



Using the Fimori Application to Teach *Nahwu* to Islamic Senior High School Students

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ARTICLE INFO	ABSTRACT
Article History: Received : 13/06/2026 Revised : 29/06/2026 Accepted : 30/06/2026 Published : 30/06/2026 *Corresponding Author: emakhusnah09@gmail.com	The advancement of technology in education has encouraged the use of more innovative and interactive digital learning media, including in Arabic language instruction. One of the areas that students often find challenging is Arabic grammar, particularly topics involving verb transformations and conjugation patterns. This study aims to describe the content and implementation of the Fimori application in <i>nahwu</i> (Arabic syntax) instruction for eleventh-grade students of Madrasah Aliyah Negeri (MAN) Kota Pasuruan. The research employed a descriptive qualitative approach, with data collected through observations and semi-structured interviews with an Arabic language teacher. The findings revealed that Fimori (<i>Fi'il Mudhori' Interactive</i>) is an Android-based learning application developed using iSpring Suite and integrated with Wordwall. The application contains learning materials, instructional videos linked to YouTube, as well as interactive exercises and assessments that can be used both inside and outside the classroom. The use of Fimori enables students to access learning materials more flexibly, enhances their engagement in the learning process, and supports independent learning. Furthermore, the teacher reported that the application facilitates the teaching of <i>nahwu</i>, particularly the topic of <i>fi'il mudhāri'</i>, in a more engaging and interactive manner. These findings indicate that Fimori has the potential to serve as an effective digital learning medium for supporting <i>nahwu</i> instruction in Arabic language education.
Keyword	Arabic grammar; digital learning media; Fimori application; interactive multimedia; <i>nahwu</i> instruction

1. INTRODUCTION

The rapid advancement of technology in education has brought significant changes to the teaching and learning process, including Arabic language instruction. The integration of technology into instructional media provides teachers with opportunities to create more innovative, interactive, and learner-centered learning experiences that meet the demands of the

digital era. Technology-based learning media also facilitate students' understanding of instructional content through the integration of visual, audio, video, and interactive assessment features (Azhar et al., 2025a). Therefore, the use of digital media has become an effective alternative for improving the quality of Arabic language instruction.

In Arabic language learning, Arabic syntax like *fi'il mudhāri'* is regarded as one of the most challenging grammar topics for students. The difficulty lies not only in understanding the meanings of verbs but also in recognizing changes in verb forms according to their respective *wazan* (patterns). Although many students have acquired a basic understanding of *fi'il mudhāri'*, they often encounter difficulties when studying more advanced concepts. Consequently, students tend to participate less actively and show lower levels of enthusiasm during the learning process (Fidlya et al., 2025).

To address these challenges, teachers need to employ learning media capable of attracting students' attention and enhancing their engagement in classroom activities. One effective strategy is the use of digital learning media that can be accessed interactively both inside and outside the classroom (Zainudin & Aziz, 2024). Technology-based learning media are believed to promote independent learning while creating more engaging learning experiences than conventional instructional methods (Arsyad, 2019).

One of the digital learning media used in Arabic language instruction is the Fimori (*Fi'il Mudhori' Interactive*) application. Developed from an interactive PowerPoint presentation using iSpring Suite, the application is designed to support the teaching of *fi'il mudhāri'* to eleventh-grade students. Fimori integrates learning materials, instructional videos linked to YouTube, and interactive assessments through Wordwall into a single platform. The application not only assists teachers in delivering instructional content but also enables students to review learning materials independently outside the classroom (Irmawati, 2026).

Numerous studies have examined the integration of technology into Arabic language learning. Interactive multimedia has been shown to address various challenges in Arabic language instruction by increasing students' engagement and learning motivation throughout the instructional process (Ilmiani et al., 2020). Likewise, learning media developed using iSpring Suite have been found suitable for teaching *nahwu* and *sharaf*, as they facilitate content delivery and enhance students' interest in learning (Fadilah & Sulaikho, 2022). Furthermore, digital Arabic language learning applications have been reported to create more engaging learning experiences that are aligned with the characteristics and needs of learners in the digital era (Firdaus & Aziz, 2024). More recently, the rapid advancement of artificial intelligence has further expanded the possibilities for Arabic language instruction. Rishanda et al. (2025) reported that AI-based technologies, including ChatGPT, Chatsonic, Telegram applications, and search algorithms, can support independent *nahwu* learning by adapting instruction to learners'

individual pace and assisting teachers in preparing learning materials. The study also emphasized that although AI offers considerable educational benefits, its implementation still requires teachers' supervision and evaluation to ensure meaningful learning experiences and to minimize potential negative impacts, such as reduced social interaction and overdependence on technology. These findings demonstrate that contemporary Arabic language learning is increasingly moving toward technology-enhanced instruction that combines digital innovation with effective pedagogical guidance.

