JIPI (Jurnal Ilmiah Pendidikan Islam) / *Jurnal Prodi Pendidikan Agama Islam UNIRA Malang*
Terbit 2 Kali Dalam Satu Tahun
Vol. 4, No. 1, April 2025

TECHNOLOGY AND MEDIA IN ARABIC LANGUAGE LEARNING

Syamfa Agny Anggara, Afif Kholisun Nashoih
UII Darullughah Wadda'wah, Universitas Wahab Chasbullah
Email: agnyanggara.aa@gmail.com

Abstract

The development of information technology has had a significant impact on the world of education, including in learning Arabic. This article aims to review various literature related to the use of technology and media in the Arabic language learning process. This study uses the library research method by analyzing a number of relevant journals, books, and scientific articles. The results of the study show that the integration of technology and modern media is able to increase student motivation, engagement, and learning outcomes in learning Arabic. In addition, the use of technology such as mobile applications, e-learning platforms, interactive multimedia, and social media has been proven to create a more dynamic, contextual, and communicative learning environment. Technology allows for the delivery of more varied materials, such as through learning videos, educational games, and interactive simulations, which indirectly improve the understanding and mastery of Arabic vocabulary and structure. However, the implementation of technology in Arabic language learning also faces a number of challenges, including limited infrastructure, lack of training for teaching staff, and resistance to changes in conventional methods. Therefore, appropriate strategies are needed to effectively integrate technology, such as teacher training, digital-based curriculum development, and the provision of accessible learning resources. This article is expected to provide insight for educators, policy makers, and curriculum developers in utilizing technology as a means to improve the quality of Arabic language learning in the digital era.

Keywords: Technology, Media, Arabic Language Learning

Introduction

Arabic is one of the languages that has an important position in the Islamic and academic world. However, the process of learning Arabic is often considered challenging due to its complex linguistic structure. Along with technological advancements, various modern learning media have been implemented to increase the effectiveness of Arabic learning.[1] The development of information and communication technology (ICT) has brought major changes in various aspects of life, including in the field of education. In today's digital era, learning is no longer limited to physical classrooms, but has evolved towards the use of various media and technologies that support the teaching and learning process in a more flexible and interactive manner. In the context of learning Arabic, the use of technology is one of the important strategies to increase the effectiveness of teaching and the attractiveness of learning materials.

Arabic language proficiency has a strategic position, especially in the context of Islamic education and classical scientific studies. However, learning Arabic is often considered challenging due to the complexity of the language structure and the limitations of conventional teaching methods that are less attractive to students.[2] Therefore, the integration of technology and media in Arabic language learning is expected to be an innovative solution that can answer these challenges. Various studies show that the use of digital media such as learning videos, mobile applications, educational games, and e-learning platforms can increase learning motivation, student involvement, and deeper understanding of the material.[3] Technology also enables contextual and collaborative learning through online interactions, discussion forums, and the use of social media as a means of communication and language practice.

However, the success of technology implementation in Arabic language learning is inseparable from several challenges, including infrastructure readiness, teachers' digital competence, and the limitations of relevant and quality technology-based teaching materials.[4] Therefore, a more in-depth study is needed to understand the extent to which technology and media can be effectively integrated in the Arabic language learning process. This article aims to review various literature related to the role of technology and media in Arabic language

[1] Yusuf, H. (2017). Technological approach in learning Arabic. *Journal of Educational Technology*, 9(1), 45–52.
[2] Suryani, L. (2018). *Innovative strategies in Arabic language learning*. Journal of Arabic Language Education, 6(2), 76–88.
[3] Ahmad, N., & Yusuf, M. (2020). *The use of digital media in Arabic language learning in the 4.0 era*. Journal of Arabic Language Education, 8(1), 45–58
[4] Rahmawati, D. (2022). *Challenges and opportunities for digital-based Arabic language learning*. Al-Lughah Journal, 14(1), 23–35.

learning, with the hope of providing practical and theoretical recommendations for the development of learning that is adaptive to the demands of the times.

Research Methods

This research uses a qualitative approach with the library research method as the main foundation in data collection and analysis. The qualitative approach was chosen because the main focus of this study is to explore in depth the conceptual understanding and theoretical findings related to the use of technology and media in the Arabic language learning process. This research does not aim to measure data quantitatively, but to interpret and synthesize various perspectives and results of pre-existing studies.

