

The Urgency of Digital Technology Transformation in the Arabic Language Education: Media and Learning Strategies

Pentingnya Transformasi Teknologi Digital dalam Pendidikan Bahasa Arab: Media dan Strategi Pembelajaran

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Abstract

The digital era affects all aspects of human life, including education. Internet users in Indonesia reached 78.19% in 2023 and continue to grow every year. According to the Ministry of Religious Affairs, planning is needed from all sectors for Indonesia's digital aspirations in 2045. Education as a human competency development sector must be able to educate students to compete globally and meet professional needs. As an effort to realize this, of course, the transformation of digital technology in the learning process cannot be avoided. This research aims to find out how urgent digital transformation is in Arabic language learning media and strategies. The researcher used qualitative research methods with library data sources. Researchers conducted an in-depth study of the urgency of digital technology transformation in Arabic language learning media and strategies. The results of the study show that digital technology transformation is needed in the process of learning Arabic, especially in psycholinguistic and sociolinguistic aspects. Digital technology can encourage learning that is effective, efficient, easy, and unlimited in space and time.

Keywords: Arabic Language Education, Curriculum, Digital Technology

ملخص

تُظهر هذه الدراسة أن رقمنة وسائل التعلم تلعب دورًا مهمًا في تعزيز فعالية تعليم اللغة العربية، خصوصًا في مهارات التحدث واهتمام الطلاب بالتعلم. تشير نتائج الدراسة إلى ضرورة التحول الرقمي في مجال التعليم، لا سيما في تصميم استراتيجيات ووسائل تعلم تفاعلية ومرنة ومتوافقة مع تطورات العصر. تكمن حدود هذه الدراسة في نطاق البيانات التي اعتمدت فقط على بعض دراسات الحالة في بيئات تعليمية محددة. تشمل التوصيات للبحوث المستقبلية توسيع نطاق العينة والمناهج البحثية لدراسة فعالية دمج التكنولوجيا في مختلف سياقات تعلم اللغة العربية بشكل شامل.

الكلمات المفتاحية: التكنولوجيا الرقمية، المناهج الدراسية، تعليم اللغة العربية

Introduction

The development of the times has affected the transformation of digital technology in all aspects of human life. In the context of learning, digital technology means the provision of facilities that are included in the curriculum components. According to the Constitution number 20 of 2003 concerning the national education system, the curriculum is interpreted as a guideline for the implementation of education. According to Salamah (2021), the curriculum is instrumental input to achieve educational goals¹. The curriculum is a set of plans or rules that contain objectives, content and learning materials. According to Subandiyah (1993) cited by Nurmaeni (2022) there are five components in the curriculum. These components include 1) goal component; 2) content / material component; 3) media component (infrastructure); 4) strategy component; 5) teaching and learning process component². The curriculum has an important role in education. According to Sukmawati (2021), one of the objectives of the curriculum is to help teachers determine the right learning methods, strategies and media³.

Media in the learning process has a great influence on the success of the learning process⁴. Based on this statement, educators must be able to integrate digital-based learning media to provide a pleasant learning experience. According to Mubarakah (2023) teachers have an important role in determining the media and learning strategies that suit the needs of students. Media as a tool in conveying material must be able to be presented in a fun and not monotonous manner⁵.

In the digital era, all aspects of human life will be transformed by technology, especially in the aspect of education⁶. Ainiyah (2024) stated that the educational aspect

¹et al Salamah, "Penilaian Autentik Dalam Pembelajaran Bahasa Arab," *Nivedana: Jurnal Komunikasi & Bahasa 2* (2021), <https://doi.org/https://doi.org/10.53565/nivedana.v2i1.282>.

²Nurmaeni Nurmaeni, Haeruddin Saleh, and Thamrin Abduh, "Implementasi Kurikulum 2013 Di Sekolah Dasar Negeri Kecamatan Malili Kabupaten Luwu Timur," *Bosowa Journal of Education 2*, no. 2 (2022): 122–27, <https://doi.org/10.35965/bje.v2i2.1481>.

