



## MONDLY LANGUAGE AND WRITING SKILLS: THE INFLUENCE OF THE MONDLY LANGUAGE WEB MEDIA ON ARABIC WRITING SKILLS

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### Abstract

This study aims to examine the impact of the online learning platform Mondly Language on the Arabic writing skills of seventh-grade students. Writing proficiency is a crucial yet often neglected component of language learning. Adopting a quantitative approach with a quasi-experimental design, the research involved two sample groups: an experimental group using Mondly Language and a control group employing traditional teaching methods. After conducting normality tests, data were collected through pre- and post-tests, leading to the application of a non-parametric statistical analysis using the Mann-Whitney U test. The results showed a statistically significant difference between the two groups ( $p < 0.05$ ), indicating that the use of Mondly Language positively influences students' Arabic writing development. Key contributing factors to the effectiveness of the platform include its engaging visual interface, gamification-based interactivity, and varied exercises that promote active student participation in composing Arabic sentences. The findings support the integration of creative, technology-based instructional strategies to enhance Arabic writing skills among junior high school students.

**Keywords:** Arabic Learning, Writing Skills, Website-Based Learning Media, Mondly Language

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Article History	Received	Revised	Accepted	Published
	2025-02-17	2025-05-10	2025-05-29	2025-06-30

## INTRODUCTION | مقدمة

Based on the results of researcher's observations in the field, the achievements in students' writing skills have not met the standards that have been formulated. This is evidenced by test and grades that cannot meet the standards of writing skills, through the results of researcher's observations in the classroom and also interviews with the Arabic Language's Teacher. Writing is a difficult skill for a second language or foreign learners, because the difficulties are caused not only in organizing ideas, but also in translating ideas into texts that can be read and understood, and these difficulties are also caused by language weakness (Rini & Hayatika, 2020). Another factor that influences the gap in the value of writing skills with other skills is the demand of teachers who must give more portion to memorization activities and reading some Arabic Texts. This research departs of the experience where superior classes can catch up with their achievements compared to other superior classes. This is because the class classification in this School is based on the range of grades in the semester or in the previous school. And based on the findings of researchers that Class 7<sup>th</sup> C is considered superior in terms of its creativity compared to Class 7<sup>th</sup> B. this is evidenced by the average daily summative assessment score to the average score of Class 7th B students.

Writing is a language skill used for indirect communication and must be learned through consistent practice (Alvianto, 2020; Djubaeri in Gulo & Sidiqin, 2020). In the curriculum, writing competence is outlined by phases of Capaian Pembelajaran (CP). For example, students in Phase D (junior high school level) are expected to compose simple sentences and link them into coherent paragraphs (Suparyanto & Rosad, 2015, 2020), while Phases A–C focus on recognizing Arabic letters and their forms. Writing, as noted by Tarigan, is a productive skill essential to communication, and Ebo emphasized that with training, writing can be developed by anyone.

Often in foreign language learning, the skills aspect is ignored, underestimated (Khairun Nisa & Hasfikin, 2022). Whereas writing skills in language learning occupy the highest position because in learning to write, a person is not only required to analyze the contents of the interlocutor's message, but there are also thinking activities, processing words, so that they can publish their message so that there is a common understanding between speakers (Suardi, Nursalam, 2022). Nowadays, learning to write is often presented with a lot of theory rather than practice (Sholichah & Ammar, 2024). This is a factor in the lack of student skill in writing (Septian & Ananthiah, 2023).

Based on the results of researcher's observations in the field, the achievements in students' writing skills have not met the standards that have been formulated. This is evidenced by test and grades that cannot meet the standards of writing skills, through the results of researcher's observations in the classroom and also interviews with the Arabic Language's Teacher. Writing is a difficult skill for a second language or foreign learners, because the difficulties are caused not only in organizing ideas, but also in translating ideas into texts that can be read and understood, and these difficulties are also caused by language weakness (Rini & Hayatika, 2020). Another factor that influences the gap in the value of writing skills with other skills is the demand of teachers who must give more portion to memorization activities and reading some Arabic Texts. This research departs of the experience where superior classes can catch up with their achievements compared to other superior classes. This is because the class classification in this School is based on the range of grades in the semester or in the previous school. And based on the findings of researchers that Class 7th C is considered superior in terms of its creativity compared to Class 7th B. this is evidenced by the average daily summative assessment score to the average score of Class 7th B students.