Despite these contributions, previous studies have primarily focused on evaluating the effectiveness of digital learning media or on the general development of instructional media. Studies providing detailed descriptions of learning media content, available features, and their direct implementation in Arabic language instruction remain limited. Similarly, although Rishanda et al. (2025) discussed the educational potential of artificial intelligence for independent *nahwu* learning, the study mainly addressed the benefits and challenges of AI-assisted learning without examining the implementation of a specific learning application in classroom settings. Moreover, research specifically examining the Fimori application as a learning medium for teaching *fi'il mudhāri'* is still scarce. Therefore, this study offers a distinct contribution by not only examining the use of digital learning media but also describing the content of the Fimori application, the stages of its implementation in classroom instruction, and the perceptions of teachers and responses of students toward its use.

Based on this background, the present study aims to describe the use of the Fimori application in teaching *fi'il mudhāri'* to eleventh-grade students of MAN Kota Pasuruan, an Indonesian Islamic Senior High School. Specifically, the study focuses on the content and features of the application, its implementation in the learning process, and the perceptions of teachers and responses of students regarding its use as a digital learning medium.

2. LITERATURE REVIEW

2.1 Digital Learning Media in Arabic Language Learning

Learning media are essential components of the instructional process as they function as tools for delivering learning materials in ways that are easier for students to understand. The appropriate use of learning media can help increase students' attention, motivation, and engagement throughout the learning process. In Arabic language instruction, learning media play a particularly important role because many topics are abstract in nature and require visualization to facilitate students' understanding (Arsyad, 2019).

The advancement of educational technology has encouraged the development of more interactive and innovative digital learning media. Digital media enable teachers to integrate text, images, audio, video, and interactive assessments into a single instructional platform.

Furthermore, digital media provide students with opportunities for independent learning because learning materials can be accessed repeatedly outside classroom hours (Munir, 2020). Technology-based learning media are also considered capable of creating a more engaging learning environment than conventional media, as students can interact directly with instructional content (Lathifah, 2024).

In Arabic language learning, digital media can assist students in developing both language skills and grammatical competencies, such as *nahwu* and *sharaf*. The topic of *fi'il mudhāri'* requires students to understand changes in verb forms and *wazan* patterns, which are often perceived as challenging. The presence of digital learning media can facilitate the explanation of these concepts through visual presentations, interactive exercises, and systematically organized content, making the learning process more accessible and understandable for students (Firdaus & Aziz, 2024).

2.2. The Utilization of Technology in Arabic Language Learning

The integration of technology into Arabic language education has expanded significantly through various digital media and online learning platforms. The use of technology in learning is believed to enhance students' motivation, broaden access to educational resources, and create more flexible and interactive learning experiences (Azhar et al., 2025a). In addition, technological integration enables teachers to present instructional materials in more diverse ways, reducing students' boredom and maintaining their interest throughout the learning process (Azhar et al., 2025b).

Previous studies have demonstrated that the use of digital media in Arabic language learning has a positive impact on students' learning outcomes. Interactive multimedia has been found to increase students' participation and facilitate comprehension because learning materials are delivered through combinations of text, images, audio, and video (Pratama et al., 2023). Furthermore, the use of instructional videos and game-based digital assessments has proven effective in increasing students' enthusiasm and participation during classroom activities (Regiani et al., 2023).

Despite these findings, most previous studies have focused on digital learning media in general without providing detailed discussions regarding the content of the media and its implementation in specific learning contexts. Earlier research has also primarily emphasized the influence of media on learning outcomes, while discussions concerning implementation processes, media features, and users' responses remain limited. Moreover, studies examining the use of digital media in teaching Arabic grammar topics such as *fi'il mudhāri'* are still relatively scarce compared to research focusing on reading skills or vocabulary acquisition. This

situation indicates the need for more specific and contextualized studies on the use of digital learning media in Arabic language instruction (Mustofa et al., 2025).

