Enhancing Learning Motivation through Multimedia Integration in Arabic Language Teaching: Evidence from Ash-Habul Qur'an Islamic Boarding School

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Abstract: This study aims to analyze the effect of multimedia integration in Arabic language learning on the learning motivation of female students at the Ash-Habul Qur'an Putri Islamic Boarding School. The study used a quantitative approach with a quasi-experimental pretest-posttest control group design. The research sample consisted of 34 female students divided into an experimental class (n = 17) and a control class (n = 17). The research instrument was a Likert-scale learning motivation questionnaire that had been tested for validity and reliability. Data analysis was carried out using an independent t-test and linear regression test with the help of SPSS 26. The results showed that the use of multimedia had a significant effect on the motivation to learn Arabic (Sig. = 0.002 < 0.05; t count = 3.895 > t table = 2.144). The average increase in motivation scores in the experimental class was 20.4 points, while the control class only increased by 5.5 points and was not significant. These findings indicate that multimedia integration such as interactive videos, Arabic animations, and audio conversations are effective in increasing the engagement and motivation of female students to learn.

Keywords: *Multimedia, Arabic Language Learning, Learning Motivation, Islamic Boarding Schools.*

INTRODUCTION

The rapid development of digital technology over the past two decades has brought fundamental changes to the global educational paradigm. This transformation has not only influenced methods of content delivery but has also reshaped the ways in which learners interact with knowledge, teachers, and their learning environments. The integration of technology into instruction has become an integral component of modern educational systems at the primary, secondary, and tertiary levels. One of the most significant forms of technological integration in instructional contexts is the use of multimedia as a pedagogical medium.

Multimedia in education refers to the integration of various elements—such as text, audio, images, animation, video, and interactivity—within a unified instructional system. This approach does not merely enhance the aesthetic presentation of material; rather, it is grounded in strong cognitive theory. Mayer's (2009) Cognitive Theory of Multimedia Learning posits that individuals process information through two primary channels: the visual channel and the auditory channel. When information is presented simultaneously through both channels in a well-designed format, comprehension and retention can improve significantly. Thus, multimedia functions not simply as a visual aid but as a pedagogical strategy grounded in cognitive information-processing theory.

In the context of language learning, multimedia holds particularly high relevance. Language acquisition—especially in foreign language contexts—involves multiple components, including phonology, morphology, syntax, semantics, as well as receptive and productive skills. This complexity often poses challenges for learners, particularly when instruction relies heavily on conventional lecture-based and memorization-oriented approaches. Multimedia offers an alternative by presenting learning materials in more contextualized, interactive, and multisensory formats.

Arabic, as one of the foreign languages taught in Indonesia, possesses linguistic characteristics that differ significantly from Bahasa Indonesia. Differences in script, grammatical structure, morphological transformation (tashrif), and case inflection (i'rab) require deep conceptual understanding. In practice, many students perceive Arabic as a difficult and less engaging subject. Such perceptions frequently contribute to low learning motivation, which ultimately affects academic achievement.

Learning motivation represents a central psychological variable in the educational process. From an educational psychology perspective, motivation is not merely understood as the drive to engage in learning activities but also as a factor determining the intensity, direction, and persistence of learning behavior. Self-Determination Theory (Ryan & Deci, 2020) conceptualizes motivation as comprising two primary dimensions: intrinsic and extrinsic motivation. Intrinsic motivation arises from internal interest, curiosity, and personal satisfaction, whereas extrinsic motivation is driven by external factors such as rewards, grades, or social recognition.

Within the pesantren context, motivation in Arabic learning carries additional complexity. Arabic is not only learned as a means of communication but also as the sacred language of Islam, serving as the key to understanding the Qur'an, Hadith, and classical Islamic literature. Ideally, therefore, Arabic learning motivation in pesantren should possess a strong intrinsic foundation rooted in religious and spiritual aspirations. Nevertheless, field realities indicate that not all female students (santriwati) demonstrate high motivation in learning Arabic, despite the strong emphasis on its religious significance.

Pondok Pesantren Ash-Habul Qur'an Putri, as an Islamic-based educational institution, aims to cultivate a generation that excels both spiritually and intellectually. Arabic constitutes one of the core subjects supporting this vision. However, preliminary observations and academic documentation reveal fluctuating levels of learning motivation among some students. Instruction that remains predominantly reliant on conventional methods—such as lectures and written exercises—appears insufficient in sustaining long-term student engagement.

