Advancing Arabic Language Learning through Website-Based Multimedia Instruction: A Study in an Indonesian Madrasa

Muhammad Ardy Zaini[1], Evi Muzaiyidah Bukhori[2], Alifya Salsabilla[3]

{ardyzaini@uinkhas.ac.id[1], evi@uinkhas.ac.id[2], salsabilla13alifya@gmail.com[3]}

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia[123]

Abstract. Traditional Arabic language instruction in a madrasa has relied primarily on textbooks, often leading to disengagement and limited comprehension. This study examines the effectiveness of a static website as an alternative medium for Arabic language learning. Using a quasi-experimental design, 63 grade 7 students were divided into an experimental group, which received multimedia-rich instruction on Chapter 4 ("Al Unwan") via the website, and a control group, which continued with conventional textbook-based methods. Pre- and post-tests were administered, and data were analyzed using IBM SPSS Statistics 26. The experimental group achieved significantly higher post-test scores (M = 85.79) compared to the control group (M = 51.13), with the independent sample t-test confirming a statistically significant difference ($t = 9.662$, $p < 0.05$). These results lead to the rejection of the null hypothesis and support the effectiveness of the website-based medium in enhancing student engagement and comprehension of Arabic language concepts. The findings underscore the potential for integrating digital learning tools into traditional curricula, promoting more effective and engaging Arabic language instruction.

Keywords: Arabic Language, Website-Based Learning, Digital Education, Technology-Enhanced Instruction, Student Engagement.

1 Introduction

Foreign language education in Indonesia has steadily expanded, with languages such as English, Mandarin, and Arabic increasingly incorporated into school curricula[1]–[3]. Given the global nature of communication, early exposure to foreign languages is essential for developing intercultural competence[4]. Among these, Arabic holds particular significance due to Indonesia's predominantly Muslim population and cultural and religious relevance[5], [6].

Despite its importance, Arabic language learning in Indonesia faces persistent challenges. Although the majority of Indonesia's population is Muslim, Arabic language learning in Indonesia is still found to have many problems. Many learners experience difficulties that stem from linguistic complexities and non-linguistic factors such as low motivation and an unsuitable learning environment[7]. Traditional teaching approaches—relying heavily on textbooks and

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conventional, teacher-centered methods—often fail to engage students or address their diverse learning needs, resulting in reduced effectiveness and learner disengagement[8].

The rapid proliferation of technology in education presents an opportunity to overcome these challenges. In today's digital era, students are more inclined to interact with dynamic and multimedia content through gadgets. Recent studies have demonstrated that technology-enhanced learning can significantly increase students' interest and active participation in language classes[9]–[11]. This shift towards digital tools reflects the broader societal trend toward a technology-integrated lifestyle, often called Society 5.0, where technology and human interaction coexist to improve quality of life.

Among various digital innovations, website-based learning has emerged as a promising medium for language education[12]–[14]. Websites provide a flexible, accessible, and visually engaging platform that can host diverse educational resources, including videos, audio clips, and interactive texts[15]. Existing research supports the effectiveness of web-based learning tools in enhancing student interest and learning outcomes, particularly in Arabic language instruction[16], [17].

In response to these developments, this study examines the effectiveness of using a website as a medium for learning Arabic among students at a madrasa in East Java, Indonesia. By evaluating student learning outcomes and engagement through a comparative experimental design, the research aims to determine whether digital learning environments can offer a viable alternative to conventional methods. The findings are expected to advance Arabic language pedagogy and support the sustainable integration of innovative, technology-based instructional strategies in educational settings.

2 Method

This study employed a quantitative quasi-experimental design to assess the effectiveness of using a website as a medium for Arabic language learning. 63 grade 7 students from a madrasa in East Java, Indonesia, were randomly divided into two groups using a non-equivalent control group design. Baseline data were obtained through a pre-test administered to both groups, revealing that the experimental group had lower initial scores than the control group. This design allowed for a rigorous evaluation of whether the website-based intervention could significantly improve student learning outcomes.

The experimental group delivered instruction using a static website that provided comprehensive learning materials for Chapter 4, themed "Al Unwan." The website featured an engaging audio-visual interface and supplementary learning videos integrated into three lessons delivered over four face-to-face sessions. Conversely, the control group continued to receive traditional, textbook-based instruction. Both groups completed pre-tests and post-tests to measure changes in their Arabic language proficiency.

