

Implementation of Nahwu Learning Media based on Articulate Storyline 3 for 2nd Grade Students at MA in MABIQ, Malaysia

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ملخص

تستكشف هذه الدراسة تنفيذ وسائط تعلم النحو باستخدام برنامج Articulate Storyline 3 لطلاب الصف الثاني في المدرسة الإسلامية بمدينة مابيك، ماليزيا. تهدف البحث إلى معالجة الحاجة إلى أدوات تعليمية فعالة وجذابة لتعليم النحو للطلاب الصغار. باستخدام منهج البحث الوصفي الكيفي، تم جمع البيانات لفحص تأثير وسائط التعلم المنفذة على فهم الطلاب لمبادئ النحو باستخدام الملاحظة والمقابلة. تشير النتائج إلى نتائج إيجابية في تعزيز فهم الطلاب واهتمامهم بالموضوع. تسهم البحث في هذا المجال من خلال تقديم رؤى قيمة حول فعالية وسائط تعلم النحو التي تعتمد على التكنولوجيا. تختتم الدراسة بملخص للنتائج، مسطرة الضوء على الآثار المحتملة في تحسين تعليم اللغة العربية في المدارس الإسلامية..

الكلمات الرئيسية: وسائل التعلم؛ Articulate Storyline 3؛ النحو

Abstract

This study explores the implementation of Nahwu learning media using Articulate Storyline 3 for 2nd-grade students at MA in MABIQ, Malaysia. The research aims to address the need for effective and engaging educational tools for teaching Nahwu to young learners. Employing a descriptive qualitative research method, data were collected to investigate the impact of the implemented learning media on students' understanding of Nahwu principles. Results indicate positive outcomes in enhancing students' comprehension and interest in the subject. The research contributes to the field by providing valuable insights into the effectiveness of technology-based Nahwu learning tools. The study concludes with a summary of findings, highlighting the potential implications for improving Arabic language education in Islamic schools.

Keywords: Learning Media; Articulate Storyline 3; Nahwu

Introduction

The advancement of knowledge and technological media progresses in line with the rapid development of the world of informatics. Language, as one of the means of information, plays a significant role in recording and transferring various events, both past and present. In particular, the widespread use of the Arabic language worldwide gives it a major role in various parts of the world (Khasanah, 2016).

In this advanced era, the Arabic language is not only learned through books or magazines but can also be accessed and studied through the internet, social media, and various components that interact and influence Arabic language learning. One important component of learning is media (Gemilang & Listiana, 2020). Media includes anything that serves as an intermediary in the teaching and learning process by delivering information to learners. Learning media can also be interpreted as aids or tools that facilitate understanding of learning materials for students, which may include photos, videos, images, computers, television, laptops, video recorders, films, books, tape recorders, slides, cassettes, video cameras, and other media that will develop in the future (Prananingrum et al., 2020). The choice of the descriptive qualitative framework for the implementation of Nahwu learning media based on Articulate Storyline 3 for 2nd-grade students at MA in MABIQ, Malaysia stems from its inherent suitability for addressing the complex challenges associated with Arabic language instruction. Descriptive qualitative research offers a systematic and methodical approach that aligns seamlessly with the intricate nature of language learning.

Based on previous researchs that according to (M. N. Husna, 2022) It can be concluded that making learning media is a little easier by using the Articulate Storyline 3 media application, the steps for making this media are also not complicated and easy to follow, the media is almost the same as Power Point but is packaged more



attractively. and also according to (Nurmala et al., 2021) that can be concluded that articulate storyline 3 media is feasible and effective for use in STEM-based science learning to develop student creativity. and also Previous studies within the realm of language instruction have shed light on the challenges faced in imparting Arabic grammar concepts effectively. Scholars have underscored the importance of developing innovative tools that not only capture the attention of young learners but also foster a deeper understanding of linguistic principles. The existing body of literature highlights a notable gap in the availability of tailored Nahwu learning media for 2nd-grade students, particularly within the Malaysian context.