2.3. Fimori Application as a Learning Medium

The Fimori application is a digital learning medium developed from an interactive PowerPoint presentation using iSpring Suite. The application was designed to assist students in understanding *fi'il mudhāri'* through more engaging and interactive instructional experiences. Fimori contains learning materials, instructional videos linked to YouTube, and interactive assessments integrated with Wordwall. These features enable students to engage in more independent learning both inside and outside the classroom (Irmawati, 2026).

Learning applications developed using iSpring Suite are considered effective in enhancing instructional interactivity because they allow multiple forms of content to be integrated into a single learning platform (Hanisah et al., 2022). Similarly, the use of Wordwall-based assessments contributes to creating enjoyable learning experiences and increasing student engagement throughout the learning process (Firdaus & Aziz, 2024).

Unlike previous studies that primarily discuss digital learning media in general, this study focuses specifically on the content of the Fimori application and its implementation in teaching *fi'il mudhāri'*. The study not only examines technology as a learning medium but also describes the application's features, its implementation process, and the responses of teachers and students toward its use. Therefore, this research is expected to contribute to the development of more interactive technology-based Arabic language learning media that are aligned with students' learning needs and characteristics (Rohmawaty et al., 2024).

3. METHOD

This study employed a qualitative approach with a descriptive research design. This approach was selected because the study aimed to provide an in-depth description of the use of the Fimori application in teaching *fi'il mudhāri'* to eleventh-grade students based on actual classroom conditions. A descriptive qualitative design enables researchers to obtain comprehensive information regarding the content of the application, its implementation in the learning process, and the responses of both teachers and students toward its use.

The research data consisted of information related to the Fimori application, including the background of its use, the features available within the application, the implementation process in classroom instruction, and teachers' perceptions as well as students' responses toward the application. The primary data source was an Arabic language teacher who utilized the Fimori application in teaching *fi'il mudhāri'* to eleventh-grade students. Additional data were obtained through observations of the application and the learning activities in which it was implemented.

Data were collected through observation and semi-structured interviews. Observation was conducted to examine directly how the Fimori application was used during the learning process, including the features available within the application and the ways in which they were utilized during instructional activities. Meanwhile, semi-structured interviews were conducted with the Arabic language teacher to gain more detailed information regarding the reasons for using the application, the process of developing the learning media, the procedures for its implementation in instruction, and students' responses toward its use. Semi-structured interviews were chosen because they provided flexibility for the researcher to explore issues in greater depth based on the participant's responses.

The collected data were analyzed using an interactive analysis model consisting of three stages: data reduction, data display, and conclusion drawing. During the data reduction stage, the researcher selected and categorized data relevant to the focus of the study. The reduced data were then systematically presented in descriptive form to facilitate interpretation. The final stage involved drawing conclusions based on the findings concerning the use of the Fimori application in teaching *fi'il mudhāri'*. Data analysis was conducted continuously throughout the research process, from data collection to the formulation of conclusions that addressed the objectives of the study.

4. RESULT AND DISCUSSION

4.1. The Use of the Fimori Application in Learning Activities

The implementation of the Fimori application in teaching *fi'il mudhāri'* resulted from the teacher's initiative to develop learning media that addressed students' difficulties in understanding Arabic grammar, particularly topics considered relatively complex. Based on the observation findings, the application functions not only as a medium for delivering instructional content but also as a platform for practice and independent learning. The findings indicate that the implementation of Fimori encompasses the background of its development, the stages of its classroom implementation, and its utilization as a learning resource both inside and outside the classroom.

Interview results revealed that the use of Fimori originated from the teacher's experience in teaching *fi'il mudhāri'* to eleventh-grade students. Although most students were familiar with the basic concept of *fi'il mudhāri'*, they still encountered difficulties in understanding changes in verb forms according to different *wazan* (patterns) and *ḍamīr* (pronouns). These challenges reduced students' confidence when completing exercises or determining the appropriate verb forms within Arabic sentences.

