

Revitalizing the Translation Method in Arabic Language Learning in the Digital Era: Implications for Learning Motivation

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Abstract

ARTICLE INFO

Article history:

Received

March 18, 2026

Revised

May 10, 2026

Accepted

June 30, 2026

The development of digital technology is driving the revitalization of Arabic language learning methods to better suit the needs of 21st-century learners. This study aims to analyze the revitalization of the translation method in Arabic language learning in the digital era and its implications for student learning motivation. The study used a qualitative approach with library research. Data were obtained from books and scientific articles published between 2021 and 2026, then analyzed using content analysis techniques. The results show that the translation method remains relevant when integrated with digital media, such as Learning Management Systems (LMS), mobile learning applications, interactive multimedia, digital dictionaries, gamification, and artificial intelligence (AI)-based technology. This integration increases learning flexibility, enriches learning resources, and encourages student motivation, participation, and engagement. However, the effectiveness of its implementation is influenced by teachers' digital literacy, the quality of learning design, infrastructure availability, and students' ability to critically evaluate translation results. This study concludes that the revitalization of the translation method is a pedagogical transformation that integrates linguistic competence and digital literacy to create more adaptive Arabic language learning that is oriented towards increasing student learning motivation.

Keywords: translation method; Arabic language learning; digital era; learning motivation; digital literacy.

Published by

Website

ISSN

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2774-4302

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INTRODUCTION

The development of digital technology has transformed the learning paradigm, including in Arabic language learning, by providing a more interactive, flexible, and learner-centered learning process (Syamsu, 2024). This change requires teachers to adapt learning methods to remain relevant to the characteristics of the digital generation. One method still widely used is the tarjamah method, which focuses on text translation to understand language structure and meaning. Although considered a classical method, tarjamah still makes a significant contribution to improving grammatical understanding and reading skills when implemented innovatively (Bertuah & Zulhaiki, 2025). Therefore, revitalizing the tarjamah method through the integration of digital technology is a

necessary strategy to maintain its relevance and improve the quality of Arabic language learning.

The use of digital media is not intended to replace the tarjamah method, but rather to strengthen its implementation through interactive multimedia, digital dictionaries, learning applications, and online platforms. Various studies have shown that the use of digital technology can increase student attention, participation, and motivation to learn, as well as create a more contextual learning experience (Mahfudzah et al., 2024; Dzofira, 2025). Thus, the integration of digital technology has the potential to address the weaknesses of the tarjamah method, which has tended to be monotonous and teacher-centered, thus making learning more active and meaningful.

However, previous research still reveals gaps. Syamsu (2024) emphasized the effectiveness of digital media in Arabic language learning without linking it to the tarjamah method. Bertuah and Zulhaiki (2025) explained the relevance of the tarjamah method in the digital era, but their findings were still conceptual. Dlikri et al. (2025) demonstrated the effectiveness of the qawā'id wa tarjamah method in improving translation skills, but also found that learning remained monotonous and less effective in increasing student motivation. Meanwhile, Diana and Rosyadi (2022) demonstrated that interactive learning can increase motivation to learn Arabic, but did not integrate the characteristics of the tarjamah method.

Based on this study, research on revitalizing the digital-technology-based translation method to improve student learning motivation is still relatively limited. Previous research has tended to focus on two separate paths: the development of digital technology in Arabic language learning and the effectiveness of the translation method as a traditional approach. To date, few studies have integrated the two within a single learning framework to examine the effect of the revitalized translation method on student learning motivation.

Therefore, this study aims to analyze how the revitalization of the translation method through the integration of digital technology can improve student learning motivation in Arabic language learning. The results are expected to provide conceptual contributions to the development of Arabic language learning theory and provide practical recommendations for teachers in developing more innovative, effective learning strategies that meet the demands of 21st-century education.

METHOD

This study uses a qualitative approach with library research to critically analyze the revitalization of the translation method in Arabic language learning in the digital era and its implications for student learning motivation. This approach was chosen because it allows researchers to comprehensively synthesize theory, empirical research findings, and scientific developments without conducting field data collection (Creswell & Creswell, 2023; Mayring, 2021). Furthermore, library research is effective in identifying conceptual developments, evaluating previous research findings, and generating conceptual syntheses as a basis for further study (Mayring, 2021; Dalimunthe et al., 2025).

