



AL-AFKAR: Journal for Islamic Studies

Journal website: <https://al-afkar.com>

P-ISSN : 2614-4883; E-ISSN : 2614-4905
<https://doi.org/10.31943/afkarjournal.v7i4.1614>

Vol. 7 No. 4 (2024)
pp. 238-250

Research Article

Application of Digital Learning Media Through Mentimeter in Increasing Motivation to Learn Arabic in Class XI Religion Students at MAN 2 Ciamis

Maya Ardita¹, Machmud Yunus², Deni Supriadi³, Asep Saprudin⁴, Risa Rahmawati⁵, Balqis A Difinubun⁶, Mamat Rahmat⁷

1. Sekolah Tinggi Agama Islam (STAI) Al-Ma'arif Ciamis; Mayaardita22@gmail.com
2. Sekolah Tinggi Agama Islam (STAI) Al-Ma'arif Ciamis; Machmudyunuso33@gmail.com
3. Sekolah Tinggi Agama Islam (STAI) Al-Ma'arif Ciamis; Supriadideni522@gmail.com
4. Sekolah Tinggi Agama Islam (STAI) Al-Ma'arif Ciamis; Risarahma1@gmail.com
5. Sekolah Tinggi Agama Islam (STAI) Al-Ma'arif Ciamis; Asapriana@gmail.com
6. Sekolah Tinggi Agama Islam (STAI) Al-Ma'arif Ciamis; Rahmatmamat534559@gmail.com
7. Sekolah Tinggi Agama Islam (STAI) Al-Ma'arif Ciamis; Balqisahmado5@gmail.com



Copyright © 2024 by Authors, Published by AL-AFKAR: Journal For Islamic Studies. This is an open access article under the CC BY License (<https://creativecommons.org/licenses/by/4.0>).

Received : August 10, 2024
Accepted : September 24, 2024

Revised : September 12, 2024
Available online : October 08, 2024

How to Cite: Maya Ardita, Machmud Yunus, Deni Supriadi, Asep Saprudin, Risa Rahmawati, Balqis A Difinubun and Mamat Rahmat (2024) "Application of Digital Learning Media Through Mentimeter in Increasing Motivation to Learn Arabic in Class XI Religion Students at MAN 2 Ciamis", *al-Afkar, Journal For Islamic Studies*, 7(4), pp. 238-250. doi: 10.31943/afkarjournal.v7i4.1614.

Abstract. The title of this research is The Application of Digital Learning Media Through Mentimeter in Increasing Motivation to Learn Arabic in Class XI Religion Students at MAN 2 Ciamias. Applying digital technology can help develop learning skills as well as make learning fun, flexible, participatory, and motivating. Therefore, innovative learning methods with the help of media are essential for the learning process to be interactive and interesting. Thus increasing student learning motivation, among the digital learning media that attracted student attention is the Media Mentimeter. This research aims

to learn about the application of digital media through Mentimeters and to understand the learning motivation of students when the media is applied in the learning of Arabic for students of Class XI Religion at MAN 2 Ciamis. The methodology used in this study uses mixed methods. (metode campuran). The results of this study show the application of digital media Effect metering, Effect Metering significantly improves the level of student involvement, improves student understanding of learning material, creates a conducive and supportive learning environment. The student's learning motivation rate was very high with a presentation of 86.90%, students showed a high interest in interactive learning with Mentimeter, felt satisfied with active participation, students engaged in the learning process, increased confidence in understanding the Arabic language material and interest in learning activities using digital media.

Keywords: digital learning media, Mentimeter, motivation, Arabic language learning.

INTRODUCTION

According to Act No. 20 of 2003 on the National Education System, Education is a conscious and planned effort to create an atmosphere of learning and learning processes so that the student actively develops his or her potential to have the spiritual strength of religion, self-control, personality, intelligence, noble morals, as well as the skills necessary for himself, society, nation and State. (Fitriansyah, 2017: 2).

