



Teacher and Students' Perceptions of Interactive Digital Media Use in Arabic Language Learning in Grade VII at MTsN 2 Semarang

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Abstract

This study investigates the implementation and analyzes the perceptions of teachers and students regarding the use of interactive digital media (Canva and Wordwall) in Arabic Language Learning (ALL) for Grade VII students at MTsN 2 Semarang. This research employed an explanatory field research design using mixed methods to explore subjective experiences in a natural context without manipulation. Data were collected through questionnaires distributed to 295 students (using a five-point Likert scale), semi-structured interviews with Arabic teachers, and participatory observation. Quantitative data were analyzed descriptively with percentages, while qualitative data utilized the Miles & Huberman model (data reduction, data display, and conclusion drawing). The findings reveal that the integration of Canva and Wordwall significantly enhances student engagement and active participation in Arabic language learning. Teachers reported that these media function as effective instructional tools, particularly in strengthening receptive language skills such as reading (Qirā'ah), vocabulary acquisition, and understanding sentence structures through visual and interactive learning activities. Wordwall's gamification features also promote student motivation and facilitate vocabulary and grammar practice. However, the impact of these digital media on productive language skills, such as speaking (Kalām) and writing (Kitābah), remains relatively limited due to their predominant use in reading and comprehension-based activities. Overall, students demonstrated highly positive perceptions, with 64% expressing agreement or

strong agreement that interactive digital media increased learning interest, enhanced self-efficacy, and reduced learning anxiety (affective filter). This study concludes that interactive digital media play a crucial role in creating an engaging and emotionally supportive learning environment and are particularly effective in improving receptive language skills, especially reading comprehension and vocabulary acquisition.

Keywords: *Interactive Digital Media, Canva, Wordwall, Arabic Language Learning.*

Introduction

Arabic language learning (ALL) in the digital era also needs to be supported with IDM (IDM). Because the majority of students who learn Arabic come from Gen-Z and Gen-Alpha. They have been accustomed to a fast, flexible, and visual-based digital environment, and interactive digital multimedia-based learning media is considered to be a relevant and adaptive alternative solution¹. The Foreign language teaching methods also continue to transform, giving birth to various modern approaches that adapt to technological advances, practical communication needs, and various learning styles of students².

One important approach in this field is the concept of second language acquisition, which emphasizes the importance of active interaction and language use in everyday situations to accelerate language acquisition³. In higher education and primary and secondary education, the interest in utilizing technology in the learning process is increasing, especially in improving the quality of language learning⁴.

Digital media not only acts as a learning tool but also provides an interactive platform that presents a more immersive learning experience and can

¹ Titin, R., Fauzi, A., & Sulastri, N. (2022). Media Pembelajaran Berbasis Multimedia Interaktif untuk Generasi Z. *Jurnal Inovasi Media Pembelajaran*, 3(1).

² Sopova, D., Rusnak, L., & Koloskova, N. (2023). Modern Methods of Teaching Foreign Languages in Vocational Colleges. *Věda a Perspektivy*, 2(21), 158–164. [https://doi.org/10.52058/2695-1592-2023-2\(21\)-108-115](https://doi.org/10.52058/2695-1592-2023-2(21)-108-115)

³ Winaldo, M. D. (2022). Pemerolehan Bahasa Kedua: Teori dan Implementasi dalam Pembelajaran Bahasa Asing. *Al-Ta`lim*, 29(2). <https://doi.org/https://doi.org/10.15548/jt.v29i2.908>

⁴ Aljawarneh, S. A. (2020). Reviewing and exploring innovative ubiquitous learning tools in higher education. *Journal of Computing in Higher Education*, 32(1). <https://doi.org/https://doi.org/10.1007/s12528-019-09207-0>

increase student learning motivation⁵. One form of innovation in technology-based learning is the use of IDM. This media offers various advantages, such as increasing student participation, improving the effectiveness of material delivery, and providing an interesting learning experience. In addition, this media is also able to expand students' access to various learning resources, stimulate critical thinking skills, improve collaboration skills, and encourage active, explorative, and constructive learning⁶.

In recent years, the use of IDM in language learning has been increasingly researched by academics. According to Dhiya Rahma, the effective use of digital media can contribute significantly to increasing learning motivation and the quality of education in Indonesia⁷. Then, a study conducted by Afiyatul Mardiyah proved to increase vocabulary mastery, student motivation, and active involvement in the ALL process⁸. Also, Samsul Haq, combining various media elements, such as audio, visual, and text, can enrich and optimize the learning process. This approach offers a more in-depth learning quality compared to methods that only rely on delivering information through one type of media⁹.

In addition, M. Rian Liputo assessed that the use of Wordwall in ALL is important because it successfully increases student interest, accelerates the understanding process, and creates a more dynamic learning environment, thereby having a positive impact on student development and learning outcomes¹⁰. Maryam Nurchasanah proved that the Wordwall website has an influence on

⁵ Ilham, R., Nasution, N., & Hidayat, M. (2023). Pemanfaatan media digital interaktif dalam pembelajaran bahasa asing di era Society 5.0. *Jurnal Pendidikan Bahasa Dan Sastra*, 23(2).

⁶ A. Fitria, N., & Muthi, "Peran Media Digital Interaktif Dalam Meningkatkan Keterampilan Abad 21 Di Sekolah Dasar," *Jurnal Pendidikan Dasar* 15, no. 1 (2024).

⁷ Dhiya Rahma, *Pengaruh Penggunaan Media Digital Sebagai Media Interaktif Pada Pembelajaran Dalam Meningkatkan Motivasi Belajar Siswa*, 4, no. 2 (2024): 12–21.

⁸ Afiyatul Mardiyah and Ainur Rofiq Sofa, *Strategi Pengembangan Mufradat Bahasa Arab Dalam Pembelajaran Kontemporer*, 2025.

⁹ Samsul Haq, "Pembelajaran Bahasa Arab Di Era Digital: Problematika Dan Solusi Dalam Pengembangan Media," *MUKADIMAH: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial* 7, no. 1 (2023): 211–22, <https://doi.org/10.30743/mkd.v7i1.6937>.

