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Integrating Flashcards and Digital Madinah Mushaf to Enhance Teachers' Arabic Competence

Nurul Murtadho[1*], Moh. Rozy Zamroni[2], Moh. Fery Fauzi[3], Faris Khoirul Anam[4]

[1,3,4] Universitas Negeri Malang, Indonesia
[2] Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia
Correspondence: E-mail: nurul.murtadho.fs@um.ac.id

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A B S T R A C T

Empowering Arabic teachers' linguistic competence is crucial for improving instructional quality, as many struggle to integrate linguistic aspects contextually. This study aims to strengthen the linguistic competence of Arabic teachers in Greater Malang using word-card flashcards and the Digital Madinah Mushaf. Integrating these tools bolsters vocabulary mastery, deepens linguistic understanding, and cultivates religious awareness. Employing a descriptive qualitative approach, the study involved Arabic educators from various institutions in Greater Malang. Data were collected via interviews, observation, questionnaires, and documentation, then analyzed using Miles and Huberman's interactive model and validated through triangulation. Findings indicate this combined media use positively impacts vocabulary enrichment (*mufradāt*), contextual understanding, and pedagogical creativity. Flashcards accelerate vocabulary retention, while the Digital Madinah Mushaf enhances semantic understanding and spiritual formation. Executed as a two-day intensive workshop featuring hands-on material development, the program proved highly effective, evidenced by positive participant responses with high average scores across all instructional aspects (4.38–4.81).

1. INTRODUCTION

Linguistics, as the discipline that systematically studies language, occupies a strategic position in supporting mastery of Arabic in both theoretical and practical dimensions. In the context of Arabic language education, linguistic competence encompasses mastery of phonology, morphology, syntax, semantics, and pragmatics, all of which are integrated with language skills (Haial, 2017). Mastery of such linguistic competence is aimed not only at learners, but is also highly crucial for educators or Arabic language teachers (Arnawa, 2022). Teachers who possess strong linguistic competence are able to guide, direct, and facilitate the Arabic language learning process effectively, in accordance with linguistic norms and the demands of modern pedagogy (Hapianingsih & Fadli, 2024).

However, realities in the field indicate that many Arabic language teachers continue to face challenges with regard to vocabulary mastery and the application of applied linguistics in instructional activities (Khotimah & Nurlaila, 2024; Maskor et al., 2016; Subkhi & Haning Tyas, 2024). Based on initial observations in a number of educational institutions across Greater Malang, it was found that teachers' skills in enriching vocabulary and integrating linguistic aspects into instruction remain limited. This condition affects teaching methods, which tend to be conventional, monotonous, and insufficiently innovative, thereby slowing students' vocabulary acquisition. This situation affirms the need to empower the linguistic competence of Arabic language teachers through innovations in media and pedagogical approaches that align with contemporary needs.

In the digital era, Arabic language instruction is required to accommodate the increasingly extensive development of information technology (Nurcholis et al., 2021). One of the greatest challenges in the field of language education is how to integrate digital media and conventional media harmoniously in order to support the attainment of linguistic competence (Bérešová, 2019). At this point, the combination of word cards (flashcards) and the Digital Madinah Mushaf emerges as a strategic alternative that can be implemented to improve vocabulary mastery and linguistic skills among Arabic language teachers.

Flashcards have long been recognized as simple yet effective instructional media for enhancing vocabulary recall and memory (Annisyah & Munisah, 2025; Savaiano et al., 2017). According to cognitive learning theory, visual repetition and the association of words with images or text can strengthen long-term memory retention (Kirch, 2008). In the context of Arabic language learning, flashcards can be used to introduce, practice, and enrich vocabulary in a structured and systematic manner (Novel et al., 2025). The use of flashcards also enables teachers to vary instructional methods, such as vocabulary games, keyword-based discussions, and sentence-construction exercises and drills (Giah, 2022).

