

Implementation of Digital Media in Arabic Language Learning

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Abstract

The presence of digital technology in the world of education allows Arabic teachers to take advantage of various online applications and platforms to provide more interesting and interactive learning materials. This study aims to describe the implementation of digital media in Arabic language learning and analyze its impact on the effectiveness of the learning process. The research uses a qualitative approach with a case study method in an educational institution that applies digital media as a means of learning Arabic. Data collection was carried out through observation of the learning process, interviews with teachers and students, and documentation of various media and digital learning tools used. The data was analyzed descriptively to obtain an overview of the implementation of learning and the factors that support and hinder its implementation. The results of the study show that the implementation of digital media is able to create a more interactive learning process, increase student participation and learning motivation, and facilitate the understanding of Arabic material through more interesting and varied presentations. However, its implementation still faces several obstacles, such as limited technology facilities, internet access, and digital literacy skills of educators and students. Therefore, infrastructure development, digital competency improvement, and continuous assistance are needed so that the use of digital media in Arabic language learning can run optimally.

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INTRODUCTION

The development of digital technology has brought about significant changes in various aspects of life, including education. Previously conventional learning processes have now transformed into more interactive, flexible, and technology-based learning platforms. In the context of Arabic language learning, these advancements provide significant opportunities for teachers and students to explore a wider range of learning resources that are more engaging, engaging, and efficient. (Wahyuni, 2024)

One educational institution striving to utilize technological advancements in the learning process is MTsN 1 Pematang. As a madrasah-level educational institution that continues to keep pace with the times, MTsN 1 Pematang has begun optimizing the use of digital media to support teaching and learning activities, including in Arabic language learning.

Arabic, as a subject in madrasahs, plays a crucial role, both as a religious language and as a language of global communication. Therefore, Arabic language learning should not only emphasize grammar or theory but also equip students with practical skills, particularly

listening (istima') and speaking (kalam). This aligns with the goals of education in the digital era, which prioritize cross-cultural communication skills and the use of technology in language learning. (Mardhotillah & Syarifah, 2025)

With digital technology, teachers can utilize various online applications and platforms to provide more engaging and interactive learning materials. Students can also access various learning resources independently, allowing them to learn at their own pace and style. Furthermore, technology also enables collaboration between teachers and students, making the learning process more dynamic and effective.

Digital media also plays a role as a supporting tool in the implementation of education, particularly in learning activities. This role has become increasingly apparent as the world of education faces challenges due to the COVID-19 pandemic in Indonesia, which has lasted for approximately two years since March 2020. (Wicaksono & Nurfianty, 2022) The pandemic has caused significant changes in social interaction patterns, including in education, encouraging the use of digital technology as an alternative to maintain the learning process.

In this digital era, education prioritizes creativity and active social interaction. (Haq, 2023) Technological developments encourage teachers to update their learning strategies to adapt to changing times, including in Arabic language learning. As a field of linguistics and literature, Arabic language learning continues to develop, especially with the use of digital media which can create more interactive and engaging learning.

Numerous studies have been conducted by previous researchers on the use of digital media in Arabic language learning. Among them is a study by Adin Hamzah and Septi Gumiandari (Al-Arif & Gumiandari, 2024) entitled "Learning Arabic in the Digital Era: Implementation Challenges and Opportunities," published in the *Journal of Education and Teacher Training*. The results of this study indicate that the use of digital technology has brought significant changes to Arabic language learning methods and opened up various opportunities for innovation in the learning process. Another study by Ahmad Muradi (2021) examined the use of information technology in Arabic language learning. His results showed that the use of digital media can increase learning effectiveness, expand access to learning resources, and enhance student motivation. Furthermore, research by R. Umi Baroroh and Abdul Kahfi (2022) on the use of digital-based learning media in Arabic language learning shows that digital media can create a more interactive learning environment, increase student engagement, and facilitate teachers in delivering material in a more engaging and varied manner. However, most previous studies have focused more on the use of digital media from a conceptual perspective, media development, and the effectiveness of its use in general. These studies have not yet thoroughly examined the implementation of digital media in the Arabic language learning process in the context of specific educational units, particularly at the Madrasah Tsanawiyah level. Therefore, this study has a different focus, namely describing the implementation of digital media in Arabic language learning at MTsN 1 Pemalang, including the implementation process, supporting and inhibiting factors, and its impact on learning effectiveness. Thus, this study is expected to provide a more specific empirical picture of the application of digital media in Arabic language learning at the Madrasah Tsanawiyah level.

