

be viewed if these devices are not available. This research was conducted at the Islamic Middle School of Reform Tambuluk, where all the necessary equipment is available, which made it possible to carry out the research well. This research was carried out at the level of the eighth grade of the Islamic middle stage as the research community, and consists of two classes, namely the eighth grade (A) and the eighth grade (B), while the eighth grade (A) was selected as the research sample. The research steps carried out by the researcher are as follows:

- أ. The researcher made an initial observation in the Islamic Middle School, in order to learn about the phenomena of the learning process in the field, and then the researcher was able to identify the research community and formulate the research hypotheses.
- ب. The researcher prepared the research tools, and then presented them to expert referees (specialized experts) to verify the validity of the questionnaire prepared for use. After subjecting the tool to expert review, the validity and consistency test of the research tool's questionnaire was conducted.
- ج. After the preparation of the tool in the form of a ready-to-fill questionnaire was completed, the data collection process was carried out in coordination with the Arabic language teacher at the school.
- د. The researcher then collected data using a questionnaire that included indicators of the application of LingoHut and the motivation to learn Arabic, by asking the students in the class that was selected as a research sample to fill out the questionnaire related to the independent variable and the dependent variable.
- هـ. After collecting the data, the researcher processed the data using Microsoft Excel and with the help of SPSS version 23.

The data analysis process and the interpretation of its results were then carried out. The results of the research reached in this research were written. Finally, the output was down and written.

Based on the results of the analysis and interpretation of the research data, it was found that the value of the table of transactions was $0.05 > 0.000$ which is greater, 0.580 calculated r correlation coefficient test also showed that the value of $Tabularity < r$ Calculated r . If the value of 0.444 Tabularity that reached r than the value of accept, and thus it can be concluded that using LingoHot (H_a) The Alternative Hypothesis Affects the Increase in the Motivation of Learning Arabic among Eighth Grade (LingoHut) Students at the Islamic Middle School The Key to Reform.

In addition, the value of the Pearson correlation coefficient 0.580 Located within the Values Sphere $0.41 - 0.60$, which indicates that the location of the correlation coefficient is at an average impact level. This conclusion is consistent with Suharsimi Arikunto's theory (Suharsimi Arikunto) About the levels of correlation transaction periods that are commonly used as a guide in explaining the strength of the relationship. According to the Correlation Period Guide, the values are as follows:

Table 4.14
Correlation Coefficient Levels Guide

Impact Level	Domain (period) correlation coefficient
Very weak	0.00 – 0.20
Weak	0.21 – 0.40
Medium	0.41 – 0.60
High	0.61 – 0.80
Very high	0.81 – 0.99

In the coefficient of determination test, the value of R Square (r^2) Quantity 0.336, this indicates that using the Lingohot application (LingoHut) Contributes by 33.6% increase in the motivation to learn Arabic among eighth grade students, while the remaining percentage is affected by other factors.

Based on the results of the data analysis and interpretation, it can be concluded that this research has answered the formulation of the research problem and its initial hypothesis, as it was found that there is an effect of the application of the Lingohot application in increasing the motivation to learn Arabic among students, and it was also found that there is a significant effect of the use of the Lingohot application in the learning process on the development of the motivation to learn Arabic among the students of the eighth grade of the Islamic Middle School.

The results of this research are also consistent with the theory of self-determination. (Self-Determination Theory) Edward Deci و Richard Ryan, which emphasizes that self-motivation increases when the learner feels independent, competent, and connected during the learning process.⁶⁶ Through the multiple features provided by the LingoHut With interactive texts, audios, and exercises, students are able to have a fun and stimulating learning experience, enhancing their sense of mastery and self-confidence in learning. This is also consistent with the theory of multimedia learning (Multimedia Learning Theory) It emphasizes that learning through media integration contributes to increasing the cognitive and emotional engagement of learners. Thus, the significant increase in student motivation in this research can be explained by the fact that their psychological learning needs were fulfilled through the design of multimedia-based learning in an application LingoHut.

⁶⁶ Rudy, *MOTIVATION THEORY : Self-Determination Theory (SDT)*.