The data sources in this study were obtained from various relevant and credible written references, such as scientific journals, academic books, online articles from trusted sites, as well as reports on the results of previous research related to the integration of technology and media in the world of education, especially in the context of Arabic language teaching. The data collection process is carried out through the search and selection of literature that is appropriate to the topic, which is then analyzed descriptive-qualitatively to identify the main themes, such as the role of technology in learning, Arabic language learning media, and challenges and solutions for its implementation.

The analysis is carried out by critically reading each reference, recording important findings, classifying information based on the theme of the discussion, and then drawing conclusions based on patterns found in various sources. With this method, it is hoped that the research can make a theoretical and practical contribution to Arabic technology and learning media that are more adaptive to technological developments in the digital era.

Results and Discussion

A. The Role of Technology in Arabic Language Learning

The use of technology in learning Arabic not only expands access to learning materials, but also increases interactivity. Platforms such as Duolingo, Kahoot!, and Quizizz have been used to strengthen vocabulary and grammar mastery in a fun way (Rahmah, 2020). According to Al-Harbi (2016), the use of Learning Management Systems (LMS) such as Moodle and

Google Classroom also makes it easier for teachers to deliver materials, assign assignments, and monitor student development.

The development of information technology has brought great changes in the world of education, including in the way foreign languages such as Arabic are taught. The role of technology in learning Arabic is increasingly important as the need for more innovative, interactive, and efficient learning methods increases. Technology has changed the learning paradigm from a traditional teacher-centered approach to a more flexible and learner-centered approach.

In the context of Arabic language learning, technology allows for the availability of a variety of interesting and varied learning media, such as interactive videos, learning audio, animations, and conversation simulations. This helps students understand language structure, pronunciation, and vocabulary use in a more real and communicative context.[5] In addition, technology also supports independent and experiential learning, where students can access materials anytime and anywhere through digital devices such as laptops, tablets, or smartphones.

Technology also encourages the formation of a collaborative learning environment. With platforms such as Google Classroom, Zoom, and WhatsApp, students can discuss, share assignments, and do exercises together online. This interaction is very important in language learning, because it improves the ability to actively speak, listen, read, and write.[6] In addition, the use of technology expands access to Arabic-language learning resources, such as digital classics, online dictionaries, Arabic-language scientific journals, and free online courses. This open access supports cross-disciplinary learning and enriches students' insight into Arabic culture and literature.[7]

However, it is important to note that the use of technology does not necessarily replace the role of teachers. Technology acts as a tool that supports the learning process to be more effective and efficient. The role of teachers remains crucial in designing appropriate learning strategies, guiding students in the use of technology, and evaluating learning outcomes thoroughly.[8] Thus, technology has a strategic role in supporting Arabic language learning that

[5] Husain, A. (2021). *The role of technology in improving the Arabic language skills of madrasah students*. Journal of Educational Technology, 9(2), 112–125.
[6] Ahmad, N., & Yusuf, M. (2020). *The use of digital media in Arabic language learning in the 4.0 era*. Journal of Arabic Language Education, 8(1), 45–58
[7] Suryani, L. (2018). *Innovative strategies in Arabic language learning*. Journal of Arabic Language Education, 6(2), 76–88.
[8] Rahmawati, D. (2022). *Challenges and opportunities for digital-based Arabic language learning*. Al-Lughah Journal, 14(1), 23–35.

is more interesting, dynamic, and adaptive to the times. Integrating technology wisely and in a targeted manner is the key to creating a meaningful and useful learning process for students.

The use of technology in learning Arabic has had a significant positive impact, both in terms of increasing access to teaching materials and in creating a more interactive and interesting learning atmosphere. Various digital platforms such as Duolingo, Kahoot!, Quizizz, and Learning Management Systems (LMS) such as Moodle and Google Classroom, have helped teachers and students in carrying out a more flexible, efficient, and student-centered learning process.

Technology presents a variety of learning media, such as interactive videos, conversation simulations, and learning audio, which not only makes it structurally easier to understand Arabic, but also strengthens students' communicative abilities. In addition, technology enables independent and collaborative learning that transcends the boundaries of space and time, as well as expanding access to both classical and contemporary Arabic literature sources.

