



Interactive Media in Enhancing Proficiency and Engagement in Arabic Language Learning

Andrew Aliffiansyah Ariyanto, Deny Tri Ardianto, Moh. Muchtarom

Universitas Sebelas Maret, Indonesia

Corresponding E-mail: Andrewaliffiansyah@student.uns.ac.id

Abstract

Arabic language learning continues to face challenges related to low student motivation and limited engagement due to traditional instructional approaches. This study aims to examine the significance of interactive media in enhancing Arabic language proficiency and learner engagement. Employing a qualitative library research design with a systematic literature review approach guided by the PRISMA, this study analyzed 33 peer-reviewed journal articles published between 2020 and 2025 focusing on interactive media, gamification, and technology-enhanced Arabic instruction. The findings indicate that interactive media including multimedia applications, digital games, and online learning platforms significantly contribute to improving students' motivation, participation, and mastery of the four core language skills: listening, speaking, reading, and writing. Interactive environments that provide multimodal input and immediate feedback foster more active and meaningful learning experiences. This study highlights the pedagogical importance of integrating technology-based interactive tools to promote communicative competence and sustainable engagement in Arabic language education.

Keywords: *Interactive Media, Arabic Language Learning, Language Proficiency, Student Engagement, Gamification*

Introduction

Arabic is one of the subjects that holds an important position in the educational system, particularly within Islamic educational institutions. Mastery of Arabic is not only essential as a means of communication but also as a tool for understanding religious literature directly from its original sources. However, the reality on the ground indicates that Arabic language learning is often less appealing to students due to teaching approaches that remain traditional, passive, and decontextualized. There is also a prevailing perception that Arabic is a foreign language that is difficult to learn and monotonous, especially when delivered through repetitive and verbal-based instruction.¹ This situation underscores the urgent need for more engaging and participatory learning approaches.

Interactive media have been widely implemented in education to enhance instructional effectiveness. Such media facilitate the presentation of learning materials through visual, auditory, and kinesthetic modalities, thereby accommodating diverse student learning styles.² In the context of language learning, interactive media have been shown to increase learning motivation, reinforce comprehension, and promote active student engagement through more dynamic learning experiences. With the wide variety of video games and mobile game applications now available in the commercial market, gamification has become a popular approach in informal learning across the globe.³ The use of digital technologies such as instructional videos, interactive learning applications, and computer-based simulations has become an integral part of

¹Wati Susiawati, "Factors Influencing Demotivation to Learn Arabic Among Students of Arabic Language Education Program," *Arabi: Journal of Arabic Studies* 9, no. 1 (July 2024): 43–51, <https://doi.org/10.24865/ajas.v9i1.786>.

²Muhammad Adhiem Bahri et al., "The Effectiveness of Digital Comics in Arabic Vocabulary Teaching," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 2 (November 2024): 421, <https://doi.org/10.24042/albayan.v16i2.24197>.

³Nurul Hanilah Mohd Ismath, Siti Zubaidah Jalil, and Tg Ainul Farha Tg Abdul Rahman, "The Effectiveness of Gamification in Learning Arabic Cohesive Devices: Keberkesanan Gamifikasi Dalam Mempelajari Kata Penyambung Dalam Bahasa Arab," *ATTARBAWITY: Malaysian Online Journal of Education* 6, no. 2 (December 2022): 28–36, <https://doi.org/10.53840/attarbawiy.v6i2.96>.

pedagogical innovation aimed at achieving learning objectives.⁴

Nevertheless, a significant gap remains in academic literature, particularly concerning the context of Arabic language instruction. There is a pressing need for deeper understanding of the characteristics of interactive media employed in Arabic learning, the extent to which such media are capable of enhancing learners' language proficiency, and their impact on student engagement in the learning process. This should be accompanied by a systematic review of prior research findings that demonstrate their effectiveness.⁵ The lack of a synthesized body of literature focusing on these aspects renders this topic crucial for further investigation. To what extent does the use of interactive media enhance Arabic language proficiency and learner engagement, as evidenced by a synthesis of existing theoretical and empirical research?

Therefore, this article aims to critically examine the significance of utilizing interactive media in Arabic language learning, with a particular focus on improving language proficiency and learner engagement. The discussion is grounded in a review of theoretical frameworks and existing empirical research findings.

Method

This study employed a qualitative library research design using a systematic literature review approach. The purpose was to examine and synthesize previous empirical and theoretical studies concerning the use of interactive media in Arabic language learning, particularly in relation to language proficiency and student engagement.

