

Transforming Arabic Language Learning through Islamic Online Technology: A Case Study at MA Darul Muhajirin Praya Lombok

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Abstract

Although the integration of digital technology in language education has received increasing scholarly attention, comprehensive research on Islamic online technology in Arabic language learning remains limited, particularly in madrasah contexts where technological innovation must align with Islamic educational values. This study aims to explore the forms of technological integration in Arabic language instruction, examine teachers' and students' responses to digital innovation, and analyze the contribution of Islamic online technology to improving Arabic language learning while preserving Islamic values at MA Darul Muhajirin Praya Lombok. Employing a qualitative descriptive case study design, the study involved 28 participants, with data collected through semi-structured interviews, classroom observations, and document analysis and analyzed using thematic analysis. The findings indicate that Islamic online technology was systematically integrated through digital learning platforms, blended online instructional strategies, and interactive multimedia tools. Teachers and students reported positive perceptions of usefulness, ease of use, and increased learning engagement, although challenges related to internet connectivity and digital access remained evident. The findings further show that Islamic online technology improved students' Arabic language skills, expanded learning accessibility and flexibility, and supported the preservation of Islamic educational values through supervised digital content and value-oriented instructional practices. The study concludes that Islamic online technology

functions as both an effective pedagogical innovation and a strategic mechanism for sustaining Islamic educational identity in Arabic language learning. These findings contribute to the literature on digital pedagogy and Islamic education and offer a contextual model for digital transformation in madrasah-based Arabic language instruction. Future research should conduct multi-site and longitudinal investigations to examine the sustainability of broader implementation.

Keywords: Arabic Language Learning; Digital Pedagogy; Digital Transformation; Islamic Educational Values; Islamic Online Technology

INTRODUCTION

The rapid advancement of digital technology has significantly transformed language education worldwide, including the field of Arabic language learning. The integration of digital platforms, interactive multimedia, and asynchronous learning environments has shifted traditional pedagogical approaches toward more flexible, adaptive, and learner-centered models. This transformation has become a global concern because technology-enhanced learning is considered capable of improving students' learning experiences through contextualized and personalized instructional processes (Lathifah et al., 2025). In parallel, the emergence of Artificial Intelligence (AI) in Arabic language education has attracted international scholarly attention due to its potential to support personalized, interactive, and needs-based instruction. However, its implementation requires careful pedagogical supervision to ensure that humanistic educational values and Islamic ethical principles remain preserved within digital learning environments (Satrio, 2025).

Within the broader context of Islamic education, digital transformation presents both opportunities and challenges. Islamic educational institutions across the globe are currently striving to maintain equilibrium between technological innovation and the preservation of Islamic values. Digital transformation is increasingly viewed as essential for responding to the demands of Society 5.0, yet concerns remain regarding its potential impact on learning culture and traditional pedagogical authority (Rohana et al., 2026). This challenge is particularly significant in Arabic language education, where linguistic competence is not solely an academic objective but also closely connected to Islamic intellectual traditions and religious literacy. As noted by Ahmad and Gad, (2023), effective Arabic instruction requires attention to both classroom and non-classroom activities, encouraging students to use Arabic

in research, listening, reading, writing, and speaking both inside and outside formal learning spaces. Furthermore, Ahmed and Gad, (2024) emphasize that the integration of Arabic language use inside and outside the classroom is essential, as conventional classroom-based instruction alone is often insufficient for achieving meaningful language proficiency.

At the national level, Indonesia has experienced substantial transformation in Arabic language education due to globalization and digital technological development. The adoption of online applications, digital learning media, and technology-based educational platforms has created new opportunities for improving access to and effectiveness of Arabic instruction in madrasahs and pesantren (Husein et al., 2025). Digital media utilization in Arabic learning continues to expand, yet several challenges persist, including implementation effectiveness, digital literacy limitations, and difficulties in integrating modern technology with Islamic educational values (Muzakki et al., 2025). Previous studies have demonstrated that digital learning media can significantly enhance students' motivation because instructional materials are delivered visually, interactively, and more attractively than conventional teaching methods (Nuzuli & Afrah, 2024). In addition, technology integration in Islamic education serves not only to improve students' academic performance but also to strengthen Islamic values through adab-oriented instruction, tahfidz activities, and Islamic digital literacy (Ahmadi & Saad, 2024). Hazrah and Harisca, (2026) further argue that technology-based Arabic learning models can foster more innovative and communicative instructional processes that align with the characteristics of today's digital generation. This perspective is supported by Baity, (2024), who emphasizes that Arabic language education in the Society 5.0 era requires more inclusive and adaptive curricula to ensure optimal technological utilization without diminishing the humanistic dimensions of education. Similarly, Hanifa and Sopian, (2025) found that digital technology assists students in improving vocabulary mastery, reading comprehension, and grammatical understanding through interactive learning applications.

Despite these advancements, Arabic language learning continues to encounter substantial pedagogical challenges. Students frequently demonstrate negative learning attitudes, low motivation, and limited interest in Arabic courses due to monotonous instructional approaches and unsupportive language environments (Akla, 2021). The widespread use of smartphones among Arabic second-language learners offers promising opportunities to address these issues, as learners and teachers increasingly rely on social media applications such as YouTube and WhatsApp to facilitate Arabic language learning (Alqarni et al., 2020). Moreover, the implementation of Islamic Religious Education aims to

cultivate students' understanding, internalization, and consistent application of Islamic teachings in daily life, making the integration of technology within Arabic instruction a strategic pathway for fostering both linguistic competence and Islamic character development (Djazilan & Hariani, 2022).

Several previous studies have investigated digital transformation in Arabic language learning. Alfulana et al., (2025) highlighted the urgency of digital technology transformation in Arabic education, demonstrating that digital media and technology-based learning strategies enhance student engagement and instructional effectiveness. Nuraman, (2025) reported that e-learning implementation in Arabic classrooms positively influenced students' learning outcomes by making instruction more innovative and accessible. Putri et al., (2025) examined technology integration in Islamic educational institutions and found that digital tools improved learning motivation, communication effectiveness, and instructional quality. Similarly, Maqayis et al., (2023) showed that the use of Canva significantly improved students' vocabulary acquisition, concentration, and motivation. Izzan et al., (2025) further demonstrated that Learning Management System (LMS) platforms such as Moodle and Google Classroom enhanced instructional flexibility, resource accessibility, and student participation in Arabic learning.

Initial observations conducted at MA Darul Muhajirin Praya Lombok revealed that Arabic language instruction had begun to integrate Islamic online technology as part of the school's ongoing digital transformation initiative. Classroom observations showed that teachers utilized digital devices such as LCD projectors, smartphones, and internet-based learning platforms to support instructional delivery, particularly for presenting Arabic vocabulary, dialogue materials, and multimedia learning content. Students were observed actively accessing learning materials through digital platforms, participating in interactive quizzes, and responding positively to audio-visual Arabic learning resources. The school environment also reflected institutional support for technology integration through the availability of wireless internet access and digital classroom facilities. However, several initial challenges were identified, including occasional internet connectivity disruptions and varying levels of students' digital readiness (Observation March 2, 2026). These preliminary observations indicated that Islamic online technology had become an integral component of Arabic language learning at the madrasah, providing a relevant foundation for further investigation into its pedagogical impact and its role in preserving Islamic educational values.

