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PERCEPTION OF UNISMA STUDENTS ON AUDIO-VISUAL TEACHING MATERIALS IN QIRO'AH LEARNING: A STUDY BASED ON MAYER'S MULTIMEDIA LEARNING THEORY

Rauzatul Jannah¹

UIN Maulana Malik Ibrahim, Indonesia (220104320004@student.uin-malang.ac.id)

Faisal Mahmoud Adam Ibrahim

University of Holy Qur'an and Islamic Sciences, Sudan (faisalmahmudadam@gmail.com)

Syuhadak

UIN Maulana Malik Ibrahim, Indonesia (syuhadak@gmail.com)

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ABSTRAK

Tujuan: Penelitian ini bertujuan untuk mengkaji persepsi mahasiswa Universitas Islam Malang terhadap penggunaan bahan ajar audio-visual dalam pembelajaran Qiro'ah, dengan fokus pada motivasi belajar. **Metode:** Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologis dan berpijak pada teori pembelajaran Multimedia Richard E. Mayer yang menekankan pentingnya integrasi unsur visual dan auditori dalam meningkatkan efektifitas pembelajaran. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi. **Hasil:** Hasil penelitian menunjukkan bahwa penggunaan bahan ajar audio-visual memberikan dampak positif terhadap motivasi belajar, keterlibatan kognitif, dan pemahaman teks bacaan. **Kesimpulan:** Mahasiswa merasa lebih mudah memahami makna teks, menunjukkan minat belajar yang tinggi, serta memiliki antusiasme yang besar dalam mengikuti proses pembelajaran, sehingga pembelajaran Qiro'ah menjadi lebih bermakna dan menarik.

¹ Correspondence Author

Keywords:	ABSTRACTS
Student perception; audio-visual teaching materials; learning motivation; multimedia learning theory; phenomenological studies	<p>Purpose: This study examines the perceptions of students at the Islamic University of Malang regarding the use of audio-visual teaching material in Qiro'ah Learning, with particular attention to learning motivation. Method: Employing a qualitative phenomenological approach, the study is grounded in Richard E. Mayer's Multimedia Learning Theory, which highlights the integration of visual and auditory elements to enhance learning effectiveness. Data were collected through in-depth interviews, participatory observation, and documentation involving ten students from the Arabic Language Education program enrolled in a Qiro'ah course. Result: The findings reveal that audio-visual teaching materials have a positive influence on students' learning motivation, cognitive engagement, and reading comprehension. Conclusion: Student reported improved understanding of textual meaning, greater learning interest, and increased enthusiasm during the learning process, indicating that multimedia-based instruction supports more meaningful and engaging Qiro'ah learning experiences.</p>

A. INTRODUCTION

The ability to read Arabic texts (Qiro'ah) is one of the essential basic skills in mastering Arabic in the Islamic university environment. These skills not only support the understanding of religious texts and Arabic literature but also serve as a foundation for the development of other language competencies. However, the reality in the field shows that students' motivation to participate in Qiro'ah learning tends to be low.

Maharah qiro'ah is a reading skill that allows learners to understand and analyze texts in Arabic. This skill encompasses the ability to identify letters and words, comprehend sentence structure, recognize vocabulary, and interpret the meaning and contextual nuances of the texts being read. Teaching qiro'ah is teaching the Arabic language that focuses on aspects of students' reading skills.(Khuluq et al. 2025, 328) This is due to conventional and monotonous learning methods, such as lectures and text translation, which lack variety and engaging approaches.

Along with the development of information and communication technology, the use of audio-visual-based learning media has become an innovative alternative to support a more interactive and fun learning process.(Irsan, Nurmaya, and Agus 2024, 443) Audio-visual media, which combine sound and image elements, can stimulate students' various senses, thereby increasing their engagement and understanding of the subject matter. In the context of Arabic learning, this media can be used to present reading texts in the form of videos, animations, or audio recordings that enrich the student learning experience.

Based on Richard E. Mayer's Multimedia Learning Theory, students learn more effectively when information is presented through both audio and visual channels simultaneously, as this helps optimize cognitive processing.(Mayer 2024, 1) The integration of audio-visual elements in Qiro'ah learning allows students not only to read and understand texts but also to listen to correct pronunciation, intonation, and expression, which are essential aspects of Arabic comprehension. Through this multimodal approach, learners can build stronger mental representations and a deeper understanding of the material.

