USE OF TECHNOLOGY IN LEARNING ARABIC

By:

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Abstrac

This article examines how technology can be utilized in the Arabic language learning process according to the context faced in various educational institutions. Technology has played an important role in facilitating the language learning process, including Arabic. This can be done with technological developments that contain a lot of information that can be used to improve learning outcomes. This article aims to analyze the benefits of using technology in learning Arabic and its impact on the learning process. Some of the technologies that will be discussed include mobile applications, online learning platforms, and augmented reality. This research will also evaluate the effectiveness of using technology in improving Arabic language skills and learning success

Keywords: Technology, Learning, Arabic

Abstrak

Tulisan ini mengkaji tentang bagaimana teknologi dapat dimanfaatkan dalam proses pembelajaran Bahasa arab sesuai dengan konteks yang dihadapi diberbagai Lembaga Pendidikan. Teknologi telah memainkan peran penting dalam memfasilitasi proses pembelajaran Bahasa, termasuk Bahasa arab. Hal ini dapat dilakukan dengan perkembangan teknologi yang memuat banyak informasi yang dapat digunakan untuk peningkatan hasil belajar. Artikel ini bertujuan untuk menganalisis manfaat penggunaan teknologi dalam pembelajaran bahasa Arab serta dampaknya terhadap proses pembelajaran. Beberapa teknologi yang akan dibahas termasuk aplikasi mobile, platform pembelajaran online, dan augmented reality. Penelitian ini juga akan mengevaluasi efektivitas penggunaan teknologi dalam meningkatkan keterampilan berbahasa Arab.

Kata Kunci : Teknologi, Pembelajaran, Bahasa Arab

INTRODUCTION

The use of technology in Arabic language learning has grown rapidly in recent years. With advances in technology, a number of tools and applications have been developed to help learn Arabic effectively. This article will discuss the benefits of using technology in learning Arabic and its impact on the learning process. Learning Arabic has become increasingly important and sought after by many people around the world. Arabic is one of the most important and widely used languages in the Islamic world. Apart from that, this language is also the language of the Koran, which is the holy book of Muslims. With so many benefits and importance, more and more people are interested in learning Arabic. However, learning Arabic is not always easy. This language has unique characteristics and is different from other languages. For example, Arabic has a different writing system, namely Arabic letters, which are unfamiliar to many people. This language also has complicated grammar and sentence construction. Therefore, innovative and effective learning methods are needed to help students learn Arabic better.

Language is a tool to convey one's heart and thoughts to the person he is speaking to. Language is the most important medium for humans to interact with other people. Regarding how people assess learning Arabic, there are many heterogeneous points of view. Some people view Arabic as a religious language, because Arabic is seen as a tool for studying sacred texts in Arabic. There are those who believe that learning Arabic is learning the language of Islamic science. This view is also not wrong, because the majority of references in Islamic sciences are in Arabic. And there are also those who believe that learning Arabic is learning the language. This view focuses more on how people learn Arabic as a language of everyday communication.

Learning Arabic for non-Arabs is something that cannot be avoided, because the urgency of Arabic for the world community is currently quite high for both Muslims and non-Muslims. This is marked by the large number of Arabic language learning institutions in various countries, including: Egyptian Radio Institute, American University in Egypt, Islamic Studies Institute in Madrid Spain, Markaz Khurtum in Sudan, LIPIA in Jakarta, Al-Khoir Foundation belonging to the Arab Emirates spread across in Indonesia, respectively in Surabaya, Bandung, Makasar, Malang, Solo, and in Islamic boarding schools spread across [1]. This difference in point of view causes differences in

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[1] Nandang Sarip Hidayat, "Problematika PEembelajaran Bahasa Arab Oleh: Nandang Sarip Hidayat," *An-Nida'* 37, no. 1 (2012): 82–88, http://ejournal.uin-suska.ac.id/index.php/Anida/article/view/315.

methods, techniques, teaching materials, and learning media. If Arabic is a means of communication, then learning Arabic focuses more on how students practice and are skilled at speaking Arabic, whether listening, speaking, reading or writing. Apart from these various points of view, if we observe carefully, learning Arabic encounters many obstacles and obstacles. Technology is defined as the entire means of providing goods necessary for continuity and comfort in human.[2]

