

## Effectiveness of Discovery Learning Using TikTok in Enhancing Students' Creativity in Arabic Speaking Skills

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### Abstract:

The integration of digital technology in 21st-century education demands innovative, student-centered learning, yet Arabic speaking instruction at MI Adabiyah 2 Palembang remains teacher-centered with limited digital media, resulting in low student creativity and participation. Theoretically, discovery learning encourages active knowledge construction and creative thinking, while TikTok provides interactive visual-auditory stimulation. This study aims to determine the improvement in students' creativity through discovery learning-based speaking instruction using TikTok as a learning medium. A mixed-methods approach with a one-group pretest-posttest design was employed, involving 28 fourth-grade students. Quantitative data were collected through pretests, posttests, and creativity questionnaires, while qualitative data were obtained from observations, interviews, and documentation. The results showed that the mean pretest score of 54.29 increased to 82.43 in the posttest, with a paired-sample t-test indicating a significant improvement ( $p < 0.001$ ). The N-Gain score of 62.48% fell into the moderate or fairly effective category. In conclusion, discovery learning-based speaking instruction using TikTok media is effective in improving students' creativity. It is recommended that teachers integrate interactive digital media and student-centered models to create more innovative and creative Arabic language learning.

### Abstrak:

Perkembangan teknologi digital dalam pendidikan abad ke-21 menuntut pembelajaran yang inovatif dan berpusat pada siswa, namun pembelajaran berbicara bahasa Arab di MI Adabiyah 2 Palembang masih berpusat pada guru dengan keterbatasan media digital, sehingga kreativitas dan partisipasi siswa rendah. Secara teoretis, discovery learning mendorong siswa aktif membangun pengetahuan dan berpikir kreatif, sedangkan TikTok menyediakan stimulus visual-auditori yang interaktif. Penelitian ini bertujuan untuk mengetahui peningkatan kreativitas siswa melalui pembelajaran berbicara berbasis discovery learning menggunakan media TikTok. Penelitian ini menggunakan pendekatan mixed methods dengan desain one-group pretest-posttest yang melibatkan 28 siswa kelas IV. Data kuantitatif dikumpulkan melalui pretest, posttest, dan angket kreativitas, sedangkan data kualitatif diperoleh dari observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa nilai rata-rata pretest 54,29 meningkat menjadi 82,43 pada posttest, dengan uji paired-sample t-test menunjukkan peningkatan signifikan ( $p < 0,001$ ). Nilai N-Gain sebesar 62,48% termasuk dalam kategori sedang atau cukup efektif. Kesimpulannya, pembelajaran berbicara berbasis discovery learning

menggunakan media TikTok efektif dalam meningkatkan kreativitas siswa. Guru disarankan untuk mengintegrasikan media digital interaktif dan model pembelajaran berpusat pada siswa guna menciptakan pembelajaran bahasa Arab yang lebih inovatif dan kreatif.

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## Introduction

Arabic plays an important role as a religious language, a means of international communication, and a tool for understanding and studying Islamic heritage (Suparman et al., 2025). In Indonesia, Arabic is taught both formally and informally, especially in religious educational institutions such as madrasahs. This instruction aims not only to help students master the language's structure and rules but also to enable them to use Arabic in daily life and in Islamic teachings (Al Munawar et al., 2025). In its implementation, Arabic language learning is directed toward the mastery of four language skills, namely listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*) (Sirad & Choiruddin, 2025). Although interrelated, each of these skills serves a distinct role in supporting students' language competence (Asty et al., 2025). Among these four skills, this study focuses on Arabic language learning in the speaking skill (*maharah kalam*) because it plays a very important role, as it directly relates to the ability to communicate verbally and to express ideas and feelings so they can be understood by the listener. (Taubah, 2020)

