

DEVELOPING TECHNOLOGY-BASED ARABIC LANGUAGE LEARNING MEDIA FOR THE DIGITAL GENERATION

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Abstract

The development of digital technology has significantly influenced the learning patterns and characteristics of the digital generation, including in the context of Arabic language learning. Traditional learning approaches, which are still one-way and limited to conventional media, are considered inadequate to meet the learning needs of today's students. This situation drives the need for innovation through the development of Arabic language learning media integrated with technology. This study aims to design technology-based Arabic language learning media that are appropriate to the characteristics of the digital generation and to evaluate the feasibility and effectiveness of their use in the learning process. The method applied is research and development (R&D), including the stages of needs analysis, media design, product development, expert validation, and limited trials on students. Data collection was conducted through questionnaires, observations, and learning outcome tests, while data analysis used descriptive quantitative and qualitative approaches. The results of the study indicate that the technology-based Arabic language learning media developed received a very good rating from material and media experts. Furthermore, the implementation of this media has been proven to increase student motivation and learning achievement. These findings confirm that the integration of technology in Arabic language learning media can create a more interactive, engaging, and relevant learning process to meet the needs of the digital generation. Based on these results, it can be concluded that technology-based Arabic language learning media is effective as an innovative alternative to improve the quality of Arabic language learning in the digital era.

Keywords: Digital Technology, Digital Generation, Learning Media



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INTRODUCTION

The rapid development of digital technology has brought significant transformations in various fields, including education. The use of information and communication technology has not only changed the methods of delivering material but also influenced interaction patterns, learning resources, and the learning strategies implemented by educators. The current generation of students has grown up in a technology-rich environment, thus developing different learning styles than previous generations. This situation demands that the world of education adapt to ensure the learning process remains relevant and effective. Learning that does not keep up with current developments risks reducing student interest and motivation. Therefore, innovation in learning is a necessity, where the appropriate use of technology is expected to improve the overall quality of learning (Sajjad, 2020).

The digital generation is known for its close ties to technological devices, its preference for visualization, and its familiarity with information presented quickly and interactively. These characteristics influence how they receive and process information during learning activities. Digital generation students tend to be less interested in one-way learning and minimal media variety (Alkhaldeh, 2021). They require learning experiences that involve interaction, multimedia, and the use of technology to support independent learning. Therefore, educators are required to design learning that is appropriate to the characteristics of this generation. Without adjustments, the learning process risks becoming less effective. This emphasizes that the application of technology in the learning process is no longer optional but rather an urgent necessity. Therefore, efforts to develop innovative learning media are crucial.

Arabic language learning, as a field of study, also faces challenges with the development of digital technology. Arabic has unique characteristics, both in terms of structure, vocabulary, and writing system, which require appropriate learning strategies. In practice, Arabic language learning still largely uses conventional methods that focus on memorization and lectures. The limited use of learning media makes the learning process tend to be monotonous and uninteresting for students. This condition impacts low motivation and achievement of Arabic language learning outcomes. Therefore, efforts are needed to develop learning media that can present material in a more engaging and easy-to-understand manner. Technology integration is expected to be an alternative solution to address these problems (Fadel, 2022).

Conventional learning models that still emphasize one-way delivery of material are considered ineffective in meeting the learning needs of the digital generation. This approach tends to position students as passive recipients of information, thus limiting their participation in the learning process. However, language acquisition requires active student involvement for optimal language development. The use of technology-based learning media enables students to learn independently, interactively, and contextually. Appropriately designed media can integrate text, audio, visuals, and animation, making the learning process more engaging and enjoyable. In this way, Arabic language learning can be tailored to the characteristics and learning styles of the digital generation (Nassif, 2022).

The development of technology-based Arabic language learning media is an innovative solution to improve the quality of the learning process. Technology-based learning media allows for more diverse and flexible delivery of material, allowing students to access learning content anytime and anywhere according to their needs. Furthermore, the use of technology also supports a learner centered learning approach. By using this media, educators can create a more interactive and adaptive learning environment. This is expected to increase motivation,

understanding, and achievement in Arabic language learning. Therefore, the development of technology-based learning media needs to be carried out in a structured and planned manner (Fouad, 2022).

