

# The Effectiveness of Telegram Quizzes in Enhancing Arabic Language Content Mastery Among Participants of the Sabilurrasyad Arabic Course in Bandung

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## ABSTRACT

**Purpose** – This study aims to investigate the implementation, effectiveness, strengths, and limitations of the Telegram quiz feature as a learning medium in Arabic language instruction. The study adopts a quantitative descriptive approach with an experimental research design.

**Design/methods/approach** – The study employed a descriptive quantitative approach with an experimental design using a one-group pretest-posttest model. Data were collected through questionnaires and tests (pre-test and post-test) administered to 10 course participants. The results were then analyzed through hypothesis testing using a paired sample t-test.

**Findings** – The findings indicate a significant difference in participants' mastery of Arabic language material after using the Telegram quiz. Based on data analysis from 10 course participants, a significant improvement in Arabic language mastery was observed following the use of Telegram quizzes, with mean scores rising from 89.90 (pre-test) to 94.60 (post-test) (Sig. = 0.027 < 0.05;  $t = 2.645 > t_{\alpha, b_{1c}} = 2.262$ ). The Telegram quiz feature was found to be practical and user-friendly, offering a multiple-choice format that facilitates recall and comprehension of learning material. Its interface is engaging and enjoyable, and it provides immediate feedback on whether the selected answer is correct or incorrect. However, certain limitations were identified, including the small font size that can hinder readability, the inability of quiz creators to edit questions or answers once published, and the requirement for stable internet access or data availability for implementation.

**Research implications/limitations** – These findings suggest that Telegram quizzes can serve as an effective alternative instructional medium for non-formal Arabic language education. However, the study is limited by its focus on a single social media platform and a small sample size.

**Originality/value** – This study contributes to the expanding body of research on digital learning media by specifically addressing the pedagogical value of Telegram's quiz feature, a tool that has received limited attention in the context of non-formal Arabic language instruction.

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## Introduction

Language, at its core, is spoken expression. As articulated by Ibn Jinni, language is a sound employed by individuals to express their intentions (Radhiyatul Fitriya, 2022). Arabic is an integral component of Muslim life (Holilulloh & Ahmad, 2020), and its instruction is widespread globally, including in Indonesia (Zarkasyi, 2014), where it is taught in both formal and non-formal educational settings. Arabic holds significance in Islamic education for several reasons: it is the language of the two principal sources of Islamic teachings—the Qur'an and Hadith; it is the medium through which classical scholarly works that shape Islamic thought are written; it meets academic demands for students; and it supports contemporary scholarly inquiries into classical Islamic thought (Primaningtyas & Setyawan, 2019). Furthermore, Arabic's uniqueness and scientific structure underscore its relevance—it is even regarded as a foundational language of civilization (Pane, 2018).

Despite its importance, learning Arabic presents challenges that hinder learners' mastery. According to the Indonesian Dictionary (KBBI), mastery entails understanding and the ability to apply knowledge or skills. The American Joint Committee defines learning disabilities as a group of disorders manifesting in difficulties in acquiring skills such as listening, speaking, reading, writing, reasoning, memory, or mathematical ability (Abdul Qadir, 2022). Similarly, the National Joint Committee on Learning Disabilities (NJCLD) describes them as heterogeneous disorders affecting language and cognitive skills, often rooted in neurological dysfunctions (Fathiyah, 2023).

Learning difficulties generally stem from internal and external factors. Internally, learners may struggle due to limited prior exposure to Arabic or lack of interest and aptitude. Externally, barriers include insufficient familial support, limited peer or community engagement with Arabic, and uninspiring teaching methods or media (Veti Nur Fatimah, 2018).

Mastery of learning materials among Arabic language learners can be more effectively achieved when the instructional process incorporates appropriate learning media. This is due to the fact that the effectiveness of Arabic language instruction is significantly influenced by the teaching methods employed. In addition to pedagogical strategies, the instructional media utilized during the teaching and learning process also play a critical role in enhancing the overall effectiveness of instruction (Nengrum & Arif, 2020). Consequently, learning media, as auxiliary tools in the educational process, constitute an essential element that contributes meaningfully to the facilitation and success of language acquisition.

Instructional media, as one of the five foundational pillars of the learning process, serves a supportive function to ensure that instruction is carried out more effectively (Maarif, 2020). The effectiveness of learning is commonly understood as a measure of the success of interactions—both among learners and between educators and learners—within an educational context aimed at achieving specific instructional objectives (Qamar & Riyadi, 2018). A learning process is considered effective when it is capable of providing learners with new experiences, fostering the development of competencies, and guiding them optimally toward the attainment of the intended learning outcomes (Damopolii et al., 2020). The effectiveness of Arabic language instruction, in particular, is influenced by the methods employed, which encompass a variety of techniques tailored to the learners' needs in delivering instructional content. Moreover, this effectiveness is further supported by the instructional media utilized throughout the teaching and learning process (Nengrum & Arif, 2020).

