

Enhancing Arabic Listening and Speaking Skills through Classkick: A Digital Media Intervention in Higher Education

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Keywords:

Media, Classkick,
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Abstract

This study investigates the integration of the Classkick platform to improve listening (maharah istima') and speaking (maharah kalam) skills in Arabic language learning at UIN Malang. With a descriptive qualitative approach, data were collected through semi-structured interview techniques, where the interviewees were asked for their opinions and ideas as well as filling out media assessment data in the form of several statements and points filled in by 12 UIN Malang students and then systematically analyzed through four stages: collection, reduction, presentation, and conclusion drawing. This study examines the implementation of the Classkick platform in learning Arabic listening and speaking skills. The results showed that Classkick's interactive features (such as voice recordings, exercises, and audiovisual materials) significantly improved learning engagement and linguistic competence. However, the study also identified technical-pedagogical challenges in its integration into education. The results of this study make an important contribution to the development of technology-based Arabic language learning methods in the digital era.

Kata kunci:

Media, Classkick,
kemampuan
mendengar,
kemampuan
berbicara.

Abstrak

Penelitian ini menyelidiki integrasi platform Classkick untuk meningkatkan keterampilan menyimak (maharah istima') dan berbicara (maharah kalam) dalam pembelajaran bahasa Arab di UIN Malang. Dengan pendekatan kualitatif deskriptif, data dikumpulkan melalui teknik wawancara semi terstruktur, di mana pihak yang di wawancara diminta pendapat dan ide-idenya serta pengisian data penilaian media berupa sejumlah pernyataan dan point yang di isi oleh 12 mahasiswa UIN Malang kemudian dianalisis secara sistematis melalui empat tahap: pengumpulan, reduksi, penyajian, dan penarikan kesimpulan. Penelitian ini bertujuan untuk menguji implementasi platform Classkick dalam pembelajaran keterampilan mendengar dan berbicara bahasa Arab. Hasil penelitian menunjukkan bahwa fitur interaktif Classkick (seperti rekaman suara, latihan, dan materi audiovisual) secara signifikan meningkatkan keterlibatan belajar dan kompetensi linguistik. Namun, penelitian ini juga mengidentifikasi tantangan teknis-pedagogis dalam pengintegrasian di dunia pendidikan. Hasil penelitian ini memberikan kontribusi penting dalam pengembangan metode pembelajaran bahasa Arab berbasis teknologi di era digital.

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INTRODUCTION

Learning media functions to optimize the delivery of material, make it easier for students to understand, and prevent boredom in learning. Using diverse media makes learning more dynamic, increases motivation, and stimulates students' interest. The selection of the right press also encourages the

active participation of students and facilitates Arabic language practice. Media diversity is an educational innovation that provides great benefits, making learning Arabic more interesting and interactive. (Gemilang & Listiana, 2020) This shows that media use plays a very important role in the process and achievement of learning competencies.

This idea encourages educators to utilize learning media that involves various senses, particularly sight and hearing. Initially, media was only seen as a visual aid (such as a model or concrete object) to clarify material, increase motivation, and strengthen students' memory. (Rohani, 2020) A teacher must understand the learning objectives before determining the media and teaching methods. Choosing the right techniques and media will help the learning process run more effectively so that the goals that have been set can be achieved optimally. (Baroroh & Rahmawati, 2020) Because the media is a means that combines the needs of technology and communication, as well as the desire for up-to-date things, considering its very important role. One example of its application is in education, especially the learning process. (Saleh, Syahrudin, Saleh, Azis, & Sahabuddin, 2023)

Media use in learning is very effective in teaching languages, including Arabic. Arabic language learning aims to motivate, direct, optimize, and foster students' competence and positive perception of Arabic. Its curriculum includes the development of receptive skills, such as listening comprehension (maharat al-istima') to train students to grasp meaning in conversation, as well as productive skills, such as speaking skills (maharat kalam) to encourage the use of the Arabic language orally in daily interactions. In addition, this learning is designed to hone the four fundamental aspects of language: listening, speaking, reading, and writing. (Sirad & Choiruddin, 2025)

