

Enhancing Arabic Language Literacy Skills Via A Digital Literacy Initiative At MIN 1 Probolinggo

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Abstract— *This Community Service Program aims to enhance the Arabic language literacy competence of teachers and students through the strengthening of digital literacy at MIN 1 Probolinggo. The activity was implemented using the Participatory Action Research (PAR) method, which emphasizes collaboration and the active involvement of all stakeholders in a continuous cycle of planning, action, observation, reflection, and refinement. The program stages included: Socialization and Needs Identification, A workshop on leveraging digital media (Canva, CapCut, Padlet, Google Classroom, and YouTube Translation), Mentoring for the development of digital teaching materials, Student production of Arabic-language digital content, such as vocabulary posters, conversation videos, and visual material summaries. The results of the implementation showed a significant increase in teachers' competence in integrating digital media and developing innovative teaching tools, as well as an increased motivation, creativity, and active engagement among students in the learning process. Furthermore, the program resulted in a collaborative digital project-based learning ecosystem that fosters continuous innovation and has the potential to be replicated in other madrasahs (Islamic schools). Thus, the PAR approach proved effective in empowering teachers and students to meet the demands of Arabic language instruction in the digital era.*

Keywords— *Participatory Action Research; digital literacy; Arabic language learning; teacher competence; learning innovation*

1 Introduction

The development of information and communication technology in the digital era has brought significant changes across various aspects of life, including the field of education. This digital transformation requires educational institutions to adjust their learning models and strategies to align with the needs and characteristics of 21st-century learners. However, empirical conditions at MIN 1 Probolinggo indicate a gap between the demands of technological advancements and the current Arabic language teaching practices, which remain oriented toward conventional approaches. The limited

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use of digital-based learning and the lack of variation in innovative and contextual teaching media have resulted in suboptimal learning processes and limited active student participation. This reality highlights the urgent need for systematic intervention through digital literacy-based learning innovation to continuously improve the quality of Arabic language instruction.

Digital transformation encourages a paradigm shift in learning, moving from conventional patterns to technology-based instruction that is more interactive, collaborative, and flexible (Ummah, 2024; Husniyah, 2024). This condition demands that teachers possess adequate digital literacy to utilize various digital media and platforms as learning tools appropriate for 21st-century students who are familiar with technology.

In the context of Arabic language learning, challenges frequently faced by madrasahs include teachers' limited ability to design and implement digital-based instruction, as well as a lack of variety in innovative and contextual learning media (Maksum & Jumaha, 2024). Traditional teaching methods, which remain dominant, such as lecturing and material copying, lead to low student learning motivation, especially concerning productive skills like *kalam* (speaking) and *kitabah* (writing), which require creative and applied learning approaches (Baroroh & Tolinggi, 2020).

Several studies indicate that the use of digital media in Arabic language learning can significantly increase student interest, promote active engagement in the learning process, and strengthen mastery of vocabulary and language structures through a more engaging and meaningful learning experience (Azhar et al., 2025; Lestari et al., 2019). Digital literacy-based learning has also been proven to build critical thinking, creativity, collaboration, and communication skills, particularly when packaged through a project-based learning model that allows students to produce various digital products such as videos, visual posters, infographics, or social media-based content (Musa'ad et al., 2024; Setianingrum et al., 2025).

Nevertheless, the implementation of digital literacy in Arabic language learning still faces several obstacles, including limited professional training for teachers, minimal supporting facilities, and the suboptimal development of a collaborative technology-based learning culture (Widyaningsih et al., 2022; Okyranida & Astuti, 2020). Therefore, a strategy is required to systematically

strengthen the competence of both teachers and students through intensive mentoring, digital media training, and the habituation of producing creative Arabic-language content relevant to the needs of modern learning.

Based on the urgency of these phenomena, the community service team implemented the program “Strengthening Arabic Language Literacy Competence through a Digital Literacy Program at MIN 1 Probolinggo” as an effort to enhance the quality of Arabic language instruction through the productive and innovative use of digital technology. This program aims to: Increase teachers' ability to develop interactive digital teaching materials and media, Enhance student motivation and creativity in learning Arabic through the production of digital content, Build a collaborative digital learning ecosystem within the madrasah environment.

The execution of this service is expected to serve as a model for the development of digital literacy competence based on Arabic language learning, which can be replicated at MIN 1 Probolinggo and other madrasahs in general, and provide a real contribution to technology-based educational transformation in Indonesia.

2 Method

The implementation of this Community Service Program was conducted at MIN 1 Probolinggo during the odd semester of the 2024-2025 academic year, employing the Participatory Action Research (PAR) methodology through a training and mentoring approach. The PAR method was selected because it emphasizes active collaboration among the implementing team, teachers, and students throughout the process of needs identification, action planning, implementation, observation, evaluation, and continuous reflection. This approach aims to generate tangible changes that directly impact the quality of learning.

