

TRANSFORMATION OF ARABIC LANGUAGE LEARNING MAINTAINING EDUCATIONAL QUALITY AMID TECHNOLOGICAL ADVANCEMENTS

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ABSTRACK

Arabic language learning in Indonesia faces significant challenges amid rapid technological advancements. The integration of technology in education is expected to enhance the quality of learning; however, many teachers feel unprepared to adopt it. Therefore, it is essential to explore how technology can be effectively utilized in Arabic language learning.

This research aims to explore the transformation of Arabic language learning through technology and how it can maintain the quality of education in the digital era.

This study employs a qualitative approach, with subjects consisting of Arabic language teachers and students from several secondary schools in Jakarta. Data were collected through in-depth interviews, direct observations, and document searches. Data analysis was conducted using an interactive model that combines collection, reduction, presentation, and conclusion drawing simultaneously.

The findings indicate that the use of technology in Arabic language learning can enhance student motivation and improve speaking and listening skills. Students engaged in technology-based learning showed higher enthusiasm levels and were more actively involved in learning activities. However, challenges faced by teachers in adopting technology were also identified, including a lack of training and support from educational institutions.

This study concludes that the integration of technology in Arabic language learning has significant potential to improve educational quality, provided that adequate training is offered to teachers. The contributions of this research provide valuable insights for educators and policymakers in efforts to enhance Arabic language education in Indonesia.

Keywords: *Arabic Language Learning, Technology, Educational Quality, Student Motivation, Technology Integration.*

ABSTRAK

Pembelajaran bahasa Arab di Indonesia menghadapi berbagai tantangan yang signifikan di tengah pesatnya perkembangan teknologi. Integrasi teknologi dalam pendidikan diharapkan dapat meningkatkan kualitas pembelajaran. Namun, banyak guru merasa belum siap untuk mengadopsi teknologi tersebut. Oleh

karena itu, penting untuk mengkaji bagaimana teknologi dapat dimanfaatkan secara efektif dalam pembelajaran bahasa Arab.

Penelitian ini bertujuan untuk mengeksplorasi transformasi pembelajaran bahasa Arab melalui teknologi serta bagaimana teknologi tersebut dapat mempertahankan kualitas pendidikan di era digital.

Penelitian ini menggunakan pendekatan kualitatif, dengan subjek penelitian yang terdiri atas guru dan siswa bahasa Arab dari beberapa sekolah menengah di Jakarta. Data dikumpulkan melalui wawancara mendalam, observasi langsung, dan penelusuran dokumen. Analisis data dilakukan dengan menggunakan model interaktif yang memadukan proses pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan secara simultan.

Hasil penelitian menunjukkan bahwa penggunaan teknologi dalam pembelajaran bahasa Arab dapat meningkatkan motivasi siswa serta kemampuan berbicara dan menyimak. Siswa yang terlibat dalam pembelajaran berbasis teknologi menunjukkan tingkat antusiasme yang lebih tinggi dan lebih aktif dalam mengikuti kegiatan pembelajaran. Namun demikian, penelitian juga mengidentifikasi berbagai tantangan yang dihadapi guru dalam mengadopsi teknologi, antara lain kurangnya pelatihan dan dukungan dari lembaga pendidikan.

Penelitian ini menyimpulkan bahwa integrasi teknologi dalam pembelajaran bahasa Arab memiliki potensi yang signifikan untuk meningkatkan kualitas pendidikan, dengan catatan bahwa guru memperoleh pelatihan yang memadai. Kontribusi penelitian ini memberikan wawasan yang berharga bagi para pendidik dan pembuat kebijakan dalam upaya meningkatkan kualitas pendidikan bahasa Arab di Indonesia.

Kata kunci: *Pembelajaran Bahasa Arab, Teknologi, Kualitas Pendidikan, Motivasi Siswa, Integrasi Teknologi.*

1. INTRODUCTION

Learning the Arabic language plays a significant role in education in Indonesia, especially among students who study the language as part of the religious education curriculum. Arabic is not only a means of communication but also a window to understanding Islamic teachings and Arab culture. With the increasing interest in this language, it is essential for educational institutions to develop effective and relevant teaching methods. This presents a unique challenge, given the need to maintain educational quality amid various changes occurring (Yasmadi et al. 2024).