Previous studies have shown that Arabic-speaking (*kalam*) instruction still faces various challenges, stemming from students' psychological factors and the instructional approaches used by teachers (Riskyani et al., 2025). These obstacles include limited vocabulary, reluctance to speak, and an inability to produce spontaneous, communicative utterances, driven by psychological factors such as shyness and fear of making mistakes (Suparman et al., 2025). In addition, the dominance of teacher-centred lecture methods limits interaction, reduces motivation, and leaves students less trained in critical and creative thinking (Irmansyah et al., 2023) (Tarmizi et al., 2022). Similar conditions were observed at MI Adabiyah 2 Palembang, where the limited variety of learning models and media constrained students' creativity in *kalam* learning, leaving them less prepared to express ideas and opinions orally and independently in Arabic. Therefore, integrating the discovery learning model with audio-visual media, such as TikTok videos, is a promising solution, as discovery learning can increase students' activity, creativity, and critical thinking through independent concept discovery (Prasetyo & Abduh, 2021). Meanwhile, the use of audio-visual learning media, including digital media such as TikTok animated videos, has been shown to facilitate and enhance the delivery of material, maintain alignment with learning objectives, and increase students' interest, motivation, and focus in learning Arabic (Muhammad et al., 2023) (Immanuel & Patrikha, 2025).

Although other studies have examined the effectiveness of the discovery learning model and the use of digital media separately, research that integrates the discovery learning model with audio-visual social media, particularly TikTok, in learning *Maharah Kalam* to enhance

student creativity remains scarce. Research (Taubah, 2020); (Aulya, 2019) shows that TikTok has the potential to increase student interest and participation in learning speaking skills, but it has not been linked to a specific learning model. Conversely, research on discovery learning demonstrates its effectiveness in enhancing creativity, understanding, and Arabic language skills, but it generally does not use digital media and focuses more on reading skills (Nurfaizah et al., 2025); (Shidiq et al., 2024). Additionally, research on creativity and technology is effective for Arabic language learning but is not grounded in a specific learning model (Amelia et al., 2023). Thus, no in-depth research has been found that integrates the discovery learning model with the social media platform TikTok to enhance student creativity in *Maharah Kalam* learning at the *Madrasah Ibtidaiyah* level. This gap is the focus and novelty of this research on Arabic language learning, particularly speaking skills, at MI Adabiyah 2 Palembang.

This research is important because students' creativity in learning *kalam* remains low, limiting their ability to develop and express ideas orally in Arabic. *Kalam* learning, dominated by exercises and text translation with minimal variation in models and media, makes students less active and less independent in their thinking, and tends to be boring, so that the objectives of Arabic language learning are not optimally achieved. (Sabana et al., 2024) Meanwhile, developments in educational technology demand learning models that are more interactive, engaging, and capable of increasing student participation in the communication process (Mukmin et al., 2025). Creativity is the ability to generate ideas through thought, whether by developing, combining, or refining them to address challenges and solve problems. Therefore, integrating discovery learning with audio-visual media such as TikTok can create meaningful learning that encourages independent thinking and fosters students' creativity in constructing and expressing Arabic language utterances orally through the process of discovery and independent information processing (Khodijah et al., 2025). Furthermore, this research is important as a scientific basis for developing innovative Arabic language learning strategies oriented towards student creativity, and can serve as a reference for teachers and educational units in enhancing the creativity of *kalam* learning (Fillah, 2024).

This study aims to enhance students' creativity in learning *maharah kalam* by applying the discovery learning model, supported by TikTok, at MI Adabiyah 2. Specifically, it seeks to determine how this approach encourages students to think independently, explore concepts, and express ideas creatively in spoken Arabic. Furthermore, it explains the role of TikTok as an audio-visual medium that supports the delivery of Arabic conversation material, not as a means of assessing learning outcomes, but as a tool to increase students' interest, interaction, and activity in *kalam* learning. The results of this study are expected to provide empirical contributions and practical recommendations for Arabic language teachers in designing innovative speech-learning activities that foster student creativity, especially at the *Madrasah Ibtidaiyah* level.

## Method

The teaching of *maharah kalam* still faces challenges, including low self-confidence and limited student participation, stemming from insufficient practice and psychological barriers. These factors make it difficult for students to express their ideas verbally, leading to passive learning that relies on teacher examples. Therefore, speaking skills need to be cultivated through continuous practice and creative learning (Rahman & Maulani, 2024). This context prompted researchers to examine the lack of creativity in *maharah kalam* learning, particularly

at MI Adabiyah 2 Palembang, where teachers have not optimally used learning methods and media that provide space for students to develop creative thinking through independent exploration of concepts or materials and active speaking in Arabic. The discovery learning model was chosen because it encourages students to actively discover and process knowledge independently, thereby fostering creativity through thinking, exploration, and problem-solving (Azizi et al., 2024). TikTok animated video media support the development of creativity by providing a visual context that stimulates the imagination and helps students organise and express ideas verbally (Khodijah et al., 2025).