Education has a function to build in a more advanced direction, so it's important to be owned and understood by everyone. With a good quality of education, it can be assured that the quality of human beings will grow as education progresses. Education covers all aspects of human life, including social, cultural, political, and religious. (Hilir, 2021: 1). In the world of education will not be independent of the learning process in which involves a teacher, student and learning environment that influence each other to the goal of learning.

Media is one way to learning goals. So as a teacher you have to be creative and innovative in creating learning media. Learning media is one of the learning components that has an important role in the learning process, because with the presence of media can influence the enthusiasm of the student to learn. Therefore, every learning activity must involve the use of media. As a teacher must learn how to use learning media to learning goals more effectively.

Learning media should be made as attractive as possible so that students can study a subject in a long time without feeling full and bored. One of the learning media that is often used to deal with the problem of boredom or saturation of students in learning peoples is using technology-based learning media, because almost 90% of students today already know and have technology tools such as cell phones. So with the presence of technology is one of the alternatives to the development of learning media and is aimed at supplementing learning.

With the presence and speed of technological development has led to a very rapid process of change in various aspects of life, including education. Technology and media can play a great role in the learning process to help the smoothness, efficiency, and efficiency of achieving learning goals. So from that, this technology should be used as best as possible, especially in the world of education.

Technology is one of the components that cannot be ignored in developing a successful learning system. Even manipulated learning in the form of information technology, learning can make a child play while working. By using a technology in learning, it'll be more fun for kids to learn, and of course the learning process will really make sense. One of the reasons why technology is used in teaching is in relation to a child's level of thinking. The level of human thinking follows its level of development, starting with the level of simple thinking to a more complex level. (Hilir, 2021: 10) Technology designed properly, will be clearer in its concepts and in the learning process of teaching will increase the learning spirit as well as accelerate their understanding of the material presented. Then we can't avoid it, but we should be able to make the best use of it. One of them was used as a bullying media. Because in fact, technology is one of the solutions to today's many educational problems.

The technology-based learning media in this era is much synchronized with the digital media-based education. Digital media is an electronic media that works on digital code and a computer or laptop, a machine that normally interprets binary digital data as information. Thus representing the level of digital information processing machines with software media. Digital learning media is one way of generating or delivering material using digital resources, so that information or material is stored in digital form. (Hilmi & Hasaniyah, 2023 : 488)

These digital media are seen as a tool that can help education, especially in the learning process. This has been seen since the world of education faced the COVID-19 pandemic for two years, starting in March 2020. At the time, the accused teacher had to be able to use technology because face-to-face learning was replaced by online learning, or distance learning.

"The use of digital technology has the potential to enhance literacy skills, including listening, speaking, reading, and writing skills, and potentially make learning enjoyable, flexible, participatory, and motivating. Recently, interest in using digital mobile technology for language teaching has increased rapidly, especially since the Covid-19 pandemic. This pandemic highlights the need for teachers to be ready to use a variety of digital technologies in their online teaching practices, which also increases the importance of using mobile technology and digital platforms." (Al-Abdulatif dan Alsubaie, 2022 : 1).

The quote explains that applying digital technology can help develop learning skills and make learning fun, flexible, participatory, and motivating. Interest in using digital technology has risen since the Covid-19 pandemic, and education systems around the world have been affected by the impact. This is especially true in Indonesia, which needs to be able to adapt to technology-based learning applications. After the pandemic, everyone involved in learning, either directly or indirectly, must learn how the education system transition takes place, which leads to the development of digital technology around the world.

Therefore, teachers are required to continue to learn to find, dig and understand technologies to be applied to the learning process, especially in the learning of Arabic. But the minimum knowledge and experience that teachers have

in using digital Arabic learning media is felt by the teachers themselves, thus becoming a special challenge for Arabic teachers.

"Arabic is a means of communication that is used to interact with others and to express ideas that are in mind both orally and in writing. Arabic subjects are a subject aimed at encouraging, guiding, developing and building abilities and cultivating a positive attitude toward Arabic both Resefive and Productive. (Rani, 2017 : 1)

The Arabic language contributes to global intellectual and cultural progress. Students around the world love Arabic, which is the language of the Qur'an and the basis of many literary works. However, in today's era of globalization and digital technology, Arabic language education faces many new challenges and opportunities.

