



Digital-Based Evaluation in Arabic Writing: Integrating *Educaplay* to Enhance Students' Writing Skills

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Abstract

Keywords: Digital-based evaluation, Educaplay, Arabic writing skills, interactive assessment, mixed-method research

The teaching of Arabic writing often faces challenges, particularly students' low motivation, limited vocabulary mastery, and the lack of interactive digital evaluation tools. This study aims to examine the use of Educaplay as a digital-based evaluation medium to enhance students' Arabic writing skills. A mixed-method approach was employed, involving observation, questionnaires, and pre-test and post-test assessments administered to 40 tenth-grade students. The findings show a clear improvement in students' writing performance, as indicated by higher post-test scores compared to pre-test results. Improvements were observed in creativity, text organization, vocabulary use, and grammatical accuracy. In addition, students expressed positive perceptions regarding the usability, interactivity, and motivational impact of Educaplay. These findings imply that integrating interactive digital evaluation tools such as Educaplay can effectively support the development of Arabic writing skills and promote more engaging learning environments.

Abstrak

Kata Kunci: Evaluasi berbasis digital, Pembelajaran menulis bahasa Arab sering menghadapi berbagai tantangan, khususnya rendahnya motivasi siswa, keterbatasan penguasaan kosakata, serta kurangnya media evaluasi digital yang interaktif. Penelitian ini bertujuan untuk

Educaplay,
Keterampilan
menulis
bahasa Arab,
Evaluasi
interaktif,
Metode
campuran

mengkaji penggunaan Educaplay sebagai media evaluasi berbasis digital dalam meningkatkan keterampilan menulis bahasa Arab siswa. Penelitian ini menggunakan pendekatan mixed-method (metode campuran) yang melibatkan observasi, angket, serta pre-test dan post-test yang diberikan kepada 40 siswa kelas X. Hasil penelitian menunjukkan adanya peningkatan yang jelas dalam kemampuan menulis siswa, yang ditunjukkan oleh skor post-test yang lebih tinggi dibandingkan dengan skor pre-test. Peningkatan tersebut terlihat pada aspek kreativitas, organisasi teks, penggunaan kosakata, dan ketepatan tata bahasa. Selain itu, siswa memberikan respons positif terhadap kemudahan penggunaan, interaktivitas, serta dampak motivasional dari penggunaan Educaplay. Temuan ini mengimplikasikan bahwa integrasi media evaluasi digital interaktif seperti Educaplay dapat secara efektif mendukung pengembangan keterampilan menulis bahasa Arab serta menciptakan lingkungan pembelajaran yang lebih menarik dan partisipatif.

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Introduction

In the process of learning Arabic, various challenges often arise, ranging from low student motivation, limited learning media, to the lack of an environment that supports the active use of Arabic. In today's digital era, technology emerges as a potential solution to address these challenges. The integration of technology in Arabic language learning not only enriches the variety of teaching media but also enhances student engagement, strengthens teacher competence, and creates a more contextual and interactive learning environment. Through the use of the internet, interactive applications, multimedia CDs, and e-learning, the process of learning Arabic can take place more effectively, sustainably, and enjoyably across different levels of education. (Iswanto, 2017)

One of the four basic skills in Arabic learning is writing (Mahārah al-Kitābah), alongside listening (Mahārah al-Istimā'), speaking (Mahārah al-Kalām), and reading (Mahārah al-Qirā'ah). Among these four skills, writing

holds a significant role, as it is not only used to compose words but also serves as a medium to express ideas, feelings, and thoughts systematically and logically. (Zayuda et al., 2023) Furthermore, writing is a means of expressing emotions, hopes, ambitions, and everything that humans think and feel. (Wardani & Almanna Wassalwa, 2020) In the context of 21st-century learning, writing skills are also considered a measure of critical thinking and the ability to organize information.