Although these studies provide valuable insights, they primarily focus on general digital integration, platform effectiveness, or specific media applications. Limited attention has been given to how Islamic online technology can comprehensively transform Arabic language learning within a madrasah context while preserving Islamic pedagogical values. This indicates a significant research gap, particularly regarding context-specific implementation in Islamic secondary education institutions such as MA Darul Muhajirin Praya Lombok.

This study addresses this gap by drawing upon several foundational theoretical perspectives. The Technology Acceptance Model (TAM) proposes that “perceived usefulness and perceived ease of use are fundamental determinants of user acceptance” (Davis, 1989), providing a framework for understanding students’ and teachers’ acceptance of Islamic online learning platforms. Sociocultural Theory asserts that “what the child is able to do in collaboration today he will be able to do independently tomorrow” (Vygotsky, 1978), highlighting the importance of collaborative scaffolding in digital Arabic learning environments. The Computer-Assisted Language Learning (CALL) perspective views technology as a pedagogical medium, emphasizing that “the computer is not a method but a medium” (Warschauer, 1996). Additionally, Connectivism suggests that “learning is a process of connecting specialized nodes or information sources” (Siemens, 2005), reinforcing the relevance of digital networking in contemporary Arabic language acquisition.

Grounded in these theoretical perspectives, this study explores how Islamic online technology transforms Arabic language learning at MA Darul Muhajirin Praya Lombok. Specifically, it seeks to investigate the forms of technological integration implemented in Arabic instruction, examine students’ and teachers’ responses to these digital innovations, and analyze how Islamic online technology contributes to enhancing Arabic language learning while maintaining Islamic educational values. The findings are expected to contribute to the growing discourse on digital transformation in Islamic education by offering a contextually grounded model for integrating technology into Arabic language pedagogy in madrasah settings.

METHODS

1. Research Approach and Design

This study employed a qualitative approach using a descriptive case study design to investigate the transformation of Arabic language learning through Islamic online technology at MA Darul Muhajirin Praya Lombok. The qualitative case study design was selected because it enabled the researchers to explore educational phenomena deeply within their natural setting and to examine how digital transformation was experienced by participants in authentic instructional contexts.

According to Creswell and Poth (2018), qualitative inquiry is particularly appropriate for exploring complex social and educational phenomena through participants' lived experiences and contextual meaning construction. Similarly, Merriam and Tisdell (2016) explain that case study design is especially suitable for investigating bounded educational systems in depth within their natural settings. Therefore, this design was considered suitable for examining how Islamic online technology transformed Arabic language learning practices within a madrasah context. The study focused on exploring the forms of technological integration, pedagogical adaptation, and participants' responses to digital transformation in Arabic language instruction during the 2025–2026 academic year.

2. Research Site and Duration

The research was conducted at MA Darul Muhajirin Praya Lombok, an Islamic senior secondary school located in Lombok, Indonesia. The institution was selected because it had implemented Islamic online technology in Arabic language learning through digital learning platforms, online communication systems, and multimedia-based instructional applications.

The study was conducted from March to April 2026. This period allowed sufficient time for field engagement, classroom observations, interviews, and document collection. As stated by Hardani et al. (2020), sufficient field engagement is essential in qualitative research because it enables researchers to gain deeper contextual understanding and ensure data credibility through direct interaction with participants and the research environment.

3. Participants and Sampling Technique

This study involved 28 respondents selected through purposive sampling. Purposive sampling was used because it allowed the researchers to select participants who had direct experience with the implementation of Islamic online technology in Arabic language learning.

The participants consisted of one head of madrasah, two Arabic language teachers, ten Grade X students, ten Grade XI students, four students' parents, and one school operator or information technology staff member. The inclusion of these participant groups was intended to obtain comprehensive perspectives regarding pedagogical implementation, institutional support, technological management, student learning experiences, and parental responses to digital Arabic learning.

Abdussamad (2021) noted that purposive sampling is commonly used in qualitative studies because it allows researchers to select information-rich participants who can provide relevant insights into the phenomenon being investigated. Likewise, Fadli (2021) emphasized that participant selection in qualitative educational research should prioritize relevance and depth of experience rather than statistical representativeness.

4. Research Instruments

The instruments used in this study consisted of semi-structured interview guides, observation sheets, and documentation analysis formats. The semi-structured interview guide was designed to explore participants' experiences, perceptions, and challenges related to Islamic online technology in Arabic language learning. Observation sheets were used to record classroom activities, teacher-student interaction, digital technology utilization, and student participation during instructional sessions. Documentation analysis focused on lesson plans, digital learning materials, institutional digital policies, and online learning records.

According to Moleong (2021), qualitative research instruments must be flexible and adaptive to capture naturally occurring educational phenomena comprehensively. Furthermore, Salim and Syahrums (2022) argued that combining multiple instruments strengthens data completeness and enables triangulation across different sources.

5. Data Collection Procedures

Data were collected through interviews, classroom observations, and documentation review from March to April 2026. The data collection process began with obtaining formal permission from the school administration. Following institutional approval, preliminary observations were conducted to understand the digital learning environment and identify patterns of Islamic online technology integration in Arabic instruction.

Semi-structured interviews were then conducted individually with all participant groups. Each interview lasted approximately 30 to 60 minutes and was documented using audio recording and field notes. Classroom observations were carried out during Arabic language learning sessions in Grade X and Grade XI classes. During these observations, the researchers documented instructional strategies, technological usage, interaction patterns, and student engagement.

The final stage involved collecting and reviewing relevant documents, including instructional plans, online learning records, digital teaching materials, and institutional policy documents. As explained by Riyanto and Hatmawan (2020), systematic data collection procedures are essential in qualitative studies to ensure consistency and generate trustworthy findings. Hardani et al. (2020) also emphasized that combining interviews, observations, and documentation allows researchers to capture educational phenomena more comprehensively.

6. Data Analysis Techniques

The collected data were analyzed using thematic analysis. This analysis involved several systematic stages: data organization, transcription, coding, categorization, theme development, interpretation, and conclusion drawing. All interview recordings were transcribed verbatim. Observation notes and documentation data were then organized according to thematic relevance. The researchers coded all data to identify recurring patterns related to technological transformation, Arabic pedagogical adaptation, student engagement, and Islamic educational value integration.