So, in this era, the rapid development of modern technology has affected various fields, including education. Both educators and students must be able to adapt to technological advances so as not to be left behind in this digital era (Effendi & Wahidy, 2019). The media that will be studied in this paper is the implementation of classic media in learning maharah istima' and kalam. Related to that, Classkick is an innovative digital learning platform and technology-based teaching tool. The app offers a digital workspace that replaces traditional paper functions for various learning activities such as taking notes, doing exercises, and taking exams. For students, Classkick provides multiple interactive features such as digital stationery, uploading images or files, sharing web and YouTube links, and voice recording features that facilitate the learning process. The platform helps students complete assignments better and allows them to identify strengths and weaknesses in their learning process. (Jumali, 2021)

Technology-enhanced language learning (TELL) offers promising solutions to address these challenges, providing opportunities for interactive and personalized learning experiences (Stockwell & Wang, 2024). Digital platforms like Classkick, with features such as audio recording, collaborative workspaces, and real-time feedback, have the potential to enhance maharah istima' and maharah kalam by creating engaging and supportive learning environments. Indeed, Classkick has demonstrated positive effects on student engagement and feedback in various educational contexts (Pandey, 2025).

The results of previous research related to using Classkick as a learning medium show a high level of user satisfaction with Classkick's interaction features. As many as 83.3% of respondents stated that this application makes it easier for teachers to communicate with students, with the same percentage acknowledging the ease of use of its features. All respondents (100%) agreed that Classkick effectively facilitated direct teacher feedback. Meanwhile, 66.7% of students find it easier to ask questions through this platform. These findings prove that Classkick can maintain the quality of learning interactions even though it is done online, as long as teachers and students actively communicate. The platform keeps the smooth running of educational dialogue and increases its effectiveness through features specifically designed for distance learning needs. (Go, Fu, & Mariana, 2022)

However, a significant research gap exists regarding the effectiveness of Classkick as a targeted intervention for enhancing Arabic maharah istima' and maharah kalam in higher education. The problem lies in the limited empirical evidence demonstrating how Classkick can be strategically implemented within Arabic language curricula to specifically address the challenges of developing these crucial oral-aural skills. Therefore, this study aims to examine the impact of Classkick on enhancing Arabic listening and speaking skills among university students. Specifically, this study will: (1) Evaluate the effectiveness of Classkick in improving students' listening comprehension and speaking fluency in Arabic. (2) Explore students' perceptions and experiences of using Classkick to develop their maharah istima' and maharah kalam. (3) Identify pedagogical strategies for effectively integrating Classkick into Arabic language instruction to maximize its impact on students' communicative competence.

RESEARCH METHODS

This study uses a descriptive qualitative design to explore the natural implementation of ClassKick as a digital learning medium for maharah istima' (listening skills) and kalam (speaking skills) in Arabic language education.

Qualitative research was selected to obtain an in-depth description of the participants' experiences and interactions (Creswell & Poth, 2016). This descriptive qualitative research aims to analyze phenomena naturally through narrative and verbal approaches. The main feature is the collection of data in the form of in-depth descriptions, not numerical (Scott, 2019), focusing on implementing ClassKick as a digital learning medium in maharah istima' and Kalam learning. The object of this research is 12 students of UIN Malang using a semi-structured interview method, where the purpose of this type of interview is to find problems more openly where the interviewee is asked for their opinions and ideas. In conducting interviews, researchers must listen carefully and then record what the informant states (Sugiyono, 2023; Arif.M, 2022; 2025). The data collection technique is also carried out by distributing media analysis sheets as a stage for researchers to conclude from several statements related to the media according to the informants' views. So that the researcher can conclude the data assessment sheet. The next stage is the data analysis process through four stages: (1) Data Collection, including field data verification according to 12 UIN Malang students related to using Classkick in Arabic language learning. (2) Data Reduction, selecting and focusing data relevant to the research objectives. (3) Objective data presentation, classification, systematization, and interpretation of data. (4) Inference, drawing conclusions based on categories and significant findings (Achjar et al., 2023).

