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Research Article

Implementation of Communicative Arabic Language Skills Based on TBL (Technology- Based Learning) for Students of Mti Tanjung Barulak and Ppti Malalo Tanah Datar

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Abstract

The low communicative Arabic speaking skills of madrasah and Islamic boarding school students remain a major challenge due to the dominance of grammar-oriented instruction, particularly nahwu and sharaf, and the limited availability of contextual oral practice. This condition was also identified among students of MTI Tanjung Barulak and PPTI Malalo, Tanah Datar Regency, who experienced difficulties in expressing ideas orally in Arabic. This study employed a descriptive evaluative design within a community service-based research framework to implement and assess a Technology-Based Learning intervention for improving students' communicative Arabic speaking skills. The intervention was carried out through structured mentoring, guided training, interactive conversation exercises, audio-visual learning, dialogue simulations, and simple digital content production. The program was implemented in two stages: face-to-face activities and intensive mentoring. The participants consisted of 50 students from both institutions. The findings indicated observable improvements in students' confidence, fluency, active participation, and motivation in Arabic speaking activities. Teachers and students perceived the TBL approach as more relevant, engaging, and contextual than conventional methods because it provided students with more meaningful opportunities to practice Arabic communication. The integration of technology with communicative learning also supported the creation of a more interactive learning environment. The study concludes that TBL-based communicative Arabic learning has the potential to strengthen students' maharah al-kalam and may serve as an alternative instructional model for similar madrasah and Islamic boarding school contexts.

Keywords: language skills, technology based learning (tbl), maharah al-kalam

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INTRODUCTION

Arabic is an important international language for Muslims, alongside English and Chinese. Arabic is required for madrasa students as aactive communication skills with each other in class or outside class (Moshayedi et al., 2026). However, in the field, students still experience difficulties in using Arabic communicatively because the teaching approach focuses more on grammatical aspects (nahwu and sharaf) (Hao, 2026), rather than speaking skills (maharah al-kalam).

However, in reality, students' Arabic language skills, particularly in the communicative aspect, are still very low. This is due to several factors, including a learning approach that is still predominantly theoretical and focuses on memorizing grammar (nahwu and sharaf), rather than practicing communicative language (Fredy et al., 2026). Students tend to only memorize vocabulary and analyze sentence structure, but are not accustomed to speaking or engaging in dialogue in Arabic (Lo & Lin, 2026). As a result, they struggle to express their thoughts or ideas verbally in the language, both in the classroom and outside the school environment.

Therefore, this study aims to implement and evaluate Technology-Based Learning as an instructional approach for developing students' communicative Arabic speaking skills at MTI Tanjung Barulak and PPTI Malalo (Nursaadah et al., 2026). Specifically, this study examines how the integration of digital media, interactive dialogue, and contextual speaking activities supports students' confidence, fluency, and active participation in Arabic oral communication.

On the other hand, developments in information and communication technology have opened up significant opportunities in the world of education. Today's generation of students are digital natives, highly familiar with various technologies such as smartphones, social media, learning apps, and online communication platforms (Laura-De La Cruz et al., 2026). They are accustomed to quickly accessing information, learning visually and interactively, and are more comfortable using digital devices in their daily lives (Escorcia-Gutierrez et al., 2026). This presents significant potential that can be leveraged to support communicative Arabic language learning through a Technology-Based Learning (TBL) approach.

The TBL approach is a learning approach that integrates computer technology into the teaching and learning process. This approach utilizes various digital media such as learning videos, mobile applications, interactive audio, and online communication platforms (Zoom, WhatsApp, Google Meet, Telegram, etc.) to create a more enjoyable, flexible, and effective learning experience (Du et al., 2026). In the context of Arabic language learning, TBL allows students to practice listening (istima'), speaking (kalam), and reading (qira'ah) through various authentic and communicative digital formats.

Students can practice conversation using voice notes on WhatsApp, create interactive videos and presentations in Arabic, take interactive quizzes on Kahoot or Quizizz, and learn independently using apps like Duolingo or Arabic YouTube channels (Xu et al., 2026). This way, Arabic learning is no longer confined to classrooms and textbooks, but rather more dynamic and relevant to students' real lives.