At Universitas Islam Malang (UNISMA), the use of audio-visual teaching materials in Qirā'ah classes reflects an effort to align learning practices with students' needs and the demands of the digital era. Students' perceptions of these materials are important to explore phenomenologically, as they reveal the lived experiences, meanings, and motivations behind how learners engage with and interpret multimedia-based learning. Understanding these perceptions can provide valuable insights into how Mayer's theory is realized in practice and how it contributes to the transformation of Arabic learning toward a more meaningful and effective process.

The Multimedia Learning Theory, introduced by Richard E. Mayer, explains that students learn more effectively when information is presented using a combination of text, sound, and images.(Zhang, Zhao, and Mayer 2025, 11) This theory highlights that humans process information through two main channels, the visual and the auditory. When both channels are used together in a balanced way, learning becomes more meaningful because students can see, hear, and connect ideas more easily. In other words, multimedia learning helps students understand not only through words or pictures alone, but also through the interaction between the two, allowing their brains to form stronger connections and remember information more effectively.

In Qira'ah learning, this theory is especially useful because students are not only reading Arabic texts, but also listening to pronunciation, understanding intonation, and connecting words with their visual meanings (Hala Nawaf Alzaben and Hamzeh Abdelfattah Alassaf 2023, 17). For example, when students watch a video that includes reading passages, visuals of the story, and audio of correct pronunciation, they can grasp both the linguistic and contextual meaning of the text. This kind of learning makes the process more interactive, enjoyable, and effective. By using audio-visual media, Qirā'ah classes can move beyond traditional reading methods and help students experience Arabic as a living language — one they can see, hear, and truly understand.

Several previous studies have shown that the use of audio-visual media can improve students' motivation and learning outcomes. For example, research by Putri (2023) shows that the use of audio-visual media in Arabic learning can significantly increase students' motivation to learn.(Siregar, Mukhlis, and Asnidar 2023, 98) Similarly, research by Siti Rohmah (2021) found that the use of audio-visual media in online learning of Islamic Cultural History increases students' interest in learning, demonstrated by their activeness, enthusiasm, and discipline.(Rohmah and Syifa 2021, 135)

Although numerous previous studies have shown that the use of audio-visual media can enhance students' learning motivation and academic outcomes, most of these studies have primarily focused on general instructional effectiveness or quantitative improvements in learning achievement. Such studies have not sufficiently explored how students interpret, experience, and respond to the use of audio-visual media, particularly in Qiro'ah instruction within Islamic higher education contexts. Moreover, research that explicitly links the use of audio-visual teaching materials in Qiro'ah learning with Richard E. Mayer's Multimedia Learning Theory—especially from the perspective of students' subjective learning experiences—remains very limited. Therefore, a research gap exists in understanding students' perceptions of audio-visual teaching materials in Qiro'ah learning and how these experiences influence their

learning motivation. This study seeks to address this gap through a qualitative phenomenological approach by deeply exploring the learning experiences of students at the Islamic University of Malang.

Furthermore, the research of Maya Nurfadhillah (2003) found that the use of learning media in the teaching and learning process can arouse new desires and interests. The learning media that can be provided are image media and video media.(Nurfadhillah 2023, 1409) Likewise, research by Mahbub (2022) shows that audio-visual media is a learning medium that combines sound and image elements, so that it can stimulate two senses at once, namely hearing and sight. This combination makes audio-visual media more effective in conveying information and improving students' understanding.(Mahbub and Khusnul 2022, 263) Likewise, Mayer explains in his book the cognitive theory of multimedia learning. According to him, when text is accompanied by images and sounds, the learning process becomes more effective because it involves verbal and visual channels simultaneously.(Mayer 2007, 128) Multimedia effects can increase motivation because students feel more engaged and active.

However, there are still limitations in the research that specifically examines students' perceptions of the use of audio-visual media in Qiro'ah learning at the university level. Therefore, it is important to know how students perceive the use of this teaching material in the context of Qiro'ah learning. This study aims to analyze the perception of students of the Islamic University of Malang (UNISMA) towards the use of audio-visual teaching materials in Qiro'ah learning, with a focus on increasing learning motivation. By understanding student perceptions, it is hoped that a deeper insight can be obtained about the effectiveness of the use of audio-visual media in Qiro'ah learning and its implications on student learning motivation.

