

Implementing Kahoot in Teaching Mahārah Istimā' at Maskan Al-Lughah Al-'Arabiyyah, Al-Ikhlās Dormitory

Siti Rahmah¹, M. Ahim Sulthan Nuruddaroini², Siti Khafifah³

^{1, 2, 3} Sekolah Tinggi Ilmu Qur'an (STIQ) Amuntai

✉ Corresponding author

email: sitirahmahnazral@gmail.com¹, muhahimsulthan@gmail.com²,
khafifahsiti99@gmail.com³

Abstract:

In the digital era, Arabic language learning is required to be more innovative and interactive. However, most students still face challenges in improving their listening skills (*mahārah al-istimā'*) because conventional teaching methods tend to be unengaging and lack interactivity. Therefore, there is a need for learning media that can increase student engagement, such as Kahoot, a digital game-based learning platform. This study aims to describe the implementation of Kahoot in *mahārah al-istimā'* instruction and to analyze its contribution to student motivation at the Al-Ikhlās Dormitory of STIQ Amuntai through the Maskan al-Lughah al-'Arabiyyah program, which provides a fully Arabic-language environment. This study employed a descriptive qualitative approach in the form of a field study. Data were collected through observation, interviews, and documentation of three informants selected through purposive sampling. The results indicate that the implementation of Kahoot occurred in four stages: scheduling, technical briefing, conducting audio-based quizzes, and post-activity evaluation. Based on the results of interviews and observations, the use of Kahoot contributed positively to increasing participants' motivation, enthusiasm, concentration, and engagement in listening to Arabic-language material, as demonstrated by increased active participation, focus while listening to audio, and positive responses during the activity. These findings align with the game-based learning approach, which emphasizes active student participation. The main constraint identified was internet connectivity issues. This study indicates that Kahoot can serve as an alternative learning medium that supports the development of listening skills in an Arabic-language environment.

Keywords: Kahoot; listening skills; Arabic language learning; game-based learning; *bi'ah lughawiyyah*;

Abstrak:

Di era digital, pembelajaran bahasa Arab dituntut lebih inovatif dan interaktif. Namun, sebagian besar peserta didik masih menghadapi kendala dalam meningkatkan keterampilan menyimak (*mahārah al-istimā'*) karena metode pembelajaran konvensional cenderung kurang menarik dan memiliki tingkat interaktivitas rendah. Oleh karena itu, diperlukan media pembelajaran yang mampu meningkatkan keterlibatan peserta didik, salah satunya melalui Kahoot sebagai platform pembelajaran berbasis permainan digital. Penelitian ini bertujuan mendeskripsikan

implementasi media Kahoot dalam pembelajaran *mahārah al-istimā'* serta menganalisis kontribusinya terhadap motivasi belajar peserta di Asrama Al-Ikhlas STIQ Amuntai melalui program Maskan al-Lughah al-'Arabiyyah sebagai lingkungan berbahasa Arab penuh. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan jenis studi lapangan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi terhadap tiga informan yang dipilih secara *purposive*. Hasil penelitian menunjukkan bahwa implementasi Kahoot dilakukan melalui empat tahap, yaitu penentuan waktu pelaksanaan, pengarahan teknis, pelaksanaan kuis berbasis audio, serta evaluasi pascakegiatan. Berdasarkan hasil wawancara dan observasi, penggunaan Kahoot memberikan kontribusi positif terhadap peningkatan motivasi, antusiasme, konsentrasi, dan keterlibatan peserta dalam menyimak materi berbahasa Arab, yang ditunjukkan melalui peningkatan partisipasi aktif, fokus saat menyimak audio, serta respons positif selama kegiatan berlangsung. Temuan ini sejalan dengan pendekatan *game-based learning* yang menekankan partisipasi aktif peserta didik. Kendala utama yang ditemukan adalah ketidakstabilan jaringan internet. Penelitian ini menunjukkan bahwa Kahoot dapat menjadi alternatif media pembelajaran yang mendukung pengembangan keterampilan menyimak dalam lingkungan berbahasa Arab.

Kata kunci: Kahoot; *mahārah al-istimā'*; pembelajaran bahasa Arab; *game-based learning*; *bi'ah lughawiyah*.