In the era of advanced information technology, digital-based learning media is a primary choice in the education process. In the context of learning the Arabic language, particularly in studying Nahwu, there is a need for innovation in the use of effective and engaging learning media for beginner students. One solution that can be used is the use of Articulate Storyline 3 as an interactive learning platform (R. L. Husna & Setiawan, 2021).

In this research, the researcher will discuss the innovation of Nahwu learning media based on Articulate Storyline 3 aimed at 2nd-grade students at the Language and Quranic Science Islamic Boarding School in Kuantan, Malaysia. The primary goal of this research is to enhance the effectiveness of Nahwu learning through the use of engaging and interactive learning media. In this study, we will develop Nahwu learning based on Articulate Storyline 3 customized for 2nd-grade students at the Language and Quranic Science Islamic Boarding School in Kuantan, Malaysia. This learning will be designed considering the existing curriculum and the characteristics of beginner students. The use of Articulate Storyline 3 as a learning platform will allow students to learn Nahwu in a more interactive way, using images, animations, and interactive exercises (Nurul Fadilah H.M et al., 2023).

The subject matter to be used in this research is Nahwu lessons. This is important because Nahwu is a science that deals with changes in the end of words related to I'rob (grammatical inflection), sentence structure, and sentence forms. Learning Nahwu is crucial in Arabic language education because Nahwu is a science that studies the rules of the Arabic language. According to Al-Gulayaini (in the Introduction to Arabic Linguistic Studies), Nahwu is a science that provides us with evidence on how the end of words should be after they are structured in a sentence, or a science that deals with Arabic words in terms of grammatical inflection and structure (Sari, 2017).

In aligning with the urgency of this study, the current status of research in the field of Nahwu learning media is reviewed. While some efforts have been made to incorporate technology into Arabic language instruction, the specific focus on Articulate Storyline 3 for 2nd-grade students at MA in MABIQ, Malaysia, remains relatively unexplored. The novelty of this research lies in its commitment to understanding the unique challenges and opportunities within this specific educational context, contributing to the broader discourse on the effective integration of technology into Arabic language instruction.

The objectives of this research extend beyond the mere development of a learning tool; they encompass a comprehensive exploration of the impact of the Nahwu learning media on students' understanding and retention of Arabic grammar



concepts. By adopting a descriptive qualitative research design, this study aims to capture the lived experiences and perceptions of both students and educators, providing a nuanced understanding of the learning process (Ugwu & Eze, 2023).

In essence, the purpose of this article is to contribute to the advancement of Nahwu instruction by introducing and evaluating an innovative learning media. The urgency is grounded in the recognition of the limitations of traditional methods, the existing gap in tailored learning tools, and the evolving educational needs of 2nd-grade students. As we embark on this exploration into the realm of Nahwu learning media, the objectives set forth include the development of a tool that not only meets the pedagogical requirements of Arabic grammar instruction but also aligns with the technological preferences of the contemporary learner. Through this research, we aim to offer valuable insights and recommendations for educators and curriculum developers, fostering a more dynamic and engaging learning environment for young students at MA in MABIQ, Malaysia.

Method

This study employs a descriptive qualitative research design to comprehensively investigate the implementation of Nahwu Learning Media based on Articulate Storyline 3 for 2nd-grade students at MA in MABIQ, Malaysia. The qualitative design allows for a rich exploration of the students' learning experiences and the effectiveness of the learning media in a natural educational setting (Creswell, 2009). The target population for this research comprises all 2nd-grade students enrolled at MA in MABIQ, Malaysia. Using purposive sampling, a representative group of students will be selected to ensure diversity in learning abilities and backgrounds, contributing to a holistic understanding of the implementation. The research employs various data collection techniques to capture the multifaceted aspects of the implementation. Researchers will actively observe classrooms during Nahwu lessons utilizing Articulate Storyline 3, conduct in-depth interviews with both teachers and students, analyze students' work and assignments related to Nahwu, and maintain a reflective journal to document personal observations throughout the research process (Edwards, 2018). The research steps for descriptive qualitative can be seen in the figure below.