The wrong learning approach often causes students to struggle with Arabic writing. Tompkins and Hoskissons say that ineffective teaching methods cause students not to write well. They believe that these methods cause student to have poor writing skills (Rini & Hayatika, 2020). One of the main factors causing this problem is the lack makes students bored, lowering their motivation to learn. Unattractive learning media also makes student uninterested in learning to write Arabic. Students also tend to experience difficulties when they are not actively involved in the learning process. In addition, there are significant internal barriers, such as student's lack of interest and motivation and difficulty to remember green letters. On the other hand, external barriers, such as lack of support from their families and lack of instruction from teachers, can make things worse. Therefore, to improve Arabic writing skills, it is necessary to have an appreciate and varied media approach in accordance with teaching objectives; by using more interactive and interesting methods and providing adequate support for students, it is hoped that they can overcome difficulties in writing and achieve better results.

The problem is experienced by one of Junior High school in Cilegon City. Based on observations made by researchers, the ability in writing skills in some 7th Grade students is still lacking. According to one of the Arabic Language teachers that some of the 7th grade learning in

the previous semester was not optimal and did not pay attention to achievement of learning and the learning background of students, other relevant factors are related to the use of methods, media, and diverse and changing learning curriculum. The transition period from Phase C learning to Phase D learning is a challenge for teachers to be able to provide a full understanding to students through innovative and creative ways.

Syaiful Bahari Djamalah Zain in (Rosmana et al., 2024) state that, Media is a tool used to achieve predetermined goals. The media is used by the teachers as a stimulus to make students become more active, more enthusiastic, more innovative, and make it easier for students to follow the lesson. Accompanied by guided practice is a good way of teaching to instill certain habits by providing continuous and systematic assistance by paying attention to the potentials that exist in individuals to acquire a dexterity, accuracy, opportunity, and skills.

Arabic language learning media includes various tools and resources used to facilitate the process of teaching and learning Arabic. The use of appreciate media can increase the effectiveness of learning and make it more interesting for students (Sholihah et al., 2022). There are several types of media that are often found in Arabic learning activities including; Audio Media (*Al-Sam'iyyah*), Visual Media (*Al-Basoriyyah*), and Audio-visual Media (*Al-sam'iyyah Al-Basoriyyah*) (Zuhra et al., 2024). In this digitalization era, these media are considered as supporting the creation of an interactive, innovative, and cooperative learning atmosphere. Therefore, the consideration of teachers using media in learning is increasingly in demand because it seems practical and makes it easier for both parties.

Digital based-learning media in this era, there many kinds, available in various types, and models that can be adjusted by users. In this case the teacher as facilitator of delivering material to students easily. Kristiawan as cited by Ike Yustanti and Dian Novita (Syabila & Khair, 2022), emphasizes the importance of planning innovative and creative learning techniques by utilizing technology in education starting from the consideration of choosing media to evaluating the use of these media (Miftah & Nur Rokhman, 2022). Although many digital-based learning resources are available, their utilization in the field is still less effective, with many teachers continuing to use conventional methods. Some of the factors leading to this include teacher's unfamiliarity with virtual technology, reluctance to teach it, or use of inappropriate methods. Therefore, there is a need for awareness and enthusiasm to improve the quality of learning so that students are ready to face the challenges of the world or work in the digital era (Anam et al., 2021).

By considering the above problems, researches are trying to offer new innovations for fun Arabic Language learning in the classroom. This effort will use website-based learning media, "Mondly Language". Mondly Language is included in the category of Audio-Visual learning media with a Gamification-based model, because in addition to presenting interesting visuals, this website also provides a stimulus so that student can follow what the Artificial Intelligence (AI) generator says in order to hone listening and speaking skills. In addition, there are many tools that can be used as practice materials to be able to hone writing skills, such as filling in the overlapping sentences of a paragraph and this is equivalent to learning outcomes in Phase D which the researcher has previously observed first. The main purpose of using Mondly Language is to increase the number of students learning Arabic and improve their ability to write, string Arabic words. In addition, this Mondly Language follows the latest developments in science and technology. Several researchers have conducted studies on the effects of Mondly Language on Arabic Language learning in Junior High Schools.

