

The Use of LCD Projectors as Learning Media in Enhancing Students' Interest in Learning Arabic at MAS NW Sepit

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ABSTRACT

This study examines the use of LCD projectors as instructional media and their influence on students' interest in learning Arabic at MAS NW Sepit. The research is motivated by the persistent issue of low student interest in Arabic language learning, often resulting from monotonous, teacher-centered instructional practices and limited integration of instructional technology. In response to the growing demand for more interactive and student-centered learning in the digital era, this study aims to explore how LCD projectors are utilized in Arabic language instruction and to what extent their use enhances students' learning interest. A qualitative descriptive approach was employed. Data were collected through classroom observations, interviews with Arabic language teachers, and documentation of teaching activities involving LCD projector use. The data were analyzed using data reduction, data display, and conclusion drawing techniques to identify patterns related to media utilization and student responses. The findings reveal that LCD projectors are systematically used to present Arabic learning materials in visual formats, including texts, vocabulary, images, and structured explanations. This visual presentation contributes to a more engaging learning environment by increasing students' attention, reducing boredom, and encouraging active participation during lessons. Students demonstrated greater enthusiasm and focus when learning activities incorporated visual media compared to conventional instructional methods. In conclusion, the study indicates that LCD projectors function as effective instructional media that support students' interest in learning Arabic. Integrating technology-based media into Arabic language instruction can enhance learner engagement and improve the overall quality of the learning process.

INTRODUCTION

The rapid advancement of information and communication technology has significantly transformed educational practices, including the teaching and learning of foreign languages. In

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Arabic language education, the integration of technology has become increasingly important, requiring teachers not only to understand pedagogical theories but also to master educational technologies, as teachers play a central role in implementing technology-based learning in classrooms. One of the persistent challenges in Arabic language instruction is students' low interest and motivation, which is often attributed to monotonous, rigid, and teacher-centered instructional methods. Such approaches tend to create passive learning environments that negatively affect students' engagement and interest in learning Arabic.

In the contemporary digital era, technology has penetrated almost all sectors of human life, including social, cultural, and educational domains. As a result, reliance on technology in education has become inevitable. Traditional learning approaches that depend solely on face-to-face instruction or lecture-based methods are increasingly perceived as less relevant and less effective, as they often create static and monotonous classroom atmospheres. Consequently, the use of instructional media supported by technology is considered essential to foster more dynamic, interactive, and student-centered learning environments.

Overall, technology-based instructional media have played a crucial role in enhancing Arabic language learning in the digital era. The integration of technological media allows Arabic language instruction to become more engaging, interactive, and effective, thereby facilitating learners' progress in mastering Arabic more efficiently. This trend is evident in the growing number of empirical studies conducted by Arabic language education scholars that highlight the positive impact of technology-based learning media on students' motivation and learning outcomes (Fazri Nur et al., 2023).

Both in-class and out-of-class learning activities require appropriate technological support to optimize the learning process. Teachers' competence in using instructional technology is therefore a key determinant of successful technology integration. Teachers are expected to continuously develop their technological skills and adapt them to diverse learning contexts, as social conditions and situational factors also influence the selection and utilization of suitable educational technologies. Differences in learning environments and contextual constraints demand flexible and context-sensitive approaches to technology-enhanced learning.

Limited availability of instructional media has been identified as a major factor hindering students' comprehension of learning materials, often leading to boredom and decreased motivation in learning Arabic (Aghni, 2018). Consequently, educators are required to design engaging and innovative learning experiences that can improve students' understanding and stimulate their interest in Arabic language learning (Raudatussolihah, 2022). In this regard, learning models constitute a fundamental component of educational success, as they function as an overarching framework that connects theory and practice. What students ultimately comprehend and internalize is closely related to the learning model employed by the teacher.