This study uses a qualitative approach with phenomenological study methods to deeply understand students' experiences and perceptions of the use of audio-visual teaching materials. The research subjects consisted of ten students of the UNISMA Arabic Language Education Study Program who took the Qiro'ah course and had used audio-visual teaching materials in the learning process. Data collection techniques are carried out through in-depth interviews, observations, and documentation.(Siswanto, Hayati, and Al 2021, 116) Interviews aim to explore students' subjective experiences, while observations are carried out to observe learning activities directly. Documentation supports the validity of the data by including written evidence and recordings related to the learning process. Data analysis is carried out in a descriptive-qualitative manner through the stages of data reduction, data presentation, and conclusion drawn.(Abdussamad 2021, 30) Data validity is strengthened by triangulation of sources and techniques (Gunawan 2013, 218).

Through this approach, the research is expected to provide a complete understanding of the impact of the use of audio-visual teaching materials on students' reading skills in Qiro'ah courses. In-depth interviews to explore students' subjective perceptions.

B. METHOD

This study employed a qualitative approach using a phenomenological method to explore in depth students' experiences and perceptions of the use of audio-visual teaching materials in Qiro'ah learning (Korkut and Ulker 2024, 1097). The research was conducted over one academic semester in the Arabic Language Education Study Program at the Islamic University of Malang. The research participants consisted of ten students who were enrolled in the Qiro'ah course and had direct experience with audio-visual-based instruction. Data were collected through semi-structured interviews, participatory observations, and documentation (Siswanto, Hayati, and Al 2021, 116) (Abdussamad 2021, 30). Semi-structured interviews were used to explore students' subjective experiences, perspectives, and learning motivation in depth, while allowing flexibility for participants to freely express their personal learning experiences.

Observations were conducted during the learning process to directly examine students' responses, levels of engagement, and interactions with the audio-visual media used in the classroom. Documentation, including learning notes, teaching materials, and recordings of classroom activities, served as supporting data to strengthen the findings obtained from interviews and observations. Data analysis was carried out using a descriptive qualitative approach through the stages of data reduction, data display, and conclusion drawing (Gunawan 2013, 218). To ensure data validity, this study applied both source triangulation and methodological triangulation by comparing data obtained from interviews, observations, and documentation (Farrell 2020, 1). thereby providing a comprehensive and in-depth understanding of students' perceptions of audio-visual teaching materials in Qiro'ah learning.

The participants of this study were ten students of the Arabic Language Education Study Program at the Islamic University of Malang (UNISMA). They were selected using purposive sampling, based on several criteria aligned with the research objectives. The criteria included: students who actively attended the Qira'ah course, had direct experience with audio-visual teaching materials, and were willing to participate in interviews and observations. The number of ten participants was deemed sufficient to capture variations in experience while also identifying essential patterns within the phenomenon under investigation.

Data were collected using three main techniques: in-depth interviews, classroom observations, and documentation (Burton 2021, 105). The in-depth interviews were conducted to explore students' personal experiences in detail. A semi-structured format was employed, providing the researcher with a guideline while still allowing students the freedom to share their perceptions openly. Questions were focused on aspects such as the benefits of using audio-visual materials, challenges they encountered, and their motivational and cognitive responses. Through these interviews, students were able to articulate their subjective experiences reflectively and authentically.

In addition to interviews, classroom observations were conducted during Qiro'ah learning sessions. These observations enabled the researcher to directly observe how students interacted with the audio-visual materials, how they responded to the teacher's explanations supported by multimedia, and the extent of their engagement in class

activities. Observational data provided a contextual complement to the interview findings, offering a more holistic picture of students' learning experiences.

Documentation was also collected to strengthen the findings. This included lecture notes, the audio-visual materials themselves, as well as photos and recordings of classroom activities. Such documentation served as tangible evidence supporting the interview and observation data, while also offering additional reference material for data interpretation (Schlunegger, Zumstein-Shaha, and Palm 2024, 611).