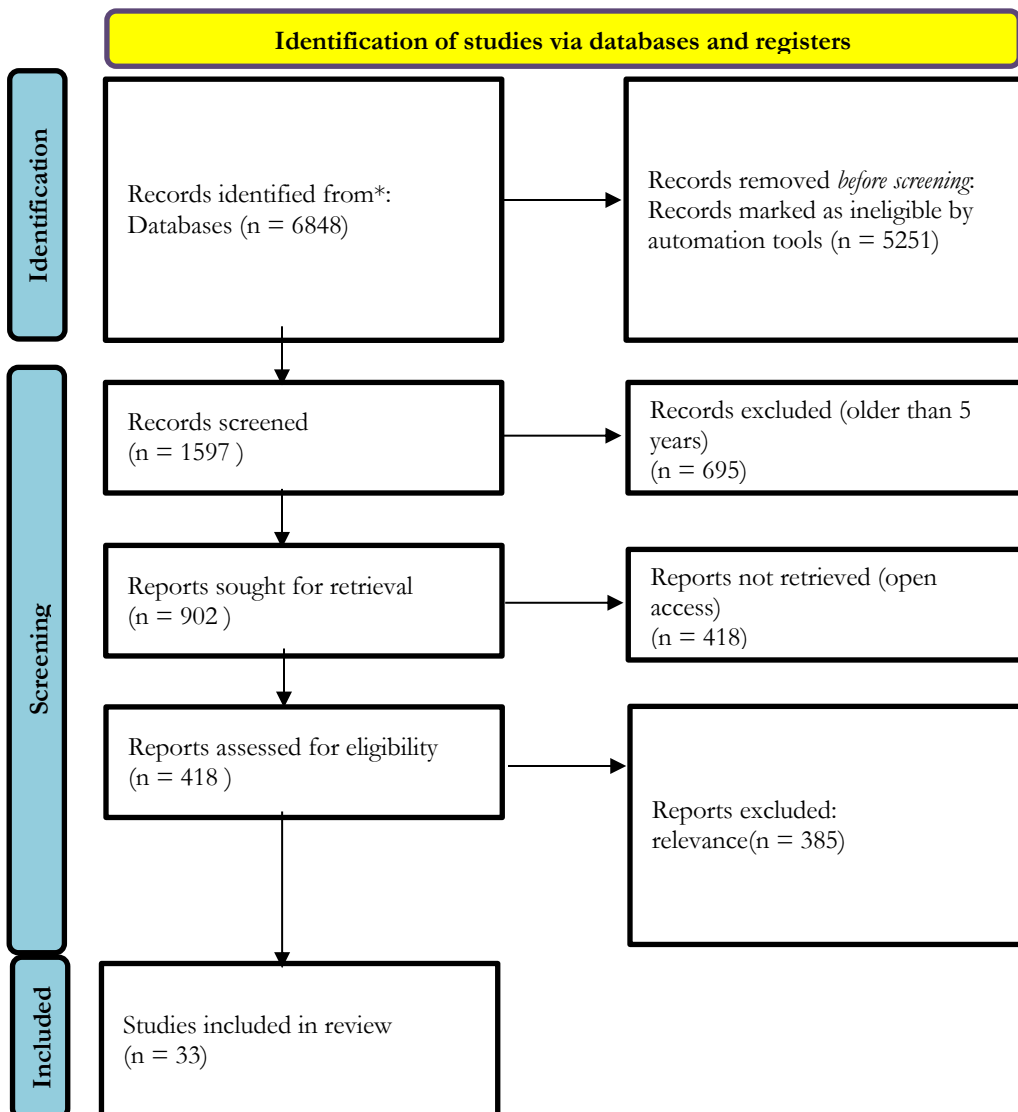
Data were collected from peer-reviewed journal articles published between

⁴Syarifah Syarifah, "Interactive Multimedia-Based Arabic Language Learning: A Systematic Literature Review," *Sustainable Jurnal Kajian Mutu Pendidikan* 7, no. 2 (December 2024): 247–259, <https://doi.org/10.32923/kjmp.v7i2.4922>.

⁵Sultan A. Almelhes, "Gamification for Teaching the Arabic Language to Non-Native Speakers: A Systematic Literature Review," *Frontiers in Education* 9 (March 2024): 1371955, <https://doi.org/10.3389/educ.2024.1371955>.

2020 and 2026 and retrieved from Scopus and Google Scholar following the PRISMA 2020 guidelines. The search focused on studies examining interactive media, gamification, and technology-enhanced Arabic instruction. Articles were selected based on relevance, empirical evidence, and direct relation to Arabic language learning contexts.

The collected data were analyzed using thematic content analysis. The analysis involved identifying key themes related to motivation, engagement, and the four Arabic language skills (listening, speaking, reading, and writing), followed by synthesizing patterns and research findings to draw comprehensive conclusions.



Discussion and Result

Interactive media refer to instructional tools that enable two-way interaction between learners and learning materials, typically incorporating various digital technologies such as interactive multimedia, learning applications, and educational software. Unlike conventional media which are predominantly passive in nature, interactive media allow students to respond, practice, and receive continuous feedback, thereby creating more dynamic and engaging learning experiences.⁶

In the context of Arabic language learning, interactive media play a pivotal role in enhancing language proficiency by providing contextual and communicative learning experiences. The presentation of materials that integrate visual and auditory elements assists learners in comprehending vocabulary, pronunciation, and grammatical structures more effectively. Furthermore, the interactivity afforded by such media promotes increased learning engagement both cognitive and affective which positively influences student participation and motivation.⁷

A. Interactive Media and Student Motivation

The relationship between interactive media and student motivation in Arabic language learning has been extensively documented. Belanisa et. al. (2022) developed an interactive e-module for Arabic language instruction at the madrasah tsanawiyah level.⁸ Their findings indicated that the e-module was highly feasible for

⁶Salah M. Ali et al., "The Effects of Blended Learning on First-Year Arab University Students' Oral Production," *World Journal of English Language* 13, no. 8 (2023), <https://doi.org/10.5430/wjel.v13n8p146>; Fitri Sukmarini et al., "Interactive Arabic Learning Media Based on Articulate Storyline 3 to Increase Students' Motivation / Pemanfaatan Articulate Storyline 3 Sebagai Media Pembelajaran Interaktif Untuk Meningkatkan Motivasi Belajar Bahasa Arab Siswa," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (June 2021): 106–121, <https://doi.org/10.14421/almahara.2021.071-06>.

⁷Manal Abu Mazer and Khaled Al-Ajlouni, *Motivating Learning Arabic in the E-Learning Environment for Eighth-Grade Students in Amman, Jordan*, 50, no. 3 (2023).

