



Arabic Language Learning Based on Technology (Opportunities and Challenges in the Digital Era)

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ABSTRACT

Technology-based Arabic language learning is an innovation that is considered effective in improving the quality of Arabic language learning in the digital era. In this article, we will discuss the opportunities and challenges of technology-based Arabic language learning. These opportunities include ease of access, flexibility of time and place, and the availability of diverse learning resources. However, there are also several challenges faced in technology-based Arabic language learning, such as uneven content quality, the need for stable internet access, and the lack of social interaction. Therefore, there is a need for efforts to overcome these challenges so that technology-based Arabic language learning can run optimally and provide optimal benefits to learners.

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INTRODUCTION

Arabic language is one of the languages that has its own uniqueness, both in terms of history, culture, and religion (Muhammad, 2005). Therefore, many people are interested in learning Arabic, both as a second language and as a foreign language. However, learning Arabic is not always easy, especially for those who do not have access to formal educational institutions or lack adequate learning resources (Ratnasari & Anwar, 2022).

In the current digital era, technology has provided solutions to improve the condition of Arabic language learning. Technology-based Arabic language learning offers convenience and flexibility for learners, making it easier to access and engage in learning anywhere and anytime. However, there are also several challenges faced in technology-based Arabic language learning,

such as uneven content quality, the need for stable internet access, and a lack of social interaction (Albantani & Madkur, 2019; Keshav et al., 2022).

Technology-based Arabic language learning offers opportunities and challenges in the current digital era. Integrated technology in Arabic language learning can facilitate access and enhance the effectiveness of learning for learners. However, challenges in implementing technology in Arabic language learning need to be overcome in order to provide optimal benefits.

This article will discuss the opportunities and challenges of technology-based Arabic language learning. It will explore relevant theoretical concepts in language and technology learning and present findings from literature research related to technology-based Arabic language learning. The article will also provide recommendations to address challenges in technology-based Arabic language learning. It is hoped that this article will provide new insights and contribute to the development of Arabic language learning in the digital era.

METHOD

This research was conducted through a literature review by gathering data from reliable sources relevant to technology-based Arabic language learning (Jesson et al., 2011). The data was analyzed and synthesized to generate accurate conclusions regarding the opportunities and challenges in technology-based Arabic language learning.

FINDINGS AND DISCUSSION

Technology-Based Arabic Language Learning is a method of learning Arabic language that utilizes technology as a tool in the learning process. This method utilizes various types of technology such as applications, websites, multimedia, and online learning platforms to provide easier, more effective, and flexible access for Arabic language learners.

Technology-Based Arabic Language Learning has several advantages such as easy access, time and place flexibility, and availability of diverse learning resources. Learning can be done independently without being bound by specific schedules and locations. Furthermore, diverse learning resources such as videos, audios, texts, and images can be easily accessed through technology (Carhill-Poza et al., 2020; Jasni & Ardiansyah, 2020; Maburi & Hamzah, 2021)

However, technology-based Arabic language learning also faces several challenges, such as uneven content quality, the need for stable internet access, and a lack of social interaction. Therefore, efforts are needed to overcome these challenges so that technology-based Arabic language learning can be conducted optimally and provide optimal benefits for learners. (Burhanuddin, 2021).

Technology-Based Arabic Language Learning has great potential to improve the quality of Arabic language learning, especially for those who do not have access to formal educational

institutions or lack adequate learning resources. This method can facilitate the learning process, increase learning motivation, and provide a more interactive and engaging learning experience.

The concept of technology-based Arabic language learning involves the use of technology in the Arabic language learning process. Here are some things to consider in the concept of technology-based Arabic language learning: (a) Learning Platforms: Choose suitable learning platforms that cater to the needs and characteristics of Arabic language learning, such as e-learning platforms, video conferencing, or Arabic language learning applications. (b) Learning Content: Develop relevant and engaging learning content, including learning materials, assignments, and exams. Learning content should align with Arabic language learning standards and curriculum. (c) Multimedia Learning: Utilize multimedia learning tools such as videos, audios, and images to clarify learning materials and enhance learning appeal. (d) Learner Engagement: Develop learning strategies that enhance learner engagement, such as group discussions, projects, and Arabic language learning games. (e) Learning Evaluation: Implement effective learning evaluation systems, such as online tests and performance analysis, to measure learning outcomes and provide appropriate feedback. (f) Teacher Training: Provide continuous training and professional development for Arabic language teachers and instructors to optimize the use of technology in the learning process. (g) Technology Accessibility: Ensure the availability and accessibility of technology for learners, including infrastructure and hardware, as well as stable and fast internet connectivity. (Arifin et al., 2021; Iswanto, 2017; Nurcholis et al., 2021).

