

# Integrating Educational Technology and Digital Learning in Communicative Arabic Language Teaching at Ma'had Daarussunnah Jambi

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## Abstract:

This study investigates the integration of educational technology and digital learning in communicative Arabic language teaching at Ma'had Daarussunnah Jambi. Using a qualitative case study approach, the research explores how digital tools and media are utilized to enhance the teaching and learning process. Data were collected through interviews, observations, and documentation involving teachers and students. The findings reveal that the use of technology significantly improves students' motivation, comprehension, and communicative competence. In addition, digital media provides opportunities for interactive and student-centered learning, allowing learners to engage more actively in classroom activities. However, challenges such as limited technological infrastructure, insufficient vocabulary, and varying levels of student confidence remain significant issues. The study concludes that the effective integration of technology requires adequate institutional support, teacher readiness, and a balanced combination of traditional and modern teaching methods.

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## Introduction (مقدمة)

Arabic is widely recognized as one of the most important languages in the world, particularly due to its role as the language of the Qur'an and Islamic scholarship. For Muslim learners, mastering Arabic is not only an academic pursuit but also a religious necessity that enables deeper understanding of sacred texts and religious practices. Learning Arabic facilitates comprehension of Islamic teachings and supports the practice of religious life in a more meaningful way. In many Islamic educational institutions, Arabic is positioned as a core subject that supports both linguistic competence and spiritual development. However, despite its importance, students often encounter difficulties in mastering the language, especially in productive skills such as speaking. These challenges call for more effective and innovative teaching strategies (Yunus, 1990).

In traditional settings, Arabic language teaching has often relied on grammar-focused instruction and memorization techniques. While these approaches may help students understand grammatical structures, they do not always lead to communicative competence. As a result, learners may know the rules of the language but struggle to use it in real-life communication. This gap between knowledge and practice highlights the limitations of conventional teaching methods. Therefore, there is a growing need to adopt approaches that emphasize practical language use. One such approach is the communicative method, which focuses on interaction and meaningful communication (Richards & Rodgers, 2001).

The communicative method has been widely recognized as an effective approach in language teaching. It prioritizes the ability to use language in real contexts rather than merely understanding its structure. In Arabic learning, this method encourages students to actively engage in speaking activities such as dialogue (*hiwar*), group discussions, and question-and-answer sessions. These activities create opportunities for learners to practice the language in meaningful ways. As a result, students develop confidence and fluency over time. This approach is particularly relevant in modern education, where communication skills are highly valued (Richards & Rodgers, 2001).

In recent years, the integration of educational technology and digital learning has further enhanced the effectiveness of communicative language teaching. Digital tools such as videos, projectors, and online platforms provide rich and interactive learning experiences. These tools support the delivery of language input in engaging formats, making it easier for students to understand and retain information. In addition, technology allows for more flexible and student-centered learning environments. Therefore, combining communicative methods with digital learning strategies can significantly improve Arabic language instruction (Kessler, 2018).

Mass media also plays a crucial role in supporting language learning. Through exposure to authentic content such as videos and audio materials, students can experience real-life language use. This exposure helps them develop listening skills and understand different contexts of communication. In the context of Arabic learning, media can provide examples of pronunciation, expressions, and cultural elements. As a result, students gain a more comprehensive understanding of the language. This makes learning more relevant and meaningful (Kramersch, 1998).

At Ma'had Daarussunnah Jambi, efforts have been made to implement communicative methods supported by educational technology. Teachers utilize various strategies, including dialogue practice, group work, and the use of media such as video and projectors. These practices aim to create an interactive and communicative classroom environment. Students are encouraged to actively participate in speaking activities. This reflects a shift from teacher-centered instruction to more student-centered learning approaches (Sugiyono, 2013).

The use of media in the classroom has been found to significantly enhance student motivation and engagement. Visual and auditory materials help make lessons more interesting and easier to understand. Students are more likely to pay attention and participate when learning activities are varied and interactive. In addition, media can help clarify complex concepts that may be difficult to explain through verbal instruction alone. Therefore, the integration of media is an important component of effective language teaching (Mayer, 2009).