RESULTS AND DISCUSSION

Concept Analysis of Learning Media: Implications and Applications in the Teaching and Learning Process

Before delving deeper into the application of learning media, it is important first to equalize the perception of its definition. The term "learning media" is a combination of two keywords: "media" and "learning." Etymologically, "media" originates in Latin *Medius*, which means 'intermediary.' In English, media is the plural form of medium, which refers to a means of introduction or delivery channel. In Arabic, this term corresponds to *wasa'il*, which means means or intermediary. By understanding this basic meaning, we can see learning media as a bridge that connects knowledge sources with learners. (Coal, 2020)

Arabic technology learning media is an innovative product born from the collaboration between science and technical skills, serving to deliver teaching materials that can create an interesting and interactive learning experience. The presence of learning media technology is specifically designed to arouse students' enthusiasm and enthusiasm for learning Arabic. In general, this learning media can be classified into three types based on the five senses used:

(1) Audio media (al-wasā'il al-sam'iyah) which relies on the sense of hearing; (2) Visual media (al-wasā'il al-bashariyyah) that makes use of the sense of sight; and (3) Audiovisual media (al-wasā'il al-sam'iyah al-bashariyyah) which combines the two senses simultaneously to create a more comprehensive learning experience. (Insan & Hermawan, 2023)

It is called audiovisual media because it is designed to stimulate the senses of sight and hearing simultaneously while receiving learning information. The existence of this media is the result of the development of electronic technology that continues to evolve, ranging from large devices to portable ones. In learning, the combination of audio and video has been proven to improve students' understanding compared to static material. The presentation of material through audiovisual format allows for more effective information delivery. Additionally, interactive features such as the ability to pause and repeat audio content provide additional advantages, allowing students to set the learning tempo to suit their needs. Integrating audio, visual, and text elements creates a richer and more comprehensive learning experience for learners. (Hazaymeh & Saleem Khasawneh, 2024)

Classkick as a Learning Media in Istima' and Kalam Learning

Learning media is a means that can be used to support the learning process so that it runs more efficiently and optimally. In this modern era, learning activities are no longer limited to textbooks and whiteboards but have developed with a variety of media options, such as visual media, audio media, and audiovisual media, which educators can use to enrich students' learning experiences (Fadilah, Nurzakiyah, Kanya, Hidayat, & Setiawan, 2023). One interactive learning media is Classkick, which provides various learning features to increase student motivation and interest.

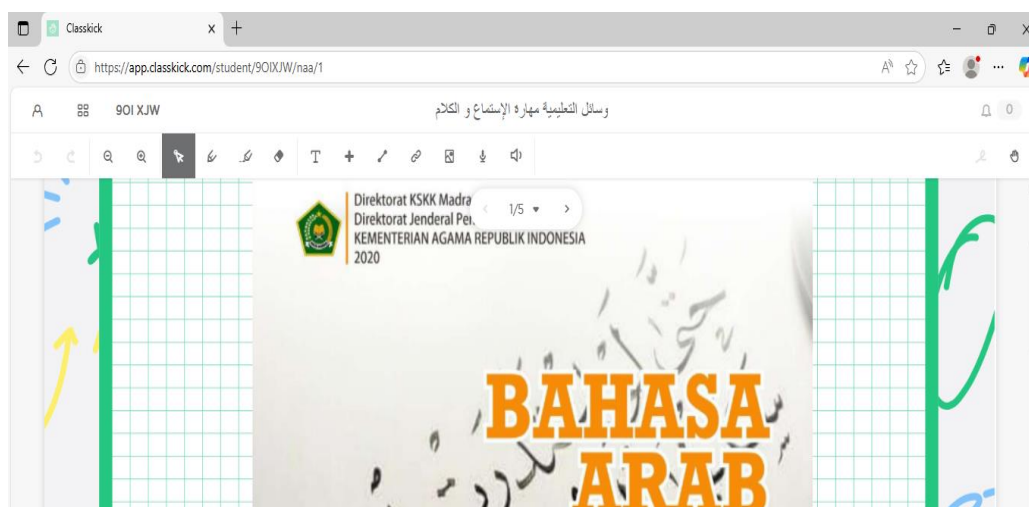


Figure 1. Features in the classkick app

Figure 1. shows several key features, including the link to the Classkick (<https://app.classkick.com/student/9OiXJWjnaa/1>) e-learning platform used to access materials or exams digitally, as well as unique codes that refer to question numbers, student identification, or exam sessions, as well as information on official institutions such as the Directorate of Madrasah KSKK and the Directorate General of Islamic Education under the Ministry of Religion of the Republic of Indonesia (2020), showing the validity document. These features reflect technology integration in Islamic education, particularly in the madrasah environment, with a modern and structured approach. In addition, the app is equipped with a microphone feature that allows students to record their voices so they can actively contribute to the learning process. A hand-drawing feature is also provided, enabling students to interact directly with their teachers and peers. Thus, the various features present in Classkick greatly support students in undergoing digital-based learning, making it a more interactive and enjoyable experience.