The implementation of TBL in Arabic language learning also aligns with the Ministry of Religious Affairs' policy of encouraging digital-based learning innovation in madrasas through the Madrasah Digital and Madrasah Reform programs of the Madrasah GTK Directorate (2021). This emphasizes the importance of Arabic language teachers adapting to current developments and delivering technology-based learning while remaining aligned with curriculum objectives and Islamic values.

Based on the above, the development of communicative Arabic language skills based on TBL is crucial for implementation at the MTI Tanjung Barulak Islamic Boarding School and the PPTI Malalo Islamic Boarding School in Tanah Datar Regency. In addition to addressing the challenge of students' low speaking skills, this approach can also increase student motivation, creativity, and courage in actively expressing their ideas in Arabic. The implementation of this program is expected to become an innovative model that can be replicated in other Islamic schools, to support the improvement of the quality of Arabic language education nationally.

RESEARCH METHOD

Research Design

This study adopted a descriptive evaluative design within a community service-based research framework to implement and assess a Technology-Based Learning intervention for improving students' communicative Arabic speaking skills. The intervention was conducted through structured mentoring, guided training, communicative speaking practices, and the integration of digital media to facilitate meaningful Arabic oral interaction. This design enabled the researchers to examine both the implementation process and the observed changes in students' confidence, fluency, participation, and ability to communicate in Arabic. Activities are designed in the form of interactive conversation exercises, contextual dialogue simulations, and the use of audio-visual media to practice listening and speaking skills (Huang et al., 2026). The use of digital technology, such as Arabic conversation videos, audio recordings, and digital device-based exercises, is intended to create a more authentic, engaging learning environment that aligns with the characteristics of students as a digital generation. This pattern aligns with the communicative mentoring model implemented in PKM activities, which emphasizes hands-on practice over mastery of grammar theory alone.

Research Target/Subject

The subjects in this activity numbered approximately 50 students from MTI Tanjung Barulak and PPTI Malalo, Tanah Datar Regency.

Research Procedure

Research data was obtained through observation of student activities, documentation of the results of communicative practices, and reflection on changes in students' confidence and fluency in Arabic during the activity. Thus, this method functions not only as a learning strategy, but also as an empowerment approach that encourages students to use Arabic actively and contextually in their learning environment.

Instruments, and Data Collection Techniques

The selection of subjects was based on the students' need to strengthen their communicative Arabic speaking skills, as found in initial observations and evaluations of the PKM activities. All students were actively involved in every stage of the activity, both in individual and collaborative exercises, with direct guidance from the implementation team.

RESULTS AND DISCUSSION

The results of the implementation of communicative Arabic language skills based on Technology-Based Learning (TBL) for students at MTI Tanjung Barulak and PPTI Malalo in Tanah Datar Regency showed significant changes in the affective aspects and students' speaking skills. Based on observations during the implementation of the activities on November 8 and 15, 2025, students who were previously passive and reluctant to speak in Arabic began to show courage to participate in simple dialogues. This improvement was evident in the students' readiness to respond to instructions, try to pronounce vocabulary, and interact with peers using communicative Arabic. This change in attitude is an early indicator of the success of the TBL approach in building students' self-confidence. The courage to speak emerged along with the use of digital media that is more familiar to students. The learning

environment became more inclusive and non-pressuring, so students felt safe to try and make mistakes. These results indicate that technology can play a role as a psychological mediator in language learning.

From the aspect of fluency, the results of the activities showed an increase in students' ability to construct simple utterances in a more coherent and spontaneous manner. Students who participated in the mentoring actively showed progress in pronouncing everyday Arabic expressions without relying too much on written texts. This was seen when students practiced conversations through dialogue simulations, voice notes, and direct practice facilitated by a team of lecturers from the Arabic Language Education Study Program at UIN Mahmud Yunus Batusangkar, including Dr. Devy Aisyah, M.Ag., Dr. H. Kamaluddin, MA, and Dr. H. Akhyar Hanif, M.Ag. Students' fluency developed along with the frequency of technology-based exercises that were repetitive and contextual. Digital media allowed students to hear, imitate, and practice Arabic simultaneously. Thus, speaking skills were no longer theoretical, but became real communicative practices.

