Arabic Learning Media: The Use of LearningApps.org in Supporting Arabic Language Learning in Higher Education

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A R T I C L E I N F O	A B S T R A C T
	This study aims to describe the utilization and effectiveness of LearningApps.org in supporting student language learning in the Department of Arabic Language Education at Jambi University. This research method uses a mixed methods approach. Data collection techniques are interviews, observations, questionnaires and documentation. The results of this study indicate that the utilization of learningapps.org has been carried out in the Arabic Language Education study program at the Department of Language and Literature Education, Jambi University. Variations of learningapps.org learning media that have been applied and developed include crossword puzzles, horse racing, matching pairs, where is what, simple order, multiple choice quiz, guess the word, and cloze text. In addition, the results show that learningapps.org is effectively used to support Arabic language learning both synchronously and asynchronously.

1. INTRODUCTION

In this modern era, technological developments have significantly impacted the education sector (Hidayat & Khotimah, 2019). Digital transformation has penetrated every aspect of teaching and learning activities. Digital learning tools are becoming increasingly prevalent, gradually replacing conventional methods. With the adoption of technology in education, the learning process becomes more dynamic and interactive (Said, & Ulwan, 2023). In addition, access to information has also become easier with the advent of the Internet and various online learning platforms. However, it should be recognized that this transformation also brings new challenges, such as disparities in access to technology and paradigm shifts in the role of teachers. Therefore, education stakeholders need to keep abreast of technological developments and integrate them wisely to improve the quality of learning (Cholik, 2021; Triyanto, 2020).

As stated Effendi & Wahidy (2019), technological advances have the potential to produce a variety of new learning methods and innovative learning platforms and support the creation of more dynamic, meaningful, effective, practical, and efficient education. This is based on the phenomena of using digital technology media as a forum and means in the learning and education implementation system to make learning and teaching more flexible and dynamic in its implementation and development (Putra & Pratama, 2023). The function of technology is to facilitate human activities in realizing and achieving their goals and targets (Sudipa et al. 2023). In this case, the digitization of education has a positive impact both administratively and in its implementation in the field. However, in reality, many teachers still use conventional learning models without utilizing learning media (Rahma et al., 2023).

Learning at the student level requires a variety of innovations and creations in terms of learning methods, teaching techniques, interactive learning media, and learning evaluations that are educational, innovative, creative, and fun to produce quality and quality output (Al Munawaroh, 2021; Vera, 2020). Learning media and the learning environment determine the results of learning (Handayani et al., 2022). In addition, lecturers or teachers must know the correct method for carrying out an educational process in the classroom (Hasani et al., 2022).

For a learning process to be more straightforward, interaction between students in a lesson must also be well established (Mustofa, 2020). This can happen if lecturers have designed learning by paying attention to the student's mindset level. As an adult, of course, it is easy to feel bored and bored if a learning activity is carried out continuously monotonously

without any variation (Salamah et al., 2022). Therefore, a teacher must master methods with interesting learning strategies and media to improve student learning outcomes ultimately (Nurrita, 2018). There is a solution in the form of multilingual interactive learning media, namely LearningApps.org, which has various features and games for learning languages.

Previous research Ignatovitch (2021), Mandasari & Wulandari (2022) shows that vocabulary learning through the LearningApps.org application increases one's vocabulary mastery ability. In addition, website-designing media or the LearningApps.org site can increase the vocabulary of French English. Another study Pratama (2021), Raharjo, & Aji (2022), Zenci (2022), Hanifah, Dewi, & Wulandari (2023) related to Distance Arabic Learning using LearningApps.org media found that the use of LearningApps.org media can increase students' interest in learning because many features are very innovative, engaging, colorful and fun in learning languages so that learning Arabic in class does not feel bored and monotonous.

The novelty of this research is the integration of LearningApps.org in Arabic language learning in a university environment, which has great potential to improve learning effectiveness, student engagement, and the quality of learning outcomes. This contributes to developing innovative and sustainable language learning methods in higher education.

The object of this research is students and lecturers of the Arabic Language Education study program, Department of Language and Literature Education, Faculty of Teacher Training and Education, Jambi University. So, this study aims to discuss in detail regarding, (1) the application of learningApps.org learning media in supporting Arabic language learning, (2) Development of LearningApps.org Learning Media Variations in the Arabic Language Education Study Program, (3) Effectiveness of LearningApps.org as Arabic learning media.

2. METHODS

The implementation of this research was based on mixed methods. Two research combinations were used in this research phase: qualitative and quantitative (Creswell & Garrett, 2008; Younas et al., 2023). The purpose of using this method is so that the information generated can be used to explore more comprehensive research questions about language learning media (LearningApps.org) for Jambi University Arabic Language Education study program students.

