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Classrooms without Boundaries: Arabic Learning Innovation through Digital Technology

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Abstract

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Major changes in education in the digital age have encouraged non-formal institutions to innovate, including the KUBA program in Malang. Limited space, time, and resources have made digital technology a key strategy for expanding access and supporting contextual learning. This study analyzes the use of digital technology in Arabic language learning at KUBA Malang, focusing on teacher strategies, participant engagement, and challenges encountered. A qualitative case study was applied, with data collected through semi-structured interviews and documentation, then analyzed using the Miles, Huberman, and Saldaña model with

triangulation of sources. The results show that KUBA integrates Google Meet for online classes, WhatsApp for coordination, and Quizizz for assessment. Innovations are seen in digital comics, animated videos, and native speaker audio, which facilitate vocabulary learning and improve speaking skills. The main challenge is unstable internet connection, which is overcome by providing class recordings for students who cannot attend or experience technical problems. KUBA also offers guidance in routine speaking activities to support material and mental readiness. This study concludes that creative digital media at KUBA Malang not only expands access but also offers an innovative approach that is relevant to non-formal education in the digital era.

Abstrak

Kata Kunci: Perubahan besar dalam pendidikan di era digital mendorong lembaga nonformal untuk berinovasi, termasuk Kursus Unggulan Bahasa Arab (KUBA) Malang. Keterbatasan ruang, waktu, dan sumber daya menjadikan teknologi digital strategi penting untuk memperluas akses serta mendukung pembelajaran yang lebih personal dan kontekstual. Penelitian ini menganalisis pemanfaatan teknologi digital dalam pembelajaran bahasa Arab di KUBA Malang dengan fokus pada strategi pengajar, keterlibatan peserta, dan tantangan yang dihadapi. Pendekatan yang digunakan adalah studi kasus kualitatif. Data diperoleh melalui wawancara semi-terstruktur dan dokumentasi, kemudian dianalisis dengan metode Miles, Huberman dan saldana melalui triangulasi sumber. Hasil penelitian menunjukkan KUBA memanfaatkan Google Meet untuk pembelajaran daring, WhatsApp untuk koordinasi, dan Quizizz untuk penilaian. Inovasi utama pada penggunaan komik digital, video animasi, dan audio yang membantu pemahaman kosakata sekaligus memperkuat keterampilan berbicara. Kendala utama adalah keterbatasan jaringan internet, diatasi dengan penyediaan rekaman kelas untuk siswa yang berhalangan hadir atau mengalami gangguan koneksi. Selain itu, KUBA memberikan pendampingan intensif pada kegiatan pidato rutin untuk mendukung kesiapan materi dan mental siswa. Penelitian ini menyimpulkan bahwa pemanfaatan media digital kreatif di KUBA Malang tidak hanya memperluas akses, tetapi juga menawarkan pendekatan inovatif yang relevan bagi pendidikan nonformal di era digital.

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Introduction

Major changes in the world of education in the digital age have given rise to a new phenomenon that deserves serious attention. Research at MAN 2 Kota Serang shows that the implementation of e-learning technology in Arabic learning can significantly expand access and flexibility for students (Nuraman, 2020). These findings show that the use of digital technology is not just a trend, but an increasingly urgent need, especially for non-formal educational institutions that have faced limitations in space, time, and resources.

Other findings indicate the opportunities and obstacles of utilizing digital technology in Arabic learning. A qualitative study found that the use of digital media by teachers and students opens up broader opportunities for interaction and learning resources, however, it also presents challenges such as limited digital literacy and unequal access (Abdurahman et al., 2025). This is in line with research that notes that although digitization opens up opportunities for more flexible and innovative learning, obstacles such as infrastructure access, educator readiness, and uneven internet distribution remain real constraints (Nur & Sahrul Ramadan, 2025). Both studies emphasize that the digitization of learning is not just a trend, but a complex phenomenon that requires in depth study.