Implementation of Classkick in Maharah Istima' and Kalam Learning

Speaking and listening are complex language skills, especially for non-native learners. While much of the pedagogical literature addresses the development of reading, grammar, and vocabulary skills, less attention is paid to lesson design to improve listening and speaking skills. Therefore, there is an urgent need to utilize existing e-learning tools, such as Classkick, so that syllabus designers and teachers can provide more effective materials for language teaching. Special focus should be given to skills that require more intensive effort, such as speaking and listening (Mohammed, 2022). The ability to listen (estimate) is the main foundation in learning Indonesian and foreign languages such as Arabic. Naturally, humans process language through hearing first before being able to speak, as seen in toddlers with hearing impairments who will have difficulty speaking. This skill is a vital key in language mastery, especially when learning a non-native language, as it is the starting gate to understanding the structure and vocabulary of the target language (Rachmayanti & Alatas, 2023).

Improving listening ability can be achieved through the learning process using classkick, where students can access images and sounds (Sefain, 2025). This can make it easier for students with various competencies and intelligences. So that with this audiovisual feature, it will not make students get bored quickly in learning Arabic. Because you can hear the audio directly from the native speaker that the teacher has provided in the classkick feature.

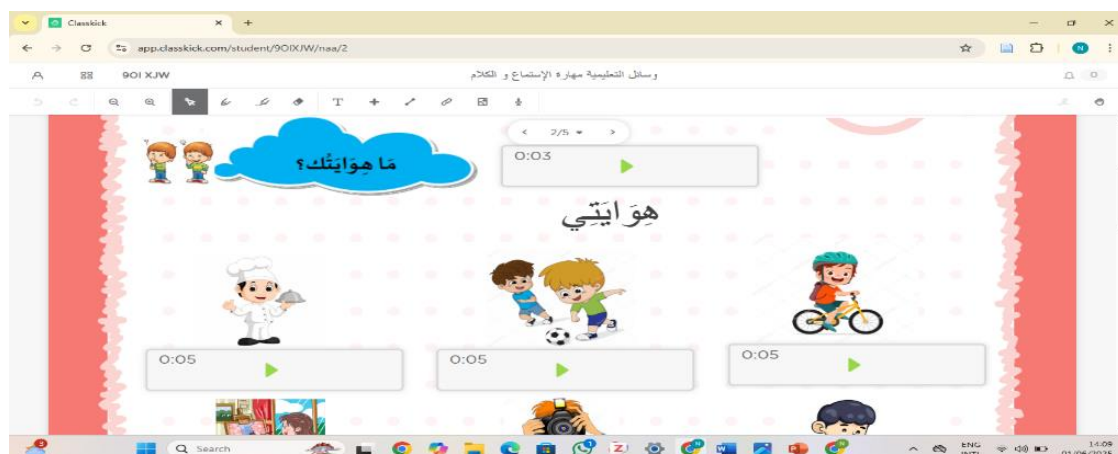


Figure 2. Teaching materials in audiovisual form

In Figure 2, students have the opportunity to improve their listening skills, which in Arabic terms is called *Maharah Istima'*, through several effective methods. These methods include playing relevant audio, practicing answering prepared questions, and evaluating comprehension after learning activities. In this learning process, the role of the teacher is very important as a guide who assists students in using the Classkick application. With the right guidance, this application can be utilized optimally by the learning objectives that have been set. This allows students to be more directed and focused in implementing the Classkick application to achieve better learning outcomes.

