



THE COMBINATION OF YOUTUBE AND WORDWALL IN ARABIC LANGUAGE LEARNING: PERSPECTIVES OF TEACHERS AND STUDENTS OF MAN 2 YOGYAKARTA

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Abstract

Among the technology products that are widely used in education, especially Arabic language learning, are YouTube and Wordwall. This is what is applied in Arabic language learning at MAN 2 Yogyakarta. This paper aims to reveal how the combination of YouTube and Wordwall in Arabic language learning that is seen from the perspective of teachers and students. This research is a descriptive research with qualitative approach and case study type. This research was conducted at MAN 2 Yogyakarta with the research subjects were Arabic language teachers and students in class X-H. The data were collected through classroom observation and interview methods. From the data obtained, it is known that the utilization of YouTube and Wordwall in Arabic learning in class X-H MAN 2 Yogyakarta is carried out within the framework of introducing new mufradat starting from providing stimulants in the form of songs to vocabulary mastery exercises. In the series of using these two media, the advantages and disadvantages based on the perspectives of Arabic language teachers and students are also revealed. Some of the shortcomings have been realized from the beginning by Arabic teachers and strategic efforts have been made to overcome them.

Abstrak

Di antara produk teknologi yang banyak digunakan di dunia pendidikan khususnya pembelajaran Bahasa Arab adalah YouTube dan Wordwall. Hal ini sebagaimana yang diterapkan dalam pembelajaran Bahasa Arab di MAN 2 Yogyakarta. Tulisan ini bertujuan mengungkap

bagaimana kombinasi penggunaan YouTube dan Wordwall dalam pembelajaran Bahasa Arab dilihat dari perspektif guru dan siswa. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kualitatif dan berjenis studi kasus. Penelitian ini dilakukan di MAN 2 Yogyakarta dengan subjek penelitian adalah guru Bahasa Arab dan siswa di kelas X-H. Pengambilan data dilakukan melalui metode observasi kelas dan wawancara. Dari data yang diperoleh, diketahui bahwa pemanfaatan YouTube dan Wordwall dalam pembelajaran Bahasa Arab di kelas X-H MAN 2 Yogyakarta dilakukan dalam kerangka pengenalan mufradat baru mulai dari pemberian stimulan berupa lagu hingga latihan penguasaan kosa kata. Dalam rangkaian penggunaan dua media ini, terungkap pula kelebihan dan kekurangan berdasarkan perspektif guru Bahasa Arab dan siswa. Beberapa kekurangan yang ada telah disadari sejak awal oleh guru Bahasa Arab dan telah dilakukan upaya-upaya strategis untuk mengatasinya.

A. INTRODUCTION

Technological progress is something that cannot be avoided. Technological progress is something that goes in accordance with the direction of scientific development, which has both negative and positive impacts in it.¹ This phenomenon has affected many aspects of life, including the field of education. Many conveniences are then obtained in the learning process by utilizing various technology-based media. Digital transformation in education is known to play a significant role in personalized learning, the enhancement of learning outcomes, academic advising, and adaptive learning.²

Collaboration between education and technology plays a crucial role in realizing interesting learning for students. The use of technology in learning began to be promoted since 2020. Technology provides an engaging, interactive and relevant learning experience for students, thus increasing their interest in learning. This helps to create a more challenging and entertaining learning environment, which in turn increases the level of student engagement.³ A study revealed that the use of technology in learning makes students enjoy learning more. This refers to the ease of access anywhere and anytime, the practicality of being able to fit in a small device, and the attractive appearance with

¹ Winna Nabillah, Nirzal Sunardi, and Azyumardi Ajran, "Pengembangan Media YouTube Dalam Meningkatkan Kemampuan Berbicara Siswa Pada Pembelajaran Bahasa Arab," *Kitabah: Jurnal Pendidikan Sosial Humaniora* 1, no. 3 (2023): 155–63. <https://doi.org/10.56114/kitabah.v1i3.10264>.

² Trong Tai Bui and Truong Son Nguyen, "The Survey of Digital Transformation in Education: A Systematic Review," *International Journal of TESOL & Education* 3, no. 4 (November 27, 2023): 32–51, <https://doi.org/10.54855/ijte.23343>.

