

Implementation of Audiovisual-Lingual Method in Enhancing Students' Arabic Learning Interest at MTs Muhammadiyah 3 Kunduran

Nasywaa Nabiilah

Universitas Muhammadiyah Yogyakarta (UMY)
n.nabiilah.fpb22@mail.umy.ac.id

Muh. Naim Madjid

Universitas Muhammadiyah Yogyakarta (UMY)
naimmadjid@umy.ac.id

Abstract

This study employed a quantitative method with an experimental research design. Specifically, it utilized a single-group pretest-posttest design, in which the researcher administered a pretest before the intervention and a posttest after the intervention. The study aimed to measure the extent to which audiovisual and audiolingual learning media increased students' interest in learning Arabic at MTs Muhammadiyah 3 Kunduran. Prior to analysis, the research instruments were tested for validity and reliability to ensure their suitability as research measurement tools. Based on the results of this study, the researcher concluded that the application of audiovisual and audiolingual methods through the Fun Easy Learn Arabic and Arabic Listening Speaking apps was proven to significantly increase interest in learning Arabic at MTs Muhammadiyah 3 Kunduran. This is demonstrated by the average (mean) score for students' interest in learning, which increased from 33.6% to 66.4% on the posttest. **Keywords:** Audiovisual-lingual method, Arabic Learning, Media Based Learning, Interest.

Article Progress

Received: 18 Jun 2026

Revised: 26 Jul 2026

Accepted: 7 Aug 2026

* Corresponding
Authors:

Nasywaa Nabiilah

E-mail:
n.nabiilah.fpb22@mail
.umy.ac.id

Introduction

Language is an important tool of communication in the lives of living beings. Arabic is one of the six official languages of the United Nations and is widely used international communication. In addition, it is the language of the Holy Qur'an for Muslims worldwide.

Monotonous learning has a significant impact on a student's learning outcomes and interest. Motivation to learn is one of the key factors influencing students' success in learning (Suratimah et al., 2022).

As time goes on in this era of globalization, the teaching methods and learning media used by teachers play a crucial role. Among the challenges in Arabic language learning is the lack of specific skills and competencies among educators.

Sudarmanto (2009), competence is an attribute that distinguishes high-quality and outstanding human resources. These attributes include skills, knowledge, and expertise or specific characteristics. Therefore, among the existing issues, one of the factors contributing to low self-motivation in students is the lack of teachers' competence in delivering instruction to students. A lack of variety in teaching methods can lead to a decline in students' interest in learning due to a lack of stimulation and new challenges that can sustain their interest in the subject matter (Satriani, 2018).

In this digital age, in addition to focusing on teaching, teachers also play a crucial role in guiding students to use technology wisely. This presents a significant challenge in Arabic language instruction, which includes: 1) Teachers' readiness to navigate educational transformation in the digital age 2) The use of technology in the classroom; and 3) Identifying the most appropriate approach to selecting Arabic language learning materials.

This common problem also demonstrates that monotonous teaching methods are not limited to the national level. Low motivation to learn Arabic has also been observed at the international level, where teachers who lack creativity in using teaching methods are the main cause (Madjid & Ramber, 2025).

In foreign language learning, language structure should be though systematically to help student develop both receptive and productive communicative competence. Arabic language learning has been through integrated into the world of education, particularly in religious-based education, where Arabic is specifically mandated as a required subject (Sarbani, 2018). According to Hidayat (2012), challenges in Arabic language learning fall into two categories: linguistic and non-linguistic. The use of technology-based learning media is essential in this day technological era, particularly for foreign languages, especially in Arabic.

Specifically, students at MTs Muhammadiyah 3 Kunduran face several challenges. These include, among other things, limited vocabulary mastery among students, as well as difficulties in writing and reading Arabic. Consequently, these learning challenges make it difficult for

3 Implementation of Audiovisual–Lingual Method in Enhancing Students' Arabic Learning Interest at MTs Muhammadiyah 3 Kunduran

students to understanding of Arabic language material. As for non-linguistic issues, these include low student interest and motivation to learn, minimal use of learning media in the classroom, inadequate facilities, and a less of student self-confidence.

Based on the actual conditions regarding students at MTs Muhammadiyah 3 Kunduran, several issues were identified in Arabic language instruction in the classroom. These include low self-confidence of individual students; a classroom atmosphere that is existence of obstacles to learning, causing some students to remain passive and centered on the teacher (*teacher-centered*). The other side, there are limitations in facilities and infrastructure to meet the criteria for audio-visual-lingual-based learning. And then, the learning process less to interactivity.

However, following the implementation of the audio-visual-lingual method, changes in students' attitudes and difference in responses during the learning process. Students began to show greater enthusiasm for participating in lessons based on audio-visual-lingual learning. They became more active and focused during instruction. Moreover, the classroom atmosphere became more lively and interactive. Some students began to feel more confident in using vocabulary. This indicates that this audio-visual-lingual learning medium is engaging and relevant to students in today's digital age. The use of interactive digital media can build and enhance students' motivation, interest, and attention because it makes learning more varied and less monotonous. This aligns with the development of education in the digital era, which requires teachers to utilize technology as an innovative and creative learning tool tailored to the characteristics of today's students.