³Henni Sukmawati, "Komponen-Komponen Kurikulum Dalam Sistem Pembelajaran," *Ash-Shahabah 7*, no. 1 (2021): 62–70.

⁴Kurniawan Hamidi et al., "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Interaktif Untuk Siswa Madrasah Aliyah," *Journal on Education 5*, no. 2 (2023): 5289–96, <https://doi.org/10.31004/joe.v5i2.1098>.

⁵Zakiyattunnisa Al Mubarakah, Putri Hardiyanti, and Tomi Enramika, "Model Assure Dalam Pengembangan Media Pembelajaran Bahasa Arab Tingkat Sekolah Dasar," *Tarbiyah Al-Awlad: Jurnal Kependidikan Islam Tingkat Dasar 13*, no. 1 (2023): 1–8, <https://doi.org/10.15548/alawlad.v13i1.6257>.

⁶Haris Budiman, "Peran Teknologi Informasi Dan Komunikasi Dalam Pendidikan," *Al-Tadzkiyyah: Jurnal Pendidikan Islam 8*, no. 1 (2023): 31, <https://doi.org/10.24042/atjpi.v8i1.2095>.

cannot avoid digital transformation, especially in learning Arabic⁷. According to Mahdi & Uyuni (2023), digital technology has opened up opportunities in the Arabic learning process that is more interactive and efficient⁸. Hakim & Yulia (2024) explained that there are several advantages offered by digital technology in learning effectiveness⁹. Digital technology can make it easier to access information, create global collaboration through an educational and efficient platform. Based on this, it can be realized that the integration of digital-based learning media is very important. Researchers have reviewed previous research conducted by Fikrotin and Sulaikho (2021). The study found that digital media transformation is very important to support the learning process that makes it easier for students¹⁰. A similar study was conducted by Alkayisy (2022) at MAN 1 Pati. The study found that the role of technology media is needed to support the Arabic language learning process¹¹.

The latest research conducted by Maulana Putra (2024) regarding factors that affect Arabic language skills. The study involved Arabic language education students as informants and found that one of the aspects that affect Arabic language skills is educator competence, learning media and time allocation. Based on previous research that has been carried out, researchers have found novelty to fill the gaps in previous research. Researchers conducted in-depth research on the urgency of digital technology transformation in Arabic language learning media and strategies. Researchers found that digital transformation of technology in media and strategies can be an alternative solution in overcoming the problems of learning Arabic. The integration of digital technology in Arabic learning can increase students' interest in learning, overcome the problem of limited time allocation and present more effective and efficient media.

This research is a type of library research with descriptive qualitative research methods. which examines various references related to Arabic language learning media and

⁷Nur Ainiyah et al., "Development of Learning Media with Power Point Application Based on ISpring Suite 11 in Arabic Language Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 1 (2024): 150, <https://doi.org/10.24042/albayan.v16i1.20699>.

⁸Tb Ahmad Mahdi and Yuyun Rahmatul Uyuni, "Transformasi Bahasa Arab Dalam Era Digital Dalam Perkembangan Pembelajaran Bahasa Arab Di Indonesia," *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab* 14, no. 1 (2023): 1487–98.

⁹Aulia Nur Hakim and Leni Yulia, "Dampak Teknologi Digital Terhadap Pendidikan Saat Ini," *Jurnal Pendidikan Sosial Dan Humaniora* 3, no. 1 (2024): 145–63, <https://doi.org/10.61590/srp>.

¹⁰Vera Fikrotin and Siti Sulaikho, "Kebutuhan Pengembangan Media Pembelajaran ISpring Suite Berbasis Android Pada Mata Pelajaran Morfologi Bahasa Arab," *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 5, no. 2 (2021): 193–204, <https://doi.org/10.15575/jpba.v5i2.13587>.