In the context of implementation at MIN 1 Probolinggo, the PAR approach allowed teachers and students to participate actively, from formulating learning needs to evaluating program success. The PAR cycle provides room for continuous improvement, ensuring that the digital literacy-based learning innovation is effective and sustainable according to the specific characteristics of the *madrasah*.

The program execution was carried out through five main stages as follows:

1. Preparation Phase: Socialization and Needs Identification

The initial stage involved socializing the program to the head of the *madrasah*, Arabic language teachers, and student representatives to explain the objectives and technical procedures. A needs assessment was conducted through discussions and interviews to determine baseline digital skills and existing constraints in digital-based learning. This information served as the foundation for planning the subsequent steps and empowerment materials.

2. Training and Workshop on Digital Media Utilization

The action phase in the PAR model was conducted through intensive workshops focusing on the utilization of various digital platforms for Arabic language instruction. The training covered the use of: Canva for designing vocabulary posters, infographics, and visual student worksheets (LKPD). CapCut for creating instructional videos and dialogue content, Padlet as a space for digital collaboration and portfolios, Google Classroom for assignment management and assessment, YouTube Translation for listening comprehension and translation practice.

The workshops utilized a learning by doing approach, allowing participants to immediately produce simple digital media.

3. Mentoring for the Development of Digital Teaching Materials

The mentoring phase was conducted continuously by assisting teachers in creating digital teaching materials, including:

- a. Interactive Student Worksheets (LKPD) (using Canva/Liveworksheets).
- b. Thematic instructional videos.
- c. Digital visual modules.

During this stage, periodic observation and product refinement (cycle revision) were conducted, adhering to the principles of PAR.

4. Student Digital Content Production

The stage of implementing the work involved students in the creation of Arabic-language digital content as a form of creative literacy. This included:

- a. Thematic vocabulary posters.

- b. Short conversation videos (*al-muhādaṣah al-yawmiyyah*).
- c. Infographic-based material summaries.

The resulting works were uploaded to Padlet as a medium for appreciation and collaborative learning.

5. Program Evaluation and Reflection

The final stage of PAR involved joint evaluation and reflection with teachers and students. Evaluation was performed through observation of learning activities, assessment of digital work products, and teacher interviews regarding the increase in competence and the impact of using digital media. The reflection served as the basis for formulating follow-up plans to ensure the sustainability of the program implementation.

3 Findings And Discussion

3.1 Finding

The Program for Strengthening Arabic Language Literacy Competence through Digital Literacy at MIN 1 Probolinggo yielded a significant impact on the quality of learning, affecting both teacher competence and student motivation and creativity. The program implementation strictly followed the Participatory Action Research (PAR) cycle, which includes needs identification, action, observation, and reflection phases. Consequently, the changes observed are a direct result of the active involvement of teachers and students throughout every step of the activities.

1. Enhanced Teacher Competence

Observation and interview results indicate that teachers experienced a demonstrable improvement in their ability to:

- a. Utilize digital media effectively for Arabic language instruction.
- b. Develop digital teaching materials, specifically interactive Student Worksheets (LKPD), instructional videos, and visual modules.
- c. Manage collaborative learning based on digital platforms such as Padlet and Google Classroom.

This transformation occurred because teachers were actively involved in the PAR cycle—learning through hands-on practice, receiving intensive mentoring, performing product revisions, and engaging in collaborative reflection. This finding is consistent with the research by Mufaridah et al. (2021), which underscores the importance of continuous training and

mentoring for enhancing teacher competence in the digital learning environment.

2. Increased Student Motivation and Creativity

Through the content production activities, students demonstrated higher motivation in learning Arabic. Students were actively involved in creating vocabulary posters, short conversation videos, and visual summaries, which were uploaded to the Padlet platform as a digital class portfolio. This active engagement proves that project-based and digital literacy learning are capable of increasing student creativity and achievement (Musa'ad et al., 2024; Bakhtiar & Auladi, 2025).

3. Establishment of a Digital Collaborative Learning Ecosystem

The program successfully generated a new learning culture characterized by collaboration, innovation, and sustainability. Teachers and students actively shared their work, provided mutual feedback, and utilized technology as a tool for learning expression. This outcome supports the assertion by Rizqi et al. (2024) that the integration of digital media not only enhances academic competence but also fosters a creative and communicative learning environment.

Furthermore, the implementation of digital literacy proved effective in bridging the gap between traditional teaching methods and the needs of the digital generation (Mufaridah et al., 2021; Ummah, 2024), thereby paving the way for a more modern and adaptive transformation of Arabic language instruction.