A key feature of technology-based learning media is active engagement in word repetition. On the application of *Fun Easy Learn Arabic* is a visual-based Arabic language learning tool that presents Arabic lessons through a combination of images, text, audio, and interactive exercises. Through this medium, students can simultaneously connect sounds, text, and vocabulary. Educational game features and interactive exercises make the learning environment more engaging and less monotonous. Meanwhile, the application of *Arabic Listening & Speaking* serves as an audiolingual medium focused on listening skills (*maharah istima*) and speaking skills (*maharah kalam*). In this app, students are trained to listen to vocabulary and simple conversations in Arabic. Based on these issues, this study aims to determine the effectiveness of applying the audiovisual-lingual method

**Implementation of Audiovisual–Lingual Method in Enhancing Students’
Arabic Learning Interest at MTs Muhammadiyah 3 Kunduran**

4

in improving the Arabic language learning of seventh-grade students at MTs Muhammadiyah 3 Kunduran.

Therefore, this study has formulated the following research questions:

1. What is the level of interest in learning Arabic among seventh-grade students at MTs Muhammadiyah 3 Kunduran?
2. Is there a difference in interest in learning Arabic before and after the implementation of the audio-visual and audio-lingual methods among seventh-grade students at MTs Muhammadiyah 3 Kunduran?
3. What are the advantages and disadvantages of applying the audio-visual and audio-lingual methods in Arabic language learning at MTs Muhammadiyah 3 Kunduran?

Based on the research questions above, the research objectives are as follows:

1. To determine the extent of students’ interest in Arabic language learning at MTs Muhammadiyah 3 Kunduran.
2. To determine the impact of the use of the audiovisual and audio-lingual methods on improving the learning interest of seventh-grade students at MTs Muhammadiyah 3 Kunduran.
3. To identify the strengths and weaknesses of the application of the audio-visual and audio-lingual methods among seventh-grade students at MTs Muhammadiyah 3 Kunduran.

The hypotheses in this study are:

- H_0 (Null Hypothesis): There is no significant difference in interest in learning Arabic among seventh-grade students at MTs Muhammadiyah 3 Kunduran before and after the implementation of the audio-visual and audio-lingual methods.
- H_1 (Alternative Hypothesis): There is a significant difference in interest in learning Arabic among seventh-grade students at MTs Muhammadiyah 3 Kunduran before and after the implementation of the audio-visual and audio-lingual methods.

5 Implementation of Audiovisual–Lingual Method in Enhancing Students’ Arabic Learning Interest at MTs Muhammadiyah 3 Kunduran

- Based on this hypothesis, the research hypothesis proposed by the researcher is: Does the use of digital learning media in the form of audiovisual and audio-lingual methods have a significant effect on increasing the interest in learning Arabic among seventh-grade students at MTs Muhammadiyah 3 Kunduran?

This study consists of two variables, namely the Independent Variable (X) and the Dependent Variable (Y). The independent variable (X) in this study is the Audiovisual-Lingual Method. Meanwhile, the dependent variable (Y) is the learning interest of seventh-grade students at MTs Muhammadiyah 3 Kunduran.

The research variables for this study are as follows

Variable X: Audio-Visual-Lingual Method

1. The listening aspect in listening to vocabulary and dialogues in Arabic-language materials based on the audio-lingual or audio-visual methods.
2. The repetition (drill) aspect for individual students to reinforce comprehension and pronunciation.
4. Use of Audio-Visual and Audio-Lingual Media: Utilization of materials based on animated videos with images and audio in the learning process.

Variable Y in this study is the Indicators of Students’ Interest in Learning:

1. Students’ attention during Arabic language lessons.
2. Students’ enjoyment of participating in Arabic language lessons.
3. Students’ interest in participating in Arabic language lessons.
5. Students’ self-motivation in participating in Arabic language lessons.

Literature Review

Nirma Sya’adah & Beti Mulu (2023) in a study entitled “Factors Affecting Interest in Learning Arabic Among Seventh-Grade Students at MTs Lemo Bajo in North Konawe” found that revealed that there are two factors: these are internal and external. The internal factors are a lack of student attention,

student interest in learning Arabic, and self-motivation. Meanwhile, the external factors include an unsupportive environment and a lack of learning resources such as Arabic textbooks. The results of this study indicate that the interest in learning Arabic among eighth-grade students at MTs Lemo Bajo is relatively low. The factors contributing to this low interest encompass two main categories: internal factors and external factors. The researcher also explains that teachers’ efforts to increase students’ interest in learning need to be carried out through the provision of motivation, the use of varied learning methods, and the provision of a more supportive school environment. The study aimed to increase students’ interest in learning Arabic.

Vivi Sutianalvi et al. (2024) entitled “Challenges and opportunities of learning Arabic in the Digital Era” including technological limitations, these challenges involve both school facilities and equipment, as well as those faced by educators and students. Additionally, infrastructure limitations pose the primary challenge in developing countries or remote areas. Therefore, inclusive policies are essential to address this gap. The study’s findings indicate that technological advancements significantly impact the Arabic language learning process, presenting both opportunities and obstacles for educators. A key aspect of this research is the implementation of technology-based learning innovations through digital applications.

Nurul Azmi et al. (2019) entitled “The Application of Audiovisual Media in Arabic Language Instruction to Improve Vocabulary Mastery Among 11th-Grade Students at Muhammadiyah Limbung High School,” the author mentioned that the use of audiovisual learning media has been effective in improving the vocabulary of 11th-grade students at Muhammadiyah Limbung High School. The study’s findings indicate that the use of audiovisual media can enhance students’ vocabulary mastery. The use of media helps improve students’ understanding and facilitates the process of memorizing and understanding vocabulary. The similarity between the previous study and the present study lies in the use of audiovisual media in Arabic language learning. The difference is that the previous study focused on the use of audiovisual media.