Rosyidi (2009) emphasizes that two essential elements in the learning process are instructional methods and instructional media. These elements are interrelated, as the selection of teaching methods directly influences the type of media used, which should align with instructional objectives and learners' needs. However, many existing instructional strategies and models have not yet fully addressed students' expectations or learning needs in the context of rapid technological development. In the era of information and communication technology, education—particularly Arabic language education—requires instructional concepts that are synergistic with technological advancements.

Empirical evidence supports the effectiveness of learning models that incorporate instructional media. Research indicates that instructional models supported by appropriate learning media have a significantly greater impact on learners' comprehension compared to conventional instruction (Hubbard, 2006). Lecture-based learning alone contributes to only about five percent of learning retention, whereas learning activities involving reading and presentations increase retention to ten percent. Furthermore, learning experiences involving audiovisual media, demonstrations, discussions, practice, and peer teaching can enhance learning retention from approximately twenty percent up to eighty percent (Baso, 2013).

Based on interviews with an Arabic language teacher at MAS NW Sepit, computer-based media have not been optimally utilized in Arabic language instruction. Existing teaching practices rely heavily on pre-prepared lesson plans and do not incorporate computers or digital media as instructional tools. This situation is further exacerbated by the absence of specific guidelines for implementing technology-based Arabic language learning for teachers. Technology-based instructional methods have the potential to enable students to learn more independently, interactively, and creatively, thereby increasing their learning motivation (Kurnia et al., 2018).

The lack of specific guidelines for technology-based Arabic language instruction reflects the insufficient integration between students' technologically rich environments and the actual learning process in Arabic classrooms. This gap has motivated the present study to investigate how technology, particularly LCD projectors, can be utilized to enhance students' interest in learning Arabic at MAS NW Sepit. Previous studies provide strong empirical support for this focus. Salwa et al. (2024) found that the use of LCD projectors significantly influences students' motivation and interest in learning Arabic, as visually appealing materials increase student engagement compared to conventional methods.

Similarly, Imanuela and Setiawan (2024) demonstrated that the implementation of visual projector media enhances students' learning motivation by improving focus, active participation, and conceptual understanding. Purnama et al. (2025) reported that effective management of LCD projector use contributes to increased student engagement, although technical limitations and user competence remain challenges. Research conducted at SD Negeri 165 Palembang also revealed that LCD projector use positively affects students' motivation and classroom engagement by facilitating deeper comprehension through visual media.

Furthermore, Agustianti Sari et al. (2024) reported that projector technology in twenty-first-century learning improves student learning outcomes through interactive media that stimulate learners' curiosity. Razida and Abidin (2023) also found a positive correlation between digital media use and students' motivation in learning Arabic, highlighting digitalization as an effective strategy for increasing learning interest. Studies in broader educational contexts consistently indicate that innovative instructional media, including projectors and other technological tools, enhance students' overall motivation and learning enthusiasm. Literature reviews further suggest that LCD projector-based instructional media are closely associated with increased learning motivation due to their ability to present content in visually engaging and interactive ways. The effectiveness of LCD projectors in enhancing learning motivation has been observed not only in Arabic language instruction but also across various subject areas, demonstrating a general positive trend in the use of visual technology in education.

Despite the growing body of research on technology-enhanced learning, limited studies have specifically examined the utilization of LCD projectors in Arabic language learning contexts at Islamic senior secondary schools, particularly in rural or semi-rural settings such as MAS NW

Sepit. This study addresses this gap by focusing on the practical use of LCD projectors as instructional media to enhance students' interest in learning Arabic. The novelty of this research lies in its contextual focus and its emphasis on students' learning interest as a key affective variable.

Accordingly, this study aims to investigate how the use of LCD projectors as learning media influences students' interest in learning Arabic at MAS NW Sepit. The research seeks to answer the following questions: (1) How are LCD projectors utilized in Arabic language instruction at MAS NW Sepit? and (2) To what extent does the use of LCD projectors enhance students' interest in learning Arabic? The findings of this study are expected to contribute to the development of more effective Arabic language teaching practices and provide practical insights for educators and institutions seeking to integrate technology into Arabic language learning.

