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Students Perceptions of the Use of Technological Media in Strengthening Arabic Reading Skills

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Abstract

Keywords: Students Perceptions, Technological Media, Arabic Reading Skills.

The purpose of this study is to explore the perceptions of 8th grade students at Muhammadiyah Junior High School Bantul, Yogyakarta regarding the use of technological media in Arabic language instruction, with a particular focus on reading skills. This study employs a descriptive qualitative approach, with data collected through interviews, observations, and documentation, and analyzed using the Miles, Huberman, and Saldaña model. The findings indicate that the majority of students hold a positive perception of the use of technological media, as it is considered to facilitate vocabulary comprehension, enhance learning motivation, and create a more interactive and engaging learning atmosphere. Individual factors, the characteristics of the media, and the learning context also contribute to shaping these perceptions. This study provides practical contributions to the development of Arabic language learning strategies that are relevant to the characteristics of the digital generation and can serve as a reference for teachers and educational institutions in optimizing technological media to improve reading skills.

Abstrak

Kata Kunci: Tujuan dari penelitian ini adalah untuk mengeksplorasi persepsi Persepsi Siswa, siswa kelas 8 di SMP Muhammadiyah Bantul, Yogyakarta Media mengenai penggunaan media teknologi dalam pembelajaran Teknologi, bahasa Arab, dengan fokus khusus pada keterampilan membaca. Keterampilan Penelitian ini menggunakan pendekatan deskriptif kualitatif, Membaca dengan data yang dikumpulkan melalui wawancara, observasi, Bahasa Arab dan dokumentasi, serta dianalisis menggunakan model Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa mayoritas siswa memiliki persepsi positif terhadap penggunaan media teknologi, karena dianggap dapat mempermudah pemahaman kosakata, meningkatkan motivasi belajar, serta menciptakan suasana belajar yang lebih interaktif dan menarik. Faktor individu, karakteristik media, dan konteks pembelajaran juga turut berkontribusi dalam membentuk persepsi tersebut. Penelitian ini memberikan kontribusi praktis bagi pengembangan strategi pembelajaran bahasa Arab yang relevan dengan karakteristik generasi digital, serta dapat dijadikan rujukan bagi guru dan lembaga pendidikan dalam mengoptimalkan media teknologi untuk meningkatkan keterampilan membaca.

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Introduction

The rapid development of information technology in the current era of globalization is inseparable from its impact on the world of education. Global demands require the education sector to continually adapt to technological advancements as an effort to improve the quality of learning (Dianis Sviri & Arlinayanti, 2024). Information technology in education serves as a source of knowledge and reference for teachers in schools, benefiting students in the realization of advanced and high-quality education (Elpas, 2020). At present, teachers are encouraged to develop technology-based learning media. Therefore, it is expected that educators remain open to information and communication

technology. With the integration of technology in the learning process, the use of media holds a crucial role in every stage of instruction (Marlina et al., 2022).

Arabic language learning in the digital era faces both significant challenges and opportunities. The development of information and communication technology has made a substantial contribution to the language learning process. Technological media, such as interactive learning applications, digital platforms, and various internet-based tools, enable students to access Arabic reading materials more quickly, engagingly, and contextually. This aligns with the objectives of Arabic language learning, namely to equip students with the ability to understand texts, grasp meaning, and interpret written messages in the target language (Azhar et al., 2025). Therefore, the use of technological media not only supports the achievement of Arabic language learning goals but also helps create a more effective and relevant learning experience that suits the needs of today's digital generation (Insan Tamami & Hermawan, 2023).

Arabic language learning in schools plays an important role in developing students' language abilities, particularly in the mastery of vocabulary. Vocabulary is a fundamental element that must be acquired before students can understand other language skills, such as reading, writing, speaking, and listening (Oktaviani & Abdurrahman, 2021). Without adequate vocabulary mastery, students will face difficulties in comprehending and reading texts, constructing sentences, and communicating orally. Therefore, appropriate learning strategies are essential to significantly improve vocabulary acquisition and reading proficiency, as these serve as a crucial foundation for achieving the objectives of Arabic language education in schools (Jalil & Anam, 2024).