¹¹Muhammad Ilyas Alkayisy et al., "Fa'aliyyah Istikhdām Youtube Fī Ta'lim Al Lughah Al 'Arabiyyah Li Tarqiyah Mahārah Al Kalām Lada Al Thullāb Bi Al Madrasah Al Tsānawiyyah Al Islāmiyyah Al Hukūmiyyah Al Ūla Bāthī," *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 6, no. 2 (2022): 183–203, <https://doi.org/10.15575/jpba.v6i2.20311>.

strategies. The data of this research is collected by using Library research technique. data collection is obtained from literature sources in the form of articles, books and documents related to related issues. The data analysis technique in this research is content analysis, which is research that analyzes the meaning of meaning in depth based on text or documents.

Results and Discussion

A. Definition of Digital Technology

According to the Great Indonesian Dictionary, the word "technology" means a scientific method to achieve something or knowledge. Meanwhile, the word "digital" according to the Great Dictionary of the Indonesian Language is interpreted as something related to numbers as a certain numbering system. Broadly speaking, digital means technology that generates, stores and processes data.

According to Sandrasyifa & Nugraheni (2024) in their research, technology can include communication tools and other auxiliary platforms such as smartphones, laptops or computers¹². Technology in the scope of Education can be in the form of applications, facilities or educational platforms that support the learning process. Sandrasyifa revealed various examples of educational platforms offered such as Google classroom, Edmodo, zoom, e-learning and google meet. According to Uyuni and Shalihah (2024) Technology can present a pleasant and easy learning atmosphere. The existence of technology must be utilized by the education sector to realize optimal and efficient learning. Educational institutions as an empowerment sector are still minimal in utilizing digital technology. This is in line with the statement from the ministry of communication and digital.

Budi Ari Setiadi, Minister of communication and informatics in 2023, said that Indonesia must be able to compete globally and realize competent digital talents. In 2024 the Ministry of communication and digital released data on the Indonesian digital society index (IMDI). This data is intended as a measurement of the skill level of the Indonesian people in utilizing digital technology. The Indonesian digital society index (IMDI) data for 2022 - 2024 is presented in the following chart:

¹²Ciek Sandrasyifa Ully and Nursiwi Nugraheni, "Teknologi Berperan Penting Dalam Pendidikan Lanjutan Khususnya Di Sekolah Dasar," *Jurnal Penelitian Pendidikan Indonesia* 1, no. 3 (2024): 133–41, <https://doi.org/https://doi.org/10.62017/jppi.v1i3.986>.

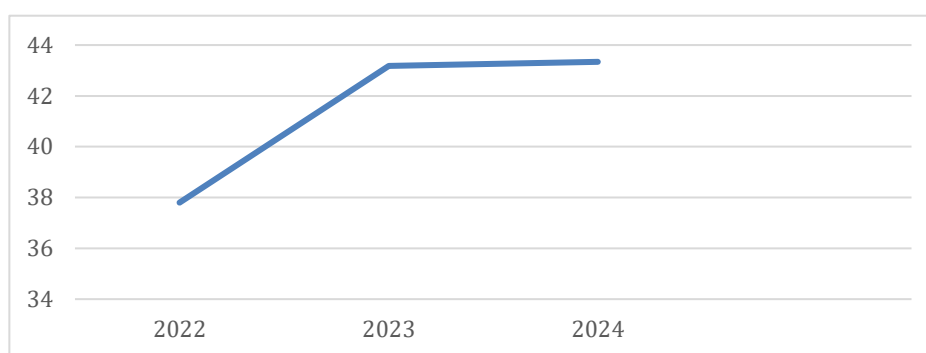


Figure 1. Indonesia Digital Society Index (IMDI) 2022-2024

Kementerian Komunikasi dan Digital

On the official website of the Ministry of communication and digital, released data on the Indonesian digital society index (IMDI) in 2022-2024. The data comes from secondary data and primary data. Primary data was obtained from a survey involving 16,785 individual respondents, 9,694 company respondents in 514 districts / cities throughout Indonesia.

