

The Use of Interactive Digital Media as a Strategy to Strengthen Arabic Vocabulary in Students at SD IT Kautsar Ilmi Sijunjung

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Received: 08-12-2025

Accepted: 04-01-2026

Published: 04-01-2026

Abstract: This community service activity aims to improve the Arabic vocabulary of students at SD IT Kautsar Ilmi Sijunjung through the use of interactive digital media. The background of this activity stems from low vocabulary retention, a lack of variety in learning media, and the dominance of conventional methods, which cause students to be less enthusiastic about attending lessons. This community service program uses a Participatory Action Approach that involves teachers and students in three stages, namely preparation, implementation, and evaluation. Digital media such as Wordwall, Quizizz, and LearningApps were used as game-based learning tools to strengthen vocabulary comprehension. Success was measured through observation, interviews, and comparison of pre test and post test scores. The results of the activity showed a significant increase in students' ability to recognize and remember vocabulary and apply it in simple sentences, as seen from the increase in post-test scores on all assessment indicators. In addition, there were positive changes in learning attitudes, such as increased motivation, confidence, and student activity in participating in learning. Teachers also gained increased competence in utilizing educational technology. Although there were obstacles such as limited devices and networks, solutions through small group divisions made the activities continue to run effectively. Overall, the use of interactive digital media has proven to have a positive and sustainable impact on improving the quality of Arabic language learning.

Keywords: Interactive Digital Media, Learning Strategies, Vocabulary, Arabic Language

Citation: Khairanis, R., & Aldi, M. (2026). The Use of Interactive Digital Media as a Strategy to Strengthen Arabic Vocabulary in Students at SD IT Kautsar Ilmi Sijunjung . *Abdurrauf Journal of Community Service*, 2(2), 96–107. <https://doi.org/10.70742/ajcos.v2i2.463>



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Abstrak: Kegiatan pengabdian masyarakat ini bertujuan meningkatkan penguasaan mufradat Bahasa Arab siswa SD IT Kautsar Ilmi Sijunjung melalui penggunaan media digital interaktif. Latar belakang kegiatan ini berangkat dari rendahnya retensi kosakata, kurangnya variasi media pembelajaran, serta dominannya metode konvensional yang menyebabkan siswa kurang antusias dalam mengikuti pelajaran. Pengabdian ini menggunakan pendekatan Participatory Action Approach yang melibatkan guru dan siswa dalam tiga tahap, yaitu persiapan, implementasi, dan evaluasi. Media digital seperti Wordwall, Quizizz, dan LearningApps diterapkan sebagai sarana pembelajaran berbasis permainan untuk memperkuat pemahaman mufradat. Pengukuran keberhasilan dilakukan melalui observasi, wawancara, serta perbandingan nilai pre test dan post test. Hasil kegiatan menunjukkan adanya peningkatan signifikan pada kemampuan siswa dalam mengenali dan mengingat mufradat serta menerapkannya dalam kalimat sederhana, yang terlihat dari meningkatnya skor post-test pada seluruh indikator penilaian. Selain itu, terjadi perubahan positif pada sikap belajar, seperti meningkatnya motivasi, kepercayaan diri, dan keaktifan siswa dalam mengikuti pembelajaran. Guru juga memperoleh peningkatan kompetensi dalam memanfaatkan teknologi pendidikan. Meskipun terdapat kendala seperti keterbatasan perangkat dan jaringan, solusi melalui pembagian kelompok kecil membuat kegiatan tetap berjalan efektif. Secara keseluruhan, penggunaan media digital interaktif terbukti memberikan dampak positif dan berkelanjutan dalam peningkatan kualitas pembelajaran Bahasa Arab.