In the concept of technology-based Arabic language learning, technology can be used as a tool to assist learners in developing their Arabic language skills. Therefore, there is a need for effective and efficient integration of technology in the Arabic language learning process, taking into consideration the needs and characteristics of Arabic language learning as well as the challenges that may arise in the use of technology. There are several types of technology-based Arabic language learning that can be utilized, including:

1. E-learning:

E-learning, short for electronic learning, refers to a method of learning that utilizes information and communication technology (ICT) to facilitate the teaching and learning process (Khomsah & Muassomah, 2021). In e-learning, learning materials are presented online through various types of media such as videos, audios, texts, images, and interactive elements, and can be accessed by learners anywhere and anytime through the internet or computer networks.

E-learning can be utilized as one of the methods for Arabic language learning. In Arabic language learning, e-learning can be used to deliver learning materials such as vocabulary, grammar, reading, writing, and speaking in Arabic. E-learning can also facilitate interaction between teachers and learners through discussion forums or virtual classrooms to enhance Arabic language communication skills.

The advantages of e-learning include: (a) Flexibility in terms of time and location, as learners can access learning materials anytime and anywhere through the internet. (b) Learning

materials can be accessed independently by learners, allowing them to learn according to their own needs and pace. (c) E-learning can facilitate interaction between teachers and learners through discussion forums or virtual classrooms, enabling learners to receive feedback and guidance from teachers or other learners (Al Rawashdeh et al., 2021; Choiroh, 2021; Khomsah & Muassomah, 2021; Shalihah et al., 2021; Tymoshchuk, 2022).

However, e-learning also has some disadvantages, including: (a) Uneven quality of learning content, as learning resources can come from various sources with varying quality. (b) The need for stable internet access and sufficient internet speed for learners to access and utilize learning materials effectively. (c) Lack of social interaction and direct learning experience with teachers and other learners, which can make learners feel isolated and lack motivation (Al Rawashdeh et al., 2021; Choiroh, 2021; Khomsah & Muassomah, 2021; Shalihah et al., 2021; Tymoshchuk, 2022).

2. Mobile Applications:

Mobile applications, commonly known as mobile apps, are software applications designed to be used on mobile devices such as smartphones or tablets. In Arabic language learning, the use of mobile apps is becoming increasingly popular because they provide convenience and flexibility for learners to study anytime and anywhere.

Advantages of Using Mobile Apps in Arabic Language Learning: (a) Easy Access: Mobile apps can be easily accessed on mobile devices such as smartphones or tablets owned by learners. This allows learners to study anywhere and anytime. (b) Interactive: Mobile apps are generally designed to be interactive, providing learners with a more engaging and enjoyable learning experience. This can enhance learners' motivation and interest in learning. (c) Diverse Content: Mobile apps typically offer various types of learning content such as audio, video, images, and texts that can help learners better understand the Arabic language. (d) Repetition: Mobile apps enable learners to easily and repeatedly review learning materials. This helps learners understand and remember the learning materials better. (e) Assessment: Mobile apps can provide automatic assessment of learners' abilities in understanding and mastering the learning materials. (Albantani & Rahmadi, 2020; bin Wan Daud et al., 2020; Maita et al., 2018; Putri & Billah, 2019; Yusuf, 2021).

Disadvantages of Using Mobile Apps in Arabic Language Learning: (a) Limited Social Interaction: The use of mobile apps in Arabic language learning can reduce social interaction between learners and instructors. This can affect learners' ability to communicate verbally in Arabic. (b) Limited Facilities: Using mobile apps requires mobile devices with sufficient capacity and features to run Arabic language learning apps. This can be a constraint for learners who have mobile devices with limited capacity and features. (c) Limited Internet Access: Using mobile apps requires stable and fast internet access. This can be a challenge for learners residing in areas with limited access to stable internet networks (Albantani & Rahmadi, 2020; bin Wan Daud et al., 2020; Maita et al., 2018; Putri & Billah, 2019; Yusuf, 2021).

