

Integration of Mobile Assisted Language Learning in Arabic Language Education: A Systematic Literature Review

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Abstract

Arabic language learning in Indonesia is facing a critical transformation in the 21st century, shifting from conventional teacher-centered models to technology-integrated ecosystems. Despite the potential of mobile technology, there is a significant gap in empirical validation regarding which specific applications are effective and how they can be pedagogically integrated within the Indonesian curriculum. This study aims to fill this gap by identifying prior research, analyzing the effectiveness of mobile applications, and providing evidence-based recommendations for Arabic language educators. This study employs a Systematic Literature Review (SLR) design following the PRISMA framework. Data were systematically retrieved from DOAJ and Semantic Scholar databases using PICOS criteria and strictly limited to the 2021-2025 publication period. Study quality was rigorously assessed using the Mixed Methods Appraisal Tool (MMAT). The findings reveal that mobile applications significantly enhance learning outcomes, particularly in vocabulary retention, motivation, and specific skills such as reading, listening, and vocabulary mastery. Key tools identified include Lectora Inspire, Duolingo, Memrise, and Plotagon Studio. The study concludes that while highly effective, implementation is hindered by technical barriers and low teacher digital competency. Practical implications suggest that for direct classroom application, educators must transition from traditional models to facilitator roles, integrating gamified features like leaderboards and interactive feedback to foster student engagement. Furthermore, successful integration requires curriculum-aligned content and the adoption of offline-capable applications to bridge the digital divide in diverse educational settings.

Keywords: Arabic language learning; Mobile applications; Systematic literature review

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INTRODUCTION

Foreign language learning in the 21st century is undergoing a radical transformation, moving from a classical teacher-centered model to an adaptive and personalized learning ecosystem, particularly driven by the wave of the 4.0 industrial revolution and the era of society 5.0 (Syagif, 2023). This requires foreign language learning, including Arabic, to transform from conventional methods to a more adaptive, personalized, and technology-integrated approach (Anggi Nurul Baity & Putri Kholida Faiqoh, 2022). Recent advances in technology have significantly impacted education, creating an urgent need to innovate beyond traditional teaching methods (Rasyida Syafawani & Prasetyo, 2024). These changes in Arabic language learning are driven by the demand to make teaching more engaging, effective, and aligned with the needs of modern, digitally literate students (Rizqoh & Taufik, 2024). Thus, the adoption of technology is no longer an option but a necessity to ensure the relevance and quality of Arabic language learning in the future.

The integration of technology, such as mobile applications and AI-supported tools, is a promising approach to addressing long-standing challenges, including low student engagement, and to offering a dynamic, personalized learning experience (Dawam & Syaidah, 2025). Conventional Arabic language teaching models have often proven ineffective due to their structural focus on grammar, resulting in an abstract and monotonous learning process (Luthfi & Dimyati, 2024). In line with the massive use of mobile devices and the adoption of Mobile Assisted Language Learning (MALL), mobile learning applications have emerged as the most promising intervention solution (Solihin, 2021). These applications offer features that overcome time and geographical constraints, provide instant feedback, and utilize gamification and multimedia elements to enhance interactivity and cognitive engagement among learners (Sitohang, 2023). The use of MALL has been proven to improve speaking skills, including vocabulary, grammar, pronunciation, and fluency (Dimas & Daulay, 2025).

Several studies have confirmed the significant effectiveness of mobile applications in foreign language learning. Mobile applications allow students to learn anytime and anywhere, which is essential for honing skills that require intensive practice, especially in speaking and listening skills (Darmawati, 2018). Well-designed applications can help improve vocabulary, pronunciation, and comprehension of grammar through audio features and interactive exercises. The use of interactive digital technology, gamification, and multimedia content can significantly increase students' interest and motivation to learn. Features such as automatic feedback, interactive exercises, and voice recognition accelerate improvements in students' pronunciation and confidence (Barokah et al., 2025). The adoption of MALL has emerged as a promising solution to overcome geographical constraints and enhance cognitive engagement through gamification and multimedia elements.