Instructional media serve multiple functions within the learning process, acting not only as conduits for information delivery but also as catalysts for enhancing learners' motivation, interest, and engagement (Mahmudah, 2018). As tools for transmitting educational content, learning media are designed to ensure that messages are effectively and efficiently absorbed by learners, thereby reducing the cognitive fatigue often associated with lengthy and monotonous instructional processes (Amalia & Hidayat, 2018). This approach aligns with a fundamental pedagogical principle: the use of media should be oriented toward facilitating learners' comprehension of instructional material. Accordingly, the selection and application of media must be responsive to the specific needs and learning profiles of students (Furoidah, 2020).

One of the instructional media that has recently gained widespread use in supporting the learning process is Telegram, as exemplified by the Sabilurraiyad Arabic Course in Bandung—an institution that offers Arabic language instruction through online platforms. This is due to the fact that, unlike other social media platforms that primarily provide messaging services, Telegram offers a range of features conducive to educational use, including group chats, channels, secret messaging, live streaming, bots, and polling tools (Dhanan & Iwan, 202).

Previous research has demonstrated that the Telegram quiz bot, as a form of Learning Management System (LMS), can facilitate the learning process due to its various features that are particularly well-suited for developing listening comprehension skills. However, such studies have primarily focused on the use of the Telegram quiz bot in the context of English listening instruction, whereas the present study investigates the effectiveness of Telegram quizzes in enhancing learners' mastery of Arabic language content (Susanto et al., 2021). Furthermore, another study revealed that administering quizzes through Telegram channels was effective in improving students' cognitive and psychomotor competencies. This was evidenced by increased grammatical proficiency, enjoyment, enthusiasm, and engagement among female students. Nonetheless, that study was limited to examining the implementation of Telegram quizzes in improving cognitive and psychomotor competencies within the context of Arabic language learning (Ahmad Raf'i Fauzi, 2021).

Another study found a statistically significant difference in learning outcomes before and after the use of the Mentimeter platform. The hypothesis testing yielded an Asymp. Sig. (2-tailed) value of 0.000, which is lower than the significance threshold of 0.05, indicating a clear difference in material comprehension between the group using Mentimeter and the group employing conventional instructional methods. While both studies examine the role of educational media in enhancing learners' understanding or mastery of Arabic instructional content, the primary distinction lies in the type of media assessed. The aforementioned study focused on the effectiveness of Mentimeter, whereas the present research investigates the effectiveness of Telegram quizzes as a learning medium (Zulfa & Huda, 2021).

Further research on the use of Telegram as a medium for Arabic language instruction indicated that its implementation at MAN 1 Kulon Progo—specifically for specialized Arabic courses—was highly appropriate given the contextual demands during the COVID-19 pandemic (Rois & Setyawan, 2021). Another study also highlighted that both Telegram and WhatsApp were widely utilized to support the public in learning Arabic grammar. These platforms were found to be particularly relevant and effective in meeting

the needs of learners engaged in distance learning, especially in the domain of Arabic grammar instruction. Through these applications, students not only accessed pre-prepared grammatical content but also reinforced their memory and language skills by utilizing the available quiz features. The study further revealed that the integration of social media as instructional tools significantly contributed to the development of learners' writing, reading, listening, and speaking abilities (Rufaidah et al., 2020).

Although numerous studies have explored the use of Telegram in general, Telegram quizzes in particular, as well as other platforms such as Mentimeter in language learning, there remains a lack of comprehensive understanding regarding the effectiveness of Telegram quizzes in enhancing mastery of Arabic language material. This gap exists because prior research has predominantly focused on the implementation or practical use of various media in instructional settings—whether general applications like Telegram and WhatsApp, or specific tools such as quizzes and Mentimeter. The present study aims to address this gap by examining the effectiveness of Telegram quizzes in improving learners' mastery of Arabic instructional content and by testing the hypothesis that Telegram quizzes are an effective medium for enhancing Arabic language acquisition.

Building upon the background and previous findings, a research gap remains regarding the effectiveness of the quiz feature on the Telegram platform within the context of non-formal Arabic language courses. Accordingly, this study aims to analyze the effectiveness of Telegram quizzes in enhancing Arabic language mastery among learners at the Sabilurrasyad Course in Bandung. In addition, the study evaluates participants' perceptions of the strengths and limitations of this medium within the framework of online learning.

