhances learner engagement but also creates a balance between linguistic understanding and religious teachings, ultimately optimizing students' learning outcomes and overall educational experience.

2.   Implementation of Audio-Visual-Based Learning Media

As an educational tool that facilitates the delivery of information through a combination of visual and auditory elements, digital-based learning has become an ideal choice for Arabic language instruction [40]. Educational institutions must design implementation strategies that are more systematic and based on actual learner needs [41]. Initially, students at Ma'had Al-Jami'ah experienced fatigue in learning Arabic due to the perception that the subject was complex, compounded by a lack of interest in the learning media, which led to feelings of boredom. However, such challenges must be faced in order to meet academic requirements.

Figure 3. Implementation of Audio-Visual-Based Arabic Language Learning Media at Ma'had Al-Jami'ah, IAIN Kerinci
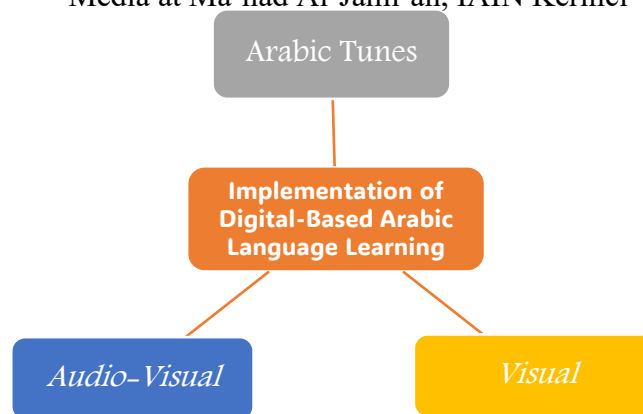
1.1.   Arabic Tunes

A digital-based learning approach in the form of audio has been implemented. This media application begins with presenting lessons in the form of songs to reinforce memory retention, accompanied by correct meanings and pronunciation. The goal is to enhance students' motivation to learn and create an enjoyable learning atmosphere. The implementation of this audio-based learning also trains listening skills to foster positive study habits. The integration of songs in Arabic language learning serves as a viable alternative to create engaging and enjoyable lessons, aligned with the characteristics of the digital generation.

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[40] Muhammad Fadhly et al., "Implementasi Media Pembelajaran Sederhana Berbasis Digital Pada Mata Pelajaran Bahasa Arab," *Jurnal Edukasi Elita* 1, no. 3 (2024), doi:https://doi.org/10.62383/edukasi.v1i3.244.

[41] Handri Santoso, "Analisa Kesiapan Sekolah Dalam Pemanfaatan Teknologi Untuk Pembelajaran," *Didaktika: Jurnal Kependidikan* 14, no. 1 (2025): 223–32, doi:https://doi.org/10.58230/27454312.1981.

Figure 4. Implementation of Audio-Based Media at Ma'had Al-Jami'ah, IAIN Kerinci

When lessons do not incorporate audio-based media, students tend to experience difficulties in optimally retaining the material. This is due to the fact that information presented solely through text may not effectively engage auditory learners. As a result, some students experience quick fatigue, difficulty focusing, and a reduced ability to internalize the material deeply. As explained by Slamet [42], audio-based learning can create a more dynamic learning environment, preventing monotony.

In an interview with students, it was found that many of them found it easier to understand and retain material when it was delivered through audio media. One student stated, "*If there's material set to a song or a voice recording, I memorize it faster, and I can even do other things while listening. I usually repeat the audio before going to sleep*" This statement suggests that audio media not only aids in memorizing material but also enhances the flexibility of learning time and location. This is further supported by cognitive theory, which asserts that sound has the ability to evoke strong emotional connections that aid in long-term memory retention [43]. Therefore, it is understandable that the implementation of audio-based media has become an important component of the various media used in Arabic language instruction.

1.2. Illustrated Words

This media is implemented in digital formats such as PDF and JPG for vocabulary learning. The availability of supporting devices such as laptops and smartphones has made it easier to access and present visual materials. The combination of vocabulary and images helps learners, particularly students with a visual learning style, to memorize the meanings and forms of words more quickly and with longer retention. The use of visual media with engaging images and colors helps simplify complex information, making it easier to understand. Not only does it

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[42] Sofyan Slamet, "Penggunaan Metode Bernyanyi Dalam Pembelajaran Mufrodat Bahasa Arab Kelas 7 Mts Ma'rif Suka Slamet Indramayu," *Jurnal Syntax Idea* 2, no. 11 (2020): 953–61, doi:https://doi.org/10.46799/syntax-idea.v2i11.731.

[43] Dwi Wulan Suci, "Penggunaan Seni Musik Dalam Mendukung Perkembangan Kognitif Dan Emosional Siswa SD," *Jurnal Pelita Ilmu Pendidikan (JPIP)* 1 (2023): 49–52, doi:https://doi.org/10.69688/jpip.v1i2.15.

facilitate the understanding of vocabulary, but it also enhances the quality and efficiency of the overall learning process.