Arabic is one of the foreign languages taught in formal and non-formal schools in Indonesia, ranging from MI/SD, MTs/SMP, MA/SMA, to college. Learning Arabic in schools faces many problems, one of which is the monotonous teaching method that most teachers use without any media assistance, just using textbooks. Students only listen to what the teacher tells them and there is no interaction in the learning system, because the lecture method is usually centered on the teacher and transmits patterns of interactions in a directional manner. (Syahrudin, 2022: 19)

This affects students who follow the process of learning Arabic. Among the impact is that students feel bored and lazy to learn, so there is no motivation to learn Arabic. It became one of the problems that belonged to the non-physical problem of psychological factors namely motivation (dawafi') and interest (muyul) learning. Learning without motivation will never work, let alone an embedded hatred of the material and the teacher who teaches it. Successful learning involves students both physically and mentally. This means that teachers should encourage students to love learning and feel that what they learn is useful for their future lives. (Fakhrurrazi & Mahyudin, 2012 : 9). Therefore, innovative learning methods with the help of media are essential for the learning process to be interactive and interesting. This increases the student's learning motivation.

With the era of globalization and the rapid development of Information and Communications Technology, all education systems and systems need to adjust their vision, mission, objectives and strategies in order to quality and quality education. Then, with such it would be a solution to the problem of lack of student learning motivation by applying technology in Arabic language learning. Among the digital learning media that attracted the attention of students is the Media Mentimeter.

"Mentimeter is a Swedish company based in Stockholm that is engaged in the development and maintenance of eponymous applications used to create presentations with real-time feedback. Mentimeter is a web-based application and is used to conduct surveys or surveys of students in responding to an opinion and thought through a smartphone or computer that is in a network." (Rosdiana & Manshur, 2021 : 185)

By using this meter there will be interaction of students when in the learning process, because this meter is an interactive and exciting platform that can be used by students to participate more actively in learning. These digital media can be used as one of the promoters in an exciting learning process in the teaching of Arabic. From the problem of impact teachers only use the method of lectures without the help of the media, that is, students feel bored and lazy to learn, so there is no motivation to learn Arabic.

The researchers looked at and reviewed the relevant results of previous research from some of the studies that the use of this medium is effective and can improve student learning motivation. Then the researchers were inspired to use this medium in Arabic language learning to solve the problem.

Therefore, the scientists will apply the digital learning media to the learning of Arabic while analyzing the motivation of the students resulting from the application of digital learning medium through the medium in students of the XI-Class Religion in Madrasah Aliyah State (MAN) 2 Ciamis. As is known, students are now accustomed to using digital technology in everyday life, it will be easier and more enjoyable if in the process of learning Arabic language applied digital learning media.

METHODS

This research uses a mixed method approach directed to students of class XI-Agama in Madrasah Aliyah State (MAN) 2 Ciamis located at Jl. Yos Sudarso No.53, Ciamis, Ciamis district. The study was scheduled for Wednesday, May 22, 2024.

As for the research method used in this study, it is a sequential explanatory. (sequential explanatory). This quantitative research is intended to gather data or information and then be processed in numerical form aimed at obtaining information about the level of learning motivation of students in Arabic using digital media Mentimeter in class XI-Religama MAN 2 Ciamis. Qualitative investigation will focus on research results of the application of learning methods using digital learning media mentimetric in learning Arabic.

The primary data in this study was obtained directly from the lift, interviews and observations. Angket will be given to students of class XI-Religion MAN 2 Ciamis to find out the level of motivation of students using digital media Mentimeter in Arabic language learning. Interviews were conducted to 14 students of Class XI - Religion and one Arabic teacher at MAN 2 ciamis to learn in depth about how the application of digital media use Mentimeters and motivation students.

In this research, secondary sources of data obtained from documentation are books, journals and other references related to the title of the research. Other supports were obtained from school data, namely school profiles, school mission visions, photos of learning activities through meter media, and so on.

