

Technology Integration in Arabic Language Skills Development in the Digital Era

Sarah^{*}, Ana Sabila Rizqia, Lisna, Mad Ali

Universitas Pendidikan Indonesia, Bandung, Indonesia

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ABSTRACT

Keywords:

Integration, Methods, Technology, Arabic Language Learning

The development of methods and the use of technology in learning Arabic has become the focus of attention in the context of education. The purpose of this research is to provide a comprehensive understanding of learning methods and technology integration in teaching Arabic. The research method used is a literature study that reviews the development of literature related to classical and modern methods such as grammar-translation, direct, reading, and speech, as well as the application of technology such as audiovisual, e-learning, and games in the learning process. The results of the study show the obstacles in the application of methods and technologies, as well as the proposed innovative efforts to overcome these challenges. In conclusion, the development of Arabic learning methods and technologies remains relevant and sustainable in the digital era.

Kata Kunci:

Integritasi, Metode, Teknologi, Pembelajaran Bahasa Arab

Pengembangan metode dan pemanfaatan teknologi dalam pembelajaran Bahasa Arab telah menjadi fokus perhatian dalam konteks pendidikan. Tujuan penelitian ini adalah memberikan pemahaman komprehensif tentang metode pembelajaran dan integrasi teknologi dalam mengajarkan Bahasa Arab. Metode penelitian yang digunakan adalah studi literatur yang mengulas perkembangan literature terkait metode klasik dan modern seperti tata bahasa-terjemah, langsung, membaca, dan dengar ucap, serta penerapan teknologi seperti audiovisual, e-learning, dan gim dalam proses pembelajaran. Hasil penelitian menunjukkan kendala dalam penerapan metode dan teknologi, serta upaya-upaya inovatif yang diusulkan untuk mengatasi tantangan tersebut. Kesimpulannya, pengembangan metode dan teknologi pembelajaran Bahasa Arab tetap relevan dan berkelanjutan di era digital.

Corresponding author:

sarahsarah2406@gmail.com (Sarah)

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1. Introduction

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

In this era of globalization, the importance of learning Arabic as part of cultural heritage and religious studies is increasingly emphasized. Although classical methods such as Grammar, Direct Translation, Reading, and Speech Listening are still relevant, the existence of technology brings new challenges and opportunities in learning Arabic (Syahril et al., 2023). The gap phenomenon that needs to be observed is how the integration of technology, such as audio visual, *e-learning*, and *games*, can enrich the Arabic learning experience in the midst of the challenges and obstacles faced. Learning methods can also affect learning interest (Fazuhra & Samin, 2022). Arabic learning can also be deepened by taking courses (Mandalika, 2023). In this context, the integration of technology in Arabic learning becomes relevant as an effort to increase the effectiveness and attractiveness of learning, while maintaining traditional and classical values.

The rapid growth of technology has benefited education in more ways than one and led to the emergence of what is currently known as "Educational Technology". According to Chun et al. (2016), language and technology have been closely intertwined since the invention of writing about 5000 years ago. Technology is also evolving in education and marketing practices. Technology is a determining factor in the success of integrating mobile learning in higher education. Technology is also a part of daily life, and this means integrating technology into the curriculum and embedding technology into teaching to support the learning process, therefore, technology becomes an inseparable part of the learning experience and becomes a significant problem for teachers, from preparing the learning experience to the teaching-learning process.

Pourhosein Gilakjani and Sabouri (2017) said that technology has changed to support teaching methods. This means that technology has an important role and influence on teachers' teaching methods in promoting student learning activities (Rita & Handrianto, 2021). If teachers do not use technology in teaching students, they will never be able to keep up with the development of technology. Therefore, teachers must have full knowledge of this technology in teaching Languages. After all, it is very important in learning Arabic as a foreign language because it is necessary to connect four skills such as speaking, listening, reading, and writing. This means that teachers must develop teaching methods and teaching media to improve the quality between teachers and students.