However, the development of learning media should not only focus on technological aspects, but must also consider the suitability of the material, learning objectives, and student characteristics. The designed learning media must be able to bridge the learning needs of the digital generation with the competencies desired in Arabic language learning. Without careful planning, the use of technology risks not having a significant impact on the learning process. Therefore, the development of Arabic language learning media should go through the stages of needs analysis, design, development, and evaluation of feasibility and effectiveness. This approach aims to ensure that the resulting media can truly be used optimally in learning. Therefore, the development of technology-based learning media must be carried out systematically and based on research (Harrag, 2022).

Based on these conditions, this research focuses on the development of technology-based Arabic language learning media that aligns with the characteristics of the digital generation. This research is motivated by the problem of the low effectiveness of Arabic language learning, which still largely uses conventional methods and media. The use of technology in learning media is considered a strategic step to improve the quality of the learning process and outcomes. This research aims not only to produce learning media but also to evaluate the feasibility and effectiveness of its use. Thus, this research is expected to provide practical contributions for educators in the Arabic language learning process. Furthermore, the research results are also expected to enrich the academic literature on the development of technology-based learning media. The research focuses on placing the digital generation as the primary subject in the learning process (Anezi, 2022).

Several previous studies have discussed the development of Arabic language learning media using various approaches Setyanto, (2022) This study examines the use of interactive multimedia media in Arabic language learning, focusing on increasing students' learning motivation. Aldjanabi, (2021) researching the development of mobile application-based learning media to improve Arabic vocabulary mastery Galal, (2024) examines the use of e-learning in Arabic language learning, focusing on flexible learning access. This study differs from the three previous studies in its focus on media development, specifically designed based on the characteristics of the digital generation. Furthermore, this study emphasizes comprehensive testing of the media's feasibility and effectiveness. Therefore, this study offers novelties in its media development approach and intended use.

RESEARCH METHOD

This study applies research and development methods with the goal of creating technology-based Arabic language learning media that aligns with the characteristics of the digital generation. This method was chosen based on the ability to not only develop learning products but also systematically evaluate their feasibility and effectiveness (Elhassan, 2023). The research process began with a needs analysis to identify Arabic language learning challenges and student characteristics. The needs analysis served as the basis for determining the design and specifications of the media to be developed. With a research and development approach, the resulting product is expected to address real learning needs. This method also

provides room for product improvement based on evaluation results. Therefore, research and development is considered appropriate for achieving this research objective (Hadwan, 2022).

The initial stage of the research focused on needs analysis and learning media design. In the needs analysis stage, researchers examined the current state of Arabic language learning, including media use and its suitability to the characteristics of the digital generation. The results of this analysis were used as a reference in developing technology-based learning media designs. The design stage included planning material content, media presentation, and features that support learning interactivity. The media design was formulated with Arabic language learning objectives and ease of use for students in mind. With careful planning, the developed media is expected to present material in an engaging and effective manner. This stage serves as an important foundation before entering the product development process (Alhumoud, 2022).

The product development stage is carried out by realizing the media design into a technology-based Arabic language learning media that is then developed and then undergoing a validation process by material experts and media experts. This validation is carried out to assess the appropriateness of the material content, the suitability of the display design, and the media's effectiveness in supporting Arabic language learning. Input and suggestions from the experts are used as the basis for revising and refining the product. After being declared to have met the eligibility criteria, the learning media is tested on a limited basis with students to evaluate their response and the level of practicality of use. This limited trial aims to obtain an initial overview of the media's effectiveness in the learning process. Thus, the resulting product has gone through a structured and systematic evaluation stage (Alsaleh, 2021).