The research data sources consist of primary and secondary data. Primary data consists of scientific articles in reputable international journals and accredited national

journals discussing translation methods, Arabic language learning, digital technology, and learning motivation, with publication priorities for 2021–2025. Secondary data includes relevant scientific books, proceedings, policy documents, and research reports. All sources were selected based on criteria of credibility, relevance, currency, and traceability to ensure the research's scientific validity (Mayring, 2021; Becirovic et al., 2021; Yi et al., 2025).

Data collection was conducted through documentation techniques by searching scientific publications from various databases, such as Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, Taylor & Francis, Wiley Online Library, DOAJ, Dimensions, and Google Scholar. The search used keywords such as "translation method," "tarjamah method," "Arabic language learning," "digital learning," "educational technology," "student motivation," and "Arabic language education." The literature was then selected based on inclusion criteria: published between 2021 and 2025, available in full text, from credible scientific sources, and relevant to the research focus (Creswell & Creswell, 2023; Hidayat et al., 2024; Alfulana et al., 2025).

Data were analyzed using qualitative content analysis combined with thematic analysis. The analysis involved data reduction, coding, grouping themes, interpretation, and conceptual synthesis to identify patterns and relationships between concepts related to translation methods, digital technology integration, and student learning motivation (Mayring, 2021). The credibility of the findings was strengthened through source triangulation, comparing various relevant research findings to obtain a comprehensive and scientifically sound synthesis (Mayring, 2021; Yi et al., 2025).

RESULT AND DISCUSSION

RESULT

Revitalizing the Translation Method in the Digital Era

The translation method is an Arabic language learning approach that remains relevant because it effectively helps students understand texts, enrich vocabulary, and master the rules of grammar and grammar. The development of digital technology has not displaced this method, but rather encouraged its revitalization through the integration of learning media such as digital dictionaries, translation applications, Learning Management Systems (LMS), interactive multimedia, and online learning platforms. This integration enables the learning process to be more flexible, independent, collaborative, and oriented to student needs. However, the effectiveness of the translation method does not depend solely on technology, but rather on pedagogical design, teacher preparedness, and the quality of technology utilization in learning (Zulhaiki & Azis, 2024; Afriati et al., 2025; Bertuah & Zulhaiki, 2026). These findings indicate that technology functions as a learning support, while the success of the translation method's revitalization is determined by teachers' ability to integrate technology with meaningful, learner-centered learning strategies. Revitalizing the translation method also requires a transformation of the teacher's role from a transmitter of information to a facilitator capable of guiding students in the critical use of technology. In practice, the translation method needs to be combined with a communicative approach through online discussions, collaborative exercises, digital quizzes, and the use of multimedia so that students not only translate texts literally but also understand the context in which the language is used. This strategy can increase interaction, reduce learning boredom, and expedite the provision of feedback to students.

Various studies confirm that the successful integration of the translation method and digital technology is greatly influenced by teachers' pedagogical competence and digital literacy in designing active, contextual, and experiential learning (Zulhaiki & Azis, 2024; Rahmi et al., 2025; Sarah et al., 2024; Faiqoh et al., 2025). Thus, the revitalization of the translation method represents a pedagogical transformation that combines the strengths of traditional methods with digital innovation to sustainably improve the quality of Arabic language learning. Various studies have shown that integrating digital media into Arabic language learning can increase student motivation, participation, and engagement throughout the learning process. Interactive media provides a more engaging learning experience through visualizations, simulations, and collaborative activities, encouraging students to be more active in understanding Arabic texts. The use of technology also presents new challenges, particularly related to the use of automatic translation applications, which students often utilize without undergoing in-depth linguistic analysis. This reliance on technology can diminish critical thinking skills, the ability to accurately understand language structures, and the internalization of linguistic rules—the primary goals of the translation method. Therefore, the use of technology should be positioned as a supporting medium for learning, not as a substitute for students' thinking processes and intellectual activities. Teachers need to guide students to utilize technology as a means of exploring, verifying, and enriching their understanding of the material being studied. Thus, the revitalization of the translation method in the digital era will provide optimal impact if balanced with the strengthening of digital literacy, the development of critical thinking skills, and the implementation of learning strategies that encourage active student involvement (Bertuah & Zulhaiki, 2026; Afriati et al., 2025). The success of the revitalization of the translation method is not only measured by the improvement of learning outcomes, but also by its ability to form students who are able to utilize technology reflectively, critically, and responsibly. Thus, the integration of technology and the translation method needs to be directed at the development of language competence as well as digital competence as a demand for 21st-century learning.