Data collection involved a combination of methods, including structured classroom observations, standardized tests (pre-test and post-test), and documentation of the instructional process. The tests were specifically designed to evaluate the student's understanding of the Arabic language, serving as the primary metric for assessing the effectiveness of the intervention.

For data analysis, IBM SPSS Statistics 26 was utilized. Descriptive statistics were computed to determine the range, mean, and standard deviation of the test scores in both groups. Normality was confirmed using the Kolmogorov-Smirnov and Shapiro-Wilk tests, ensuring the data were appropriate for parametric analysis. Despite the homogeneity test indicating non-homogeneous variances, an independent sample t-test was conducted to compare the post-test scores between the experimental and control groups.

The null hypothesis (H0) posited that there would be no significant effect of the website-based intervention on students' Arabic language learning outcomes. In contrast, the alternative hypothesis (H1) suggested a significant positive impact. The independent sample t-test yielded a t-value of 9.662 with a p-value less than 0.05, leading to rejecting H0 and confirming that the website-based medium significantly enhanced student learning outcomes. These results prove integrating digital media into Arabic language instruction can improve student engagement and comprehension.

3 Result

The research involved students in two classes of grades 7 in the 2023/2024 school year. There are 63 students divided into each class, with 33 students from class 7A and 32 from class 7B. The trial process of implementing the website was carried out after a pre-test in each class. The pre-test was conducted on January 18, 2024, and the results showed that the average score of class 7A was smaller than that of class 7B. From the pre-test results, the researcher determined class 7A as the experimental class and class 7B as the control class.

Furthermore, researchers conducted Arabic language learning using websites in class 7A. The website used is a static website that contains learning material in chapter 4 with the theme "Al Unwan". This website presents an attractive audio-visual display with additional learning videos on it. The treatment was conducted for four face-to-face sessions, three online lessons, and one post-test. While in class 7B, researchers still use conventional methods in learning Arabic. After applying the website to Arabic language learning, researchers conducted a post-test on February 2, 2024. From the post-test, it was found that the average score of class 7A was greater than class 7B. The description of data analysis and statistical calculations using the IBM SPSS 26 application is described as follows:

3.1 Description

All pre-test and post-test scores obtained from the experimental and control classes are entered in the IBM SPSS 26 application. Furthermore, a descriptive data test is carried out to determine the lowest and highest scores obtained in each class. The table below shows that the average value of the experimental class pre-test is 37.27, and the average value of the control class pre-test is 44.19, which shows that the average value of the experimental class pre-test is lower than the control class. The average value of the experimental class post-test is 85.79, and the average value of the control class post-test is 51.12. That shows that the average value of the experimental class post-test is higher than the control class. The following are the results of the calculation:

Table 1. Descriptive Analysis.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test experiment	33	18	56	37.27	9.295
Post-test experiment	33	68	98	85.79	8.399
Pre-test control	32	10	80	44.19	17.040
Post-test control	32	10	90	51.12	18.533
Valid N (listwise)	32				

To make it easier, readers can see the data on the pre-test and post-test scores of the experimental class and control class in the form of the following box diagram:

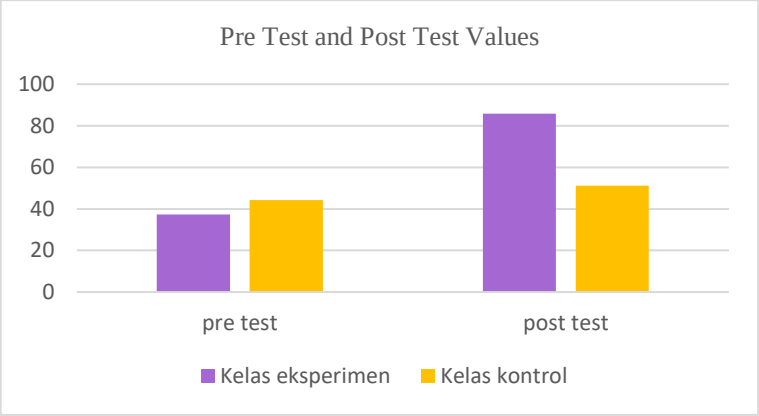

Fig. 1. Test of experimental and control classes

3.2 Normality Test

Researchers conducted a normality test to determine the normality of the data and the distribution of the results of the values of the data obtained. In the normality test, the data is expected if the Sig. Value is more significant than 0.05. The following results are from the calculations using IBM SSS 26: Sig. The value obtained in the experimental and control classes is more significant than 0.05. That explains that the data obtained is included in the normal category and can be continued in the next test. The calculation results can be seen in the following table:

Table 2. Normality Test Result

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class position	Statistic	df	Sig.	Statistic	df	Sig.
Students' Learning Outcomes	Pre-test experiment	.143	33	.087	.965	33	.348
	Post-test experiment	.147	33	.070	.939	33	.062
	Pre-test control	.095	32	.200*	.984	32	.897
	Post-test control	.134	32	.153	.971	32	.529

*. It is a lower bound of the true significance.