Here are some mobile apps that can be used for Arabic language learning: (a) Duolingo: Duolingo is a highly popular language learning app available for several languages, including Arabic. The app provides game-like exercises to improve your Arabic language skills, such as reading, writing, and speaking. (b) Memrise: Memrise is a language learning app that focuses on memory and repetition. The app provides exercises and flashcards to enrich your Arabic vocabulary and grammar. (c) Rosetta Stone: Rosetta Stone is a well-known language learning app that has been around for years. The app provides a comprehensive curriculum for learning Arabic through immersion, which involves listening and speaking in Arabic. (d) Babbel: Babbel is a language learning app that offers Arabic language classes for beginners and advanced learners. The app features tools to improve your writing and speaking skills, as well as test your ability to communicate with Arabic speakers. (e) Anki: Anki is a flashcard app that allows you to create your own study cards. You can use Anki to create vocabulary, grammar, or Arabic phrases flashcards that you want to learn. (f) Alif Baa: Alif Baa is an app specifically designed for Arabic language learning. The app provides exercises focused on the Arabic alphabet, pronunciation, and vocabulary. It is suitable for beginners who want to learn the basics of Arabic. (g) Arab Academy: Arab Academy is an app that offers online courses for learning Arabic. The app provides structured programs led by experienced Arabic-speaking tutors. With this app, you can improve your reading, writing, and speaking skills in Arabic.

Those are some mobile apps that can be used for Arabic language learning. The choice of app depends on your goals and proficiency level in learning Arabic.

3. The Use of Social Media:

Social media in Arabic language learning refers to the use of social media platforms to support Arabic language learning (Kurniati, 2022). Its aim is to expand learning opportunities and provide easier access for students worldwide.

The various types of social media in Arabic language learning include: (a) YouTube: YouTube is one of the most popular social media platforms for learning Arabic. Students can access a wide range of Arabic language learning videos provided by experts and native Arabic speakers. (b) Instagram: Instagram allows students to access Arabic language learning resources through images, short videos, and stories. Instagram users can also create groups for collaborative learning and resource sharing. (c) Facebook: Facebook enables students to join Arabic language learning groups and access resources such as videos, articles, and quizzes. Students can also communicate with tutors or native Arabic speakers through Facebook Messenger. (d) Twitter: Twitter allows students to access Arabic language learning resources through tweets and images. Twitter users can also create groups for collaborative learning and resource sharing. (e) TikTok: TikTok allows students to access short educational videos in Arabic provided by experts and native Arabic speakers.

These are some of the social media platforms that can be used in Arabic language learning. The choice of social media depends on students' preferences and learning goals. The use of social media in Arabic language learning has advantages and disadvantages, as follows:

The advantages of using social media in Arabic language learning are: (a) Easy accessibility: Social media can be easily and quickly accessed, enabling students to learn anytime and anywhere. (b) Diverse learning resources: Social media provides a wide range of Arabic language learning resources such as videos, audio, images, texts, and quizzes, allowing students to choose resources that suit their learning needs. (c) Interactive learning: In social media, students can interact with tutors, native Arabic speakers, and fellow students through features like comments, chats, or discussion forums. (d) Flexible learning: Students can learn Arabic at their own pace and schedule. (e) Affordable cost: Many social media platforms are free or available at an affordable cost, making Arabic language learning accessible to a wide range of people from different backgrounds. (Al-Jarf, 2019; Khedher et al., 2015; Kurniati, 2022).

The disadvantages are as follows: (a) Unverified content: There is a lot of unverified content on social media, which may be inaccurate, so students need to be cautious in selecting learning resources. (b) Distractions from irrelevant content: Students are often distracted by irrelevant content on social media, which can reduce the effectiveness of learning. (c) Limited face-to-face interaction: Direct interaction with tutors or native Arabic speakers may be more limited on social media compared to face-to-face interaction. (d) Limited technical support: Students may require technical assistance in using social media for Arabic language learning, but technical support may be limited. (e) Potential for unproductive use: Students may get caught up in unproductive or unrelated use of social media, diverting their focus from Arabic language learning (Al-Jarf, 2019; Khedher et al., 2015; Kurniati, 2022).