Meanwhile, the Digital Madinah Mushaf represents a modern rendering of the Qur'an that is equipped with interactive, technology-based features. This Mushaf functions not only as a religious text, but also as a source of authentic classical Arabic vocabulary that is rich in linguistic value. With the availability of the Digital Madinah Mushaf, teachers can easily access Qur'anic verses, trace vocabulary items, and utilize them in Arabic language instruction (Irwanto, 2023). Digital features such as keyword search, concise exegesis, and interactive

tajwīd offer broader opportunities for teachers to explore vocabulary contextually and meaningfully.

While digital flashcard applications such as Anki or Quizlet offer automated spaced repetition, combining physical flashcards with the Digital Madinah Mushaf provides a unique pedagogical synergy. Physical flashcards foster tactile engagement, collaborative group interaction, and immediate visual recall during classroom activities. When paired with the Digital Madinah Mushaf, learners transition seamlessly from isolated vocabulary memorization to exploring authentic, sacred textual contexts. This hybrid approach bridges physical-tactile learning with rich digital textual analysis, preserving the authentic spiritual resonance of Qur'anic Arabic while capitalizing on modern instructional technology.

The integration of flashcards and the Digital Madinah Mushaf constitutes a form of multimodal approach in language instruction. Through flashcards, teachers can master vocabulary in a practical and applicative manner. At the same time, the Digital Madinah Mushaf provides reinforcement of vocabulary through an authentic source that is both religiously and academically valuable. The combination of the two is expected not only to enrich teachers' linguistic competence, but also to enhance teachers' awareness of the importance of linking vocabulary mastery to the authoritative source of the Arabic language, namely the Qur'an.

In the context of Greater Malang, which is known as one of Indonesia's centers of Islamic education, the need for competent Arabic language teachers is increasingly urgent. The large number of formal and non-formal educational institutions that teach Arabic necessitates the continuous improvement of teacher quality. Unfortunately, teacher training efforts thus far have tended to place greater emphasis on teaching methodology, while the strengthening of linguistic competence is often neglected. However, good methodology, if not supported by adequate linguistic competence, will yield a lopsided learning process (Fauzi et al., 2020; Mauludiyah & Murdiono, 2023). Therefore, the empowerment of linguistic competence through innovative media becomes both an academic and a practical necessity.

Moreover, empowering Arabic language teachers in Greater Malang through this approach also supports the broader agenda of improving the quality of Arabic language education in Indonesia in general. Teachers who possess robust linguistic competence will be able to educate a generation of learners who are not only fluent in Arabic, but who also have a stronger understanding of religious literature. This is essential for cultivating human resources who are excellent, religiously grounded, and globally competitive.

Based on the foregoing discussion, it can be affirmed that this study has both theoretical and practical relevance. Theoretically, this research enriches the literature on the integration of conventional and digital instructional media in the context of empowering Arabic language teachers. Practically, the study is expected to make a tangible contribution to enhancing the linguistic competence of Arabic language teachers throughout Greater Malang through the combined use of flashcards and the Digital Madinah Mushaf. Thus, this research not only responds to local needs, but also offers broader implications for the development of Arabic language teaching strategies in the digital era.

2. METHODS

This study adopts a qualitative-dominant mixed-methods research design with a descriptive approach to investigate the integration of flashcards and the Digital Madinah Mushaf. While the core inquiry focuses on exploring teachers' lived experiences, pedagogical adaptations, and meaning-making processes, quantitative data derived from Likert-scale questionnaires are utilized to complement and triangulate the qualitative findings. The research involved a total of $n = 35$ participants, comprising Arabic language teachers and university lecturers from both formal and non-formal educational institutions across Greater Malang, selected through purposive sampling based on their active role in Arabic vocabulary instruction.

The subjects of this research were lecturers and Arabic language teachers who taught in various formal and non-formal educational institutions in the Greater Malang area. The selection of subjects was conducted using purposive sampling, namely selecting teachers relevant to the needs of the research, that is, those who were actively teaching Arabic, had direct involvement in vocabulary mastery, and were willing to participate in training and mentoring processes. Data were collected through four principal techniques, namely in-depth interviews, questionnaire distribution, participant observation, and documentation. Interviews were conducted to probe teachers' understandings, perceptions, and experiences related to the use of flashcards and the Digital Madinah Mushaf. Questionnaires were distributed to inquire about the effectiveness of these activities. Observation was carried out to examine teachers' direct practice in implementing the media in the classroom. In contrast, documentation in the form of learning notes, teaching devices, and recordings of classroom activities was used to strengthen the credibility of the data.