Ghaida Putri (2026) entitled “Quizizz-Based Interactive Arabic Learning to Increase Students’ Interest in Learning at an Islamic Junior High School in Brebes, Indonesia.” This study aims to analyze the effectiveness of using Quizizz-based interactive learning media in

7 Implementation of Audiovisual–Lingual Method in Enhancing Students' Arabic Learning Interest at MTs Muhammadiyah 3 Kunduran

increasing students' interest in learning at MTs Assalam Brebes. The results of this study indicate that there is a significant difference between students' pretest and posttest scores. The researcher noted that the use of Quizizz was able to create a more engaging, interactive, and enjoyable learning environment. The similarity in this study is its focus on increasing students' interest in learning Arabic through the use of digital learning media. This study employed a quantitative One-Group Pretest-Posttest Design. The distinguishing feature of this study lies in the use of Quizizz as the learning medium.

Furthermore, by Nurul Hanani (2022) entitled "The Effectiveness of the Audio-Lingual Method in Arabic Language Learning at the OCEAN Pare Language School," the study mentioned that the use of classical methods is still effective in developing language proficiency. The results of the study indicate that the audio-lingual method is capable of producing learners with strong Arabic language skills, particularly in the areas of listening, speaking, and continuous imitation. A commonality in this study is the use of the audio-lingual method in the approach to teaching Arabic. The distinction lies in the researcher's focus on determining the effectiveness of the audio-lingual method on Arabic language proficiency in general.

Repi Mei Suryani et al. (2022) in a study entitled "The Effectiveness of the Audiolingual Method in Improving Arabic Speaking Skills," the researcher states that the purpose of this study is to determine the extent to which the use of the audiolingual method is effective in improving students' speaking skills in conversation-based material in the 11th-grade Social Sciences class at SMAN 1 Cilacap. The researcher identified a difference in the average pretest and posttest scores between the control class and the experimental class. The results show that the audiolingual method is effective in improving students' speaking skills. The study aimed to improve the quality of Arabic language learning through repeated listening and speaking activities.

Methodology

This study employs a quantitative method using an experimental research design. Specifically, it utilizes a One-Group Pretest-Posttest Design, in which the researcher administers a pre-test before the intervention and a post-test after the intervention. According to Sugiyono (2016), there are

Implementation of Audiovisual-Lingual Method in Enhancing Students' Arabic Learning Interest at MTs Muhammadiyah 3 Kunduran **8**

several types of pre-experimental designs, including: One-Shot Case Study, One-Group Pretest-Posttest Study, and Intact-Group Comparison. A quantitative approach was used because this study aims to determine the effect of applying the audio-visual-lingual method on students' interest in learning Arabic. The study was conducted at MTs Muhammadiyah 3 Kunduran and involved 17 students as the research sample. The sampling technique used was purposive sampling.

According to Sugiyono (2013), purposive sampling is a sampling technique based on specific considerations. Samples are selected because they are deemed to possess specific characteristics aligned with the research focus, ensuring the collected data is relevant and rich in information. The research instruments used to collect data in this study include observation, questionnaires, and documentation. Observations were conducted to assess students' learning conditions in Arabic before and after the implementation of the Audiolingual method. The questionnaire was used to measure students' interest in learning. The questionnaire consisted of 20 items covering several aspects, including: students' feelings toward Arabic language learning, their attention and engagement during lessons, their interest, and their motivation to learn Arabic. The questionnaire indicators for learning interest covered four aspects, including: (1) Enjoyment of Arabic language learning; (2) Students' attention and engagement in learning Arabic; (3) Students' interest; and (4) Students' learning motivation.

Data analysis was conducted using descriptive and inferential analysis, including normality tests and hypothesis testing. Descriptive analysis was conducted to determine students' learning interest before and after the implementation of the teaching method. Inferential analysis was conducted through validity tests, Cronbach's Alpha reliability tests, Shapiro-Wilk normality tests, and hypothesis testing using the Wilcoxon Signed Rank Test to determine the effect of the audio-visual-lingual method on students' interest in learning Arabic.

9 Implementation of Audiovisual–Lingual Method in Enhancing Students’ Arabic Learning Interest at MTs Muhammadiyah 3 Kunduran

Table 1. Questionnaire Indicators of Interest in Learning Arabic

No	Question Indicator	Item No.
1.	Enjoyment of Learning Arabic	1–5 questions
2.	Student Attention and Engagement in Learning	6–10 questions
3.	Student Interest in Learning Materials and Activities	11–15 questions
4.	Students’ motivation in learning Arabic	16–29 questions

This research procedure consists of four main stages: an initial observation; the administration of a pretest using a questionnaire and a test sheet; the implementation of the audio-visual-lingual method; and, finally, the administration of a posttest. The observation was conducted to assess the students’ initial condition before the implementation of the audio-visual-lingual method and to measure their interest in learning. Next, a pretest was conducted to measure students’ interest before the implementation of the audio-visual-lingual method. After that, the treatment was administered to students through the application of the audio-visual-lingual method using the *Fun Easy Learn Arabic* and *Arabic Listening Speaking* apps. Finally, the posttest was administered to determine changes in students’ interest in learning following the implementation of the audio-visual-lingual method.

