



Al-Hibru: Jurnal Ilmu Bahasa Arab dan Pembelajarannya

Vol. 1 No.2 February 2025

**DIGITAL ADAPTATION IN ARABIC LANGUAGE LEARNING;
OPPORTUNITIES AND CHALLENGES IN THE ERA OF TECHNOLOGY**

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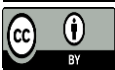
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ABSTRACT

Arabic is a subject in religious schools. As time goes by, the media used for learning Arabic increases in accordance with the times, especially in the digital era now making technology-based media is a common thing. The purpose of this study is to explain how the opportunities and challenges of learning Arabic in the technological era. This research is a qualitative research with the aim to identify and analyze the opportunities and challenges of Arabic language in the technological era. Through literature study, by collecting data from various sources of documentation such as printed books and scientific journal articles. The results of this study indicate that there are many opportunities for learning Arabic in this technological era, namely 1) Creating a more interesting learning process, 2) more innovative learning 3) The creation of learning methods that adjust the material, method, and speed 4) Creating a high learning spirit. While the challenges are 1) inadequate infrastructure, 2) The maturity of an educator, and 3) Data Security.

Keywords: *Arabic, Digital, Opportunities*



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Introduction

Along with the emergence of a new era of industrial development, there have been significant changes in the distribution of information, which has spurred rapid technological growth and can change the social patterns of society in their various activities in daily life. Society is slowly shifting from traditional information sources such as newspapers and magazines to information sources that can be obtained by using Internet-based tools (Azhar & Wahyudi, 2023) . Technology has a very significant influence on accesses that can facilitate and provide progress in thinking in society.

In the era of the Industrial Revolution 4.0 and the rapid development of technology, digital transformation has become a necessity in almost all aspects of life, including education (Suwardana, 2018) . Education, as the main pillar of human resource formation, is required to adapt to technological innovation to meet the needs of relevant, efficient, and integrated learning. One of the areas of education that has felt the impact of this transformation is language learning, including Arabic (Rajab et al., 2020) .

Arabic has a strategic role both in religious, cultural, and economic contexts (Nasution et al., 2024) . Arabic is the religious language of Muslims because Arabic is the language of the Holy Qur'an and is also the key to understanding the teachings of Islam contained in the Qur'an and hadith and also in Arabic books (Andriani, 2015) . As the language of the Qur'an and Hadith, Arabic has significant value for Muslims around the world. In addition, Arabic is also one of the official languages of the United Nations (UN) which emphasizes its importance in international relations. Therefore, learning Arabic is a priority in various educational institutions, especially in Muslim-majority countries such as Indonesia. However, in practice, Arabic language learning often faces challenges, such as students' lack of interest in learning, limited teaching resources, and traditional teaching methods that are not always effective (Asbarin & Amalia, 2022) .

Technological advances have opened up new opportunities to overcome these obstacles (Magdalena et al., 2020) . Digitalization in learning allows for more innovative, interactive, and accessible learning methods and media. E-learning platforms, technology-based learning applications, and various supporting software have become widely applied solutions to improve the quality of Arabic language teaching (Rasyidin & Harahap, 2024) . Technologies such as gamification, virtual reality (VR), and artificial intelligence (AI) provide even more engaging and personalized learning experiences. Teachers' skills in designing online-based materials and collaborative learning strategies that can promote optimal learning.

The skill of collaborating media, strategies, and evaluation during online learning greatly affects the success and interest of students in learning foreign languages (Mahmudi et al., 2022) .

However, digital adaptation in Arabic language learning is not without its challenges. Not all educational institutions have adequate technological infrastructure, especially in remote areas. The digital skills of educators are also a significant obstacle, given that not all Arabic teachers have adequate technological competence. In addition, there are also concerns about how to maintain the essence and values of culture and religion in digital-based learning. The technology used must be ensured to remain in accordance with the principles of Islamic law so as not to raise doubts among learners and the community.