The study conducted by Adelya Maura's title is "Implementation of Mondly Arabic Application in Improving Arabic Vocabulary Matery of 7th Grade students at Muhammadiyah Junior High School 1 Malang". Quantitative methods were used in this study, which showed that the Mondly App improved student's Vocabulary mastery significantly (Adelya, 2024). The research conducted at Muhammadiyah Senior High School 2 Sidoarjo focused on how effective the Mondly App was to improve student's vocabulary listening skills, and the research conducted by Mufti Haturrahma examined how effective the Mondly App was to improve student's writing skills in 7th Grade of Junior High School (Sholichah et al., 2024).

These studies differ from each other in terms of the focus of learning and the methodology used. Mufti Haturrahma's research studied writing skills, while Adelya Maura's research emphasized vocabulary acquisition. Although all methods are quantitative, the research designs are different. Adelya Maura used a pre-experiment design, while the study in Sidoarjo used One-Group Pre-test Post-test. Therefore, all three studies examined the use of the Mondly Language App, but each provided a different angle on improving Arabic Language Skills.

Some researches have focused on the use of media across different Arabic Language skills. There is limited research on the object, background of the author and students. There are studies that focus on Arabic Language learning, and there is one study that has same variables as what the researchers wants, but the study focuses on English Language learning. Therefore, the researcher intends to measure how influential the use of Mondly Language media is in student's Arabic writing skills. This research wants to answer the question of how the Mondly Language in learning Arabic skills by comparing between objects that use conventional media and those that use Website-based learning media. The purpose of this study is expected to provide clear data regarding the improvement of student's writing skills after the application the Media.

## METHOD | منهج

To address the research problem, the researcher employed a quantitative approach. Quantitative analysis is part of the scientific process for acquiring knowledge by using numerical data as a tool to test hypotheses related to the research objectives (Ali et al., 2022). A quasi-experimental design was selected to investigate the effect of the Mondly Language website-based learning media on the Arabic writing skills of seventh-grade students. The experimental group used the Mondly Language platform, while the control group received instruction through conventional methods. The research instruments used were pre-tests and post-tests. The pre-test was administered prior to the intervention to measure students' baseline writing ability in Arabic, while the post-test was conducted after the treatment to evaluate the improvement in students' writing skills following the use of Mondly Language.

This study employed a quasi-experimental method involving two separate classes. The design used was the Non-Equivalent Group Design (NEGID), in which the experimental and control groups were assigned without randomization. Data collection was conducted through the identification of a population and the selection of samples. The population refers to the entire group of subjects forming the basis of the study, while the sample represents a subset of the population chosen through specific sampling techniques (Sugiyono, 2020). The population in this study consisted of all seventh-grade students at Cilegon 3rd State Junior High School. The sample comprised two classes, Class 7B and Class 7C, with 30 students in each group (Nurulita Imansari, 2023).

Table 1. Nonequivalent control group design

Group	Pre-test	Treatment	Post-test
Experiment	O <sup>1</sup>	X	O <sup>2</sup>
Control	O <sup>3</sup>		O <sup>4</sup>

Notes:

X = Classes using the "Mondly Language" Website

O<sup>1</sup> = First ObservationO<sup>2</sup> = Second ObservationO<sup>3</sup> = Third ObservationO<sup>4</sup> = Fourth Observation

The population for this study were State Junior High School 3 Cilegon students, and for sample in this study were 7th Grade students of State Junior High School 3 Cilegon, Class B for the Control class totalling 29 students and Class C for the experimental Class totalling 31 students, with a total of 60 students.

Table 2. Research Sample

NO	Class	Number of Students
1	VII B	29 Students
2	VII C	31 Students
<b>Total 60 Students</b>		

The agreement used a reference to determine the short length of the interval in the measuring instrument is called the measurement scale. If the measuring instrument is used for measurement, the measuring instrument will produce quantitative data. The nominal scale, which is a data scale that has disgusting characteristics, is used to measure the independent variable in this study. However, to calculate the dependent variable, use the ratio scale, which is obtained from the Post-test score. This scale is a measurement scale that has a constant range and has an absolute zero value (Mochammad & Triansyah, 2024).