INTRODUCTION

The Arabic language plays a vital role, particularly within the Muslim community. It serves as the primary language of classical literature, which forms the main source of Islamic studies (Bani Yunus, 2025). The uniqueness of the Arabic language lies in its status as the language of the Qur'an, the holy book of Islam, which serves as the foundation of faith for over one billion Muslims worldwide. Additionally, many non-Arabic speakers learn Arabic for specific purposes, such as to better understand Islamic teachings and gain direct insight into religious texts like the Quran and Hadith (Alhamdi & Afril, 2025). The learning of Arabic aims to develop language proficiency, known as *mahārah lughawiyah*, which primarily consists of listening (*mahārah al-istimā'*), speaking (*mahārah al-kalām*), reading (*mahārah al-qira'ah*), and writing (*mahārah al-kitabah*) (*mahārah al-kitabah*) (Syagif, 2023).

Listening (*mahārah al-istimā'*) is the first language skill that Arabic language learners need to master, as the initial process of language acquisition occurs through hearing. This listening skill can be developed through continuous practice in distinguishing the various

sounds of the language using the provided audio materials. However, most learners face challenges in improving this skill because the conventional teaching methods used tend to be unengaging and have low levels of interactivity (Nestia et al., 2025). Therefore, in teaching mahārah al-istimā', media that support language comprehension are necessary (Fairuza Mumtaz & Maman Abdurrahman, 2022).

In line with this, the use of learning media plays a crucial role in supporting the effectiveness of mahārah al-istimā' instruction. In the context of Arabic language learning, interactive and easily accessible electronic media have become a widely used alternative, one of which is Kahoot.

Kahoot is a game-based learning tool that can be implemented at various levels of education. The use of Kahoot as an interactive learning medium is considered capable of making the learning process more engaging for both students and educators. This application facilitates active learning by involving students in competitive activities.

Maskan al-Lughah al-'Arabiyyah is a residential language program conducted at the Al-Ikhlās Dormitory of STIQ Rakha Amuntai, which implements a full Arabic language environment 24 hours a day. Every female student residing there is required to use Arabic in daily activities, including communication, academic work, and social interactions. This environment is designed to help students become accustomed to thinking and speaking in Arabic, thereby strongly supporting the development of language skills, particularly listening and speaking skills. However, in practice, challenges such as learning fatigue and low enthusiasm for listening lessons are still encountered. Therefore, the use of interactive media such as Kahoot serves as a relevant alternative.

Previous studies conducted by (Indzar Robiatul Adawiyah & Syarifuddin, 2023) and (Ihwanul Muslimin et al., 2024) indicate that the use of Kahoot as a learning tool for listening skills has a significant impact on the development of listening skills. However, most of these studies were conducted in formal institutions such as schools, and have not yet highlighted the implementation of Kahoot in the listening skills learning process in a fully Arabic-speaking environment. Therefore, this study is urgent because previous studies have primarily discussed the effectiveness of Kahoot in Arabic language learning,

whereas its implementation in listening skills learning within a fully Arabic-language environment such as the 24-hour Maskan al-Lughah al-'Arabiyah program remains limited.

Based on the above, this study focuses on the implementation of Kahoot as a learning medium in the teaching of listening skills within the Maskan al-Lughah al-'Arabiyyah program at the Al-Ikhlas Dormitory. This study aims to examine the form of its application in learning, identify the impact of Kahoot's implementation on student engagement and comprehension, and uncover the obstacles that arise during the learning process. It is hoped that this study will contribute to the development of creative, innovative, and contextual Arabic language learning strategies to improve the quality of learning.

METHOD

This study employs a field research design using a descriptive qualitative approach. Qualitative methods focus on gaining a deep understanding and description of phenomena through non-numerical data, such as interviews, observations, and documentation, without the use of statistical analysis (Sugiyono, 2013).

This approach was chosen to gain a deep understanding of the processes, meanings, and experiences of female students in using the Kahoot interactive platform for listening skills (mahārah al-istimā') instruction in the Maskan al-Lughah al-'Arabiyyah program at the Al-Ikhlas Dormitory, STIQ Amuntai.

The research was conducted in November 2025. The dormitory housed 20 female students, consisting of one language coordinator and program participants. The research subjects were dormitory residents involved in the learning activities. There were three research informants based on active participation: one language coordinator and two participating students. The object of this study is the process of implementing Kahoot as a medium in listening skills (mahārah al-istimā') instruction. Data were collected through observation of the activities, interviews, and documentation. Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions.