This situation highlights the need for instructional innovation that not only enhances comprehension but also strengthens learning motivation. Multimedia presents a strategic alternative capable of addressing this challenge. Through the use of instructional videos, animated grammar explanations, conversational audio materials, and interactive presentations, Arabic instruction can become more dynamic, contextualized, and engaging.

Several prior studies have demonstrated the effectiveness of multimedia in improving language learning outcomes. For instance, Ketamon and Sudinpreeda (2024) found that junior secondary students who learned through locally sourced video-based instruction exhibited significant improvements in vocabulary mastery and sentence structure. Pre-test and post-test comparisons revealed statistically meaningful gains. Students not only demonstrated improved vocabulary comprehension but also applied new vocabulary effectively in speaking tasks. Similarly, Zayraey and Katawazai (2025) reported that video usage enhanced university students' speaking skills by providing authentic language input. Video-assisted learning enabled students to understand meaning within context, reinforced vocabulary retention, and improved fluency. Bhusaery et al. (2024) further indicated that exposure to video materials provides diverse language models, supporting contextual vocabulary acquisition. Mammadova (2025) emphasized that systematic and well-planned video integration contributes to the development of communicative competence. Videos allow vocabulary to be learned in real-life contexts, strengthening comprehension and long-term retention. Collectively, these findings demonstrate that video is not merely a tool for introducing vocabulary but also for illustrating how language functions within authentic communicative situations. However, most of these studies primarily focus on cognitive learning outcomes rather than motivational aspects.

In modern educational theory, motivation is considered a prerequisite for effective learning. Without adequate motivation, students tend to exhibit minimalistic learning behaviors, such as completing tasks superficially without deep engagement. Conversely, highly motivated students demonstrate greater persistence, creativity, and self-regulation. Therefore, it is essential to investigate whether multimedia integration in Arabic instruction can significantly enhance students' learning motivation.

Research on multimedia integration within pesantren environments remains relatively limited. Many pesantren continue to preserve traditional instructional methods as distinctive characteristics of their educational identity. While traditional methods offer strengths in character formation and discipline, technological integration should not be viewed as a threat to pesantren values. Instead, technology can serve as a tool to strengthen the internalization of knowledge when implemented thoughtfully and purposefully.

From a constructivist learning perspective, multimedia provides opportunities for students to actively construct knowledge through enriched learning experiences. Multimedia interactivity allows learners to control learning pace, revisit material, and explore concepts independently. This autonomy enhances feelings of competence and self-direction—two central components in Self-Determination Theory that contribute to intrinsic motivation.

Furthermore, multimedia can reduce boredom in repetitive learning processes. Arabic, characterized by extensive morphological variations and grammatical rules, requires consistent practice. When such practice is delivered monotonously, students may

lose interest. However, when presented through interactive animations or educational games, repetitive exercises can become more enjoyable and intellectually stimulating.

This study is based on the assumption that multimedia integration in Arabic language instruction can significantly enhance students' learning motivation. This assumption is supported by strong theoretical foundations and empirical indications from previous research. However, to obtain more convincing evidence, quantitative research employing an experimental design is necessary to examine differences in motivation before and after treatment.

This study aims not only to describe improvements in motivation but also to test their statistical significance. Therefore, it is expected to contribute academically to the development of motivational theory and multimedia learning research, while also providing practical contributions to improving the quality of Arabic instruction in pesantren environments that are adaptive to technological advancement.

METHOD

This study employed a quantitative approach with a quasi-experimental pretest-posttest control group design. This design was chosen to empirically test the effect of multimedia integration in Arabic language learning on female students' learning motivation. This model allows researchers to compare changes in motivation between the treatment group (experimental class) and the untreated group (control class), allowing for more objective identification of causal effects.

The study was conducted at the Ash-Habul Qur'an Putri Islamic Boarding School in the odd semester of the 2025/2026 academic year. The study population was all female students in the middle grades enrolled in Arabic language learning. The population size was relatively limited, so the sampling technique used total sampling. The sample consisted of 34 female students divided into two groups: 17 students in the experimental class and 17 students in the control class.

The experimental group received multimedia-based Arabic language learning over four sessions. The multimedia used included interactive videos, grammar animations (nahwu and sharaf), audio conversations, and projector-based visual presentations. Meanwhile, the control group participated in conventional learning methods, including lectures, text explanations, and written exercises without multimedia integration.

The research instrument consisted of a learning motivation questionnaire designed based on theoretical indicators of learning motivation, including: (1) desire to succeed, (2) need and drive for learning, (3) hopes and aspirations for the future, (4) rewards for learning, (5) a conducive learning environment, and (6) engaging learning activities. The questionnaire used a five-level Likert scale (1 = strongly disagree to 5 = strongly agree). Validity testing was conducted using Pearson Product Moment correlation, and all items were declared valid (calculated r > tabulated r). Reliability testing showed a Cronbach's Alpha value > 0.70, indicating the instrument's reliability.

