

## Integrating Digital Platforms to Enhance Arabic Language Learning in Islamic Higher Education

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### ABSTRACT

This study analyzes the effectiveness of integrating digital platforms to improve Arabic language learning in Islamic higher education amid ongoing digital transformation. Using an R&D approach with the ADDIE model, the research involved needs analysis, design, development, implementation, and evaluation stages. Data were collected through observations, interviews, and questionnaires from 60 students and 4 Arabic lecturers at an Islamic university in Padang. Descriptive, quantitative, and qualitative analyses were used to assess validity, practicality, and effectiveness. The results show that digital platform integration significantly enhances student participation, strengthens motivation, and improves linguistic competence while enriching pedagogical interaction and learning flexibility. The study offers theoretical contributions to technology-based Arabic learning and practical guidance for developing adaptive instructional strategies in the digital era.

## **INTRODUCTION**

Arabic learning in Islamic higher education has a strategic role because Arabic is the main door to understanding the sources of Islamic teachings and various classical scientific literature. In the context of globalization and digital transformation, higher education faces the challenge of adapting its teaching strategies to be more relevant to technological developments (Rahman, 2021). The use of digital platforms such as Learning Management System (LMS), Google Classroom, and Quizizz has become an important part of supporting online-based learning. However, in various Islamic universities, the use of technology has not been fully optimal due to limited resources and lack of lecturer readiness. This situation demands pedagogical innovations that effectively integrate digital platforms to improve student motivation and learning outcomes. Therefore, this study highlights the importance of integrating digital technology in Arabic language learning in Islamic higher education.

The development of educational technology in the last decade shows that digital platforms can increase the effectiveness of learning if used appropriately (Hassan, 2022). Digital platforms provide opportunities to create a collaborative, flexible, and interactive learning environment. In the context of language learning, technology also helps students strengthen their listening, speaking, reading, and writing skills through access to diverse multimedia materials. However, its effectiveness is highly dependent on the ability of lecturers to manage digital learning strategies. Previous research in various Islamic countries shows that there is a difference in learning outcomes between students who use a digital approach and those who are still conventional. These findings reinforce the urgency of studying how the integration of digital technology can systematically improve Arabic learning outcomes in the Islamic higher education environment (Fadli, 2023).

In the context of Islamic higher education in Indonesia, the use of digital platforms is growing after the COVID-19 pandemic. Although many institutions have implemented LMS and conferencing media such as Zoom and Google Meet, the effectiveness of their use is still a question (Naufal, 2022). Several studies have noted that students still have difficulty understanding Arabic material due to limited direct interaction and low motivation to learn. This shows that digitalization has not fully had a positive impact without a structured learning model. The use of digital platforms must be accompanied by a learning design that emphasizes interactivity and relevance of the learning context. Therefore, this study seeks to fill the gap between technology integration theory and Arabic teaching practices in digital classrooms.

Recent international studies have also shown mixed results. According to Karim (2023), the use of collaborative-based digital applications can significantly improve students' speaking skills in Arabic. On the other hand, another study stated that online learning actually reduces learning discipline and consistency if it is not supported by an effective monitoring system (Latifah, 2022). From this, it can be seen that there is a research gap related to how the integration of several digital platforms can be used in an integrated manner to improve all aspects of Arabic language skills. Thus, this research focuses not only on the effectiveness

of a single application, but on how the synergy of different platforms can strengthen the entire learning process. This is relevant to strengthen the quality of Islamic higher education in the digital era.

In addition, an integrative approach to digital learning offers opportunities to strengthen the role of lecturers as facilitators, not just material presenters (Rohimah, 2024). The role of lecturers in managing digital learning is very important in creating a balance between technology and Islamic values that are the identity of Islamic education. By utilizing technology, lecturers can organize activities that are more participatory and student-centered. However, without adequate digital pedagogy training, platform integration often does not achieve its goals. Therefore, this study also emphasizes the importance of lecturer competence in the use of learning technology. This aspect is one of the key factors for the success of digitizing Arabic language education in Islamic universities.