Despite these advantages, the implementation of communicative methods and digital learning is not without challenges. Students often face limitations in vocabulary, which affects their ability to express ideas. In addition, lack of confidence can hinder their participation in speaking activities. These challenges highlight the need for continuous support and guidance from teachers. It also emphasizes the importance of creating a supportive learning environment where students feel comfortable practicing the language (Azizah et al., 2024).

Teachers play a central role in overcoming these challenges and ensuring the success of communicative language teaching. Their ability to design engaging activities, manage classroom interaction, and utilize technology effectively is crucial. Teachers must also provide encouragement and feedback to help students build confidence. Furthermore, they need to adapt

teaching strategies based on students' needs and abilities. This highlights the importance of teacher competence in modern language education (Hamalik, 2008).

Another important aspect is the role of the learning environment. A supportive and communicative classroom atmosphere encourages students to participate actively. When students feel safe and motivated, they are more willing to take risks and practice speaking. In contrast, a rigid or overly formal environment may discourage interaction. Therefore, creating a positive classroom climate is essential for successful language learning. This includes fostering collaboration and mutual respect among students (Tampubolon, 2022).

The integration of educational technology also requires institutional support. Schools and educational institutions must provide adequate infrastructure and resources to facilitate digital learning. This includes access to devices, internet connectivity, and appropriate teaching materials. Without such support, the implementation of technology may be limited. Therefore, institutional commitment is essential for sustaining innovation in education (Miles & Huberman, 1994).

The integration of communicative methods with educational technology and digital learning represents a promising approach to improving Arabic language teaching. By focusing on communication and interaction, this approach helps students develop practical language skills. The use of media and digital tools further enhances engagement and understanding. However, challenges such as limited vocabulary and lack of confidence must be addressed through effective teaching strategies and supportive environments. This study aims to explore how these approaches are implemented at Ma'had Daarussunnah Jambi and to identify factors that influence their success.

## Method (المنهج)

This study employs a qualitative research approach with a descriptive case study design. The qualitative approach is chosen because the research aims to explore in depth the process of Arabic language teaching through the integration of educational technology and digital learning. It focuses on understanding participants' experiences, perceptions, and interactions within a natural setting. The case study design allows the researcher to examine the phenomenon within its real-life context. This approach is suitable for capturing the complexity of teaching practices in a specific educational institution. Therefore, it provides a comprehensive understanding of the research problem (Creswell & Poth, 2018).

The research was conducted at Ma'had Daarussunnah Jambi, an Islamic educational institution that has begun integrating communicative methods with digital learning tools in Arabic language instruction. The selection of this site was based on its relevance to the research objectives and its accessibility to the researcher. The institution represents a typical case of a traditional Islamic boarding school adapting to modern educational practices. This makes it an appropriate setting for examining the integration of technology in language learning. The study was carried out over a specific period to ensure sufficient data collection. This allowed the researcher to observe ongoing teaching and learning activities (Yin, 2018).

The subjects of this study consisted of Arabic language teachers and students at Ma'had Daarussunnah Jambi. Teachers were selected because they play a central role in designing and implementing instructional strategies. Students were included as they are the primary recipients of the teaching process. The selection of participants was conducted using purposive sampling, focusing on individuals who were directly involved in the use of technology in Arabic learning. This ensured that the data collected were relevant and meaningful. The participants provided valuable insights into both the strengths and challenges of the implemented methods (Sugiyono, 2013).

Data collection in this study utilized three main techniques: in-depth interviews, participant

observation, and documentation. In-depth interviews were conducted with teachers and selected students to explore their perceptions and experiences. The interviews followed a semi-structured format, allowing flexibility in probing deeper into relevant issues. This method enabled the researcher to gather detailed and nuanced information. It also provided an opportunity to understand participants' perspectives directly. Thus, interviews served as a primary source of qualitative data (Kvale & Brinkmann, 2009).