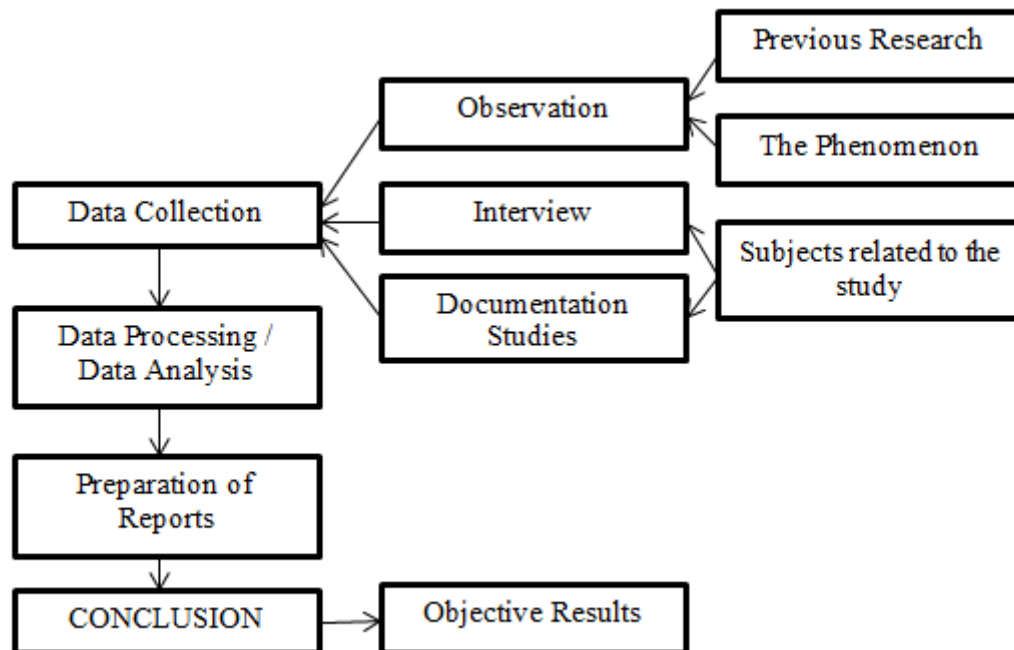


Figure 1. The steps of descriptive qualitative research.

Throughout the research, the researchers will actively engage with the educational setting, participating in classroom activities, interacting with students, and collaboratively working with teachers to ensure an immersive understanding of the implementation process. The primary subjects of this study are the 2nd-grade students at MA in MABIQ, Malaysia, who will directly engage with the Nahwu Learning Media. Informants will include teachers, students, and relevant school staff, all of whom can provide valuable insights into the nuances of Nahwu learning using Articulate Storyline 3. A triangulation approach will be adopted, cross-verifying data from multiple sources, including observations, interviews, and document analysis (Sugiyono, 2013). This comprehensive strategy enhances the reliability and validity of the research outcomes.

The research will take place within the classrooms and educational facilities of MA in MABIQ, Malaysia. The duration spans one academic semester, allowing for a nuanced examination of the students' learning progression and the sustained impact of the Nahwu Learning Media over an extended period. To ensure the validity of the research results, member checking will be implemented by sharing preliminary findings with participants and seeking their feedback (Birt et al., 2016). Additionally, peer debriefing and expert consultation will be conducted to critically evaluate and refine the research process, contributing to the overall validity of the qualitative research outcomes.

Results and Discussion

1. Learning Media

The word 'media' originates from the Latin language (*medius*), the plural form of the word 'medium,' which literally means: middle, intermediary, or messenger. In the context of learning, the word 'media' has a specific meaning, defined as graphic, photographic, electronic tools for capturing, processing, and reorganizing verbal and visual information. The concept of media is broad, but we limit it to the understanding of media within the realm of education, specifically as tools and materials for learning activities. Another definition is provided by AECT (Association of Education and Communication Technology), stating that media is any form or channel used to convey messages or information. Media is also referred to as a mediator, suggesting that any learning system acting as an intermediary, from the teacher to the most sophisticated tool, can be called media. In brief, media can be interpreted as a means to convey or deliver teaching messages (Hikmah, 2019).