The quantitative data collection technique was a questionnaire. The questionnaire was designed to collect information on the usage rate of LearningApps.org and evaluate the effectiveness of the platform as an Arabic language learning medium. Respondents were asked to provide their responses to LearningApps.org, including how often they use it, the types of materials they access, and their opinions on its effectiveness in Arabic language learning.

In addition, qualitative data was collected through interviews, observations, and documentation. Through interviews, researchers can get a more in-depth view from students or lecturers about their experiences in using LearningApps.org. Observation is done to directly observe how LearningApps.org is used in the context of Arabic language learning. These observations can include how it is used, student responses, and classroom dynamics related to using the platform. Documentation, such as notes or reports on using LearningApps.org, can provide additional insights into its application and outcomes in language learning.

The descriptive data obtained also includes the identification of obstacles that may be encountered in implementing LearningApps.org, such as technical problems or barriers to integration with the curriculum. On the other hand, this data also includes information on the supporting factors that facilitate using LearningApps.org in language learning. By analyzing data from these various sources, the researcher was able to gain a comprehensive understanding of the use and impact of LearningApps.org in the context of language learning. Therefore, the research focuses more on qualitative aspects.

To analyze two types of quantitative and qualitative data, an analysis is used in accordance with the research method, namely two research methods with a sequential explanatory research design. In this case, quantitative data analysis is used as the first method while qualitative data analysis explains more about quantitative data.

3. RESULTS AND DISCUSSION

Learning media often determines the success of the learning process. The use of learning media and learning outcomes has a significant correlation (Telaumbanua, 2022; Sanusi & Haq, 2021). Learning media is a tool used by educators to make learning activities effective and efficient (Hasan et al., 2021). Namely, everything that can be used to convey messages from the sender to the recipient to stimulate students' thoughts, feelings, emotions and interests so that the learning process takes place.

Learning media is used in the context of efforts to improve or enhance the quality of the teaching and learning process (Nurbayan & Sanusi, 2023; Furoidah, 2020). Language learning media is a physical instrument, both hardware and software, taken from a learning resource that the teacher utilizes to convey messages, information, or material to the learner so that multi-directional interaction occurs and the language learning objectives are achieved. Learning media has complex functions, uses and roles in language learning (Mahmuda, 2018).

For this reason, learning that uses interesting and varied learning media will have a different level of effectiveness and efficiency in achieving learning goals than learning with 'monotonous' media. The purpose of learning media Nurrita (2018) is to deliver learning materials from teachers to learners quickly and efficiently, maintain learner concentration, and improve the effectiveness and quality of learning.

Interactive learning media is one of the learning media models that is in demand and has good appeal (Yanto, 2019). LearningApps.org is an interactive media that can be used as a language learning medium. This Web 2.0-based application supports learning and teaching through interactive modules. Existing modules can be directly incorporated into the training content and modified or created online.

Application of LearningApps.org as Arabic Language Learning Media

The results of observations made by researchers in the learning process in the Jambi University Arabic Language Education Study Program (PBA) show that LearningApps.org is used as a learning medium in almost all Arabic Language Education Study program courses. This is also based on the interview results of researchers with lecturers in the Arabic Language Education Study Program. As A1 said, "On several occasions, we use LearningApps.org to support learning in *muhadatsah* courses. In the context of *muhadatsah* learning, I practice activities requiring each student to memorize *mufradat* from the material delivered at each meeting".

The same thing was also said by A3, "In the context of using LearningApps.org, I have implemented it as one of the components in the learning media course. This platform not only aims as a language learning tool but also as a source of reference and a concrete picture for students about the concept of interactive learning media that teachers in various educational institutions can apply".

These findings are reinforced by the results of a questionnaire distributed to students

of the Arabic Language Education Study Program regarding the use of LearningApps.org in Arabic language learning, with the results of 51.5% of students answering strongly agree and 45.5% agreeing with the statement that LearningApps.org is used as a learning media in lectures, can be seen in the following table:

Table 1. Use of LearningApps.org as learning media in the Arabic Language Education Study Program

Statements	Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
Lecturers use LearningApps.org media in language learning	51,5%	45,5%	5,9%	0%	0%

Furthermore, using LearningApps.org media requires careful preparation before being applied to language learning. Following the results of the interview, it was found that the preparation of LearningApps.org media must be adjusted to the Semester Learning Plan (SLP), in the sense that the material that will be included in the LearningApps.org media is adjusted to the material that has been planned in the SLP.