¹⁰ Mohamad Rian Liputo et al., *Respon Peserta Didik Terhadap Penggunaan Aplikasi Wordwall Dalam Pembelajaran Bahasa Arab*, 2, no. 2 (2023): 72–83.

increasing interest in learning Arabic vocabulary¹¹. Setyorini also proved that by implementing Wordwall learning media, the Arabic learning outcomes of Grade VIII A students at MTsN 1 Plus Riset Manado improved. It also demonstrated the effectiveness and efficiency of the learning process¹².

The use of IDM is expected to provide opportunities for students to be actively involved in various learning activities¹³. Unfortunately, in practice in the field, learning media that can facilitate concept understanding are still rarely utilized optimally by teachers. Therefore, teachers need to innovate in presenting material to make the learning process more interesting and enjoyable, one of which is through the use of IDM combined with an appropriate learning model¹⁴. For this reason, it is important to analyze the needs of IDM-based learning models and their application in the learning process¹⁵. In the context of ALL, the utilization of IDM has great potential to improve the effectiveness of the teaching and learning process. ALL often face challenges such as difficulties in understanding vocabulary, mastering sentence structure, and low speaking and writing skills among students¹⁶.

IDM can offer audio-visual features, conversation simulations, interactive exercises, and educational games that can increase student engagement in learning Arabic¹⁷. In addition, this media also provides a wider space for students to practice independently, enrich vocabulary, and understand language structures

¹¹ Maryam Nurchasanah and Ari Khairurrijal Fahmi, "Pengaruh Wordwall Dalam Meningkatkan Minat Belajar Kosakata Bahasa Arab Pada Siswa Kelas VIII Di MTs Al-Muddatsiriyah Jakarta," *Al-Fusha: Arabic Language Education Journal* 6, no. 1 (2024): 37–43.

¹² Satriani Dwichandra Setyorini, Muh. Husni Mubarak, *PENERAPAN MEDIA PEMBELAJARAN WORDWALL DALAM MENINGKATKAN HASIL BELAJAR BAHASA ARAB SISWA KELAS VIII A DI MTs NEGERI 1 PLUS RISET MANADO* Dwichandra Setyorini Muh . Husni Mubarak, 04 (2024): 18–32.

¹³ Nuke Lu and Lu Ul, *Interactive Digital Media for Learning in Primary Schools*, 2 (2024): 72–78.

¹⁴ N. Othman, M. K., & Zambi, "Inovasi Media Pembelajaran Berbasis Digital: Upaya Meningkatkan Minat Belajar Siswa," *Jurnal Pendidikan Teknologi Informasi* 7, no. 2 (2021).

¹⁵ D. Sari, M., & Ardianti, "Analisis Kebutuhan Model Pembelajaran Berbasis Media Interaktif Digital," *Jurnal Inovasi Pendidikan* 18, no. 2 (2021).

¹⁶ Zulaeha Zulaeha, "Writing Composition Problem in Arabic Language Learning Among Arabic Language Education Students," *Langkawi: Journal of The Association for Arabic and English* 8, no. 1 (2022): 72, <https://doi.org/10.31332/lkw.v0i0.3399>.

¹⁷ E. F. Hanik et al., "Effectiveness Of Using Audio, Visual, And Multimedia Media in Arabic Language Learning in the Digital Era," ... *International Journal of ...* 4, no. 1 (2025): 49–60, <https://doi.org/10.23971/altarib.v8i1.1902.8>.

through various interesting activities that match the characteristics of the digital generation¹⁸. IDM could be a website or applications that run on mobile devices, video games, or physical experiences, and provides a challenging experience ¹⁹. To meet these criteria, researchers chose the Canva and Wordwall platforms as IDM, as these two platforms are considered the most effective in facilitating the dimensions under study.

However, even though there's been a growing interest in digital learning, ALL in many madrasas in Indonesia still tends to rely on conventional text-based teaching methods and teacher-centered explanations, which often limit student engagement and conceptual understanding. Initial observations at MTsN 2 Semarang show that students often have difficulty understanding new vocabulary, visualizing sentence structures, and maintaining motivation during Arabic lessons. This situation creates a gap between students' preferences for digital learning and the instructional media commonly used in the classroom. In this context, the integration of interactive digital media such as animated videos, Canva-based visual presentations, and Wordwall interactive exercises becomes highly relevant. Animated videos can present linguistic input through dynamic visual and audio elements that facilitate the understanding and contextualization of vocabulary and expressions. Canva allows teachers to design visually structured learning materials, which simplify complex language concepts and increase student visual engagement. On the other hand, Wordwall provides game-based interactive activities that encourage active participation, instant feedback, and repeated practice, which are essential for vocabulary mastery and language reinforcement. Therefore, the combination of these three digital platforms is expected to bridge the gap between traditional teaching practices and the digital learning characteristics of contemporary students, making Arabic language learning more interactive, meaningful, and engaging.

¹⁸ Putri Kholida Faiqoh et al., "Digital Media and Technology in Arabic Language Learning," *Journal of Arabic Language Teaching* 5, no. 1 (2025): 121–32, <https://doi.org/10.35719/arkhas.v5i1.2263>.

¹⁹ J. Griffey, *Introduction to Interactive Digital Media: Concept and Practice*, 2019, <https://doi.org/10.4324/9780429053658>.

Theoretically, the use of IDM is expected to build students' self-efficacy and lower their affective filter. These two psychological effects are very influential in creating an emotionally safe learning environment and significantly encourage faster language acquisition. Therefore, the purpose of this study is to explain: a. The implementation of ALL using IDM at MTsN 2 Semarang; b. Describe the perceptions of teachers regarding the use of IDM; c. Identify the perceptions of MTsN 2 Semarang VII grade students regarding the use of IDM.

Method

This study uses an explanatory field research²⁰ with mixed methods to gain an in-depth understanding of the perceptions of seventh-grade teachers and students regarding the use of IDM in ALL. The research procedures carried out in this study are shown in the following figure 1.