In line with research conducted by Rani et al. (2023), it shows that technology has the potential for ease of access, flexibility of time and place, and the availability of diverse learning resources. However, there are also some challenges faced in technology-based Arabic language learning, such as uneven content quality, the need for stable internet access, and a lack of social interaction. Research by Sukarya et al. (2022) showed that the participants initially experienced difficulties in listening, and after being helped by technology, students felt happy, easier, excited, and motivated to learn listening skills using technology. Furthermore, research by Tiara et al. (2021) found that the learning process will be more interesting and fun with an application, so that it can develop students' knowledge of vocabulary.

Learning refers to the use and development of more efficient and effective technology-based learning media, in line with the emergence of the industrial revolution 4.0 (Setyawan & Anwar, 2020). The development of technology in the digital era 4.0 will be in line with various kinds of means or media, which makes students prefer to play *games* on *smartphones* and computers rather than reading textbooks, such as Arabic lessons. Based on the explanation above, there are various educational *game* applications that use technology that can be applied to support Arabic teaching and learning activities. In recent years, educational games have been increasingly used to support learning. According to Zarzycka-Piskorz (2016), technology such as games has advantages such as improving communication competence and encouraging the use of language creatively and spontaneously. In addition, games can increase motivation and promote *learner-centered* so that they can also help students improve their English skills not only in the classroom but also outside the classroom (Saputra et al., 2021).

The interesting side of this technological development is the main focus in the development of this article in order to provide an in-depth understanding of Arabic learning technology. This article seeks

to detail not only the success of technology implementation in increasing student motivation, but also identify obstacles that may be faced, as well as design more adaptive learning strategies innovatively. Thus, this article can contribute to a more holistic and contemporary understanding in the context of learning Arabic. Through further exploration of these aspects, it is hoped that it can open up new insights and become the basis for the development of more effective Arabic language education in the future.

2. Method

This study uses the literature study method (*Library Research*). Literature study is a study used in collecting information and data with the help of various kinds of literature (Timotius, 2017), where in this article the researcher reviews various literature and research related to language learning.

Data collection in this study was carried out by looking for articles and research that are relevant to the topic of Arabic learning methods and technologies. The data sources used include scientific journals, books, research reports, and other reliable sources. Researchers select articles and research based on several specific criteria, such as the quality of the methodology, relevance to the topic, and the credibility of the source. In this process, researchers ensure that the data collected includes a variety of perspectives and up-to-date findings. It aims to provide a comprehensive and in-depth overview of the application of technology in Arabic language learning, as well as identify the factors that influence success and the challenges that may be faced.

Then the researcher analyzes the selected articles and research to analyze the challenges and innovations in Arabic language learning discussed in previous journals and analyzes the role of technology in Arabic language learning. The researcher synthesized the results of the analysis to find a comprehensive picture of the language learning landscape and Arabic learning technology in the digital era.

3. Results and Discussion

3.1. Technology in Language Skill Development

Technology, as an ever-evolving concept, has been defined by various experts with diverse nuances. Hasibuan (2016) views technology as a process that increases added value, producing products that are integrated in a wider system. Piqriani and Amin (2023) emphasize the role of technology in reducing uncertainty to achieve desired outcomes. Meanwhile, Nugraha (2020) sees it as the implication of scientific knowledge that can be replicated. In general, technology can be understood as the application of scientific and practical knowledge to solve problems and improve efficiency in various aspects of life.

In the context of learning Arabic in the digital era, technology has brought significant changes. Wider access to digital learning resources has opened the door for learners to explore a variety of learning materials that were previously difficult to reach (Amadi & Sholikha, 2023). Online dictionaries, language learning apps, and audiovisual materials are now readily available, allowing learners to enrich their knowledge beyond the confines of traditional classrooms (Sholihah et al., 2022).

Global collaboration between learners and native speakers is now easier thanks to digital technology. Online communication platforms allow for direct interaction with native Arabic speakers from different countries, providing a valuable opportunity to practice the language and gain deeper cultural insights. This not only improves language skills, but also broadens learners' global perspectives.

