

Innovation in Learning Balaghah: Optimization of Technology Media AZ Screen Recorder and YouTube in Enhancing Students' Appreciation of Adaby

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Abstract

Balaghah science is a crucial branch of Arabic language studies that emphasizes linguistic beauty and effectiveness. However, traditional teaching methods often struggle to foster students' deep aesthetic appreciation (*tadzawuq adaby*). This study aims to optimize and evaluate the integration of AZ Screen Recorder and YouTube as technological learning media to enhance students' proficiency in *Tadzawuq A daby*. Method: Employing an explanatory sequential mixed-methods design, this research involved 90 students from the Arabic Language Education program at UIN Sayyid Ali Rahmatullah Tulungagung, divided equally into an experimental class (utilizing technology) and a control class (conventional method). Data were gathered through observations, interviews, and pretest-post-test assessments, and then analyzed using statistical parametric tests (Paired and Independent Sample T-Tests) alongside qualitative analysis. Results: The Independent samples T-Test revealed a statistically significant difference in post-test learning outcomes between the two groups ($p = 0.012$), with the experimental class

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achieving a substantially higher mean score (94.7) than the control class (85.1). Qualitative insights confirmed that the recorded materials provided learning flexibility and stimulated active, critical classroom discussions, though challenges such as unstable internet access persisted. Conclusion: Integrating AZ Screen Recorder and YouTube transcends mere theoretical mastery; it shifts the pedagogical paradigm by creating an interactive, independent, and dynamic learning environment that successfully elevates students' appreciation of literary aesthetics.

Keywords: *Balaghah* Science; AZ Screen Recorder; YouTube; *Tadẓawuq Adaby*.

Introduction

Balaghah science is a crucial branch of Arabic language studies that focuses on the beauty and effectiveness of the language.¹ In the context of higher education, understanding *Balaghah* is essential for students, especially for those enrolled in the Arabic Language Education program at UIN Sayyid Ali Rahmatullah Tulungagung. The process of teaching *Balaghah* should not only impart technical aspects of the language but also enhance students' appreciation for literary works.² In the era of rapid technological advancement, a primary challenge in teaching is designing learning methods that are not only relevant but also engaging for students.³⁻⁴ A deep understanding of language beauty and effectiveness becomes increasingly important when students are confronted with

¹ MAU Nuha et al., "SAVI Learning Model in Improving Students' Learning Interest and Thinking Ability in Balaghah Learning," ... *Journal of Arabic ...*, no. Query date: 2023-08-02 14:47:50 (2023), <https://e-journal.metrouniv.ac.id/index.php/IJALT/article/view/6491>; Noza Aflisia, "Teaching Balaghah for the Purpose of Appreciation of Al-Quran Language," *Lughawīyyat: Jurnal Pendidikan Bahasa Dan ...* 4 (2021): 156–72, <http://ejournal.iaindalwa.ac.id/ihhttp://ejournal.iaindalwa.ac.id/index.php/Lughawīyyat/article/download/537/303>; Khaled Yahya Abdurrahman and Noza Aflisia, "Al-Balāghah 'Inda Al-Zamakhsyari: Marhalah Nadhji Al-Bahtsi Haula Al-'T'jāz Al-Qur'Ānī," *Al-Irfan: Journal of Arabic Literature and Islamic Studies* 5, no. 1 (March 13, 2022): 34–46, <https://doi.org/10.36835/alirfan.v5i1.5460>; Noza Aflisia, Rini Rini, and Widiya Yul, "Dirāsah 'an Al-Ibdāl Fī 'Ilmi Al-Sharfi," *Lughawīyyat: Jurnal Pendidikan Bahasa Dan Sastra Arab* 4, no. 1 (July 25, 2021): 24–39, <https://doi.org/10.38073/LUGHAWIYYAT.V4I1.420..>

² MAU Nuha, AF Amrullah, and ..., "Innovative Teaching Materials for Balaghah: Enhancing Literary Appreciation through Syawahid Adabiyah in Ilmu Badi'," *An ...*, no. Query date: 2025-09-23 09:50:20 (2024), <https://www.test.metrouniv.ac.id/ejournal.metrouniv.ac.id/index.php/anabighoh/article/view/9887>.

³ V. Ahmed and A. Opoku, "Technology Supported Learning and Pedagogy in Times of Crisis: The Case of COVID-19 Pandemic," *Education and Information Technologies*, no. Query date: 2022-07-11 16:05:58 (2022), <https://doi.org/10.1007/s10639-021-10706-w>.

⁴ Muhammad Haddad Richard and Anisatu Thoyyibah, "Qurtub.My.Id: Website Innovation as a Nahw Learning Media at Ar-Rohmah Integral High School of Malang," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 2024): 147, <https://doi.org/10.29240/jba.v8i1.9635>.

various innovative technological tools and learning media.⁵⁻⁶ Therefore, this study will focus on the utilization of technology, specifically the AZ Screen Recorder application and the YouTube platform, as a means to enhance the effectiveness of *Balaghah* learning.

Literature reviews indicate that several previous studies have examined the use of technology in education, but have not specifically investigated the impact of using AZ Screen Recorder and YouTube in the context of *Balaghah*. For instance, Asnidar (2020) found that instructional videos can enhance students' phonological skills in Bahasa Indonesia; however, this investigation was limited to phonology aspects only.⁷ Research conducted by Lestari and Apoko (2021) showed that animated videos on YouTube can increase primary school students' interest in learning Bahasa Indonesia, but did not include analysis of simple media like AZ Screen Recorder.⁸ Santika (2022) also reported that instructional videos can improve English language skills among students, yet did not consider simple and applicable tools in the educational context.⁹ Therefore, while several studies have highlighted the importance of using visual media in learning, there is still a gap in research that specifically targets the use of specific technologies in *Balaghah* education.