One of the relevant theoretical frameworks in this study is Computer Assisted Language Learning (CALL). This theory explains that digital technologies such as applications, online platforms, and interactive media not only function as tools, but also as adaptive and communicative learning environments (Yiting Han, 2020). In Arabic learning, CALL provides opportunities for learners to access more extensive materials, practice independently, and obtain quick feedback. This theory is strong both theoretically and practically in explaining the role of digital technology in case studies of technology-based learning, especially Arabic learning (Yiting Han, 2020).

The Connectivism theory, developed by Siemens, asserts that the learning process in the digital age depends on the ability to build connections with various sources of information, networks, and learning communities. In the context of digital-based Arabic learning, learners not only access materials but also build interactions via online platforms, utilizing knowledge networks to update their understanding (Mayer, 2025). This view reinforces that digital learning is not just a medium but a strategic learning ecosystem. In a more general context, the results of a study conducted by Araz Bozkurt and Murat Ataizi (2020) applying a connectivist approach to foreign language learning, particularly English, show that a network-based learning environment facilitates learning that is more dynamic and responsive to the needs of digital learners. This is also relevant and applicable to technology-based Arabic learning.

The Technological Pedagogical Content Knowledge (TPACK) framework by Mishra and Koehler (2006) explains that teachers' competence in using technology must be integrated with pedagogical strategies and learning content. In this case study, the TPACK framework illustrates the complexity of the role of Arabic teachers in combining technology, pedagogy, and linguistic content to make learning effective, rather than merely using digital technology.

Previous studies have shown that the integration of digital technology in language learning has been widely researched in the context of English or other foreign languages, such as the use of mobile learning to increase college students' motivation to learn Arabic (Makfiro et al., 2024) and the challenges teachers face in utilizing digital platforms for Arabic learning in schools. However, most of these studies focus on the technical aspects of media use or user perceptions of the digital media used, without exploring how technology integration is practiced in depth in non-formal course institutions. A study by Ritonga et al. shows that although the implementation of technology through WhatsApp, YouTube, and online quizzes is growing in Arabic teaching institutions in Indonesia, infrastructure and digital literacy barriers remain one of the obstacles to the implementation of digital technology in learning (Ritonga et al., 2024).

Therefore, this study attempts to fill this gap by exploring in depth the actual practices of digital technology use in non-formal course environments, which are still rarely studied at this time.

Different from previous studies that mostly discuss the effectiveness of digital media or teachers' perceptions, this study tries to explore how digital technology is actually integrated into Arabic learning in non-formal courses. Through a qualitative case study approach at KUBA Malang, this study aims to understand teaching strategies, participant involvement, and obstacles that arise in the learning process. Its contribution not only enriches the literature on digital-based Arabic learning but also provides practical insights for the development of language courses in the technological era.

A number of previous studies have discussed the use of digital technology in language learning. For example, research conducted by Nikmatul Makfiro (2022) shows that the use of digital media can increase student motivation and interaction in Arabic learning. Other studies confirm that digital technology can expand access to learning, but is often hampered by limitations in infrastructure and teacher readiness (Muzakki et al., 2025). In the context of Arabic learning in Indonesia, several studies have found that the use of digital applications still focuses on vocabulary and grammar, while communicative skills are less explored (Aldereza Lidiya Mazyuna & Mad'ali Mad'ali, 2025). Previous studies show that there is still room for research that has not been explored much, namely how digital technology can be creatively applied in Arabic learning in non-formal course institutions. This context, as seen at KUBA Malang, displays characteristics that differ from those of schools or universities, including innovations in the use of media such as conversation-based digital comics, which have not been widely explored in previous studies.