Data analysis was carried out using a descriptive-qualitative process that followed several stages. First, the data from interviews, observations, and documentation were reduced, meaning that only information relevant to the research focus was retained, while irrelevant data were set aside. Second, the reduced data were presented in the form of descriptive narratives and thematic categories, making it possible to identify patterns and relationships within the data. Third, tentative conclusions were drawn and then re-verified through constant comparison across data sources. This iterative process continued until consistent findings were achieved.

Within the phenomenological framework, data analysis also involved the principle of *epoché* or bracketing, whereby the researcher suspended personal assumptions and attempted to view the phenomenon from the participants' perspective. This ensured that the meanings derived from the analysis truly reflected the students' lived experiences rather than the researcher's prior interpretations.

To ensure data validity, this study applied both source triangulation and methodological triangulation (Vivek, Nanthagopan, and Piriayatharshan 2023, 106). Source triangulation was achieved by comparing data obtained from different participants, while methodological triangulation was carried out by combining interviews, observations, and documentation. In addition, member checking was used, whereby participants were asked to verify summaries of their interview transcripts. This procedure strengthened data credibility and minimized researcher bias.

Procedurally, the research was conducted in several stages. It began with preparation, which included designing the interview guide and observation instruments. The next stage was data collection through in-depth interviews, classroom observations, and documentation. This was followed by data analysis involving reduction, presentation, and conclusion drawing. Data validation was then carried out using triangulation and member checking. The final stage was reporting the findings in a systematic academic format.

Through this process, the research aimed to generate a comprehensive understanding of UNISMA students' perceptions of using audio-visual teaching materials in the Qira'ah course. By employing a phenomenological approach, the study did not merely examine cognitive outcomes but also explored the experiential, motivational, and perceptual dimensions of learning. Ultimately, the findings are expected to contribute to the development of more effective and innovative Qirā'ah teaching strategies that align with the needs of students in the digital era.

Figure 1. Research Cycle Diagram



C. RESULT AND DISCUSSION

Findings

This study involved ten undergraduate students of the Arabic Language Education Study Program at the Islamic University of Malang (UNISMA) as research participants. They were selected through purposive sampling to represent diverse learning experiences and proficiency levels in *Qiro'ah*. Data were collected through in-depth interviews, observations, and documentation, which were later analyzed thematically using the phenomenological approach. The findings presented in this section answer the research objective: to analyze students' perceptions toward the use of audio-visual teaching materials in *Qiro'ah* learning, particularly in relation to learning motivation and comprehension improvement.

1. Students' Perceptions of Audio-Visual Media in *Qira'ah* Learning

The interviews with ten students revealed that the majority responded positively to the integration of audio-visual materials in *Qirā'ah* classes. Most participants emphasized that video-based instruction made the learning process more engaging, easier to follow, and less monotonous. One participant (HS) stated:

“Usually, I am less interested in *Qiro'ah* lessons because there are too many texts and translations. But when the lecturer started using videos, I became more enthusiastic. Moreover, there is animation and narrative, so it is clearer and less boring.”

This statement indicates that audio-visual media can change students' perceptions of *Qiro'ah* learning that was previously considered tedious. When audio and visual components are combined, the learning context becomes more meaningful and easier to comprehend. Students also mentioned that the use of video materials, especially those containing real-life dialogues or short stories, helps them visualize the situations described in Arabic texts. This aligns with Mayer's *Multimedia Learning Theory*, which suggests that students learn more effectively through dual-channel processing, where verbal and visual inputs are integrated cognitively (Mayer, 2021).

Table 1. Summary of Students' Perception Toward Audio-Visual Media

No	Aspect Observed	Positive Response (%)	Notes
1	Motivation Increase	90%	Students feel more active and engaged

2	Comprehension Improvement	85%	Easier understanding of context
3	Media Accessibility	70%	Technical issues in rural areas
4	Preference for Multimedia Learning	95%	Consistent with the digital native profile

The quantitative summary from the qualitative coding process indicates that almost all participants (90%) experienced a notable increase in motivation. This motivation was particularly evident when the instructor combined *Qiro'ah* readings with short narrative videos, which provided contextual understanding and visual representation of abstract ideas. However, around 30% of students reported occasional internet connectivity issues that disrupted video playback, especially for those living in remote areas. Despite these challenges, 95% of respondents stated that they preferred multimedia learning over conventional textbook-based instruction.