In Arabic language learning, reading proficiency is one of the core competencies that students must master, as it relates to the ability to comprehend texts, grasp meaning, and access sources of knowledge (Ayuningrum & Herzamzam, 2022). The goal of teaching reading skills is to train students to become more proficient and fluent in understanding written materials and to develop their reading abilities (Wahyuningsih et al., 2024). However, field

observations show that challenges still persist in improving students' reading skills, whether in terms of motivation, teaching methods, or the media used. Many teachers continue to rely solely on textbooks as the primary learning resource, without the support of contextual, visual, or interactive media. In fact, the proper use of instructional media can help students understand texts more easily and enjoyably (Febrianingsih, 2021).

The use of technology in reading learning offers alternative solutions through various forms of media such as instructional videos, interactive applications, e-books, digital platforms, and educational multimedia. Technology holds great potential in facilitating students' independent access to materials, increasing learning engagement, and accommodating more flexible and engaging instructional needs (Wahyudi & Jatun, 2024). However, the effectiveness of technology implementation does not depend solely on the media itself, but also on how students perceive it, as their perceptions can influence levels of acceptance, enthusiasm, and participation in the learning process. Additionally, teacher support and the readiness of facilities play an important role in ensuring that technology truly functions as an effective tool in enhancing reading skills (Huljanah & Zai, 2025).

Muhammadiyah Junior High School Bantul, Yogyakarta as one of the educational institutions striving to integrate technology into Arabic language learning, faces similar challenges. Eighth-grade students, as early adolescents, possess unique characteristics in their views toward learning, whether in terms of motivation, digital readiness, or prior learning experiences. Therefore, it is important to understand their perceptions of the use of technological media in Arabic language instruction, particularly in reading skills.

There are three factors that shape perception, namely the perceiver, the object, and the situation, as proposed by Robbins. The perceiver is influenced by attitudes, motives, interests, experiences, and expectations. The observed object exerts influence through elements such as sound, size, movement, novelty, and background. Meanwhile, the situation encompasses the context of time,

environment, and social conditions, all of which contribute to how an individual interprets something. Thus, perception does not emerge spontaneously but is formed through the interaction between the individual, the object being observed, and the surrounding circumstances (Tewal et al., 2017).

One of the previous studies that forms the basis of this research is titled “Junior High School Students' Perceptions of Laptop Use in Arabic Language Learning” by Davia Arif Fasehah et al. The findings of this study indicate that students felt more motivated to learn Arabic through the use of laptops, and the learning process became more enjoyable. They also reported that understanding the material became easier because they were able to access various websites that provide Arabic learning resources (Fasehah et al., 2023).

Another relevant study is titled “The Use of Technology-Based Interactive Learning Media to Improve Students' Interest and Writing Skills in Arabic at MTsN 2 Balangan” by Ahmad Ridha. The results of this research indicate that the integration of technology-based interactive learning media is effective in increasing students' motivation and academic performance. It is recommended that this approach be implemented and further developed in other language classes to create learning experiences that are more interactive, engaging, and effective (Ridha, 2025).

Another study entitled “Students' Perceptions of the Use of Arabic Language Learning Technology in Limited Face-to-Face Meetings during the COVID-19 Pandemic” by Ayu Desrani et al. revealed that the majority of students responded positively to the use of technology, with 58.6% choosing blended learning because it was considered helpful for accessing materials, communication, and comprehension. These findings affirm that technological media play a role in supporting Arabic language learning, although the study remains limited to the context of university students and has not yet addressed the improvement of reading skills at the junior high school level (Desrani et al., 2022).

Several previous studies have indicated that the integration of technology in Arabic language instruction positively influences students' motivation and academic performance. The use of laptops enhances students' enthusiasm, fosters a sense of enjoyment, and facilitates comprehension of the material through access to online learning resources. Furthermore, interactive, technology-based instructional media have been shown to improve students' interest, engagement, and academic abilities, particularly in writing skills. Overall, technology is regarded as an effective means of creating Arabic language learning that is more engaging, interactive, and pedagogically meaningful for students.