“Most students already know what *fi’il mudhāri’* is, but once the lesson moves to more advanced topics, they begin to struggle, especially with verb-form changes and *wazan* patterns.” (GBA/W/20-05-26)

This teacher statement indicates that students' difficulties did not lie in recognizing the basic concept but rather in mastering verb-conjugation patterns, which require repeated practice and clear visual representation. In Arabic language instruction, morphology is often regarded as one of the most challenging areas because students must understand the relationships among word patterns, morphological changes, and their use in sentences. Therefore, learning media capable of presenting these concepts in a more concrete and engaging manner are essential.

Before developing the Fimori application, the teacher implemented several instructional strategies to increase students' participation during classroom activities. One strategy involved drawing grids on the whiteboard, which students completed in turns by filling in the appropriate *fi’il mudhāri’* forms according to their corresponding *wazan* patterns.

“I created tables on the whiteboard and asked students to complete the *fi’il mudhāri’* forms according to their *wazan* one by one. Surprisingly, they enjoyed the activity and participated enthusiastically.” (GBA/W/20-05-26)

This activity provided students with a different learning experience because they actively participated instead of merely listening to the teacher's explanation. Their active involvement demonstrates that instructional activities encouraging direct participation can significantly enhance students' attention and engagement. This finding supports the concept of active learning, which positions students as central participants in the learning process and enables them to construct knowledge through direct learning experiences (Ilmiani et al., 2020).

The success of this simple classroom strategy motivated the teacher to develop a more attractive instructional medium. The next stage involved designing an interactive PowerPoint presentation to present *fi’il mudhāri’* in a more visual and engaging manner. The use of interactive PowerPoint generated positive responses, as students appeared more interested and focused throughout the lesson.

“When I started using interactive PowerPoint, the students remained enthusiastic. That made me think about creating something they could use not only in the classroom but also when studying at home.” (GBA/W/20-05-26)

Based on this experience, the learning media were further developed using iSpring Suite, resulting in the Fimori application. The primary objective was to enable students to access learning materials anytime without depending solely on classroom instruction. Consequently, learning could continue beyond scheduled lessons through the support of digital technology.

The implementation of Fimori in classroom instruction consists of several stages. The first stage involves introducing the lesson through apperception and concept explanation. At this stage, the teacher explains the learning objectives, connects the topic with students' prior knowledge, and provides an overview of the *fi'il mudhāri'* lesson.

The second stage is the exploration of learning materials using the Fimori application. Students are instructed to access the application and study the available materials. The content is systematically organized, beginning with the definition of *fi'il mudhāri'*, its characteristics, verb-form transformations, and examples of its use in Arabic sentences. Such systematic organization enables students to develop a more structured understanding than learning solely from printed textbooks.



Figure 1. Main page of Fimori Application

The third stage involves utilizing the instructional videos provided within the application. These videos reinforce students' understanding of concepts previously introduced during classroom instruction.

"The application includes instructional videos that help students review the material. They are not only reading the explanations but also watching them being explained." (GBA/W/20-05-26)

The inclusion of instructional videos provides students with richer learning experiences through audiovisual media. This feature accommodates different learning preferences, particularly for students with visual and auditory learning styles (Munir, 2020).

The fourth stage consists of practice and assessment activities through Wordwall, which is integrated into the application. At this stage, students complete various interactive exercises presented as educational games.

"I use Wordwall so that evaluation does not feel like a traditional test. Students feel more relaxed, but they are still learning and practicing." (GBA/W/20-05-26)

The integration of Wordwall makes assessment activities more enjoyable because students perceive them as educational games rather than formal examinations. This approach

helps reduce the anxiety often associated with conventional tests while reinforcing students' understanding through repeated practice.



Figure 1. Exercises page of Fimori Application

The final stage involves reflection and reinforcement conducted by the teacher. After students complete the exercises, the teacher provides feedback on their performance and revisits concepts that students still find difficult. Therefore, the Fimori application does not replace the teacher's role; instead, it functions as a learning medium that enhances the effectiveness of classroom instruction.

Observation findings indicate that the implementation of Fimori creates a more active learning environment than conventional teaching methods. Students were more willing to ask questions, participate in discussions, and engage enthusiastically in classroom activities. These findings suggest that digital learning media can foster more participatory and student-centered learning environments (Kurniawati & Nita, 2018).

In addition to classroom instruction, Fimori also functions as a tool for independent learning.

