



## Transforming Arabic Vocabulary Learning for Beginners through Interactive Digital Media

Iqbal Rozi Yunanta<sup>1\*</sup>

<sup>1</sup> Universitas Islam Negeri Tulungagung, Indonesia

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### Abstract:

Arabic vocabulary learning for beginners plays a crucial role in establishing a solid foundation for mastering the Arabic language and enhancing communicative competence. This study aims to analyze the effectiveness of interactive digital media in transforming Arabic vocabulary learning among beginner students. The background of this research lies in the growing need for innovative and engaging learning tools that align with the digital literacy of today's learners and can improve vocabulary retention and motivation. By integrating multimedia elements, interactive exercises, and instant feedback, digital media is considered capable of creating a more dynamic and learner-centered environment. This study uses a qualitative approach with descriptive methods, collecting data through classroom observations, interviews with teachers and students, and documentation of learning activities involving digital media. The findings reveal that interactive digital media significantly increases student engagement and motivation while enhancing vocabulary acquisition through multisensory stimulation and immediate reinforcement. Practically, this study suggests that the use of interactive digital platforms can accelerate the learning process, improve long-term vocabulary retention, and provide adaptive learning pathways for diverse learner needs. The implications highlight the potential of digital media as an effective pedagogical tool in modern Arabic language instruction, especially for beginner learners in formal educational settings.

**Keywords:** *Arabic Vocabulary Learning, Interactive Digital Media, Beginner Learners, Student Engagement, Language Acquisition*

### Abstrak:

Pembelajaran kosakata bahasa Arab bagi pemula memegang peranan penting dalam membangun landasan yang kokoh untuk menguasai bahasa Arab dan meningkatkan kompetensi komunikatif. Penelitian ini bertujuan untuk menganalisis efektivitas media digital interaktif dalam mengubah pembelajaran kosakata bahasa Arab di kalangan siswa pemula. Latar belakang penelitian ini terletak pada meningkatnya kebutuhan akan alat pembelajaran yang inovatif dan menarik yang selaras dengan literasi digital pelajar masa kini dan dapat meningkatkan retensi dan motivasi kosakata. Dengan mengintegrasikan elemen multimedia, latihan interaktif, dan umpan balik instan, media digital dianggap mampu menciptakan lingkungan yang lebih dinamis dan berpusat pada pelajar. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif, pengumpulan data melalui observasi kelas, wawancara dengan guru dan siswa, serta dokumentasi kegiatan pembelajaran yang melibatkan media digital. Temuan penelitian ini mengungkapkan bahwa media digital interaktif secara signifikan meningkatkan keterlibatan dan motivasi siswa sekaligus meningkatkan perolehan kosakata melalui stimulasi multisensori dan penguatan langsung. Secara praktis, penelitian ini menunjukkan bahwa penggunaan platform digital interaktif dapat mempercepat proses pembelajaran, meningkatkan retensi kosakata jangka panjang, dan menyediakan jalur pembelajaran adaptif untuk berbagai kebutuhan pelajar. Implikasinya menyoroti potensi media digital sebagai alat pedagogis yang efektif dalam pengajaran bahasa Arab modern, terutama bagi pelajar pemula dalam lingkungan pendidikan formal.

**Kata Kunci:** *Pembelajaran Kosakata Bahasa Arab, Media Digital Interaktif, Pelajar Pemula, Keterlibatan Siswa, Akuisisi Bahasa*

## INTRODUCTION / المقدمة

Learning is a systematically designed process to produce conscious and gradual changes in student behaviour, covering the cognitive, affective, and psychomotor domains (AlSabban et al., 2020; Fall, 2020; Johnson & Potluri, 2020). In this process, the interaction between individuals and the physical and social environment plays an important role in shaping meaningful learning experiences. An effective learning environment not only provides facilities and resources but also creates conditions that support repetition, reinforcement, and active involvement of students in learning activities (Alharbi & Newbury, 2021; Paradis et al., 2020; Zaidi et al., 2021). The resulting behavioural changes are also sustainable and directed at achieving clear learning goals.