This study is based on a number of studies that highlight the opportunities and challenges faced. Rezky Afril, Husna, and Jasem (2024), for example, found that although technology can open up wider access to learning and improve learning effectiveness, there are still serious obstacles in the form of the digital

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divide and the lack of technology training for teachers, especially in non formal institutions. In line with these findings, there are also opportunities such as flexibility and unlimited access in digital-based Arabic learning. However, infrastructure limitations, uneven content quality, and a lack of social interaction are major obstacles to optimizing this technology (A. Rani et al., 2023). These findings emphasize the importance of conducting an in-depth review of technology integration practices in non formal course institutions such as KUBA Malang, which have their own dynamics compared to formal institutions.

These issues are important to explore further, especially in learning practices at nonformal educational institutions, which have different characteristics from schools and universities. This research complements previous studies that generally focus on the use of digital technology in formal schools and universities. Unlike previous studies, this study emphasizes non-formal courses as a space for innovation in Arabic learning by utilizing digital technology. Thus, this study not only fills a gap in the study of technology-based Arabic learning in course institutions, but also provides practical contributions in designing learning strategies that are more adaptive and in line with the needs of modern society. The innovations implemented by KUBA Malang can serve as a potential alternative model for other educational institutions facing limitations in space and time for learning.

Based on the background described above, this study is titled "Classroom without Boundaries: Arabic Learning Innovation through Digital Technology at KUBA Malang." This study is expected to contribute academically to digital based Arabic learning courses, while also offering an applied perspective for non-formal education practitioners.

Method

This study uses a qualitative approach with a case study type, as it focuses on an in depth study of the implementation of digital technology in Arabic learning in nonformal institutions (Sugiono, 2017). The research was conducted at the Arabic Course Center (KUBA) in Malang, located at Jl. Bunga Kumis Kucing No. 29C, Lowokwaru, Malang, East Java. The research focused on regular adult classes so that the findings could more accurately describe the context of digital technology implementation in a single learning program. This research was conducted in August 2025. The case study approach was chosen so that the researcher could understand in detail and contextually how digital technology was used in daily learning practices at the institution.

The data sources in this study consisted of primary and secondary data. Primary data were obtained through semistructured interviews (Ridwan & Novalita Frannsisca Tungka, 2024) conducted with three informants, namely the institution director, the teacher in charge, and students in the KUBA Malang course. The informants were selected purposively because they were considered to represent the perspectives of administrators in policy, teachers in implementation, and students in their direct experience of using technology in learning. In addition to interviews, the researcher also collected data through documentation in the form of archives, activity records, digital teaching tools, and technology based learning products used at KUBA Malang. The data collection technique was carried out systematically to ensure that the information collected was relevant to the focus of the study.

Data analysis was conducted using the interactive model developed by Miles, Huberman, and Saldaña, which consists of three stages: data condensation, data presentation, and conclusion drawing (Hashimov, 2015). Data reduction was carried out by sorting the data obtained from interviews and documentation according to the themes studied. Data presentation was carried out by organizing the information into a descriptive narrative to facilitate

understanding of the context. Conclusions were drawn continuously throughout the analysis process until valid findings were obtained (Fiantika, at all., 2022). To maintain data validity, this study used source triangulation, which involved comparing data from administrators, teachers, and students, as well as conducting member checks with informants to ensure the accuracy of the researchers' interpretations (Zuchri Abdussamad, 2021).

Result and Discussion

Profile of Kursus Unggulan Bahasa Arab (KUBA) Malang

Kursus Unggulan Bahasa Arab (KUBA) Malang is a non-formal Arabic learning center established in 2021, which initially conducted its programs entirely online. As it has grown, KUBA expanded its services in January 2024 by offline classes in Malang and Surabaya. With the vision of making Arabic one of the most widely studied and used foreign languages among Indonesian Muslims, KUBA is committed to providing a curriculum that is accessible, engaging, and relevant to the needs of its students.