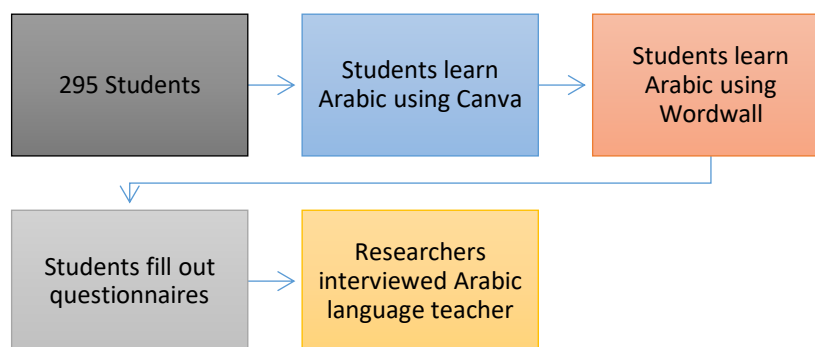


Figure 1 Data Collection Procedure

²⁰ Ummu Zahrotun Ni'mah et al., "Implementation of Imla Method in Mahārah Al-Kitābah Learning to Students'IX Class MTsNU Nurul-Huda Mangkang Semarang," *Al Mahārah: Jurnal Pendidikan Bahasa Arab* 11, no. 1 (2025): 48–68, <https://doi.org/10.14421/almahara.2025.0111-03>; Inayah Inayah et al., "Development of Curriculum and Learning Management in Training and Intensive Courses of Arabic Language Program 1 Tatwir Al-Manahij Wa Idarah al-Ta'lim Fi-Baramij al-Tadrib Wa al-Tatwir Wa al-Daurat al-Mukassafah Li-Lugah al-'Arabiyyah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 2 (2023): 526, <https://doi.org/10.24042/albayan.v15i2.19089>; Muhammad Ahsanul Husna et al., "Implementasi Materi Mahārah Al-Kalām Dalam Transformasi Kurikulum Bahasa Arab Perspektif Actfl Pada Pondok Pesantren Salaf," *Arabi: Journal of Arabic Studies* 7, no. 1 (2022): 38–50, <https://doi.org/10.24865/ajas.v7i1.458>; Inayah Inayah et al., "Integration of Web-Based Arabic Learning in International Class Students of UIN Walisongo Semarang," *Proceeding of International Conference on Islamic Education (ICIED)* (Malang), 2022, 358–70; Fina Sa'adah et al., "Uncovering Arabic Language Errors In Scientific Writing Undergraduate Thesis Context: An Analysis of Translation Aspect," *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 27, no. 1 (2025): 55–80, <https://doi.org/10.32332/an-nabighoh.v27i1.55-80>; Muhammad Ahsanul Husna et al., "Project-Based Learning on Direct Translation Material with Pop-Up for Students of Walisongo State Islamic University Semarang," *Alsuniyat: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 8, no. 1 (2025): 160–79, <https://doi.org/10.17509/alsuniyat.v8i1.77945>.

The subjects of this study consisted of 295 students, consisting of 30 students from class A, 30 class B, 30 class C, 30 class D, 30 class E, 30 class F, 30 class G, 30 class H, 30 class I, and 25 class J. All of them were seventh graders at MTsN 2 Semarang. The research subjects consisted of **295 seventh-grade students at MTsN 2 Semarang**, drawn from classes A to J. Each class consisted of approximately 30 students, except for class J, which consisted of 25 students. The respondents were selected using a **purposive sampling technique** with the following inclusion criteria: a. active seventh-grade students who participated in Arabic language learning; b. students who had previously used interactive digital media such as Canva or Wordwall in the learning process, and c. students who were willing to complete the questionnaire in full. Meanwhile, the exclusion criteria included: a. students who did not participate in Arabic language learning during the time the research was conducted, b. students who did not complete the questionnaire fully, and c. students who experienced technical difficulties that prevented them from accessing the online questionnaire.

Data collection was conducted using three main techniques, the first being, questionnaire. Google Forms was used to distribute an open-ended qualitative questionnaire containing many closed-ended questions to students' perceptions of the use of IDM in ALL. The questions were designed to explore participants' opinions, experiences, and responses freely and in depth. First, a questionnaire was used to identify students' perceptions of the use of Interactive Digital Media (IDM) in Arabic language learning. The questionnaire was distributed through Google Forms and consisted of 30 items using a five-point Likert scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA), and Strongly Disagree (SDA)²¹. The questionnaire consists of 30 questions, which were tested for validity using product-moment correlation, calculated using Microsoft Excel. The codes applied from the product-moment correlation coefficient are as follows ²².

²¹ Akhmad Yusuf Isnan Setiawan et al., "Sarf Ibtida'iy Assessment with Opexams Among University Students Based on Artificial Intelligence," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 2 (2024): 373–92, <https://doi.org/10.23971/altarib.v12i2.8680>.

²² Tuti Qurrotul Aini et al., "Effectiveness of Arabic Learning in Vocational School on the Mecors Assessment Scale," *Alsina: Journal of Arabic Studies* 5, no. 2 (2024): 139–62, <https://doi.org/10.21580/alsina.5.2.22737>; Tuti Qurrotul Aini and Inayah Inayah, "Tathbiq

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Statement: :

r_{xy} : correlation coefficient of variable x and variable y.

$\sum XY$: sum of the products of variable x and variable y.

X : sum of each item.

Y : fixed sum.

N : number of research samples.

An indicator in each instrument is considered valid if the calculated r value is greater than the table r value. The validity test in this study uses product-moment analysis. The calculated r result will be compared with the table r , where ($df=n-2$), with a significance level of 5%. The higher the validity of the instrument, the more accurate the measuring tool is in measuring data. The instrument validity test was conducted using product-moment correlation to determine the relationship between each questionnaire item and the total score of the variable. The calculated r value was then compared with the r table value at a significance level of 5% with degrees of freedom ($df = n - 2$). An item was considered valid if the calculated r value was greater than the r table value.