The learning process is fundamentally a form of communication; hence, instructional media can be understood as the means of communication used in this process. Therefore, instructional media play a crucial role as instruments or intermediaries for transmitting messages within the learning context (Puspitarini & Hanif, 2019). In the interaction between students and their environment, the functions of instructional media can be understood based on the advantages of the media and the obstacles that may arise during the learning process. The three functions of instructional media as proposed by Gerlach & Ely are: 1) Ability to fixate, meaning the capability to capture, store, or display an object or event. This allows the object or event to be recorded, drawn, stored, and displayed for observation, just like the original event. 2) Ability to manipulate, meaning the media can display an object or event while altering or manipulating it as needed, such as changing its size, speed, color, and so on. 3) Ability to distribute, indicating that media can reach a wider audience in a single presentation, as seen with TV, radio, and the like (Kuyucu, 2020).

Many experts have expressed their opinions about the various benefits of instructional media. One of these opinions is from Kemp & Dayton, who outlined the positive impact of using media as part of the classroom learning process:

- a. Standardized lesson delivery: Every student who sees or hears a lesson through media will receive the same message, even if the teacher explains the material in different ways. The use of media reduces the variety of interpretations, ensuring that the same information is effectively conveyed for further study and practice.
- b. Enhanced engagement: Media can capture students' attention, making the learning process more interesting. Using attractive effects and visuals can pique curiosity. All of this highlights that media has motivational and interest-building aspects.
- c. Enhanced interactivity
- d. Reduced teaching time: Media can deliver a substantial amount of lesson content in a short amount of time.
- e. Improved learning quality: When words and images as media can effectively convey knowledge that is specific and clear.



- f. Learning can be provided whenever and wherever it is needed, especially media designed for individual use.
- g. Can enhance positive student attitudes
- h. The teacher's role can shift towards a more positive direction, with the assistance of media reducing the burden on the teacher to repeat explanations, allowing them to focus on other important aspects such as consultation and more (Nation & Newton, 2009).

The types of instructional media are as follows:

a. Based on the sensory perception:

- 1) Audio: Audio media is a means of delivering messages and information received by the sense of hearing, such as radio broadcasts, recordings, and MP3s. Audio media can be used to train students in listening and absorbing information and lessons (Tarmawan et al., 2021)
- 2) Visual: Visual media is a medium that contains information or messages, especially material presented for visual perception. This media can be seen without sound. Examples of visual media include slides, photos, images, charts, sketches, and more.
- 3) Audio-Visual: Audio-visual media is a type of media that presents information, messages, or materials involving both hearing and sight in one presentation, such as television, video recordings, films, theater performances, and more.
- 4) Multimedia: Multimedia is an evolution of audio-visual media. It combines various media elements, including text, images, audio, sound, animation, video, and more, packaged into digital or computerized files (Abdulrahman et al., 2020).

b. Based on authenticity:

- 1) Real Objects: Real objects are items that can provide a real-life experience for students and ignite their learning enthusiasm. Examples include objects within the classroom.
- 2) Replicas: This media displays real objects in a non-real form, such as through pictures. This media can be helpful when there are limitations on bringing real objects into the classroom.

2. Nahwu Learning

Arabic is a language known as the language of Muslims. Therefore, learning Arabic is highly important, especially for Muslims. Within the Arabic language, there are four language skills (*al-maharah al-lughowiyah*) that need to be learned. However, in addition to these four language skills, there are several aspects of Arabic grammar that need to be understood, including the rules of Nahwu (Huda, 2020).

النحو : قواعد يعرف بها أحوال الكلمات العربية إعراباً و بناءً.

"Nahwu involves rules that help determine the conditions and positions of Arabic words, both in terms of *I'rob* (changes in the end of words) and *Bina* (the determination of the end sound of a word). However, with the development of



linguistic research and studies in contemporary times, contemporary scholars tend to interpret Nahwu more broadly. Nahwu is not just about *I'rob* and *Bina*, but it also includes vocabulary acquisition, relationships between words, word combination, word relationships in sentences, and the components that form an expression or phrase (Sehri, 2010).