As a modern course institution, KUBA offers a wide variety of programs. There are regular classes for adults, classes for children aged 6–12 years, private classes, e-courses with hundreds of instructional videos, and express training for specific skills. Additionally, there are tahsin and balaghah programs, as well as technology based training such as the use of Artificial Intelligence (AI) in Arabic teaching. This diversity demonstrates KUBA's efforts to provide flexible, innovative, and adaptive services to meet contemporary learning needs.

Participants' motivations for taking the course also vary. Some aim to support their learning at school, prepare for college, deepen their knowledge for academic purposes, or as preparation for departure to the Middle East. There are also many participants who are housewives who want to broaden their knowledge, as well as teachers who take special training classes. The existence of literature classes such as balaghah express further enriches the choices for participants with specific interests.

The current number of KUBA participants is more than 1,500 students, with approximately 900 alumni from the total number of students enrolled in the course program. In regular classes, participants are divided into male and female classes, which are then further divided into smaller classes with an ideal limit of 10-15 students per class to ensure conducive interaction and optimal language practice. The main focus of regular classes is on mastering speaking skills, with an emphasis on using the Bayna Yadaik book as the core material.

All activities were conducted online, with learning resources mostly based on digital media without the constraints of physical space. Participants came from various regions in Indonesia, including Kalimantan, Belitung, Lampung, East Java, and other areas. This situation further emphasized that KUBA is capable of providing unlimited classroom space through digital technology, while also expanding access to Arabic learning for people spread across different regions.

The results of this study show that KUBA has succeeded in providing a more flexible and modern approach to learning Arabic. With small classes, a focus on speaking practice, and digital technology support, learning feels more lively and easier to understand. This is also proven by the research conducted by Safitri et al.(2025), which found that interactive digital media can make students more enthusiastic about learning Arabic because it is more interesting and less boring. Another study by Haniefah and Samsudin (2025), also confirms that learning through web-based platforms has been proven effective in improving Arabic speaking skills. Thus, KUBA is not just a place for courses, but also a real example of how technology can open new avenues for learning Arabic. In this way, Arabic becomes more accessible, easier to understand, and available to anyone, anytime, anywhere.

Digital Technology Innovation in Arabic Learning at KUBA Malang

Learning innovation at the KUBA Malang Course places digital technology at the core of Arabic classes. Each regular adult class is attended by

10–15 participants, a number chosen to make learning more effective and give each student the opportunity to practice speaking Arabic. Learning is conducted entirely online via Google Meet premium, so that classes can take place without time restrictions, while facilitating intensive interaction between teachers and participants. Additionally, recordings of each session are uploaded to a dedicated Google Drive that is only accessible to student accounts, allowing participants to review the material at any time.

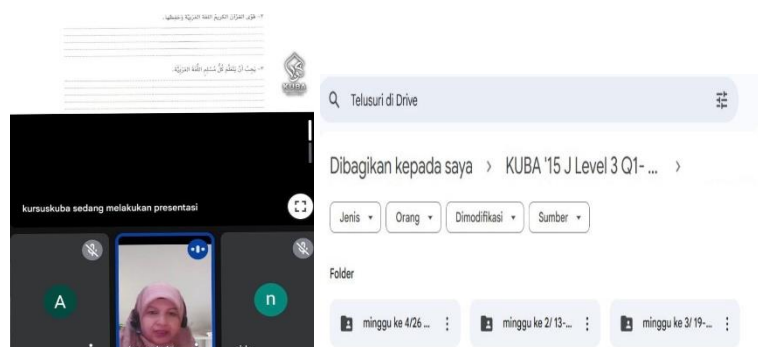


Figure 1: Online class and Google Drive

In an interview, Ustadz Ubaidillah, as the director of the KUBA course, emphasized the reasons for using technology for all learning at KUBA:

“For that reason, we chose to fully utilize technology in our teaching, holding online classes so that they are easily accessible to everyone throughout Indonesia, in particular. Because we are currently in the digital age, I believe that teaching must keep up with the times, especially Arabic teaching.” (Learning Innovation, 08/23/2025)

