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Transforming Intensive Arabic Learning Through the TECEP Model and an Inclusive Technology Approach

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Abstract

This study aims to describe the transformation of intensive Arabic learning through the TECEP (Tech-Based Eco-Participatory Educational Play Tools) model and an inclusive technology approach at State Islamic University of Sunan Ampel (UINSA) Surabaya. The participants were first- and second-semester students from various study programs enrolled in the Intensive Arabic Program (IBA), a compulsory program for new students. The learning process utilized the ALBI (Arabiyyah Linnatiqin Billughoh Indunisiyya) application in digital book (PDF) format and the BARIS ALBI web platform as media for learning materials, exercises, assignments, and examinations. The platform also enabled lecturers to monitor students' assignment progress and learning outcomes digitally. This study employed a qualitative descriptive approach with data collected through observation, interviews, and documentation. The findings revealed that the implementation of the TECEP model with an inclusive technology approach encouraged students to participate more actively in learning activities, particularly through online discussions, independent learning, and continuous access to learning materials via the BARIS ALBI platform. Student interviews indicated that the platform provided greater flexibility in accessing course content, while lecturers observed improved interaction and engagement during the learning process. Observation and documentation data also demonstrated that the integration of digital technology supported a more accessible and structured learning environment for students with diverse academic backgrounds and varying levels of Arabic proficiency. Furthermore, the digital monitoring system on BARIS ALBI assisted lecturers in monitoring learning progress and providing academic guidance more effectively. These findings highlight the potential of the TECEP model and inclusive technology to support inclusive and effective intensive Arabic learning in Islamic higher education.

Keywords: *Intensive Arabic Learning, TECEP, Inclusive Technology, ALBI, Arabic Learning.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan transformasi pembelajaran Intensive Bahasa Arab melalui model TECEP (Tech-Based Eco-Participatory Educational Play Tools) dan pendekatan Inclusive Technology pada mahasiswa baru Universitas Islam Negeri Sunan Ampel (UINSA) Surabaya. Subjek penelitian adalah mahasiswa semester 1 dan 2 dari berbagai program studi yang mengikuti program Intensive Bahasa Arab (IBA) sebagai program wajib mahasiswa baru. Pembelajaran memanfaatkan aplikasi ALBI (Arabiyyah Linnatiqin Billughoh Indunisiyya) dalam bentuk buku digital (PDF) dan platform web BARIS ALBI sebagai media pembelajaran, latihan, tugas, serta pelaksanaan UTS dan UAS. Selain itu, platform tersebut memungkinkan dosen memonitor progres pengerjaan tugas dan hasil belajar mahasiswa secara digital. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa implementasi model TECEP dengan pendekatan teknologi inklusif mendorong mahasiswa untuk berpartisipasi lebih aktif dalam kegiatan pembelajaran, terutama melalui diskusi daring, pembelajaran mandiri, dan akses berkelanjutan terhadap materi pembelajaran melalui platform BARIS ALBI. Hasil wawancara dengan mahasiswa menunjukkan bahwa platform tersebut memberikan fleksibilitas yang lebih besar dalam mengakses materi perkuliahan, sementara dosen mengamati adanya peningkatan interaksi dan keterlibatan mahasiswa selama proses pembelajaran. Data observasi dan dokumentasi juga menunjukkan bahwa integrasi teknologi digital mendukung terciptanya lingkungan belajar yang lebih mudah diakses dan terstruktur bagi mahasiswa dengan latar belakang akademik serta tingkat kemahiran bahasa Arab yang beragam. Selain itu, sistem pemantauan digital pada BARIS ALBI membantu dosen dalam memantau perkembangan belajar mahasiswa dan memberikan pendampingan akademik secara lebih efektif. Temuan ini menunjukkan bahwa model TECEP dan teknologi inklusif memiliki potensi untuk mendukung pembelajaran intensif bahasa Arab yang lebih inklusif dan efektif di lingkungan perguruan tinggi keagamaan Islam.

Kata Kunci: *Intensive Bahasa Arab, TECEP, Inclusive Technology, ALBI, pembelajaran Bahasa Arab.*

Introduction

Arabic language learning in Islamic higher education institutions holds a strategic position in supporting students' understanding of Islamic sources, including the Qur'an, Hadith, and both classical and contemporary Islamic

literature¹. In Islamic higher education environments, Arabic is not only studied as a foreign language but also as an academic and religious instrument that supports students' scholarly competence². Therefore, Arabic language learning needs to be systematically designed to address the needs of students who come from diverse educational backgrounds and possess varying levels of language proficiency. This condition presents a particular challenge for Islamic higher education institutions in providing Arabic language learning that is effective, adaptive, and relevant to current developments in educational technology.

