




## Research Article

# The Effect of Smartboard Media on Students' Arabic Learning Motivation of MTsN 2 Malang

M Sholih Salimul Uqba<sup>1</sup>, Munirul Abidin<sup>2</sup>, Hakiki Rikza Irnaini Al Badri<sup>3</sup>

1. State Islamic University of Maulana Malik Ibrahim Malang, Indonesia  
E-mail; [uqbamuhammad@gmail.com](mailto:uqbamuhammad@gmail.com) 
2. State Islamic University of Maulana Malik Ibrahim Malang, Indonesia  
E-mail; [munirul@bio.uin-malang.ac.id](mailto:munirul@bio.uin-malang.ac.id)
3. State Islamic University of Maulana Malik Ibrahim Malang, Indonesia  
E-mail; [hakiki.irnaini18@gmail.com](mailto:hakiki.irnaini18@gmail.com)



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**Abstract.** Efforts to increase student motivation or interest in learning can be done by using learning media, and what is still rarely used is smartboard. This study aims to determine the effect of using smartboard media on motivation to learn Arabic. This research is a descriptive quantitative research. The population in this study were students of SKS class MTsN 2 Malang, totaling 25 students. The data were processed using descriptive statistics with SPSS software and simple linear regression test. Based on hypothesis testing, the Sig.  $0,003 < 0,05$ . Thus it can be concluded that  $H_a$  is accepted, namely there is an "effect of using smartboard media on students' Arabic learning motivation". The results of this study inform that there is a significant influence between smartboard learning media on student learning motivation, especially in learning Arabic.

**Keywords:** Smartboard, Learning Media, Arabic Language, Learning Motivation

**Abstrak.** Upaya untuk meningkatkan motivasi atau minat belajar siswa dapat dilakukan dengan menggunakan media pembelajaran, dan yang masih jarang digunakan adalah smartboard. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media smartboard terhadap motivasi belajar bahasa Arab. Penelitian ini merupakan penelitian kuantitatif deskriptif. Populasi dalam penelitian ini adalah siswa kelas SKS MTsN 2 Kota Malang yang berjumlah 25 siswa. Data diolah menggunakan statistik deskriptif dengan software SPSS dan uji regresi linear sederhana. Berdasarkan uji hipotesis diperoleh nilai Sig.  $0,003 < 0,05$ . Dengan demikian dapat disimpulkan bahwa  $H_a$  diterima, yaitu terdapat "pengaruh penggunaan media smartboard terhadap motivasi belajar bahasa Arab siswa". Hasil penelitian ini menginformasikan terdapat pengaruh yang signifikan antara media pembelajaran smartboard terhadap motivasi belajar siswa, khususnya dalam belajar bahasa Arab.

**Kata Kunci :** Smartboard, Media Pembelajaran, Bahasa Arab, Motivasi Belajar

## INTRODUCTION

In the field of education, it can be argued that effective learning is contingent upon the presence of intrinsic motivation within the student. Motivation according to Lidia Susanti (2020) is the basic drive that moves a person to enter into a process and is able to maintain his behaviour until the achievement of his goals. So motivation means a force that is not visible but exists and becomes a very strong impetus for students to achieve their goals. Therefore, with very high motivation, it will be able to increase the enthusiasm for learning in students. There are several factors that influence the high and low motivation of students, namely intrinsic factors in the form of student needs, hopes, aspirations and extrinsic factors consisting of rewards and environmental conditions (Rubiana & Dadi, 2020). Therefore, it is very important to keep students' motivation high in every subject, including in Arabic language learning. One method for enhancing students' motivation involves the use of innovative learning media that align with the contemporary era.

Today, in the digital era, science and technology continue to develop and innovate rapidly and have entered various aspects of life, not least in the field of education. Various educational facilities and learning media have undergone a significant transformation (Melati et al., 2023). Learning media based on the understanding of Wahab et al. (2021) are various media or tools used by teachers in the teaching and learning process as well as a means of carrying messages from learning sources to recipients of learning messages, namely students. Learning media has a very strategic place to help achieve learning objectives. In addition to clarifying the material, learning media can also increase desire, motivation and stimulation in learning activities (Masfufah et al., 2022). One of the most popular learning media in the world is the smartboard or interactive whiteboard (Mukhid, 2023).