The implementation of fully online classes via Google Meet at KUBA is not merely a technical choice, but a strategy to reach participants from various backgrounds, ranging from students, university students, workers, to housewives spread across various regions. This is in line with the findings of Didik Sukanto (2020), who stated that online learning is able to expand access to Arabic education for participants from diverse backgrounds, especially in terms of flexibility of learning time. KUBA courses also provide recordings of each session that are uploaded to a special Google Drive, so that participants who are

unable to attend do not miss any material, and those who do not fully understand can repeat the lesson at any time. This facility is in line with distance learning theory, which emphasizes accessibility and flexibility of learning for students (Nabila Ramadhani, 2021). Thus, KUBA's findings support the theory because the existence of class recordings is not merely for documentation, but also to ensure ease of access and learning opportunities without time and place constraints.

The next innovation is the use of digital media to support Arabic skills. The KUBA Malang course utilizes audio recordings of native Arabic speakers to practice listening comprehension, animated videos to practice speaking skills, and digital comics for learning qira'ah. In learning qawaid, teachers combine their explanations with educational cartoons from YouTube, so that students can understand more easily. As stated by one of the teachers at KUBA, Ustadzah Riri, who teaches the class:

“For the maharah kalam in the book, we use animated videos to help students visualize conversations and make learning more interesting... We also provide Arabic comics... while introducing Arab culture, including clothing styles, the atmosphere in Arabia, etc.” (Learning Innovation, 08/23/2025)



Figure 2: Arabic Learning Animation Video

The use of digital comics in qirā'ah learning at KUBA is an innovation that combines reading texts with visual illustrations to aid understanding and attract students' interest. This is in line with research conducted by Meldia and Ali Ma'sum(2021), which shows that digital comics increase engagement and text comprehension. Learning with digital comics, as practiced at KUBA, supports

can improve students' understanding and memory through dual processing, namely verbal and nonverbal (Maghfurin et al., 2023). Recent research conducted by Kanellopoulou et al. (2019) confirms that combining text and visuals, such as videos accompanied by subtitles, can strengthen short term and longterm memory and increase vocabulary acquisition in foreign language learning. The results of the research at KUBA are consistent with both theories because the qawaid material is taught through visual animations accompanied by verbal explanations, and according to the research, this technique has been proven to be effective in strengthening language comprehension (dual processing), easing cognitive load, and increasing the attractiveness of learning. Thus, the findings of this study support the theory that the use of digital media in the form of animated videos at KUBA helps participants' understanding and memory in learning, as well as making the learning process more interesting and effective.



Figure 5: Quizizz Educational Game

As for class management and daily communication between teachers and students, KUBA uses WhatsApp Groups as a space for class coordination, assignment collection, and intensive discussions between members. Every weekend, teachers send a list of new vocabulary words that students must use to form sentences, which are then corrected together in the WhatsApp group. This system fosters a culture of collaborative learning. One student stated:

“Very often, almost every day, for discussions, collecting assignments, and sometimes also receiving feedback from the teacher. The most helpful feature so far is the chat feature. There is also a camera feature. Sometimes, after we practice

calligraphy, we take a photo and send it to the group for correction.” (Learning Innovation, 08/23/2025)

Annisa et al.' findings reveal that the use of Quizizz significantly increases participants' motivation and learning achievement in Arabic lessons (Rahmawati et al., 2023). These findings are in line with the Cognitive Theory of Multimedia Learning, which states that delivering material through a combination of interactive visuals and verbal explanations can reduce cognitive load, strengthen understanding, and increase learning appeal (Al Haddad et al., 2025). Thus, the use of interactive media such as Quizizz by KUBA supports the theory that the use of attractive visuals together with verbal explanations helps reduce student boredom and facilitates understanding of grammatical structures through contextual and interactive illustrations.