However, technology is not a substitute for the role of teachers, but a supporting tool that must be used wisely and in a targeted manner. The role of teachers remains vital in designing learning, guiding the use of technology, and conducting a thorough evaluation of learning. With the right technology integration, Arabic learning can become more adaptive to the needs of the times, and be able to encourage the creation of meaningful and useful learning experiences for students.

B. Arabic Language Learning Media

Learning media is an aid tool used in the teaching and learning process. In the context of Arabic, visual media (images, videos), audio (conversation recordings), and interactive multimedia are very helpful for students to understand the meaning and correct pronunciation (Syahrul, 2018).

For example, the use of YouTube videos in Arabic can train students' listening skills (istima'). Meanwhile, Artificial Intelligence (AI)-based applications such as Google Translate and Arabic Speech Recognition help in practicing speaking skills (kalam) (Fadhilah, 2021).

Learning media is everything that can be used to channel messages from educators to students to stimulate thoughts, feelings, attention, and interest in learning. In the context of learning Arabic, media has a strategic role in helping students understand material that is often

considered difficult and abstract, especially in terms of vocabulary, grammar (nahwu and sharaf), as well as language skills such as listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah).

Technological developments have brought significant changes to the form, type, and use of media in Arabic language learning. Conventional media such as whiteboards, printed books, and audio cassettes are now starting to be replaced by technology-based digital media, such as language learning applications, interactive videos, educational animations, and online learning platforms. This allows for a more dynamic, flexible, and tailored learning process to individual student needs.[9]

One form of technology use in Arabic learning media is the use of mobile applications specifically designed to teach Arabic, such as *Duolingo*, *Memrise*, or *Nahwu Shorof*. These apps offer an interactive and gamified approach, so students can learn in a fun and independent way.[10]In addition, audiovisual media such as learning videos uploaded to the YouTube platform or produced specifically can also improve students' understanding through visual and auditory approaches simultaneously.[11]

E-learning platforms such as Google Classroom, Moodle, and Edmodo have also been widely used in Arabic language learning, especially during the COVID-19 pandemic. Through this platform, teachers can upload materials, assign assignments, conduct evaluations, and interact directly with students online. This proves that technology-based learning media can create a more efficient and organized learning ecosystem.[12]

However, the use of technology-based media also faces several challenges. Not all teachers have adequate digital competence to manage these media effectively. In addition, limited access to internet devices and networks is also an obstacle, especially in areas that have not been evenly reached by technology infrastructure.[13] Therefore, teacher training and the development of educational infrastructure are very important in supporting the use of technology in Arabic learning media.

---

[9] Ahmad, N., & Yusuf, M. (2020). *The use of digital media in Arabic language learning in the 4.0 era*. Journal of Arabic Language Education, 8(1), 45–58

[10] Husain, A. (2021). *The role of technology in improving the Arabic language skills of madrasah students*. Journal of Educational Technology, 9(2), 112–125.

[11] Rahmawati, D. (2022). *Challenges and opportunities for digital-based Arabic language learning*. Al-Lughah Journal, 14(1), 23–35.

[12] Suryani, L. (2018). *Innovative strategies in Arabic language learning*. Journal of Arabic Language Education, 6(2), 76–88.

[13] Rahmawati, D. (2022). *Challenges and opportunities for digital-based Arabic language learning*. Al-Lughah Journal, 14(1), 23–35.

From various existing studies, it can be concluded that Arabic learning media developed and supported by information technology is able to improve the quality and effectiveness of the teaching and learning process. The media not only serves as a learning tool, but also as a bridge between theory and practice in language mastery. The integration between media and technology can create a learning experience that is more interesting, meaningful, and adaptive to the needs of the times.

The use of technology-supported learning media in Arabic language teaching plays a very important role in improving the quality and effectiveness of the teaching and learning process. Various types of media, such as visual media (images, videos), audio (conversation recordings), and interactive multimedia, are very helpful for students in understanding meaning, correct pronunciation, and mastering Arabic language skills, such as listening, speaking, reading, and writing. For example, Artificial Intelligence (AI)-based applications and platforms such as Google Translate and Arabic Speech Recognition have made significant contributions to the practice of speaking skills (kalam).