Student activity during the learning process also experienced a significant increase. Of the approximately 50 students participating in the activity, the majority were actively involved in discussions, dialogue practices, and technology-based assignments. This activity was demonstrated through participation in group activities, courage to ask questions, and enthusiasm in following the instructions of the resource person and mentor. Students were not merely passive listeners, but acted as directly involved learning subjects. TBL-based activities such as the use of interactive videos, digital conversation exercises, and the preparation of products in the form of Arabic pocket books encouraged student engagement cognitively and socially. This activity is an indicator that learning has shifted from teacher-centered to student-centered. These results indicate that the TBL approach is effective in creating participatory and meaningful learning. The following are the activities of Mti Tanjung Barulak and Ppti Malalo Tanah Datar students in TBL-Based Communicative Arabic Skills (Technology-Based Learning):

Figure 1. Figure Activities of MTI Tanjung Barulak and Ppti Malalo Tanah Datar Students in TBL-Based Communicative Arabic Skills (Technology-Based Learning)

In addition to improving speaking skills, the results of the activity also showed an increase in students' motivation to learn Arabic. Based on the evaluation results and questionnaires distributed after the activity, the majority of students stated that technology-based Arabic learning felt more interesting and enjoyable than conventional methods. Students felt that learning was no longer monotonous because it was presented through media that was close to their lives as digital generations. Motivation to learn increased along with the emergence of curiosity and interest in the use of technology in the learning process. Students

became more enthusiastic about participating in activities until the end of the session. This indicates that TBL contributes positively to students' intrinsic motivation in learning Arabic.

Teachers' assessments of the program's implementation showed a very positive response. Arabic language teachers at MTI Tanjung Barulak and PPTI Malalo assessed that the TBL approach was more relevant to students' current needs. According to teachers, conventional methods, which previously focused on grammar and grammar, had not been able to encourage students to communicate actively. Through TBL, teachers observed significant changes in students' attitudes and abilities in speaking Arabic. Teachers also acknowledged that this approach provided new inspiration for designing more innovative learning. These results reinforce the finding that TBL impacts not only students but also teachers' teaching paradigms.

Overall, the results of the program implementation show that the integration of technology in communicative Arabic language learning has a comprehensive positive impact. Increased courage, fluency, activeness, motivation, and student participation are indicators of the success of this PkM activity. The activity carried out by the consortium team of the Arabic Language Education Study Program, FTIK UIN Mahmud Yunus Batusangkar in 2025 successfully addressed the problem of students' low oral communication skills. These results confirm that TBL is an effective approach to improving the quality of Arabic language learning in Islamic boarding schools. Thus, this program has the potential to become an innovative learning model that can be replicated in other madrasas. This success demonstrates that Arabic language learning needs to continue to be directed towards a technology-based communicative approach.

The findings of this study indicate that the application of communicative Arabic language skills based on technology-based learning significantly contributes to increasing students' speaking confidence. Confidence is an important psychological factor in foreign language learning, particularly Arabic, which is often considered difficult and intimidating by students (Han et al., 2026). Technology integration can reduce language anxiety because students interact through media

They are already familiar with. A more flexible and non-intimidating learning environment encourages students to try speaking without fear. These results reinforce the view that language learning is not only related to mastering structure, but also managing students' affective aspects (Liu et al., 2026). Thus, TBL acts as a facilitator that supports students' courage in communicating.

Improved student fluency can be explained by the characteristics of TBL, which emphasizes repeated practice and the use of language in real-life contexts. Digital media allows students to hear authentic language models, imitate pronunciation, and practice directly. This process accelerates the internalization of everyday vocabulary and expressions (Hasanudin et al., 2026). Compared to conventional learning which focuses on memorizing rules, this approach provides more space for the functional use of language.(Laura-De La Cruz et al., 2026)This finding aligns with the principles of communicative learning, which positions language as a tool for communication, not merely an object of study (Garcia-Pineda et al., 2026). Therefore, technology integration strengthens the effectiveness of a communicative approach to Arabic language learning.