Research on the digitization of Arabic language learning in Indonesia is still relatively limited compared to other foreign languages such as English or Mandarin (Yusuf, 2023). In fact, the need for innovation in Arabic language teaching is increasingly urgent amid the demands of globalization and the development of student digital literacy. Today's generation of students tend to be more responsive to visual, audio, and interactive learning that can be accessed through digital devices. This condition demands the development of a new approach that combines pedagogical and technological dimensions in a balanced manner. Thus, this research is an important step in providing an empirical model that is relevant and applicable to the context of Islamic universities.

Conceptually, the integration of digital platforms is not just the replacement of conventional teaching media with online ones, but the transformation of the learning paradigm towards a collaborative and flexible environment (Azmi, 2024). Platforms such as Moodle, Edmodo, and Kahoot allow students to learn independently while collaborating online. This is in line with the principle of student-centered learning which places students as the main actors in the learning process. In the context of Arabic, the use of interactive media also helps to improve vocabulary retention and understanding of sentence structure. Therefore, this study tries to examine the extent to which this integration can improve students' linguistic competence in various aspects.

The main objective of this study is to develop and analyze the effectiveness of the integration of various digital platforms in Arabic language learning in Islamic universities in Padang. This research seeks to answer how digital technology can support a more interesting, effective, and contextual learning process. The main focus is to assess the increase in student participation, motivation, and learning outcomes through the integrated application of technology. With a Research and Development (R&D) approach, this research is expected to be able to produce a valid, practical, and effective learning model. In addition, this research is expected to provide an empirical basis for technology-based Arabic learning innovations that are in accordance with the characteristics of students in Islamic higher education.

This research is expected to make a theoretical and practical contribution to the development of Arabic language education in the digital era. Theoretically,

the results of the research can enrich the literature on the integration of technology in language learning, especially in the Islamic education environment. Practically, this research can be a reference for lecturers, curriculum developers, and educational institutions to design innovative and adaptive learning strategies. Through the integration of digital platforms, the learning process is expected to be more interesting, meaningful, and in harmony with the needs of the times. Thus, the results of this study are not only relevant to the local context but also contribute to the global discourse on digital transformation in Islamic higher education.

## **LITERATURE REVIEW**

### ***Digital Transformation in Arabic Language Learning***

Digital transformation has brought about major changes in the Arabic language learning methods in Islamic universities. This innovation not only makes it easier to access materials, but also increases interaction between lecturers and students. According to Abdul Ghani, Hamzah, Wan Daud, and Muhamad Romli (2024), the use of digital platforms such as iSpring Suite is able to create a more interesting and interactive learning atmosphere. Jailani (2023) emphasized that the application of digital technology encourages a change in learning culture from conventional to more flexible and independent. Thus, digital integration is an important step to adapt Arabic language learning to the needs of the modern era.

### ***The Influence of Digital Platforms on Language Skills***

Digital platforms have a positive influence on improving Arabic language skills, especially in speaking and writing aspects. Muzaky and Qadhaf (2023) stated that the use of interactive and game-based media is able to improve students' communicative skills. In addition, Haq, Akmansyah, Erlina, and Koderi (2023) found that online learning expands access to global learning resources to help students understand the broader language context. However, its effectiveness still depends on the right learning design and active involvement of learners.

### ***Digital Competencies of Lecturers and Prospective Teachers***

The success of learning digitalization is highly dependent on the ability of lecturers and prospective teachers to master learning technology. Sholahudin, Nurbayan, and Ali (2023) explained that there are still many educators who do not fully understand digital-based teaching strategies. Arifah, Barnabas, and Maryam (2024) added that prospective Arabic teachers need digital literacy training to be able to design interesting and effective learning. Therefore, improving technology-based pedagogic competence is the main need in Islamic universities.

### ***Infrastructure Challenges and Institutional Support***

The main obstacles in the implementation of digital learning are limited facilities and institutional readiness. Wandana, Ivlatia, Annashir, and Nasution (2024) revealed that not all universities have adequate technological facilities to

support the online learning process. In addition, inconsistent institutional policies are often an obstacle to the implementation of digital innovation. Strong managerial and policy support is needed for the digital transformation process to run sustainably and effectively.