Many groups of people have abandoned the study of *I'rob* because they consider it sufficient to simply read *Sukun* (a diacritical mark representing no vowel) at the end of a word. However, this habit is not acceptable. Although the intention is to simplify learning, it makes learners unfamiliar with and ignorant of what should be pronounced at the end of a word, thereby diminishing the significance of *I'rob*. The distinctiveness of the Arabic language in a sentence will not be complete without proper *I'rob*. The following are some of the objectives of learning Nahwu:

- a. To preserve and reduce errors in pronunciation and writing, as early scholars worked to formulate Nahwu to preserve the language of the Quran and the Hadith of the Prophet Muhammad (peace be upon him).
- b. To cultivate students' observation and logical thinking skills, which can help them analyze Arabic grammar systematically.
- c. To understand Arabic expressions and conversations.
- d. To sharpen the mind and enrich Arabic linguistic knowledge.
- e. To enable proficiency in applying Nahwu rules in daily life.
- f. Nahwu rules can provide precise control to teachers when composing written texts (Sehri, 2010)

In conclusion, the purpose of Nahwu learning is to introduce, understand, educate, train, reduce errors, and familiarize learners with the correct and precise application of Nahwu rules, in order to avoid mistakes in speaking, reading, and expressing Arabic in writing.

3. Technology-Based Learning in the Era of the 4.0 Industrial Revolution

The industrial revolution represents advancements in technology accompanied by significant social, economic, and cultural changes. The terminology "Industrial Revolution 4.0" was first introduced in Germany in 2011 (Syamsuar & Reflianto, 2019). Education 4.0 is a response to the needs of the Industrial Revolution 4.0, where humans and technology are aligned to create new opportunities through creativity and innovation (Lase, 2019).

The rapid development of technology today serves as the gateway to the arrival of the 4.0 industrial revolution. Various examples of the expanding technological advancements include artificial intelligence, nanotechnology, biotechnology, 3D printing, and more. With the rapid technological progress, the field of education faces its own challenges, particularly in the cultivation of educational values that need to be developed. According to Guilford, the application of developed values involves: 1) developing students' intelligence to the fullest extent; 2) shaping dynamic, confident, brave, and responsible personalities; 3) providing lessons not only inside the classroom but also outside it; 4) setting a good example of behavior to shape good character (Syamsuar & Reflianto, 2019).



In reality, however, the rapid technological development has led to children becoming more complacent, a decrease in responsibility, a decline in morals, an increase in student crime, and a rise in online media crimes (Muttaqin et al., 2023). This is due to the lack of value education and character reinforcement among students. The solutions to address educational challenges in the era of the 4.0 industrial revolution are as follows: 1). Alignment of the curriculum and education policies in Indonesia. 2). Readiness of human resources in utilizing Information and Communication Technology (ICT) and optimizing the capabilities of students, as well as developing students' character. 3). Readiness of human resources to optimize students' character and the readiness of infrastructure to support education (Syamsuar & Reflianto, 2019).

4. Articulate Storyline 3 Media

The Articulate Storyline 3 application is software that offers features such as video, images, animations, audio, and more, enhancing students' curiosity about the negotiation text learning materials. In the design phase of Articulate Storyline 3 application development, the first step taken by the researcher is to create a framework or concept for the learning media that will be developed in the subsequent development phase (Nurfitrani, 2017). In this phase, the researcher creates instruments to be used in the research, a flowchart, and a storyboard. The creation of a flowchart is done to aid in the design of the learning media to be developed by presenting a concept map or overall program flow. Meanwhile, the creation of a storyboard is done after the completion of the flowchart. The storyboard presents sketches or visual representations of each menu within the learning media, including text, user instructions, and the functions of each navigation button.

When starting the application, an introduction will appear before entering the main menu of the learning application. In the introduction menu, students are required to write their names to establish their identities within the application.