Although the potential of technology and the adoption of MALL theoretically promise the most effective intervention solutions, their practical implementation for Arabic language learning in Indonesia still reveals critical gaps that need to be addressed. These gaps are divided into several main dimensions: 1) Limited access to devices and unstable internet connectivity in schools and Islamic boarding schools are significant obstacles to the adoption of mobile application-based learning. This widens the digital divide between urban and rural areas and limits the effectiveness of technology integration (Khotijah & Indriana, 2024); 2) Teachers' digital competencies are still low, especially in terms of innovative and methodological use of technology. Many teachers use technology only for basic communication and have not yet optimized it to support interactive learning (Sholahudin et al., 2025). In Islamic boarding schools, openness to technology is beginning to grow, but traditional media still dominates, necessitating curriculum adjustments and improvements in teacher competence (Ritonga et al., 2022). 3) Many global applications are not contextual to the Arabic language curriculum in Indonesia, focusing only on basic vocabulary and lacking comprehensive language skills support. The design of applications that are unfriendly to typing Arabic letters is also an obstacle (Koderi et al., 2019).

Therefore, this study aims to identify prior research on the use of mobile applications for Arabic language learning, analyze their effectiveness in improving Arabic language skills, and recommend practical mobile applications for Arabic language learning. Thus, this study will fill the gap in empirical validation and theoretical frameworks, providing a strong foundation for evidence-based implementation of Arabic mobile learning and practical guidance for educators. The novelty of this study lies in its systematic synthesis of recent empirical evidence (2021-2025) to provide a rigorous framework for evidence-based MALL implementation specifically tailored to the Indonesian Arabic educational landscape.

RESEARCH METHOD

Research Design

This study uses a qualitative descriptive approach with the Systematic Literature Review (SLR) method. The literature used comprises journals and articles relevant to the research problem and objectives. SLR is a method for selecting, identifying, and evaluating research to answer clearly formulated research questions. There are four phases in literature mapping, namely: the identification phase, the screening phase, the eligibility phase, and the inclusion phase. Preferred Reporting Items for Systematic Reviews and Meta Analyses (PRISMA) was used as the main guideline for carrying out each stage of the research, from formulating research questions to reporting synthesis results, to minimize bias and increase the internal validity of the research (Kristiana & Wibowo, 2024). This design was chosen to ensure a rigorous, transparent, and reproducible synthesis of existing research regarding the integration of MALL in Arabic education. The research questions are formulated in Table 1 as follows.

Table 1 Research Questions Systematic Literature Review

Research Questions	Objective
How practical are mobile applications in Arabic language learning?	To identify practical mobile applications for Arabic language learning

Identification Phase

The PICOS framework is used to specifically identify the components of research questions with the following criteria: Population (P) of students at the Madrasah Aliyah (MA) and Madrasah Tsanawiyah (MTs) levels; Intervention (I) Arabic language learning with mobile applications; Comparison (C) conventional learning methods; Outcomes (O) improvement in Arabic language skills; and Study Design (S) in the form of empirical (quantitative, qualitative, or mixed-method) experimental and developmental research. This phase involves searching for, selecting, and extracting data from primary studies according to a predetermined plan. Literature searches were conducted in two relevant academic databases to identify reputable scientific journals: Directory of Open Access Journals (DOAJ) and Semantic Scholar. To ensure the relevance of the findings to current developments, the publication period of the articles was strictly limited to 2021-2025. The search process used a combination of structured Boolean operators to comprehensively cover two main domains, namely Arabic language learning and mobile applications, as shown in Table 2.

Table 2 Searches Used in the Database

Database	Keywords
Directory of Open Access Journals Semantic Scholar	"Arabic Language Learning" OR "Arabic Language Learning" AND "Mobile Application" OR "Mobile Application".

Screening Phase

Article screening was assisted by reference management and duplication removal using Mendeley software. This process was divided into two phases: (1) Title and abstract screening, in which articles were evaluated for topic relevance and time range. Duplicate records are identified and removed at this stage. (2) Full-text reading, conducted for articles that pass the first phase, ensuring deep compliance with all PICOS inclusion criteria.

Feasibility Phase

At this stage, the screened articles were analyzed to ensure their eligibility. Articles that meet the eligibility criteria are downloaded and tested using the Modified

Mixed Methods Appraisal Tool (MMAT) version 2018. MMAT was chosen for its ability to assess the risk of bias from various study designs (quantitative, qualitative, and mixed-methods) relevant to experimental studies and development in this systematic literature review (Sugiyono, 2018).