³ Imam Hizbullah, Muhammad Anwar, and Fatkhul Ulum, "Pengaruh Pemanfaatan Media Wordwall Dalam Pembelajaran Bahasa Arab Terhadap Motivasi Belajar Siswa Kelas VI SD IT Alfadiyah Gowa," *Jurnal Inovasi Pendidikan* 6, no. 2 (2024), <https://journalpedia.com/1/index.php/jip/article/view/1443>.

various audio-visual content and various quiz displays available.⁴ In foreign language learning, the use of information and communication technology not only supports an interactive learning environment but also helps to reduce challenges such as the limitations of traditional classrooms.⁵

Among the several technology products that are widely used in the world of education, especially Arabic language learning, are YouTube and Wordwall. YouTube is the largest and most popular online video sharing media website in the internet world. YouTube functions as a means of discussion or question and answer, search, view, and share videos to and from all over the world through an online website.⁶ YouTube can be a source of learning for students and also as a learning medium. YouTube provides audio-visual content that can be utilized as learning media. The use of audio-visual media is very important and provides many benefits for teachers as a tool to organize an interesting and enjoyable learning process.⁷ In the context of Arabic language learning, of course, students will be greatly helped if Arabic subject matter is visualized using videos.⁸ The use of YouTube as a supplementary medium for learning Arabic has increased significantly, particularly since the COVID-19 pandemic, which necessitated remote learning.⁹ A study in Malaysia revealed that the use of YouTube is beneficial in motivating students to acquire Arabic listening skills.¹⁰

Wordwall application is a web-based application that contains an interesting educational and interactive quiz-based game. This application can be an exciting learning resource, media and assessment tool for students. Wordwall provides examples of the results of the creativity of teachers, making it easier for new users to use and create materials provided in the media.¹¹ The games within the Wordwall application also offer various question formats. These include match-up (word pairing), quiz (question-answer), maze chase (finding word meanings), word search (finding vocabulary words), open box

⁴ Mohd Firdaus Yahaya et al., "Applicability of M-Learning for Basic Arabic Language among Students During Distance Learning," *International Journal of Academic Research in Progressive Education and Development* 10, no. 3 (2021): 830–43. <http://dx.doi.org/10.6007/IJARPED/v10-i3/11264>.

⁵ Talapova A.k and Rakhymgazy K.b, "The Impact of ICT on Foreign Language Teaching," *World Scientific Reports*, no. 8 (December 9, 2024), <https://ojs.scipub.de/index.php/WSR/article/view/4857>.

⁶ Agus Budiman and Moh. Al-Ahyar, "Penggunaan Media YouTube Dalam Pembelajaran Untuk Meningkatkan Maharah Al-Kalam Bahasa Arab," *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 6 (November 22, 2022): 5827–32, <https://doi.org/10.31004/jpdk.v4i6.9213>.

⁷ Almannah Wassalwa Salwa, Masykuri Masykuri, and Hamidatul Iflah, "PENGARUH MEDIA AUDIO VISUAL TERHADAP MAHARAH AL-KITABAH," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 2, no. 2 (July 27, 2021): 141–44, <https://doi.org/10.35316/lahjah.v2i2.141-144>.

⁸ Hikmah Rahmasari, "Penggunaan Media YouTube sebagai Solusi Media Pembelajaran Bahasa Arab di Masa Pandemi," *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (August 5, 2021), <https://doi.org/10.18196/mht.v3i1.11362>.

⁹ Ijlal Saja et al., "THE USE OF YOUTUBE IN ARABIC SPEAKING SKILLS DURING OPEN AND DISTANCE LEARNING (ODL)," *E-Bangi: Journal of Social Sciences and Humanities* 18, no. 4 (2021): 188–202. <https://myjurnal.mohe.gov.my/public/article-view.php?id=177808>.

¹⁰ Harun Baharudin and Sitti Nor Thurayya Khodari, "The Use of YouTube Motivates Students in Improving Their Arabic Listening Skills," *International Journal of Academic Research in Business and Social Sciences* 12, no. 6 (June 8, 2022): 1152–64. <http://dx.doi.org/10.6007/IJARBSS/v12-i6/14070>.

¹¹ Jamaluddin Shiddiq, "INOVASI PEMANFAATAN WORD-WALL SEBAGAI MEDIA GAME-BASED LEARNING UNTUK BAHASA ARAB," *JALIE; Journal of Applied Linguistics and Islamic Education* 5, no. 1 (March 24, 2021): 151–69, <https://doi.org/10.33754/jalie.v5i1.337>.