The integration of various language skills in digital platforms, coupled with a more efficient assessment and feedback system, has changed the Arabic language learning landscape. Modern learning apps and platforms enable the integrated practice of reading, writing, listening, and speaking in a single digital environment. Automated grading systems and quick feedback help learners identify areas that need improvement more accurately. By understanding and utilizing the role of this technology, educators and learners can optimize the process of developing Arabic language skills, preparing themselves for the increasingly complex demands of global communication in the digital era.

3.2. Technology in Arabic Language Learning

In learning Arabic, classical methods such as Grammar-Translation, Direct, Reading, and Speech Listening continue to show great relevance, even in the midst of the dominance of modern methods in the digital era (Mustafa, 2021). Literature studies reveal that understanding the dynamics of each method not only retains traditional values, but also provides a solid foundation for the development

of more innovative and effective learning models. The Grammatical-Translation method, with a focus on grammatical structure and translation, provides a solid foundation for language comprehension. The Direct Method, which emphasizes direct interaction with the target language, enriches speaking skills and contextual comprehension (Sya'roni, 2020). The Reading Method places emphasis on comprehension of texts and vocabulary, while the Speech Listening Method, with a focus on audio-lingual, improves listening and speaking skills. A deep understanding of the dynamics of each of these methods allows for a wise alignment between traditional values and contemporary learning needs. Thus, the development of Arabic learning models can combine the power of classical methods with innovative elements, creating a balanced and relevant learning environment in the modern era.

The Grammatical-Translation method, with a focused focus on understanding grammatical structures and translation, has a central role in building the foundation of language knowledge. By focusing on the grammar and meaning of words, this method helps students understand the basic foundations of the Arabic language. A strong understanding of grammatical structures is key to understanding the more complex concepts in the language.

The Direct Method offers a different approach by placing emphasis on direct interaction with the target language. Through hands-on practice, students are not only given the opportunity to speak Arabic actively, but also understand the context in which it is used. This not only hone speaking skills, but also deepen students' understanding of the use of Arabic in everyday situations. By combining the Grammar-Translate Method and the Direct Method, learning Arabic becomes more holistic, providing a solid foundation and enriching students' communicative skills simultaneously. Thus, this combinatorial approach has a positive impact on the overall understanding of the Arabic language.

The Reading Method and the Speech Listening Method each place a unique emphasis on learning Arabic. The Reading Method focuses on comprehension of texts and vocabulary, allowing students to develop reading skills in depth. This process helps to expand vocabulary and improve understanding of context in different types of texts, from simple to more complex.

On the other hand, the Speech Listening Method, with a focus on an audio-lingual approach, aims to improve students' listening and speaking skills. Through audio and pronunciation exercises, students can build sensitivity to the nuances of Arabic, as well as improve speaking skills naturally. This method creates a learning experience that resembles direct interaction in everyday situations, enriching students' communicative abilities.

The combination of Reading Method and Speech Listening Method in Arabic language teaching creates a balanced approach. Students are not only skilled in reading texts and understanding their meanings, but are also actively trained in listening and speaking in real contexts. Thus, the use of these two methods simultaneously forms a comprehensive learning foundation and fulfills various aspects of Arabic language proficiency.

A deep understanding of the dynamics of each Arabic language learning method provides a holistic perspective, opening up space for an integrated approach in teaching. In the face of the times, technology integration is the key to enriching the learning experience. This opens up opportunities for the development of innovative models that combine the power of classical methods with technological aids.

By utilizing technology, learning Arabic can become more dynamic and interactive. The integration of technology not only adds a new dimension to learning, but also provides solutions to the challenges that may be faced in the application of classical methods. These innovative models create space for creative exploration and development of students' Arabic language skills.

Along with technological advancements, the development of Arabic learning must continue to adapt to meet the demands of learning in the contemporary era. With an integrated approach between classical methods and technology, learning Arabic can create models that not only maintain the values of classical methods, but are also relevant to the needs of students in the face of changing times. Thus, the integration of technology opens up opportunities to create a more effective learning environment and in accordance with the demands of the times.