Data analysis was conducted using the interactive model developed by Miles and Huberman (Miles & Huberman, 1984), which comprised three principal stages: data reduction, data display, and conclusion drawing. The reduction process was carried out by sorting data relevant to the research focus, namely the empowerment of linguistic competence through the media of flashcards and the Digital Madinah Mushaf. Data display was presented in the form of descriptive narrative to facilitate understanding of the patterns of findings. Meanwhile, conclusion drawing was performed gradually by verifying the findings through source triangulation and method triangulation, thereby producing results that were valid and academically accountable. With this method, the study was expected to provide a holistic depiction of how the combination of conventional and digital media could contribute to the enhancement of the linguistic competence of Arabic language teachers in Greater Malang.

3. RESULTS AND DISCUSSION

3.1 Results

Empowering the Linguistic Competence of Arabic Language Teachers through the Use of Flashcards and the Digital Madinah Mushaf in Greater Malang

The empowerment of Arabic language teachers' linguistic competence in Greater Malang through a two-day combination of flashcards and the Digital Madinah Mushaf showed several

tangible forms that were observable in classroom practice, teacher interaction, and their strategies for integrating the media. Based on in-depth interviews, questionnaire distribution, and participant observation, it was found that this empowerment occurred not only at the technical level of media use, but also touched epistemological, pedagogical, and affective dimensions that shaped teachers' linguistic competence more comprehensively.

The first form of empowerment appeared in vocabulary enrichment (*mufradāt*) through flashcards that teachers consistently used to strengthen memory and expand their lexical repertoire. Teachers stated that the use of flashcards made it easier for them to organize thematic vocabulary, for example, vocabulary related to family, education, daily activities, and religious themes. This accords with what (Maulani et al., 2024) assert, namely that flashcards are among the most effective media for accelerating the internalization of second-language vocabulary because they combine visual and cognitive aspects simultaneously. From classroom observations, it was evident that teachers not only used flashcards for themselves, but also trained students through vocabulary games, card-based discussions, and simple sentence-construction exercises. Thus, the use of flashcards not only strengthened teachers' linguistic mastery but also encouraged pedagogical creativity in teaching.

The second form involved strengthening linguistic context through the Digital Madinah Mushaf. Most teachers who were the subjects of the study reported that the word-search feature helped them in the Digital Mushaf because they could quickly find the desired vocabulary along with the relevant verse context. The use of this Mushaf encouraged teachers not merely to memorize vocabulary in isolation, but also to understand the function of words within the sentence constructions of the Qur'an. These findings are consistent with the view of Dibaj (2011), who notes that contextual vocabulary learning has a greater impact on semantic understanding than mechanical memorization. Teachers who initially tended to teach vocabulary separately began to connect those words with the linguistic structures of Qur'anic verses, thereby strengthening the syntactic and semantic aspects of their linguistic competence.

In addition, the empowerment of linguistic competence was also visible in the pattern of integrating the two media. The combination of flashcards and the Digital Madinah Mushaf was not used separately but rather complemented each other. For example, teachers created flashcards based on *mufradāt* taken from the Digital Mushaf and then used them in learning activities. This strategy demonstrated a synergy between conventional and digital media. Flashcards served as a practical means for memory reinforcement, whereas the Digital Mushaf functioned as an authentic vocabulary source that provided both academic and religious legitimacy. This integrative pattern showed that empowerment took place not only at a technical level but also built a new teacher mindset regarding the importance of combining traditional and modern sources.

Another form of empowerment that was identified consisted of teachers' pedagogical transformation in designing learning strategies. Teachers who had been accustomed to relying on the textbook as the sole learning source began to show the confidence to develop more creative instructional materials. For instance, they designed learning modules that incorporated vocabulary-card games and then linked them to exploring the meanings of

vocabulary from verses in the Digital Mushaf. This indicated that empowering linguistic competence resulted not only in broader vocabulary mastery, but also in the growth of methodological competence for teaching that vocabulary more meaningfully. In other words, empowering teachers' linguistic competence through these two media produced a dual impact: an increase in linguistic capacity and a strengthening of pedagogical capacity.