This research is also relevant to previous research where there are challenges to the digitization of Arabic learning media, namely 1) the availability of adequate technology, both in terms of students and educators, 2) the few Arabic language educators who master the latest technology, 3) internet access and quota availability that have not been able to support the changes that occur (Asbarin & Amalia, 2022) . The difference between this research and eellum research is that the results of the study will describe how the strategy to deal with the digitalization of Arabic learning media.

Research Method

This research is a *qualitative* research with the aim of identifying and analyzing the opportunities and challenges of Arabic in the technological era. Through literature study, by collecting data from various sources of documentation such as printed books and scientific journal articles. According to Pupu Saeful in his journal, it is explained that qualitative research is a descriptive research and tends to use analysis with an inductive approach (Saeful, 2009) . The literature study was chosen because the research focus lies on extracting, collecting, and analyzing relevant secondary data from various literature sources such as journals, books, articles, research reports, and other documents related to the research topic. This method is an appropriate approach for this research, as it provides theoretical and practical insights regarding digital adaptation in Arabic language learning. By analyzing the opportunities and challenges through existing literature, this research is expected to provide recommendations for relevant strategies for educators and educational institutions in the technological era.

Result and Discussion

A. Digitalization of Arabic Language Learning

Digitalization of Arabic language learning is the process of transforming traditional methods, media, and learning resources into digital form by utilizing information and communication technology (ICT), and in the use of digitalization methods in this learning process can have a major influence on the learning process, including the curriculum and also all issues in educational administration (Lestari et al., 2023) . This process includes the use of applications, online platforms, software, and multimedia resources to support Arabic language teaching that is more interactive, effective, and flexible, then with the use of digitalization in education applied to every field of science, of course, it still requires the important role of a teacher in its continuity (Lestari et al., 2023) .

Digitalization allows students and teachers to access learning materials anytime and anywhere, enriching the learning experience with technology-based content such as video, audio, animation, and digital-based evaluation. Digitalization in Arabic language learning is something that is very possible or gives wider and flexible access to materials in the learning process (Rasyidin & Harahap, 2024) . In addition, the use of digital tools can increase students' interest in learning Arabic through more interactive learning media (Rasyidin & Harahap, 2024). Digitalization also includes the use of digital resources such as electronic dictionaries, interactive learning modules, video tutorials, to educational games to support the learning process (Muklason et al., 2023) .

The application of digitalization in Arabic language learning is recognized or believed to be a method that is able to increase the desire to learn and curiosity about Arabic language learning compared to classical methods, such as the method that is often used in general, namely the lecture method & this method is often considered boring for students (Rasyidin & Harahap, 2024) .

B. Opportunities for Digital Adaptation in Arabic Language Learning

This adaptation of digital technology not only facilitates the process of learning Arabic, but also makes it more inclusive and attractive to various groups (Muklason et al., 2023) . With the integration of technology, Arabic language learning can be accessed anytime and anywhere . Adaptation opportunities in the digitization of Arabic language learning are certainly very many and here are some opportunities for adaptation of the digitization of Arabic language learning; *first*, creating a very broad access & easier to use, not limited to the existing scope (flexible); *Second*, creating a learning process that is more interesting, fun and also

not boring, so that users can carry out learning activities happily and calmly. *Third*, the creation of learning methods that adjust materials, methods, and learning speed to the needs, interests, and individual abilities of students or can be said to be effective learning personalization. *Fourth*, creating a high spirit of learning and motivation to compete in science. *Fifth*, the breadth of a range of learning, as well as increased learning opportunities for each student. *Sixth*, Building excellence or robustness in digitalization infrastructure. *Seventh*, Creating a better quality of educators by utilizing technology. *Eighth*, Building a positive digital-based learning culture (Ghofur & Budiansyah, 2024) .