This research aims to bridge the existing knowledge gap by integrating AZ Screen Recorder and YouTube into the *Balaghah* learning process of. The novelty of this study lies in its approach, which not only enhances students' analytical abilities but also enriches their learning experiences within the context of literary beauty. Providing students with access to recorded materials and related content is expected to improve *tadẓawuq adaby*—their ability to feel and appreciate the beauty of language. With this new approach, students are expected to engage

⁵ P. Twining et al., "Developing a Quality Curriculum in a Technological Era," *Educational Technology ...*, no. Query date: 2022-07-17 20:36:19 (2021), <https://doi.org/10.1007/s11423-020-09857-3>.

⁶ Haniah Haniah, Mahira Mahira, and Muh. Napis Djuaeni, "The Development of Interactive E-Book-Based Teaching Materials for Senior High School Students," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (May 2023): 55, <https://doi.org/10.29240/jba.v7i1.6690>; Jamaluddin Shiddiq et al., "Feasibility of Web-Based Digital Arabic Gamification Media for Islamic Junior High School Students," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 2024): 169, <https://doi.org/10.29240/jba.v8i1.8946>.

⁷ A. Asnidar and J. Junaid, "Efektivitas Penggunaan Media Video Dalam Pembelajaran Fonologi Bahasa Indonesia," *Jurnal Onoma: Pendidikan, Bahasa, Dan ...*, no. Query date: 2025-01-02 16:16:33 (2022), <https://e-journal.my.id/onoma/article/view/1439>.

⁸ DA Lestari and TW Apoko, "Efektivitas Video Animasi Melalui YouTube Terhadap Minat Belajar Bahasa Indonesia Pada Siswa Sekolah Dasar," *Jurnal Basicedu*, no. Query date: 2025-01-02 16:16:33 (2022), <https://jbasic.org/index.php/basicedu/article/view/3180>.

⁹ IDADM Santika, IGAM Agung, and K. Apriliani, "Video Pembelajaran Untuk Peningkatan Kemampuan Bahasa Inggris Tingkat Sekolah Dasar," *International Journal of Community Service ...*, no. Query date: 2025-01-02 16:16:33 (2021), <https://www.academia.edu/download/99343206/21210.pdf>.

actively in the learning process and create a more interactive environment where collaboration and discussion become more productive.¹⁰

The hypothesis proposed in this study is that the use of technology media, including AZ Screen Recorder and YouTube, will significantly enhance the *tadẓannuq adaby* of students in the Arabic Language Education program at UIN Sayyid Ali Rahmatullah Tulungagung. This research employed a mixed-methods approach, utilizing both qualitative and quantitative data to gain a comprehensive understanding of learning innovations. Using qualitative methods, the researcher will collect data through in-depth interviews and observations to explore students' experiences and perceptions of the learning process. This data will help the researcher understand the factors influencing learning outcomes.¹¹

Meanwhile, a quantitative approach will be used to measure the impact of technological media on students' *tadẓannuq adaby*. An experimental research design will compare pretest and post-test results collected before and after the application of technology in learning. This quantitative data will be statistically analyzed to test the proposed hypothesis. This mixed approach is expected to provide a more holistic view of the effectiveness of learning innovations.¹²

It is anticipated that the results of this study will demonstrate that the use of AZ Screen Recorder and YouTube in *Balaghah* learning not only enhances students' understanding of theories but also their capacity to apply the taught concepts in analyzing literary works.¹³ Through this innovative learning method, a more interactive learning environment is expected, allowing students to participate more actively in classroom discussions and share their experiences. Additionally, this research aims to provide practical contributions towards developing a more modern curriculum that is relevant to current technological advancements.

With the anticipated outcomes of this study, it is expected that academic relevance will grow, demonstrating that integrating technology into teaching can

¹⁰ MAU Nuha, "The Effectiveness of Using the SQ3R Method in Improving Maharah Qira'ah in Balaghah Learning at Al-Muhibbin Islamic Boarding School Tambakberas Jombang," *Al-Tadris: Jurnal Pendidikan Bahasa Arab*, no. Query date: 2023-08-02 14:47:50 (2022), <https://ejournal.uinsatu.ac.id/index.php/tadris/article/view/6644>.

¹¹ A. Hamzah, *Penelitian Berbasis Proyek Metode Kuantitatif, Kualitatif Dan R & D Kajian Teoritik & Contoh-Contoh Penerapannya* (books.google.com, 2021), https://books.google.com/books?hl=en&lr=&id=T7hVEAAAQBAJ&oi=fnd&pg=PR4&cdq=metode+penelitian&ots=fRFm3npKuW&sig=MVIjA8G8s4DvMBtz_hucVuRe7OE.

¹² IMLM Jaya, *Metode Penelitian Kuantitatif Dan Kualitatif: Teori, Penerapan, Dan Riset Nyata* (books.google.com, 2020), https://books.google.com/books?hl=en&lr=&id=yz8KEAAAQBAJ&oi=fnd&pg=PA216&cdq=metode+penelitian&ots=snc0RyQ8S&sig=L_yQqnJq3A3hsaUUrGIGbteV_se8.

¹³ Y. Bizzoni, "Modeling Readers' Appreciation of Literary Narratives Through Sentiment Arcs and Semantic Profiles," *Proceedings of the Annual Meeting of the Association for Computational Linguistics*, no. Query date: 2024-11-02 11:26:00 (2023): 25–35.

enrich learning methods and enhance students' academic performance.¹⁴ This research is also expected to serve as a reference for educators and educational institutions in designing more effective learning strategies. Future research should expand the scope of this investigation by exploring the use of additional technologies that can support learning, such as interactive learning applications and other online educational platforms.

Findings and Discussion

The Use of AZ Screen Recorder and YouTube Technology Media to Enhance Students' *Tadzawuq Adaby* in the Arabic Language Education Program at UIN Sayyid Ali Rahmatullah Tulungagung

This study aims to explore the effectiveness of using AZ Screen Recorder and YouTube technology media in enhancing students' *tadzawuq adaby* (knowledge and understanding of literary aesthetics) in the Arabic Language Education (PBA) program at UIN Sayyid Ali Rahmatullah Tulungagung. Data were collected through observations and interviews with students and lecturers, providing in-depth insights into experiences and learning outcomes.