The urgency of learning media in language learning is critical. Because in addition to making students more interested in learning materials, the press will make it easier for teachers and learners to achieve learning goals quickly. As stated by A2, "I believe that the use of LearningApps.org has a very high level of importance and urgency in the context of the learning process. If I were allowed to rate it, I would give it an almost perfect score of close to 10. The main reason is that this platform provides significant help for teachers in delivering learning materials. With LearningApps.org, teachers can present materials more easily and effectively to students, thus helping the learning process to be smoother and more efficient".

Supporting this, MA2, an Arabic Language Education Study Program student, said, "In my view, LearningApps is a beneficial learning media. The main reason is its variety, which differs from the 'monotonous' approach generally found in the school environment. In addition, the innovation presented by LearningApps, especially in using images, gives a new dimension to the learning process."

Strengthening the results of the interview in the results of the questionnaire distributed, 46.5% of students answered strongly agree, and 46.5% per cent answered agree with the LearningApps.org learning media statement helping lecturers in delivering learning. This can be seen from the following table:

Table 2. LearningApps.org as learning media helps in providing learning materials

Statements	Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
LearningApps.org as learning media helps in the delivery and mastery of learning materials	46,5%	46,5%	8,9%	0%	0%

Similarly, students of the Arabic Language Education Study Program stated that the variety of games on LearningApps.org makes language learning more accessible and more fun. In addition, this media also increases students' enthusiasm for learning. This follows the language learning strategy, namely specific actions taken to make learning easier, faster, more enjoyable, independent, effective, and transferable to new situations (Fitri, 2018). Reinforcing this Hartanti (2019) a learning process should be able to maintain sustainable motivation to learn and create a learning atmosphere that is more interesting, fun, and not boring.

Development of LearningApps.org Media Variations in Arabic Language Education Study Program

A teacher must have high creativity in organizing fun learning (Dini, 2021). The learning media used by a teacher certainly has the aim of making learning more accessible, more effective and efficient (Ayu & Amelia, 2020; Khaira, 2021). Learning about the Arabic language using LearningApps.org media is new in the Arabic Language Education Study Program. It impacts learning, which is more exciting and worth developing. In addition to facilitating Arabic language learning, this use provides knowledge about media that prospective educators in the Arabic Language Education Study Program can create.

From the data obtained regarding the use of LearningApps.org in the Arabic Language Education Study Program, many variations of LearningApps.org media have been used in several courses in the Arabic Language Education Study Program. A1 mentioned that the variations used in language learning are crossword puzzles, multiple choice, and horse racing. "In my review of LearningApps.org, I found various learning media, including crossword puzzles and other games such as horse race". Reinforcing this statement, A4 said, "I chose to integrate crossword puzzles in the learning materials, but currently, I am trying to use multiple choice questions and horse race media to complement my learning approach."

In addition, A2 mentioned that almost half of the variations on LearningApps.org have been used in the learning process. Similarly, A3 stated that all variations in LearningApps.org

can be used in learning Arabic, but only a few have been applied to learning in the Arabic Language Education Study Program.

The researchers also found eight media variations were used in learning out of 21 media in LearningApps.org. The LearningApps.org learning media variations that have been applied and developed include crossword, multiple choice quiz, horse race, matching pairs (matching pictures with the correct answers), where is what (choosing answers by looking for the answer object according to the question command), simple order, guess the word (guessing the vocabulary that matches the available image), cloze text (filling in the blank box with the correct word answer).

Effectiveness of LearningApps.org as Arabic learning media

A study on the use of media as a learning tool Nurkholis et al. (2022) revealed that using media in the learning process can stimulate students' thinking ability and intelligence with various scientific content. One of them is interactive learning media, which is a solution that promotes students' thinking skills. An educator must be able to design learning tools, including learning media, that are by current technology (Intaniasari et al., 2022; Sanusi et al., 2022).

Arabic language learning using LearningApps.org learning media is considered effective in increasing student motivation and enthusiasm, which will impact student language skills. This follows what was conveyed by A3, which is that with the use of LearningApps.org media, Arabic Language Education Study Program students follow very well and are more enthusiastic than usual because this media causes an active two-way relationship between teachers and students. So, the learning process results are excellent and improved, as evidenced by the final evaluation of students who get an average score of 95.

In line with that, using LearningApps.org learning media has a positive impact, increasing student enthusiasm for learning. This was conveyed by MA3, an Arabic Language Education student, who stated, "One of the advantages of LearningApps.org is its ability to facilitate vocabulary understanding in learning, which helps me memorize new vocabulary. This platform allows me to independently train myself in internalizing vocabulary with various methods, such as practice questions and vocabulary mastery activities". Similarly, MA4 said, "The advantages are very useful in facilitating the process of memorizing vocabulary and strengthening understanding of the learning material as a whole."