In 2022 the number of digital technology users in Indonesia reached an index 37.18. In 2023 the number of users index increased to 43.18 and in 2024 the index reached 43.34. The scores per pillar include 40.24 for Infrastructure and Ecosystem; 49.35 for Digital Skills; 22.06 for Empowerment; and 40.35 for Employment. This data shows that in the empowerment sector, there is a need to improve the community of digital technology users, especially community empowerment in the field of education.

Technology in this era has a great influence on the world of Education. According to Panjaitan & Al Rasyid (2023), the discussion of technology in the scope of education means focusing on providing facilities¹³. Education as a crater in the development of human competence must certainly be able to transform as needed. Lailia (2023) in her research on the integration of technology in education revealed that technology can facilitate interactive learning¹⁴.

¹³Nurul Aisyah Salsabila Panjaitan and Harun Al Rasyid, "Pengembangan Media Pembelajaran Komik Bahasa Arab Berbasis Canva," *Journal Of Education Research* Vol.4, no. No.2 (2023): 484, <https://doi.org/https://doi.org/10.37985/jer.v4i2.182>.

¹⁴Shinta April Lailia et al., "Mengintegrasikan Teknologi Digital Dalam Pembelajaran Di MI/SD Pada Era Revolusi 5.0," *SIGNIFICANT: Journal Of Research And Multidisciplinary* 2, no. 01 (June 11, 2023): 82-89, <https://doi.org/10.62668/significant.v2i01.644>.

The use of technology at this time has become a common concern, especially in the scope of Education. As Mahmudah & Paramita (2023) argue that learning in this era requires the role of digital technology¹⁵. Technology as a form of the development of the times will continue to transform in accordance with global needs. Every aspect of life will continue to adjust to this situation, especially the education aspect. Broadly speaking, the definition of digital technology in the scope of Education is the provision of learning media and its integration through digital platforms.

The goal of media transformation and digital strategies is to support the learning process optimally and prepare individuals in global competition. Specifically, the definition of digital technology in Arabic language learning means the integration of digital technology as an Arabic language learning medium.

B. Supporting and Inhibiting Factors in Arabic Language Learning

According to the Great Indonesian Dictionary, "supporting factor" means something that affects the occurrence of something. In the scope of education, supporting factors mean circumstances or things that can affect learning objectives. According to Putra (2024), supporting factors can be divided into two, namely internal factors and external factors¹⁶.

Internal factors are factors that occur from within students, while external factors are factors that occur from outside students. Putra explained that the internal supporting factor that affects Arabic learning is learning motivation. Meanwhile, external supporting factors are divided into three, namely educator competence, materials and the existence of an Arabic language competition that can add new vocabulary.

This statement is in line with the opinion of Silvia (2023) in their research on the Management of Planning and Organizing Arabic Language Learning. Silvia explained that one of the supporting factors in the Arabic learning process is the factor of

¹⁵Mahmudah and Nurhapsari Pradnya Paramita, "Transformasi Pembelajaran Bahasa Arab Di Era Digital: Tantangan Dan Peluang Dalam Pendidikan," *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab* 14, no. 1(2023):841-58, <https://www.prosiding.imla.or.id/index.php/pinba/article/view/396/396%0Ahttps://www.prosiding.imla.or.id/index.php/pinba/article/view/396>.

¹⁶Muhammad Rizki Maulana Putra, Agung Mutaqqien, and Abdul Kholik, "Analisis Faktor Yang Mempengaruhi Keterampilan Berbicara Bahasa Arab Mahasiswa Program Studi Pendidikan Bahasa Arab," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2024): 113-23, <https://doi.org/10.30997/tjpba.v5i2.10392>.

providing facilities or media that support¹⁷. In the learning process, there are also inhibiting factors that can affect learning outcomes.

According to the Great Indonesian Dictionary, "inhibiting factor" means something that can hold or inhibit a situation. According to Santika (2024), there are several factors that can hinder the Arabic learning process. Similar to supporting factors, inhibiting factors are divided into internal and external factors. Internal factors include motivation or self-desire in achieving learning goals. Meanwhile, external factors include limited learning media, limited time allocation and educator competence, especially in the field of technology¹⁸.

