



The Urgency of Interactive Media in Improving Istima' Skills (Listening) in Arabic Language Learning: Systematic Literature Review

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Abstract

Proficiency istima' (listening skills) is a core ability in learning Arabic, but it often faces obstacles due to conventional learning methods. This study aims to evaluate the urgency of interactive technology in improving istima' skills through the Systematic Literature Review (SLR) approach. The analysis was conducted on 10 articles that met the inclusion criteria, including studies on interactive media such as YouTube, audio-visual platforms, multimedia-based applications, and e-learning. The results of the study show that interactive technology provides significant benefits, such as improving motivation, personalization of learning, and listening skills through a contextual and collaborative learning environment. Additionally, the technology supports students accessing materials flexibly and independently, allowing for a more effective learning experience. However, the effectiveness of the implementation of this technology is influenced by the supporting infrastructure and appropriate learning design. This study concludes that interactive technology is a complement and an essential element in istima' learning in the digital era. This study concludes that interactive technology is a complement and an essential element in istima' learning in the digital era.



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A. Introduction

The learning of the Arabic language today encounters challenges in reconciling traditional methods with modern approaches. The advancement of digital technology has transformed various aspects of life, particularly in education. One area that has been significantly impacted is language learning, including that of Arabic. Traditionally, Arabic language learning has occurred through face-to-face methods in classrooms, with textbooks serving as the primary resource. In contrast, modern learning approaches are more dynamic and globally connected, often not relying on textbooks at all. Enhanced interactive learning has provided various resources that can replace teachers through videos, visual audio, and images that can be accessed anytime and anywhere, as long as there is internet access. Interactive technology in learning is a tool used in the learning process to increase students' interest and learning outcomes through the use of technology, both in the form of video, animation, audio and so on (Ariandini & Ramly, 2023; Listyawan et al., 2023; Putra & Salsabila, 2021). Listening proficiency is a core skill in learning Arabic, requiring a deep understanding of the phonology, syntax, and semantics of the language (Isra Hayati Darman, 2022; M. Khalilullah, 2011). In fact, *istima'* is the first skill that Arabic language learners must possess. According to him, failure in *istima'* results in failure in the subsequent skills (Rini & Yasmar, 2020). In the context of modern education, students often face challenges with their listening skills due to the complexities of the Arabic language and traditional learning methods. However, as technology advances, there are increasing opportunities to enhance listening comprehension through interactive tools that provide a richer and more dynamic learning experience (Dewi et al., 2023). These technologies, such as interactive multimedia and audio-visual-based applications, have been proven to increase students' motivation and understanding of the material being taught (Heryani et al., 2022; Hiunsee et al., 2024; Paramitha et al., 2023).

One key concept in Vygotsky's theory is the Zone of Proximal Development (ZPD). This concept explains the gap between what a student can do independently and what they can achieve with the support of more competent individuals. (Wijaya & Arismunandar, 2018). In the context of learning the Arabic language, especially in *istima'* (listening) skills, interactive learning can act as a support system that assists students in achieving their Zone of Proximal Development (ZPD). (Haq, 2023). In this case, interactive technology serves as a cultural tool, connecting students with various sources of knowledge and fostering collaborative, contextual learning. (Mahsus & Latipah, 2021).

The integration of interactive technology in learning Arabic has been the subject of various studies. Research indicates that applications like Wavepad and Audacity enhance students' auditory speed and accuracy through intensive exercises and resources (Amrina et al., 2022; Islam, 2023). This technology enables students to practice independently with customizable materials tailored to their individual needs, resulting in a personalized and effective learning experience. In the field of Arabic language education, systematic research is necessary to understand the impact of this technology on *istima'* proficiency. While existing literature shows positive outcomes from using interactive technology, there have not been many comprehensive summaries of these findings. This research aims to address this gap by integrating various related studies through a Systematic Literature Review (SLR) approach. This method not only provides a summary but

