Training on the Use of Interactive Digital Media for Arabic Language Learning at Darul Huda Islamic Boarding School, Wonodadi, Blitar

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Abstract

Purpose: Arabic language learning at Darul Huda Islamic Boarding School has traditionally relied on lectures, memorization, and written exercises. To modernize this approach, this mentoring program focused on improving teachers' capacity to utilize interactive digital media, specifically through training on applications like *Quizizz*, *Wordwall*, and Liveworksheets.

Method: The program employed the *Participatory Action Research* (PAR) method, which involved collaborative stages of joint problem identification, action planning, implementation, evaluation, and reflective learning with the participating teachers.

Practical Applications: The training enabled direct application in the classroom. Teachers can now use the digital tools to create interactive quizzes, vocabulary exercises, and self-grading assignments, making the learning process more engaging and efficient for both instructors and students.

Conclusion: The integration of digital media has positively transformed Arabic language learning. Students have become more active and enthusiastic, with lessons gaining variety through games and instant feedback. Furthermore, the evaluation of learning outcomes has become significantly faster, more objective, and easier for teachers to manage.

Introduction

In Islamic boarding schools, most Arabic language instruction still primarily employs traditional methods, emphasizing lectures, memorization, and written practice exercises (Zakawali, 2025). These methods are helpful for promoting self-

discipline and mastery of classical texts, but they usually don't give students a compelling reason to learn in the current digital age. Technological developments require innovation to make learning strategies more efficient, interesting, and appropriate for the characteristics of the younger generation (Imron et al., 2025).

Some teachers at the Darul Huda Islamic Boarding School continue to struggle with technology. Although digital learning resources like computers, LCD projectors, and cellphones are easily accessible, their use is not at its best. This is a result of teachers' low levels of digital literacy and their lack of specialized training on how to use interactive digital media for learning Arabic. The dearth of varied online learning resources has also become a problem. While e-books, learning applications, and Arabic-language online platforms are still uncommon, teachers still frequently use printed textbooks and traditional resources.

This leads to a repetitive learning process and a less enjoyable learning experience for students. However, a communicative, interactive, and iterative approach is required for students to learn Arabic as a foreign language as efficiently as possible needed (Zulhanan, 2014). Therefore, the empowerment focus of this mentoring program is directed at increasing teachers' capacity in utilizing interactive digital media to support Arabic language learning. The mentoring program involves training teachers to become familiar with applications such as *Quizizz, Wordwall, Kahoot, Padlet, Canva, Nearpod*, and similar media that can be integrated into the learning process. This will enable teachers to present Arabic language materials in a more engaging, motivating, and participatory manner (Ilmiyah & Sumbawati, 2019; Rohmiasih & Sartika, 2023; Yuliana et al., 2024).

This mentoring program places a strong emphasis on helping teachers become more creative in creating learning strategies that are suited to the unique needs of each student, in addition to enhancing technical proficiency. In addition to using digital media, teachers are also creative thinkers who can modify these materials to fit the curriculum of Islamic boarding schools (Ishomuddin & Baharuddin, 2024). In order to promote cooperation, experience sharing, and the sharing of best practices, the mentoring program also seeks to create a learning community among teachers at Darul Huda Islamic Boarding School (Blair, 2008). It is hoped that these empowerment exercises will raise the standard of Arabic language instruction, making it more efficient, pleasurable, and up to date with contemporary trends. Students will be more motivated to learn, teachers will gain confidence when utilizing technology, and Islamic boarding schools will be better equipped to handle the demands of modern

education.

What distinguishes this mentoring program from general digital literacy training is its contextual and adaptive approach, specifically designed for the pesantren (Islamic boarding school) ecosystem. This program does not merely introduce applications but aligns their use with the distinctive values, curriculum, and pedagogical needs of the pesantren. This includes reinforcing religious vocabulary (*mufradat diniyyah*) and sentence structures (*tarkīb*) prevalent in classical Islamic texts (*kitab kuning*). Our mentoring model employs the framework of "Pesantren Technologization," where technology is not viewed as a replacement but as an amplifier of existing traditional methods, such as sorogan and bandongan. The developed technology adoption pattern is collaborative and tiered, beginning with teachers already inclined towards technology (early adopters) who then become mentors for their peers, thereby creating a sustainable impact within the pesantren community itself. Thus, the scientific added value of this program lies in the critical integration of digital media with the pesantren-based epistemology of Arabic language learning, as well as in the participatory PAR (*Participatory Action Research*) model that acts as a catalyst for teaching culture change.

