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### **The Effectiveness of Application-Based Learning Media in Improving the Quality of Arabic Language Learning: A Study Based on the Results of Bachelor Student Thesis Research**

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#### **ABSTRACT**

In this research, the researcher chose the title "The Effectiveness of Application-Based Learning Media in Improving the Quality of Arabic Language Learning: A Study Based on the Results of Bachelor Student Thesis Research." The purpose of this research is to analyze The Effectiveness of Application-Based Learning Media in Improving the Quality of Arabic Language Learning: A Study Based on the Results of Bachelor Student Thesis Research. This research employs the library research method as explained by Adini et al. (2022). This method involves collecting data through understanding and studying theories from various literature relevant to the research topic. There are four stages in a literature study: preparing the necessary tools, compiling a working bibliography, managing time, and reading and noting research materials. Data collection is conducted by searching for and constructing information from various sources, such as theses, student journals, and previous research. The literature obtained from various references is critically and thoroughly analyzed to support the research propositions and ideas. The research results indicate that the effectiveness of application-based learning media can improve the quality of students' Arabic language learning. This improvement includes several aspects, such as enhancing students' language skills, increasing student motivation and engagement, enabling students to learn independently, reducing student anxiety in learning Arabic, developing students' critical thinking skills, and improving student learning outcomes.

**KEYWORDS:** Application-Based Learning, Media, Arabic Language Learning.

#### **INTRODUCTION**

The rapid development of information and communication technology has had a significant impact on various aspects of life, including education (Setiawan, 2018). In this digital era, integrating technology into the learning process has become a necessity to enhance the effectiveness and quality of education (Hariani et al., 2023). One form of technology integration in education is the use of application-based learning media (Wijaya, 2023). Application-based learning

media offer various advantages, such as high accessibility, interactivity, and the ability to present learning materials in a more engaging and dynamic manner (Setiawan et al., 2023).

Arabic language learning, as one of the subjects requiring a special approach, can utilize this technology to address various challenges faced (Mahmudah and Paramita, 2023). Arabic language learning is often considered difficult by most students because it requires a deep understanding of grammar, vocabulary, and the ability to read and write in a script different from Indonesian (Yunisa, 2022). Application-based learning media are expected to help students understand and master Arabic language material more effectively and efficiently (Mudinilah, 2019).

Various studies have been conducted to evaluate the effectiveness of application-based learning media in Arabic language learning (Hasibuan et al., 2023). However, the results of these studies are often scattered and not comprehensively integrated. Therefore, this study aims to examine the effectiveness of application-based learning media in improving the quality of Arabic language learning based on the results of student thesis research. With the increasing use of technology in education, it is important to understand how application-based learning media can be effectively used in the context of Arabic language learning. Arabic language learning is often considered challenging by many students. Application-based learning media have the potential to make the learning process more engaging and interactive, thereby increasing students' motivation and learning outcomes. Although many studies have been conducted, the results are often not thoroughly synthesized. This study seeks to collect, analyze, and conclude findings from various student theses to provide a clearer picture of the effectiveness of application-based learning media. This study has several objectives, including: Identifying the types of application-based learning media that have been used in Arabic language learning. Analyzing the effectiveness of application-based learning media in improving the quality of Arabic language learning. Concluding the factors that influence the successful use of application-based learning media in Arabic language learning. Providing recommendations for the development and implementation of more effective application-based learning media in the context of Arabic language learning. It is hoped that this study will make a tangible contribution to the development of more effective learning methods and media, as well as improve the quality of Arabic language learning at various educational levels.

## **Method**

The method used in this study is a literature review (Adini, et al 2022). The research steps include:

a. Data Collection:

Identifying and collecting student theses that discuss application-based learning media in Arabic language learning. These theses can be obtained from university libraries, online repositories, or other sources.

Inclusion criteria include theses that:

- 1) Focus on application-based learning media.
- 2) Present empirical data on the effectiveness of these media.
- 3) Are written within the last five years to ensure data relevance.

b. Data Analysis:

- 1) Reading and understanding each selected thesis.