Kata Kunci: Media Digital Interaktif, Strategi Pembelajaran, Kosakata, Bahasa Arab

INTRODUCTION

Arabic language learning at the elementary school level is an important foundation in shaping students language skills, especially in Islamic based schools (Baity & Faiqoh, 2025). Mastery of mufradat or vocabulary is a fundamental aspect that determines students success in understanding texts, constructing sentences, and communicating in a simple manner (Herdah et al., 2025). However, the reality in the field shows that the process of learning mufradat at the elementary school level still faces a number of obstacles, such as limited learning media, low student motivation, and a lack of variety in teaching approaches (Rivai et al., 2025). This condition is also found at SD IT Kautsar Ilmi Sijunjung, where Arabic language learning still predominantly uses

conventional methods, causing students to easily become bored and lack a deep understanding of vocabulary.

SD IT Kautsar Ilmi Sijunjung is one of the integrated Islamic elementary schools that has great potential in developing the quality of learning. This school is located in the Sijunjung Regency, West Sumatra, with a fairly conducive educational environment and adequate support from teaching staff. Quantitatively, the number of students at the elementary level is quite stable and they are highly enthusiastic about technology based learning activities. However, based on initial observations, there is still a gap between the availability of digital media facilities and their use in Arabic language learning. This presents both an opportunity and a challenge to improve the quality of learning through the use of interactive digital media.

Strengthening vocabulary in elementary schools requires learning strategies that stimulate active student engagement (Permatasari et al., 2025). Interactive digital media, such as educational applications, interactive slides, or laptop and projector based learning platforms, offer a more engaging, visual, and easy to understand learning experience for elementary school students (Fittari & Suprpto, 2025). This is in line with developments in educational technology that demand more creative and contextual learning (Siregar, 2025). The potential for utilizing digital media at SD IT Kautsar Ilmi Sijunjung is quite significant, considering that the school already has supporting facilities in the form of projectors, internet access, and classrooms that can be used for technology based learning.

The main problems encountered in vocabulary learning at this school are low vocabulary retention and a lack of variety in the media used by teachers. Students tend to quickly forget new vocabulary because they have not had interactive and meaningful learning experiences. Therefore, concrete efforts are needed to optimize the use of digital media as a strategy for strengthening vocabulary mastery (Achmad & Hidayati, 2025). The problems addressed in this community service activity are: (1) how interactive digital media can be applied in Arabic language learning at SD IT Kautsar Ilmi Sijunjung, and (2) to what extent these media can improve students vocabulary mastery.

This community service activity aims to (1) improve students ability to understand and remember Arabic vocabulary through the use of interactive digital media, (2) increase student motivation to learn through visual and practical learning approaches, and (3) improve teachers competence in utilizing educational technology for teaching Arabic. Thus, this activity not only focuses on improving students abilities, but also has a lasting impact on teachers in integrating technology into learning (Lazuardi & Syaheed, 2025).

Literature review shows that the use of interactive digital media has had a positive impact on vocabulary acquisition in various studies (Alasal, 2025). Other researchers have found that interactive media can significantly improve vocabulary comprehension in elementary school students (Simanjuntak & Damanik, 2025). Other research confirms that technology based learning can make it easier for students to understand vocabulary through visualization and interactive exercises (Rohollahzadeh Ebadi, 2025). In addition, interactive multimedia has been shown to increase student motivation and learning retention, as demonstrated by other studies on language learning in elementary schools (Hartono et al., 2025). These findings provide empirical evidence that the use of digital media is an effective approach to improving the quality of Arabic language learning (Rahma & Ismail, 2025).

This community service activity is the downstreaming of various studies focusing on the integration of technology in language learning, including studies related to vocabulary strengthening, multimedia based learning, and contextual teaching strategies. This downstreaming confirms that the use of interactive digital media is not only innovative but also based on strong scientific findings (Sari & Sidik, 2025). Therefore, through this community service activity it is hoped that more effective, engaging, and sustainable learning strategies can be implemented at SD IT Kautsar Iلمي Sijunjung so that it can optimally improve students mastery of Arabic vocabulary.

