

**THE IMPLEMENTATION OF INTERACTIVE IMAGE MEDIA IN ENHANCING  
ARABIC LEARNING MOTIVATION AMONG PARTICIPANTS OF MUKHOYYAM  
ARABI AT UNIVERSITI ISLAM SELANGOR MALAYSIA**

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**ABSTRACT**

This study aims to analyze the implementation of interactive image media in Arabic language learning, identify supporting and inhibiting factors, and examine its contribution to students' learning motivation in the Mukhoyyam Arabi program at Universiti Islam Selangor Malaysia. The study employs a qualitative descriptive approach with a case study design. Data were collected through observation, interviews, and documentation involving facilitators and participants of the program. Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The findings reveal that the implementation of interactive image media is carried out systematically through several stages, including opening activities, vocabulary introduction, audio utilization, visual presentation of images, and evaluation through interactive activities. The use of this media creates an engaging and dynamic learning environment that enhances students' interest and participation. Supporting factors include high student enthusiasm, enjoyable learning atmosphere, cross-cultural interaction, and the active role of facilitators. Meanwhile, inhibiting factors consist of limited program duration, differences in students' backgrounds, and the need for initial adaptation. Overall, interactive image media significantly contributes to improving students' learning motivation, as indicated by increased interest, attention, and active engagement during the learning process.

*Keywords: Interactive Image Media, Learning Motivation, Arabic Language Learning*

**ABSTRAK**

Penelitian ini bertujuan untuk menganalisis penerapan media gambar interaktif dalam pembelajaran bahasa Arab, mengidentifikasi faktor pendukung dan penghambat, serta mengetahui kontribusinya terhadap motivasi belajar peserta Mukhoyyam Arabi di Universiti Islam Selangor Malaysia. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan jenis studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi dengan melibatkan fasilitator serta peserta program. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan

penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan media gambar interaktif dilaksanakan secara sistematis melalui tahapan pembelajaran yang mencakup kegiatan pembukaan, pemberian kosakata, penggunaan media audio, visualisasi gambar, serta evaluasi melalui aktivitas interaktif. Penggunaan media ini mampu menciptakan suasana belajar yang menarik dan meningkatkan keterlibatan peserta didik. Faktor pendukung meliputi tingginya antusiasme peserta, suasana belajar yang menyenangkan, interaksi lintas budaya, serta peran aktif fasilitator. Adapun faktor penghambat meliputi keterbatasan waktu pelaksanaan, perbedaan latar belakang peserta, serta proses adaptasi pada tahap awal. Secara keseluruhan, media gambar interaktif memberikan kontribusi signifikan dalam meningkatkan motivasi belajar peserta, yang ditandai dengan meningkatnya minat, perhatian, dan partisipasi aktif selama pembelajaran berlangsung.

Kata Kunci: Media Gambar Interaktif, Motivasi Belajar, Pembelajaran Bahasa Arab

### **A. Introduction**

Arabic language learning in various educational institutions often still faces several challenges, particularly in terms of low student learning motivation (Saputra et al., 2018). Arabic is frequently perceived as a difficult subject due to its distinct characteristics compared to daily languages, both in terms of vocabulary, sentence structure, and writing system. This condition causes students to be less enthusiastic in participating in the learning process, especially when the methods used remain conventional and lack innovation (Shukri et al., 2016). Learning that is centered on lectures and memorization tends to make students passive and less actively involved in the learning process (Anantal Nyoman Ananta Widiadnya1,

2025). As a result, the material delivered is not fully understood and is easily forgotten. Therefore, learning strategies are needed to create an engaging, interactive, and enjoyable learning atmosphere. One effort that can be implemented is utilizing innovative learning media, such as interactive image media (Irpan Hilmi, 2024).

Interactive image media is one form of visual media that combines elements of images, audio, and interactive activities in the learning process. The use of this media is considered capable of helping students understand the meaning of vocabulary more concretely and contextually (Aida, 2018). According to the multimedia learning theory proposed by Mayer, presenting information through a combination of

visual and verbal elements simultaneously can enhance students' understanding and memory retention. Thus, interactive image media not only functions as a learning aid but also as a means to increase active student engagement. In the context of Arabic language learning, this media is highly relevant as it bridges students' limitations in understanding new vocabulary through appealing visualization. Additionally, the use of varied media can reduce boredom in the learning process. This is important considering that learning motivation plays a significant role in determining learning success.