METHODS

Research Approach and Design This study employed a qualitative research approach using a descriptive case study design. The qualitative approach was selected because it allows the researcher to explore and understand phenomena deeply within their natural context through detailed narrative descriptions rather than numerical data. Qualitative research emphasizes the interpretation of meanings, experiences, perceptions, motivations, and actions of participants holistically. Creswell and Poth (2018) argue that qualitative inquiry is appropriate when the objective of the research is to explore processes, meanings, and contextual conditions. In line with this view, Moleong (2016) explains that qualitative research aims to understand social phenomena experienced by research subjects comprehensively by describing them in words and language within a specific natural context. The case study design was chosen because this research focused on a single, bounded system, namely the use of LCD projectors as learning media in Arabic language instruction at MAS NW Sepit.

Research Site and Duration The research was conducted at Madrasah Aliyah Swasta (MAS) NW Sepit, an Islamic senior secondary school where Arabic is taught as a compulsory subject. This institution was selected due to the identified challenges related to limited integration of instructional technology in Arabic language learning and students' relatively low interest in the subject. The study was carried out over a defined period of three months, from May 21 to August 21, 2025. A clearly defined research duration is essential in case study research to ensure systematic data collection and sufficient contextual depth (Yin, 2018).

Data Sources and Participants This study primarily relied on primary data sources. Primary data were obtained directly from the field through classroom observations, interviews, and documentation involving Arabic language teachers and students at MAS NW Sepit. Primary data are crucial in qualitative research because they provide firsthand empirical evidence of actual practices and lived experiences (Sugiyono, 2019). Secondary data were used to complement and support the primary findings. These data consisted of lesson plans, school documents, institutional websites, books, and peer-reviewed journal articles relevant to Arabic language education and instructional technology. The use of both primary and secondary data strengthened data triangulation and enhanced the credibility of the findings (Creswell & Poth, 2018).

Data Collection Techniques Data collection was conducted using qualitative techniques, including classroom observation, semi-structured interviews, and documentation. Observations were carried out to examine how LCD projectors were utilized during Arabic language instruction and to capture students' learning behaviors, engagement, and responses. Semi-structured interviews were conducted with Arabic language teachers to explore their experiences, perceptions, and challenges in implementing LCD projectors as instructional media. Documentation techniques

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were used to collect supporting materials such as lesson plans, teaching materials, photographs, and digital learning resources. Document analysis is an effective method for contextualizing and corroborating data obtained from observations and interviews (Bowen, 2009).

Research Instruments In qualitative research, the researcher acts as the primary instrument for data collection and interpretation. To support systematic data collection, several auxiliary instruments were employed, including observation guidelines, interview protocols, and documentation checklists. These instruments were designed to guide the researcher in collecting relevant data while maintaining flexibility to explore emerging issues in the field. The use of interview guides helps ensure consistency across participants while allowing in-depth exploration of individual perspectives (Creswell & Poth, 2018).

Data Analysis Techniques Data analysis was conducted using an interactive qualitative data analysis model. The analysis process involved several interrelated stages: data collection, data reduction, data display, interpretation, and conclusion drawing or verification. Data reduction involved selecting, focusing, and simplifying raw data obtained from the field. Data display was presented in the form of narrative descriptions and thematic categorizations to facilitate interpretation. Conclusions were drawn by identifying recurring patterns and meanings related to the use of LCD projectors in enhancing students' interest in learning Arabic. This interactive model allows continuous movement between data collection and analysis, thereby ensuring analytical rigor (Miles, Huberman, & Saldaña, 2014).

Trustworthiness of the Data To ensure the trustworthiness of the research findings, several strategies were applied, including data triangulation and prolonged engagement in the research setting. Triangulation was achieved by comparing data obtained from observations, interviews, and documentation. Detailed field notes and systematic documentation were maintained to enhance dependability and confirmability. Lincoln and Guba (2013) emphasize that credibility, transferability, dependability, and confirmability are essential criteria for establishing rigor in qualitative research.