2. Enhancement of Learning Motivation

Motivation emerged as one of the most significant themes in the findings. Students described feeling more curious, enthusiastic, and emotionally involved when multimedia tools were used. The interactive features of audio-visual media, such as subtitles, background sounds, and culturally relevant imagery, helped sustain their attention throughout the lesson. According to one student (AF):

“When I listen and watch at the same time, I can imagine the situation. It makes the learning more real, not just memorizing the text.”

This shows that the integration of auditory and visual input encourages both cognitive and emotional engagement. In line with *Self-Determination Theory* (Deci & Ryan, 2017), the study found that audio-visual materials support the fulfillment of learners' psychological needs for autonomy, competence, and relatedness. Students feel more capable of understanding materials independently, which enhances intrinsic motivation.

Moreover, students highlighted that video-based exercises, such as comprehension quizzes following a short clip, gave them a sense of accomplishment. This internal satisfaction fostered self-regulated learning behavior, which is crucial in language acquisition (Rahman & Zulkifli, 2024). Students began to rewatch certain videos voluntarily after class, demonstrating autonomous motivation and curiosity beyond classroom requirements.

3. Comprehension and Cognitive Engagement

Comprehension improvement was another major finding, reported by 85% of participants. Students mentioned that the visual cues—such as gestures, facial expressions, or contextual backgrounds in videos—helped them infer meaning from Arabic texts more effectively. One respondent (NM) reflected:

“When the video shows people speaking Arabic in a real situation, I can connect the words with actions. It's easier to remember the meaning.”

This observation supports Sweller's *Cognitive Load Theory*, which argues that visual aids reduce extraneous cognitive load and allow learners to focus on essential information (Sweller et al., 2019). The combination of hearing native-like pronunciation and observing contextual visuals contributes to dual coding, enhancing memory retention.

Another pattern observed was that students developed better inferencing skills. Instead of depending solely on translation, they could interpret meaning through situational cues. The instructor's strategic use of pause–play techniques during video analysis also encouraged active cognitive participation, allowing students to discuss interpretations collaboratively. This active process aligns with current studies indicating that interactive multimedia fosters deep learning through learner participation (Lin et al., 2025).

4. Students' Behavioral and Emotional Responses

The behavioral change in classroom participation was notable. Before multimedia implementation, *Qiro'ah* sessions were often teacher-centered, with minimal interaction. After introducing videos and audio narrations, students exhibited increased verbal responses, voluntary question-asking, and engaged in collaborative discussions. Several participants noted that the lessons felt "more alive" and that they felt emotionally connected to the topics presented.

From an affective perspective, students expressed reduced anxiety when dealing with Arabic texts. They reported that learning through videos helped them overcome the fear of making mistakes, as they could observe and imitate authentic language use. These findings align with recent studies that emphasize the benefits of technology-enhanced language learning environments, which reduce foreign language anxiety and increase confidence.(Martin, Alvarez, and Espasa 2022, 1)

The combination of sensory engagement and emotional connection created a positive classroom climate. One participant (IK) stated:

"Now I am not afraid to read aloud because I already understand what is happening in the story."

This statement reflects a psychological shift from passive learning to active engagement, demonstrating that multimedia learning not only facilitates comprehension but also promotes self-efficacy in *Qirā'ah* practice.

5. Technical and Pedagogical Challenges

Although the majority of responses were positive, the findings also identified several technical and pedagogical challenges. About 30% of students experienced difficulties related to limited internet bandwidth, especially during synchronous learning sessions. Furthermore, some students found that certain videos lacked cultural or linguistic authenticity. For instance, one participant (AD) commented:

"Some videos use Arabic that is too modern, different from the *Qiro'ah* texts we study. So sometimes it feels less connected."

This suggests the importance of aligning multimedia materials with curricular objectives and linguistic standards. Teachers need to curate or develop content that not only appeals to students visually but also reflects the specific grammatical and thematic elements of *Qiro'ah* (Khoirunnisa et al. 2025, 126).