DISCUSSION AND RESULTS

Overview Of Maskan Al-Lughah Al-'Arabiyyah

Maskan al-Lughah al-'Arabiyyah is a residential Arabic language development program designed to create a language environment (bi'ah lughawiyah) that supports the natural language acquisition process. This program is implemented in a structured manner through various language activities to develop the receptive and productive skills of the female students. This program is part of the language activities held at the Al-Ikhlas Dormitory, a dormitory specifically for female students of the Arabic Language Program at the Amuntai College of Quranic Studies (STIQ). The dormitory is home to approximately 20 female students, comprising a language coordinator and members who actively carry out language activities. Implementation is coordinated by the Language Coordinator, who plays a crucial role in organizing and supervising the activities.

The implementation of the language immersion program is conducted intensively for 24 hours through activities such as conversation practice, vocabulary memorization, and listening and speaking exercises. This environment is a crucial factor in supporting the improvement of Arabic language skills, particularly in enhancing listening comprehension.

This environment not only supports natural language acquisition but also fosters their self-confidence and courage in speaking (Efendi et al., 2025). The program is implemented through various routine activities aimed at developing the female students' Arabic language skills, particularly in the area of mahārah al-kalām (speaking skills), as a key component in strengthening language proficiency in the Arabic Language Education Program (PBA).

Although the program's primary focus emphasizes the development of mahārah al-kalām, mastery of this skill will not develop optimally without being supported by adequate listening skills (mahārah al-istimā'). Therefore, mahārah al-istimā' is one of the fundamental skills in Arabic language learning, requiring Arabic language learners to understand spoken language effectively, including variations in pronunciation and intonation (Sa'diyah et al., 2025). Consequently, strengthening listening skills (mahārah al-

istimā') is a fundamental necessity in a full Arabic environment, including at Maskan al-Lughah al-'Arabiyyah.

The Use of Kahoot in Teaching Mahārah Istimā' in the Maskan al-Lughah al-'Arabiyyah Program

Kahoot is an educational game-based learning tool that, though simple, remains engaging for learners of all ages, from elementary school through college (Prihatini et al., 2024). Additionally, Kahoot is considered capable of creating a more competitive and engaging learning environment that encourages active student participation. In educational literature, Kahoot is widely recognized as a tool that enhances student engagement in the learning process. This aligns with (Inayati et al., 2023) who emphasize that learning media serve as an effective instructional tool, particularly in sustaining students' motivation to learn.

Philosophically, the selection of this medium is based on the principles of Game-Based Learning, which views knowledge as being built through active and enjoyable learning experiences (Kudri & Maisharoh, 2021).

The elements of competition, time limits, and scoring in Kahoot help boost students' learning motivation (Ramadhani et al., 2025). This is relevant in the context of learning mahārah al-istimā', because listening here is not merely about catching every word, but rather about understanding the deeper meaning, sentence structure, and context of the conversation (Hikmawati et al., 2025). (Inayati et al., 2023) note that competitive games can increase interest, which serves as the foundation for fostering focus, concentration, and self-confidence in learners.

The Process of Implementing Kahoot in Listening Skills

Based on the results of observations and interviews, the implementation of Kahoot in listening skills instruction within the Maskan al-Lughah al-'Arabiyyah program was carried out in several stages tailored to the dormitory environment and the students' readiness..

1. Scheduling

The activity is held in the evening, after all the dormitory's main activities such as recitation, muroja'ah, and mentoring sessions have concluded.

Informant N explained: *"Usually, the Kahoot activity is held in the evening after dormitory activities are finished. Around 8:00 p.m. or sometimes a little later than that. I chose this time so that the students can focus better and aren't burdened by other dormitory activities or obligations."*

This timing aligns with the principles of game-based learning, which state that the effectiveness of educational games tends to increase when learners are in a relaxed mental state and are ready to receive learning stimuli ((Subroto et al., 2024).

2. Briefing and Technical Preparation Phase

Before the Kahoot implementation process began, the Language Coordinator held a brief briefing by gathering the dormitory residents. At this stage, the Language Coordinator served as a facilitator who set up the platform and provided initial instructions on how to play, the rules, and the time limits for answering that must be followed. The facilitator explained how to play Kahoot, the time limits, and the access procedures. This step aims to ensure that all female students understand the purpose and procedures for accessing the application. Additionally, the Head's guidance plays a crucial role in creating a conducive learning environment.