Ethical Considerations Ethical considerations were carefully observed throughout the research process. Participants were informed about the purpose and procedures of the study, and informed consent was obtained prior to data collection. Participants' confidentiality and anonymity were maintained by omitting personal identifiers in all research reports. Adhering to ethical principles is fundamental in qualitative research to protect participants' rights and ensure responsible research conduct (Creswell & Poth, 2018).

RESULTS

1. Utilization of LCD Projectors in Arabic Language Instruction at MAS NW Sepit

The findings indicate that Arabic language instruction at MAS NW Sepit has integrated technology-based teaching practices through the systematic use of LCD projectors. This integration reflects the school's adaptation to contemporary educational demands in an era characterized by rapid technological development and information exchange. The use of LCD projectors has become a regular component of classroom instruction rather than a supplementary or occasional teaching aid.

As an Islamic senior secondary school operating under the supervision of the Ministry of Religious Affairs, MAS NW Sepit maintains its commitment to religious values while simultaneously adopting modern instructional tools. The school is supported by adequate infrastructure, including access to electricity and internet connectivity, which enables the effective

use of digital learning media. These facilities provide teachers with the opportunity to prepare instructional materials in digital formats and present them efficiently during classroom activities.

In Arabic language classes, LCD projectors are primarily utilized to display instructional materials such as Arabic texts, vocabulary lists (*mufradāt*), sentence structures, images, and supporting visual content. Teachers employ these projected materials to explain lesson content more clearly and systematically. The use of visual displays allows learning materials to be presented in a more organized manner and reduces the need for extensive writing on the board, thereby making classroom instruction more time-efficient.

Observational data reveal that the use of LCD projectors contributes to more structured lesson delivery. Instruction typically begins with the presentation of visual materials, followed by teacher explanations and guided student engagement. The projected display functions as a central point of focus, directing students' attention toward the lesson content and helping them follow the learning process more easily. This visual clarity is particularly beneficial in Arabic language instruction, where accurate recognition of script, vocabulary, and meaning is essential.

Furthermore, the use of LCD projectors assists teachers in explaining abstract or unfamiliar concepts. Visual representations, such as images and displayed examples, help contextualize new vocabulary and lesson topics, making them easier for students to understand. Teachers reported that this approach supports clearer explanations and facilitates students' comprehension of the material being taught.

Overall, the findings demonstrate that LCD projectors at MAS NW Sepit are utilized as an integral instructional medium in Arabic language learning. Their use supports more efficient classroom management, clearer presentation of learning materials, and improved instructional organization. These results illustrate how instructional technology is practically implemented in Arabic language teaching at MAS NW Sepit.

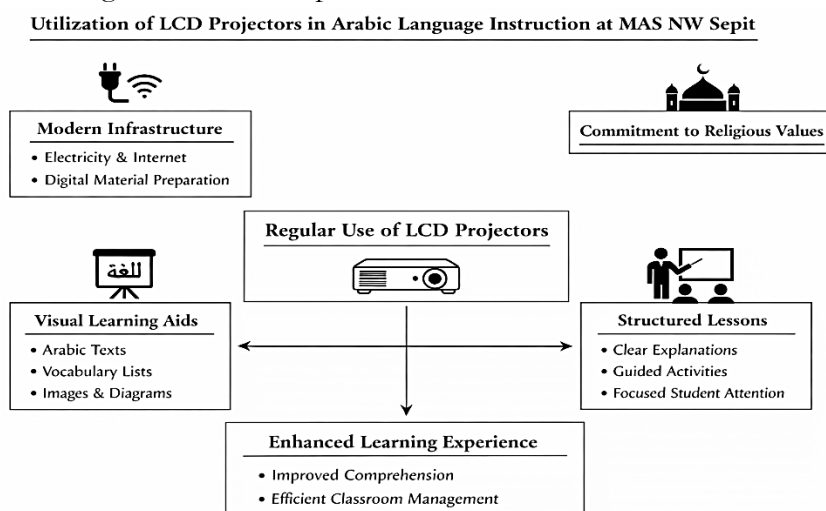


Figure 1. Utilization of LCD Projectors in Arabic Language Instruction at MAS NW Sepit