also analyzes trends, challenges, and future potential for implementing interactive technology. According to the studies conducted, there are three identified research trends, First, conduct research on technology (Tandiono, 2024; Zarzycka-Piskorz, 2016; Licorish et al., 2018). Secondly, the use of technology (Krashen, 1982; andergrift, 2007; Phil Benson, 2011; Suzanne Graham dan Ernesto Macaro, 2008; Tuan & Nhu, 2010; Mayer, 2002; Alharbi, 2019) Thirdly, the effectiveness of technology (Hamalik, 2002; Munir, 2009; Anugerah & Kusuma, 2021; Aulia et al., 2024; See et al., 2020). There has been no specific discussion regarding "The Urgency of Interactive Technology in Improving Istima Proficiency" in Arabic language learning among the three research trends. The purpose of this study is to examine the extent to which technology impacts istima' proficiency. Specifically, this study aims to address two key questions: What is the urgency of incorporating Interactive Technology into istima learning, and what is the most effective type of Interactive Technology for istima'? By exploring these questions, the study seeks to provide practical guidance for educators and policymakers in developing more effective technology-based strategies for istima' learning. Additionally, it aims to identify best practices and opportunities for innovation in istima' education.

B. Method

This study employs the Systematic Literature Review (SLR) method due to its effectiveness in thoroughly identifying, evaluating, and analyzing a range of studies related to the topic. This approach enables researchers to draw conclusions based on robust and detailed evidence. (Budiman, 2024; Khairani & Nisa, 2024; Priharsari, 2022). This process starts by defining a clear and specific research question, which forms the foundation of the literature search. Next, identify relevant sources, classify the findings, and finally analyze the data to draw conclusions. Data Collection and Analysis Technique

In this study, data collection begins by identifying the appropriate databases. In this case, we used Mendeley.com and Google Scholar with the keyword "The Urgency of Interactive Technology in Improving Language Proficiency." From this search, we found a total of 192 articles that matched the keywords and served as the population for the study. After compiling sources from trusted databases, the next step was to select and assess the quality of the identified articles. We filtered the relevant articles based on predetermined inclusion and exclusion criteria, which included factors such as topic relevance, the quality of research methodology, and the year of publication. Subsequently, the researcher categorized and encoded the important information from each selected article. This process ensures that only studies meeting quality standards are included in the subsequent analysis. Finally, the results of the various studies are summarized to identify key patterns and trends, as well as gaps in the existing literature. The researcher will also examine relevant evidence to draw in-depth conclusions about the topic being researched. After a thorough screening process based on inclusion and exclusion criteria, the ten best articles that meet these requirements are selected for in-depth analysis.

C. Findings and Discussion

The results of this study indicate that the integration of interactive technology into istima' learning is highly significant. Interactive technologies, such as video platforms, multimedia-based applications, and virtual simulations, create a dynamic and contextual learning environment. These tools enable students to

practice understanding various accents, intonations, and cultural contexts directly, facilitating a more comprehensive approach to learning Arabic. Furthermore, the use of these technologies allows for personalized learning experiences. Students can progress at their own pace and according to their individual needs, while teachers can track their advancement through analytics provided by the platform. Additionally, interactive technology promotes collaborative learning, allowing students to share their insights and interact virtually, which in turn enhances their motivation and engagement in the learning process. In the context of istima', interactive technology addresses traditional learning challenges, including limited audio resources and insufficient access to native speakers. Therefore, interactive technology is not merely a supplement; it is a crucial element in the development of effective language skills in today's digital age. Below are the results and discussion of the research that has been successfully completed:

Table 1. The Results of the Research

No	Heading	Result
1	The Use of Kahoot Media for Learning Arabic Listening Skills at IAI Sunan Kalijogo Malang	The study results indicate that Kahoot media effectively enhances Arabic listening skills by promoting student engagement. A student-centered learning environment and sufficient resources are essential for the successful use of this media.
2	The Importance of Listening Among Podcast-Loving Students	Listening to podcasts is highly beneficial for students as it enhances their language skills, particularly in listening, speaking, and understanding proper language structure. Moreover, podcasts allow students to broaden their horizons, acquire new information, and explore topics of interest for independent learning.
3	The use of YouTube media in Istima' learning within the PBA STAIN Mandailing Natal study program.	The use of interactive media, such as YouTube, in istima' learning enhances understanding through engaging and varied audio-visual presentations, making it easier to access learning materials at any time.
4	The use of technology to support learning: Interactive training for improving the quality of education.	Interactive media has played a crucial role in enhancing students' understanding, skills, and motivation, fostering a participatory and innovative learning environment. This training lays the groundwork for the development of technology-based education in the modern era.
5	E-Learning Arabic Learning Resources	The e-Learning-based Arabic Online program offers foreign speakers an interactive and flexible way to learn the Arabic language through a Learning Management System (LMS). The program includes a variety of materials such as videos, audio clips, images, and interactive exercises, catering to learners from basic to advanced levels. This research demonstrates that e-Learning technology is effective

		in enhancing language skills worldwide.
6	The Effectiveness of Audiolingual Methods for Improving Listening Skills in Grade 2 Junior High School Students	The results of this study indicate that the Audiolingual method is effective in enhancing the listening skills of second-grade junior high school students. Additionally, the application of this method contributes to improved learning outcomes and increased student enthusiasm, leading to significant advancements in the success ratings. The study recommends utilizing the Audiolingual method for teaching Arabic in order to optimize students' listening skills (maharah istima').
7	The Use of YouTube as a Learning Media for Maharah al Istima' at Senior High School	The development of YouTube-based Arabic listening learning materials using the ADDIE model results in structured audiovisual resources that support students' independent practice. This research primarily focuses on "maharah istima'" (listening skills) but can also be expanded to other language skills in future developments. The findings highlight opportunities for enhancing digital-based learning materials moving forward.
8	The Effectiveness of Using Audio-Visual Media in the Independent Learning Curriculum to Enhance Listening Skills in PBA UIN Mataram Students	Based on the results of the study, we can conclude that using learning media, particularly audio-visual tools, significantly enhances students' interest, motivation, and interactivity in learning Arabic. This media not only aids lecturers in delivering material more clearly, but it also fosters a lively and participatory classroom atmosphere that aligns with the principles of the independent curriculum. This approach effectively eliminates the monotonous nature of traditional lecture-based learning.
9	Enhancing Listening and Speaking Competence Through Film Media	This study concluded that using film media effectively enhances the listening comprehension skills of students in the IAIN Curup PBA Study Program. Most students demonstrated abilities in the medium to high range. However, there were some technical challenges, such as power outages and difficulties in understanding the language used in the films. Overall, film media has proven to be an innovative learning tool, but it needs to be tailored to better meet the needs of all students.
10	Development of Learning Media Based on Adobe Flash Professional CS6 for Arabic Listening Skills in Class VIII junior high school	Research indicates that MABAR's dynamic and interactive learning media effectively enhances students' independence in developing their istima' skills. The media is designed with engaging elements, including animations, vocabulary, and game-based evaluations. These components have been validated by experts and teachers, receiving an average score of 85, which signifies high feasibility. The development of this media supports innovative

	Arabic language learning that aligns with students' needs.
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The research by Achmad Busiri (2020) showed that using Kahoot media in Arabic listening skills learning significantly enhanced students' active participation. This aligns with earlier research highlighting that technology-based interactive learning enhances student motivation and engagement (Tandiono, 2024; Zarzycka-Piskorz, 2016). Kahoot Media, a gamification platform, enhances student engagement while fostering a fun and competitive learning environment, ultimately improving listening skills mastery. The successful implementation of Kahoot is influenced by two main factors: a student-centered learning environment and adequate facilities. A student-centered environment encourages greater student involvement in the learning process, aligning with Vygotsky's theory of social constructivism, which emphasizes the importance of interaction in knowledge building. Additionally, the availability of supporting facilities, such as stable internet connections and technological devices, plays a crucial role in ensuring the effectiveness of this learning tool, as reported in a study conducted by (Licorish et al., 2018). Overall, this study confirms that integrating gamification-based media like Kahoot into Arabic language learning is a strategic alternative for improving listening skills. However, it is important to optimize both the supporting facilities and the pedagogical approach.