The analysis shows that the KUBA approach is in line with 21st century learning principles, which emphasize the use of technology for collaboration, creativity, and communication. The Technological Pedagogical Content Knowledge (TPACK) theory explains that technology integration will be effective if combined with an understanding of content and appropriate pedagogy (Mishra & Koehler, 2006). In the case of KUBA, the use of digital comics, animated videos, and Quizizz represents the integration of all three, so that it is not merely using technology, but actually supports the achievement of Arabic skills.

The findings are also in line with research stating that the use of interactive digital media can increase student motivation and engagement in foreign language learning (Haq, 2023). However, KUBA is unique in that it presents digital media combined with 90% hands on Arabic practice in the classroom. This differs from other studies, which tend to emphasize only the media aspect without encouraging intensive interaction. The innovative KUBA approach also supports Vygotsky's social constructivism theory, which emphasizes the importance of social interaction and scaffolding in learning (Wibowo et al., 2025).

Thus, learning innovation at KUBA does not merely involve transferring classes into the digital realm, but rather represents a transformation in the approach to Arabic language learning toward a more flexible, adaptive, and collaborative model. This finding indicates a shift from teacher-centered learning to a more student-centered approach. The use of premium Google Meet functions not only as a technical tool but also contributes to the stability of interaction and the continuity of the learning process. Furthermore, the unlimited availability of recorded learning materials implies increased opportunities for independent learning and reinforcement of students' understanding. Meanwhile, the implementation of game-based assessment demonstrates a significant role in enhancing students' motivation and engagement. Therefore, the integration of these components collectively establishes a digital learning ecosystem that not only expands access but also enriches the quality of the Arabic learning experience.

Obstacles and Challenges in Technology Based Arabic Learning at KUBA Malang

The presence of various digital innovations at KUBA has indeed greatly helped the process of learning Arabic online. However, in practice, there are still a number of obstacles and challenges. These obstacles are not only technical in nature, but also relate to the readiness and habits of participants in using technology. By mapping these obstacles, we can understand the steps taken by institutions and teachers to ensure that learning continues to be effective.

A common obstacle encountered by teachers and students in KUBA courses is limited internet access. Teachers often rely on Wi-Fi to teach, but when the network weakens due to weather or maintenance, teachers and students switch to tethering from their personal cell phones. This situation results in reduced teaching time, although it is usually made up in the next session. One KUBA teacher, Ustadzah Riri, explained:

"If the signal is poor, I usually use Wi-Fi, but if that still doesn't work, I have to tether from my personal cell phone. Sometimes my teaching time is reduced, but I usually make

up for it at the end, so it adds up to the same amount of time.” (Obstacles and Challenges, 08/23/2025)

Students, especially those living in areas with limited signal access, experience similar difficulties. When unable to fully participate in learning, students usually use Google Meet recordings that have been uploaded by teachers to Google Drive for study purposes. This proves that class recordings are an important tool in maintaining learning continuity. This finding is in line with research conducted by Hasbi (Muhammad Sidiq, 2022), which confirms that network quality has a significant impact on the effectiveness of online learning, and class recordings are a widely used solution to overcome obstacles during class. This finding also supports research identifying technical challenges such as connectivity as one of the biggest obstacles in e-learning at universities, requiring strategies like flexible schedules and reusable materials to overcome them (Olawale et al., 2025).

In addition to network constraints, another obstacle arises from participants' adaptation to certain digital applications. Although the majority of students are able to use devices such as laptops and mobile phones well, a small number experience difficulties when operating interactive game based applications, such as Quizizz. The manager of the KUBA Malang Course, Ustadz Ubaidillah, said,

“Some students do have difficulty using technology, one of which is Quizizz, because they are not yet familiar with the application. But that is not the case with university students. God willing, all participants will be able to operate the technology well.” (Obstacles and challenges, 08/23/2025)

These difficulties are not related to the availability of devices, but rather to habits and digital learning experiences. This condition is in line with findings that obstacles in the use of educational applications often stem from users' unpreparedness for technology, rather than a lack of devices or infrastructure (Sutinalvi et al., 2025). This shows that the challenges are more temporary in

nature and can be minimized through intensive guidance and training from teachers.