These findings are also relevant to Knowles's andragogical theory (Knowles, 1984), which emphasizes that adult learning should be applicative, need-relevant, and problem-solving oriented. As adult learners, teachers found clear relevance in the use of flashcards and the Digital Mushaf, because the two media directly helped them address the problem of limited vocabulary. Observations showed that teachers became more confident when teaching new vocabulary, because they had a visual resource (flashcards) and an authentic resource (the Digital Mushaf) to use as references. This confidence constituted an important part of empowerment, because teachers became not only recipients of knowledge, but also actors who were able to create instructional strategies independently.

Furthermore, this empowerment had a significant spiritual dimension. The Digital Madinah Mushaf, as a representation of the Qur'an, provided additional motivation for teachers to deepen their vocabulary. Teachers felt that learning vocabulary through Qur'anic verses not only increased their linguistic capacity but also strengthened their religious attachment. This dimension is in line with Al-Faruqi's (1982) view regarding the importance of integrating language studies and religious values in Islamic education. Thus, empowering linguistic competence through this combination was not merely instrumental, but also transformative, because it touched teachers' spiritual and motivational aspects.

Based on all the above findings, it can be concluded that the forms of empowering the linguistic competence of Arabic language teachers in Greater Malang through the combination of flashcards and the Digital Madinah Mushaf included: thematic vocabulary enrichment, strengthening of contextual understanding, integration of conventional and digital media, pedagogical transformation, increased self-confidence, and reinforcement of religious motivation. These results confirm that empowerment did not stop at increasing the number of vocabulary items mastered, but also shaped a new mindset, fostered creative teaching strategies, and fortified stronger spiritual motivation.

3.2 Discussion

Experiences, Perceptions, and Strategies of Arabic Language Teachers in Integrating Flashcards with the Digital Madinah Mushaf as Vocabulary-Teaching Media

The findings indicated that Arabic language teachers in Greater Malang experienced a wide range of outcomes when integrating flashcards and the Digital Madinah Mushaf; nevertheless, in general, the integration contributed positively to the empowerment of their linguistic competence. Drawing on questionnaire distributions and in-depth interviews, teachers' experiences were identified as unfolding in two principal phases: an adaptation phase and an innovation phase. During the adaptation phase, teachers sought to understand how the two media worked and what functions each served in instruction. During the innovation phase, they began to devise creative strategies tailored to their respective classroom contexts and

learner profiles, refining routines and embedding both media into lesson sequences and assessment practices.

The first experience most frequently reported was a sense of ease in remembering vocabulary through flashcards. Several teachers stated that they had previously relied on traditional techniques such as chalkboard word lists or textbook glossaries. However, after adopting flashcards, they perceived a significant difference in the speed with which they recalled new vocabulary. One teacher remarked, "With flashcards, I could review vocabulary anytime without opening a thick book. Students were also more engaged when I introduced vocabulary in game form." This pattern resonates with Schmitt's (Schmitt, 2010) claim that simple visual media can strengthen long-term memory for both teachers and learners, since the pairing of form and meaning through repeated exposure supports durable retention and rapid retrieval.

The second salient experience concerned interaction with the Digital Madinah Mushaf. Teachers felt that the Digital Mushaf introduced a new nuance to vocabulary teaching because they could observe the same word appearing across multiple verses with distinct contextual shades of meaning. For example, the word ʿilm was not merely presented as a lexical item; rather, its function within Qur'anic sentence constructions was demonstrated, compared, and interpreted. Teachers reported that this practice broadened their semantic understanding while simultaneously deepening a sense of spiritual closeness to the sacred text. Thus, the Digital Mushaf served a dual role: it operated as an authentic source of classical Arabic vocabulary and as a motivator that anchored language learning in a valued religious discourse. This aligns with findings reported by Zhanargul and colleagues (Gabdullina et al., 2024), which emphasize that integrating authentic digital sources into language instruction fosters more meaningful learning experiences.