The research conducted by Harbeng Masni et al. (2023) highlights the critical importance of extensive listening through podcasts as a valuable learning method for students, particularly in developing language skills. Engaging with podcasts extensively has proven effective in enhancing listening, speaking, and understanding the correct structure of language. These findings align with (Krashen, 1982) Input Hypothesis, which suggests that natural and meaningful exposure to language, such as through audio media, can expedite language acquisition. Moreover, listening to podcasts not only improves language skills but also allows students to broaden their horizons and acquire new information. This is supported by (Vandergrift, 2007) research, which indicates that authentic listening activities enhance linguistic competence while also enriching cultural and cognitive knowledge. With a diverse range of topics available in podcasts, students can select content that aligns with their personal interests, fostering independent learning. This approach is particularly relevant in the context of 21st-century education, where learning flexibility and access to digital resources are paramount. By listening to podcasts, students can integrate autonomous learning, as emphasized by (Phil Benson, 2011), who underscores the significance of self-reliance in ongoing skill development.

The effectiveness of extensive listening through podcasts relies significantly on students' ability to employ appropriate listening strategies, such as predicting meaning, inferring context, and identifying important information. According to (Suzanne Graham dan Ernesto Macaro, 2008), these strategies are essential for overcoming the challenges posed by complex, authentic listening inputs. Therefore, while listening to podcasts extensively enhances linguistic skills, it also fosters independence and efficiency in the learning process. Integrating these activities into higher education curricula can be a strategic approach to meet the needs of modern learners.

In the research conducted by Isra Hayati Darman (2022) titled "The Use of YouTube Media in Istima' Learning in the PBA STAIN Mandailing Natal Study

Program," it was found that the use of interactive media, particularly YouTube, positively impacts students' understanding of listening skills (istima'). YouTube, being an audio-visual medium, presents learning materials in an engaging and varied way. This finding aligns with previous research by (Tuan & Nhu, 2010), which indicated that multimedia tools in language learning can enhance student motivation and comprehension. Combining visual and auditory elements helps to strengthen cognitive processes, allowing students to access information more easily and effectively. This concept is supported by (Mayer, 2002) theory of Multimedia Learning, which emphasizes the importance of integrating text and images to improve information retention.

Darman's research highlights that YouTube provides convenient access to learning materials anytime and anywhere, which is particularly relevant for today's digital generation. This finding aligns with previous research by (Alharbi, 2019), which indicates that the accessibility of materials through digital media significantly supports independent and flexible learning among students. By using YouTube, students can revisit the material, deepen their understanding, and enhance their listening skills outside the classroom. This approach is consistent with the concept of blended learning, which combines face-to-face instruction with online learning (Garrison & Kanuka, 2004).

While YouTube offers many advantages as a media platform, it is essential to ensure that the quality of the content aligns with students' learning goals and their level of understanding. Research by (Mulya et al., 2022) indicates that the effectiveness of media like YouTube largely depends on the careful selection and organization of appropriate material. Therefore, integrating YouTube into istima' learning requires clear guidelines regarding both the content and its usage. This approach will help maximize the potential of this media for enhancing students' listening skills.

In modern education, technology has become an essential component in enhancing the quality of learning. Research by (Jenita et al., 2023) indicates that interactive media significantly improves students' understanding, skills, and motivation. This type of media not only facilitates the teaching and learning process but also fosters a participatory and innovative environment that encourages students to engage more actively in their education. As information technology continues to advance, education increasingly relies on digital tools to create a more dynamic and contextual learning experience.