(selecting from provided answers), flip tiles, whack a hole, random wheel, and true or false.¹² In learning Arabic, Wordwall is considered very effective to be used as an evaluation media.¹³ The use of Wordwall in Arabic language learning has also been found to be effective in significantly improving students' mastery of Arabic vocabulary.¹⁴

In its utilization in Arabic language learning, YouTube and Wordwall are proven to have a good positive influence and effectively improve student's Arabic language learning outcomes. This is based on several previous studies such as those revealed by Durrotun Nashihah and Munirul Abidin, that the use of YouTube-based audio-visual media effectively improves student's maharah istima'.¹⁵ A study in Malaysia also revealed that the use of YouTube has a very significant impact on improving listening skills for students who are not native Arabic speakers.¹⁶ The use of Wordwall is also proven to have a positive influence on increasing mastery of mufradat as revealed in the research of Siti Khotijah et al.¹⁷ Similarly, Hanifah Nur Azizah revealed that the use of Wordwall media effectively improves students' mastery of Arabic vocabulary.¹⁸

MAN 2 Yogyakarta is one of the public madrasahs in Yogyakarta. The madrasah is a modern madrasah that has implemented various technology utilization in the learning process, including Arabic language learning. Various achievements have been made by students in this madrasah, including in the field of Arabic. One of the achievements in the field of Arabic achieved by this madrasah is being a representative of the state madrasah aliyah of the Yogyakarta Special Region province in the 6th National Arabic Language Olympiad held by F-MGMP Arabic Language throughout Indonesia in November 2023.

This paper aims to reveal how the combination of the use of YouTube and Wordwall in Arabic Language Learning is seen from the perspective of teachers and students. Thus, this research has a difference with various previous studies which tend to

¹² Nur Hamizah Tuki, Suhaila Zailani @ Hj Ahmad, and Lily Hanefarezan Asbulah, "Elevating Arabic Vocabulary Learning: A Dive into Digital Gaming Applications," *International Journal of Academic Research in Progressive Education and Development* 12, no. 4 (December 10, 2023): Pages 701-713, <https://doi.org/10.6007/IJARPED/v12-i4/19908>.

¹³ Indah Rahmayanti and Munirul Abidin, "Efektivitas Penggunaan Wordwall Sebagai Media Evaluasi Pembelajaran Bahasa Arab Di MAN Kota Batu," *Sustainable Jurnal Kajian Mutu Pendidikan* 6, no. 2 (December 11, 2023), <https://doi.org/10.32923/kjimp.v6i2.3413>.

¹⁴ Siti Khotijah; Ahmad Fadhel Syakir Hidayat; Badrun Nisyam; Miftahul Khair; Mar'ie Muhamad, "The Effect of Wordwall Learning Media on Arabic Mufrodad Mastery in Grade III Students at Madrasah Ibtidaiyyah Negeri II," *Borneo Journal of Language and Education*, no. Vol 2 No 1 (2022): Borneo Journal of Language and Education, Vol.2 (No.1), April 2022 (2022): 1–13. <https://doi.org/10.21093/benjole.v2i1.5262>.

¹⁵ Durrotun Nashihah and Munirul Abidin, "Efektifitas Media Audio Visual Berbasis YouTube Untuk Meningkatkan Maharah Istima' Siswa MI Al Ihsan Banjarwungu," *Jurnal Al-Qiyam* 4, no. 2 (2023): 42–47. <https://ojs.staialfurqan.ac.id/alqiyam/article/view/378>.

¹⁶ Universiti Utara Malaysia, Malaysia and Shorouk Mohamed Farag Mohamed Farag Aboudahr, "The Effect of Using YouTube to Increase the Level of Listening Skills Among Non-Native Students of Arabic Speakers in Malaysian Universities," *Education Quarterly Reviews* 3, no. 2 (June 30, 2020), <https://doi.org/10.31014/aior.1993.03.02.133>.

¹⁷ Siti Khotijah; Ahmad Fadhel Syakir Hidayat; Badrun Nisyam; Miftahul Khair; Mar'ie Muhamad, "The Effect of Wordwall Learning Media on Arabic Mufrodad Mastery in Grade III Students at Madrasah Ibtidaiyyah Negeri II." <https://doi.org/10.21093/benjole.v2i1.5262>.