Technological developments have replaced conventional media such as whiteboards and printed books with digital media that are more dynamic, flexible, and tailored to the needs of students. Mobile apps like Duolingo, Memrise, and online learning platforms like Google Classroom provide a more interactive and enjoyable learning experience. In addition, audiovisual media, such as learning videos uploaded to platforms such as YouTube, also improve students' understanding with visual and auditory approaches.

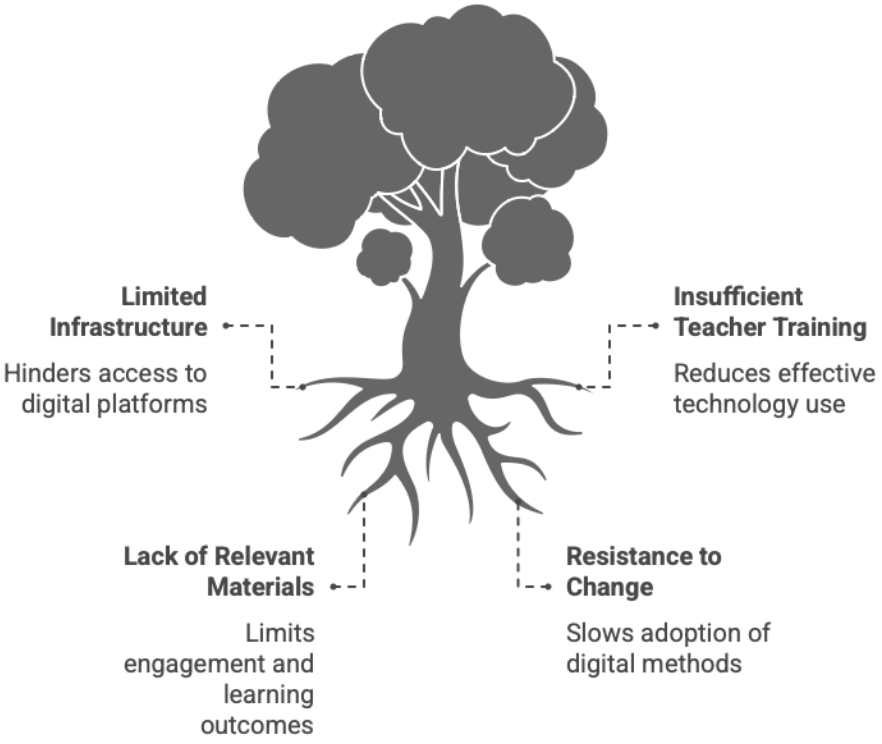
However, although technology offers many conveniences, challenges such as lack of digital competence among teachers and limited infrastructure are still obstacles in the use of technology-based learning media. Therefore, teacher training and the development of educational infrastructure must be a priority so that the use of technology in Arabic learning can run more effectively.

Overall, the integration of media and technology in learning Arabic not only enriches the learning experience, but also creates a learning process that is more adaptive to the times. With the support of technology, learning Arabic can become more engaging, efficient, and in accordance with the increasingly diverse needs of students.

Challenges and Solutions

Some of the challenges faced in the implementation of technology and media in Arabic language learning include limited infrastructure, lack of teacher training, and resistance to

changes in conventional methods. The solution is to increase teacher training, provide equitable access to technology, and adapt a digital-based curriculum (Nasution, 2022). The use of technology in learning Arabic provides many benefits, such as increased learning motivation, ease of access to materials, and flexibility of time and place of study. However, the implementation of technology in the Arabic language teaching and learning process is inseparable from a number of challenges that affect its effectiveness. Therefore, it is important to identify these challenges while formulating strategic solutions to address them. These challenges can be visualized in the following image.



1.1. Related images Barriers to Effective Digital Learning in Arabic Language Education

The visual image above can be described as follows:

1. Limited Infrastructure and Technology Access

One of the main obstacles is the limited infrastructure, especially in areas with low internet connectivity or limited digital device facilities. Many schools or madrassas still do not have adequate access to computers, projectors, or stable internet networks.[14] This causes

[14] Rahmawati, D. (2022). *Challenges and opportunities for digital-based Arabic language learning*. Al-Lughah Journal, 14(1), 23–35.

teachers and students to have difficulty in utilizing the Arabic learning digital platform optimally.