However, writing often becomes the most challenging skill for students, including in Arabic. These difficulties are experienced not only by foreign learners but also by native speakers. This is due to the complexity of the writing process, which demands mastery of both linguistic aspects – such as vocabulary and grammar – and non-linguistic aspects – such as content structure, coherence, and contextual appropriateness. (Wassalwa et al., 2021) As a result, students often struggle to compose coherent sentences that conform to Arabic grammar. The importance of writing practice is also supported by research conducted by Alim, which revealed that students who practice writing regularly show improvement in analytical and critical thinking skills toward learning materials. (Akhsan et al., 2025) Therefore, to overcome these challenges, the mastery of writing skills requires appropriate, structured, and continuous learning and evaluation approaches.

In the context of Arabic learning in Indonesia, particularly among tenth-grade students, writing skills often remain underdeveloped. Preliminary observations in Grade X at MAN Sidoarjo indicate that many students face difficulties in expressing their ideas in written Arabic. Some of the obstacles include a lack of sentence structure mastery, limited vocabulary, and insufficient writing practice. Moreover, the evaluation methods used are still conventional, such as written tests and manual teacher corrections, which tend to be less engaging and do not provide quick, interactive feedback. This condition affects students' motivation to improve their writing skills. Research conducted by Sarah Hajar 'Aini and Faruq Abdul Muid shows that integrating technology into

language learning can help students improve their writing skills by providing more engaging and interactive exercises.(Aini & Muid, 2024) Therefore, a technology-based solution is needed to support the learning and evaluation process of Arabic writing skills more effectively

One such technology-based solution is *Educaplay*, an interactive platform that enables teachers to create various types of assessments, including writing tasks, quizzes, and crossword puzzles. The use of such interactive media is expected to help create more engaging, flexible evaluations that increase student participation in writing activities. Research by Yayah Robiatul Adawiyah, Lailatul Jennah, and Yulin Nada shows that technology-based assessments can improve students' understanding, sentence structure, and active engagement in the learning process.(Adawiyah & Jennah, 2023) Therefore, the use of *Educaplay* as an evaluation medium in Arabic writing learning has great potential to enhance learning quality.

However, research on the specific use of *Educaplay* in evaluating Arabic writing skills in madrasah settings, particularly at the tenth-grade level, remains limited. Thus, the purpose of this study is to analyze the implementation of the *Educaplay* application as an evaluation medium to improve the writing skills of Grade X students at MAN Sidoarjo. Through this approach, it is expected that an evaluation model will be developed that is not only engaging and modern but also capable of significantly improving students' writing skills.

Furthermore, this research carries a novelty value in integrating *Educaplay* into Arabic language learning, particularly in the context of writing evaluation, which has rarely been applied in Indonesia. The results of this study are expected to contribute to the development of more effective and innovative evaluation strategies in Arabic learning and serve as a reference for educators in applying technology to support the evaluation process.

Based on the aforementioned background, the focus of this research is the implementation of the *Educaplay* application as an evaluation medium in Arabic

writing learning for Grade X students at MAN Sidoarjo. Therefore, this study aims to describe how such implementation can enhance students' writing skills.

Method

This research employed a mixed-method approach combining quantitative and qualitative research designs. The quantitative component was used to measure the improvement of students' Arabic writing skills through *pre-test* and *post-test* assessments, while the qualitative component explored students' perceptions and learning experiences through observation and questionnaires. This approach enabled a comprehensive analysis of both learning outcomes and students' responses to the implementation of *Educaplay*.

The research was conducted in one tenth-grade class (Grade X-2) consisting of 40 students. The participants were selected purposively as they were actively involved in Arabic language learning. The instruments used in this study included observation sheets, questionnaires, and writing tests (pre-test and post-test). The pre-test was administered before the implementation of *Educaplay* to assess students' initial writing ability using conventional paper-based evaluation. After several learning sessions integrating *Educaplay* as a digital evaluation tool, a post-test was conducted to measure students' improvement. The quantitative data obtained from the tests were analyzed by comparing the pre-test and post-test scores to determine the level of improvement.