¹⁸ Hanifah Nur Azizah, "Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 1, no. 1 (2018): 1–16. <https://ejournal.upi.edu/index.php/alsuniyat/index>.

discuss it in terms of its effectiveness in improving learning outcomes as revealed by Mujahid Abdul Jabbar,¹⁹ discussing its effect on interest in learning Arabic as revealed by Andi Nurul Hidayatullah, and discussing its effect on student's mastery of Arabic vocabulary as revealed by Abdul Aziz Fakhruddin.²⁰

B. METHOD

The research in this paper is descriptive research with a qualitative approach and a case study type. Case study research is an exploration of "a bounded system" or "a case/variety of cases" over time through in-depth data collection and involving various "rich" sources of information in a context.²¹ This research was conducted at MAN 2 Yogyakarta with the research subjects being Arabic language teachers and students in class X-H. The data taken in this study include data on the Arabic language learning process involving the use of YouTube and Wordwall as well as data on the advantages and disadvantages of utilizing the two media. Data in the form of a description of the learning process was obtained through classroom observations and interviews with Arabic language teachers. The data on the advantages and disadvantages were obtained through interviews and distributing questionnaires with open questions to Arabic language teachers and students. Data analysis is carried out through three steps of analysis starting from condensing data, displaying data that has been condensed, and finally drawing and verifying conclusions.²²

C. RESULT AND DISCUSSION

The Combination of YouTube and Wordwall in Arabic Language Learning

The utilization of YouTube and Wordwall in Arabic language learning in class X-H MAN 2 Yogyakarta is carried out within the framework of introducing new mufradat for the theme of Hobbies (Hiwayah). Mufradat is one of the language elements that must be mastered by students so that they can master four language skills, namely listening skills/istima', speaking skills/kalam, reading skills/qira'ah, and writing skills/kitabah.²³ An adequate vocabulary and mastery of mufradat can support a person in communicating orally and in writing with Arabic.²⁴ YouTube is used to display content in the form of

¹⁹ Mujahid Abdul Jabbar, Fitriyani Kahar, and Wahyudin Wahyudin, "Penggunaan Media YouTube Dalam Meningkatkan Keterampilan Mendengar Bahasa Arab Kelas X MA Al-Ikhlas Labunti Raha Sulawesi Tenggara," *Education and Learning Journal* 3, no. 2 (2022): 108–16. <http://dx.doi.org/10.33096/eljour.v3i2.176>.

²⁰ Abdul Aziz Fakhruddin, Mochammad Firdaus, and Lailatul Mauludiyah, "Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 2 (2021): 217. <http://dx.doi.org/10.29240/jba.v5i2.2773>.

²¹ Yani Kusmarni, "Studi Kasus," *UGM Jurnal Edu UGM Press* 2 (2012).

²² Samiaji Sarosa, *Analisis Data Penelitian Kualitatif* (Pt Kanisius, 2021).

²³ Hurriyatus Sa'adiyah et al., "STRATEGI PENERAPAN AI-LU'BAH AL-LUGAWIYAH DALAM PEMBELAJARAN MUFRADAT," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 5, no. 1 (February 24, 2024): 107–19. <https://doi.org/10.35316/lahjah.v5i1.107-119>.

²⁴ Shofwatul Fu'adah, "PENGUNAAN STRATEGI MIND MAPPING DALAM PEMBELAJARAN KOSAKATA BAHASA ARAB," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 2, no. 1 (January 28, 2021): 30–39. <https://doi.org/10.35316/lahjah.v2i1.30-39>.

Arabic songs with lyrics in the form of simple questions and answers about hobbies. The use of song content from YouTube is considered to have a positive influence on students' acceptance and mastery of mufradat material and fosters a sense of pleasure in learning it as stated in Rizka Andini Rachmawati's research.²⁵ The teacher carefully selects the content so that the content is obtained in accordance with the teaching material at that time. Teachers also strive to select songs that not only contain a collection of vocabulary and their meanings but also at the same time contain simple utterances in the form of questions and answers related to these types of hobbies. The song used in the learning can be accessed through the link <https://www.YouTube.com/watch?v=tG7jSCpSrgw>.



Figure 1. Hobby-related Arabic song content on YouTube

Wordwall is used in vocabulary mastery exercises after the introduction process is carried out through the media song from YouTube. Vocabulary mastery exercises are carried out at the next meeting as an apperception process before entering the next material, namely hiwar. Thus, the exercise is conditioned when students are really ready and can be directly used as the initial capital for hiwar learning. The vocabulary mastery exercises in the Wordwall can be accessed through the link <https://wordwall.net/resource/68844462/أنواع-الهوايات>.

