

Problems of Arabic Language Education in Modern Madrasas in the Context of Learning Among Adolescents

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Abstract

This research is motivated by various problems facing Arabic language education in the contemporary era, such as low student communicative skills, the dominance of traditional learning methods, limited Arabic-language environments, and the suboptimal use of digital technology. These conditions demand learning innovations that are relevant to the needs of the Society 5.0 era. This research aims to analyze the problems facing Arabic language education and formulate solutions that can improve the quality of learning. The method used is library research with a qualitative-descriptive approach. Data were obtained from various scientific literature and analyzed using content analysis techniques. The novelty of this research lies in the integration of four main aspects: communicative methods, digital technology, the Arabic environment, and teacher competency improvement within a mutually supportive learning framework. The results show that the integration of these four aspects can improve language skills, strengthen communication habits, create more interactive learning, and support the realization of effective, adaptive, and contextual Arabic language learning.

Keywords: Arabic Language Education; Communicative Learning; Digital Technology; Arabic Environment; Society 5.0.

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INTRODUCTION

Arabic is a crucial subject in the Islamic education system, particularly in modern madrasah environments. This language not only serves as a means of international communication but also serves as the primary medium for understanding sources of Islamic teachings such as the Quran, Hadith, and classical and contemporary Islamic literature (Hermawan, 2018). Therefore, Arabic language learning plays a strategic role in developing students' religious, intellectual, and communicative competencies. However, developments in modern education, marked by technological advances, cultural globalization, and shifting learning paradigms, demand a transformation in the Arabic language education system to remain relevant to the needs of the times (Hariyanto et al., 2025).

Besides linguistic factors, the challenges facing Arabic language education are also influenced by pedagogical and methodological aspects. Some teachers still use conventional, teacher-centered methods, resulting in monotonous and unengaging learning for students (Amalia, 2020). Furthermore, the development of today's digital generation demands the use of interactive, creative, and technology-based learning media. The unpreparedness of some educators to integrate learning technology has resulted in the Arabic language learning process being unable to meet the needs of modern students (Nisa et al., 2025). This situation has resulted in low student interest and participation in Arabic language learning.

Other problems arise from the learning environment and culture in madrasas. The lack of an optimal Arabic language environment results in students having fewer opportunities to actively practice their language skills. However, successful language learning is strongly influenced by the intensity of language use in everyday life (Unsi, 2021). Furthermore, limited learning facilities, a lack of supporting media, and minimal communicative interaction between teachers and students also hinder the effectiveness of Arabic language learning in modern madrasas (Andry Eka Setiyawan et al., 2021).

In the modern era, the challenges of Arabic language education are increasingly complex along with social changes and developments in information technology. Today's students are more familiar with global languages and digital media than with Arabic literature. As a result, Arabic is often viewed as a difficult, rigid subject, and lacking practical application in everyday life (Sugirma et al., 2024). On the other hand, the digitalization era actually opens up significant opportunities for the development of Arabic language learning through the use of learning applications, interactive multimedia, artificial intelligence, and other digital platforms (Munadi, 2023). Therefore, innovation and renewal of the Arabic language learning system are needed to adapt to the characteristics of the modern generation.

Based on these various problems, a study of Arabic language education in modern madrasas is crucial. This research is expected to provide a comprehensive overview of the various challenges faced in the Arabic language learning process, while also offering strategic solutions relevant to contemporary educational needs. Thus, the development of Arabic language education in modern madrasas will not only be oriented towards preserving Islamic values but also foster adaptive, innovative learning that is in line with the demands of the era of globalization and modern technological developments.

METHOD

This study employed a qualitative approach with library research, focusing on the collection and analysis of various literature sources relevant to the problematic issues of Arabic language education in modern madrasas. Library research was conducted through a review of books, scientific journal articles, previous research findings, educational policy documents, and various other academic sources related to Arabic language learning, madrasa modernization, curriculum, teacher competency, and pedagogical challenges in the contemporary era. Library research aims to gain in-depth conceptual and theoretical understanding through the analysis of written data that is scientifically relevant to the research focus (Creswell & Creswell, 2018).

The approach used in this study is descriptive-analytical. The descriptive approach is used to map various problems in Arabic language education in modern madrasas, including those related to the curriculum, learning methods, teacher competency, student motivation, and the influence of technological developments and globalization on the Arabic language learning process. Meanwhile, the analytical approach is used to critically examine the factors causing these problems and their implications for the effectiveness of Arabic language learning in modern madrasas. Data analysis was conducted using content analysis techniques on various collected literature sources to obtain a systematic and comprehensive synthesis of ideas regarding the research object (Krippendorff, 2019).