To validate the accuracy and effectiveness of this study, researchers used instruments and systematic, the systematics carried out in this study are; 1) Conducting Pre-Surveys and applying for school licenses, 2) Makin instruments, validating instruments, and testing instruments, 3) Coordinating with teachers related to learning limited writing skills using Mondly Language Website-based learning media, 4) Conducting Pre-test, 5) Giving treatment to the Experimental Class using Website-based learning media and the Control Class using systematic learning without the media, 6) Giving Post-test to each research group, and 7) Data analysis.

Data were collected through observation, tests, and documentation. Researchers administered a pre-test and post-test to both the experimental and control classes to measure students' Arabic writing abilities before and after the treatment. The material focused on the Mubtada'-Khabar rule with the theme Al-Baytu (Home), aiming for students to construct jumlah ismiyah (nominal sentences) related to the house and its surroundings. Writing skills were assessed based on four aspects: vocabulary knowledge, writing quality, accuracy in phrase construction, and grammar. Each aspect contributed 25% to the total score, allowing students to achieve a maximum score of 100%.

To determine differences between learning models, an unpaired t-test is used for normally distributed data, while the Mann-Whitney test is applied for non-normal data (Fajarwati et al., 2022). The analysis was conducted using IBM SPSS to ensure accuracy, supported by relevant journals, books, and articles on learning with Mondly Language media.

After the two groups were given a pre-test and matched analysis, the next step was to give treatment. The treatment applied to the two groups differed in the use of the method, in the Experimental Class the Mondly Language Website-based learning media was applied, while the Control Class did not apply the Media. Learning took place as usual using conventional media.

In this case, the Experimental Class studied that chapter "Al-Baytu" (Home). The content in the chapter includes about the names of rooms, items found in the house and place names in Arabic. And students also learn the rules of "Mubtada'-Khabar". The researcher analyzes both simultaneously. At the beginning of the lessons, students are given a Pre-test question whose content is in accordance with the material to be learned, then the teacher continues to provide material as usual until giving assignments, after that the teacher uses Mondly Language Learning Media to be utilized in learning, after the use of media, students are again given Post-test questions as a session to repeat what has been learned and has a response to use the media.

While in the Control Class also studied the chapter "Al-Baytu" (Home). The system is almost the same as the Experimental Class, the only difference is that there is no session of using the Mondly Language Website-based learning media in the process. At the beginning of the lessons, students are given Pre-test questions whose content are in accordance with the material to be studied, then the teacher continues to provide material as usual until giving assignments, after which the teacher immediately gives Post-test questions as a session to repeat what has been learned.

Table 3. Score Recapitulation

Component	EXPERIMENT		CONTROL	
	PRE	POST	PRE	POST
<b>Highest Score</b>	100	100	80	100
<b>Lowest Score</b>	25	25	15	35
<b>Average</b>	62.5	62.5	47.5	67.5

Based on Table 3, it is apparent that both the Experimental Class and the Control Class had average scores; the only exception was the Control Class, with an average of 47.5 in the Pre-test and 67.5 in the Post-test. The data that has been gathered is then tested for normality by filling out the pre-test questions using the "Shapiro-Wilk" test using the SPSS Program. If the data is distributed normally, then the homogenization process is continued, whereas if the data is not normally distributed, then continue the non-parametric test using the "Mann Whitney" U test. The output of the normality test for filling in the Pre-test and post-test questions can be in the following table.

Table 4. Normality Test

Tests of Normality		
	Class	Shapiro-Wilk <sup>a</sup>
		Sig.
<b>Result</b>	Pre-test VII B (Kontrol)	.047
	Post-test VII B (Kontrol)	.000
	Pre-test VII C (Eksperimen)	.099
	Post-test VII C (Eksperimen)	.013

A non-parametric test using the Mann Whitney U test was conducted to determine whether there is a significant difference in the Pre-test and Post-test questions of the Experimental and Control Classes. This was done because, according to the table below, the significance value for filling in the Pre-test and Post-test questions of the Experimental and Control Classes was smaller than 0,05. The Mann Whitney U test analysis was performed using IBM SPSS.