Arabic language learning in madrasahs is a form of education that not only emphasises linguistic aspects but also aims to foster communicative skills and an understanding of Arabic culture inherent in the language (Alsswey et al., 2021; Krstanoska-Blazeska et al., 2021). At the Madrasah Tsanawiyah level, the Arabic language learning process is designed so that students can master four language skills in a balanced manner: listening, speaking, reading, and writing. One important element of this language proficiency is adequate vocabulary mastery. However, in practice, vocabulary learning is often still carried out conventionally and less interactively, making it difficult for students, especially beginners, to remember and use vocabulary actively in the context of everyday communication (Al-Abdulrazzaq et al., 2021; Bahar Özvarış et al., 2021; Odeh & Zanchi, 2020).

The phenomenon that occurred at MTsN 3 Nganjuk shows that the transformation of Arabic vocabulary learning media through an interactive digital approach has a positive impact on increasing student interest and learning outcomes. Before this media innovation was implemented, many students had difficulty memorising and understanding the meaning of new vocabulary. However, with the use of interactive digital media such as application-based quizzes, animated videos, and technology-based educational games, there was a significant increase in students' memory, understanding, and learning motivation (Al-Husseini et al., 2020; Almomani et al., 2020; Plummer et al., 2021). MTS N 3 Nganjuk was chosen as the research location because this madrasah has developed technology-based learning innovations that focus on strengthening Arabic vocabulary for beginner students more interactively and enjoyably.

In the context of learning, choosing the right methods and media is a key factor in achieving optimal learning outcomes. Digital learning media is not only a technical aid, but can also be a pedagogical bridge that allows for the creation of more contextual, enjoyable, and adaptive learning to technological developments and the characteristics of the digital generation (Kikhia et al., 2021; Wirayuda & Chan, 2021). In addition, the integration of digital technology in Arabic vocabulary learning also strengthens the visual, audio, and kinesthetic aspects that accelerate the language acquisition process for beginners (Alshehri et al., 2021; Gottardo et al., 2020).

Theoretically, the transformation of vocabulary learning media can be linked to the

theory of connectivism and multimedia learning theory. Bas-Sarmiento et al. (2020), Hasan. (2020), & Norrbom & Zuboy (2021) say that connectivism views that learning occurs through the connectivity of digital information, while multimedia theory states that students learn better through a combination of text, images, and sound. Amin & Badreddine (2020) also says that in the context of Arabic language learning, these two theories strengthen the argument that interactive digital media can be an effective alternative in overcoming vocabulary learning difficulties, while increasing student engagement emotionally and cognitively.

This study aims to analyse the transformation of Arabic vocabulary learning for beginners through interactive digital media at MTsN 3 Nganjuk, and evaluate its impact on student learning outcomes and motivation. Specifically, this study examines the forms of digital media used, teacher strategies in integrating the media, and student responses to interactive learning. With this approach, the research is expected to provide theoretical and practical contributions in developing more innovative and contextual Arabic vocabulary learning strategies.

The original contribution of this research lies in the development of an interactive digital-based Arabic vocabulary learning model by considering the characteristics of beginner students in madrasahs. The uniqueness of this research is in the integration of the connectivism approach, multimedia media, and the needs of digital generation students into the design of Arabic language learning. Thus, the results of this study can be a practical reference for Arabic language teachers in designing learning.

## RESEARCH METHOD / المنهجية

This study uses a qualitative approach with a descriptive method to describe in depth the characteristics of the transformation of Arabic vocabulary learning based on interactive digital media in the MTsN 3 Nganjuk environment. This approach was chosen because it allows researchers to observe naturally and without manipulation the various learning processes that take place in their original context (Nassaji, 2020). This study focused on grade VII students who took Arabic as a core subject. The location of the study was at MTsN 3 Nganjuk, which is located at Jl. Raya Nganjuk-Kertosono, Ngronggot Village, Ngronggot District, Nganjuk Regency. This location was chosen because this madrasah is actively developing innovations in Arabic learning, especially in the aspect of vocabulary mastery for beginners using digital media.

Data collection techniques in this study include observation, interviews, and documentation. Observations were carried out directly, openly, and participatively, where researchers were involved in the learning process to observe in depth student activities and the use of interactive digital media such as learning videos, online quizzes, and application-based educational games. Interviews were conducted face-to-face with a semi-structured format with 25 respondents, consisting of 18 grade VII students, 1 Arabic teacher, 3 other subject teachers, and 3 vice principals of madrasahs (curriculum, student affairs, and facilities). The selection of respondents was carried out purposively to ensure that the data obtained was relevant to the focus of the study. The students interviewed were students who were actively involved in interactive learning, while teachers and vice principals of madrasahs were parties who had strategic roles in planning and implementing Arabic language learning.