Figure 1 illustrates the systematic utilization of LCD projectors in Arabic language instruction at MAS NW Sepit. The diagram shows that the availability of modern infrastructure, such as electricity and internet access, combined with the school's commitment to religious values, supports the regular use of LCD projectors as an integral instructional medium. Through this technology, teachers present visual learning aids including Arabic texts, vocabulary lists, and images, which serve as a central focus during lessons. This process leads to more structured lesson delivery, clearer explanations, guided learning activities, and improved student attention.

Ultimately, the integration of LCD projectors contributes to an enhanced learning experience by improving students' comprehension and supporting more efficient classroom management.

2. The Extent to Which LCD Projectors Enhance Students' Interest in Learning Arabic

The findings indicate that the use of LCD projectors has a noticeable positive influence on students' interest in learning Arabic at MAS NW Sepit. Classroom observations show that students demonstrated higher levels of attention and engagement during lessons that incorporated visual presentations compared to lessons delivered using conventional teaching methods. The presence of visual materials projected on the screen appeared to reduce passive behavior and encouraged students to focus more consistently on the learning content.

Students' interest was reflected in their classroom behavior, such as increased eye contact with the instructional materials, active participation in responding to teachers' questions, and greater enthusiasm during vocabulary and text-based activities. When Arabic vocabulary, images, or example sentences were displayed using the LCD projector, students showed more curiosity and willingness to follow the lesson. This suggests that visual presentation helped make Arabic learning more appealing and less monotonous for learners.

Interview data from teachers also indicate that the use of LCD projectors contributed to a more engaging learning atmosphere. Teachers reported that students were more motivated to pay attention and participate when lessons involved images, texts, or visual explanations rather than solely relying on verbal explanations or board writing. The visual clarity provided by the projector enabled students to recognize Arabic script more easily, which reduced confusion and increased their confidence in following the lesson.

Furthermore, the use of LCD projectors helped create a learning environment that felt more modern and relevant to students' daily experiences with technology. Students appeared to associate technology-based instruction with a more enjoyable learning experience. This perception contributed to a more positive attitude toward Arabic lessons, which had previously been perceived by some students as difficult or less interesting.

However, the findings also show that the enhancement of students' interest was not absolute. Some students still required additional guidance and encouragement, particularly those with lower initial motivation or limited prior exposure to Arabic. This indicates that while LCD projectors significantly support the improvement of learning interest, they function most effectively when combined with appropriate teaching strategies and active teacher guidance.

In summary, the findings demonstrate that the use of LCD projectors enhances students' interest in learning Arabic at MAS NW Sepit to a considerable extent. The technology supports increased attention, engagement, and positive learning attitudes, although it does not entirely replace the role of pedagogical interaction and instructional guidance. These results highlight the importance of integrating instructional media with effective teaching practices to maximize students' interest in Arabic language learning.