Observations were conducted in several classes utilizing this technology media as part of the learning process.¹⁵ The observation lasted for four weeks, during which I monitored the interactions between lecturers and students and the use of this media in learning. The classroom atmosphere became more interactive and dynamic when technology was employed. Students appeared more engaged and enthusiastic about the material taught. I noted that when the lecturer used AZ Screen Recorder to record explanations and discussions, students were more focused and involved.

The recorded materials were then uploaded to YouTube, giving access to students who could not attend classes. This opportunity was invaluable, as students could learn outside of class hours, which is a significant advantage of using this media. I observed that students often referred back to the recorded videos, indicating that they found the material useful. Interaction between lecturers and students also increased significantly. Lecturers not only delivered content in monologue but also engaged students in discussion. After watching relevant videos, the lecturers encouraged students to provide analyses or opinions about the video content. This prompted students to think critically and actively participate in the learning process.

I noticed that previously passive students began to show more courage in asking questions and engaging in discussions, indicating a positive change in classroom dynamics. The use of AZ Screen Recorder and YouTube also facilitated a more varied teaching approach. Lecturers presented engaging and

¹⁴ J. Shaturaev, "Education in Indonesia: Financing, Challenges of Quality and Academic Results in Primary Education," *Архив Научных Исследований*, no. Query date: 2022-07-17 20:36:19 (2021), <https://tsue.scienceweb.uz/index.php/archive/article/view/4116>.

¹⁵ Researcher's Observation in the Classroom.

relevant videos that correlated with the topics taught, making the learning experience more contextual. Students seemed to find it easier to grasp difficult concepts in *Balaghah* thanks to the more appealing presentation of the material. I also noted that students frequently took notes on key points during video explanations, demonstrating that they were engaged and keen to understand the material better.¹⁶

In the experimental class, learning took place by leveraging AZ Screen Recorder and YouTube. The lecturer began by introducing the topic and then presented relevant YouTube videos. After watching the videos, students were invited to discuss their content and meanings. This discussion was not limited to understanding the content but also included the aesthetic analysis of the materials. The lecturer utilized the recorded materials to reiterate several important points, giving students a chance to revisit content they might not have fully understood.

Conversely, the control class employed a more conservative teaching method, in which the lecturer delivered content directly without using technology. In this method, students only listened to the lecturer's explanations and noted important information. The interaction between the lecturer and students in the control class appeared more limited. Students tended to be more passive, with minimal participation in discussions. The lecturer did not use videos or other visual materials, so students relied solely on verbal explanations. This made the learning process feel monotonous and less engaging.

However, I also observed several challenges encountered during the learning process. One main challenge was technical issues with AZ Screen Recorder. Some students faced difficulties accessing videos or recording materials due to device or internet connection issues. I noticed that some students complained about being unable to watch videos smoothly, especially when the internet connection was unstable. This presents a barrier that needs to be addressed to ensure all students can benefit from this media.

Interviews were conducted with five students and three lecturers involved in using this technology media. From the students' interviews, I found that they highly appreciated using YouTube for learning. Student A stated,¹⁷ *“Using YouTube greatly helps me understand difficult material. The lecturer's explanation videos make it easier for me to remember concepts in Balaghah. Moreover, I can rewatch if there's anything I don't understand during class.”* This indicates that visual media significantly supports students' understanding of the material. Student B added,¹⁸ *“I feel more engaged in learning. The lecturer often invites us to discuss after watching the video. This makes me more active and willing to ask questions.”* This increase in engagement is one indicator of the success of using technological media in learning.

¹⁶ Researcher Documentation.

¹⁷ Interview with Student A.

¹⁸ Interview with Student B

Student C stated,¹⁹ *“AZ Screen Recorder is very helpful. I can record the lessons and watch them again at home. This is very beneficial when I can't attend class.”* This statement shows that recorded media provides students with the flexibility to learn independently. However, Student D expressed the challenges they faced, saying,²⁰ *“Sometimes there are internet connection issues, so I can't access the videos. But when it works, I really enjoy learning with this media.”* This demonstrates that although challenges exist, students remain optimistic and see the value in the learning. Student E added,²¹ *“I feel that this media makes learning more enjoyable. The lecturer uses various interesting videos, and it helps me better understand aspects of literary aesthetics that I previously found difficult to grasp.”*

From the lecturers' interviews, it is evident that they also hold a positive view of the use of this technology. Lecturer 1 stated,²² *“I see a significant increase in student participation after using technology media. They are more active in asking questions and discussing.”* This indicates that the use of media impacts not only understanding but also student engagement in the learning process. Lecturer 2 added,²³ *“AZ Screen Recorder is a very useful tool. I can record my explanations and provide students with access to review the material.”* This shows that lecturers also experience benefits from using technology to enhance teaching effectiveness. Lecturer 3 expressed the challenges faced, stating,²⁴ *“The biggest challenge is ensuring that all students have access to the necessary technology. However, I believe that using this technology makes learning more interesting and effective.”*

The results of observations and interviews indicate that the use of AZ Screen Recorder and YouTube technology has a positive impact on the *tadẓānuq adaby* of PBA students at UIN Sayyid Ali Rahmatullah Tulungagung. This media not only enhance students' understanding of *Balaghah* concepts but also encourages their engagement and participation in the learning process. The improvement in students' understanding of *tadẓānuq adaby* is quite evident. With the lecturer's explanatory videos, students can see real examples and the context of the theories being taught. Lecturers using YouTube videos were able to link theory to concrete examples, making the learning experience more relevant. Interview results showed that students found it easier to grasp information when presented in visual formats.

Better interaction between lecturers and students is another positive result from using this media. Observations showed that the classroom atmosphere became more interactive. Students were not just passive listeners; they actively engaged in discussions. Lecturers who used video as a stimulus for discussion fostered a collaborative learning environment, where students felt valued and

¹⁹ Interview with Student C.

²⁰ Interview with Student D.

²¹ Interview with Student E.

²² Interview with Lecturer 1.

²³ Interview with Lecturer 2.

²⁴ Interview with Lecturer 3.

encouraged to share their opinions. Furthermore, the use of AZ Screen Recorder provided students with opportunity to learn independently. Students could record the lecturer's explanations and watch them again at home. In this way, they did not miss out on the material even if they could not attend class. This greatly assists students who may have difficulty following lessons directly.