In line with the advancement of digital technology, learning transformation in higher education has increasingly shifted toward the use of technology-based learning media and platforms³. Educational technology provides opportunities for lecturers and students to create learning processes that are more flexible, interactive, and collaborative⁴. In the context of Arabic language learning, the use of technology can help students understand vocabulary, language structures, and language exercises through digital media that are more engaging than conventional methods⁵. The integration of technology also supports learning processes that are more accessible to students from various study programs with different levels of Arabic language proficiency.

State Islamic University of Sunan Ampel (UINSA) Surabaya, as one of the public Islamic universities in Indonesia, has also transformed Arabic language learning through the Intensive Arabic Program (IBA). This program is a compulsory course for first- and second-semester students from all study programs at UINSA. The implementation of the IBA program aims to improve students' basic Arabic language competence in order to support their academic needs and Islamic understanding during their higher education studies. However, the heterogeneity of students' abilities from various academic disciplines presents challenges in implementing Intensive Arabic learning,

¹ Binti Rohmawati and Rahmat Hidayat, "Peran Pendidikan Bahasa Arab Dalam Khazanah Keilmuan Islam," *EL-Hadhary: Jurnal Penelitian Pendidikan Multidisiplin* 3, no. 02 (October 30, 2025): 144–60, <https://doi.org/10.61693/elhadhary.vol302.2025.144-160>.

² Banta Ali and Danil Zulhendra, "Penguatan Kompetensi Bahasa Arab Bagi Mahasantri Ma'had 'Aly Syekh Muda Waly Al-Khalidy," *Arini: Jurnal Ilmiah Dan Karya Inovasi Guru* 2, no. 1 (June 27, 2025): 131–50, <https://doi.org/10.71153/arini.v2i1.364>.

³ Laili Mas Ulliyah Hasan, *Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Dan Komunikasi*, Pertama (Padang, Sumatera Barat: PACE Patnership For Action on Community Education, 2023), <https://digitalpress.gaes-edu.com/index.php/gaespace/issue/view/36>.

⁴ Alisia Zahroatul Baroroh, Diyah Andini Kusumastuti, and Rahmat Kamal, "Pemanfaatan Teknologi Dalam Pembelajaran," *Perspektif: Jurnal Pendidikan Dan Ilmu Bahasa* 2, no. 4 (December 20, 2024): 269–86, <https://doi.org/10.59059/perspektif.v2i4.1952>.

⁵ Ibnu Fikri, "Mengoptimalkan Pembelajaran Maharah Al-Kalam Mahasiswa Dengan Aplikasi Duolingo: Solusi Efektif Dalam Pembelajaran Bahasa," *Jurnal IHSAN Jurnal Pendidikan Islam* 3, no. 2 (April 23, 2025): 329–40, <https://doi.org/10.61104/ihsan.v3i2.966>.

particularly in creating inclusive learning that accommodates all student characteristics⁶.

To support the effectiveness of the IBA program, UINSA developed the ALBI (Arabiyyah Linnatiqin Billughoh Indunisiyya) application as a digital Arabic language learning medium. This application is available in digital book (PDF) format and through the BARIS ALBI web platform, which can be accessed online by students. Through this platform, students can access learning materials, exercises, assignments, as well as Midterm Examinations (UTS) and Final Examinations (UAS). In addition, lecturers can utilize monitoring features to observe students' assignment progress, participation levels, and learning evaluation results digitally and systematically. The existence of ALBI and BARIS ALBI demonstrates the transformation of Arabic language learning toward a more modern and adaptive technology-based learning system.

This learning transformation becomes even more relevant when integrated with the TECEP (Tech-Based Eco-Participatory Educational Play Tools) model. The TECEP model is a technology-based learning model that emphasizes students' active involvement through participatory and collaborative activities as well as the use of interactive educational media⁷. In Arabic language learning, the TECEP model can help students understand materials more communicatively and contextually through digital media, interactive quizzes, and educational game-based learning activities⁸. The implementation of the TECEP model is also capable of creating a more enjoyable learning atmosphere, thereby increasing students' motivation to participate in Intensive Arabic learning.

