



Arabic Hack: Arabic Language Learning Methods in the Digital Era

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Abstract

The digital era has brought significant changes in Arabic language learning methods, presenting new opportunities and challenges for learners and teachers. This research examines various Arabic learning methods that can be implemented in the digital era such as mobile applications, e-learning platforms, and social media. This research is a literature study with a qualitative descriptive approach. The data is taken from the latest sources in the form of books, journals, articles, web, and so on. The data collection technique was carried out with documentation techniques. Data analysis used content analysis. The findings of this study include Arabic language learning media Online Class (E-Learning) such as Moodle, Zoom Meeting, Google Classroom and Offline Classroom learning media (Conventional) such as LCD Projector, Video and Audio, Computer, Tablet, Smartphone. Thus the conclusion is that the use of digital technology in Arabic language learning is very effective in increasing student interaction, engagement, and learning motivation. Digital technology can also adapt to individual learning needs and styles. However, challenges such as limited technological infrastructure, digital skills of teachers and students, and gaps in internet access still need to be overcome. A balanced integration between online and offline learning methods can provide optimal results in Arabic language acquisition in the digital era.

Keywords: Arabic Language, learning, Methods, Digital Era

مستخلص البحث

لقد أحدث العصر الرقمي تغييرات كبيرة في أساليب تعلم اللغة العربية، مما أتاح فرصًا وتحديات جديدة للمتعلمين والمعلمين. يدرس هذا البحث مختلف أساليب تعلم اللغة العربية التي يمكن تطبيقها في العصر الرقمي مثل تطبيقات الهاتف المحمول، ومنصات التعلم الإلكتروني، ووسائل التواصل الاجتماعي. هذا البحث عبارة عن دراسة أدبية ذات منهج وصفي نوعي. وقد أخذت البيانات من أحدث المصادر في شكل كتب ومجلات ومقالات ومواقع إلكترونية وما إلى ذلك. تم تنفيذ أسلوب جمع البيانات باستخدام تقنيات التوثيق. واستخدم في تحليل البيانات تحليل المضمون. وقد شملت نتائج هذه الدراسة وسائط تعلم اللغة العربية عبر الإنترنت (التعلم الإلكتروني) مثل Moodle، و Zoom Meeting، و Google Classroom، ووسائط التعلم خارج الفصل الدراسي (التقليدية) مثل جهاز عرض LCD، والفيديو والصوت، والكمبيوتر، والكمبيوتر اللوحي، والهاتف الذكي. وبالتالي فإن الاستنتاج هو أن استخدام التكنولوجيا الرقمية في تعلم اللغة العربية فعال للغاية في زيادة تفاعل الطلاب ومشاركتهم وتحفيزهم على التعلم. كما يمكن للتكنولوجيا الرقمية أن تتكيف مع احتياجات وأساليب التعلم الفردية. ومع ذلك، لا تزال هناك تحديات مثل البنية التحتية التكنولوجية المحدودة، والمهارات الرقمية للمعلمين والطلاب، والثغرات في الوصول إلى الإنترنت، وهي تحديات لا يزال يتعين التغلب عليها. يمكن أن يوفر التكامل المتوازن بين أساليب التعلم عبر الإنترنت وغير المتصلة بالإنترنت نتائج مثلى في اكتساب اللغة العربية في العصر الرقمي.

الكلمات المفتاحية: اللغة العربية، التعلم، الأساليب، العصر الرقمي

Introduction

The digital revolution, especially occurred in the shift in communication styles and culture towards simple and fast media. The digital revolution has been happening since 1980 (Beuer et al., 2021). The digital revolution has succeeded in changing people's perspectives on life. Digitalization, or the digital revolution, has allowed various technology products to interact with each other. Data stored on the device can be transferred to technological media in the form of directives that allow certain actions or outputs to be generated. This is referred to as machine-to-machine technology (M2M) or internet of things (IoT), (Gitakarma & Tjahyanti, 2022).

In the context of education, learning media everything that can be used as an intermediary to convey messages and stimulate the thoughts, interests, feelings, and willingness of students so that they can encourage the learning process in themselves (C & Amini, 2023). While the purpose of learning media is to facilitate the learning process, increase the efficiency of the learning process, maintain relevance to learning goals, increase student concentration, and others.

