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The Use of Lumi Education Application in Improving Arabic Language Skills for Students at Man 2 Makassar

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Abstract

This study aims to describe and analyze the use of the Lumi Education application in enhancing Arabic language skills among students of MAN 2 Makassar City. Employing a descriptive qualitative method, this research involved 37 students from class X.I as the sample. Data were collected through observation, interviews, questionnaires, and documentation during the Arabic learning process using the Lumi application. The findings reveal that the application had a positive impact on students' speaking abilities, motivation, participation, and comprehension. A total of 70.3% of students reported that the app was helpful and easy to use. Furthermore, 59.5% found it accessible and interactive, supporting their language learning. These results suggest that the Lumi Education application is an effective learning medium for improving Arabic language proficiency.

Keywords: Arabic Learning; Lumi Education application; MAN 2 Makassar .

ملخص البحث

تهدف هذه الدراسة إلى وصف وتحليل استخدام تطبيق لومي للتعليم في تحسين مهارات اللغة العربية لدى طلاب الصف العاشر (X.I) في المدرسة الثانوية الإسلامية الحكومية الثانية بمدينة مكاسر. استخدمت هذه الدراسة المنهج الوصفي النوعي، وبلغ عدد العينة ٣٧ طالبًا. جُمعت البيانات من خلال الملاحظة، والمقابلات، والاستبيانات، والتوثيق أثناء عملية تعلم اللغة العربية باستخدام هذا التطبيق. أظهرت النتائج أن استخدام التطبيق كان له تأثير إيجابي على مهارة التحدث لدى الطلاب، وكذلك على دافعهم للمشاركة وفهمهم للمادة. وقد أشار ٧٠.٣٪ من الطلاب إلى أن التطبيق كان مفيدًا وسهل الاستخدام. تشير هذه النتائج إلى أن تطبيق لومي للتعليم وسيلة تعليمية فعالة في تحسين مهارات اللغة العربية.

الكلمات الرئيسية: تعلم اللغة العربية؛ تطبيق لومي للتعليم؛ المدرسة الثانوية الإسلامية الحكومية الثانية

مكاسر

Introduction

In this era of globalization, the rapid advancement of information and communication technology (ICT) has significantly modernized the education sector worldwide (Saif et al., 2022). ICT enhances educational efficiency and effectiveness by improving access, reducing costs, and narrowing quality gaps especially between urban and rural schools (Saif et al., 2022). Technology serves as a powerful tool to address diverse teaching and learning challenges by offering innovative instructional methods and support systems (Sayaf et al., 2021). Technology-based learning media such as interactive apps, quizzes, and multimedia platforms make education more engaging, enjoyable, and capable of delivering higher-quality learning outcomes (Adi Prasetyo et al., 2024). For example, Fiani, Ahsanuddin, and Morhi (2021) demonstrated that using the Kahoot! application in Arabic vocabulary instruction at the elementary level significantly improved student engagement and academic results (Fiani et al., 2021).

One important subject that benefits from technological integration is Arabic language learning. Arabic is one of the world's major languages, spoken by approximately 313 million people globally. It is rich in diverse linguistic styles, and it continues to evolve in creative and productive ways. In Indonesia, Arabic is taught in Islamic schools, both public and private. Therefore, it is essential to utilize effective and engaging media to aid teachers in delivering the material in a way that is easy for students to understand. Using attractive educational media can help dispel the notion that Arabic is a boring subject (Hapsari, 2021).

As the majority of Indonesians are Muslim, students commonly study two foreign languages: Arabic and English (Amrina et al., 2021). However, many Indonesian students face difficulties in learning Arabic due to structural differences between Arabic and Indonesian, including phonology, grammar (nahwu-sharf), vocabulary (mufrodat), sentence structure (uslub), and writing (imla') (Dahlan, 1984). Previous studies have explored the use of technology in education. For instance, Muhammad Sakha Pernama and Dena Latif Setiawan conducted a study on the impact of interactive learning models using Lumi Education in an informatics subject at SMP Negeri 1 Pancalang. The research, which involved a sample of 25 students from one class, showed a significant improvement in student learning outcomes—average scores increased from 55.20 (pre-test) to 75.20 (post-test) after using Lumi Education.