The data sources in this study consisted of primary and secondary data. Primary data were obtained from major scientific works specifically discussing Arabic language education and its problems in modern Islamic educational institutions, while secondary data were obtained from supporting references such as research methodology books, educational journals, proceedings, and relevant official documents. Data collection techniques were carried out through documentation and systematic literature searches, then analyzed using the stages of data reduction, data presentation, and conclusion drawing to produce valid and objective scientific interpretations (Miles et al., 2014). Using

this method, this study is expected to provide a comprehensive overview of the various problems facing Arabic language education in modern Islamic schools, along with alternative solutions that can be developed.

HASIL DAN PEMBAHASAN

The research results show that Arabic language education in modern madrasas still faces various pedagogical, linguistic, psychological, and technological challenges. These challenges impact the effectiveness of the learning process and the overall achievement of students' language competencies. Based on observations, interviews, and a review of relevant literature, several key issues were identified, as follows:

Problems of Arabic Language Education in Modern Madrasas

Low Mastery of Mufradat

One of the main challenges in learning Arabic in modern Islamic schools is students' low vocabulary mastery. Vocabulary mastery is the foundation of language skills, as reading, writing, speaking, and listening skills are highly dependent on a rich vocabulary (Jamiatunnur et al., 2022). In practice, many students struggle to understand Arabic texts, translate sentences, and express simple ideas due to limited mastery of basic Arabic vocabulary. Research by Rosanda and Anwar (2024) shows that students from public schools have lower vocabulary mastery than those from Islamic boarding schools (pesantren) because they receive less intensive exposure to Arabic in their daily lives.

The problem of vocabulary mastery in the modern era is no longer solely related to conventional vocabulary memorization but is also influenced by changes in the lifestyles of digital youth. Many madrasah students today are more familiar with foreign English terms they learn from social media, online games, YouTube, TikTok, and streaming platforms than with Arabic vocabulary learned in class (Ilham et al., 2024). For example, students are more familiar with terms like "login," "streaming," "followers," "viral," or "gaming" than with simple Arabic words like *المِهْنَةُ* (profession), *المَكْتَبَةُ* (library), or *المِفْتَاحُ* (key). This situation leads to Arabic being perceived as an academic language far removed from the realities of their daily lives.

In the context of classroom learning, low mastery of vocabulary is evident when students are asked to read simple texts about daily activities. Many students still struggle to understand the meaning of basic words, resulting in slow reading and a complete reliance on teacher translation. When teachers teach texts about school life, some students are only able to recognize frequently repeated words in textbooks, while new vocabulary is difficult to understand without the aid of a dictionary or direct explanation from the teacher (Robbani & Romadhoni, 2021). This phenomenon indicates that students' mastery of vocabulary remains passive and has not yet developed into an active vocabulary that can be used in real-life communication.

Another problem is evident in students' weak ability to connect vocabulary to the context of modern life. For example, when teachers ask students to create simple conversations about using social media, most students do not know the Arabic equivalents for modern digital terms. As a result, students tend to mix Arabic with Indonesian or English. This code-mixing phenomenon indicates a gap between Arabic language learning materials and the realities of communication among today's youth (Muna et al., 2024).

In modern madrasah environments, many students also struggle to memorize vocabulary due to learning methods that are still oriented towards mechanical memorization. Teachers often provide lists of vocabulary to memorize without linking them to visual contexts, real-life experiences, or communicative use. As a result, students easily forget after the evaluation process is complete. Research shows that monotonous memorization methods without the support of interactive media lead to low motivation to learn Arabic and rapid boredom (Amin et al., 2025).

Another common problem among modern madrasah students is the inability to use vocabulary in spontaneous communication. Some students are able to memorize vocabulary during exams but are unable to use them during conversational practice (muhadatsah). For example, students may know the meaning of the words (to go), (to eat), or (to write), but have difficulty constructing simple sentences when speaking with friends or teachers. This indicates that vocabulary learning is still solely oriented towards cognitive aspects and has not yet addressed the communicative aspect (Primaningtyas et al., 2025).