This is why the use of technology in learning Arabic is very important. Technology today has developed rapidly and provides various conveniences and advantages in the teaching and learning process. By using technology, learning Arabic becomes more interesting, interactive, and adaptive to students' needs. According to[3]Association for Educational Communication and Technology (AECT, 2004), defines educational technology as follows: "Educational Technology is the study and ethical practice of facilitating learning and improving performance by creating, using/utilizing, and managing appropriate technological processes and resources. The main goal is still to facilitate learning (to be effective, efficient and interesting/joyful) and improve performance)"

Quality learning reflects the existence of a learning environment that allows students to exercise control over fulfilling their emotional needs, make choices that enable them to be involved physically, emotionally and mentally in the learning process, as well as an environment that gives them the freedom to make learning choices according to their abilities and desires [4]. Until now, learning is still very conventional and teacher-centered. This is of course very contrary to the expected quality of learning characteristics which in turn will influence the low quality of education.

Teaching media plays an important role in learning foreign languages, including learning Arabic. Learning media is not only good for child learners but also for adult learners. There have been many studies that prove the effectiveness of using media in learning foreign languages (Arabic), unfortunately not many teachers use learning media as a supporting element in the language learning process (Arabic), one of the reasons is because according to teachers, providing

[2] Rahmat Iswanto, "Pembelajaran Bahasa Arab Dengan Pemanfaatan Teknologi," *Arabiyatuna : Jurnal Bahasa Arab* 1, no. 2 (2017): 139, https://doi.org/10.29240/jba.v1i2.286.

[3] Nurdyansyah, "Sumber Daya Dalam Teknologi Pendidikan," *Sumber Daya Dalam Teknologi Pendidikan*, 2017, 1–22, http://eprints.umsida.ac.id/1625/1/Sumber Daya dalam Teknologi Pendidikan.pdf.

[4] Christina Ismaniati, "Penggunaan Teknologi Informasi Dan Komunikasi Dalam Peningkatan Kualitas Pembelajaran," 2013, 15, http://staff.uny.ac.id/sites/default/files/penelitian/Dr. Christina Ismaniati, M.Pd./Penggunaan Teknologi Informasi dan komunikasi dalam peningkatan kualitas pembelajaran.pdf.

learning media requires a lot of money. a lot and quite a long time. In this case the teacher does not want to take many risks, so language learning makes students quickly experience boredom [5].

METHOD

The research method used by researchers is the library method. Primary data was obtained from books and journals. In the initial stage the author attempted to collect some material and share existing journals and books which were then compiled in the form of a text manuscript that was ready to be published on a wider scale. This research uses a qualitative approach, namely describing and explaining the use of technology in learning Arabic. The way to describe and explain this data is through several expert opinions. So, by using a qualitative approach, this research is expected to provide comprehensive facts about the use of technology in learning.

One of the important advantages of using technology in Arabic language learning is greater accessibility. With mobile applications and digital resources, students can learn Arabic anytime and anywhere. They are no longer bound by a specific time and place. This is especially important for students who have busy schedules or who live in remote areas. They can easily access learning videos, e-books and mobile applications containing Arabic language material.

RESULTS AND DISCUSSION

Technology is a term that comes from the Greek words techne and logia. Techne means 'expertise', while logia means 'knowledge'. Apart from that, the word technology can be identified from Latin, namely texere, which means 'to arrange or build'. Of these two linguistic terms, the word technology has a very broad and non-specific meaning. This means that it is not a basic assumption nowadays that technology is related to sophisticated hardware and software. However, with this understanding, it can be understood that technology is a symbol of knowledge or how humans build their.[6]. With the entry of Science and Technology into the world of education, media developments appear in various types and sizes with their respective characteristics and abilities. On that basis, how to choose and use media in the teaching and learning process, it is not enough for teachers to only have knowledge about the use of values and their

[5] Siti Mahmudah, "Media Pembelajaran Bahasa Arab," *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 01 (2018): 129, https://doi.org/10.32332/an-nabighoh.v20i01.1131.
[6] Syarif Hidayatullah, "Teknologi Informasi Dan Komunikasi, Pendekatan Teoritis Dan Praktis Dalam Pengajaran Bahasa Indonesia Untuk Mahasiswa," 2021, 87.

foundations, but they must also have the skills to choose and use them well, because media is a means of improving the quality of the learning process. teach. Considering that there are many variations with their characteristics, of course teachers will try to choose them carefully so that the media can be used appropriately. In relation to this, teachers need to receive continuous, systematic practical training and service training [7].