Participant observation was carried out to examine the actual teaching and learning process in the classroom. The researcher observed how teachers implemented communicative methods and integrated digital tools during instruction. Attention was given to classroom interaction, student participation, and the use of media. This method allowed the researcher to collect data in a natural setting without interfering with the learning process. Observations were recorded systematically to ensure accuracy. This helped in capturing real-time practices and behaviors (Spradley, 1980).

Documentation was also used as a supporting data collection technique. Relevant documents such as lesson plans, teaching materials, and media resources were collected and analyzed. These documents provided additional information about the instructional design and the integration of technology. They also helped to validate the findings obtained from interviews and observations. By combining multiple data sources, the study ensured data richness. Documentation strengthened the overall credibility of the research (Bowen, 2009).

The data analysis process followed the interactive model proposed by Miles and Huberman, which includes data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected, focused, and simplified the collected data. This was followed by data display, where the information was organized into meaningful patterns and categories. The final stage involved drawing conclusions and verifying findings. This systematic process ensured that the analysis was rigorous and transparent. It also allowed the researcher to identify key themes and relationships (Miles et al., 2014).

To ensure the validity and reliability of the data, the study employed triangulation techniques. Source triangulation was conducted by comparing data obtained from teachers and students. Method triangulation was achieved by using interviews, observations, and documentation. Time triangulation was also applied by collecting data at different times. These strategies helped to enhance the credibility of the findings. They ensured that the results were consistent and trustworthy. Therefore, the study maintained a high level of research rigor (Denzin, 2012).

Ethical considerations were carefully addressed throughout the research process. Participants were informed about the purpose of the study and their consent was obtained prior to data collection. Confidentiality and anonymity were maintained by not disclosing participants' identities. The researcher ensured that the study did not disrupt the normal learning process. Respect for participants' rights and well-being was prioritized at all stages. This ethical approach contributed to the integrity of the research (Orb et al., 2001).

The methodological framework of this study is designed to provide a comprehensive understanding of the integration of educational technology and digital learning in Arabic language teaching. By using a qualitative case study approach and multiple data collection techniques, the research captures both the process and the experiences of participants. The systematic analysis and validation procedures ensure the reliability of the findings. This method enables the study to produce meaningful and contextually relevant insights. Ultimately, it contributes to the development of effective Arabic language teaching practices.

## **Result (نتائج)**

The findings of this study reveal that the integration of educational technology and digital learning in Arabic language teaching at Ma'had Daarussunnah Jambi has been implemented in a structured and purposeful manner. Teachers have adopted communicative approaches supported by various digital tools to enhance student engagement. The learning process is no longer limited to traditional methods but incorporates interactive media that stimulate students' interest. This transformation reflects a shift toward more modern and student-centered instructional practices. As a result, the classroom atmosphere becomes more dynamic and participatory. Students are actively involved in the learning process.

The use of digital media such as videos and presentations plays a significant role in facilitating understanding. Teachers utilize these tools to explain complex linguistic concepts in a more visual and accessible way. Students report that visual materials help them grasp difficult topics more easily compared to text-based explanations. The combination of audio and visual elements enhances comprehension and retention. This approach also reduces the cognitive burden on learners. Consequently, students demonstrate improved understanding of Arabic language materials.

In terms of speaking skills, the communicative method supported by technology has shown positive outcomes. Students are encouraged to engage in dialogue activities, group discussions, and role-playing exercises. These activities are often supplemented with digital prompts such as videos or audio recordings. As a result, students become more confident in expressing themselves in Arabic. Their ability to construct sentences and communicate ideas improves over time. This indicates that the integration of technology supports the development of productive language skills.

The study also finds that students exhibit higher levels of motivation when technology is integrated into the learning process. The use of multimedia resources creates a more enjoyable and stimulating learning environment. Students express enthusiasm when participating in lessons that involve digital tools. This increased motivation leads to greater participation and engagement in classroom activities. It also encourages students to take a more active role in their own learning. Therefore, technology contributes significantly to enhancing students' learning experiences.