### ***Students' Perception of Digital Learning***

The use of digital platforms is also influenced by students' perceptions and learning experiences. Afriyana, Salamah, Enjelina, and Saputra (2023) found that students feel more motivated and easily understand Arabic material when using interactive digital media. However, some students still face difficulties in maintaining focus and discipline in independent study. Therefore, the blended learning approach or a combination of face-to-face and online is considered the most effective to improve learning outcomes while maintaining social interaction in the academic environment.

## **METHODOLOGY**

### ***Types and Approaches to Research***

This research uses a Research and Development (R&D) approach with a digital-based learning model development design. This approach was chosen because it is in accordance with the research objective, which is to produce a valid, practical, and effective Arabic language learning model in the context of Islamic higher education. The R&D model allows researchers to not only test the effectiveness of a product, but also make continuous improvements through a systematic development cycle (Creswell & Creswell, 2023). This research adapts the modern education development framework which consists of five main stages: needs analysis, design, development, implementation, and evaluation. Each stage serves to ensure that the integration of digital platforms in Arabic language learning is truly in accordance with the needs of users and the conditions of educational institutions (Sugiyono, 2022).

### ***Population and Sampling Techniques***

The research population includes all students and lecturers involved in learning Arabic at one of the Islamic universities in Padang. The population was chosen because it has characteristics that are relevant to the focus of the research, namely the application of digital technology in the teaching and learning process. The sampling technique uses non-probability sampling with a purposive sampling approach, which is the selection of respondents based on certain criteria that support the achievement of research objectives (Etikan & Bala, 2023). The sample consisted of 60 active students of the Arabic Language Education study program and 4 lecturers teaching Arabic courses. This number is considered adequate to obtain representative data in the context of learning model development, as well as to allow researchers to explore perceptions, experiences, and the effectiveness of the implementation of digital platforms in depth (Arikunto, 2021).

### ***Data Collection Techniques and Instruments***

Data were collected through observation, semi-structured interviews, questionnaires, and documentation. Observation is used to observe learning activities directly at the implementation stage of the digital model. The interviews were conducted to obtain qualitative information from 4 lecturers and 6 students about their experiences using digital platforms such as Google Classroom, Moodle, and Quizizz. The questionnaire was prepared to measure students' perceptions regarding the validity, practicality, and effectiveness of the learning model. The items in the questionnaire were developed based on instrument modifications from previous research by Aydin and Erol (2022) which assessed the effectiveness of digital learning media. The content validity test was carried out through a review of the literature and the suitability of the items for the purpose of the research by the researcher himself, while the reliability test was carried out using the Cronbach's Alpha coefficient through SPSS version 27 on limited student trial data, with a reliability value above 0.70 considered adequate (Hair et al., 2023).

### ***Research Implementation Procedure***

The research procedure is carried out in stages starting from needs analysis to evaluation of development results. The first stage is a needs analysis, conducted through surveys and interviews to identify obstacles and opportunities for the integration of digital platforms in Arabic language learning. The second stage, model design, is carried out by developing a digital platform-based learning design that integrates interactive activities such as online quizzes, discussion forums, and multimedia-based exercises. The third stage, product development, involves the process of making a prototype of a learning model with the guidance of an educational technologist. The fourth stage, implementation, involves a limited trial to students and lecturers to assess the practicality and applicability of the model in the digital classroom. The last stage, evaluation, is carried out by assessing the validity of the content, user response, and improvement of student learning outcomes quantitatively and qualitatively (Gall et al., 2021).

### ***Data Analysis Techniques***

The data analysis in this study uses a combination of quantitative descriptive analysis and thematic qualitative analysis (mixed method). Quantitative data from the questionnaire were analyzed using descriptive statistics including mean, standard deviation, and percentage, with the help of SPSS software version 27 to assess the level of practicality and effectiveness of the model. Meanwhile, qualitative data from interviews and observations were analyzed using the Miles and Huberman approach, through three stages, namely data reduction, data presentation, and conclusion drawing (Miles et al., 2020). This combined approach provides a comprehensive overview of how the integration of digital platforms contributes to improving student motivation and learning outcomes in learning Arabic.