Miles, Huberman, and Saldaña (2020) emphasize that qualitative data analysis is an iterative process involving data condensation, data display, and conclusion drawing to generate meaningful interpretations. This analytical framework supported the thematic analysis process used to identify recurring patterns related to technological transformation and Arabic pedagogical adaptation. Similarly, Nugrahani (2021) explained that thematic analysis enables researchers to identify meaningful patterns systematically and generate comprehensive interpretations of educational phenomena. Thematic analysis was chosen because it enabled the researchers to interpret deeply how Islamic online technology transformed Arabic language learning at MA Darul Muhajirin Praya Lombok.

7. Trustworthiness of the Study

To ensure trustworthiness, this study applied credibility, transferability, dependability, and confirmability procedures. Credibility was established through triangulation of interviews, observations, and documentation, as well as member checking with selected participants. Transferability was ensured through detailed descriptions of the research setting and participant characteristics. Dependability was maintained through systematic documentation of all research procedures, while confirmability was achieved through reflective field notes and audit trail documentation.

Creswell and Poth (2018) argue that trustworthiness in qualitative research is established through credibility procedures such as triangulation, member checking, and prolonged engagement. In addition, Merriam and Tisdell (2016) emphasize that transparency in data collection and analysis procedures strengthens methodological rigor and enhances the validity of qualitative interpretations. Through these procedures, the study ensured methodological robustness and generated reliable findings regarding the transformation of Arabic language learning through Islamic online technology at MA Darul Muhajirin Praya Lombok.

RESULTS

1. Forms of Technological Integration in Arabic Language Instruction

a. Digital Learning Platforms and Applications

The findings revealed that MA Darul Muhajirin Praya Lombok had systematically integrated various digital learning platforms and applications into Arabic language instruction as part of its institutional digital transformation strategy. The implementation reflected the school's commitment to modernizing Arabic pedagogy while preserving Islamic educational principles.

Interview data with the principal indicated that the institutional policy explicitly encouraged the integration of Islamic online technology into classroom instruction. The principal explained that digital platforms were adopted not merely as technological innovations but as pedagogical tools designed to support meaningful Arabic language acquisition while maintaining Islamic values. As stated by the principal, "The madrasah encourages teachers to use Islamic online technology so that learning becomes more modern

while still maintaining Islamic values and students' character" (P01, Male, Principal, MA Darul Muhajirin Praya, Interview, March 25, 2026).

This institutional commitment was further evidenced through the provision of digital infrastructure, including internet access, multimedia projectors, computer laboratory facilities, and access to online learning platforms. The principal further emphasized that "the school provides Wi-Fi, computer laboratory facilities, and multimedia devices to support digital learning implementation" (P01, Male, Principal, MA Darul Muhajirin Praya, Interview, March 25, 2026). This finding was consistent with observational evidence showing that Arabic classrooms were equipped with LCD projectors and stable wireless connectivity, enabling teachers to access online instructional resources during learning sessions (Observation, March 27, 2026).

Document analysis also confirmed that the institutional digital learning policy formally required teachers to incorporate digital platforms into Arabic language instruction. The school's digital learning implementation guideline specifically outlined the integration of Islamic-based digital resources to strengthen both linguistic competence and religious literacy (Document Analysis, MA Darul Muhajirin Digital Learning Policy Guideline, 2026).

At the classroom level, Arabic language teachers consistently utilized multiple digital platforms to facilitate instructional delivery. One Arabic teacher explained that Google Classroom, Islamic YouTube channels, Quizizz, and digital Arabic dictionaries had become central components of daily instruction. He noted, "I use Google Classroom, Islamic YouTube, Quizizz, and digital Arabic dictionary applications in the learning process" (P02, Male, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026).

Similarly, another Arabic teacher reported the frequent use of Islamic learning applications and online Arabic instructional videos to support students' comprehension of Arabic dialogue and vocabulary. She explained that "technology helps students understand hiwar and mufradat more easily through online-based Arabic learning videos" (P03, Female, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026).

Student responses reinforced these findings. Grade X students reported that digital platforms made Arabic learning more engaging and accessible. One student stated, "I enjoy learning Arabic through online media because it is more interesting and easier to understand" (P04, Male, Grade X Student, MA Darul Muhajirin Praya, Interview, March 28, 2026). Grade XI students similarly reported frequent use of online learning videos and digital quiz

applications, which enhanced their participation in classroom activities (P14, Female, Grade XI Student, MA Darul Muhajirin Praya, Interview, March 29, 2026).

Observation data revealed that teachers routinely uploaded learning materials through Google Classroom before instructional sessions, allowing students to preview content independently. Students accessed digital materials through smartphones and actively participated in online quizzes administered during class sessions (Observation, April 2, 2026).

Technical support from the school's IT team also played a significant role in ensuring platform functionality. The school operator explained that Google Classroom, Zoom, and Quizizz were among the most frequently utilized digital platforms. He stated, "The platforms most frequently used are Google Classroom, Zoom, and Quizizz" (P28, Male, School IT Operator, MA Darul Muhajirin Praya, Interview, March 31, 2026).

These findings demonstrate that digital platform integration at MA Darul Muhajirin Praya was institutionally structured, pedagogically purposeful, and collaboratively supported by school leadership, teachers, students, and technical staff.

b. Online Instructional Strategies in Arabic Learning

The findings indicated that the integration of Islamic online technology significantly influenced instructional strategies employed in Arabic language teaching. Teachers shifted from conventional teacher-centered approaches toward more interactive, student-centered, and digitally mediated instructional practices.

Interview findings revealed that Arabic teachers adopted various online instructional strategies, including video-based explanation, asynchronous assignments, interactive discussion forums, and online formative assessment. One teacher explained, "Learning is conducted through explanatory videos, online exercises, and interactive discussions" (P02, Male, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026).

The implementation of asynchronous learning strategies allowed students to revisit instructional content independently outside classroom hours. This strategy strengthened self-regulated learning and expanded learning opportunities beyond formal classroom sessions. A Grade XI student explained, "Online learning helps me study independently anytime" (P14, Female, Grade XI Student, MA Darul Muhajirin Praya, Interview, March 29, 2026).

Teachers also implemented blended instructional approaches by combining direct classroom explanation with online reinforcement activities. Observation findings showed

that teachers introduced new Arabic vocabulary through face-to-face explanation and subsequently reinforced understanding through online quizzes and digital discussion forums (Observation, April 5, 2026).

The principal highlighted that these strategies were deliberately promoted to improve student comprehension and learning motivation. He stated, “Online technology is used to help students understand Arabic materials more easily through audio, video, and interactive learning” (P01, Male, Principal, MA Darul Muhajirin Praya, Interview, March 25, 2026).

Document analysis of Arabic lesson plans further confirmed the integration of blended online strategies, including digital task submission, video-assisted explanation, and online collaborative exercises (Document Analysis, Arabic Lesson Plan Archive, March–April 2026).

These findings suggest that online instructional strategies at MA Darul Muhajirin Praya represented a pedagogical transformation toward more flexible and student-responsive Arabic learning practices.

c. Integration of Multimedia and Interactive Tools

The findings further showed that multimedia and interactive tools played a central role in transforming Arabic language instruction. Teachers employed audio-visual resources, digital quizzes, interactive videos, and multimedia presentations to facilitate students’ understanding of Arabic linguistic concepts.