METHOD

This community service activity uses the participatory action approach, which involves teachers and students directly in every stage of implementation to ensure the effective use of interactive digital media in strengthening the curriculum (Millar et al., 2025). The activity is carried out in three main stages:

preparation, implementation, and evaluation. In the preparation stage, the team observed learning needs, analyzed students initial abilities, and coordinated with SD IT Kautsar Ilmi to adjust the vocabulary material to the digital media used. The implementation stage involved training teachers in the use of interactive digital media and conducting hands-on sessions with students using applications such as Wordwall, Quizizz, and LearningApps. All activities were designed to support the improvement of memory and mastery of Arabic vocabulary through play based learning activities (Hidayati & Rachmawati, 2025).

The success of the activity was measured descriptively and qualitatively through observation of student learning behavior, interviews with teachers, and analysis of student exercise results before and after the use of digital media (Majid et al., 2025). Measurement instruments included observation sheets, student progress notes, and digital quiz results as quantitative indicators (Fitriani & Rahmadewi, 2025). The level of success was assessed based on increased activity, enthusiasm, and students ability to recognize, remember, and use vocabulary in simple contexts. Positive changes were also observed in terms of learning attitudes, such as increased motivation and confidence in learning Arabic, as well as social aspects, such as cooperation among students in completing game based digital activities.

RESULT AND DISCUSSION

This community service activity aims to strengthen the mastery of Arabic vocabulary among students at SD IT Kautsar Ilmi Sijunjung through the use of interactive digital media. During the activity, the digital game based learning approach was proven to significantly increase student engagement. This was evident from the students increased enthusiasm a more lively classroom atmosphere, and their improved ability to remember the vocabulary taught.

The implementation process was carried out by introducing students to several digital platforms such as Wordwall, Quizizz, and LearningApps. Activities were designed in the form of vocabulary games such as matching words, memory games, and guess the picture. Students found this learning

model more interesting because they could interact directly with digital devices while learning visually and enjoyably.



Picture 1. Students at SD IT Kautsar Ilmi Sijunjung use interactive digital media in vocabulary learning

The documentation of activities illustrates student engagement in the learning process using digital devices. In Picture 1, students are seen focusing their attention on the device screen while following the facilitator's instructions. This moment shows that the use of digital media is able to attract their interest, facilitate the process of memorizing vocabulary, and make the learning atmosphere more interactive compared to conventional methods.

Student interactions during the activity showed positive changes in learning behavior. They dared to try answering questions, had light discussions with friends, and enthusiastically completed digital challenges. This shows that digital media not only strengthens cognitive aspects, but also develops social aspects such as cooperation and communication between students.

To assess the effectiveness of the activities, a simple pre test and post test were conducted using digital quizzes. The assessment indicators included the ability to recognize the meaning of words, match vocabulary with images, and construct simple sentences. The results showed a clear improvement in the accuracy of answers and the speed at which students completed the digital quizzes.

Table 1. Comparison of Pre test and Post test Scores for Vocabulary Mastery

No	Assessment Categories	Average Pre test	Average Post test	Improvements
1	Recognizing vocabulary	58%	84%	+26%
2	Matching words	52%	81%	+29%
3	Composing sentences	45%	73%	+28%

The data in Table 1 shows that the use of interactive digital media has a positive impact on students language skills. The greatest improvement was in matching words with pictures. This confirms that digital visualization helps strengthen students' memory of vocabulary. In addition, the improvement in sentence construction skills indicates that students are beginning to be able to apply vocabulary in simple contexts, showing that digital media supports the process of forming more meaningful understanding.

Students also showed improvements in their learning attitudes. They appeared more confident, responsive, and motivated when taking quizzes. Class teachers reported that students who were usually passive became more enthusiastic in following instructions. This indicates a short term behavioral change that leads to an overall improvement in the quality of Arabic language learning.

However, the implementation process still faced several obstacles. Limited digital devices and unstable network conditions were the main obstacles. Not all students could access the media at the same time, so activities had to be carried out in turns. However, these obstacles could still be overcome by forming small groups and using game modes that did not require an internet connection.