Inclusion Phase

The inclusion phase is the final study used for synthesis and reporting. The purpose of this phase is to finalize the list of primary studies that meet the eligibility and quality criteria, which will serve as the basis for the SLR analysis.

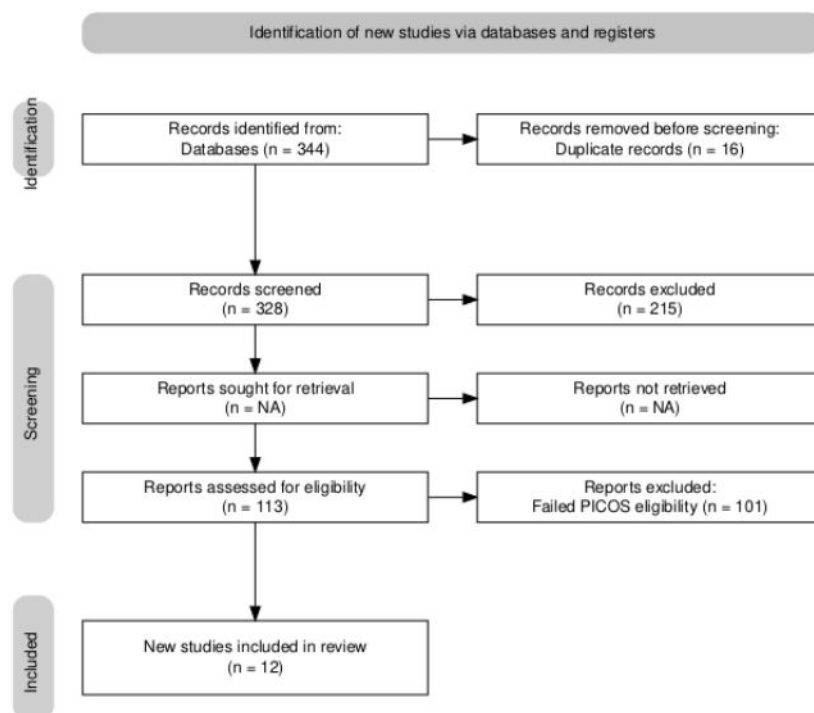


Figure 1: PRISMA Mobile Application Flowchart in Arabic Language Learning

Used as a structured tool to define eligibility. The population focused on Arabic learners, the intervention was the use of mobile apps, and the outcomes measured were linguistic competence (Maharah) and student engagement. As shown in the flowchart above, there were 344 databases from DOAJ and Semantic Scholar. A total of 16 databases were identified as duplicates. Then, the remaining databases were mapped according to the inclusion and exclusion criteria. A total of 215 databases were included in the exclusion criteria at the title and abstract screening stage. A total of 101 databases were also excluded because they did not meet the PICOS criteria. There were 12 databases of articles that met the inclusion criteria. Each of the 12 selected studies underwent a rigorous quality appraisal using MMAT. This instrument allowed the researchers to evaluate the methodological quality of diverse study designs (qualitative, quantitative, and mixed methods) by assessing five core criteria: clarity of research questions, appropriateness of data collection, adequacy of analysis, and the relationship between data and findings. In the next stage, these articles will be synthesized using a thematic synthesis approach with the help of MAXQDA software.

The data analysis was conducted through a rigorous three-stage thematic synthesis process using MAXQDA software to ensure systematic interpretation. In the Initial Coding phase, the raw data from the selected studies were meticulously parsed to identify recurring patterns and specific attributes, such as the types of mobile applications utilized (e.g., Duolingo, Lectora Inspire) and the specific linguistic competencies targeted, including *Istima'* (listening) and *Qira'ah* (reading). These codes were then

progressed into the Categorization stage, where fragmented labels were clustered into overarching thematic dimensions, such as "Pedagogical Effectiveness," "Technical Barriers," and "Gamification Impacts." Finally, the Synthesis phase involved integrating these broad themes to construct a comprehensive narrative that directly addressed the research questions. This final stage was instrumental in bridging theoretical findings with the development of evidence-based, practical recommendations for the effective integration of MALL within Arabic language classroom settings.