Teachers reported that multimedia resources were particularly effective for vocabulary acquisition and listening comprehension. One Arabic teacher stated, “Students’ vocabulary understanding improves because they can directly hear pronunciation through audio and video” (P02, Male, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026).

Similarly, another teacher explained that online video applications enhanced students’ understanding of Arabic dialogues and increased their confidence in participating during instruction. She stated, “Students become more confident in participating because technology makes Arabic learning easier to understand” (P03, Female, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026).

Student interviews strongly supported these findings. A Grade X student reported, “I understand mufradat more easily through online videos and audio” (P04, Male, Grade X

Student, MA Darul Muhajirin Praya, Interview, March 28, 2026). Likewise, a Grade XI student noted that “technology helps me understand Arabic conversations through online videos” (P14, Female, Grade XI Student, MA Darul Muhajirin Praya, Interview, March 29, 2026).

Classroom observations revealed that teachers frequently used PowerPoint presentations integrated with Arabic pronunciation audio, video demonstrations, and real-time digital quizzes to facilitate active participation (Observation, April 8, 2026). Students were observed responding enthusiastically during interactive quiz sessions, with high participation rates recorded across both Grade X and Grade XI classes.

Document analysis of digital instructional materials showed consistent use of multimedia-enhanced Arabic content, including pronunciation videos, vocabulary flashcards, grammar animation slides, and interactive comprehension exercises (Document Analysis, Arabic Digital Teaching Materials Repository, 2026).

These findings indicate that multimedia and interactive tool integration substantially enriched Arabic language instruction by increasing student engagement, improving linguistic comprehension, and fostering more dynamic learning experiences within an Islamic educational environment.

The triangulated findings regarding technological integration in Arabic language instruction are summarized in Table 1.

Table 1. Thematic Matrix of Technological Integration in Arabic Language Instruction at MA Darul Muhajirin Praya Lombok

Theme	Evidence Sources	Key Findings	Educational Contribution
Digital Learning Platforms and Applications	Interviews, observations, school policy documents	The use of Google Classroom, Zoom, Quizizz, Islamic YouTube, and digital Arabic dictionary applications was systematically integrated into Arabic instruction.	Increased accessibility to Arabic learning materials and supported structured digital instruction.
Online Instructional Strategies	Teacher interviews, classroom observations, lesson plans	Teachers implemented blended learning through explanatory videos, asynchronous assignments, online discussions, and digital formative assessment.	Promoted learner autonomy and more flexible student-centered learning.
Multimedia and Interactive Tools	Interviews, classroom observations, digital teaching materials	Audio-visual resources, interactive quizzes, and multimedia presentations were regularly utilized to facilitate Arabic language learning.	Improved vocabulary mastery, listening comprehension, and student engagement.

Table 1 demonstrates that the integration of Islamic online technology at MA Darul Muhajirin Praya Lombok was systematically implemented through three major dimensions: digital learning platforms, online instructional strategies, and multimedia interactive tools. The triangulated evidence from interviews, classroom observations, and document analysis indicates that platforms such as Google Classroom, Zoom, Quizizz, and Islamic YouTube were effectively utilized to support Arabic language instruction. These technologies facilitated more structured and accessible learning processes through blended instructional strategies, including asynchronous learning, online discussions, and digital assessment. Furthermore, the consistent use of multimedia resources significantly enhanced students' vocabulary acquisition, listening comprehension, and active participation, indicating that technological integration contributed positively to both instructional effectiveness and student-centered Arabic language learning.

2. Students' and Teachers' Responses toward Digital Innovation

a. Perceptions of Usefulness and Ease of Use

The findings revealed that both teachers and students perceived Islamic online technology as highly useful and relatively easy to use in Arabic language instruction. Participants consistently reported that digital innovation had simplified instructional delivery, facilitated access to learning materials, and improved students' comprehension of Arabic content.

Arabic language teachers emphasized that the digital platforms employed in the learning process were selected based on accessibility, functionality, and pedagogical relevance. One teacher explained, "These media are chosen because they are easy to use and able to increase students' participation" (P02, Male, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026). This perception reflected the practical compatibility of digital tools with instructional objectives.

Similarly, another teacher noted that digital applications significantly facilitated the explanation of Arabic language concepts, particularly in vocabulary and dialogue instruction. She stated, "Technology helps students understand hiwar and mufradat more easily" (P03, Female, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026). This finding indicates that the ease of accessing visual and auditory learning resources positively contributed to instructional clarity.

Student responses also reflected strong perceptions of usefulness. A Grade X student stated, “I enjoy learning Arabic through online media because it is more interesting and easier to understand” (P04, Male, Grade X Student, MA Darul Muhajirin Praya, Interview, March 28, 2026). Likewise, a Grade XI student reported, “Online technology makes me more active in learning Arabic” (P14, Female, Grade XI Student, MA Darul Muhajirin Praya, Interview, March 29, 2026).

The principal further emphasized that digital learning tools had practical value in supporting student understanding. He stated, “Online technology is used to help students understand Arabic materials more easily through audio, video, and interactive learning” (P01, Male, Principal, MA Darul Muhajirin Praya, Interview, March 25, 2026).

Observation findings confirmed these perceptions. Students were observed accessing digital materials independently through smartphones with minimal technical guidance, indicating a high level of operational familiarity with the platforms (Observation, April 6, 2026). Document analysis of platform usage records also showed consistent student access and active participation across online instructional sessions (Document Analysis, Google Classroom Activity Report, April 2026).

These findings suggest that both teachers and students perceived Islamic online technology as useful and accessible, contributing positively to the digital transformation of Arabic language instruction.

b. Learning Engagement and Instructional Adaptation

The findings indicated that digital innovation significantly increased student engagement while simultaneously requiring substantial instructional adaptation from teachers.

Teachers reported that digital tools created more interactive learning environments compared to traditional lecture-based approaches. One teacher observed, “Students appear more active when using online media compared to conventional lecture methods” (P02, Male, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026). This increased engagement was particularly evident during interactive quiz activities and multimedia-based vocabulary exercises.

Another teacher highlighted the motivational effect of digital instruction, explaining that “technology increases students’ learning interest because learning becomes more

attractive” (P02, Male, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026). Similarly, another teacher reported that digital instruction enhanced students’ confidence during Arabic learning sessions. She stated, “Students become more confident in participating in learning activities” (P03, Female, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026).

Students consistently reported heightened enthusiasm toward Arabic instruction. A Grade X student explained, “Technology makes me more enthusiastic because the learning process is not boring” (P04, Male, Grade X Student, MA Darul Muhajirin Praya, Interview, March 28, 2026). Likewise, a Grade XI student noted, “Technology helps increase learning motivation because the lessons become more interactive” (P14, Female, Grade XI Student, MA Darul Muhajirin Praya, Interview, March 29, 2026).