Furthermore, the influence of digital culture also impairs students' concentration in learning Arabic vocabulary. Many students are more interested in browsing social media than memorizing vocabulary. The high frequency of gadget use shortens students' attention spans, making it difficult for them to focus on textual and monotonous learning. In some cases, students even tend to view Arabic as a "difficult and outdated" subject because it isn't presented in an engaging and relevant way to the digital culture they consume daily (Sinta Bella et al., 2025).

The problem of vocabulary also arises among students with low literacy skills. Some madrasah students struggle to read Arabic fluently, slowing down their vocabulary comprehension. This situation is further complicated when students must learn about word form changes in the sharaf (synonyms), which result in a single root word having multiple derived forms. This inability to understand word form changes makes it difficult for students to recognize the relationships between vocabulary words in Arabic texts (Musa & Ghofur, 2024).

Furthermore, the social environment of modern students often does not support the strengthening of Arabic vocabulary. Unlike Islamic boarding school students who are accustomed to using Arabic in daily conversation, most modern madrasah students only interact in Arabic during class. After class, they return to using Indonesian or regional languages in daily communication. As a result, the vocabulary they have learned is not naturally repeated and is easily forgotten. Research in *Seroja: Jurnal Pendidikan* confirms that the lack of Arabic language culture in the school environment is a major factor in students' poor communication skills (Mujahid et al., 2025).

Another phenomenon quite relevant in the modern era is the low mastery of vocabulary related to emotional and social communication in adolescents. Many students are unable to express feelings, opinions, or personal experiences in Arabic because their vocabulary is limited to formal textbooks. For example, students struggle to explain hobbies, feelings of stress due to schoolwork, experiences on social media, or organizational activities using Arabic. This prevents Arabic from developing as a tool for everyday communication, but rather as an academic subject (Mubarak, 2020).

The problem of vocabulary is also influenced by the disparity in ability among students. In a modern madrasah classroom, students with very diverse educational backgrounds are often found. Students from elementary madrasahs or Islamic boarding schools typically have a better vocabulary mastery than students from public schools. This difference in ability leads to an uneven learning process. Teachers often struggle to pace their learning because they must adapt to the abilities of the majority of students. As a result, weaker students fall further behind, while more capable students feel less challenged (Khotimah & Nurlaila, 2024).

The problem of vocabulary mastery is also evident in text-based learning based on scriptures or classical readings. Many students struggle to understand vocabulary rarely used in modern communication due to differences in cultural context and time. They can read texts phonetically but fail to grasp their substantive meaning. This condition gives rise to the phenomenon of "reading without understanding," where students can recite Arabic texts but are unable to grasp their message (Zhang & Zhang, 2022).

In the era of Society 5.0, the problem of vocabulary mastery is increasingly complex because technological developments require students to possess multilingual literacy skills. Modern youth are required to master foreign languages relevant to the global workplace, so Arabic is often deprioritized compared to English or Korean, which are more popular in digital media. Many students view Arabic solely as a language for religious studies, not as an international language applicable in academics, diplomacy, economics, and technology. This perception leads to low motivation to enrich their Arabic vocabulary (Anggi Nurul Baity, 2024).

This problem demonstrates that low vocabulary mastery is not simply a matter of vocabulary memorization but also relates to the learning approach, language environment, developments in digital culture, learning motivation, and the relevance of Arabic to the lives of modern youth. Therefore, more communicative, contextual, and technology-based learning innovations are needed so that Arabic can emerge as a living language that is close to the realities of today's young generation.

Difficulty Understanding Grammar and Phraseology

This study also found that grammar and grammar are still considered the most difficult part of learning Arabic. The complexity of Arabic grammatical rules causes many students to struggle to correctly understand word changes, syntactic functions, and sentence structure. Learning that is too focused on memorizing grammatical formulas without contextual practice results in students understanding Arabic theoretically but lacking the ability to apply them in real-life communication. Research by Fikri et al. (2021) shows that most students struggle to understand the concepts of i'rab, verb changes, and tashrif patterns because the learning emphasizes theoretical aspects over communicative practice.

These difficulties are further exacerbated by a learning approach that tends to be textual and less practical. Teachers often use abstract methods of explaining rules without connecting the material to everyday language contexts. As a result, students view grammar and grammar as complex, boring, and difficult to understand. Research by Mz (2019) explains that monotonous lecture methods and memorization of rules lead to low student interest in learning Arabic grammar.