Based on this statement, it can be understood that in the process of learning Arabic there are supporting and inhibiting factors. Each factor is divided into internal and external factors. Broadly speaking, internal factors include students' abilities and motivation. External factors include the role of educator competence, time allocation and the influence of learning media or infrastructure.

Infrastructure is a central part of the learning process. Educational institutions must be able to provide infrastructure facilities according to learning needs. The infrastructure in this context is a learning medium that focuses on technology. Technology-based learning media can support the Arabic learning process effectively, efficiently and affordably. The implementation of digital media in the learning process must be balanced with superior educator competence.

Educators as education facilitators must be able to integrate digital media in the learning process. Educators must be able to present learning strategies that suit their needs. According to Hanifah (2024), teachers must increase their knowledge of digital media to improve learning outcomes¹⁹. The ability to use digital technology-based media is one of the professional competencies that must be possessed by teachers²⁰. The

¹⁷Neng Silvia et al., "Manajemen Perencanaan Dan Pengorganisasian Pembelajaran Bahasa Arab," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2023): 108–23, <https://doi.org/10.19105/ajpba.v4i1.7497>.

¹⁸Parhan Santika Meirah, Komalasari Nunung, "Analisis Faktor Penghambat Peningkatan Mutu Pembelajaran Bahasa Arab Kelas IV MI Al-Ikhlas," *Jurnal Ilmiah Mahasiswa Pendidikan Bahasa Arab STAINI* 1, no. 1 (2024): 15–34.

¹⁹Umi Hanifah et al., "Accelerating the Digitalisation of Learning Post-COVID-19 Era to Improve the Pedagogical Competence of Pre-Service Arabic Teachers," *Cogent Education* 11, no. 1 (2024), <https://doi.org/10.1080/2331186X.2024.2413241>.

²⁰Kaynan Haffat Jehian, Achmad Tito Rusady, and Anisatu Thoyyibah, "The Influence of Arabic Teacher Professional Competence in the Use of Electronic Learning-Based Learning Media The Influence of Arabic Teacher Professional Competence in the Use of Electronic-Based Learning Media Pengaruh

use of digital technology in the learning process can save time and money. Students can access materials anywhere and anytime even though they are hindered by limited time allocation at school.

This aspect certainly has a great influence on the learning process. It should be noted that learning media needs to be transformed and collaborated with the competence of educators. This aims to ensure that the learning process can take place optimally so that the desired learning goals are achieved.

C. The Urgency of Media Transformation and Arabic Language Learning Strategies

The digital era has affected all aspects of life including education. The digital era has been integrated in the learning process through technology. According to Burhanuddin, technology continues to innovate in helping the teaching process, especially in Arabic²¹. Burhanuddin stated that digital transformation in Arabic learning can create a flexible, interactive and affordable learning space.

Researchers found data regarding the urgency of media transformation and Arabic language learning strategies in the following table:

Table 1. data findings on the urgency of digital learning media transformation

Findings	Data sources	Analysis results
Technology-based learning media helps improve speaking skills of MAN 1 Pati students.	Alkayisy et al (2022)	Independent Samples T Test shows the sig value. (2-tailed) 0.004, which is smaller than 0.05 ($0.004 < 0.05$), so H_a is accepted. Thus, the use of YouTube in Arabic language learning is effective to improve students' speaking ability.
Integration of technology-based learning media has	Iman et al (2024)	The integration of AI in Arabic learning is very useful in the learning process in the form of personalization

Kompetensi Profesional Guru Bahas," *Al Mahāra: Jurnal Pendidikan Bahasa ...* 9, no. 1 (2023): 1–15, <https://doi.org/10.14421/almahara>.

²¹Burhanuddin and Maulana Yusuf, "Bahasa Arab Berbasis Dakwah Dalam Era Modern: Transformasi Pesan Islam," *ARIMA: Jurnal Sosial Dan Humaniora* 1, no. 3 (2024): 105–14, <https://doi.org/https://doi.org/10.62017/arima>.

benefits in Arabic of learning, realistic simulation of language learning at conversations and real-time feedback. MAN 1 Gorontalo.