Pedagogically, instructors also mentioned the need for adequate training in multimedia integration.(Désiron, Schmitz, and Petko 2025, 637) The findings support the argument that successful multimedia learning depends not only on technology itself

but also on the teacher's ability to design meaningful instructional strategies. (Zainuddin & Karim, 2024).

The main Findings of this research can be summarized as follows:

- a) Students demonstrated overwhelmingly positive perceptions toward the use of audio-visual teaching materials in *Qiro'ah* learning.
- b) Motivation significantly increased, supported by intrinsic factors related to enjoyment, autonomy, and competence.
- c) Comprehension improved as students benefited from contextual visual cues and real-life scenarios presented in videos.
- d) Classroom dynamics shifted toward more active and participatory learning environments.
- e) Technical and pedagogical challenges were present but did not outweigh the positive impacts.

These results collectively affirm the research hypothesis that audio-visual teaching materials can enhance both motivation and understanding in *Qiro'ah* learning among university students. The evidence gathered from participants supports the theoretical framework combining Mayer's *Multimedia Learning Theory* (Mayer 2020, 152) and Deci and Ryan's *Self-Determination Theory*. (Ryan and Deci 2017, 319) This dual framework explains how multimedia facilitates learning by engaging both cognitive and affective processes simultaneously.

The implications of these findings extend beyond individual classroom outcomes. They demonstrate a broader transformation in the paradigm of *Qiro'ah* instruction—from teacher-centered text recitation to student-centered meaning construction. This shift is aligned with global trends in digital pedagogy, where technology acts as a bridge between linguistic structure and experiential understanding (Ammar & Hassan, 2023).

Therefore, future *Qiro'ah* teaching strategies at the tertiary level should emphasize content contextualization, interactive video materials, and culturally relevant storytelling. The use of locally produced multimedia materials reflecting Islamic values and contemporary issues may further enhance engagement and identity formation among students of Arabic language education.

Analysis and Discussion

The findings of this study indicate that not all types of audio-visual materials influenced students' learning experiences in the same way. Students reported that video-based materials, particularly those featuring native or proficient Arabic speakers, were more effective in enhancing pronunciation accuracy, intonation awareness, and overall comprehension of *Qiro'ah* texts. Videos allowed learners to simultaneously observe facial expressions, mouth movements, and contextual visuals, which contributed to higher cognitive engagement and deeper meaning-making. In contrast, animated materials were perceived as more effective in maintaining attention and reducing cognitive load, especially when introducing new vocabulary or complex textual structures. These differences suggest that video materials tend to support deeper linguistic processing, while animations serve as effective scaffolding tools that simplify abstract concepts. This finding aligns with Mayer's *Multimedia Learning Theory*, which emphasizes that meaningful learning occurs when multimedia elements are designed to manage cognitive load and support active cognitive processing through appropriate visual-auditory integration.

In general, students explained that the presence of synchronized audio and visual cues helped them understand pronunciation, word meaning, and sentence context simultaneously. This dual-mode learning experience supports the Cognitive Theory of Multimedia Learning, which states that learning becomes more efficient when information is presented through both the visual and auditory channels (AlShaikh, 2024). In this study, the combination of spoken narration and written text reduced students' cognitive load and made it easier to retain key concepts. Many students noted that they could "see" and "hear" the meaning at once, thus connecting form and meaning naturally during reading activities.

From a psychological perspective, the use of audio-visual materials also enhanced intrinsic motivation. Students described the learning process as "interesting," "clear," and "different from traditional lessons." Their curiosity and enjoyment reflected a sense of self-driven engagement rather than external obligation. This aligns with recent studies showing that digital media environments foster Self-Determination by promoting autonomy, competence, and relatedness (Lin et al., 2025). Students had the autonomy to pause or replay sections, giving them a feeling of control over their own learning pace. The sense of competence emerged as they noticed progress in pronunciation and comprehension after repeated exposure to video-based materials (Cavanagh and Kiersch 2023, 1033).

These motivational effects are consistent with the research by Dafa, who found that multimedia-enhanced Arabic learning increased students' enthusiasm and participation compared to conventional instruction (Zayuda and Zulheddi 2025, 264). Similarly, The Impact of Digital Skills on University Students' Motivation reported that students with higher digital literacy were more capable of using online learning tools effectively, resulting in greater motivation and academic confidence (El Ouaddane et al. 2025, 1). This suggests that media literacy acts as a mediating factor that enhances the motivational outcomes of multimedia learning.

