

Innovation in Digital Arabic Learning: The Effectiveness of the Durusullughoh Application in Enhancing Speaking Skills.

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ABSTRAK

Arabic language learning, particularly speaking skills (mahārah kalām), still faces various challenges, such as the use of conventional methods and low student participation. With the advancement of technology, the use of digital media has become an innovative alternative to enhance learning effectiveness. This study aims to determine the effectiveness of using the Durusullughah application in improving the Arabic speaking skills of seventh-grade students at MTsN 5 Jember. This study employed a quantitative approach with a quasi-experimental design using a pre-test and post-test control group model. The sample consisted of two groups: an experimental class and a control class, each comprising 27 students. Data collection techniques included tests, observations, interviews, and documentation, while data analysis was conducted using the Independent Samples t-Test. The results indicate a significant improvement in speaking ability among students in the experimental class compared to the control class, as evidenced by a post-test average score of 77.59 in the experimental class and 64.07 in the control class. Furthermore, the statistical test results showed a Sig. (2-tailed) value of 0.001 (<0.05), indicating a significant difference between the two groups. Thus, it can be concluded that the Durusullughah application is effective in improving students' Arabic speaking skills.

1. INTRODUCTION

Arabic language learning plays a strategic role in the field of education, particularly in Islamic educational institutions, as it serves not only as a means of communication but also as a tool for understanding the sources of Islamic teachings (Hermawan, 2025). One of the key skills in Arabic language learning is mahārah al-kalām (speaking skills), which serves as the primary indicator of students' active communication abilities (Nasution & Bashiroh, 2025). However, in practice, the teaching of speaking skills still faces various obstacles, such as the use of monotonous conventional methods, a lack of interactive learning media, and low student participation in the learning process (Mutia et al., 2025). These conditions result in students' Arabic speaking abilities tending to be low and failing to achieve optimal results (Nailah, 2025). With the advancement of digital technology, innovations in Arabic language learning have begun to emerge through the use of app-based media (Khusniya, 2024). Digital media provide opportunities for students to learn in a more flexible, interactive, and self-directed manner (Azzahra & Prasetyo, 2024). Therefore, the integration of technology into Arabic language learning has become an urgent need to improve the quality of learning, particularly in speaking skills (Fatimah et al., 2025). One innovation that can be utilized is the Durusullughah app, developed from the Durusullughah textbook of Pondok Modern Gontor, which is systematically designed to train Arabic language proficiency, including speaking skills. Several previous studies have shown that the use of digital media in Arabic language learning has a

positive impact on improving language proficiency. A study by (Faiqoh & Baity, 2024) demonstrated that the use of the Silsilah Allisan digital textbook can enhance student engagement and comprehension in Arabic language learning for non-native speakers. Furthermore, a study by Islam et al. (2025) found that the Arabic Listening Speaking app is effective in improving students' speaking skills through an audio-based and interactive approach. Another study by Fikri (2025) also indicates that the use of the Duolingo app can optimize students' speaking skills through an adaptive and interactive technology-based learning approach. Meanwhile, a study (Nurussa'ada, 2025) confirms that the Durusul-Lughoh al-'Arabiyyah textbook by Imam Zarkasyi is effective in improving Arabic writing skills, indicating that a textbook-based approach holds great potential in Arabic language learning.

Although these various studies demonstrate the effectiveness of digital media in Arabic language learning, there remains a research gap that has not been extensively explored: the use of the Durusullughah-based application in improving speaking skills (mahārah al-kalām) specifically at the madrasah tsanawiyah level. Most previous studies have focused more on general applications, skills other than speaking, or on different learning contexts. Therefore, this study offers novelty in examining the effectiveness of the Durusullughah application based on a classical textbook but packaged in a digital format to enhance students' speaking skills in a more targeted and systematic manner. Based on initial observations at MTsN 5 Jember, particularly among seventh-grade students, Arabic language instruction remains dominated by conventional methods such as lectures and written exercises, resulting in underdeveloped speaking skills. The use of technology-based learning media is a key factor influencing learning outcomes. This situation highlights a gap between the need for communicative Arabic language learning and the current teaching practices in the classroom. Therefore, this study focuses on seventh-grade students at MTsN 5 Jember as the research subjects, examining the effectiveness of the Durusullughah app in improving Arabic speaking skills. Based on the above description, the research questions in this study are: (1) Is the use of the Durusullughah application effective in improving the Arabic speaking skills of seventh-grade students at MTsN 5 Jember, and (2) Is there a significant difference between students who use the Durusullughah application and those who use conventional methods? This study is expected to provide both theoretical and practical benefits. Theoretically, this study is expected to enrich the literature on technology-based innovations in Arabic language learning, particularly in the development of mahārah al-kalām. Practically, this study is expected to serve as a reference for teachers in selecting and developing innovative learning media, as well as to help students improve their Arabic speaking skills more effectively and enjoyably. The theoretical framework of this study is based on the assumption that the use of innovative and interactive learning media can enhance student engagement in the learning process. The Durusullughah app, as a digital medium, provides systematic and practice-based exercises, thereby enabling students to be more active in practicing speaking. Consequently, the use of this app is expected to significantly improve students' speaking skills compared to conventional learning methods, which tend to be passive.