⁸Fadilah Belanisa, Fachrur Razi Amir, and Desky Halim Sudjani, "E-Modul Interaktif Sebagai Media Pembelajaran Bahasa Arab Untuk Meningkatkan Motivasi Siswa," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 1–12, <https://doi.org/10.30997/tjpb.v3i1.4754>.

implementation and significantly enhanced students' learning motivation. Similarly, the utilization of digital game-based learning platforms such as Kahoot! and Quizizz has demonstrated substantial positive effects on student interest in Arabic. Afaria et al., (2022) reported that the use of these platforms increased learning interest among tenth-grade students at MA Miftahul Huda by 89.6%.⁹

Beyond gamified platforms, video-based interactive media have also shown considerable promise. Hidayatullah (2021) Developed interactive animated video learning media for Madrasah Aliyah students, which proved effective in improving students' speaking abilities, with effectiveness tests yielding a significance value of $0.000 < 0.05$.¹⁰ In a related vein, the use of YouTube as an audio-visual learning platform has enhanced both listening and speaking competencies. Fridayanti (2021) asserted that Arabic language instruction via YouTube improved learning motivation, vocabulary mastery, and speaking skills among students.¹¹

B. Interactive Media and Student Engagement

Active student engagement constitutes a fundamental prerequisite for optimal learning outcomes. Interactive media have been empirically demonstrated to enhance student participation and involvement in Arabic language learning contexts. Arrahma et al., (2025) Investigated the impact of learning media innovation on student interest and learning outcomes at MTsS Ummi Lubuk Pakam.¹² The implementation of platforms including Kahoot, Quizizz, and

⁹Zelika Afaria, Desky Halim Sudjani, and Fikni Mutiara Rachma, "Pengaruh Media Pembelajaran Berbasis Permainan Digital Terhadap Minat Belajar Bahasa Arab Pada Siswa Kelas X MA Miftahul Huda," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (July 2022): 94–103, <https://doi.org/10.30997/tjpb.v3i2.6235>.

¹⁰Andi Nurul Hidayatullah, "Pengaruh Penggunaan Media Pembelajaran Bahasa Arab Berbasis Youtube Dan Minat Belajar Terhadap Hasil Belajar Peserta Didik pada Mata Pelajaran Bahasa Arab Di MA. PP. Yasrib Soppeng," *Shaut al Arabiyyah* 9, no. 1 (June 2021): 23, <https://doi.org/10.24252/saa.v9i1.19114>.

¹¹Andita Aprilia Fridayanti, "Pembelajaran Kosakata Bahasa Arab-Indonesia Menggunakan Media Audio Visual Channel Youtube Di MTs NU Mranggen," *Mabaraat: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (December 2021): 78–88, <https://doi.org/10.18196/mht.v4i1.12950>.

¹²Nabila Arrahma et al., "Dampak Inovasi Media Pembelajaran Terhadap Minat Dan Hasil Belajar Bahasa Arab Siswa MTsS Ummi Lubuk Pakam," *Jurnal Penelitian Pendidikan Indonesia (JPPI)* 2, no. 2 (2025): 353–362, <https://doi.org/10.62017/jppi.v2i2.3174>.

interactive videos rendered instruction more engaging and relevant to the needs of the digital generation, consequently increasing both student interest and academic achievement.

The pedagogical application of social media platforms has likewise yielded positive results. Wijaya & Rismawati, (2023) found that Instagram-assisted learning significantly increased learning interest among Madrasah Tsanawiyah students,¹³ Likewise, research by Alfalah et. al., (2023).¹⁴ This finding aligns with broader educational technology research suggesting that social media platforms, when pedagogically structured, can function as effective tools for language instruction.¹⁵

The development of technology-based interactive media has emerged as a prevailing trend in Arabic language pedagogy. Agustien (2023) developed Microsoft PowerPoint-based multimedia learning media for students at MI Islamiyah Babakan, which was deemed highly feasible for implementation and effective in improving student learning outcomes.¹⁶ Similarly, Mustafa et. al. (2023) developed digital interactive media utilizing Smart Apps Creator for tenth-grade students at SMA Negeri 7 Luwu Timur.¹⁷ The media received excellent validation from both media and content experts and demonstrated effectiveness in enhancing student learning outcomes.

¹³Muallim Wijaya and Rifa Sabila Yunia Rismawati, "Pembelajaran Bahasa Arab Berbantuan Media Instagram Untuk Meningkatkan Minat Belajar Siswa Madrasah Tsanawiyah," *Jurnal Educatio FKIP UNMA* 9, no. 2 (June 2023): 817–25, <https://doi.org/10.31949/educatio.v9i2.5080>.

¹⁴Adib Alfalah et al., "ARABIC DAIRY CAPTION PROJECT: REACTUALISATION OF PROJECT-BASED LEARNING FOR INSTAGRAM-BASED ARABIC WRITING SKILLS," *Lisanul Arab: Journal of Arabic Learning and Teaching* 12, no. 1 (May 2023): 23–35, <https://doi.org/10.15294/la.v12i1.61784>.

¹⁵Zamzami Zainuddin et al., "The Impact of Gamification on Learning and Instruction: A Systematic Review of Empirical Evidence," *Educational Research Review* 30 (June 2020): 100326, <https://doi.org/10.1016/j.edurev.2020.100326>.

¹⁶Resi Agustien, "PENGEMBANGAN MEDIA PEMBELAJARAN BAHASA ARAB BERBASIS MULTIMEDIA MICROSOFT POWERPOINT BAGI SISWA MI ISLAMIYAH BABAKAN," *Jurnal Review Pendidikan dan Pengajaran* 6, no. 3 (September 2023), <https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/18373>.