Table 2 Research Procedure

Procedure	Activity
Observation	Observing student learning interest before the implementation of the treatment
Pretest	Administering the learning interest questionnaire
Treatment	Implementing Audio Visual Lingual Based Learning

Posttest	Administering the learning interest questionnaire after treatment
----------	---

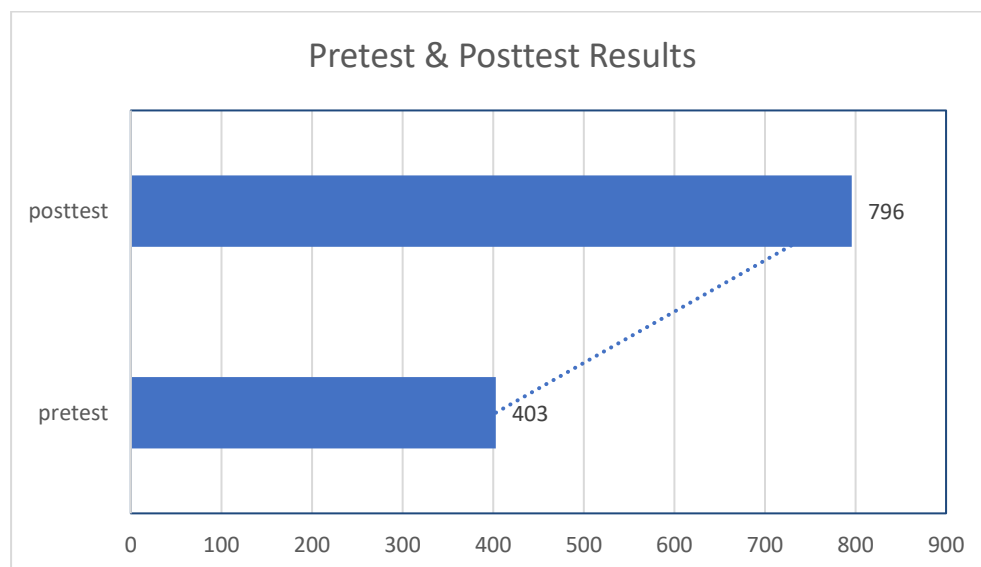
4. Discussion and Conclusion

As explained in the methodology section, this study aims to measure the extent to which audiovisual and audiolingual learning media improve students' interest in learning Arabic at MTs Muhammadiyah 3 Kunduran. Prior to analysis, the instrument was tested for validity and reliability to ensure that it was appropriate as a research measurement tool.

Descriptive Statistics of Pretest and Posttest

To obtain an initial overview of students' interest in learning prior to the implementation of the digital-based learning method, the researcher conducted a descriptive analysis of the pretest and posttest data. The results showed an increase in average scores from the pretest to the posttest. This indicates a positive improvement following the implementation of learning media using audiovisual and audiolingual method.

Table 3 Graphic of Pretest and Posttest Results



11 Implementation of Audiovisual–Lingual Method in Enhancing Students’ Arabic Learning Interest at MTs Muhammadiyah 3 Kunduran

Based on the results above, the pretest scores showed a percentage of 33.6% among students before the implementation of the audiovisual and audiolingual learning methods. This indicates a 66.4% increase in students’ interest in learning Arabic following the implementation of the audiovisual and audiolingual methods, specifically *the Fun Easy Learning* and *Arabic Listening & Speaking* applications.

Ranks
Table 4. Descriptive Statistics of Pretest and Posttest Results

		N	Mean Rank	Sum of Ranks
Post_Test - Pre_Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	17 ^b	9.00	153.00
	Ties	0 ^c		
	Total	17		

a. Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

TCR of Interest in Learning Arabic

To obtain more detailed results regarding students’ interest in learning Arabic, a TCR (Respondent Achievement Level) analysis was conducted based on indicators of students’ interest in the Arabic language subject, which include enjoyment, attention, interest, and motivation to learn.

Table 5. TCR (Respondent Achievement Level) of Students' Interest in Learning Arabic

Indicator	TCR Pretest (%)	Posttest TCR (%)	Category
-----------	-----------------------	---------------------	----------

**Implementation of Audiovisual–Lingual Method in Enhancing Students’
Arabic Learning Interest at MTs Muhammadiyah 3 Kunduran**

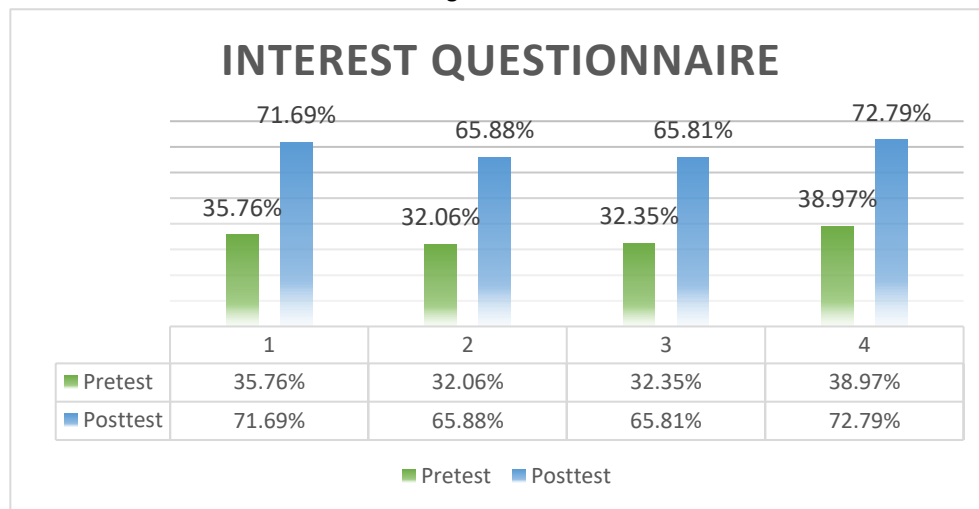
12

Feeling of Happiness	36.76	71.69	Very good
Attention	32.06	65.88	Average
Interest	32.35	65.81	Average
Motivation	38.97	72.79	Very good
Score	34.86	68.86	Average