Observation data supported these interview findings. During multimedia-based learning sessions, students actively responded to digital quizzes, participated in online discussions, and demonstrated greater attentiveness during instructional explanations compared to conventional sessions (Observation, April 9, 2026).

However, teachers also described the need to adapt their instructional strategies to accommodate digital learning environments. They redesigned lesson delivery formats, prepared alternative offline materials, and developed flexible teaching methods to address technological limitations. One teacher explained, “I overcome these challenges by providing offline materials and alternative assignments” (P02, Male, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026).

Document analysis of revised lesson plans demonstrated increased incorporation of digital learning activities, multimedia integration, and blended instructional sequencing (Document Analysis, Revised Arabic Lesson Planning Documents, 2026).

These findings indicate that digital innovation not only increased student engagement but also stimulated pedagogical adaptation among Arabic teachers.

c. Challenges in the Implementation of Digital Learning

Despite the positive responses, the findings also revealed several challenges associated with the implementation of Islamic online technology in Arabic language learning. The most frequently reported challenge was unstable internet connectivity. The principal acknowledged this limitation, stating, “The main problem is usually internet connectivity,

and not all students have the same digital ability” (P01, Male, Principal, MA Darul Muhajirin Praya, Interview, March 25, 2026).

Teachers similarly reported technical difficulties during instructional implementation. One teacher explained, “The most frequent obstacle is unstable internet connection” (P02, Male, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026), while another noted that “the main challenge is limited internet quota among some students” (P03, Female, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026).

Student interviews further confirmed these challenges. A Grade X student reported, “The difficulty I usually experience is slow internet connection” (P04, Male, Grade X Student, MA Darul Muhajirin Praya, Interview, March 28, 2026). Similarly, a Grade XI student stated, “The obstacle I experience is limited internet signal at home” (P14, Female, Grade XI Student, MA Darul Muhajirin Praya, Interview, March 29, 2026).

Parents also identified connectivity and internet quota limitations as recurring obstacles. One parent explained, “The challenge we usually face is internet quota and network limitations” (P24, Female, Parent, Praya, Interview, March 30, 2026).

The school’s IT operator confirmed these technical concerns, stating, “The most frequent technical issue is unstable internet connectivity” (P28, Male, School IT Operator, MA Darul Muhajirin Praya, Interview, March 31, 2026).

Observation findings documented several interruptions during online learning sessions caused by delayed platform loading and temporary disconnection issues (Observation, April 12, 2026). Document analysis of technical support records showed repeated reports related to connectivity troubleshooting during the research period (Document Analysis, School Technical Assistance Logbook, March–April 2026).

Despite these challenges, the school demonstrated active mitigation efforts. Technical assistance, offline instructional alternatives, and infrastructure improvement initiatives were consistently implemented. The principal stated, “The school seeks to improve internet facilities and provide technological assistance to students” (P01, Male, Principal, MA Darul Muhajirin Praya, Interview, March 25, 2026).

These findings suggest that although digital implementation encountered infrastructural and access-related challenges, institutional responsiveness and adaptive

strategies enabled the continued effectiveness of Islamic online technology integration in Arabic language learning.

The responses of teachers and students toward digital innovation in Arabic language instruction are summarized in Table 2, highlighting perceptions of usefulness, engagement, and implementation challenges.

Table 2. Response Matrix of Students' and Teachers' Perceptions toward Digital Innovation

Response Dimension	Teachers' Responses	Students' Responses	Key Implication
Perceived Usefulness and Ease of Use	Teachers perceived digital platforms as accessible, practical, and effective for explaining Arabic concepts and facilitating instruction.	Students reported that digital technology made Arabic learning easier, more interesting, and easier to understand.	Indicates strong acceptance of Islamic online technology in Arabic language learning.
Learning Engagement and Instructional Adaptation	Teachers adapted instructional strategies through blended learning, digital assignments, and multimedia-supported instruction.	Students demonstrated increased motivation, active participation, and greater enthusiasm during digital learning sessions.	Enhanced instructional effectiveness and promoted student-centered learning.
Implementation Challenges	Teachers encountered unstable internet connectivity and addressed it by preparing offline materials and flexible learning alternatives.	Students experienced internet signal limitations and occasional difficulties accessing online learning resources.	Highlights the need for continuous infrastructural improvement and technical support.

Table 2 shows that both teachers and students responded positively to the implementation of digital innovation in Arabic language instruction at MA Darul Muhajirin Praya Lombok. The findings indicate that digital platforms were widely perceived as useful and easy to use, supporting more effective delivery of Arabic learning materials and improving students' comprehension. The integration of digital tools also increased student engagement and encouraged teachers to adopt more adaptive and student-centered instructional strategies. Although several challenges were identified, particularly related to internet connectivity and access limitations, the overall responses suggest that Islamic online technology contributed significantly to improving instructional effectiveness while promoting continuous pedagogical adaptation.

1. The Contribution of Islamic Online Technology to Arabic Language Learning Enhancement and Islamic Values Preservation

a. Improvement of Arabic Language Skills

The findings demonstrated that the implementation of Islamic online technology significantly contributed to the improvement of students' Arabic language skills, particularly in vocabulary acquisition, listening comprehension, reading fluency, and oral communication.

Teachers consistently reported noticeable improvement in students' linguistic performance following the integration of digital learning tools. One Arabic teacher explained that digital media had substantially improved students' vocabulary mastery because students could repeatedly access authentic pronunciation models through online audio and video resources. He stated, "Students' understanding of mufradat improves because they can directly hear pronunciation through audio and video" (P02, Male, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026).

Similarly, another teacher reported that online Arabic instructional videos significantly enhanced students' comprehension of conversational Arabic. She noted, "Technology helps students understand hiwar and mufradat more easily" (P03, Female, Arabic Teacher, MA Darul Muhajirin Praya, Interview, March 26, 2026). This indicates that digital resources provided repeated exposure to authentic Arabic linguistic input, thereby facilitating comprehension and retention.

Student responses strongly supported these findings. A Grade X student explained, "I understand mufradat more easily through online videos and audio" (P04, Male, Grade X Student, MA Darul Muhajirin Praya, Interview, March 28, 2026). Likewise, a Grade XI student stated, "Technology helps me understand Arabic conversations through online videos" (P14, Female, Grade XI Student, MA Darul Muhajirin Praya, Interview, March 29, 2026).

Observation findings revealed that students demonstrated increased responsiveness during listening comprehension activities and were able to respond more accurately during Arabic vocabulary recall sessions compared to earlier conventional learning sessions (Observation, April 14, 2026).

Document analysis of students' digital assignment submissions also showed improvement in vocabulary usage accuracy, sentence construction, and participation in Arabic interactive tasks throughout the research period (Document Analysis, Students' Arabic Digital Assignment Archive, April 2026).