Thus, this study aims to examine students' perceptions of technological media that can enhance reading comprehension among students at Muhammadiyah Junior High School Bantul, Yogyakarta. The findings of this study are expected to contribute to the development of more effective and interactive Arabic language learning strategies that align with students' needs in the digital era, as well as serve as a reference for teachers and educational institutions in optimizing the use of technology in the learning process.

Method

This study employs a qualitative descriptive approach aimed at providing an in-depth description of students' perceptions regarding the use of technological media in enhancing Arabic reading skills. The research subjects were eighth-grade students at Muhammadiyah Junior High School Bantul in the 2025/2026 academic year, while the research focus was on their perceptions of utilizing technological media in Arabic language learning, particularly in reading skills. The study was conducted at Muhammadiyah Junior High School, Bantul, Special Region of Yogyakarta, during the even semester of the 2025/2026 academic year.

Data were collected using several techniques, including interviews, observations, and documentation. In-depth interviews were conducted with

selected students to obtain more detailed information. Observations were carried out to directly monitor the Arabic learning process using technological media, especially when students practiced reading skills. Additionally, documentation such as notes, photographs, and activity archives was used as supporting data. This study employed purposive sampling, selecting participants deliberately based on specific considerations relevant to the research topic.

The data obtained were analyzed using the Miles, Huberman, and Saldana model, which consists of three main stages: data collection, data reduction, and data display. In the initial stage, the researcher gathered data through documents and interviews. Subsequently, during the reduction process, relevant data were filtered and classified into specific themes. The final stage involved data display, in which the results of the analysis were presented systematically for clarity and ease of understanding. Through this series of steps, the researcher was able to gain an in-depth understanding of how students perceive and respond to the use of technological media in learning Arabic reading skills.

Result and Discussion

Perception is a stimulus sensed by an individual, which is then organized and interpreted so that the individual becomes aware of and understands what is being perceived (Safitri et al., 2024). According to Robbins, the factors influencing perception are divided into three categories: individual factors, object factors, and situational factors. The perceptions obtained by the researcher regarding the use of technological media in Arabic reading skills among eighth-grade students at Muhammadiyah Junior High School Bantul, Yogyakarta received a variety of responses, with the majority of students expressing positive perceptions of the use of technological media in Arabic language learning. This is evident from the students' statements, which indicate that:

Individual Factors

Individual factors originate from within a person and influence perceptual behavior, encompassing both biological/physical factors and psychological

factors. Psychological factors include attention, attitudes, interests, motives, past experiences, and education. The theory of perception from the perspective of individual factors explains that the way a person interprets a situation is not solely determined by the object or environment but is strongly influenced by internal conditions, ranging from personal experiences and attitudes to individual expectations (Sudarsono & Suharsono, 2016).

The use of technological media in Arabic language learning received responses from informants, most of whom stated that the use of such media makes it easier for them to find the meanings of Arabic vocabulary they do not know. Since the majority of them do not have an Arabic dictionary, they find tools like Google Translate very helpful, which can be accessed via the Wi-Fi provided by the school for eighth-grade students at SMP Muhammadiyah Bantul, Yogyakarta.

Based on the students' responses, it is evident that their perceptions of using technology in Arabic reading instruction are largely influenced by individual factors or the perceivers themselves, including attitudes, interests, motivation, experience, and expectations. The majority of students exhibited positive attitudes, with responses such as "exciting," "enjoyable," "fun," "effective," and "enables faster mastery of the material," reflecting a high level of interest and engagement in technology-based learning. This is further supported by students' motivation, which tends to increase when using digital media, as they perceive the learning process to be more engaging, interactive, easily understandable, and aligned with their habits.

Students also noted that technology provides broader, more flexible, and supportive learning experiences, both in understanding the material and accessing additional learning resources. Positive past experiences, such as the ease of accessing information, participation in games or quizzes, and convenience in independent learning, reinforce students' expectations that technology can effectively support the learning process. Although some students reported certain distractions or difficulties, the majority still perceive technology as a tool

that facilitates learning, accelerates comprehension, and enhances their enthusiasm for study.