## RESEARCH RESULT

### *Validity of Digital Platform-Based Learning Models*

The validation results show that the digital platform-based learning model developed has a very high level of feasibility, both conceptually and operationally. The assessment is carried out based on four main aspects, namely the suitability of learning objectives, the relevance of the content, the integration of technology, and the integration of learning activities. The test results showed that all aspects obtained a score above 85%, with an overall average of 90.2%, which is categorized as very valid. Full data is presented in the following table:

Table 1. Results of Validation of Digital Platform-Based Learning Model

<b>Validation Aspects</b>	<b>Average Score (%)</b>	<b>Category</b>
Suitability of Learning Objectives	91.3	Highly Valid
Content Relevance	89.5	Highly Valid
Technology Integration	92.1	Highly Valid
Integration of Learning Activities	88.0	Valid
<b>Overall Average</b>	<b>90.2</b>	<b>Highly Valid</b>

These findings show that learning designs that integrate Google Classroom, Moodle, and Quizizz platforms are considered to be highly supportive of the achievement of Arabic language competencies. This model has a strong integration between learning outcomes and the digital strategies used, resulting in a systematic, measurable, and adaptive learning structure to student needs.

The results of interviews with lecturers confirmed the validity of the model. The lecturers stated that the application of digital technology helps create a more interactive, flexible, and competency-oriented learning atmosphere. One of the lecturers said, "The integration of platforms such as Moodle and Google Classroom makes students more active, as they can interact with the material independently and remain guided by Islamic values" (D2, interview July 12, 2025). In addition, interviews with students show that the use of digital platforms helps them understand the structure of the Arabic language better. A student explained, "I can restudy the material at any time. The quiz and forum features make learning Arabic more enjoyable" (M4, July 17, 2025 interview). These findings show that the integration of digital technology not only increases learning effectiveness, but also provides higher motivation to learn.

In general, the results of validation and field findings show that this learning model has an integration between pedagogical aspects, technology, and Islamic values. Digital-based activity design allows for a balance between mastering linguistic competence and strengthening spiritual character. Thus, this model is declared feasible to be applied in the field implementation stage.

***Practicality of Implementing Digital Platforms***

The practical aspect was measured through the distribution of questionnaires to 60 students and 4 lecturers teaching Arabic courses. The results show that 87% of respondents consider digital platform-based learning models to be easy to use, efficient, and engaging. The reliability value of the instrument obtained was 0.83, indicating high consistency of results.

Table 2. Results of the Practicality Test of the Digital Platform-Based Learning Model

<b>Practicality Indicators</b>	<b>Percentage of Students Who Approve (%)</b>
Ease of Access Platform	91
Readability and Clarity of Instructions	88
Visual Appeal and Interactivity	84
Efficiency in Completing Tasks	86
Ease of Lecturer Evaluation	89
<b>Overall Average</b>	<b>87.6</b>

The data shows that students feel helped by the use of digital platforms because they can access materials and assignments flexibly. Based on interviews with students (M2, interview July 13, 2025), "Learning becomes more practical because you can repeat material from videos or modules without having to wait for face-to-face classes." From the results of the interview with the lecturer (D3, interview July 14, 2025), it is known that digital platforms are very helpful in class management and the evaluation process. Lecturers can monitor student progress, provide feedback, and conduct assessments directly through an integrated system. This shows that the use of Learning Management System (LMS) improves administrative efficiency and strengthen control over the learning process.

Observations during the implementation of the model showed that students showed high enthusiasm in utilizing features such as online quizzes, discussion forums, and video feedback. This activity makes learning more dynamic and collaborative. The students appeared to be active in discussions, participated in online forums, and showed improvement in their understanding of Arabic vocabulary and structure. However, several technical obstacles were found, such as limited internet connections in certain areas and differences in digital literacy levels between students. Some students revealed that unstable connections sometimes hinder them from taking online classes (M6, July 19, 2025 interview). However, this obstacle can be overcome through the provision of asynchronous materials and a flexible assessment system, so as not to interfere with the effectiveness of the learning process.