RESULTS AND DISCUSSION

Results

This section presents the results of the SLR conducted to analyze, synthesize, and identify key patterns and gaps in the literature on the integration of mobile applications in Arabic language learning. The findings are presented comprehensively through a synthesis of research results and MAXQDA relationship model analysis to ensure the integrity and depth of the data analyzed.

Table 3: Synthesis of Research Findings

No	Short Title of Study	Study Design	Key Findings (Effectiveness)	Gaps/Issues Found
1	Khotijah (2021) - GCR & Quizizz	Exp – One Group Pretest Posttest Design	Effective in fostering student motivation and interest in learning	Difficult internet connection, lack of adequate cell phone specifications
2	Laili (2022) - Hayya Naqro'	R&D (Mixed Methods)	Perfect for reading skills	Requires Android version 5.0 or higher; some buttons may not function
3	Hijriyah (2022) - Smart Apps Creator	R&D (Mixed Methods)	Effectively improves student learning outcomes	No issues
4	Andarwati (2023) - Moodle	R&D (Mixed Methods)	Effectively improving student learning outcomes	The method is lengthy and time-consuming, requiring expert verification and revision
5	Idris (2023) - Duolingo	Quasi-Experimental	Significantly improves vocabulary retention	No issues
6	Muhamad (2023) - Lectora Inspire	Quasi-Experimental	Effectively improves reading skills	Reading instruction focuses only on text
7	Nurhadi (2023) - Leaflet	R&D (Mixed Methods)	Effectively improves student learning outcomes	Students are not allowed to bring electronic devices
8	Rahmawati (2023) - Quizizz Evaluation	R&D (Mixed Methods)	Quizizz-based evaluation tools are expected to improve student learning outcomes	The method is inefficient
9	Zulfanuria (2023) - Plotagon Studio	R&D (Mixed Methods)	Effectively improves listening skills	No issues
10	Ikhlas (2024) - Articulated Storyline	Exp – pretest/posttest	Improving students' understanding of the material	There is not much research that investigates this application explicitly

No	Short Title of Study	Study Design	Key Findings (Effectiveness)	Gaps/Issues Found
11	Rwanda (2024) - PDF Hyperlink	R&D (Quasi-Experimental)	Significantly affects learning outcomes	Students tend to learn passively, relying on content provided by teachers
12	Ulhaq (2025) - Memrise	Exp – One Group Pretest Posttest Design	Significantly improves vocabulary and motivation	Small sample size, short intervention duration, and the study did not use a control group

Identification of Previous Research Findings Related to the Use of Mobile Applications in Arabic Language Learning

1. TEMUAN PENELITIAN - Code-Subcodes-Segments Model

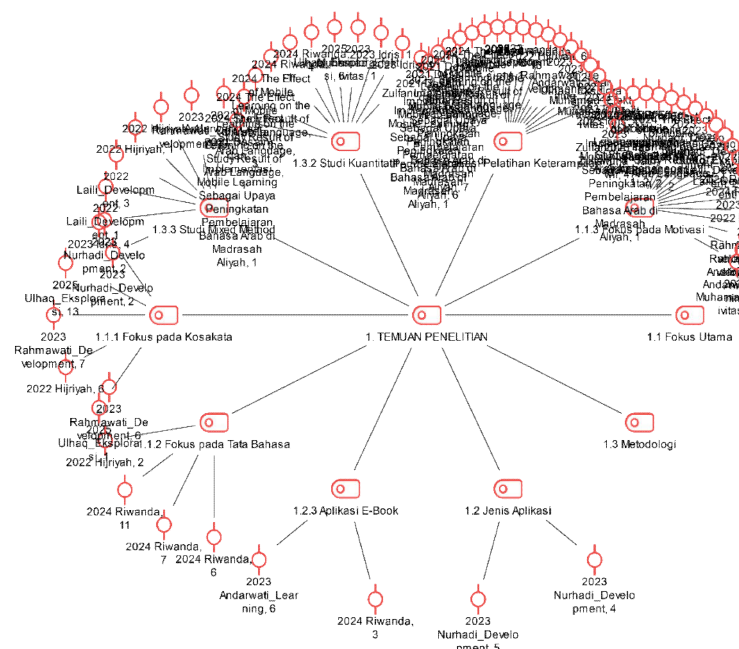


Figure 2. Previous Research Findings

The figure above represents a model of the relationship between previous research findings and a network visualization that illustrates the hierarchical interconnection between codes, subcodes, and primary data segments that support these findings. This model serves as a conceptual map that validates the thematic structure of the qualitative data analysis conducted.