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Class position	Statistic	df	Sig.	Statistic	df	Sig.
a. Lilliefors Significance Correction						

3.3 Homogeneity Test

After conducting the normality test, the researcher continued the homogeneity test to ensure that the data obtained was homogeneous. In the homogeneity test, the data is homogeneous if the Sig. Value is more significant than 0.05. And the Sig. Value is smaller than 0.05, meaning the data obtained is not homogeneous. Data homogeneity is not an absolute requirement for conducting an independent test. The homogeneity test results can be seen in the following table:

Table 3. Test Results for Homogeneity of Variances[19]

Students' Learning Outcomes	Levene Statistic	df1	df2	Sig.
Based on Mean	11.509	1	63	.001
Based on Median	8.896	1	63	.004
Based on the Median and with adjusted df	8.896	1	41.115	.005
Based on trimmed mean	11.414	1	63	.001

3.4 Independent Sample Test

Furthermore, to test whether there is a significant difference between the experimental and control classes, it is necessary to conduct an Independent Sample t-test. This test will use the post-test scores in the experimental and control classes to find differences in comparison. The Sig value results are obtained from the Independent Sample Test table below. (2-tailed) 0.000 or less than 0.05, which means that there is a difference in the average student learning outcomes after treatment in the experimental class. The results can be seen in the following table:

Table 4. Independent Samples Test Result

		Levene's Test for Equality of Variances		t-test for Equality of Means					
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
		F	Sig.	t	df				Lower Upper
Hasil Belajar Siswa	Equal variances assumed	11.509	.001	9.762	63	.000	34.663	3.551	27.567 41.759

Equal variances are not assumed.	9.662	42.929	.000	34.663	3.588	27.427	41.898

To see the effect of using the website on Arabic language learning, we compared the average post-test scores of the experimental class and the control class post-test scores. After receiving treatment using the website, the average score in the experimental class was 85.53, and the average score in the control class was 51.13. This data shows that the average post-test score in the experimental class is greater than that of the control class. Therefore, the Independent sample T-test was obtained. The comparisons are easier to see through the following table:

Table 5. Independent sample group statistics.

	Student Class Position	N	Mean	Std. Deviation	Std. Error Mean
Students' Learning Outcomes	Post-test Eksperime	33	85.79	8.399	1.462
	Post-test Kontrol	32	51.13	18.533	3.276

3.5 T table

After conducting the Independent T-test, the researcher conducted a T-table test. The analysis used in this test compares the values of T count and T table as follows: a) if t count > t table, then H0 is rejected, and b) if t count < t table, then H0 is accepted. The value in the Independent T-test with the Equal variances not assumed category is 9,662 with Sig. 2-Tailed 0.000. Following the assumption of the Sig. 2-Tailed is smaller than 0.05. Then, website media affects student learning outcomes. Furthermore, researchers conducted the second independent T-test by comparing the T count with the T table with α = 5% or 0.05. Comparison of T count and T table uses a df value of 63 in the study, which is adjusted to the df search formula. Researchers look for the value of the df results with α = 5% or 0.05 in the picture T table below:

Pr / df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079

Fig. 2. Percentage Distribution of t (df = 41-80)

The calculated T value obtained is 9.662, while the T table value is 1.998. From these two values, it can be concluded that the T count is greater than the T table, which means that H0 is rejected and H1 is accepted. Thus, the use of websites in Arabic language learning is effective.

4 Discussion

The pre-test results revealed that class 7A, later designated as the experimental group, initially scored lower than class 7B (the control group). This baseline difference, while seemingly disadvantageous, provided an opportunity to assess whether the website-based intervention could significantly elevate learning outcomes, even among lower-performing students.