Digital Media in Arabic Language Learning

Digital transformation has expanded the implementation of the translation method through the use of Learning Management Systems (LMS), Google Classroom, Moodle, YouTube, digital dictionaries, translation apps, and evaluation media such as Quizizz, Kahoot!, and Wordwall. In practice, students translate texts independently, then compare their results with a digital dictionary or AI-based app before discussing the accuracy of meaning, grammar structure, *sharaf*, and context with the teacher. This strategy transforms translation from a mechanical process into an analytical, collaborative, and contextual learning process, thereby improving vocabulary comprehension, critical thinking skills, and student participation (Kolhar & Alameen, 2021; Haq et al., 2024; Sarah et al., 2024; Faiqoh et al., 2025; Wandana et al., 2025; Bertuah & Zulhaiki, 2026). This analysis confirms that digital media functions as a cognitive scaffold that enriches the process of constructing meaning, rather than replacing the role of the translation method in Arabic language learning. The implementation of digital media in the translation method can be implemented through collaborative learning that combines synchronous and asynchronous activities. Teachers can utilize platforms such as Google Classroom, Zoom, or Google Meet to manage translation assignments, discuss translation results, and evaluate the accuracy of meaning based on aspects of grammar, grammar, and language

context. Students not only translate texts but also compare the results with digital translation applications to identify their strengths and limitations. This strategy encourages critical thinking, collaboration, communication, and digital literacy, enabling the translation method to evolve from a mechanical activity to reflective and contextual learning (Zulhaiki & Azis, 2024; Rahmi et al., 2025; Mu'awanah et al., 2025; Haq et al., 2024; Sarah et al., 2024; Amal & Choir, 2025; Almakky, 2024). These findings indicate that digital media does not replace the translation method but rather expands its function as a means of building language understanding through active analysis and interaction. The use of artificial intelligence (AI), mobile learning, and gamification further strengthens the revitalization of the translation method in Arabic language learning. Teachers can utilize Google Lens, ChatGPT, or other AI applications to compare students' translations, then guide them to analyze the accuracy of meaning based on the rules of grammar, grammar, cultural context, and communication goals. This process makes translation activities not only results-oriented but also trains analytical, verification, and reflection skills. The use of Quizizz, Wordwall, and Kahoot! as evaluation media can also increase student motivation, engagement, and participation through more interactive learning (Haq et al., 2024; Rani et al., 2023; Sutinalvi et al., 2024; Sarah et al., 2024; Yasin, 2025; Amal & Choir, 2025; Almakky, 2024). These findings indicate that digital technology is most effective when used as a means of strengthening critical thinking and active learning, not simply as a tool for obtaining instant translation results.

Although digital media offers various conveniences in learning translation, its use still requires pedagogical management to avoid technological dependency. Excessive use of machine translation can reduce students' ability to analyze language structure, understand context, and develop independent translation skills. Therefore, technology needs to be integrated with the manual translation process through teacher guidance that emphasizes analysis of diction, sentence structure, semantic aspects, and the cultural context of the text. This integration allows students to develop digital literacy while maintaining critical thinking skills and linguistic competence (Bertuah & Zulhaiki, 2026; Zulhaiki & Azis, 2024; Faiqoh et al., 2025; Mu'awanah et al., 2025; Rahmi et al., 2025; Sarah et al., 2024; Yasin, 2025). The primary value of digital media lies not in automating translation, but in its ability to transform the translation method into a more reflective, interactive, and contextual learning environment.