Overall, the results of the study show that the practicality of implementing a digital platform-based learning model is very high. This model has been proven to facilitate access to learning, increase student involvement, and support

lecturers' work efficiency in managing digital classrooms. With the support of user enthusiasm and an adaptive system structure, this model deserves to be developed more widely in the context of Islamic higher education.

***The Effectiveness of Digital Platform Integration on Learning Outcomes***

The effectiveness analysis was carried out through a comparison between the results of the pretest and posttest of Arabic language skills of students who participated in digital platform-based learning. This measurement includes four main skills, namely listening, speaking, reading, and writing. The data shows a significant improvement in all of those skills. The overall average increase reached +31.2%, which indicates that the integration of digital platforms directly has a positive impact on improving student learning outcomes.

Table 3. Results of the Effectiveness Test of Digital Platform Integration on Student Learning Outcomes

Arabic Language Skills	Pretest Average Score	Posttest Average Score	Increase (%)
Hear	61.8	82.5	+33.4
Speak	58.4	80.3	+37.4
Read	65.1	84.0	+29.0
Write	59.7	81.2	+35.9
<b>Overall Average</b>	<b>61.3</b>	<b>82.0</b>	<b>+31.2</b>

The highest score increase occurred in speaking skills by +37.4%, followed by writing skills by +35.9%. This shows that digital learning is able to provide a wider space of expression for students to practice Arabic in a communicative and productive manner. Through the quiz online, discussion forum and video feedback, students can practice speaking and writing independently with direct feedback from lecturers and peers.

From the results of interviews with students (M1–M6, 14–20 July 2025), the majority stated that learning through Google Classroom and Moodle helps them understand the material better as they can re-access the material and exercises whenever needed. One of the students said, "I feel more confident in speaking Arabic because I can practice through discussion forums and rewatch lecturer explanation videos" (M3, interview July 16, 2025). A similar statement was made by other students, "Every exercise feels like a real simulation. We can immediately get corrections and input from lecturers" (M5, July 18, 2025 interview).

Interviews with lecturers also show that the use of digital platforms supports more structured, adaptive, and reflective learning. Lecturers can design learning in stages ranging from providing materials, interactive exercises, to evaluating learning outcomes. One of the lecturers said, "Digital platforms make it easier for me to manage the learning flow. Students can learn on their own, but I still monitor their progress through the activity report feature." (D1, interview

July 10, 2025). In addition, observational data shows that students are becoming more active in participating in online classes, both through synchronous and asynchronous discussions. Around 82% of students admitted that they are more motivated to learn because the process is interactive and flexible. This engagement showed a significant change in learning behavior from passive to participatory. Digital-based learning not only improves academic results, but also builds students' confidence and sense of responsibility for their learning process.

When compared to conventional learning approaches, these results show that the integration of several digital platforms such as Google Classroom, Moodle, and Quizizz is able to comprehensively improve the effectiveness of Arabic language learning. A design that combines interactive quizzes, online reflections, and project-based exercises makes learning more contextual and fun. Students not only receive material, but also actively participate in learning processes that emphasize student-centered learning. Thus, the effectiveness of this model is proven to be high because it is in line with the research goal, which is to create a digital learning system that encourages the improvement of linguistic competence as well as learning independence.

### ***Increased Pedagogical Interaction and Access Flexibility***

The results of observations and interviews show that the integrated implementation of digital platforms has a real impact on increasing pedagogical interaction between lecturers and students, as well as expanding flexibility in accessing learning materials. The integration of various features such as discussion forums, online group projects, and real-time quizzes allows for more intense and constructive two-way communication. Students feel that the use of digital platforms makes learning livelier and collaborative. Based on the results of the interview (M2, interview July 13, 2025), one of the students said, "Through the discussion forum, I can directly ask questions to lecturers and discuss with friends. It's like being in a face-to-face class, but more flexible in time." A similar opinion was expressed by other students, "Learning is not limited by time, because the material can be accessed at any time. It helps me prepare myself before the next meeting." (M6, interview July 19, 2025).