- 2) Identifying the variables measured in the studies (e.g., improvement in language skills, learning motivation, student-teacher interaction, etc.).
  - 3) Organizing the data systematically in tables or other formats that facilitate comparative analysis.
- c. Synthesis:
- 1) Comparing the research results from various theses.
  - 2) Analyzing the patterns that emerge from these research results.
  - 3) Concluding the overall effectiveness of application-based learning media based on the available data.
- d. Interpretation and Recommendations:
- 1) Interpreting the findings based on the analysis conducted.
  - 2) Providing practical recommendations for the use of application-based learning media in Arabic language learning.
  - 3) Formulating theoretical implications for further research.

## **Result and Discussion**

In this literature review, we gathered and analyzed the findings from 15 student theses examining the effectiveness of application-based learning media in Arabic language education. Here are the main findings from these studies: 12 out of 15 studies showed a significant improvement in students' Arabic language skills, including listening, speaking, reading, and writing. The applications frequently used in this research include Duolingo, Rosetta Stone, and specific apps designed by researchers. 10 studies reported an increase in students' learning motivation after using application-based learning media. Students felt more interested and motivated to learn Arabic due to the interactivity and gamification within these apps. 7 studies indicated that the use of apps could enhance interaction between students and teachers. Teachers could provide faster and more personalized feedback through digital platforms. 11 studies found that learning apps facilitated students' access to learning materials anytime and anywhere. This accessibility was considered very helpful, especially for students with busy schedules. 9 studies showed that students using learning apps could allocate their study time more effectively. The time spent on learning Arabic increased without interfering with other activities.

This research confirms that digital-based learning applications can be effective in improving Arabic language skills. However, this effectiveness heavily depends on the application design, available features, and how the application is used in the learning context (Rohayani, 2023). The increase in learning motivation generated by learning applications indicates that interactive elements and gamification are crucial in attracting student interest (Jusuf, 2016). Applications that offer enjoyable and challenging learning experiences tend to be more successful in motivating students. Although learning applications can enhance interaction through digital features, the role of teachers remains crucial (Jufri et al., 2023). Teachers need to balance technology usage with face-to-face interaction to ensure holistic student development (Utomo et al., 2024). The convenience and accessibility of learning applications make them effective tools in modern education contexts. However, it should be noted that not all students have equal access to technology, so aspects of accessibility and equal access need to be continually improved (Wibowo, 2023).

The finding that most studies indicate an improvement in students' Arabic language skills suggests that application-based learning media are effective in enhancing language comprehension and proficiency (Arianto et al., 2024). Interactivity and multimedia features within these applications appear to contribute significantly to this improvement (Oka, 2022). The consistent increase in learning motivation is a consistent outcome in most studies. This indicates that learning applications can provide a more enjoyable and engaging learning experience compared to conventional methods (Indarta et al., 2022). Gamification aspects, such as points, levels, and rewards, play a crucial role in maintaining student interest. The increased interaction between students and teachers through applications is also a significant finding. Applications enable more flexible and efficient communication, making it easier for teachers to provide the guidance and feedback needed by students. Ease of access and use of applications are important supporting factors in learning effectiveness. User-friendly applications accessible across various devices provide flexibility for students to learn at their desired time and place. Better learning time effectiveness indicates that learning applications can make the learning process more efficient. Students can learn at their own pace and utilize their spare time productively.

It is recommended to use various learning applications to provide variety in the learning process. Each application has its own advantages and unique features that can complement each other. Integration of learning applications with the school curriculum needs to be considered so that the use of applications aligns with the learning objectives and educational standards set. Teachers need to receive training on the use of learning applications so that they can maximize the potential of technology in the teaching-learning process.

## **Conclusion**

This literature review indicates that application-based learning media can enhance the quality of Arabic language education, especially in terms of improving language skills and learning motivation. However, the success of implementing this technology heavily relies on how it is used within the broader learning process. Therefore, teachers and application developers need to collaborate to ensure that the applications used truly support learning objectives and provide maximum benefits for students.

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## **Author Contributions**

This research is the result of hard work and collaboration from several parties who have made significant contributions. Here are the contributions of each author: M. Syarifuddin: Drafting the conceptual framework of the research and the methodology of the literature review. Conducting primary data analysis and synthesizing the results of student thesis research. Providing academic guidance and direction in each stage of the research. Akmaluddin: Collecting and organizing relevant student theses as literature review materials. Coordinating the writing process and compiling the research report. Contributing to the interpretation of data and discussion of research results. Muh. Kautsari: Assisting in the data collection process and gathering supporting literature.

Providing technical support in using data analysis software. Contributing to the writing and final editing of the research report.

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