Reliability testing is conducted after validity testing to determine whether the measuring instrument can be used or not. Subsequently, reliability testing was

Namudzaj Al-Ta'allum al-Qaim 'ala al-Musykilah Bi-Wasithah Video Li-Tarqiyah Maharah al-Qira'ah Li-Thullab al-I'dadiyyah / تطبيق نموذج التعلم القائم على المشكلة بواسطة فيديو لترقية مهارة القراءة للطلاب / الإعدادية," *Konferensi Internasional Perkumpulan Prodi Pendidikan Bahasa Arab (PPPBA) Indonesia* (Malang, Indonesia) 1, no. 1 (2024): 516–31; Akhmad Yusuf Isnain Setiawan et al., "Sarf Ibtida'iy Assessment with Opexams Among University Students Based on Artificial Intelligence| Taqyim al-Sarf al-Ibtida'i Bi-Ub-Aikzam Lada al-Talabah al-Jami'iyah'ala Asas al-Dhaka'al-Istina'i," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 2 (2024): 373–92, <https://doi.org/10.23971/altarib.v12i2.8680>; Sivani Indan Huwaiza et al., "Ta'tsirul Namudaj Al-Ta'allum Al-Qaaim 'Ala Al-Musykilaat (PBL) Li Qudrati Fahmi Al-Qawaid," *Lughawiyat: Jurnal Pendidikan Bahasa Dan Sastra Arab* 8, no. 2 (2025): 228–54, <https://doi.org/10.38073/lughawiyat.v8i2.2916>; Dzakirotus Sofiyah et al., "The Effectiveness of Problem-Based Learning on Syarh Mukhtashar Jiddan Through Critical Thinking Approach / Fa'aliyyah al-Ta'Allum al-Qa'im 'Ala al-Musykilah Li-Syarkh Mukhtasar Jiddan Bina'an 'ala Manhaj al-Tafkir al-Naqdi," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 17, no. 2 (2025): 405–32, <https://doi.org/10.24042/rhwz8r48>.

conducted using **Cronbach's Alpha** to measure the internal consistency of the research instrument. In social and educational research, a Cronbach's Alpha value greater than **0.60** is generally considered to meet the acceptable reliability criterion, as it indicates that the instrument has sufficient consistency to measure the research construct in a stable manner.²³

There are several formulas that can measure the level of reliability. The formula used in reliability testing is Cronbach's Alpha ²⁴:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_i^2}{\sigma^2} \right); \quad \sigma^2 = \frac{-\sum x^2 - \left(\frac{\sum x^2}{N} \right)}{N}$$

Statement:

r_{11} : instrument reliability.

n : number of question items.

$\sum \sigma_i^2$: total variance for each item.

σ^2 : total variance

The second method was semi-structured interviews with Arabic teachers²⁵. In practice, semi-structured interviews utilize interview guidelines that contain a series of pre-formulated key questions, aimed at ensuring consistency in the coverage of essential topics throughout the session. This hybrid approach is essential to achieving a balance between obtaining specific thematic data and capturing the richness and nuances of individual teachers' experiences, which

²³ Pouria Farrokhi et al., "Development and Validation of Primary Health Care Quality Assessment Tool," *BMC Health Services Research* 23, no. 1156 (2023): 1–9, <https://doi.org/10.1186/s12913-023-10162-x>; Sylvester Chibueze Izah et al., "Cronbach's Alpha: A Cornerstone in Ensuring Reliability and Validity in Environmental Health Assessment," *ES Energy & Environment* 23, no. 1057 (2024): 1–14, <https://doi.org/10.30919/esee1057>.

²⁴ Inayah Inayah et al., "The Suitability of the TikTok Application in Qira'ah Shamitah Learning (Case Study of Students at Walisongo State Islamic University Semarang)," *JALIE: Journal of Applied Linguistics and Islamic Education* 9, no. 2 (2025): 231–62, <https://doi.org/10.33754/jalie.v9i2.1702>.

²⁵ Muhammad Abdul Latif et al., *Studi Substansi Artikel Dalam Jurnal Golden Age : Langkah Menuju Akreditasi SINTA Peringkat 2*, 3, no. 1 (2023): 1–15.

ultimately facilitates a more comprehensive understanding of the phenomenon being studied ²⁶.

The third method is participatory observation²⁷. This technique is used to validate the results of interviews and observe the direct involvement of participants. The questionnaire results were analysed descriptively with percentages and qualitatively using the Miles & Huberman model, in which data analysis was carried out in the following steps: data reduction, data display, conclusion drawing & verification ²⁸.

In the data reduction stage, the researcher conducted a process of selecting, simplifying, and categorizing interview and observation data based on themes relevant to the research focus, such as teachers' perceptions of the use of IDM and students' engagement in learning activities. Next, in the data display stage, the reduced data were presented in the form of descriptive narratives to facilitate interpretation. The final stage involved conclusion drawing and verification, which included interpreting patterns emerging from the data and ensuring the consistency of the findings through triangulation among questionnaire, interview, and observation data.

Results and Discussions

Implementation of Canva and Wordwall as an IDM in ALL at MTsN 2 Semarang
As a digital madrasah, MTsN 2 Semarang has set a standard that every learning process must always utilize digital media. In the context of ALL, teachers have actively applied various IDM as the main learning tools. The platform frequently used by teachers is Canva, which is specifically designed to achieve several core competencies, namely the ability to read and understand text content, pronounce text correctly, and rewrite text digitally.

²⁶ Michael Kunnuji Id et al., *PLOS GLOBAL PUBLIC HEALTH Why 'Elevating Country Voice' Is Not Decolonizing Global Health: A Frame Analysis of in-Depth Interviews*, 2023, 1–19, <https://doi.org/10.1371/journal.pgph.0001365>.

²⁷ Anais Roque et al., *Community-Based (CBPO): A Participatory Method for Ethnographic Research*, 36, no. 1 (2024): 80–90, <https://doi.org/10.1177/1525822X231198989>.

²⁸ Umi Fathonah Rubiyatin, "Upaya Meningkatkan Hasil Belajar Siswa Melalui Media Rekaman Suara," *JIPSINDO (Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia)* 10, no. 01 (2023): 88–99.