Meanwhile, qualitative data from observation and questionnaires were analyzed using data reduction, data display, and conclusion drawing techniques. Data validity was ensured through triangulation by comparing test results, observation findings, and students' questionnaire responses. (Prananingrum et al., 2020)

Result and Discussion

Educaplay as a Learning Evaluation Medium

Learning media function as tools to convey information from teachers to students, aiming to stimulate their interest, attention, thinking activities, and emotions during the learning process. In Arabic language learning, media play a crucial role in facilitating the understanding of complex materials, explaining abstract concepts, and delivering information that is difficult to convey verbally. (Furoidah, 2020) The use of media such as images, audio, graphics, and digital technology has proven to make the learning process more effective, efficient, and engaging. Along with technological advancement, various digital applications such as *Educaplay*, *Kahoot*, *Duolingo*, and *Edmodo* have emerged as interactive learning media that support both evaluation and Arabic language learning. All four platforms share similarities in providing quiz or practice features, being accessible online via computers and mobile devices, and being designed to enhance student engagement. Each application also has its own advantages: *Kahoot* emphasizes competitive live game-based quizzes (Khomsah & Imron, 2020), *Duolingo* focuses on listening and speaking exercises with audio support, *Edmodo* promotes a social media-based e-learning concept that facilitates interaction and evaluation of the four language skills. (Manoppo et al., 2022), while *Educaplay* offers a variety of interactive activities that combine technology, games, and modern learning approaches to create a fun and meaningful learning experience. (Anwar & Jasiah, 2025) Therefore, these applications not only serve as learning aids but also as essential components contributing to the overall success of Arabic language learning.

Educaplay is a digital learning platform designed to support teaching and learning activities through game-based educational activities. Through this platform, teachers can design and share a variety of interactive exercises such as quizzes, crosswords, word matching, concept maps, and other educational games that incorporate text, images, sound, and video. With its engaging interface and wide range of features, *Educaplay* is able to create an enjoyable and

challenging learning environment for students. In addition, *Educaplay* is equipped with analytical features that help educators monitor students' learning progress, assess evaluation results, and provide feedback promptly. With these advantages, *Educaplay* serves as an innovative and effective evaluation medium that supports modern digital learning. (Tristananda, 2024)

In the context of writing skill development, *Educaplay* can be utilized as an evaluation medium by making use of its interactive features, such as *Froggy Jumps*, *Unscramble Letters Game*, *Words Game*, *Puzzle*, *ABC Game*, *Memory Game*, *Quiz*, *Matching Column Game*, *Riddle*, *Video Quiz*, *Dialogue Game*, and others designed to measure students' understanding of Arabic writing materials. The evaluation is conducted after the learning process by presenting digital-based exercises that stimulate students to think creatively and write actively. The types of activities used in the evaluation include fill in the blanks, matching pairs, and multiple-choice quizzes, which can be adjusted according to learning objectives. The use of *Educaplay* provides significant benefits for teachers as it simplifies the process of preparing and assessing evaluations automatically and efficiently, while also helping monitor student progress. For students, the application increases learning motivation and interest due to its engaging and interactive presentation, offering an evaluation experience that is not monotonous and supports the improvement of writing skills in an enjoyable way. (Batitusta & Hardinata, 2024)

Writing Skills (Mahārah al-Kitābah)

The term *maharah al-kitabah* consists of two words: *maharah*, meaning ability or skill, and *al-kitabah*, meaning the act of writing. Skill refers to a person's proficiency in using intellect, thought, ideas, and creativity to complete a task and achieve results from it. Meanwhile, writing is a physical activity involving coordination between the nervous system and muscles, carried out consciously and purposefully. Based on this definition, writing can be understood as the process of conveying a writer's ideas and thoughts to the reader through written media. (Arifianto et al., 2021) Writing cannot be separated from the process of

thinking, as both are linguistic activities that support each other and occur continuously.