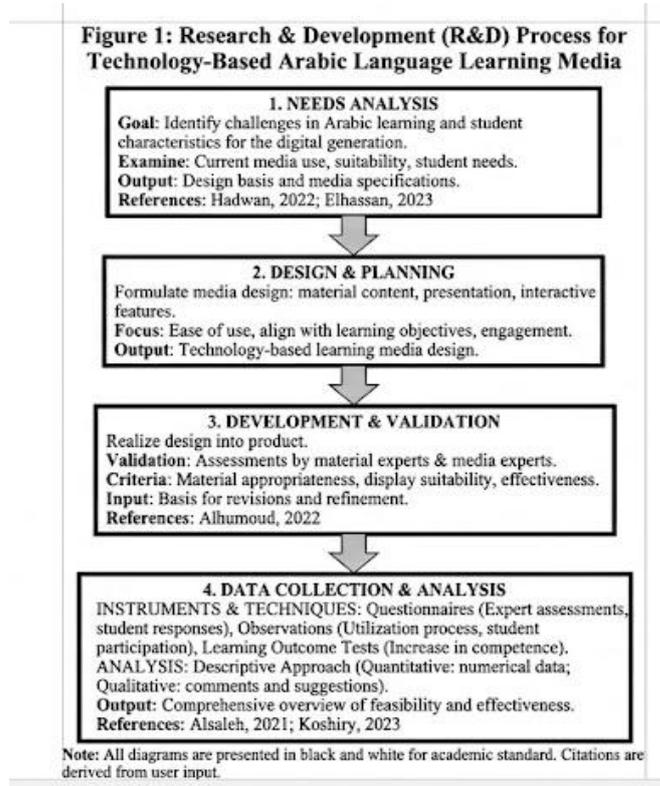


Figure 1. Research Flow

Data collection in this study was carried out through questionnaires, observations, and learning outcome tests. The questionnaires were used to obtain information regarding expert assessments and student responses to the developed media. Observations were conducted to monitor the media utilization process in learning and the level of student participation. The

learning outcome tests served to measure the increase in student competency after utilizing the learning media. The collected data were analyzed using a descriptive approach, both quantitative and qualitative. Quantitative analysis was applied to process numerical data, while qualitative analysis was used to interpret data in the form of comments and suggestions. By applying this analytical approach, the study is expected to provide a comprehensive overview of the feasibility and effectiveness of technology-based Arabic language learning media (Koshiry, 2023).

RESULTS AND DISCUSSION

The research results show that the development of technology-based Arabic language learning media begins with a systematic needs analysis. This stage aims to evaluate current learning conditions, identify the characteristics of the digital generation, and identify challenges faced by both students and educators. Initial findings indicate that Arabic language learning still uses conventional methods with limited media utilization. This situation results in low learning motivation and suboptimal student learning outcomes. Furthermore, the needs analysis indicates that students are more attracted to interactive and visual media. Therefore, the development of technology-based media is considered relevant to meet the demands of modern learning. This stage serves as the main foundation for designing media that aligns with the characteristics of the digital generation.

Based on the findings of the needs analysis, the next step was to design technology-based Arabic language learning media. The media design was carried out by considering learning objectives, material structure, visual appearance, and the level of interactivity that can encourage student engagement. The design results showed that the media was structured and easily accessible, making it easier for students to understand the Arabic language material. The developed design emphasized the use of audio-visual elements to increase interest in learning. Furthermore, an evaluation feature was included to allow students to independently measure their understanding. With comprehensive design planning, the developed media is expected to improve the quality of the learning process. This design stage serves as a link between needs analysis and product development.

The product development stage involves implementing the media design into a technology-based learning medium ready for use in Arabic language learning. The developed media includes learning materials, exercises, and evaluations tailored to the students' ability levels. After the product is completed, a validation process is conducted by subject matter and media experts to assess the appropriateness of the media's content and presentation. This validation aims to ensure that the media meets applicable academic and pedagogical standards. Next, the media, refined based on the validation results, is subjected to a limited trial with students. This trial aims to obtain initial information regarding the media's practicality and effectiveness in learning. The overall results of these stages are summarized in the following table.

Table 1. Results of Analysis of Learning Media Development Stages

Research Stages	Assessment Indicators	Key Results
Needs Analysis	Suitability to student characteristics	Technology-based media is very much needed
Media Design	The attractiveness of the appearance and structure	The design is considered attractive and systematic.

Product Development	of the material Suitability of media content and features	Products according to learning objectives
Expert Validation	Material and media suitability	Very worthy category
Limited Trial	Student responses and learning outcomes	Motivation and learning outcomes increase

The table shows that each development stage yielded positive and complementary results. The needs analysis emphasized the importance of utilizing technology-based media in Arabic language learning. Systematic media design supported the delivery of material in a more engaging manner. During the product development stage, the media was successfully implemented according to the initial design. Validation results from material and media experts indicated that the learning media was highly suitable for use. Furthermore, limited trials demonstrated increased student motivation and learning achievement. Thus, the table comprehensively illustrates the success of each stage of this research.