Furthermore, poor basic reading skills in Arabic texts also hinder understanding nahwu and sharaf. Many students are unable to differentiate word functions within a sentence, making it difficult for them to determine the position of mubtada', khabar, fa'il, and maf'ul bih. Research by Nasiruddin (2020) indicates that a weak understanding of Arabic sentence structure leads students to memorize examples without understanding the underlying grammatical patterns.

From a modern pedagogical perspective, grammar learning should be developed through a communicative and contextual approach so that students understand the function of grammar as a means of communication, rather than simply memorizing theory. Practice-based approaches to language, interactive media, and contextual learning have been shown to help students grasp the concepts of nahwu and sharaf in simpler and more applicable ways. Erlina's (2024) research shows that the use of interactive digital media in learning qawa'id can improve students' understanding of Arabic language structure because the material is presented visually and communicatively.

Therefore, the challenges of understanding grammar and grammar demonstrate the need to transform learning methods toward a more applied, interactive, and practice-based approach. Integrating communicative methods, project-based learning, and the use of digital technology in Arabic learning is a strategic step to reduce the perception that grammar and grammar are difficult and burdensome for students. Research by Hasanah (2024) confirms that technology-based and interactive multimedia-based Arabic learning can increase student engagement and facilitate the understanding of abstract grammatical concepts.

Monotonous Learning Methods

Research shows that Arabic language learning in modern madrasas is still dominated by conventional methods such as lectures, memorization, and translation. This learning model places the teacher at the center of learning (teacher-centered learning), while students tend to passively receive material without actively engaging in the learning process (Qudrotulloh, 2021).

The use of monotonous methods results in a less engaging learning environment with minimal interaction. Students spend more time listening to teacher explanations than practicing Arabic communication directly. As a result, productive skills such as speaking (maharah kalam) and writing (maharah kitabah) are not optimally developed (Mubarak, 2020).

This phenomenon is further reinforced by research indicating that the Arabic language learning approach in some madrasas is still oriented toward mastery of grammar and translation, thus providing students with less opportunities to actively develop communicative skills (Najib Halim et al., 2022). These findings indicate a gap between the demands of 21st-century language learning and learning practices in the field. Foreign language learning in the modern era should emphasize a collaborative, communicative, and student-centered learning approach. However, in practice, teachers still dominate the learning process, thus under-developing student creativity and participation.

Therefore, the dominance of traditional methods is one factor contributing to the low effectiveness of Arabic language learning in modern madrasas. Other research shows that the use of interactive learning media and technology-based communicative methods can increase student motivation, participation, and communication skills in Arabic learning (Syamsu, 2024a).

Low Student Learning Motivation

Another problem identified in this study is low student motivation for learning Arabic. Many students perceive Arabic as a difficult, complex subject, and less relevant to the needs of modern life. This perception leads to students being less enthusiastic about participating in the learning process and tending to study solely to meet academic demands. This phenomenon aligns with research stating that the image of Arabic as a difficult subject often causes anxiety and low student interest in learning in madrasas (Ningtyas, 2021).

Low learning motivation is influenced by several factors, including unengaging learning methods, a lack of interactive learning media, and students' lack of understanding of the practical benefits of Arabic in the era of globalization. Furthermore, a learning orientation that focuses too much on cognitive and grammatical aspects prevents students from experiencing a fun and meaningful learning experience. Research (Mahmudah & Suharsono, 2023) shows that the use of monotonous conventional methods causes students to quickly become bored and less active in learning Arabic. Other findings also explain that the lack of integration of technology and digital media in Arabic learning makes the learning material feel distant from the lives of modern adolescents familiar with digital culture (Syamsu, 2024b).

Psychologically, motivation is a crucial factor in determining the success of foreign language learning. Students with high motivation tend to be more active, confident, and consistent in developing their language skills. Conversely, low motivation will result in poor participation, low interest in learning, and suboptimal Arabic language learning outcomes. This is supported by research (Susanti et al., 2018), which confirms that intrinsic motivation has a significant relationship with students' success in mastering Arabic language skills, particularly in speaking and understanding texts. Furthermore, research (Muslihatin, 2021) shows that a supportive and communicative learning environment can increase students' motivation and confidence in actively using Arabic.

Lack of Arabic Language Environment

This study also found that the Arabic language environment in modern madrasas has not been optimally developed. Students rarely use Arabic in daily communication, both inside and outside the classroom. This condition prevents students' communication skills from developing optimally due to the lack of opportunities for direct language practice. This phenomenon indicates that Arabic language learning remains theoretical and is not supported by an active communication culture in the educational environment (Hasanah, 2021).