Smartboard is an interactive technology that allows teachers to present learning materials visually and interact with students through a touch screen. Basuni & Hadi (2023) explained that a smartboard or interactive whiteboard is a technological device that combines the functions of a traditional whiteboard with interactive capabilities.

This device can help teachers and students to interact with learning content through touch, writing, images and sound. On the other hand, this smartboard uses sensor technology and specialized software that allows users to write, draw and control the display layer using a pen or finger (Erdener, 2021). With these capabilities, smartboards can create an engaging and dynamic learning experience and can be an effective tool in increasing student motivation to learn.

However, with these interesting features, smartboards are still very rarely used in educational institutions in Indonesia. This is due to several factors, including: 1) the relatively expensive price of smartboards, 2) the need for teacher readiness in operating skills and expertise, 3) the need for the ability to create and utilize the best content (text, graphics, visuals, sound, animation and movies), and 4) the need to develop various effective and fun classroom interaction models by taking into account various aspects such as learning styles, multiple intelligences, student interests and attention (Lebyana Norma Belinda et al., 2023). All of these factors must be considered in order to optimally utilize the various advantages of smartboards. At the research site, MTsN 2 Malang, there are only 4 classes that use smartboards out of a total of 27 classes.

There are several studies that have been conducted to test the effectiveness of using smartboards in increasing student learning motivation. Among these studies is research conducted by Setyani (2023) entitled "The Effectiveness of the Application of Smartboard Learning Media to Improve Cognitive Learning Outcomes of Class IV Students in Science Subjects at SDN 2 Ngroto Mayong Jepara" shows that learning outcomes are higher using smartboard media than ordinary whiteboard media. This is evidenced by students being more active and enthusiastic about learning and the value of students increasing beyond the KKM (Minimum Completeness Criteria) that has been set. Similar research was also conducted by Indriyanti (2023) with the title "The Effectiveness of Smartboard Media on Understanding the Concept of Time Unit Material in Elementary School" concluded that smartboard media effectively influences the understanding of the concept of time unit material for grade III elementary school students. The research conducted by Laila et al. (2022) entitled "The use of smart boards in increasing students' interest in learning the independent learning curriculum" also concluded that it shows that the use of smart board media is effective in providing explanatory material to students. This is evidenced by changes in student attitudes and behavior that show class activeness in learning as an increase in interest in learning which will have an impact on learning outcomes.

The results of this study indicate that the use of smartboards can provide significant benefits, including increased interest, motivation, and active involvement in the learning process, as well as improved student achievement. These findings provide a robust foundation for the author to pursue further studies on the impact of smartboard use on students' motivation to learn Arabic.

## **METHOD**

The research method used in this research is descriptive quantitative, which analyzes and presents facts systematically so that they can be more easily understood and concluded (Bambang Sudaryana et al., 2022). Data was obtained from a

questionnaire prepared by the researcher and then answered by students as respondents. Answers are in the form of a Likert scale containing five answer choices from strongly agree to strongly disagree. Researchers use non-probability sampling techniques or saturated sampling. The saturated sampling technique was chosen because the number of population members was less than 30 (Sugiyono, 2022). The study population consisted of 25 students enrolled in the SKS (Semester Credit System) program class at MTsN 2 Malang.

The research instrument comprises a series of statements designed to elicit students' opinions on the use of smartboard media in learning and their motivation in participating in Arabic language learning. The instrument then describes 10 statements related to the use of smartboard media and 10 statements related to motivation to learn Arabic. The analysis employed Pearson's validity test, reliability test, and simple linear regression test. The null hypothesis ( $H_0$ ) is that there is no effect of smartboard media on students' Arabic learning motivation. The alternative hypothesis ( $H_a$ ) is that there is an effect of smartboard media on students' Arabic learning motivation.