Informant N noted that during the initial meeting, some students appeared unfamiliar with the app: *"At first, they were enthusiastic but also a bit confused because they weren't used to the app yet. After it was explained, they became very enthusiastic and started competing with each other."*

This briefing stage is crucial because, according to technology acceptance theory (Santy & Erdani, 2021), it emphasizes that initial understanding of the application determines the extent of acceptance and comfort in learning.

3. Conducting the Lesson Using Kahoot

After the orientation phase was completed, the lesson began with the distribution of a Kahoot link to the dormitory group. The students were instructed to access the link on

their own devices to ensure technical readiness before the activity began. The Kahoot platform used in this study can be accessed via the following link:

https://kahoot.it/challenge/02261?challenge-id=2f582c8b-5b26-4923-9fc1-761428d4988e_1762388756063

Learning activities using Kahoot are conducted for a maximum duration of 15 minutes. During the activity, each audio question is played for approximately 30 seconds to 1 minute. After listening to the audio, students are asked to answer multiple-choice or true-false questions based on the information they have gathered from the Arabic speech they heard.

The Kahoot platform provides videos containing Arabic audio without text, so participants are required to practice understanding the speech independently. The presentation of audio-based questions without text encourages participants to concentrate on the speech they hear and activates their active listening skills to determine the correct answer. This is important in listening comprehension because it trains the direct processing of spoken information.



Figure 1: Sample question on mahārah al-istimā' in Kahoot

The materials used in the Kahoot platform consist of simple Arabic audio conversations related to daily life, such as conversations about home, daily activities, and excerpts from Arabic-language animated videos. The audio is presented without text, so

students are required to understand the content of the speech through direct listening skills. After the audio in the video is played, students are guided to identify the information they have grasped through multiple-choice or true-false questions. Through this activity, participants not only listen to the audio but also practice understanding the context of the speech quickly and accurately.

Informant N stated: "*The questions in Kahoot are in audio format so that they get used to grasping the meaning and gradually improve their understanding of the audio they hear.*"

This statement confirms that Kahoot not only facilitates competition but also provides training in the skill of understanding the context of speech.

4. Post-Learning Evaluation and Reflection

At the end of the session, a post-session evaluation and reflection were conducted, presenting the final rankings and explanations of the correct answers, particularly for sections considered the most challenging or not yet fully understood by the students. Through this stage, students were able to identify mistakes, improve their understanding, and enhance their listening skills through immediate feedback. This evaluation phase demonstrates that Kahoot is used not only as a game but also as a tool for formative assessment. Informant N stated: "I assess based on the speed and accuracy of their answers. After that, I ask a few follow-up questions to ensure they truly understand, not just guess."

This reinforces the view (Adipat et al., 2021) that post-game evaluation sessions provide an opportunity for instructors to connect the game experience with real-world situations, thereby helping participants re-examine the material they have learned.

The Impact of Kahoot on Motivation, Focus, and Comprehension of Spoken Input

The use of the Kahoot platform in the process of teaching listening skills shows a tendency toward increased learning motivation among female students. Based on interview data and observations during the activities, most participants stated that the game-based approach used by Kahoot was able to increase motivation and reduce the

sense of drudgery in listening activities, thereby encouraging them to participate enthusiastically until the end of the session.

This aligns with the theoretical perspective (Keller, 2010) which states that motivation influences the extent of effort an individual exerts to achieve a goal, and interacts with knowledge and skills to influence learning performance.

A participant (L) stated: *"I prefer learning with Kahoot because listening exercises usually get boring quickly, whereas using the Kahoot game is more fun and my listening comprehension has also improved."* (Participant L)

In addition, Kahoot creates a more dynamic, competitive, and interactive learning environment. This aligns with the concept of game-based learning, which utilizes game elements such as scores, time limits, and various challenges to foster participant engagement during the learning process. This is consistent with research (Ramadhani et al., 2025) revealing that the implementation of Kahoot not only creates a more interactive and competitive learning atmosphere but also enhances motivation, engagement, and enthusiasm. Observational data indicate that using Kahoot causes female students to focus more intently on their device screens while listening to audio more attentively compared to traditional learning.