From the standpoint of perception, most teachers regarded the integration of flashcards and the Digital Madinah Mushaf as mutually complementary. This perception emerged because flashcards were seen as highly effective for accelerating the internalization of lexical items, whereas the Digital Mushaf provided authentic contexts that deepened linguistic comprehension. Teachers reasoned that exclusive reliance on flashcards would tend to leave vocabulary decontextualized, while exclusive reliance on the Digital Mushaf would slow memorization. By combining the two, they attained a balance between the speed of memorization and the depth of understanding. This perception is consistent with the blended-learning perspective articulated by Graham (Bonk & Graham, 2006), namely that judicious combinations of conventional and digital methods can yield more effective instructional outcomes than either approach in isolation.

Affective factors also shaped teachers' perceptions. They experienced heightened confidence when teaching Arabic vocabulary because they commanded two reliable resources that could be flexibly deployed. Educators who had previously hesitated to introduce unfamiliar items felt more ready, since they could employ flashcards for quick practice and the Digital Mushaf to demonstrate linguistic legitimacy and contextual meaning. As a result, the empowerment of linguistic competence did not solely concern knowledge gains; it also

encompassed the growth of professional self-efficacy with cascading effects on lesson planning, classroom interaction, and formative feedback.

Teachers' strategies for integrating the two media could be categorized into several patterns. The first strategy was thematic sequencing, whereby teachers selected a particular theme from the Digital Mushaf and then distilled relevant vocabulary into sets of flashcards. For example, a worship theme yielded items such as *ṣalāt*, *zakāt*, fasting, pilgrimage, and related terms. The resulting cards were subsequently deployed in classroom activities such as matching games, keyword-based discussions, brainstorming tasks, and sentence-building drills. This strategy indicated that teachers did not memorize or present vocabulary randomly; rather, they constructed thematic linkages that facilitated meaningful grouping, progressive recycling, and cumulative practice.

The second strategy was contextualization, namely the use of flashcards as an entry point for exploring Qur'anic verses in the Digital Mushaf. Typically, teachers introduced target words through cards and then invited students to locate the same items in the Digital Mushaf to examine usage in verse-level context, including collocations, grammatical patterns, and discourse relations. In this way, teachers communicated that vocabulary is not an isolated entity but part of a larger linguistic system governed by syntax, semantics, and pragmatics. The strategy reflects an orientation toward discourse-based learning, in which lexical items are understood as elements within meaningful texts rather than as free-floating units.

A third frequently identified strategy was reflective practice. Teachers not only employ both media for classroom instruction; they also use them for self-directed learning to enrich their own linguistic competence. Several participants reported routinely consulting the Digital Mushaf outside teaching hours to discover new vocabulary, after which they created flashcards as personal records for spaced review. This approach is consonant with the principle of lifelong learning in teacher education, wherein professional development continues beyond class time through reflection, deliberate practice, and ongoing curation of learning materials. Reflective use of both media thus yielded long-term benefits, since teachers acted not merely as facilitators but as active learners who continually updated their linguistic knowledge.

Viewed through a sociocultural lens associated with Sarah and Annemarie (Scott & Palincsar, 2013), these experiences, perceptions, and strategies reflected a process of internalization mediated by cultural tools—here, flashcards and the Digital Mushaf. The two media functioned as mediational means that enabled teachers to construct linguistic knowledge more efficiently and more effectively. Within the framework of the Zone of Proximal Development, the tools supported movement from limited vocabulary control to broader and deeper mastery, because they scaffolded noticing, pattern recognition, and contextualized rehearsal. Accordingly, the integration of flashcards and the Digital Mushaf does not only offer practical benefits; it also carries theoretical implications for understanding how tools shape the trajectory of teacher competence development over time.