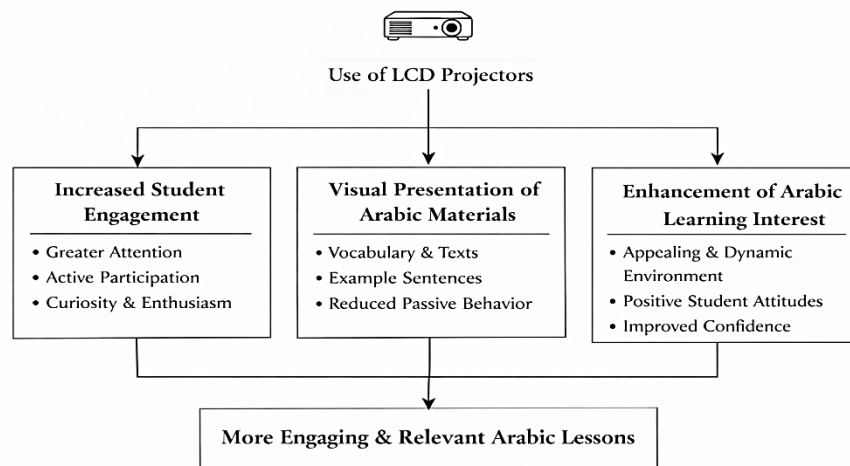


Figure 2. The Use of LCD Projectors Enhances Students’ Interest in Learning Arabic at MAS NW Sepit

Figure 2 illustrates the extent to which the use of LCD projectors enhances students’ interest in learning Arabic at MAS NW Sepit. The diagram shows that the integration of LCD projectors leads to increased student engagement, clearer visual presentation of Arabic learning materials, and a more appealing learning environment. These elements contribute to greater attention, active participation, and more positive attitudes toward Arabic lessons. Overall, the figure emphasizes that LCD projectors support students’ learning interest by making Arabic instruction more engaging and relevant, while still requiring effective teacher guidance to maximize their impact.

DISCUSSION

1. Analysis of Results

The findings indicate that the utilization of LCD projectors plays a substantial role in supporting Arabic language instruction and enhancing students’ learning interest at MAS NW Sepit. These results must be understood within the broader context of rapid technological development, where information flows quickly and technological tools have become an unavoidable necessity in various sectors, including education. In this context, educational institutions are increasingly required to adapt instructional practices to align with technological advancements in order to remain relevant and effective.

MAS NW Sepit, as an Islamic senior secondary school under the supervision of the Ministry of Religious Affairs, demonstrates an adaptive approach by integrating technology-based learning while maintaining religious values. Supported by adequate infrastructure such as electricity and internet access, the school has implemented LCD projectors as part of its instructional strategy, particularly in Arabic language learning. This integration reflects the understanding that technological progress is not limited to electronic devices alone but extends to instructional methods that support effective teaching and learning processes.

In relation to the first research question, the findings show that the integration of LCD projectors facilitated clearer presentation of Arabic learning materials, improved classroom efficiency, and supported teachers in explaining Arabic texts and vocabulary. Observational and interview data indicate that projected materials—such as texts, images, diagrams, and vocabulary lists—enabled teachers to present content more systematically and reduced instructional time spent on board writing. This efficiency allowed teachers to focus more on explanation, interaction, and student engagement. These findings align with the functional characteristics of LCD projectors as

instructional media capable of projecting images, texts, diagrams, and other visual elements to support message delivery (Utami, 2017; Sarminto, 2024).

Visual representations displayed through LCD projectors were particularly beneficial in Arabic language instruction, where students often encounter difficulties related to script recognition and vocabulary comprehension. The clarity of projected visuals helped students focus their attention and better comprehend lesson content. Teachers reported that students appeared more concentrated and enthusiastic during lessons, as their attention was directed toward a single visual focal point. As expressed by the Arabic language teacher at MAS NW Sepit, the use of LCD projectors increased students' focus and learning enthusiasm because instructional objects could be seen clearly, both in textual and visual forms (Interview with Nasaruddin, 2025). A similar perspective was conveyed by the school principal, who emphasized that visual representations supported students' understanding of Arabic materials and vocabulary by presenting content not only verbally but also visually.

Regarding the second research question, the findings indicate that the use of LCD projectors positively influenced students' interest in learning Arabic, although the improvement was not absolute. Increased attention, active participation, and more positive learning attitudes were consistently observed during lessons that incorporated visual media. These findings suggest that instructional media function as intermediaries that transform abstract or complex learning materials into more concrete and comprehensible forms. The presence of visual support reduced learning monotony and contributed to a more engaging classroom atmosphere.