Following the intervention, class 7A received Arabic language instruction via a static website featuring audio-visual materials and supplementary videos over three lessons. The post-test scores indicated a marked improvement. In contrast, class 7B, which continued with traditional, textbook-based instruction, exhibited comparatively lower post-test performance. This divergence in results suggests that the website medium effectively enhanced students' comprehension and engagement with the Arabic content[17].

Statistical analysis using IBM SPSS 26 confirmed that the observed differences were statistically significant, with the independent sample t-test yielding a p-value below 0.05 and a t-value that far exceeded the critical threshold. Such findings validate the efficacy of the digital intervention, underscoring its potential to transform Arabic language learning by fostering a more interactive and stimulating learning environment[20], [21].

These outcomes align with contemporary educational research, which posits that technology-enhanced learning can address motivational deficits inherent in conventional pedagogical approaches[22]. Integrating dynamic digital resources compensates for initial performance gaps and promotes a more profound, more engaging learning experience[23] that can substantially improve language proficiency.

The descriptive statistics reveal a striking contrast between the experimental and control groups. The experimental class had a pre-test average of 37.27, notably lower than the control class's average of 44.19. However, after the intervention using the website as a learning medium, the experimental class's post-test average soared to 85.79, compared to only 51.12 for the control group. This substantial increase in the experimental group's performance suggests that the website profoundly enhanced Arabic language learning outcomes.

Normality tests using IBM SPSS 26 indicated that the data from both groups followed a normal distribution (Sig. > 0.05), validating the appropriateness of subsequent parametric tests. Although the homogeneity test revealed that the data were not homogeneous (Sig. < 0.05), this violation did not preclude using an Independent Sample T-Test, as robust statistical techniques can account for such deviations. This finding underscores that while there may be variability in the data, the overall distribution meets the necessary criteria for further analysis.

The Independent Sample T-Test results further corroborate the effectiveness of the website intervention. With a 2-tailed significance value of 0.000 (less than the conventional 0.05 threshold), the test confirmed a statistically significant difference in post-test scores between

the experimental and control groups. Moreover, the calculated t value of 9.662 substantially exceeded the critical t value of 1.998, reinforcing the rejection of the null hypothesis and confirming that the website significantly improved student learning outcomes.

This significant improvement in the experimental group implies that integrating website-based learning materials can substantially enhance students' grasp of Arabic language concepts[14], [24]. The website's interactive and engaging features likely contributed to increased student motivation and comprehension, which in turn led to higher post-test scores. Such findings highlight the potential for digital media to transform traditional language learning environments[20], [25] and address the limitations of conventional, textbook-based methods.

In addition to the significant improvements in post-test scores, the findings highlight the transformative potential of technology-enhanced learning in foreign language education. The dramatic increase in the experimental group's performance—from an average pre-test score of 37.27 to a post-test score of 85.79—suggests that interactive and multimedia-rich content can significantly enhance comprehension and retention. That supports previous research that has found digital media effective in increasing student motivation and engagement, leading to better academic outcomes in language learning contexts[25].

These findings highlight the potential of integrating digital learning platforms into traditional language classrooms. The marked improvement in the experimental group underscores the benefits of using engaging, multimedia-rich websites to foster deeper understanding and retention[26]. Future studies should further investigate the long-term effects of such interventions and explore scalability across different educational contexts.

5 Conclusion

The present study proves that integrating website-based media into Arabic language instruction significantly enhances student learning outcomes. Statistical analyses confirmed that, despite the initial non-homogeneity of the data, the intervention group demonstrated a substantial improvement in post-test scores compared to the control group. The independent sample t-test yielded a significance value well below the 0.05 threshold, with a t-value markedly exceeding the critical value. These results lead to the explicit rejection of the null hypothesis and affirm the efficacy of the digital intervention.

Moreover, the marked increase in performance within the experimental group underscores the potential of interactive and multimedia-rich content to transform conventional language teaching methodologies. The study highlights how digital tools can foster greater engagement, comprehension, and retention among learners by shifting from traditional textbook-based approaches to a dynamic, website-mediated format. This outcome validates the research hypothesis and aligns with contemporary trends in technology-enhanced education.

In light of these findings, it is recommended that educational institutions, particularly those focused on Arabic language instruction, consider the sustainable integration of digital media into their curricula. Future research should explore the long-term impacts of such interventions and examine their scalability across diverse educational contexts. Such studies contribute to a deeper understanding of digital pedagogy and its potential to revolutionize language learning in an increasingly digital world.

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