Arabic is the second most studied foreign language in Indonesia (Husna et al., 13 C.E.). Therefore it takes technology to facilitate it, consequently, utilizing technology is essential to learn Arabic. Expertise in Arabic does not mean expertise in teaching it. So, as an Arabic teacher, one must have three main abilities: mastering Arabic language and culture, understanding it, and teaching it (Nurhafizah & Latuconsina, 2021). Educators must be able to use digital learning media to improve the quality of Arabic learning in this digital era. This is becoming increasingly important as distance learning becomes common, so choosing the right digital medium for online learning becomes crucial.

Many studies and researches have been conducted on Arabic learning methods in the digital age. Research on the development of Arabic language education in the digital era was conducted by Aunur Shabur Maajid Amadi et al. The results of this study show that there is a need for guidance for Arabic language practitioners in the phenomenon of Arabic learning in the digital era (Amadi & Sholikha, 2023). Similar research that focuses on problems and solutions to Arabic learning in the digital era

results in the need for competence possessed by teachers in the development of Arabic learning in this digital era (Haq, 2023).

This study is important to provide a clear understanding of the various learning methods used in Arabic language learning, it provides insight and guidance for Arabic teachers in choosing the right learning method to achieve the desired Arabic learning goals.

Based on this description, this study will explore various methods for learning Arabic in this digital era. This study consists of several main parts, namely the role of technology in Arabic language learning, Arabic learning methods with technological media, social media as a learning medium, challenges and solutions and strategies in Arabic language learning in the digital era. This study is important to discuss considering that we currently live in the digital age.

Methods

This research is a qualitative descriptive research, namely analyzing data in a structured manner by collecting, managing, and displaying data through observation so that readers can understand the subject in scientific reports in the form of words and language (Zakariah et al., 2020). Data collection techniques are literature review or literature studies, literature studies are theoretical studies, references, and other scientific literature related to culture, values, and practices that develop in the social situation of the object under study. Library research aims to solve problems through data collection and scientific papers sourced from relevant literature (Connaway & Radford, 2021). This concept involves a critical and in-depth analysis of relevant library materials. Information used in literature studies can be obtained from written sources such as scientific books, research reports, theses and dissertations, regulations, statutes, yearbooks, encyclopedias, and other sources whether printed or electronic (Karuru et al., 2024).

Result and Discussion

The Role of Technology in Arabic Language Learning

The word technology is often used to describe new inventions and tools that use the principles and processes of scientific discovery. Despite this, such an old invention as the wheel is also called technology. In economics, the additional

definition of technology refers to the current level of knowledge and how to combine resources to create the desired product, as well as what we know about what can be produced (Nagel, 2020). Therefore, as our technological knowledge increases, we can see changes in technology.

The whole means by which technology provides the goods necessary for human survival and their comfort. Humans already had enough technology to leave Earth's atmosphere and explore space by the mid-20th century. Natural resources were converted into simple tools before humans started using technology (Azhariadi et al., 2019). Prehistoric discoveries about the ability to control fire have increased the availability of food sources, and the creation of wheels has helped humans travel and control their environment. People can now interact freely around the world thanks to technological advancements such as printing presses, telephones, and the Internet. However, not all technology is used for peaceful purposes; From batons to nuclear weapons, increasingly powerful weapons of destruction have been developed throughout history.

Educational technology is a term often associated with learning theory and learning. Learning and learning theory includes learning and learning processes and systems, while educational technology is the study and practice that helps the learning process and improves performance by creating, using, and managing appropriate technological processes and resources (Musgamy, 2017).

Based on the definitions above, according to Ir. Lilik Gani HA, M.Sc.Ph.D, it can be concluded that: 1) Education/learning technology is a discipline or field of study; 2) The main purpose of educational/learning technology is to solve problems or facilitate learning; and (3) improve performance. Educational/learning technology is used through a systems approach (a holistic approach, not an approach consisting of only one approach used to 5) Technology in educational technology means many things, not just physical technology (hardtech) or soft technology (softtech). 6) Educational technology is a complex process that includes people, procedures, ideas, means, and organizations to analyze problems and design, implement, assess, and manage problem solving in all aspects of human education (Suni Astini, 2020).

As mentioned earlier, the field of educational technology can include the analysis, design, development, utilization, management, implementation, and evaluation of learning processes and resources. The purpose of learning technology is to incorporate technology into the world of education, especially information and communication technology (Muhtarom et al., 2020). Education supported by this technology will achieve the following results:

1. Improve the ability of students to solve problems in real life (contextual).
2. Improve learners' ability to think reflectively.
3. Improve their ability to use what they know.