In light of the foregoing account, it can be concluded that teachers' experiences evidenced a transition from conventional methods to integrative approaches; their perceptions affirmed the synergistic value of combining conventional and digital media; and their strategies

encompassed thematic sequencing, contextualization, and reflective self-study. Taken together, these elements contributed to strengthening the linguistic competence of Arabic language teachers in Greater Malang, while substantiating that empowering teachers through the combined use of flashcards and the Digital Madinah Mushaf is a relevant, effective, and transformative approach. The integration supports faster memorization without sacrificing depth of understanding, cultivates confidence alongside knowledge growth, and fosters professional agency grounded in authentic textual engagement. As such, the model offers a replicable pathway for vocabulary instruction that is pedagogically sound, spiritually meaningful, and aligned with contemporary expectations for multimodal, tool-mediated learning.

Effectiveness of Implementing the Combination of Flashcards and the Digital Madinah Mushaf

Questionnaire results distributed to participants in Arabic vocabulary learning activities that employed flashcards and the Digital Madinah Mushaf indicated very positive responses across all aspects of implementation. Overall, the mean scores obtained for each indicator ranged from 4.38 to 4.81 on a five-point Likert scale, which suggested that the activities effectively achieved their learning objectives. These findings indicated a close correspondence between the instructional design and participants' needs in developing Arabic vocabulary competence.

The quantitative evaluation derived from participant questionnaires demonstrated consistently high scores across all measured indicators, ranging from a mean of 4.38 to 4.81 on a five-point Likert scale. Specifically, the relevance of the instructional content received a mean score of 4.57, indicating that integrating authentic Qur'anic texts aligns closely with the teachers' professional needs. The efficacy of flashcards for rapid vocabulary retention was rated at 4.62, while the interactive and communicative teaching methods scored 4.38. Notably, aspects concerning facilitator clarity, discussion opportunities, and overall knowledge acquisition achieved the highest evaluations, scoring between 4.67 and 4.81. Finally, participants affirmed the practical utility of the workshop materials for their daily teaching routines with a mean score of 4.67.

With respect to the relevance of instructional content, participants gave high ratings with a mean of 4.57, meaning that the material was judged to align with the actual demands of Arabic vocabulary learning. This aligned with needs-based material development theory, as articulated by Asa Ericson (Ericson, 2007), which maintains that the effectiveness of language instruction is determined by the degree to which materials are relevant to learners' needs. The perceived relevance also underscored the role of integrating the digital mushaf in providing authentic contexts, particularly for understanding vocabulary derived from Qur'anic texts.

Furthermore, the aspect of flashcard use received an average of 4.62, indicating that this medium proved effective in helping participants remember vocabulary quickly. This result reinforced findings reported by Nation (2022), who argues that the use of visual media in vocabulary instruction increases learners' retention and recall rates. The combination of flashcards and the Digital Madinah Mushaf afforded a multimodal learning experience—

bringing together imagery, orthographic form, and a religiously salient context—that supported the consolidation of long-term memory for Arabic vocabulary.

From the standpoint of teaching methods, participants judged the applied approach to be enjoyable and interactive, with a mean of 4.38. Interactive activities that enabled participants to discuss, ask questions, and practice using vocabulary directly were deemed capable of reducing learning fatigue and sustaining attention. According to the principles of Communicative Language Teaching, active learner engagement in meaningful communicative contexts is crucial for building functional lexical competence (Richards & Rodgers, 2014). In this regard, the methods employed integrated communication, collaboration, and reflective engagement with religious texts, so that learning operated not only at the cognitive level, but also at affective and spiritual levels.

In addition, aspects related to the facilitators' competence and clarity of delivery received very high ratings (4.67), while mastery of the material and the provision of opportunities for discussion obtained scores between 4.76 and 4.81. These results showed that the facilitators succeeded in creating a participatory and in-depth learning atmosphere. Within an integrative Arabic-language framework, this was important because the teacher's role was not merely that of a transmitter of knowledge, but also that of a facilitator of understanding who encouraged reflection and critical dialogue among participants (Syamsu & Jannah, 2023).