This study employed a Mixed Methods approach with a one-group pretest-posttest design. Learning was carried out through the application of the discovery learning model using TikTok videos during several meetings. Quantitative data were obtained through pre- and posttests to measure changes in student creativity before and after the application of the TikTok-assisted discovery learning model in *kalam* learning, and were reinforced with a student creativity questionnaire to determine students' perceptions and responses to the learning. Qualitative data were collected through observation, interviews, and documentation to provide an overview of the learning process and student responses. Quantitative data analysis was performed using normality and homogeneity tests, paired-samples t-tests to assess differences between pretest and posttest scores, and N-Gain calculations to determine the level of improvement in student creativity. Meanwhile, qualitative data were analyzed through the stages of data reduction, data presentation, and conclusion drawing, with sources triangulated to ensure data validity. (Zulfirman, 2022).

The population of this study comprised all 136 fourth-grade students at MI Adabiyah 2 Palembang. The sample size was determined based on Arikunto's opinion, as cited in (Rahmi et al., 2023) which states that if the population size is more than 100 people, the sample can be taken at 10–25% of the population size. Based on this definition, the sample size for this study was calculated as  $136 \times 21\% = 28,56$ , rounded to 28 students. The students were selected from class IV.5 using purposive sampling, as this class had characteristics aligned with the research objectives and the readiness of students and teachers to implement Arabic language learning through discovery learning using TikTok media.

## Results and Discussion

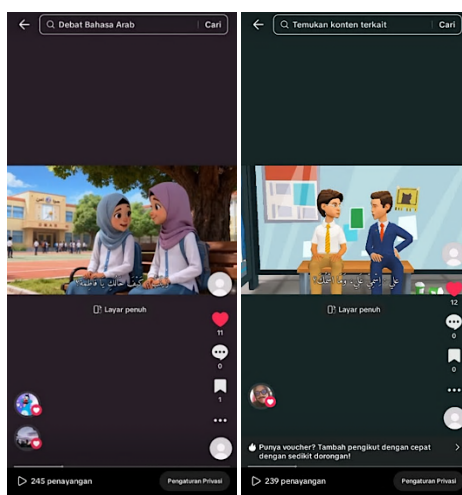
### Result

After researching the effectiveness of *maharah kalam* learning based on discovery learning using TikTok videos, the researchers collected data on the development of student creativity in *kalam* learning through several data collection methods:

#### *Observation*

Based on classroom observations in Grade IV.5 at MI Adabiyah 2 Palembang after implementing the discovery learning model using TikTok videos, positive changes were observed in *maharah kalam* learning. Initially, students were passive; however, after watching Arabic conversation videos about professions, their attention and engagement increased. The videos stimulated students' curiosity, as evidenced by spontaneous questions and their ability to understand vocabulary without direct teacher assistance.

**Image 1.** Arabic Conversation Video Display on the TikTok App



Students' creativity was evident during the problem formulation and information-gathering stages, when they actively expressed opinions, engaged in discussions, and constructed new sentences as part of independent exploration. During the data processing and presentation stages, students created new dialogues with modifications that reflected their individual creativity. The classroom atmosphere became more dynamic, and students grew more confident, showing variations in intonation, expression, and gestures during dialogue practice. Overall, the implementation of this model and medium had a positive impact on creativity in *maharah kalam* learning.

### ***Interview***

Interviews with the Arabic language teacher at MI Adabiyah 2 Palembang found that implementing the discovery learning model, supported by TikTok video media, had a positive impact on students' creativity in *maharah kalam* learning. This approach encouraged students to be more active in exploring ideas, independently constructing linguistic expressions, and presenting variations of dialogue that did not merely imitate examples. The TikTok video displays were also engaging and helped students develop ideas creatively by improving their understanding of vocabulary and sentence structures, thereby creating a more active classroom atmosphere and enabling students to express ideas orally. The video media provided visual materials that enriched students' learning content, further enhancing creativity in *maharah kalam* learning.