In a study conducted by Alkayisy et al (2022), it was found that technology-based learning media can improve speaking skills in MAN 1 Pati students. The study analyzed the Youtube application as a learning media. The improvement of students' speaking skills is known from the results of the post-test and pre-test. The Independent Samples T Test results show the sig value. (2-tailed) 0.004, which is smaller than 0.05 ($0.004 < 0.05$), so H_a is accepted. Based on these data, it is found that the utilization of digital learning media can improve Arabic speaking skills.²²

Another study was conducted by Iman at MAN 1 Gorontalo in 2024. The results of the study show that the use of AI-based learning media can provide benefits in the learning process. Iman argues that the development of digital technology can open new horizons in education, especially in Arabic language. Speaking skills can be developed by accessing a number of websites, thus supporting students' learning potential outside of school²³.

Faith in his research provides several examples of learning according to the needs of the digital native generation. There are several websites offered such as, Artificial intelligence/AI, Natural Language Processing/NLP, Mechine Learning and Intelligent Tutoring System. The technology can support learning Arabic realistically without being limited by space and time. A similar research was conducted by Ainiyah regarding the Development of Learning Media with Power Point Application Based on iSpring Suite 11 in Arabic Language Learning.

According to Ainiyah, instructional media plays an important role as a simulation and visualization function. This situation will make the process of learning foreign languages, including Arabic. Digital technology media can also improve

²²Alkayisy et al., "Fa'aliyyah Istikhdām Youtube Fī Ta'lim Al Lughah Al 'Arabiyyah Li Tarqiyah Mahārah Al Kalām Lada Al Thullāb Bi Al Madrasah Al Tsānawīyyah Al Islāmiyyah Al Hukūmiyyah Al Ūla Bāthī."

²³et al. Iman, "Eksplorasi Tantangan Dan Peluang Pengembangan Kurikulum Bahara Arab Berbasis AI: Studi Multi-Prespektif Di Madrasah Aliyah Negeri 1 Kota Gorontalo," *Irfani: Jurnal Pendidikan Islam* 20, no. November (2024): 126–34, <https://doi.org/https://doi.org/10.30603/ir.v20i1.5196>.

Arabic language skills²⁴. Improvements can occur in listening, speaking, reading, vocabulary mastery, and writing skills. The development of technology is certainly an inevitable situation. According to Al-Hail (2023), technology-based learning strategies can provide a better learning experience²⁵.

Education actors ranging from students, educators to education providers must be responsive to digital transformation. Digital transformation is important to be developed in the scope of education. Digital transformation will focus on the media and learning strategies used. Digital transformation can be a supporting means in the Arabic learning process to answer global needs and professional needs in the future²⁶.

D. Integration of Media Technology in Arabic Language Learning

Learning media is one of the crucial aspects in the learning process. Technology-based learning media can improve foreign language skills, including Arabic. According to Ummah (2024), the integration of digital media in Arabic language learning can encourage more effective communication between educators and students²⁷. Digital media can help the learning process without being limited by space and time. Students have the opportunity to explore a wide range of educational websites at home.

According to Faiz & Afrita (2024), integrating content through digital platforms can increase students' interest in learning Arabic²⁸. A study conducted by Dr. Aisyah Nurul Hidayati shows that the integration of learning through video on digital platforms can increase students' interest and participation in learning Arabic.

²⁴Ainiyah et al., "Development of Learning Media with Power Point Application Based on ISpring Suite 11 in Arabic Language Learning."

²⁵ Maryam Al-Hail, Mariem Fekih Zguir, and Muammer Koç, "University Students' and Educators' Perceptions on the Use of Digital and Social Media Platforms: A Sentiment Analysis and a Multi-Country Review," *IScience* 26, no. 8 (2023), <https://doi.org/10.1016/j.isci.2023.107322>.