**Table. 5 Non-parametric Statistical test Results using the *Mann Whitney* model Mann-Whitney Test**

		Ranks			
		Class	N	Mean Rank	Sum of Ranks
Learning Outcomes (Media Mondly Language)	Experimental Classes (Media Mondly Language)	31	23.95	742.50	
	Control Class (Metode Ceramah)	29	37.50		1087.50
	Total	60			

Table 5 above shows the Mean Rank or average rank of each research group. Mean Rank on the data of the final value of learning using Mondly Language Website-Based Learning Media is 23, 95 and on the final value of learning using conventional media is 37,50. Meaning that the average value of learning using Mondly Language Website-Based Learning Media is lower than the average rank on the final value of learning using conventional media. To see the difference in Mean Rank, the final value of learning from each research group is statistically meaningful or significant, the data is seen in the table below.

**Table. 6 Test Statistics**

Test Statistics	
Learning Outcomes (Media Mondly Language)	
<b>Mann-Whitney U</b>	246.500
<b>Wilcoxon W</b>	742.500
<b>Z</b>	-3.038
<b>Asymp. Sig. (2-tailed)</b>	.002

Table 6 shows that the Mann-Whitney U value is 246.500, with a Wilcoxon W of 742.500 and a Z-score of -3.038. The Asymp. Sig. (2-tailed) or p-value is 0.002, which is less than 0.05, indicating a statistically significant difference. Therefore,  $H_0$  is rejected and  $H_1$  is accepted, meaning there is a significant difference in Arabic writing achievement between students using Mondly Language website-based media and those using conventional methods. These results confirm that the use of Mondly Language has a distinct and more effective impact on students' Arabic writing skills compared to traditional instruction.

## DISCUSSION | مناقشة

Factors that make learning using Mondly Language Website-Based Learning Media have an influence on Arabic writing skills include attention grabbing visuals, easy-to-use tools for users, universal; besides being able to be used to practice listening, users are also required to be able to write to compile several phrases so that they become simple sentences, in addition, the language of instruction offered by the Mondly Language Website-Based Learning Media tends to be broader than similar Application Media such as Duolingo, Alef-ba-ta, MadinaArabic.com, Etc

Research by (Khalik & Musytari, 2024) and (Adelia et al., 2022) showed the effectiveness of the Mondly Application in improving language skills. Khalik found a significant increase in the Arabic vocabulary of 7th Grade students of Al-Abrar Junior High School Bulukumba, with the Experimental Class using Mondly having an average score increase of 7 points higher than the Control Class. He agreed that the Mondly is quite easy and fun learners so that it is not easy to make mistakes and creates entertaining learning (Khalik & Musytari, 2024). Similarly, Adelia reported an increase in student learning outcomes in French listening skills, with an average score difference of 19.34 points after using Mondly. These two studies prove that Mondly is effective in improving Language acquisition. She argues that Mondly Language Media is very easy to use even for beginners, because the tools look simpler and the layout of the website makes it easier for users to learn and evaluate their learning results (Adelia et al., 2022).

Some studies show that online media are not always effective in significantly improving Arabic writing skills. Factors such as direct interaction with teachers, student motivation, and appropriate teaching methods often have a greater impact than the use of digital media itself (Siregar et al., 2024). This is in line with the research titled "The Effectiveness of Digital Media in Enhancing Arabic Writing Skills: A Comparative Study," which shows that the use of digital media does not always have a significant impact on improving Arabic writing skills. Some students feel that digital tools are less effective if not accompanied by direct guidance from teachers (Fidian, 2020).

## CONCLUSION | خاتمة

The results of this Experimental research in 7th Grade of State Junior High School 3 Cilegon concluded that the application of Mondly Language Website-Based Learning Media had an effect on Arabic writing skills seen from the significance value  $<0.05$  so that  $H_0$  was rejected and  $H_1$  was accepted. Based in the data from the descriptive analysis, it can be concluded that the learning outcomes of the students who are taught using Mondly Language Website-Based Learning Media are better than the learning outcomes of students who do not use the media.

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