Previous research, including that conducted by Hamalik (2002), highlighted that media in education serves not just as a tool for delivering content, but also as a medium for fostering students' creativity and critical thinking. This aligns with the findings of (Jenita et al., 2023), which indicate that interactive training that incorporates technology can significantly enhance students' skills, particularly in mastering more complex subject matter. The use of interactive media is essential in creating a learning environment that fosters collaboration between students and teachers. This collaboration enhances students' active involvement in the learning process. Research conducted by (Munir, 2009), explains that technology not only serves as a tool but also acts as a primary catalyst for more intensive and structured interactions between students and the subject matter.

The significance of training in enhancing the quality of technology-based education is highlighted in a study by (Tilaar, 1998), which indicates that training focused on technology can enrich educators' pedagogical skills. The interactive

training discussed in the research by (Jenita et al., 2023) forms the basis for advancing technology-based education in the modern era, providing teachers and students with a solid foundation to adapt to the rapid changes in the educational landscape. Overall, integrating interactive media into learning is a strategic approach to improving educational quality. By enhancing the digital skills of both teachers and students, technology-based training becomes essential for creating a more efficient and relevant learning environment that meets contemporary demands.

Research by Khoirul Huda et al. (2022) demonstrates that using e-learning platforms with a Learning Management System (LMS) is effective for learning Arabic, particularly for foreign speakers. The program incorporates multimedia elements such as videos, audio, images, and interactive exercises, which facilitate flexible learning and can be tailored to each student's skill level. These findings align with previous research by (Anugerah & Kusuma, 2021), which also indicates that an LMS enhances interactivity in language learning. However, challenges remain in the implementation of e-learning, notably regarding infrastructure readiness and teacher preparedness. (Al Seghayer, 2020) noted that incorporating digital technology can enrich language skills in reading, writing, and listening. Therefore, integrating technology into Arabic language learning across all skills has the potential to significantly enhance the learning experience. This integration requires comprehensive support from all stakeholders, including teachers and educational institutions.

Research conducted by Khoirul Huda et al. (2022) demonstrates that the use of e-Learning through a Learning Management System (LMS) is effective in teaching Arabic. Additionally, a study by Muhammad Sholeh et al. indicates that the Audiolingual method significantly improves the listening skills of second-grade junior high school students. This method contributes to enhanced student morale and academic outcomes, resulting in notable improvements in success rankings. Consistent with previous research, the Audiolingual method, which emphasizes repetition and active student participation, can accelerate listening comprehension, as suggested by (Sukraningsih, 2020) in the context of second language acquisition. Moreover, (Nurmalinda, 2017) affirms that continuous listening practice enhances students' abilities to understand vocabulary and sentence structure, a conclusion mirrored in this study. The findings indicate that this method is effective in improving Arabic listening skills, especially when employed with a more interactive approach. Therefore, it is recommended to utilize the Audiolingual method in teaching Arabic to strengthen students' *istima'* (listening) skills.

Research conducted by Syahriramadhan et al. (2022) on the use of YouTube as a learning medium for *Maharah al-Istima'* indicates that YouTube-based audiovisual media, developed through the ADDIE model, effectively supports students' self-practice in learning Arabic listening skills. This medium has been shown to provide a clear structure, promote independent learning, and create a more interactive educational experience. These findings align with research by (Fauzan & Kasim, 2020), which highlights the significant potential of video-based media, such as YouTube, to enhance listening skills (*istima'*) through engaging audio-visual elements. Additionally, research by (Hilmi & Hasaniyah, 2023) reveals that digital media increases students' independence in learning Arabic and accelerates their comprehension of the material. (Ridwan et al., 2020) also found

that the use of video-based digital media significantly improved students' understanding of listening skills. The success of YouTube as a learning medium in this study opens up opportunities for the broader application of digital media in Arabic language learning.

According to Syahriramadhan et al., the study requires further development, particularly in terms of implementation and evaluation to assess its long-term effectiveness. This medium should also be tested for other language skills, such as *Maharah al-Kitabah* (writing) and *Maharah al-Talaqqi/kalam* (speaking). Further advancements are anticipated to enhance the effectiveness of YouTube-based digital learning media, ensuring it can be adapted to meet the needs of various student groups and applied across different levels of education.