2. METHODS

This study uses a quantitative approach with quasi-experimental design to determine the effect of the use of digital Arabic learning program to improve students' speaking skills. (Shofiyani, 2025) the research design used is pre-test and post-test control group design, which involves two groups consisting of an experimental group and a control group. (Abraham & Supriyati, 2022) both groups were first given a pre-test to determine the initial ability of students, then the experimental group was given treatment in the form of the use of digital Arabic learning program, while the control group was not given treatment. After the learning process was completed, both groups were given a post-

test to determine differences in learning outcomes and measure the effectiveness of the treatment given. This study was conducted at Madrasah Tsanawiyah Negeri (MTsN) 5 Jember, which is generally an Islamic-based secondary education institution that organizes Arabic learning as one of the compulsory subjects. Subjects were students of Class VII MTsN 5 Jember totaling 108 students as part of an overall population of 310 students. Sampling technique by dividing the population into groups (probability sampling), with the selection of Class VII-A as an experimental group of 27 students and Class VII-B as a control group of 27 students. (Suriani & Jailani, 2023) the research procedure includes several stages, namely the provision of pre-tests to determine the initial ability of Arabic speaking skills, the implementation of treatment in the form of using digital programs in the experimental group, and the provision of post-tests to determine the improvement of learning outcomes. Data collection was done through tests, observations, interviews, and documentation. The Data obtained were then analyzed using inferential statistical techniques with content validity test by experts and t - test (t-test) to determine the difference in the average pre-test and post-test results between the experimental group and the control group, so that it can be concluded the effectiveness of the use of digital programs in improving students ' Arabic speaking skills.

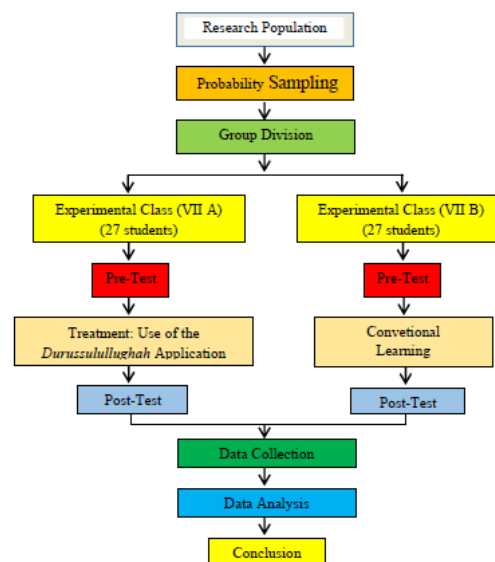


Figure 1.1 Research Flowchart

3. RESULT AND DISCUSSION

3.1 Validity Test

Validity test in this study using the validity of the content (content validity) which aims to determine the level of feasibility of test instruments based on the suitability of the material, indicators, and learning objectives to be measured. The validity of the content is done through the assessment of experts (expert judgment), namely lecturers or experts in the field of Arabic education who assess the suitability of the pre-test and post-test questions with the competence of speaking skills to be achieved. (Suhardi, 2022; Ulfah et al., 2025) Assessment is carried out using a validation sheet with a certain scale, then calculated using the percentage formula: $\text{validity} = (\text{Total score obtained} / \text{maximum Total score}) \times 100\%$. The criteria for expert validity is determined based on the percentage of assessment results, namely:

Table Kesalahan! Bookmark tidak ditentukan.. The criteria for expert validity

| No | Value | Description |
|----|-------------|-------------|
| 1 | 85% - 100% | Very Good |
| 2 | 70,1% - 85% | Good |
| 3 | 50,1% - 70% | Enough |
| 4 | 1% - 50% | Not Good |

Based on the results of the expert validity test, the instrument is declared eligible for use if it obtains a minimum of valid categories, so that it can measure the ability of students precisely and in accordance with the objectives of the study.