Thus, the positive perceptions that emerged are predominantly shaped by internal student factors, which influence how they evaluate and respond to the use of technology in Arabic reading instruction. The theory of perception from the perspective of individual factors explains that an individual's evaluation is not solely dependent on the object or environment but is strongly determined by the characteristics within themselves.

Object Factors

Object factors encompass components such as novelty, motion, sounds, size, background, proximity, and similarity (Akihary et al., 2021). In perception, object factors refer to anything that becomes the focus of attention or is being observed by an individual. Thus, it is not only the individual as the perceiver who determines the outcome of the observation, but the nature and characteristics of the object being observed also play a significant role in shaping how a situation or stimulus is perceived.

Based on the students' responses, their perceptions of using technology in Arabic reading instruction are greatly influenced by the characteristics of the object or media used. Many students selected smartphones as the most appealing and easy-to-use media due to their practicality, compact size, easy accessibility, flexibility, and availability of various applications such as quizzes, Google, educational videos, or practice exercises. Some students also mentioned YouTube, mobile applications, e-books, Kahoot, and quizzes as engaging media because they provide visualization, audio, and interaction that help in understanding pronunciation, grammar, and vocabulary. Additionally, educational videos, animations, and interactive platforms were considered to facilitate students' comprehension of text meaning and vocabulary. Some students preferred laptops due to their larger screens, which make searching for material easier, while a small number still favored Arabic books or translation tools because they were perceived to directly aid in translation.

In terms of effectiveness in understanding vocabulary and reading, the majority of students stated that technological media help them memorize more quickly, comprehend dialogues, answer questions, find meanings, expand vocabulary, and visualize the material. However, one or two students reported eye fatigue from prolonged screen time. Overall, object characteristics such as screen size, ease of access, interactive features, visualization, flexibility, and novelty of the media greatly influence how students perceive the effectiveness of technology in Arabic reading instruction.

Students' perceptions of technology are influenced by the characteristics of the media they use, such as screen size, ease of access (proximity), interactive and audiovisual features (sounds and novelty), appealing appearance (background), and alignment with learning needs (similarity). Consequently, media such as smartphones, quiz applications, videos, and e-books are considered both effective and enjoyable. Overall, the characteristics of these objects or instructional media serve as a primary factor shaping students' positive perceptions of the effectiveness of technology in Arabic reading instruction.

Situational Factors

Situational factors in perception refer to all external conditions or contexts that accompany an event or object when an individual makes an observation. Although the object or information being observed may be the same, individual perceptions can differ due to the influence of the environment or surrounding conditions at the time of observation. These situational factors provide specific nuances and directions in shaping how an individual interprets the received stimulus (Nurjan, 2015).

Students' perceptions of using technological media in learning are also strongly influenced by the situational or surrounding conditions. Based on the students' responses, almost all of them stated that the classroom atmosphere was more enjoyable, engaging, and facilitated learning when the teacher used technology. Only one or two students felt that the environment could become

noisy or challenging, indicating that social conditions in the classroom can affect learning comfort.

Regarding facilities, the majority of students felt that smartphones, the internet, projectors, and available devices were sufficient, with some even describing them as “highly supportive” due to internet access, applications, and teacher-provided devices. Nevertheless, certain situations still posed obstacles, particularly weak internet connections, exhausted data quotas, limited hotspots, and time constraints. Some students mentioned issues such as “poor signal,” “internet lag,” or “quota exhaustion,” while others reported no significant difficulties.

Overall, situational factors including the learning environment, availability of devices, network conditions, and classroom atmosphere play a crucial role in shaping students’ perceptions of the effectiveness of technology in Arabic reading instruction. When conditions are conducive, with an enjoyable classroom, adequate facilities, and stable network access, students’ perceptions of technological media become more positive and supportive of the learning process.