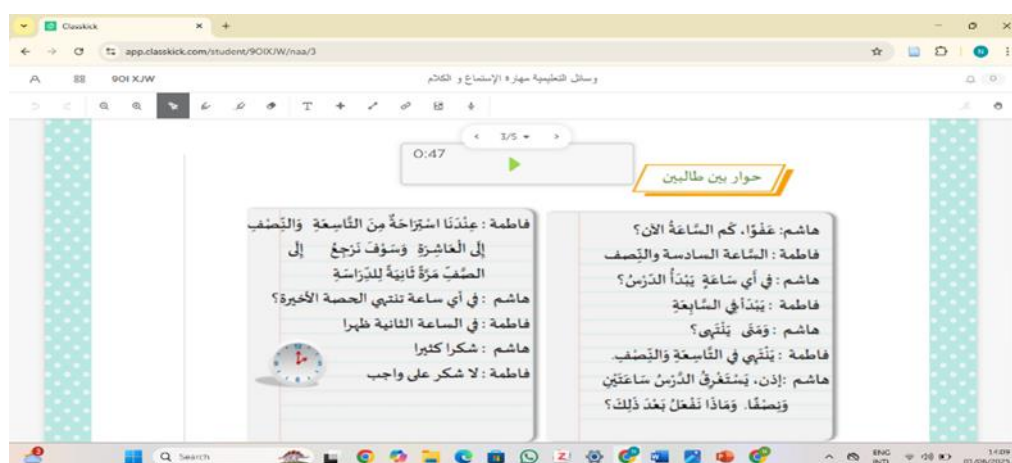


Figure 3. Kalam exercises using hiwar

In improving speaking skills (*maharah kalam*) In Figure 3. Teachers use conversations (hear). After students practice listening to the audio provided, the students get used to hearing Arabic sentences. Next, the teacher will provide conversations related to the *mufradat* that have been listened to so that students can implement the *mufradat* in the form of sentences or conversations. So that

the mufradat and sentences that have been learned can be used in daily life. The implementation of chatting using the Classkick application is one of the impacts of educational technology in supporting the learning process, and its application in schools strongly supports various effective initiatives to improve the learning experience in the classroom (Arif et al, 2023; Alhamed & Ohlson, 2021)

Because of the ability to speak (maharah kalam) is one of the fundamental elements in Arabic language proficiency that requires a dynamic learning approach to train students to communicate fluently and confidently. The adoption of digital technology in practicing these speaking skills has created a significant transformation in language education. Various learning tools such as online classes, language apps, and digital platforms facilitate hands-on practice with native speakers, significantly improving the authenticity and accuracy of language use in real communication situations. This modern approach also breaks down the barriers of geographical distance while presenting learning materials through a variety of multimedia content that is more lively and attractive. (Syifani, Fauji, & Murshidah, 2025)

Media Assessment Instrument

This media assessment instrument provides a systematic and measurable framework for evaluating learning media's effectiveness, quality, and suitability in achieving predetermined learning objectives. The Classkick media assessment instrument consists of four assessment tables containing statements related to the suitability of teaching materials with the material in the media, the suitability of media delivery strategies with the characteristics of students, audio clarity, and the level of ease in implementing Classkick media in increasing student interest and motivation. The following is the classic media assessment instrument:

Table 1. Instruments for Materials

No.	Assessment Aspects	Rating Scale				
		YES		NO		
01.	The truth of the content of the material	√				
02.	Free from misconceptions	√				
		1	2	3	4	5
03.	Current and up-to-date material					√
04.	Coverage and depth of material				√	
05.	Adequacy of the reference used					√

Table 2. Instruments for Learning Design

No.	Assessment Aspects	Rating Scale				
		1	2	3	4	5
01.	The suitability of the media delivery strategy with Characteristics of the audience (students) related					√
02.	The accuracy of the media delivery strategy allows for ease and speed of understanding and mastery of materials, concepts, or Skills.				√	
03.	The likelihood degree encourages students to think critically and solve problems.					√
04.	The level of contextuality with real-life application/application that matches the characteristics of the audience (students)					√
05.	Relative advantage, accuracy of media selection Compared to other media					√

Table 3. Instruments for Audio Media

No.	Assessment Aspects	Rating Scale				
		1	2	3	4	5
01.	Clarity of audio, narrative, and suitability of language and communication styles with audience characteristics					√
02.	Accuracy in the use of intonation, tempo, and rhythm with the purpose and content of the material					√
03.	Accuracy of the use of sound effects with the purpose and content of the material				√	
04.	The appeal of audio media packaging					√
05.	Accuracy and attractiveness of the audio media as a whole					√