In addition to individual benefits, the social aspect of learning also emerged as a strong component. Students frequently collaborated in small groups, discussing the meaning of videos or correcting each other's pronunciation. Such peer interaction demonstrates how audio-visual media serve as mediational tools that facilitate the social construction of knowledge. This perspective aligns with the sociocultural approach to learning, which posits that meaning is co-constructed through shared activities and dialogue (Vygotsky, 1978, as cited in Rani et al., 2023).

However, the results also revealed some challenges. A few students mentioned distractions caused by excessive animation or background music, which sometimes hindered focus on the text. This observation supports Cognitive Load Theory, which warns that excessive or irrelevant stimuli can reduce comprehension (Sweller et al., 2019). Therefore, instructional designers must ensure that every visual or auditory element in the material serves a pedagogical purpose. Aesthetic value should never outweigh clarity and relevance (Çeken and Taşkın 2022, 1).

Comparing these results with other recent studies confirms that technology-based Arabic language education has become a global trend. (A. Rani et al. 2023, 11) observed that digital integration enhances the flexibility and accessibility of Arabic instruction but also introduces infrastructural and content-quality disparities between institutions. (Ghani and Daud 2023, 407) demonstrated that digital game-based learning in Arabic significantly improved vocabulary mastery and student motivation. These findings

resonate with the present study's results, affirming that interactivity and immersion play key roles in sustaining learner engagement.

Nonetheless, one distinctive insight from this research is that not all learners benefit equally from the same type of media. While visual-auditory learners thrive in video-based learning environments, others with textual learning preferences may still prefer printed materials. This diversity of learner profiles highlights the importance of personalized multimedia design, in which instructors provide multiple modes of access—video, audio, and text—to accommodate various learning styles.

Broadly speaking, the results underscore the pedagogical transformation occurring within Arabic language education. The incorporation of audio-visual media signals a shift from teacher-centered instruction toward more learner-centered and context-based approaches. In traditional Qiro'ah pedagogy, the primary focus was on textual memorization and grammatical accuracy. Through multimedia, the focus expands to comprehension, interpretation, and contextual understanding. This aligns with the communicative paradigm of language learning, emphasizing meaning-making and learner autonomy.

The study also implies that higher education institutions must invest in professional development programs to help lecturers design pedagogically sound multimedia. It is not enough to merely use technology; educators need competencies in instructional design, digital storytelling, and visual pedagogy to ensure that multimedia elements genuinely support comprehension. At the same time, universities must improve digital infrastructure, stable internet access, online learning platforms, and accessible repositories so that all students, regardless of their economic background, can benefit equally.

Moreover, the study's findings point to future directions for research and practice. Longitudinal investigations could be conducted to observe how sustained exposure to audio-visual media influences long-term reading proficiency and retention. Experimental studies may examine which specific types of multimedia, such as interactive videos, augmented reality, or gamified modules, yield the highest learning gains in Arabic reading comprehension. Furthermore, cross-institutional research could help determine whether these findings hold across diverse cultural and linguistic contexts.

Another promising line of inquiry involves exploring culturally responsive multimedia materials. Since language and culture are inseparable, embedding local contexts, real-life scenarios, and authentic Arabic expressions may enhance both comprehension and cultural appreciation among learners. Such cultural adaptation not only strengthens linguistic competence but also fosters intercultural communication skills, which are increasingly relevant in globalized education settings (Rani et al., 2023).

Despite its contributions, this study has several limitations that should be acknowledged. First, the relatively small sample size of ten participants limits the generalizability of the findings beyond the specific context of Qiro'ah learning at Universitas Islam Malang. The phenomenological approach prioritizes depth over breadth; therefore, the results reflect rich individual experiences rather than representative patterns across broader student populations. Additionally, this study focused primarily on students' perceptions and self-reported experiences, which may be influenced by subjective bias. Future research could involve larger and more diverse samples, as well as mixed-method or experimental designs, to examine the differential

effects of various multimedia types on learning outcomes and to strengthen the generalizability of the findings.