This discovery is also in line with the findings of previous research by Nurwollan NinFeel⁶⁷ (2025) On the use of the Android app "Ling" in increasing students' interest in learning. This research showed that the Android application "Ling" As an educational medium for the Arabic language, it can increase students' interest in learning Arabic.. Although the application used in this research is different from the application used in this research, both share the same goal, which is to know the effect of using technology as a teaching tool for the Arabic language on students' interest and motivation in learning it. This highlights that the use of interactive technology can be a supportive tool in the educational process. Therefore, the use of the Lingohut In teaching the Arabic language, this research is consistent with the results of previous studies that emphasize the importance of benefiting from digital media in raising the level of interest and motivation towards learning among students.. Accordingly, it can be concluded that the use of an application Lingohut It can be one of the alternative and appropriate means in teaching Arabic toUpgrade Students' motivation towards learning and achieving greater effectiveness in the learning process.

Conclusion

Based on the results of the data analysis and interpretation, it was found that the value of the significance factor in the table was $0.000 > 0.05$, the results of the correlation coefficient test also showed that the value of r calculated 0.580, which is greater than the value of r Tabularity that reached 0.444. If it is a value r calculated greater than r Tabular, the alternative hypothesis (H_a) Acceptance and the null hypothesis (H_0) Refuse. Based on this, it can be concluded that using Lingohot (LingoHut) It has an effect on increasing the motivation of learning Arabic among the eighth grade students of the

on the interest of students in learning Android Ling Noor, "The Impact of Using an Application ⁶⁷

."Arabic among seventh grade students at Al-Murshidia Middle School in Bamulang

Islamic Middle School Miftah Al-Islah Tambulouk. The results of the hypothesis test show that the formulation of the first problem developed by the researcher has been answered by proving the existence of an effect of the variable. (X) In the variable (And). In the test of the coefficient of determination, the value of R Square or $r^2 = 0.336$, equivalent to 33.6 %. This value shows that the variable (X), which is an application using the Lingohot application, contributes to a percentage of 33.6 % in Upgrade The motivation to learn Arabic among the eighth grade students at the Islamic Middle School The key to reform. Based on these results, it can be concluded that the use of this application contributes positively to raising the level of students' motivation to learn Arabic.

These findings are consistent with the theory of self-determination (Self-Determination Theory) which states that intrinsic motivation increases when psychological needs for learning are met, and supports the theory of multimodal learning (Multimedia Learning Theory) which emphasizes the effectiveness of learning based on the integration of multiple methods. The reason for this increase in motivation is that the multimedia features in the LingoHut Audio, text, interactive exercises, and assessment games are able to create a fun learning process and boost self-confidence, engagement, and activity in students. Thus, it can be considered LingoHut An Appropriate and Effective Alternative Means to Boost the Motivation to Learn Arabic.

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The Utilization of Everyday Digital Context as an Authentic Media in Arabic Language Learning for Generation Z.

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ABSTRACT

Learning Arabic has an important role in the world of Islamic education because it is used as the language of the Qur'an, hadith, and various Islamic literature. However, learning Arabic still faces various obstacles, such as learning that is too theory-oriented and a lack of communication practices in daily life. This condition causes students to have difficulty using Arabic actively and communicatively. This study aims to describe the application of daily context in Arabic language learning and to find out its influence on students' communication skills. This study uses a descriptive qualitative approach. Data collection techniques are carried out through observation, interviews, and documentation. Data were analyzed using data reduction, data presentation, and conclusion drawing techniques. The research data source consists of primary data from teachers and students and secondary data in the form of books, journals, and other supporting documents. The results of the study show that the application of daily context in learning Arabic can be carried out through daily conversations, classroom activities, school or pesantren environment, the use of social media and technology, as well as worship and cultural activities. The contextual approach is able to improve students' speaking, listening, and vocabulary mastery skills so that learning becomes more communicative, interactive, and effective.

Keywords: Digital Context, Authentic Media, Arabic Language Learning

ABSTRACT

Learning Arabic has an important role in the world of Islamic education because it is used as the language of the Qur'an, hadith, and various Islamic literature. However, learning Arabic still faces various obstacles, such as learning that is too theory-oriented and a lack of communication practices in daily life. This condition causes students to have difficulty using Arabic actively and communicatively. This study aims to describe the application of daily context in Arabic language learning and to find out its influence on students' communication skills. This study uses a descriptive qualitative approach. Data collection techniques are carried out through observation, interviews, and documentation. Data were analyzed using data reduction, data presentation, and conclusion drawing techniques. The research data source consists of primary data from teachers and students and secondary data in the form of books, journals, and other supporting documents. The results of the study show that the application of daily context in learning Arabic can be carried out through daily conversations, classroom activities, school or pesantren

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environment, the use of social media and technology, as well as worship and cultural activities. The contextual approach is able to improve students' speaking, listening, and vocabulary mastery skills so that learning becomes more communicative, interactive, and effective.