Informant N stated: *"Yes, there is a noticeable improvement. I see that participants are beginning to grasp the meaning quickly based on audio-based questions. And gradually, their ability to understand Arabic conversations has improved."*

These findings align with Mayer's theory of multimedia learning, particularly the principles of temporal contiguity and active processing, which emphasize that learning is more effective when participants are actively engaged and receive input in a gradual and targeted manner (Mayer, 2009).

Overall, the use of Kahoot in listening skills instruction had a positive impact on the students' motivation, concentration, and comprehension. The competitive and enjoyable learning atmosphere increased their engagement and reduced boredom during the activity.

Challenges in Implementing Kahoot at Maskan al-Lughah al-'Arabiyyah

Based on observations, the implementation of Kahoot in listening skills instruction faces challenges related to internet connection stability. As a real-time application, Kahoot requires a strong and consistent internet connection to display audio, questions, and participants' answers in a timely manner. Inconsistent network speeds caused some participants to be late accessing the Kahoot room, experience delays during audio or video playback, and be late in submitting answers.

These conditions made the learning process less synchronized with the instructor's guidance and reduced participants' focus. This challenge was also mentioned by Informant M, who stated: "*The challenge experienced during implementation was related to internet connection stability. Sometimes a weak signal disrupts the game.*" (Informant M).

The quality of the internet connection will affect the learning process using digital media; when the connection is disrupted, participants' levels of focus and participation will decline during the learning process. (Susanti & Puspitasari, 2022)

Therefore, these challenges should be taken into account when planning lessons using Kahoot to ensure optimal results.

CONCLUSION

This study demonstrates that the use of Kahoot in teaching mahārah al-istimā' in the Maskan al-Lughah al-'Arabiyyah program at Al-Ikhlās Dormitory can be effectively implemented through several stages, ranging from technical preparation and the delivery of audio-based lessons to post-instructional evaluation. The results indicate that the use of Kahoot helps improve students' motivation, attention, and comprehension of Arabic listening materials. Game elements such as scoring, time limits, and competition encourage participants to be more focused and active in participating in learning activities. Additionally, the use of audio without text helps train students' ability to understand spoken Arabic directly through active listening.

However, this study identified technical challenges in the form of unstable internet

connections, which affected the smoothness of access and the consistency of participant engagement during the activity. Thus, the readiness of digital infrastructure is a critical factor in supporting educational game-based learning.

This study is still limited to a single boarding school program with a small number of participants. Therefore, further research could be conducted in a broader learning context with variations in media, materials, and participants' skill levels to gain a deeper understanding of Kahoot's effectiveness in teaching Arabic listening skills.

Overall, Kahoot can serve as an alternative learning medium that supports the teaching of mahārah al-istimā' in a more active, engaging, and participatory manner within a boarding school-based Arabic language learning environment.

REFERENCES

- Adipat, S., Laksana, K., Busayanon, K., Ausawasowan, A., & Adipat, B. (2021). Engaging Students in the Learning Process with Game-Based Learning: The Fundamental Concepts. *International Journal of Technology in Education*, 4(3), 542–552. <https://doi.org/10.46328/ijte.169>
- Alhamdi, F., & Afril, R. (2025). Maharah Lughawiyah dalam Komponen Pembelajaran Bahasa Arab. *Universitas Islam Negeri Imam Bonjol Padang, Indonesia*, 4(1).
- Bani Yunus, D. (2025). Konsep pembelajaran bahasa arab dan keterampilan berbahasa. *Riyahuna: Jurnal Pendidikan Bahasa Arab*, 4(2), 87–98. <https://doi.org/10.22236/jpba/4217566>
- Efendi, A., Muttaqien, A., & Siti Khumairotuzzahra. (2025). Analysis of the Implementation of Arabic Language Environment (Bi'ah Lughawiyah) to Improve Speaking Proficiency at Ma'had Bina Madani: English. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 6(2), 155–169. <https://doi.org/10.30997/tjpba.v6i2.19263>
- Fairuza Mumtaz & Maman Abdurrahman. (2022). Pembelajaran Maharah Al-Istima' Menggunakan Media Podcast pada Aplikasi Spotify. *JURNAL PENDIDIKAN BAHASA*, 12(2), 41–45. <https://doi.org/10.37630/jpb.v12i2.1005>
- Hikmawati, S. A., Fatim, A. L. N., Hamid, M. A., Ma'arif, A. S., & Bakhiet, B. M. (2025). Kahoot Gamification: Fostering Critical Thinking in Arabic Listening Comprehension. *Alsina : Journal of Arabic Studies*, 7(1), 29–62. <https://doi.org/10.21580/alsina.7.1.28086>
- Ihwanul Muslimin, M., Wati Susiswati, D., & Dardiri, A. (2024). The Effectiveness of Kahoot in Teaching Remote Listening Skill Among Students of Ruhama Islamic Intermediate School. *Ahsanul Lughah: International Journal of Language Research*, 1(1).