By considering the problems mentioned above, it can be concluded that some important learning components are as follows: material settings for each level (managerial), student motivation, contextual approaches, learning media, teacher ability improvement, learning time effectiveness, and language community. Technology can take on a function as learning.

Technology in Arabic learning means the use of various technologies to help students learn Arabic. This can include hardware such as computers, tablets, and smartphones, as well as specialized software and applications for teaching languages (Supangat et al., 2021). The following are some examples of technologies used in Arabic language learning:

Arabic Language Learning Method with Media Technology

The uptake of technology in education, including Arabic language learning, has become an urgent need in today's technological era. The use of technology not only makes learning easier, but also increases the efficiency and effectiveness of learning. Technology can make Arabic learning more engaging, interactive, and effective (Veygid et al., 2020). To ensure that the learning process remains relevant and in accordance with the needs of the times, teachers and students must constantly adapt to technological advances. The use of technology in Arabic language learning not only aids knowledge transfer but also equips students with digital skills essential for the modern world. Among the technological media that can be used in Arabic language learning are:

1. Online Class (E-Learning) The first learning technology is online classes. This media can be done in a network anywhere. E-learning is a learning process that ensures that learning information is available to students through the use of internet, intranet, or online media (Wahyuningsih et al., 2021). Distance learning is a separate learning process between teachers and students carried out through an internet-based network and can be done anytime and anywhere via the internet.

There are two basic types of e-learning in this online classroom: internet-based electronics and internet-based electronics. The first is learning that uses information and communication technology such as viewing videos, OHPs, tapes, projectors, films, LCDs, and others. Furthermore, electronic learning includes the use of electronic media such as the Internet, intranet, satellite, television, CD-ROM, and so on (Husna et al., 13 C.E.). However, another opinion states that E-Learning is a learning activity that uses electronic circuit facilities (LAN and WAN), (Tinungki & Nurwahyu, 2020).

Online classes strongly encourage collaboration and engagement, and they can be a tool to encourage students and learners. The use of internet technology that can offer various ways to improve knowledge and skills becomes more challenging. One application that can be used to study online is:

- a) Moodle

Moodle, which stands for Modular Object Oriented Dynamic Learning Environment, is the name of an educational site. Moodle is a software package that can be used to organize courses, training, and internet-based education. According to M. Asrofi in the journal Moodle-Based E-Learning development, this media helps the learning process succeed (Athaya et al., 2021). He stated that the Moodle-based learning model can support learning activities, so that students feel happy following lessons and getting information provided by the teacher.

- b) Zoom Meeting

Zoom Meeting is a new application that can support success in the learning process or business. Zoom Meeting has the sophistication that can display videos, images, animations, slides, and others (Fernanda et al., 2022).

c) Google Classroom

Google Classroom is an app designed to help students learn online. Google Classroom can only be used by schools registered with Google between 2014 and 2016. However, in March 2017, everyone can use it personally. The main purpose of Google Classroom is to help teachers and students share files with each other. In Princess Andhini's (Andhini et al., 2022) research, Google Classroom: How It Works and How Google Classroom can monitor student learning, Google Classroom has several features: 1) Assingment (assignments), 2) Grading (measurement), 3) Communication (communication), 4) Time Cost (timers), 5) Archiev Course (program archives), 6) Mobile Apps (mobile applications), and 7) Privacy (privacy).

2. Offline Class (face-to-face) – As we know, offline class refers to the learning process that is carried out directly between teachers and students. In today's face-to-face learning process, teachers can present material with LDC projectors assisted by computers or laptops. This can make the learning process more active, encouraging students to participate. One of the learning technologies used in face-to-face learning is as follows:

a) LCD Projectors

LCD projectors can be used with a computer or laptop to display images, photos, videos, audio, animations, and slides. This LCD projector has been widely used in the educational and commercial sectors. Presentation is the method used. An educator, or writer, will deliver the material by looking directly at the students. Because this projector displays a large image, students will more easily understand what is conveyed by the teacher. LCD projectors have many benefits for students, according to Sudjana and Rivai (1992) among others (a) Learning will attract students' attention so as to increase their motivation to learn (b) Learning materials will be clearer so that students can understand it better and allow them to achieve learning objectives (c)

Learning methods will be more varied (d) Students will do more learning activities because they do not only listen to what is said teacher (Prananingrum et al., 2020).