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INTRODUCTION

Arabic is one of the international languages that has an important position in the world of education, especially Islamic education. Arabic is used as the language of the Qur'an, hadith, and various sources of Islamic scientific literature which are the main reference in the learning process. Therefore, mastery of Arabic is very necessary so that students are able to understand Islamic teachings deeply and correctly.⁶⁸ In addition to having religious values, Arabic also plays a role as a means of international communication used in various countries and educational institutions in the world.⁶⁹

In the context of education, learning Arabic aims to develop students' listening, speaking, reading, and writing skills. This ability is expected to help students actively use Arabic both in the school environment and in daily life. Thus, learning Arabic is not only oriented to theoretical understanding, but also to practical skills in communication.⁷⁰ This shows that Arabic has an important role in improving the quality of education and language skills of students.

However, the implementation of Arabic language learning in various educational institutions still faces several problems. One of the problems that is often found is the learning process that emphasizes too much on theoretical aspects, such as memorizing the rules of nahwu and sharaf, without being balanced

⁶⁸ Ministry of Religion of the Republic of Indonesia, *Guidelines for the Implementation of Arabic Language Learning in Madrasah* (Jakarta: Ministry of Religion of the Republic of Indonesia, 2021), 5.

⁶⁹ UNESCO, *Arabic Language and Cultural Diversity Report* (Paris: UNESCO Publishing, 2022), 11.

⁷⁰ Ahmad Muradi, *Contextual Arabic Learning* (Yogyakarta: Deepublish, 2021), 22.

with the practice of using language directly.⁷¹ Learning methods that tend to be monotonous make students less interested and have difficulty understanding the material being taught. As a result, students' ability to use Arabic to communicate is less optimally developed.

In addition, learning that focuses too much on theory often causes students to feel that Arabic is a difficult subject to learn. Many students are only able to memorize grammar rules, but are not yet able to apply them in simple conversation.⁷² This condition shows that there is a gap between theoretical mastery and language practice skills. Therefore, a more effective learning approach is needed so that students can understand and actively use Arabic in their daily lives.

One of the efforts that can be made to improve Arabic language skills is to relate learning to the context of daily life. The use of real situations in the learning process can help students understand vocabulary and sentence patterns more easily and naturally.⁷³ For example, the use of conversations about activities at home, at school, in the market, or in the neighborhood can make students better understand the Arabic language function in real life. Thus, learning becomes more interesting and easy to understand.

The context of daily life can also increase students' motivation and confidence in using Arabic. When students get used to practicing Arabic in simple activities, they will be more active in speaking and interacting.⁷⁴ Contextual learning not only helps students understand the material theoretically, but also trains communication skills directly. This makes the learning process more effective because students can relate the subject matter to the experiences they experience every day.

Based on this description, the use of daily context in the Arabic teaching and learning process has a very important relevance. A contextual learning approach can create a more communicative, interactive, and fun learning atmosphere for students.⁷⁵ In addition, this approach is able to help students understand the material more easily because it is directly related to their daily lives. With the use of daily context, it is hoped that students' Arabic language skills can be improved more optimally.

Therefore, it is necessary to develop Arabic language learning methods that are not only theory-oriented, but also on the practice of using the language in real life. Teachers have an important role in creating

⁷¹ Siti Maulidah, *Arabic Language Learning Problems in the Modern Era*, Vol. 13, No. 2, 2022, 45.

⁷² Ahmad Muradi, *Communicative Approach in Arabic Language Learning*, Vol. 6, No. 1, 2023, 38.

⁷³ Muhib Abdul Wahab, *Modern Arabic Learning Strategies* (Jakarta: Kencana, 2020), 57.

⁷⁴ Nur Azizah, *The Influence of Contextual Approaches on Arabic Speaking Ability*, Vol. 11, No. 1, 2024, 63.

⁷⁵ M. Ridwan, *Implementation of Contextual Teaching and Learning in Arabic Language Learning*, Vol. 14, No. 2, (2023), 71.

creative and innovative learning so that students are more active in learning Arabic.⁷⁶ Through the application of the context of daily life, students are expected to be able to use Arabic better, both in the school environment and in daily communication. Thus, the goal of learning Arabic can be achieved more effectively and efficiently.