The principal also affirmed the educational effectiveness of digital integration, stating that "Islamic online technology makes Arabic learning more effective and aligned with contemporary educational development" (P01, Male, Principal, MA Darul Muhajirin Praya, Interview, March 25, 2026).

These findings indicate that Islamic online technology contributed substantially to strengthening students' Arabic linguistic competence by providing richer exposure, repeated practice opportunities, and more accessible learning resources.

b. Enhancement of Learning Accessibility and Flexibility

The findings further revealed that Islamic online technology enhanced learning accessibility and instructional flexibility by enabling students to access Arabic learning materials beyond formal classroom settings.

Students consistently emphasized the convenience of reviewing learning materials independently outside school hours. A Grade X student stated, "Technology helps me study independently at home" (P04, Male, Grade X Student, MA Darul Muhajirin Praya, Interview, March 28, 2026). Similarly, a Grade XI student reported, "Online learning helps me learn independently anytime" (P14, Female, Grade XI Student, MA Darul Muhajirin Praya, Interview, March 29, 2026).

Parents also recognized this flexibility as a major benefit of digital learning implementation. One parent explained, "Technology helps my child understand the material because it can be reviewed again at home" (P24, Female, Parent, Praya, Interview, March 30, 2026). This suggests that digital learning extended instructional continuity beyond classroom hours and fostered home-based reinforcement of Arabic learning.

Teachers confirmed that online platforms enabled more flexible instructional arrangements. One teacher explained that digital systems allowed materials, assignments, and learning feedback to be accessed asynchronously according to students' learning pace. This flexibility was particularly useful when accommodating varying levels of student digital readiness.

Observation findings showed that students frequently revisited uploaded materials before classroom sessions and completed online exercises during non-classroom hours (Observation, April 16, 2026). Such practices reflected increased learner autonomy and self-directed engagement.

Document analysis of Google Classroom access logs indicated repeated student access outside formal school hours, particularly during evening periods, suggesting active independent learning behavior (Document Analysis, Google Classroom User Activity Record, April 2026).

The school's IT operator also confirmed that online platform accessibility had broadened learning opportunities. He noted, "Technology greatly supports the transformation of Arabic learning because students can access learning resources more flexibly" (P28, Male, School IT Operator, MA Darul Muhajirin Praya, Interview, March 31, 2026).

These findings demonstrate that Islamic online technology enhanced instructional accessibility by enabling continuous, flexible, and learner-centered Arabic learning experiences.

c. Maintenance of Islamic Educational Values in Digital Learning

A central finding of this study was that the integration of Islamic online technology successfully maintained Islamic educational values throughout the digital transformation process.

The principal emphasized that technological innovation was intentionally implemented within an Islamic pedagogical framework. He explained, "The madrasah encourages digital learning while ensuring that Islamic values and student character remain protected" (P01, Male, Principal, MA Darul Muhajirin Praya, Interview, March 25, 2026).

This value-based orientation was also reflected in the supervision of digital content selection. The school's IT operator explained, "The use of Islamic online media is supervised to ensure it remains aligned with Islamic educational values" (P28, Male, School IT Operator, MA Darul Muhajirin Praya, Interview, March 31, 2026).

Arabic teachers reported that they deliberately selected Islamic-oriented digital resources, including Arabic videos containing Islamic themes, Qur'anic linguistic examples, and educational content consistent with adab-centered instruction. One teacher noted that

the integration of technology was designed not merely to improve academic achievement but also to strengthen Islamic literacy and ethical awareness.

Parents expressed strong support for this supervised digital integration. One parent stated, “I always supervise gadget use so that it is used for learning purposes” (P24, Female, Parent, Praya, Interview, March 30, 2026). Another parent further emphasized the importance of continuous monitoring to ensure that online learning remains educationally and religiously appropriate.

Observation findings showed that Arabic digital learning sessions often incorporated Islamic greetings, Qur’anic references, and ethical discussion prompts integrated into instructional delivery (Observation, April 18, 2026). Document analysis of digital instructional materials confirmed the inclusion of Islamic-oriented examples, adab-related exercises, and Arabic texts drawn from Islamic sources (Document Analysis, Arabic Digital Content Repository, 2026).

Students also perceived this integration positively. They reported that digital Arabic learning remained aligned with the Islamic atmosphere of the madrasah while becoming more engaging and modern. This balance between innovation and religious values strengthened their acceptance of technological transformation.

These findings indicate that Islamic online technology at MA Darul Muhajirin Praya Lombok functioned not only as a medium for pedagogical innovation but also as a strategic instrument for preserving Islamic educational identity within contemporary Arabic language instruction.

Figure 1 presents the conceptual flow of how Islamic online technology contributes to the transformation of Arabic language learning at MA Darul Muhajirin Praya Lombok. The diagram illustrates the sequential relationship between digital integration, learning enhancement, and the preservation of Islamic educational values.

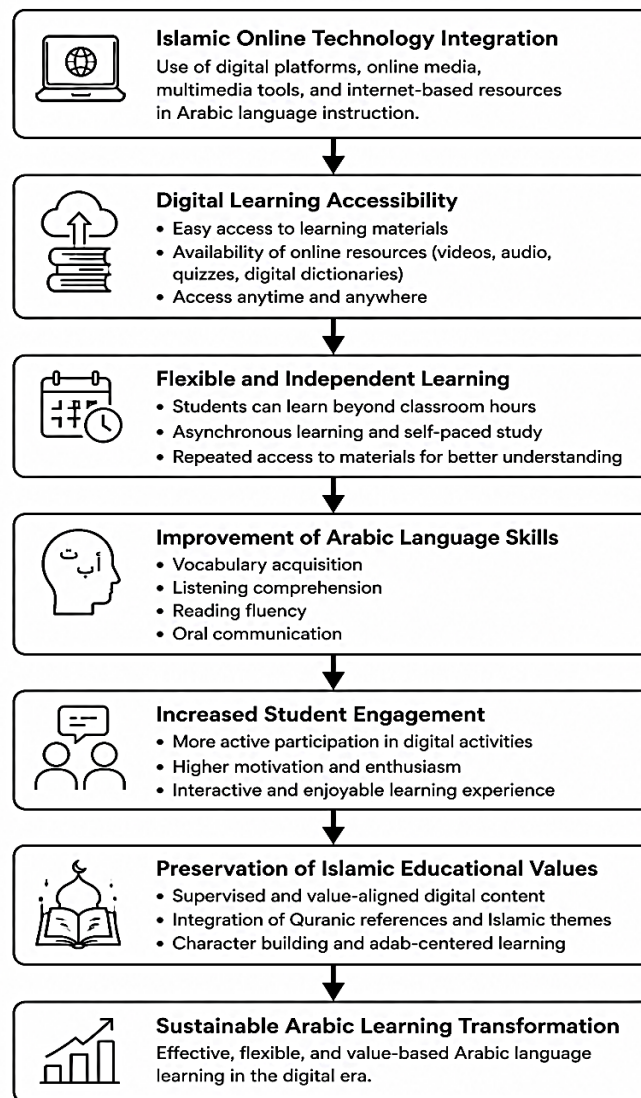


Figure 1. Impact Flow Diagram of Islamic Online Technology on Arabic Language Learning Enhancement and Islamic Values Preservation

Figure 1 demonstrates that the integration of Islamic online technology created a systematic pathway for improving Arabic language instruction. The process began with digital accessibility through online platforms and multimedia resources, which enabled flexible and independent learning opportunities for students. This accessibility subsequently enhanced students' Arabic language skills, particularly in vocabulary acquisition, listening comprehension, reading fluency, and oral communication. Increased student engagement emerged as a direct outcome of interactive digital learning experiences. Most importantly, the diagram highlights that these technological advancements were implemented within an Islamic pedagogical framework, ensuring the preservation of Islamic educational values and resulting in sustainable Arabic language learning transformation.