## Methods

### 1. Research Design

This study employed a quantitative descriptive approach with an experimental design, specifically the one-group pretest-posttest design. The aim was to assess the effectiveness of using Telegram quiz media in Arabic language learning by comparing participants' mastery of the material before and after the intervention (Priadana & Sunarsi, 2021). The Telegram quiz served as the independent variable ( $X$ ), while Arabic language mastery was the dependent variable ( $Y$ ) (Ulfa, 2021).

### 2. Population and Sample

The population and sample of this study consisted of 10 course participants who were selected using a total sampling technique, considering the small population size (Hardani et al., 2020). These participants took part in all phases of the intervention, from the pretest to the posttest.

### 3. Instruments

Two main instruments were used for data collection:

- **Achievement Tests:** Consisting of a pretest and posttest to assess participants' mastery of Arabic material. Each test included 10 multiple-choice questions, 5 short-answer questions, 5 translation questions.

The questions were designed to measure vocabulary understanding, grammar, and translation ability (Magdalena et al., 2021).

- **Questionnaire:** Administered via Google Forms to evaluate frequency of Telegram quiz usage in learning, Participants' perceptions of the Telegram quiz media, Effectiveness and understanding of the Arabic materials after using the quiz  
The questionnaire consisted of 11 items, including 9 closed-ended and 2 open-ended questions (Pujihastuti, 2010).

#### 4. Data Collection Techniques

The study was conducted from December 2023 to February 2024, following these steps:

- **Pretest:** Conducted on January 26, 2024, to measure baseline Arabic proficiency.  
Quiz Implementation: Held on February 1, 2024, using a Telegram channel with quiz mode. A total of 50 questions were prepared and uploaded by the instructor to the platform.
- **Posttest:** Administered on February 3, 2024, to assess learning outcomes after the intervention.
- **Questionnaire Distribution:** Shared digitally after the posttest to collect participant feedback and reflections on the learning process.

#### 5. Data Analysis

The results of the pretest and posttest were analyzed using the paired sample t-test to determine whether there was a statistically significant difference in participants' performance before and after the intervention (Ananda & Fadhl, 2018). This analysis aimed to evaluate the impact of Telegram quiz media on Arabic language mastery.

## Result

### Pre-Test and Post-Test Results

The following are the pre-test and post-test results of the participants enrolled in the Sabilurrasyad Arabic Course in Bandung:

**Table 1**

#### *Pre-Test and Post-Test Scores*

No	Name	Pre-Test	Post-Test
1	Yena Arenia	100	100
2	Ummu Nahwan	98	98
3	Nabilah	98	96
4	Shayla Azzahra	95	99
5	Ai Azkia L	91	99
6	Safitri Wazar	88	92
7	Heriaty Agustin	88	87
8	Elis Haryati	81	95
9	Iur Desanti	81	95
10	Yuniana Harahap	79	87

Based on the data, the average scores for the pre-test and post-test are as follows:

**Table 2**

*Paired Samples Statistics*

Pair	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	89.90	10	7.78	2.46
Post-Test	94.60	10	4.79	1.51

**Correlation Between Pre-Test and Post-Test Scores**

The correlation between pre-test and post-test scores was examined as follows:

**Table 3**

*Paired Samples Correlation*

This development process involves various stages, starting from design to implementation. Below is a series of images illustrating the key steps in creating this learning media.

Pair	N	Correlation	Sig. (2-tailed)
Pre-Test & Post-Test	10	0.697	0.025

**Hypothesis Testing**

The following are the results of the paired sample t-test conducted to compare the pre-test and post-test scores of the Sabilurrasyad Arabic Course participants:

**Table 4**

*Paired Samples Test*

Pair	Mean Difference	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)
Pre-Test - Post-Test	-4.700	5.618	1.777	-8.719 to -0.681	-2.645	9	0.027

Based on the results of the paired t-test shown in the table above, the Sig. (2-tailed) value is 0.027, which is less than the significance level of 0.05. The t-statistic is negative (t = -2.645) because the mean score of the pre-test was lower than that of the post-test. In this context, the negative t-value reflects the direction of the difference and does not imply a lack of significance. The critical t-value (t-table) at df = 9 and  $\alpha / 2 = 0.05$  is 2.262. Since the calculated t-value (2.645) exceeds the critical value (2.262), the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>1</sub>) is accepted. This indicates a statistically significant improvement in Arabic language mastery following the use of Telegram quizzes.