²⁶Burhanuddin Burhanuddin, "Pengembangan Materi Ajar Berbasis Komunikasi Dalam Pendidikan Bahasa Arab," *Jurnal Pendidikan Indonesia* 4, no. 12 (2024): 1318–28, <https://doi.org/10.59141/japendi.v4i12.2583>.

²⁷Vina Rohmatul Ummah, "Integrasi Teknologi Digital Dalam Pembelajaran Komunikasi Bahasa Arab: Implikasi Psikolinguistik Dan Sosiolinguistik," *At-Turost: Journal of Islamic Studies* 11, no. 1 (2024): 1–23, <https://doi.org/https://doi.org/10.52491/at.v11i01.127>.

²⁸Muhammad Faiz and Juwika Afrita, "Tantangan Dan Strategi Pemahaman Bahasa Arab Untuk Pendidikan Generasi Z: Analisis Dan Prospek Masa Depan," *Jurnal Pendidikan Indonesia* 5, no. 4 (2024): 156–64, <https://doi.org/10.59141/japendi.v5i4.2749>.

According to Burhanuddin's opinion in 2024, integrating digital media to develop material can create interactive learning²⁹.

In line with this statement, according to Ummah (2024) states that technology has a role in learning, especially in learning Arabic³⁰. The integration of technology can be carried out in the context of psycholinguistic and sociolinguistic in Arabic language learning. Shabur (2023) said that integrating digital media in Arabic learning can create relevant, responsive, and rich learning³¹.

According to Seyidov and Citil, in Arabic language learning, technology offers a unique pathway for enhancing language proficiency and pedagogy³². According to research conducted by Hanifah (2024), learning is important to be integrated according to the needs of the times. The use of technology in Arabic language education can improve learning optimization³³.

Digital technology can be integrated in Arabic language learning to improve communication, reading and writing skills. Students can easily add new vocabulary through the platform provided. According to Manan & Nasri (2024), the integration of technology in Arabic language learning can increase accessibility and effectiveness in every aspect.

The integration of digital technology in Arabic learning can be realized by utilizing educational platforms such as e-learning, google classroom, google meet, zoom or Edmodo³⁴. Educators can also provide access to educational videos about related materials so that students can access them at home.

Conclusion

This study shows that the digitalization of learning media plays a significant role in improving the effectiveness of Arabic language instruction, particularly in speaking skills

²⁹Burhanuddin, "Pengembangan Materi Ajar Berbasis Komunikasi Dalam Pendidikan Bahasa Arab."

³⁰Ummah, "Integrasi Teknologi Digital Dalam Pembelajaran Komunikasi Bahasa Arab: Implikasi Psikolinguistik Dan Sociolinguistik."

³¹Aunur Shabur, Maajid Amadi, and Dina Wilda Sholikha, "Perkembangan Pendidikan Bahasa Arab Di Era Digital: Sistematis Literature Review," *Jurnal Motivasi Pendidikan Dan Bahasa* 1, no. 3 (2023): 301–9, <https://doi.org/https://doi.org/10.59581/jmpb-widyakarya.v1i3.1112>.

³²Rashad Seyidov and Ç Ahmet, "The Impacts of Contemporary Educational Technologies on Learning Arabic," *ESIC Journal*, 2025.

³³Hanifah et al., "Accelerating the Digitalisation of Learning Post-COVID-19 Era to Improve the Pedagogical Competence of Pre-Service Arabic Teachers."

³⁴Abdul Manan and Ulyan Nasri, "Tantangan Dan Peluang Pendidikan Bahasa Arab: Perspektif Global," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (February 2, 2024): 256–65, <https://doi.org/10.29303/jipp.v9i1.2042>.

and student learning interest. The implications of these findings strengthen the urgency of digital transformation in education, especially in designing interactive, flexible, and relevant learning strategies and media aligned with current developments. The limitation of this study lies in the data scope, which refers only to a few case studies in specific educational settings. Recommendations for future research include expanding the research subjects and approaches to comprehensively examine the effectiveness of technology integration in various Arabic learning contexts.

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