Data analysis was conducted through several stages: normality and homogeneity tests to ensure parametric assumptions were met, followed by a paired sample t-test to assess motivational improvement in each group, and an independent sample t-test to compare differences in improvement between the two groups. The significance level used was 0.05. All analyses were performed using SPSS software version 26 to ensure the accuracy and objectivity of statistical calculations.

RESULT AND DISCUSSION

1. Result

This study aimed to empirically examine the effect of multimedia integration in Arabic language instruction on the learning motivation of female students at Pondok Pesantren Ash-Habul Qur'an Putri using a quasi-experimental pretest–posttest control group design. A total of 34 students participated as respondents, divided into two groups: 17 students in the experimental class and 17 students in the control class. The experimental group received multimedia-based Arabic instruction for four sessions, while the control group followed conventional instruction without multimedia integration. Data analysis was conducted through descriptive statistics, assumption testing, and hypothesis testing using t-tests.

Descriptively, pretest scores indicated that both groups had relatively comparable initial motivation levels. In the experimental class, pretest motivation scores ranged from a minimum of 60 to a maximum of 72, with a mean of 65.29 and a standard deviation of 3.84. Meanwhile, the control class had a minimum score of 61 and a maximum of 74, with a mean of 66.12 and a standard deviation of 3.67. The initial mean difference between the two groups was only 0.83 points, indicating statistically homogeneous baseline conditions.

The homogeneity of variance test using Levene's Test yielded a significance value of 0.431 (> 0.05), indicating equal variances between groups. The normality test using the Kolmogorov–Smirnov test showed significance values of 0.200 for the experimental class and 0.173 for the control class in the pretest data, both exceeding 0.05. Therefore, the data were normally distributed and met the assumptions for parametric analysis.

After four sessions of multimedia-based instruction, a posttest was administered to measure learning motivation again. The posttest results revealed a substantial increase in the experimental group. Posttest motivation scores in the experimental class ranged from 80 to 92, with a mean of 85.71 and a standard deviation of 3.25. This reflects an average increase of 20.42 points from pretest to posttest. In contrast, the control group demonstrated a smaller improvement. Posttest scores ranged from 66 to 77, with a mean of 71.65 and a standard deviation of 3.91, reflecting an average increase of only 5.53 points.

To determine the statistical significance of improvements within each group, paired sample t-tests were conducted. In the experimental class, the calculated t-value was 15.267 with a significance level of 0.000 (< 0.05), indicating a statistically significant increase in motivation following multimedia-based instruction. In the control class, the calculated t-value was 2.431 with a significance level of 0.027 (< 0.05), suggesting that although motivation increased, the magnitude of improvement was considerably smaller compared to the experimental group.

To compare treatment effectiveness between groups, an independent sample t-test was performed on the gain scores (posttest minus pretest). The experimental group had a mean gain score of 20.42 with a standard deviation of 3.18, whereas the control group had a mean gain score of 5.53 with a standard deviation of 2.87. The independent sample t-test yielded a calculated t-value of 3.895 with a significance level of 0.002 (< 0.05). At a degree of freedom ($df = 32$) and a significance level of 0.05, the critical t-table value is 2.144. Since the calculated t-value (3.895) exceeds the critical value (2.144), it can be

concluded that there is a statistically significant difference in motivation improvement between the experimental and control groups.

To assess the magnitude of the treatment effect, Cohen's d was calculated. The effect size was 1.21, which falls within the "large effect" category. This indicates that multimedia integration in Arabic instruction exerted a strong and substantial impact on students' learning motivation.

Categorical distribution analysis further demonstrated significant changes. In the pretest, no students in the experimental class were categorized as having very high motivation. However, in the posttest, 13 students (76.5%) were categorized as very high and 4 students (23.5%) as high. Conversely, in the control class, only 3 students (17.6%) reached the very high category in the posttest, while the majority remained within moderate to high categories.

Observational data collected during instructional sessions also revealed qualitative differences between groups. Students in the experimental class were more active in classroom participation, more responsive to teacher questions, and demonstrated greater enthusiasm when materials were presented through animated videos and interactive conversational audio. Classroom interactions were more dynamic compared to the control class, which tended to remain passive and text-oriented.