Method

The Darul Huda Islamic Boarding School in Blitar served as the venue for this training. The team and partners, represented by the management of Darul Huda Islamic Boarding School, had coordinated the program's planning, execution, and assessment prior to the interactive training on digital media utilization. The purpose of this one-day training exercise was to introduce the material and practice using digital media for education. Twenty people, including teachers and students from the Darul Huda Islamic Boarding School in Blitar, participated in this activity. In order for the digitalization of Islamic Boarding Schools to proceed as smoothly as possible and to facilitate the assessment of student learning outcomes by educators, this training is required.

A collaborative and participatory approach is used in this community service project. This method places a strong emphasis on the community's active participation in every step of the program, from planning to assessment (Efendi et al., 2023). By actively participating, the community is transformed from an object to a subject that greatly influences the course and result of the community service program The PAR

(Participatory Action Research) approach is used in this community service project In order to define a problem and delve deeper into various information that can be immediately translated into action as a solution to the identified problem, PAR directly involves the community (in this case, serving as a facilitator) (Rahmat & Mirnawati, 2020).

The working principle of *Community Service* (PkM) using the Participatory Action Research (PAR) method, which is oriented towards empowerment, must fulfill the elements of empowerment. Empowerment must always strive for three dimensions simultaneously: fulfilling needs and solving practical problems, developing community knowledge and religiosity, and the process of social change within religion. Thus, the community is the primary agent of social change within religion, so that lecturers/students implementing PKM are other parties who facilitate this change process (Rif'ah & Ilma, 2022). Therefore, lecturers/students must respect the primary role of the community. Lecturers/students and the community must work together in a participatory manner to bring about social change (Afandi & DLL, 2022).

The stages carried out in the PAR method include: joint problem identification, collaborative action planning, action implementation, joint evaluation, and learning reflection (Mustofa et al., 2023). In carrying out this activity, researchers are supported by primary media, namely a laptop, audio, and projector.

Figure 1. The stages are carried out in the Participatory Action Research

Result and Discussion

This Community Service activity was held at the Darul Huda Islamic Boarding School in Wonodadi, Blitar, with participants consisting of teachers and students. Prior to the training, observations and a needs questionnaire were conducted. The observations showed that the Arabic language learning process at the Islamic boarding school still focuses on lectures, memorization, and the use of conventional textbooks. Most teachers have never used interactive digital media such as Quizizz, Wordwall, or Liveworksheets. However, the availability of devices such as computers, laptops, and internet connections is quite adequate. This condition causes the learning process to tend to be monotonous, sometimes decreasing student motivation, especially when studying vocabulary and *qawaid* that require repetition.

Three phases comprised the training: concept introduction, hands-on media production, and follow-up mentoring. The idea of interactive digital learning and its advantages for raising students' motivation for learning were presented to participants in the first stage. Examples of multimedia use in vocabulary materials, brief conversations, and grammar exercises were supplied by the implementation team. Following that, participants took part in a hands-on workshop on using the Quizizz, Wordwall, and Liveworksheets apps to create educational materials. Interactive exercises like word matching, letter arrangement, quizzes, and basic listening exercises were taught to the participants. From creating an account and gathering questions to publishing digital classes that can be used immediately in teaching and learning activities, the entire process was done in phases.

Figure 2. Participants in Interactive Digital Media Training at Darul Huda Islamic Boarding School

The participants' response to the training was very positive. Many teachers and students stated that the media made the learning process more engaging and less boring. Evaluation results showed that most participants successfully created at least one interactive learning media product that was ready for use. Furthermore, the participants' skills improved significantly. While they still struggled to create digital questions before the training, after the training, they were able to design quizzes, vocabulary exercises, and online worksheets quite effectively. Student learning evaluations were also faster and more objective thanks to the automated assessment system in the digital application.

Figure 3. Results of the Practice of Using Wordwalls by Teachers at Darul Huda

The developed media was then piloted in an Arabic language class. The results showed significant changes. Students appeared more enthusiastic and engaged during the lesson. The classroom atmosphere became more enjoyable thanks to the inclusion of games and competition. Many students were more confident in answering the exercises because the quizzes were straightforward and stress-free. Furthermore, vocabulary recall improved due to repeated practice through visual and audio displays.

The training did, however, also face a number of difficulties, chief among them being the participants' inexperience with digital technology. To fully grasp the functionalities of the application, several participants needed more in-depth instruction. Practical training was sometimes hampered by problems with internet connections. To address these issues, the team provided additional hotspots, video courses for independent study, and detailed instructions. In addition, follow-up

support was provided via a WhatsApp group, where participants could post questions in case they encountered issues.