The studies analyzed in this review use various types of applications, ranging from existing platforms to the development of specialized applications by researchers. To strengthen language competencies, various specific software programs have been identified: reading skills are supported by the Hayya Naqro' and Lectora Inspire applications; listening skills are focused on through the use of Plotagon Studio; while vocabulary mastery is supported by gamification-based platforms such as Memrise and Duolingo. In addition, the development and testing of modern, interactive evaluation tools use applications such as Quizlet, which, overall, have multidimensional objectives: improving learning outcomes, fostering interest, and maintaining student motivation.

Analysis of the Effectiveness of Mobile Application Use on Improving Arabic Language Skills

2. EFEKTIVITAS APLIKASI MOBILE - Code-Subcodes-Segments Model

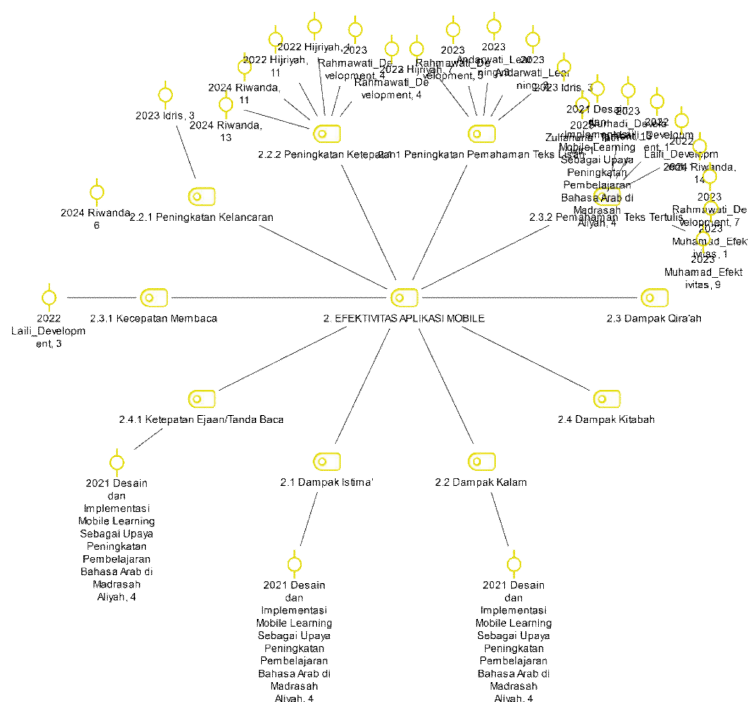


Figure 3. Effectiveness of Mobile Applications

The figure above presents a code-subcode-segment network model that visualizes the thematic structure and the empirical data supporting the effectiveness of mobile applications in improving Arabic language skills. The effectiveness of mobile applications is measured by an increase in *posttest* scores relative to pretest scores (t-test) or by very high feasibility validation.

Recommended Effective Mobile Apps for Learning Arabic

Although its effectiveness has been proven, mobile application optimization faces two main obstacles that require critical analysis: technical and pedagogical. Figure 4 presents a code-subcode-segment network model that maps thematic structures to the types of recommendations that emerge from qualitative data and to the strength of empirical support for each recommendation. Practical recommendations are intended for media developers, educational institutions, and educators to optimize the use of technology in Arabic language learning. These recommendations focus on the quality of teaching materials and their adaptation to student needs and language standards.