The steps of using YouTube and Wordwall in Arabic language learning at MAN 2 Yogyakarta are organized in two learning meetings. In the first meeting, YouTube was used to display videos containing songs related to the theme of hobbies and listened to carefully by students. Furthermore, students together with the teacher sing the song 2-3 times. The activity continued with further discussion related to vocabulary related to hobbies that were previously introduced through songs. Because the song lyrics in the video shown not only contain a collection of vocabulary and its meaning but also equipped with simple questions and answers related to the theme of hobbies, after the discussion related to vocabulary, then students practice the questions and answers as

²⁵ Rizka Andini Rachmawati and Husin Husin, "PENERAPAN METODE BERNYANYI DALAM MENINGKATKAN PENGUASAAN KOSAKATA BAHASA ARAB DI PANTI ASUHAN NURUL JANNAH," *Berajah Journal* 2, no. 2 (February 27, 2022): 223–30, <https://doi.org/10.47353/bj.v2i2.81>.

exemplified in the lyrics of the song by involving vocabulary according to their respective hobbies. At the end of learning in the first meeting, students were assigned to memorize the song and master the content of new vocabulary related to hobbies to be tested at the next meeting through the game mechanism on the wordwall platform. The practice of singing and quizzing on the wordwall functioned as a process of apperception and reinforcement of initial capital before entering the next material, namely hiwar.



Figure 2. The process of practicing singing Arabic songs related to Hobbies

In the second meeting, as informed by the Arabic teacher in the previous meeting, learning will begin with the practice of singing songs related to hobbies that have been used in the previous meeting followed by vocabulary quiz work in the game on the wordwall platform. Both activities functioned as strengthening students' initial capital before entering the hiwar material to be learned in the meeting. Singing practice is done in groups in the presence of the teacher directly where each group consists of 5 people. After finishing singing the song, students are prepared to take a vocabulary mastery quiz on the wordwall platform. The wordwall link is given to students to be accessed through their respective devices. The visual form presented is in the form of a game of drag and drop vocabulary on the appropriate image.

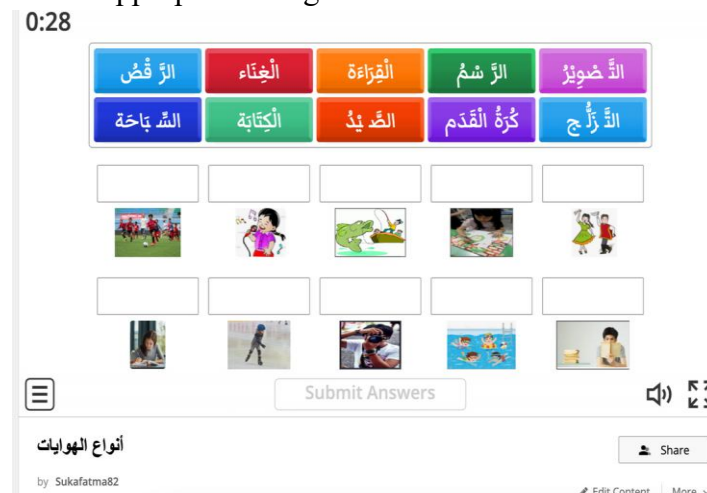


Figure 3. Display of vocabulary game in Wordwall

There are 10 questions and the work will be automatically corrected whether the vocabulary placement is correct or incorrect. The final result will be displayed on the screen of the student's device and when the correct answer is not on target, the student is asked to repeat the game again until reaching the maximum score.

Strengths and weaknesses of using YouTube and Wordwall

According to the Arabic teacher at MAN 2 Yogyakarta, the advantages of using YouTube in learning Arabic have several advantages such as a more lively class and the material is presented in an integrated manner between mufradat and simple kalam. This has the impact that students can immediately know how to ask questions by involving vocabulary related to hobbies because this is exemplified in the lyrics of the song played. This is in line with the opinion of students who said that the use of YouTube in learning mufradat, especially with songs, made learning more exciting and fun. In addition, they also find it easier to master the new vocabulary introduced and because the YouTube platform is an online media, access to the song can be done at any time repeatedly.