From the lecturer's side, digital integration also enriches the form of pedagogical interaction. They can provide personalized feedback through the comment feature, conduct live assessments, and monitor student participation in each online activity. One of the lecturers revealed, "This platform makes communication with students more open. I can provide one-on-one guidance without waiting for a face-to-face meeting" (D4, July 15, 2025 interview). These findings show that the relationship between lecturers and students has become more active, adaptive, and based on collaborative technology. In addition to strengthening interaction, digital platforms also increase the flexibility of access to learning. Students can take advantage of time outside of formal lecture hours to study independently, iterate on material and participate in online exercises. Observations show that students tend to be more independent and responsible

in managing their study time. Some students also admit that this flexibility helps them balance academic and non-academic activities.

The lecturer assessed that this system opens up opportunities for the implementation of an effective blended learning model, which is a combination of online and face-to-face learning. This approach not only strengthens Arabic language competence, but also fosters critical thinking skills, digital literacy, and academic collaboration. One of the lecturers stated, "This model really helps us prepare students to become educators who are able to adapt to the challenges of the digital era" (D3, interview July 14, 2025). Thus, the results of the study in this aspect show that digital platform-based learning not only improves the quality of learning outcomes, but also enriches the dynamics of pedagogical interaction and expands flexible learning opportunities. This model encourages the creation of a participatory, reflective, and sustainable learning environment, in accordance with the main goal of the research to develop Arabic language learning that is relevant to the needs of Islamic education in the digital age.

## DISCUSSION

The results show that the integration of digital platforms such as Google Classroom, Moodle, and Quizizz in Arabic language learning in Islamic universities provides a significant increase in student participation, motivation, and linguistic competence. These findings confirm the relevance of the Technology Enhanced Language Learning (TELL) theory which states that the use of technology in language learning can strengthen the learning experience through interactivity and personalization of materials (Al-Mukhaini & Al-Harthy, 2022). The conformity of the results with the theory shows that digital transformation is not only a change in learning media, but also a paradigm shift towards collaborative, flexible, and student-centered learning.

From the validity aspect, the developed learning model obtained an average score of 90.2% in the "very valid" category. This proves that digital learning designs are able to align pedagogical goals with technology strategies. The consistency of these findings is in line with research by Abdel-Monem and Alzahrani (2023) which emphasizes that the integration of online platforms has a positive effect on improving pedagogical efficiency and the relevance of materials in Arabic language learning in Islamic universities. A valid model shows the compatibility between user needs, student characteristics, and appropriate technology support.

The practicality of the model is also proven to be high, with 87.6% of respondents stating that the digital platform is easy to use and helps the learning process. Students show increased motivation to learn and active engagement through interactive features such as online quizzes and discussion forums. This is consistent with the findings of Youssef et al. (2023), who stated that gamification-based digital technology is able to strengthen language retention and motivation. Active student involvement through digital interaction also shows the emergence of a self-regulated learning pattern, where students are able to manage time, strategies, and reflections to study independently (Zimmerman, 2022).

The effectiveness of digital learning is reflected in the increase in learning outcome scores by 31.2%, especially in speaking (+37.4%) and writing (+35.9%) skills. This improvement confirms the contribution of technology to output-based learning emphasizing real communication practices in the target language. In line with the study by Alshammari (2023), digital platform-based learning provides more space for students to practice language communicatively through virtual feedback and synchronous and asynchronous interactions. Thus, the use of digital platforms not only facilitates access to materials, but also enriches the process of constructing linguistic knowledge.

In addition, the results of the study show an increase in pedagogical interaction between lecturers and students. Features such as real-time feedback and discussion boards allow for more open and collaborative two-way communication. Lecturers play a role not only as conveyors of information, but as facilitators who guide students in the reflective learning process. These findings support the concept of connectivism which emphasizes that learning in the digital age occurs through social networks and connections between individuals (Siemens, 2022). In the context of Islamic higher education, this integration also helps to maintain Islamic values through learning activities that remain based on ethics and digital spirituality (Rahman & Khalid, 2024).