Overall, this training activity successfully improved the digital competency of teachers and students at the Darul Huda Islamic Boarding School in Wonodadi, Blitar. The use of interactive digital media has been proven to enrich Arabic language learning methods, provide a more varied learning experience, and increase student motivation. Based on these results, it is recommended that this training be continued with other materials such as conversation, grammar), and characterization, so that learning innovation at the Islamic boarding school can develop sustainably.

Discussion

The results of the Community Service Program activities indicate that training in the use of interactive digital media significantly improved teacher competency and student learning motivation at the Darul Huda Wonodadi Islamic Boarding School in Blitar. This finding is academically relevant to various modern learning theories that position technology as a supporting tool to improve the quality of learning. Constructivism theory, which emphasizes that knowledge is created through active learning experiences, is theoretically consistent with the use of interactive digital media (Supardan, 2016). Students use tools like *Quizizz, Wordwall,* and *Liveworksheets* to do more than just absorb knowledge; they also experiment, explore, and reflect. Activities like matching vocabulary, answering timed tests, and finishing audio-visual exercises help students learn Arabic more effectively. This illustrates how digital learning can support learning environments that improve students' long-term memory, especially in vocabulary.

The activity's outcomes also corroborate earlier studies that found gamification of language learning boosts student engagement and intrinsic motivation. Learners are more inclined to participate when there are competitive aspects, automatic scoring, and instant feedback available. Students' confidence in responding to questions and taking part increased during the media trial, which caused the learning culture to change from passive to communicative and collaborative. This is consistent with the student-centered learning methodology that is currently advised for learning a second language. Furthermore, teachers' digital competencies have improved. Before the training, some teachers lacked basic skills in designing digital exercises. After the training, they were able to create and modify media according to class needs.

Theoretically, this supports the concept of teacher digital literacy, namely the ability of educators to utilize technological tools to design learning. In the context of Islamic boarding schools, this success is crucial, as Islamic educational institutions are often considered lagging behind in digitalization. This PKM demonstrates that Islamic boarding schools have significant potential to adopt technology provided they are provided with the right support.

From a pedagogical perspective, digital media also fulfills an objective and efficient evaluation function (Yusuf & Mukhlis, 2025). The application's automated assessment system reduces the administrative burden on teachers and provides rapid feedback to students. In modern educational evaluation theory, the speed of feedback significantly influences learning success, particularly in language learning, which requires continuous correction. Thus, technology functions not only as a learning aid but also as a formative evaluation instrument.

However, these findings also demonstrate that digitalization of learning is not without challenges. Network constraints, limited technological literacy, and varying levels of learner adaptability are all obstacles. Academically, this demonstrates that the success of digital media remains dependent on the readiness of infrastructure and a learning culture. Technology does not automatically bring change without support and familiarization.

Overall, this activity has a strong scientific foundation and contributes to the development of Arabic language learning in Islamic boarding schools. Interactive digital media innovation has been proven to enrich traditional methods, increase learning motivation, and optimize the evaluation process. This success also demonstrates that digitalization and Islamic boarding schools are not mutually exclusive but can integrate to create more effective and relevant language learning.

Conclusion

At the Darul Huda Islamic Boarding School in Wonodadi, Blitar, the training on using interactive digital media to learn Arabic went smoothly and accomplished its goals. Teachers and students who were previously unaccustomed to app-based learning materials gained more digital competency as a result of this training. Following their participation, participants were able to design, produce, and use interactive learning resources like *Wordwall*, *Quizizz*, and *Liveworksheets*.

The application of digital media in Arabic language learning has had a positive impact on the learning process. Students become more active, enthusiastic, and participate in class activities. The previously monotonous learning process becomes more engaging thanks to the inclusion of games, competitions, and automated feedback. Furthermore, the evaluation and assessment of learning outcomes become faster, more objective, and easier for teachers to implement. This training also demonstrated that digital learning can be implemented in Islamic boarding schools (pesantren) with the right support and adequate technological resources. Although there were challenges such as limited digital literacy and network disruptions, these obstacles were overcome through step-by-step guidance, the provision of additional hotspots, and continued support through communication groups.

Overall, this activity has made a significant contribution to improving the quality of Arabic language learning at the Darul Huda Wonodadi Blitar Islamic Boarding School. It is recommended that this program be continued and expanded to include other topics such as *nahwu*, *saraf*, and *muhadatsah*, so that the use of educational technology can be sustainable and have a broader impact on the learning process at the Islamic boarding school.

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