Opportunities for Implementing Digital Learning

The development of communicative approaches and digital technology does not diminish the relevance of the translation method, but rather opens up opportunities to revitalize it in Arabic language learning. The integration of learning applications, digital dictionaries, visual media, videos, and interactive multimedia makes the translation process more contextual, collaborative, and learner-centered. The translation method is no longer limited to textual translation but has evolved into language analysis and comprehension activities suited to the characteristics of the digital generation. Research shows that this method remains effective when adapted to technological developments through the use of digital media that support interactive learning (Zulhaiki & Azis, 2024;

Bertuah & Zulhaiki, 2026). This demonstrates that the revitalization of the translation method is not simply a digitalization of learning, but an effort to integrate classical approaches with technological innovation to improve the quality of Arabic language learning.

Digital media makes learning more engaging and innovative

The integration of digital technology has transformed Arabic language learning by providing broader, more flexible, and personalized learning resources. Digital platforms, learning apps, e-libraries, and interactive multimedia enable students to access materials, repeat lessons, and obtain feedback as needed. In the translation method, technology transforms translation activities from a linear process to interactive learning through virtual discussions, collaborative exercises, and translation analysis. This change encourages students to be more active in understanding the meaning of texts, evaluating language structures, and developing critical thinking skills (Sarah et al., 2024; Haq et al., 2024; Faiqoh et al., 2025). This demonstrates that digital technology not only expands access to learning but also transforms the translation method into a more dynamic, participatory, and meaningful approach through appropriate learning design.

The use of digital media in Arabic language learning is an innovative strategy for creating a more engaging, contextual learning process that is tailored to the characteristics of digital-age learners. Media such as interactive videos, animations, infographics, LMSs, learning apps, and digital quizzes can provide varied learning experiences through visual and audiovisual stimuli, as well as interactive activities. The use of these media helps students understand language concepts, reduces boredom, and increases participation through collaborative learning and technology-based evaluation. Thus, digital media serves not only as a tool but also as a means to build more communicative and learner-centered Arabic language learning (Wandana et al., 2025). These findings indicate that the effectiveness of digital media lies not solely in the technology itself, but in the teacher's ability to integrate it into meaningful learning designs.

E-learning and mobile applications increase participation and access to materials.

The development of e-learning and mobile learning applications has significantly contributed to the transformation of Arabic language learning by providing flexible access to learning without the constraints of time and space. Digital platforms enable students to study independently, review material, participate in interactive exercises, and receive immediate feedback as needed. In addition to expanding access to learning resources, this technology also increases participation through discussion forums, online quizzes, and collaborative activities that support student engagement. In practice, e-learning helps teachers manage materials, monitor learning progress, and conduct evaluations more effectively (Haq et al., 2024). These findings indicate that the success of digital technology depends not only on ease of access, but also on its ability to create active, flexible, and sustainable learning interactions through appropriate learning design. Digital translation can facilitate vocabulary comprehension and material when difficult words are immediately translated.

The use of translation technology in Arabic language learning can help students grasp vocabulary and learning materials more quickly, especially when they encounter difficult words or phrases. The ease of obtaining direct translations allows for a smoother learning process and reduces barriers to understanding text content, allowing students to focus more on the overall material (Kolhar & Alameen, 2021). Translation technology serves as an effective tool in increasing accessibility to Arabic language learning materials. However, its use still needs to be balanced with learning linguistic rules and contextual analysis so that students not only understand lexical meaning but also are able to interpret the text's meaning comprehensively.

Challenges of Implementing Digital Learning

The main challenge in revitalizing translation methods in the digital age lies not in the method itself, but in the quality of technology utilization. Translation applications and artificial intelligence can accelerate the comprehension of Arabic texts, but their instant use has the potential to diminish students' ability to grasp the structure, meaning, and context of the language. Therefore, technology should function as a supporting medium that encourages analysis and critical thinking, not replace the translation process. The success of digital translation learning depends on a balance between linguistic competence, digital literacy, and teacher pedagogical strategies (Zulhaiki & Azis, 2024; Bertuah & Zulhaiki, 2026).