The results further suggest that visual media not only support cognitive understanding but also foster affective engagement, which is essential for sustaining students' interest in language learning. The use of LCD projectors contributed to the creation of an active, innovative, creative, effective, and enjoyable learning environment, even though students' interest levels varied individually and were not fully maximized in all cases. This finding reinforces the view that instructional media play a crucial role in clarifying learning materials and simplifying complex content, thereby making it easier for students to process information (Djamarah & Zain, 2006).

Moreover, the findings reflect the broader role of instructional media in achieving educational objectives. The effectiveness of learning is enhanced when instructional tools are aligned with the nature of learning goals and students' needs. The conscious use of LCD projectors by teachers at MAS NW Sepit demonstrates an effort to innovate instructional practices in response to advancements in knowledge and technology (Surachmad, 2003). In line with this, the findings support the notion that technology integration in education can significantly influence students' learning motivation by creating more interactive and engaging learning environments (Rahmawati, 2022; Dermawan et al., 2023).

Overall, the analysis of results confirms that the use of LCD projectors at MAS NW Sepit contributes meaningfully to instructional effectiveness and students' interest in learning Arabic. While technology alone does not guarantee optimal learning outcomes, its thoughtful integration into instructional practices serves as an important supporting factor in enhancing both understanding and engagement in Arabic language learning.

2. Comparison with Previous Studies and Theoretical Perspectives

The findings of this study are consistent with theoretical perspectives that emphasize the inseparable relationship between instructional methods and instructional media in achieving effective learning outcomes. Rosyidi (2009) highlights that teaching methods and learning media are interrelated elements, where the choice of instructional methods directly influences the

selection and effectiveness of media used in the classroom. In the present study, the integration of LCD projectors functioned as an instructional medium that complemented teaching methods, enabling teachers to present Arabic learning materials more clearly and systematically, thereby supporting students' comprehension and engagement.

From the perspective of technology-enhanced learning, the findings align with arguments that traditional, lecture-based instruction is increasingly inadequate in the digital era. As discussed in the introduction, reliance on technology in education has become inevitable, as conventional teaching approaches often create passive and monotonous learning environments that negatively affect students' motivation (Aghni, 2018). The observed improvement in students' attention and participation during projector-assisted lessons at MAS NW Sepit supports this view, indicating that technology-based instructional media contribute to more dynamic and engaging learning environments.

The results of this study also corroborate previous research indicating that technology-based instructional media play a crucial role in enhancing students' motivation and learning interest. Fazri Nur et al. (2023) reported that the integration of technological media in Arabic language instruction makes learning more interactive and effective, thereby facilitating learners' progress. Similarly, Razida and Abidin (2023) found a positive correlation between the use of digital media and students' motivation in learning Arabic. The present findings support these studies by demonstrating that LCD projectors helped increase students' focus, interest, and positive learning attitudes during Arabic language instruction.

In terms of learning effectiveness, the findings are consistent with empirical evidence showing that instructional models supported by appropriate learning media yield better learning outcomes than conventional instruction. Hubbard (2006) demonstrated that media-supported learning models significantly enhance learners' comprehension compared to traditional lecture-based approaches. In addition, Baso (2013) emphasized that learning experiences involving audiovisual media and interactive activities result in higher levels of learning retention. The increased student engagement observed in this study reflects these findings, suggesting that visual media such as LCD projectors contribute to both cognitive understanding and affective involvement in Arabic language learning.

Furthermore, the findings align with previous studies specifically examining the use of LCD projectors in educational settings. Salwa et al. (2024) found that LCD projector use significantly influenced students' motivation and interest in learning Arabic due to visually appealing instructional materials. Likewise, Imanuela and Setiawan (2024) reported that visual projector media enhance students' learning motivation by improving focus and active participation. The present study confirms these results within the context of an Islamic senior secondary school, indicating that LCD projectors can be an effective instructional medium across diverse educational contexts.