The data indicate a substantial improvement in participants’ learning attitudes and engagement after the intervention. The overall TCR score increased from 34.86% (pretest) to 68.86% (posttest), showing that the program had a positive impact on learners. The greatest improvements were observed in Motivation, which rose from 38.97% to 72.79%, and Feeling of Happiness, which increased from 36.76% to 71.69%, both reaching the Very Good category. Meanwhile, Attention and Interest also improved considerably, increasing from 32.06% to 65.88% and from 32.35% to 65.81%, respectively, although both remained in the Average category. Overall, these findings suggest that the intervention was effective in enhancing learners’ emotional engagement, motivation, and participation in the learning process.

13 Implementation of Audiovisual–Lingual Method in Enhancing Students’ Arabic Learning Interest at MTs Muhammadiyah 3 Kunduran

Table 6. Diagram of Interest Questioner Results



Based on the table above, it is evident that the respondents’ achievement level (RAL) regarding interest in learning Arabic increased following the implementation of the audiovisual and audiolingual methods. The pretest percentage was 34.86% before the implementation of the audio-visual and audio-lingual methods, and there was an increase to 68.86% on the posttest. The increase occurred across all indicators, namely enjoyment, attention, interest, and student learning motivation. These results indicate that the audio-visual and audio-lingual methods can increase students’ interest in learning Arabic.

Validity and Reliability Test of the Instrument

Validity testing was conducted to determine the ability of each item to measure the construct of interest in learning Arabic under study. The test was conducted by comparing the calculated *r* value with the table *r* value of 0.482 at a 5% significance level and a sample size of 17 students. The results showed that there were 3 items that did not meet the validity criteria. These three items had lower correlation values than the *r* table value, so they were deemed invalid and eliminated from the research instrument.

Table 7. Reliability Statistics of the Research Instrument

Cronbach's	
Alpha	N of Items
.950	17

Next, a reliability test was conducted using Cronbach's Alpha coefficient of 0.950, which is higher than the minimum threshold of 0.60. The results of the validity and reliability tests indicate that the instrument used meets the requirements for a research data collection tool. The high Cronbach's Alpha value indicates that each item in the questionnaire has a strong correlation with the construct of interest in learning Arabic.

Normality Test

Before conducting the hypothesis test, a normality test was performed using the Shapiro-Wilk method, as the sample size was less than 50 respondents. The data were considered normally distributed if the significance value was greater than 0.05. The Shapiro-Wilk test is used when the sample size is small (fewer than 50 data points).

Table 8. Normality Test Results: Shapiro-Wilk Method

Kolmogorov-Smirnov				Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.175	17	.175	.861	17	.016
Post_Test	.191	17	.099	.908	17	.093

The test results show that the significance value for the pre-test data is 0.016, while the significance value for the post-test data is 0.093. The pre-test significance value is less than 0.05, so the pre-test data is not normally distributed. Conversely, the post-test significance value is greater than 0.05, so the post-test data is normally distributed. These findings indicate that the distribution of data on students' learning interest before the implementation

15 Implementation of Audiovisual–Lingual Method in Enhancing Students’ Arabic Learning Interest at MTs Muhammadiyah 3 Kunduran

of the audiovisual and audiolingual methods was still varied and uneven. After the implementation of these two methods, however, the data distribution improved and became closer to normal. This indicates a change in students’ response patterns following digital media-based learning.

The Effect of Implementing the Audiolingual Method on Students’ Interest in Learning Arabic.

Wilcoxon Signed-Rank Test

Table 9. Wilcoxon Signed-Rank Test

Test Statistics^a

	Post_Test- Pre_Test
Z	-3.638 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Ranks

		N	Mean Rank	Sum of Ranks
Post_Test- Pre_Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	17 ^b	9.00	153.00
	Ties	0 ^c		
	Total	17		

a. Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

The results of the Wilcoxon test showed a significance value of 0.000 ($p < 0.05$). These results indicate a significant difference in students' interest in learning Arabic before and after the implementation of the audio-visual and audio-lingual methods. The median score for students' interest in learning Arabic increased from 22 to 46, indicating that the use of the audio-visual and audio-lingual methods is effective in enhancing students' interest in learning Arabic.

This indicates that the integration of audiovisual and audio-lingual media in Arabic language learning can create a more interactive and enjoyable classroom learning environment. Through the *Fun Easy Learn Arabic* app, students can access visual aids in the form of images and text, which helps them understand vocabulary more easily. Meanwhile, the *Arabic Listening Speaking* app helps students practice their listening and speaking skills through listening activities, which naturally encourages students to imitate Arabic pronunciation during lessons.