Technical data analysis in qualitative data research with Data Reduction is to summarize, and focus the important things from the results of the interviews of 14 students and one teacher adapted to the purpose of the research that runs according to the indicators already specified then form the presentation of the data in the form of a presentation table student response. The researchers formulate the result of interviews from 14 students into 3 categories of response namely high, medium and

low, then after the result student interview is divided into three categories the researchers conclude the results from the calculation of the presentation student response, then proved with the observations, documentation and views of the teacher of Arabic language. As for the technical analysis of quantitative data with the help of the application SPSS 14 through analyze descriptive statistics frequencies.

RESULT AND DISCUSSION

The results of the analysis of the interviews of 14 students were grouped into 3 categories from the level of response: high, medium, and low.

Table 1. Presentation of Student Interview Results

No	Source Name	Response Category	Presentase
1	Fajri	Height	70%
2	Linda Hayati		
3	Sarah Alimunnisa		
4	Mila Rahma Ramadani		
5	Wildan Mukhlis Hamdani		
6	Zaifa Az Zahirah Qurratu'ain		
7	Naila Infizarin Nufus		
8	Reva Mustika Sari		
9	Neng Nala Naelunnajah	Medium	20%
10	Aghni Muthi Fadillah K		
11	Mahesa Bahadrika Ismaya Putra		
12	Wawat Wari Sunur		
13	Bayu Sopyana Ramadhan	Low	10%
14	Putri Ramadhani Perdana		

From the table we can find out the results of interviews of students there are three categories: 8 students respond high with presentation 70%, 4 students respond moderate with presentation 20% and 2 students respond low with presentation 10% against learning Arabic language using digital learning media through Mentimeter.

The researchers can conclude from the interview results get a good response from the application of media learning digital through mentimeter in Arabic learning.

Digital Learning Media Application Results Through Mentimeter in Arabic Language Learning.

In the results of research on the application of Mentimeter media, it has been shown that the use of this tool is very effective in improving student engagement and understanding of the learning process. This research shows that the use of Mentimeter in learning has had a positive impact in several aspects.

Learning effectiveness is an activity that builds on being dealt with by a teacher who encourages the student through specific approaches and strategies to the learning goals well. (Fathurrahman dkk, 2019 : 843). So, in this study the researchers succeeded in applying digital learning media through Mentimeter in Arabic language learning to overcome the problems in this research, the success was as follows:

First, research results show that the use of Mentimeter significantly increases the level of student involvement during learning. Features such as live questions, polling, and interactive discussions help create a dynamic learning atmosphere and trigger active participation of all students in the classroom.

In the application of the digital learning media through Mentimeter in Arabic language learning in Class XI-Religion, all 29 students follow the process of learning Arabic using the digital media from beginning to end. Because, as a learning tool, Mentimeter is quite easy to use and accessible by anyone. Even in some situations, its use can reach small discussions that take place in the family or even social activities. Mentimeter comes with its convenience and attractive features so that it can not only increase the individual's interest in following it but also their greater involvement in a particular activity. (Andi Amri dkk, 2023 : 37-46).

Second, the use of Mentimeter has been shown to improve students' understanding of the learning material. Instant responses given by students through Mentimeter enable teachers to evaluate their understanding directly and adapt the teaching approach to students' needs. It contributes to improved learning effectiveness and better achievement of learning outcomes.

The advantages of metering are that learning will be more interactive and interesting for the students, so that the learning material can be delivered well. In addition to the form of the quiz, metering can also be used to make a more interesting means of presentation so that it can improve the student's understanding of learning material. (Miryani dkk, 2022 : 215)

Thirdly, the use of mentimeters encourages interaction between students and teachers, as well as between fellow students. It creates a conducive and supportive learning environment, where students feel appreciated and motivated to participate in learning.

Previous research also stated that the use of meters in classroom learning can make classes more conducive, besides that meters are also practical when using them. (Alhasan, 2023 : 307-308).