In addition to quantitative improvements in vocabulary, the use of

interactive digital media also shows a shift in students' learning patterns from passive to more participatory. Students no longer simply receive material from teachers, but are actively involved in the process of exploring and strengthening their vocabulary through digital challenges. This condition shows that game-based Arabic language learning is able to create a student-centered learning environment, which has so far been limited to Arabic language learning in elementary schools.

These findings also indicate that digital media acts as a bridge between abstract Arabic language material and students' concrete learning experiences. Vocabulary presented through images, sounds, and interactive activities helps students build stronger associations of meaning. Thus, the process of internalizing vocabulary does not only depend on memorization, but also on contextual understanding, which is an important foundation for the development of language skills in the next stage.

From a pedagogical perspective, the success of this activity emphasizes the importance of integrating technology into Arabic language learning from the elementary level onwards. Teachers are no longer positioned as the sole source of knowledge, but rather as facilitators who guide and assist students in their learning process. This role allows teachers to focus more on strengthening understanding and providing individual guidance, while digital media serves as a means of enrichment and varied practice.

Furthermore, this activity has practical implications for the development of Arabic language learning in Islamic elementary schools. Interactive digital media can be used as an alternative learning strategy that is relevant to the characteristics of today's digital generation. With careful planning and adjustments to school facilities and infrastructure, technology-based learning not only improves learning outcomes but also builds students' positive attitudes towards Arabic as part of their Islamic and scientific identity.

The advantage of this community service activity lies in the suitability of digital media to the learning styles of elementary school students, who tend to be visual, interactive, and kinesthetic learners. In addition, teachers gain new insights into technology based teaching strategies, giving them the opportunity

to develop more innovative learning methods. Digital media allows teachers to monitor student learning outcomes through automatic score recap features, making the evaluation process easier and more accurate.

Overall, this community service activity has had a positive impact in both the short and long term. In the short term, students gain a more enjoyable learning experience while improving their vocabulary mastery. In the long term, this activity encourages teachers to continue developing innovative technology based learning media. With supporting documentation of activities and evaluation results, interactive digital media has proven to be an effective strategy in strengthening Arabic vocabulary at SD IT Kautsar Ilmi Sijunjung.

CONCLUSION

This community service activity shows that the use of interactive digital media is effective in improving the mastery of Arabic vocabulary among students at SD IT Kautsar Ilmi Sijunjung. The increase in post test scores in the areas of vocabulary recognition, matching words with pictures, and simple sentence construction proves that digital media can strengthen vocabulary comprehension in a more enjoyable and meaningful way. In addition, this activity contributes positively to changes in student learning behavior, making them more active, confident, and motivated. Teachers also benefit from improved skills in using learning technology, so this activity not only impacts students but also improves the overall quality of Arabic language learning.

The advantages of this program are evident in the ease of use of digital media, attractive visual displays, and automatic evaluation features that help teachers monitor student progress. However, the program also faces several obstacles, particularly limitations in equipment and unstable internet connections, which require activities to be carried out in turns or offline. Nevertheless, this activity has vast opportunities for future development, such as the creation of a digital question bank, the development of interactive learning videos, advanced training for teachers, and the continuous integration of digital media into the Arabic language curriculum. Thus, this community service activity has succeeded in providing both short term and long term positive impacts for students, teachers, and school institutions.

ACKNOWLEDGMENT

The author would like to thank SD IT Kautsar Ilmi Sijunjung for providing opportunities, support, and facilities during the implementation of this community service activity so that the entire program could run smoothly. The author also extend their highest appreciation to the community service team, Muhammad Aldi, for his collaboration, dedication, and active contribution in every stage of the activity. Additionally, the author express their gratitude to the Postgraduate Program of UIN Maulana Malik Ibrahim Malang for providing academic support and permission for the community service program, enabling it to be implemented optimally and delivering tangible benefits to the students and the school.

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