Figure 1 ALL Practice using Canva

The learning transitioned to creative assignment activities that utilized students' personal devices (handphones/tablets). The output of this activity was visual creations, such as mind mapping or digital presentations (PowerPoint format), which were made independently by students, as shown in Figure 1.

The use of Canva has also proven to assist students in understanding Arabic vocabulary (*mufradāt*) and sentence structures more systematically. Through activities such as creating concept maps or visualizing learning materials, students are able to connect new vocabulary with broader sentence contexts. In addition, the visual features provided by Canva help students identify patterns in sentence structures, making the process of understanding Arabic grammar more concrete and easier to comprehend.

In addition to Canva, teacher also use Wordwall as an integrated gamification-based learning medium designed to assess student's understanding of vocabulary and instructional materials in a competitive and recreational learning environment. The session begins with the Wordwall platform being displayed on a Smart TV, followed by the teacher explaining the rules of the game. Physical and digital elements are combined through a systematic flow mechanism: a) Physical Activation (The Bottle Flip Challenge), each student is sorted by attendance number and given a physical challenge in the form of three attempts at bottle flipping (flipping a mineral water bottle containing a small amount of water), as shown in Figure 2.



Figure 2 Students Playing Bottle Flipping

b) Consequences and Rewards: This challenge has consequences in the form of powder being applied to students' faces if they fail all three attempts. c) Digital Challenge: students who succeed in the physical challenge are allowed to choose a number on the Wordwall interface, which will display questions related to the learning material, as shown in figure 3.



Figure 3: Students Choose Numbers to Answer Questions

d) Instant Assessment: Correct answers will immediately receive a reward, while incorrect answers will not incur additional penalties. This approach not only utilizes the Wordwall as a cognitive reflection tool but also as a powerful incentive within a light reward-and-punishment framework, ensuring maximum student engagement and enthusiasm.

Through this activity, students are actively engaged in practicing vocabulary and understanding Arabic sentence structures. The questions presented on Wordwall generally relate to the introduction of new vocabulary, selecting appropriate words within sentences, or understanding the meaning of simple sentences. This game-

based learning model encourages students to think quickly, discuss with their peers, and attempt to answer questions without fear of making mistakes.

In addition, the competitive elements embedded in Wordwall games have proven to increase students' motivation and participation during the learning process. Students become more enthusiastic about participating due to the presence of rewards and challenges that create a more interactive and enjoyable classroom atmosphere. Overall, the use of Canva and Wordwall does not only function as a medium for delivering instructional content but also serves as a tool to enhance student engagement in learning vocabulary and understanding Arabic sentence structures through visual, interactive, and game-based learning activities.

Arabic Teacher Perceptions of the Use of IDM in ALL

Based on the researcher's observations, the facilities and infrastructure at the school are well-suited for teaching and learning activities. Each classroom has a Smart TV for learning, and each student is allowed to bring their own smartphone under certain conditions. The study also shows that ALL there uses Smart TVs, whiteboards, and printed books. Teachers play an active role as the main focus of learning.

Based on the researcher's observations, the facilities and infrastructure at MTsN 2 Semarang are considered adequate to support digital-based learning processes. Each classroom is equipped with a Smart TV used as a learning medium, and students are allowed to bring personal devices such as smartphones under certain conditions. In the practice of Arabic language learning, teachers utilize various media, including Smart TVs, whiteboards, and textbooks, as primary learning resources.

The interview results show that teachers consider the use of digital media to be a catalyst that facilitates and significantly improves the quality of the learning process, especially in terms of student activity and interaction. In the context of language skills, the effectiveness of digital media is perceived to be most dominant in strengthening reading skills, which becomes an important foundation before students move on to speaking practice (Kalām).

Although teachers reported positive responses from the majority of students (around 80%), the main challenge recognized was the gap in basic skills, with

20% of students still struggling to master prerequisites such as the Hijaiyah alphabet. On the other hand, the technical obstacles faced by teachers (such as compatibility issues between personal hardware and school Smart TVs) are always offset by full and continuous support from the madrasah, which is in line with the “Digital Madrasah” vision.

However, teachers also face several challenges in integrating technology optimally into the learning process. One of the frequently encountered obstacles relates to the varying levels of teachers’ digital skills in utilizing different digital learning platforms. Some teachers still require time to adapt to new technological features and to learn how to integrate digital media effectively with Arabic language teaching strategies.

Also, technical issues sometimes arise in the form of device compatibility problems between teachers’ personal devices and the equipment available in the classroom, such as Smart TVs or projection systems used during instruction. These situations occasionally cause delays in starting digital learning activities or require technical adjustments before the media can be used effectively. Despite these technical challenges, teachers stated that support from the madrasah has been helpful in overcoming these obstacles. The school actively provides adequate technological facilities and offers opportunities for teachers to develop their digital competencies through technology-based teaching practices that align with the vision of a “Digital Madrasah.”



Figure 4: Interview with the Arabic Teacher at School

Overall, IDM is positioned as an essential tool that not only improves teacher efficiency but also drives the improvement of AL education quality. The

implementation of digital platforms, such as Canva and Wordwall, is considered successful in encouraging student motivation, where game-based elements are key factors in fostering interest and building student self-efficacy, making them more courageous to experiment and reducing anxiety or fear of making mistakes (Affective Filter).