Preliminary observations conducted by the researcher at MAN 2 Kota Makassar revealed that Arabic is taught as a local content subject. However, students often struggle with understanding Arabic texts, such as the phrase "حسن بيت" (Hasan's house), and in constructing grammatically correct sentences, such as "زيد يقرأ القرآن" (Zayd is reading the Qur'an), which students often incorrectly write as "قرآن يقر زيد". Students also have a limited vocabulary, pronunciation issues, and lack enthusiasm for learning Arabic. This lack of motivation may stem from the use of monotonous and ineffective teaching methods. If left unaddressed, the quality of Arabic language instruction will decline, resulting in a non-conducive Arabic learning environment and reduced student interest.

While previous studies on Lumi Education have primarily focused on subjects such as informatics, science, and general education (Sumandal, 2023), its application in Arabic language instruction remains underexplored. Most of these studies highlight the platform's ability to enhance student engagement and learning outcomes through interactive features, such as quizzes and multimedia resources. However, they rarely address language acquisition skills such as speaking, listening, reading, and writing in Arabic. This research seeks to bridge that gap by investigating how Lumi Education can be effectively integrated into Arabic language learning, particularly in educational contexts where it has not been previously utilized. Unlike earlier studies that emphasize STEM content, this study explores the linguistic and cultural dimensions of Arabic learning using Lumi Education, thus presenting both a complementary and novel contribution. Lumi Education itself is an application that offers a wide range of interactive tools designed to support diverse learning needs including those of language learners. Despite its demonstrated benefits in other subjects, it remains underused in interactive language education settings. The application provides features such as interactive video presentations, quizzes, speaking and listening exercises, vocabulary games, and adaptable learning materials, all aimed at creating a motivating, engaging, and student-centered learning experience.

Based on these conditions, the researcher is interested in exploring the extent to which Lumi Education can improve Arabic language proficiency among students at MAN 2 Kota Makassar. This study seeks to address two primary research questions: First, how is the Lumi Education application applied to enhance Arabic language skills at MAN 2 Kota Makassar? Second, what is the impact of using Lumi Education on improving Arabic language proficiency among the students at the school? Based on these questions, the

objectives of the research are to describe the implementation of Lumi Education in Arabic language instruction at MAN 2 Kota Makassar and to analyze its impact on enhancing students' Arabic language skills. The significance of this research lies particularly in its theoretical contribution to the field of Arabic language education. It aims to support the advancement of Arabic learning by integrating computer and multimedia technologies into the instructional process. Ultimately, this study is expected to develop a creative and innovative learning model that combines digital applications with Arabic language education, providing a new approach to improve student engagement and learning outcomes.

Method

This research is a field study that employs a descriptive qualitative approach. The study is conducted at MAN 2 Kota Makassar, an educational institution located in the Rappocini District of Makassar City. The research is carried out over approximately one month. The population of this study consists of students at MAN 2 Kota Makassar. According to (Sugiyono, 2011), a population refers to the generalization area that consists of subjects or objects with specific qualities and characteristics determined by the researcher to be studied and from which conclusions are drawn. The sample of this study is class X.I, which consists of 40 students. Based on (Sugiyono, 2011), a sample is a portion of the population that possesses similar characteristics. The sampling technique used is purposive sampling, based on specific criteria: class X.I is a beginner Arabic class and is considered representative of all tenth-grade classes.