In addition to technology-based learning models, the Inclusive Technology approach has become an important aspect of Arabic language learning implementation in the digital era. Inclusive Technology emphasizes the use of technology that can be accessed by all students regardless of their abilities,

⁶ Miftachul Taubah et al., "Internalisasi Nilai-Nilai Multikultural Dalam Proses Pembelajaran Bahasa Arab Di Pendidikan Tinggi," *Alsina : Journal of Arabic Studies* 7, no. 1 (February 28, 2025): 111–42, <https://doi.org/10.21580/alsina.7.1.26544>.

⁷ Ayi Abdurahman, Vandan Wiliyanti, and Setrianto Tarrapa, *Model Pembelajaran Abad 21*, ed. Sepriano Sepriano, Cetakan Pe (PT. Sonpedia Publishing Indonesia, 2024), <https://books.google.co.id/books?hl=id&lr=&id=g2QXEQAQAQBAJ&oi=fnd&pg=PA1&dq=+Model+TECEP+merupakan+model+pembelajaran+berbasis+teknologi+yang+menekankan+ket+erlibatan+aktif+mahasiswa+melalui+aktivitas+partisipatif,+kolaboratif,+dan+penggunaan+media+edukati>.

⁸ Ittaqi Haitsumakunti, Ahmad Faizi, and Siti Aisyah, "Mengatasi Problematika Pembelajaran Bahasa Arab Dengan Pendekatan Game Based Learning Dalam Penguasaan Tata Bahasa Arab," *EL-FUSHA: Jurnal Bahasa Arab Dan Pendidikan* 6, no. 1 (August 6, 2025): 68–77, <https://doi.org/10.33752/el-fusha.v6i1.7684>.

study programs, or previous learning experiences⁹. In the context of the IBA program at UINSA, this approach is particularly important because students come from various academic backgrounds with different levels of Arabic language proficiency. Therefore, the use of digital learning platforms such as BARIS ALBI can help create learning environments that are more flexible, accessible, and supportive of equal learning opportunities for all students.

Preliminary observations indicate that the use of ALBI and BARIS ALBI in Intensive Arabic learning has had a positive impact on students' learning activities. Students found it easier to access learning materials, complete exercises independently, and participate in online evaluations. In addition, lecturers were able to monitor students' learning progress more effectively through the digital system available on the platform. This condition demonstrates that the integration of technology-based learning models and inclusive approaches can support the effectiveness of Arabic language learning in Islamic higher education, particularly in Intensive Arabic programs involving large numbers of students from various study programs.

Several previous studies have discussed the use of technology in Arabic language learning. Research conducted by Bella et al.¹⁰ showed that the use of digital media can increase students' learning motivation in Arabic language learning. Halim and Qomaruddin¹¹ explained that interactive technology-based learning can improve student participation in Arabic language classrooms. Meanwhile, Irzafika et al.¹² found that the use of online learning platforms can assist lecturers in monitoring students' learning progress more effectively. However, these three studies have not specifically examined the transformation of Intensive Arabic learning through the integration of the TECEP model, the Inclusive Technology approach, and the utilization of the ALBI platform among students from various study programs in Islamic higher education institutions. Therefore, this study offers novelty by integrating these three aspects within the context of Intensive Arabic learning at UINSA Surabaya.

The challenges of intensive Arabic learning at the university level include the diverse academic backgrounds of students, varying levels of Arabic

⁹ Agil Husein Al Munawar, Mad Ali, and Yayan Nurbayan, "PENGARUH GLOBALISASI TERHADAP PEMBELAJARAN BAHASA ARAB DI INDONESIA," *An-Nas* 9, no. 1 (March 28, 2025): 56–72, <https://doi.org/10.32665/annas.v9i1.3660>.

¹⁰ Sinta Bella Bella, Mutya Hafidz Raudatun Nisa, and Iya Syafiatul Alawiyah, "Penggunaan Media Sosial Dalam Pembelajaran Bahasa Arab : Peluang Dan Tantangan," *Harmoni Pendidikan : Jurnal Ilmu Pendidikan* 2, no. 2 (June 10, 2025): 333–42, <https://doi.org/10.62383/hardik.v2i2.1842>.

¹¹ Habib Abdul Halim and Farid Qomaruddin, "PENINGKATAN KETERAMPILAN BERBICARA BAHASA ARAB MELALUI MODEL PEMBELAJARAN INTERAKTIF DI MADRASAH DINIYAH MAMBAUS SHOLIHIN," *MIYAH : Jurnal Studi Islam* 21, no. 01 (January 21, 2025): 79–104, <https://doi.org/10.33754/miyah.v21i01.786>.