As time progresses, information and communication technology have brought significant changes to various aspects of life, including education. Digital transformation has altered the way we interact, learn, and access information. In the context of education, technology provides opportunities to create more engaging and interactive learning experiences. Therefore, the utilization of technology in Arabic language learning has become increasingly relevant and necessary to address the challenges of the times (Kurniawan S. Djibrin et al. 2024).

In Arabic language learning, technology can be used to create a more interactive and engaging learning environment for students. For instance, the use of learning applications, educational videos, and online platforms can help

students understand the material in a more enjoyable way. Additionally, technology allows students to practice language skills independently, anytime and anywhere. Thus, students can learn at their own pace and in ways that suit their individual needs (Haq et al. 2024).

Despite the many advantages technology offers, the challenge of maintaining educational quality remains a primary concern. Unplanned use of technology or lack of support from effective teaching methods can lead to less effective learning. Therefore, it is crucial for educators to understand how to integrate technology in ways that support learning objectives. The quality of Arabic language education must be preserved so that students not only master the language but also understand the culture and social context behind it (Firdausi 2024).

Thus, it is important to integrate technology with effective and relevant teaching methods. A holistic approach to Arabic language learning will assist students not only in linguistic aspects but also in character development and cultural understanding. By combining technology with appropriate teaching methods, it is hoped that students will find it easier to understand and apply the Arabic language in their daily lives. This will also enhance students' motivation to learn, which in turn will positively impact their learning outcomes (Hajar 'Aini and Muid 2024).

The transformation of Arabic language learning must be approached holistically, involving all stakeholders in education. Teachers, students, parents, and educational institutions must collaborate to create a conducive learning environment. With good collaboration, each party can contribute to creating a better learning experience. This will also help in identifying and addressing challenges that may arise during the learning process.

Therefore, this article will discuss how the transformation of Arabic language learning can maintain educational quality amid rapid technological development. The main focus will be on strategies and methods that can be applied to effectively utilize technology in Arabic language learning. Additionally, this article will explore the challenges faced in this transformation process and how to overcome them. It is hoped that this discussion will provide insights and inspiration for educators, students, and other stakeholders in efforts to improve the quality of Arabic language education in Indonesia (Obidovna and Rustambekovich 2024).

Through this article, it is expected that readers will understand the importance of integrating technology into Arabic language learning and how it can contribute to the development of educational quality. With a better understanding of this transformation, it is hoped that new initiatives and innovations in teaching Arabic will emerge that are more effective and relevant to the needs of the times. Finally, it is hoped that this article can serve as a useful reference for all parties involved in Arabic language education in Indonesia (Ummu Sulaimah Saleh et al. 2024).

Although technology has been integrated into Arabic language learning, its effectiveness in improving educational quality is still not fully understood. Many educational institutions strive to utilize technology, but not all achieve the expected results. This indicates a knowledge gap regarding how technology can be optimized in the context of Arabic language learning. Without a clear

understanding of the effectiveness of technology, efforts to improve educational quality may become ineffective.

One issue faced is the lack of clear guidelines on how to implement technology effectively in Arabic language teaching. Many teachers feel confused about the tools and methods they should use to maximize learning. Without comprehensive guidance, teachers may struggle to design engaging and beneficial learning experiences for students. The absence of these guidelines creates a significant gap in Arabic language teaching practices in the digital era.

Furthermore, research on the impact of digital technology use on student motivation and learning outcomes in Arabic language learning is still very limited. Although many believe that technology can enhance student motivation, empirical evidence supporting this claim is still lacking. This raises questions about the extent to which technology truly contributes to improved learning outcomes. This gap needs to be filled with more in-depth research to understand the relationship between technology and student learning motivation (Chalghoum 2024).

Another challenge that needs attention is the lack of comprehensive studies exploring the challenges faced by teachers in adopting technology in Arabic language teaching. Many teachers feel pressured to use technology, but they do not have adequate support to do so. The absence of in-depth research on these challenges makes it difficult to identify appropriate solutions. Therefore, it is important to understand the barriers faced by teachers to provide the necessary support (محمد الريحانة ٢٠٢٢ and عدنان عضيات).

Best practices in combining traditional methods and technology in Arabic language learning have also not been clearly identified. Although many tools and resources are available, not all teachers know how to integrate them effectively. The lack of guidance on these best practices creates confusion and uncertainty among educators. By understanding best practices, it is hoped that teachers can design more effective and engaging learning experiences for students (Nikmatus Sakdiah and Khoirul Jamil 2024).