The evaluation results by material experts indicate that the Arabic language learning content presented in the media aligns with the curriculum and learning objectives. The material is systematically structured to ensure easy understanding by students. Furthermore, validation by media experts confirms that the media's appearance, navigation, and interactivity meet the principles of instructional design. These two validation results place the media in the highly suitable category for use in the learning process. The experts' positive assessments demonstrate that the media not only meets technical requirements but is also pedagogically relevant, strengthening its position as an effective learning tool. With a high level of suitability, this media is ready for wider implementation.

Figure 1: EVALUATION OF KEY RESEARCH STAGES FOR ARABIC LEARNING MEDIA DEVELOPMENT

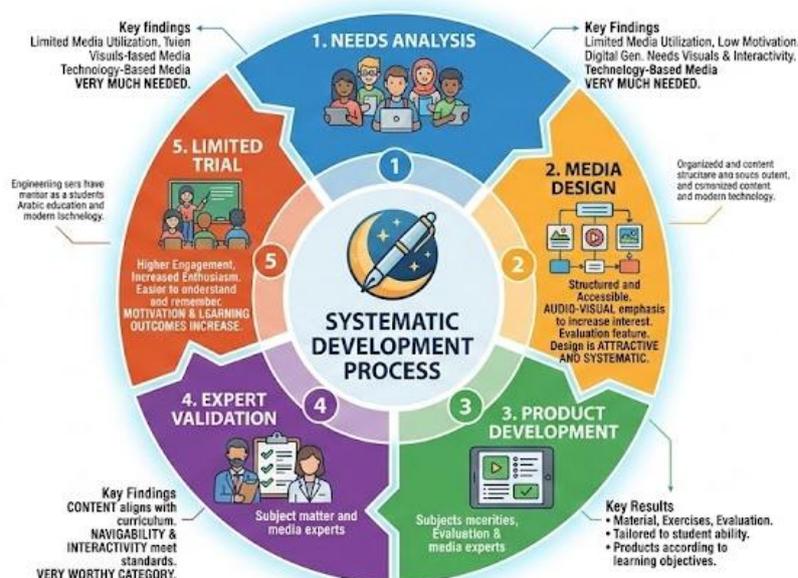


Figure 2. Conclusions of the research results

The results of a limited trial with students indicated that the implementation of technology-based learning media had a positive impact on learning motivation. Students demonstrated higher engagement and increased enthusiasm during the Arabic language

learning process. The interactive media was able to capture students' attention and encourage their active participation in learning activities. In addition to increased motivation, the learning evaluation results also showed an increase in academic achievement after using this media. Students found it easier to understand the material and remember Arabic vocabulary. These findings confirm that technology-based learning media significantly contributes to improved learning outcomes. Therefore, the developed media has proven effective in supporting the learning process.

Overall, this study demonstrates that the development of technology based Arabic language learning media was carried out through systematic and measurable stages. Each process, from needs analysis to limited trials, demonstrated consistent and mutually supportive results. The developed media received highly satisfactory ratings from both subject matter and media experts. Furthermore, the use of this media was proven to increase student motivation and learning achievement. The research findings confirm that technology-based media is suited to the characteristics of the digital generation. Therefore, this media has great potential for application in Arabic language learning and makes a significant contribution to the development of technology-based learning innovations.

DISCUSSION

The results of this study indicate that developing technology-based Arabic language learning media is an appropriate step in adapting to changing student characteristics in the digital era. The digital generation has different learning tendencies than previous generations, particularly in terms of their preference for visual and interactive media. Integrating technology into learning media allows for a more dynamic and easier-to-understand presentation of Arabic language material (Joseph, 2021). This situation reflects the need for learning that requires active participation from students. Technology-based media serves not only as a tool but also as a means to create meaningful learning experiences. Therefore, implementing technology-based media is an appropriate strategy for improving the quality of Arabic language learning. The results of this study emphasize the importance of learning innovations that can adapt to current developments (Elbarazi, 2022).