¹² Nindy Irzavika et al., "Analisis Pola Belajar Mahasiswa Pada Platform Pembelajaran Daring (Studi Kasus: LeADS UPNVJ)," *Jurnal Nasional Teknologi Dan Sistem Informasi* 11, no. 3 (December 28, 2025): 226–34, <https://doi.org/10.25077/TEKNOSI.v11i3.2025.226-234>.

proficiency, limited opportunities for individualized learning support, and the need for more flexible learning environments in the digital era. These conditions indicate that conventional learning approaches may not fully accommodate the diverse learning needs of students participating in intensive Arabic programs. Therefore, there is a need for an instructional model that not only facilitates structured language learning but also promotes active participation, flexibility, and accessibility.

The TECEP model, integrated with an Inclusive Technology approach through the ALBI and BARIS ALBI platforms, was developed to address these challenges by providing contextual learning materials, digital learning support, and continuous monitoring of student progress. Based on this rationale, this study aims to describe the implementation of the TECEP model and the Inclusive Technology approach in intensive Arabic learning among first- and second-semester students at State Islamic University of Sunan Ampel (UINSA) Surabaya. The findings are expected to contribute to the development of more interactive, inclusive, and technology-enhanced Arabic learning models and to provide practical insights for the implementation of digital Arabic learning in Islamic higher education institutions.

Method

This study employed a qualitative descriptive approach to describe the transformation of Intensive Arabic learning through the TECEP (Tech-Based Eco-Participatory Educational Play Tools) model and the Inclusive Technology approach among students at State Islamic University of Sunan Ampel (UINSA) Surabaya¹³. The study was conducted with first- and second-semester students from various study programs who participated in the Intensive Arabic Program (IBA), a compulsory course for new students. A qualitative approach was chosen because this study focused on the learning process, the utilization of educational technology, and student engagement in the use of the ALBI and BARIS ALBI platforms during the learning activities¹⁴.

The data sources in this study consisted of primary and secondary data. Primary data were obtained from lecturers of the Intensive Arabic Program and students enrolled in the IBA program who used the ALBI application and the BARIS ALBI platform during the learning process¹⁵. Secondary data were collected from various learning documents, including ALBI modules in PDF

¹³ Matthew B Miles and A Michael, "Analisis Data Kualitatif. Terjemahan Tjetjep Rohendi Rohidi," *Jakarta: Penerbit Universitas Indonesia*, 1992.

¹⁴ Lalu Muktar and Lalu Ibrohim Burhan, "Pendekatan Kontekstual Berbasis Nilai Untuk Pendidikan Toleransi: Studi Kualitatif Pada Sekolah Multikultural," *CENDEKIA: Jurnal Pendidikan Terintegrasi* 1, no. 2 (2025): 36–53.

¹⁵ Rusandi and Muhammad Rusli, "Merancang Penelitian Kualitatif Dasar/Deskriptif Dan Studi Kasus," *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam* 2, no. 1 (2021): 48–60, <https://doi.org/10.55623/au.v2i1.18>.

format, student activity records from the BARIS ALBI platform, assignment results, midterm and final examination scores, and scholarly references related to Arabic language learning, educational technology, and inclusive technology.

Data collection techniques included observation, interviews, and documentation¹⁶. Observation was conducted to examine the implementation of technology-based Intensive Arabic learning, students' activities in accessing the BARIS ALBI platform, and lecturers' use of monitoring features. Semi-structured interviews were conducted with lecturers and several students to obtain information regarding learning experiences, the effectiveness of digital platform usage, and the challenges encountered during the learning process. Documentation was used to complement the research data, including screenshots of the learning platform, students' assignment progress, learning evaluation results, and other supporting documents.

Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing¹⁷. The collected data were selected and focused according to the objectives of the study and then presented descriptively to illustrate the transformation of Intensive Arabic learning through the TECEP model and the Inclusive Technology approach. Subsequently, conclusions were drawn based on the research findings obtained from observations, interviews, and documentation. To ensure data validity and credibility, this study employed source triangulation and technique triangulation.

Result and Discussion

The transformation of Intensive Arabic learning at State Islamic University of Sunan Ampel (UINSA) Surabaya was implemented through the application of the TECEP (Tech-Based Eco-Participatory Educational Play Tools) model combined with the Inclusive Technology approach. The learning process involved first- and second-semester students from various study programs who participated in the Intensive Arabic Program (IBA). In its implementation, the learning process utilized the ALBI (Arabiyyah Linnatiqin Billughoh Indunisiyya) platform in the form of digital books (PDFs) and the BARIS ALBI website as the primary learning media. The platform was used to access learning materials, exercises, assignments, and digital learning evaluations. In addition, lecturers utilized monitoring features to observe students' learning progress, participation levels, and evaluation results in real time.