METHOD

This research uses a qualitative approach with a case study method that aims to understand in depth the implementation of digital media in Arabic language learning at MTs Negeri 1 Pemalang. According to (Creswell J. W, 2018): qualitative research is an approach used to explore and understand the meaning given by individuals or groups to a particular phenomenon, with researchers as the main instrument in the data collection process. Research data was obtained through semi-structured interviews accompanied by direct observation in learning activities. Interviews were conducted directly through face-to-face

meetings with Arabic language teachers and several students to obtain clearer and more in-depth information regarding the role of digital media, obstacles that arise, and the perceived impacts of implementing digital media in the Arabic language learning process.

RESULT AND DISCUSSION

Application of Digital Learning Media in Arabic Language Teaching

The use of digital learning media can be a supporter in improving the learning process and outcomes, including in Arabic language learning. Arabic is a common subject taught at all levels of education, including Islamic elementary schools (MI), Islamic junior high schools (MTs), Islamic senior high schools (MA), and Islamic boarding schools (pesantren). In this study, the subjects studied were students at the MTs level, namely Madrasah Tsanawiyah Negeri 1 Pematang Jaya.

According to Rosyidi & Ni'mah (2011), Arabic in Madrasahs is prepared to achieve basic language competencies, which encompass four language skills:

- a) Listening skills (mahārah al-istīmā') are basic skills that language learners need to master, including in Arabic language learning. This skill relates to a person's ability to understand and grasp the meaning of words or sentences spoken by others.
- b) Speaking skills (mahārah al-kalām) are abilities related to the use of language orally. This skill encompasses a person's ability to express sounds, words, and sentences to convey ideas, thoughts, feelings, desires, and opinions to others.
- c) Reading skills (Mahārah al-qirā'ah) are the ability to comprehend written texts. This skill differs from comprehension through listening and speaking because oral communication involves other support, such as expressions and body language, to help convey the message. Reading, on the other hand, requires understanding the meaning of the written text.
- d) Writing skills (Mahārah al-kitābah) are the ability to express and convey ideas or thoughts in written form. These skills range from simple skills such as writing vocabulary and sentences to more complex writing, such as essays. Writing Arabic requires mastery of several aspects, such as vocabulary, grammar (qawaid), sentence structure, rhetoric, and the use of appropriate dictionaries to support writing accuracy. (Hilmi & Hasaniyah, 2023)

The Arabic language learning process is highly dynamic, as evidenced by the numerous new discoveries implemented by teachers at the junior high school level, ranging from approaches to learning models to instructional media. As time progresses, so do all innovations, leading to the emergence of new innovations to facilitate Arabic language teaching. (Rois, 2021)

Technology-based innovations in education have transformed Arabic language learning methods through the use of digital media. This implementation includes the use of e-modules, interactive multimedia, and digital assessment tools. These innovative measures aim to increase learning efficiency and maximize students' language competency.

Based on field observations and interviews, Arabic teachers at MTsN 1 Pematang Jaya utilize digital media as a form of innovation in their teaching. However, this digital learning media is not used throughout every lesson session, but rather only at specific times according to the material's needs. This step is taken to ensure the learning process is not boring and does not rely solely on lectures or textbooks. By incorporating technology at appropriate moments, teachers can capture students' attention, making them more active and focused during class.

When teaching in class, teachers use LCD projectors, PowerPoint (PPT), and learning applications to deliver material. With the help of these projectors, lesson materials can be presented in an engaging visual format that is easier for students to understand. Teachers typically prepare PPTs containing vocabulary (mufradāt), grammar rules

(qawaid), example sentences, and practice questions. This method significantly helps teachers explain the lesson sequentially. Furthermore, students also understand more easily because they can listen to the teacher's explanation while viewing the visuals on the screen.