Teachers play a central role in evaluating machine translation results and guiding students to understand its limitations, particularly in aspects of context, idiom, and Arabic culture. On the other hand, students also need digital literacy to be able to assess, compare, and construct meaning independently. Thus, technology becomes a means of exploration and reflection that strengthens linguistic abilities, not simply a provider of instant answers (Zulhaiki & Azis, 2024; Bertuah & Zulhaiki, 2026).

The implementation of digital-based Arabic language learning also faces obstacles such as limited infrastructure, internet access, human resource readiness, and institutional support. Low teacher digital literacy and a lack of digital learning resources suited to the characteristics of the Arabic language result in suboptimal technology utilization (Sarah et al., 2024; Yasin, 2025). Therefore, digital transformation needs to be supported through improving teacher competency, developing relevant digital materials, and collaborating with educators, academics, technology developers, and educational institutions to ensure the effective and sustainable digitalization of Arabic language learning.

Challenge	Implication for Digital <i>Tarjamah</i>	Supporting Reference
Machine translation is not always accurate	Students may accept incorrect meanings and interpretations	(Bertuah & Zulhaiki, 2026)
Limited digital literacy among teachers	Integration of the <i>tarjamah</i> method becomes superficial	(Rahmi et al., 2025)
Unequal infrastructure and internet access	Students experience unequal access to digital learning	(Haq et al., 2024)
Reduced social interaction	Learning may become isolated and	(Sarah et al., 2024;

	less collaborative	Tian, 2024)
Dependence on digital devices	Students' learning focus and concentration may decline	(Nafilah et al., 2024)

Table 1: Key challenges in implementing digital-based translation methods.

The implementation of digital-based translation methods offers opportunities to improve the quality of Arabic language learning, but also faces various challenges. The limited accuracy of machine translation, low teacher digital literacy, and infrastructure gaps can hinder their effective use. Students still need critical analysis skills to avoid relying on automated translations, which are not always appropriate to the Arabic context. Therefore, the success of digital translation depends on a balance between technology, teacher competence, and a supportive learning environment (Bertuah & Zulhaiki, 2026; Rahmi et al, 2025; Haq et al, 2024). Therefore, technology must be positioned as a learning support, not a substitute for students' linguistic thinking processes.

Digital-based translation methods also face social and psychological issues, such as reduced direct interaction, increased individual learning, and potential dependence on devices. Uncontrolled use of technology can reduce student concentration and reduce opportunities for discussion and collaborative understanding. Therefore, digital learning needs to be designed with interactive activities that maintain a balance between technology utilization, social interaction, and the development of critical thinking (Sarah et al, 2024; Tian, 2024; Nafilah et al, 2024). This shows that the effectiveness of digital translation depends not only on technology but also on the ability to create a humanistic, collaborative, and pedagogical learning experience.

Implications of the Translation Method on Motivation

Research consistently shows that students' motivation increases when the *tarjamah* method is integrated with engaging digital technologies such as e-learning, mobile learning, and gamification. Interactive platforms, contextual learning activities, and multimedia content create more meaningful learning experiences, encouraging greater participation, engagement, and confidence in learning Arabic (Haq et al., 2024; Sutinalvi et al., 2024; Rani et al., 2023; Almakky, 2024). In contrast, traditional teacher-centered approaches that emphasize memorization and mechanical translation often reduce motivation, particularly among digital-native learners (Yasin, 2025). These findings suggest that revitalizing the *tarjamah* method requires student-centered, interactive, and technology-enhanced learning environments that foster sustained motivation, active engagement, and comprehensive Arabic language proficiency (Pascasarjana et al., 2025; Sarah et al., 2024; Yasin, 2025).

DISCUSSION

The revitalization of the translation method in the digital era demonstrates that classical learning methods remain relevant when integrated with educational technology. The translation method is no longer simply word-for-word translation, but rather a process of understanding the meaning of texts through the support of a Learning Management System (LMS), digital dictionaries, mobile applications, learning videos, and artificial intelligence (AI). The use of this technology allows students to compare

translations, analyze aspects of grammar, grammar, semantics, and cultural context more interactively. This finding aligns with various studies that suggest that digitalization of learning increases the effectiveness of the translation method through more varied, interactive, and easily accessible learning resources (Kolhar & Alameen, 2021; Sarah et al., 2024; Haq et al., 2024; Wandana et al., 2025; Faiqoh et al., 2025; Bertuah & Zulhaiki, 2026; Zulhaiki & Azis, 2024). Thus, the revitalization of the tarjamah method does not eliminate its characteristics as a translation method, but rather expands its function into a learning approach that integrates linguistic competence and digital literacy according to a constructivist perspective.