¹⁷Mustafa Mustafa, Nur Alisa, and Andi Arif Pamessangi, "Pengembangan Media Interaktif Digital Bahasa Arab Dengan Media Smart Apps Creator Kelas X Di SMA Negeri 7 Luwu Timur," *Jurnal Sinestesia* 13, no. 1 (April 2023): 252–260.

C. Interactive Media and the Four Language Skills

Language proficiency encompasses mastery of four core skills: listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*). These competencies constitute an integrated whole and serve as the foundation for comprehensive language mastery. According to Ismail et. al., (2023), language skills encompass the abilities to read, write, speak, calculate, and solve problems essential in daily life, and are closely intertwined with language literacy.¹⁸

In Arabic language instruction, these four skills are typically taught in an integrated manner. Nevertheless, various obstacles persist in practice, pertaining to pedagogical approaches, instructional media, and learner motivation. Interactive media offer particular advantages in addressing these challenges.

Reading Skills. Reading constitutes a receptive skill that serves as the primary gateway to comprehending Arabic texts. Interactive media substantially enrich the reading experience by presenting texts complemented by audio-visual elements, hyperlinks, and automated feedback mechanisms. Within the "Dila Bisa" platform, learners can explore Arabic texts while simultaneously hearing pronunciation and observing direct visualizations of word or sentence meanings.¹⁹ As elucidated by Rachmawati et. al., (2024), the integration of technology in Arabic language learning media enables students to "explore texts, hear word pronunciations, and observe language usage examples in concrete visual forms" thereby reinforcing both reading skills and comprehension.²⁰

¹⁸Ummi Syarah Ismail et al., "A Model Framework for the Implementation of Gamification in Arabic Teaching in Malaysia," *Theory and Practice in Language Studies* 13, no. 11 (November 2023): 2800–2805, <https://doi.org/10.17507/tpsls.1311.09>.

¹⁹Majda Qudsiyatul Malik, Ahmad Mubaligh, and Alvira Nirma Wijayanti, "Development of Dila Bisa Media Based on Lectora Inspire in Arabic Language Learning," *Izdiḥar: Journal of Arabic Language Teaching, Linguistics, and Literature* 7, no. 3 (December 2024): 301–318, <https://doi.org/10.22219/jiz.v7i3.33676>.

²⁰Ummi Azizah Rachmawati et al., "Takallam: An Android Application to Enhance Literacy of Arabic Expression," *Izdiḥar: Journal of Arabic Language Teaching, Linguistics, and Literature* 7, no. 3 (December 2024): 375–392, <https://doi.org/10.22219/jiz.v7i3.34762>.

Writing Skills. Writing demands mastery of grammatical structures and creativity in sentence construction. Deficiencies in grammatical competence frequently impede students' writing abilities. In this regard, interactive approaches such as the utilization of e-book applications or Lectora platforms can assist learners in developing writing skills through automated feedback on their written structures.²¹ According to Fauzan et al., (2022), the development of Higher Order Thinking Skills (HOTS)-based learning media in *nahwu* (Arabic grammar) instruction, such as 'Tathbiq Nahwi Ibtida'i, encourages university students to think critically and articulate ideas systematically through Arabic composition.²²

Listening Skills. Listening competence forms the foundation for understanding conversational contexts. Interactive media such as the Quizalize application shares similarities with platforms such as Quizizz and Kahoot, as it functions as an e-learning-based educational tool designed for online classes. Furthermore, Quizalize can be utilized to create engaging learning experiences and serve as an enjoyable assessment medium, particularly in the teaching of Arabic listening skills.²³ As noted by Rachmawati et. al. (2024) "the use of audiovisual media and mobile applications offers a more effective way to learn, particularly in understanding basic Arabic conversations."²⁴

²¹Moh Fauzan et al., "Development of Electronic Book (Ebook) Based on Higher Order Thinking Skills (HOTs) for Learning 'Tathbiq Nahwi Ibtida'i in Higher Education," *Izdiḥar: Journal of Arabic Language Teaching, Linguistics, and Literature* 5, no. 2 (August 2022): 225–236, This article is a HOTS-based electronic book for the Tathbiq Nahwi Ibtida'i course, <https://doi.org/10.22219/jiz.v5i2.23290>; Umami Azizah Rachmawati et al., "Takallam: An Android Application to Enhance Literacy of Arabic Expression," *Izdiḥar: Journal of Arabic Language Teaching, Linguistics, and Literature* 7, no. 3 (December 2024): 375–392, <https://doi.org/10.22219/jiz.v7i3.34762>.

²²Moh Fauzan et al., "Development of Electronic Book (Ebook) Based on Higher Order Thinking Skills (HOTs) for Learning 'Tathbiq Nahwi Ibtida'i in Higher Education," *Izdiḥar: Journal of Arabic Language Teaching, Linguistics, and Literature* 5, no. 2 (August 2022): 225–236, This article is a HOTS-based electronic book for the Tathbiq Nahwi Ibtida'i course, <https://doi.org/10.22219/jiz.v5i2.23290>

²³Miatin Rachmawati, Ari Khairurrijal Fahmi, and Alfred Sirait, "Reviewing Listening Arabic Skill Using the Quizalize Application," *Izdiḥar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 1 (April 2023): 77–90, *, <https://doi.org/10.22219/jiz.v6i1.25261>.

²⁴Rachmawati et al., "Takallam."