### ***Test***

The test instrument was used to measure the effectiveness of Arabic language learning, specifically *maharah kalam*, through the implementation of the discovery learning model assisted by TikTok media. The test was administered orally in two stages: a pre-test before the treatment and a post-test after the learning intervention, to determine improvements in students' speaking creativity. The assessment of creativity in the oral test covered several aspects, including fluency, flexibility of thinking, appropriateness of responses, elaboration (the development of answers in accordance with grammatical rules), and attitudes demonstrated through the ability to respond spontaneously, express ideas, and deliver answers fluently and confidently. The pre-test and post-test results are presented in tabular form to compare students' achievements before and after the implementation of the learning model.

**Table 1.** Student Pre-Test and Post-Test Score

Subjek	Pre-Test	Post-Test
Average Score	54,29	82,43

This improvement shows that the application of discovery learning supported by TikTok videos can create a more active and exploratory learning environment, thereby providing students with space to develop their creativity in processing ideas, expressing thoughts, and building understanding independently.

### **Questionnaire Results**

In this study, two questionnaires were used, namely a satisfaction questionnaire and a student creativity questionnaire. The satisfaction questionnaire measured students' comfort, ease of understanding, and engagement in discovery-learning-based *kalām* instruction supported by TikTok media. Meanwhile, the creativity questionnaire assessed the extent to which the learning process stimulated students' creativity. The results of these questionnaires are presented in the table below:

**Table 2.** Results of the Student Satisfaction and Creativity Questionnaire

Aspek yang Dinilai	Rata-Rata %
Student Satisfaction Questionnaire on <i>Kalam</i> Learning	85,179%
Students' Creativity Questionnaire in <i>Kalam</i> Learning	81,87%

Based on the satisfaction questionnaire, students responded positively to *kalām* learning implemented through the discovery learning model, supported by TikTok media. Students perceived the learning process as more interesting, easier to understand, and more conducive to active participation during learning activities. The student creativity questionnaire also showed positive outcomes. These findings indicate that discovery learning-based *kalam* instruction using TikTok videos can stimulate students' creativity, as reflected in their ability to generate new ideas, construct independent dialogues, use varied vocabulary, and infer word meanings without relying heavily on the teacher.

### **Results of Data Analysis**

#### *1. Normality Test*

The normality test was used to assess whether the pre- and post-test data on student creativity were normally distributed, a prerequisite for further statistical analysis. In this study, the Shapiro-Wilk test was used because the sample size was less than 30. The decision criteria for this test were as follows:

If the significance value (Sig.) > 0.05, the data are normally distributed.

If the significance value (Sig.) < 0.05, the data are not normally distributed.

**Table 3.** Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Score	,146	28	,132	,937	28	,094
Post-Test Score	,144	28	,141	,947	28	,170

Based on the results of the Shapiro-Wilk normality test, the significance values for the pre-test data were 0.094, and for the post-test data they were 0.170. All significance

values were greater than 0.05. Therefore, the pre-test and post-test data on students' creativity were normally distributed.

## 2. Homogeneity Test

The homogeneity test was conducted to determine whether the pre- and post-test data on students' creativity had homogeneous (equal) variances. In this study, the homogeneity test was performed using Levene's test based on the mean.

**Table 4.** Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pretest / Posttest Scores	Based on Mean	3,222	1	54	,078

The Levene test results show a significance value of 0.078 ( $>0.05$ ), indicating that the pre- and post-test data on student creativity have homogeneous variances and the same variance distribution.

## 3. Paired Sample T-Test

A paired--sample t-test was conducted to evaluate the research hypothesis, specifically to determine whether there was a difference in the mean creativity of students before and after the implementation of discovery learning-based kalām instruction assisted by TikTok video media. The decision rule for the paired-sample t-test is as follows: If the significance value (2-tailed) is  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted, indicating a significant improvement in creativity.

If the significance value (2-tailed) is  $> 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected, indicating that there is no significant improvement in creativity.