Solution: Governments and educational institutions need to increase investment in technology infrastructure, including the provision of internet networks, hardware, and digital classrooms. In addition, collaboration with the private sector or educational application developers can expand the reach of digital programs to 3T areas (disadvantaged, frontier, and outermost).[15]

2. Digital Competence of Teaching Staff

Not all teachers have adequate digital competencies to manage technology-based learning. Many Arabic teachers still rely on conventional methods such as lectures and memorization due to the lack of training in the use of digital media.

Solution: Intensive and ongoing training is needed for teachers, especially related to the use of Learning Management System (LMS), digital content creation, and virtual classroom management. Teacher capacity building programs can also include workshops, webinars, and community-based collaborative training.

3. Lack of Relevant Technology-Based Teaching Materials

The availability of quality Arabic learning media in accordance with the local context is still an obstacle. Many applications or digital content are too common or do not adapt to the national curriculum and the needs of students in Indonesia.[16]

Solution: Teaching material development should involve collaboration between Arabic linguists, technology developers, and educational practitioners. Content must be developed contextually, interactively, and in accordance with the expected learning outcomes. The use of media such as animated videos, interactive quizzes, and educational games can enrich the student learning experience.

4. Resistance to Changes in Learning Methods

[15] Husain, A. (2021). *The role of technology in improving the Arabic language skills of madrasah students*. Journal of Educational Technology, 9(2), 112–125.
[16] Suryani, L. (2018). *Innovative strategies in Arabic language learning*. Journal of Arabic Language Education, 6(2), 76–88.

Some teachers or institutions still show resistance to the use of technology, either because of limited knowledge or because of trust in traditional methods that are considered more effective. This has an impact on the slow adaptation to digital learning models.

Solution: Mindset change must be done through socialization of the benefits of technology, sharing good practices from innovative teachers, and policy support from school principals or education policy makers. Blended learning approaches (a combination of face-to-face and digital) can be a more acceptable transition alternative.

Conclusion

The use of technology and media in learning Arabic has been proven to make a positive contribution to improving the quality of learning processes and outcomes. However, its implementation must be balanced with the readiness of teachers, students, and adequate infrastructure. This literature review shows that the integration of technology is a necessity in modern Arabic language learning.

While the challenges in using Arabic learning media technology are complex, collaborative and sustainable strategic solutions can overcome these barriers. This effort must involve various parties, ranging from teachers, students, educational institutions, the government, to educational technology developers, so that Arabic language learning can take place more effectively and relevant in the digital era.

Bibliography

Ahmad, N., & Yusuf, M. (2020). *The use of digital media in Arabic language learning in the 4.0 era*. Journal of Arabic Language Education, 8(1), 45–58. https://doi.org/10.1234/jpba.v8i1.2020

Al-Harbi, K. (2016). The effectiveness of using Moodle in teaching Arabic. *Journal of Language Teaching and Research*, 7(4), 721–728.

Fadhilah, N. (2021). Utilization of AI-based applications in Arabic language learning. *Al-Lughah Journal*, 10(2), 132–140.

Husain, A. (2021). *The role of technology in improving the Arabic language skills of madrasah students*. Journal of Educational Technology, 9(2), 112–125.

Nasution, M. (2022). Digitization of Arabic language learning: Between challenges and opportunities. *Journal of Islamic Education*, 8(1), 25–33.

Rahmah, S. (2020). Interactive media innovation in Arabic language learning. *Journal of Language Education*, 12(3), 211–218.

Rahmawati, D. (2022). *Challenges and opportunities for digital-based Arabic language learning*. Al-Lughah Journal, 14(1), 23–35.

Suryani, L. (2018). *Innovative strategies in Arabic language learning*. Journal of Arabic Language Education, 6(2), 76–88.
Syahrul, A. (2018). The influence of audiovisual media on students' istima' skills. *Journal of Arabic Language Education*, 5(2), 77–85.
Yusuf, H. (2017). Technological approach in learning Arabic. *Journal of Educational Technology*, 9(1), 45–52.