The observation results indicated that the implementation of the TECEP model was able to create a more active and collaborative learning environment. Students appeared more enthusiastic in participating in the learning process

¹⁶ Thalha Alhamid, *Instrumen Pengumpulan Data Kualitatif*, 2019.

¹⁷ Mathew B Miles et al., *Analisis Data Kualitatif: Buku Sumber Tentang Metode Metode Baru* (Penerbit Universitas Indonesia (UI-Press), 1992).

because the use of digital media and technology-based learning activities made the learning experience more engaging. Furthermore, students became more active in completing exercises and assignments through the BARIS ALBI platform because the learning system could be accessed flexibly through smartphones and laptops. Participatory learning activities also encouraged students to become more confident in using Arabic in their daily academic activities.

Table 1. **Implementation of the TECEP Model in Intensive Arabic Learning**

TECEP Aspect	Implementation in Learning	Impact on Students
Tech-Based Learning	Use of the ALBI and BARIS ALBI platforms	Learning became more interactive and flexible
Eco-Participatory	Collaborative discussions and exercises	Increased student participation
Educational Play Tools	Digital quizzes and exercises	Students became more enthusiastic about learning
Monitoring System	Digital monitoring of assignments and grades	Lecturers found it easier to monitor students' learning progress

Based on Table 1, the TECEP model demonstrated effectiveness in supporting Intensive Arabic learning at UINSA. The integration of technology and participatory activities was able to increase student engagement in the learning process. In addition, the digital monitoring system on BARIS ALBI assisted lecturers in monitoring students' learning development more effectively and systematically. This finding indicates that the TECEP model can serve as an innovative Arabic language learning model that meets students' needs in the digital era.

In addition to the implementation of the TECEP model, Intensive Arabic learning in the IBA program also utilized ALBI materials based on Islamic content and national figures. The ALBI materials were designed progressively to help students understand Arabic vocabulary and language structures contextually. In this study, the learning materials focused on the first three chapters, namely themes related to the Qur'an, the Prophet's Hadith, and an Indonesian national figure. The use of these themes helped students understand Arabic through contexts closely related to their academic life and national insight.

Table 2. ALBI Content in Intensive Arabic Learning

ALBI Chapter	Learning Theme	Material Focus
القرآن الكريم	Al-Qur'an Al-Karim	Vocabulary and reading texts about the Qur'an
الحديث النبوي	The Prophet's Hadith	Conversations and texts related to Hadith
سوكارنو	Sukarno as a National Figure	Reading texts about nationalism and history

Interview data revealed that students found it easier to understand Arabic materials when the learning themes were closely related to content familiar to them. As stated by S1, “The themes of Al-Qur'an and Hadith helped me understand Arabic vocabulary more easily because many of the terms are familiar in my daily religious activities.” Similarly, S2 noted that “the Sukarno theme provided a different learning experience because it introduced historical content in Arabic, making the learning process more interesting and less monotonous.” These findings were reinforced by the lecturer (L1), who explained that “students tend to be more active and confident when discussing contextual themes that are connected to their prior knowledge and experiences.” Observation notes also showed that students participated actively in discussions, responded more frequently to questions, and demonstrated greater engagement during learning sessions based on the themes of Al-Qur'an, Hadith, and Sukarno. Furthermore, documentation data from the BARIS ALBI platform demonstrated regular student engagement with thematic learning resources and the completion of learning activities provided through the digital platform. Therefore, the use of ALBI materials based on contextual themes contributed to improving students' comprehension of Arabic learning materials while increasing their motivation and participation in Intensive Arabic learning.

The Inclusive Technology approach in this study was implemented through the use of learning technologies that were easily accessible to students from various study programs. The BARIS ALBI platform enabled students to access learning materials, exercises, and assignments flexibly without limitations of time and place. In addition, the digital system on the platform also supported students with different Arabic proficiency levels so that they could independently participate in learning according to their abilities. This approach became important because IBA students at UINSA came from diverse educational backgrounds and possessed varying levels of Arabic language proficiency.