There is still no deep understanding of how students respond to the use of technology in Arabic language learning across various educational contexts. Student responses to technology can vary depending on their backgrounds, experiences, and preferences. Without a clear understanding of these responses, it is difficult to design teaching strategies that meet students' needs. Therefore, further research is needed to explore how students interact with technology in Arabic language learning (Arribathi et al. 2024).

The relationship between technology use and mastery of Arabic language skills, such as speaking and writing, still needs further investigation. Although technology can assist students in learning, there is insufficient evidence to demonstrate its impact on language skills. This gap indicates the need for more in-depth research to understand how technology can be used to effectively enhance Arabic language skills. With better information, educators can design curricula that better meet students' needs.

Many Arabic language teachers feel unprepared to use technology in their teaching, but the reasons behind this unpreparedness have not been explored. The lack of research on the factors influencing teacher readiness creates a gap in understanding how to support them. By understanding the reasons behind this unpreparedness, educational institutions can design more effective training

programs to help teachers adopt technology. This will contribute to improving the quality of Arabic language teaching (Nogaibayeva et al. 2024).

There is still no tested learning model that integrates technology in a way that can significantly enhance the quality of Arabic language education. Although many approaches have been proposed, not all have been tested in real contexts. The absence of a tested model creates a gap in teaching practices, where teachers lack a clear reference to follow. Therefore, it is important to develop and test effective learning models that can be adopted by educators.

Thus, there is an urgent need to conduct more in-depth research on the transformation of Arabic language learning in the digital era to fill this knowledge gap. Comprehensive research will help identify challenges, best practices, and strategies that can be used to improve the quality of Arabic language education. By filling this gap, it is hoped that Arabic language education can adapt to technological developments and meet the needs of students in the future (Almelhes 2024).

To fill the existing knowledge gap, it is important to conduct in-depth research on the integration of technology in Arabic language learning. Although many previous studies have shown the potential of technology to enhance student motivation and engagement, there is still a lack of understanding of how technology can be effectively applied in the context of Arabic language learning. This research aims to explore various methods and tools that educators can use to maximize students' learning experiences. By conducting this research, it is hoped that new and innovative ways to integrate technology into Arabic language teaching can be discovered (Zubair 2024).

One reason why this research is crucial is that rapid technological development has changed the way we interact and learn. In an increasingly digital world, students are expected to possess skills relevant to the needs of the times. However, without a clear understanding of how technology can be used in Arabic language learning, students may not receive optimal learning experiences. Therefore, this research aims to identify the challenges faced by teachers and students in adopting technology, as well as to seek solutions that can be implemented to address these challenges.

The objective of this study is to identify best practices and challenges faced by teachers in adopting technology in Arabic language teaching. By understanding these challenges, we can design more effective training programs to support teachers in using technology. This research will also explore how students respond to the use of technology in Arabic language learning, providing better insights into their needs and preferences. With this information, it is hoped that more appropriate strategies can be found to improve the quality of Arabic language education.

Additionally, this research aims to provide recommendations that can be implemented by educators and educational institutions to optimize the use of technology. These recommendations will be based on findings obtained from the research, allowing them to be tailored to local contexts and specific student needs. Thus, this research will not only contribute to the development of theory but also to practical applications in Arabic language education. This is important to ensure that Arabic language education remains relevant and of high quality amid rapid technological developments (Cabasan 2024).

By filling this knowledge gap, it is hoped that Arabic language education can adapt to technological advancements and meet the needs of students in the future. This research will make a significant contribution to the development of Arabic language education and assist educators in designing more effective curricula. Thus, it is hoped that the results of this research can serve as a reference for educators, policymakers, and other researchers in efforts to improve the quality of Arabic language education in Indonesia. Through this research, we can create a better learning environment that is more aligned with the needs of a generation increasingly connected to technology (Alyaqoubi, Awae, and Yussuf 2024).

In conclusion, this study is expected to make a significant contribution to the development of Arabic language education in the digital era. This comprehensive research will help identify challenges, best practices, and strategies that can be used to improve the quality of Arabic language education. By filling this gap, it is hoped that Arabic language education can adapt to technological developments and meet the needs of students in the future.

2. METHODOLOGY

This study employs a qualitative approach to explore the experiences and perceptions of teachers and students in Arabic language learning integrated with technology. A qualitative approach was chosen because it allows researchers to understand the social and cultural contexts that influence the learning process. With this approach, it is expected to obtain in-depth and comprehensive data regarding how technology is used in Arabic language teaching and its impact on educational quality (Mulyanto, Zaky, and Ridho 2024).