As Arabic learning activities use Mentimeter, classes become more conducive and supportive to the learning process. The use of Mentimeter enables teachers to create an interactive and inclusive classroom atmosphere. This use of mentimeter is not free from obstacles, at the time of the application of digital learning media Mentimeter in Arabic learning in class XI-Religion found two obstacles: a less stable Internet network and the quality of students' cell phones thus causing impasse. The data was obtained from observations and interviews. The first is the less stable Internet network that occurs to the teacher. The second is the quality of the cell phone in the student who is sometimes stuck when used in the meter media.

Such obstacles often occur in the use of digital media, one of which is the Mentimeter media that is only used online and requires an Internet network. Then in this case becomes one of the shortcomings of the media Mentimeter.

Although technology has evolved rapidly, technical constraints can still exist, especially in the case of networks. A weak or suddenly disrupted Internet signal can interfere with the smooth running of a learning session or presentation using a Mentimeter. Other constraints may include delays in sending or receiving feedback

from the audience, which may affect the planned flow of the presentation or interaction. In this study, the researchers can overcome the obstacles so that learning using the Mentimeter keeps going well. Thus, the results of the study of the application of the Media in Learning have been shown to be effective in improving the involvement and understanding of students, as well as creating a dynamic and conducive learning environment even though the presence of the obstacle does not hinder the learning process with the use of mentimeter because researchers are able to overcome such obstacles.

Research Results on Students' Learning Motivation by Using Digital Learning Media Mentimeter in Arabic Language Learning

a. Quantitative Data Results

The result of this quantitative data is obtained from the response using the lift then counted the presentation of 13 items of the question, here is the total presentation of the response of the motivation of the student learning Arabic using the digital media Mentimeter in class XI-Religion:

Table 2. Presentation of student motivational responses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	71	1	3,4	3,4	3,4
	72	1	3,4	3,4	6,9
	74	1	3,4	3,4	10,3
	75	1	3,4	3,4	13,8
	77	2	6,9	6,9	20,7
	80	1	3,4	3,4	24,1
	82	2	6,9	6,9	31,0
	83	1	3,4	3,4	34,5
	85	4	13,8	13,8	48,3
	86	1	3,4	3,4	51,7
	88	2	6,9	6,9	58,6
	89	1	3,4	3,4	62,1
	91	1	3,4	3,4	65,5
92	1	3,4	3,4	69,0	
94	1	3,4	3,4	72,4	
95	3	10,3	10,3	82,8	
97	1	3,4	3,4	86,2	
98	1	3,4	3,4	89,7	
100	3	10,3	10,3	100,0	
Total		29	100,0	100,0	

From table 1.2, we can find out all the presentations of the entire respondents. To determine the level of student learning motivation using digital media Mentimeter in

Arabic language learning researchers calculated the average of the total presentation of each question item then the results can be seen from the presentation conversion of student motivation score as follows:

Table 3. Conversion Presentation Student Motivation Scores

Interval Presentase (%)	Criteria
76% - 100%	Very high.
51% - 75%	High
26% - 50%	Medium
0 - 25%	Low

Table 4. Mean (average) of student motivational response presentation

N	Valid	29
	Missing	0
Mean		86,90

From table 1.4, we can find the average (average) presentation of all respondents is 86.90%. And from these results we can know that the presentation of responses about the level of motivation of students by category included is very high. The researchers also calculated the student's motivation categories from the overall, following

Table 5. Student Motivation Categories Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	4	13,8	13,8	13,8
	Very high	25	86,2	86,2	100,0
	Total	29	100,0	100,0	

From table 1.5, we can also find out the results of the student motivation category there are two categories, high and very high. High frequency category 4 students with a presentation of 13.8% and category very high Frequency 25 students with the presentation of 86.2%. It can be concluded that the motivation of students in learning Arabic using digital media Mentimeter is very high because the majority of respondents are in the very high category.