Arabic, like other languages and disciplines, has a model for learning. It is hoped that the right learning model will result in success as per the planned learning objectives. In this case, the competence of Arabic language teachers plays an active role and is very influential as an important actor in [8]. In the context of using technology in Arabic language learning, teacher competence also plays an important role. Teachers need to master the technological tools and resources used in learning. They must be able to integrate technology into their teaching methods and utilize it effectively to enhance student learning. In this case, teachers must be skilled in operating mobile applications, e-books and digital resources that support Arabic language learning. They must also be able to manage social media and build online learning communities to increase student interaction and collaboration in Arabic.

The implementation of online learning can indirectly foster a sense of student independence in learning (self-regulated learning), because online learning is a student-centered process, so it can create a sense of responsibility in students to be able to complete all assignments on time. Apart from that, online learning activities can also increase students' interest because in the process, online learning uses ICT (Information and Communication Technology) in the form of audio visuals when delivering learning material [9]. Technology has had a significant impact on various aspects of human life, including in the field of education. One area of education that has adopted technology well is Arabic language learning. The use of technology in learning Arabic can increase the effectiveness and efficiency of the teaching and learning process. Here are some :

1. **Mobile Phone Application**

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[7] Muhammad Ramli, "Media Teknlogi Pembelajaran," *IAIN Antasari Press*, 2012, 1–3.

[8] Iis Susiawati et al., "Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah (Tinjauan Pada Kompetensi Guru Dan Model Pembelajaran)," *El-Tsaqafah : Jurnal Jurusan PBA* 21, no. 1 (2022): 101–16, https://doi.org/10.20414/tsaqafah.v21i1.4757.

[9] Almi Novita and Munawir Munawir, "Media Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Komunikasi Pada Pembelajaran Daring Di Sekolah Dasar," *Edukatif : Jurnal Ilmu Pendidikan* 4, no. 1 (2022): 1378–86, https://doi.org/10.31004/edukatif.v4i1.1947.

Mobile Apps: Nowadays, there are many mobile apps designed specifically for Arabic language learning. This application contains various features such as an Arabic-Indonesian dictionary, learning modules, practice questions, as well as audio and video media to improve your listening and speaking skills in Arabic. The application can be downloaded and accessed easily via smartphone, so learning can take place anytime and anywhere. Mobile applications designed for Arabic learning provide flexibility for students to learn anytime and anywhere. By simply downloading the application to their smartphone, students can have immediate access to various features that support Arabic language learning. One of the features often found in this application is the Arabic-Indonesian dictionary, which makes it easier for students to look for the meaning of words or translations in Arabic.

Apart from the dictionary, the mobile application also provides learning modules that can help students learn grammar and sentence structure in Arabic. These modules are usually equipped with clear explanations and usage examples that help students understand Arabic concepts better. By practicing using these learning modules, students can improve their understanding of various aspects of the Arabic language such as vocabulary, grammar, and sentence structure. In addition, the mobile application also provides practice questions that can help students test and improve their skills in Arabic. These practice questions usually include various types of exercises such as filling in word gaps, choosing the right answer, and translating sentences. By practicing through these practice questions, students can improve their understanding and fluency in Arabic.

The mobile application also provides audio and video media that supports Arabic language learning. For example, students can listen to audio containing conversations in Arabic to practice their listening. They can also watch learning videos that show the use of Arabic in various contexts of daily life. By utilizing audio and video media, students can improve their listening and speaking skills in Arabic. Overall, the mobile application provides easy access and various features that support Arabic language learning. With easy access via smartphone, students can learn Arabic anytime and anywhere. In the learning process, they can rely on dictionaries, learning modules, practice questions, as well as audio and video media to improve their Arabic language skills. Mobile applications have helped students expand their knowledge and develop Arabic language skills in a more practical and interactive way.

2. **Study Online**

Through online learning platforms, students can access various quality Arabic learning resources, such as online courses, interactive learning materials, and learning videos. With interactive features such as discussion forums and online quizzes, students can also interact with teachers and fellow students to deepen their understanding of Arabic. Through online learning platforms, students can access quality Arabic learning resources more easily. They can take online courses provided by institutions or teachers who are experienced in teaching Arabic. These courses often include engaging interactive learning materials, such as slide presentations, instructional videos, and interactive exercises. By taking online courses, students can learn Arabic with a structured and systematic method.