Data collection techniques used in this research include observation, interviews, documentation, and questionnaires. Observation involves directly observing phenomena or behaviors during Arabic language learning sessions, assisted by the Arabic subject teacher. This method provides objective descriptions of student behavior and class interactions. The aim of observation is to present a factual picture of the behavior or events, address research questions, better understand the subjects, and support evaluation through feedback. Key data obtained through observation include spatial and temporal settings, participants, actions, objects, and events relevant to the study. Interviews are used to gain in-depth information from participants that cannot be captured through observation alone. The researcher interviews students and the Arabic teacher. Documentation involves analyzing various documents related to the research

topic, including photographs taken during the application of Lumi Education in the classroom. The questionnaire, a series of systematically arranged written questions, gathers both qualitative and quantitative data regarding students' opinions, experiences, and demographic characteristics. This tool allows the researcher to collect responses from a large number of participants efficiently and cost-effectively.

The research instrument used in this study is the Lumi Education application, which serves as the primary tool to support data collection and analysis. According to Arikunto, a research instrument is a tool or facility used to make the data collection process more accurate, complete, and systematic. Data analysis in this study employs a descriptive technique through the application of Lumi Education in Arabic language instruction. According to Miles and Huberman, qualitative data analysis consists of three main steps: data reduction, data display, and data interpretation, followed by drawing conclusions. Data reduction involves selecting, simplifying, abstracting, and transforming raw data obtained from observations, interviews, documentation, and questionnaires. This step ensures only relevant data regarding the impact of Lumi Education on Arabic learning at MAN 2 Kota Makassar are included. After reduction, the data are displayed in brief descriptions, diagrams, or categorized relationships to help the researcher present findings clearly. The data are then interpreted to derive meaning and insights, ultimately leading to conclusions. These conclusions, initially tentative, are verified through continuous data collection and analysis during the research process, ensuring they are well-supported by evidence gathered in the field.

Finding and Discussion

The Implementation of the Lumi Education Application in Improving Arabic Language Proficiency at MAN 2 Kota Makassar

The advancement of digital technology has had a significant impact on the education sector, including foreign language learning such as Arabic. In today's digital era, the learning process is no longer confined to traditional classroom methods, but has transformed into a more interactive and flexible approach through the use of technology.

One of the technology-based learning innovations implemented at MAN 2 Kota Makassar is the use of the **Lumi Education** application in Arabic language instruction. Lumi Education is a platform designed to help educators and content creators create, edit, and share interactive learning materials using the **H5P format**. On the Lumi Education

platform, users can create interactive content such as quizzes, interactive videos, e-books, presentations, and much more.

In this study, the researcher presented the material using features such as interactive videos and quizzes. The use of the Lumi Education application at MAN 2 Kota Makassar involved several stages:

1. Initial Preparation
2. Design of Arabic Language Materials
3. Learning Process
4. Evaluation and Mentoring

Previously, the researcher conducted observations from September 2 to October 1, 2024. These observations focused on the learning conditions in the classroom. After reviewing and analyzing the state of Arabic language learning, it was found that many students expressed difficulties in understanding Arabic texts, memorizing vocabulary, and felt that the teaching method used by their teacher was boring and made them sleepy.

Interviews with 10th-grade students revealed that they had never experienced learning through an application-based method before. Therefore, the researcher conducted further study using the Lumi Education application to improve Arabic language proficiency among students at MAN 2 Kota Makassar on May 15, 2025. The subjects of the study were 37 students from class X.I. This study used questionnaires and interviews to collect data.

1. Preparation Stage

At this stage, the researcher conducted an initial survey to determine the extent to which students needed innovation or applications in learning Arabic. The results of the survey revealed that most students experienced difficulties in mastering Arabic vocabulary and sentence structures. Therefore, there was a clear need for the presence of interactive digital learning tools.

Picture 1: Baseline Data from the Preliminary Questionnaire

The researcher conducted interviews with several Grade X.I students at MAN 2 Makassar City to learn about their experiences using the Lumi Education application in Arabic language learning. In general, the students gave positive responses regarding the use of this application.