## RESULTS AND DISCUSSION

### Descriptive Analysis of The Smartboard Media Use

Data on the use of smartboard media in SKS students MTsN 2 Malang is known based on students' answers to the questionnaires distributed. The step that researchers take in determining the classification of data on this aspect is to first find the highest and lowest values. Then to determine the interval, the highest value is reduced by the lowest value and plus one (Masrurroh, 2020). The results of these calculations are then grouped into 5 categories, namely Very Good (VG), Good (G), Good Enough (GE), Bad (B) and Very Bad (VB).

$$\begin{aligned} \text{Interval Scale} &= \frac{\text{Highest Value} - \text{Lowest Value} + 1}{\text{Interval Class}} \\ &= \frac{50 - 29 + 1}{5} \\ &= \frac{20}{5} = 4 \end{aligned}$$

Based on this technique, the following interval scale is obtained:

47 - 50 : Very Good

43 - 46 : Good

39 - 42 : Good Enough

35 - 38 : Bad

31 - 34 : Very Bad

The frequency distribution of the use of smartboard media on Arabic language learning is outlined in table 1.

**Table 1.** Data Classification of Smartboard Media Use

Classification	Interval	Frequency	Percentage
Very Good	47 - 50	5	20%
Good	43 - 46	5	20%

Good Enough	39 - 42	8	32%
Bad	35 - 38	3	12%
Very Bad	31 - 34	4	16%

Based on the data in table 1, it can be interpreted that there are 5 students or 20% who feel the use of smartboard media is very good in learning Arabic. Then 5 students also or equivalent to 20% felt the use of smartboard media to be quite good in the Arabic language learning process. Furthermore, there were 8 students or 32% stated that the use of smartboard media was good. And 3 students or 12% feel less good for learning Arabic. While 4 students or 16% consider smartboard media not good in the Arabic language learning process.

After summing up all the scores, the mean (average) of 40.8 is obtained. With this it can be understood that on average, according to SKS class students of MTsN 2 Malang, the use of smartboard media in Arabic language learning is classified as good enough.

The results of the classification and categorization of the use of smartboard media as described can be illustrated in Figure 1.

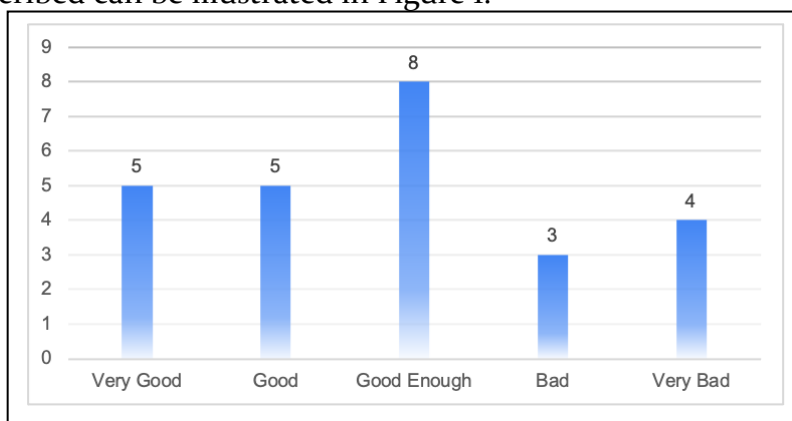


Figure 1. Histogram of Smartboard Media Use

### Descriptive Analysis of The Arabic Learning Motivation

Data on the desire, enthusiasm and motivation of SKS students MTsN 2 Malang were obtained based on their answers to the questionnaires that had been distributed. The step that researchers take in determining the classification of data on this aspect is to first find the highest and lowest values. Then to determine the interval, the highest value is reduced by the lowest value and plus one (Masruroh, 2020). The results of these calculations are then grouped into four categories, namely Very High (VH), High (H), Medium (M), Low (L) and Very Low (VL).

$$\begin{aligned}
 \text{Interval Scale} &= \frac{\text{Highest Value} - \text{Lowest Value} + 1}{\text{Interval Class}} \\
 &= \frac{50 - 28 + 1}{5} \\
 &= \frac{23}{5} = 4,6 = 5
 \end{aligned}$$

Based on this technique, the following interval scale is obtained:

46 - 50 : Very High

41 - 45 : High

36 - 40 : Medium

31 - 35 : Low

26 - 30 : Very Low

The frequency distribution of Arabic language learning motivation is outlined in table 2.