Literature analysis shows a significant paradigm shift in Arabic language learning, with a marked increase in the use of technology. The application of technology, such as audio visuals, *e-learning*, and games, has had a positive impact that enriches the learning experience. The use of audio visuals helps students understand learning content visually and auditively, increasing information capture. *E-learning* provides flexibility in access and learning time, allowing students to learn at their own pace. In addition,

educational games provide interactive elements that make learning more engaging and interactive. With the use of this technology, learning Arabic is not only more effective but also more fun. Students can engage in a more dynamic learning experience and be well adapted to technological developments. Therefore, this paradigm shift reflects a positive response to learning challenges in the digital era, which can improve the quality and relevance of Arabic language learning.

The success of technology implementation, especially the use of audio visuals, is reflected in increasing student motivation and participation in learning Arabic (Syamsuddin, 2022). The use of audio visual provides a new dimension in understanding learning content by presenting material visually and audiotively. This creates a more immersive and engaging learning experience for students. By utilizing visual and sound elements, students can more easily grasp Arabic concepts and the context in which they are used. Multimedia such as videos and audio-visual presentations can bring Arabic texts and situations into real-life contexts, enriching students' understanding of the culture and use of the language (Hidayat, 2023). In addition, the use of this technology gives students the freedom to learn according to their individual preferences, increasing their engagement and interest in the learning process. Therefore, the successful implementation of technology, especially audio visual, can be considered a positive step in increasing the effectiveness and attractiveness of learning Arabic in the digital era.

E-learning, as an online learning solution, has a crucial role in providing flexible access facilities to learning materials. In the context of learning Arabic, *e-learning* platforms allow students to access a variety of learning materials anywhere and anytime, according to their respective learning rhythms. The flexibility offered by *e-learning* is very meaningful, especially considering the individuality needs of students in the learning process. Students can adjust the time and place of study according to their preferences and schedule. This can increase learning comfort and efficiency, resulting in a more personalized and customized learning experience. Thus, *e-learning* provides an effective solution to meet the needs of learning Arabic, creating an open, flexible, and accessible learning space for various groups. The use of this technology makes a positive contribution to the progress and quality of Arabic learning in the digital era.

The use of games or educational games in learning Arabic offers an interactive dimension that is able to maintain students' interest (Khairani et al., 2021). This combination of technology creates a more interactive and contextual learning experience, in line with the needs of the modern generation who tend to be more responsive to dynamic learning approaches. Educational games not only serve as a learning tool, but also as an effective motivator. They offer challenges and rewards that can increase student participation, creating a more dynamic and enjoyable learning atmosphere. Thus, the use of technology, especially educational games, opens up new opportunities to create an Arabic learning experience that is not only effective but also interesting for students. The learning environment generated by the incorporation of this technology is becoming increasingly relevant to the needs and preferences of today's students. By utilizing technological interactivity, learning Arabic becomes more fun, effective, and in accordance with the demands of the digital era.

3.3. Benefits of Arabic Language Learning Technology Integration

The integration of technology in Arabic learning offers a variety of benefits for teachers and students, such as:

Increases Learning Motivation

Technology can create a more engaging, interactive, and relevant learning experience for students. This can increase their interest and motivation in learning Arabic. For example, the use of engaging learning videos, educational games, and conversation simulations can make students more enthusiastic about participating in learning (Sholihah et al., 2022).

Increasing Learning Effectiveness

Technology can help teachers deliver learning materials more effectively. For example, the use of presentation media such as PowerPoint or Prezi can help teachers explain the material more clearly and interestingly. In addition, technology can also help teachers in providing more interactive and varied learning exercises and evaluations (Mulyadi et al., 2023).

Expanding Access to Learning

Technology can help students access learning materials whenever and wherever they are. For example, the use of online learning platforms such as Ruangguru or Zenius can give students access to

learn Arabic outside of school hours. In addition, technology can also help students communicate with native Arabic speakers through social media or video call applications (Fannah et al., 2022).

Improve Language Skills

Technology can help students improve their Arabic language skills, such as speaking, reading, writing, and listening. In addition, technology can also help students in improving their Arabic reading skills by reading online news or e-books.