**Table 5.** Paired Sample T-Test Results

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-test Score - Post-test Score	-28,1429	6,2994	1,1905	-30,5855	-25,7002	-23,640	27	<,001	<,001

The Paired Samples Test results show a mean difference of  $-28.1429$  between pre- and post-test scores, indicating an increase in students' creativity after implementing TikTok-assisted Discovery learning. The t-value of  $-23.640$ , with degrees of freedom ( $df = 27$ ) and a significance value ( $p < 0.001$ ) below  $\alpha = 0.05$ , indicates that the increase in creativity is statistically significant. Therefore, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

## 4. N-Gain Score Test

This test aims to determine the extent of the increase in students' creativity in *kalam* learning after treatment, compared with the initial condition before treatment. The results of the N-Gain calculation for student creativity are presented in the following table:

**Table 6.** N-Gain Score Test Result

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	28	,50	,83	,6249	,10152
NGain_Percent	28	50,00	83,33	62,4855	10,15205
Valid N (listwise)	28				

Based on the N-Gain calculation, the average score was 62.48%. This result indicates that the improvement in students' creativity in discovery learning-based *kalam* instruction assisted by TikTok media falls into the moderate category. These findings show that the implementation of the learning model and media is fairly effective in enhancing students' creativity.

The main factor behind the increase in students' creativity in *kalām* learning stems from the discovery learning model's characteristics, which provide opportunities for students to independently discover concepts through the stages of stimulation, problem formulation, data collection, and presentation of results. This model also trains students to think critically, creatively, and actively in solving problems (Masria et al., 2026). In addition, the use of TikTok video media serves as a contextual visual-auditory stimulus closely related to students' daily lives, thereby enhancing motivation, curiosity, and active engagement in the learning process (Titin et al., 2023). The combination of this model and media creates a learning environment that supports idea exploration and free language experimentation without complete dependence on the teacher.

The implications of this study indicate that *maharah kalam* learning at the madrasah ibtidaiyah level can be directed toward becoming more exploratory, communicative, and oriented toward developing students' creativity. The implementation of discovery learning assisted by TikTok media has the potential to transform the teacher's role into that of a facilitator and encourage students to become active learners who can construct meaning, express ideas, and communicate more confidently.

## Discussion

Based on the overall research findings, implementing discovery learning-based *maharah kalam* instruction, assisted by TikTok video media, had a positive impact on the development of students' creativity in Grade IV.5 at MI Adabiyah 2 Palembang. Observational results indicate a shift in students' learning behavior from passive to active, as reflected in increased participation in asking questions, engaging in discussions, and expressing confidence when constructing Arabic dialogues (Harahap et al., 2025). Teacher interview findings further support these results, revealing that students no longer merely imitate examples but can modify dialogues according to their individual creativity. The oral test results show a significant increase in the mean score from 54.29 in the pre-test to 82.43 in the post-test. Data from the student satisfaction and creativity questionnaires also indicate positive responses, with percentages above 80%. Normality and homogeneity tests confirm that the data are appropriate for further analysis. The paired-samples t-test result of 0.000 ( $< 0.05$ ) indicates a statistically significant improvement in creativity, and the N-Gain score of 62.48% indicates that the learning intervention is moderately effective.

Improvements in students' creativity in *kalam* learning are closely tied to the characteristics of the discovery learning model, which positions students as active participants

in the learning process. This model provides opportunities for students to discover concepts, understand vocabulary, and construct sentence structures through exploration and discussion. TikTok videos serve as an initial stimulus that attracts students' attention and arouses curiosity. The videos' visual and auditory content facilitate students' understanding of conversational contexts without full dependence on the teacher's explanations (Immanuel & Patrikha, 2025). During the learning process, students are not directly given answers but are guided to observe, ask questions, and process information from the TikTok videos presented. The stages of discovery learning, such as problem formulation and data collection, encourage students to think creatively in a divergent manner and to express ideas confidently and orally (Anugrah et al., 2025). In addition, a more relaxed learning atmosphere closely tied to students' daily lives makes them more confident in expressing themselves. The combination of this model and media creates a learning environment conducive to the emergence of creativity.