DISCUSSION

1. Results Analysis

a Forms of Technological Integration in Arabic Language Instruction

The findings indicate that the forms of technological integration implemented at MA Darul Muhajirin Praya Lombok represented a structured instructional transformation that directly addressed the study's first objective, namely to identify how Islamic online technology was operationalized in Arabic language instruction. The results demonstrated that digital integration was systematically manifested through three interconnected dimensions: the use of digital learning platforms, the adoption of online instructional strategies, and the integration of multimedia and interactive tools. These dimensions collectively illustrate that the digital transformation of Arabic instruction in this context was pedagogically organized rather than merely technologically incidental.

From the perspective of digital pedagogical transformation, the systematic utilization of platforms such as Google Classroom, Zoom, Quizizz, Islamic YouTube channels, and digital Arabic dictionaries reflects the emergence of adaptive instructional ecosystems capable of supporting personalized learning pathways. This finding aligns with the conceptual argument proposed by Lathifah et al., (2025), who emphasized that technology-enhanced learning environments facilitate contextualized instructional processes by enabling flexibility, accessibility, and learner responsiveness. In the present study, these characteristics were evident through students' independent access to uploaded materials, repeated exposure to instructional content, and participation in asynchronous reinforcement activities. Such integration indicates that technological tools functioned as learning enablers that extended instructional continuity beyond conventional classroom limitations.

The observed shift toward blended and digitally mediated instruction also reflects the conceptual logic of connectivist learning, which positions knowledge acquisition as an interactive process shaped by access to distributed information networks. As highlighted by Izzan et al., (2025), digital learning platforms enhance instructional flexibility by creating interconnected learning spaces where students can continuously engage with educational resources across formal and informal contexts. The findings of this study support this conceptual framing, as Arabic learning activities were no longer confined to face-to-face instructional sessions but expanded into digitally facilitated environments where learners could revisit materials, complete online exercises, and interact with Arabic content

autonomously. This suggests that technological integration functioned as a mechanism for reconfiguring the temporal and spatial structure of Arabic language learning.

The integration of multimedia and interactive tools further reinforces the conceptual premise that digital media can enhance linguistic processing by providing multimodal instructional input. Hanifa and Sopian, (2025) argued that interactive digital technologies support vocabulary acquisition and language comprehension by combining visual, auditory, and participatory learning stimuli. This conceptual perspective is strongly reflected in the present findings, where multimedia presentations, pronunciation audio, interactive quizzes, and video-based explanations facilitated students' comprehension of Arabic vocabulary and dialogue. The repeated exposure to multimodal linguistic input enabled students to construct deeper understanding through simultaneous sensory engagement, thereby strengthening instructional effectiveness.

Taken together, these findings suggest that the forms of technological integration observed in this study represented a comprehensive pedagogical reorientation of Arabic language instruction. The transformation was characterized by institutional digital readiness, learner-centered instructional restructuring, and the strategic use of multimodal resources to create more dynamic and responsive Arabic learning environments within an Islamic educational setting.

b Students' and Teachers' Responses toward Digital Innovation

The findings indicate that students and teachers at MA Darul Muhajirin Praya Lombok responded positively to the implementation of Islamic online technology in Arabic language instruction, particularly in terms of perceived usefulness, learning engagement, and instructional adaptability. This directly addresses the second research objective by demonstrating that digital innovation was accepted as a practical pedagogical approach for improving Arabic learning within an Islamic educational setting.

The positive perception of usefulness and ease of use suggests that digital technology was considered effective in supporting instructional delivery and facilitating students' comprehension of Arabic materials. This finding can be conceptually linked to the view that digital media in Arabic learning enhance motivation and make instructional content more visually attractive and understandable for learners (Nuzuli & Afrah, 2024). The participants' acceptance reflects how technology functioned as an accessible instructional medium aligned with learning needs.

The increased student engagement and teachers' instructional adaptation further indicate that digital innovation encouraged more active and learner-centered Arabic learning practices. Interactive digital tools, blended learning, and multimedia-supported instruction promoted higher participation and required teachers to redesign their teaching strategies. This supports the conceptual argument that Arabic language learning in the digital era requires more adaptive and innovative pedagogical approaches to respond effectively to contemporary learners' characteristics (Baity, 2024).

However, challenges related to internet connectivity and unequal access demonstrate that the effectiveness of digital innovation remains dependent on adequate infrastructural support. These constraints confirm that technological transformation in Islamic educational institutions requires a balance between innovation and implementation readiness to ensure sustainability (Rohana et al., 2026). Overall, the findings suggest that positive responses toward digital innovation were shaped by its pedagogical relevance, student engagement potential, and institutional capacity to address implementation challenges.

c The Contribution of Islamic Online Technology to Arabic Language Learning Enhancement and Islamic Values Preservation

The findings demonstrate that Islamic online technology contributed significantly to strengthening Arabic language learning while simultaneously preserving Islamic educational values at MA Darul Muhajirin Praya Lombok. This directly addresses the third research objective by showing that digital transformation functioned not only as an instructional innovation but also as a strategic medium for sustaining the madrasah's Islamic educational identity.

The improvement of students' Arabic language skills indicates that digital technology enriched linguistic exposure and provided repeated opportunities for practice. The use of online audio-visual materials improved vocabulary acquisition, listening comprehension, reading fluency, and oral communication by allowing students to repeatedly access authentic Arabic resources. This finding is conceptually supported by Ahmed and Gad, (2024), who argue that effective Arabic language development requires continuous learning engagement beyond formal classroom interaction. The flexibility of digital access in this study enabled students to revisit materials independently, thereby strengthening language retention and practice continuity.

The enhancement of accessibility and instructional flexibility further shows that Islamic online technology created broader learning opportunities by extending Arabic instruction beyond classroom boundaries. Students were able to review materials asynchronously according to their own learning pace, fostering greater autonomy and self-regulated learning. This finding aligns with the conceptual perspective that digital platforms improve instructional accessibility and support more inclusive learning experiences by expanding learners' opportunities for continuous academic engagement (Nuraman, 2025).