"I developed Fimori so students can study whenever they want. At home, they can revisit the materials, watch the videos again, and complete the exercises provided in the application." (GBA/W/20-05-26)

This accessibility represents one of the application's major strengths. Students are no longer entirely dependent on classroom instruction because they can revisit learning materials independently according to their individual needs. These findings indicate that digital learning media function not only as instructional tools but also as resources that promote learner autonomy and lifelong learning (Wijaya et al., 2021).

4.2. Teachers' Perceptions toward the Use of the Fimori Application

Teachers' perceptions and students' responses are important indicators for understanding the extent to which the Fimori application is accepted and contributes to the learning process. Based on the findings from observations and interviews, the implementation of Fimori received positive responses from both the teacher and the students. The findings

indicate that the application not only facilitates the delivery of instructional content but also enhances students' interest in learning, improves their understanding of the material, increases classroom participation, and supports independent learning.

Interview findings revealed an overall positive perception of the use of Fimori in teaching *fi'il mudhāri'*. The application was perceived not only as an effective instructional medium but also as a tool capable of creating a more active and enjoyable learning environment. Positive responses were likewise observed among students throughout its implementation, as reflected in their increased enthusiasm, active participation, and improved comprehension of the learning materials.

4.2.1. Enhancing Students' Interest and Learning Motivation

One of the major findings of this study is the increase in students' interest in learning *fi'il mudhāri'*. Prior to the implementation of Fimori, many students perceived Arabic morphology (*ṣarf*) as a difficult and less engaging subject. However, after the application was introduced, students demonstrated considerably higher levels of enthusiasm throughout the learning process.

As stated by the Arabic language teacher,

"When using Fimori, the students appear much more interested in the lesson. They stay focused and become less easily bored than when learning only through textbooks or conventional explanations." (GBA/W/20-05-26)

This statement indicates that digital learning media can create a more engaging learning environment. Material that was previously perceived as difficult becomes easier to understand because it is presented through various formats, including text, images, videos, and interactive exercises. Such multimodal presentation reduces the monotony often experienced in Arabic language instruction.

The interview findings further revealed that approximately 90% of the students expressed positive responses toward the application. Most students reported that learning became more interesting and enjoyable because the content was presented through a combination of written materials, instructional videos, and interactive activities. This high level of enthusiasm suggests that digital learning media can foster a more enjoyable learning atmosphere and encourage students to participate actively in classroom activities.

Classroom observations also showed that students paid greater attention to instructional materials presented through the application than during conventional lecture-based instruction. They participated more actively by asking questions, responding to explanations, and engaging in classroom discussions. These findings indicate that digital learning media can significantly enhance students' attention and engagement during the learning process.

These findings are consistent with previous research demonstrating that technology-based learning media can increase students' learning interest by providing more engaging learning experiences that correspond to the characteristics of today's digital generation (Haq, 2023).

4.2.2. Facilitating Students' Understanding of *Fi'il Mudhāri'*

In addition to increasing students' motivation, the Fimori application was found to facilitate their understanding of *fi'il mudhāri'*. One of the major difficulties encountered by students involves recognizing changes in verb forms and identifying appropriate *wazan* (patterns). These concepts are often considered challenging because they require students to master grammatical structures that differ substantially from those of the Indonesian language.

The Arabic language teacher explained,

"The topic of *fi'il mudhāri'* often confuses students, especially the sections dealing with verb-form changes and *wazan*. With the learning materials and videos available in Fimori, students find the explanations much easier to understand." (GBA/W/20-05-26)

The systematic organization of learning materials within the application enables students to study grammatical concepts progressively. Furthermore, the instructional videos provide additional explanations that reinforce students' understanding of the lessons. The integration of written materials and audiovisual media offers multiple pathways for students to comprehend abstract grammatical concepts.

Multimedia-based instruction has been shown to improve students' understanding of abstract concepts because information is presented through multiple learning channels simultaneously (Munir, 2020). In the context of *fi'il mudhāri'*, visual representations such as tables, examples, and instructional videos help students understand the relationships between grammatical concepts and their practical application in Arabic.

These findings are consistent with previous studies indicating that interactive multimedia can effectively address challenges in Arabic language learning, particularly for topics requiring conceptual understanding and mastery of grammatical patterns (Ilmiani et al., 2020).

4.2.3. Increasing Students' Participation and Classroom Engagement

The implementation of the Fimori application also contributed to higher levels of classroom participation. Observation findings showed that students became more actively involved in classroom discussions, asked more questions, and responded more frequently to the instructional materials.