Those are some advantages and disadvantages of using social media in Arabic language learning. It is advisable for students to remain cautious and choose trustworthy and relevant learning resources, as well as use social media wisely.

4. Game-Based Learning:

Game-based Arabic language learning is a teaching method that utilizes games as a means of learning the Arabic language. These games are usually designed to provide a fun and interactive learning experience, thereby enhancing students' motivation and participation in the learning process.

Some advantages of game-based Arabic language learning are as follows: (a) Enhancing students' motivation and interest in learning: Games provide a fun and interactive learning experience, which can increase students' motivation and interest in learning the Arabic language. (b) Assisting students in learning through different approaches: Games can help students learn through different approaches, such as challenging gameplay, rewards, and interaction with peers within the game. (c) Improving students' social skills: Games can also help improve students' social skills, such as cooperation, negotiation, and healthy competition. (d) Providing instant feedback: Games provide instant feedback to students, allowing them to immediately see their learning outcomes and identify areas for improvement. (Abdul Ghani et al., 2022; Azizt & Subiyanto, 2018; Hakim, 2017; Masrop et al., 2019).

However, there are some disadvantages to game-based Arabic language learning, such as: (a) Potential for inappropriate use: Poorly designed games can result in inappropriate and less effective learning experiences. (b) Lack of flexibility: Games typically have predetermined scenarios, which may lack flexibility in adapting the learning to individual student needs. (c) Not always suitable for all topics: Games may not always be suitable for all learning topics, especially for more abstract or complex subjects. (d) Requires technological access: Games typically require technological access, such as computers, game consoles, or smartphones, which means that students without access to technology may not be able to utilize game-based Arabic language learning. (Abdul Ghani et al., 2022; Azizt & Subiyanto, 2018; Hakim, 2017; Masrop et al., 2019).

To overcome these limitations, it is important for Arabic language teachers and institutions to choose games that align with the curriculum and student needs, and to provide guidance and support in using games for learning. Additionally, teachers can integrate games into other teaching methods to achieve more effective outcomes.

Technology-based Arabic language learning offers great opportunities for students and educators to enhance the quality of learning and provide a more interactive and engaging experience. However, like any use of technology in education, there are also challenges to be faced. The following is a detailed explanation of the opportunities and challenges of technology-based Arabic language learning:

Some of the opportunities of technology-based Arabic language learning include: (a) Enhancing accessibility: Technology-based Arabic language learning enables students to access learning materials from anywhere and at any time. This provides opportunities for students who may not have the opportunity to attend face-to-face classes or lack access to Arabic language learning institutions. (b) Diverse learning resources: Technology provides a wide range of Arabic language learning resources such as videos, audios, images, texts, and quizzes, allowing students to choose resources that align with their learning needs. Technology-based Arabic language learning resources can also be easily and quickly updated, ensuring that students always have access to the latest materials. (c) Flexible learning: Students can learn Arabic language at their own pace and schedule. Technology-based Arabic language learning can be accessed anytime and anywhere, allowing students to learn more flexibly and manage their own study schedules. (d) Interactive learning: Technology enables students to interact with tutors or native Arabic speakers and fellow students through features like comments, chats, or discussion forums. This can increase student participation and deepen their understanding of the Arabic language. (e) Adding fun to learning: Technology-based Arabic language learning can be done in a more enjoyable and interactive manner, such as using games and engaging learning activities. This can motivate students to be more interested in learning Arabic. (Arrabtah & Nusour, 2012; Febriani & Anasruddin, 2020; Mohd et al., 2019; Ritonga et al., n.d.).