The majority of students stated that Lumi Education is easy to access and learn. They felt supported by the concise, clear, and easy-to-understand explanations, which helped them memorize vocabulary and understand the material more easily. Some students also added that the interactive features within the application made them more interested and actively engaged in the learning process.

One student, Nayla Maisun from class X.I, said that she did not find it difficult to learn Arabic because she genuinely enjoys the subject. She felt that Lumi Education was very helpful, especially because it presents the material in a simple and easy-to-understand way. Nayla also mentioned that the use of the application made it easier for her to memorize new vocabulary quickly.

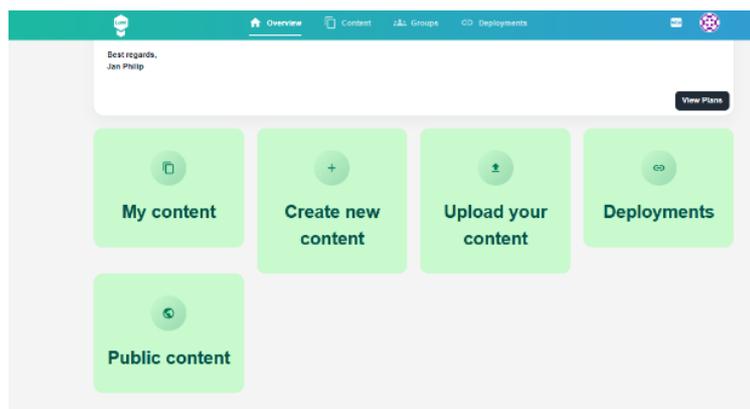
Based on the results of these interviews, it can be concluded that the use of Lumi Education has a positive impact on students' learning motivation and their understanding of Arabic material. Furthermore, the digital approach provided by the application is

considered more appealing and aligned with the characteristics of the current generation, which is familiar with technology.

2. Implementation Stage

Students were given the opportunity to access the Lumi Education application to study Arabic learning materials independently. The application offers various features, including vocabulary guessing games, interactive videos, and e-books. After observing the process, the researcher noted that students showed a high level of interest and enthusiasm in learning Arabic through this digital platform, particularly using the Lumi Education application.

During the implementation process, the researcher utilized the Image Hotspot feature. Image Hotspot is an interactive element that allows users to add clickable active areas to an image. These areas can be clicked to display explanations related to the image. In this activity, the researcher incorporated vocabulary related to the topic of “hiwayah” or hobbies.



Picture 2: Home image of lumi education application



Picture 3: Image Content Material

From the image, students were able to receive the material in an interactive way and could also access the content independently at any time.

However, the researcher observed and realized that the teacher or facilitator still provided additional explanations when students had difficulty understanding the material. This indicates that although the application offers significant support, the role of the teacher remains crucial in helping students fully comprehend the content.

3. Final Stage

The final stage after conducting observations and research involved the researcher analyzing the data collected through student interviews and questionnaires. The researcher compared students' Arabic language skills before and after using the application. The results of this study can be described as follows:

The researcher distributed a linear-scale questionnaire to the 10th-grade students (class X.I) of MAN 2 Kota Makassar after they used the Lumi Education application in their Arabic learning. The results of the questionnaire indicated that the majority of students responded positively to the use of the application. They found Lumi Education easy to use (48.6%), more motivating for learning (70.3%), and believed the materials were presented clearly and engagingly (43.2%). Furthermore, many students felt that the interactive features in the app helped them understand new vocabulary (45.9%), and that their reading skills (54.1%) and understanding of grammar such as *nahwu* and *sharaf* (64.9%) had improved.

More than half of the respondents also stated that they became more active and confident in learning Arabic and felt more capable of studying independently using the application.

In addition to the questionnaire, the researcher conducted direct interviews with several students to gain deeper insights. Most students expressed their preference for learning Arabic using Lumi Education because the explanations were brief, clear, and easy to understand, and the vocabulary was easier to memorize. One student, Nayla Maisun from class X.I, stated that she did not experience any difficulties in learning Arabic because she enjoyed the subject. She mentioned that Lumi Education significantly supported her learning process as it was easy to access and understand, and the materials were concise and quickly comprehensible.