The Mukhoyyam Arabi program at Universiti Islam Selangor Malaysia is one of the Arabic language learning activities designed intensively and interactively. This program involves participants from diverse backgrounds, including differences in age, language proficiency, and country of origin. This diversity requires a learning approach that accommodates the varied characteristics of participants. In its implementation, facilitators utilize interactive image media as a strategy to enhance participants' learning motivation. Learning is designed

through various activities involving visual, audio, and hands-on practice elements that make participants more active and enthusiastic. This condition indicates a shift in learning patterns from facilitator-centered to student-centered learning. Thus, the learning process becomes more dynamic and communicative (Journal, 2016).

Based on this phenomenon, this study focuses on the implementation of interactive image media in Arabic language learning and its impact on the learning motivation of Mukhoyyam Arabi participants (Miolo et al., 2025). The problems addressed in this study include how interactive image media is implemented in learning, what supporting and inhibiting factors are encountered, and how it contributes to improving participants' learning motivation (Irpan Hilmi, 2024). This focus is important because learning motivation is a key factor in the success of the learning process. Without strong motivation, students tend to be less active and not optimal in receiving the material. Therefore, this study is expected to provide a clear overview of the effectiveness of using interactive image media in enhancing Arabic learning motivation (Rendah, 2025).

The objectives of this study are to describe in depth the implementation of interactive image media in Arabic language learning, identify the factors that support and hinder its implementation, and analyze its contribution to participants' learning motivation (Shukri et al., 2016). In addition, this study aims to provide a more comprehensive understanding of the importance of using innovative learning media in the learning process. Theoretically, this study is expected to enrich the field of Arabic language learning, particularly regarding the use of interactive media. Practically, it is expected to serve as a reference for educators or facilitators in developing more effective and engaging learning strategies (susanti, akbar, 2025). Thus, the results of this study are expected to contribute significantly to improving the quality of Arabic language learning (Motivasi et al., 2025).

## **B. Research Methodology**

This research employs a descriptive qualitative approach with a case study design aimed at gaining an in-depth understanding of the implementation of interactive image media in Arabic language learning

within the Mukhoyyam Arabi program at Universiti Islam Selangor Malaysia. The data sources consist of facilitators and program participants who were selected purposively based on their involvement in the learning process.

Data collection techniques were conducted through observation, interviews, and documentation. Observation was used to directly examine the learning process, interviews were conducted to obtain in-depth information from informants, and documentation served as supporting data (Albantani, 2014).

Data analysis utilized the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The validity of the data was tested through source and technique trian

## **C. Research Findings**

The findings of this study indicate that the implementation of interactive image media in Arabic language learning within the Mukhoyyam Arabi program is conducted systematically and interactively. The learning process consists of several stages, including opening activities, ice breaking, vocabulary introduction, repetition, audio utilization, image

visualization, and evaluation through interactive quizzes. This structured process allows participants to engage actively in learning and enhances their understanding of Arabic vocabulary in a contextual manner. The integration of visual, auditory, and participatory elements creates a more dynamic and meaningful learning experience.

The use of interactive image media significantly supports the learning process by increasing students' engagement and participation. Participants showed high enthusiasm during learning activities, especially when involved in guessing meanings through audio and images. This finding is in line with Mayer's Multimedia Learning Theory, which states that combining visual and verbal information can improve comprehension and memory retention. The learning environment becomes more enjoyable and reduces students' boredom, thereby encouraging active participation throughout the session.

In addition, several supporting factors were identified, including students' enthusiasm, a fun and interactive learning atmosphere,

cross-cultural interaction among participants, and the active role of facilitators. However, some inhibiting factors were also found, such as limited program duration, differences in participants' backgrounds, and the need for adaptation at the initial stage of the program. Despite these challenges, facilitators were able to manage the learning process effectively by maintaining interactive and engaging teaching strategies.

Overall, the findings demonstrate that interactive image media contributes significantly to improving students' learning motivation. This is reflected in increased interest, attention, and active involvement during the learning process. The results also support the view that innovative and interactive media can enhance motivation and create a more effective learning environment in Arabic language education.

## **E. Conclusion**

Based on the findings of this study, it can be concluded that the implementation of interactive image media in Arabic language learning within the Mukhoyyam Arabi program

is carried out systematically and effectively. The use of this media creates an engaging and interactive learning environment, which significantly contributes to increasing students' learning motivation. This is reflected in the improvement of students' interest, attention, and active participation during the learning process. In addition, the presence of supporting factors such as students' enthusiasm, enjoyable learning atmosphere, and the active role of facilitators further strengthens the success of the learning implementation, although some challenges such as limited time and differences in participants' backgrounds still exist.

Based on these conclusions, it is suggested that facilitators continue to develop innovative and interactive learning strategies to maintain and enhance students' motivation. The use of interactive media should be optimized and adapted to the characteristics of learners to achieve more effective learning outcomes. Furthermore, future research is recommended to explore other types of interactive media or to examine the long-term impact of such media on

Arabic language learning motivation in different educational contexts.

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