Table 2. Details of the results of the validity of experts

| No | type of discussion | Validator name | information | percentage | results |
|----|-------------------------|--------------------------------------|-------------------|------------|-----------|
| 1 | pre-test chapter house | Muhammad Nidhom Hamami Abi Candra | Auditor Pre-test | 90% | Very Good |
| 2 | Post-test chapter house | Muhammad Nidhom Hamami Abi Candra | Auditor Post-test | 90% | Very Good |

The value of the pre-test for the Home chapter is 90%, therefore the results of the pre-test are very well used. The results of the validity test for the chapter house is 90 %, therefore the results of the validity test is very well used. The results of the content validity test showed that the pre-test and post-test instruments in the House chapter, obtained a percentage of 90% with a very good category, so that it was declared worthy of being used to measure students ' Arabic speaking skills. This finding is in line with the basic concept of content validity which emphasizes that a good instrument must have a match between indicators, materials, and learning objectives, so that it is able to measure targeted competencies appropriately. The high level of validity indicates that the item has met the eligibility criteria according to expert assessment, thus supporting the research hypothesis that a valid instrument will produce accurate data in measuring the effect of digital programs on improving speaking skills.(Zayrin et al., 2025) This result is also in line with previous research which stated that validation by experts is an important step in experimental quantitative research to ensure the quality of the instrument before it is used on research subjects.(Amarulloh & Irvani, 2025) Theoretically, these findings reinforce the importance of content validity as a basis in the development of language learning evaluation instruments. In practical terms, instruments that have proven to be very valid can be used as a reliable measurement tool in assessing the effectiveness of Arabic learning digital programs, and can be a reference for teachers in developing a more structured evaluation of speaking skills and in accordance with the expected competencies.

3.2 Validity Test

To determine the value of the control group and experimental group, researchers used pre and post test to determine the value of all students. As for the data you might include meaning: Mean is the average value of some data, and STD. Deviation is a statistical value used to determine the relative of a statistical sample of average data, the minimum value is the lowest value for each variable in the study, and the maximum value is a high value for each variable in the study.

Table 3. Statistical test of control group and experimental group on students ' proficiency in speaking fluency.

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------------------|----|---------|---------|-------|----------------|
| Pre-test control group | 27 | 40 | 90 | 62,96 | 12,346 |
| Post-test control group | 27 | 40 | 90 | 64,07 | 12,484 |
| Pre-test experiment group | 27 | 30 | 80 | 61,85 | 14,686 |
| Post-test experiment group | 27 | 50 | 100 | 77,59 | 14,369 |
| Valid N (listwise) | 27 | | | | |

Based on the table, it is known that the average value of the pre-test in the experimental group was 61.85, then after treatment there was a significant increase in the post-test to 77.59. The value of standard deviation in the experimental group before treatment was 14.686, while after treatment it became 14.369. Meanwhile, in the control group, the average value before treatment was 62.96 and experienced a relatively small increase to 64.07 after learning using conventional media. The standard deviation value in the control group was 12.346 before treatment and 12.484 after treatment with conventional media.

3.3 Tests of Normality

Tests of Normality is a test that you use to find out the search data, what is distributed normally or abnormally. And in these data that are used in the normal state test are the results from the pre-test and the post-test of the control group and the experimental group using the kolmogrov-Smirnov formula calculated by IBM SPSS statistical 23. As for the basic resolution of the kolmogrov-Smirnov test means if the significance value is more than (0,05), the results are a normal distribution. If the significance value is smaller than (0,05) then the abnormal distribution results.

Table 4. Tests of Normality of control group and experimental group on students ' proficiency in speaking fluency

| Tests of Normality | | | | | | |
|---------------------------------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre-test control group | ,160 | 27 | ,074 | ,945 | 27 | ,159 |
| Post-test control group | ,164 | 27 | ,060 | ,945 | 27 | ,159 |
| Pre-test experiment group | ,155 | 27 | ,095 | ,908 | 27 | ,021 |
| Post-test experiment group | ,149 | 27 | ,126 | ,943 | 27 | ,144 |
| a. Lilliefors Significance Correction | | | | | | |

From the table, the value of the normal state test using the kolmogrov-Smirnov symbol is a pre-test of the control group on students ' ability to speak fluency (0.074) and post-test of the control group means (0.060). Pre-test and post-test results are more than (0.05). So the data distribution is normal. Normal state test value using kolmogrov-Smirnov symbol is pre-test experimental group on students ' proficiency in speaking fluency means (0.095) and post-test experimental group means (0.126). Pre-test and post-test results are more than (0.05). So the data distribution is normal.