In the context of Arabic language learning, writing ability is influenced by several important factors. One of the main factors is students' high interest in Arabic subjects. Strong interest motivates students to be more actively involved in the learning process, including in developing their writing skills. Consistent study habits outside of school hours also contribute significantly to improving students' writing ability. Persistence in independent learning reinforces the understanding and skills acquired in class. In addition, the availability of adequate school facilities—such as libraries, interactive learning media, and a conducive learning environment—helps create an effective learning atmosphere that supports the optimal mastery of Arabic writing skills. (Hamdani et al., 2023)

To optimize these abilities, various learning strategies can be applied. According to Ahmadi and Ilmiani, effective strategies include imitating model essays (*taqlîd al-namûzaj*) as guidance, rearranging scrambled texts (*i'âdat al-tartîb*), summarizing reading materials (*talkhîṣ al-qirâ'ah*), developing key words (*taṭwîr al-kalimât al-ra'îsiyyah*), elaborating on topic sentences (*taṭwîr jumlah al-mawḍû'*), and developing reading titles into topic sentences (*taṭwîr al-'unwân*). Furthermore, students can also be trained through activities such as letter writing (*kitâbah al-risâlah*) and composing interviews (*tartîb al-muqâbalah*), which enhance free writing skills. In general, Arabic writing skills are divided into two main categories: guided writing, which involves teacher guidance through instructions, examples, and stimuli, and free writing, which allows students to express their ideas and imagination, although teachers still provide direction through key words or main points to ensure that students' writing is structured systematically. (Nazwa Awallul Rahma et al., 2024) Through this approach, it is expected that students can master Arabic writing skills comprehensively and effectively.

Evaluation of Writing Skills (Mahārah al-Kitābah)

The term *evaluation* comes from the English word *evaluation*, which means “value,” indicating an assessment of various aspects such as right or wrong, good or bad, and sufficient or insufficient. In general, evaluation is the process of assessing a phenomenon or a particular aspect using qualitative measures such as strong–weak or high–low. In the field of education, evaluation is understood as the measurement of students’ learning outcomes, which helps teachers or lecturers assess the extent to which learning objectives have been achieved. Evaluation can also mean comparing one aspect with another quantitatively. According to Zainal Arifin, a continuous and structured process of measuring the quality of something according to certain criteria, with the purpose of making decisions, is called evaluation. In Arabic language learning, evaluation serves as a tool for measuring students’ language skills, both oral and written. This evaluation can be observed from how tasks are performed, the form of answers, and the assessment methods used. A good Arabic language test must meet the criteria of validity, reliability, difficulty level, and discrimination index. To obtain accurate results, teachers must go through several stages, including preparation, material selection, question form determination, blueprint design, trial testing, and analysis of the trial results. (Indriana, 2018)

The evaluation of Arabic writing skills in this study was carried out through a digital medium, namely the *Educaplay* application. This application was used to evaluate students’ ability to construct sentences, arrange sentences in order, and choose the correct answers. Students were asked to form proper sentences from given words, organize sentences in the correct order, or answer questions by selecting or clicking the appropriate responses.

The results of this digital evaluation were then analyzed by the teacher based on the scores automatically generated by the *Educaplay* application. These scores reflected students’ abilities in constructing sentences, arranging words logically, and selecting correct answers according to Arabic grammar rules. The teacher integrated the scores obtained by each student, ranked them from highest

to lowest, and used them as the basis for assessing students' writing skills. Through this approach, the evaluation process became more objective, efficient, and supportive of accurately mapping students' writing abilities.

The Results of Implementing the *Educaplay* Application in Writing Evaluation

The implementation of the *Educaplay* application as an evaluation medium in Arabic language learning at MAN Sidoarjo has shown remarkable results in enhancing students' writing skills. Designed to provide an interactive platform for practice and feedback, this digital tool encouraged students to learn independently while engaging more actively in the writing process.

To assess its effectiveness, the researcher conducted *pre-tests* and *post-tests* involving 40 tenth-grade students (Class X-2). The analysis revealed a significant improvement in writing performance after using the application. Among all participants, 28 students (70%) demonstrated higher scores, with an average increase of 15 points. These outcomes suggest that *Educaplay* not only serves as an effective evaluation tool but also enhances learning engagement through interactive and enjoyable activities.