Another important finding is the role of repetition and reinforcement through digital media. Students have the opportunity to revisit learning materials through recorded videos or digital content. This allows them to review lessons at their own pace outside the classroom. Such flexibility supports individualized learning and helps students strengthen their understanding. It also enables learners to focus on areas where they experience difficulties. As a result, students show improved retention of the material.

The findings also highlight the importance of teacher creativity in utilizing technology. Teachers design various activities that combine traditional methods with digital tools. For example, they may begin a lesson with a video, followed by discussion and practice exercises. This combination ensures that students remain engaged throughout the lesson. Teachers also adapt their strategies based on students' responses and needs. This flexibility contributes to the effectiveness of the teaching process.

However, the study identifies several challenges in the implementation of technology-based learning. One major issue is the limitation of technological infrastructure. Some classrooms lack sufficient equipment or stable internet access. This can disrupt the learning process and reduce the effectiveness of digital tools. Teachers sometimes need to adjust their plans due to

these limitations. Despite these challenges, efforts are made to maximize the available resources.

Another challenge is related to students' language proficiency, particularly their limited vocabulary. Many students struggle to express their ideas due to insufficient lexical knowledge. This affects their participation in communicative activities. Teachers need to provide additional support and guidance to help students overcome this issue. Vocabulary development becomes an important focus in the learning process. Addressing this challenge is essential for improving students' overall language competence.

Student confidence is also identified as a factor influencing learning outcomes. Some students feel hesitant to speak in front of their peers. This lack of confidence can hinder their participation in communicative activities. Teachers play a crucial role in creating a supportive and encouraging environment. By providing positive feedback and motivation, teachers help students build confidence. Over time, students become more comfortable using the language.

Institutional support is another key factor that influences the success of technology integration. The availability of facilities and administrative support contributes to the effectiveness of the program. Institutions that prioritize the use of technology are better able to implement innovative teaching strategies. Support from management also motivates teachers to adopt new approaches. This creates a conducive environment for continuous improvement. Therefore, institutional involvement is essential in sustaining educational innovation.

The study also finds that students benefit from exposure to authentic language through digital media. Videos and audio materials provide examples of real-life communication. This exposure helps students understand pronunciation, intonation, and cultural context. It also enhances their listening skills and overall language awareness. Authentic materials make learning more relevant and meaningful. As a result, students develop a more holistic understanding of the language.

In conclusion, the results demonstrate that the integration of educational technology and digital learning significantly enhances Arabic language teaching at Ma'had Daarussunnah Jambi. It improves student motivation, comprehension, and communicative skills while creating a more interactive learning environment. Despite challenges such as limited infrastructure and varying student abilities, the overall impact remains positive. The findings suggest that with proper support and implementation, technology can play a vital role in modern language education. This approach offers promising opportunities for further development in Arabic language teaching.

## Discussion (مناقشة)

The findings of this study demonstrate that the integration of educational technology and digital learning in Arabic language teaching aligns with the principles of Communicative Language Teaching (CLT). The use of interactive media, such as videos and digital presentations, supports meaningful communication and encourages students to actively participate in the learning process. This approach shifts the focus from teacher-centered instruction to student-centered interaction, where learners engage in authentic communication practices. As a result, students develop communicative competence rather than merely memorizing grammatical rules. This confirms that CLT remains highly relevant in the context of modern Arabic language teaching (Richards & Rodgers, 2001).

From the perspective of Second Language Acquisition (SLA), the findings highlight the importance of providing rich and comprehensible input through digital media. Students are exposed to authentic language use through audiovisual materials, which enhances their understanding of pronunciation, vocabulary, and sentence structures. This aligns with the input

hypothesis, which emphasizes the need for exposure to meaningful language input slightly above the learner's current level. Furthermore, digital tools allow students to practice output through speaking activities, which reinforces language acquisition. Therefore, the integration of technology supports both input and output processes in language learning (Krashen, 1985).