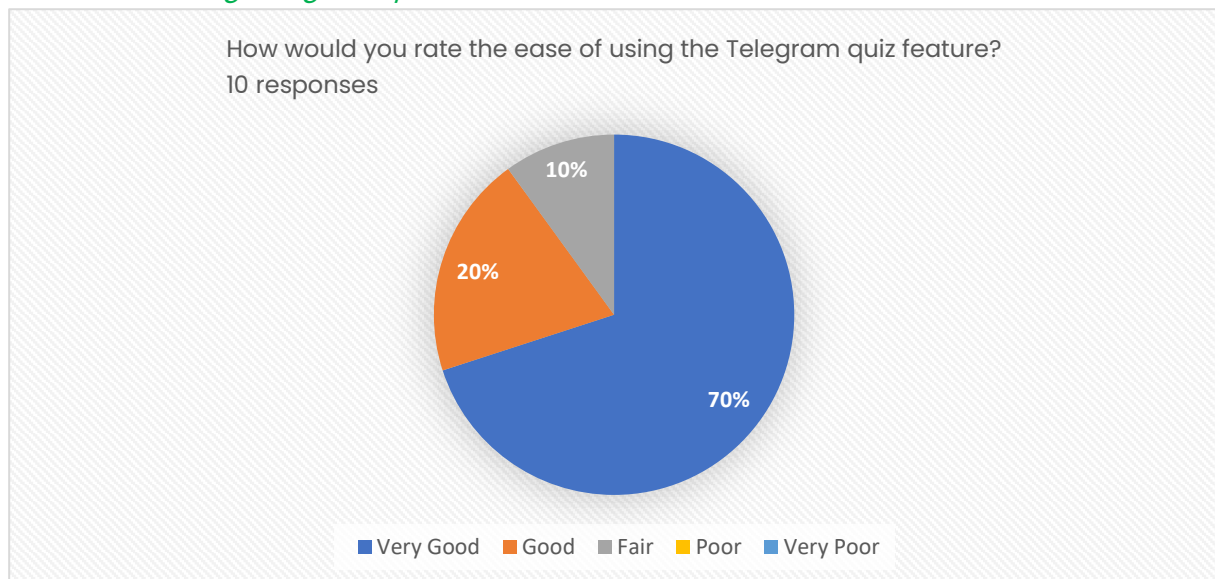
**Questionnaire Results**

The following data were obtained from the distribution of questionnaires to the respondents:

## Ease of Use of Telegram Quiz

**Figure 1**

*The ease of using Telegram quizzes*

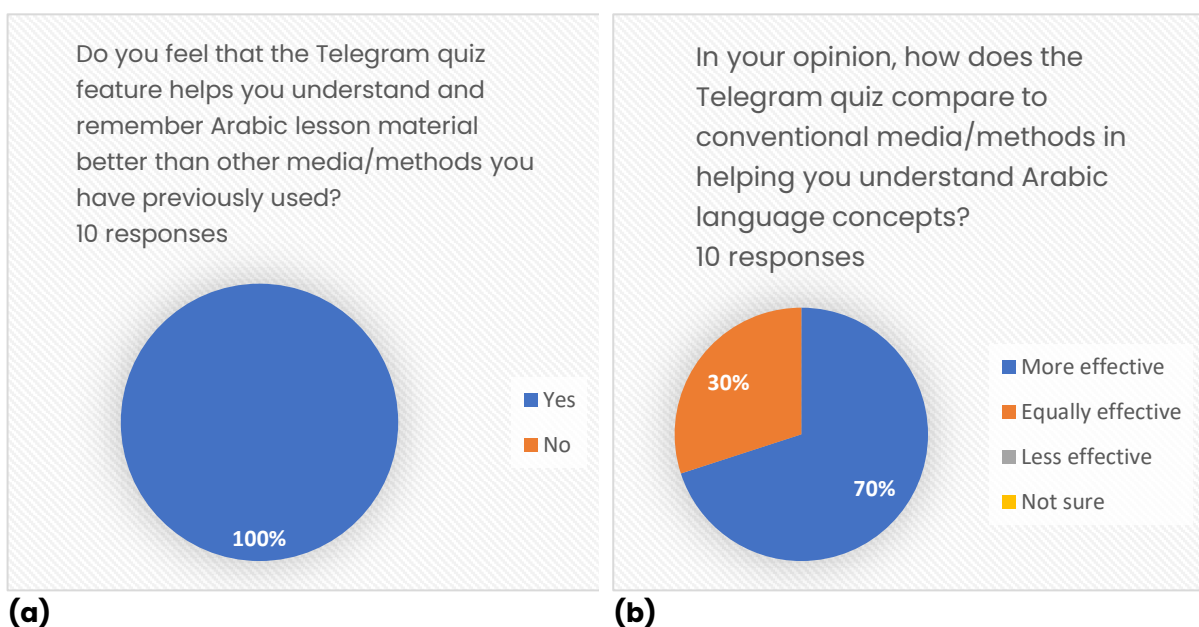


Based on the figure 1, 7 out of 10 respondents reported that using the Telegram quiz was very easy, 2 respondents rated it as easy, and 1 respondent as moderately easy. These responses indicate that, overall, the participants found the Telegram quiz to be user-friendly and accessible as a learning medium.