Figure 5. Implementation of Visual-Based Learning Media at Ma'had Al-Jami'ah, IAIN Kerinci
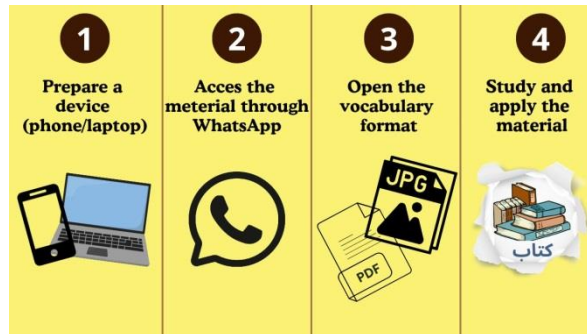
Several students stated that the use of visual media significantly aids in understanding the material. The unique presentation is perceived as engaging and helps with memorizing vocabulary during exams. As one student explained, "*If I just read text or listen to explanations, I sometimes forget. But when there are images, I understand better and remember longer. Especially when it includes animations or attractive colors*." As a result, digital visual media not only enhances focus but also helps the brain process information through the integration of color and shape elements.

1.3. Interactive Video

The primary advantage of interactive videos lies in their ability to combine both audio and visual elements within a single medium. In this learning process, interactive videos are presented in the form of animated films and Arabic-language podcasts. Indirectly, animated films help students understand vocabulary and sentence structures through engaging visuals, while podcasts enhance listening skills and pronunciation in a flexible manner. Both media encourage active involvement, enrich vocabulary, and make the learning process more dynamic and relevant to the real world.

Figure 6. Implementation of Audio-Visual-Based Learning Media at Ma'had Al-Jami'ah, IAIN Kerinci

The use of audio-visual media in Arabic language learning serves as a solution to various problems and challenges faced by students. This is reinforced by interview data, where half of the students reported difficulties in learning Arabic, which primarily uses module-based teaching materials, lectures, and lacks engaging supporting media. As a result, students quickly feel bored, struggle to focus, and are unable to retain information for long periods.

The implementation of audio-visual media, supported by technologies such as projectors, smartphones, and laptops, facilitates easy access for all students. Therefore, the use of audio-visual media is not just a supplementary tool, but an essential necessity in enhancing the effectiveness of learning for today's students.[44] This implementation aligns with the diverse learning styles of students, both auditory and visual, enabling it to address a wider range of individual needs.

Based on the dual coding theory proposed by Clark and Mayer, delivering information simultaneously in both verbal and visual forms facilitates understanding and retention, as the brain processes data through two distinct yet complementary pathways.[45] The implementation of audio-visual-based learning media has proven to yield positive results in the improvement of student learning progress, far exceeding the outcomes prior to the introduction of this media. Not only does it assist in learning, but the role of audio-visual media has become a bridge that enables students to engage more closely with the Arabic language. This progress demonstrates that learning does not have to be monotonous when the right approach is applied; learning can be enjoyable.

Furthermore, the progress of this implementation demonstrates that learning does not have to be monotonous if the appropriate approach is used; learning can be enjoyable. The long-term impact of audio-visual-based learning is the enhancement of memory through the activation of both visual and auditory senses, accurate pronunciation, and even encourages independent and continuous learning. The implementation of audio-visual media has proven to be an effective strategy for enhancing learning progress and creating meaningful learning experiences. Moreover, the application of this media aligns with and caters to the learning styles of students, who are accustomed to using technology-based media in their daily live

Conclusion

Learning media plays a strategic role in supporting the effectiveness and progress of the learning process, particularly in the context of Arabic language learning at Ma'had Al-Jami'ah IAIN Kerinci. The findings reveal that the use of traditional learning media, such as chalkboards, papers, and printed modules, has not been able to optimally accommodate students' learning needs. As a result, student participation is low, motivation for learning declines, and learning outcomes are

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[44] Ican Mandala, "Human Rights and Persons with Disabilities: Design of Buk-Smart-Logi Learning Media (Technology Smart Books) as an Islamic Education Learning Media Innovation," *Jurnal HAM* 13, no. 3 (2022): 509, doi:10.30641/ham.2022.13.509-518.

[45] Teguh Handoyo et al., "Pengembangan Bahan Ajar Berbasis Multimedia," *Jurnal Harmoni Pendidikan* 2, no. 1 (2025): 230–50, doi:https://doi.org/10.62383/hardik.v2i1.1064.

limited. Interest in learning increased significantly after the implementation of audio-visual-based learning media at Ma'had Al-Jami'ah IAIN Kerinci.

Furthermore, mastery of vocabulary became more complex, Arabic pronunciation became lighter and improved, and comprehension of Arabic conversations also increased. The transformation to using audio-visual media has proven to be a progressive step in addressing these challenges. The implementation of audio-visual learning media has had a positive impact on both the cognitive and affective abilities of students in learning Arabic. In addition to enhancing material absorption, this implementation also fosters the realization of interactive, enjoyable learning that is adaptable to technological developments and the needs of the times. Therefore, educational institutions are urged to continually innovate in developing and implementing learning media that are relevant to the students' circumstances. Overall, the effectiveness of this study has not been fully measured, as its scope is still limited to Mahad Al-Jam'ah and has not yet covered all IAIN students, The oiuthor hopes that this learning system can be implemented more broadly, particularly for all students off IAIN Kerinci, so that its benefits can be experienced comprehensively.

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