The challenges in technology-based Arabic language learning can vary, ranging from infrastructure issues to a lack of face-to-face interaction. Here are some challenges in technology-based Arabic language learning: (a) Inadequate infrastructure: Insufficient

technological infrastructure such as poor or unstable internet connectivity, outdated devices, or limited availability of learning resources can hinder technology-based Arabic language learning. Not all students have access to adequate devices and internet connections to facilitate online Arabic language learning. Therefore, Arabic language learning institutions and teachers must ensure that students have sufficient access for online Arabic language learning. (b) Unverified content: There is a lot of unverified online content that may be inaccurate, so students must be cautious in selecting learning resources. Arabic language learning institutions and teachers should ensure that the learning resources they provide are verified and accurate, so that students can learn properly. (c) Limitations in face-to-face interaction: Direct interaction with tutors or native Arabic speakers may be limited in technology-based Arabic language learning. This can affect students' ability to deepen their understanding of the Arabic language. Therefore, Arabic language learning institutions and teachers should find ways to facilitate direct interaction or face-to-face communication, such as conducting real-time online classes or scheduling periodic in-person meetings outside the classroom. (d) Limited technical support: Students may require technical assistance in using devices and online platforms for Arabic language learning, but technical support may be limited. This can make it difficult for students who experience technical issues, such as difficulties in accessing or using the learning platforms. Therefore, Arabic language learning institutions and teachers should provide adequate technical support for students. (e) Lack of motivation: Technology-based Arabic language learning may feel less engaging or motivating for some students. This can happen due to a lack of social interaction and support from classmates or teachers. Therefore, teachers and Arabic language learning institutions should ensure that students feel involved and engaged in the learning process, for example, by conducting interactive online discussions or quizzes. (f) Lack of accurate assessment: Technology-based Arabic language learning can make it challenging to assess students accurately due to the difficulty of monitoring students' activities directly. Therefore, teachers and Arabic language learning institutions should find ways to effectively monitor and assess students' progress. (Arrabtah & Nusour, 2012; Febriani & Anasruddin, 2020; Mohd et al., 2019; Ritonga et al., n.d.).

To overcome the challenges in technology-based Arabic language learning, there are several solutions and actions that teachers can take, such as: (a) Ensuring adequate technology access: Teachers should ensure that students have sufficient access to devices and internet connections to facilitate online Arabic language learning. If there are students who lack adequate access, teachers can find ways to provide adequate technology access, such as providing device loans or facilitating internet connectivity. (b) Providing accurate learning resources: Teachers and Arabic language learning institutions should provide accurate and verified learning resources. They should ensure that the learning resources they provide have been verified and are accurate so that students can learn correctly. (c) Building positive social interaction: Teachers should find ways to build positive social interaction in the online learning environment, such as conducting interactive online discussions or quizzes. This can help students feel involved and engaged in the learning process. (d) Providing adequate technical support: Teachers and Arabic

language learning institutions should provide adequate technical support for students. They should have a technical support team that can assist students with any technical issues they may encounter. (e) Providing accurate feedback and assessment: Teachers should find ways to provide accurate feedback and assessment to students, even in the online learning environment. They should use available online tools and platforms to monitor and assess students' progress effectively. (f) Facilitating face-to-face interaction: Teachers and Arabic language learning institutions should find ways to facilitate direct or face-to-face interaction, such as conducting real-time online classes or scheduling periodic in-person meetings outside the classroom. (g) Increasing student motivation: Teachers should find ways to enhance student motivation in the online learning environment. They can try different strategies such as providing rewards or recognition to high-achieving students or creating an engaging and interactive learning environment.

In addressing the challenges and leveraging the opportunities of technology-based Arabic language learning, teachers need to be creative and innovative. They should harness technology to enhance Arabic language learning while considering the needs and preferences of students

CONCLUSION

Technology-based Arabic Language Learning provides many opportunities to facilitate the learning process and increase student motivation in learning Arabic. One technology that can be used is E-learning, which allows students to learn online without having to meet the instructor directly. Additionally, mobile applications can also be used as flexible learning media that can be accessed anytime and anywhere. Social media is also a suitable platform to assist students in learning Arabic. Students can join Arabic language learning communities and interact with native Arabic speakers to improve their speaking and listening skills. Lastly, game-based Arabic language learning can also be an interesting alternative to enhance student motivation in learning. However, there are also challenges in using technology in Arabic language learning. Some students may not have access to adequate technology and may require additional support. Moreover, face-to-face interaction, which is typically present in Arabic language learning, can be limited when using technology.

In conclusion, technology-based Arabic language learning offers great opportunities for students to learn more easily and flexibly. However, the emerging challenges also need to be addressed to ensure that all students have equal opportunities to learn Arabic with technology.

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