Table 1: Comparison of Conditions Before and After the Program

1. Observed Aspect	2. Condition Before Program	3. Condition After Program	4. Impact in the PAR Cycle
5. Teacher Competence	6. Minimal utilization of digital media; learning remained conventional	7. Teachers are able to develop interactive worksheets, instructional videos, and visual modules	8. Action–Reflection enhanced skills and professional confidence
9. Learning Media	10. Limited, less engaging, and lacking variation	11. Creative digital media (Canva, CapCut, Padlet,	12. Action–Observation demonstrated the

		Google Classroom) are integrated into learning	effectiveness of digital media
13. Student Engagement	14. Passive participation and low motivation	15. Active involvement in producing posters, dialogue videos, and infographics	16. Action–Reflection fostered creativity and collaboration
17. Learning Ecosystem	18. Individual and less collaborative	19. Collaborative and project-based digital learning	20. Sustainability through digital portfolios
21. Learning Impact	22. Learning was not contextual with technological development	23. Learning became relevant to digital-era needs	24. Encouraged continuous innovation

3.2 Discussion

Overall, the results of the program implementation demonstrate that the Participatory Action Research (PAR) approach proved effective in empowering teachers and students through a process that emphasizes participatory involvement, collaboration, and continuous improvement. The active engagement of all stakeholders—from the needs identification stage to the final evaluation—ensured that the resulting changes were tangible, relevant, and well-suited to the context of Arabic language learning needs at MIN 1 Probolinggo.

This finding suggests that the PAR model provides a framework for empowerment and learning transformation because program participants are not merely recipients of training material, but also become agents of change who design, implement, evaluate, and reflect upon digital literacy-based instruction. This approach aligns with the principle proposed by Husniyah (2024) that Arabic education innovation must be geared towards pedagogical transformation that is responsive to the demands of the digital era, rather than merely adopting technology without a paradigm shift.

Furthermore, these program findings support the research by Azhar et al. (2025), which asserts that the integration of digital media can significantly enhance the quality of the learning process by strengthening teacher

competence and increasing student participation. The use of digital media in Arabic language learning demonstrably creates a learning environment that is more engaging, contextual, collaborative, and project-based, enabling students to develop creativity, communication skills, and technological literacy simultaneously.

From a pedagogical perspective, this change also confirms that the digital literacy program is capable of overcoming various challenges associated with traditional teaching, which often failed to involve students as subjects of learning. The increase in student learning motivation and their ability to produce Arabic-language digital content indicates that project-based learning is more appropriate for the characteristics of the digital generation, who favor visuals, interaction, and productive challenges. This reinforces the view of Rizqi et al. (2024), who state that digital media-based learning opens up vast opportunities to create a creative and communicative learning ecosystem.

This program also carries important implications for the sustainability of madrasah quality development. The establishment of a digital collaborative learning ecosystem-whether through Google Classroom, Padlet, or digital work portfolios-lays the foundation for future innovative learning development. The iterative PAR cycle involving practice, reflection, and refinement ensures that the program does not stop at a momentary intervention but has the potential to evolve into a new learning culture within the madrasah environment.

Based on these findings, the program can be recommended for replication in other madrasahs with an adaptation strategy tailored to local needs, including the strengthening of continuous mentoring and the periodic development of an evaluation system based on student digital products. Structured replication has the potential to reinforce the national transformation of Arabic language instruction, aligning with the agenda for the modernization of Islamic education and the enhancement of 21st-century competencies..

4 Conclusion

The Community Service Program, based on Participatory Action Research (PAR), aimed at enhancing Arabic language learning competence through the utilization of digital media at MIN 1 Probolinggo, demonstrated positive and significant results. The direct involvement of teachers and students in the planning, implementation, reflection, and evaluation processes was the

primary factor contributing to the program's success. Through a series of activities including socialization, workshops, mentoring, and digital content production, there was an observed increase in teachers' pedagogical ability to develop digital teaching materials and an enhancement in students' creativity in producing Arabic-language digital content.

The findings indicate that the integration of digital media such as Canva, CapCut, Padlet, Google Classroom, and YouTube Translation significantly improves learning motivation, communication skills, and the quality of Arabic learning outcomes. The collaborative process established through the PAR approach also strengthened the participants' sense of belonging and fostered continuous innovation within the madrasah environment.

Therefore, this program is essential for broader development and replication in other educational institutions, provided that necessary adaptations are made to suit local contexts and needs. Furthermore, there is a need to improve evaluation instruments, particularly those based on authentic assessment and digital portfolios, to measure the long-term impact on learning competence and student autonomy in utilizing technology.

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