This finding aligns with research published in Seroja: Jurnal Pendidikan, which states that the lack of an Arabic language culture in madrasas results in students being less accustomed to using Arabic actively. The language environment (bi'ah lughawiyah) plays a crucial role in developing language habits, increasing speaking confidence, and strengthening vocabulary and language structure mastery (Seroja: Jurnal Pendidikan, 2023).

The lack of supportive language environment also results in Arabic language learning occurring only in formal classrooms and not continuing in students' daily social interactions. However, language acquisition theory emphasizes that successful language learning is strongly influenced by the intensity of exposure and ongoing practice of language use. Other research also confirms that an active language environment can improve students' ability to read Arabic, expand their vocabulary mastery, and foster spontaneous communication in Arabic (Mubarak, 2020).

Furthermore, research by Fauzi and Hanifah (2023) shows that consistent development of linguistic vocabulary through daily programs such as muhadasah (recitation), providing vocabulary of the day, and using simple expressions in school activities can increase students' confidence in using Arabic communicatively.

Limitations of Learning Technology

In the current digital era, the use of technology in Arabic language learning is still suboptimal in many modern madrasas. Research shows that most madrasas have not fully utilized e-learning platforms, interactive multimedia, or digital-based Arabic language learning applications in the learning process (Huda & Wulandari, 2022).

These limitations are caused by several factors, such as a lack of technological facilities, low teacher digital competence, and minimal training in developing technology-based learning media. As a result, Arabic language learning still takes place conventionally and is less able to adapt to the characteristics of today's digital generation (Tolinggi, 2021).

Other research shows that some Arabic language teachers still experience difficulties integrating digital technology into their lessons due to limited skills in using learning applications, multimedia design, and online classroom management (Abdul Muid, 2024). Yet, technology integration in language learning has great potential to increase motivation, interactivity, and learning effectiveness. The use of interactive multimedia, learning applications, educational videos, and online learning platforms can help students understand material in a more engaging, flexible, and contextual way (Pradnyawati & Rati, 2023). Furthermore, the use of mobile learning-based digital media has been shown to increase student participation in Arabic language learning because it aligns with the habits of the modern generation, who are familiar with gadgets and the internet.

Therefore, limited technology utilization is a critical challenge that must be addressed immediately in the development of Arabic language education in modern madrasas. Digital-based learning transformation needs to be implemented through strengthening teacher competencies, providing adequate technological facilities, and developing innovative learning media that adapt to the needs of the Society 5.0 generation.

Solutions to Arabic Language Education Problems

Research results indicate that the challenges facing Arabic language education in the contemporary era are not solely related to students' low linguistic mastery, but are also influenced by methodological aspects, the learning environment, educator competency, and adaptation to digital technology developments. Arabic language learning in various

educational institutions still tends to use a traditional approach oriented toward memorizing the rules of grammar and grammar, thus hindering students' real-life communicative experiences. This situation leads to low productive skills, particularly in the areas of kalam (the Arabic language) and istima' (the Arabic language), because the learning process does not fully incorporate the contextual use of language in everyday life. Therefore, a transformation of Arabic language learning to be more communicative, interactive, and adaptive to the development of the digital society is needed so that Arabic language learning objectives can be optimally achieved (Asiah et al., 2022).

This study found that strengthening communicative methods is one of the main solutions to address the challenges facing Arabic language learning. The communicative approach emphasizes the use of language as an active means of communication, not merely an object of grammatical study. This method is implemented through dialogue activities (hiwar), group discussions, presentations, conversation simulations, and real-life communication practice that allows students to use Arabic directly. Active communication-based learning has been proven to increase students' confidence in speaking, enrich vocabulary mastery, and develop spontaneous thinking skills in Arabic. Furthermore, the communicative approach also has a positive impact on learning motivation because students feel more involved in the learning process. This finding aligns with research that suggests a communicative approach can increase the effectiveness of Arabic language learning because students gain direct and contextual language practice experience (Mabrurrosi et al., 2023).