The improvement was evident across several essential components of writing. In terms of creativity, 30 students (75%) displayed greater originality and expressiveness in generating ideas. For text structure, 25 students (62.5%) improved in organizing paragraphs and creating smoother transitions. Regarding vocabulary use, 22 students (55%) of students were able to choose more appropriate and varied words, while 26 students (65%) showed better accuracy in grammar and spelling.

Beyond numerical results, students' feedback further supported these findings. Many expressed that the interactive features of *Educaplay* made writing evaluations more enjoyable, engaging, and less intimidating. The gamified nature of the platform also increased their motivation and confidence in learning Arabic writing.

In conclusion, the integration of *Educaplay* as an evaluation medium has had a positive and meaningful impact on students' writing skill development.

Given its proven effectiveness and ability to foster active participation, it is recommended that *Educaplay* be implemented as part of regular evaluation and learning strategies in Arabic language instruction.

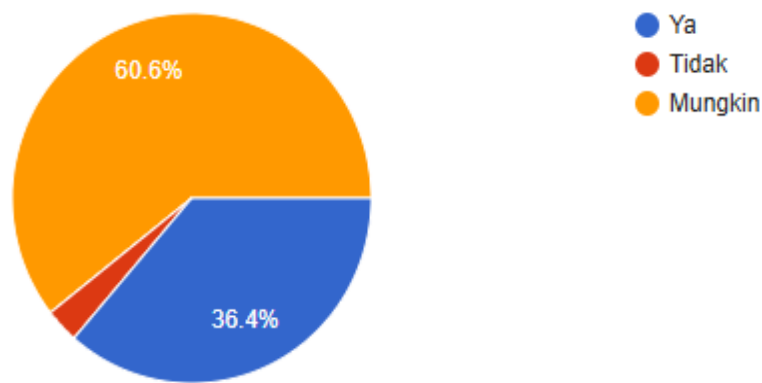
Description	<i>Pre-Test</i>	<i>Post-Test</i>
Number of Students	40	40
Mean Score	85,8	88,7
Highest Score	100	100
Lowest Score	40	60

Table 1 : Summary of *Pre-Test* and *Post-Test*

The results indicate an improvement in students' writing performance after the implementation of *Educaplay*. The mean score increased from 85,8 in the *pre-test* to 88,7 in the *post-test*. Furthermore, the lowest score improved from 40 to 60, suggesting overall progress in students' writing ability.

Students' Perceptions of Using *Educaplay*

To support the findings from the *pre-test* and *post-test* evaluations, the researcher also distributed questionnaires to 40 students of Class X-2 to understand their perceptions of using the *Educaplay* application in learning Arabic writing skills. The questionnaire was developed based on three main indicators: (1) students' experiences before being introduced to *Educaplay*, (2) the use of *Educaplay* in learning Arabic writing, and (3) students' experiences in practicing writing skills, both manually and digitally. Based on the responses of the 40 students, various insights were obtained regarding the implementation of *Educaplay* as an evaluation medium for Arabic writing skills. Overall, students showed positive responses toward the application, both in terms of ease of use and its impact on the learning process.



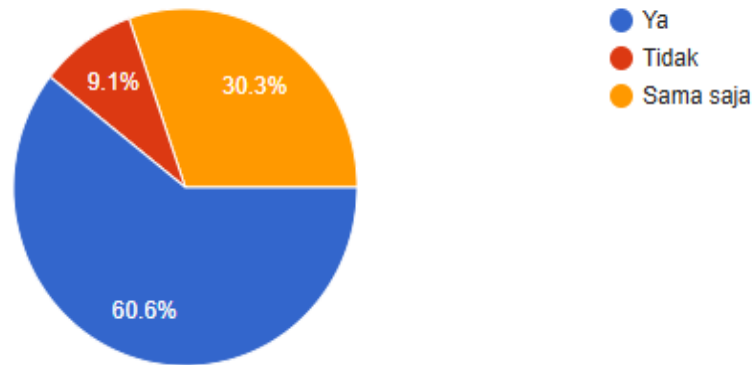
Picture 1. Students' Responses After Being Introduced to *Educaplay*

Most students admitted that they had never used *Educaplay* before, but after being introduced to it during lessons, they found it engaging and helpful in understanding the material. This indicates a high level of acceptance of digital learning media like *Educaplay* among students, especially when used consistently and integrated into the learning process.