Speaking Skills. Speaking requires the ability to express ideas spontaneously and accurately. Android-based applications such as KineMaster is a video editing application that supports the development of instructional media, enabling teachers to easily create ICT-based multimedia learning materials. Therefore, one effective solution is to develop animated instructional videos using KineMaster to enhance the speaking Arabic skills.²⁵ Arifin et. al. (2023) asserted that such technology "makes learning easier, more interactive, and more effective" in enhancing Arabic literacy and communication competencies.²⁶

The effectiveness of interactive media in Arabic language learning is rooted in its capacity to fulfill learners' fundamental psychological needs. Self-Determination Theory Ryan and Deci (2000) asserts that "the fulfillment of the basic psychological needs for autonomy, competence, and relatedness is essential for optimal motivation, performance, and well-being."²⁷ Interactive media such as e-modules Belanisa et. al., (2022)²⁸ and platforms like Kahoot! and Quizizz Afaria et. al., (2022)²⁹ inherently provide these three needs, in stark contrast to the traditional classroom described by Susiawati (2024).³⁰ Recent developments in SDT by Ryan et. al. (2021) reinforce that "SDT is a truly human science that takes into consideration our attributes as persons, including our capacities for awareness and

²⁵Fitri Liza, Miatin Rachmawati, and Ayman Shahrour, "Fun Learning Arabic Speaking Skills Using Kinemaster Video," *Izḍibar: Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 3 (December 2021): 363–372, types of this research on Arabic language learning, <https://doi.org/10.22219/jiz.v4i3.17851>.

²⁶Zainul Arifin et al., "Arabic Language Learning Approach Using Smart Technology in Higher Education," *Izḍibar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 1 (April 2023): 1–12, Arabic Language Learning, <https://doi.org/10.22219/jiz.v6i1.25011>.

²⁷Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions," *Contemporary Educational Psychology* 25, no. 1 (January 2000): 54–67, <https://doi.org/10.1006/ceps.1999.1020>.

²⁸Belanisa, Amir, and Sudjani, "E-Modul Interaktif Sebagai Media Pembelajaran Bahasa Arab Untuk Meningkatkan Motivasi Siswa."

²⁹Afaria, Sudjani, and Rachma, "Pengaruh Media Pembelajaran Berbasis Permainan Digital Terhadap Minat Belajar Bahasa Arab Pada Siswa Kelas X MA Miftahul Huda."

³⁰Susiawati, "Factors Influencing Demotivation to Learn Arabic Among Students of Arabic Language Education Program."

self-regulation,"³¹ while Ntoumanis et. al., (2021) confirm through meta-analysis that "interventions that support basic psychological needs are effective in promoting sustained behavior change and well-being across diverse educational contexts."³²

From a cognitive perspective, Chen et. al., (2023) redefine task complexity through the concept of element interactivity: "task complexity that learners experience is based on element interactivity, which can be determined by simultaneously considering the structure of the information being processed and the knowledge held in long-term memory."³³ The visually complex Arabic script places a heavy burden on novice learners' working memory. Multimodal platforms such as "Dila Bisa", Malikh et. al., (2024) alleviate this burden by presenting text, audio, and integrated visualizations.³⁴ This approach aligns with Mayer, (2009) multimedia Principle that "people learn more deeply from words and pictures than from words alone,"³⁵ further strengthened by Leng et. al. (2024) who found that "increased attention to pictures was a mediator for better learning outcomes."³⁶

The pattern of findings also reveals an uneven impact across the four language skills. Listening and speaking dominate because audio-visual media

³¹Richard M. Ryan et al., "Building a Science of Motivated Persons: Self-Determination Theory's Empirical Approach to Human Experience and the Regulation of Behavior," *Motivation Science* (US) 7, no. 2 (2021): 97–110, <https://doi.org/10.1037/mot0000194>.

³²Nikos Ntoumanis et al., "A Meta-Analysis of Self-Determination Theory-Informed Intervention Studies in the Health Domain: Effects on Motivation, Health Behavior, Physical, and Psychological Health," *Health Psychology Review* 15, no. 2 (April 2021): 214–244, <https://doi.org/10.1080/17437199.2020.1718529>.

³³Ouhao Chen, Fred Paas, and John Sweller, "A Cognitive Load Theory Approach to Defining and Measuring Task Complexity Through Element Interactivity," *Educational Psychology Review* 35, no. 2 (June 2023): 63, <https://doi.org/10.1007/s10648-023-09782-w>.

³⁴Majda Qudsiyatul Malikh, Ahmad Mubaligh, and Alvira Nirma Wijayanti, "Development of Dila Bisa Media Based on Lectora Inspire in Arabic Language Learning," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 7, no. 3 (December 2024): 301–318, <https://doi.org/10.22219/jiz.v7i3.33676>.

³⁵Richard E. Mayer, *Multimedia Learning* (Cambridge University Press, 2009).

³⁶Xiaoxue Leng et al., "How to Train Students to Engage in Text-picture Integration for Multimedia Lessons," *British Journal of Educational Technology* 55, no. 3 (May 2024): 1167–1188, <https://doi.org/10.1111/bjet.13419>.

simultaneously fulfil.³⁷ Input hypothesis and output Hypothesis.³⁸ Mao (2022) confirms that "the influencing factors of spoken language output disorder include subjective and objective aspects," and technology plays a role in reducing these psychological barriers. Conversely, writing skills remain under-researched.³⁹ Ismail et. al. (2023) remind us that "language skills encompass the abilities to read, write, speak, calculate, and solve problems essential in daily life,"⁴⁰ and Almelhes (2024) calls for "more comprehensive studies covering the full spectrum of Arabic language skills."⁴¹

From a pedagogical standpoint, the success of interactive media depends on teacher intentionality. Shambare & Jita (2024) found that "respondents exhibited low levels of TPACK, suggesting a limited proficiency in integrating technologies into their teaching methods,"⁴² highlighting the urgency of TPACK-based teacher training.⁴³ Zainuddin et. al. (2020) assert that "the impact of gamification on learning and instruction is highly dependent on the instructional design that surrounds it,"⁴⁴ and Syarifah (2024) adds that interactive multimedia-based learning

³⁷Hesham Aldamen et al., "Testing Krashen's Input Hypothesis with AI: A Mixed-Methods Study on Reading Input and Oral Proficiency in EFL," *Frontiers in Education* 10 (November 2025): 1614680, <https://doi.org/10.3389/feduc.2025.1614680>.