Table 3. **Implementation of Inclusive Technology in the IBA Program**

Form of Inclusive Technology	Implementation in BARIS ALBI	Impact on Students
Flexible Access	Materials could be accessed anytime	Supported independent learning
Digital Platform	Use of the BARIS ALBI website	Facilitated access to learning
Learning Monitoring	Monitoring assignment progress and grades	Improved learning discipline
Multi-Device Access	Accessible through laptops and smartphones	Supported inclusive learning

Based on the findings of the study, the Inclusive Technology approach had a positive impact on the effectiveness of Intensive Arabic learning at UINSA. Students found it easier to access learning materials and participate independently in the learning process through the available digital platforms. In addition, lecturers benefited from the integrated digital system in monitoring students’ activities and learning progress. Therefore, the transformation of Intensive Arabic learning through the TECEP model, contextual ALBI materials, and the Inclusive Technology approach was able to create Arabic language learning that is more modern, interactive, and inclusive within Islamic higher education institutions.

Transformation of Intensive Arabic Learning through the TECEP Model

The findings of this study indicate that the implementation of the TECEP (Tech-Based Eco-Participatory Educational Play Tools) model in the Intensive Arabic Program (IBA) at UINSA Surabaya was able to create a more active, interactive, and collaborative learning environment. The use of the ALBI and BARIS ALBI platforms made students more enthusiastic about participating in the learning process because learning materials, exercises, assignments, and evaluations could be accessed digitally. Students also became more active in completing exercises and participating in learning discussions because the technology-based learning system provided a more flexible and engaging learning experience compared to conventional learning methods. In addition, the monitoring feature on BARIS ALBI assisted lecturers in monitoring students’ learning progress more effectively and systematically.

These findings are consistent with constructivist theory, which emphasizes that learning becomes more effective when students are actively

involved in constructing knowledge through direct learning experiences¹⁸. The TECEP model provides opportunities for students to learn participatively through the integration of technology, collaborative activities, and interactive learning media¹⁹. Furthermore, digital learning theory also explains that the use of technology in learning can enhance motivation, learning flexibility, and student engagement in the learning process²⁰. Therefore, the implementation of the TECEP model in Intensive Arabic learning demonstrates that the integration of educational technology can support a more modern and adaptive learning transformation that meets students' needs in the digital era.

The results of this study are relevant to Listyawan et al.²¹ research, which stated that the use of digital media can improve students' motivation in Arabic language learning. Hadiyanto et al.²² also explained that technology-based participatory learning can enhance student interaction in Arabic language classrooms. In addition, the study conducted by Al Munawar et al.²³ demonstrated that online learning platforms help lecturers monitor students' learning progress more effectively. However, this study offers novelty by integrating the TECEP model with the ALBI and BARIS ALBI platforms within the context of Intensive Arabic learning across various study programs in Islamic higher education institutions. In the future, the TECEP model can be further developed through the integration of Artificial Intelligence (AI), learning gamification, and adaptive evaluation systems to support more personalized and innovative Arabic language learning.

Integration of ALBI Content in Intensive Arabic Learning

The findings of this study reveal that the use of ALBI materials based on contextual themes helped students understand Arabic more easily and practically. The materials in the chapters *الحديث النبوي*, *القرآن الكريم*, and *سوكارنو* provided learning experiences closely related to students' academic, religious,

¹⁸ Haitsumakunti, Faizi, and Aisyah, "Mengatasi Problematika Pembelajaran Bahasa Arab Dengan Pendekatan Game Based Learning Dalam Penguasaan Tata Bahasa Arab."

¹⁹ Hasan, *Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Dan Komunikasi*.

²⁰ Haris Mujiyanto and Untung Suryadhianto, "Transformation of Learning Systems with a Hybrid Approach Based on Information Technology," *Santhet (Jurnal Sejarah Pendidikan Dan Humaniora)* 9, no. 1 (February 28, 2025): 94–104, <https://doi.org/10.36526/santhet.v9i1.5007>.

²¹ Ersha Amalia Listyawan, Iin Karlina, and Vania Ayushandra, "Penggunaan Media Interaktif Sebagai Bahan Literasi Digital Era 21 Untuk Pembelajaran Di Sekolah Dasar," *Elementar : Jurnal Pendidikan Dasar* 3, no. 1 (2023): 1–7, <https://doi.org/10.15408/elementar.v3i1.25199>.

²² Andy Hadiyanto, Cendra Samitri, and Siti Maria Ulfah, "Model Pembelajaran Bahasa Arab Multiliterasi Berbasis Kearifan Lokal Di Perguruan Tinggi Negeri," *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies* 4, no. 1 (2024): 117–40, <https://doi.org/DOI:https://doi.org/10.21009/hayula.004.1.07> Model.