b) Video dan Audio

Vidio and Audio serve to convey and transmit messages, increase thoughts, feelings, and desire to learn, encourage the learning process between teachers and students. Video aids emerged in the mid-1900s when the use of audio was added to visual use. Learning video media is a tool that allows students to understand subject matter through the use of video and audio containing information and messages such as concepts, theories, procedures, structures, and principles (Azmi et al., 2019).

c) Computer

Computer-Based Learning comes from the term Computer Assisted Learning (CAI), which means computer-aided learning. This medium is software. Computer-based learning is also a type of education where computers are used to help teachers deliver subject matter so that students feel happy and not bored while learning. According to Hick and Hyde, computer-based learning allows students to interact individually with computers and interact directly with them (Magdalena & Susilawati, 2021). As a result, the experience of one student will be different from the experience of another student. Warsita also stated that computer-based learning is one of the most interesting educational methods and has the ability to increase students' desire to learn. By interacting with subjects programmed into computer systems, computer learning can deliver lessons individually and directly to students.

d) Tablets

Tablets have many advantages, one of which is the ability to store various applications and learning materials. Arabic learning apps usually have interactive features like quizzes, pronunciation exercises, and videos that help students understand and master the language faster. Students can learn anytime and anywhere, even if there is no signal or Wi-Fi network, because

this content can be accessed without an internet connection. In addition, tablets support the use of e-books and digital dictionaries, which are very beneficial for learning Arabic (Suni Astini, 2020). E-books can contain text in Arabic with translations and grammatical explanations, so that learners can more easily understand the context in which words and phrases are used (Al-Tkayneh et al., 2023). Digital dictionaries, which can be accessed offline, also allow learners to carry around a heavy physical dictionary to look up the meaning of a word or phrase. Another advantage of tablets is the ease of managing and customizing learning materials. Users can tailor the material to their needs and abilities and take advantage of apps that support note-taking or flashcards to improve memory. In addition, the tablet supports a stylus to write Arabic letters directly, which helps in improving writing skills.

e) Smartphones

Smartphones as offline Arabic learning tools offer a high level of interactivity in addition to being flexible. Many apps for learning Arabic have interactive features, such as quizzes, practice questions, and educational games, that make learning more interesting and entertaining. Users become more consistent in learning as these features increase their engagement and motivation. In addition, there are several applications that allow recording the voice of native speakers, which helps users understand the correct intonation and pronunciation. Another advantage is that diverse learning resources can be accessed easily. Electronic books, dictionaries, and video tutorials are some types of educational materials that can be stored on smartphones (Fernanda et al., 2022). Therefore, users do not need to carry a lot of books and aids. This is especially beneficial for people who are highly mobile and want to have easy access to learning materials at any time.

Social Media as a Learning Media

Social media today is a tool that many people use to communicate and build relationships with people around the world. Social media can influence the attitudes, opinions, and behaviors of individuals who use it in addition to functioning as a tool to relate or communicate (Pramono et al., 2020). Social media as a communication tool

used by its users in social processes. In a simple sense, social media serves as a communication tool that can influence the opinions, attitudes, and behavior of its users.

Furthermore, there are two more detailed definitions of social media found in a source. First, Kaplan & Haenlein (2010) describe social media as an internet application that helps users create and share their own content; It requires a certain level of self-disclosure and allows a certain level of social presence. Second, Carr and Hayes (2015) define social media as an internet-based channel that allows users to interact opportunistically and selectively with a wide or limited audience, which derives value from the content they create and perceptions from their interactions with others (Pratiwi, 2023).

Communication through social media combines the two levels of communication into one. Mass communication merges with interpersonal communication. When someone uploads something and has interaction with others, interpersonal communication occurs, and mass communication occurs at the same time because that something is seen or enjoyed by many people or netizens. Social media is a place where people communicate with each other, share homemade content, and choose what they want to show themselves, either to just a few people (limited) or to many people (public).

Various social media platforms are constantly evolving in terms of the quality and amount of media, which can be used as learning media. Social media offers many advantages to its users, which is very important. Social media, or social networking media, allows people to communicate freely from a distance by allowing them to share information, files, images, and videos, create blogs, and send messages, and talk in real time. It's clear that social media can be an alternative option for learning because of its ease of use and the services available.

Facebook, Twitter, blogs, YouTube, Instagram, Google Docs, and more have become popular social media platforms. The number of services available through social media apps continues to increase over time. Whatsapp, Telegram, Tiktok, and Podcasts are currently highly used by netizens. Going forward, the number of users,

media, and social media services will continue to increase. People around the world are increasingly accustomed to using social media to interact in various aspects of life.