Documentation was used to complete field data by collecting documents in the

form of learning tools, activity notes, photos of learning activities, videos of the results of practising the use of digital media, and other documents that support the application of digital media in learning Arabic vocabulary in grade VII. Data analysis in this study used the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and drawing (Finn, 2022).

Data reduction is carried out to sort and filter important information according to the focus of the study, then the data is presented in the form of a systematic narrative to facilitate thematic analysis. The final stage is drawing conclusions, which is carried out in stages through cross-verification of data to ensure validity and depth of meaning. To improve data validity, this study also applies source and method triangulation techniques and confirms the results (member checking) with informants to ensure the accuracy of the findings. This methodological approach allows researchers to gain a comprehensive understanding of the practice of transforming Arabic vocabulary learning based on interactive digital and its impact on the motivation and learning outcomes of beginner students at MTsN 3 Nganjuk.

## **FINDINGS AND DISCUSSION / نتائج البحث و المناقشة**

### **Findings**

#### **Positive Reinforcement in Arabic Language Learning**

The application of behaviourism theory in Arabic language learning at MTsN 3 Nganjuk is reflected in the consistent use of positive reinforcement by teachers. This technique is employed to stimulate student motivation and build a disciplined learning atmosphere. Teachers often give verbal praise, reward points, and symbolic items (like star stickers or praise notes) to encourage students who correctly respond to questions or show significant effort in learning Arabic. One teacher noted, “When students pronounce a word or answer a question correctly, I give immediate praise like ‘Excellent’ or ‘Barakallah’. They feel proud, and it motivates others.”

This approach aligns with Skinner’s operant conditioning, where reinforcement strengthens behaviour. The effect of this reinforcement is visible in students’ increased willingness to engage and answer during class activities. In addition, students begin to associate learning with a sense of reward and emotional satisfaction. For instance, some students are observed eagerly volunteering for speaking drills or vocabulary tests, hoping to receive praise or extra points.

Positive reinforcement also encourages healthy competition among students. One teacher said, “When students see their friends being praised or given awards, they also want to try harder. This increases student participation in class.” From these findings, it can be concluded that the implementation of positive reinforcement at MTsN 3 Nganjuk has proven effective in fostering learning motivation, increasing student attention, and forming consistent Arabic learning behaviour. This strategy not only encourages students to be active but also creates a more dynamic and conducive classroom atmosphere. By providing appreciation for students’ efforts and successes, teachers indirectly create a learning environment that supports the growth of language skills comprehensively and sustainably.

#### **Repetition of Drills as a Core Teaching Method**

Repetition-based exercises, or drills, dominate the teaching methods used in Arabic classes at MTsN 3 Nganjuk. Teachers apply structured repetition techniques to reinforce

vocabulary retention, pronunciation, and grammatical accuracy. Every new material is practised repeatedly, either through class recitation, pair work, or written copying. This strategy is rooted in Thorndike's law of exercise, where repeated practice forms stronger stimulus-response connections.

Observation data reveal that during each lesson, teachers conduct choral repetition of vocabulary followed by individual repetition. For example, a new word is said by the teacher, repeated five times by the class, and then used in a sentence individually by students. A teacher explained, "This method helps students remember faster and reduces fear when speaking. It becomes automatic." Besides oral repetition, students are also assigned to write down new words and sentence patterns at least three times, reinforcing their visual memory and writing skills. This systematic approach to repetition helps develop automaticity in responding to Arabic expressions. It also reduces cognitive overload during assessments, as students become familiar with the structure through consistent practice.

**Table 1. Drill-Based Repetition Activities in Arabic Classes at MTsN 3 Nganjuk**

Activity Type	Implementation Format	Observation Notes
Vocabulary Drills	Repeated 5–7 times, both orally and in writing	Students showed higher recall during oral questioning
Dialogue Practice	Pair dialogue followed by class repetition	Increased fluency and pronunciation accuracy after repetitive practice
Copying Exercises	Vocabulary and sentence copying three times in the workbook	Strengthened visual memory and helped in test preparation