This finding was supported by the teacher's statement,

"Students are more confident in asking questions when using Fimori. They also participate more actively in completing the exercises than they do during conventional lessons." (GBA/W/20-05-26)

The increase in participation can be attributed to the opportunities provided by the application for students to interact directly with the learning materials. Instead of merely listening to classroom explanations, students actively read instructional content, watched videos, and completed interactive exercises independently. The diversity of these learning activities promotes greater engagement throughout the instructional process.

Active student participation is widely recognized as an essential characteristic of effective learning. When students participate actively, they have greater opportunities to construct knowledge independently and develop higher-order thinking skills (Kurniawati & Nita, 2018).

4.2.4. Supporting Independent Learning

Another important finding concerns the ability of Fimori to support students' independent learning. The application was intentionally designed to be used not only during classroom instruction but also for self-directed learning outside school.

As explained by the Arabic language teacher,

"I developed Fimori so that students could study anytime they wanted. At home, they can revisit the materials, watch the videos again, and complete the exercises available in the application." (GBA/W/20-05-26)

Easy access to learning materials, instructional videos, and interactive exercises was one of the primary reasons students expressed positive responses toward the application. Students could review lessons according to their own needs without waiting for additional explanations from the teacher. This finding indicates that Fimori not only supports classroom instruction but also expands students' opportunities for independent learning beyond formal instructional hours.

The ability of digital learning media to facilitate self-directed learning represents one of the major advantages of contemporary education. Learning is no longer restricted by classroom settings or scheduled instructional time but can occur anytime according to learners' individual needs (Wijaya et al., 2021).

Overall, both teachers' perceptions and students' responses indicate that the Fimori application provides a more engaging, interactive, and flexible learning experience. By integrating instructional materials, learning videos, and Wordwall-based assessments into a single platform, the application functions not only as a medium for delivering instructional content but also as a tool that promotes active participation and learner autonomy. These findings demonstrate that integrating digital technology into Arabic language instruction represents an effective alternative for helping students master *fi'il mudhāri'*, a topic that has traditionally been regarded as relatively complex (Haq, 2023).

5. CONCLUSION

The findings of this study indicate that the implementation of the Fimori application in teaching *fi'il mudhāri'* originated from the teacher's efforts to address students' difficulties in understanding verb-form transformations and identifying appropriate *wazan* (patterns). Before developing the Fimori application, the teacher employed several instructional strategies, ranging from board-based grid activities to the use of interactive PowerPoint presentations. The positive responses demonstrated by students toward these learning activities motivated the teacher to develop a more innovative and flexible instructional medium through the Fimori application, which was created using iSpring Suite and integrated with Wordwall.

The implementation of Fimori followed several instructional stages, including lesson introduction and concept orientation, exploration of learning materials through the application, utilization of instructional videos, Wordwall-based practice and assessment, and reflection accompanied by teacher feedback. The integration of these features enables Fimori to function not only as a medium for delivering instructional content but also as a platform that supports practice, assessment, and self-directed learning both inside and outside the classroom.

The findings also revealed positive perceptions from the teacher regarding the use of the Fimori application. The teacher reported that the application increased students' interest in learning *fi'il mudhāri'*, facilitated their understanding of concepts previously considered difficult, enhanced classroom participation and engagement, and promoted independent learning through flexible access to instructional materials. Similarly, students expressed highly positive responses toward the application. Most students reported that learning became more engaging, enjoyable, and easier to understand because the instructional content was presented through an integrated combination of text, instructional videos, and interactive exercises.

Overall, the findings demonstrate that digital learning media such as Fimori represent an effective alternative for supporting Arabic language instruction, particularly in teaching *fi'il mudhāri'*. By integrating learning materials, instructional videos, and interactive assessments within a single platform, the application creates a more active, interactive, and student-centered learning environment. Therefore, the Fimori application has considerable potential to be further developed and adapted for other Arabic language topics to support more innovative instruction that meets the needs of learners in the digital era.

This study is limited to examining the implementation of the Fimori application and users' perceptions of the learning media. Future research is therefore recommended to investigate the effectiveness of the application in improving learning outcomes, learning motivation, and the mastery of other Arabic language skills by involving broader and more diverse research participants.

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