Most importantly, the preservation of Islamic educational values demonstrates that technological innovation was implemented within a carefully supervised Islamic pedagogical framework. The deliberate selection of Islamic-oriented digital content ensured that modern instructional practices remained aligned with character education, adab, and religious literacy. This supports the conceptual argument that digital integration in Islamic education should strengthen rather than diminish Islamic values through value-based instructional design (Ahmadi & Saad, 2024). Overall, these findings suggest that Islamic online technology contributed to a balanced transformation of Arabic language learning by enhancing linguistic competence, promoting flexible learning access, and safeguarding the Islamic identity of the educational process.

2. Comparison with Previous Studies

The findings of this study are broadly consistent with previous research emphasizing the transformative role of digital technology in Arabic language education. The systematic integration of digital platforms such as Google Classroom, Zoom, Quizizz, and Islamic multimedia resources at MA Darul Muhajirin Praya Lombok confirms earlier findings that digital technology enhances instructional effectiveness and creates more flexible Arabic learning environments. This result supports the study of Alfulana et al., (2025), who found that digital transformation in Arabic learning increases student participation and improves pedagogical efficiency through more interactive instructional delivery. Similarly, the use of blended learning strategies identified in this study aligns with the findings of Izzan et al., (2025), who reported that Learning Management System-based Arabic instruction significantly improves accessibility, instructional flexibility, and learner participation.

The positive perceptions expressed by teachers and students also reinforce prior evidence regarding technology acceptance in language education. Participants in this study consistently perceived Islamic online technology as useful, accessible, and supportive of

Arabic language comprehension. This is consistent with the findings of Nuzuli and Afrah, (2024), who demonstrated that visually interactive digital media increase student motivation and facilitate easier understanding of Arabic instructional content. The increased engagement observed during multimedia-based learning sessions similarly reflects the conclusions of Maqayis et al., (2023), who identified interactive digital tools as significant contributors to learner concentration, motivation, and vocabulary acquisition.

The present findings also correspond with previous studies highlighting the pedagogical adaptability required in digital learning environments. Teachers in this study redesigned lesson plans, implemented asynchronous tasks, and adopted blended learning approaches to accommodate digital instruction. These findings support Hazrah and Harisca, (2026), who argue that contemporary Arabic language learning requires innovative and communicative pedagogical adaptation to meet the needs of digital-native learners. Likewise, Baity, (2024) emphasizes that Arabic instruction in the Society 5.0 era must move toward adaptive and inclusive digital pedagogy, a position strongly reflected in the instructional transformations documented in this study.

However, this study extends previous literature in several important ways. Most prior studies have focused primarily on the technical effectiveness of digital platforms or their impact on specific linguistic outcomes such as vocabulary acquisition or academic performance. In contrast, the present study demonstrates that digital transformation in Arabic language learning within madrasah settings involves a broader pedagogical and ideological dimension. The findings reveal that Islamic online technology functioned not only as an instructional medium but also as a mechanism for preserving Islamic educational values through supervised content selection, adab-centered instructional design, and the integration of Islamic-oriented digital resources.

This distinctive finding differentiates the present study from earlier research by offering empirical evidence that technological modernization and Islamic educational identity are not inherently contradictory. While several previous studies acknowledged the importance of maintaining Islamic values during digital integration, few have empirically demonstrated how such preservation is operationalized within daily Arabic classroom practices. Thus, this study contributes a more contextually grounded understanding of how digital transformation can be harmonized with value-based Islamic pedagogy, thereby enriching current scholarly discussions on technology integration in Islamic education.

3. Implications of Findings

This study provides both theoretical and practical implications for Arabic language education. Theoretically, it strengthens existing perspectives on technology acceptance and digital pedagogy by demonstrating that successful technology integration in madrasah contexts depends on the alignment between instructional effectiveness and Islamic educational values. Practically, the findings offer a contextual model for Islamic schools by emphasizing the importance of digital infrastructure, adaptive teaching strategies, and value-oriented supervision of online content. The study also suggests that policymakers and school leaders should design digital transformation initiatives that simultaneously prioritize technological readiness and religious-pedagogical integrity.

4. Research Limitations

This study has several limitations. First, it was conducted at a single madrasah, which limits broader generalization across diverse Islamic educational contexts. Second, the relatively small qualitative sample may not fully represent wider institutional experiences. Third, the short data collection period from March to April 2026 limits observation of long-term technological sustainability and learning outcomes. Future research involving multi-site, longitudinal, and mixed-method approaches is recommended to provide broader empirical validation of the findings.

CONCLUSION

This study concludes that the integration of Islamic online technology has significantly transformed Arabic language learning at MA Darul Muhajirin Praya Lombok through systematic technological integration, positive user acceptance, and meaningful contributions to both linguistic development and Islamic values preservation. The findings reveal that digital transformation was implemented through three primary forms: the use of digital learning platforms and applications, online instructional strategies, and multimedia interactive tools. These technological integrations enabled more structured, flexible, and student-centered Arabic instruction by facilitating blended learning, asynchronous access to learning materials, and interactive classroom participation. The study further found that both teachers and students responded positively to digital innovation, perceiving it as useful, accessible, and effective in improving instructional delivery, student engagement, and pedagogical adaptability. Although implementation challenges such as unstable internet

connectivity and unequal digital access were identified, adaptive institutional support and flexible instructional responses enabled the continuity of digital learning practices.

More importantly, the study demonstrates that Islamic online technology contributed substantially to enhancing Arabic language learning while preserving the Islamic educational identity of the madrasah. The integration of digital resources improved students' vocabulary mastery, listening comprehension, reading fluency, and oral communication by providing repeated exposure to authentic Arabic input and more flexible learning opportunities beyond classroom boundaries. At the same time, the deliberate supervision of digital content ensured that technological innovation remained aligned with Islamic values, adab-oriented instruction, and religious literacy development. These findings generate a key insight that digital transformation in Islamic education is most effective when technological modernization is harmonized with value-based pedagogical principles, positioning Islamic online technology as both an instructional innovation and a strategic mechanism for sustaining Islamic educational identity.

Nevertheless, this study has several limitations. As a qualitative case study conducted in a single madrasah context, the findings are context-specific and cannot be generalized across all Islamic educational institutions. The relatively limited number of participants and the short research period from March to April 2026 also restricted the broader observation of long-term implementation sustainability and measurable linguistic outcomes. In addition, the reliance on qualitative interpretation may introduce contextual subjectivity despite the triangulation procedures employed.

Based on these limitations, future research is recommended to expand the investigation through multi-site comparative studies involving diverse madrasah settings and broader participant groups. Longitudinal and mixed-method approaches are also needed to examine the long-term impact of Islamic online technology on Arabic language proficiency and character development. Further studies may additionally explore the development of institution-specific digital pedagogical models that integrate technological innovation with Islamic educational frameworks to strengthen sustainable digital transformation in Arabic language education.

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