In addition to explaining theory in class, these digital media are also used to hone language skills, particularly listening (mahārah al-istimā') and speaking (mahārah al-kalām). To practice listening, teachers encourage students to utilize the school's language laboratory facilities. Each student is provided with a computer and headphones to support their learning. Through these devices, students listen to various Arabic audio recordings, such as everyday conversations and short stories. This activity aims to familiarize students with recognizing letter sounds, listening for correct pronunciation, and understanding the audio content. During the kalam session, students use the facility to imitate pronunciation and practice live dialogue. This digital-based approach has successfully created an interactive learning ecosystem centered on active student involvement.

The Impact of Using Digital Media in Arabic Language Learning

Based on research results, the use of digital media has been proven to have a positive impact on the Arabic language learning process at MTsN 1 Pemalang. The media has demonstrated its superiority in assisting educators and teachers in conveying learning messages, making them more quickly and easily understood by students. (Zikri et al., 2024) With digital media, the classroom atmosphere becomes more engaging and less boring. Students can understand lessons in various ways, including visual displays on a projector screen, audio recordings, and videos. This variety significantly helps students absorb the material, especially when memorizing vocabulary, practicing correct pronunciation, and honing their language skills.

When interviewed, the students themselves admitted that learning Arabic using digital media is much easier to understand and more enjoyable. Several students shared that the LCD projector allows them to focus more on the teacher's explanations. For them, the material displayed on the screen is much clearer and more engaging than simply reading a thick textbook. Similarly, when studying in the language lab, listening sessions are greatly assisted because they can hear examples of Arabic pronunciation from native speakers directly, clearly, and repeatedly until they understand. In addition to improving understanding of the material, digital media also influences student motivation and engagement during learning. Students feel more engaged in learning activities due to the variety of methods that utilize technology. Through language laboratories, students can learn more actively using audio devices and other supporting technology, making the learning process more engaging and easier to understand. The development of digital-based Arabic language learning media is considered capable of developing students who are creative, communicative, critical thinkers, and collaborative.

In the world of Islamic studies and Islamic education, Arabic is crucial because it allows students to learn materials from Arabic-language books. Arabic is a tool that facilitates their learning and access to knowledge and science. Arabic has had a significant impact on the educational movement in Indonesia. (Muhammad & Setyawan, 2021)

Challenges of Implementing Digital Learning Media

Although the use of digital media offers various benefits in Arabic language learning, its implementation still faces several obstacles. Research shows that one of the obstacles identified is limited supporting facilities and infrastructure. Not all classes have complete LCD displays, so the use of digital media cannot be optimally implemented in every learning activity. This situation forces teachers to adapt the use of digital media to the available facilities. (Syamsu, 2024)

Improving students' Arabic language knowledge and skills requires creative teachers. One way to be a creative teacher is by utilizing effective learning media in the learning process. Teachers, as learning managers, should be able to create a fresh and enjoyable atmosphere. According to Thomas M. Risk, a sign of a teacher's good management is if they can share their experiences in learning, which is a good thing (Teaching is the guidance of learning experience). (Tiara & Wahyuningsih, 2021)

The role of teachers in improving the quality of Arabic language learning cannot be denied. However, in practice, obstacles that often arise in the field are related to the teacher's ability to operate the technology itself. It's important to understand that not all educators have the same level of digital literacy, so they still need time to adapt to optimally operate digital devices. Interviews revealed that teachers sometimes encounter difficulties managing technology-based learning media in the classroom. This situation often becomes even more challenging for teachers, especially if sudden disruptions or technical issues occur during class.

CONCLUSION

Based on research results, the implementation of digital media in Arabic language learning has a positive impact on the learning process. The use of LCD projectors and language laboratories helps teachers deliver material in a more engaging manner and makes it easier for students to understand. Digital media can also increase student interest and engagement in learning Arabic. However, its implementation still faces several challenges, such as limited facilities and other technical constraints. Therefore, teacher creativity and adequate support are needed for the successful use of digital media.

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