Perceptions of Seventh Grade Students at MTsN 2 Semarang Regarding the Use of IDM in ALL

After implementing ALL using IDM, the next step was to gather student perceptions through a questionnaire (Google Form). The questionnaire contained 30 questions related to the suitability of IDM as a medium for teaching Arabic in the classroom, with five answer options.

a. Validity Test Results

Table 1 Questionnaire Item Validity Results

Question Number	Score of RAccount	Score of RTable	Validity	Question Number	Score of RAccount	Score of RTable	Validity
1.	0.565	0.0960	Valid	16.	0.577	0.0960	Valid
2.	0.604	0.0960	Valid	17.	0.541	0.0960	Valid
3.	0.442	0.0960	Valid	18.	0.435	0.0960	Valid
4.	0.544	0.0960	Valid	19.	0.606	0.0960	Valid
5.	0.489	0.0960	Valid	20.	0.499	0.0960	Valid
6.	0.549	0.0960	Valid	21.	0.319	0.0960	Valid
7.	0.616	0.0960	Valid	22.	0.586	0.0960	Valid
8.	0.573	0.0960	Valid	23.	0.577	0.0960	Valid
9.	0.547	0.0960	Valid	24.	0.451	0.0960	Valid
10.	0.481	0.0960	Valid	25.	0.458	0.0960	Valid
11.	0.468	0.0960	Valid	26.	0.625	0.0960	Valid
12.	0.561	0.0960	Valid	27.	0.636	0.0960	Valid

13.	0.472	0.0960	Valid	28.	0.465	0.0960	Valid
14.	0.491	0.0960	Valid	29.	0.606	0.0960	Valid
15.	0.616	0.0960	Valid	30.	0.584	0.0960	Valid

From the calculation results, it is known that all calculated r values are greater than the table r values, so it is known that all questions are valid.

b. Reliability Questionnaire Item Results

The reliability test in this study was conducted using Cronbach's Alpha equation to measure the reliability of each variable, as shown in the table 2.

Table 2 Reliability Questionnaire Item Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.929	30

The Cronbach's alpha calculation result is 0.929. Cronbach's alpha is greater than 0.6 based on Bland & Altman (Carkeet, 2020), so it can be concluded that the questions are reliable.

Table 3 Students' Perceptions of the Use of IDM in ALL

No	Question	Response Categories					Totally	Percent age of Totally
		SA	A	N	DA	SD A		
1.	IDM makes Arabic lessons more interesting and less boring.	84	142	61	4	4	295	100%
2.	I feel more enthusiastic about taking Arabic lessons when digital media is used.	86	120	82	5	2	295	100%
3.	The colors, images, and animations in IDM caught my attention.	107	133	53	2	0	295	100%
4.	I am looking forward to ALL sessions that use IDM.	81	107	101	6	0	295	100%
5.	IDM makes me feel at home studying Arabic for longer.	49	100	130	14	2	295	100%
6.	IDM makes it easier for me to understand grammar rules (Nahwu and Sharaf).	55	115	115	8	2	295	100%
7.	Digital media helps me remember new vocabulary more easily.	56	119	105	10	5	295	100%

8.	I feel my speaking skills have improved due to IDM.	38	94	147	14	2	295	100%
9.	The audio/video features on digital media help me improve my listening skills.	78	136	73	7	1	295	100%
10.	IDM clarifies difficult-to-understand subject matter.	79	121	70	23	2	295	100%
11.	I feel IDM is more effective than just using textbooks.	67	110	97	17	4	295	100%
12.	Digital media helps me visualize situations of using Arabic in real life	52	125	112	5	1	295	100%
13.	IDM allows me to learn Arabic independently outside of class hours.	38	123	119	13	2	295	100%
14.	I can review difficult material at any time through IDM.	71	135	71	10	8	295	100%
15.	I feel more active in the learning process when using digital media.	64	103	117	9	2	295	100%
16.	IDM gives me quick feedback or corrections.	56	120	110	8	1	295	100%
17.	I can access digital learning media easily using my personal device (cellphone/tablet/laptop).	129	117	45	1	3	295	100%
18.	IDM makes it easier to collaborate or work in groups with friends.	111	125	55	2	2	295	100%
19.	IDM displays are easy to understand and use.	79	146	66	3	1	295	100%
20.	The features provided by digital media work well and are rarely experienced with technical problems.	44	105	130	15	1	295	100%
21.	An internet connection at school/home supports the use of IDM.	67	118	96	12	2	295	100%
22.	The digital media used is appropriate to my AL ability level.	48	131	105	10	1	295	100%
23.	IDM trains me to solve problems or think critically in the Arabic context (for example, through puzzles or educational games).	73	132	82	7	1	295	100%
24.	IDM is better at creating a fun classroom atmosphere than lecture methods.	82	101	92	18	2	295	100%
25.	I recommend the use of IDM for all subjects in schools.	132	77	77	7	2	295	100%
26.	I feel more confident using Arabic after studying frequently with digital media.	38	98	140	16	3	295	100%
27.	Teachers are skilled at using IDM so that learning runs smoothly.	65	134	86	4	6	295	100%

28. The existence of IDM reduces boredom or fear of making mistakes when learning Arabic.	90	124	71	9	1	295	100%
29. I really need IDM to achieve optimal AL results.	57	104	121	11	2	295	100%
30. Compared to other media, IDM provides the most valuable learning experience for me.	75	124	90	4	2	295	100%
Totally	2.15	3.53	2.81	27	67	8.850	
	1	9	9	4			
	24,3	39,9	31,8	3,1	0,7	100%	
	2%	9%	6%	0%	6%		

Based on Table 3, it can be seen that 24,32% (71 students) strongly agree, 39,99% (118 students) agree, 31,8% (94 students) are neutral, 3,1% (9 students) disagree, and 0,7% (3 students) strongly disagree. So that it can be visually displayed in Figure 7.

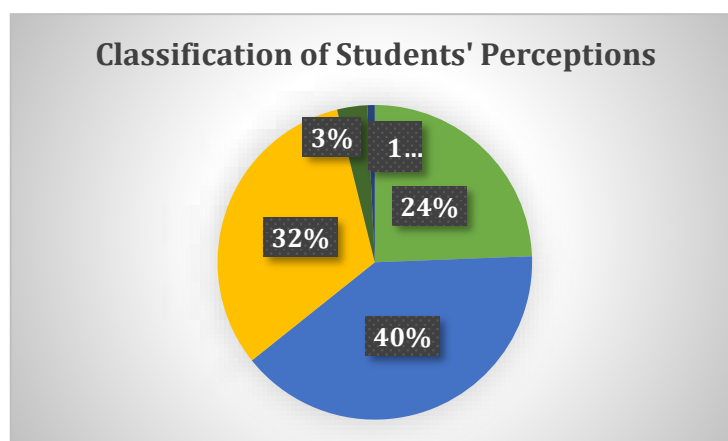


Figure 7 Classification of Students' Perceptions

Based on Figure 7, it can be seen that the majority of seventh-grade students at MTsN 2 Semarang agree that IDM can build students' self-efficacy while lowering their affective filter.