Based on the results of the questionnaire and interviews, it can be concluded that the use of Lumi Education in Arabic learning has had a positive impact on students' motivation, engagement, and understanding, while also supporting the creation of a more enjoyable, interactive, and efficient learning environment.

The Impact of Using Lumi Education in Enhancing Arabic Language Skills at MAN 2 Kota Makassar

Every innovation in education naturally brings both positive and negative impacts, and this is also true for the use of the Lumi Education application in class X.I at MAN 2 Kota Makassar. This study aimed to improve students' Arabic language proficiency, and the results show significant effects. Consistent with findings by Warschauer (2019), who emphasized that digital tools can enhance learner motivation and engagement, 48.6% of students reported that Lumi Education is easy to use, which supports its suitability for high school learners (Warschauer, 2019). Moreover, 70.3% of students felt more motivated to learn Arabic after using the application, reflecting an increase in enthusiasm aligned with findings from Stockwell & Hubbard (2013), who highlighted that mobile and interactive applications enhance language learning motivation (Stockwell & Hubbard, 2013).

Regarding comprehension, 43.2% of students found the app's materials clear and engaging, and 45.9% noted that interactive features helped them grasp vocabulary more easily. This finding resonates with the study by Godwin-Jones (2018), who explained how multimedia content facilitates vocabulary acquisition and retention (Godwin-Jones, 2018). Additionally, 54.1% of students improved their reading skills, and 64.9% showed better understanding of Arabic grammar, demonstrating that Lumi Education supports learning complex linguistic structures—a point reinforced by Chapelle & Sauro (2017), who discussed technology's role in improving grammar learning through adaptive feedback (Chapelle & Sauro, 2017).

Student engagement also increased, with 59.5% reporting more active participation and 48.6% feeling more independent learners, consistent with findings from Reinders & White (2016) on learner autonomy fostered by digital tools (Reinders & White, 2016). Teacher support was also a key factor, as 62.2% of students appreciated guidance from their teacher in using the app, reinforcing the importance of teacher facilitation emphasized by Kukulska-Hulme (2020) (Kukulska-Hulme, 2020).

Finally, 59.5% of students expressed willingness to continue using Lumi Education and felt more confident speaking Arabic, a benefit also noted in research by Burston (2015), which found that interactive apps can improve oral skills and learner confidence (Burston, 2015).

In conclusion, this study synthesizes and expands previous research by confirming that Lumi Education positively impacts Arabic language learning, particularly in usability, motivation, comprehension, active participation, and speaking confidence. The findings underscore the importance of integrating technology with effective pedagogical support to enhance language education.

1. Positive Impacts

No	Statement	Data Percentage
1	Easy to use lumi education app (48.6%)	Students strongly agree that the lumi education app is very easy to use
2	I feel more motivated to learn Arabic after using the lumi education app (70.3%)	Students agree that the lumi education application provides motivation in learning Arabic language
3	Arabic language materials in the App are presented clearly and interestingly (43.2%)	Students strongly agree that the material presented in the application is clear and interesting.
4	Interactive features in the Lumi Education app help me understand new vocabulary (45.9%)	Students agree that the lumi education app helps them understand new vocabulary.
5	I feel my reading ability in Arabic has improved (54.1%)	Students agree that their ability to read Arabic text has improved due to the help of learning media.
6	This app helps me understand grammar (nahwu and sharaf) better (64.9%)	Students agree that they are helped in understanding the rules of Arabic grammar by using the application
7	I feel more active and engaged in learning Arabic after using the lumi education app (59.5%)	Students agree that using the lumi education application makes them more active in learning Arabic.
8	I can learn Arabic more independently using the lumi education app (48.6%)	Students agree that they can learn to access materials independently by using the lumi education application.
9	My teacher guided me well in using the Lumi Education app (62.2%)	Students strongly agreed that the teacher or researcher guided them well in using the lumi education app.
10	I want to continue using the lumi education app to learn Arabic (59.5%)	Students agree that the lumi education application can be used continuously in Arabic language learning
11	I am more confident speaking in Arabic after using the lumi education app (59.5)	Students agree that they feel more confident in speaking Arabic after using the lumi education app.