In the field of education, the use of social media will be beneficial. Social media has become very important and influences decision-making in various fields around the world, including economics, politics, social, and education. It is not surprising that educators should investigate how the use of social media can add educational value (Sa'diyah, 2021). Social media provides educational advantages for students and teachers. They also offer a variety of opportunities for further learning, an advantage in the ease of accessing a wide range of learning content through the use of smartphones and social media.

In the modern world, where social media is very popular, teachers must be able to see the various potential uses of social media in learning. According to Devi et al. (2019), teachers are increasingly forced or unwilling to use social media in the educational process. They also state that role exchanges, or multiple exchanges between participations, occur during the learning process in social networking media. This shows that there is a positive change in roles and collaboration models between teachers and students.

All types of social media have their own characteristics, which distinguish some specific services from others. Nowadays, it is undeniable that a person can have various social media accounts for various reasons. There are several types of popular social media, such as Facebook, Twitter, Youtube and Instagram.

First, Facebook. Teachers can let students ask and answer on this social media. When students go home and start doing their homework, they can upload questions to the group for their group members to answer. Teachers can upload photos, videos, documents, and other resources to the group wall here, and students can access them before class or during their assignments.

Second is Twitter. It offers a quick way to upload reminders and class announcements, as well as information about class activities in real time. Twitter also helps classes keep up with any information, including the latest information, and eliminates in-depth research. Many organizations offer Twitter chat sessions for students to participate.

Third is Youtube. Students can use this medium to flip classes and watch materials and resources before returning to class. Again, as is the case with blogs, students will be more likely to do their best in making videos because the content will be seen by a wider audience (Pramono et al., 2020). In addition, they will be happy to be able to express their creativity as they get closer to the subject matter (Azhari & Hilmi, 2022).

Fourth is Instagram: Instagram pictures worth thousands of words can show the results of students' hard work or even interesting details about them. Instagram can help physical learning (Arifin et al., 2022).

Various social media services can be used for teaching. Social media can record, store, and transform captured content making it easy to understand and distribute quickly. In today's era of technology and information, the use of social media as a learning tool will provide convenience and new opportunities for the teaching and learning process. The use of social media in learning still maintains the important role played by teachers and students in the learning process. Teachers can leverage the capabilities of technology to meet the various needs of their students. Thus, the dynamics of learning in the modern era can be overcome by utilizing technology (Tayibnapi, 2021).

First, Lave and Wenger (1991) state that teachers are no longer in complete control when students are actively responsible and organize their own (collaborative) learning. Students are encouraged to take active control, while teachers serve as secondary guides. It allows students to achieve learning objectives and organize the process by agreeing on rules and deadlines.

In addition to concentrating on the learning material, learners actively plan their activities and take on different roles in the group. In this way, every member of the community can be trained simultaneously as a student and a teacher. Learners find communication with teachers constructive and encouraging. Teachers can also support learners by showing the right attitude in conversations and help build a sense of community (Nasution, 2021).

The method of using social media as a learning tool in accordance with the learning characteristics outlined in the 2013 curriculum (Vhalery et al., 2022). Teachers

do not control the learning process here; instead, they engage their students and are given the opportunity to actively control how to achieve learning goals using existing rules and deadlines. The teacher becomes a facilitator and motivator for students to learn actively. In a contextual approach and social media learning, teachers should provide a variety of instruction or direction that helps students discover new skills and relate them to everyday life.

Challenges and Solutions in Arabic Language Learning in the Digital Era

However, behind the optimism, there is a shadow of difficulties that must be faced. Not all students have equal access to technology, which deepens the disparity between well-off and disadvantaged students in education. While technology is beneficial, relying too heavily on it can be problematic. In the hustle of screens and apps, creative, critical, and analytical thinking skills can be overlooked. Questions about the security and privacy of student data arise because their personal data is stored on the internet. Arabic in the modern era faces many challenges.

First, globalization led to a reduction in the use of fushha Arabic among Arabs themselves. Second, they are more likely to use ammiyah Arabic than fushha. Second, Arabic today is faced with the challenges of globalization, namely the challenges of Western lifestyles and colonization, including the spread of Arabic in the Islamic world. This colonization might reduce the interest of the younger generation to learn Arabic, if it is not able to replace the language itself. Third, a negative image of Arabic by portraying it as a difficult and complicated language to learn, thus encouraging the younger generation of Islam to distance themselves from the sources of Islamic teaching. Equally, there is a major campaign for globalization that aims to promote English as the language that best suits technological advances.