Digital media provides opportunities to develop more adaptive, collaborative, and learner-centered Arabic language learning. Platforms such as Google Classroom, Moodle, Quizizz, Kahoot!, Wordwall, YouTube, and mobile applications support the implementation of the tarjamah method through the presentation of authentic texts, digital dictionaries, visual illustrations, and rapid feedback. These facilities facilitate students' understanding of the structure and meaning of texts, while providing learning flexibility tailored to their individual needs. Various studies have shown that digital media integration can increase participation, engagement, and the quality of Arabic language learning when supported by appropriate pedagogical strategies (Almakky, 2024; Rani et al., 2023; Sarah et al., 2024; Haq et al., 2024; Sutinalvi et al., 2024; Amal & Choir, 2025; Wandana et al., 2025). Therefore, the success of digital learning depends not only on technological sophistication but also on the effectiveness of its integration into the learning process.

The implementation of digital-based translation methods still faces several challenges, such as low teacher digital literacy, limited infrastructure, limited learning content quality, and student reliance on instant translation applications. These conditions have the potential to reduce students' ability to critically analyze aspects of grammar, grammar, and semantic context. Furthermore, suboptimal technology utilization and limited internet access also impact learning effectiveness. Various studies confirm that the success of digital-based Arabic language learning depends heavily on teacher readiness, equitable infrastructure, the quality of materials, and students' ability to critically evaluate translations (Zulhaiki & Azis, 2024; Bertuah & Zulhaiki, 2026; Mu'awanah et al., 2025; Rahmi et al., 2025; Sarah et al., 2024; Yasin, 2025; Faiqoh et al., 2025). Therefore, the effectiveness of revitalizing the translation method is determined not only by the use of technology, but also by the integration of linguistic competence, digital literacy, and pedagogical strategies that encourage critical thinking.

Despite facing various challenges, the integration of the translation method with digital media has been shown to have positive implications for student learning motivation. The use of interactive media, mobile learning, gamification, and platforms such as Quizizz, Kahoot!, and Google Classroom creates more engaging, collaborative, and student-centered learning. This condition encourages increased intrinsic motivation through active involvement in understanding the meaning of the text, while strengthening extrinsic motivation through feedback and enjoyable learning experiences. These findings align with various studies showing that the integration of technology and appropriate learning strategies can increase student motivation, engagement, self-confidence, and participation (Rani et al., 2023; Sarah et al., 2024; Haq et al., 2024; Almakky, 2024; Amal & Choir, 2025; Yasin, 2025; Fahmi et al., 2026). Thus, the revitalization of the tarjamah

method is an effort to integrate classical methods with digital innovation to increase both learning motivation and students' Arabic language competence.

Conclusion

The research results indicate that revitalizing digital-based translation methods is a relevant approach for 21st-century Arabic language learning. The integration of LMS, mobile learning, interactive multimedia, gamification, and artificial intelligence can create more flexible, contextual, and learner-centered learning. Digital technology not only facilitates text comprehension but also fosters critical thinking skills through the analysis and evaluation of translation results. However, its success still depends on pedagogical design, teacher digital competence, student readiness, and adequate infrastructure support.

Based on these findings, teachers are advised to integrate translation methods with technology pedagogically to focus not only on ease of translation but also on developing students' analytical, collaboration, and communication skills. Educational institutions need to strengthen teachers' digital literacy, provide supporting facilities, and develop digital content appropriate to the characteristics of Arabic language learning. Future research could use an experimental or mixed methods approach to test the effect of digital translation on student language competence, motivation, and learning outcomes.

This research has limitations due to its use of library research and therefore lacks direct empirical data from the field. Studies have also focused more on the relationship between translation methods, digital technology, and learning motivation, without delving into other language skills. Furthermore, rapid technological developments demand further research to test the effectiveness and sustainability of digital translation models in various educational contexts..

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