Thus, according to several students, a pleasant classroom atmosphere, supportive facilities such as smartphones, projectors, and internet access, as well as conducive social interactions, lead to positive perceptions of technology and facilitate understanding. Conversely, less supportive situations, such as weak internet connections, limited data quotas, or a noisy classroom environment, can reduce comfort and the effectiveness of media use. Therefore, situational conditions including the learning environment, availability of devices, network stability, and classroom dynamics serve as crucial determinants in shaping how students assess the benefits of technology in Arabic reading instruction.

Table 1: Perceptions of the Use of Technological Media

Perception Factor	Key Components	Students' Responses	Impact on Arabic Reading Learning
Individual Factors	Attitudes, interests, motivation, experiences, expectations	Students find technology "fun," "engaging," "effective," and helpful for understanding vocabulary using tools like Google Translate	Increases motivation, accelerates comprehension, enhances engagement, and supports independent learning
Object Factors	Media characteristics (size, accessibility, interactivity, audiovisual features, novelty)	Smartphones, YouTube, quiz apps, e-books, and laptops are preferred due to flexibility and interactive features	Facilitates vocabulary mastery, improves understanding of texts, supports visualization, and makes learning more enjoyable
Situational Factors	Learning environment, facilities, internet access, classroom atmosphere	Classroom becomes more enjoyable with technology; supported by devices and internet, but sometimes disrupted by poor signal or noise	Conducive environment enhances learning effectiveness, while technical or environmental issues may hinder comprehension

The findings indicate that students' perceptions of technology use in Arabic reading instruction are shaped by a dynamic interaction of individual, object, and situational factors, as conceptualized by Robbins. Individual factors emerge as the dominant influence, as students' positive attitudes, intrinsic motivation, and prior experiences with digital tools foster a high level of engagement and facilitate comprehension. These internal dispositions are reinforced by object factors, particularly the interactive, flexible, and audiovisual

characteristics of technological media such as smartphones, YouTube, and educational applications, which enhance vocabulary acquisition and textual understanding. Furthermore, situational factors—including classroom atmosphere, availability of devices, and internet connectivity—play a mediating role in either strengthening or constraining these positive perceptions. When the learning environment is supportive and technologically equipped, students are more likely to experience meaningful and effective learning; however, infrastructural limitations may reduce the overall impact of technology integration.

Conclusion

Based on the findings of the study, it can be concluded that eighth-grade students at Muhammadiyah Junior High School Bantul, Yogyakarta hold predominantly positive perceptions of using technological media in learning Arabic reading skills. These perceptions are shaped by three main factors: individual, object, and situational factors. Regarding individual factors, students demonstrated enthusiastic attitudes, high interest, and increased motivation when using technological media. They perceived that technology helps accelerate vocabulary comprehension, facilitates the search for word meanings, and makes the learning process more enjoyable, effective, and aligned with their habits. Previous experiences and expectations of easier learning further reinforced their positive reception of digital media.

From the perspective of the object or media used, characteristics such as ease of access, device size, audiovisual features, interactivity, and novelty are important factors shaping students' perceptions. Media such as smartphones, educational videos, quiz applications, e-books, and digital platforms are considered effective because they help in understanding texts, memorizing vocabulary, and creating contextual and engaging learning experiences. Furthermore, situational factors also exert a significant influence. A supportive learning environment, an enjoyable classroom atmosphere, and the availability

of facilities such as Wi-Fi, projectors, and digital devices strengthen students' positive perceptions of technology. Although there are challenges, such as weak internet connections or limited data quotas, situational conditions generally continue to support the effectiveness of technology-based learning.

Overall, the use of technological media is considered capable of enhancing students' reading skills and vocabulary comprehension, as well as creating a more interactive, engaging, and relevant learning environment for the digital generation. These findings indicate that the integration of technology in Arabic language instruction holds significant potential to improve the quality of learning, particularly when supported by effective teaching strategies, adequate facilities, and a conducive classroom environment.

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Author Contributions

Nanda Dzikrillah Pelealu contributed to the research design, data collection, data analysis, and manuscript writing. Umi Machmudah provided supervision, conceptual guidance, and critical revision of the manuscript. Ma'rifatul Munjiah contributed to data validation, review, and final editing of the manuscript.

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