For media developers, content must be compiled based on a syllabus that includes Core Competencies (KI), Basic Competencies (KD), and Indicators that refer to the applicable curriculum. Developers are advised not to take text from the Ministry of Religious Affairs' books as is. The text needs to be modified in terms of length and content accuracy. New material must be linked to previous material to ensure coherence. Recommendations for the technical aspects of the application relate to the media's design, availability, and operation on user devices. The application must include a function that allows users to select an answer by clicking it directly and view the score at the end of the exercise. The design must be attractive, using colors, images, and a proportional layout. Visual design adjustments are needed, such as the addition of

Islamic characters. The application must include a help menu that explains the functions of each icon or button, making it easy to use.

Discussion

Identification of Previous Research Findings Related to the Use of Mobile Applications in Arabic Language Learning

From a research methodology perspective, it was identified that the majority of studies used development and experimental methodologies. This shows that the focus of the research was not only on creating product innovations, but also on empirically testing the effectiveness and validity of these products. This research has a primary focus aimed at overcoming various challenges in Arabic language learning, ranging from linguistic to non-linguistic aspects and technological adaptation. The first focus is on reading skills (*maharah qira'ah*), with the primary objective of making it easier for students to pronounce, understand, and analyze texts, given that the main difficulty lies in mastering the text (Laili & Ainin, 2022). Closely related to the second focus is vocabulary mastery (*mufradat*), which is believed to be the core of language, aiming to improve vocabulary retention and help students overcome obstacles in applying *mufradat* in everyday conversation (Safoni Idris et al., 2024). Meanwhile, the third focus addresses listening skills (*maharah istima'*), which are developed through audio-visual or animated teaching materials, aiming to overcome conceptual misunderstandings that often occur in communication due to a lack of practical listening skills (Zulfanuria & Asy'ari, 2023).

Furthermore, this study also examines non-linguistic aspects, such as evaluation and learning motivation. The development of modern, interactive evaluation and learning outcome tools aims to replace monotonous evaluation methods, thereby improving learning outcomes and fostering students' interest in tests. The fifth focus targets the problem of low motivation and interest in learning, with the aim of using digital media to create a fun, active, and engaging learning environment (Rahmawati et al., 2023). The results of the study (Nurhadi & Purnomo, 2023) show that the use of Leaflet media has been proven effective in improving achievement or learning outcomes, with an average student learning outcome score of 84.81%. From a research methodology perspective, it was identified that the majority of studies used development and experimental methodologies. This indicates that the research focuses not only on creating product innovations but also on empirically testing their effectiveness and validity.

Analysis of the Effectiveness of Mobile Application Use on Improving Arabic Language Skills

According to Arifin (2021), interactive learning media based on Lectora Inspire has been proven effective and significant in improving the Arabic reading skills (*Maharatul Qira'ah*) of seventh-grade MTs students. This effectiveness was proven through a paired sample t-test, in which the calculated T (9.003) was much greater than the table T (1.761), with a significance value of 0.00 (< 0.05). This media can be a solution for educators in improving students' Arabic language skills. In addition, the Android-based application Hayya Naqro' was also developed specifically for *maharah qiraah*. According to Laili (2022), although it was not tested with a pretest/posttest, this application is considered very feasible as an alternative learning medium for *maharah qiraah* with an average feasibility percentage of 80.71%. This application provides audio recordings of texts to help students pronounce them correctly.

In Safoni Idris (2024), the use of Duolingo among eighth-grade junior high school students has been shown to positively impact Arabic vocabulary retention. Statistical analysis at the 5% significance level confirms the effectiveness of Duolingo for

vocabulary acquisition. Duolingo, as an educational program, includes various activities such as listening, reading, writing, and grammar. Ulhaq (2025) also notes that the Memrise application is practical in helping students memorize vocabulary. The results of the paired sample T-test showed a significance value of 0.015 (<0.05), confirming a significant difference between the pretest and posttest scores, with an average increase of 5.28 points in vocabulary score.

In the area of listening skills, Zulfanuria (2023) states that teaching materials for listening skills using Plotagon Studio have proven effective. This effectiveness is supported by a paired sample T-test, which shows a Sig value (2-tailed) < 0.005 , so that the alternative hypothesis (H_a) is accepted. Meanwhile, according to Erlina et al. (2022), Smart Apps Creator based learning media are also considered highly feasible and effective for Arabic language learning. Its effectiveness is evident from a 38.75-point increase in learning outcomes (average pretest 52.25 to posttest 87.5). This media uses the *nazhariyyah al-wihdah* (all encompassing concept) approach, which presents reading, listening, *tarkib*, and vocabulary skills.