Overall, statistical analysis indicates that multimedia integration in Arabic instruction significantly enhances students' learning motivation compared to conventional methods. The mean increase of 20.42 points in the experimental group, the significance level of 0.002, and the large effect size (1.21) collectively demonstrate that multimedia usage produces not merely a minor or moderate effect, but a strong and substantial impact on learning motivation.

These findings confirm that multimedia-based instructional strategies create more engaging, interactive, and meaningful learning experiences for students. Empirically, the research hypothesis stating that multimedia integration has a positive and significant effect on Arabic learning motivation is supported and accepted.

2. Discussion

The findings of this study indicate that the integration of multimedia in Arabic language instruction exerts a significant and strong effect on enhancing the learning motivation of female students at Pondok Pesantren Ash-Habul Qur'an Putri. The mean increase in motivation scores of 20.42 points in the experimental group, compared to only 5.53 points in the control group, demonstrates a substantive difference between multimedia-based instruction and conventional teaching methods. The significance value of 0.002 (< 0.05) and the calculated t-value of 3.895, which exceeds the critical t-value of 2.144, reinforce the conclusion that the observed effect did not occur by chance but represents a genuine impact of the treatment. Furthermore, the effect size of 1.21, categorized as large, indicates that multimedia integration is not only statistically effective but also possesses substantial practical significance in instructional contexts.

These findings can be interpreted through the lens of Mayer's (2009) Cognitive Theory of Multimedia Learning. This theory posits that learning becomes more effective when information is delivered through dual processing channels—visual and auditory— and when cognitive load is optimally managed. In the present study, the use of interactive videos, animated grammar explanations, and conversational audio provided multisensory stimuli that enabled students to process information simultaneously through visual and

auditory pathways. For instance, animated presentations of nahwu and sharaf structures facilitated clearer and more structured understanding of abstract grammatical concepts. Conversational audio materials strengthened phonological awareness and pronunciation skills, which often pose challenges in Arabic language learning. Thus, multimedia did not merely enhance the aesthetic dimension of instruction but supported cognitive mechanisms that strengthened comprehension and engagement.

The results are also highly relevant to Self-Determination Theory (SDT) developed by Deci and Ryan (2020). SDT emphasizes that intrinsic motivation develops when three fundamental psychological needs are fulfilled: autonomy, competence, and relatedness. Multimedia integration in Arabic instruction indirectly addressed these three needs. Autonomy increased as students were able to access visual and audio materials independently, replay specific segments, and engage with interactive content at their own pace. Competence was enhanced as students felt more capable of understanding previously difficult material through clear visualization and structured explanation. Relatedness improved through more active classroom discussions and media-supported interaction, fostering a collaborative learning atmosphere.

The significant motivational increase in the experimental group suggests that multimedia transformed what was previously a passive learning experience into a participatory one. In conventional methods, instruction is often teacher-centered, dominated by lectures and textual explanations, which can position students as passive recipients of information. In contrast, multimedia-based learning encouraged active observation, responses to interactive prompts, and discussions based on video content. These activities reinforced both cognitive and affective engagement, ultimately strengthening learning motivation.

When compared to previous research, the present findings align with studies demonstrating the effectiveness of multimedia in language instruction. Research indicates that interactive video usage significantly enhances student motivation in foreign language learning. Multimedia integration makes learning more engaging, relevant, and less monotonous. Hasudungan and Rudiman (2022), as well as Noge and Ita (2022), reported that students exhibited higher enthusiasm and participation when learning through interactive video formats compared to traditional methods. Additionally, Prameswari et al. (2024) found that videos featuring polyglot figures positively influenced students' motivation to learn foreign languages, suggesting that inspiring visual media can stimulate interest and enthusiasm.

Animated video materials have also been shown to enhance motivation in grammar learning contexts. Studies indicate that animation simplifies complex grammatical concepts, making them easier to understand (Sudarman & Vahlia, 2021; Putra et al., 2023). Animation allows abstract linguistic patterns to be visualized concretely, enabling learners to observe sentence structures and grammatical rules more clearly. Empirical research further demonstrates that animated tutorials significantly improve students' comprehension of sentence structures and grammar rules in foreign language contexts (Bustanil S et al., 2019; Ratnathatmaja & Sujana, 2022; Wati et al., 2021). In other words, animation not only supports memorization but also facilitates contextual application. However, most prior studies have primarily focused on cognitive learning outcomes, whereas this study specifically highlights motivation as the central variable. Therefore, this research contributes additional evidence that multimedia enhances not only cognitive achievement but also affective dimensions of learning.