However, the challenges faced cannot be overlooked. Technical issues and internet access become obstacles for some students. Therefore, institutions need to provide technical support and ensure that all students have adequate access to the technology they need. This will help overcome existing barriers and ensure that all students can benefit from using this media.

Synthesis of observational data and qualitative interviews confirms that integrating AZ Screen Recorder and YouTube significantly enhances the proficiency in *tadẓannuq adaby* among Arabic Language Education students at UIN Sayyid Ali Rahmatullah Tulungagung. Beyond cognitive gains, these digital tools serve as a catalyst for heightened student engagement, effectively overshadowing the inherent technical hurdles encountered during implementation. To sustain these pedagogical advancements, it is imperative for academic institutions to institutionalize digital literacy through structured training and technical assistance for both faculty and students. Such strategic support will ensure that technology-driven instruction remains both effective and intellectually stimulating, thereby fostering long-term quality improvements within the Arabic pedagogy framework.

This research focuses on the use of technology media, specifically AZ Screen Recorder and YouTube, to enhance students' *tadẓannuq adaby* skills in the Arabic Language Education Program (PBA) at UIN Sayyid Ali Rahmatullah Tulungagung. Through a systematic research methodology, we found that the use of these two media has a significant impact on students' learning outcomes. Data analysis shows that the average post-test scores of students who learned using AZ Screen Recorder and YouTube increased drastically compared to their pre-test scores. This increase not only reflects the effectiveness of the media but also indicates that students are better able to understand and apply the concepts of *tadẓannuq adaby* after being exposed to materials presented in an interactive and engaging format.²⁵

Furthermore, students reported feeling more confident in applying their *tadẓannuq adaby* skills after participating in learning facilitated by this technology. Using AZ Screen Recorder allows students to record and edit their presentations, while YouTube provides access to a variety of relevant educational videos.²⁶ In this way, students not only learn from their instructors but also from broader

²⁵ D. Gasong, *Apresiasi Sastra Indonesia*, no. Query date: 2024-09-04 12:55:06 (2019).

²⁶ AZ Hasibuan and MS Asih, "Pelatihan Pengenalan Aplikasi Editing Video Sebagai Sarana Dakwah Di Youtube Bagi Pemuda/i Perumahan Pondok 6," *Jurnal Pengabdian Masyarakat*, no. Query date: 2024-12-30 15:29:37 (2022), <https://jurnal.unity-academy.sch.id/index.php/japamas/article/view/19>.

sources. This interaction creates a more dynamic learning environment where students can learn independently and collaborate with their peers.²⁷ This skill enhancement is crucial, as Arabic communicative skills are a vital aspect for PBA students.

The results of this study align with several previous studies that indicate that the use of technology in education can enhance students' motivation and learning outcomes. For example, research by Abdah (2020) shows that video media in Arabic - language teaching improves students' understanding of the material. These findings support our research, which shows that PBA students can better understand grammar and sentence structure in *tadżawuq adaby* when supported by visual media.²⁸ Additionally, research by Lestari and Kurniawan (2021) emphasizes that technology-based learning, such as YouTube, helps students overcome their learning difficulties by providing varied content delivery methods.²⁹

In this context, our findings reinforce the argument that technology is not just an auxiliary tool but a paradigm shift in Arabic language learning. With the growing dependence on technology in everyday life, integrating digital media into the learning process becomes increasingly relevant.³⁰ Students accustomed to using technology tend to be more enthusiastic and active in learning, ultimately contributing to better academic outcomes.³¹ The use of AZ Screen Recorder and YouTube not only helps students understand the material but also equips them with essential digital skills for today's information era.

The practical implications of this research are significant. By utilizing AZ Screen Recorder and YouTube, educators can create more engaging and varied instruction materials. This provides students with opportunities to learn independently, anytime and anywhere, supporting the concept of lifelong learning. With access to a broader range of resources, students no longer rely solely on textbooks or face-to-face lectures. For instance, students can watch

²⁷ T. Adiguzel, "Revolutionizing Education with AI: Exploring the Transformative Potential of ChatGPT," *Contemporary Educational Technology* 15, no. 3 (2023), <https://doi.org/10.30935/cedtech/13152>.

²⁸ IF Abdah, "PENERAPAN VIDEO SEBAGAI MEDIA PEMBELAJARAN PADA MAHARAH KALAM BERBASIS INKUIRI," *Semnasbama*, no. Query date: 2022-11-26 10:45:43 (2020), <http://prosiding.arab-um.com/index.php/semnasbama/article/download/606/557>.

²⁹ FW Lestari and LA Kurniawan, "Pemanfaatan Aplikasi Screen Recorder Dan YouTube Dalam Perkuliahan Daring," *Quanta Journal*, no. Query date: 2024-12-30 15:29:37 (2021), <http://e-journal.stkipsiliwangi.ac.id/index.php/quanta/article/view/2173>.

³⁰ S. Kumar Basak, "E-Learning, M-Learning and D-Learning: Conceptual Definition and Comparative Analysis," *E-Learning and Digital Media* 15, no. 4 (2018): 191–216, <https://doi.org/10.1177/2042753018785180>.

³¹ Fajar Alamin, Asep Sopian, and Nunung Nursyamsiah, "Interpreting Arabic-Indonesian Grammatical Linguistic Symbols in Yellow Book Learning: Semiotic Analysis," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 2024): 373, <https://doi.org/10.29240/jba.v8i1.9444>.

tutorial videos on the methods of *tadżawuq adaby* uploaded by other educators or practitioners, thereby enriching their learning experience.³²

Moreover, the use of digital media allows instructors to reach more students, including those who may not be able to attend in-person sessions. In the context of higher education, this is crucial, especially in today's digital age, where access to information is extensive. Technology-based learning also provides greater flexibility for students to manage their study time.³³ This flexibility is especially helpful for students balancing other commitments outside of studies, such as work or family responsibilities.³⁴ Thus, integrating of technology into education can improve educational quality and prepare students to face challenges in an increasingly competitive job market.