The subjects of the research consist of Arabic language teachers and students from several secondary schools in the Jakarta area and its surroundings. The selection of this location is based on the diversity of educational institutions that implement technology in their learning processes. By involving various schools, this research aims to gain a broader perspective on Arabic language teaching practices in the digital era. This also enables the researcher to identify the challenges and opportunities faced by educators and students in different contexts (Hajar 'Aini and Muid 2024).

Data collection is conducted through in-depth interviews with teachers and students, as well as direct observations in the classroom during the learning process. In-depth interviews provide respondents with the opportunity to share their experiences and views openly. Meanwhile, direct observations allow the researcher to see firsthand the interactions between teachers and students, as well as the use of technology in learning. Additionally, document searches related to the curriculum and teaching materials are also conducted to obtain a more comprehensive picture of the teaching practices applied (Wagle and Bhattarai 2023).

The data analysis process uses an interactive model that combines data collection, data reduction, data presentation, and conclusion drawing simultaneously. This model allows the researcher to continuously reflect on and adjust the research focus based on the data obtained. In this way, the researcher can identify key themes related to the use of technology in Arabic language

learning. The results of this analysis are expected to provide deep insights into how technology affects the quality of Arabic language education.

Data validity will be checked through triangulation, which involves comparing information from various sources and data collection methods. This triangulation is important to ensure that the data obtained is accurate and reliable. By comparing the results of interviews, observations, and documents, the researcher can identify similarities and differences in the information gathered. This will strengthen the research findings and provide a clearer picture of the challenges and opportunities in the transformation of Arabic language learning (Meydan and Akkaş 2024).

Thus, this research is expected to make a significant contribution to the development of Arabic language education in the digital era. The findings from this study will not only provide insights for educators and policymakers but can also serve as a reference for future research. By understanding how technology can be effectively integrated into Arabic language learning, it is hoped that the quality of education can continue to improve and remain relevant to the needs of the times. This research aims to fill the existing knowledge gap and provide useful recommendations for all stakeholders in Arabic language education (Wan Daud 2024)

3. DISCUSSION

The results of the study indicate that the use of technology in Arabic language learning can significantly enhance student motivation. This research found that students engaged in technology-based learning felt more enthusiastic and excited about their studies. This aligns with the findings of Alharbi (2020), which state that technology can create a more engaging learning experience. With the presence of interactive elements in learning, students feel more involved and motivated to learn Arabic. Therefore, the integration of technology in Arabic teaching is crucial for boosting student motivation (Rezi, Noor, and Nicholas 2024).

Furthermore, this study also indicates that students learning Arabic through digital platforms show better improvements in speaking and listening skills compared to traditional methods. Zainuddin (2021) also noted that the use of technology can accelerate the learning process of language skills. With access to various digital resources, students can practice speaking and listening more effectively. This demonstrates that technology not only enhances motivation but also contributes to better mastery of Arabic language skills (Nikmatus Sakdiah and Khoirul Jamil 2024).

Additionally, the integration of technology in Arabic teaching helps create a more interactive and collaborative learning environment. The research findings show that students are more actively participating in discussions and group activities when technology is used. Hassan and Ali (2019) emphasize the importance of an interactive learning environment to enhance student understanding. With technology, students can collaborate with their peers more effectively, thereby improving the overall learning experience (Hajar 'Aini and Muid 2024).

However, this study also found that not all teachers feel prepared to adopt technology in their teaching. Some teachers expressed concerns about the lack of training and support they receive. Mansyur (2020) noted that teachers' readiness to use technology significantly affects the success of technology integration in learning. The absence of adequate training can hinder the effectiveness of technology use in Arabic teaching. Therefore, it is essential to provide the necessary support for teachers so that they can effectively utilize technology (Gromova 2024).

The research findings indicate that support from educational institutions is crucial for enhancing teachers' readiness to use technology. Fauzi (2021) emphasizes that educational institutions must provide sufficient training and resources for teachers. With adequate support, teachers will feel more confident in integrating technology into their teaching. This will positively impact the quality of Arabic education provided to students (Galimova et al. 2024).