Recommended Effective Mobile Apps for Learning Arabic

Mobile learning applications such as Hayya Naqro' and Lectora Inspire, which are published offline, can save expenses because they do not require internet access. The development of media such as PDF Hyperlink is highly recommended for educational institutions experiencing a digital divide. In Riwanda et al. (2024), this media is recognized as being easily accessible and user-friendly, as it has a small file size (around 500 KB) and does not require installing additional applications, making it suitable for low-spec smartphones.

Recommendations on pedagogical aspects and implementation focus on how teachers should integrate digital media into teaching practices to achieve learning objectives. Educators are required to be creative and innovative in packaging learning materials, shifting from a teacher-centered model to one in which teachers act as facilitators (Muhamad et al., 2023). The learning process will be effective if students are directly involved, and the media can encourage them to play an active role. There is a need for intensive training activities on the development of mobile learning in Arabic language teaching for teachers and developers. This is important given the lack of innovation among teachers in the use of existing school facilities. Teachers need to create varied, non-monotonous evaluation systems to open students' minds to broader, more critical thinking. Variation in evaluation must be increased to include higher-order thinking skills, not just multiple-choice or simple product-based tasks. Game-based applications such as Quizizz have proven to be effective in fostering student motivation and competitiveness. Educators can use gamification features (avatars, memes, leaderboards) for evaluation tasks.

CONCLUSION

This systematic literature review underscores that the integration of MALL is no longer an optional adjunct but a pedagogical necessity in modern Arabic language education. Mobile applications have been empirically proven to have significant effectiveness in increasing motivation and learning outcomes, particularly in Arabic language skills such as reading (*qira'ah*), listening (*istima'*), and vocabulary mastery (*mufradat*). Mobile applications serve as a powerful intervention solution to overcome the limitations of conventional methods. This is demonstrated by the role of specific applications such as Hayya Naqro' and Lectora Inspire for reading, Plotagon Studio for listening, and Memrise and Duolingo for vocabulary mastery. By fostering an autonomous and gamified learning environment, MALL effectively addresses the

engagement challenges inherent in traditional teacher-centered models within the Indonesian educational landscape.

Despite its high effectiveness, implementation in the field still faces critical gaps, the most dominant of which are technical issues such as inadequate internet connections and limitations in student device specifications. Other quality issues include improving teachers' digital competencies to shift from a teacher-centered model to a facilitator model, and the urgent need to develop pedagogically contextual applications. To maximize the potential of mobile applications, practical recommendations should focus on: 1) Content Aspects: Ensuring the integration of teaching materials with the syllabus, modifying texts to make them relevant; 2) Technical Aspects: Developing user-friendly designs and considering offline solutions or small-capacity applications to overcome the digital divide; and 3) Pedagogical Aspects: Conducting intensive mobile learning training for teachers and encouraging innovation in evaluation models, including the use of gamification features to increase student engagement. Thus, mobile applications can become a key pillar of evidence-based, dynamic, and relevant Arabic language learning in the future. Despite its rigorous systematic approach, this study acknowledges several limitations.

RECOMMENDATION

Based on the findings of this study, several recommendations are proposed to enhance the effectiveness of mobile applications in Arabic language learning. First, it is crucial to integrate mobile application content into the Indonesian national curriculum to ensure that the material aligns with the core competencies (KI), basic competencies (KD), and the indicators established in the curriculum. This alignment will enhance the relevance of the content, making it easier for both teachers and students to adapt to the learning process. Second, teachers' digital competencies must be improved through intensive training programs. Such training will enable educators to effectively utilize mobile applications in their teaching practices, integrating technology in pedagogically sound ways that foster a more dynamic and engaging learning environment. Additionally, mobile applications should be designed with a user-friendly interface, particularly for students who are less familiar with technology. Simple, intuitive designs and offline capabilities are essential, especially in areas with limited internet access. Furthermore, incorporating gamification features, as seen in applications such as Duolingo and Memrise, can significantly boost student motivation and engagement, thereby promoting an interactive learning experience.

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