In addition to the use of digital media in classroom learning, students' perceptions of IDM are also influenced by several external factors. One influential factor is students' prior experience with digital technology, both for learning purposes and for everyday activities. Students who are already familiar with digital devices such as smartphones, tablets, or computers tend to adapt more easily to the use of digital media in the learning process. Furthermore, access to personal devices is

another important factor influencing students' perceptions of the use of IDM. Students who have personal devices and adequate internet access generally demonstrate a higher level of comfort when using digital media for learning. Conversely, students who have limited access to devices or internet connectivity sometimes require more time to adapt to technology-based learning environments.

Another factor that influences students' perceptions is their level of academic readiness and their basic proficiency in Arabic. Students with stronger foundational skills in Arabic tend to feel more confident when participating in learning activities that involve digital media, while those who still experience difficulties with basic language skills may require additional guidance to use these media effectively. Overall, the findings indicate that the use of IDM not only increases students' interest in learning but also contributes to the development of self-efficacy and reduces psychological barriers (*affective filter*) in Arabic language learning. Therefore, interactive digital media can create a more engaging and interactive learning environment that supports students' active participation in the learning process.

Discussion

Based on the results of the study, it is known that the implementation of Canva functions as a comprehensive assignment that encourages the strengthening of understanding and creativity. This activity, which culminates in the presentation of digital creations in front of the class, inherently encourages an increase in students' self-efficacy. When students successfully visualize and present their understanding through attractive and creative media, their belief in their ability to succeed (self-efficacy) in AL tasks will increase. In addition, creating personalized and visualized digital content can make the learning process feel safer and more enjoyable, thereby significantly helping to reduce the Affective Filter (anxiety or fear of making mistakes) that often hinders language acquisition.

As discovered by Tania²⁹ that teachers used Canva as a primary instructional tool to elaborate concepts, as well as a mechanism to intervene when a decline in student enthusiasm was detected due to conventional methods (lectures or textbooks). In line with this, Fahrurrozi³⁰ proved that the use of Canva-based vocabulary cards significantly increased student motivation and engagement in understanding and applying vocabulary for speaking and writing skills. However, Fahrurrozi also noted challenges in the form of limited technology access and teacher digital competence.

Furthermore, this success is supported by Bin Tuwaym³¹, which shows that Canva-based education sparks high enthusiasm, encouraging students to work hard to complete challenges. Overall, Khoirotun Ni'mah³² and Muhibbin³³ agree that the integration of Canva is an innovative and strategic step that can contribute to improving the quality of ALL by making it more interactive and communicative.

The use of Wordwall in this study, which is game-oriented with a light reward-and-punishment mechanism, has been proven to generate maximum student engagement and enthusiasm. The aspects of gamification and competition were key factors in fostering interest as a prerequisite for self-efficacy (self-confidence). A fun, competitive environment with minimal sanctions created an emotionally safe learning environment, which directly contributed to a decrease in students' affective filters, encouraging them to be more daring in experimenting

²⁹ Tania Tania and Farikh Marzuki Ammar, "Canva-Based Educational Game 'Unlock Your Potential': Developing Arabic Learning Media for Grade X," *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 19, no. 3 (2025): 1705, <https://doi.org/10.35931/aq.v19i3.4221>.

³⁰ Nurul. FAHRURROZI, Fahrurrozi; DARIYADI, Moch. Wahib; MURTADHO, "Implementation of Canva-Based Vocabulary Flashcards as A Media for Arabic Language Learning at MTS. Darul Ulum Batuputih Sumenep," *Alfuad*, ahead of print, 2025, <http://dxdoi.org/10.31958/jsk.v9i1.14862>.

³¹ Sultan Turki Bin Tuwaym and Ann Bassett Berry, "Assistive Technology for Students With Visual Impairments: A Resource for Teachers, Parents, and Students," *Rural Special Education Quarterly* 37, no. 4 (2018): 219–27, <https://doi.org/10.1177/8756870518773397>.

³² Khoirotun Ni'mah et al., "Development of Animated Videos Based on the Canva Application as a Learning Media for Arabic Listening Skills Students of Darul 'Ulum Lamongan Islamic University," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, Vol. 7, No. 2 (2024).

³³ Fateh Al Muhibbin et al., "Role of Canva in Improving Arabic Speaking Skills: A Literature Review," *Tanwir Arabiyyah: Arabic As Foreign Language Journal* 5, no. 1 (2025): 79–96, <https://doi.org/10.31869/aflj.v5i1.6689>.

and participating without fear of making mistakes. Also, Fakhruddin³⁴ reported that Wordwall is quite effective in improving Arabic vocabulary mastery, students' enjoyment, interest, enthusiasm, and motivation. Umar Al Faruq³⁵ added that Wordwall facilitates vocabulary and grammar comprehension through visualization and successfully changes the perception of Arabic as a difficult language. Furthermore, Susilowati³⁶ highlighted the platform's contribution to forming AL habits through repeated practice.

From an implementation perspective, Saleh concluded that Wordwall can be applied sustainably because it is easily accessible and developed by teachers, in line with the demands of learning in the 5.0 era. Finally, the findings of Michael³⁷ and Khairanis³⁸ highlight pedagogical and evaluative aspects: Wordwall contributes positively to increasing interactivity and learning quality, including preparing varied evaluations for *Mahārah Al Kitābah*, which also fills the void in digital media in AL evaluation. The implications of these findings emphasize the need for curriculum development and continuous training for teachers to optimize the use of Wordwall.

Teachers view digital media as a catalyst for significantly improving the quality of the learning process, especially in increasing student activity and interaction. These findings are consistent with Thanavathi³⁹ and Rachmadtullah⁴⁰ that teachers'

³⁴ Lailatul Fakhruddin, Abdul Aziz and Firdaus, Mochammad and Mauludiyah, *Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students*, 2, no. 5 (2021).