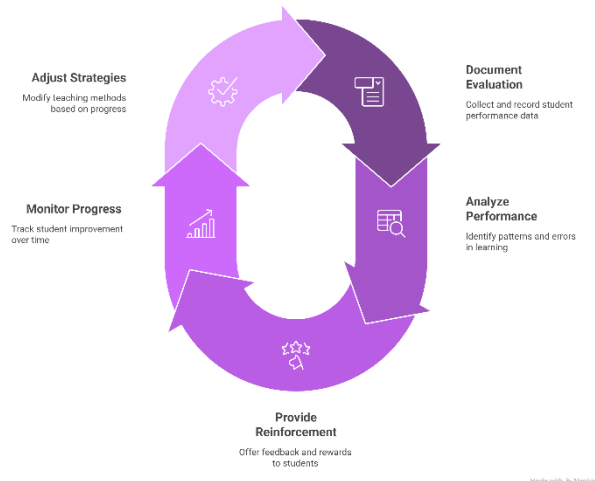
As shown in Table 1, repetition is the main foundation in teaching Arabic at MTsN 3 Nganjuk. Through repeated practice, students not only form language habits but also experience increased confidence in using Arabic actively, both orally and in writing. This repetition strategy is designed systematically and in stages (scaffolded), so that it can accommodate differences in student abilities. For students who are still weak, repetition helps them understand and remember the material slowly but consistently. Meanwhile, stronger students can use this practice to strengthen their fluency and accuracy in language. Thus, this approach creates an inclusive, effective, and sustainable learning process for all students.

### Digital Evaluation Tools as Behaviour Monitoring Systems

Student evaluation notes and worksheets used at MTsN 3 Nganjuk demonstrate the consistent application of behaviourist learning principles. These documents not only function as assessment tools, but also play an important role as a medium for strengthening and monitoring student learning progress. Each evaluation form is designed with a special space to record the number of repetitions of the exercise, the types of errors that often occur, and the form of reinforcement given, such as check marks, bonus points, or feedback comments from the teacher. Thus, this evaluation tool allows teachers to systematically track the progress of each student while providing reinforcement that is appropriate to the needs of each individual. This approach shows how learning administration can be an integral part of a behaviourist strategy to change learning

behaviour through the provision of appropriate and measurable stimuli.

The worksheets used at MTsN 3 Nganjuk are systematically designed to encourage the formation of habitual responses through repetition of questions with slight variations. This repetitive format helps students recognise material patterns, making it easier for them to remember and apply Arabic language knowledge. In addition, teachers pay special attention to students who often make mistakes by providing corrective notes and additional reinforcement exercises. This method is known as remedial reinforcement, where students are given similar exercises gradually until they are able to show significant improvement. With this approach, teachers do not only assess the final results, but rather emphasise the process of gradually strengthening learning behaviour. This shows how the principles of behaviourism are applied to build consistent and adaptive learning habits through structured and repetitive exercises.



**Figure 1. Cycle Behavioural Learning Reinforcement**

Figure 1 above illustrates the evaluation sheet and student learning activity records used at MTsN 3 Nganjuk as a tool for strengthening and monitoring the learning process. There is a special column for recording the number of repetitions of the exercise and correction marks given by the teacher, which shows how each error is observed and followed up with additional exercises. The checkmarks and positive comments in the worksheet reflect the provision of reinforcement in the form of direct feedback, so that students feel motivated to continue trying and improving themselves. Documentation like this is not only administrative evidence, but also a learning medium that directs students to measurable and systematic changes in learning behaviour. This photo shows that the use of structured documentation is part of a behavioristic strategy to facilitate the formation of effective and sustainable learning habits.

## Discussion

Research findings from MTsN 3 Nganjuk show a strong application of the principles of behaviourist theory in teaching Arabic, especially through three main strategies: positive reinforcement, drills, and structured evaluation documentation. These three strategies are in line with basic behaviourist concepts such as stimulus-response-reinforcement and habit formation. Teaching does not only focus on delivering material, but also on forming consistent learning behaviour through systematic and measurable reinforcement (Alruthia et al., 2020; Tukimin et al., 2020). These strategies are designed to create responses that are repeated consistently until they become automatic habits. By using this approach,



Arabic learning becomes more focused and based on real behavioural changes, which can be measured and monitored periodically by teachers to improve the effectiveness of the learning process (Hasan et al., 2020; Ribeiro Daquila, 2020; Salha et al., 2021)