Audio-Visual Based Learning.

The use of digital media in learning that engages both the senses of sight and hearing can be more effective in improving student comprehension. One example is the Fun Easy Learn Arabic app. This platform offers various features that help students understand Arabic vocabulary through a combination of images, text, and audio. Features include audio from native speakers, visual illustrations, and educational games. This makes the learning process more engaging and encourages students to be more active during lessons. The *game-based learning* approach is one of the app's main attractions, as it fosters interactive student engagement throughout the learning process.

Based on the researcher's observations, using the Fun Easy Learn Arabic app helps students stay more focused and enthusiastic during the learning process. The learning materials are also presented according to the users' proficiency levels, making it easier for students to gradually grasp the concepts. Furthermore, the approach aligns with audiovisual theory, enabling multisensory learning that incorporates both visual and auditory elements simultaneously. This approach enhances students' memory and comprehension.

Success in second language learning is greatly influenced by two types of motivation: instrumental and integrative motivation (Gardner, 1985).

Therefore, the use of the Fun Easy Learn Arabic app can serve as an innovative solution for implementing learning methods in this digital era.

Audio-Lingual Based Learning.

Students’ increased confidence in speaking Arabic stems from their practice of listening and repeating vocabulary. This aligns with the audio-lingual theory, which emphasizes listening and speaking practice through word repetition. The Arabic Listening Speaking app is a platform designed to improve Arabic listening and speaking skills. It features content presented using native speakers’ voices, combined with engaging game-based concepts, to help students become more confident in speaking Arabic and create a more interactive learning environment. Some of the features available in this app include:

1. A wide variety of lesson materials covering a range of topics relevant to daily life, from self-introductions to more complex discussions, all designed to be easily understood by students.
2. Listening & Speaking Exercises. Through videos, users can practice listening to words, phrases, and sentences in Arabic. Additionally, there is a feature that requires users to speak on the topic being studied, helping to hone their speaking skills.
3. Feedback. This feedback feature includes voice recording and comparison with audio from native speakers. This helps students improve their pronunciation so they can speak Arabic with greater confidence.

This not only enhances students’ skills; the use of these two apps has also successfully created an interactive, engaging, and enjoyable learning environment for students. Additionally, these apps allow students to learn at their own pace, giving them the opportunity to review difficult material and deepen their understanding on their own.

Students’ Interest in Learning Arabic.

Interest and motivation to learn are two psychological factors that have been empirically proven to have a significant impact on students’ academic performance in school. Interest in learning Arabic in this digital age is greatly

influenced by several factors, including students’ psychological aspects, the learning environment, and the teaching methods implemented by teachers. Each student has different characteristics and learning styles, leading to diverse variations in the process of understanding classroom material. Additionally, differences in prior educational backgrounds also serve as a factor influencing students’ abilities and interest in learning Arabic.

According to Bernard (2003), interest does not arise suddenly or spontaneously, but rather as a result of participation, experience, and habits formed during learning or work. Interest has two aspects: the cognitive aspect and the affective aspect (Hurlock, 2002). Alisuf Sabri (1996), also expressed his opinion regarding the aspects of interest, namely: the Cognitive Aspect, which consists of information about an object and generates interest in the object being studied; second, the Affective Aspect, which consists of feelings of pleasure toward the object; and third, the Psychomotor Aspect, which consists of the desire or ability to pay attention to lessons and engage in activities.

In simple terms, interest is a desire for something that arises without coercion. A student’s interest in learning is influenced by various factors (Slameto, 2010). Therefore, the field of education cannot be separated from information technology. In the realm of information technology, new features are being introduced to the world of education. For example, media-based teaching systems incorporate text, images, audio, and video.

The difficulties students face in learning Arabic can be attributed to their low motivation and lack of interest in the subject. Therefore, teachers need to adopt teaching approaches that can be tailored to students’ characteristics. In addition, the use of varied teaching materials and the provision of constructive feedback can also help boost students’ self-confidence and interest in learning Arabic.

Conflict for Interest

The authors declare that there is no conflict of interest in this research. This study was conducted purely for academic purposes and did not receive any funding or support from any institution or individual that could influence the results or interpretation of this research.

Conclusion

The study found that the implementation of audio-visual and audio-lingual methods using the *Fun Easy Learn Arabic* and *Arabic Listening Speaking* applications significantly improved seventh-grade students’ interest in learning Arabic at MTs Muhammadiyah 3 Kunduran. The average learning-interest score increased from **33.6% in the pretest to 66.4% in the posttest**. Furthermore, the Wilcoxon test produced a significance value of **0.000 ($p < 0.05$)**, confirming a statistically significant improvement after the intervention. The applications created a more interactive, enjoyable, and engaging learning environment that encouraged active student participation. The findings suggest that integrating diverse digital learning media can effectively enhance students’ motivation and interest in Arabic learning, addressing the common perception that Arabic is difficult and monotonous.

Acknowledgments

The author would like to express sincere gratitude to all those who contributed to the completion of this study. Special thanks go to MTs Muhammadiyah 3 Kunduran for providing assistance and support throughout the research process until its completion. The researcher also extends gratitude to the Arabic language teacher and the seventh-grade students at MTs Muhammadiyah 3 Kunduran for participating in the research and assisting with the data collection process. Special thanks are also extended to Muh. Naim Madjid, S.S., M.I.S., Ph.D., for his invaluable guidance, insightful feedback, and continuous encouragement throughout the research process. Appreciation is also extended to the Department of Arabic Language Education, Faculty of Language Education, Muhammadiyah University of Yogyakarta. The author also thanks close friends who provided helpful advice and moral support throughout this research. Finally, the author extends his deepest gratitude to his family for their unwavering support and understanding throughout this academic journey.