Interestingly, KUBA teachers do not face major obstacles in managing digital materials because they have received full support from the institution. From audio recordings, animated videos, digital comics, to interactive media, everything has been prepared from the start. In addition, they have completed training in online classroom management, how to use applications, and other management skills such as how to record sessions, upload content to Google Drive, and manage Google Meet classes. Thanks to these preparations and training, the quality of teaching is maintained even when there are temporary network disruptions. Research conducted by Fauzan (2023) also shows that training in the use of digital media for Arabic teachers significantly improves the teachers' teaching abilities and capabilities to develop materials and utilize digital platforms effectively.

More specifically, the findings reveal that the flexibility of access and the variety of digital learning methods positively influence students' engagement and learning autonomy. Students tend to participate more actively in the learning process and have greater opportunities to access materials according to their individual needs. In addition, the integration of technology fosters a more interactive and less monotonous learning environment. Therefore, the innovation implemented at KUBA not only affects the technical aspects of learning but also contributes to the overall improvement of both the learning process and learning outcomes.

Overall, the obstacles experienced by KUBA are more related to external aspects such as internet network quality and habits of using certain applications. Meanwhile, from the internal side of the institution, support in the form of teacher training and the provision of digital materials has proven to be effective in minimizing obstacles. This confirms that obstacles are not necessarily barriers, but can be used as material for evaluation to strengthen the online learning system.

Conclusion

This study describes how the use of digital technology in learning at the Malang Arabic Course (KUBA) has brought a new dimension to the Arabic learning process. Various media such as Google Meet premium, WhatsApp groups, class recordings that can be accessed at any time, as well as the use of audio, video, digital comics, and educational games make learning more interesting and provide participants with the opportunity to learn in a variety of ways. In addition, the learning process at KUBA continues to emphasize language practice, particularly Kalam skills. In regular adult classes, 90% of the learning process uses Arabic, and participants are encouraged to actively ask questions, discuss, and practice Kalam (Speaking). At each meeting, all participants get a turn to practice so that the learning experience is not only passive but also directly would train language skills.

The challenges that arise are mainly related to unstable internet connectivity and the habits of a small number of participants in operating the learning applications. Nevertheless, KUBA administrators and teachers actively address these challenges by preparing class recordings, providing guidance to students, and conducting training sessions to ensure effective use of technology. These measures allow the learning process to run smoothly and achieve its objectives. However, this study is limited to a single institution and primarily relies on qualitative descriptive data, which may restrict the generalizability of the findings and the measurement of learning effectiveness. Despite these limitations, the study demonstrates that participants' engagement and autonomy improve through flexible access and interactive digital methods, and that institutional adaptation and support are crucial for sustaining a high-quality online learning experience. Overall, the application of digital technology at KUBA Malang helps participants learn Arabic in a more flexible, enjoyable, and student-centered manner, while also showing that Arabic learning can be modernized without compromising the core goal of language proficiency. The

author affirms that this study is original, data were collected and analyzed responsibly, and no conflicts of interest are present. The author also extends gratitude to KUBA and to all teachers and participants who contributed to the research.

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Author Contributions Statement

Nikmatul Makfiro contributed as the primary author, responsible for the conceptualization of the study, data collection, data analysis, and drafting of the manuscript. Mohammad Samsul Ulum contributed to the development of the theoretical framework, supervision of the research process, and critical revision of the manuscript. Ridwan was involved in data validation, methodological refinement, and reviewing the manuscript. Muhammed Yahya Kader contributed to the academic enrichment of the discussion, cross-institutional perspective, and language editing. Nasiba Kamalova A'zambekovna contributed to literature review support, comparative insights, and final proofreading of the manuscript.

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