However, this study also found obstacles in the implementation of digital learning, such as limited internet connections and differences in digital literacy levels between students. This factor becomes an external obstacle that has the potential to affect the effectiveness of implementation. A similar finding was identified by Latifah (2022), who noted that the digital divide among Islamic university students is still a serious challenge in realizing inclusive online learning. To overcome this, this study recommends the provision of asynchronous learning resources, digital literacy training for lecturers and students, and institutional policies that support sustainable technology infrastructure.

Theoretically, this research contributes to the development of an Arabic language learning model based on integrated digital platforms that combines various learning applications into one collaborative ecosystem. Practically, the results provide a reference for lecturers and Islamic educational institutions in designing learning strategies that are adaptive to the digital era without ignoring Islamic values. Digital learning designed with the principles of interactivity, flexibility, and spirituality is expected to be able to produce graduates who are linguistically competent as well as have moral integrity.

The main weakness of this study lies in the limited scope of the sample to one Islamic university, so the results cannot be fully generalized to the national context. Further research is recommended to involve more educational institutions and test the effectiveness of the model in the long term. In addition, the exploration of the integration of Artificial Intelligence (AI) in Arabic language learning, for example through AI-assisted translation or speech recognition tools, can be the next development direction (Mahmoud & Omar, 2024). This approach has the potential to enrich pedagogical innovation and strengthen the position of Islamic education in the global realm.

Overall, this discussion shows that the integration of digital platforms in Arabic language learning in Islamic universities is not just a technological adaptation, but a transformation of the learning paradigm towards collaborative, reflective, and contextual educational practices. This research has succeeded in showing a positive relationship between the application of digital technology, improving Arabic language competence, and the formation of an independent learning culture that is in line with Islamic educational values.

## **CONCLUSIONS AND RECOMMENDATIONS**

This study concludes that the integration of digital platforms in Arabic language learning in Islamic higher education has proven to be effective in improving the quality of student learning processes and outcomes. Through the use of various platforms such as Google Classroom, Moodle, and Quizizz, students show significant improvements in motivation, participation, and linguistic abilities including aspects of listening, speaking, reading, and writing. The digital-based learning model developed has a high level of validity and practicality, and is in line with the principle of student-centered learning that places students as active subjects in the learning process. These findings confirm that digital transformation in Islamic education is not only the adoption of technology, but also the renewal of pedagogical paradigms towards collaborative, flexible, and adaptive learning to the needs of the times.

In addition to having a positive impact on learning outcomes, the implementation of digital platforms also enriches pedagogical interactions between lecturers and students and expands the flexibility of access to teaching materials. Students can learn independently and reflectively, while lecturers act as facilitators who guide with a humanist and contextual approach. Theoretically, this research contributes to strengthening the literature on Technology Enhanced Language Learning (TELL) in the Islamic education environment, while practically providing guidance for educational institutions to develop innovative and sustainable learning strategies. Although there are still obstacles such as limited infrastructure and variations in digital literacy, the results of this study confirm that the integration of digital platforms is a strategic step towards the modernization of Arabic language learning that remains rooted in Islamic values and relevant to the global dynamics of education.

## **ADVANCED RESEARCH**

This study advances existing research by offering an integrated empirical model of Technology Enhanced Language Learning (TELL) specifically within the context of Islamic higher education – an area still underexplored in the digital learning literature. Unlike previous studies that examine digital tools in isolation, this research demonstrates how multi-platform integration (Google Classroom, Moodle, Quizizz) collectively enhances motivation, participation, and comprehensive Arabic linguistic competence. The findings introduce a pedagogical framework that positions digital transformation not merely as technological adoption but as a paradigm shift toward collaborative, flexible, and student-centered learning rooted in Islamic educational values. By validating the

high practicality and effectiveness of the developed model, this study expands theoretical discourse on digital Arabic language instruction and provides actionable insights for institutions seeking sustainable modernization strategies. It further highlights the mediating role of pedagogical interaction and access flexibility in improving learning outcomes, offering a refined foundation for future research on digital literacy, infrastructure challenges, and culturally grounded innovation in language learning.

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