Online learning platforms also provide various interactive learning materials that can be accessed by students. The material covers a variety of topics, such as vocabulary, grammar, and speaking skills. Students can learn through this learning material according to their needs and interests. These interactive learning materials are often designed in such a way that students can learn in a fun and effective way. An important feature in online learning platforms is discussion forums. Through this forum, students can interact with teachers and fellow students to exchange information, ask questions, or share experiences. These discussions allow students to deepen their understanding of Arabic by getting more detailed explanations or seeing other points of view.

Students can also expand their social network by meeting other students studying Arabic. Apart from discussion forums, online learning platforms can also provide online quizzes as a way to test student understanding. Online quizzes usually consist of a number of questions covering various aspects of the Arabic language. Students can test their understanding by answering these questions. These quizzes can also provide immediate feedback to students so they can see their weaknesses and improve them. With the various interactive features available in the online learning platform, students can maximize their learning in Arabic. They can access various quality learning resources, interact with teachers and fellow students through discussion forums, and test their understanding through online quizzes. Online learning platforms have helped students to deepen their understanding and skills in Arabic flexibly and effectively

3. Digital Learning Media

Arabic language learning can also be improved through the use of digital learning media, such as e-books, audio books and learning videos. With the help of this digital media, students can learn

independently and involve themselves in more interactive activities, such as listening to learning audio, watching learning videos, and practicing speaking through voice recordings. The use of digital learning media, such as e-books, audio books and learning videos, can improve Arabic language learning in a more practical and interactive way. Through e-books, students can access learning material in text form that is easy to read and understand. E-books often come with interactive features such as bookmarks, highlights, and notes that allow students to take notes or highlight important passages in the e-book. Apart from e-books, audio books are also an effective learning resource. By listening to audio books, students can improve their listening skills and practice their pronunciation in Arabic. Audio books often contain stories or conversations in Arabic that can help students expand their vocabulary and understand more natural uses of the language. Students can listen to audio books while traveling, taking a break, or even while they are doing their daily tasks.

Learning videos are also an effective learning medium for learning Arabic. In learning videos, students can see and listen to examples of using Arabic in real situations. This video can be a presentation, dialogue, or conversation between teachers and students. By watching learning videos, students can see and learn body gestures, voice intonations and facial expressions used in Arabic. This will help them to understand language more naturally and practice their speaking skills in meaningful contexts.

Digital learning media also allows students to practice speaking through voice recordings. Students can record their own conversations or speaking exercises and compare them with existing audio examples. By doing these exercises, students can evaluate and improve their pronunciation, intonation, and fluency in Arabic. Overall, the use of digital learning media such as e-books, audio books and learning videos can enrich Arabic language learning. Students can study independently and engage in interactive activities such as listening to audio, watching videos, and practicing speaking through voice recordings. Digital learning media helps students to develop listening, speaking and understanding Arabic skills in a more practical and interactive way.

4. Use Of E-learning Platforms

Many educational institutions have adopted e-learning platforms for Arabic language learning. This platform allows teachers and students to interact online, upload and access learning materials, and take assignments and exams online. Apart from that, the use of e-learning platforms also allows teachers

to provide direct feedback to students, thereby speeding up the learning process. Many educational institutions have adopted e-learning platforms as a means for learning Arabic. This platform allows teachers and students to interact online, upload and access learning materials, and take assignments and exams online. With an e-learning platform, students can learn flexibly and independently, without being limited by time and place. They can access learning materials anytime and anywhere via computer, laptop or mobile device. Through e-learning platforms, teachers can easily upload learning materials, such as slide presentations, audio files, videos and assignments in digital format.

Students can access the material easily and study it according to their needs. In addition, teachers can also give students online assignments, such as writing essays, answering questions, or submitting projects through the platform. This makes it easier for teachers to assign and collect assignments, as well as monitor student progress in real-time. The use of e-learning platforms also allows teachers to provide direct feedback to students. Teachers can evaluate and comment on assignments submitted by students, providing encouragement and suggestions to improve their skills in Arabic. This immediate, real-time feedback accelerates the learning process, allowing students to quickly correct mistakes and deepen their understanding. E-learning platforms can also feature discussion forums or online discussion rooms, where teachers and students can interact, share information, and answer questions. These online discussions allow students to enrich their understanding by engaging in discussions with fellow students and teachers. Teachers can also provide additional guidance and explanations through this discussion forum.

The use of e-learning platforms in Arabic language learning allows teachers and students to interact online, access learning materials, do assignments, and receive feedback quickly. This platform provides flexibility and ease of access in the learning process, accelerating and enriching Arabic language learning. By adopting an e-learning platform, educational institutions can utilize technology to increase the efficiency and effectiveness of Arabic language learning.