Figure 2. Main Page

After the students have written their names in the application, they will be directed to the next slide, which instructs them to read a prayer before studying. This prayer is intended to facilitate and bless the learning process, seeking guidance from the Owner of Knowledge, Allah SWT.



Figure 3. Reading a Prayer Before Studying

After the students collectively recite the pre-study prayer, the next slide will display the home screen, which contains two buttons providing guidance to either study materials or exercises. The first button is labeled 'Al Mawad,' and selecting this button will lead to the Nahwu materials that will be studied. On the other hand, if the second button labeled 'At-Tadribat' is chosen, it will direct you to exercises related to the materials that have been studied.



Figure 4. Home Slide Featuring 2 Buttons: *Al-Mawad* and *At-Tadribat*.

After selecting the first button, several Nahwu learning materials will be displayed, specifically from the section 'Al Asma.' Students can choose one of the listed materials. For example, if we select 'Tak'simu Al-Ismi min Majaali Adad,' we will be directed to the material that discusses that topic.



Figure 5. list of contents

In the material slide, students can read and understand the content on the slide, along with explanations provided by their teacher. In the bottom right corner, there is an arrow sign that serves to proceed to the next material.

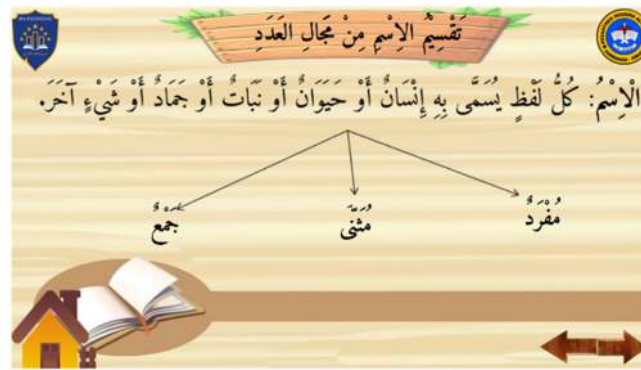


Figure 6. Nahwu Learning Material Slide

After the students have read and understood the material with the guidance of their teacher, they will proceed to the evaluation session or exercise, which can be accessed by selecting the second button labeled 'At-Tadribat.' This will present several practice questions related to the material previously studied by the students.

ثِيَابٌ	مَلَابِسٌ
جَمْعُ الدَّخْلِ السَّالِ	نَاشِطَاتٌ
جَمْعُ التَّكْسِيرِ	الْمُؤْمِنُونَ
جَمْعُ الْمُؤَنَّثِ السَّالِ	مُسَلِّبَانِ
اِسْمُ الْمُرْدِ	قَلْبٌ

Figure 7. Exercise Questions on the Material

The results of the implementation of Nahwu learning media based on Articulate Storyline 3 for 2nd-grade students at MA in MABIQ, Malaysia are both compelling and indicative of the efficacy of the educational intervention. Throughout the implementation phase, observations within the classroom setting revealed a noticeable increase in student engagement. The interactive and visually appealing nature of the learning media captured the attention of 2nd-grade students, fostering a more participatory learning environment. Students exhibited heightened interest and enthusiasm during Nahwu lessons, suggesting that the integration of Articulate Storyline 3 positively impacted their overall engagement with Arabic grammar concepts.

Additionally, assessments conducted before and after the implementation provided qualitative data on the learning outcomes. The results indicated a significant

improvement in the students' understanding and retention of Nahwu principles. Comparative analysis of pre- and post-assessment scores demonstrated a clear advancement in language proficiency, affirming the positive correlation between the use of Articulate Storyline 3-based learning media and enhanced academic performance. Furthermore, qualitative feedback from both students and educators highlighted the perceived effectiveness of the Nahwu learning media. Teachers reported that the tool facilitated more dynamic and interactive classroom discussions, allowing for a deeper exploration of Arabic grammar concepts (Magid & Mugaddam, 2013). Students expressed a sense of enjoyment in the learning process, noting that the multimedia features of the tool made complex linguistic principles more accessible and engaging.