The expert assessment results, which were categorized as very appropriate, indicate that the developed media meets academic and pedagogical criteria. The appropriateness of the material confirms that the Arabic language learning content is structured in line with the learning objectives and the students' ability levels. Furthermore, the media, display, navigation, and interactivity are optimally and effectively designed (Al-Laith, 2021). Technology integration allows for systematic and engaging presentation of material. This supports a conducive and non-monotonous learning environment. Substantially and technically appropriate media has the potential to increase the effectiveness of the learning process. Thus, expert validation results strengthen media's position as a quality learning tool (Revkin, 2021).

The increase in student learning motivation after implementing technology-based learning media reflects the positive impact of technology utilization in the learning process. Interactive media can capture students' focus and encourage their active participation during learning activities. The audio-visual features and interactive exercises provide a more diverse learning experience. Consequently, students' interest and enthusiasm in learning Arabic have increased (Luqman, 2021). High learning motivation is a crucial factor in successful learning. These findings indicate that technology can be leveraged to create more enjoyable learning

experiences. Thus, technology-based media plays a strategic role in increasing the learning motivation of the digital generation (Al-Issa, 2020).

In addition to increasing motivation, the use of technology-based learning media also improves student learning outcomes. Students demonstrated a better understanding of Arabic language materials after using the developed media. The systematic and interactive presentation of the material helped students grasp Arabic concepts and vocabulary (Musleh, 2022). Integrated evaluation within the media allows students to assess their abilities independently. This supports active and reflective learning. Improved learning outcomes demonstrate that the media is not only visually engaging but also academically effective. Thus, technology integration makes a significant contribution to achieving learning objectives (Al-Abbas, 2021).

The findings of this study also indicate that the development of technology-based learning media aligns with 21st-century learning principles. Learning that integrates technology encourages students to learn independently and creatively. The developed media provides space for students to explore the material at their own pace (Sati, 2025). This creates a more flexible and personalized learning process. Technology integration also allows learning to be more contextual and relevant to students' lives. Thus, technology-based learning media supports the creation of student centered learning. These findings underscore the importance of learning innovation in Arabic language education (R'Boul, 2022).

Overall, the discussion of the research findings confirms that integrating technology into Arabic language learning media can create a more interactive, engaging, and relevant learning process that meets the needs of the digital generation. The developed media has proven feasible, practical, and effective in improving student motivation and learning outcomes. These findings suggest that developing technology-based media is a strategic solution to address the limitations of conventional learning (Hopkyns, 2021). With the appropriate use of technology, Arabic language learning can be presented in a more innovative and adaptive manner. The results of this study provide an important contribution to the development of Arabic language learning in the digital age. Therefore, technology-based learning media is worthy of recommendation for wider implementation.

CONCLUSION

Based on the research results, it can be concluded that developing technology-based Arabic language learning media is a strategic step in addressing the challenges of learning in the digital era. The developed media was designed taking into account the characteristics of the digital generation, who tend to prefer interactive and technology-based learning. A systematic development process, from needs analysis to limited trials, resulted in media that aligns with Arabic language learning objectives. Validation by material experts and media experts indicates that the media is highly suitable for use. These findings confirm that technology integration can improve the quality of learning material presentation. Thus, technology-based learning media can be used as an innovative alternative in Arabic language learning.

The research results also show that the use of technology-based Arabic language learning media has a positive impact on student motivation and learning outcomes. Interactive and engaging media can increase student engagement in the learning process. The varied presentation of material helps students understand Arabic concepts and vocabulary more effectively. Furthermore, integrated evaluation features allow students to assess their learning

abilities independently. The increased motivation and learning outcomes demonstrate that the media is not only visually appealing but also pedagogically effective. Thus, technology-based learning media has been proven to support the achievement of Arabic language learning objectives. These findings reinforce the relevance of using technology in Arabic language learning.

Overall, this study concludes that technology-based Arabic language learning media is effective as an innovative alternative to improve the quality of Arabic language learning in the digital era. The developed media is able to address learning needs relevant to technological developments and the characteristics of the digital generation. The findings of this study provide an important contribution to the development of innovative Arabic language learning in educational institutions. The application of technology-based media is expected to encourage more interactive, engaging, and meaningful learning. Therefore, technology-based learning media is worthy of implementation and further development. This conclusion underscores the importance of continuous innovation in Arabic language learning.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Claude to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) Carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests of personal relationships that could have appeared to influence the work reported in this paper.

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