³⁵ U. Al Faruq et al., "Wordwall-Based Arabic Language Learning Innovation: Increasing Student Interest and Understanding in the Digital Era," *Repository.Uin-Malang.Ac.Id* 7, no. 1 (2025): 253–62.

³⁶ I. Susilowati, R., Sa'diyah, Z., Islahuddin, & Noviana, "The Implementation of Wordwall as a Learning Medium to Enhance Arabic Learning Motivation Among Fourth Grade Students," *Jurnal Teknologi Pendidikan*, ahead of print, 2025, <https://doi.org/10.21009/jtp.v27i2.58696>.

³⁷ Through Michael and Riffaterre S. Semiotic, *Gunung Djati Conference Series, Volume 55 (2025) International Conference on Language Learning and Literature (ICL3)*, 55 (2025).

³⁸ Retisfa Khairanis et al., "Utilisation of Wordwall Application as a Media for Evaluating Maharah Al Kitabah," *Eloquence Journal of Foreign Language* 4, no. 1 (2025): 1–14.

³⁹ Dr. C. Thanavathi, "Teachers' Perception On Digital Media Technology," *Turkish Journal of Computer and Mathematics Education (TURCOMAT)* 12, no. 10 (2021): 6972–75, <https://doi.org/10.17762/turcomat.v12i10.5570>.

⁴⁰ Reza Rachmadtullah et al., "Elementary School Teachers' Perceptions of the Potential of Metaverse Technology as a Transformation of Interactive Learning Media in Indonesia," *International Journal of Innovative Research and Scientific Studies* 6, no. 1 (2023): 128–36, <https://doi.org/10.53894/ijirss.v6i1.1119>.

perceptions of digital media technology were very positive, indicating a tendency for prospective teachers to accept its application. Furthermore, Jannah⁴¹ emphasized that digital integration in schools brings positive changes to students' motivation, activities, enthusiasm, and critical thinking skills.

On the other hand, Nikolopoulou ⁴² balances this perspective by highlighting that, in addition to benefits such as interactivity and students' technological proficiency. the findings of this study indicate strong student acceptance of IDM. A total of 64.31% of students (a combination of 24.32% Strongly Agree and 39.99% Agree) gave a strong positive response, believing that this media is not only interesting and encourages active participation, but also fundamentally changes the effectiveness and comfort of learning, mainly because it successfully builds self-efficacy and creates an emotionally safe environment by reducing the affective filter. Also, the Neutral group (31.8%) indicated the influence of imperfect individual technical implementation or academic readiness gaps, and only a minority (4%) stated Disagree/Strongly Disagree because they experienced serious obstacles that triggered extreme anxiety or failure.

Nestia⁴³ recorded a majority positive response (80%). However, this study also reinforces Musonif's findings⁴⁴ regarding technical aspects. Collectively, these results confirm that students' acceptance of IDM is very high and positively correlates with improved learning outcomes, although challenges related to technical readiness and content completeness must be addressed.

Conclusion

⁴¹ Miftahul Jannah et al., "Elementary School Teachers' Perceptions of Digital Technology Based Learning in the 21st Century: Promoting Digital Technology as the Proponent Learning Tools," *Al Ibtida: Jurnal Pendidikan Guru MI* 7, no. 1 (2020): 1, <https://doi.org/10.24235/al.ibtida.snj.v7i1.6088>.

⁴² K. Nikolopoulou, *Secondary Education Teachers' Perceptions of Mobile Phone and Tablet Use in Classrooms: Benefits, Constraints and Concerns*, 2020, <https://doi.org/10.1007/s40692-020-00156-7>.

⁴³ Berlian Nestia et al., "Integration of Interactive Lumio Media for the Development of Arabic Listening Skills in Islamic Senior High Schools," *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025): 1–26, <https://doi.org/10.29240/jba.v9i1.12441>.

⁴⁴ Mohammad Zaelani Musonif and Hanik Mahliatussikah, "Teachers' and Students' Perceptions of the Arabic Language E-Learning Platform," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (2023): 437, <https://doi.org/10.29240/jba.v7i2.7077>.

This study confirms that the implementation of IDM (Canva and Wordwall) in ALL for seventh-grade students at MTsN 2 Semarang has achieved high effectiveness and received very positive responses from both teachers and students. Digital media has proven to be a major catalyst that significantly increases student activity and interaction. This media is effective in strengthening reading skills and facilitating interesting evaluations.

The essential finding of this study is the role of digital media in the psychological aspects of LL. The majority of students (64% strongly agree/agree) reported that the media successfully built self-efficacy (self-confidence) and significantly reduced the affective filter (anxiety/fear of making mistakes). This confirms that IDM is a crucial tool in creating an emotionally safe learning environment and accelerating language acquisition. In line with related studies, this success is not only supported by adequate school infrastructure, but is more emphasized on the competence and implementation strategies of teachers, especially in integrating gamification as a key factor rather than just the availability of tools.

Based on these findings, the implementation of Interactive Digital Media (IDM) in ALL can be recommended for broader application in other schools or madrasahs. However, such implementation needs to be supported by several strategic measures, including the provision of adequate technological infrastructure, the integration of digital media into the learning curriculum, and continuous training for teachers to enhance their digital competencies. These training programs may include developing skills in designing digital learning media, utilizing gamification features, and integrating technology pedagogically into language teaching.

This study implies that the integration of IDM is no longer optional, but rather a strategic model that needs to be developed continuously, especially in the era of Digital Madrasah. However, there are challenges that require attention and further research, namely the need to develop IDM specifically designed to address the basic skills gap among minority students (around 20%) who still struggle with prerequisites such as the Hijaiyah alphabet, in order to ensure inclusive learning.

Given that the effectiveness of current media is dominant in Qirā'ah, future research is recommended to design and test the effectiveness of more immersive IDM (Metaverse-based simulations, VR, or AR) to directly improve productive skills, namely speaking (Kalām) and writing (Kitābah).

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