RESEARCH METHODS

This study uses a descriptive qualitative approach that aims to describe the application of daily context in Arabic language learning. This approach was chosen because the research focuses on understanding the phenomenon of learning Arabic naturally and in-depth in an educational environment.⁷⁷

The data sources in this study consist of primary data and secondary data. Primary data was obtained through observation of the Arabic language learning process as well as information from teachers and students. Meanwhile, secondary data was obtained from various written sources such as books, scientific journals, articles, and documents related to contextual Arabic language learning.⁷⁸

Data collection techniques are carried out through observation, interviews, and documentation. Observation is used to see firsthand Arabic language learning activities that apply the context of daily life. Interviews were conducted with teachers and students to obtain information about the use of contextual methods in learning. Documentation is carried out by collecting various supporting data such as learning notes, photos of activities, and scientific references relevant to the research.⁷⁹

The data analysis technique is carried out in a qualitative descriptive manner through three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting data that is relevant to the focus of the research. Furthermore, the data is presented in the form of a systematic description so that it is easy to understand. The last stage is drawing conclusions based on the results of the data analysis that has been carried out.⁸⁰

⁷⁶ Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, *Contextual Learning Guidelines in the Independent Curriculum* (Jakarta: Ministry of Education and Culture, Research and Technology of the Republic of Indonesia), 18.

⁷⁷ Lexy J. Moleong, *Qualitative Research Methodology* (Bandung: Remaja Rosdakarya, 2021), 6.

⁷⁸ Sugiyono, *Qualitative Research Methods* (Bandung: Alfabeta, 2022), 114.

⁷⁹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approach* (Yogyakarta: Pustaka Siswa, 2021), 267.

⁸⁰ Matthew B. Miles, A. Michael Huberman, dan Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook* (California: Sage Publications, 2020), 12.

This research was carried out in a school or madrasah environment that applies Arabic language learning in daily activities. The focus of the research is directed at the use of daily context in improving students' communication skills in Arabic.⁸¹

RESULTS AND DISCUSSION

A. Definition of Everyday Context

1. Context

Context is everything that is the background for a communication so that the meaning of language can be understood correctly. In everyday life, a person not only understands the literal meaning of words, but also understands the situations that accompany the use of the language. Therefore, context is an important part of the communication process.⁸² Context can be in the form of the state of place, time, atmosphere, social relations, or the purpose of the conversation. For example, the way a person speaks in a school environment is certainly different from the way he speaks at home or in the market. This difference occurs due to the influence of context in the use of language.⁸³

In communication, context helps the speaker and listener understand the true meaning of a speech. Without context, a sentence can have different meanings. For example, the sentence "Coming so fast". The sentence can mean praise or sarcasm depending on the situation and how it is delivered.⁸⁴ In addition, the context is also related to the norms and culture of the community. Each social environment has different language habits. Therefore, a person must be able to understand the context so that communication runs well and does not cause misunderstandings.⁸⁵

Thus, context serves as an explanation of the meaning of language and becomes an important basis for understanding human communication in daily life.

2. Communicative Context in Language

Communicative context in language is a situation and circumstances that affect the process of conveying and understanding messages in communication. Communicative contexts include who is speaking, to whom, the purpose of the conversation, where the communication takes place, and how language is used.⁸⁶ In practice, the use of language is always adapted to the communication situation. A person will use more polite language when talking to teachers, parents, or community leaders. In contrast, the

⁸¹ Ahmad Muradi, *Contextual Arabic Learning* (Yogyakarta: Deepublish, 2021), 22.

⁸² Rizka Utami and Muhammad Rizal, *Language in a Social Context*, Vol. 1, No. 1, (2022), 16–25.

⁸³ Ngatma'in, *Elements of Language Context in the Opening of Dangdut Performances*, Vol. 22, No. 2 (2022).

⁸⁴ Ernita Arif and Rahmi Surya Dewi, *Family Communication Culture in Rural Areas: Contexts of Verbal and Nonverbal Communication*, Vol. 24, No. 2 (2022), 204–212.

⁸⁵ Nikmah Suryandari, *The Impact of New Media and Intercultural Communication in a Global Context*, Vol. 20, No. 3 (2021).

⁸⁶ Rizka Utami and Muhammad Rizal, *Language in a Social Context*, Vol. 1, No. 1, (2022), 16–25.