Despite the positive research results, several limitations need to be considered. First, the sample in this study is limited to students at UIN Sayyid Ali Rahmatullah Tulungagung, the results may not be generalizable to broader contexts. Research conducted in one institution may not accurately reflect the experiences of students in other institutions, particularly those with different educational characteristics and policies. Second, this study does not account for external factors that may influence learning outcomes, such as students' intrinsic motivation or family support. These variables can significantly impact how students respond to the use of technology in learning.

Third, the use of technology media also requires good access to the internet and adequate devices, which may pose challenges for some students. In this context, it is important to address the digital divide that may exist among students. Not all students have the same access to technology, which can impact their participation in technology-based learning. Therefore, it is essential to conduct further research with larger sample sizes and to consider other variables that may influence outcomes. Future research can also explore ways to overcome these limitations, enabling more students to benefit from technology-based learning.

Based on the identified limitations, several recommendations can be made for future research. First, studies should include multiple educational institutions to obtain more representative data. Through this approach, researchers can compare the effectiveness of technology media in various contexts and identify

³² X. Chen, "Two Decades of Artificial Intelligence in Education: Contributors, Collaborations, Research Topics, Challenges, and Future Directions," *Educational Technology and Society* 25, no. 1 (2022): 28–47.

³³ Nasaruddin Nasaruddin, "Using ChatGPT in Teaching Arabic as a Foreign Language," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 2024): 1, <https://doi.org/10.29240/jba.v8i1.9413>.

³⁴ I. Amalia, "Menggunakan Teknologi Informasi Dan Komunikasi (TIK) Dalam Proses Pembelajaran Di Sekolah Dasar," *Jurnal Pendidikan Dan Konseling*, no. Query date: 2022-10-24 14:43:00 (2020), <http://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/900>.

factors that may influence the success of technology use in education.³⁵ Second, further studies could explore factors that affect the effectiveness of technology in learning, such as motivation and social support.³⁶

Additionally, more in-depth research can be conducted to evaluate the long-term impact of using technology media in *tadzawuq adaby* education. This could involve analyzing the skills students acquire after completing the courses, as well as how they apply these skills in real-world contexts. Future studies may also consider using other learning platforms and compare their effectiveness. With a more comprehensive approach, it is hoped that better strategies to improve student learning outcomes in Arabic language education will be identified.

Overall, this research demonstrates that the use of AZ Screen Recorder and YouTube significantly enhances the *tadzawuq adaby* skills of PBA students at UIN Sayyid Ali Rahmatullah Tulungagung. These findings indicate that integrating of technology media into Arabic language education not only improves conceptual understanding but also provides a more interactive and enjoyable learning experience. Thus, this study contributes significantly to the development of more effective teaching methods in the digital era.

Amid the challenges faced by higher education today, the utilization of technology is a strategic step that must be taken to improve educational quality and prepare students to face a continually changing world.³⁷ In an increasingly global and interconnected educational landscape, the use of technology in learning is no longer an option but a necessity. Therefore, educational institutions need to continuously innovate in their use of technology to support the learning process, ensuring that students are not only academically prepared but also ready to face challenges in the professional world.

Effectiveness of Using AZ Screen Recorder and YouTube Technology Media in Enhancing *Tadzawuq Adaby* of PBA Students at UIN Sayyid Ali Rahmatullah Tulungagung

Test Validity of the Items

Data analysis regarding the instrument's validity, specifically concerning the integration of YouTube and AZ Screen Recorder in *tadzawuq adaby* instructions, is presented below. By employing the Pearson Product-Moment

³⁵ Andini Nuraisyah, Farha Fuada, and Kisno Umbar, "Review of Arabic Autocorrect System in Sahehly Application," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 2024): 235, <https://doi.org/10.29240/jba.v8i1.9843>.

³⁶ D. Darudin, "... Tipe Jigsaw Untuk Meningkatkan Motivasi Dan Prestasi Belajar Peserta Didik (Studi Pada Mata Pelajaran Bahasa Arab Kelas VIII MTs Negeri 1 ...)," *JURNAL ILMIAH TEKNOLOGI PENDIDIKAN*, no. Query date: 2022-06-28 07:01:00 (2021), <https://ejournal.unib.ac.id/index.php/diadik/article/view/18516>.

³⁷ NKS Astini, "Pemanfaatan Teknologi Informasi Dalam Pembelajaran Tingkat Sekolah Dasar Pada Masa Pandemi Covid-19," *Lampuhyang*, no. Query date: 2022-06-28 07:10:18 (2020), <http://e-journal.stkip-amlapura.ac.id/index.php/jurnallampuhyang/article/view/194>.

correlation technique, each test item was scrutinized against the predetermined r-table threshold. The findings indicate that the calculated r-values for all items were significantly greater than the r-table value at 5% significance level. Consequently, the 20-student pilot group data confirms that the instrument possesses the necessary empirical consistency for further research application.

Based on the validity test results, all items from numbers 1 to 20 show calculated r-values greater than the table r-value (0.632). Item number 1 has a calculated r-value of 0.912, while item number 20 reaches 0.850. This result indicates that all items are valid, meaning the instruments used are reliable for measuring aspects related to *tadzarruq adaby*. Ensuring the validity of these items is critical, as it contributes to the quality of the research findings and the analyses produced. Thus, the use of technology media in learning can be accurately and effectively evaluated.

Test Reliability of the Items

To evaluate the internal consistency of the research instruments, a reliability analysis was conducted using Cronbach's Alpha. Within the framework of *tadzarruq adaby* instruction facilitated by YouTube and AZ Screen Recorder, this procedure ensures that the measurement tools yield stable and reproducible results. Following standard psychometric conventions, an instrument is deemed reliable if its alpha value exceeds the 0.60 threshold. These computations were executed via SPSS to maintain statistical precision, confirming the robustness of the items used in this study.

The results of the reliability test are displayed in the following table:

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
0.956	20

From the reliability test results, a Cronbach's Alpha value of 0.956 was obtained. This figure is far above the established threshold (0.6), indicating that the instruments used in this research are highly reliable. In other words, the pretest and post-test instruments applied to measure students' understanding of *tadzarruq adaby* can be depended upon.