First, the use of positive reinforcement in the form of verbal praise, reward points, and symbolic gifts plays an important role in motivating students. This technique directly encourages desired behaviour, such as correct pronunciation and active class participation (Karasneh et al., 2020; Zakraoui et al., 2021). When students receive positive responses for their efforts, they are more likely to repeat the behaviour. This is by the operant conditioning theory, which states that reinforcement increases the likelihood of repeating behaviour (Daly & Limbrick, 2020; Slewa-Younan et al., 2020). This reinforcement also serves as a tool to build self-confidence and foster a healthy sense of competitiveness among students. Teachers actively use this strategy to create a positive and enjoyable learning environment, where every student's progress is valued as part of a continuous process of behavioural change (Sarhan et al., 2021; Syam & Osman, 2021).

Second, repetition drills are the main pedagogical approach in learning Arabic at MTsN 3 Nganjuk. Through oral and written repetition, students gradually internalise vocabulary and sentence structures (Ekblad, 2020; Itmazi, 2020). This strategy supports Thorndike's law of practice, which states that learning will be reinforced through repetition. Consistent repetition of activities forms automatic response patterns, so that students are more confident and quick in responding to linguistic stimuli (Lalileche, 2020; Male et al., 2021). The results of observations show that students who often participate in drills show significant improvements in fluency and fluency in speaking fluency. This approach shows that repetition not only trains memory, but also forms reflective and sustainable linguistic behaviour Robotin et al. (2021), which is in line with behaviourist principles.

Third, behaviourist principles are also reflected in the evaluation system applied. Worksheets and evaluation notes are not only used to measure learning outcomes, but also to monitor and direct changes in student learning behaviour. The teacher records frequent errors, the number of repetitions of the exercise, and the form of reinforcement that has been given, so that a systematic feedback system is created (Albayatey et al., 2021; Alghamdi & Aldossari, 2021; Salikh Nadir, 2021). Based on the student's response, the teacher then adjusts the stimulus given, for example, by providing additional exercises or remedial reinforcement. This process shows a direct relationship between stimulus, response, and reinforcement as explained in the behaviourist model (Ayar, 2021; Hadfield et al., 2024; Kitsiou & Kondyli, 2020). Evaluation in this context is not passive, but becomes an active tool to form effective and adaptive learning behaviour according to the needs of each student.

Overall, these practices support a consistent and measurable teaching framework, rooted in behaviourist theory. By aligning reinforcement, practice, and evaluation, this strategy not only improves academic performance but also develops students' discipline, self-confidence, and motivation to learn. This systematic approach creates a learning climate that focuses on results through observable behavioural changes. Teachers can monitor each student's progress and adjust methods based on real data from the evaluations carried out. Thus, learning becomes more responsive and effective. This strategy also provides a strong foundation for madrasahs to develop learning models that are adaptive to changes in student behaviour and improve the quality of education as a whole. In conclusion, Arabic language learning at MTsN 3 Nganjuk effectively applies behaviourist theory to form productive learning habits. The integration of positive

reinforcement, repeated practice, and structured feedback enables students to develop linguistic competence gradually and sustainably. This strategy reflects a learning approach that emphasises the process, not just the result.

## CONCLUSION / الخلاصة

This study concludes that the application of behaviourism theory in Arabic language learning at MTsN 3 Nganjuk has significantly contributed to improving students' Arabic vocabulary mastery, particularly for beginners. The behavioristic approach, which emphasises repetition, imitation, reinforcement, and stimulus-response mechanisms, aligns effectively with the cognitive needs of novice learners. Through systematic reinforcement and structured drills, students demonstrated better retention and active usage of new vocabulary in both oral and written forms. The findings indicate that behaviourism-based methods, when supported by interactive and consistent learning strategies, can foster a more focused and disciplined learning environment conducive to vocabulary acquisition.

From a pedagogical perspective, this research underscores the importance of tailoring instructional strategies to the developmental stage and proficiency level of learners. Behaviourism provides a foundational scaffold, particularly for early-stage learners, before progressing to more communicative or constructivist approaches. Therefore, educators in MTs settings are encouraged to integrate behaviourist elements such as positive reinforcement, immediate feedback, and repetition drills in the early stages of Arabic instruction. Future studies may explore the integration of behavioristic methods with digital media to enhance engagement, or the transition from behaviourism to interactive learning models as student proficiency increases.

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