³⁸Zhao Congmin, "Fundamental Theories of Second Language Acquisition: The Input Hypothesis, the Output Hypothesis, and the Interaction Hypothesis," *Sino-US English Teaching* 18, no. 7 (July 2021), <https://doi.org/10.17265/1539-8072/2021.07.003>.

³⁹Wen Mao, "Analysis of the Psychological Barriers to Spoken English From Big Data and Cross-Cultural Perspectives," *Frontiers in Psychology* 13 (June 2022): 899101, <https://doi.org/10.3389/fpsyg.2022.899101>.

⁴⁰Ummi Syarah Ismail et al., "A Model Framework for the Implementation of Gamification in Arabic Teaching in Malaysia," *Theory and Practice in Language Studies* 13, no. 11 (November 2023): 2800–2805, <https://doi.org/10.17507/tpls.1311.09>.

⁴¹Almelhes, "Gamification for Teaching the Arabic Language to Non-Native Speakers."

⁴²Brian Shambare and Thuthukile Jita, "TPACK: A Descriptive Study of Science Teachers' Integration of the Virtual Laboratory in Rural School Teaching," *Cogent Education* 11, no. 1 (December 2024): 2365110, <https://doi.org/10.1080/2331186X.2024.2365110>.

⁴³Matthew J. Koehler, Punya Mishra, and William Cain, "What Is Technological Pedagogical Content Knowledge (TPACK)?," *Journal of Education* 193, no. 3 (October 2013): 13–19, <https://doi.org/10.1177/002205741319300303>.

⁴⁴Zamzami Zainuddin et al., "The Impact of Gamification on Learning and Instruction: A Systematic Review of Empirical Evidence," *Educational Research Review* 30 (June 2020): 100326, <https://doi.org/10.1016/j.edurev.2020.100326>.

"requires a well-planned and systematic approach."⁴⁵ Arifin et al., (2023) aptly summarize: such technology "makes learning easier, more interactive, and more effective." Herein lies both the challenge and opportunity for Arabic language education moving forward: not merely adopting technology, but integrating it within a coherent and responsive pedagogical framework.⁴⁶

Conclusion

This study aimed to examine the significance of interactive media in enhancing Arabic language proficiency and student engagement through a systematic review of recent scholarly works. Based on the thematic analysis of empirical findings, it can be concluded that interactive media play a substantial role in transforming Arabic language instruction from passive and teacher-centered practices into more dynamic, participatory, and learner-centered experiences.

The integration of gamification, multimedia applications, and digital platforms consistently demonstrates positive effects on students' motivation, engagement, and learning outcomes. Interactive media support the development of the four core language skills—listening, speaking, reading, and writing by providing contextualized input, immediate feedback, and multimodal learning environments. Such characteristics enable learners to construct understanding more effectively and participate actively in the learning process.

This study advances the field by synthesizing fragmented empirical evidence into a coherent framework that highlights the pedagogical value of interactive media in Arabic language education. The findings suggest that educators should strategically integrate technology based interactive tools to foster communicative

⁴⁵Syarifah Syarifah, "Interactive Multimedia-Based Arabic Language Learning: A Systematic Literature Review," *Sustainable Jurnal Kajian Mutu Pendidikan* 7, no. 2 (December 2024): 247–259, <https://doi.org/10.32923/kjmp.v7i2.4922>.

⁴⁶Arifin et al., "Arabic Language Learning Approach Using Smart Technology in Higher Education."

competence and sustained learner engagement.

REFERENCES

- Afaria, Zelika, Desky Halim Sudjani, and Fikni Mutiara Rachma. "Pengaruh Media Pembelajaran Berbasis Permainan Digital Terhadap Minat Belajar Bahasa Arab Pada Siswa Kelas X MA Miftahul Huda." *Tatsqify: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (July 2022): 94–103. <https://doi.org/10.30997/tjpba.v3i2.6235>.
- Agustien, Resi. "PENGEMBANGAN MEDIA PEMBELAJARAN BAHASA ARAB BERBASIS MULTIMEDIA MICROSOFT POWERPOINT BAGI SISWA MI ISLAMİYAH BABAKAN." *Jurnal Review Pendidikan Dan Pengajaran* 6, no. 3 (September 2023). <https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/18373>.
- Aldamen, Hesham, Mohamad Almashour, Mutasim Al-Deaibes, and Rami AlSharefeen. "Testing Krashen's Input Hypothesis with AI: A Mixed-Methods Study on Reading Input and Oral Proficiency in EFL." *Frontiers in Education* 10 (November 2025): 1614680. <https://doi.org/10.3389/educ.2025.1614680>.
- Alfalah, Adib, Asep Sopian, Nunung Nursyamsiah, and Ashabul Kahfi Susanto. "ARABIC DAIRY CAPTION PROJECT: REACTUALISATION OF PROJECT-BASED LEARNING FOR INSTAGRAM-BASED ARABIC WRITING SKILLS." *Lisanul Arab: Journal of Arabic Learning and Teaching* 12, no. 1 (May 2023): 23–35. <https://doi.org/10.15294/la.v12i1.61784>.
- Ali, Salah M., Kamariah Yunus, Turkey Alshaikhi, Mohammed Abdulgalil Abugohar, Taleb Mohana, and Taya Mustafa. "The Effects of Blended Learning on First-Year Arab University Students' Oral Production." *World Journal of English Language* 13, no. 8 (2023). <https://doi.org/10.5430/wjel.v13n8p146>.
- Almelhes, Sultan A. "Gamification for Teaching the Arabic Language to Non-Native Speakers: A Systematic Literature Review." *Frontiers in Education* 9 (March 2024): 1371955. <https://doi.org/10.3389/educ.2024.1371955>.
- Arifin, Zainul, Ayu Desrani, Apri Wardana Ritonga, and Faisal Mahmoud Adam Ibrahim. "Arabic Language Learning Approach Using Smart Technology in Higher Education." *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 1 (April 2023): 1–12. Arabic Language Learning. <https://doi.org/10.22219/jiz.v6i1.25011>.