Overall, the consistency between the findings of this study and previous theories and empirical research reinforces the argument that technology-based instructional media are essential for enhancing students' interest and engagement in Arabic language learning. As noted by Kurnia et al. (2018), technology-based instructional methods enable students to learn more interactively and creatively, thereby increasing learning motivation. The present study extends this understanding by demonstrating that the effective use of LCD projectors can bridge the gap between students' technologically rich environments and classroom-based Arabic language instruction.

3. Implications of the Findings

The findings of this study contribute to the growing body of literature on technology-assisted language learning, particularly in the context of Arabic language education in Islamic secondary schools. Practically, the results suggest that LCD projectors can be effectively utilized as instructional media to enhance students' interest and engagement when combined with appropriate teaching strategies. Teachers are encouraged to design visually rich instructional materials that align with learning objectives and students' needs.

From a pedagogical perspective, the findings highlight the importance of integrating technology in a meaningful way. The use of LCD projectors should not replace teacher–student interaction but rather support and enrich instructional practices. This study also implies that schools with limited resources can still improve learning quality by optimizing existing technological tools.

4. Limitations of the Study

Despite its contributions, this study has several limitations. First, the research was conducted in a single institution, which may limit the generalizability of the findings to other educational contexts. Second, the qualitative case study design relied heavily on observations and interviews, which may be influenced by researcher subjectivity. Additionally, the study did not quantitatively measure changes in students' interest levels, relying instead on behavioral indicators and teacher perceptions.

5. Partial Conclusions

In conclusion, the discussion indicates that the use of LCD projectors in Arabic language instruction at MAS NW Sepit supports both instructional effectiveness and students' learning interest. The findings are consistent with established theories of instructional media and previous empirical studies on technology-enhanced learning. While the use of LCD projectors alone does not fully determine students' interest, it serves as a valuable instructional tool when integrated with effective pedagogical practices. These partial conclusions provide a foundation for the final conclusion and recommendations presented in the subsequent section.

CONCLUSION

This study concludes that the use of LCD projectors as instructional media plays a significant role in supporting Arabic language learning at MAS NW Sepit, particularly in enhancing students' learning interest. The findings demonstrate that LCD projectors contribute to increased student attention, engagement, and positive learning attitudes during Arabic lessons. Visual presentations of learning materials help reduce monotony in the classroom and make Arabic instruction more accessible and appealing to students, thereby addressing the research objectives and research questions formulated in the introduction. The results also indicate that the effectiveness of LCD projectors is closely linked to how the media are integrated into instructional practices. When combined with appropriate teaching strategies, LCD projectors function not merely as technological tools but as pedagogical supports that facilitate clearer material delivery and more interactive classroom environments. These findings reinforce the importance of aligning instructional media with teaching methods to achieve optimal learning outcomes in foreign language education, particularly in Arabic language instruction.

In terms of implications, this research contributes to the growing body of knowledge on technology-assisted language learning by providing empirical evidence from the context of an Islamic senior secondary school. Practically, the findings suggest that Arabic language teachers are encouraged to integrate LCD projectors into their instructional practices to foster students' interest

and motivation. Institutionally, schools may consider strengthening technological infrastructure and providing professional development for teachers to maximize the pedagogical benefits of instructional media. Despite these contributions, this study is not without limitations. The research was conducted in a single educational institution, which may limit the generalizability of the findings to broader contexts. In addition, the focus of the study was primarily on students' learning interest, without examining learning achievement or long-term retention. Future research is therefore recommended to involve a larger sample size, diverse educational settings, and additional variables such as learning outcomes, language proficiency development, or comparative analyses between different types of instructional media.

In closing, this study highlights the importance of integrating instructional media, particularly LCD projectors, into Arabic language learning to create more engaging and motivating learning environments. By demonstrating how technology-supported instruction can enhance students' interest in learning Arabic, this research provides valuable insights for educators, schools, and researchers seeking to improve the quality of Arabic language education in the contemporary educational context.

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