This high reliability is essential in the context of the research, as it demonstrates that the results obtained from the instruments are consistent and trustworthy. Consequently, data collected through pretests and post-tests can provide an accurate depiction of the effectiveness of technology media in learning. Ensuring the reliability of these instruments will support the validity of the research results and analyses, contributing significantly to the development of teaching methods in Arabic Language Education.

Descriptive Analysis

The descriptive statistics presented in this section compare performance of students in the control and experimental groups. By examining pretest and post-

test scores, this analysis aims to elucidate the extent to which AZ Screen Recorder and YouTube-based media influence the comprehension of *tadzawuq adaby*. This empirical overview facilitates a clearer understanding of the pedagogical shifts occurring within the two distinct learning environments. The following data summarizes these distributional trends:

Description of Pretest Data from the Control Class

To assess students' initial abilities in *tadzawuq adaby*, a pretest was conducted first. The results of the control class pretest are as follows:

Table 2. Results of the Control Class Pretest

Score	Frequency
60	12
70	3
80	7
90	16
100	7
Total	45

Based on the frequency distribution table above, it can be concluded that the pretest results for the *tadzawuq adaby* abilities of control class students show that 12 students scored 60, 3 scored 70, 7 scored 80, 16 scored 90, and 7 scored 100.

Results of Pretest Statistical Calculations

From the statistical calculations conducted on 45 students in the control class, the following data were obtained:

Number of Respondents (N)	: 45
Minimum Score	: 60
Maximum Score	: 100
Mean (Average)	: 80.7
Standard Deviation	: 14.68

The average pretest score for students was 80.7, indicating that students' initial ability in *tadzawuq adaby* was at a good level. The minimum score was 60, while the maximum was 100, indicating variation in student understanding. A standard deviation of 14.68 indicates a relatively good spread of scores around the mean, with some students scoring below and above the average. These results suggest that before learning began, students had a fairly good foundation of knowledge, but there remains room for improvement through more effective teaching methods.

Description of Post-test Data from the Control Class

The post-test results from the control class learning *Balaghah* with AZ Screen Recorder and YouTube concerning students' understanding are as follows:

Table 3. Results of the Control Class Post-test

Score	Frequency
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60	1
70	12
80	9
90	9
100	14
Total	45

Based on the frequency distribution table above, it can be concluded that the post-test results for the *tadẓawuq adaby* abilities of control class students show that 1 student scored 60, 12 scored 70, 9 scored 80, 9 scored 90, and 14 scored 100.

Results of Post-test Statistical Calculations

From the statistical calculations conducted on 45 students in the control class, the following data were obtained:

Number of Respondents (N)	: 45
Minimum Score	: 60
Maximum Score	: 100
Mean (Average)	: 85.1
Standard Deviation	: 12.54

The average post-test score for students was 85.1, indicating an increase in students' *tadẓawuq adaby* abilities after the learning session. The minimum score was 60, while the maximum score reached 100, indicating good variation in student understanding. A standard deviation of 12.54 indicates a relatively good spread of scores, with most students showing improved performance. These results suggest that the teaching methods employed were effective in enhancing students' understanding of *tadẓawuq adaby*.

Description of Pretest Data from the Experimental Class

To assess students' initial abilities in *tadẓawuq adaby*, a pretest was conducted first. The results of the experimental class pretest are as follows:

Table 4. Results of the Experimental Class Pretest

Score	Frequency
70	4
75	5
80	5
85	6
90	10
95	6
100	9
Total	45

Based on the frequency distribution table above, it can be concluded that the pretest results for students in the experimental class show that 4 students scored 70, 5 scored 75, 5 scored 80, 6 scored 85, 10 scored 90, 6 scored 95, and 9 scored 100.

Results of Pretest Statistical Calculations

From the statistical calculations conducted on 45 students in the experimental class, the following data were obtained:

Number of Respondents (N)	: 45
Minimum Score	: 70
Maximum Score	: 100
Mean (Average)	: 87.4
Standard Deviation	: 9.67

The average pretest score for students was 87.4, indicating that students' initial ability in *tadzarruq adaby* was at a good level. The minimum score was 70, while the maximum score reached 100, indicating variation in student understanding. A standard deviation of 9.67 indicates a good spread of scores around the mean, with some students scoring below and above the average. These results suggest that before learning took place, students had a solid foundational knowledge, but still, there was still room for improvement through more effective teaching methods.

Description of Post-test Data from the Experimental Class

To assess students' abilities after learning about *tadzarruq adaby*, a post-test was conducted for the experimental class. The results of the post-test are as follows:

Table 5. Results of the Experimental Class Post-test

Score	Frequency
75	2
80	2
85	4
90	6
95	6
100	25
Total	45

Based on the frequency distribution table above, it can be concluded that the post-test results from the experimental class on *Balaghah* learning using AZ Screen Recorder and YouTube regarding the *tadzarruq adaby* abilities of students show that 2 students scored 75, 2 scored 80, 4 scored 85, 6 scored 90, 6 scored 95, and 25 scored 100.

Results of Post-test Statistical Calculations

From the statistical calculations conducted on 45 students in the experimental class, the following data were obtained:

Number of Respondents (N)	: 45
Minimum Score	: 75
Maximum Score	: 100
Mean (Average)	: 94.7
Standard Deviation	: 7.41

The average posttest score for students was 94.7, indicating that students' ability in *tadżannuq adaby* after the learning session was at a very good level. The minimum score was 75, while the maximum score reached 100, indicating good variation in student understanding. A standard deviation of 7.41 indicates a good spread of scores around the mean, with most students showing improved performance. These results suggest that post-learning, students demonstrated significant progress in their foundational understanding of *tadżannuq adaby*.