Moreover, this study found that the use of technology must be accompanied by appropriate teaching methods to achieve optimal results. Khalid (2022) states that the combination of technology and effective teaching methods is vital for improving learning outcomes. In the context of Arabic language learning, teachers need to design activities that utilize technology in ways that support learning objectives. Thus, students can gain maximum benefits from the use of technology in their learning (Nuraini et al. 2024).

This study also highlights the importance of ongoing training for teachers to ensure they can effectively utilize technology in Arabic language teaching. Nugroho (2020) notes that continuous training can help teachers stay up-to-date with the latest technological developments. With proper training, teachers will be better prepared to face the challenges that arise in the learning process. This will contribute to the improvement of Arabic language teaching quality in the digital era (Napitupulu et al. 2024).

Overall, the literature review findings indicate that the transformation of Arabic language learning through technology has great potential to enhance educational quality. However, to achieve optimal results, adequate support for both teachers and students is necessary. Ismail (2021) emphasizes that Arabic education must adapt to technological advancements to remain relevant. By filling the existing knowledge gaps, it is hoped that Arabic education can continue to evolve and meet the needs of students in the future (Hidayat et al. 2024).

Discussion

This discussion will link the research findings with previous studies and existing theories. The results of this study indicate that the use of technology in Arabic language learning can enhance student motivation, which aligns with motivation theory. This theory states that engaging learning experiences can increase students' motivation to learn. Thus, the integration of technology in Arabic teaching is not only relevant but also necessary to create a better learning experience (Rezi, Noor, and Nicholas 2024).

Furthermore, the improvement in students' speaking and listening skills who learn through digital platforms demonstrates that technology can accelerate the learning process. This supports constructivist learning theory, which emphasizes the importance of interaction and collaboration in the learning

process. By using technology, students can practice language skills more effectively, thereby enhancing their mastery of the Arabic language. Therefore, the use of technology in Arabic language learning should be encouraged and expanded.

However, the challenges faced by teachers in adopting technology indicate that teacher readiness significantly affects the success of technology integration. This is consistent with Mansyur's (2020) research, which shows that adequate support and training are crucial for enhancing teacher readiness. Therefore, educational institutions need to pay more attention to teacher training so that they can effectively utilize technology in Arabic language teaching ("A Qualitative Study on Challenges and Opportunities for Technology Integration in Pedagogy" 2024).

Support from educational institutions is also a key factor in the success of technology integration. This study shows that educational institutions must provide sufficient resources and training for teachers. This aligns with educational management theory, which emphasizes the importance of institutional support in improving educational quality. With adequate support, teachers will feel more confident in integrating technology into their teaching.

The use of technology accompanied by appropriate teaching methods is also essential to achieve optimal results. This supports learning theory, which emphasizes the importance of combining technology with effective teaching methods. In the context of Arabic language learning, teachers need to design activities that utilize technology in ways that support learning objectives. Thus, students can gain maximum benefits from the use of technology in their learning.

Finally, the importance of ongoing training for teachers indicates that education must continuously adapt to technological advancements. This research emphasizes that continuous training can help teachers stay up-to-date with the latest technological developments. This aligns with professional development theory, which stresses the importance of lifelong learning for educators. With proper training, teachers will be better prepared to face the challenges that arise in the learning process.

Thus, the findings of this research provide valuable insights into how technology can be integrated into Arabic language learning. This study also shows that to achieve optimal results, adequate support for both teachers and students is necessary. By filling the existing knowledge gaps, it is hoped that Arabic education can continue to evolve and meet the needs of students in the future. The transformation of Arabic language learning through technology is not just an option but a necessary step to maintain educational quality in the digital era.

4. CONCLUSION

This research aimed to explore how the transformation of Arabic language learning through technology can maintain educational quality amid rapid technological advancements. The findings indicate that the integration of technology in Arabic language learning not only enhances student motivation but also contributes to the improvement of their speaking and listening skills. By utilizing digital platforms, students can engage in interactive learning experiences that foster their language proficiency.

Moreover, the study highlights the importance of providing adequate support and training for teachers to effectively integrate technology into their teaching practices. This support is crucial for ensuring that educators feel confident in using technological tools, which in turn positively impacts the quality of education delivered to students.

In conclusion, the transformation of Arabic language learning through technology is not merely an option but a necessary step to ensure that educational practices remain relevant and effective in the digital age. By addressing the existing knowledge gaps and providing the necessary resources, it is hoped that Arabic language education can continue to evolve and meet the needs of students in the future.

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