References

- Alisuf, S. M. (1995). Psikologi Pendidikan Berdasarkan Kurikulum Nasional. Pedoman Ilmu Jaya.
- Amalia, N., & Pjt, R. (2025). Analisis Tingkat Minat Belajar Bahasa Arab di Kelas XI Islamic 1 di MAN 2 Deli Serdang. 3(6), 51–55.

- Ambon, I. (2020). KETERAMPILAN BERBICARA (MAHARAH AL-KALAM) BAHASA ARAB MAHASISWA JURUSAN PENDIDIKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN. 2(1), 57–66.
- Arab, B., Pembelajaran, D., & Rah, M. A. H. Ā. (2023). Implementasi media audio visual berbasis animasi bahasa arab dalam pembelajaran mah ā rah istim ā'. 6(2), 457–470.
- Arab, P. B., & Keguruan, F. (2022). Efektivitas Metode Audiolingual Dalam Peningkatan Maharah Al- Kalam Bahasa Arab Bahasa Arab bagi umat Islam menduduki dituntut untuk memiliki salah satu. <https://doi.org/10.30997/tjpba.v3i1.4964>
- Ariyanti, H., Syaikh, I., Siddik, A., & Belitung, B. (2021). Strategi Pembelajaran Bahasa Arab dalam Meningkatkan Minat Belajar Bahasa Arab Siswa Kelas VII MTs Nurul Muttaqin Simpang Tiga. I(1), 45–55.
- Artikel, I. (2020). Pemanfaatan Media Audio Visual dan Media Gambar Pada Siswa Kelas V. 3(2).
- B., Hurlock Elizabeth. 2022. *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*. Edisi Keli. Jakarta: Erlangga.
- B., H. E. (2022). *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan* (Edisi Keli). Erlangga.
- Barkah, J., & Sarwandianto, A. (2023). Manajemen Pengembangan Kompetensi Guru sebagai Determinan Kinerja Guru. 05(03), 6023–6031.
- Baroroh, R. U., & Rahmawati, F. N. (2020). Metode-Metode Dalam Pembelajaran Keterampilan Bahasa Arab Reseptif. 9(2), 179–196.
- Cahyani, S. L., Hanifah, U., Negeri, I., Ampel, S., Info, A., & History, A. (2025). Pemanfaatan Media Pembelajaran Aplikasi Fun Easy Learn Arabic dalam Pemahaman Kosa Kata Bahasa Arab terhadap Peserta Didik. 8, 11502–11508.
- Cahyati, L., & Maulani, H. (2023). Analisis Faktor Kesulitan dalam Pembelajaran Bahasa Arab Siswa Kelas VIII SMP Miftahul Iman Kota Bandung. 3(1).
- Di, B., Nihayatul, M. I., Purwasari, A., Mi, A. T., Amal, N., & Karawang, P. (2024). Jurnal Studi Ilmu Pendidikan dan Keislaman. 7.
- Eksistensi Mahārah Al - Kitābah Dalam Pembelajaran Bahasa Arab. (2023). 4(2), 164–180.
- Faktor Internal dan Eksternal. (2022). 11(2), 187–207.

- Hanani, N. (2016). Efektivitas penggunaan metode audiolingual dalam pembelajaran bahasa arab. 14(2), 246–256.
- Hasanah, N. (n.d.). Maharah Qiroah dalam Pembelajaran Bahasa Arab. 2000.
- Ii, B. A. B., Teori, A. L., & Kosakata, P. (2021). Pemahaman Kosakata. 1995, 10–31.
- Islam, M. H., Hasyim, M., & Taubah, M. (2025). Jurnal Bahasa Arab dan Pendidikan Bahasa Arab Al- Hidayah Pasuruan / The Effectiveness of Arabic Listening Speaking. 6(1).
- Islamic, J. F. O. R., & Sciences, H. (2026). Muh. Naim Madjid Universitas Muhammadiyah Yogyakarta (UMY).
- Jalanguru. (2023). Pre-Test dan Post-Test dalam Pembelajaran. <https://jalanguru.com/pedagogik/pre-test-dan-post-test/>
- Khairani, H., Amalia, A., Garzita, R. V., & Husna, F. (2025). Faktor – Faktor yang Mempengaruhi Minat Belajar Bahasa Arab Siswa SMP Muhammadiyah 7 Madrasah Tsanawiyah. 1.
- Korespondensi, C. S., Cicurug, K., & Sukabumi, K. (2014). Metode audiolingual dalam pembelajaran bahasa arab untuk meningkatkan kemampuan berbicara.
- Madjid, M. N., & Ramber, A. (2025). Technology Adoption In Arabic Learning and Interpretation of Islamic Education Values for Arabic Language Teachers in Mindanao. 3(2), 4506–4518.
- Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia. 1(2), 1–10.
- Media, P., Visual, A., Pembelajaran, D., Arab, B., Meningkatkan, U., Mufrodat, Penelitian, A., Sma, X. I., Limbung, M., Kelas, P. T., ... Limbung, M. (n.d.). 1 , 2 3. 1–10.
- Mubshirah, D. (2021). (The Correlation between Student ’ s Interest in Learning Arabic and National Education Standard at Islamic Senior High Schools in Aceh Barat). 21(2), 221–235.
- Mufidah, L. N., Islam, U., Sayyid, N., Rahmatullah, A., Nurhayati, A., IAnalisis Problematika dalam Pembelajaran Bahasa Arab : Pendekatan Linguistik dan Non-Linguistik. 3(2).
- Muhamad Kumaini Umasugi. (2022). URGENSI BAHASA ARAB DALAM KURIKULUM PENDIDIKAN SEKOLAH DASAR DAN MENENGAH SEBAGAI BAHASA ASING PILIHAN PADA ERA SOCIETY 5.0. Al-Tarqiyah Pendidikan Bahasa Arab, 5, 175–189.
- Muhtar, M., & Sholeh, A. (2021). Pengaruh Penggunaan Media Audio