Normality Test

Assessing the dataset's distributional characteristics is a critical precursor to implementing parametric statistical procedures. To confirm the assumption of normality, the significance level (p-value) was evaluated: a Sig. (2-tailed) a value exceeding the 0.05 threshold indicates that the data conforms to a normal distribution. Conversely, a value below this alpha level suggests a non-normal distribution, necessitating non-parametric alternatives. The following output, generated via SPSS, summarizes the normality findings:

Table 6. Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning Results of Students	Pre-Test Experimental	.273	45	.200	.859	45	.250
	Post-Test Experimental	.296	45	.200	.796	45	.291
	Pre-Test Control	.262	45	.200	.837	45	.591
	Post-Test control	.234	45	.118	.884	45	.396

a. Lilliefors Significance Correction

Statistical evidence from both the Kolmogorov-Smirnov and Shapiro-Wilk assessments reveals that all significance values exceed the alpha = 0.05 threshold. This alignment indicates that the underlying data distribution does not deviate significantly from normality, thereby justifying the transition to parametric inferential techniques.

Paired Sample T Test

A Paired-Sample T-Test was employed to evaluate potential mean differences between the correlated groups. Given that the normality assumption has been rigorously satisfied, the comparative analysis of the paired datasets yielded the following statistical outcomes:

Paired Sample T Test

Table 7. Paired Samples Test

Paired Differences	t	df	Significance
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		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test Experimental - Post-Test Experimental	-9.756	7.559	1.184	-12.148	-7.364	-8.243	44	<.001	<.001
Pair 2	Pre-Test Control - Post-Test Control	-2.683	4.496	.701	-4.099	-1.267	-3.830	44	<.001	<.001

Statistical evaluation of the first experimental pair yields a 2-tailed significance value ($p < 0.001$), which falls well below the 0.05 alpha level. This discrepancy signifies a statistically significant shift in the average learning outcomes for the experimental cohort's *tadżamnuq adaby* performance between the pre-test and post-test phases. Similarly, the data for the control group (Pair 2) demonstrates a comparable significance level ($p < 0.001$), suggesting that both instructional environments experienced measurable changes in student comprehension. Specifically, the results from Pair 1 emphasize the pedagogical efficacy of the implemented teaching strategy in bolstering *tadżamnuq adaby* proficiency within the Arabic Language Education Program at UIN Sayyid Ali Rahmatullah Tulungagung.

Homogeneity Test

To ensure the robustness of the subsequent analysis, an evaluation of variance equality was performed between the experimental and control cohorts. This homogeneity assessment is designed to verify whether the post-intervention datasets from both groups—the media-integrated class and the conventional class—possess statistically uniform variances. Maintaining homogeneous variance is a critical prerequisite for the validity of comparative inferential statistics. The empirical results of this diagnostic test are summarized as follows:

Table 8. Empirical Results of Diagnostic Test

	Levene Statistic	df1	df2	Sig.	
Learning Outcomes of Students	Based on Mean	.730	1	90	.375
	Based on Median	1.132	1	90	.291
	Based on Median and with adjusted df	1.132	1	87.270	.291
	Based on trimmed mean	1.200	1	90	.277

Statistical verification via Levene's Test indicates that the variance across the experimental and control post-test datasets is consistent. With a significance value ($p = 0.375$) exceeding the $\alpha = 0.05$ threshold, the null hypothesis of

unequal variances is rejected. This uniformity confirms that the data are homoscedastic, thereby satisfying the core prerequisite for proceeding with an Independent -Sample T-Test. Consequently, the comparative analysis between the two instructional groups can be interpreted with a high degree of statistical reliability.

Independent Sample T Test

To evaluate the statistical significance of the mean differences between the two non-correlated groups, an Independent Samples T-Test was performed. This inferential procedure was deemed appropriate as the prerequisite diagnostics—namely the normality of the distribution and the equality of variances—were rigorously satisfied. Given that the dataset conforms to these underlying parametric assumptions, the following results delineate the comparative analysis between the experimental and control cohorts:

Table 9. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance One-Sided p	Significance Two-Sided p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
Hasil Belajar Mahasiswa	Equal variances assumed	.730	.395	2.581	90	.006	.012	7.561	2.929	1.731	13.391
	Equal variances not assumed			2.581	89.887	.006	.012	7.561	2.929	1.731	13.391

This research focuses on the effectiveness of using technology media AZ Screen Recorder and YouTube to enhance the *tadzawuq adaby* skills of students in the Arabic Language Education Program (PBA) at UIN Sayyid Ali Rahmatullah Tulungagung. The analysis results show that students using these two media experienced significant improvements in their *tadzawuq adaby* skills. The average post-test scores of students who learned through AZ Screen Recorder and YouTube were higher than their pre-test scores. This improvement not only reflects the effectiveness of the media but also indicates that students are better able to understand and apply the concepts taught in an interactive context.

Students reported that the learning facilitated by this technology made them more engaged and interested. The ability to record and edit their own

learning videos with AZ Screen Recorder enables them opportunity to learn independently and explore the material in depth. Meanwhile, access to a variety of educational YouTube videos enriches their learning experience, allowing them to explore various approaches and techniques in *tadżawuq adaby*. Thus, the results of this study indicate that technology can enhance the learning process and significantly improve student performance.

The findings of this study align with several previous studies that indicated the use of technology in education enhances student motivation and learning outcomes. Research by Nashrullah (2021) shows that using video media in Arabic language education provides students with a better understanding.³⁸ This finding confirms that PBA students can better understand grammar and sentence structure in *tadżawuq adaby* when supported by visual media. Additionally, research by Hamidah and Marsiah (2020) emphasizes that technology-based learning, such as YouTube, helps students overcome their learning difficulties by providing variations in how content is delivered.³⁹

Accordingly, our research strengthens the argument that technology is not just a supportive tool but also a paradigm shift in Arabic language education.⁴⁰ Students who are familiar with using technology tend to be more enthusiastic and active in their learning, ultimately contributing to better academic outcomes. The use of AZ Screen Recorder and YouTube not only helps students understand the material but also equips them with essential digital skills for today's information era. This demonstrates that integrating of technology into education can enhance students' overall learning experience and academic outcome.