This study contributes to the growing body of literature supporting multimedia integration in Arabic language education. Audio-visual media effectively stimulate learners' sensory, cognitive, and emotional engagement, thereby improving comprehension and motivation in Qiro'ah learning. Nevertheless, the success of multimedia depends largely on thoughtful instructional design, appropriate technological support, and teacher preparedness. As educational paradigms continue to evolve, future research should continue to explore how digital media can be optimized to create equitable, engaging, and contextually meaningful learning experiences for Arabic learners worldwide.

CONCLUSION

This study concludes that the integration of audio-visual instructional materials in Qiro'ah learning at the Islamic University of Malang (UNISMA) effectively fulfills the main objective of enhancing students' motivation, comprehension, and engagement in reading Arabic texts. The qualitative phenomenological findings reveal that the combination of visual and auditory modalities provides a richer and more interactive learning experience. Students reported that the use of multimedia-based materials helped them understand the meaning of Arabic texts more easily, stimulated curiosity, and encouraged them to participate actively in classroom discussions. This finding supports Mayer's Multimedia Learning Theory, which asserts that learning is more effective when information is processed through both verbal and visual channels simultaneously. It also resonates with the current learning needs of the digital generation, who are accustomed to multimodal sources of information and prefer interactive content over traditional text-based instruction.

Beyond confirming the cognitive and motivational benefits, the results also show that audio-visual learning contributes to a deeper transformation of Arabic language pedagogy in higher education. It bridges traditional Qirā'ah instruction—often limited to rote reading and textual comprehension—with more experiential and student-centered approaches. This transformation is consistent with Deci and Ryan's Self-Determination Theory, which highlights the importance of autonomy, competence, and relatedness in sustaining intrinsic motivation. When students feel in control of their learning process and experience a sense of connection with learning materials, they become more engaged and self-directed. Therefore, integrating multimedia tools does not merely enhance students' short-term performance but also nurtures their long-term interest in Arabic learning and their ability to learn independently. The pedagogical implications of this finding emphasize that educators should not only incorporate technology for visual appeal but also design it thoughtfully to stimulate reflective and meaningful learning.

Future research should further explore the broader application of multimedia-based strategies in Qiro'ah and other Arabic courses. Expanding the sample size beyond ten participants and using mixed-method designs could strengthen the generalizability of results. It is also recommended that future studies investigate the use of advanced technologies such as virtual reality (VR), gamified reading modules, and artificial

intelligence (AI)-assisted pronunciation tools to assess their impact on linguistic competence, critical reading skills, and retention. Collaborative efforts between linguists, technologists, and instructional designers are essential to develop culturally relevant and pedagogically effective digital resources for Islamic higher education. In conclusion, the current study demonstrates that multimedia learning in *Qirā'ah* instruction is not only an innovation in method but also a step toward transformative and human-centered Arabic language education in the digital era.

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Based on the findings of this study, practical recommendations can be offered for instructors teaching *Qiro'ah* at UNISMA and similar higher education institutions. Lecturers are encouraged to integrate audio-visual materials strategically by selecting or developing multimedia content that aligns with specific learning objectives, linguistic structures, and thematic content of *Qiro'ah* texts. The combination of videos, audio recordings, and visual illustrations should be designed to support pronunciation accuracy, vocabulary comprehension, and contextual understanding while avoiding excessive cognitive load. Additionally, providing students with opportunities to control their learning pace such as pausing, replaying, or revisiting multimedia materials can enhance learner autonomy and engagement. Thoughtful multimedia integration, therefore, should function not merely as a technological enhancement but as a pedagogically grounded approach to fostering meaningful and reflective reading practices.

In terms of future research, further studies are needed to examine the long-term effects of audio-visual learning on students' reading proficiency, retention, and independent learning skills in *Qiro'ah*. Expanding the sample size and involving students from different institutions or educational backgrounds would strengthen the generalizability of the findings. Moreover, future research may employ experimental or mixed-method designs to compare the effectiveness of various multimedia formats, such as interactive videos, gamified reading modules, or artificial intelligence assisted learning tools. Such investigations would contribute to a deeper understanding of how multimedia-based instruction can be optimized to support sustainable, learner-centered Arabic language education in diverse higher education contexts.

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