2. Negative Impacts

Although the use of Lumi Education offers many benefits in enhancing Arabic language learning, some negative impacts must be carefully considered. One significant issue is the risk of students becoming overly dependent on technology, which may reduce their ability to learn independently and think critically without digital aids. This aligns with concerns raised by Amrina et al. (2021), who found that excessive reliance on digital tools in language learning could hinder the development of oral communication skills due to decreased face-to-face interactions.

Furthermore, digital distractions such as notifications, social media, and multitasking can reduce students' concentration and engagement during learning sessions, as highlighted by Saif et al. (2022) in their study of ICT use in education. These distractions may particularly affect younger learners or those with lower self-regulation abilities, leading to less effective learning outcomes.

Another challenge is the decline in verbal interaction during Arabic language classes, as students might focus more on digital quizzes or games rather than practicing speaking and listening skills actively. This finding contrasts with the essential communicative nature of language acquisition emphasized by Fiani, Ahsanuddin, & Morhi (2021), who advocated for balanced use of technology with real-time verbal practice.

In addition, technological issues such as unstable internet access and limited availability of suitable devices further complicate the effective implementation of Lumi Education, especially in rural or under-resourced areas (Saif et al., 2022). These obstacles can exacerbate educational inequalities, making it difficult for all students to benefit equally from the application. In conclusion, while Lumi Education has significant potential to improve Arabic language learning, educators and policymakers must address these negative impacts through careful planning, balanced instructional strategies, and infrastructure support to maximize benefits and minimize drawbacks.

To minimize the negative impacts of using the Lumi Education application in Arabic language learning, several strategic measures should be implemented. First, teachers need to receive intensive training to effectively integrate technology with traditional teaching methods that emphasize verbal interaction and direct language practice. This will help maintain a balance between digital learning and face-to-face communication.

Second, the management of study time using the application must be strictly regulated to prevent students from becoming overly dependent on technology and to reduce the risk of digital distractions. Educators can schedule focused sessions dedicated to active speaking and listening exercises without digital devices, ensuring oral communication skills are preserved.

Third, infrastructure support such as improving internet access and providing adequate devices must be prioritized, especially in resource-limited areas. Governments and educational institutions should collaborate to ensure equitable technology access, so all students have equal opportunities in digital learning.

Fourth, the development of Lumi Education should consider features that encourage social interaction and collaboration among students, such as virtual group discussions and joint projects, to reduce digital learning isolation and enhance active engagement. By applying these strategies, the use of Lumi Education in Arabic language learning can become more effective and sustainable while minimizing potential negative effects.

Conclusion

The use of the Lumi Education application has had a positive impact on improving students' Arabic language skills, particularly in vocabulary mastery (*mufradat*), understanding of sentence structure (*nahwu* and *sharaf*), and reading comprehension (*qirā'ah*). This application facilitates student understanding through its visual, audio, and interactive quiz features. Students have shown increased motivation and interest in learning when using Lumi Education. The learning process becomes more engaging, less monotonous, and more interactive, encouraging students to be more actively involved. Teachers also find Lumi Education helpful in presenting material in a structured way and in accelerating the assessment of students' learning outcomes. However, challenges such as unequal internet access, limited device availability, and varying levels of teacher proficiency in using the application remain obstacles in its implementation. Despite its many benefits, some negative effects also need attention, such as student dependence on technology, reduced concentration due to digital distractions, and a decline in verbal interaction during Arabic language learning.

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