## Telegram Quiz Compared to Other Media/Methods

**Figure 2**

*Comparison of Telegram quiz with other media or methods (a) Effectiveness in helping understand and retain Arabic learning content, (b) Effectiveness in assisting conceptual understanding of Arabic*

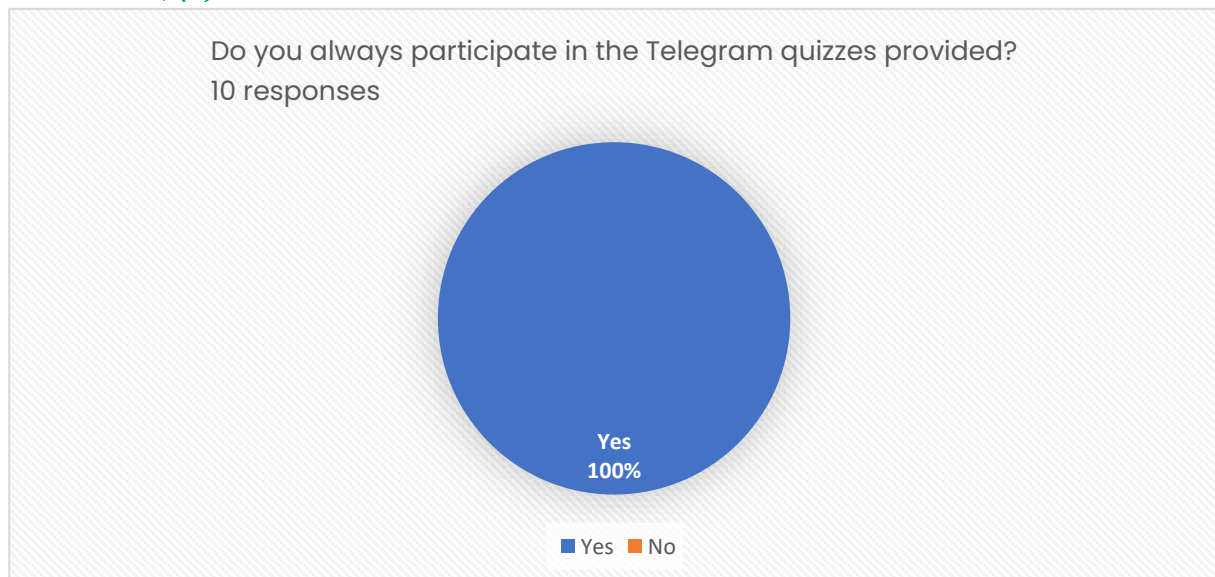


The two figure (a) and (b) above reveal that the Telegram quiz was perceived to be more effective in aiding respondents' mastery of course material compared to other instructional media or methods. All respondents (100%) indicated that the Telegram quiz helped them better understand and retain Arabic lesson content relative to alternative media. Furthermore, 7 respondents stated that the Telegram quiz was more effective in supporting their understanding of Arabic language concepts, while the remaining 3 respondents believed it was equally effective when compared to conventional instructional methods.

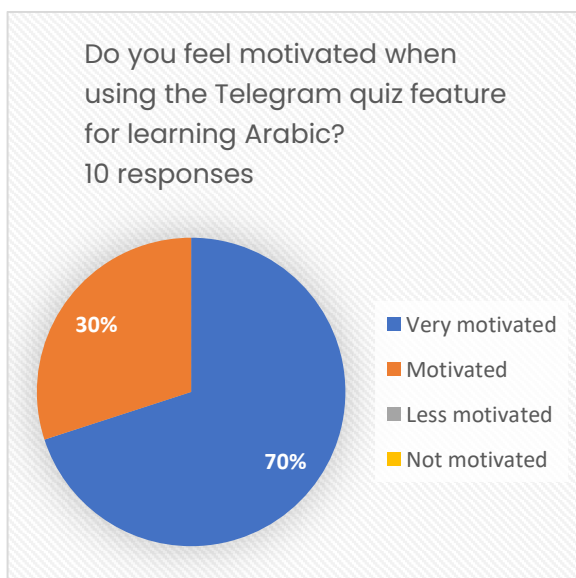
### Participants' Enthusiasm and Confidence in Telegram Quiz

**Figure 3**

*Respondents' enthusiasm and confidence in the Telegram quiz (a) Participation, (b) Enthusiasm, (c) Confidence*



**(a)**



**(b)**



**(c)**

Respondents showed a high level of enthusiasm in engaging with the Telegram quiz. As illustrated in Figures 3 (a) and (b). in figure (a), all participants (100%) reported