- Arrahma, Nabila, Siti Rahimah Harahap, Anisa Eka Putri Aulia, and Sahkholid Nasution. "Dampak Inovasi Media Pembelajaran Terhadap Minat Dan Hasil Belajar Bahasa Arab Siswa MTsS Ummi Lubuk Pakam." *Jurnal Penelitian Pendidikan Indonesia (JPPI)* 2, no. 2 (2025): 353–362. <https://doi.org/10.62017/jppi.v2i2.3174>.
- Bahri, Muhammad Adhiem, Haeriyah Haeriyah, Yustering Sanusi Baso, and Andi Aggussalim. "The Effectiveness of Digital Comics in Arabic Vocabulary Teaching." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 2 (November 2024): 421. <https://doi.org/10.24042/albayan.v16i2.24197>.
- Belanisa, Fadilah, Fachrur Razi Amir, and Desky Halim Sudjani. "E-Modul Interaktif Sebagai Media Pembelajaran Bahasa Arab Untuk Meningkatkan Motivasi Siswa." *Tatsqify: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 1–12. <https://doi.org/10.30997/tjpba.v3i1.4754>.
- Chen, Ouhaio, Fred Paas, and John Sweller. "A Cognitive Load Theory Approach to Defining and Measuring Task Complexity Through Element Interactivity." *Educational Psychology Review* 35, no. 2 (June 2023): 63. <https://doi.org/10.1007/s10648-023-09782-w>.
- Fauzan, Moh, Muhammad Alfian, Hanik Mahliatussikah, and Moch Wahib Dariyadi. "Development of Electronic Book (Ebook) Based on Higher Order Thinking Skills (HOTs) for Learning Tathbiq Nahwi Ibtida'i in Higher Education." *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature* 5, no. 2 (August 2022): 225–36. This article is a HOTS-based electronic book for the Tathbiq Nahwi Ibtida'i course. <https://doi.org/10.22219/jiz.v5i2.23290>.
- Fridayanti, Andita Aprilia. "Pembelajaran Kosakata Bahasa Arab-Indonesia Menggunakan Media Audio Visual Channel Youtube Di MTs NU Mranggen." *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (December 2021): 78–88. <https://doi.org/10.18196/mht.v4i1.12950>.
- Hidayatullah, Andi Nurul. "Pengaruh Penggunaan Media Pembelajaran Bahasa Arab Berbasis Youtube Dan Minat Belajar Terhadap Hasil Belajar Peserta Didik Pada Mata Pelajaran Bahasa Arab Di MA. PP. Yasrib Soppeng." *Shaut al Arabiyyah* 9, no. 1 (June 2021): 23. <https://doi.org/10.24252/saa.v9i1.19114>.
- Ismail, Ummi Syarah, Nurul Izlin Makhtar, Majdah Chulan, and Noraini Ismail. "A Model Framework for the Implementation of Gamification in Arabic Teaching in Malaysia." *Theory and Practice in Language Studies* 13, no. 11 (November 2023): 2800–2805. <https://doi.org/10.17507/tpls.1311.09>.

- Koehler, Matthew J., Punya Mishra, and William Cain. "What Is Technological Pedagogical Content Knowledge (TPACK)?" *Journal of Education* 193, no. 3 (October 2013): 13–19. <https://doi.org/10.1177/002205741319300303>.
- Leng, Xiaoxue, Fuxing Wang, Richard E. Mayer, and Tingting Zhao. "How to Train Students to Engage in Text-picture Integration for Multimedia Lessons." *British Journal of Educational Technology* 55, no. 3 (May 2024): 1167–1188. <https://doi.org/10.1111/bjet.13419>.
- Liza, Fitri, Miatin Rachmawati, and Ayman Shahrour. "Fun Learning Arabic Speaking Skills Using Kinemaster Video." *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 3 (December 2021): 363–372. Types of this research on Arabic language learning. <https://doi.org/10.22219/jiz.v4i3.17851>.
- Malikh, Majda Qudsiyatul, Ahmad Mubaligh, and Alvira Nirma Wijayanti. "Development of Dila Bisa Media Based on Lectora Inspire in Arabic Language Learning." *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature* 7, no. 3 (December 2024): 301–318. <https://doi.org/10.22219/jiz.v7i3.33676>.
- Mao, Wen. "Analysis of the Psychological Barriers to Spoken English From Big Data and Cross-Cultural Perspectives." *Frontiers in Psychology* 13 (June 2022): 899101. <https://doi.org/10.3389/fpsyg.2022.899101>.
- Mayer, Richard E. *Multimedia Learning*. Cambridge University Press, 2009.
- Mazer, Manal Abu, and Khaled Al-Ajlouni. *Motivating Learning Arabic in the E-Learning Environment for Eighth-Grade Students in Amman, Jordan*. 50, no. 3 (2023).
- Mohd Ismath, Nurul Hanilah, Siti Zubaidah Jalil, and Tg Ainul Farha Tg Abdul Rahman. "The Effectiveness of Gamification in Learning Arabic Cohesive Devices: Keberkesanan Gamifikasi Dalam Mempelajari Kata Penyambung Dalam Bahasa Arab." *ATTARBAWY: Malaysian Online Journal of Education* 6, no. 2 (December 2022): 28–36. <https://doi.org/10.53840/attarbawiy.v6i2.96>.
- Mustafa, Mustafa, Nur Alisa, and Andi Arif Pamesangi. "Pengembangan Media Interaktif Digital Bahasa Arab dengan Media Smart Apps Creator Kelas X di SMA Negeri 7 Luwu Timur." *Jurnal Sinestesia* 13, no. 1 (April 2023): 252–260.
- Ntoumanis, Nikos, Johan Y. Y. Ng, Andrew Prestwich, Eleanor Quested, Jennie E. Hancox, Cecilie Thøgersen-Ntoumani, Edward L. Deci, Richard M. Ryan,