In addition, there is a problem with the importance of social interaction and relationships between people. Students may miss out on opportunities to learn through face-to-face interaction and acquire social and emotional skills that are essential for their growth due to the virtual world. In addition, technology addiction distracts students from physical activity and real-world experiences. However, education can address these issues and seize opportunities in a thoughtful manner. Education must take a balanced approach, harness the potential of technology while

still maintaining traditional educational values, human interaction, and development, and produce a generation capable of dealing with the complexities of the modern world wisely (Fauzi, 2022). The combination of conventional technology and education, attention to digital literacy, effective supervision, and adaptive learning design are all ways that can help produce a generation capable of dealing with the complexities of the modern world.

Strategies for Overcoming Digital Challenges

The industrial revolution 4.0 has entered many sectors of life, such as education (Simarmata, 2019; Hidayatullah et al., 2020). High-quality human resources are needed in the twenty-first century, generated by organizations through professional management and the challenge of continuously learning to produce high-quality output. To meet this need, a breakthrough in thinking and ideas is needed. According to philosopher Khun, as teachers and educators, it is very necessary to make efforts to face all-new challenges. It is imperative for all parties to support each other, especially schools and governments, in facing the challenges of the digital age. Local and central governments, together with interested parties, must consider more seriously various issues related to strengthening the education system to face digital transformation. This must be done because change is a necessity that we must do immediately. According to Hadiono & Noor Santi (2020), digital transformation is a process that uses digital technology such as virtualization, computing, and integration of all systems in the company.

Digital transformation is inevitable in the twenty-first century today, because the current focus is on the application of digital technology (Ainun et al., 2022). Human activities have begun to leave the process of life activities that were previously carried out manually, physically, and conventionally. The field of education delivery technology has experienced very rapid development. In such a situation, teachers must remain prepared, creative, and innovative when conducting education in an environment limited by social and physical distancing. With the entry of digitalization into the world of education, every educational institution has the opportunity to get more access to learning, which results in more effective learning (Andita & Rafaela, 2023).

One of the driving factors of digital transformation is the COVID-19 pandemic, which allowed for face-to-face restrictions while learning continues. Online learning today requires the ability of educators, especially teachers, in information technology; Without information technology, teachers will not be able to do learning well (Muskania & Zulela MS, 2021). Teachers who conduct online learning (online) and distance learning (PIJ) must also have sufficient IT skills to smooth the learning process. Therefore, various trainings are needed to improve their ability to use information technology. IT (Information Technology) is very important to disseminate information content to students anywhere and anytime (Putri et al., 2021). Many people, from teachers to parents, are involved in IT as a medium and tool. By using a mobile phone or computer connected to the internet, a teacher can immediately obtain or disseminate information.

Due to signal difficulties in some regions, digital transformation through online learning includes signal constraints. The purpose of education to build a child's character is another issue that arises with online learning. Character education should still be provided through appreciation and verbal language, even though distance learning uses technology. One of the obstacles that hinder the implementation of technology in the digital era is the limited devices owned by students as a support for the learning process. It's not just a matter of uncontrollable signal, as not all students can afford and come from wealthy families who don't have the ability to have an Android device or laptop. Some of these things interfere with the learning process. Increasing teacher and student digital awareness is one way to deal with this digital transformation.

Governments and schools must work together to provide the equipment and infrastructure that pupils need to overcome these obstacles. Grants and scholarships for low-income families can aid in closing the gap. Furthermore, teacher training programs can guarantee that educators are prepared to use digital resources efficiently. In order to create a favorable atmosphere, community involvement and support are equally essential. Ultimately, we can develop an inclusive and successful education in the digital age by pooling our resources and efforts.

Conclusion

In this digital era, information technology is very important for the spread of education and makes learning more effective, efficient and accessible, anytime and anywhere. Technology in learning, particularly Arabic language learning, has been shown to increase student interaction, engagement, and motivation to learn. Mobile apps, social media platforms, and e-learning are some examples of technologies that can be used to achieve this goal. However, there are some obstacles, such as device limitations, signal issues, and the need for teachers and students to improve their digital skills. Overall, combining online and offline learning in a balanced way will maximize learning outcomes.

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