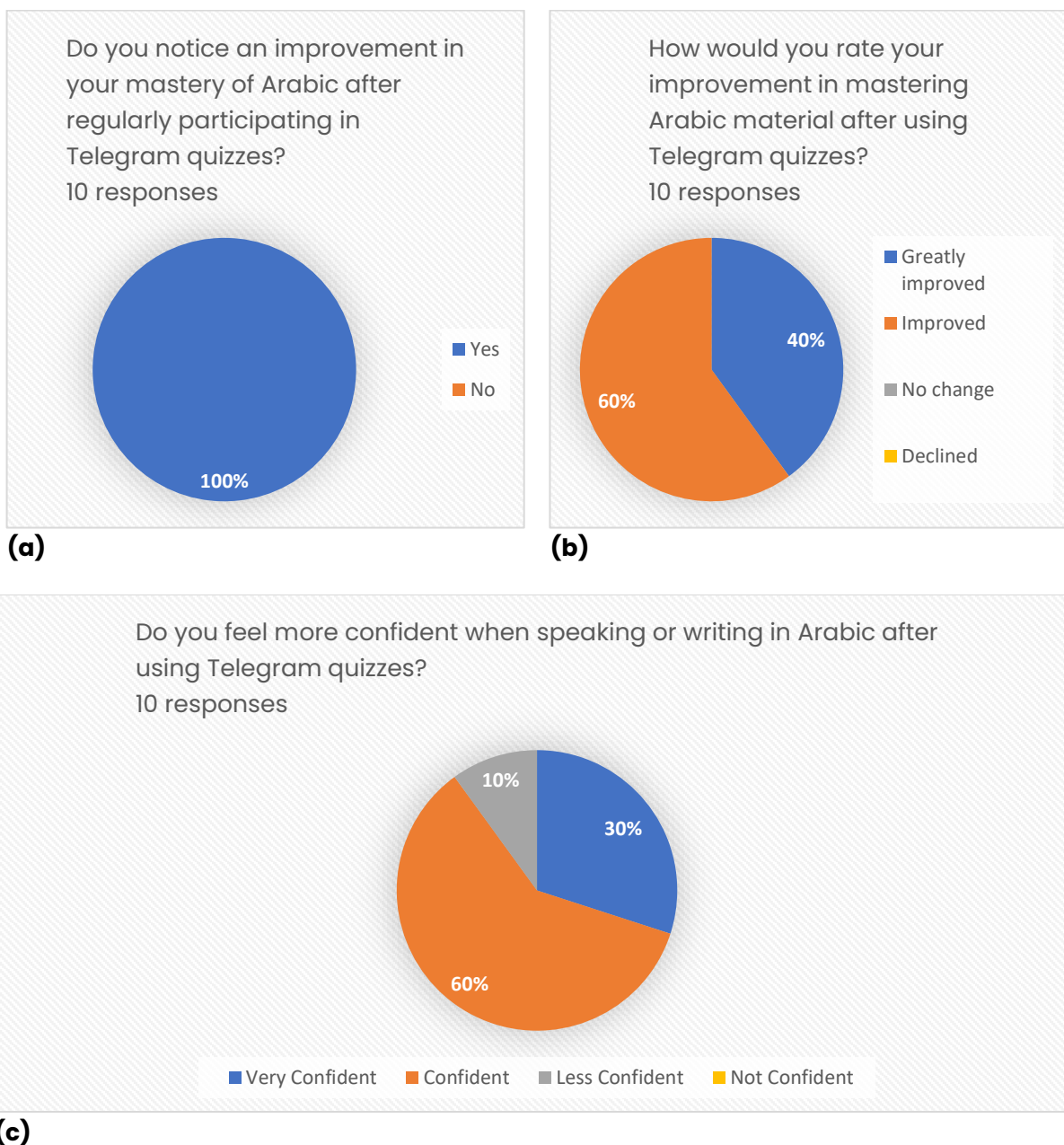


consistently participating in each quiz activity provided through the course's Telegram channel. In Figure (b), 70% of respondents described themselves as *very enthusiastic* about the quizzes, while the remaining 30% reported feeling *enthusiastic*. This enthusiasm was supported by strong confidence in the Telegram quiz as an effective learning tool. Figure (c) shows that 60% of respondents felt *very confident* in the platform's ability to support their Arabic learning, while the other 40% reported feeling *confident* in its effectiveness.

### Improvement in Participants' Competence After Using Telegram Quiz

**Figure 4**

*Improvement in participant competence after using the Telegram quiz (a) Perceived improvement in content mastery I, (b) Perceived improvement in content mastery II, (c) Increase in self-confidence*



Based on the figure 4 (a) above, it can be concluded that respondents experienced noticeable improvements in their mastery of Arabic language material following the use of

the Telegram quiz. Specifically, in figure (b) 40% of participants reported a *greatly improved* in their understanding of Arabic content, while the remaining 60% indicated a *improved*. Additionally, there was a positive shift in respondents' self-confidence. As shown in Figure (c), 6 out of 10 respondents reported feeling *confident* after using the Telegram quiz, 3 described themselves as *very confident*, and only 1 respondent reported *low confidence*.