With respect to perceived benefits, participants assessed that the program increased knowledge and skills (4.76) and raised motivation to learn Arabic vocabulary (4.76). These findings indicated the success of the activities in boosting intrinsic motivation. As Dörnyei has explained, the relevance of the learning context strongly influences language-learning motivation, the attractiveness of the media employed, and the meaningfulness of the overall learning experience. The combination of the Digital Madinah Mushaf and flashcards appeared to provide an effective stimulus by blending authenticity with efficient rehearsal, thereby enhancing both interest and persistence.

The final aspect, namely the usefulness of the activities for everyday learning, received an average score of 4.67. This indicated that participants not only gained new knowledge, but also applied it in routine learning practices, such as interpreting Qur'anic passages or conducting everyday conversations in Islamic settings. Open-ended responses corroborated the quantitative data: most participants reported that the activities provided new experiences, broadened their repertoire of Qur'anic vocabulary, and motivated them to continue deepening their knowledge of Arabic.

Taken together, the study suggested that Arabic vocabulary instruction based on flashcards and the Digital Madinah Mushaf was effective in improving linguistic competence and in strengthening participants' religious values and spiritual motivation. This interpretation is consistent with an integrative epistemological paradigm that emphasizes synergy among knowledge, faith, and learning experience, as articulated by M. Amin Abdullah (Abdullah, 2015). Accordingly, the reported activities can be considered a model for developing value-based and technology-supported Arabic instruction that is contextual, humanistic, and transformative.

At the same time, the evidence invited several reflections for future practice and inquiry. High mean scores across indicators pointed to strong alignment between pedagogical tools and learner expectations; however, such scores also warranted longitudinal follow-up to examine the durability of gains beyond immediate sessions and the transfer of vocabulary to spontaneous oral and written production. The particularly strong ratings for facilitator clarity and opportunities for discussion suggested that learner agency and dialogic space mediated the effectiveness of the tools; in other words, flashcards and a digital mushaf functioned best when embedded in guided interaction, feedback cycles, and reflective meaning-making.

While these immediate post-activity metrics reflect strong engagement and material effectiveness, long-term vocabulary retention and spontaneous classroom application warrant continued longitudinal observation. Additionally, potential technical constraints such as varying digital literacy levels among senior educators or hardware accessibility highlight the importance of providing sustained technical support alongside pedagogical training.

Thus, the effectiveness indicators, the convergent perceptions, and the reported transfer to daily practice collectively supported the claim that the combined use of flashcards and the Digital Madinah Mushaf offered a robust pathway for Arabic vocabulary instruction. By linking needs-based content, multimodal practice, and authentic textual engagement, the model addressed cognitive, affective, and spiritual dimensions of learning coherently and provided a replicable approach for other contexts that seek to integrate conventional media with digital resources in vocabulary pedagogy.

4. CONCLUSION

In conclusion, empowering Arabic language teachers' linguistic competence in Greater Malang through the integrated use of flashcards and the Digital Madinah Mushaf presents a highly effective, transformative pedagogical model. The qualitative and quantitative findings demonstrate that physical flashcards significantly accelerate thematic vocabulary acquisition (*mufradāt*) and active retention. At the same time, the Digital Madinah Mushaf enriches contextual, syntactic, and semantic understanding through authentic Qur'anic text exploration. Rather than operating as isolated tools, their hybrid integration creates a synergistic learning environment that bridges tactile, communicative practice with authoritative digital textual analysis.

Beyond technical and linguistic gains, this dual-media approach drives a profound pedagogical and spiritual transformation. Teachers transition from passive textbook reliance to active instructional designers who utilize thematic sequencing, contextualization, and reflective self-study. Concurrently, direct engagement with sacred textual contexts elevates teachers' religious motivation and professional self-efficacy, establishing a holistic framework where linguistic mastery and spiritual values reinforce one another.

The exceptionally high evaluation scores across all parameters (mean range: 4.38–4.81) underscore the practical utility and relevance of this model for professional development in the digital era. To ensure long-term sustainability, educational institutions are encouraged to adopt this integrative framework while providing continuous technical scaffolding to accommodate

varying levels of digital literacy among educators. Ultimately, this value-based, technology-supported approach offers a scalable pathway for enhancing Arabic language education across Islamic educational institutions.

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