Chris Lonsdale, and Geoffrey C. Williams. "A Meta-Analysis of Self-Determination Theory-Informed Intervention Studies in the Health Domain: Effects on Motivation, Health Behavior, Physical, and Psychological Health." *Health Psychology Review* 15, no. 2 (April 2021): 214–244. <https://doi.org/10.1080/17437199.2020.1718529>.

Rachmawati, Miatin, Ari Khairurrijal Fahmi, and Alfred Sirait. "Reviewing Listening Arabic Skill Using the Quizalize Application." *Izdiabar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 1 (April 2023): 77–90. *. <https://doi.org/10.22219/jiz.v6i1.25261>.

Rachmawati, Ummi Azizah, Aya Yahya, Puspa Setia Pratiwi, Sri Puji Utami, Febri Ufaira Hasan, and Rama Abirami K. "Takallam: An Android Application to Enhance Literacy of Arabic Expression." *Izdiabar: Journal of Arabic Language Teaching, Linguistics, and Literature* 7, no. 3 (December 2024): 375–392. <https://doi.org/10.22219/jiz.v7i3.34762>.

Ryan, Richard M., and Edward L. Deci. "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions." *Contemporary Educational Psychology* 25, no. 1 (January 2000): 54–67. <https://doi.org/10.1006/ceps.1999.1020>.

Ryan, Richard M., Edward L. Deci, Maarten Vansteenkiste, and Bart Soenens. "Building a Science of Motivated Persons: Self-Determination Theory's Empirical Approach to Human Experience and the Regulation of Behavior." *Motivation Science* (US) 7, no. 2 (2021): 97–110. <https://doi.org/10.1037/mot0000194>.

Shambare, Brian, and Thuthukile Jita. "TPACK: A Descriptive Study of Science Teachers' Integration of the Virtual Laboratory in Rural School Teaching." *Cogent Education* 11, no. 1 (December 2024): 2365110. <https://doi.org/10.1080/2331186X.2024.2365110>.

Sukmarini, Fitri, Lailatul Mauludiyah, Muhammad Ainur Roziqi, and Talqis Nurdianto. "Interactive Arabic Learning Media Based on Articulate Storyline 3 to Increase Students' Motivation / Pemanfaatan Articulate Storyline 3 Sebagai Media Pembelajaran Interaktif Untuk Meningkatkan Motivasi Belajar Bahasa Arab Siswa." *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (June 2021): 106–121. <https://doi.org/10.14421/almahara.2021.071-06>.

Susiawati, Wati. "Factors Influencing Demotivation to Learn Arabic Among Students of Arabic Language Education Program." *Arabi: Journal of Arabic Studies* 9, no. 1 (July 2024): 43–51. <https://doi.org/10.24865/ajas.v9i1.786>.

- Syarifah, Syarifah. “Interactive Multimedia-Based Arabic Language Learning: A Systematic Literature Review.” *Sustainable Jurnal Kajian Mutu Pendidikan* 7, no. 2 (December 2024): 247–259. <https://doi.org/10.32923/kjimp.v7i2.4922>.
- Wijaya, Muallim, and Rifa Sabila Yunia Rismawati. “Pembelajaran Bahasa Arab Berbantuan Media Instagram Untuk Meningkatkan Minat Belajar Siswa Madrasah Tsanawiyah.” *Jurnal Educatio FKIP UNMA* 9, no. 2 (June 2023): 817–825. <https://doi.org/10.31949/educatio.v9i2.5080>.
- Zainuddin, Zamzami, Samuel Kai Wah Chu, Muhammad Shujahat, and Corinne Jacqueline Perera. “The Impact of Gamification on Learning and Instruction: A Systematic Review of Empirical Evidence.” *Educational Research Review* 30 (June 2020): 100326. <https://doi.org/10.1016/j.edurev.2020.100326>.
- . “The Impact of Gamification on Learning and Instruction: A Systematic Review of Empirical Evidence.” *Educational Research Review* 30 (June 2020): 100326. <https://doi.org/10.1016/j.edurev.2020.100326>.
- Zhao Congmin. “Fundamental Theories of Second Language Acquisition: The Input Hypothesis, the Output Hypothesis, and the Interaction Hypothesis.” *Sino-US English Teaching* 18, no. 7 (July 2021). <https://doi.org/10.17265/1539-8072/2021.07.003>.