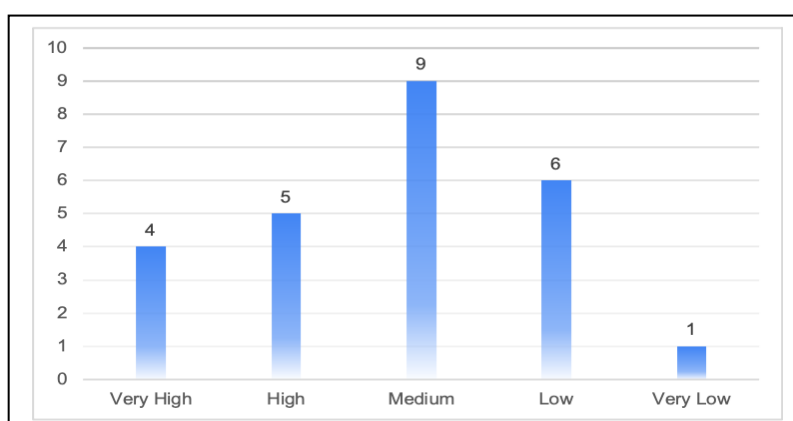
**Table 2.** Data Classification of Arabic Learning Motivation

Classification	Interval	Frequency	Percentage
Very High	46 - 50	4	16%
High	41 - 45	5	20%
Medium	36 - 40	9	36%
Low	31 - 35	6	24%
Very Low	26 - 30	1	4%

Based on the data in table 2, it can be interpreted that there are 4 students or 16% who have very high motivation in learning Arabic. Then 5 students or equivalent to 20% have high motivation in the Arabic language learning process. Furthermore, there are 9 students or 36% stated to have moderate motivation. And 6 students or 24% stated their low motivation in learning Arabic. While 1 student or 4% has very low motivation in the Arabic language learning process.

After summing up all the scores, the mean (average) of 38.9 is obtained. This average acquisition is included in the Ordinary category, namely on a score between 36 - 40. With this, it can be understood that the average motivation to learn Arabic for SKS class students of MTsN 2 Malang is classified as medium.

The results of the classification and categorization of Arabic language learning motivation as described can be illustrated in Figure 2.



**Figure 2.** Histogram of Arabic Learning Motivation

After describing the two variables, the researcher then analyzed the data using a simple linear regression formula with the SPSS program version 25.

### Validity Test

This step is taken to measure the level of validity obtained from the distribution of questionnaires (Darma, 2021). The statements outlined in the questionnaire relate to the coverage of the aspects to be measured for validity. Conclusions are based on the Sig value. (2-tailed), if the value is  $<0.05$ , it can be concluded that it is valid (Al Hakim et al., 2021). The results showed that 10 smartboard media usage questionnaire data (X) were valid, 9 Arabic language learning motivation questionnaire data (Y) were valid, and 1 Arabic language learning motivation questionnaire data was invalid. The validity test results can be seen in table 3.

**Table 3.** Validity Test Results

Variable	Pearson Correlation	Sig. (2-tailed)	Description
X <sub>1</sub>	0,498	0,011	Valid
X <sub>2</sub>	0,679	0,000	Valid
X <sub>3</sub>	0,699	0,000	Valid
X <sub>4</sub>	0,762	0,000	Valid
X <sub>5</sub>	0,795	0,000	Valid
X <sub>6</sub>	0,698	0,000	Valid
X <sub>7</sub>	0,657	0,000	Valid
X <sub>8</sub>	0,719	0,000	Valid
X <sub>9</sub>	0,828	0,000	Valid
X <sub>10</sub>	0,891	0,000	Valid
Y <sub>1</sub>	0,716	0,000	Valid
Y <sub>2</sub>	0,656	0,000	Valid
Y <sub>3</sub>	0,428	0,033	Valid
Y <sub>4</sub>	0,815	0,000	Valid
Y <sub>5</sub>	0,316	0,124	Invalid
Y <sub>6</sub>	0,563	0,003	Valid
Y <sub>7</sub>	0,777	0,000	Valid
Y <sub>8</sub>	0,701	0,000	Valid
Y <sub>9</sub>	0,769	0,000	Valid
Y <sub>10</sub>	0,760	0,000	Valid