### Advantages of the Telegram Quiz Feature

Based on the findings obtained from the questionnaire responses presented earlier in this section, several advantages of using the Telegram quiz feature as a medium for Arabic language instruction can be identified:

1. It is practical and easy to use.
2. The multiple-choice format facilitates the recall and understanding of lesson content, such as Arabic vocabulary and its meanings, as well as other instructional materials.
3. The interface is visually appealing and engaging—correct answers are accompanied by celebratory visual effects, such as colorful fireworks.
4. Upon submitting a response, users receive immediate feedback indicating whether their answer is correct or incorrect. A green checkmark appears for correct responses, while incorrect responses are marked with a red cross. In both cases, the correct answer is also displayed, enabling learners to recognize their mistakes and reinforce correct knowledge.

Further advantages of the Telegram quiz in the context of Arabic language learning include:

1. Its use promotes greater flexibility in the learning process (Rois & Setyawan, 2021).
2. It allows educators to more easily assess learners' comprehension of previously taught material (Maulidiyah, 2022).

### Disadvantages of the Telegram Quiz Feature

Despite these strengths, the Telegram quiz feature also presents certain limitations. According to the questionnaire data, one notable drawback is the small font size, which poses challenges in reading and accurately identifying Arabic diacritical marks (*ḥarakāt*) in both questions and answer options. Other disadvantages of telegram quiz is identified are as follows:

1. Quiz creators are unable to edit questions or answers once they have been published, even in the case of errors.
2. The implementation of Telegram quizzes requires sufficient internet access or data availability, which may be a constraint in certain learning environments (Rois & Setyawan, 2021, p. 67).

The menu display in Figure 1 illustrates the initial interface of the iSpring Suite application integrated with PowerPoint. The subsequent step involves designing learning material content by utilizing various tools provided in the iSpring Suite menu bar.

## Discussion

### Implementation of the Telegram Quiz

The quiz is one of the available modes within the poll feature on Telegram, which can be utilized in both group and channel settings. This feature offers three configuration options: visible vote, multiple answers, and quiz mode.

Prior to the implementation of the Telegram quiz, on January 26, 2024, participants took the first-stage exam or pre-test. In this assessment, instructors administered a total of 20 questions, consisting of 10 multiple-choice items, 5 fill-in-the-blank questions, and 5 translation tasks. These questions were constructed based on previously studied material.

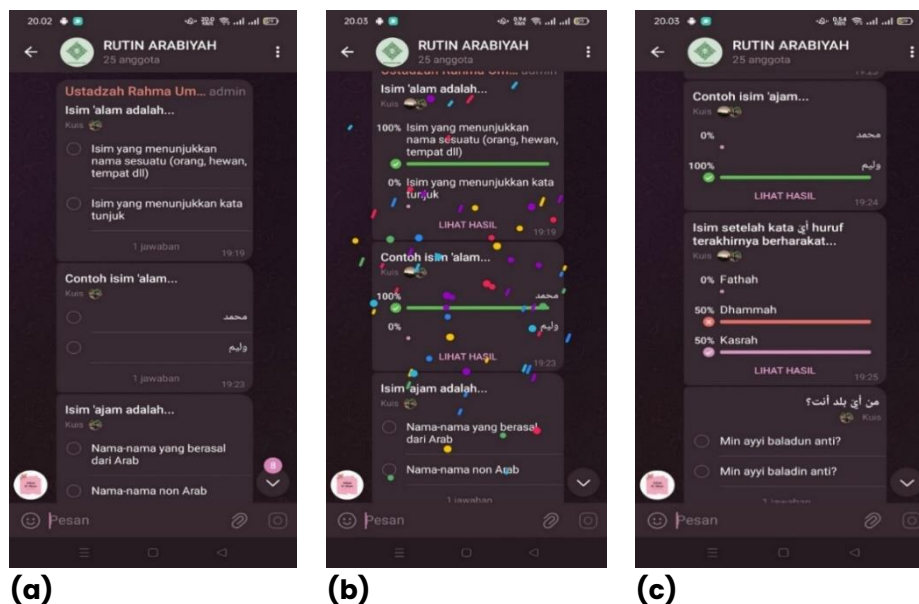
The Telegram quiz was then conducted on February 1, 2024. It was used as a medium to review and assess students' mastery of the material covered in earlier sessions. Through this platform, instructors created 50 multiple-choice questions consisting of short prompts with two to three answer options. Each question had only one correct answer. Participants were not required to answer questions in sequence; instead, they were free to answer them in any order, based on their individual preferences and ability. Learners could select what they believed to be the correct answer from the available choices.