²³ Al Munawar, Mad Ali, and Yayan Nurbayan, "PENGARUH GLOBALISASI TERHADAP PEMBELAJARAN BAHASA ARAB DI INDONESIA."

and national perspectives. The theme *القرآن الكريم* helped students understand vocabulary and reading texts related to the Qur'an, while the theme *الحديث النبوي* strengthened students' understanding of Hadith terminology and Islamic conversations. Furthermore, the theme *سوكارنو* provided varied learning materials that connected Arabic learning with historical insight and Indonesian nationalism. The use of these themes enabled students to understand Arabic vocabulary and structures more easily because the materials were contextual and familiar to them.

These findings are consistent with contextual learning theory, which explains that learning becomes more meaningful when materials are related to students' experiences and social environments²⁴. In Arabic language learning, the use of contextual themes helps students understand the language through real-life situations closely connected to their daily experiences²⁵. In addition, the theory of knowledge integration in Islamic higher education emphasizes the importance of combining academic, religious, and national aspects within the learning process so that students not only acquire language competence but also strengthen Islamic and national values²⁶. Therefore, the use of contextual theme-based ALBI materials became an effective strategy in supporting Intensive Arabic learning at UINSA.

This study is in line with Hermawan's research²⁷, which found that the use of Islamic values-based materials can improve students' motivation in Arabic language learning. Hasan et al.²⁸ also demonstrated that the use of contextual materials can help students understand Arabic vocabulary more effectively. However, this study differs because it integrates Islamic and national content into the ALBI-based digital learning platform. In the future, the development of ALBI

²⁴ Elaine B Johnson, *Contextual Teaching&learning*, ed. Ida Sitompul, Cetakan Ke (Bandung: Mizan Learning Center, 2007), [https://books.google.co.id/books?hl=en&lr=&id=PT4S8C7gGFcC&oi=fnd&pg=PA31&dq=teori+Contextual+Teaching+and+Learning+\(CTL\)+yang+dikembangkan+oleh+Johnson+&ots=SR3n8Gf6LJ&sig=1eLu4ifYtIV_IH7I8DS2p2y0wGg&redir_esc=y#v=onepage&q&f=false](https://books.google.co.id/books?hl=en&lr=&id=PT4S8C7gGFcC&oi=fnd&pg=PA31&dq=teori+Contextual+Teaching+and+Learning+(CTL)+yang+dikembangkan+oleh+Johnson+&ots=SR3n8Gf6LJ&sig=1eLu4ifYtIV_IH7I8DS2p2y0wGg&redir_esc=y#v=onepage&q&f=false).

²⁵ Intan Afriati et al., "Grammar and Translation Methods in Arabic Language Learning: Theory and Practice," *MADINA: Journal of Islamic Studies* 2, no. 1 (June 30, 2025): 1-8, <https://doi.org/10.62945/madina.v2i1.741>.

²⁶ Holy Qur, "PENDIDIKAN AGAMA ISLAM (PAI) MULTIKULTURAL PERSPEKTIF PEMBELAJARAN INTEGRATIF Saepudin Mashuri Pendahuluan Diskursus Integrasi Sains Dan Agama , Baik Secara Kelembagaan Maupun Konten Menjadi Kajian Akademik Yang Tetap Aktual Hingga Saat Ini . Pemikir Mu," *Jurnal Paedagogia Vol.* 10, no. 1 (2021): 111-34.

²⁷ Nur Fadly Hermawan, "Integrasi Nilai-Nilai Islam Dalam Pengajaran Bahasa Arab Di Lembaga Pendidikan Islam (Kajian Literatur)," *EL WAHDAH* 6, no. 1 (2025): 157-91, <https://doi.org/https://doi.org/10.35888/elwahdah.v6i1.6295>.

²⁸ Laili Mas Ulliyah Hasan, Siti Durotun Naseha, and Izzah Nur Hudzriyah Hasan, "PENINGKATAN KEMAMPUAN BAHASA ARAB ANAK USIA DINI MELALUI IMPLEMENTASI MEDIA PERMAINAN" 4, no. 2 (2025): 63-82, <https://doi.org/https://doi.org/10.52166/mjpiud.v4i2.11178>.

materials can be directed toward the use of interactive multimedia, Arabic-based audiovisual media, and adaptive content based on local culture to make Intensive Arabic learning more engaging, communicative, and suitable for the development of the digital generation.