In addition, LearningApps.org media is also considered to be very supportive of students' language understanding. MA2 said, "LearningApps.org facilitates the development of language skills by providing various types of exercises and games. The diversity of forms of questions and activities, including interactive games, makes the learning process more fun and increases enthusiasm for learning.". Supporting this, MA3 stated, "My opinion is that LearningApps has a significant contribution in supporting language learning. The variety of language options on the platform allows us to utilize them effectively in the learning process. Moreover, the ease of access through mobile devices, such as smartphones, allows us to study more often using LearningApps than standard materials in printed books".

The results of the questionnaire distributed reinforce these results; 50.5% of students answered strongly agree, and 42.6% per cent answered agree that the LearningApps.org learning media statement is an effective medium in learning Arabic and greatly supports one's mastery and proficiency in the language. This can be seen from the following table:

Table 3. LearningApps.org, as a learning media, is effective and supportive of learning Arabic.

Statements	Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
LearningApps.org, as a learning media, is an effective medium for learning Arabic and greatly supports mastery and proficiency in the language.	50,5%	42,6%	5%	2%	0%

The use of LearningApps.org as a language learning media for students of the Arabic Language Education study program is by the principles of media selection described by Ani (2019), namely suitability, clarity of presentation, ease of access, affordability, availability, quality, there are alternatives, interactivity, organization, novelty and learner oriented.

This explanation is also based on what was said Puspitarini & Hanif (2019), Azizah (2020), namely that media is an effective alternative to improve student abilities and motivation by utilizing technology as a medium in the learning process. The findings of this study also follow the findings of previous research, namely Stepanyuk et al., (2020), Yerzhanova & Maketova (2018), which states that LearningApps.org media combined with information devices in the learning process is effectively applied in the learning process. In

addition, the study's results also mentioned that LearningApps.org learning media can be utilized both in face-to-face and distance learning. This is as stated by A2 and E3, who said that LearningApps.org is suitable for use in offline and online language learning.

The results of the questionnaire with the LearningApps.org learning media statement are suitable for language learning (Multilingual), both face-to-face learning (offline) and distance learning (online), with the results of 46.5% of students strongly agreeing and 49.5% agreeing with the statement. This can be seen in the following table:

Table 4. This LearningApps.org learning media is suitable for face-to-face and distance learning lessons

Statements	Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
This LearningApps.org learning media suits Arabic language learning in face-to-face (offline) and distance learning (online).	46,5%	49,5%	4%	1%	0%

This finding follows the research results, stating that the effectiveness of LearningApps.org as a medium for face-to-face and distance learning is the reason for using this media in language learning (Horbatiuk et al., 2020; Ignatovitch, 2021). In line with that, the research results Karadag & Garip (2021) state that learning using LearningApps.org as a medium is considered very fun and increases students' interest. In addition, Varina et al. (2020) indicated that LearningApps.org can also increase and improve learning motivation.

The results of this study show various practical and empirical implications in the use of LearningApps.org as a learning medium. Practically, educational institutions are advised to integrate this platform in the Arabic language learning curriculum, both for independent and collaborative learning activities. LearningApps.org can make the learning process more interactive and interesting, with various learning materials that can increase student engagement.

From the empirical side, this study enriches the literature on the effectiveness of technology-based learning media, especially in the context of Arabic language in higher education. The findings also pave the way for further research on learning motivation and interest, as well as the impact of using LearningApps.org on various language skills. As such, the results of this study provide a foundation for the development of further studies that can

explore the potential of technology in education.

Overall, the results show that LearningApps.org can be an effective tool in Arabic language learning, contributing to increased student motivation and engagement, and offering a more enjoyable and meaningful learning experience. The use of this technology supports the development of a technology-based curriculum, which can enrich learning methods and improve the quality of Arabic language teaching in higher education.

4. CONCLUSION

The results of this study indicate that the use of LearningApps.org as a learning media has been carried out in the Arabic Language Education study program at the Department of Language and Literature Education, Jambi University. Variations of LearningApps.org learning media that have been applied and developed include crossword puzzles, horse racing, matching pairs, where is what, simple order, multiple choice quiz, guess the word, and cloze text. In addition, the results show that LearningApps.org is effectively used to support language learning both synchronously and asynchronously.

This research contributes significantly to the utilization media for Arabic language learning and provides direction for future development. It is hoped that this research will provide significant benefits to the field of Arabic language education and instruction. Researchers realize that the results of this research have limitations, namely only focusing on the application of LearningApps.org media in Arabic language learning. Therefore, suggestions for further research can involve further exploration of variations in Arabic language learning media. Research can expand the scope by including various media and comparing the effectiveness of each media used.

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