The implementation also unveiled valuable insights into the adaptability of the Nahwu learning media across different learning styles (Salam et al., 2020). Students with varying levels of linguistic proficiency benefited from the interactive features of Articulate Storyline 3, showcasing the tool's versatility in catering to diverse educational needs. The results of the implementation of Nahwu learning media based on Articulate Storyline 3 at MA in MABIQ, Malaysia, indicate a positive impact on student engagement, comprehension, and overall learning outcomes. The combination of qualitative assessments, qualitative feedback, and classroom observations collectively underscore the efficacy of integrating innovative educational technologies into Arabic language instruction for 2nd-grade students.

Conclusion

The progress of science and technology has been closely intertwined with the rapid developments in the world of informatics. Language, especially the Arabic language, plays a vital role in recording and conveying various events in the world. Arabic is also widely used as a universal language in various parts of the world. In this era of advanced information technology, Arabic language learning is no longer confined to books and magazines but can also be accessed through the internet, social media, and various interactive components that influence the learning process. Digital-based learning media has become the primary choice in education, including the learning of Arabic, especially in understanding 'nahwu' (Arabic grammar).

In conclusion, this research has successfully addressed the imperative need for innovative Nahwu learning tools for 2nd-grade students at MA in MABIQ, Malaysia. The utilization of Articulate Storyline 3 as a medium for Nahwu instruction has yielded significant findings and implications. The research employed the Research and Development (R&D) model by Borg and Gall, guiding the systematic design, development, and evaluation of the Nahwu learning media. The results derived from various stages of the R&D process demonstrate the effectiveness of the implemented learning media in fostering enhanced understanding and retention of Arabic grammar concepts among 2nd-grade students.

One effective and engaging solution for teaching 'nahwu' to 2nd-year students at the Pondok Pesantren Bahasa and Ilmu Al-Qur'an in Pahang, Kuantan, Malaysia, is the use of Articulate Storyline 3 as an interactive learning platform. The aim of this



research is to enhance the effectiveness of 'nahwu' learning through the use of engaging and interactive learning media. The development of 'nahwu' learning based on Articulate Storyline 3 is tailored to the curriculum and the characteristics of 2nd-year students at Pondok Pesantren Bahasa and Ilmu Al-Qur'an. The use of Articulate Storyline 3 in 'nahwu' learning can help students understand the rules of Arabic grammar in a more interactive manner. Teachers can present the material in an engaging way using images, animations, videos, and interactive exercises to reinforce students' understanding. Overall, the innovation of technology-based learning media, particularly the use of Articulate Storyline 3, is expected to make a positive contribution to the enhancement of Arabic language learning, especially in the field of 'nahwu,' and assist beginner students in comprehending and mastering the material more effectively and enjoyably.

The positive correlation identified between the implementation of Articulate Storyline 3-based Nahwu learning media and improved learning outcomes underscores the potential of interactive and visually engaging tools in educational settings. The students' heightened engagement and comprehension highlight the pedagogical value of incorporating modern technologies into traditional learning environments. The impact of the developed Nahwu learning media extends beyond the classroom, offering practical implications for educators and curriculum developers. The study emphasizes the significance of embracing technological advancements, such as Articulate Storyline 3, to create dynamic and engaging learning experiences. This research contributes not only to the academic discourse on innovative pedagogical approaches but also serves as a valuable resource for educational institutions seeking to integrate technology effectively into their curriculum.

As a recommendation, educators are encouraged to explore and adopt similar technology-enhanced learning approaches to cater to diverse learning styles and promote active student participation. Continuous research and development in the field of educational technology will further refine and expand the application of tools like Articulate Storyline 3, ensuring ongoing improvements in language instruction and educational methodologies. The implementation of Nahwu learning media based on Articulate Storyline 3 has proven to be a pivotal step towards creating a more dynamic and effective learning environment for 2nd-grade students at MA in MABIQ, Malaysia. The findings of this research not only contribute to the enhancement of Arabic grammar instruction but also pave the way for future advancements in educational technology within Islamic educational institutions.

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