The use of Wordwall in Arabic learning series also has several advantages according to the perception of Arabic teachers and students of MAN 2 Yogyakarta. The main thing that makes Wordwall the platform chosen by Arabic teachers is because of the choice of game types that are very varied and the appearance that resembles an online game. According to the teachers, this makes the students more interested in measuring their vocabulary mastery than just a written test or memorization. As for the students, Wordwall is also considered as an exciting and fun media to practice vocabulary mastery and hone memory. In addition, this platform also makes it easy for students to retake the quiz if the results have not met the target with unlimited repetition frequency.

In addition to the advantages, the utilization of YouTube and wordwall in learning Arabic also has some disadvantages based on the perceptions of teachers and students. According to Arabic teachers, the utilization of YouTube for learning Arabic is a bit tricky. Teachers must be observant in choosing which videos whose content is in accordance with the material to be taught. Moreover, the content chosen must also be able to support the growth of language proficiency aspects, not merely introducing vocabulary. Thus, a great effort is needed from the teacher to be able to find content according to these criteria. As for the students, the use of YouTube, especially in song content to help learning Arabic has several shortcomings such as the material in the song which is sometimes incomplete and does not match what is in the textbook, then to find the meaning of a vocabulary sometimes needs to sing it from the beginning so it is quite time-consuming, and finally sometimes the use of songs from YouTube makes the pronunciation of vocabulary incorrect.

Besides the fact that the use of wordwall is indeed highly favored by Arabic teachers and students, based on their perceptions wordwall also still has some shortcomings. According to the Arabic teacher of MAN 2 Yogyakarta, Wordwall is mainly only suitable for mufradat mastery exercises. It is not suitable for other skills such as qira'ah, istima', kalam, and kitabah. This is because the types of games in wordwall are generally word games. Paragraph text loading is possible but within certain limits and with short answer

types. In addition, on certain types of devices sometimes the display of Arabic writing is damaged and cannot be read by students. Another obstacle that is sometimes encountered is the strength of the internet network. A small number of students also said that the time to practice vocabulary mastery with wordwall was considered too fast and difficult if they had not memorized and prepared. This is basically very much related to students' readiness for the quiz where information has been conveyed at the previous meeting.

The Solution to the Weaknesses of Using YouTube and Wordwall

Responding to the various shortcomings of the use of YouTube and Wordwall in Arabic language learning, both those conveyed directly by Arabic language teachers and those based on students' perspectives, Arabic language teachers of MAN 2 Yogyakarta have and have sought several solutions to follow up. The perception that sometimes the material from YouTube sometimes does not match what is presented in the textbook and the risk of incorrect pronunciation from the use of songs is followed up by Arabic teachers with an intensive discussion of new vocabulary after first being introduced through songs. So learning mufradat with songs from YouTube does not stop only at the practice of singing and memorizing the lyrics but is reinforced by discussing the mufradat one by one both from the meaning and pronunciation. Furthermore, to avoid the utilization of content that does not foster other maharah, Arabic teachers MAN 2 Yogyakarta are always observant and careful in choosing the content to be displayed. The content chosen at least has compatibility with the teaching material in the main teaching material and has integration with efforts to develop other maharah such as kalam. For example, when utilizing content in the form of songs to introduce new mufradat, Arabic teachers choose songs whose lyrical content is not only new vocabulary and its meaning but also contains utterances to apply the vocabulary. This is like the content of songs about hobbies described in the early part of the discussion of this research. Furthermore, sometimes YouTube is not only used to find source material that has been made by other content creators, but teachers also make their own videos according to learning needs and upload them to YouTube. As the video at the link <https://www.YouTube.com/watch?v=zq6jzoXvImE> which was made by Mrs. Yuni Fatmawati, M.Pd.I for class XI hiwar material on the theme Fi As-Suuq. This is usually done if the Arabic teacher does not find the appropriate content for the material to be delivered.

For some of the shortcomings of using the wordwall platform in learning Arabic, MAN 2 Yogyakarta Arabic teachers also have some efforts that have been made. First, because wordwall is most suitable for vocabulary mastery exercises or maximum simple qira'ah exercises, then for exercises in other maharah teachers utilize other platforms such as Google Form + Mote Extension for maharah istima' exercises. To overcome the different or damaged display of Arabic letters on students' devices, first the teacher ensures a smooth internet connection in the class before the quiz, then the teacher supervises the process so that when there is an unclear display of questions or answers on the students' devices, the teacher can immediately explain. Lastly, related to students' perceptions about the quiz time being too fast and difficult, this has actually been

considered by the Arabic teacher from the beginning by positioning the use of this wordwall platform in the apperception part of the learning in the second meeting.