Students' learning motivation with the use of digital learning media mentimeter in Arabic language learning with presentation 86.90% is categorized very high, these results show that the application of Mentimetro as a digital learning medium has a positive impact on student learning Motivation in the context of Arabic learning. This very high presentation reflects that most students involved in the research show a significant level of motivation when using Mentimeters.

b. Qualitative Data

Results The results of qualitative data can be known from data results of triangulation data analysis i.e. interviews, observations and documentation to learn more deeply about the motivation of students to learn using digital media Mentimeter in Arabic language learning. From the results of analysis of data triangulations, it can be seen that students are significantly motivated in learning using Mentimeters. There are five important points found in the analysis of the triangular data in support of student motivation, as follows:

- 1) Students show a high level of interest in the use of this Mentimeter in the learning of Arabic.

Through this tool, students become more active in the learning process with a variety of interactive features such as live polling and word cloud. In addition, the use of Mentimeter encourages students to learn Arabic in a fun and innovative way, as they feel engaged in learning that is more dynamic and relevant to their needs. Thus, the student's level of interest in using mentimeter in Arabic learning can be understood as a direct result of their positive experience in using Mentimeter to support their learning process.

- 2) Students felt great satisfaction with the interactive and participatory learning experience.

Students were greatly satisfied with the participatory and interactive learning experience when using the Mentimeter media in Arabic language learning. They found that mentimeter facilitated the learning process by providing tools such as polling and quizzes that enabled them to actively engage in classroom discussions.

Besides, students also experience the immediate benefits of using Mentimeter, such as improved material understanding and higher learning motivation. The positive responses of students to the use of Mentimeter in Arabic language learning also reflected their increased enthusiasm, as well as their more active participation in each learning session.

- 3) Students' involvement in the learning process is also strong with their active participation.

Students of the XI-Religion class are strongly involved in the Arabic language learning process when using Mentimeter media. The level of participation of learners increased significantly during the learning sessions, especially as the tool enabled them to interact directly through features such as polling and word cloud. Interaction between teachers and learners also experienced a significant improvement, as Mentimeter facilitated more active and open two-way communication.

Responses to teacher feedback become more direct and dynamic, helping in improving students' understanding of the topics discussed. Finally, the ability of students to convey their opinions in the learning material has also proved to be better, as Mentimeter provides a secure and structured platform for sharing ideas and opinions.

Thus, the use of mentimeter not only improves student involvement in Arabic learning, but also strengthens interaction, questioning ability, responsiveness to feedback, and student active participation in the entire learning process.

- 4) Students feel more confident in expressing their opinions and following up on the development of the material.

Religious students in the eleventh grade feel better confident to express their views and follow up on their developments when using the Media Meter in Arabic learning. The use of Mentimeter gives them a secure and structured platform to participate actively in classroom discussions through features such as live polling, word cloud, or open-ended questions. This makes students feel more comfortable communicating their ideas and opinions without fear of being misjudged or judged.

In addition, Mentimeter helps students to keep up with the development of the lesson material better. They can view polling results or feedback from questions asked by teachers or fellow students, which gives an overview of their understanding of the subject being studied. Thus, students not only feel more confident in participating, but also more engaged in the learning process as a whole.

- 5) Very interested in Arabic language learning activities using digital media Mentimeter

Students of the eleventh grade of Religion showed a great interest in the Arabic learning activities when using Digital Media Mentimeters. The tool provides a variety of features that enable live interaction and active participation in learning, such as live polling, word cloud, or interactive quiz. Mentimeter's success in attracting student attention lies in its ability to present learning materials visually and interactively, in line with students' current digital preferences and habits.

With Mentimeter, students can experience more dynamic and enjoyable learning, thereby increasing their motivation to learn Arabic. Moreover, the ability to see directly the results of their interaction with this tool also provides additional incentives for students to participate actively and explore aspects of Arabic in a more in-depth way.

Overall, students' high interest in the use of Mentimeter in Arabic language learning illustrates the success of this tool in creating an exciting, interactive, and adapted learning experience to today's digital age so that the usage of Mentimeters has a real positive impact on students' learning motivation in the Arabic learning environment.

In the context of this study, the use of Mentimeter provides an additional stimulus that encourages students to participate actively in Arabic language learning.