Implementation of Inclusive Technology in the IBA Program

The findings of this study indicate that the Inclusive Technology approach had a positive impact on the effectiveness of Intensive Arabic learning at UINSA Surabaya. The BARIS ALBI platform enabled students from various study programs to access learning materials flexibly through smartphones and laptops. Students could study materials, complete exercises, and participate in learning evaluations anytime and anywhere according to their individual learning needs. In addition, the digital monitoring feature on the platform helped lecturers observe assignment progress, student participation levels, and midterm and final examination results in real time. This condition demonstrates that the use of inclusive technology was able to create learning that was more effective and accessible for students with diverse Arabic language abilities.

These findings are consistent with educational technology theory, which explains that learning technology can improve accessibility, flexibility, and equal learning opportunities for students²⁹. Inclusive Technology not only utilizes technology as a learning support tool but also as a means of creating an inclusive learning environment that accommodates students' diverse abilities³⁰. In the context of the IBA program at UINSA, this approach is highly relevant because students come from various academic backgrounds with different levels of Arabic language proficiency. Therefore, the use of digital platforms such as BARIS ALBI helps create learning environments that are more adaptive to students' needs in the digital era.

The findings of this study are also relevant to Hasan et al.'s research³¹, which stated that inclusive technology can increase student participation in digital learning environments. Mujianto and Suryadhianto³² also found that the

²⁹ Jusman Jusman and Ashari Usman, "Peran Teknologi Pendidikan Dalam Meningkatkan Kualitas Pembelajaran Di Era Digital: Sebuah Studi Literatur," *Jurnal Pendidikan Multidisiplin* 1, no. 1 (February 1, 2025): 1–10, <https://doi.org/10.54297/jpmd.v1i1.879>.

³⁰ Muhammad Tareh Aziz, Laili Mas Ulliyah Hasan, and Syifaul Adhimah, "Jembatan Kurikulum: Inklusi Dan Pembelajaran Bahasa Arab Dalam Konteks Multikultural," *Journal of Practice Learning and Educational Development* 4, no. 3 (2024): 158–66, <https://doi.org/10.58737/jpled.v4i3.292>.

³¹ Laili Mas Ulliyah Hasan, Firdausi Nurharini, and Izzah Nur Hudzriyah Hasan, "Kolaborasi Antara Guru Bahasa Arab, Orang Tua Dan Terapis Dalam Mendukung Pembelajaran Bahasa Arab Anak Berkebutuhan Khusus Di Sekolah Inklusi," *Journal of Practice Learning and Educational Development* 4, no. 1 (2024): 44–54, <https://doi.org/10.58737/jpled.v4i1.260>.

³² Mujianto and Suryadhianto, "Transformation of Learning Systems with a Hybrid Approach Based on Information Technology."

use of online learning platforms can improve learning flexibility and effectiveness in higher education. Nevertheless, this study offers novelty because it integrates Inclusive Technology with the TECEP model and the ALBI platform in Intensive Arabic learning for students from various study programs. In the future, the Inclusive Technology approach can be further developed through mobile learning systems, virtual classrooms, and AI-based technologies capable of adapting learning materials to students' individual abilities, thereby making Arabic language learning more inclusive, effective, and sustainable.

Conclusion

Based on the research findings, the transformation of Intensive Arabic Language learning through the TECEP (Tech-Based Eco-Participatory Educational Play Tools) model and the Inclusive Technology approach among first- and second-semester students at Sunan Ampel State Islamic University (UINSA) Surabaya has successfully created a more active, interactive, and flexible learning environment. The implementation of the ALBI and BARIS ALBI platforms enabled students to access learning materials, exercises, assignments, and assessments digitally through various devices with ease. Furthermore, the TECEP model enhanced student participation through collaborative learning activities and the use of technology-based instructional media that were more engaging than conventional teaching methods. The study also revealed that the use of ALBI materials based on contextual themes, such as *Al-Qur'an Al-Karim* (The Holy Qur'an), *Al-Hadith An-Nabawi* (Prophetic Traditions), and *Sukarno*, helped students develop a more practical and meaningful understanding of the Arabic language.

In addition, the Inclusive Technology approach implemented through the BARIS ALBI platform provided greater accessibility for students from diverse academic backgrounds and with varying levels of Arabic proficiency, enabling them to participate in learning activities independently and inclusively. The platform's digital monitoring features also facilitated lecturers in tracking assignment completion, student participation, and midterm and final examination results more effectively and systematically. Therefore, the integration of the TECEP model and Inclusive Technology approach represents an innovative framework for Intensive Arabic Language learning that enhances effectiveness, accessibility, and inclusivity in Islamic higher education institutions.

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