C. Challenges of Digital Adaptation in Arabic Language Learning

There are several aspects that we must pay attention to in learning Arabic in the digital era, namely; *First*, the maturity of an educator: namely the lack of preparation and maturity of an educator in the use of technology, many Arabic educators who may not have adequate skills to use digital in the learning process. *Second*, Infrastructure: the provision of limited infrastructure is also an obstacle in learning. Many in various regions, technology and internet are very limited, which creates obstacles in the implementation of digital learning (Al-Arif & Gumiandari, 2024) . *Third*. Data Security: Information Protection, Data Privacy, Information Security. *Fourth* Learning Methods: Teaching Strategies, Learning Approaches, Teaching Techniques (Shabur et al., 2023).

D. Forms of Arabic Language Learning Digitization

Here are the Forms of Digitalization of Arabic Language Learning, Digitalization of Arabic language learning involves the integration of technology to improve the teaching-learning process. Here are some forms of its implementation: *First*, E-Learning. Online platform-based learning such as Moodle or Google Classroom is used to provide teaching materials, assignments, and online discussions (Rasyidin & Harahap, 2024) . This method facilitates access to materials anytime and anywhere. *Second*, Language Learning Apps. Apps such as Duolingo, Mondly, or specialized Arabic apps help students learn vocabulary, grammar, and pronunciation interactively. *Third*, Learning Videos. Teachers use videos, either pre-recorded or live sessions on platforms like Zoom or YouTube, to teach the material more engagingly. *Fourth*, Use of Multimedia. Interactive PowerPoints, infographics or animations are used to visually explain complex language concepts. *Fifth*, Blended Learning. The combination of face-to-face learning with online methods provides flexibility, especially in times such as the post-pandemic era (Norkhafifah & Syahabuddin, 2022) . *Sixth*, Social Media as an

Educational Tool. Platforms such as Instagram, WhatsApp, or Telegram are used to share learning content in the form of Arabic tips, quizzes, or group discussions. Seventh, Virtual Reality (VR) and Augmented Reality (AR). These technologies allow students to learn Arabic in the context of simulated real environments, such as walking in virtual Arabic markets and interacting using the language (Pokhrel, 2024) .

Here are some concrete examples of the application of digitalization in Arabic language learning: first, Interactive Learning Apps. Apps like Mondly and Duolingo offer Arabic learning features that include pronunciation exercises, grammar, and interactive quizzes to reinforce comprehension. Second, Virtual Classroom. Through platforms such as Zoom or Google Meet, teachers can organize online classes where students can discuss, learn and share materials at flexible times. Third, Use of Multimedia. Teachers can use animated videos, interactive PowerPoints, or infographics to explain complex Arabic grammar concepts, such as sentence structure or pronunciation. Fourth, E-Books and Digital Modules. PDF-based textbooks or e-books with word search features make it easy for students to learn anywhere without carrying physical books (Muklason et al., 2023).

D. Strategies for Facing Digital Challenges in Arabic Language Learning

There are several ways to overcome digital challenges in learning Arabic, namely; *First*, flexible methods: using adaptive teaching approaches, and implementing suitable teaching methods according to the needs of students. *Second*, e-learning platform: using digital education technology to enrich the learning process, also utilizing e-learning platforms, interactive multimedia, and online/offline applications to develop students' learning experience. *Third*, Cultural incorporation: integrating elements of Arabic culture into the learning process to enrich students' understanding, and to provide a richer context. *Fourth*, Encouragement of learning: enhancing students' passion for learning through active engagement in Arabic and utilizing social media as a means of education (Ritonga, 2023)

Conclusion

Implementing a technology-based learning media certainly has opportunities and challenges in it and requires adaptation. Digitalization in Arabic learning media greatly affects learning conditions in the classroom. One of the opportunities of digitizing technology-based Arabic learning media is that it can provide innovation

for teachers to deliver teaching to students. As for the challenges faced, one of them is the lack of infrastructure to apply learning media, because the uneven distribution of these facilities causes the lag of teachers to apply technological media in Arabic language learning.

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