In terms of technical comfort and interface design, *Educaplay* received highly positive evaluations. The average score for ease of use reached 4.5 out of 5, while the interface design obtained an average score of 4.4. The ease of learning how to use the application was rated 8.2 out of 10, and interest in its visual design scored 8.5. These results show that *Educaplay* is considered user-friendly and visually appealing. Most students also reported that the application created a more interactive and enjoyable learning environment, which increased their engagement during lessons.

The use of *Educaplay* also had a positive impact on improving students' writing skills. About 82% of respondents stated that the application helped them understand new Arabic vocabulary. Additionally, around 76% said they became more motivated to write due to the fun and interactive evaluation format, and approximately 70% felt more confident in composing Arabic sentences after completing exercises on the platform. These findings align with students' perceptions that *Educaplay* serves not only as an evaluation tool but also as an

engaging learning medium that enhances productive skills—particularly writing.



Picture 2. Students' Responses to *Educaplay*-Based Evaluation

When asked to compare digital evaluations using *Educaplay* with conventional (manual) methods, the majority of students (around 61%) preferred the digital format. They believed that using the application made learning more interesting, allowed them to receive immediate feedback, and made writing activities feel less burdensome. However, some students still preferred the manual method, considering it more flexible and less dependent on internet connectivity. A few even stated that handwriting practice helps improve memory and attention to detail.

Despite the overall positive response, several challenges were also mentioned. The main obstacle was the dependence on a stable internet connection. Some students experienced difficulties accessing the application on low-specification devices, while others were distracted by smartphone notifications during exercises. Nevertheless, students provided constructive suggestions for future improvements, such as initial training on using the app, simplifying the interface for wider accessibility, and combining digital and manual methods in evaluation to create a more balanced approach. These suggestions reflect students' critical awareness and their desire for a more effective and adaptive learning process.

In conclusion, the questionnaire results indicate that the use of *Educaplay* as an evaluation medium is effective in improving the writing skills of tenth-grade students. The application not only offers technical convenience but also fosters enthusiasm for learning and boosts students' confidence in writing Arabic. Therefore, it is recommended that teachers continue to integrate *Educaplay* into the learning process consistently, supported by adequate technological facilities and guidance to ensure optimal and sustainable use.

Conclusion

Based on the findings, it can be concluded that the implementation of the *Educaplay* application as an evaluation medium significantly contributed to the improvement of students' Arabic writing skills. The average score increased from 85,8 in the *pre-test* to 88,7 in the *post-test*. One notable finding is that several students who previously obtained relatively low scores showed meaningful improvement after the integration of *Educaplay*, indicating that interactive digital evaluation may particularly benefit students with lower initial performance. In addition, students demonstrated highly positive responses toward the use of *Educaplay*.

They reported increased motivation, confidence, and engagement during the evaluation process. The interactive and game-based features appeared to reduce anxiety commonly associated with writing assessments. However, this study has several limitations. First, the research was conducted in only one class consisting of 40 students, which may limit the generalizability of the findings. Second, the study did not employ formal statistical significance testing to measure the strength of the improvement. Third, technical issues such as internet connectivity may influence the effectiveness of the application in different school contexts.

Therefore, future studies are recommended to involve larger samples, apply statistical analysis, and explore long-term impacts of digital evaluation tools in Arabic language learning.

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Author Contribution Statement

Syifa' Aulia Rohmah was responsible for conceptualizing the study, designing the research methodology, collecting and analyzing the data, and drafting the manuscript. Saefullah Azhari contributed to supervising the research process, validating the findings, providing critical revisions, and refining the final version of the manuscript. Both authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

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