Upon selecting an answer, participants received immediate feedback indicating whether their response was correct or incorrect. If the selected answer was correct, a colorful burst resembling fireworks would appear on the screen, and the response would be marked with a green check mark. If the selected answer was incorrect, it would be marked with a red cross. Additionally, learners were instantly shown the correct answer for each question. After submitting their responses, they were also able to view the answers submitted by others. However, once an answer was submitted, it could not be changed.

After completing sufficient practice using the Telegram quiz, participants proceeded to the second-stage assessment or post-test on February 3, 2024. The questions administered during the post-test were identical to those in the initial pre-test. This post-test was intended to measure the participants' performance and identify any differences in their understanding before and after using the Telegram quiz as a learning tool.

**Figure 5.**

### Quiz Implementation



(a) Display of quiz question before being answered, (b) Display after submitting a correct answer, (c) Display after submitting an incorrect answer

### Effectiveness of Telegram Quizzes

Based on the findings of this study, there was a noticeable difference in participants' average mastery of learning material before and after using the Telegram quiz feature. The results also indicated a significant relationship between the pre-test and post-test variables. According to the statistical analysis using a paired sample *t*-test, the *Sig. (2-tailed)* value was 0.027, which is less than the significance level of 0.05, and the calculated *t-value* was -2.645. In this context, the negative *t-value* simply indicates the direction of the difference and does not affect the significance of the result. The critical *t-table* value was 2.262, based on a degree of freedom (*df*) of 9 and a significance level of  $\alpha/2$ .

Given that the calculated *t-value* (2.645) exceeds the *t-table* value (2.262), and considering the decision rule that states  $H_1$  is accepted if  $\alpha < 0.05$  and  $t_{\text{calculated}} > t_{\text{table}}$ , it can be concluded that the alternative hypothesis ( $H_1$ ), "Telegram quizzes are effective in improving Arabic language mastery," is accepted. Consequently, the null hypothesis ( $H_0$ ), "Telegram quizzes are not effective in improving Arabic language mastery," is rejected.

Thus, it may be concluded that the use of Telegram quiz media leads to a statistically significant improvement in learners' mastery of Arabic instructional material. Given this significant difference, the hypothesis posed in this study is supported: *Telegram quizzes are effective in enhancing learners' understanding of Arabic learning content.*

This finding is consistent with the argument presented by Susanto et al. (2021), who asserted that Telegram's quiz bot, as part of a Learning Management System (LMS), offers practical benefits that facilitate the learning process.

In addition, the questionnaire results reinforce this conclusion. Participants reported that Telegram quizzes were more effective in helping them master course material compared to other instructional media or methods. This positive perception also influenced learners' confidence, as reflected in their strong enthusiasm for using Telegram quizzes as a tool for improving their understanding of Arabic.

These results are in line with the findings of Ahmad Raf'i Fauzi (2021), who stated that the use of quizzes via Telegram channels is effective in enhancing both the cognitive and psychomotor competencies of female students.

### Conclusion

Based on the results of data analysis, it can be concluded that the use of Telegram quizzes is effective in enhancing Arabic language mastery among participants of the Sabilurrasyad Arabic Course in Bandung. This effectiveness is evidenced by a statistically significant improvement between pre-test and post-test scores.

In addition to supporting learning outcomes, Telegram quizzes were positively received by learners in terms of ease of use, engaging interface, and instant feedback. However, certain technical limitations—such as small font size, dependence on internet connectivity, and restricted editing capabilities—should be taken into account in future development and implementation.

These findings suggest that Telegram has the potential to serve as an adaptive and practical alternative for digital learning media, particularly in non-formal educational contexts and Arabic language instruction.

This study is limited by its small sample size and the absence of a control group. Therefore, future research employing a more robust experimental design with a larger and more diverse participant base is strongly recommended.

## Declarations

### Author contribution statement

The author affirms sole responsibility for the following aspects of the study: conception and design of the research, data collection, analysis and interpretation of the findings, and manuscript preparation.

### Funding statement

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### Data availability statement

The data used in this study are fully available and accessible to the public. All data collected through observation, interviews, and questionnaires were meticulously processed to ensure accuracy and validity. We are committed to maintaining transparency in this research so that the results and relevant data can be utilized by other researchers and educational practitioners.

### Declaration of interests statement

The authors declare that they have no financial interests or personal relationships that could influence the outcomes of this research.

### Additional information

We are open to discussions and exchanges of ideas related to innovations in Arabic language teaching. Further information about this research can be found in our publications or by sending a message to the email address: 20104020003@student.uin-suka.ac.id.

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