In addition to strengthening communicative methods, the integration of digital technology is also a strategic solution for improving the quality of Arabic language education in the Society 5.0 era. Research shows that the use of digital platforms such as YouTube Arabic Learning and Google Classroom can create more flexible, interactive, and learner-centered learning. YouTube Arabic Learning provides access to authentic audio-visual materials that help students improve their listening skills, pronunciation, and vocabulary mastery through engaging and easy-to-understand Arabic video presentations. These audio-visual media also enable students to learn independently by repeating material according to their individual learning needs. Meanwhile, Google Classroom simplifies material distribution, assignment submission, learning evaluation, and communication between teachers and students in both online and blended learning. The integration of digital technology in Arabic language learning has been shown to increase learning motivation, student participation, and the effectiveness of the learning process because students become more familiar with the use of digital media in their daily activities (Fadhil Izzan Jm et al., 2025).

Research also shows that developing an Arabic language environment plays a significant role in supporting learning success. A conducive language environment can foster a natural habit of using Arabic, allowing students not only to learn the language in the classroom but also to use it in everyday interactions. Programs such as Arabic Day, muhadatsah activities, and the provision of daily vocabulary boards have proven effective in strengthening students' language habits. Arabic Day encourages the entire school community to use Arabic in simple communication at specific times, while muhadatsah activities provide a space for direct speaking practice between students. The daily vocabulary board helps enrich students' vocabulary gradually and sustainably. An active language environment has been proven to increase students' confidence in using Arabic and accelerate the language acquisition process because students receive continuous exposure to the language (Fitriani & Hilmi, 2023).

On the other hand, this study found that Arabic language teacher competence is a fundamental factor in the successful implementation of learning innovations. Teachers no longer merely serve as transmitters of material, but also as facilitators, motivators, and developers of creative learning environments. Therefore, Arabic language teachers need

ongoing training in digital media mastery, active learning strategies, and project-based learning models. Mastery of digital media enables teachers to create more engaging lessons through the use of videos, learning applications, and online platforms. Meanwhile, the implementation of active learning can increase student engagement in the learning process through discussion, collaboration, and problem-solving. Project-based learning provides opportunities for students to develop critical thinking, creativity, communication, and collaboration skills through Arabic-based projects. Therefore, improving teacher competence is a crucial step in realizing Arabic language learning that is relevant to the needs of 21st-century education (Asrullah et al., 2023).

Overall, the results of this study confirm that solving problems in Arabic language education requires a multidimensional approach involving strengthening learning methods, utilizing digital technology, creating a conducive language environment, and improving teacher professionalism. These four aspects are interrelated and inseparable in efforts to continuously improve the quality of Arabic language learning. The transformation of Arabic language education in the digital era is not only oriented towards mastering the theoretical aspects of language but must also be directed towards developing students' communicative competence, digital literacy, creativity, and collaborative skills. With the implementation of an integrated strategy, Arabic language education is expected to be able to meet the challenges of modern developments while producing students with active, adaptive, and contextual Arabic language competencies in line with the demands of modern global society.

CONCLUSION

The challenges facing Arabic language education in the contemporary era are not only caused by students' low linguistic mastery, but are also influenced by traditional learning methods, a lack of a language environment, limited teacher competency, and the suboptimal use of digital technology. The dominance of memorization-oriented learning results in students' communicative skills, particularly the use of *kalam* (the Arabic word) and *istima'* (the Arabic word) skills, not being fully developed.

This research shows that strengthening communicative methods is one of the main solutions to improving the quality of Arabic language learning. Through dialogues, discussions, presentations, and real-life communication practices, students are given the opportunity to actively use Arabic, thereby improving their language skills, vocabulary mastery, and self-confidence. Furthermore, the integration of digital technology through learning platforms like YouTube and Google Classroom has been proven to create more interactive, flexible, and tailored learning to the characteristics of learners in the digital age.

The research findings also emphasize the importance of developing an Arabic environment as a means of cultivating the habit of using Arabic outside the classroom. Programs such as Arabic Day, *muhadatsah* (the Islamic teachings), and the provision of daily vocabulary can strengthen language acquisition through ongoing practice. On the other hand, improving teacher competency is a key factor in supporting the success of learning innovations. Teachers need to master digital technology and implement active learning and project-based learning strategies to make learning more engaging, collaborative, and oriented toward developing 21st-century skills.

Therefore, resolving the challenges of Arabic language education requires an integrated approach through strengthening communicative methods, utilizing digital technology, creating a conducive language environment, and enhancing teacher professionalism. The synergy of these four aspects is expected to produce Arabic language learning that is more effective, adaptive, and relevant to the needs of modern society.

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