- Visual terhadap Prestasi Belajar Mata Pelajaran Pendidikan Agama Islam. 182–194.
- Multidisiplin, P. (2025). Jurnal Pendidikan Multidisiplin. 1(1), 41–49.
- Mulu, N. S. B. (2023). No Faktor-Faktor yang Mempengaruhi Minat Belajar Bahasa Arab pada Siswa Kelas VIII MTs Lemo Bajo Wawolesea Konawe Utara. Jurnal Fusha, 1(1), 23–30.
- Muttaqin, J., Shodiq, M. F., & Qosim, M. N. (2023). Edukatif : Jurnal Ilmu Pendidikan Metodologi Pengajaran Kaidah Bahasa Arab : Implementasi Metode Induktif dan Deduktif di MTs Negeri 1 Sragen. 5(4), 1790–1798.
- Nurdesviani, L., Studi, P., Guru, P., Ibtidaiyah, M., Guru, P., Ibtidaiyah, M., Guru, P., & Ibtidaiyah, M. (2023). Pengaruh Penggunaan Metode Audio Lingual Terhadap Keterampilan Berbicara Dialog Bahasa Arab Kelas V MI Luthfiah Nurdesviani* *. 5(1), 196–209.
- Pendidikan, F. I., & Jakarta, M. (n.d.). Strategi belajar & pembelajaran dalam meningkatkan keterampilan bahasa. 108–113.
- Pendidikan, J., & Arab, B. (2023). Maharaat: Jurnal Pendidikan Bahasa Arab Volume 5, No. 2 \ April 2023. 5(2), 126–151. <https://doi.org/10.18196/mht.v5i2.18172>
- Personal, D. A. N., Setiawati, E., & Pd, M. (n.d.). KOMPETENSI GURU. 14.
- Rahman, M. M., Zainal, H. A. Q., & Arab, B. (2024). PENGARUH PENGGUNAAN MEDIA PEMBELAJARAN MODERN TERHADAP MOTIVASI BELAJAR BAHASA ARAB BAGI SISWA KELAS TUJUH DI MTSN 1 KOTA MAKASSAR. 1(February), 53–60.
- Siswa, B., Rosita, I., & Saefurrohman, A. (2022). 1 , 2 , 3 1. 1(8), 1693–1712.
- Slameto. (2010). Belajar dan Faktor-Faktor yang Mempengaruhinya. Rineka Cipta.
- Sutinalvi, V., Harahap, A., Lubis, M. Y. A., & Nasution, S. (2025). Tantangan dan Peluang Pembelajaran Bahasa Arab di Era Digital.
- Sugiyono. (2013). Metode penelitian pendidikan pendekatan kuantitatiif dan R&D. Alfabeta.
- Suratimah, S., Rahmatullah, A. S., & Madjid, M. N. (2022). Factors Supporting Learning Achievement: The Influence of Students' Disciplinary and Motivational Factors of Learning. *International*

Journal of Social Service and Research, 2(8), 684-695.

- Sya, N., & Mulu, B. (n.d.). Faktor- Faktor yang Mempengaruhi Minat Belajar Bahasa Arab pada Siswa Kelas VIII MTs Lemo Bajo Wawolesea Konawe Utara Institut Agama Islam Negeri (IAIN) Kendari , Indonesia
- Syifani, G. P., & Madjid, M. N. (2026). Quizizz-Based Interactive Arabic Learning to Increase the Students' Instruction Interest in Islamic Junior High School at Brebes, Indonesia. *AL-HIKMAH: INTERNATIONAL JOURNAL OF ISLAMIC STUDIES AND HUMAN SCIENCES*, 9(1), 1-17.
- Taqwudin, M., Yazid, M., Muhammad, W., Sulong, W., Mustapha, N. F., Azidan, M., & Jabar, A. (2023). Potensi e-Modul dalam Pembelajaran Bahasa Arab pada Era Globalisasi. 7(1), 1–11.
- Umarella, S., Saimima, M. S., & Hussein, S. (2011). URGENSI MEDIA DALAM PROSES PEMBELAJARAN. 234–241.
- Wijaya, M., & Hikmah, F. (2023). Problematika Pembelajaran Maharah Qiro ’ ah Dalam Pembelajaran Bahasa Arab Pada Siswa Madrasah Ibtidaiyah. 9(2), 858–864.
<https://doi.org/10.31949/educatio.v9i2.4880>
- Wulandari, A. P., Salsabila, A. A., Cahyani, K., & Shofiah, T. (2023). Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar. 05(02), 3928–3936.