The improvement in students' creativity is evident in their ability to develop dialogues that go beyond mere imitation of the displayed videos, use more varied vocabulary, and demonstrate greater confidence to speak spontaneously without fear of making mistakes. As a consequence of this learning process, *kalām* instruction becomes oriented not only toward learning outcomes but also toward students' creative thinking processes (Wahdi et al., 2025). Students become more willing to construct new sentences, even if they are not yet perfect, because creativity helps them develop, combine, and refine ideas to address challenges and solve problems. This has a positive impact on students' self-confidence and fluency in speaking. Explorative learning also helps students build a deeper, more meaningful understanding (Saqujuddin et al., 2025). Thus, the improvement in creativity not only enhances the quality of speaking skills but also fosters positive attitudes toward Arabic language learning overall.

The findings of this study align with prior research indicating that *kalām* learning still requires innovation in instructional models and media to actively engage students in the learning process. Prior studies indicate that conventional learning, dominated by lecturing and memorization of dialogues, tends to inhibit students' creativity (Puspita, 2025). In contrast to this approach, the present study confirms that discovery learning offers opportunities to explore ideas and encourages students to think independently (Nurjihana & Bunawan, 2025). In addition, the use of TikTok as a learning medium supports earlier findings that short video-based media are effective in increasing students' motivation and participation (Ali et al., 2025). The main distinction of this study is its focus on developing elementary school students' creativity in *kalām* learning, which remains relatively underexplored (Hakim et al., 2025; Jauharoh et al., 2021). Therefore, this study complements and strengthens previous research findings.

Based on the study's results and discussion, it is recommended that Arabic language teachers at the madrasah ibtidaiyah level implement the discovery learning model, supported by media that are close to students' everyday lives, such as other digital media, to develop creativity in *kalam* (speaking) instruction. Overall, *kalam* learning should focus on exploration and discovery rather than merely imitating conversations. Methodologically, teachers can vary video content and discussion activities to provide students with greater opportunities for self-expression. From a policy perspective, schools can support the guided and controlled use of digital media as learning tools. Future research should examine the effectiveness of this model at different educational levels and across other Arabic language skills. Thus, *kalam* instruction is expected to become more creative, communicative, and relevant to learners' needs.

## Conclusion

Based on the study's results, it can be concluded that implementing discovery learning–based *maharah kalam* instruction supported by TikTok video media has a positive impact on the development of students' creativity in Class IV.5 at MI Adabiyah 2 Palembang. Observations indicate a significant shift in students' learning behavior, from initially passive to more active, confident, and engaged in the learning process. Students were able to express ideas, construct new sentences, and independently modify dialogues. Interviews with the teacher further reinforced these findings, revealing that students did not merely imitate sample dialogues but developed variations of expressions according to their individual creativity. The improvement in creativity was also evident in the oral test results, which showed a significant increase from the pre-test to the post-test. In addition, questionnaire results indicated positive student responses toward the learning process. Statistical analysis using the paired sample t-test and N-Gain Score demonstrated that the increase in creativity fell within the moderately effective category and was statistically significant. Therefore, discovery learning–based *kalam* instruction supported by TikTok media is proven to be effective in enhancing students' speaking creativity.

This study makes an important contribution to Arabic language learning, particularly in speaking skills (*maharah kalam*) at the Madrasah Ibtidaiyah level. The findings confirm that the discovery learning model supports student-centered instruction and fosters creative thinking through stages of discovery, exploration, and discussion. The use of TikTok video media as a learning stimulus plays a significant role in providing visual and auditory input relevant to students' worlds, thereby increasing motivation, curiosity, and confidence in oral expression. From a methodological perspective, this study demonstrates that combining instructional models with digital media can create a more communicative and exploratory learning environment. Theoretically, the results reinforce the view that creativity in language learning can develop when students are given opportunities to discover, experiment, and construct knowledge independently. Thus, this study contributes to enriching the body of research on *kalam* instruction that is oriented not only toward learning outcomes but also toward students' creative thinking processes.

Despite the positive results, this study has several limitations that should be considered. First, the study was conducted in a single class with a small sample size, so the generalizability of the findings requires further investigation. Second, the study focused on only one Arabic language skill, namely *maharah kalam* (speaking), and thus does not fully represent the effects of the discovery learning model supported by TikTok media on other Arabic language skills. In addition, this study was limited to a single type of digital media, so media variation was not optimally explored. Therefore, future research is recommended to involve larger samples, different educational levels, and to examine other Arabic language skills. Further studies may also combine discovery learning with other digital media to strengthen the development of students' creativity in Arabic language learning.

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