The use of technology in learning Arabic is a positive step in improving the quality and efficiency of the learning process. However, it is important to maintain the quality of direct teaching and social interaction in the classroom, because technology cannot completely replace the role of the teacher in Arabic language learning. Teachers have a special task to be able to develop material to suit needs and

strive so that the material and students' abilities can ultimately be continuous in subsequent classes. The use of varied methods in the Arabic language teaching and learning process really depends on the principles and concepts that the teacher understands about the language. Apart from that, a method is also very closely related to other aspects of learning, both traditional and modern (innovative) methods [10].

The existence of technology is currently considered very important in human life as a support in carrying out various activities both in carrying out work and in terms of education. At this time, state and private schools are starting to try to reorganize their education systems. There are many school programs offered to the community, both in terms of majors and school status, namely SSN, superior, model, international, acceleration and infrastructure. What is clear is that changes in schools to face the global world must be prepared from quality human resources so that they are able to think about creating educational designs, have good management tips and are not stumped about education. So it can be said that educational innovation and educational technology are an inseparable unit. Innovation is the object and educational technology is the subject. The existence of technology must be interpreted as an effort to increase effectiveness and efficiency and technology cannot be separated from problems, because technology was born and developed to solve problems faced by humans. In this regard, educational technology is also seen as a product and process. It can be concluded that educational technology is not only a science but also a source of information and learning resources that suit educational needs that can facilitate the learning process [11]

Educational technology is seen as a product and a process because it plays a dual role as a provider of information sources and learning resources that suit educational needs, as well as a tool that facilitates the learning process effectively. As a product, educational technology involves the development and production of hardware and software used in learning, such as computers, tablets, applications, and e-learning platforms. These products are designed with the aim of increasing interaction and accessibility in learning. On the other hand, educational technology is also seen as a process, because it involves the implementation and integration of technological tools in daily learning activities. Teachers and students can use technology to access and share information, interact online, and

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[10] Azkia Muharom Albantani, "Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah : Sebuah Ide Terobosan," *Attadib Journal Of Elementary Education* 3, no. 2 (2018): 160–73, https://jurnalfai-uikabogor.org/index.php/attadib/article/view/417.
[11] Niar Agustian and Unik Hanifah Salsabila, "Peran Teknologi Pendidikan Dalam Pembelajaran," *Islamika* 3, no. 1 (2021): 123–33, https://doi.org/10.36088/islamika.v3i1.1047.

increase learning effectiveness. This process allows for more interactive, flexible and personalized learning. Teachers can adapt their teaching methods by utilizing a variety of technological tools to suit students' styles, needs, and interests

With educational technology, students can have access to abundant and varied information sources, including learning materials in digital format, online references, and interactive learning resources. Educational technology also allows students to learn independently, whenever and wherever they are. Students can utilize technology, such as e-learning platforms, to learn Arabic at a pace and rhythm that suits them. Overall, educational technology involves the use of hardware, software, and applications in the learning process. This not only increases accessibility and interaction in learning, but also facilitates diverse educational needs. In the context of Arabic language learning, educational technology plays an important role in facilitating an effective and efficient learning process.

CONCLUSION

According to [12] Association for Educational Communication and Technology (AECT, 2004), defines educational technology as follows: "Educational Technology is the study and ethical practice in an effort to facilitate learning and improve performance by creating, using/utilizing, and managing the process and appropriate technological resources. There have been many studies that prove the effectiveness of using media in learning foreign languages (Arabic), unfortunately not many teachers use learning media as a supporting element in the language learning process (Arabic), one of the reasons is because according to teachers, providing learning media requires a lot of money. a lot and quite a long time.

Online Learning Through online learning platforms, students can access various quality Arabic learning resources, such as online courses, interactive learning materials, and learning videos. Digital Learning Media Arabic language learning can also be improved through the use of digital learning media, such as e-books, audio books and learning videos. The use of digital learning media, such as e-books, audio books and learning videos, can improve Arabic language learning in a more practical and interactive way. It can be concluded that educational technology is not only a science but also a source of information

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[12] Nurdyansyah, "Sumber Daya Dalam Teknol. Pendidik."

and learning resources that suit educational needs that can facilitate the learning process. Educational technology is seen as a product and process because it plays a dual role as a provider. sources of information and learning resources that suit educational needs, as well as tools that facilitate the learning process effectively.

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