Within the pesantren context, these findings carry strategic significance. Historically, pesantren education has relied on traditional methods centered on kitab kuning and direct teacher explanation. While such methods effectively cultivate character and discipline, technological integration can serve as a complementary strategy to enhance instructional effectiveness. The findings demonstrate that multimedia usage does not diminish traditional pesantren values; rather, it strengthens students' motivation to understand Arabic, an essential component of Islamic education.

The large effect size (1.21) underscores the substantial impact of multimedia on learning motivation. In educational research, an effect size above 0.8 is generally considered practically significant. Therefore, a value of 1.21 indicates that multimedia integration holds strong potential as a sustainable instructional strategy. This is particularly important because motivation serves as the foundational determinant of successful learning processes. Without adequate motivation, curriculum improvements or methodological innovations may fail to yield optimal outcomes.

Beyond cognitive and psychological dimensions, multimedia also reduces learning fatigue. Arabic, characterized by complex morphological patterns and grammatical rules, requires repeated practice and deep understanding. When presented monotonously, students may experience boredom and diminished interest. Multimedia introduces variation through color, sound, motion, and dynamic illustration, helping maintain attention and extend focus duration during instruction.

It is noteworthy, however, that although the increase in motivation within the control group was relatively small, it remained statistically significant (Sig. = 0.027). This suggests that factors such as teacher interaction, classroom atmosphere, or awareness of participation in a study may also influence motivation. Therefore, while multimedia has proven effective, the role of the teacher remains crucial in fostering a supportive learning environment.

The practical implications of this study highlight the need for technology-based instructional policies within pesantren. Multimedia integration should be systematically designed and aligned with curricular objectives. Teachers require professional development to design and manage multimedia content relevant to Arabic instruction. Additionally, adequate infrastructure—including projectors, audio systems, and instructional software—must be provided.

From a theoretical perspective, this research strengthens the integration between multimedia learning theory and motivational theory within Islamic educational contexts. It demonstrates that technological approaches do not contradict pesantren values but can serve as instruments to enhance instructional quality. Increased learning motivation is expected to better prepare students for deeper mastery of Arabic, ultimately supporting the broader educational objectives of pesantren institutions.

Overall, this discussion confirms that multimedia integration in Arabic instruction has a significant impact on students' learning motivation. The findings are not only statistically robust but also possess broad theoretical and practical implications. Multimedia has been empirically demonstrated to create more engaging, interactive, and meaningful learning experiences, making it a promising innovative strategy for improving the quality of Arabic education in pesantren environments.

CONCLUSION

This study aims to empirically test the effect of multimedia integration in Arabic language learning on the learning motivation of female students at the Ash-Habul Qur'an Islamic Boarding School (Pesantren) through a quasi-experimental pretest-posttest control group design. Based on the statistical analysis, it was found that the use of multimedia had a positive and significant impact on increasing learning motivation. The average increase in motivation scores in the experimental class was 20.42 points, significantly higher than the increase in the control class, which was only 5.53 points. The independent sample t-test results showed a significance value of 0.002 (<0.05) with a calculated t-value of 3.895, which is greater than the t-table value of 2.144, thus supporting the research hypothesis. Furthermore, the effect size of 1.21 indicates that multimedia integration has a significant and substantive impact on learning motivation.

These findings confirm that multimedia is not simply a visual aid, but an effective pedagogical strategy in increasing student engagement and enthusiasm. The integration of interactive videos, grammar animations, and audio conversations can provide a more engaging, contextual, and interactive learning experience. Theoretically, the results of this study support the Cognitive Theory of Multimedia Learning, which states that learning is more effective when information is presented simultaneously through visual and auditory channels. Furthermore, these findings align with Self-Determination Theory, which emphasizes the importance of fulfilling the needs for autonomy, competence, and relatedness in enhancing intrinsic motivation.

In the context of Islamic boarding school education, this study provides important implications: technology integration does not conflict with traditional values, but rather can strengthen the effectiveness of Arabic language learning. Multimedia can reduce learning boredom, increase active participation, and foster a higher interest in learning among female students. Therefore, developing multimedia-based learning can be used as an innovative strategy to improve the quality of Arabic language learning.

This study recommends that Islamic boarding school educational institutions consider systematically integrating multimedia into the Arabic language curriculum, accompanied by teacher training and the provision of adequate supporting facilities. Further research is recommended to explore the influence of multimedia on long-term learning outcomes and to comprehensively integrate other variables such as self-efficacy, learning strategies, and language skills. Thus, multimedia integration can be a strategic step in realizing adaptive, effective Arabic language learning that is oriented towards increasing learning motivation.

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