### Reliability Test

The reliability test is used to determine the stability of the consistency of the data obtained (Anggraini et al., 2022). The results of the reliability test can be seen in tables 4 and 5.

**Table 4.** Reliability Test Results of Smartboard Media Use (X)

Reliability Statistics	
Cronbach's Alpha	N of Items
.893	10

Because the overall r count (Cronbach alpha) (0.893) > r table (0.632), then the decision using the significance level or  $\alpha = 5\%$ , the questionnaire on the use of smartboard media (X) is reliable (consistent).

**Table 5.** Reliability Test Results of Arabic Learning Motivation (Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
.866	9

Because the overall r count (Cronbach alpha) (0.866) > r table (0.666), then the decision using the significance level or  $\alpha = 5\%$ , the Arabic language learning motivation questionnaire (Y) is reliable (consistent).

### Hypothesis Test

Hypothesis decision making is based on the significance value, if the Sig. < 0.05, then it means that there is an influence of the use of smartboard media on Arabic learning motivation (Khasanah, 2021). The hypotheses that will be tested in this study are as follows:

$H_0$  : There is no effect of the use of smartboard media on the motivation to learn Arabic language of SKS class students MTsN 2 Malang.

$H_a$  : There is an effect of the use of smartboard media on the motivation to learn Arabic language of SKS class students MTsN 2 Malang.

**Table 6.** Hypothesis Test Results

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.815	6.663		2.524	.019
	Penggunaan Media Smartboard	.542	.162	.573	3.349	.003

a. Dependent Variable: Motivasi Belajar Bahasa Arab

Based on table 6, the Sig. value is 0.003 and smaller than 0.05. Thus it can be concluded that  $H_a$  is accepted or it can be said that there is an effect of the use of smartboard media on the motivation to learn Arabic language of SKS class students MTsN 2 Malang.

**Table 7.** Model Summary Results

Model Summary					
Model	R Square Change	Change Statistics			
		F Change	df1	df2	Sig. F Change
1	.328 <sup>a</sup>	11.219	1	23	.003
a. Predictors: (Constant), Penggunaan Media Smartboard					

The magnitude of the influence of smartboard media on Arabic learning motivation is known from the R Square value multiplied by 100% (Djemma et al., 2023). Then  $0.328 \times 100\% = 32.8\%$  of the influence of using smartboards on students' Arabic learning motivation, while 67.2% is influenced by other learning factors. So that smartboard learning media has an important role in improving students' Arabic language skills, as well as providing a good influence on the quality of the Arabic language learning process and results.

## CONCLUSION

The findings of this study indicate that the use of smartboard learning media has a significant impact on student motivation, particularly in the context of Arabic language learning. The study indicates that when educators integrate learning media, particularly smartboards, into their pedagogical approaches, students exhibit a heightened level of motivation to learn. Conversely, when the use of learning media is constrained, student motivation tends to be low. These findings underscore the importance of consistently embracing innovative approaches to learning in Arabic language classrooms, given the readily available technological advancements that can enhance student engagement.

In conclusion, the study underscores the necessity for Arabic teachers to adopt innovative teaching strategies that capitalize on the potential of learning media, such as smartboards. By integrating these technological tools into their instructional practices, educators can create a dynamic learning environment that fosters student motivation. In light of the impact of technology in language learning, it is imperative that teachers strive to incorporate relevant and accessible technological resources in order to enhance the overall learning experience for their students. Consequently, educators can effectively harness the power of smartboards and other learning media to promote a deep and enduring enthusiasm for Arabic language acquisition.

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