Increased student engagement demonstrates that TBL is capable of creating student-centered learning. In the context of MTI Tanjung Barulak and PPTI Malalo, previous learning tended to be one-way and provided little space for interaction. Through TBL, students are directly involved in various technology-based activities that require active participation (Mutee et al., 2026). This activeness reflects students' cognitive and social engagement during learning. Learning is no longer limited to listening to teacher explanations, but involves exploration and collaboration. Thus, TBL supports the creation of a dynamic and interactive learning environment.

Increased student learning motivation is a logical implication of learning that is relevant to the characteristics of the digital generation. Today's students tend to learn through visual, audio, and interactive media. When Arabic language learning is presented through an approach that suits their learning styles, interest and motivation increase. High motivation contributes to the sustainability of the learning process and the achievement of more optimal results. These findings confirm that technology-based learning innovation is not merely a complement, but a necessity in the context of modern education (Garcia-Pineda et al., 2026). Therefore, teachers need to continue developing digital competencies in Arabic language learning.

The teachers' positive response to the TBL approach demonstrates an awareness of the need for a paradigm shift in Arabic language learning. Teachers are no longer positioned as the sole source of knowledge, but rather as facilitators who guide students through the learning process. This approach provides opportunities for teachers to develop more creative and contextual learning strategies. Teacher involvement in this program also contributes to increased professionalism and learning innovation (Hua et al., 2026). These findings reinforce the importance of collaboration between university lecturers and madrasah teachers in improving the quality of education. Thus, the Community Service Program (PKM) impacts not only students but also teachers' capacity building.

Conceptually, the results of this study show that the integration of technology with a communicative approach creates an interactive and meaningful learning environment (Trevisan et al., 2026). TBL allows for authentic interaction, collaboration, and reflection in Arabic language learning. This learning environment supports the holistic development of students' communicative competence. This discussion emphasizes that Arabic language learning in the digital era needs to be directed towards an adaptive and contextual approach. The implementation of TBL in communicative Arabic language learning has proven effective in addressing the challenge of students' low speaking skills (Al-Emran et al., 2026). Therefore, this approach deserves sustainable development as an innovative learning model in madrasas and Islamic boarding schools.

CONCLUSION

Based on the results of the implementation and evaluation of community service activities carried out by the Arabic Language Education Scientific Group Team of the Faculty of Tarbiyah and Teacher Training, UIN Mahmud Yunus Batusangkar, chaired by Dr. Devy Aisyah, M.Ag with Dr. H. Akhyar Hanif, M.Ag as the person in charge, it can be concluded that The implementation of Technology-Based Learning contributed to improvements in students' communicative Arabic speaking skills, particularly in terms of confidence, fluency, active participation, and willingness to engage in simple Arabic conversations of students of MTI Tanjung Barulak and PPTI Malalo, Tanah Datar Regency. The implementation of activities that took place on November 8 and 15, 2025, involving around 50 students showed positive changes in students' courage, fluency, and confidence in using Arabic orally. The use of digital media such as interactive conversation exercises, direct mentoring, and the use of supporting products in the form of practical daily Arabic pocket books/dictionaries provided a more contextual and communicative learning experience compared to the previously dominant conventional grammatical approach.

Furthermore, the results of the activity showed that the TBL approach not only contributed to improving students' speaking skills, but also strengthened their learning motivation and active participation in the Arabic language learning process. The mentoring carried out by lecturers and students of the Arabic Language Education Study Program, including Dr. H. Kamaluddin, MA, Dr. HM Yusuf Salam, MA, Dr. H. Nurlaila, MA, Amelia, MA, and other teams, succeeded in creating an interactive, collaborative, and relevant learning atmosphere with the characteristics of the digital generation. Thus, the implementation of TBL-

based communicative Arabic language skills has the potential to be an innovative learning model that is not only effective in MTI Tanjung Barulak and PPTI Malalo, but can also be replicated in other madrasas and Islamic boarding schools as a strategic alternative in improving the quality of Arabic language learning that is oriented towards communicative competence.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work the author(s) used used ChatGPT to assist in improving grammar, language quality, and overall readability of the text. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

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AUTHOR CONTRIBUTIONS

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

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

Author 6: Other contribution; Resources; Visuali-zation; Writing - original draft.

DECLARATION OF COMPETING INTEREST

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

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