Research by Nahwa Zabrina et al. (2023) demonstrates that using audio-visual media in the Independent Learning curriculum significantly enhances the listening skills of students in the Arabic Language Education Study Program (PBA) at UIN Mataram. These findings align with previous research by (Ichsan et al., 2021), which highlights that audio-visual media can boost students' interest and motivation in learning. The integration of this media, particularly in language education, not only clarifies the material delivery but also fosters a more dynamic and interactive learning environment. This approach greatly supports the independent curriculum's emphasis on learning freedom and a holistic educational experience..

The use of film media in learning Arabic, as described by Rini et al. (2020), has shown significant improvements in the listening and speaking competencies of students in the PBA IAIN Curup Study Program. The findings indicate that the majority of students fall within the medium to high competency category after utilizing this media. These results align with previous research, such as that conducted by (Hamouda, 2013), which emphasized that audiovisual media, including films, can enhance listening skills by providing a realistic context that enriches language comprehension.

There are several technical obstacles that need to be addressed, such as power outages and difficulties in understanding the film's language. These issues can significantly reduce the effectiveness of this medium. This aligns with the findings of (Mulyadi et al., 2018), which emphasized that the successful use of film media heavily relies on the readiness of the infrastructure and the students' ability to comprehend the linguistic and cultural contexts presented in the film. Therefore, implementing film-based learning requires a systematic approach, including the careful selection of film materials that match the students' proficiency levels, along with adequate technical support.

Film media is often regarded as an innovative and engaging educational tool. However, its effectiveness can be significantly enhanced through supporting strategies, such as the integration of task-based learning that emphasizes the development of communicative competencies. According to (See et al., 2020), this approach allows students to not only grasp the content of the film but also apply it in real-life communication contexts. Therefore, while film media has substantial potential as a resource for language learning, particularly in developing the skills of listening (*istima'*) and speaking (*takallum*), its success hinges on several supporting elements. These include careful material planning, appropriate technical infrastructure, and the creation of adaptive learning methods. By implementing this comprehensive approach, film media can not only enhance

language competence but also foster a more inclusive and effective learning experience for all students.

Research conducted by Yeyen Febrianti Sekar Romi et al. (2020) demonstrates that the development of learning media based on Adobe Flash Professional CS6, referred to as MABAR, significantly enhances students' independence in Arabic listening skills. This media incorporates various interactive elements, such as animations, vocabulary practice, and game-based assessments, which not only capture students' attention but also boost their motivation to learn. Expert and teacher validation yielded an average score of 85, indicating that this medium is suitable for formal learning contexts. These findings align with earlier research by (Aulia et al., 2024) which suggested that the integration of technology-based interactive learning media can improve student learning outcomes, particularly in language skills.

D. Conclusion

Interactive technology has proven to be an essential element in istima' (listening) learning, playing a significant role in enhancing students' listening skills through multimedia-based approaches and e-learning. This technology not only boosts motivation and personalizes the learning experience, but also creates a contextual and collaborative learning environment. One of the key advantages of interactive technology is its flexibility in delivering learning materials, allowing students to learn at their own pace and according to their individual needs. This flexibility contributes to a more effective learning experience. Additionally, interactive media—including multimedia applications, audio-visual platforms, and virtual simulations—have successfully addressed the limitations of conventional learning methods. They provide valuable audio resources and access to native speakers while enriching students' understanding of various accents and cultural contexts. However, the effectiveness of implementing this technology heavily relies on the readiness of infrastructure and the appropriateness of learning design. It necessitates support through careful pedagogical planning and adequate technological resources. Based on these observations, educators and policymakers are encouraged to develop more innovative and responsive technology-based learning strategies that cater to student needs. This approach will help make interactive technology a strategic solution for improving Arabic language skills across various levels of education.

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