- Inayati, R., Mukhlis, I., Annisya, Istiqomah, N., Nugroho, A., & Munir, S. (2023). *Pembelajaran Kahoot dan Quizizz dalam Pembelajaran Ekonomi di Era Digital*. Edulitera.
- Indzar Robiatul Adawiyah & Syarifuddin. (2023). Pengaruh Media Kahoot Terhadap Peningkatan Pembelajaran Maharah Istimah' di MTs Wali Songo Purwosari Pasuruan. *Al-Kalim : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2(2), 135–149. <https://doi.org/10.60040/jak.v2i2.13>
- Keller, J. M. (2010). *Motivational Design for Learning and Performance: The ARCS Model Approach*. Springer.
- Kudri, A., & Maisharoh, M. (2021). Pengaruh Media Pembelajaran Kahoot Berbasis Game Based Learning terhadap Hasil Belajar Mahasiswa. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(6), 4628–4636. <https://doi.org/10.31004/edukatif.v3i6.1452>
- Mayer, R. E. (2009). *Multimedia Learning*. Cambridge Univercity Press.
- Nestia, B., Evi Muzaiyidah Bukhori, & Mokhammad Miftakhul Huda. (2025). Integration of Interactive Lumio Media for the Development of Arabic Listening Skills in Islamic Senior High Schools. *Arabiyatuna: Jurnal Bahasa Arab*, 9(1), 1–26. <https://doi.org/10.29240/jba.v9i1.12441>
- Prihatini, N. W., Dewi, S. M., & Ds, Y. N. (2024). Analisis Penggunaan Media Kahoot dalam Pembelajaran IPAS di Sekolah Dasar. *Journal of Education Research*, 5(4), 4429–4435. <https://doi.org/10.37985/jer.v5i4.1207>
- Ramadhani, H. N., Wahyuni, H. I., & Faradita, M. N. (2025). Analisis motivasi belajar peserta didik melalui aplikasi Kahoot! Sebagai digital game based learning pada IPAS di SD. *FKIP Universitas Muhammadiyah Surabaya*, 10(1).
- Sa'diyah, K. K. H., Muassomah, M., Qomari, N., & Sulaiman, S. H. (2025). The Utilizing Suno.Ai Technology to Enhance Arabic Listening Skills in Foreign Language Education. *Journal of Arabic Language Teaching*, 5(1), 97–108. <https://doi.org/10.35719/arkhas.v5i1.2260>
- Santy, I. H., & Erdani, B. (2021). *Technology Acceptance Model (TAM)*. Penerbit NEM.
- Subroto, D. E., Bartoszeck, A., & Arsyad, M. (2024). UNLOCKING THE POTENTIAL OF GAME BASED LEARNING EDUCATION IN JUNIOR HIGH SCHOOL INDONESIA. *Jurnal Kajian Pendidikan Dan Psikologi*, 1(3), 160–169. <https://doi.org/10.61397/jkpp.v1i3.121>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, R&D*. Alfabeta.
- Susanti, R., & Puspitasari, E. D. (2022). KESULITAN BELAJAR PESERTA DIDIK DALAM PEMBELAJARAN DARING SELAMA MASA PANDEMI DI SMAN 1 TEMPURAN. *EduNaturalia: Jurnal Biologi Dan Kependidikan Biologi*, 3(2), 70. <https://doi.org/10.26418/edunaturalia.v3i2.57912>
- Syagif, A. (2023). PARADIGMA PEMBELAJARAN BAHASA ARAB DI ERA SOCIETY 5.0. *FiTUA: Jurnal Studi Islam*, 3(2), 134–144. <https://doi.org/10.47625/fitua.v3i2.407>