According to Uno (2007), motivation can be understood as an internal and external urge within a person indicated by being; desire and interest; urge and need; hope and aspiration; appreciation and respect. (Putra dkk, 2015 : 83)

Research results of student motivation can be known from intrinsic and extrinsic motivation. From intrinsic motivation is known from the use of Mentimeter that facilitates direct interaction, and a more interesting and relevant learning experience for students can enhance their intricate interest and satisfaction in learning. For example, active participation in polling or discussion through Mentimeter can give students a sense of personal achievement and contentment with the understanding acquired.

From extrinsic motivation can be known from appreciation or respect when students use Mentimeter well, they can get positive feedback directly from their teacher. For example, if the student gives a good response or answers the quiz correctly, the teacher can give compliments or acknowledgement for their participation.

Thus, the results of data analysis of lifts and triangulation of data support the conclusion that the use of Mentimeter has a consistent positive impact on student learning motivation in the context of Arabic language learning.

CONCLUSION

Based on the results of the research that has been carried out, the following important points are obtained:

1. The research results confirm that the application of digital learning media through Mentimeter in Arabic language learning has proven effective. First, Mentimeter significantly improves the level of student involvement during learning. Second, mentimeter has improved students' understanding of the learning material, the instant response given by students through Mentimeters enables teachers to evaluate their understanding directly. Third, Mentimeters create a conducive and supportive learning environment, students feel appreciated and motivated to participate in learning.
2. Study results of student learning motivation level using digital learning media Mentimeter in Arabic language learning showed very high with acquisition of presentations 86.90 confirming that students are motivated to learn Arabic using digital media Mentimeters. First, students showed a high interest, they liked the interactive learning experience with Mentimeter. Second, students felt satisfied with a more active and participatory way of learning. Third, students also engaged more intensively in learning when using Mentimeters. Fourthly, the use of Mentimeter also increases the student's confidence in understanding the Arabic language material. Fifthly, students show a huge interest in the activities.

REFERENCES

- Al-Abdulatif. A. M & Alsuabaie. M. A. (2022). Unising Digital Learning Platforms For Teaching Arabic Literacy: A Post-Pandemic Mobile Learning Scenario in Saudi Arabia. *Journal Department of Curriculum and Instruction*.
- Alhasan. F. (2023). Use of Mentimeter in Physics Language Learning with the Problem Based Learning (PBL) Model. *Journal of Physics Education*.
- Andi Amri et al (2023) Increasing Student Involvement in Learning Through the Mentimeter Platform. *TECHNOLOGY Journal*.
- Fakhrurrazi. A. & Mahyudin. E. (2012) Arabic Language Learning. Central Jakarta: Indonesian Ministry of Religion.
- Fathurrahman. A et al. (2019). Increasing Learning Effectiveness Through Increasing Pedagogical Competency and Teamwork. *Journal of Educational Management. Downstream*. A. (2021). Educational Technology in the Digital Age, Klaton, Central Java: Lakeisha
- Hilmi. M. & Hasaniyah N. (2023). Application of Digital Learning Media in Arabic Language Learning. *Journal of Arabic Language Education*.
- Miryani. N. N. (2022). Effectiveness of Mentimeter as an Interactive Learning Media in Class X IBB 1 SMAN 1 Kintamani. *Indonesian Student Research Journal*.
- Putra et al (2015). The Influence of Students on Partial Library Collections and Facilities on the Motivation of Students Who Visit the Library at SMK PGRI Malang. *Compiled Journal of Economic Sciences*.
- Rani. S. A. (2017). Arabic Language Learning Based on Information and Communication Technology. *Journal of Arabic Language Education*.
- Rosdiana. H. & Mansur. U. (2021) The Effectiveness of Mentimeter Media in Increasing Understanding of Arabic Language Material in the Covid-19 Pandemic Era at MI Al-Huda Pengastulan Seririt Bali. *Journal on Arabic Language and Literature*.
- Syahrudin. I. (2022). Implementation of the Lecture Method in Learning Arabic for Class 5 Students of Muhammadiyah Condong Catur Elementary School, Sleman Regency, Yogyakarta. *Islamic Religious Education Study Thesis*.