Improves Collaboration and Interaction

Technology can help teachers and students collaborate and interact more easily. For example, the use of online discussion platforms such as Google Classroom or Edmodo can help teachers and students exchange information and ideas. In addition, technology can also help students in collaborating with their classmates in working on projects or assignments.

Transformation of Teaching Methods

The integration of technology in Arabic language learning brings a significant transformation in teaching and learning methods. Technology allows for a more dynamic and interactive learning experience, as well as providing variety in the presentation of teaching materials (Maulana, 2023)

3.4. Innovations in Arabic Language Learning

The picture taken from the literature study inspires through various innovative efforts to improve the effectiveness of Arabic language learning. These innovations include the development of new learning models designed to provide a more dynamic and relevant learning experience. The integration of more advanced technologies, including audio visuals, *e-learning*, and *games*, is an integral part of these innovations, creating an interactive and engaging learning environment. The literature study also highlights strategies for increasing student engagement as an important focus in Arabic learning innovation. Participatory methods, collaborative projects, and an emphasis on communicative aspects of learning are the approaches taken.

Technologies such as Canva (Amrina & Handayani 2021), Offline Web-based media (Firdausia et al., 2020) and Plotagon-based (Sholihatin, 2020) and even Instagram (Husin et al., 2021). All of these innovations aim to create a learning experience that not only provides a deep understanding of the Arabic language, but also maintains students' interest and inspires ongoing learning motivation. Thus, innovative efforts in learning Arabic reflect a commitment to continue to adapt to the times and meet the demands of modern learning. This holistic approach illustrates the desire to create a dynamic, relevant, and motivating learning environment for students to understand Arabic.

3.5. Obstacles and Challenges

The main challenges identified in the literature study on Arabic language learning involve a number of obstacles that can be significant obstacles in the application of methods and technologies. One of the main obstacles is limited access, where some students may face difficulties in accessing the necessary technology or learning resources. This can create an accessibility gap, affecting the ability of some students to harness the full potential of technology-enabled learning innovations.

In addition, resistance to change also emerged as a critical factor in the context of learning Arabic. Relevant parties, both students and educators, may be reluctant to accept changes in the established learning paradigm. This resistance can stem from comfort with traditional methods or uncertainty about the use of technology in the learning process. Therefore, efforts to introduce new methods and technologies need to be accompanied by strategies that take into account and respond to the concerns and needs of stakeholders in the context of learning Arabic.

In addition, it should be noted that the need for training for educators is another obstacle in the implementation of methods and technologies in learning Arabic (Meliyani et al., 2022). Effective use of methods and technologies requires special skills that not all educators may have. Therefore, a deep understanding of these obstacles provides valuable insights into designing effective problem-solving strategies. The solution to overcome this obstacle could involve the development of a special training program for educators. The program can be designed to improve their understanding and technology skills, so that they can integrate learning innovations more smoothly. In addition, there needs to be an initiative to address the inequality of access among students, so that all students have equal access to Arabic learning methods and technologies.

By detailing and overcoming these obstacles, Arabic language learning can become more inclusive, adaptive, and responsive to the dynamics of educational needs in the modern era. Efforts to build the capacity of educators and provide equal access for students are key in creating an equitable and sustainable learning environment.

4. Conclusion

Literature studies bring an in-depth understanding of Arabic learning methods and technologies. While classic methods such as Grammar-Translate, Direct, Reading, and Speech Listening remain relevant, the utilization of technologies such as audio visuals, *e-learning*, and games has brought a significant positive impact. The implementation of the technology has succeeded in increasing student motivation and participation, creating a more interactive and contextual learning experience. However, the literature also highlights constraints, including limited access, resistance to change, and the need for training for educators. An in-depth understanding of the dynamics of classical methods and technology integration opens up opportunities for the development of innovative learning models.

The innovations include the development of new models, the integration of more advanced technologies, and strategies to increase student engagement. Innovative efforts in Arabic language learning reflect a commitment to adapt to the times, creating dynamic, relevant, and motivating learning experiences for students in understanding Arabic. Technology can thus support learning activities, especially in Arabic, can be a more effective and responsive learning strategy to the needs of education in the modern era.

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