The combination of utilizing YouTube and Wordwall in Arabic language learning, as described above, serves as a complementary integration. YouTube functions as a medium for introducing new vocabulary and expressions, while Wordwall is employed as a tool for vocabulary assessment. Using YouTube to introduce new words through songs creates an enjoyable learning environment for students, making them more willing to listen repeatedly without boredom. This aligns with Baharudin's findings, which highlight the significant impact of YouTube on students' motivation in listening (istima') activities.²⁶ Increased motivation, in turn, has the potential to enhance students' listening skills (maharah istima'), a notion that was also supported by Aboudahr's study in 2020, which demonstrated a significant improvement in this area.²⁷

As a learning medium, YouTube is not used arbitrarily by teachers; rather, it undergoes a careful selection process to ensure alignment with students' learning objectives. This reflects the principle that, regardless of how advanced educational technologies become, the teacher's role remains central. Pedagogical competence must continually be updated in line with technological developments in education, and the presence of the teacher as a facilitator and guide is essential to ensure that technology-based learning remains aligned with instructional goals and avoids potential negative effects.²⁸ The use of Wordwall to assess vocabulary mastery also contributes to a fun and engaging learning atmosphere, as the quiz format resembles an online game. This is consistent with the findings of Saleh (2023) that show students tend to prefer Wordwall, not only due to its attractive design but also because it helps reinforce vocabulary retention.²⁹ The crucial role of Arabic language teachers is also evident in their efforts to address various limitations of the Wordwall platform.

D. CONCLUSION

Among the technologies used in Arabic language learning at MAN 2 Yogyakarta are the use of YouTube and Wordwall. YouTube is used in learning mufradat integrated with kalam through the utilization of song content about hobbies. The Wordwall is used in practicing the mastery of the vocabulary. This series of technology utilization begins with watching songs about hobbies, singing together, discussing mufradat, asking questions about hobbies, practicing singing in groups, and ending with vocabulary

²⁶ Baharudin and Khodari, "The Use of YouTube Motivates Students in Improving Their Arabic Listening Skills."

²⁷ Universiti Utara Malaysia, Malaysia and Aboudahr, "The Effect of Using YouTube to Increase the Level of Listening Skills Among Non-Native Students of Arabic Speakers in Malaysian Universities."

²⁸ Ali Mufron et al., "The Impact of Technology Integration in Learning on Increasing Student Engagement," *Journal Emerging Technologies in Education* 2, no. 3 (June 29, 2024): 254–66, <https://doi.org/10.70177/jete.v2i3.1070>.

²⁹ Zeiburhanus Saleh et al., "Implementation of Quiz-Gameshow in Arabic Language Learning With Wordwall Application-Based Media Escaping the Arabic Learning Routines: A Study on the Use of Wordwall Application-Based Media for Learning" (2nd Annual Conference of Islamic Education 2023 (ACIE 2023), Atlantis Press, 2023), 90–98, https://doi.org/10.2991/978-2-38476-182-1_17.

reinforcement exercises that function as apperceptions at the next meeting before entering hiwar material.

The use of songs from YouTube is considered to have several advantages such as making the class more lively, learning more fun, making memorization easier, making it easier to repeat material, and the integration between mufradat and kalam content. The disadvantages include the need for more teacher effort to ensure the content is in accordance with the material to be learned, students need to sing the song from the beginning to find the meaning of certain vocabulary, and sometimes the use of songs sometimes makes pronunciation incorrect. Some of these shortcomings are followed up by the teacher with several solutions, including the discussion of new mufradat after the introduction through songs to ensure the completeness and correctness of pronunciation, the teacher is very strict in choosing the content that will be utilized, and using YouTube as a medium for uploading material made by the teacher himself when there is no content that suits the needs.

The use of Wordwall for vocabulary reinforcement is considered to have several advantages, including because the visual appearance of the game is very interesting and varied so that it makes practicing questions feel exciting and fun and can be repeated at any time and is very helpful for memory. As for the shortcomings, among others, this platform is mainly only suitable for mufradat mastery exercises, the display of Arabic writing is sometimes damaged on some gadgets, very dependent on the smoothness of the signal, considered difficult if you have not memorized the vocabulary. Some of these shortcomings have also been addressed by teachers with several solutions such as using other platforms for other maharah exercises, having an escort when doing the exercises to anticipate text damage, ensuring a good internet connection, and using this exercise as an apperception at the next meeting.

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