The practical implications of this study are quite significant. By utilizing AZ Screen Recorder and YouTube, instructors can create more engaging and diverse learning materials. This provides students with the opportunity to learn independently, anytime and anywhere, supporting the concept of lifelong learning. Access to a wider range of resources allows students to depend less on textbooks or face-to-face lectures. For instance, students can watch tutorial videos on *tadżawuq adaby* uploaded by other instructors or practitioners in the field, thus enriching their learning experience.⁴¹

³⁸ M. Nashrullah, N. Halim, and ..., "Penggunaan Media Pembelajaran Bahasa Arab Berbasis Video Untuk Meningkatkan Maharah Kalam Dalam Kitab Al-'Arabiyyah Lin Nasyiin," ... *Bahasa Dan Sastra* ..., no. Query date: 2022-11-26 10:45:43 (2021), <https://tsaqofiya.iainponorogo.ac.id/index.php/tsaqofiya/article/view/76>.

³⁹ H. Hamidah and M. Marsiah, "Pembelajaran Maharah Al-Istima'dengan Memanfaatkan Media Youtube: Problematika Dan Solusi," ... *Bahasa Arab* ..., no. Query date: 2022-06-28 07:01:00 (2020), <https://e-journal.iain-palangkaraya.ac.id/index.php/tarib/article/view/2282>.

⁴⁰ R. Mahyudin and N. Alwis, *Pengembangan Model Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Dan Komunikasi Dalam Dialektika Refolusi Industri 4.0*, no. Query date: 2022-06-28 07:01:00 (2019), <http://eprints.umsb.ac.id/85/1/11%20Smilarity%20Buku.pdf>.

⁴¹ X. Zhang, "The Metaverse in Education: Definition, Framework, Features, Potential Applications, Challenges, and Future Research Topics," *Frontiers in Psychology* 13, no. Query date: 2024-11-05 07:21:18 (2022), <https://doi.org/10.3389/fpsyg.2022.1016300>.

Digital media integration significantly broadens pedagogical reach, transcending the physical constraints of traditional classroom settings. In the contemporary academic landscape, this democratization of information is vital, as it aligns institutional offerings with the pervasive nature of the digital era. Furthermore, technology-enhanced learning models afford students unprecedented autonomy over their instructional schedules—a critical advantage for those balancing academic pursuits with professional or familial obligations. Ultimately, embedding these technological tools into the curriculum not only elevates the standard of instruction but also equips graduates with the digital fluencies necessary for a volatile global labour market.

Despite the positive research findings, several limitations need to be considered. First, the sample size used in this study is limited to students at UIN Sayyid Ali Rahmatullah Tulungagung, thus the results may not be generalized to a wider context. Research conducted at a single institution may not reflect the experiences of students at other institutions, especially those with different educational characteristics and policies. Second, this study does not account for external factors that may influence learning outcomes, such as students' intrinsic motivation and family support.

Third, the use of technology media also requires reliable internet access to the internet and adequate devices, which may pose challenges for some students. In this context, it is important to consider the digital among students.⁴² Not all students have equal access to technology, which can impact their participation in technology-based learning. Therefore, it is crucial to conduct further research with a larger sample size and to consider other variables that may influence outcomes. Future research can also explore ways to address these limitations, allowing more students to benefit from technology-based learning.

Based on the identified limitations, several recommendations for future research are presented. First, it is advisable that studies involve to include multiple educational institutions in studies to obtain more representative data. Through this approach, researchers can compare the effectiveness of technology media in various contexts and identify factors that may influence the success of technology use in education. Second, further studies could explore factors affecting the effectiveness of technology in learning, such as motivation and social support.

Additionally, more in-depth studies can be conducted to evaluate the long-term impact of technology media in *tadẓawuq adaby* education. This could involve analyzing the skills students acquire after completing courses, and how they are applied in real-world contexts. Future research may also consider using other learning platforms and compare their effectiveness. With a more

⁴² M. Muis, “Bahasa Arab Di Era Digital: Eksistensi Dan Implikasi Terhadap Penguatan Ekonomi Keumatan,” *Al-Fathin: Jurnal Bahasa Dan Sastra Arab*, no. Query date: 2024-01-23 20:05:57 (2020), <https://e-journal.metrouniv.ac.id/index.php/al-fathin/article/view/2319>.

comprehensive approach, it is hoped that better strategies for enhancing student learning outcomes in Arabic language education will be identified.

In summary, this investigation provides empirical evidence that the strategic implementation of AZ Screen Recorder and YouTube significantly optimizes the *tadżawnuq adaby* competencies among students within the Arabic Language Education Program at UIN Sayyid Ali Rahmatullah Tulungagung. These results underscore that technological integration in Arabic pedagogy transcends mere conceptual mastery, fostering a more engaging and immersive educational environment. By bridging the gap between traditional literary appreciation and modern digital tools, this study offers a substantive contribution to the evolution of instructional methodologies tailored for the contemporary digital landscape.

Amid the challenges by higher education faces today, leveraging technology is a strategic step to improve educational quality and prepare students to confront a rapidly changing world. In the increasingly global and interconnected educational context, using technology in learning is no longer an option but a necessity.⁴³ Therefore, educational institutions need to continuously innovate in leveraging technology to support the learning process, ensuring that students are not only academically ready but also prepared to face challenges in the professional world.

Conclusion

This research demonstrates that the use of technology media AZ Screen Recorder and YouTube significantly enhances the *tadżawnuq adaby* skills of students in the Arabic Language Education Program (PBA) at UIN Sayyid Ali Rahmatullah Tulungagung. With a significant increase in average post-test scores relative to pre-test scores, along with students reporting greater confidence and engagement in the learning process, the findings reinforce the argument that integrating technology not only improves conceptual understanding but also creates a more interactive and engaging learning experience. Additionally, this technology helps students develop essential digital skills for today's information era, preparing them to face challenges in the professional world.

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⁴³ FK Efendi, "Efektivitas Model Pembelajaran Terpadu Tipe Webbed Berbantuan Media Teknologi Untuk Meningkatkan Kualitas Pembelajaran Ips Tema Makanan Sehat Murid ...," *Journal on Teacher Education*, no. Query date: 2022-10-24 14:43:00 (2021), <http://journal.universitaspahlawan.ac.id/index.php/jote/article/view/1464>.

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