3.4 Tests of Homogeneity

This test is used to find out how many people are homogeneous (equivalent) or not. The basic resolution of a homogeneous test means: If the value of importance based on the Mean is less than (0.05), then the data in this study are not homogeneous; If the significance value based on the Mean is more than (0.05), then the data in this study is homogeneous

Table 4. Tests of Homogeneity of control group and experimental group on students ' proficiency in speaking fluency

| Test of Homogeneity of Variance | | | | | |
|--|--------------------------------------|------------------|-----|--------|------|
| | | Levene Statistic | df1 | df2 | Sig. |
| Tests of Homogeneity of control group and experimental group on students ' proficiency in speaking fluency | Based on Mean | ,463 | 1 | 52 | ,499 |
| | Based on Median | ,304 | 1 | 52 | ,584 |
| | Based on Median and with adjusted df | ,304 | 1 | 51,731 | ,584 |
| | Based on trimmed mean | ,438 | 1 | 52 | ,511 |

From the table obtained the results of the Tests of Homogeneity in the control group and experimental group of (0.499), the result means the result (0.499) is greater than (0.05).

3.5 Independent Sample t-Test

The Independent Sample t-Test is used to determine whether there is a significant difference between the two groups, and the condition for its use is that the data are from different groups and the data must have a normal distribution. The basic decision Test Independent Sample t-Test, meaning : If the value of interest is Sig. (2-Tailed) more than (0.05) then H0 is acceptable and Ha is unacceptable; If the value of interest is Sig. (2-Tailed) less than (0.05) then H0 is unacceptable and Ha is acceptable.

Table 4. Independent Sample t-Test of control group and experimental group on students ' proficiency in speaking fluency

| Independent Samples Test | | | | | | | | | | |
|--|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Test of control group and experimental group on students ' proficiency in speaking fluency | Equal variances assumed | ,463 | ,499 | -3,690 | 52 | ,001 | -13,519 | 3,663 | -20,869 | -6,168 |
| | Equal variances not assumed | | | -3,690 | 51,004 | ,001 | -13,519 | 3,663 | -20,873 | -6,164 |

Based on the table, the score comes from the Sig. (2-Tailed) (0.001) is less than (0.05), the summary of the test results of The Independent Sample t-Test means that Ha is acceptable. There

was a difference of importance between the control group and experimental group tests of students' proficiency in speaking fluency.

the result of this study is the value of t.calculate (3.690) and Value t.table (1.675) with this result we know that t.calculate (3.690) greater than t.table (1.675), H_0 is the result and H_a is acceptable. Therefore, there is a difference between the test of the control group and the experimental group on the proficiency of students in speaking fluency. The results of statistical analysis showed that there was a significant increase in the experimental group compared to the control group, as evidenced by the higher post-test mean value and the results of The Independent Sample t-Test with GIS values. (2-tailed) of 0.001 (<0.05) and the value of t.calculate (3.690) greater than t.chart (1,675). This finding is in line with the research hypothesis which states that the use of digital programs in Arabic language learning has an effect on improving students' speaking fluency. Conceptually, these results support technology-based learning theories that emphasize that digital media can increase engagement, motivation, and language practice opportunities more interactively than conventional methods.(Mayendi, 2025; Saadah & Anggraeni, 2025) In addition, the results of this study are also consistent with various previous studies that show that the use of digital media in language learning can significantly improve speaking skills.(Kuntari, 2023) The absence of conflicting results was also reinforced by normality and homogeneity tests which showed that the data were normally distributed and homogeneous, so that the hypothesis test results could be trusted. Theoretically, this study reinforces the importance of technology integration in language learning, while in practical terms, these results give the implication that teachers can utilize digital programs as an alternative to effective learning strategies to improve students' speaking fluency, especially in the context of Arabic learning at the secondary school level.(Abas, 2025)

4. CONCLUSION

Based on the research findings, it can be concluded that the use of the Durusullughah app is effective in improving the speaking skills (mahārah al-kalām) of seventh-grade students at MTsN 5 Jember. This is evidenced by a significant increase in the average post-test scores of the experimental class compared to the control class. The results of the Independent Sample t-Test showed a significance value of 0.001 (<0.05), indicating a significant difference between students using the Durusullughah application and those using conventional teaching methods. Thus, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. These findings address the research problem by demonstrating that the Durusullughah application is not only effective as a learning medium but also capable of enhancing students' active participation and speaking skills more effectively. The use of interactive and systematic digital media provides a more engaging learning experience and encourages students to be more active in language practice. Therefore, the Durusullughah application can serve as an innovative alternative learning medium in Arabic language instruction, particularly in improving speaking skills within the madrasah setting.

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