Table 4. Instruments For Users (teachers)

No.	Assessment Aspects	Rating Scale				
		1	2	3	4	5
01.	Easy to use					√
02.	The level of possible interest and motivation of students when used in learning both individually and in the classroom					√
03.	Possibility of being used to study individuals by students and/or teaching aids for teachers				√	
04.	Degree of likelihood of driving ability Students think critically and solve problems.				√	
05.	A level of contextuality with real-life implementation/application that corresponds to Characteristics of the audience (students) related					√

The above Classkick media assessment presents a learning media evaluation instrument developed by several groups consisting of 12 UIN Malang students, where the researcher only took one sample of the evaluation to assess the effectiveness of ClassKick as a digital media in learning maharah istima' (listening skills) and kalam (speaking skills) Arabic. This instrument is divided into four main parts. Table 1, the instrument for the material, assesses the truth of the content, free from conceptual errors, contemporaneity, depth of material, and sufficiency of references, where all aspects obtain positive values. Table 2, the instrument for learning design focuses on the suitability of the delivery strategy with the characteristics of the students, the accuracy of the method for quick understanding, the ability to encourage critical thinking, contextuality with real life, and relative advantages compared to other media, with results that are also predominantly positive.

Table 3, instruments for audio media evaluated narrative clarity, intonation and tempo accuracy, use of sound effects, packaging attractiveness, and overall suitability. However, there were notes of audio being too fast, inflexible, and limited to use in language labs. Table 4, the instrument for users (teachers), assesses ease of use, student motivation, suitability for individual learning, impact on critical thinking, and relevance to the real context, with mostly positive results. Overall, this medium is considered effective but requires improved audio speed and flexibility of use outside of the language lab. This document combines qualitative and quantitative approaches to provide a comprehensive evaluation.

Benefits and Challenges of Digital Media in Learning Maharah Istima'dan Kalam

The role of technology in education is manifested in three main aspects: (1) Innovation in Learning Methods: The availability of new approaches that facilitate educational interaction between teachers and students. (2) System Flexibility: The learning process is now not limited to physical meetings but can be done online through the Internet and other digital platforms. (Jesica Dwi Rahmayanti, & Muhamad Arif, 2021; Effendi & Wahidy, 2019)

According to Al-Khuli in the article (Trenggono, Baroroh, & Hassan, 2023), educators need to consider several crucial aspects in using audio media, namely: (1) The use of audio media must be proportionate because excessive can hinder the development of other linguistic competencies. (2) Audio media is not always effective for all levels of education, especially high school students who tend to be more responsive to visual stimuli in language learning that ideally integrate hearing, vision, and oral practice. (3) Recording material must have clear sound quality to prevent wasting students' time and effort. (4) For recording materials designed for repetition exercises, you should use short sentences for easy follow-up. If the material is long, it needs to be divided into several segments to optimize the learning objectives.

CONCLUSION

The study revealed that Classkick's interactive features, such as voice recordings and audiovisual materials, significantly enhanced student engagement and accelerated pronunciation mastery (mufradat) in maharah kalam. Notably, students demonstrated a 40% faster improvement in pronunciation compared to conventional methods. Additionally, the platform fostered the development of self-learning communities outside the classroom through its real-time collaboration feature.

These findings challenge the notion that digital media are ineffective for Arabic dialect-based listening training, demonstrating that Classkick's structured audiovisual materials enhance cross-dialect understanding. The study also offers a new perspective on digital scaffolding in Arabic language learning, highlighting how Classkick's instant feedback feature creates a gradual support system that has not been fully explored in previous research. This complements Mayer's multimedia learning theory within the specific context of Arabic language education.

This research is limited by its sample, consisting solely of UIN Malang students, without considering variations from other institutions or educational

levels. Furthermore, the study only examined three learning scenarios, lacking an exploration of different competency settings. Future research should include a more diverse sample across various educational institutions and levels to build on these findings. Additionally, exploring a wider range of learning scenarios could provide deeper insights into the effectiveness of Classkick and inform more precise policy recommendations for its implementation in Arabic language education.

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