The increased motivation observed among students can be explained through motivational theories in language learning. The use of multimedia resources creates a more engaging and stimulating learning environment, which captures students' attention and interest. When learners are motivated, they are more likely to participate actively and invest effort in their studies. This supports the view that affective factors, such as interest and enjoyment, play a crucial role in language learning success. Thus, technology serves not only as a cognitive tool but also as a motivational enhancer in the learning process (Dörnyei, 2001).

The findings also support multimedia learning theory, which suggests that learners understand information more effectively when it is presented through both visual and auditory channels. The use of videos and animations helps students grasp complex Arabic concepts by providing concrete representations. This reduces cognitive overload and facilitates deeper understanding. Additionally, multimedia resources enable repetition and reinforcement, which are essential for long-term retention. Therefore, the integration of digital media enhances both comprehension and memory in language learning (Mayer, 2009).

Another important aspect revealed by the study is the improvement of students' speaking skills through communicative activities supported by technology. The use of role-play, dialogue, and group discussions provides opportunities for meaningful language practice. These activities help students build confidence and fluency over time. This finding is consistent with the view that language is best learned through interaction and communication. Technology acts as a facilitator that creates more opportunities for practice and engagement (Brown, 2007).

However, the study also identifies several challenges that need to be addressed. Limited technological infrastructure and insufficient resources can hinder the effective implementation of digital learning. This highlights the importance of institutional support in providing adequate facilities and infrastructure. Without such support, the potential benefits of technology cannot be fully realized. Therefore, educational institutions must play an active role in supporting the integration of technology in teaching practices (Hubbard, 2009).

Another challenge relates to students' limited vocabulary, which affects their ability to participate in communicative activities. This issue emphasizes the importance of vocabulary development in language learning. Teachers need to incorporate strategies that support vocabulary acquisition alongside communicative practice. For example, the use of digital tools can provide contextualized vocabulary learning opportunities. Addressing this challenge is essential for improving students' overall language proficiency (Nation, 2013).

The role of teachers is also crucial in ensuring the success of technology integration. Teachers must possess the necessary skills and knowledge to effectively use digital tools in the classroom. They need to design engaging activities, manage classroom interaction, and provide appropriate feedback. Professional development and training are essential to enhance teachers' digital competence. This finding underscores the importance of teacher readiness in implementing innovative teaching approaches (Kessler, 2018).

Furthermore, the study highlights the importance of balancing technology with traditional teaching methods. While digital tools offer numerous advantages, they should not replace direct interaction between teachers and students. Face-to-face communication remains essential for developing interpersonal skills and fostering a supportive learning environment. A hybrid approach that combines traditional and modern methods is therefore recommended. This ensures a more comprehensive and effective learning experience (Bax, 2011).

The discussion confirms that the integration of educational technology and digital learning in Arabic language teaching provides significant benefits in terms of motivation, comprehension, and communicative competence. However, its effectiveness depends on several factors, including infrastructure, teacher competence, and institutional support. Addressing these factors is essential for maximizing the potential of technology in education. The findings suggest that a strategic and balanced approach is necessary to ensure sustainable and effective implementation of digital learning in Arabic language teaching.

### Conclusion (خاتمة)

This study concludes that the integration of educational technology and digital learning in Arabic language teaching at Ma'had Daarussunnah Jambi has a significant positive impact on the learning process. The use of multimedia tools and communicative methods enhances students' motivation, improves their understanding of language materials, and develops their speaking skills. Students become more active and engaged in classroom activities, while teachers are able to create more interactive and meaningful learning environments. These findings indicate that technology-supported instruction can effectively bridge the gap between theoretical knowledge and practical language use.

However, the successful implementation of this approach depends on several critical factors, including adequate technological infrastructure, teacher competence, and institutional support. Challenges such as limited resources, students' vocabulary constraints, and varying levels of confidence must be addressed through strategic planning and continuous improvement. Therefore, a balanced approach that combines traditional teaching methods with modern digital tools is essential to achieve optimal learning outcomes. This study highlights the importance of sustainable innovation in Arabic language education to meet the demands of the digital era.

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